THE EFFECTIVENESS OF ACADEMIC ADMINISTRATION FOR IMPROVING THE QUALITY OF STUDENT LEARNING IN BUDDHIST SECONDARY EDUCATION IN SOUTHERN VIETNAM

ประสิทธิผลของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียนในพระพุทธศาสนาระดับมัธยมศึกษาตอนปลายในเวียดนามใต้

VEN. SA THUOL THACH (RĀMADHAMMO)

A Thesis Submitted In Partial Fulfillment of
the Requirement for the Degree
Master of Arts
(Buddhist Educational Administration)

Graduate school
Mahachulalongkornrajavidyalaya University
C.E. 2018

ประสิทธิผลของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียนในพระพุทธศาสนาระดับมัธยมศึกษาตอนปลายในเวียดนามใต้

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The Effectiveness of Academic Administration for Improving the Quality of Student Learning in Buddhist Upper Secondary Education in Southern Vietnam

Ven. Sa Thuol Thach (Rāmadhammo)

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The Graduate School of Mahachulalongkornrajavidayalaya University has approved this thesis of "The Effectiveness of Academic Administration for Improving the Quality of Student Learning in Buddhist Upper Secondary Education in Southern Vietnam" as a part of education according to its curriculum of the Master of Art in Buddhist Educational Administration.

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Abstract

The purposes of study were: 1) to study the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation; 2) to compare the opinions about the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation classified by the samples' personal factors: position, education and work experience; 3) to study the methods of effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation. This study was conducted by the mixed methods research including qualitative and quantitative research methodologies. The samples were 127 persons including administrators and teachers. The research instruments were a questionnaire and an interview and the statistics used were: Frequency, Percentage, Mean, Standard Deviation, t-test, F-test, One-way Analysis of Variance (ANOVA) accordance with Scheffe's method.

The results of study were as follows:

1) The study of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation revealed that the highest one was evaluation and the lowest one was curriculum implementation.

2) The comparisons of the effectiveness of academic administration for improving the quality of student learning based on planning, instruction, curriculum implementation and evaluation classified by positions show the different opinions between instruction with the mean difference at the significant level of 0.05, and the work experiences shows the different opinions between curriculum implementation with the mean difference at the significant level of 0.05, but education and evaluation were not different.

3) The methods of the effectiveness of academic administration for improving the quality of student learning based on planning, instruction, curriculum implementation and evaluation were as follows:

Administrators and teachers need to improve training curriculum and enhancing program management, know about curriculum resources and technologies which make humble and easy to learn, plan based on school curriculum, time to start and finish the school plan clearly and often has a meeting to monitor it, define the good instruction that can leads to effective student learning, guide students to create learning activity in classroom and self-study and use student-centered rather than teacher-centered methods during teaching and learning, properly monitor of curriculum implementation and regularly retrain programs for practicing teachers to improve their instruction, and evaluate student learning dramatically which can improve teaching effectiveness and provide learning activity, evaluate a school plan and the student learning results as well as find the strength and weakness of school plan and student outcome for more improving.

ชื่อวิทยานิพนธ์ : ประสิทธิผลของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการเรียนรู้ขอนักเรียนในพระพุทธศาสนาระดับมัธยมศึกษาตอนปลายในเวียดนามใต้

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ ๑) ศึกษาประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน ในระดับมัธยมศึกษาตอนปลายทางพุทธศาสนา เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตร และการประเมินผล ๒) เปรียบเทียบระดับความคิดเห็นต่อประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตรและการประเมินผล โดยจำแนกตามตำแหน่ง วุฒิการศึกษา และประสบการณ์ทำงาน ๓) ศึกษาแนวทางประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน ในระดับมัธยมศึกษาตอนปลายทางพุทธศาสนา เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตร และการประเมินผล กลุ่มตัวอย่างที่ใช้ ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหาร และครู จำนวน ๑๒๗ คน เครื่องมือที่ใช้ในการเก็บข้อมูล คือแบบสอบถาม และแบบสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน (S.D.) ค่าที (t-test) (F-test) และค่าการวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ตามวิธีของ Scheffe.

ผลการศึกษาพบว่า

๑) ประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน ในระดับมัธยมศึกษาตอนปลายทางพุทธศาสนา เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตร และการประเมินผล โดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านเรียงตามระดับมากไปหาน้อยดังนี้ คือ ด้านการประเมินผล ด้านการวางแผน และด้านการจัดการเรียนการสอน อยู่ในระดับมาก ส่วนด้านการใช้หลักสูตรไปใช้ อยู่ในระดับปานกลาง

๒) เปรียบเทียบระดับความคิดเห็นต่อประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตรและการประเมินผล โดยจำแนกตามตำแหน่ง วุฒิการศึกษา และประสบการณ์ทำงาน โดยภาพรวม ไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านจำแนกตามตำแหน่ง มีความคิดเห็นแตกต่างกันเกี่ยวกับการเรียนการสอน ซึ่งมีความแตกต่างอย่างมีนัยสำคัญที่ระดับ 0.05 และจำแนกตามประสบการณ์ในการทำงานก็มีความ

คิดเห็นแตกต่างกันในการใช้หลักสูตรไปใช้ ซึ่งมีความแตกต่างอย่างมีนัยสำคัญที่ระดับ 0.05 ส่วนวุฒิการศึกษา และการประเมินผล มีความคิดเห็นไม่แตกต่างกัน

๓) แนวทางประสิทธิผลของการบริหารงานวิชาการ เพื่อพัฒนาคุณภาพการเรียนรู้ของนักเรียน ในระดับมัธยมศึกษาตอนปลายทางพุทธศาสนา เกี่ยวกับการวางแผน การเรียนการสอน การใช้หลักสูตร และการประเมินผลดังนี้

ผู้บริหาร และครูผู้สอน ต้องการพัฒนาการฝึกอบรมหลักสูตร และการจัดการโปรแกรมการเสริมสร้างความรู้เกี่ยวกับทรัพยากรด้านหลักสูตร เทคโนโลยี และทำให้ง่ายต่อการเรียนรู้ การวางแผนต้องอยู่บนฐานหลักสูตรของโรงเรียน เวลาที่จะเริ่มดำเนินการ และเสร็จสิ้นการวางแผนของโรงเรียนได้อย่างชัดเจน และควรมีการประชุม เพื่อตรวจสอบการวางแผน กำหนดการเรียนการสอนที่ดีสามารถนำไปสู่การเรียนรู้ของนักเรียนที่มีประสิทธิภาพ แนะนำนักเรียนเพื่อสร้างกิจกรรมการเรียนรู้ในห้องเรียนและการเรียนรู้ด้วยตนเอง และใช้วิธีการยึดนักเรียนเป็นศูนย์กลางเหมาะกว่าวิธีการยึดครูเป็นศูนย์กลางในการเรียนการสอน การตรวจ สอบการดำเนินการที่เหมาะสมกับหลักสูตร และการฝึกอบรมโปรแกรมสำหรับครูอยู่เสมอในการปรับปรุงการเรียนการสอน วิธีการประเมินการเรียนรู้ของนักเรียนอย่างกระตุ้นสามารถพัฒนาประสิทธิภาพการเรียนการสอน จัดกิจกรรมการเรียนรู้ ประเมินการวางแผนของโรงเรียนและผลการเรียนรู้ของนักเรียนรวมทั้งการหาจุดแข็ง และจุดอ่อนของการวางแผนโรงเรียน และผลการเรียนรู้ของนักเรียน เพื่อพัฒนาเพิ่มเติม

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Ven. Sa Thuol Thach (Rāmadhammo)

April 01, 2019

CHAPTER I

INTRODUCTION

1.1 Background and Significance of Research Problems

Education in Vietnam is a state-run system of public and private education run by the Ministry of Education and Training. It is divided into five levels: pre-school, primary school, secondary school, high school, and higher education. Formal education consists of twelve years of education basic. Basic education consists of five years of primary education, four years of intermediate education, and three years of secondary education. The main education goal in Vietnam is "improving people's general knowledge, training quality human resources, and nurturing and fostering talent. Vietnam is known for its rigorous curriculum that is deemed as competitive for students. Secondary education Secondary education is one of the most significant social issues in the country: designated schools known as "High schools for the gifted" (Truong trung hoc pho thong chuyen) are regarded as prestigious and often demand high entrance examination results. Higher education is also a fundamental cornerstone in Vietnamese society. Entrance to university is determined through the National High School Graduation Examination, whose results will be considered for evaluation. The higher the score is, the more prestigious the institution will be. Failure to attend university often leads to social stigma, as those who could not pass the Graduation Examination would be looked down upon by members of society.

With one of the highest GDP growth rates in Asia, Vietnam is attempting to improve its education system; in 2012, estimated national budget for education was 6.3%. In the last decade, Vietnamese public reception of the country's education system has been mixed. Citizens have been critical of the rigorous curriculum, which has led to serious social issues including depression, anxiety. There have been comments from the public that schools should opt for a more flexible studying program, with less emphasis on paper tests and more focus on life skills development.

In response to public opinion, the Ministry of Education and Training has come up with resolutions to reform the education system, which were met with both positive and negative feedback, leaving education reform still a controversial topic to date[1].

Education is considered a vital process in social sense and contributes significantly to national development. It is the main instrument of change, modernization and production. Education helps to make the thinking, understanding and attitude of the citizens comprehensive, wide scientific and objective. The concept of education is like a diamond which appears to be of a different color when seen from a different angle. Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community.

Institutions teacher's education fulfill vital roles in the global education community; they have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Often, education is described as the great hope for creating a more sustainable future; teacher-education institutions serve as key change agents in transforming education and society, so such a future is possible. Not only do teacher-education institutions educate new teachers, they update the knowledge and skills of in-service teachers, create teacher-education curriculum, provide professional development for practicing teachers, contribute to textbooks, consult with local schools, and often provide expert opinion to regional and national ministries of education[2].

Education increases human welfare, and is a decisive factor in enabling people to become productive and responsible members of society. A fundamental prerequisite for sustainable development is an adequately financed and effective educational system at all levels, particularly the primary and secondary levels. The core themes of education for sustainability include lifelong learning, interdisciplinary

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[1] https://en.wikipedia.org/wiki/Education_in_Vietnam.

[2] UNDESD (2005-2014), **Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability**, page12.

education, partnerships, multicultural education and empowerment. Special attention should also be paid to the training of teachers, youth leaders and other educators'[3].

Many countries are reforming their education systems to provide their citizens with knowledge and skills that enable them to engage actively in democratic societies and dynamic knowledge-based economies. The fundamental requirement for this is that everyone has sufficient knowledge and skills in literacy, numeracy and information and communication technologies (ICTs).

The educational system reform focus was on the student, and the emphasis shifted from memorizing facts and other traditional forms of learning to develop skills and to apply knowledge in new situations, to student-driven active forms of learning, teamwork, communication practices, critical thinking and learning for democratic citizenship. It was realized that the skills and competencies needed today and in the future cannot be learned only through teaching subjects, but that they also required more cross-curricular and innovative approaches, such as learning-by-doing or project-based learning. The idea is to align learning outcomes with the labor market needs in the context of local, regional and global trends. Such learning outcomes are to be achieved by innovative schools and teachers who are flexible and can take risks, promote life-long learning, democratic and moral values, as well as aptitude for solidarity[4].

According to the Educational law in Vietnam based Article V is Requirements on contents and methods of education: 1. Contents of education must ensure the basic, comprehensive, practical, modern, and systematic characters; with importance attached to ideological and civic conscious education; preserving and developing the good traditions and the national cultural identity, absorbing the essence of the mankind culture; and conforming to the psycho-physiology development of various age groups of learners. 2. Methods of education must bring into full play the activeness, the consciousness, the self-motivation, and the creative

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[3] **United Nations Decade of Education for Sustainable Development** (2005-2014), page 74.

[4] National human development report 2013: '**PEOPLE ARE THE REAL WEALTH OF THE COUNTRY**.' HOW RICH IS MONTENEGRO? Page 42.

thinking of learners; foster the self-study ability, the practical ability, the learning eagerness and the will to advance forward[5].

The study of Buddhist plans have been surveyed for many years ago, to put in a high academic administration in second school in southern of Vietnam is that focusing on engaging the effectiveness, the quality of students who was trained about Buddhist knowledge after complete the training programs. During surveying, the researchers have been known some of serious problems in secondary school which can affect to students is poor planning, bad instructions, time consuming in design of curriculum and do not apply the technology in teaching methods.

Therefore, educational, social benefits and economic viability of inclusive education, problems have been implementation; over the world. These problems include school-infrastructural adjustment, inappropriate school leadership, management, teacher's professional training, in-effective curriculum adaptation, modification and student's socialization issues

Thus the implementation of inclusive education in Vietnam must be seen in this back-ground and recommendations for enhancing the avenues of its implementation must necessarily take into consideration, the overall political, social, academic milieu as a whole. In particular, the learning environment of the Buddhist upper secondary education in southern Vietnam must have a new direction in the management and teaching process to adapt to the development of the country.

1.2 Research Objective

The research objectives are based on the effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education. As the little research undertaken to understand the practice level of academic administration on quality of student learning; this study will be expected to get successful data in the following ways:

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[5] "**The Education Law in Vietnam**" Adopted by the National Assembly of the Socialist Republic of Vietnam, Eleventh Legislature, Seventh Session, on 25 November 2009. (Page3).

1.2.1 To study the problem effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation.

1.2.2 To compare the opinions about the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation classified by position, education and work experience.

1.2.3 To suggestion of effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation.

1.3 Research Questions

In regard to the scene set for this study, the research question are derived from and relevant to the literature and research associated with the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education; It need to be mutual dependency between the practice levels and administrators and teachers. These relationships, by any ways, are indispensable point. There are the important principles for student to get the successful education at Buddhist upper secondary education. There are divided into 3 questions.

1.3.1 What is the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation?

1.3.2 What are different comparisons on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation. Classified by position, education and work experience?

1.3.3 How to suggest of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnambased on planning, instruction, curriculum implementation and evaluation?

1.4 Research Limitation

This research to study the effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education in southern Vietnam. This research is limited as follows:

1.4.1 Content

The content limitation of research, the researcher studies the situations and problems of effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education in southern Vietnam based on the effectiveness of academic administration of monk student Upper learning has 4 factors such as: Planning, Instruction, curriculum implementation and evaluation for improving the quality of effectiveness of academic administration advantage.

1.4.2 Populations, sample and target groups

1.4.2.1 Populations

The limitations of populations are chosen administrator and teachers who are responsible for effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education in Southern Vietnam in 20 Buddhist Upper secondary schools which provides the important informants consist of personal status based on the positions, Education level and work experiences. Totally, the participants are 192 populations are divided as follow:

(1) Position

(1.1) 48 Administrators

(1.2) 144 teachers

(2) Education level

(2.1) 160 populations with Bachelor degree

(2.2) 32 populations with lower bachelor degree

(3) Work Experiences

(3.1) 120 populations from 1-5 years

(3.2) 60 Populations from 6-10 years

(3.3) 12 populations from 11 years over

1.4.2.2 Sample

The sample includes the administrators and teachers chosen 1 7 7 samples from the population by comparing the krejcie and morgan tables stratified random sampling as variable status put in proportion. The population parameters from the second and the third is a sample in each sub-group by simple random sampling with a separate raffle.

(1) Position

(1.1) 42 samples of Administrators

(1.2) 85 samples of Teachers

(2) Education level

(2.1) 113 samples with Bachelor degree

(2.2) 14 samples with Lower bachelor degree

(3) Work Experiences

(3.1) 92 samples from 1- 5 years

(3.2) 30 samples from 6-10 years

(3.3) 5 samples from 11 years over

1.4.2.3 Target groups

Target groups of the 1 7 administrators and teachers are purposively separated selections.

(1) Position

(1.1) 8 Target groups of Administrators

(1.2) 9 Target groups of teachers

(2) Education level

(2.1) 14 Target groups with Bachelor degree

(2.2) 3 Target groups with lower bachelor degree

(3) Work Experiences

(3.1) 8 Target groups are from 1-5 years

(3.2) 5 Target groups are from 6-10 years

(3.3) 4 Target groups are above 11 years

1.4.3 Scope of Variables

1.4.3.1 Independent variables include administrators and teachers' status based on positions, Education level and work experiences.

(1) Position

(1.1) Administrators

(1.2) Teachers

(2) Education level

(2.1) Bachelor degree

(2.2) Lower bachelor degree

(3) Work Experiences

(3.1) from 1-5 years

(3.2) from 6-10 years

(3.3) from 11 years over

1.4.3.2 Dependent Variables

Dependent variables are related to the theories and concepts of effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education in Southern Vietnam by using the four factors

of effectiveness of academic administration for improving the quality of student learning such as: planning, instruction, curriculum implementation and evaluation.

1.4.4 Research Area

In this research, the researcher goes to find and study the data on effectiveness of Academic administration for improving the quality of student learning in Buddhist Upper secondary education in Southern Vietnam through the administrators and teachers of Buddhist Theravada in Southern Vietnam and Buddhist Upper secondary educations are chosen 20 schools.

1.4.5 Periods of time

In the study, the researcher has conducted to research and collect data since (2017- 2018)

1.5 Hypothesis of Research

1.5.1 The academic administration classified as the different positions will have the different opinions about the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

1.5.2 The academic administration classified as the different educations level will have the different opinions about the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

1.5.3 The academic administration classified as the different work experiences will have different opinions about the effectiveness of academic administration for improving the quality of student learning in the Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

1.6 Definitions of the Terms Used

The precise explanation or interpretation of this study lies in a clear definition of some key terms. These key terms are defined as follows:

1.6.1 Effectiveness refers to interactive support between Educational function, Resource and Targeted programmes for train types of outputs in line with development of the country to participation and completion Student learning outcomes and train Human resources outcome to Labour market and social outcomes, Levels of analysis System level Sub-system level, Teacher and school leader level is responsible for conveying information to the Student who have an accurate vision and aware of the important of learning to development of the country to adequately accomplish stated education objectives.

1.6.2 Academic administration is responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions. Here, it refers to academic administration are chosen in Buddhist Upper secondary education in Southern Vietnam.

1.6.3 Planning is the formal process of making decisions for the future of individuals and organizations. Planning involves dealing on aims and objectives, selecting to correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end[6].

1.6.4 Instruction is the facilitation of another's learning by teacher or Instructors in primary and secondary institutions and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution;[7]

1.6.5 Evaluation is a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The

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[6] **International Dictionary of Management** (III Edition) by HanoJohannsen & T. Gerry Pag, 1996.

[7] https://en.wikipedia.org/wiki/Education#Instruction (20 February, 2017).

aim is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability as set out in the Evaluation Policy[8].

1.6.6 Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects helping the learner acquire knowledge or experience, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society[9].

1.6.7 Buddhist Upper secondary education is offered to students who have earned the Lower Secondary School diploma grade 9 and Buddhist Upper Basic education and passed an entrance examination. The curriculum consists: Khmer language – Dhammapada – Dharma in English and Pali grammar (1-3) for student learning three years, edited by the Upper Sangha's Department and secondary Education grade 10-11-12 degree program regulated by the Ministry of Education and Training Department.

Education means the processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills competencies and behaviors across generations. Here it is referred to the education in Buddhist Upper secondary education in Southern Vietnam.

Improving means to become better than before; to make something/somebody better than before or improve something to improve standards

Quality means the degree of goodness, especially when compared with other things; the standard of something as measured against other things of a similar kind or the degree of excellence of something[10].

Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a

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[8] https://www.unodc.org/unodc/en/evaluation/what-is-evaluation1.html (10 January, 2017).

[9] (University of Zimbabwe, 1995: 8).

[10] Wehmeier Sally. **Oxford Advanced Learners' Dictionary, 3rd Edition**, New York, Publisher: Oxford University Press, 2001.

potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience[11].

1.6.8 Populations mean all elements, individuals, or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination. The administrators and teachers teaching in Buddhist upper secondary education in Southern Vietnam all of them are called populations in research.

(1) Administrators mean one who has been opportune to be the head of school including deputy. They're the decision makers and the planners, the people who put in place or administer the rules and guidelines in Buddhist upper secondary education.

(2) Teachers mean one who teaches in the Buddhist upper secondary education in southern Vietnam.

1.6.9 Educational level means one who is completed the upper secondary level, bachelor degree level, Master Degree level and doctorate degrees.

(1) Bachelor degree means a person who has received a degree from a University education, or professional school usually after four years of studies Bachelor of Arts.

(2) Lower bachelor degree mean a person who has received a degree from an education college, or professional school usually after three years of studies College of Arts.

1.7 Research Benefits

The result of the study on the effectiveness of academic administration for Improving the Quality of Student Learning in Buddhist Upper Secondary Education in Southern Vietnam can also stimulate further debate, discussion and evaluation on practice level of administrators and teachers based academic administration for their Buddhist Upper student learning and as Vietnam is developing her education policies

[11] https://en.wikipedia.org/wiki/Learning (20 February, 2017).

and plans towards the regional and international quality education. This study will be useful for the researchers will be able:

1.7.1 To get the effectiveness of academic administration for improving the Quality of Student Learning in Buddhist Upper Secondary Education in Southern Vietnam based on planning, instruction, curriculum implementation and evaluation.

1.7.2 To get the comparative opinions of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation classified by position, education and work experience.

1.7.3 To get the suggest of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

CHAPTER II

LITERATURE REVIEW

In this literature review, the researcher studies the theories, concepts, Policy and plans, principle Procedures, and evaluating the achievements on the academic administration of administrators and teachers for improving the quality of student learning in Buddhist Upper secondary education in Southern Vietnam such as the following related steps:

2.1 National education policies and plans in secondary education

2.2 Theories and Concepts of academic administration

2.3 Theories and Concepts of Learning in the 21st Century

2.4 Theories and concepts of effectiveness for improving the quality of students learning

2.5 Related literatures of research

2.6 Conceptual frameworks

2.1 National Education Policies of plan in Secondary Education

2.1.1 Education Development Solutions during 2011-2020

The XIth National Party Congress's resolution has asserted "To basically and comprehensively renew Vietnam's education toward standardization, modernization, socialization, democratization and international integration with renewal of the education management mechanism and development of the contingent of educational administrators as the key element" and "Education and training have the missions of raising people's intellectual level, developing human resources and fostering talents, making important contributions to building the country and developing its culture and people." The 2011-2020 socio-economic development strategy has set the orientation: "Development and quality improvement of human

resources, especially high-quality ones, are a strategic breakthrough." The 2011-2020 education development strategy aims to thoroughly grasp and concretize the guidelines and orientations for education and training renewal, contributing to successfully implementing the XIth National Party Congress's resolution and the 2011-2020 national socio-economic development strategy, agreed to set out eight educational development solutions 2011-2020 as following;

(1) To renovate education administration

(1.1) To elaborate and complete a uniform system of legal documents as a basis for fundamental and comprehensive renovation of education.

(1.2) To boost administrative reform, to assign a focal point for management of, and complete the state management apparatus for, education. To make uniform management decentralization, complete and implement the mechanism for coordination among ministries, sectors and localities in the state management of education in the direction of clearly defining functions, tasks and powers associated with responsibilities and increasing inspection and examination; to increase autonomy and social responsibility of educational institutions along with completing the publicity and transparency regime, ensuring supervision by state agencies, socio-political organizations and the people.

To ensure democratization in education. To apply a mechanism allowing learners to assess trainers, trainers and lecturers to assess administrators, administrators to assess their supervisors, and educational institutions to evaluate education state management agencies.

(1.3) To improve the structure of the national education system, to build a national education qualifications framework compatible with those of countries in the region and the world, to assure channelling within the system, particularly post-lower and upper secondary education channelling and transferability of educational programs, educational grades and training levels; to diversify methods of learning to meet human resource requirements, creating lifelong learning opportunities for the people.

(1.4) To classify quality of general education, vocational education and tertiary education according to national quality standards. Unqualified educational

institutions shall adopt a roadmap to reach standards. To attach importance to building advanced, key and quality educational institutions for training and fostering talents and high-quality human resources for socio-economic sectors.

(1.5) To perform management based on strategies, master plans and plans on education development and human resource development master plans of every sector and locality in each period suitable to the situations of socio-economic development and defences and security.

(1.6) To focus on education quality management: To standardize output and quality assurance conditions on the basis of applying new achievements of education science, science and technology and management science, to step by step apply standards of advanced countries; to publicize education quality, physical foundations, personnel and finance of educational institutions; to conduct social supervision of education quality and effectiveness; to build a system of independent accreditation of education quality, to accredit the quality of educational institutions of all educational grades and training levels and vocational and tertiary education programs.

(1.7) To boost the application of information and communication technology to raise the education management effectiveness at different levels.

(2) To develop a contingent of teachers and educational administrators

(2.1) To consolidate and complete the teacher training system, to substantially and comprehensively renovate training and retraining contents and methods in order to develop a contingent of teachers and educational administrators capable of renovating the general education program after 2015. To focus on building teachers schools and pedagogies faculties within universities to improve teacher training quality.

(2.2) To step by step assure adequate teachers for all-sided education according to preschool and general education programs providing teaching 2 shifts/day, and teachers of foreign languages, school counselling and career orientation, special education and continuing education.

(2.3) To standardize training, recruitment, employment and assessment of teachers and educational administrators. To attach importance to raising professional ethics, conduct and moral qualities of teachers to set examples for students.

To further train and retrain teachers so that by 2020, all preschool and general school teachers will reach training standards, with 60% of preschool teachers, all primary school teachers, 88% of lower secondary school teachers and 16.6% of upper secondary school teachers reaching above training standards; 38.5% of professional secondary school teachers, 60% of college lecturers and all university lecturers will hold a master or higher degree; and all university and college lecturers will be proficient in a foreign language.

To implement a scheme on doctoral training for lecturers of universities and colleges, which combines domestic and overseas training, so that by 2020, 25% of university lecturers and 8% of college lecturers will hold a doctoral degree.

(2.4) To offer material and spiritual incentives to motivate teachers and educational administrators, especially preschool teachers; to adopt special policies to involve experienced and prestigious domestic and overseas teachers, scientists and specialists in education development.

(3) To renovate teaching contents and methods, exams, tests and education quality assessment

(3.1) On the basis of evaluating the current general education program and referring to advanced programs of other countries, to renovate the education program and textbooks after 2015 toward developing students' capacity, ensuring both uniformity nationwide and relevance to each locality. To attach importance to moral, law, physical strength, defences-security and traditional cultural value education; life skill education, labour education and career orientation for general school students.

(3.2) To renovate teaching programs and materials at vocational education institutions and universities based on employers' needs, to selectively apply some world advanced programs, to promote the role of key schools in each training discipline and occupation in designing transferable programs. To develop tertiary education programs in the two directions: research and applied professions.

(3.3) To develop continuing education programs, to apply information and communication technology in order to expand forms of learning to meet diversified learning needs and help learners improve personality, knowledge, intellectual level and professional qualifications and skills to meet their job requirements and improve the quality of life.

(3.4) To further renovate methods of teaching and evaluation of learning and practice performance toward promoting learners' activeness, self-discipline, initiative, creativity and self-learning capacity. To enhance the application of information technology and communication in teaching and learning. By 2015 and 2020, all university and collegial lecturers, and all vocational education and general education teachers, will respectively apply information and communication technology in training. To compile and use e-training manuals and e-textbooks. By 2020, 90% of primary schools and 50% of lower secondary schools will teach two shifts a day. To renovate lower secondary school graduation exams and university and college entrance exams toward assuring practicality, effectiveness, objectiveness and fairness; to combine learning performance evaluation results with exam results.

(3.5) To periodically conduct national assessment of the learning quality of general school students in order to determine the overall quality level which serves as a basis for proposing policies to improve education quality in each locality and the whole country.

(4) To increase investment resources and renew the financial regime for education

(4.1) To further renew the financial regime for education in order to mobilize, allocate and more effectively use resources of the State and the society invested in education; to raise the autonomy of educational institutions, ensuring transparency and responsibility toward the State, learners and the society; to assure financial resources for some Vietnamese educational institutions capable of international integration and competition.

(4.2) To assure that expenditures for education will account for 20% or more of the total state budget, and be suitable to socio-economic conditions and used

effectively. State budget funds for education will be prioritized for universalized education; education in areas meeting with extreme difficulties, ethnic minority areas and social policy beneficiaries; education for gifted and talented persons; high-quality human resource training; training in basic sciences, social sciences and humanities, spearhead sciences and other branches which are needed by the society but unattractive to learners.

(4.3) To make state budget investment in public educational institutions in a concentrated rather than thinned-out manner to ensure those receiving investment must reach standards. To incrementally standardize and modernize physical and technical foundations and assure adequate financial resources and standard teaching aids for all educational institutions; to prioritize investment in building a number of excellent universities of international quality and level, key schools, specialized schools, schools for gifted students and boarding and semi-boarding schools for ethnic minority students. To strive that by 2020, some faculties and branches will reach high quality. To plan and assure land for construction of schools, prioritizing construction of concentrated university centres and dormitories for students.

(4.4) To adopt mechanisms and policies defining responsibilities of enterprises for investment in development of human resource training, particularly training of high-quality human resources and those of spearhead disciplines and occupations. To define responsibilities of sectors, socio-political organizations, communities and families for contributing resources and participating in educational activities, creating lifelong learning opportunities for everybody and contributing to step by step forming a learning society. To elaborate and apply a new school fee regime in order to assure reasonable sharing among the State, learners and other stakeholders in the society.

(4.5) To implement specific policies to support non-public tertiary, vocational and general education institutions, firstly in terms of land, taxes and loans. To determine clear and specific criteria for establishing educational institutions, ensuring quality and creating favourable conditions for the people and socio-economic organizations to establish schools in conformity with the State's development planning.

(5) To increasingly associate training with employment, scientific research and technology transfer to meet social needs

(5.1) To encourage domestic and overseas enterprises and investors to open vocational and tertiary educational institutions to raise their human resource self-supply capacity and contribute to supplying human resources for the labour market.

(5.2) To define responsibilities of and coordination mechanism between the Ministry of Education and Training and ministries, sectors and localities; and between training institutions and enterprises in identifying training needs, elaborating and assessing training programs, enrolling learners, organizing training and apprentice at enterprises, and recruiting graduates.

(5.3) To closely associate training with scientific research, technology transfer and production; to establish science and technology enterprises within training institutions. To raise capacity of scientific research institutions, prioritizing investment in spearhead science research institutions and key laboratories of universities.

(6) To increasingly support education development in difficulty-hit and ethnic minority areas and for social policy beneficiaries

(6.1) To elaborate and implement policies to ensure equality in learning opportunities, to support and prioritize education development and human resource training for ethnic minority and difficulty-hit areas, social policy beneficiaries and the poor.

(6.2) To adopt incentives for teachers and educational administrators in ethnic minority and difficulty-hit areas.

(6.3) To develop distance education and vocational education and expand the pre-university system. To develop a system of special educational institutions for persons with disabilities, HIV-affected children, street children and other disadvantaged groups.

(6.4) To increase investment in special education; to adopt treatment incentives for teachers of special education and students with disabilities.

(7) To develop education science

(7.1) To prioritize basic research into education science; to review practical experience and domestic and overseas education development trends, to proactively conduct research in order to provide scientific grounds for planning and making the Party's and State's lines, guidelines, strategies and policies for education development, serving the renovation of state management of education and management of educational institutions and renovation of education at schools, and making practical and effective contributions to education in general and building of Vietnam's education science in particular.

(7.2) To develop a network of education science research institutions, to concentrate investment on raising capacity of national education science research agencies and research institutes of key teachers colleges. To concentrate on building a contingent of educational researchers and specialists through domestic and overseas training and international exchange and cooperation.

(7.3) To implement a national research program on education science; to properly transfer scientific research outcomes and applications for fundamental and comprehensive renovation of Vietnam's education.

(8) To expand and raise effectiveness of international cooperation on education

(8.1) To increase state-funded overseas training quotas for key universities and national research institutes, prioritizing spearhead sciences and technologies. To encourage and support Vietnamese citizens in learning and conducting research overseas at their own expenses.

(8.2) To encourage domestic educational institutions to cooperate with foreign educational institutions to raise their capacity for management, training, scientific research, technology transfer and training and retraining of teachers, lecturers, scientists and educational administrators; to increase overseas scholarships for students.

(8.3) To encourage foreign organizations and individuals, international organizations and overseas Vietnamese to invest in and finance education and

participate in teaching, scientific research and application, and technology transfer, contributing to renovating education in Vietnam. To build a number of modern universities and research centres to attract domestic and foreign scientists to conduct training and scientific research[12].

2.1.2 National Education Policies of plan in secondary education 2014-2018

2.1.2.1 Policy 1: Ensuring Equitable Access for All to Education Services

All children under primary and secondary school they will have an opportunity to continue to learn and can join to all types of ECE services. For some children who are disable in learning at normal school, they will be more practicing and step easier to be improved with a special training programs that our services provide to. Making a good condition for many of children who living in a remote areas was drop out and let them back to study again to get a fundamental knowledge in secondary school prepare up to high school. After that they can go to high school to complete the high school program and after they graduate from high school they will easy to get a job because having a basic skills that we will teach them is basic computer software and hardware and social internet skills, logical thinking and soft skills enough to get a higher education and caring yourself even go to college.

2.1.2.2 Policy 2: Enhancing the Quality and Relevance of Learning

All of children and youth must be taught base on a consistent programming, it is depending on requiring teacher need a big experience in teaching methods to help their students grown up in a modern societies and work in some of developmental countries.

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[12] Nguyen Tan Dung Prime Minister "**Approving the 2011-2020 Education Development Strategy**" ,2012, page 23-27.

2.1.2.3 Policy 3: Ensuring Effective Leadership and Management of Education Staff at All Levels

Education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and sub-national level. Management of public education institutions can respond efficiently to emerging needs at school level.

2.1.2.4 Curriculums of Buddhist Upper Secondary Education for Grade10, Grade 11 and Grade 12

Admission is subject to the passing of an entrance exam, with higher-scoring students attending more prestigious schools.

The academic year is divided into two semesters from September to May and consists of an average of 35 working weeks, with 35-37 classes per week (six days) of 45 minutes in duration. The exact number of classes will depend on the student's specialization and school[13].

Education is regulated and administered by the Ministry of Education and Training, which places a strong emphasis on mathematics at the secondary level. The upper secondary mathematics curriculum includes: Geometry, algebra, trigonometry and analytical geometry.

There are three different streams that students can choose to follow: Natural science, Social sciences and Foreign Languages and Technology

All three streams must include the following mandatory subjects:

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[13] Ven. Sovoeuum Chhin Sujintapalo M.E "**Academic Administration of Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education In Battambang Town and Province, Kingdom of Cambodia**", 2016, page 74-76.

Table 1: National and Buddhist curriculum of grade (10 -11-12)

National and Buddhist subject and learning hours per week			
	Grade 10	Grade 11	Grade 12
Khmer language	3	2	2
Dhammapada	3	3	3
Dhamma in English	3	2	2
Pali language 1-3	4	3	3
Art	2	2	2
Chemistry	2	2	2
Civics Education	1	2	2
Foreign Language	3	3	3
Geography	1	2	1
History	1	1	2
Literature	2	2	2
Mathematics	4	5	5
Physics	3	3	3
Biology	1	1	2
Sports & Military Education	2	2	2
Technology	2	2	2
Vietnamese	2	2	1
Total	39	39	39

In addition, students take an extra six hours a week in their area of specialization or streaming. The Natural Science stream requires advanced training in: Mathematics, physics, chemistry and biology. The Social Science stream requires advanced training in: Literature, history, geography and foreign languages.

Core curriculum classes are either taken in a morning block from 7:00 to 11:30 or an afternoon block from 1:00 to 5:30, with specialization and other classes taken in the other half of the day.

Students take exams at the end of every academic year. If they fail twice, they have to repeat the year.[14]

2.1.2.5 Advantages of Graduation from Buddhist Upper Secondary Education

Entrance to university is determined through the National High School Graduation Examination, whose results will be considered for evaluation. The higher the score is, the more prestigious the institution will be. Failure to attend university often leads to social stigma, as those who could not pass the Graduation Examination would be looked down upon by members of society.

Those who do not wish to continue to Higher education or Vietnam Buddhist University can also use the certificate to enter vocational training, which requires the successful completion of Buddhist secondary schooling. Students who have successfully completed the Buddhist Upper secondary level will sit for the National Examination and be awarded of the Diploma of secondary Education and would be able to do the following:

(1) Prepare to serve society.

(2) Use Khmer and Vietnamese well; gain knowledge, skills, and understanding of updated general education subject areas; and have basic foreign language skills.

(3) Improve their health and hygiene and that of their community.

(4) Suggest or find solutions to family and community problems.

(5) Develop a sense of humanity, respect for human rights, compassion, and self-reliance.

(6) Develop their talents, personal qualities, self-esteem, self-confidence, love of learning, and pride in rebuilding the nation.

(7) Love work, and work responsibly with others.

(8) Be aware of the evolution of society and perform the duties of good members of the community.

(9) Protect, preserve, and improve the environment, arts, and culture.

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[14] http://wenr.wes.org/2012/04/secondary-education-in-vietnam (20 march, 2017).

To be concluded that high school education is very important for all of students. They have to complete the high school by all good condition allowed by government. However before they can do that we care about the students in primary and secondary, we will bring them to learning in kind of school and programming us design including Buddhists learning and we put the name of school is Buddhist School, our programs include primary level, secondary level and high school level. Instead of learning like many students who learn from the program in popular school we help them conserve the Khmer language and culture of Khmer living in southern of Vietnam. The school need to be supported from the government and organizations of education around the country to help students who want to study in a remote areas without support from their poor families.

2.2 Theories and Concepts of Academic Administration

2.2.1 Academic Administration

The term "administration" is defined by scholars in various ways. According to Simon, Smithburg and Thompson, "In its broadest sense administration can be defined as the activities of groups cooperating to accomplish common goals." The administration is the organization and use of man and materials to accomplish some purpose**.** Sometimes administration is seen as a synonym for management and as such is defined in terms of the processes of setting goals, carrying out planning, and implementing policies. In speaking of the academic administration is a segment of the wider field of administration[15].

Academic administration is an important work for administrators. Especially, it improves the quality of instruction. It can be the main aim of the academy (school), indicators of success and the ability of administrators.

Academic administration refers to the management of all activities in the schools or school related to improving the most effective teaching and learning development because it is the duty of all educational institutions to provide technical knowledge to students.

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[15] Shodhganga**. INTRODUCTION TO ACADEMIC ADMINISTRATION.** (London: Cambridge University press, England, 2011), pp. 43-53.

Academic administration consists of multiple tasks. The main thing of academic work is the curriculum based on the ability of leaders in applying to each different academy or institution. The education program will depend on many factors such as budget, personnel, materials and equipment including learners as well.

2.2.2 The Importance of Academic Administration

Academic task is the heart of the academy or institution and others areas are the elements that make the institution run smoothly only. Education administrators, everyone should be responsible for the leadership of teachers academically first. The function of the academy or educational institution is to educate all students academically by working with teachers and prompting teachers to guide teachers and coordinate all teachers to work together more effectively in teaching. Academy is the primary task of school administration whether it is a school of any type. The standard and quality of academy or institution or institution will be considered from academic results out of the academic task related to courses, the education program and instruction which is the heart of academy or institution and can be related directly or indirectly or is the nature of the job.

Therefore, it may be concluded that academic task is the heart of educational administration because the aim of the academy or institution is to manage the education quality; this is all academic tasks. Academic activities dealing with the curriculum, curriculum implementation textbook for teaching and learning, media teaching and learning, measurement and evaluation of library and educational supervision, educational plan and technical training conference, all of them are to encourage the students to achieve the goal of education is scheduled efficiently.

2.2.3 Principles of Academic Administration

In academic administration must have the principles and methods of operation in order to streamline the administration, so in the principle of administration must be labelled clearly on the subject as follows:

(1) To stick to the principles of academy or institution and to prepare all students to meet the core curriculum, basic education and in line with the problems and needs of the community and truly with teachers, administrators, parents, and community involvement.

(2) To promote the schools or institutions and to manage the learning process by setting the learners are the most important persons.

(3) Aims to encourage the community and social participation in the curriculum, the learning process, as well as networking and learning resources.

(4) Aims to provide the education of the highest standards by providing a quality index of the curriculum, the learning process and monitoring the quality education in all levels of each grade and school district.

(5) Aims to encourage the cooperation as a network and to increase efficiency and quality in the preparation and development of quality education[16].

2.2.4 The Scopes of Academic Administration

Academic work has the comprehensive scope on the curriculum and instruction since planning related to academic work, managing the procedures of instruction, teaching management, measuring and evaluating the achievements, monitoring and teaching materials, including the development of teachers, operating the school will be required to follow the curriculum as well as formalities of the instruction which need to change the curriculum to meet the needs of every society by managing the course content in modernization. Sometimes, also adding a new course or subject into the effects on students truly from the teaching on the course or subject, so it is necessary to change teacher training because the curriculum in schools to take part related to the timetable in order to manage the class, teaching methods and to use the equipment of instruction and assessment as well.

It can be seen that academic work has covered many aspects. This will bring benefits to foster the effective learning of students in all sectors which can be summarized the scope of academic administration that it is the management of curriculum, the management of instructional activities, the use of teaching methods and instructional media, the measurement of instructional achievements and teaching supervision[17].

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[16] Smith J.E & John David, **Foundation of Academic Administration**, (Boston: Department of Academic Administration, USA, 2000) pp. 20-21.

[17] https://science3.srru.ac.th/knowledge, (28 March, 2017).

Priyapondetermines the scopes of academic work into the four academic aspects are as follows:

2.2.4.1 Planning on academic administration

It is planned to develop the curriculum and use it with the right management in advance related to teaching and learning.

(1) Action plan includes a conference on academic curriculum, the academic calendar, duty responsibility in each step and time to work.

(2) Teaching project is classified in details about the subjects to be taught in the curriculum.

(3) Recorded teaching shows in details of determining the content to be taught in it as the period of time in each day or week by planning in advance and seizing the main teaching project.

2.2.4.2 The arrangement of procedure on teaching and learning

It is easy in order to teach or can practice well in schools and must be provided on teaching and learning.

(1) Arranging the class level is required to coordinate with the building ranger as well to facilitate everything in the classroom.

(2) The Arrangement of textbooks or course books are prepared and used in each appropriate class level that Ministry of Education has been set for teaching and learning in school.

(3) Improvement of teaching and learning is constant to develop the teachers and keep moving toward the academics of new technology to develop the teaching and learning to meet the needs of a progressive society, business and industry.

2.2.4.3 The arrangement of administration on teaching and learning

(1) Arranging the media of teaching and learning is conducive to the students' learning.

(2) Support of instruments and activities for teachers use in teaching and learning sufficiently.

(3) The arrangement of library for reading the books, printed documents and the materials as the source of academics to facile the students easy to study more by themselves.

(4) The arrangement of activities encourages students to learn from the community and the environment around them.

(5) Supervision of teaching is a guidance to help teacher for improving the teaching and learning.

2.2.4.4 Measurement and evaluation of academic administration

(1) Evaluating the teachers' teaching constantly in order to improve potential learning for teachers.

(2) Creating the instruments for monitoring and analysing the results are appropriate with student learning.

(3) Explanation and guidance on how to use the instruments for monitoring and analysing the learning achievements to facilitate the teachers and to use directly.

(4) The integration of instruments to monitor and analyse the results of the student learning that has developed already and then used to measure and evaluate the real achievements of students' examination.

(5) Monitor and evaluation of the instruments used to measure and evaluate constantly.

(6) Developing the instruments to monitor and analyse the results of the current student learning.

(7) Development of systems and personnel can be able to use the instruments for evaluating and enhancing the academic administration[18].

2.3 Theories and Concepts of Learning in the 21st Century

The four pillars of learning are fundamental principles for reshaping education by focusing its recommendations on the concept of learning throughout life or long-life learning. The concept of learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education. It meets the challenges posed by a rapidly changing

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[18] Smith J.E & John David. **Foundation of Academic Administration**, (Boston: Department of Academic Administration. USA, 2000) pp. 23-25.

world. This is not a new insight, since previous reports on education have emphasized the need for people to return to education in order to deal with new situations arising in their personal and working lives. That need is still felt and is even becoming stronger. The only way of satisfying it is for each individual to learn how to learn.

2.3.1 Learning to Know

This type of learning is radically different from 'acquiring itemized codified information or factual knowledge', as often stressed in conventional curriculum and in 'rote learning'. Rather it implies 'the mastering of the instruments of knowledge themselves'. 'Acquiring knowledge in a never-ending process and can be enriched by all forms of experience'.

'Learning to know' includes the development of the faculties of memory, imagination, reasoning, problem-solving, and the ability to think in a coherent and critical way. It is 'a process of discovery', which takes time and involves going more deeply into the information/knowledge delivered through subject teaching. 'Learning to know' presupposes learning to learn', calling upon the power of concentration, memory and thought', so as to benefit from ongoing educational opportunities continuously arising (formally and non-formally) throughout life.

Therefore, learning to know can be regarded as both a means and an end in learning itself and in life. As a means, it serves to enable individual learners to understand the very least enough about the nature, about humankind and its history, about his/her environment, and about society at large. As an end, it enables the learner to experience the pleasure of knowing, discovering and understanding as a process.

2.3.2 Learning to Do

This pillar of learning implies in the first place for application of what learners have learned or known into practices; it is closely linked to vocational-technical education and work skills training. However it goes beyond narrowly defined skills development for "doing" specific things or practical tasks in traditional or industrial economies. The emerging knowledge-based economy is making human work increasingly immaterial. "Learning to do" it calls for new types of skills, more behavioural than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationship.

Learning to do thus implies a shift from skill to competence, or a mix of higher-order skills specific to each individual. 'The ascendancy of knowledge and information as factors of production systems is making the idea of occupational skills obsolete and is bringing personal competency to the fore. Thus, learning to do means among other things, ability to communicate effectively with others; aptitude toward team work; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency in transforming knowledge into innovations and job creation; and a readiness to take risks and resolve or manage conflicts.

2.3.3 Learning to Live Together

In the context of increasing globalization, the Delores Commission places a special emphasis on this pillar of learning. It implies an education taking two complementary paths: on one level, discovery of others and on another, experience of shared purposes throughout life. Specifically it implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behaviour in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives.

2.3.4 Learning to Be

This type of learning was first conceptualized in the Report to UNESCO in 1972, learning to be (Edgar Faure et al), out of the fear that "the world would be dehumanized as a result of technical change". It was based on the principle that "the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments – an individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer."

"Learning to be" may therefore be interpreted in one way as learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring

universally shared human values; developing a person's potential: memory, reasoning, aesthetic sense, physical capacity and communication/social skills; developing critical thinking and exercising independent judgment; and developing personal commitment and responsibility[19].

Totally, it is important to note that the four pillars of learning relate to all phases and areas of education. They support and interpenetrate one another and should therefore be applied as basic principles, cross-cutting themes and generic competences for integration in and across subject areas or learning domains. From this point of view, the four pillars of learning offer a broad framework of cross-curricular competencies which should be require of all learners to acquire, including, but are not confined to the competences in collecting, selecting, processing and managing information, in mastering instruments of knowing and understanding, in effectively communicating with others, in adapting oneself to changes in life, in cooperatively working in teams and in resolving conflict through peaceful dialogue and negotiation.

2.4 Theories and Concepts of effectiveness for Improving the Quality of Student Learning

2.4.1 Definition of Effectiveness

Effectiveness refers to the extent to which something has been done, to achieve the targeted outcome. It means the degree of closeness of the achieved objective with the predetermined goal to examine the potency of the whole entity. Effectiveness is result oriented that shows how excellently an activity has been performed that led to the achievement of the intended outcome which is either accurate or next to perfect. Although, Effectiveness has a broader approach, which means the extent to which the actual results have been achieved to fulfil the desired

[19] Ven Sovoeum Chhin, **Academic Administration of Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education in Battambang Town and Proving, Kingdom of Cambodia**, 2016, page 60-63.

outcome i.e. doing accurate things. These are the metric used to gauge the performance of an employee in an organization.[20]

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Effectiveness is also a noun and is defined as the degree to which something is successful in producing a desired result.[21]

Effectiveness refers to doing the right things. It constantly measures if the actual output meets the desired output. Effectiveness believes in meeting the end goal and therefore takes into consideration any variables that may change in the future. On the other hand, effectiveness encourages innovation as it demands people to think, the different ways they can meet the desired goal. Effectiveness keeps the long term strategy in mind and is thus more adaptable to the changing environment.[22]

To sum up effectiveness refers to interactive support between Educational function, Resource and Targeted programmes for train types of outputs in line with development of the country to participation and completion Student learning outcomes and train Human resources outcome to Labour market and social outcomes, Levels of analysis System level Sub-system level, Teacher and school leader level is responsible for conveying information to the Student who have an accurate vision and aware of the important of learning to development of the country to adequately accomplish stated education objectives.

2.4.2 Theories and Concepts for Improving the Quality of Student Learning

Definitions of quality in education testify to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). The concept of quality is

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[20]http://keydifferences.com/difference-between-efficiency-and-effectiveness.html (04/08/2017).

[21] https://en.wikipedia.org/wiki/Effectiveness (04/08/2017).

[22] http://www.differencebetween.net/business/difference-between-efficiency-and-effectiveness. (04/08/2017).

not new; it has always been part of the academic tradition. It is the outside world that now emphasizes the need for attention to quality. It is the relationship between higher education and society which has changed (Vroeijenstijn 1995)[23].

The quality of student learning is directly, although not exclusively and related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching. The quality of student learning is related to student outcomes will require efforts on many fronts, but a central premise of this monograph is that one part of a solution involves helping students to better regulate their learning standards by improving the successful learning factors such as quality learning, effective learning techniques, principles of learning, learning strategy, etc.[24]

The quality improvement of student learning is the educational processes to get the goal of the universal learning standard that is the central point achieved from educational process qualities such as quality instruction. In order to improve the quality of student learning, educators have to know the effective ways or student learning factors to improve the quality in student learning system[25].

Student learning is growth in subject-matter knowledge, understandings, and skill over time. In essence, a change in achievement constitutes learning. Central to this notion of learning as growth is change over time. Student learning is the most important ways to develop human resource and the whole societies and can be change the world all times. Student learning is the process to fulfil the new knowledge and to use it in many aspects as possible. In order to get the effective student learning, instructors or teachers should set the effective factors for learners. The 4 main factors can improve student learning, they are Planning, Instruction, curriculum implementation and evaluation that instructors or teachers must use in school

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[23] Jethro Newton. **1st European Forum for Quality Assurance on what is quality? (**Chester: University of Chester, Europe, 2006) p.5.

[24] B.Y.Jonh& G. Maginaria. **Universal Human Learning Value in Modern Education**. (Boston: Education and Human Rights Centre, USA, 20012) pp. 21-22.

[25] David H.J. **Students' Learning and Their Improvement, 3rd Edition**. (New York: United States, 2014) pp. 21-22

2.4.2.1. Planning

Planning is the formal process of making decisions for the future of individuals and organizations. Planning involves dealing on aims and objectives, selecting to correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end[26]

Planning for student to learn is often referred to the term "roadmaps," and assist students for creating courses of study that are aligned with high school graduation requirements, personal interests, and individually-defined career goals. Learning plans are dynamic documents that are updated regularly as students' educational and career goals change. Learning plans also include provisions for portfolio development and assessment of student progress toward defined objectives[27].

Planning also means the act or process of making or carrying out plans specifically the establishment of goals, policies, and procedures for a social or economic unit. Who plans learning? Planning for learning is not the same as lesson planning. The 3 doors of learners have the tools in their aims cupboard to help them work with the teacher to design their learnings.

(1) Working out what they will be learning: Overview the topic, work out what they already know, work out the gaps in their knowledge.

(2) Working out why they are learning that particular topic: Its relevance and value to them and their lives and what they might do to apply their knowledge when they have done the learning.

(3) Working out where they will get what they need for the learning and when: The learning plan and the timeframe. Then they open the claim and frame cupboard doors to take out the tools for getting and processing the information they need to plug their info gaps and apply their knowledge - the literacy and cognitive

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[26]International Dictionary of Management (III Edition) by HanoJohannsen&T.Gerry Pag,1996.

[27] RennieCenter for Education Research & Policy. **Student learning plans**. (North Carolina: NEI, United States, 2010) pp. 1-3

tools they need to read, listen, view, understand, analyse, synthesise, organise, interpret, communicate and apply their understandings[28]. Planning for student learning should conduct on the following effective priciples.

2.4.2.1.1 Student Learning Objectives

A learning objective is a statement of what students will be able to do when they have completed instruction that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction also known as instructional objectives, learning outcomes and learning goals. Student Learning Objectives (SLO) is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act (HB 1901).

In education, learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. Educators also create a wide variety of home-grown terms for learning objectives far too many to catalogue here. Learning or instructional objectives are concrete statements of the goals towards which instruction is directed. Objectives provide a genre for choosing subject matter content, sequencing topics and for allocating teaching time. Learning objectives also guide in the selection of materials and procedures to be employed in the actual teaching process[29].

(1) Characteristics of student learning objective: According to Robert Mager, Performance, Conditions, and Criterion help to create meaningful objectives. Performance describes what the learners will be able to do, Condition specifies under what conditions the learners must be able to do it, and Criterion helps to create meaningful learning objectives.

(1.1) Behaviour: an objective must describe the competency to be learned in performance terms. The choice of a verb is all-important here. Such frequently used terms as know, understand, grasp, and appreciate do not meet this requirement. If the

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[28]https://xroads.wikispaces.com/file/view/What+is Quality Learning GwenGawith, (07 February, 2017).

[29] http://edglossary.org/learning-objectives, (15 March, 2017).

verb used in stating an objective identifies observable student behaviour, then the basis for a clear statement is established. In addition, the type or level of learning must be identified.

(1.2) Criterion: an objective should make clear how well a learner must perform to be judged adequate. This can be done with a statement indicating a degree of accuracy, a quantity or proportion of correct responses.

(1.3) Conditions: an objective should describe the conditions under which the learner will be expected to perform in the evaluation situation. What tools, references, or other aids will be provided or denied should be made clear.

Sometimes, one or even two of these elements will be easily implied by a simple statement. Other times, however, it may be necessary to clearly specify in detail each element of the objective[30].

(2) Functions of student learning objectives: An instructional goal is some outcome of instruction expressed in terms of student learning. As a result of instructing learners the teacher expects them to acquire knowledge, skills, abilities and attitudes. For a learning objective to be useful for learning purposes, it must perform the following three functions:

(2.1) it must serve as a guide for planning instruction

(2.2) it must state an acceptable standard for assessing the students' achievements.

(2.3) it must provide a criterion for evaluating instruction itself.

(3) Components of Student Learning Objectives: The components of student learning objective are the description of all creatures related to student learning objective that can be action of student learning, condition of student learning or situation of student learning.

(3.1) Terminal behaviour: A description of what the student will be able to do. This component of a learning objective describes the behaviour of a student after instruction, what is the outcome of instruction? Behaviour means any performance or activity that can be observed or recorded. Terminal behaviour is the description of a

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[30] Raoul A. Arreola, Ph.D., **Writing Learning Objectives**, (**Memphis**: **University of Tennessee,** U.S. state 1998) (Abstract).

pattern of behaviour or performance we want the learner to be able to demonstrate. An objective should be a statement of performance and responsibility.

(3.2) Test conditions: The conditions under which the student will perform the task. The test condition component of a learning activity describes the situation in which the students will be required to demonstrate the terminal behaviour. There are 3 general conditions that affect student's performance during a task or test. These include the availability of reference books, the time allocated, resource/tools available for the use and how the information will be presented during the testing period or teaching period. For example to be able to identify the mammalian digestive system a chart of the digestive system or a specimen like a rat that can be dissected to expose these organs are provided for the learners during the lesson.

(3.3) Performance standards: The standard describes the minimal level of performance that will be accepted as evidence that a student has achieved an objective and the criteria for evaluating student performance. Examples: Answer all the questions correctly. Complete at least 10 questions within one hour[31].

(4) Supporting Learning Needs: Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. The actual needs differ, as do the methods employed to meet those needs. With young children, the 3 simple step iterative processes work best for most situations:

(4.1) Show them what to do.

(4.2) Guide them as they do it.

(4.3) Let them to do it and support them as they make mistakes[32].

The term "learning needs" in education is about as practically meaningless as the term "nutritious food" is in the field of human biology. That is, in each case,

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[31] **Caroline W. NDIRANGU. Teaching Methodology.** (Nairobi: African Virtual University, Kenya, 1998) (Abstract).

[32] Hill, R. and Matthews, P. **Schools leading schools: the power and potential of national leaders of education**. (Nottingham: National College for School Leadership, England, 2012) p. 15.

the use of these general terms has to be considered in their context. In education, a student's learning needs in public schools should be defined by:

1) Curriculum

2) Classroom management

3) School environment

4) Class teacher

5) Teacher's lesson plans

6) Class assignments

7) Participation in class

8) Attendance in class

9) Student's social-emotional-psychological abilities

10) Student's academic ability access and execute as expected by the teacher with respect to all of the above factors.

11) Student's combined abilities to access and execute all of the above as expected by the teacher, parent, student (depending on age and ability to participate), school administration, and state rubrics.

Teaching the students should try to assess what that student needs in order to love learning and improving the skills, knowledge and ability to love learning and to desire continual improvement[33].

(**5) Using Knowledge of Students:** Understand that the levels become increasingly complex and sophisticated while integrating the skills of previous levels and what examples from teaching practice and students' performance. Using knowledge of students to engage them in learning as follows:

(5.1) Unsatisfactory /Does Not Meet Standard: Gathers insufficient knowledge of individual students. Many students are not engaged in learning.

(5.2) Developing /Professional Support Needed: Learns about students through data provided by the school and/or through district assessments, but does so inconsistently and/or does not apply the knowledge effectively to instruction. Some

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[33] Nan Waldman. **Counsel to families for improving the children's education**. (Nottingham: Department for Children, Schools and Families, England, 2014) pp. 25- 26.

students are engaged in learning, but others do not respond to instructional strategies focused on the class as a whole.

(5.3) Effective /Proficient: Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs. Students engage in learning through the use of adjustments in instruction to meet their needs.

(5.4) Highly Effective/Innovating: Uses comprehensive knowledge of students to make ongoing accommodations in instruction. Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. As appropriate, students take ownership of their learning by choosing from a wide range of methods that further their learning and that are responsive to their diverse learning needs[34].

(6) Monitoring on Student Learning: The practice of monitoring student learning as an essential component of high-quality education. The careful monitoring of student progress is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones. Indeed, those analyses which have sought to determine the relative effect sizes of different instructional practices have identified monitoring student progress as a strong predictor of student achievement.Several attributes of effective monitoring student learning are cited repeatedly across the different investigations:

(6.1) setting high standards: When students' work is monitored in relation to high standards, student effort and achievement increase. Researchers caution, however, that standards must not be set so high that students perceive them as unattainable; if they do, effort and achievement decrease. The definition of "high standards" differs across studies, but generally, researchers indicate that students should be able to experience a high degree of success (on assignments, during classroom questioning, etc.) while continually being challenged with new and more complex material.

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[34] Chellar.RJ&DilinaKert. **Understanding and Using the Direct Student Knowledge**. (New York: New York University Press, United States, 2013) pp. 24-25.

(6.2) holding students accountable for their work: Establishing expectations and guidelines for students' seatwork, homework, and other functions and following through with rewards/sanctions facilitates learning and enhances achievement.

(6.3) frequency and regularity: Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective.

(6.4) clarity: Clarity about expectations, formats, and other aspects of direction-giving bears a positive relationship to the achievement of the students doing the homework, participating in the classroom questioning session, etc.

(6.5) collecting, Scoring, and Recording results of Classwork, Homework, Tests, and so on: These activities are positively related to achievement, because they produce useful information to teachers and students and because they communicate to students that teachers are serious about effort and completion of assignments.

(6.6) feedback: Providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Some researchers focus on the ways in which feedback is provided, pointing out that students who are having learning difficulties require support, encouragement, and attention to their success if the feedback is to foster achievement of learning goals[35].

(6.7) asking students: Ask to interpret or summarize material presented to them in the lesson.

(6.8) thinking about the questions: All questions that students are asking and noting what parts of the lesson don't seem to be understood.

(6.9) asking various questions: Asking from various levels of Bloom's taxonomy of learning objectives.

(6.10) asking students to act: Ask to act things out or draw them.

(6.11) walking around the class during learning and teaching: Walking around the class and checking worksheets, calling attention to errors and noting good work being done.

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[35] Kathleen Cotton. **Monitoring Student Learning in the Classroom**. (Washington, DC: Department of Education, United States, 1986) pp. 14-15.

(6.12) motivating and helping students with class problems: Having students do quick problems on individual chalkboards.

(6.13) encouraging students: Encourage listening to each other by summarizing comments of others and calling on children who don't seem to be listening[36].

To sum up, student learning objective is very important for selection of content, development of an instructional strategy, development and selection of instructional materials, construction of tests and other instruments for assessing and then evaluating student learning outcomes. Student learning objective is a statement describing a competency or performance capability to be acquired by the learner. There are three characteristics essential to insuring clear statements of objectives.

2.4.2.1.2 Principles of Student Learning

The Principles of student learning are a set of features that are present in classroom and schools to get all students are successful education. According to Educational psychologists and pedagogues have identified several principles of learning, also referred to as laws of learning, which seem generally applicable to the learning process. These principles have been discovered, tested, and used in practical situations. They provide additional insight into what makes people learn most effectively. Edward Thorndike developed the first three "Laws of learning:" readiness, exercise, and effect. Since Thorndike set down his basic three laws in the early part of the twentieth century, five additional principles have been added: primacy, regency, intensity, freedom and requirement[37].

The 7 theories of principles of student learning that are effective learning. These principles are distilled from research in a variety of disciplines as follows:

(**1) Students' prior knowledge or hinder learning**: Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences

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[36] Robert E. Slav in Englewood Cliffs, NJ: Prentice-Hall. **EDUCATIONAL PSYCHOLOGY: THEORY INTO PRACTICE. (**New York: Macmillan Publishing Co., United States, 1986) pp. 21-22.

[37].https://en.wikipedia.org/wiki/Principles of learning, (20February, 2017).

how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate and activated at the appropriate time, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

(2) How students organize knowledge influences how they learn and applies what they know: Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

(**3) Students' motivation determines, directs, and sustains what they do to learn**: As students enter college and gain greater autonomy over what, when, and how they study and learn, and motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviours in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

(**4)To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned**: Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

(5) Goal-directed practice coupled with targeted feedback enhances the quality of students' learning: Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific

target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

(**6) Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning**: Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

(7) To become self-directed learners, students must learn to monitor and adjust their approaches to learning: Learners may engage in a variety of met cognitive processes to monitor and control their learning assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners[38].

To sum up, principles are the chief guides to make teaching and learning intelligent and productive. The principles of student learning are so significant to guide directly about students' prior knowledge or hinder learning; how students organize knowledge influences how they learn and apply what they know, students' motivation determines, directs, sustains what they do to learn, to develop students component skills, practice integrating them what they have learned, to become self-directed learners, students must learn to monitor and adjust their approaches to learning.

[38] http://www.cmu.edu/teaching/principles/learning.html, (16 March, 2017).

2.4.2.1.3 Student Learning Strategies

Student Learning strategies are organized plans of action or steps for learning. They are done to accomplish a learning outcome, which is what we want to be able to do at the end of our learning experience. Learning strategies are the thoughts and/or actions that students use to complete learning tasks. Learning tasks, however, are the tools that students themselves can employ independently to complete a task. Learning strategies seem to be "tricks" learners how to help them remember things better off to do tasks more efficiently. Teachers are restructuring, retooling and revolutionizing their teaching strategies to adapt to the diversities among the students in the class.

(**1) The process of effective learning strategies**: Learning strategies have been identified by several scholars. Before starting the work on learning strategies, the researchers have discussed with supervisor, concern teachers and peers a lot. In the present research following seven learning strategies, identified by J.E. Ormrod (2000) that lead to the process of effective learning, are used by researcher as independent variable for the present work.

(1.1) identifying important information: Focus on specific information, structures, key words, phrases, or ideas, words in italics or boldface.

(1.2) taking Notes: In general, note taking is associated with more successful classroom learning. In fact, when students have no opportunity either to take or review notes, they may recall very little of what they hear in lecture.

(1.3) retrieving relevant prior knowledge: Students should think about and use what they already know to help them do the task. They should try and make associations.

(1.4) organizing: Students should plan the task or content sequence and set goals for themselves. They should organize the material and plan how to accomplish the task.

(1.5) elaborating: In order to perform better students should try and elaborate the course material, draw inferences from it or consider its implications.

(1.6) summarizing: Effective summarizing entails separating important information from unimportant, condensing details into more general ideas and identifying important relationships among those general ideas.

(1.7) monitoring Comprehension: Periodically checking should be done by students to make sure that they understood what they were reading or hearing as well as correction should be made by them when students are unable to comprehend[39].

(2) Organization: Organization is a very important part of effective learning. Having an orderly space to study helps the mind absorb new information without distraction. Time management also plays an important role. Everybody has only 24 hours in a day, so it's important to learn how to make the most out of the available time.

(2.1) education Tips: A list of links with information on organization.

(2.2) organization Strategies: Provides information on organization and its importance.

(2.3) organization: Discusses the importance of organization and different ways to become organized.

(2.4) time management: A list of suggestions about managing time.

(2.5) time management tips: Good tips to help students manage the time.

(2.6) studying for Exams: Discusses how to study for a test.

(2.7) exams and studying: Points out the best ways to study for tests.

(2.8) test taking tips: Shows the best ways to prepare for and take a test.

(2.9) test tip List: Lists the best ways to take a test.

(**3) Effective Independent Learning**: There's more to learning than knowing how to take tests. Everyone learns differently so there are many different styles of learning. If you know which style suits you best, learning will be easier. Knowing how to study properly and memorize the important things readily also make studying easier.

(3.1) learning Style Guide: Discusses the different types of learning.

(3.2) about Learning Styles: Shows the different learning styles and explains how to determine what type of learning style best suits a person.

(3.3) Overview: Discusses mega-cognition in detail.

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[39] Dr. Sonia Tomar & Abhilasha Jindal. **A Study of Effective Learning Strategies in Relation to Intelligence Level Across the Science and Arts Academic Streams of Secondary Level**, (New York:: Oxford University Press, United States., 2014) pp. 41-42.

(3.4) meta-cognition: A tutorial explaining meta-cognition and its importance to learning.

(3.5) study smarter not harder: Discusses how to study better so you're studying smarter, not necessarily more.

(3.6) memorization techniques: Outlines some of the best ways to memorize things easily.

(3.7) memory tips & memorization techniques: Some articles on how to improve one's memory and how to memorize things easily.

(3.8) reading strategies: Some tutorials on techniques like highlighting text and other effective reading strategies.

(3.9) effective reading strategy checklist: Provides a list of things to help boost reading comprehension.

(4) Effective Learning from Others: Sometimes, learning on your own isn't as effective as learning as part of a group. There's a lot of evidence pointing towards collaborative learning being more effective than learning on one's own. Even lectures can help someone learn as long as they know how to listen effectively. In fact, actively listening to lectures can boost one's own efforts to learn.

(4.1) collaborative Learning: Article that discusses why group learning is so effective.

(4.2) small Group Learning: Link to a document that explains why small group learning is not more popular with teachers.

(4.3) group Learning Paper: Discusses the dynamics of group learning.

(4.4) cooperative Learning: Provides information about the effectiveness of group learning.

(4.5) listening to Lectures: Shows how to listen to lectures in ways that will help you retain information.

(4.6) effective listening tips: Some tips on the best ways to listen to the lectures.

(4.7) active listening: Discusses active listening and why it's important40.

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[40] http://www.studentguide.org/effective-learning-strategies (18 March, 2017).

2.4.2.1.4 Setting the Principle of Teaching

The principles of teaching are set to get the goal for effective student learning. Teachers make the education of their students, their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

(1) Set high expectations which inspire, motivate and challenge students

(1.1) establishes a safe and stimulating environment for students, rooted in mutual respect.

(1.2) set goals that stretch and challenge students of all backgrounds, abilities and dispositions.

(1.3) demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

(2) Promote good progress and outcomes by students

(2.1) be accountable for students' attainment, progress and outcomes

(2.2) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.

(2.3) guide students to reflect on the progress they have made and their emerging needs.

(2.4) demonstrate knowledge and understand how students learn and how this impacts on teaching.

(2.5) encourage students to take a responsible and conscientious attitude to their own work and study.

(3) Demonstrate good subject and curriculum knowledge

(3.1) have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.

(3.2) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.

(3.4) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use, whatever the teacher's specialist subject.

(3.5) if teaching early reading demonstrate a clear understanding of systematic synthetic phonics.

(3.6) if teaching early mathematics demonstrates a clear understanding of appropriate teaching strategies.

(4) Plan and teach well-structured lessons

(4.1) impart knowledge and develop understanding through effective use of lesson time.

(4.2) promote a love of learning and student's intellectual curiosity.

(4.3) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

(4.4) reflect systematically on the effectiveness of lessons and approaches to teaching

(4.5) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

(5) Adapt teaching to respond to the strengths and needs of all students

(5.1) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.

(5.2) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.

(5.3) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

(5.4) have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and are able to use and evaluate distinctive teaching approaches to engage and support them.

(6) Make accurate and productive use of assessment

(6.1) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

(6.2) make use of formative and summative assessment to secure students' progress

(6.3) use relevant data to monitor progress, set targets, and plan subsequent lessons.

(6.4) give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

(7) Manage behaviour effectively to ensure a good and safe learning environment

(7.1) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

(7.2) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

(7.3) manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

(7.4) maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

(8) Fulfil wider professional responsibilities

(8.1) make a positive contribution to the wider life.

(8.2) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

(8.3) deploy support staff effectively.

(8.4) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

(8.5) communicate effectively with parents with regard to students' achievements and well-being.

2.4.2.1.5 Planning for Classroom Management

The terms 'classroom management' and 'discipline' are often used interchangeably. Classroom management means teachers' strategies to create and maintain an orderly learning environment and discipline means teachers' responses to students' misbehaviour. Classroom management is a term used by teachers to describe

the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour and closely linked to issues of motivation, discipline and respect.

Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Krause, Bouchner & Duchesne, 2003).

(1) The goals of classroom management: The goal of classroom management is to create and maintain a positive, productive learning environment, to support and foster a safe classroom community, to assist students to keep task focused, to reduce distraction from learning, to organize and facilitate the flow of learning activities and to help the students and manage themselves.

(1.1) to create and maintain a positive, productive learning environment: This goal is not meant for absolute control or to create an inert, docile, and totally compliant classroom and student body. Rather, an effective classroom management is to maintain students' interest, motivation and involvement. Thus, the focus is on activities that create positive, productive and facilitative learning environment.

(1.2) to support and foster a safe classroom community: This goal of classroom management is to support and foster a safe classroom community. It means that students are allowed to make the connections needed for learning to take place. Each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed for their misconceptions. In order to make the students comfortable enough to take these intellectual risks, it is necessary to set up the rules and routines which:

(a) Rules and routines will give them a structure in which to interact with the teacher and each other.

(b) Rules and routines need to be necessary, fair and specific if the students are to be expected to follow them.

(c) Each rule or routine should come with a verbal or written description of why the rule is needed. If the rule is too vague on its own, examples should be given.

(2) Planning for effective classroom management: In order to be successful in teaching, teachers need to have a planning for effective classroom

management. Managing a classroom is not an easy task. Teacher needs to consider several things such as the student's development level. There are six suggested planning for teachers to effectively manage a classroom as illustrated. The planning include reflecting student development needs, creating a physical environment, creating a learning environment, creating, teaching and maintaining rules and procedures, managing the classroom activities, getting students to cooperate and classroom management style.

(2.1) reflecting students' development needs: Students' characteristic: As a process of appropriate teaching, classroom management needs to consider a student's development level. The goal of classroom management must reflect the ever-changing needs of students of different level. There are four levels in the school context according to Brophy and Evertson, (1978) as follows:

(a) Lower primary level: The major focus during the early school years is on socializing the child to the role of student. Children at this level of development typically tend to follow adult authority. Thus, the emphasis is on teaching them what to do, more than on compliance with rules and regulation. The primary techniques would be establishing and introducing routines within the classroom.

(b) Upper primary level: By the time students reach this level, they are most likely familiar with school routines and generally able to maintain an appropriate learning environment.

(c) Secondary school: A testing of the routines appears during the middle school years. At this level, students' interest and control shift from adults to peers. The students may resist the teacher as authority. Classroom management needs to be developed that focus on compliance, rather than instruction. Getting the student to behave through rules and consequences will take more of centre stage in the classroom management plan.

(d) Post-secondary school: With the exception of serious problems, which require special attention and remediation, most of the students are mature and socialized to the school environment. Classroom management should take less energy and time, with the exception of setting the stage during the beginning of the year and perhaps refocusing students who may sway off course (Hinson & Sardo-Brown, 2003).

In short, students of all ages need the emotional security of knowing that their teachers are genuinely interested in them and sincerely care about their learning.

(2.2) creating a learning environment: Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both physical and cognitive spaces.

(2.3) creating a physical environment: Arranging desks and furnishing is often a compromise between what teacher would like and what is possible. The physical space of a classroom is managed as the teacher prepares the classroom for the students. Thus, teachers should think about their room arrangement when they plan, change according to their goals and experiment to see what works best for them (Eggen, & Kauchack, 2004).

(2.4) creating, teaching and maintaining rules and procedures: All teachers, regardless of years of experience, will encounter numerous disciplinary problems throughout the school year. One of the first applications of effective classroom management begins with the establishment of classroom rules on the first day of school, and procedures are steps for the routines students follow in their daily learning activities, such as how they turn in papers, sharpen pencils and make transitions from one activity to another. Expert teachers plan and teach procedures until they become routines that students follow automatically. These routines provide a sense of regularity and equilibrium for both students and teachers.

(2.5) effectively managing classroom activities: Effective teachers differ from ineffective teachers not in the way they respond to students' misbehaviour, but instead in how competently they manage the group activities (Kounin, 1970). Effective teachers are the person who can conduct students using the four methods of teaching. The methods are show how they are "with it", cope effectively with overlapping situation, maintain smoothness and continuity in lessons and lastly, engage students in a variety of challenging activities.

(a) Show how they are "with it": These teachers closely monitor students on a regular basis and aware of what is happening. This allows them to detect inappropriate behaviour early before it gets out of hand.

(b) Cope effectively with overlapping situation: Some teachers seem to have one-track minds, dealing with only one thing at a time. This is an ineffective strategy that often leads to frequent interruptions in the flow of the class.

(c) Maintain smoothness and continuity in lessons: Effective teachers keep the flow of lesson moving smoothly, maintaining students' interest and not giving them opportunities to be easily distracted.

(d) Engage students in a variety of challenging activities: Effective teachers engage students in a variety of challenging but not overly hard activities. The students frequently work independently rather than being directly supervised by a teacher who hovered over them.

(2.6) Get students to cooperate: There are three main strategies to get students to cooperate. The strategies develop a positive relationship with students, get students to share and assume responsibility and reward appropriate behaviour.

(2.7) Classroom management style: It is the styles of teachers can be readily identified on the basis of both degree of control and level of involvement. The nature of each management style can be identified below:

(a) The authoritative classroom management style: A management style that encourages students to be independent thinkers and doers but still involves effective monitoring. Authoritative teachers engage students in considerable verbal give-and-take and show a caring attitude toward them, but still set limits when necessary.

(b) The authoritarian classroom management style: A management style that is restrictive and punitive with the focus mainly on keeping order in the classroom rather than on instruction and learning.

(c) The permissive classroom management style: A management style that offers students with considerable autonomy, but provides them with little support for developing learning skills or managing their behaviour[41].

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[41] Berliner, D.C. **Effective classroom management and instruction: A knowledge base for consultation**, (Washington, DC: National Association of School Psychologists, United States, 1988) pp.11-14.

To sum up, classroom management plan aims to create the goals of classroom management, effective classroom management and maintain learning environment used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

2.3.2.1.6 Learning environment

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example.[42]

The term "learning environment" suggests place and space of school, a classroom, a library. And indeed, much 21st century learning takes place in physical locations like these. But in today's interconnected and technology-driven world, a learning environment can be virtual, online, and remote; in other words, it doesn't have to be a place at all. Perhaps a better way to think of 21st century learning environments is as the support systems that organize the condition in which humans learn best systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools, and communities that inspire students and educators to attain the knowledge and skills the 21st century demands all of us.

This definition recognizes that students learn in many different ways in very different contexts. Since learners must do the learning, the aim is to create a total environment for learning that optimizes the ability of students to learn. There is of course no single optimum learning environment. There are the infinite numbers of possible learning environments, which are what makes teaching so interesting.

(1) Components of an effective learning environment: Developing a total learning environment for students in a particular course or program is probably the most creative part of teaching. While there is a tendency to focus on either

[42] http://edglossary.org/learning-environment, (08 February, 2017).

physical institutional learning environments (such as classrooms, lecture theatres and labs), or on the technologies used to create online personal learning environments (PLEs), learning environments are broader than just these physical components. They will also include:

(1.1) the characteristics of the learners.

(1.2) the goals for teaching and learning.

(1.3) the activities that will best support learning.

(1.4) the assessment strategies that will best measure and drive learning

(1.5)the culture infuses the learning environment[43].

(2) Lesson plan in learning environment: It refers to gain attention, inform learner of the objective, stimulate recall of prerequisite learning, present stimulus material, provide learning guidance, elicit the performance, provide feedback about performance correctness, assess the performance, enhance retention and transfer, lesson length, lesson setting, technology setup and classroom management considerations (Dick & Carey, 2004)[44].

In brief, learning environment is used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example as well as create the effective learning environment to develop a total learning environment for students in a particular course or program is probably the most creative part of teaching and lesson plan in learning environment refers to gain attention, inform learner of the objective, stimulate recall of prerequisite learning, present stimulus material, learning guidance, and elicit the performance of teaching and learning.

2.4.2.1.7 Quality Assurance for School (Primary and Secondary School only)

Quality assurance is the systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained. Student Learning Objective Coherency Rubric helps the educator review

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[43] https://opentextbc.ca (February 22, 2017).

[44] Dick & Carey.**Building Treehouses for Learning: Technology in Today's Classrooms**, (Boston: ITS, USA 2004) p.9.

the Design phase of the Student Learning Objective Process Template. Applying the criteria specified within the Student Learning Objective Coherency Rubric allows the educator to evaluate the Student Learning Objective's quality.

(1) School Development and Accountability Framework: The School Development and Accountability (SDA) Framework is prepared to emphasizes school self-evaluation (SSE) is a core element of school for its own improvement. School self-evaluation complemented by school inspections and External School Review (ESR), helps promote continuous self-improvement in schools through putting in place a systematic Planning-Implementation-Evaluation (PIE) cycle. External School Review teams validate the school performance in SSE and give suggestions for continuous school improvement. Schools are expected to make use of SSE and ESR to promote schools' sustained development and accountability for improvement of students' learning[45].

(2) Quality of Student Learning: Quality Learning is learning that fosters the individual's ability to be acquired, knowledge and understanding which are then utilized within real situations to make valid, informed decisions, and also enhances the individual's ability to be positively involved in the sharing of ideas, understanding and opinions.

(2.1) Strategies of ownership student learning: Quality Learning provides both teacher and student with the thinking and methods to continually improve the system of learning in the classroom. Students are equipped with strategies to take ownership of their learning by clarifying the purpose for learning, defining success and agreeing on Quality Criteria. This provides a vision of excellence of the standard to be achieved and enables students to scaffold their efforts, setting meaningful learning goals and monitoring their progress: Clarifying what is to be learned the curriculum and the depth of learning to be achieved, identifying and removing barriers to learning: Using the Plan, Do, Study and Act (PDSA) cycle to improve learning.

[45] http://www.edb.gov.hk, (18 March, 2017).

(2.2) Factors contribute to quality learning: Fenster Macher and Richard Son define the factors that contribute to good learning. Note that good teaching is but one of the four ingredients, they are willingness and effort by the learner, a social surround supportive of teaching and learning, opportunity to teach and learn, good teaching.

There is currently a considerable policy focus on quality teaching, much of it rooted in the presumption that the improvement of teaching is a key element in improving student learning. Good learners of all ages and information literate learners were engaged and motivated to learn precisely because they knew WHAT they were learning, they knew HOW they were going to learn it, they knew WHY they were learning the particular topic, they knew WHEN and WHERE the learning plan and what they were expected to do as a result[46].

To sum up, planning is the most important to help both teachers and students for learning and teaching performances in school. The learners must do the humble and effective learning. Teachers need to make sure that learners are able to get their learning objectives successfully by planning for learning. In other words, job as teachers is to create the conditions of success for their students.

2.4.2.2 Instruction

Instruction is vital for education, as it is the transfer of learning from one person to another. The term ‘instruction’ is related to the word structure; both share the Latin root stratus, “built.” The use of the word as we know it today appeared in the early 15th century from the Old French. Today it refers to the action of teaching and the job of a teacher. It can also be used to denote the directions themselves. Consider the word's connection with structure: effective instruction is presented in an orderly, structured manner[47]. The purpose of instruction is to help people to learn. The goal of instructional designers is to make learning easier, quicker, and more enjoyable.

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[46] Gwen Gawith, **Quality of Learning**, (n.d) p. 1-2.
[47] https://www.vocabulary.com/dictionary/instruction (07 February, 2017).

2.4.2.2.1 Elements of effective instruction

Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking. There are the 10 elements of effective instruction as follows:

(1) Provide the necessary conditions for optimum learning and engagement, a safe and supportive environment in which students can do what you want them to so that they learn within a meaningful, authentic context.

(2) Establish and communicate clear, specific learning objectives aligned with established state and national academic and career standards.

(3) Make explicit connections between present and past lessons, students' lives, other texts or subjects, the real world, and the Big Ideas around which lessons are organized.

(4) Prepare students by teaching relevant background knowledge, skills, and academic language and literacy.

(5) Integrate assessment throughout the instructional process, using the data to establish initial understanding, measure progress, provide feedback, refine instruction, and prepare students for future performances; this includes students reflecting on and assessing their own performance and progress.

(6) Teach students strategies for learning, remembering, and doing.

(7) Demystify literacy practices and performances by modelling, providing examples, and giving clear directions as students graduate from dependence on you to responsibility for their own learning.

(8) Use different instructional methods, modes, and media in clear, coherent ways.

(9) Ask students to generate a range of ideas, interpretations, solutions, questions, and connections.

(10) Provide meaningful opportunities to practice, perfect, and perform all lessons in class and at home[48].

[48] http://blogs.edweek.org/teachers/classroom (28March,2017).

2.4.2.2.2 The 5 types of instructions used in the classroom

All five instructional types have beneficial uses, but teachers should not rely on one type. Students make up a diverse population with varying backgrounds, knowledge and learning styles. What works well for one will not necessarily work well for another. Varying instruction makes a teacher more likely to reach all her students.

(1) Direct instruction: Direct instruction is teacher-centred. It is as you would imagine: the teacher giving instruction with little to no input from the students, as in a lecture. It is most often used when presenting new information. Direct instruction yields a 5 percent retention rate and is therefore most effective when accompanied by demonstrations, small discussions and visual aids. Direct instruction should be limited to 20-minute mini-lectures to prevent students from losing interest.

(2) Indirect instruction: Indirect instruction is student-centred. It is best used when the process of arriving at a conclusion or product is as important as the conclusion or product itself. Concept mapping, problem solving and reflective discussion are all types of indirect-instruction activities. Indirect instruction is used for research projects and technology-usage projects. Tactile learners can appreciate indirect instruction the most because they learn by doing.

(3) Interactive instruction: Interactive instruction is student-centred and requires students to interact with one another to acquire new understanding of a concept. Brainstorming, tutoring and interviewing are examples of interactive activities.

(4) Independent instruction: Independent instruction is student-centred. It is useful in building decision-making abilities. In independent-study instruction, the student teaches herself under the supervision of a teacher. Distance education is a prime example of independent-study instruction because the learner has very little interaction with the teacher. Some independent-study activities include research papers, essay writing and homework.

(5) Experimental Instruction: Experimental instruction is also student-centred. In experimental instruction the importance lies in the process of arriving at a conclusion or product and not the conclusion or product itself. Students are more likely to retain the information because they are actively engaged and participate in

the learning experience. In experimental instruction students often teach one another[49].

2.4.2.2.3 Engagement in learning

Engagement in learning means learning engagement or student engagement. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. The term "student engagement" has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioural, physical, and social factors play in the learning process and social development.

In many contexts, however, student engagement may also refer to the ways in which school leaders, educators, and other adults might "engage" students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, or in the civic life of their community. For example, many schools survey students to determine their views on any number of issues, and then use the survey findings to modify policies or programs in ways that honour or respond to student perspectives and concerns.

The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioural, physical, and social factors that either enhance or undermine learning for students.

The concept of student engagement seems straight forward; it can take fairly complex forms in practice. The following examples illustrate a few ways in which student engagement may be discussed or addressed in schools.

(1) Intellectual engagement: To increase student engagement in a course or subject, teachers may create lessons, assignments, or projects that appeal to student interests or that stimulates their curiosity. For example, teachers may give students more choice over the topics they are asked to write about (so students can choose a

[49] http://www.ehow.com (29 March, 2017).

topic that specifically interests them) or they may let students choose the way they will investigate a topic or demonstrate what they have learned (some students may choose to write a paper, others may produce short video or audio documentary, and still others may create a multimedia presentation). Teachers may also introduce a unit of study with a problem or question that students need to solve. For example, students might be asked to investigate the causes of a local environmental problem, determine the species of an unknown animal from a few short descriptions of its physical characteristics and behaviours, or build a robot that can accomplish a specific task. In these cases, sparking student curiosity can increase "engagement" in the learning process.

(2) Emotional engagement: Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviours, or keep students from dropping out. For example, classrooms and other learning environments may be redesigned to make them more conducive to learning, teachers may make a point of monitoring student moods and asking them how they are feeling, or school programs may provide counselling, peer mentoring, or other services that generally seek to give students the support they need to succeed academically and feel positive, optimistic, or excited about school and learning. Strategies such as advisories, for example, are intended to build stronger relationships between students and adults in a school.

(3) Behavioural engagement: Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviours more conducive to learning. For example, elementary school teachers may use cues or gestures that help young students refocus on a lesson if they get distracted or boisterous. The teacher may clap three times or raise a hand, for example, which signals to students that it's time to stop talking, return to their seats, or begin a new activity. Teachers may also establish consistent routines that help students stay on task or remain engaged during a class. For example, the class may regularly break up into small groups or move their seats into a circle for a group discussion, or the teacher may ask students on a rotating basis to lead certain activities. By introducing variation into a classroom routine, teachers can reduce the monotony and potential disengagement that may occur when students sit in the same seat, doing similar tasks, for extended periods of time.

Research on brain-based learning has also provided evidence that variation, novelty, and physical activity can stimulate and improve learning.

(4) Physical engagement: Teachers may use physical activities or routines to stimulate learning or interest. For example, "kinaesthetic learning" refers to the use of physical motions and activities during the learning process. Instead of asking students to answer questions aloud, a teacher might ask students to walk up to the chalkboard and answer the question verbally while also writing the answer on the board (in this case, the theory is that students are more likely to remember information when they are using multiple parts of the brain at the same time i.e., the various parts dedicated to speaking, writing, physical activity, etc.). Teachers may also introduce short periods of physical activity or quick exercises, particularly during the elementary years, to reduce antsy, fidgety, or distracted behaviours.

(5) Social engagement: Teachers may use a variety of strategies to stimulate engagement through social interactions. For example, students may be paired or grouped to work collaboratively on projects, or teachers may create academic contests that students compete i.e., a friendly competition in which teams of students build robots to complete a specific task in the shortest amount of time. Academic and co-curricular activities such as debate teams, robotics clubs, and science fairs also bring together learning experiences and social interactions. In addition, strategies such as demonstrations of learning or capstone projects may require students to give public presentations of their work, often to panels of experts from the local community, while strategies such as community-based learning or service learning (learning through volunteerism) can introduce civic and social issues into the learning process.

(6) Cultural engagement: Schools may take active steps to make students from diverse cultural backgrounds particularly recently arrived immigrant or refugee students and their families feel welcomed, accepted, safe, and valued. For example, administrators, teachers, and school staff may provide special orientation sessions for their new-American populations or offer translation services and informational materials translated into multiple languages. Students, families, and local cultural leaders from diverse backgrounds may be asked to speak about their experiences to students and school staff, and teachers may intentionally modify lessons to

incorporate the history, literature, arts, and perspectives of the student ethnicities and nationalities represented in their classes. School activities may also incorporate multicultural songs, dances, and performances, while posters, flags, and other educational materials featured throughout the school may reflect the cultural diversity of the students and school community. The general goal of such strategies would be to reduce the feelings of confusion, alienation, disconnection, or exclusion that some students and families may experience, and thereby increase their engagement in academics and school activities[50].

In brief, the purpose of instruction is to help students make the most of their learning. Instruction looks like a mirror to show someone's face, because instruction is a guide to show the way to study the direct subjects. All students need teachers or professors to instruct them with problems in their learning. Thus, instruction is also very important factor to improve the quality of student learning.

2.4.2.3 Curriculum implementation

2.4.2.3.1 What is curriculum implementation?

This involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba) (2009). They went further to define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learner's new behaviour / new approach to issues.

Another name for the teacher is curriculum implementer. The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups as viewed by Mkpa (1987).

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[50] http://edglossary.org/student-engagement, (08 February, 2017).

This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units. Precisely what comes to the teacher is not the curriculum plan rather the syllabus which he breaks down to get the scheme of work, down to the unit of plan and finally to the lesson plan which is being used daily in his/her teaching.

2.4.2.3.2 Who is an Effective Teacher?

According to Hornby (2000), an effective teacher is one who teaches in order to achieve the desired objective. This implies that an effective teacher give all it takes, strives towards the achievement of that stated objective. An effective teacher is one who is skilful. He/she is a teacher who is innovative in nature, a teacher who is resourceful. A teacher who knows the right approaches, techniques and methods appropriate for the dissemination of knowledge (learning) in his/her class (Obilo, 2010).

According to Kanno (1997), it is a teacher who knows the right mode of communication to employ and when necessary to employ it. For instance, speaking/learning mode of communication should be employed in a face to face interaction in a classroom while visualizing/observing mode should be used when the teacher is not physically present since message could be transmitted through films, internet and television. It is a teacher who is not lackadaisical about his/her teaching, he/she plans his/her lesson note ahead and has the hunger and is always ready to read and improve professionally; he/she attends seminars, workshops and conferences to upgrade/ acquire more knowledge. It is a teacher who has job satisfaction (Obilo, 2010)

2.4.2.3.3 Challenges of the Teacher as a Curriculum Implementer

Due to the arduous nature of curriculum implementation the teacher encounters a lot of challenges as will be discussed below:

(a) Non-Involvement of the Teachers in Curriculum Planning and Development Process: The teacher takes the final decision as regards the actual learning experiences to be provided and so not incorporating him/her in the planning and development process is like separating the curriculum from instruction, Mkpa and Izuagba (2009). This implies that the teacher is not just a receiver of the curriculum but a modifier and transmitter. Also for him/her not to derail from the objectives,

goals and aims of the curriculum planned, he/she must be part of the curriculum planning and development process.

(b) Unconducive School Environment: it is believed that learning can only take place in a conducive environment. By a conducive learning environment the paper meant spacious and well- ventilated class, seats. There should be no distraction of any kind or noise, no interference to distrust the learning activities. A school environment where all these ingredients are found wanting, curriculum implementation will be hindered and the teacher in question will not be able to carry out his/ her duties effectively and efficiently. This implies that the school environment is not student/pupil friendly.

(c) Heavy Academic Load: according to Afangideh (2009) in Obilo and sangoleye (2010), some global and emerging issues such as family life education, citizenship, HIV/AIDS, drug abuse among others are introduced as curriculum content to be learnt by students/pupils. This is in addition to the already existing school subjects. In fact, it should be noted that the time allotted for the implementation of these heavy academic load is not adequate considering the incessant unrest Academic Excellence which has now become a tradition in our educational system. Again, teachers now combine normal class period with school lessons especially in the primary and secondary schools, whereas in the tertiary institutions they combine both sandwich, evening and regular programme with other programmes like distance and weekend programmes. All this posses' big challenge for the teacher as a curriculum implementer.

(d) Teacher Factor: Teachers are the determinant of effective and efficient curriculum implementation at every level, so they should be grandee in their respective areas of specialization. This implies that the teacher should be competent, effective, and always available, should have job satisfaction. The teacher should always be eager to read in order to update his/her knowledge, he should attend conferences and seminars so also to acquire new knowledge for he cannot give what he/she has not, since what he/she transfers to the learners they will take. No wonder the National Policy on Education, FRN (2004), stated that no nation will rise above the qualities of its teachers. Teachers of today once they are employed, they feel they don't need education/learning again, they relax and become lazy and at the same time,

obsolete. This possess a big challenge to them for they can no longer move along with the emergence of different teaching and learning innovations.

(e) Student Factor: Students practice examination malpractice, extortion of money, they threaten their teachers once they discipline/punish them for unruly behaviour in the school. This constitutes a big challenge to the teacher as a curriculum implementer. This is due to the level of corruption and poverty in Nigeria and so every child wants to get money quick, either to cater for self or family need.

(f) Parent Factor: Most parents, especially the illiterate and ignorant ones do not know the value of education and so don't provide their children/wards with school materials like textbooks, writing materials. Most a times they threaten the teachers for punishing their children either due to truancy or any other form of indiscipline. The parents also see the teachers as poor people due to societal attitude towards them and so felt they should not be respected. All these mentioned above possess great challenges to the teachers.

(g) Working Conditions: Government do not take care of the teachers as should be. Teachers are being neglected by the government. Teachers' salaries are being delayed together with their allowances. They are not being properly placed in terms of salary structure. Due to this kind of working conditions, teachers have no job satisfaction and so their working condition possess a big challenge to them.[51]

2.4.2.3.4 Process of Curriculum Implementation

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. This involves helping the learner acquire knowledge or experience. The learner is the central figure in the curriculum implementation process. – viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational program, is put into effect. Putting the curriculum into operation requires an implementing agent. The teacher is the key agent in the curriculum implementation process. Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge

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[51] Princess IjeomaObilo And Solomon Adebayo Sangoleye "**Curriculum Implementation and the Teacher: Challenges and Way Forward**" (Curriculum Studies Department, School of Education,AlvanIkoku Federal College of Education, Owerri, 2010),Page 2-4.

contained in a curriculum document or syllabus. Curriculum Implementation can also be seen as an interaction between those who have created the program and those who are charged to deliver it. Curriculum Implementation;

(I) requires teachers to shift from the current program which they are familiar with to the new or modified program;

(II) involves changes in the knowledge, actions and attitudes of people;

(III) Can be seen as a process of professional development and growth involving ongoing interactions, feedback and assistance;

(IV) it is a process of clarification whereby individuals and groups come to understand and practice a change in attitudes and behaviours; often involving using new resources?

(V) involves change which requires effort and will produce a certain amount of anxiety and to minimize these, it is useful to organize implementation into manageable events and to set achievable goals;

(VI) Requires a supportive atmosphere in which there is trust and open communication between administrators, teachers, educators, and where risk-taking is encouraged.

2.4.2.3.5 Role of School Administrators in Curriculum Implementation

The principal coordinates curriculum change in the public schools. Critical features of effective curriculum implementation are open communication, a strong staff development program, and daily encouragement and support of faculty members. Planning and organization, financial support, and human support are among the principal's significant contributions. (Jenkini & Bfeifer 2012). Other major functions of school administrators include the following:

(1) Program Implementation: Carrying out, by concrete measures, program designs and plans for instance, implementation of reforms and innovation; service delivery like refresher courses, conferences, seminars etc.

(2) Change Strategies: Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

(3) Curriculum Development: Activities such as conceptualizing, planning, field testing, and researching that are intended to produce new curricula or improve existing ones.

(4) Professional Education: Programs of academic study that prepare students to enter or advance in professional fields.

(5) Personnel Management: Recruitment, selection, development, supervision, dismissal, etc., of employees.

(6) School Supervision: Professional activities concerned with the development, maintenance, and improvement of a school's instructional program, especially its curriculum and teaching personnel.

(7) Organizational Communication: Exchange of thoughts, messages, etc., within and between organizations (groups of people) – includes exchanges between specific organizations and the general public and a host of others.[52]

2.4.2.3.3.6 Factors That Influence Curriculum Implementation

List what you consider to be the factors that influence curriculum implementation and see whether they are similar to the ones discussed below:

(1) The Teacher as Whitaker (1979) asserts in the University of Zimbabwe (1995: 26) module, the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable (University of Zimbabwe, 1995: 28).

You could be thinking, "I understand that teachers are pivotal in the curriculum implementation process, but what is their role in the curriculum planning process?" If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively (University of Zimbabwe, 1995: 8). If the curriculum is what teachers and students create together, as Wolfson (1997) states in Curriculum Implementations (University of Zimbabwe, 1995: 28), the teacher must play a more

[52] http://foeaau.com/?p=742 (5 April, 2017).

significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

(2) The Learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation (University of Zimbabwe, 1995: 31). For example, home background and learner ability can determine what is actually achieved in the classroom.

(3) Resource Materials and Facilities: From your experience, you are aware that no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. In Curriculum Implementation (University of Zimbabwe, 1995: 2), it is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

(4) Interest Groups: Can you identify interest groups in your country that could influence the implementation of curricula? A number of these groups exist in almost all Southern African Development Community (SADC) countries. These include parents, parents' and teachers' associations, School Development Associations (SDAs) and School Development Committees (SDCs) in Zimbabwe, religious organizations, local authorities, companies and private school proprietors. These groups can influence implementation in the following ways:

- Provide schools with financial resources to purchase required materials.

• Demand the inclusion of certain subjects in the curriculum.

• Influence learners to reject courses they consider detrimental to the interests of the group.

It is therefore important to involve these groups at the curriculum planning stage.

(5) The School Environment: One other factor that influences curriculum implementation concerns the particular circumstances of each school (University of Zimbabwe, 1995). Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments.

(6) Culture and Ideology: Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

(7) Instructional Supervision: Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through:

• deploying staff,

• allocating time to subjects taught at the school,

• providing teaching and learning materials, and

• creating an atmosphere conducive to effective teaching and learning.

As stated in Curriculum Implementation (University of Zimbabwe, 1995: 36), the head "monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly". The head teacher maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head is incapable of executing supervisory functions.

(8) Assessment: Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else. This action

by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum.[53]

To sum up Curriculum implementation is one of the important functions of a School manager and it has been receiving the attention of educators, educationists and researchers. In organizational context, curriculum implementation refers to the stage when the curriculum itself, as an educational program, is put into effect. This paper examined the importance of the school administrators (principal) in ensuring proper curriculum implementation (innovations) in Buddhist upper Secondary Schools. It discusses the role of the principal as one of the agents that co-ordinates curriculum implementation change in Buddhist upper Secondary Schools in Southern Vietnam. The sustenance of curriculum implementation includes programme implementation, change strategies, school supervision, staff role, educational change, organizational communication etc.

2.4.2.4 Evaluation

Evaluation is a methodological area that is closely related to, but distinguishable from more traditional educational administration research. Evaluation utilizes many of the same methodologies used in traditional educational administration research, but because evaluation takes place within a social and organizational context, it requires group skills, management ability, sensitivity to multiple stakeholders and other skills that educational administration research in general does rely on as much. Here we introduce the idea of evaluation and some of the major terms and issues in the field.

2.4.2.4.1 Definitions of Evaluation

Evaluation is a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability - as set out in the Evaluation Policy**.**[54]

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[53] SADC "**Curriculum Theory Design and Assessment**" Developed by (The Southern African Development Community 2000) Page 50-53.

[54] https://www.unodc.org/unodc/en/evaluation/what-is-evaluation1.html (15 April, 2017).

2.4.2.4.2 Goals of Evaluation

The effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam is used two goal of evaluation as:

(1) Formative Evaluation: Sometimes known as process evaluation, this type of evaluation addresses how well the individual or program is progressing toward a goal. Information acquired through formative evaluation is used to improve or enhance progress through feedback.

(2) Summative Evaluation: A final form of evaluation conducted to determine if pre-established outcomes have been achieved. Most frequently used for final decision-making.

When planning for evaluation, many find it helpful to determine if their evaluation should emphasize formative or summative needs and also to determine if the evaluation will be most useful if it focuses on individuals (e.g., grad students or lab managers) or the program or institution itself.

2.4.2.4.3 Evaluation Strategies

Evaluation strategies mean broad, overarching perspectives on evaluation. They encompass the most general groups of evaluators; although, at its best, evaluation work borrows eclectically from the perspectives of all these groups. Four major groups of evaluation strategies are discussed here

1. Scientific-experimental models are probably the most historically dominant evaluation strategies. Taking their values and methods from the sciences -- especially the social sciences -- they prioritize on the desirability of impartiality, accuracy, objectivity and the validity of the information generated. Included under scientific-experimental models would be: the tradition of experimental and quasi-experimental designs; objectives-based research that comes from education; econometrically-oriented perspectives including cost-effectiveness and cost-benefit analysis; and the recent articulation of theory-driven evaluation.

2. The second class of strategies is management-oriented systems models. Two of the most common of these are PERT, the Program Evaluation and Review Technique, and CPM, the Critical Path Method. Both have been widely used in business and government in this country. It would also be legitimate to include the

Logical Framework or "Log frame" model developed at U.S. Agency for International Development and general systems theory and operations research approaches in this category. Two management-oriented systems models were originated by evaluators: the UTOS model where U stands for Units, T for Treatments, O for Observing Observations and S for Settings; and the CIPP model where the C stands for Context, the I for Input, the first P for Process and the second for Product. These management-oriented systems models emphasize comprehensiveness in evaluation, placing evaluation within a larger framework of organizational activities.

3. The third classes of strategies are the qualitative/ anthropological models. They emphasize the importance of observation, the need to retain the phenomenological quality of the evaluation context, and the value of subjective human interpretation in the evaluation process. Included in this category are the approaches known in evaluation as naturalistic or 'Fourth Generation' evaluation; the various qualitative schools; critical theory and art criticism approaches; and, the 'grounded theory' approach of Glaser and Strauss among others.

4. Finally, a fourth class of strategies is termed participant-oriented models. As the term suggests, they emphasize the central importance of the evaluation participants, especially clients and users of the program or technology. Client-centered and stakeholder approaches are examples of participant-oriented models, as are consumer-oriented evaluation systems.

With all of these strategies to choose from, how to decide. Debates that rage within the evaluation profession and they do rage are generally battles between these different strategists, with each claiming the superiority of their position. In reality, most good evaluators are familiar with all four categories and borrow from each as the need arises. There is no inherent incompatibility between these broad strategies -- each of them brings something valuable to the evaluation table. In fact, in recent years attention has increasingly turned to how one might integrate results from evaluations that use different strategies, carried out from different perspectives, and using

different methods. Clearly, there are no simple answers here. The problems are complex and the methodologies needed will and should be varied[55].

2.4.2.4.4 Factors to Be Considered For Successful Evaluation

1. Sampling technique – Appropriate sampling procedure must be adopted.

2. Evaluation itself must be well organized.

- Treatment

- Conducive atmosphere

-Intended and un-intended outcomes and their implications considered.

3. Objectivity of the instrument.

- Feasibility of the investigation.

- Resolution of ethical issues.

- Reliability of the test (accuracy of data in terms of stability, repeatability and precision).

- Validity – test should measure what it is supposed to measure and the characteristics to be measured must be reflected.

4. Rationale of the evaluation instrument.

5. It must be ensured that the disparity in students' performances are related to the content of the test rather than to the techniques used in administering the instrument.

6. The format used must be the most economical and efficient.

7. Teachers must have been adequately prepared. They must be qualified to teach the subjects allotted to them

Thus, Evaluation is the estimation of the worth of a thing, process or programmes in order to reach meaningful decisions about that thing, process or programme. It calls for evidence of effectiveness, suitability of goodness of the programme or process. And evaluation serves a number of purposes in education or evaluation could be formative or summative. The two serve different purposes in the classroom.

[55] https://www.socialresearchmethods.net/kb/intreval.php (15 April, 2017).

2.5 Related Literatures of Research

The reviews of research related to academic administration of administrators and teachers for improving the quality of student learning found that in the past, the previous researchers have conducted the researches on the above subject and can be summarized as follows:

2.5.1 Related literatures of Dharma researchers

The Dharma is the teaching of the Buddha and recorded in Tripitaka, researchers use in research because of the importance of the management process of administrators and teachers in the process of management and teaching, Can Create a friendly relationship between administrators, teachers and students, create passion in the process of management, teaching, helping people close to each other to love each other help in teaching as well as learning and repair the problems. Dharma use in research follows are:

2.5.1.1 Brahma Vihāra

The four Brahma Viharas are considered by Buddhism to be the four highest emotions. The word brahma literally means 'highest' or 'superior.' It is also the name given to the supreme god in Hinduism during the Buddha's time. Vihāra means 'to dwell', 'to live' or 'to abide.' Thus the Brahma Vihāras are not emotions one occasionally feels but those that one 'lives in' and 'lives by' all the time. These four Brahma Vihāras[56]are loving-kindness, compassion, (vicarious) sympathetic joy, and equanimity. They can be understood from several different perspectives – as four related but separate qualities or perhaps better, as four different ways the spiritually mature person relates to others according to their situation. So for example, we relate to friendly people with love, to those in distress with compassion, to the successful with vicarious joy and to unpleasant people with equanimity. The purpose of the practice called Loving Kindness meditation is to encourage and nurture the Brahma Vihāras.

The Brahma Vihāras are also known as the Four Divine Emotions or The Four Divine Abodes. They are the meditative states, thoughts, and actions to be

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[56] The Tripitaka Book Thai language, Volume 19, The SuttantaPitaka Book, Volume 11, Samyuttanikāya Mahāvaravagga.

cultivated in Buddhist meditation. They are the positive emotions and states that are productive and helpful to anyone of any religion or even to the one with no religion. The result will be a very nice and good person, free from hate and ill-will. Those who cultivate the brahmavihāras are guaranteed to happiness. Those who further cultivate equanimity may reach insightful states and wisdom of enlightenment experiences.

The Four Divine Emotions are known in Pāli as the Brahma-vihāras and are also known as the divine abiding or the divine abodes. They are emotional states to be strived for.By practicing and developing the divine emotions; we will have a peaceful and patient daily life practice.

1. Mettā (loving-kindness) is a soft, affection and care for others and yourself.It is not a hard, romantic type of love and not a love that includes extreme attachment or controlling feelings.

2. Karunā (compassion) is like an open heart that cares for everyone. It includes empathy, being able to see the other person's position and caring for and about them.

3. Muditā (joy with others), sometimes is called sympathetic joy or appreciative joy. It is the ability to be happy when you see others happy. Their joy becomes your joy as you welcome less suffering and happiness of others.

4. Upekkhā (equanimity) is the balanced state of mind. It is the middle way state of mind that is neither clinging nor pushing away.

2.5.1.2 Iddhipāda

Iddhipāda (Pāli; Skt. ddhipāda) is a compound term composed of "power" or "potency" (iddhi; ddhi) and "base," "basis" or "constituent" (pāda). In Buddhism, the "power" referred to by this compound term is a group of spiritual powers.[57] Thus, this compound term is usually translated along the lines of "base of power" or "base of spiritual power." In the Buddhist pursuit of Enlightenment, the associated spiritual powers are secondary to the four "base" mental qualities that achieve such powers. They are *chanda* (liking, but close to an obsession), *citta* (thoughts), *viriya* (effort), and *vimans*ā (analysis). These four base mental qualities are:

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[57] The Tripitaka Book Thailanguage, Volume 19, The SuttantaPitaka Book, Volume 11, Samyuttanikāya Mahāvaravagga.

1. One needs to have a liking (more like an obsessed liking) for the project; this is called ***chanda*** which we can translate as liking. It is not greed, but pure in quality and grows to become a life goal.

2. When one has this "obsession", one keeps thinking about it all the time. When one gets up at night to go to the bathroom, one thinks about it; it is the first thing that comes to mind when one wakes up. This is called citta; we will call it thought or contemplation.

3. Thus one makes one's best efforts (viriya) to achieve the goal. This is what makes swimmers get up early morning to do laps, a scientist/innovator forgets about his/her meal, an innovator stays awake thinking about how to make improvements to his products, etc.

4. One is always on the lookout for any faults or possible improvements in current efforts. If the concepts involved do not make sense, one is always looking for a better explanation, a better way to make something, etc. This is reasoning/investigating (***vimans***ā).

One could use the same factors to attain mundane goals, such as achieving financial independence, excelling in academics or a sport, improving health, etc.

In traditional Buddhist literature, this set of four mental qualities is one of the seven sets of qualities lauded by the Buddha as conducive to Enlightenment (bodhipakkhiyādhammā).

2.5.1.3 Sangaha-vatthu

Sangaha-vatthu means qualities that bond people in unity or principles for helpful integration[58]. The four principles are:

1.1 Dana: giving; sacrificing, sharing his own things with others; not being stingy and selfish. This principle helps people to be free from selfishness. We have to realize that the wealth that we earn is not permanent. When we pass away, we cannot take it with us.

1.2 Piyavācā: amicable speech; speaking words that are polite; sincere, abstaining from harsh speech; speaking the words that are useful. The Buddha gives

[58] The Tripitaka Book Thailanguage, Volume 21, The SuttantaPitaka Book, Volume 13, AnguttaraNikaya Catukkanipāta.

much importance to speech because speech is the first step for producing harmony and friendship.

1.3 Atthacariyā: helpful action; performing actions that are useful to other people.

1.4 Samānattatā: participation; behaving consistently and impartially; behaving equitably toward all people. This principle helps us to have a firm mind, and in addition it produces admirableness and truthfulness.

To sum up, we may have many purposes in working; your purpose may change over time or develop in a way you never anticipated. Dharma does not have to be big to be meaningful. We could administrate dharma in more different work, building measure in education management. If your work is effortless, you have a love for what you do, and you're in service of humanity, then you're in dharma. Other indications that you're in dharma are a sense of lightness in your body, a joyful or glowing feeling upon awakening in the morning, or a sense that time is flying by. I'm sure you've heard the expression "Time flies when you're having fun." When you're in dharma, your work is fun. He will be a good manager in their heart.

2.5.2 Related literatures of national researches

Nguyen Thi My Loc and Tran Thi Bich Lieu[59]had done a research Journal "Implementation of Financial Policies in Vietnam and the Quality of Secondary Education since Decentralization - A Case Study of Hanoi City". The following quality improvement indicators were identified to use in the case studies improvement indicators are: 1) Percent of students moving from one learning achievement level to a higher level within a school year and from one school year to another year is higher. 2) Percent of teachers and school leaders who obtain higher professional degrees or additionally professional certificates is higher. 3) Investment in infrastructure & instructional equipment is higher. The result of four Schools in this case study with full and semi - autonomous standing have made improvements in education quality.

[59] Nguyen Thi My Loc and Tran ThiBich Lieu "**Implementation of Financial Policies in Vietnam and the Quality of Secondary Education since Decentralization - A Case Study of Hanoi City**". The graduate school, Vietnam National University in Hanoi, June, 2011.(Thesis in Vietnam version) (abstract).

The percent of good learning achievement students has been increased and the number of under average students has been reduced; and the percent of good and fair students has doubled. Student competence strongly impacts on education quality. Input of students is highest at Nguyen Tat Thanh and it has the highest student learning achievement followed by Viet Duc (student selection standard score is 52) and then Yen Vien (student selection standard score is 47) and the last one is Dai Mo (student selection standard score is 38 or even 29).

Public on Wob[60] education for development had done a research "Vietnam - Strengthening Secondary Education" The objectives of this study are: 1) to study improve the quality of the lower secondary education in North and Central Vietnam by promoting Active Teaching and Learning (ATL), with ICT (information and communication technologies) and environmental education as the pillars of methodological change. 2) To study the programme the focus on environmental education was abandoned, and the scope was broadened to the use of ATL related teaching methodologies. The results achieved the Ministry of Education and Training (MOET) saw the potential of our methods and one of their projects drew inspiration from our approach and materials to train teachers in 17 disadvantaged regions of Vietnam for improving the quality of student learning in secondary education.

Phan Thị Kim Anh[61] "Một số biện pháp quản lý nhằm nâng cao chất lượng dạy và học ở trường THCS Đô Thành, Huyện Yên Thành, Tỉnh Nghệ An". The objectives of study are: 1) Study the method of management to advance quality teaching and learning in Do Thanh secondary education, Yen Thanh district, Nghe An province. 2) To compare the situated teaching before and after applying the approaching management of teaching and learning processing. With the solutions the results of the school more and more progress. Progress is reflected in year-end changes in each school year. Particularly in the 2012-2013 school years progresses markedly. Specifically as follows: from academic years 2009 -2010 have 86% of

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[60] Published on VVOB vzw" **Vietnam - Strengthening Secondary Education**" http://www.vvob.be/vvob) (22 march, 2017)(thesis in English version).

[61] PhanThị Kim Anh **"Một số biện pháp quản lý nhằm nâng cao chất lượng dạy và học ở trường THCS ĐôThành, Huyện Yên Thành, Tỉnh Nghệ An".** the graduate school, national university Vietnam **8 march 2014. (abstract)**

students pass the exam, 3.6% of students are excellent, 33.6% of students are good, 15% of students are return exam, 1.2% of students do not pass the exam to academic year 2012-2013 per 95,63% student pass the exam, 12,4% student are excellent, 46,98% student are good, 3,8% student return exam, 0,4% student do not pass exam.

Nguyễn Thị Minh Thúy[62] "biện pháp quản lý nhằm nâng cao chất lượng dạy - Học ở trường THPT Nguyễn Siêu – Hà Nội trong thời kỳ hội nhập WTO." The objectives of study are: 1) to study the practical theory of managing teaching activities in secondary education. 2) To compare achievements of academic administration for improving the quality of student learning after apply new teaching methods, and 3) to propose management measures to improve the quality of teaching. The results revealed that it was effective to some extent; that is, the trainees' reaction was at "Neutral" level. The trainees' knowledge and skill were at "Average" level, while their attitude was changed positively. This meant that trainees' learning level was slightly improved and their behaviour was positively changed to some extent. The Cambodian upper secondary schools gained some benefits. Another finding suggested four dimensions as the proposed guidelines for the NIE's management team to consider when planning and conducting in the following years. The four dimensions are: (1) Improving Learning Environment, (2) Upgrading Training Resources, (3) Improving Training Curriculum and (4) Enhancing Program Management.

Võ Ngọc Vĩnh[63] "Quản Lý Chất Lượng Dạy Học Ở Trường Trung Học Phổ Thông Theo Tiếp Cận Quản Lý Chất Lượng Tổng Thể". The objectives of this study are: 1) Building a theoretical foundation for teaching quality management in upper secondary schools with an overall quality management approach. 2) Survey and evaluate the status of teaching quality management in upper secondary schools. 3) Proposed measures to control teaching quality in upper secondary schools in the

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[62] NguyễnThị Minh Thúy "**biện pháp quản lý nhằm nâng cao chất lượng dạy - Học ở trường THPT Nguyễn Siêu – Hà Nội trong thời kỳ hội nhập WTO)**, The graduate school, national university Vietnam, 2013. (Thesis in Vietnam version).

[63] Võ Ngọc Vĩnh "**Quản Lý Chất Lượng Dạy Học Ở Trường Trung Học Phổ Thông Theo Tiếp Cận Quản Lý Chất Lượng Tổng Thể**" The Graduate school, University of Education, Vietnam National University, Hanoi 2013. (Thesis in Vietnam Version) (abstract).

context of an overall quality management approach. 4) Test some teaching quality management measures with an overall approach to quality management. From the results obtained through the evaluation of performance evaluation The teaching process in three secondary school, allows the conclusion of a set of proposed measures On qualities managed the teaching activity of the teacher can be applied in practice to contribute Improving teaching quality in upper secondary schools.

Trương Thị Lan Anh[64] "Đổi Mới Phương Pháp Dạy Học Môn Gia Công Cơ Khí Nhằm Tích Cực Hóa Hoạt Động Học Tập Của Sinh Viên Trường Cao Đẳng Sư Phạm Đồng Nai". The subject has the following research tasks: 1) to study the theoretical basis on positive and positive teaching methods in student learning activities. 2) To study the survey on the actual use of teaching methods in mechanical engineering at Dong Nai Pedagogy College. 3) To propose measures to renovate teaching methods of mechanical processing Active learning activities of students of Dong Nai Pedagogy College. 4) To study Experimental pedagogy at the Dong Nai Pedagogy College to evaluate the effectiveness of innovative methods. Teaching method of mechanical processing. The results of research show that, to raise the quality and efficiency of the training, besides the renewal of purpose and content, the renewal of the teaching method is the very important factor. Particularly the learner objects here are the future teachers that the renewal of the teaching method needs to put on the top because that renewal will form learners' awareness that the usual Non-stop renewal in their future teaching in order to fit and reach the best teaching result. Therefore, the researcher have carried out the thesis about "innovating teaching methods of the subject of Mechanical Processing follow positive learner tendency at the Dong Nai Pedagogy College"

[64] Trương Thị Lan Anh "**Đổi Mới Phương Pháp Dạy Học Môn Gia Công Cơ Khí Nhằm Tích Cực Hóa Hoạt Động Học Tập Của Sinh Viên Trường Cao Đẳng Sư Phạm Đồng Nai**". Master degree, University Of Technical education Ho Chi Minh City, 2011. (Thesis in Vietnam version) (abstract).

Nguyễn Thị Thanh[65] "Dạy Học Theo Hướng Phát Triển Kỹ Năng Học Tập Hợp Tác Cho Sinh Viên Đại Học Sư Phạm" The subject has the following research tasks: 1) To Study the rationale for teaching towards the development of collaborative learning skills for undergraduates. 2) To study Surveying and assessing the current situation of the Counselling and Teaching-learning skills towards the development of the Counselling Skills for Students of the Pedagogical University. 3) To Constructing Teaching Measures Teaching-Oriented Development of Collaborative Learning Skills for Students at Teachers' Universities. 4) To study practice experimental pedagogy. The results of the field survey show that, in general, the perceptions of teachers and students about the learning requirements towards the development of collaborative learning skills are reasonable. In addition to appreciating the role of teaching in this direction, the implementation in the universities of pedagogy is not good, there is no process and no scientific method, so effective teaching it is low to medium level, difficult to meet the requirements of learning activities as well as professional activities later. Thus, teaching the direction of developing collaborative learning skills is a way to improve the quality and effectiveness of teaching, to achieve the goal of improving the quality of training in universities in the current period.

2.5.3 Related literatures of international researches

NuthChhay[66] who studied, “Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs.” a case study of public secondary school in Phnom Penh capital city, kingdom of Cambodia. The results shown that students got the growth of learning outcome effectively and could be acceptable with their learning needs, but curriculum support practice is still low at the 0.01 level, and then administrators and teachers should be improved.

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[65] Nguyễn Thị Thanh "**Dạy Học Theo Hướng Phát Triển Kỹ Năng Học Tập Hợp Tác Cho Sinh Viên Đại Học Sư Phạm**” Ph.D degree Thai Nguyen University, 2013. (Thesis in Vietnam version).

[66] NuthChhay “**Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs in public secondary school in Phnom Penh capital city, kingdom of Cambodia”**. (Graduate school at ANU, Australia, 2013). (Abstract).

MontienChomdokma and KhleangSovann[67]had done a research Journal on "An Evaluation of Cambodian English Language Pre-Service Teacher Training Program (PTTP) at National Institute of Education (NIE) in Cambodia."

The results revealed that it was effective to some extent; that is, the trainees' reaction was at "Neutral" level. The trainees' knowledge and skill were at "Average" level, while their attitude was changed positively. This meant that trainees' learning level was slightly improved and their behaviour was positively changed to some extent. The Cambodian upper secondary schools gained some benefits. Another finding suggested four dimensions as the proposed guidelines for the NIE's management team to consider when planning and conducting in the following years. The four dimensions are: (1) Improving Learning Environment, (2) Upgrading Training Resources, (3) Improving Training Curriculum and (4) Enhancing Program Management.

Thearith Chan[68] had done a research on "Integrating the Academic Administration to enhance the Quality of Students based on Curriculum Support, Planning, Instruction and Assessment in Rural Public Lower Secondary school in Banteay Meanchay province, kingdom of Cambodia." The results found that the quality of students in rural lower secondary school is still low on curriculum support and instruction at the 0.05 level and still not yet suitable in national or international learning standards, students are often absent and teacher taught in traditional method. Teachers would have to develop the professional teacher, would have to improve modern teaching methods, would also manage classroom in order to avoid often the absent activities of students and would create relationships between their teachings with student's learning.

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[67] MontienChomdokma and KhleangSovann, **"An Evaluation of Cambodian English Language Pre-Service Teacher Training Program (CEL-PTTP) at National Institute of Education (NIE) in Cambodia**", 2012). (Abtract).

[68] Thearith Chan**, "Integrating the Quality of Students based on Curriculum Support, Planning, Instruction and Assessment in Rural Public Lower Secondary School in BanteayMeanchay province, kingdom of Cambodia"**, (Graduate school at CU, Thailand, 2010). (Abstract).

UraiJuikumjorn[69] had researched on "the Evaluation of Teaching and Learning in the Professional Skills Supplementary Course Based on the Basic Education Core Curriculum." The objectives of this study are 1).To evaluate in teaching and learning. 2). to study the students' onions toward the instructional development, and 3). To study the learning effectiveness based on the instructional development. The results showed that the students agreed with the teaching and learning. Their satisfaction with the new course which were designed and developed toward in the input and process of instruction are recommended was at high level, and the learning effectiveness was higher than the criteria by the post-test score of 85, 18.

Andrew C. Porter el all,[70] had done a research on the change of the professional development of teachers' teaching in USA that studied for 3 years from 1996-1999. The result of this research achieved from the development of professional development of teachers' teaching methods in the classroom by using the Samples that chosen from teachers in 30 Schools in five states as measured by the quality of the teachers saw that the activities of teachers' teaching professional development have affected in teaching the Mathematics and Science in those classrooms.

Patricia Kaliska[71] has done a research paper on "A Comprehensive Study Identifying the Most Effective Classroom Management Techniques and Practices."

The results of study saw that, teachers were in need of an effective classroom management plan that would help bring order and productive learning back into the classroom. As teachers learned more about a variety of classroom management approaches, they would be able to sample techniques that would fit their needs, would be able to choose the program that would best fit the needs of their own classroom grade level, and would be able to choose an approach to use within the individual classrooms or choose a school-wide approach to enhance student

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[69] UraiJuikumjorn**. "The Evaluation of Teaching and Learning in the Professional Skills Supplementary Course Based on the Basic Education Core Curriculum".** (The Graduate School, University of Technology Rajamangkulthanburi, 2008). (Abstract).

[70] Andrew C. Porter el all, "**The Change of the Professional Development of Teachers' Teaching in U**SA", 2000). (Abstract).

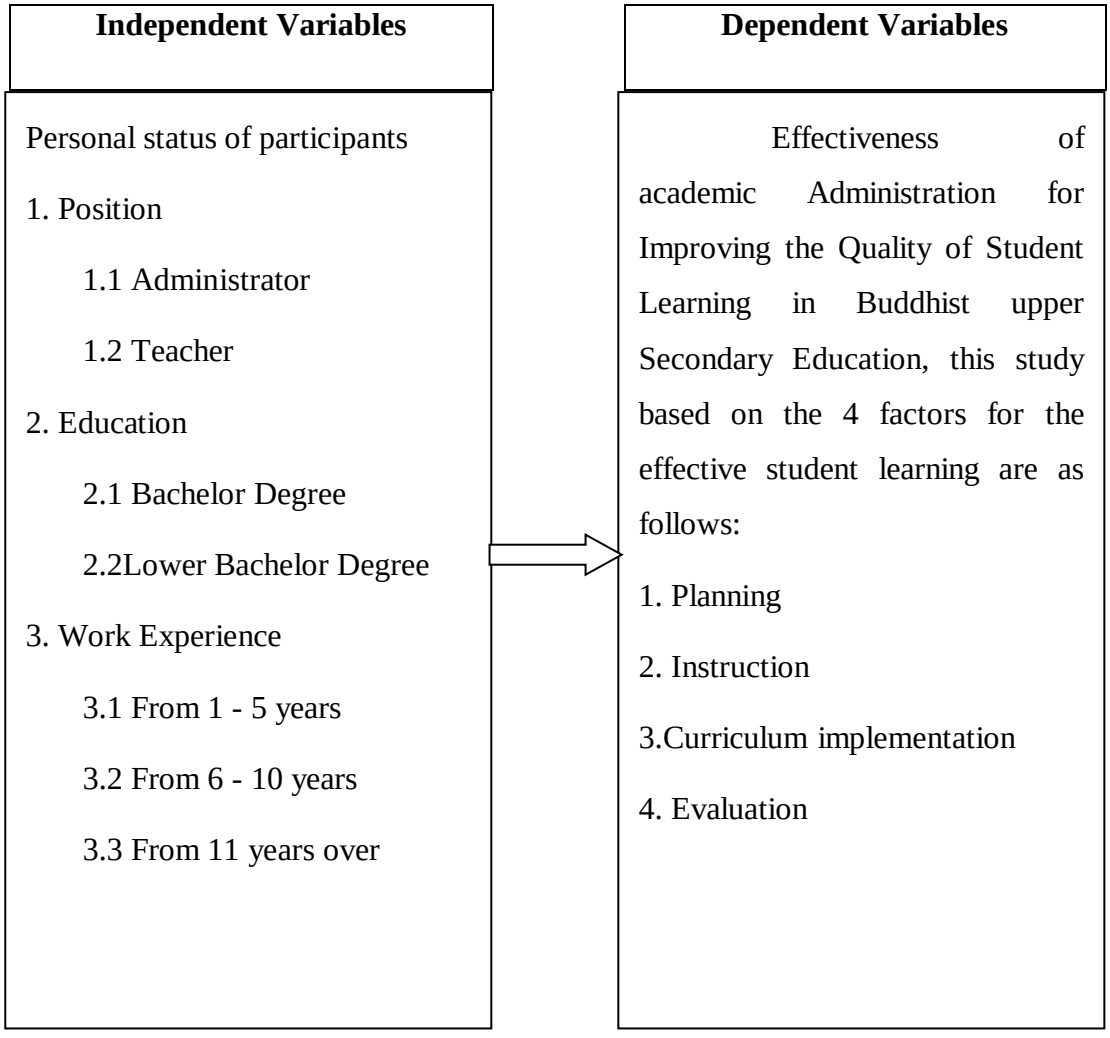
[71] Patricia Kaliska**. A Comprehensive Study Identifying the Most Effective Classroom Management Techniques and Practices**. (The Graduate School, University of Wisconsin-Stout March, 2002). (Abstract).

behaviour. The planning and creating of classroom rules would also assist teachers in developing efficient and effective rules to promote an orderly and productive learning environment for all students regardless of ability or age group.

All in all, after the researcher studied the related literatures of research can be enough to conclude that the most of administrators and the teachers used various academic administrations to administer all sectors for improving their student learning. All parts of the academic administration have in the planning, management, personnel management and academic policies, including the evaluation of compliance with the good academic administration. Although the uses of some principle of academic administration are different, it can solve smoothly the problems of student learning and build the content knowledge to all students successfully.

2.6 Conceptual Framework of Research

The study of the title, “Academic administration of administrators and teachers for Improving the Quality Learning of Students in Buddhist Upper Secondary Education in Southern Vietnam is to promote the effective education of student and the researcher conducted the theory of literatures and research that is relevant and appropriate to study for the guidelines define the conceptual framework consists of Independent Variable and Dependent Variable in line with the research objectives.



CHAPTER III

METHODOLOGY

The study of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam is the important ways to find the key or strategy of the effective learning in Buddhist Upper secondary education based on the student learning and especially to focus on the research objectives and research questions have been setting in the chapter 1 above will be collected the data in this research. In this chapter, It was divided into 6 procedures of the research were as follows:

3.1 Research Forms

3.2 Populations, Samples and target groups

3.3 Instrumentation of Research

3.4 Data Collection Procedures

3.5 Data Analysis

3.6 Statistics of Data Analysis

3.1 Research Forms

This study, the researcher used the Mixed Methods Research and its essential goal was to tackle a given research objectives and research questions. Mixed methods research means adopting a research strategy employing more than one type of research method and it is more specific in that include the mixing of Qualitative and Quantitative Method Research; in combination, it was provided a better understanding of research problems which were combined into 2 steps:

3.1.1 Mixed-level data

It was analyzed the target group, sample, population variables and conceptual framework by the Quantitative analysis and Descriptive Analysis by using the following ways:

(1) Use the Stratified Random Sampling and Simple random sampling.

(2) Use the quality of frequency has been selected by specific to Purposive Sampling.

3.1.2 Mixed-level strategy

It was analyzed building the process, finding the quality of the research instruments, data collection and data analysis by Statistics Analysis.

(1) Creating and finding the quality instruments were the questionnaires and interviews.

(2) Mixed methods of data collection were the qualitative interviews and the quantitative questionnaires.

(3) Mixed methods of data analysis used were the Descriptive Analysis and Quantitative Analysis with Statistical Analysis ($\bar{x}$, S.D, t-test, F-test).

3.2 Populations and Samples

3.2.1 Populations

The populations used in this study such as the administrators and teachers in Buddhist Upper secondary education in Southern Vietnam. There were 192 populations of them as variables defined as follows:

(1) Position

(1.1) 48 Administrators

(1.2) 144 Teachers

(2) Education

(2.1) 160 populations with Bachelor Degree

(2.2) 32 populations lower with Bachelor Degree

(3) Work Experience

(3.1) 120 populations from 1- 5 years

(3.2) 60 populations from 6 - 10 years

(3.3) 12 populations from 11 years over

3.2.2 Samples

The samples were used in this study such as the administrators and teachers in the Buddhist Upper secondary education in Southern Vietnam. There were 127 samples as follows:

Step1. Determining the group size in Krejcie and Morgan tables and stratified random sampling based on the status of samples. The 127 samples were 42 administrators and 85 teachers have been working in Buddhist Upper secondary education in Southern Vietnam.

Step2. The 127 samples were classified by educations; they were 113 samples were Bachelor Degree and 14 samples were lower Bachelor Degree. The 127 samples were classified by work experiences; they were 83 samples had the work experiences from 1-5 years, 39 samples had the work experiences from 6-10 years, and 5 samples had the work experiences from 11 years over.

Step3. The samples were in Stratified Random Sampling in Table 1-2 as follows:

Table 2: Populations and Quantitative Samples

Independent variable 1 / Independent variable 2-3	**Populations**			**Samples**		
	Administrator	Teacher	Total	Administrator	Teacher	Total
Education						
Bachelor degree	48	112	160	42	71	113
Lower Bachelor degree	-	32	32	-	14	14
Total	48	144	192	42	85	127

Work Experience						
From 1- 5 years	22	98	120	21	68	89
From 6- 10 years	19	41	60	18	13	31
From 11 years over	7	5	12	3	4	7
Total	48	144	192	42	85	127

Table 3: Populations and Qualitative Target Groups.

Independent Variable 1 / Independent variable 2-3	**Populations**			**Target Groups**		
	Administrator	Teacher	Total	Administrator	Teacher	Total
Education						
Bachelor degree	48	112	160	8	6	14
Lower Bachelor degree	-	32	32	-	3	3
Total	48	144	192	8	9	17
Work Experience						
From 1- 5 years	22	98	120	4	4	8
From 6-10 years	19	41	60	2	3	5
From11 years over	7	5	12	2	2	4
Total	48	144	192	8	9	17

3.3 Instruments of Research

3.3.1 Types of Instruments

In this study, the researcher used the questionnaires and interviews to collect the data on effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education in Southern Vietnam

3.3.1.1 Questionnaires

Step1. The questionnaires related to general personal information about positions, educations, and work experiences. (Check list)

Step2. The questionnaires related to effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education and Rating Scale with the conditions of Liker as follows:

Number5 = excellent.

Number4 = very good.

Number3 = good.

Number2 = fair.

Number1 = poor.

Step3. The questionnaire related to the problems and suggestions and based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education. (Open-ended questions)

3.3.1.2 Interviews

The interviews related to the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

Step1. The interviews related to general personal information about positions, educations, and work experiences.

Steps2. The interviews related to the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

Step3. The interviews related to the problems and suggestions and based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

3.3.2 The Creating and finding the qualitative research instruments

The instruments were used in this study were the questionnaires and interviews and conducted the research instruments as follows:

3.3.2.1 Questionnaire

The effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education was carried out the questionnaires as follows:

(1) Study the theories, concepts and principles of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(2) Study the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(3) The questionnaires based on documents of the theories, concepts and principles of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

Types of questionnaire were checklists, rating scales, and open–ended questions as follows:

Section1. Questionnaires related to the general personal information of administrators and teachers in Buddhist Upper secondary education.

Section2. Questionnaires related to the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

Section3. Questionnaires related to the open-ended questions are given the participants to show the problems and recommendations on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(4) The questionnaires brought to the research advisory committee in order to consider, correct and give them back with some comments.

(5) After research supervisory committee have considered, corrected and given back some comments already the questionnaires took to correct and improve. After correcting, and then brought to the 5 research experts who were the educational administration experts, the language experts, the research experts with evaluation of

achievements, measurement of achievements, and mathematical statistics in order to consider and verify the accuracy and quality of the questionnaires and find the index of item-objective congruence (IOC.) as follows:

+1 = be able to apply

0 = not sure and should improve

-1 = disagree and should not rule out or improve the new each criteria evaluation from 0.50 or 0.60-1.00.

(6) After the 5 research experts considered and verified the authenticity of the questionnaires in the content and given them back some comments already, the structure of questionnaires were corrected according to the evaluation of results or suggestions of experts in order to prepare and complete a number of questions in the content that was consistent with the this research.

(7) The questionnaires were corrected completely and tried out the samples at least 30 people in order to analyse the data with the computer program.

(8) The results of the research were brought to analyse and to find the values of correlation coefficient of items to compare with IOC = 0.05 and using the values from 0 stately 30-1.00.

(9) The value of discrimination based on criteria for finding the value of reliability in each aspect and the overall approach to the Cranach to determine the coefficient alpha reliability for questionnaires.

(10) The data analysis was prepared completely and sent to research supervisory committee and statistical experts in order to check and to comment for correcting and improving before defending the thesis.

3.3.2.2 Interviews

(1) Study the documents based on the theories, concepts and principles of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(2) Study the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(3) The interviews conducted and based on documents related to the theories, concepts and principles of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education. The form and structure of the interviews related to the effectiveness of academic administration for improving the quality of student learning in Buddhist Upper secondary education. The interview types are as follows:

Part1: Interviews related to the information based on the personal status of administrators and teachers.

Part2: Interviews related to the effectiveness of academic administration for improving the quality of student learning based on planning, instruction, curriculum implementation and evaluation.

Part3: Interviews related to the open-ended questions for the participants show the problems and recommendations based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

(4) The interview forms were brought to the research supervisory committee in order to consider, correct and to give them back with some comments for improving more.

(5) After research supervisory committee had considered, corrected and given them back with some comments already, the interview forms were took to correct and to bring them to the 5 research experts who were the educational administration experts, the language experts, the research experts, and mathematical statistics exports in order to consider and verify the authenticity of the interview forms that corresponds exactly to the research.

(6) After the 5 research experts had considered and verified the authenticity of the interview forms and gave them back some comments already, the interview forms were took to correct and to apply for collecting the data of research.

3.4 Data Collection Procedures

In data collection procedures, the researcher conducted as follows:

3.4.1 Asking for official documents from the Department of Educational Administration, Faculty of Education, Mahachulalongkornrajavidyalaya University, KhonKaen Campus to appoint the research experts for monitoring and evaluating questionnaires.

3.4.2 Questionnaires were sent to the each sample in order to collect the data of research.

3.4.3 Questionnaires were took back and prepared the data by monitoring the complete accuracy of each questionnaire.

3.4.4 Analysing the data for the further researches by using programs in the social sciences.

3.4.5 Data was collected according to the interview from the participants of target groups.

3.4.6 Interviews were took back and prepared to monitor the complete accuracy of each interview.

3.4.7 Data collection was processed manually from November, 2017-December, 2017 and then analysed it.

3.5 Data Analysis

This study was analysed the data from questionnaires by using computer program with the data collection in order to find the different values as follows:

3.5.1 The data analysis related to the general personal information of administrators and teachers in Buddhist upper secondary education level by using Frequency (n) and Percentage (%).

3.5.2 The data analysis related to the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in order to analyse and find the Mean ($\bar{x}$) and Standard Deviation (S.D), both overall and specifically by the Means of Lakert (1970) and then compared the Means of 5 levels and the interpretations as follows:

4.51- 5.00 = excellent.

3.51- 4.50 = very good.

2.51- 3.50 = good.

1.51-2.50 = fair.

1.10 -1.50 = poor.

3.5.3 Comparative data analysis of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education classified by the Positions used T-test Independent Samples.

3.5.4 Comparative data analysis of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education classified by the Work Experiences used the F-test and one way ANOVA according to Schaffer's method.

3.5.5 Data analysis of problems and suggestions based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education analysed the values of frequency and descriptive analysis.

3.6 Statistics of Data Analysis

Statistics of data analysis in this study, the researcher used a computer program of statistical social sciences in order to analyse and to find the values of statistics as follows:

3.6.1 Statistics used to find the Quality of Research Instruments

(1) Index of Consistency (IOC) of questionnaires

(2) Item Total Correlation of questionnaires

(3) Alpha Coefficient (Reliability of questionnaire)

3.6.2 Basic Statistics

(1) Frequency (n)

(2) Percentage (%)

(3) Mean ($\bar{x}$)

(4) Standard Deviation (S.D)

3.6.3 Statistics used to test the hypothesis of research

(1) Using the independent samples t-test to compare the two Means in the data analysis.

(2) Using the F-test and One Way ANOVA to compare the three Means over in order to find the differences according to the Schaffer's method.

CHAPTER IV

RESULT OF RESEARCH

In this chapter, researcher analysed the data to find the results of study under the heading of each research method employed. The data analysis finds the general personal information, Planning, Instruction, curriculum implementation and evaluation of the effectiveness based on academic administration. The questionnaire and interviews were completed by the administrators and teachers in this study as follows:

4.1 Symbols used in data analysis

4.2 Results of general personal information analysis

4.3 Results of data analysis within research objectives

4.1 Symbols used in Data Analysis

Researcher used the following symbols to note in this data analysis:

n = Frequency (samples or target groups)

% = Percentage

$\overline{x}$ = Mean

S.D = Standard Deviation

t = t-test for Equality of Means (compare two factors or two items)

F = F-test for Equality of Means (compare three factors or items)

SS = Sum of Squares

df = Degrees of freedom

MS = Mean Square

Sig. = Significance

* = statistical significance 0.05

** = statistical significance 0.01

4.2 Results of General Personal Information Analysis

Section1: Data analysis related to general personal information of administrators and teachers in Buddhist upper secondary education in southern Vietnam totalling 127 people, classified by position, education and work experience in order to find the Frequency **(n)** and Percentage (%) as shown in the following table.

Table 4: Frequency and Percentage of general personal information

General personal information	Frequency (n =127)	Percent (%)
Position	42	
1.Administrator	85	33.1
2. Teacher		66.9
Total	**127**	**100**
Education		
1. Bachelor Degree	114	89.8
2. Lower Bachelor Degree	13	10.2
Total	**127**	**100**
Work Experience		
1. From 1- 5 years	83	65.35
2. From 6 - 10 years	39	30,72
3. From 11 years over	5	3.93
Total	**127**	**100**

Table 4 was found that the data analysis related to general personal information of administrators and teachers totally 127 persons classified by positions found that 42 administrators (33.1%) and 85 teachers (66.9%); classified by educations found that 114 teachers are Bachelor Degree (89.8%) and 13 teachers are lower Bachelor Degree (10.2%), and then classified by work experiences found that 83 administrators and teachers are from 1- 5 years (65.35%), 30 administrators and teachers are from 6 - 10 years (30.72%), and then 5 administrators and teachers are above 11 years (3.93%).

4.3 Results of Data Analysis within Research Objectives

4**.3.1 Section 2**: Results of data analysis related to the effectiveness of academic administration based on planning, instruction, curriculum implementation and evaluation in order to analyse and find the Mean ($\overline{x}$) and Standard Deviation (SD).

4.51- 5.00 = the effectiveness on student learning is excellent.

3.51- 4.50 = the effectiveness on student learning is very good.

2.51- 3.50 = the effectiveness on student learning is good.

1.51-2.50 = the effectiveness on student learning is fair.

1.10 -1.50 = the effectiveness on student learning is poor.

Table 5: Mean ($\overline{x}$) and Standard Deviation (S.D) of administrators and teachers based on planning, instruction, curriculum implementation and assessment.

The Effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education	**Levels of practice (n =127)**			
	$\overline{x}$	**S.D**	**Grade**	**Rank**
1. planning	4.36	0.40	Very good	2
2. Instruction	4.31	0.38	Very good	3
3. curriculum implementation	3.49	0.43	Good	4
4. Evaluation	4.39	0.42	Very good	1
Total	**4.14**	**o.41**	**Very good**	

Table 5 was found that the results of data analysis related to the effectiveness of academic administration based on planning, instruction, curriculum implementation and evaluation shown that the practice levels of academic administration based on planning, instruction curriculum and evaluation are in high

level as a whole level ($\overline{x}$= 4.14) according to data analysis found that all levels of practice are very good. Sorting by the mean from the most to the least of evaluation ($\overline{x}$= 4.39), planning ($\overline{x}$= 4.36), instruction ($\overline{x}$= 4.31) and curriculum implementation ($\overline{x}$= 3.49).

Table 6: Mean ($\overline{x}$) and Standard Deviation (SD) of the practice levels of administrators and teachers based on effectiveness of academic administration: **planning**

Planning	**Levels of practice (n =127)**			
	$\overline{x}$	**S.D**	**Grade**	**Rank**
1. Set the school policies based on the academic administration to manage school and to reach the unified mission and help the student to get their successful learning goals.	4.55	0.50	Very good	1
2. Set the meeting about the academic administration based on academic calendar related to quality of student learning.	4.51	0.50	Very good	2
3. Set the student learning objectives describe what students will be expected to learn.	4.33	0.47	Very good	6
4. Set the principles of student learning to guide the prior knowledge to learn effectively.	4.28	0.50	Very good	7
5. Set the student Learning strategies to organize the plans of learning activity or steps for learning.	4.24	0.43	Very good	8
6. Set the principles of teaching to get the goal for effective student learning.	4.43	0.50	Very good	4
7. Plan the well-structured lessons before teaching students and	4.39	0.49	Very good	5

performance describes what students will be able to do it in class and at home				
8. Establish the classroom management in school to ensure the classroom lessons run smoothly and students' humble behaviours as well as engage students during teaching.	4.20	0.40	Very good	9
9. Manage student learning environment and monitor on student learning to improve their learning effectively.	4.17	0.38	Very good	10
10. Assure the quality of student learning to ensure the acceptable standards of education in your school.	4.47	0.50	Very good	3
Total	4.36	0.40	Very good	

Table 6 was found that the practice levels of administrators and teachers on effectiveness of academic administration towards the planning as a whole at a high level ($\overline{x}$= 4.36). The practice levels found in 3 high levels and sort out the descending order as follows:

The first high practice level of administrators and teachers related to planning are on number 1: Set the school policies based on the academic administration to manage school, teaching and learning goals ($\overline{x}$= 4.55).

The second high practice level of administrators and teachers related to planning are on number 2: Set the meeting about the academic administration based on academic calendar related to quality of student learning ($\overline{x}$ = 4.51).

The third high practice level of administrators and teachers related to planning are on number 10: Assure the quality of student learning to get the acceptable standards of education in your school ($\overline{x}$ = 4.47).

Table 7: Mean ($\overline{x}$) and Standard Deviation **(S.D)** of the practice levels of administrators and teachers based on effectiveness of academic administration:

Instruction

Instruction	**Levels of practice (n =127)**			
	$\overline{x}$	**S.D**	**Grade**	**Rank**
1. Teach well-structured lessons and adapt teaching to respond to the strengths and needs of all students.	**4.45**	**0.50**	**Very good**	**2**
2. Provide the clear teaching conditions to make students easy to understand the lesson.	**4.16**	**0.37**	**Very good**	**9**
3. Make the explicit connections between present and past lessons, other texts or subjects and the new ideas around the lessons are organized.	**4.33**	**0.47**	**Very good**	**5**
4. Provide the specific student learning objectives aligned with national academic standards.	**4.31**	**0.47**	**Very good**	**6**
5. Teach the students to learn by doing all lessons in class and at home.	**4.09**	**0.29**	**Very good**	**10**
6. Ask students during teaching to generate a range of ideas, interpretations, solutions, questions, and learning engagement.	**4.27**	**0.45**	**Very good**	**7**
7. Use the effective instructional methods and update your lessons to engage students learning.	**4.36**	**0.48**	**Very good**	**4**
8. Direct instruction is teacher-cantered you use it in your school during teaching.	**4.20**	**0.41**	**Very good**	**8**
9. Indirect instruction is student-cantered you use it in your school during teaching.	**4.41**	**0.49**	**Very good**	**3**

10. In your school, the instruction is evaluated in order to improve the effective teaching on student learning.	**4.51**	**0.50**	**Excellent**	**1**
Total	**4.31**	**0.38**	**Very good**	

Table 7 was found that the practice levels of academic administration on effectiveness of academic administration towards instruction as a whole at a high level ($\overline{x}$= 4.31). The practice levels found in 3 high levels and sort out the descending order as follows:

The first high practice level of administrators and teachers related to instruction are on number 10: In your school, the instruction is evaluated to be the effective teaching for improving the quality of student learning ($\overline{x}$= 4.51).

The second high practice level of administrators and teachers related to instruction are on number 1: Teach well-structured lessons and adapt teaching to respond to the strengths and needs of all students ($\overline{x}$= 4.45).

The third high practice level of administrators and teachers related to instruction are on number 9: Indirect instruction is student-cantered you use it in your school during teaching ($\overline{x}$= 4.41).

Table 8: Mean ($\overline{x}$) and Standard Deviation (SD) of the practice levels of administrators and teachers based on effectiveness of academic administration: **Curriculum implementation**

Curriculum implementation	**Levels of practice (n =127)**			
	$\overline{x}$	**S.D**	**Grade**	**Rank**
1. Curriculum implementation ensures the clarity of student learning outcomes for teaching and evaluation and schools need to ensure that the new programs of study are full in place.	**3.35**	**0.48**	**Good**	**5**
2. Prepare clearly the lessons of	**3.50**	**0.50**	**Good**	**2**

academic program taught in this school according to school schedule.				
3. Improve and implementation for learning needs and learning strategies for students as well as implementation the core subject classes.	**3.28**	**0.45**	**Good**	**7**
4. Administrators and teachers try their best to use the curriculum and make humble and easy for students to learn.	**3.43**	**0.50**	**Good**	**3**
5. The intended learning outcomes, learning activities and assessment tasks in a program/course must be properly aligned.	**3.24**	**0.43**	**Good**	**8**
6. Intend in student learning outcomes to understand what they want students to know.	**3.31**	**0.47**	**Good**	**6**
7. Guide directly the learning activities to know how students learn	**3.40**	**0.49**	**Good**	**4**
8. Assess the school curriculum in each level to employ how to get the results based on students have learnt.	**4.40**	**0.49**	**Very good**	**1**
Total	**3.50**	**0.43**	**Good**	

Table 8 was found that the practice levels of academic administration on effectiveness of academic administration towards the curriculum implementation as a whole at a high level ($\overline{x}$= 3.50). The practice levels found in 3 high levels and sort out the descending order as follows:

The first high practice level of administrators and teachers related to the curriculum implementation are on number 8: A assess the school curriculum in each level to employ how to get the results based on students have learnt ($\overline{x}$= 4.40).

The second high practice level of administrators and teachers related to the curriculum implementation are on number 2: Prepare clearly the lessons of academic program taught in this school according to school schedule ($\overline{x}$= 3.50).

The third high practice level of administrators and teachers related to the curriculum implementation are on number 4: Administrators and teachers try their best to use the curriculum and make humble and easy for students to learn ($\overline{x}$= 3.43).

Table 9: Mean ($\overline{x}$) and Standard Deviation (SD) of the practice levels of administrators and teachers based on effectiveness of academic administration: **Evaluation**

Evaluation	**Levels of practice (n =127)**			
	$\overline{x}$	**S.D**	**Grade**	**Rank**
1. Ensure that students are involved in setting learning goals, developing action plans, and using evaluation processes to monitor their achievement goals.	**4.29**	**0.46**	**Very good**	**8**
2. Administer before a course or program begins to match students with appropriate learning experiences that address their distinct learning needs.	**4.25**	**0.44**	**Very good**	**9**
3. Learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction.	**4.33**	**0.47**	**Very good**	**7**
4. Give the effective feedback on evaluation decisions, so that students know how to improve their learning.	**4.23**	**0.42**	**Very good**	**10**
5. Motivate students to study and encourages them to take responsibility	**4.37**	**0.49**	**Very good**	**6**

for their own learning.				
6. Measure the learning progress over the duration of a program, course, or instructional period.	**4.47**	**0.50**	**Very good**	**3**
7. Assess the teaching methods.	**4.43**	**0.47**	**Very good**	**4**
8. Evaluate where students are in their learning progress and determine whether they are on track to performing well on future evaluations, such as standardized tests, end-of-course exams.	**4.39**	**0.49**	**Very good**	**5**
9. Evaluate student learning at the conclusion of a specific instructional period typically at the end of a unit, course, semester, program, or school year.	**4.59**	**0.49**	**excellent**	**1**
10. Rank the students' capabilities in relation to the whole group evaluation.	**4.52**	**0.50**	**excellent**	**2**
Total	**4.39**	**0.47**	**Very good**	

Table 9 was found that the practical levels of academic administration on effectiveness of academic administration towards evaluation as a whole at a high level ($\bar{x}$ = 4.39). The practice levels found in 3 high levels and sort out the descending order as follows:

The first high practical level of administrators and teachers related to evaluation are on number 9: Evaluate student learning at the conclusion of the instructional period and at the end of a unit, semester, program, or academic year ($\bar{x}$ = 4.59). The second high practical level of administrators and teachers related to evaluation are on number 10: Rank the students' capabilities in relation to the whole group evaluation ($\bar{x}$ = 4.52). The third high practical level of administrators and

teachers related to evaluation are on number 7: Measure the learning progress over the duration of a program, course, or instructional period ($\bar{x}$ = 4.47).

4.3.2 Section 3: Results of comparison on the effectiveness of academic administration based on the 4 factors: planning, instruction, curriculum implementation and evaluation by using One-Way Analysis of Variance: ANOVA and Independent Sample t-test classified by position, education and work experience.

Table 10: Comparisons of the effectiveness of academic administration based on **Position** by using Independent Sample t-test

The Effectiveness	**Administration**		**teacher**		**t-**	**Sig.**
	$\bar{x}$	**S.D**	$\bar{x}$	**S.D**		
1. Planning	**4.45**	**0.42**	**4.31**	**0.38**	**1.913**	**0.060**
2. Instruction	**4.41**	**0.42**	**4.26**	**0.35**	**1.928***	**0.043**
3. Curriculum implementation	**3.58**	**0.46**	**3.44**	**0.41**	**1.758**	**0.081**
4. Evaluation	**4.48**	**0.44**	**4.34**	**0.40**	**1.832**	**0.069**
Total	**4.23**	**0.43**	**4.10**	**0.38**	**1.893**	**0.063**

* The mean difference is significant at the 0.05 level.

Table 10 was found that the comparative results of the review of the academic administration towards effectiveness in Buddhist upper secondary education by Positions. The overall was not different, and rejected to the research hypothesis was set in chapter 1; and then by considering all of the 2 academic administrations were found that instruction had the mean difference was significant at the 0.05 level, but curriculum implementation, planning and evaluation were not different.

Table 11: Comparisons of the effectiveness of academic administration based on **Education level** by using One-way Analysis of Variance: ANOVA (F-test).

Effectiveness	Variance	SS	df	MS	F	Sig.
1.Planning	Between Groups	0.77	2	0.39	2.50	0.086
	Within Groups	19.10	124	0.15		
	Total	**19.87**	**126**			
2.Intruction	Between Groups	0.58	2	0.29	2.05	0.133
	Within Groups	17.56	124	0.14		
	Total	**18.14**	**126**			
3.Curriculum implementation	Between Groups	0.77	2	0.38	2.09	0.128
	Within Groups	22.78	124	0.18		
	Total	**23.55**	**126**			
4.Evaluation	Between Groups	0.73	2	0.36	2.11	0.126
	Within Groups	21.35	124	0.17		
	Total	**22.08**	**126**			
Total of factors	Between Groups	0.71	2	0.35	2.21	0.12
	Within Groups	19.93	124	0.16		
	Total	**20.64**	**126**			

Table 11 was found that the comparative results of the review of the academic administration towards effectiveness in Buddhist upper secondary school, in

Southern Vietnam educations. The overall was not different, and rejected to the research hypothesis were set in the research hypothesis of chapter 1 and then by considering each factor was not different.

Table 12: Comparisons of the effectiveness of academic administration of administrators and teachers based on **Work experience** by using One-way Analysis of Variance: ANOVA (F-test).

Effectiveness	Variance	SS	df	MS	F	Sig.
1.Planning	**Between Groups**	**0.37**	**2**	**0.18**	**1.17**	**0.315**
	Within Groups	**19.50**	**124**	**0.16**		
	Total	**19.87**	**126**			
2.Intruction	**Between Groups**	**0.48**	**2**	**0.24**	**1.70**	**0.187**
	Within Groups	**17.65**	**124**	**0.14**		
	Total	**18.14**	**126**			
3.Curriculum implementation	**Between Groups**	**1.36**	**2**	**0.69**	**3.79***	**0.025**
	Within Groups	**22.19**	**124**	**0.18**		
	Total	**23.55**	**126**			
4.Evaluation	**Between Groups**	**0.91**	**2**	**0.45**	**2.66**	**0.074**
	Within Groups	**21.17**	**124**	**0.17**		
	Total	**22.08**	**126**			
Total of factors	**Between Groups**	**0.73**	**2**	**0.37**	**2.27**	**0.107**
	Within Groups	**19.90**	**124**	**0.16**		
	Total	**20.63**	**126**			

*The mean difference is significant at the 0.05 level.

Table 12 was found that the comparative results of the review of the Academic administration towards effectiveness in Buddhist upper secondary school, in Southern Vietnam educations. by work experience overall shown no difference,

and reject to the hypothesis that has been setting in the research hypothesis of chapter 1; and then by considering all of the 2 academic administrations seen that curriculum implementation has the mean difference is significant at the 0.05 level, but planning, instruction and evaluation are not different.

4.3.3 Section 4: Results of the problem and recommendation of questionnaire on of academic administration towards effectiveness in Buddhist upper secondary education, in Southern Vietnam educations based on planning, instruction, curriculum implementation and evaluation.

Table 13: Analysis of the recommendation of questionnaire on the effectiveness based on planning

Planning	**Frequency (n)**	**Percent (%)**
1. Administrator and teacher should design the objective and work out what students will be learning, why they are learning that particular topic and where they will get what they need for the learning and when based on the learning plan and the timeframe.	33	37.9
2. Should set the meeting to evaluate the plan on the academic administration for improving the quality of student learning.	20	21.9
3. Should have the plan to invite the experts of academic administration for short training the school staffs in order to strengthen the quality of education system effectively.	18	21.8
4. Should plan the academic administration clearly and humbly in order to serve as a guide for planning instruction, state an acceptable standard for assessing the students' achievements and provide a criterion for evaluating instruction.	16	18.4
Total	**87**	**100**

Table 13 was found that the recommendation on the curriculum support of administrator and teacher should invite the curriculum experts to train the new curriculum to all school staffs in order to improve the quality of curriculum for student learning (36.6%), should try their best to support and develop the school curriculum for teaching and learning (29.3%), should often have a meeting with education staffs to improve the school curriculum for teaching and learning (34.1%).

Table 14: Analysis of the recommendation of questionnaire on the effectiveness based on instruction

Instruction	Frequency (n)	Percent (%)
1. Teaching methodology should improve more to the teachers for improving the quality of student learning.	**24**	**26.4**
2. During teaching should engage the student learning by making a point of monitoring them, asking, consulting, motivating and helping them with their difficult learning in order to manage the classroom.	**15**	**16.5**
3. Instruction should work out to show student what to do, guide them as they do it, let them to do it and support them as they make mistakes.	**19**	**20.9**
4. Instruction should follow with the indirect instruction or student-cantered method which lets students work out their learning activities in class and out of class.	**33**	**36.2**
Total	**91**	**100**

Table 14 was found that the recommendation of administrators and teachers on the effectiveness of academic administration towards planning as follows:

Administrator and teacher should design the lesson and work out what students will be learning, why they are learning that particular topic and where they will get what they need for the learning and when based on the learning plan and the timeframe (37.9%), should set the meeting to evaluate the plan on the effectiveness of academic administration for improving the quality of student learning (21.9%), should have the plan to invite the experts of academic administration for short training the school staffs in order to strengthen the quality of education system effectively (21.8%), should plan the academic administration clearly and humbly in order to serve as a guide for planning instruction, state an acceptable standard for assessing the students' achievements and provide a criterion for evaluating instruction (18.4%).

Table 15: Analysis of the recommendation of questionnaire on the effectiveness based on curriculum Implementation

Curriculum implementation	Frequency (n)	Percent (%)
1. Administrator and teacher should try their best to support and develop the school curriculum for teaching and learning.	24	29.3
2. Should often have a meeting with education staffs to improve the school curriculum for teaching and learning.	28	34.1
3. Should invite the curriculum experts to train the new curriculum to all school staffs in order to improve the quality of curriculum for student learning.	30	36.6
Total	**82**	**100**

Table 15 was found that the recommendation of administrators and teachers on the effectiveness of academic administration towards instruction should follow with the indirect instruction or student-cantered method which lets students work out

their learning activities in class and out of class (36.2%). Teaching methodology should improve more to the teachers for improving the quality of student learning (26.4%).

Instruction should work out to show student what to do, guide them as they do it, let them to do it and support them as they make mistakes (20.9%). During teaching should engage the student learning by making a point of monitoring them, asking, consulting, motivating and helping them with their difficult learning in order to manage the classroom (16.5%).

Table 16: Analysis of the recommendation of questionnaire on the effectiveness of academic administration based on evaluation

Evaluation	Frequency (n)	Percent (%)
1. Evaluation should process to measure the improvement of student learning targets over time that they are more developed.	**18**	**20.2**
2. Should motivate and encourage students to study and take responsibility for their own learning by self-evaluation and reflection.	**17**	**19.1**
3. Should gather and discuss information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge.	**30**	**33.7**
4. Should evaluate the teaching methods and the results of student learning in order to correct and support for more improving the quality of the teaching and student learning.	**24**	**27**
Total	**89**	**100**

Table 16 was found that the commendation of administrators and teachers on academic administration towards evaluation as follows:

Should gather and discuss information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge (33.7%). Should evaluate the teaching methods and the results of student learning in order to correct and support for more improving the quality of the teaching and student learning (27%). evaluation should process to measure the improvement of student learning targets over time that they are more developed (20.2%). Should motivate and encourage students to study and take responsibility for their own learning by self-evaluation and reflection (19.1%).

4.3.4 Section 5: Data collection of the interview on the effectiveness of academic administration practices of administrators and teachers for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

Table 17: Analysis of the commendation of interview on the effectiveness of academic administration based on planning

Planning	**Frequency (n=15)**	**Percent (%)**	**Rank**
How to plan for improving the quality of student learning?			
1. School policy demonstrates to improve teaching and learning and school activities support all students in learning environment.	**14/15**	**93.3**	**2**
2. Set time and classroom management and school plan takes long-term or short-term goals for student learning.	**13/15**	**86.7**	**3**
3. Meeting before and after students' exam in each semester and	**15/15**	**100.0**	**1**

the end of year to prepare and evaluate student learning outcomes.			
4. Relationship with community to create school budget donation supports students learning and school staff.	**13/15**	**86.7**	**3**
5. School quality assurance plan based on the national education standard.	**15/15**	**100.0**	**1**
6. Set learning plans for students to guide and engage them with learning activity.	**13/15**	**86.7**	**3**
7. Prepare information or materials for teaching and student learning activities.	**14/15**	**93.3**	**2**
8. Provide opportunities for student learning activity, scholarship or rewards and national study visit.	**14/15**	**93.3**	**2**
9. School management committee for monitoring and evaluating school plan on teaching and learning activities.	**15/15**	**100.0**	**1**
10. Establish a partnership with parents in educating their children.	**12/15**	**80.0**	**4**

Table 17 was found that the commendation of administrators and teachers on the effectiveness of academic administration towards curriculum implementation as follows:

Number1) Use curriculum directly for student learning in each grade, and 6)Exam as semester of months and the end of each year in order to process school curriculum and measure its useful quality, all of 15 persons (100%). 2) Integrate curriculum by instructing and evaluating with school policy and quality teacher

resources 14 among 15 persons (93.3%), 3) Demonstrate the good subject and curriculum knowledge that will guide students toward their skills in the future specialization, and 5) Monitor student and support for core subject in each grade and engage it to student learning 13 among 15 persons (86.7%), and 4) Find effective strategy and skill to make students easy to learn from school curriculum (66.7%).

Table 18: Analysis of the commendation of interview on the effectiveness of academic administration based on instruction

Instruction	Frequency (n=15)	Percent (%)	Rank
How to use instruction to improve the quality of student learning?			
1. Use teacher-cantered and student-cantered methods in class during teaching and learning.	**15/15**	**100.0**	**1**
2. Use diversified learning, teaching approaches and strategies which allow every student the opportunity to learn in ways suited to them.	**13/15**	**86.7**	**3**
3. Teach students strategies for learning, remembering, and doing in class and national study visit target before the end of year and review what they have learned in class.	**14/15**	**93.3**	**2**
4. Explain students during teaching and learning by providing opportunities to practice and perform.	**15/15**	**100.0**	**1**
5. Develop self-confidence as	**12/15**	**80.0**	**4**

independent learners and apply what students have learned to real life situations and practice new knowledge or new skills.			
6. Help students to solve problems during teaching and learning, and test or do homework.	**14/15**	**93.3**	**2**
7. Motivate students through a variety of ways; let them know the goals, expectations of learning.	**12/5**	**80.0**	**4**
8. Draw on students to develop a wide range of skills, communication skills, critical thinking skills and creativity, through the learning activities.	**12/15**	**80.0**	**4**

Table 18 was found that the commendation of administrators and teachers on academic administration towards planning as follows:

Number 3) Meeting before and after students' exam in each semester and the end of year to prepare and evaluate student learning outcomes, 5) School quality assurance plan based on the national education standard, and 9) School management committee for monitoring and evaluating school plan on teaching and learning activities; all of 15 persons (100%). 1) School policy demonstrates to improve teaching and learning and school activities support all students in learning environment, 7) Prepare information or materials for teaching and student learning activities, and 8) Provide opportunities for student learning activity, scholarship or rewards and national study visit; 14 among 15 persons (93.3%). 2) Set time and classroom management and school plan takes long-term or short-term goals for student learning, 4) Relationship with community to create school budget donation supports students learning and school staff, and 6) Set learning plans for students to

guide and engage them with learning activity; 13 among 15 persons (86.7%), and 10) Establish a partnership with parents in educating their children; 12 among 15 persons (80%).

Table 19: Analysis of the commendation of interview on the effectiveness of academic administration based on curriculum implementation

Instruction	Frequency (n=15)	Percent (%)	Rank
How to use instruction to improve the quality of student learning?			
1. Use teacher-cantered and student-cantered methods in class during teaching and learning.	**15/15**	**100.0**	**1**
2. Use diversified learning, teaching approaches and strategies which allow every student the opportunity to learn in ways suited to them.	**13/15**	**86.7**	**3**
3. Teach students strategies for learning, remembering, and doing in class and national study visit target before the end of year and review what they have learned in class	**14/15**	**93.3**	**2**
4. Explain students during teaching and learning by providing opportunities to practice and perform.	**15/15**	**100.0**	**1**
5. Develop self-confidence as independent learners and apply what students have learned to real life situations and practice new knowledge or new skills.	**12/15**	**80.0**	**4**
6. Help students to solve problems during teaching and learning, and test or do homework.	**14/15**	**93.3**	**2**

7. Motivate students through a variety of ways; let them know the goals, expectations of learning.	**12/15**	**80.0**	**4**
8. Draw on students to develop a wide range of skills, communication skills, critical thinking skills and creativity, through the learning activities.	**12/15**	**80.0**	**4**

Table 19 was found that the commendation of administrators and teachers on the effectiveness of academic administration towards instruction as follows:

1) Use teacher-cantered and student-cantered methods in class during teaching and learning, and 4) Explain students during teaching and learning by providing opportunities to practice and perform (all of 15 persons =100%).

3) Teach students strategies for learning, remembering, and doing in class and national study visit target before the end of year and review what they have learned in class, and 6) Help students to solve problems during teaching and learning, and test or do homework (14 /15 persons =93.3%).

2) Use diversified learning, teaching approaches and strategies which allow every student the opportunity to learn in ways suited to them (13/15 persons =86.7%).

5) Develop self-confidence as independent learners and apply what students have learned to real life situations and practice new knowledge or new skills, 7) Motivate students through a variety of ways; let them know the goals, expectations of learning, and 8) Draw on students to develop a wide range of skills, communication skills, critical thinking skills and creativity, through the learning activities. (12/15 persons = 80%).

Table 20: Analysis of interview on the effectiveness of academic administration based on evaluation

Evaluation	Frequency (n=15)	Percent (%)	Rank
How to use assessment to improve and evaluate the student learning results?			
1. Integrate evaluation throughout the instructional process and monitor performance and re-planning instruction.	**15/15**	**100.0**	**1**
2. Evaluate students' courses, school curriculum, and school plan and analyses the instructional task and homework.	**15/15**	**100.0**	**1**
3. Establish a logical instructional sequence, student learning goal and Identify gaps between actual and expected performance.	**14/15**	**93.3**	**2**
4. Evaluate instruction, classroom placement and analyses student learning activity.	**13/15**	**86.7**	**3**
5. Use student self-evaluation to encourage and enable them to learn from understanding their own learning to encourage lifelong learning.	**13/15**	**86.7**	**3**
6. Monitor and measure lesson plan of new teachers and generally evaluate the results of teaching and student learning activity in each semester and end of year examination.	**15/15**	**100.0**	**1**

Table 20 was found that the commendation of administrators and teachers on academic administration towards evaluation as follows:

1) Integrate evaluation throughout the instructional process and monitor performance and re-planning instruction, 2) Evaluate students' courses, school curriculum, and school plan and analyse the instructional task and homework, and 6) Monitor and measure lesson plan of new teachers and generally evaluate the results

of teaching and student learning activity in each semester and end of year examination. (All of 15 persons =100%).

3) Establish a logical instructional sequence, student learning goal and Identify gaps between actual and expected performance (14 /15 persons =93.3%).

4) Evaluate instruction, classroom placement and analyses student learning activity, and 5) Use student self-evaluation to encourage and enable them to learn from understanding their own learning to encourage lifelong learning (13 /15 persons = 86.7%).

4.3.5 Section 6: Problem and suggestion of administrators and teachers guide to improve student learning based on planning, instruction, curriculum implementation, and evaluation.

1) Problems

School faces some problems still have not solved them such as the paucity of funds supplied to schools by the government and inadequate funding of the educational system, lack of adequate time to cover the curriculum, low quality of human and material resources, some teachers still lack of interest on curriculum implementation and instruction processes; and lack of participation of teachers in curriculum implementation development and relationship with parents of students.

2) Recommendations

Administrators and teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems and future their life skills. Create the school budget to find funds from community donation and appeal the problems of teachers' salary to government for fulfilling the lack of school and for enhancing teachers' remuneration. Teachers' classroom efficiency for their promotions and teachers' promotion should be based on students rating. Curriculum reviewed immediately to meet the taste of times, proper monitoring of curriculum implementation and regular retraining programs for practicing teachers to improve their instruction**.**

CHAPTER V

CONCLUSIONS, DISCUSSIONS, RECOMMENDNATIONS

The study of the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam, the researcher could be summarized as follows:

5.1 Conclusion

5.2 Discussion

5.3 Recommendation

5.1 Conclusions

The purposes of this study examined: 1) to study the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation.2) to compare the opinions about the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation classified by position, education and work experience.3) suggestion of effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation.

5.1.1 Section1: Data analysis related to general personal information of administrators and teachers 127 persons classified by positions found that 42 administrators (33.1%) and 85 teachers (66.9%); classified by educations found that 114 administrators and teachers are Bachelor Degree (89.8%) and 13 teachers are

lower Bachelor Degree (10.2%) and then classified by work experiences found that 83 administrators and teachers are from 1- 5 years (65.35%), 39 administrators and teachers are from 6 -10 years (30.72%), and then 5 administrators and teachers are above 11 years (3.91%).

5.1.2 Section 2: Results of data analysis related to the effectiveness of academic administration based on planning, instruction, curriculum implementation and evaluation found that the practice levels of administrators and teachers based on planning, instruction, curriculum implementation and evaluation are as a whole level in very good. By sorting the mean from the most to the least of each factor shown that evaluation is very good, planning is very good, instruction is very good and curriculum implementation is good.

5.1.3 Section 3: Comparative results of the opinions of administrators and teachers based on planning, instruction, curriculum implementation and evaluation classified by position, education and work experience.

1) Classifying the administrators and teachers in the different positions as a whole opinion found no difference for using these 4 factors in each school, and reject to the hypothesis that has been setting in the research hypothesis of chapter 1; and then by considering all of each factor seen that instruction had the mean difference is significant at the 0.05 level, but planning, instruction, curriculum implementation and evaluation are indifferent.

2) Classifying the administrators and teachers in the different educations as a whole opinion found no difference for using these 4 factors in each school, and reject to the hypothesis that has been setting in the research hypothesis of chapter 1; and then by considering all of each factor seen no difference.

3) Classifying the administrators and teachers in different work experiences as a whole opinion found no difference for using these 4 factors in each school, and reject to the hypothesis that has been setting in the research hypothesis of chapter 1; and then by considering all of each factor seen that curriculum support had the mean difference is significant at the 0.05 level, but planning, instruction implementation and evaluation found no difference.

5.1.4 Section 4: Results of the problem and recommendation on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, curriculum implementation and evaluation.

1) curriculum implementation found the problem and recommendation of administrators and teachers on the effectiveness of academic administration towards the curriculum implementation that: Administrator and teacher should invite the curriculum experts to train the new curriculum to all school staffs in order to improve the quality of curriculum for student learning, should try their best to implementation and develop the school curriculum for teaching and learning, and should often have a meeting with education staffs to improve the school curriculum for teaching and learning.

2) Planning showed the recommendation of administrators and teachers on the effectiveness of academic administration towards planning as follows:

Administrator and teacher should design the lesson and work out what students will be learning, why they are learning that particular topic and where they will get what they need for the learning and when based on the learning plan and the timeframe , should set the meeting to evaluate the plan on the effectiveness of academic administration for improving the quality of student learning, should have the plan to invite the experts of the effectiveness of academic administration for short training the school staffs in order to strengthen the quality of education system effectively, should plan the effectiveness academic administration clearly and humbly in order to serve as a guide for planning, instruction, state an acceptable standard for assessing the students' achievements and provide a criterion for evaluating instruction.

3) Instruction showed the recommendation of the effectiveness of administrators and teachers on the effectiveness of academic administration about instruction as follows:

Instruction should follow with the indirect instruction or student-centered method which lets students work out their learning activities in class and out of class.

Teaching methodology should improve more to the teachers for improving the quality of student learning and should work out to show student what to do, guide them as they do it, let them to do it and support them as they make mistakes.

During teaching should engage the student learning by making a point of monitoring them, asking, consulting, motivating and helping them with their difficult learning in order to manage the classroom.

4) Evaluation showed the commendation of the effectiveness of academic administration about Evaluation as follows:

Evaluation should gather and discuss information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge, should evaluate the teaching methods and the results of student learning in order to correct and support for more improving the quality of the teaching and student learning, should process to measure the improvement of student learning targets over time that they are more developed , and should motivate and encourage students to study and take responsibility for their own learning by self-evaluation and reflection.

5.1.5 Section 5: The results of the interview on the effectiveness practices of academic administration for improving the quality of student learning in Buddhist upper secondary education based on planning, instruction, Curriculum implementation and Evaluation could be summarized as the following each factor.

1**) Curriculum implementation**

How to support the curriculum for student learning

Use curriculum directly for student learning in each grade and make it easy to learn, integrate curriculum by instructing and assessing with school Buddhist upper secondary and quality teacher resources, demonstrate the good subject and curriculum knowledge that will guide students toward their skills in the future specialization, find effective strategy and skill to make students easy to learn it, monitor student and implementation for core subject in each grade and engage it to student learning and exam all semesters of month and the end of each year in order to process school curriculum and measure its useful quality.

2) Planning

How to plan for improving the quality of student learning

School Buddhist upper secondary demonstrates to improve teaching and learning and school activities support all students in learning environment and set time and classroom management and school plan takes long-term or short-term goals for student learning, meeting before and after students' exam in each semester and the end of year. School quality assurance plan based on the national education standard, set learning plans for students to guide and engage them with learning activity, and prepare information or materials for teaching and student learning activities. Provide opportunities for student learning activity, scholarship or rewards and national study visit and school committee for monitoring and evaluating school plan on teaching and learning activities.

3) Instruction

How to use instruction for improving the quality of student learning

Use teacher-centered and student-centered methods in class. Teach students strategies for learning, remembering, and doing. Ask students to generate a range of ideas, solutions and questions. Explain students during teaching and learning. Provide meaningful opportunities to practice, perfect, and perform. Review and practice what they have learned in class. Develop self-confidence as independent learners. Apply what students have learned to real life situations. Practice new knowledge or new skills and help to solve problems in class and self-study. Student discussion with partners during teaching and learning and quiz, test or do homework.

4) Evaluation

How to use evaluation for improving the quality of student learning

Integrate Evaluation throughout the instructional process and monitoring performance and re-planning instruction. Evaluate students' courses, school curriculum and school plan, and analyze the instructional task, homework and student learning activity. Establish a logical instructional sequence and student learning goal. Identify gaps between actual and expected performance. Evaluate instruction,

classroom and placement. Monitor and evaluate lesson plan of new teachers. Measure and evaluate the results of teaching and student learning.

5.1.6 Section 6: Problems and recommendations of interview based on the effectiveness of academic administration guide to improve student learning based on planning, instruction curriculum implementation and evaluation.

1) Problems

Paucity of funds supplied to schools by the government and inadequate funding of the educational system, lack of adequate time to cover the curriculum implementation, low quality of human and material resources, some teachers still lack of interest on curriculum implementation and instruction processes; and lack of participation of teachers in curriculum development and relationship with parents of students.

2) Recommendations

Create the school budget to find funds from community donation and appeal the problems of teachers' salary to government for fulfilling the lack of school and for enhancing teachers' remuneration. Teachers' classroom efficiency a basis for their promotions and teachers' promotion should be based on students rating. Curriculum to be reviewed immediately to meet the taste of times, proper monitoring of curriculum implementation and regular retraining programs for practicing teachers to improve their instruction.

5.2 Discussion

Judging from the results of study on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on Planning, Instruction, curriculum implementation and evaluation were as follows:

1) The effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on Planning, Instruction, curriculum implementation and evaluation.

According to the results of study, they showed as a whole factor in high level because administrators and teachers had been using these four factors to integrate and strengthen the quality of student learning in each school. This study was similarly to Sovoeum chhin[72] who had done a research on "Academic Administration Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education in Battambang Town and Province, Kingdom of Cambodia. The results found that each school applied these four factors to develop and improve student learning in high level. In addition to Nuth Chhay[73] who studied, "Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs" a case study of public secondary school in Phnom Penh capital city, kingdom of Cambodia; the results shown that students got the growth of learning outcome effectively and could be acceptable with their learning needs.

2) Comparisons of academic administration for improving the quality of student learning in Buddhist upper secondary education in southern Vietnam based on planning, instruction, curriculum implementation and evaluation classified by position, education and work experience.

According to the results of study, they showed as a whole factor in high level based on Planning, Instruction, curriculum implementation and evaluation classified by position, education and work experience were found that administrators and teachers classified by positions were the different opinions on instruction, and then work experience had different opinions on curriculum at the 0.05 level. This study was accordance with **Sovoeum chhin** who had done a research on ""Academic Administration Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education in Battambang Town and Province,

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[72] Sovoeum chhin. **"Academic Administration Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education in Battambang Town and Province, Kingdom of Cambodia"** (Graduate school at Mcukk, thailand, 2017). (Abstract)

[73] Nuth Chhay. **Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs in public secondary school in Phnom Penh capital city, kingdom of Cambodia.** (Graduate school at ANU, Australia, 2013). (Abstract)

Kingdom of Cambodia.” The results were showed that administrators and teachers classified by positions were the different opinions on instruction, and then work experiences were the different opinions on curriculum support at the 0.05 level.

But it was different between **Nuth Chhay** who studied “Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs.” The results were found that administrators and teachers classified by positions were the different opinions on curriculum support at the 0.01 level which impacted on student learning need to improve.

5.3 Recommendation

Based on the results of study, the following recommendations were created.

5.3.1 Recommendations for adoption

1) Administrators and teachers should use the effectiveness of academic administration based on Planning, Instruction, curriculum implementation and evaluation effectively and humbly in order to improve the quality of student learning

2) Administrators and teachers should adopt various education development plans to develop an academic career consistent with schools and intend to improve school curriculum and instruction.

3) Administrators and teachers should encourage adapting the central curriculum in developing their school based curriculum to enhance student learning for achieving the learning targets and aims of education.

5.3.2 Recommendations for further research

To further study, researchers should study more the academic administration based on Planning, Instruction, curriculum implementation and evaluation.

1) Study the effectiveness of academic administration based on Planning, Instruction, curriculum implementation and evaluation for improving student learning in primary Buddhist school, lower secondary Buddhist school or high Buddhist school and upper secondary school.

2) Study the comparisons of the effectiveness of academic administration based on Planning, Instruction, curriculum implementation and evaluation for improving student learning in primary Buddhist school, lower secondary Buddhist school or upper secondary school and.

3) Study the methods of the effectiveness of academic administration based on Planning, Instruction, curriculum implementation and evaluation for improving student learning in primary Buddhist school, lower secondary Buddhist school or high Buddhist school and upper secondary school.

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QUESTIONNIRES OF RESEARCH

THESIS

THE EFFECTIVENESS OF ACADEMIC ADMINISTRATION FOR IMPROVING THE QUALITY OF STUDENT LEARNING IN BUDDHIST UPPER SECONDARY EDUCATION IN SOUTHERN VIETNAM

.....

Introduction:

1. This questionnaire aims to study the problems and the effective practices based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education in Southern Vietnam.

All information that is collected in this study has to be interpreted as a whole. The researcher will keep your information as a secret and use only specific research does not affect you or your organization in any way.

2. The questionnaires are divided into 3 sections:

Section1. It related to the general personal status information of administrators and teachers in Buddhist Upper secondary education.

Section2. It related to planning, instruction, curriculum implementation and evaluation based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education level.

Section3. It related to the open-ended questions given the administrators and teachers to the problems and recommendations on the effectiveness and suggest to academic administration for improving the quality of student learning in Buddhist upper secondary education level.

. The researcher would like to thank and hope you will help in this study!

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Section I

The following questionnaires related to general information based on your personal status. Please insert a mark √ into the appropriate box □.

1. Position:

□. Administrator

□. Teacher

3. Academic qualification:

□. Master Degree

□.Bachelor Degree

□. Lower Bachelor Degree

3. Work Experience:

□. From 1- 5 years

□. From 6 - 10 years

□. Above 11 years

Section II

The following questionnaires related to the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary level.

Please consider the statement in the questionnaire and then mark √ in the box □, if you trust that it is the true practice of administrators and teachers on their academic administration; which one of the 5 levels is the best available you will choose.

Number 5 = excellent

Number 4 = very good

Number 3 = good

Number 2 = fair

Number 1 = poor

Table 21: Questionnaire and Interview forms

Academic administration of administrators and teachers for improving the quality of student	**Levels of Practice**

learning in public lower secondary education					
	5	**4**	**3**	**2**	**1**
1. Planning					
1.1 Set the school policies based on the academic administration to manage school and to reach the unified mission and help the student to get their successful learning goals.					
1.2 Set the meeting about the academic administration based on academic calendar related to quality of student learning.					
1.3 Set the student learning objectives describe what students will be expected to learn.					
1.4 Set the principles of student learning to guide the prior knowledge to learn effectively.					
1.5 Set the student Learning strategies to organize the plans of learning activity or steps for learning.					
1.6 Set the principles of teaching to get the goal for effective student learning.					
1.7 Plan the well-structured lessons before teaching students and performance describes what students will be able to do it in class and at home					
1.8 Establish the classroom management in school to ensure the classroom lessons run smoothly and students' humble behaviours as well as engage students during teaching.					

1.9 Manage student learning environment and monitor on student learning to improve their learning effectively.					
1.10 Assure the quality of student learning to ensure the acceptable standards of education in your school.					
2. Instruction					
2.1 Teach well-structured lessons and adapt teaching to respond to the strengths and needs of all students.					
2.2 Provide the clear teaching conditions to make students easy to understand the lesson.					
2.3 Make the explicit connections between present and past lessons, other texts or subjects and the new ideas around the lessons are organized.					
2.4 Provide the specific student learning objectives aligned with national academic standards.					
2.5 Teach the students to learn by doing all lessons in class and at home.					
2.6 Ask students during teaching to generate a range of ideas, interpretations, solutions, questions, and learning engagement.					
2.7 Use the effective instructional methods and update your lessons to engage students learning.					
2.8 Direct instruction is teacher-cantered you use it in your school during teaching.					
2.9 Indirect instruction is student-cantered you use it in your school during teaching.					

2.10 In your school, the instruction is evaluated in order to improve the effective teaching on student learning.					
3. Curriculum implementation					
3.1 Curriculum implementation ensures the clarity of student learning outcomes for teaching and assessment and schools need to ensure that the new programs of study are full in place.					
3.2 Prepare clearly the lessons of academic program taught in this school according to school schedule.					
3.3 Improve and implementation for learning needs and learning strategies for students as well as implementation the core subject classes.					
3.4 Administrators and teachers try their best to use the curriculum and make humble and easy for students to learn.					
3.5 The intended learning outcomes, learning activities and evaluation tasks in a program/course must be properly aligned.					
3.6 Intend in student learning outcomes to understand what they want students to know.					
3.7 Guide directly the learning activities to know how students learn					
3.8 Assess the school curriculum in each level to employ how to get the results based on students have learnt.					
4. Evaluation					

4.1 Ensure that students are involved in setting learning goals, developing action plans, and using evaluation processes to monitor their achievement goals.					
4.2 Administer before a course or program begins to match students with appropriate learning experiences that address their distinct learning needs.					
4.3 Learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction.					
4.4 Give the effective feedback on evaluation decisions, so that students know how to improve their learning.					
4.5 Motivate students to study and encourages them to take responsibility for their own learning.					
4.6 Measure the learning progress over the duration of a program, course, or instructional period.					
4.7 Evaluate the teaching methods.					
4.8 Evaluate where students are in their learning progress and determine whether they are on track to performing well on future evaluations, such as standardized tests, end-of-course exams.					
4.9 Evaluate student learning at the conclusion of a specific instructional period typically at the end of a unit, course, semester, program, or school year.					
4.10 Rank the students' capabilities in relation to the					

whole group evaluation.					

Section III

Questionnaires related to the open questions that request you to comment the problems on the effectiveness of academic administration and suggest to administrators and teachers for improving the quality of student learning in Buddhist upper secondary level according to your experiences have faced the challenges of academic administration on student learning.

1. Planning

Problems:…….....
.....……

Recommendation:…….……
….....……
……

2. Instruction

Problems:…….....
.....……

Recommendation:…….……
….....……
……

3. Curriculum implementation

Problems:…….....
.....……

Recommendation:…….……
….....……
……

4. Evaluation

Problems:…….....
.....……

Recommendation:…….……
….....……
……

INTERVIEW OF RESEARCH
THESIS
THE EFFECTIVENESS OF ACADEMIC ADMINISTRATION FOR IMPROVING THE QUALITY OF STUDENT LEARNING IN BUDDHIST UPPER SECONDARY EDUCATION IN SOUTHERN VIETNAM

.....

Introduction:

In these interviews, the first section related to general personal status information of the administrators and teachers; the second section related to planning, instruction, curriculum implementation and evaluation based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education.

Section I

Interviews related to general personal status information of the administrators and teachers.

1. Name: ……....

2. Position:

□. Administrator

□. Teacher

3. Academic qualification:

□. Master Degree

□. Bachelor Degree

□. Lower Bachelor Degree

4. Work Experience:

□. From 1- 5 years

□. From 6- 10 years

□. Above 11 years

5.Name of school: ……....

6. School address: …….. village ……. Commune,
……district/town……..……..provinc e. Number phone:
……., Post office number: …..... Vietnam.

7. Date of interview: …….

Section II

The interviews related to planning, instruction, curriculum implementation and evaluation based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary level.

Planning

1. How do you plan to improve the quality of student learning in your school?

Instruction

2. What kinds of instruction do you use to improve the quality of student learning in your school?

Curriculum implementation

3. How do you implementation the curriculum for student learning in your school?

Evaluation

4. How do you use the evaluation to measure and evaluate the results of academic administration and student learning in your school?

Problem and Recommendation

5. Do you have the problems and suggestions based on the effectiveness of academic administration for improving the quality of student learning in Buddhist upper secondary education?

Ven. Sa Thuol Thach
Master Degree of Arts (Educational Administration)
MahachulalongkornrajavidyalayUniversity, Khon Kaen, Thailand

Table22: Index of Constancy (IOC) between Questionnaire and Purpose

Number of Questionnaire	Evaluation of Research Experts					Total	IOC	Results of Evaluation
	1	2	3	4	5			
1	+1	+1	+1	+1	+1	5	1.00	able to apply
2	+1	+1	+1	+1	+1	5	1.00	able to apply
3	+1	+1	+1	+1	+1	5	1.00	able to apply
4	+1	+1	+1	+1	+1	5	1.00	able to apply
5	+1	+1	+1	+1	+1	5	1.00	able to apply
6	+1	+1	+1	+1	+1	5	1.00	able to apply
7	+1	+1	+1	+1	+1	5	1.00	able to apply
8	+1	+1	+1	+1	+1	5	1.00	able to apply
9	+1	+1	+1	+1	+1	5	1.00	able to apply
10	+1	+1	+1	+1	+1	5	1.00	able to apply
11	+1	+1	+1	+1	+1	5	1.00	able to apply
12	+1	+1	+1	+1	+1	5	1.00	able to apply
13	+1	+1	+1	+1	+1	5	1.00	able to apply
14	+1	+1	+1	+1	+1	5	1.00	able to apply
15	+1	+1	+1	+1	+1	5	1.00	able to apply
16	+1	+1	+1	+1	+1	5	1.00	able to apply
17	+1	+1	+1	+1	+1	5	1.00	able to apply
18	+1	+1	+1	+1	+1	5	1.00	able to apply
19	+1	+1	+1	+1	+1	5	1.00	able to apply
20	+1	+1	+1	+1	+1	5	1.00	able to apply

Number of Questionnaire	Evaluation of Research Experts					Total	IOC	Results of Evaluation
	1	2	3	4	5			
21	+1	+1	+1	+1	+1	5	1.00	able to apply
22	+1	+1	+1	+1	+1	5	1.00	able to apply
23	+1	+1	+1	+1	+1	5	1.00	able to apply
24	+1	+1	+1	+1	+1	5	1.00	able to apply
25	+1	+1	+1	+1	+1	5	1.00	able to apply
26	+1	+1	+1	+1	+1	5	1.00	able to apply
27	+1	+1	+1	+1	+1	5	1.00	able to apply
28	+1	+1	+1	+1	+1	5	1.00	able to apply
29	+1	+1	+1	+1	+1	5	1.00	able to apply
30	+1	+1	+1	+1	+1	5	1.00	able to apply
31	+1	+1	+1	+1	+1	5	1.00	able to apply
32	+1	+1	+1	+1	+1	5	1.00	able to apply
33	+1	+1	+1	+1	+1	5	1.00	able to apply
34	+1	+1	+1	+1	+1	5	1.00	able to apply
35	+1	+1	+1	+1	+1	5	1.00	able to apply
36	+1	+1	+1	+1	+1	5	1.00	able to apply
37	+1	+1	+1	+1	+1	5	1.00	able to apply
38	+1	+1	+1	+1	+1	5	1.00	able to apply

Index of Constancy (IOC) between Interview and Purpose

Number of Interview	Evaluation of Research Experts					Total	IOC	Results of Evaluation
	1	2	3	4	5			
1	+1	+1	+1	+1	+1	5	1.00	
2	+1	+1	+1	+1	+1	5	1.00	able to apply
3	+1	+1	+1	+1	+1	5	1.00	able to apply
4	+1	+1	+1	+1	+1	5	1.00	able to apply

Table23: Discrimination and Coefficient Alpha Reliability for Questionnaires

Number of Questionnaire	Discrimination (Corrected Item-Total Correlation)	Number of Questionnaire	Discrimination (Corrected Item-Total Correlation)
1	0.93	21	0.92
2	0.84	22	0.91
3	0.88	23	0.87
4	0.91	24	0.51
5	0.83	26	0.77
6	0.92	27	0.93
7	0.93	28	0.84
8	0.93	29	0.89
9	0.78	30	0.85
10	0.84	31	0.93
11	0.93	32	0.82
12	0.88	33	0.93
13	0.83	34	0.87
14	0.91	35	0.92
15	0.93	36	0.93
16	0.76	37	0.72
17	0.71	38	0.82
18	0.89		
19	0.90		
20	0.67		

1. Discrimination of questionnaires between (0.51-0.93)
2. Coefficient alpha reliability for questionnaires ($\alpha = 0.99$)

Names of Thesis Experts

1. Dr. Sompong Chasingkaew

Education	M.Ed., Ph.D. (Educational Administration)
Position	Lecturer of Educational Administration
Place of work	MahachulalongkornrajavidyalayaUniversity, KhonKaen Campus, Thailand.

2. Dr. Chao Athikan Boonchuay Chotiwongso

Education	M.Ed., Ph.D. (Educational Administration)
Position	Lecturer of Educational Administration
Place of work	Mahachulalongkornrajavidyalaya University,Khon Kaen Campus, Thailand

3. Dr. Sunthon Saikham

Education	M.Ed., Ph.D. (Buddhist Educational Administration)
Position	Lecturer of Educational Administration
Place of work	Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, Thailand

4. Asst. prof Dr. Dipti mahanta

Education	M.Ed., Ph.D. (English)
Position	foreign language
Place of work	Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, Thailand

5. Dr. Nirath Rueangserng

Education	M.Ed., (English)
Position	University Administrator
Place of work	Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, Thailand.

BIOGRAPHY

PERSONAL DATA

Name : Sa Thuol Thach.

Gender : Male.

Marital : Single.

Date of Birth : 06 November, 1976.

Place of Birth : Hung Hoi Commune, Vinh Loi District, Bac lieu Province, Vietnam.

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EDUCATION

2016 – Present : M.A (Educational Administration) at MCUKK, Thailand.

2010 – 2015 : B.A (Major in English, Foreign Language Branch of Humanities Department) at Mahachulalongkorn Rajavidyalaya University, Khonkaen Campus, Thailand.

1992-1995 : High school at Truong Pho Thong Trung Hoc Ban Cong, Baclieu town.

1988-1992 : Secondary shool at Truong Trung Hoc Co So Hung Hoi. Hung Hoi Commune, Vinh Loi district, BacLieu province, Vietnam.

1984-1988 : Primary school at Truong Tieu Hoc Hung Hoi. Hung Hoi Commune, Vinh Loi district, BacLieu province, Vietnam.

Work Experiences

2002-2004 : Teaching chemistry Grades 8 and 9 in Buddhist secondary school.

2004-2009 : teaching Dhamma in Buddhist secondary school, Loc Khanh Commune, Loc Ninh district, Binh Phuoc Province.

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