MINISTRY OF EDUCATION AND TRAINING
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MANAGEMENT OF TEACHING ACTIVITIES IN VIETNAM BUDDHIST ACADEMY TO MEET THE REQUIREMENTS FOR EDUCATION INNOVATION

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PUBLISHED SCIENTIFIC WORKS

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INTRODUCTION

1. Reasons for choosing theme.

1.1. Theory Basis.

In development history of education in general and of each training departments in particular, teaching exists as a specially social phenomenon, which is a process of coordination activities between teacher and learner, whereby every individual participating in teaching process can enrich your academic capital with intellectual treasure of humanity through teaching process.

1.2. Reality Basis.

Vietnam Buddhist Academy achieved particular achievements that Buddhist Shangha of Vietnam entrusted, however, at present there still exist shortcomings compared with development trend of international, of the Church as well as requirements of reality; especially there are matters in Teaching Management of the Academy that have not satisfied renovation process. Therefore, with current reality at Buddhist Academy, research to find out teaching management method in order to satisfy requirements of education renovation before requirements of actual integration and development is an extra urgent matter, which is a new matter and contains many gaps. Therefore, the thesis chooses to research the theme: **"Teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education"** in order to contribute to increase effects of Teaching Management, teaching and studying quality of the Academy to aim at satisfying renovation requirements in education nowadays.

2. Objective of research.

To determine typically theoretical problem and analyze reality of teaching method to satisfy renovation requirements in education at Vietnam Buddhist Academy in current period, the thesis proposes teaching management methods at Vietnam Buddhist Academy to satisfy renovation requirements in education to advance teaching renovation following positive and effective way, proving learner's competence, satisfying requirements of learners and society.

3. Subject and object of research.

3.1. Objective of Research.

Teaching Management at Buddhist Academy.

3.2. Subject of Research.

Teaching management method to satisfy renovation requirements in education at Vietnam Buddhist Academy.

4. Scientific hypothesis.

Teaching Method Activity reached achievements in previous time, however, before renovation requirements, education still expresses shortcomings that need to continue to overcome following the way: Teaching

Management according to the way that makes learners centered, manages content renovation of teaching program following the way of proving positive characteristic of learners, developing learner's competence, management matter of teaching technology application…If solutions for suitable teaching management can be proposed, teaching quality of Vietnam Buddhist Academy shall be improved and satisfy renovation requirements in education at present.

5. Tasks of research.

5.1. To systematize reality basis for Teaching Management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

5.2. To observe and evaluate reality of Teaching Management at Vietnam Buddhist Academy.

5.3. To propose Teaching Management methods to satisfy renovation requirements in education at Vietnam Buddhist Academy.

5.4. To experiment imperative and feasible quality of proposed methods and experiment teaching management methods to satisfy renovation requirements in education at Vietnam Buddhist Academy.

6. Scope and area of research.

6.1. Scope of research.

The thesis researches contents relating teaching management at University System of Vietnam Buddhist Academy.

6.2. Area of research.

Vietnam Buddhist Academy (4 Academies directly under management of the Church), in there, Vietnam Buddhist Academy in Hanoi is major area of research and implement to observe and experiment.

7. Approach and research method.

7.1. Approach.

- *Systematic approach:* Teaching management is a system including components which interact with each other, impact each other and operate in environment with continuous renovation of components of the system.

- *Logical – Historical approach:* Quality of teaching management satisfying renovation requirements in education at Vietnam Buddhist Academy is always considered in dialectical relationship with development process of history and suitable with new requirements and demand of reality, suitable with the "impermanence" laws of Buddhism.

- *Approach in teaching at the University:* There are many teaching management models, however, the subject follows close behind modern teaching management model at the university and regard as the major approach in reality research and solution proposal.

7.2. Research methods.

7.2.1 Theory research method.

To use method of analysis, synthesis and comparison of the relevant documents to determine theoretical framework of research.

7.2.2 Research methods.

+ *Observation methods:* To observe teaching activities of Lecturers, learning activities of Monk and Nun Students, ways of teaching management at Vietnam Buddhist Academy.

+ *Investigation method:* To make form of investigative sheet, questions form of in-depth interview for subjects who are Monk and Nun Students (already graduated or in training), lecturers (already or being teaching directly), leadership levels of Vietnam Buddhist Academy, some Buddhists and Buddhist Units…In details: Investigation Form 1: 300 Buddhist Monk and Nun; Investigation Form 2: 150 Buddhist Lecturers/ Teachers belonging to Vietnam Buddhist Academy.

+ *Interview method:* 10 Buddhist priests who studied, retrained at Vietnam Buddhist Academy, are leading the Church and some North, Central, Southern provinces or cities (for in-depth interview).

+ *Method of summarizing experience:* To research experience in teaching management of modern university model; Buddhist Academies in the world to propose teaching management methods that are suitable with Vietnam Buddhist Academy.

+ *Pprofessional method:* To get opinions of experts in teaching management field for teaching management methods which are effective and suitable with reality of Vietnam Buddhist Academy and renovation trend in education.

7.2.3 Supplemental methods.

- To use method of mathematical statistics by Excel, SPSS software to count frequency, mean, standard deviation, regression correlation, t-test, spearman correlation.

8. Protected theoretical point.

8.1. Renovation in teaching management is one of urgent requirements in order to improve teaching quality of training unit, hereby, managing subjects base on direction view for education – training renovation to draw up management practices to aim at acting on subject, activities, and components in teaching, so the activity can operate effectively because it is the essence activity determining quality of training unit.

8.2. Teaching management in innovative background needs to mention the interactive relationship between 2 major subjects that are teacher management and learners managements, the interaction level between 2 major subjects makes teaching effective and positive. Besides, there is management of teaching environment such as: equipment, test and assessment management of learner’s academic results, etc., these components don’t exist independently, they have reciprocal relationship and interaction and limit each other, create motive power to take steps and develop together, in there, the most importance thing is leading to the comprehensive development of the learner.

8.3. There are a lot of specific organizational and institutional characteristic in teaching management at Vietnam Buddhist Academy as well as common characteristic of teaching at University representing in basic components: Teaching purpose and content, Lectures, Monk and Nun Students, environment of leading a religious life and study, these components need to be managed to operate in teaching in order to contribute to train Monks, Nuns who have competence to complete guideline: "Dharma" – Nation – Socialism. There are still shortcomings with components, not get expected achievement, therefore, that need to research to renovate teaching management at the Academy following the way of interaction that need be more suitable among components so the activities get more effective and satisfy renovation requirements in education at present.

9. Contribution of the thesis.

9.1. For theory side.

To contribute in developing theory basis about teaching management at Vietnam Buddhist Academies to satisfy renovation requirements in education.

9.2. For reality side.

- To summary real situation of teaching management at Vietnam Buddhist Academy in the nearest time, then present views to compare directional opinions for education renovation at The Document of the eleventh and twelfth party congress, simultaneously, get experience in order to overcome weakness and shortcoming in teaching management.

- To propose teaching management practices that are suitable and feasible in order to increase quality of teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

10. Structure of the thesis.

Except for Introduction part, Conclusion, Recommend, References and Appendix, the thesis is displayed in 3 basic chapters:

Chapter 1: Theory basis for teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

Chapter 2: Reality of teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

Chapter 3: Solutions of teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

CHAPTER 1
THEORY BASIS FOR TEACHING MANAGEMENT AT VIETNAM BUDDHIST ACADEMY TO SATISFY RENOVATION REQUIREMENTS IN EDUCATION.

1.1. Overview of research matters.

1.1.1. Researches on teaching and teaching management.

The thesis learns about abroad and home researches on research projects relating to teaching theory such as behavioral theory, conscious theory, construction theory, interaction theory, teaching management models such as CIPO quality model; teaching management following credit training model which can evaluate strong and successful points of teaching theory, teaching management models on the world.

1.1.2. Researcheds on teaching management at Vietnam Buddhist Academy.

The thesis learns about typically abroad researches in countries where Buddhism develops powerfully such as Thailand, Myanmar, India and some of other countries to find out effective training management models in general and teaching management model.

Besides, the thesis finds out home researches that mention education quality at Vietnam Buddhist Academy such as the project of the authors: Thich Nguyen Dat, Thich Nguyen Thanh, Tran Anh Tuan, Dai Doan Ket, Thich Thanh Thang, Thich Hai An, Thich Dao Quang discussing about teaching matters, teaching management at the Academy, defining the weakest matters need to be improved and the strong points need to be proved.

1.2. Some basic notions of the thesis.

1.2.1. Management.

People can approach management notion following many different ways, many different respects. In the world, there are many scholars such as F.Taylor, Henry Fayol, Harold Koontz , Max Weber, Elton Mayo,… giving their point of view for management notion, can be general and give common notion for management as follows: Management is interaction containing objective, method, creativeness of management subject to managed object to aim at reaching basic targets of management that the final target is product quality for the benefit of serving human.

1.2.2. University Management.

There are many different notions, the thesis uses this notion: University management is interaction process containing objective, direction, plan of management subject (headed by Rector) to management object (Lecturers, learners, official and employee and concerns…) and mobilize and use human resource with purposes and effectively to aim at performing mission of the University for education and training system, for community and society in order to implement education objective defined in environment that is always changes.

1.2.3. Teaching

Teaching approach from educational perspective: Teaching is one of the parts of general process in perfect personality education – it is an interactive process between teacher (Lecturer) and learner (Monk and Nun students) to aim at transmitting and comprehending scientific knowledge, skills and high skills of awareness activities and reality, so base on the basis, forming worldview, developing creative competence and building virtue of the learner following education objective. Therefore, teaching is notion of common activity process of teacher and learner.

1.2.4. Teaching management

From the notions mentioned as above, we can summary: *Teaching management is interaction process that has objective, plan through management structure to aim at creating effect of management subject to teacher, teaching environment, in order to attain objective of teaching process.*

1.3. Renovation requirements in Buddhist education and asked matters for education management at Vietnam Buddhist Academy.

1.3.1. Renovation requirement in education for Buddhist education.

Due to urgent requirements for renovation education of Vietnam, integration trend and deep exchange of Buddhism on the world, Buddhist education need to integrate.

First, Buddhist education creates Monk and Nun staff, serving efficiently for propaganda and explanation and propagation of faith. The most important content of Buddhist education is the three studies, or endeavors, after the passionless life and escape from transmigration to be summarized in Moral discipline, Meditation, The resulting wisdom in order to become enlighten spiritual reality.

Second, objective of Buddhist education is to direct human to stable, peaceful and development society. Buddhist education is to direct to teach and convert sattva, rescue misery controlling and being rife for human. Buddhism is considered as an ethical perfect way.

Third, clear criterions and teaching methods are required for learners and teachers. Teaching method of Lecturer is to direct to learner and using suitable teaching method for Buddhist sutras listener. Lecturers use teaching method combining with modern teaching medium and technique in order to well support Monk and Nun students in study process.

Fourth, rules for rights and responsibilities of teachers and learners. To prove function and position of Vietnam Buddhism in the Nation better and better in current background, Buddhism need to provide greater and more effective care about solemnity.

Fifth, to complete system of training program of Universities for Buddhist training. The system of training program in class now is not comprehensive so teaching program is not synchronized in content. Board of Central Monk and Nun Education need to renovate and reinforce Buddhist education system

powerfully, firstly, class system must be identical and united from top to bottom level in whole country, following credit training mode. There is a need to enlarge candidate subjects, Monk and Nun who graduated high school shall have right to participate in entrance examination to Buddhist University (which is not approved now).

Sixth, to give rules for criterion of school, class and entrance standard.

Due to requirements of education renovation, renovation trend in Buddhist education must be given, traditional and modern matters in entering into religion, following the Buddha-truth… are also challenges for Vietnam Buddhism at present.

1.3.2. Requirements for teaching management at Vietnam Buddhist Academy to satisfy renovation requirements in education.

In macroscopic range, there is a need to complete management system in Buddhist education at present to reinforce continuity and cooperation.

To reinforce management of Administrative Board and be submitted through management agency with high level, to ensure practicability, to aim at teaching objective of Academy: Teaching in Buddhism in order to convert human into becoming enlightening intelligence, true action and attaining happy result and peace and contentment.

To manage building, performing and developing teaching program practices following competence development model of Monk and Nun, besides taking form of knowledge and awareness, there is also requirement to attach much importance to develop Buddha's affair competence of Monk and Nun after graduating.

To set up Buddhist teaching program that is suitable in system of Buddhist training university in whole country, and also fix form of lesson plan designed suitably following regulations and united textbook for levels.

Trend of Buddhist Academy in the world changes from subject date institution to credit institution in order to create basis for progressing training institution following credit system that universities are performing. These makes Buddhist Academy to mix with flow of Buddhist education in the world, simultaneously, keep character and specific characteristic of Buddhism.

1.4. Teaching at Buddhist Academy.

1.4.1. Teaching activities of Lecturer.

Lecturer is trained, coached and has full professional, experience and pedagogic method, educational psychology knowledge to teach and educate Monk and Nun Student, Nun Student. To inherit teaching way of Buddha is teaching clearly, combining with Dharma dialectics, to emphasize ethnic more than philosophy, to use intelligence mind, merciful characteristic and language that is easy to understand to make teaching medium, all is great Buddhist in order to attain success in teaching.

The combined use of teaching methods, especially the innovation of teaching methods in the direction of promoting Monk and Nun Student's activeness, enhancing interaction so Monk and Nun Student has the opportunity

to bring into play the capacity for implementation, creativity and self-study, self-research ability is what Lecturer needs to care.

For training in Buddhist university, it is important to value methodological knowledge, sense of self-learning, practice the habit of scientific research, develop creative thinking to help Monk and Nun Student become good researchers, good practice and commitment to make Buddhism effective.

It is essential to build a team of professors who are stable, strong in terms of specialization, qualification, and specific requirements at the academy. Plan for developing quality teachers for the whole system is needed.

1.4.2. Learning activities of Monk and Nun Student.

Monk and Nun Student should be carefully selected from the input, clearly defined learning goals, properly motivated learning, advanced learning methods, combined learning and learning, commitment to the Buddha in the process of study, should be strictly controlled by the provisions for Monk and Nun Student, by self-commitment of collective Monk and Nun Student. After unifying the point of view, the observance of rules and regulations in learning will become self-conscious and not feel dry by the rules. Therefore, the propaganda, education, unifying rules for Monk and Nun Student's right from the beginning for each course, curriculum, lessons are needed. However, Lecturer and managers also need to listen to Monk and Nun Students' feedback in order to make reasonable adjustments as the ultimate result of teaching management is the quality of Monk and Nun Student's learning.

1.4.3. Test, evaluation of Monk and Nun Student's academic result.

To use appropriate testing methods in every lesson, course, course final to create a positive learning environment for Monk and Nun Student; especially to test the sense of cultivation, the virtues of Monk and Nun Student in the process of learning, deepening the discipline and ethics of a monk, deeply aware of the principles of Buddhism, national culture, the voluntary self-realization of Buddhist events, volunteer programs... From that, evaluating comprehensively of Monk and Nun Student to ensure the appropriate output standards, on a quality improvement. Changing the way of examining and evaluating learning results in each lecture, in every teaching program of the teaching profession, must be considered to be objective, scientific, and then inspected and evaluated to create motivation. To improve the quality of teaching and learning, making Lecturer and Monk and Nun Student more seriously in implementing teaching and learning activities.

1.4.4. Teaching material facilities, medium and condition.

Building and developing of curriculum for each subject, course, type of training at the Institute is a matter for managers to keep in mind as the program determines the right direction and effectiveness of the program, helps to meet the expectations of Monk and Nun Student and society.

1.5. Teaching management in Buddhist Academy.

1.5.1. Teaching management of Lecturer.

It is very important to make plan for teaching activity in teaching management as it provides the capacity to cope with uncertainty and change. Organizing the resources in which appropriate teaching professors are arranged,

conducting activities, checking and evaluating continuously to ensure seriousness and rigor in teaching activities.

1.5.2. Learning management of Monk and Nun Student.

To manage the learning activities of Monk and Nun Student to monitor the learning and well-being of Monk and Nun Student, where there are sufficient conditions necessary for Monk and Nun Student to study, so if there is no resident, the basis of Buddhist Studies cannot form because the time to study is when Monk and Nun Student builds its internal force in all three aspects: knowledge, virtue, and physicality. These basic aspects are only perfected in a harmonious public environment. The teaching direction of the director shows the leadership of teaching - the fundamental activity in the management of the training establishment, creating the foundations for this activity to achieve the set objectives and perfect gradually.

1.5.3. Test, evaluation management for teaching result of Monk and Nun Student

It is necessary to define clear criteria for checking and evaluating Monk and Nun Student, including in the process and examinations, in order to develop the course output and curriculum for each training system. The test and evaluation rules must be studied and promulgated unanimously and then the teaching and learning activities will be adjusted to meet the required learning outcomes. The subjects themselves involve in the subject, participate in the examination and evaluation should also have adequate qualifications to ensure objectivity and science…

1.5.4. Management of medium, material facilities and condition serving to teaching

Facilities of teaching: lecture halls, classrooms, dormitories, Dharma practice rooms, meditation facilities, sports facilities, medical schools; equipment for teaching services: system of information technology equipment, internet, audiovisual media, books, newspapers and magazines which are necessary to ensure the conditions for Monk and Nun Student to stay completely focused on learning, practicing and improving the quality of learning.

1.6. Factors affecting teaching management at Buddhist Academy to satisfy renovation requirements in education.

1.6.1. Group of objective factors including: **(1)** Religious policy of the Nation (2) Cultural tradition , psychology, habits and customs, spirit life of citizen; (3) religious environment of Vietnam Buddhist Academy.

1.6.2. Group of subjective factors including: **(1)** Legal foundation and policy of Rector of Buddhist Academy (2) Leadership interest of Buddhist Shanha; (3) Function and competence of Academy; (4) Competence, quality of Lecturer staff of the Academy; (5) Awareness, motive for study of Monk and Nun Students.

1.7. Experience for teaching management at Buddhist Academies in the world.

The dissertation refers to experience in teaching and researching at Buddhist Academies in the world such as: Myanmar; China; India; Taiwan; Thailand; the original Theravada countries, South Korea as the basis for the proposal for chapter 3.

CHAPTER 2
REALITY OF TEACHING MANAGEMENT AT VIETNAM BUDDHIST ACADEMY TO SATISFY RENOVATION REQUIREMENTS IN EDUCATION.

2.1. Overview of Vietnam Buddhist Academy.

2.1.1. A brief history of formation of Vietnam Buddhist Academy.

The Vietnam Buddhist Academy in Hanoi is one of four Buddhist academies (the Vietnam Buddhist Academy in Hanoi, the Vietnam Buddhist Academy in Ho Chi Minh City, the Vietnam Buddhist Academy in Hue, Khmer Rouge Buddhist Institute in Can Tho) under directly the Central Buddhist S of Vietnam.

2.1.2. Organization structure.

The Executive Council, the highest leading organ of the Vietnam Buddhist Academy in Hanoi, is approved by the President of the Vietnam Buddhist Sangha at the request of the Director at Article 4, chapter III, the regulations on the operation of Vietnam Buddhism include: Director, deputy directors, secretary and members. Functional departments include: Office, Training and Student Affairs; Department of Personnel and Control; Department of Scientific Research, Graduate Training and International Relations; Finance Department and School Sponsorship Unit. Units of training, scientific research and training are composed of eight basic units: the suttas; Faculty of Vinaya; Faculty of Instability; Department of Buddhist History; Institute of Hospitality Management; Department of Theology; Research Center, Department of the Institute and faculties.

2.2. Organizing the survey on reality of teaching management at Vietnam Buddhist Academy to satisfy current requirements

2.2.1. Purpose of the survey

- To detect and assess the responsiveness of teaching management, to meet the current requirements put forth at Vietnam Buddhist Academy;
- To detect and assess the reality of Teaching management satisfying renovation requirements, comparing the assessment of the survey participants to draw conclusions about the strengths and weaknesses of Teaching management that the Academy achieved, and to propose solutions to improve efficiency of Teaching management at the Academy in the next time to meet practical requirements.

2.2.2. Sample of the survey

The thesis uses convenient sampling method. The survey collected opinions of about 450 subjects related directly to the training management at Vietnam Buddhist Academy: Leaders and Managers, Lecturer in concurrent post, Senior training managers (150), Monk and Nun students course VII (300), besides, implementing in-depth interviews for 10 typical cases having deep knowledge and experience on Teaching management in Managing Council, Central Monk and Nun Education Board, Executive Council to have more topical comments on training management satisfying renovation requirements at the Academy.

2.2.3. The content of survey

+ To survey on the contents of teaching activities: Lecturer's teaching activities; Monk and nun student's learning; Inspection and evaluation on study results; Facilities, conditions for teaching.

+ With content of Teaching management, the thesis surveyed on the following areas: Lecturer's activity management; Monk and nun's learning activity management; Management of examination and evaluation on study results ; management of facilities, means, and conditions for teaching;

Survey of 08 major influencing factors: The group of objective factors (3 criteria belonging to the objective factors group and 5 criteria of the subjective factors group)

2.2.4. The process of examining the reality

The thesis examined the reality by the steps shown in Figure 2.1.

Figure 2.1. Research process

* Reliability of the scale on teaching management at Vietnam Buddhist Academy: With coefficient of Cronbach alpha is .935, correlation coefficient of the observed items with item-total correlation is higher than .30 and average variance extracted is 75.930, the scale ensures reliability and validity. These are items in the official scale. For the scale of the reality of teaching, coefficient of Cronbach's Alpha is .747, Factor analysis in Appendix 6 with average variance extracted is 73.094%, correlation coefficient of the observed items with item-total correlation is higher than .30, the scale ensures reliability and validity.

Convention about points is equivalent to degrees:

Standard for evaluation:

1.00 – 1.80: Strongly disagree

1.81 – 2.60: Disagree

2.61 – 3.40: Neutral
3.41 – 4.20: Agree
4.21 – 5.00: Strongly agree

2.3. Reality of teaching at Vietnam Buddhist Academy satisfying educational renovation requirements

2.3.1. Reality of Lecturer's teaching activity

Table 2.3. Evaluation of Monk and nun students for Lecturer's teaching activity at Vietnam Buddhist Academy

Code	Item	Monk and nun students		
		$\overline{X}$	SD	Rank
D1	Lecturer masters the content of the curriculum	4.11	0.77	1
D2	Lecturer performs the teaching plan on schedule	3.70	0.61	4
D3	Lecturer communicates and transmits knowledge while Monk and nun students write down, acknowledge and acquire knowledge.	3.39	0.63	5
D4	Lecturer uses and coordinates skillfully the specific methods of Buddhist teaching	3.93	0.78	3
D5	Lecturer always encourages the debate, the statement of Monk and nun students in class	3.16	0.90	6
D6	Teaching in the direction of personalization, proving the entire competence of each Monk and nun student	2.90	0.97	7
D7	Lecturer frequently uses teaching equipment and aids	3.94	0.68	2
D8	Application of information technology in teaching	2.13	0.96	8

Remark: The data above shows that the evaluation of Monk and nun students with Lecturer's teaching activities differ in many respects. Monk and nun students tend to judge Lecturer as the person who "masters the content of the curriculum"; this is the criteria ranking No. 1 with mean of 4.11 (corresponding to the "Agree" interval). The criteria on "frequently using of teaching equipment and aids" was highly evaluated with the mean of 3.94, ranking No. 2. However, when "Application of information technology in teaching" was asked, the Lecturer was not appreciated, only with the mean of 2.13 (equivalent to "Disagree"), ranking 8/8 of items. Teaching methods of "Teaching in the direction of personalization, proving the entire competence of each Monk and nun student" and "encouraging the debate, the statement of Monk and nun students in class" did not use frequently, which was presented by the means for these two items of 3,16 and 2,90, respectively, equivalent to the degree of "Neutral".

2.3.2. Reality of Monk and nun students' learning activity

To find out the reality of Monk and nun students' learning activity, the thesis was conducted by questionnaire, and the results are shown in the following table

Table 2.4. Survey results on reality of Monk and nun students' learning activity

Code	Item	Monk and nun students		
		$\overline{X}$	SD	Rank
H1	Reading on and preparing for homework, as suggested by Lecturer	3.92	0.75	3
H2	Attentively listening to lectures and noting down the entire lecture	3.79	0.64	5
H3	Participating actively in classroom speech	2.32	1.21	8
H4	Active in group discussion in class	3.69	0.76	6
H5	Attentively listening to lectures and noting down the entire lecture	3.99	0.79	2
H6	Implementing the morning and evening Mass without being reminded	4.03	0.76	1
H7	Practicing meditation, sitting medication in accordance with the rules	3.80	0.75	4
H8	Participating fully in the labor hours as prescribed by the Academy	3.63	0.68	7

Remark: The data in Table 2.4 and Appendix 7 show that Monk and nun students are self-conscious in learning and cultivating activities, “Reading on and preparing for homework, as suggest by Lecturer”, “Attentively listening to lectures and noting down the entire lecture”, “Attentively listening to lectures and noting down the entire lecture” were highly appreciated by Monk and nun students with means from 3.69 to 3.92. However, “Participating actively in classroom speech” of Monk and nun students was weak, with the mean of 2.32, corresponding to the degree of "disagree".

Cultivating the way of religion has highest evaluation from Monk and nun students with mean of 4,03, “Implementing the morning and evening Mass without being reminded”, “Practicing meditation, sitting medication in accordance with the rules”. Although ranked 7/8 item but the statement of “Participating fully in the labor hours as prescribed by the Academy” of Monk and nun students has the mean of 3,63, at the degree of “agree”.

Thus, Monk and nun students' learning activity has weakness, which is participating in the class speech, can be derived from Lecturer's teaching method, not encouraging or not creating opportunities for Monk and nun students to actively express.

2.3.3. Reality of inspection and evaluation on Monk and nun students’ study results

The survey results of Monk and nun students on the inspection and evaluation of Monk and nun students' study results are shown in Table 2.5

Table 2.5. The survey results of reality of the inspection and evaluation of Monk and nun students' study results

Code	**Item**	Monk and nun students		
		$\overline{X}$	SD	Rank
K1	The tests are used in various forms	2.42	1.13	5
K2	Regularly checking the study results of Monk and nun students	3.89	0.71	2
K3	Exams cover the content of subjects	3.61	0.71	4
K4	Carrying out rigorous examinations	3.78	0.68	3
K5	Correct evaluation of Monk and nun students' study results	4.04	0.74	1

Remark: From Table 2.5, the monk and nun students "disagree" with the statement "The tests are used in various forms" with the mean of 2.42, ranked No. 5. However, Monk and nun students "agree" with the statements "Exams cover the content of subjects", Lecturers " regularly check the study results of Monk and nun students". Exams, assessments have "Correct evaluation of Monk and nun students' study results of Monk and nun students" and the exams are taken seriously. These are also the strengths of inspection and evaluation for the Monk and nun students' study results at the Vietnam Buddhist Academy. However, the diversification of types of tests and evaluation should be noted to enhance objectivity in evaluation and it is a matter for the Academy to take into account.

2.3.4. The reality of facilities, conditions for teaching

Assessments of Monk and nun students on the facilities and conditions for teaching of the Academy are shown in Table 2.6.

Table 2.6. Results of the survey on reality of facilities and conditions for teaching

Code	**Item**	Monk and nun students		
		$\overline{X}$	SD	Rank
CS1	Accommodation is convenient for Monk and nun students to study	3.99	0.76	1
CS2	Library has enough books, reference materials	3.88	0.71	3
CS3	Library has internet connection	3.87	0.83	4
CS4	Teaching aids are ensured	3.61	0.69	5
CS5	Classrooms are logically arranged	3.92	0.72	2
CS6	The Academy facilitates monk and nun students to practice retreats, and attend Buddhist events	3.62	0.60	6

Comment: The data in Table 2.6 reflects that the facilities and conditions of teaching Monk and nun students of the Academy have met the needs of Monk and nun students. "Accommodation is convenient for Monk and nun students to

study" is evaluated the highest with Mean of 3.99, Rank of No. 1. Other facilities and conditions such as "Library has enough books, reference materials", "Library has internet connection", "Teaching aids are ensured" are for learning activities of Monk and nun students. In particular, the Academy always "facilitates Monk and nun students to practice retreats, and attend Buddhist events", which is a condition for Monk and nun students to practice what they learn in class.

2.4. Reality of teaching management at Vietnam Buddhist Academy satisfying educational renovation requirements

2.4.1. Reality of Lecturer's teaching activity management

To find out the reality of this team's management, the thesis conducted with the questionnaire and the results: With Mean from 3.06 to 4.46, according to evaluation of Monk and nun students, from 3.03 to 4.18, according to evaluation of Lecturer; Lecturer's teaching activity management is rated at the degree from "neutral" to "strongly agree". Although there are different views expressed by Mean, according to evaluation of Lecturer and Monk and nun students, the mean of the two samples should be verified to define whether the difference is significant or not.

Figure 2.1. Chart on the reality of Lecturer's teaching activity management (according to the assessment of Lecturer, Lecturer in concurrent position and Monk and nun students)

2.4.2. Reality of Monk and nun students' learning activity management

The following is the self-assessment of Monk and nun students and the assessment of Lecturer on Monk and nun students' learning activity management: learning activity management is evaluated by Monk and nun students and Lecturer from the degree of "Neutral" to the degree of "Strongly

agree". There are criteria having the same Mean, but there are also criteria having Means that are not equal.

Chart 2.2. Chart on reality of Monk and nun students' learning activity management at Vietnam Buddhist Academy

2.4.3. Reality of Management on inspection and evaluation for teaching results

To find out the reality of Management on inspection and evaluation for Monk and nun students' study results, the thesis uses the method of investigation

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Chart 2.3. Chart on reality of Management on inspection and evaluation for teaching results at Vietnam Buddhist Academy

Thus, the assessment of Monk and nun students and Lecturer differ in the mean, which may reflect differences in the viewpoint of the same issue. The thesis carried out the mean verification of the two samples to define whether the

difference is significant or not, or it is only the difference in terms of arithmetic form, but not difference in terms of value,

Verifying the mean of the two samples shows that the difference in the mean of the two samples is meaningful, meaning the evaluation of Monk and nun students and Lecturer is different when looking at and assessing Management on inspection and evaluation for study results.

2.4.4. Reality of management on teaching conditions at Vietnam Buddhist Academy

The facilities of the Academy are characterized by the Buddhist training environment; however, continuing to upgrade IT infrastructure in training and teaching is a matter of thorough concern. Monk and nun students and Lecturer evaluate this work at degrees of "Neutral" and "agree"

* Verifying the mean values of the two independent samples showed that although there were differences in the mean, not all of them were meaningful differences between Monk and nun students and Lecturer. With QP1, QP2, QP5, QP6, QP11, Sig. in the Levene test is greater than 0.05, There is no difference in variance; however, Sig.(2-tailed) lower than 0,05 reflects that the difference in mean between the two samples is meaningful.

2.5. Reality of factors influencing teaching management at Vietnam Buddhist Academy satisfying educational renovation requirements

2.5.1. The impact of objective factors group

Table 2.7: The impact of objective factors group to Teaching Management at Vietnam Buddhist Academy satisfying renovation requirements (According to the evaluation of Lecturer, lecturer in concurrent position)

No.	Item	**Lecturer**		
		$\overline{X}$	SD	Rank
1	Religious policy of the country	4.06	0.68	2
2	Cultural tradition, psychology; Habits and customs, and spiritual life of the people	3.64	0.63	3
3	The teaching environment of Vietnam Buddhist Academy	4.12	0.68	1

Remark:

Table 2.7 shows that the objective factor has average point: 3.94, reaching the degree of "Strong impact" on the scale, which means affecting almost all aspects related to effectiveness of Teaching Management. Among the objective factors, the criteria considered as the strongest impact is: "The teaching environment of Vietnam Buddhist Academy", Mean : 4,12 reaching the degree of "Strong impact" on the scale; "Religious policy of the country, Mean: 4.06 also reaching the degree of "Strong impact", it shows that on the basis of orientation and implementation of religious policies of Buddhist Academies, there are concrete plans in directing the renewal of Teaching Management for compatibility, ensuring the principle: "dharma" connects closely to nationalism and socialism, and integrate with the development of the country.

2.5.2. The impact of subjective factors group

Table 2.8: The impact of subjective factors group to Teaching Management at Vietnam Buddhist Academy

No.	Item	Lecturer		
		$\overline{X}$	SD	Rank
1	Legal basis and policy of Teaching management of Vietnam Buddhist Academy	4.24	0.65	2
2	The interest of the leader of Vietnam Buddhist Sangha for Teaching management of Academy	3.70	0.61	5
3	The role and capacity of the Leader of Vietnam Buddhist Academy	4.16	0.68	3
4	Capacity, quality of Lecturers team of the Academy	4.00	0.72	4
5	Consciousness, learning motivation, learning ability of Monk and nun students	4.28	0.64	1

Remarks: Table 2.8 shows that Impact of subjective factors group on Teaching Management satisfying educational renovation requirements is stronger than objective factors group. The subjective factors group has average point: 4.07, higher than that of objective factors group, reaching the degree of "Strong impact". The factor having strong impact but lowest score is "The interest of the leader of Vietnam Buddhist Sangha for teaching management of the Academy", mean 3.70.

2.6. General remarks on reality of teaching Management at Vietnam Buddhist Academy

2.3.1. Strengths

Through the study of reality shows, the strongest aspect in Teaching Management satisfying educational renovation requirements of the Academy is to renovate teaching objectives, inspection and evaluation of teaching quality and teaching activities of Lecturers team. These are issues that the Academy can direct to innovate in each school year, course, and stage because it is within the managing scope of the Executive Council as well as within the basic activity program of the Academy and it is active. Therefore, the results of innovation are positive and clear.

2.3.2. Weaknesses

Combining the results of in-depth interviews, observations and surveys showed that the Academy has many difficulties and challenges to help teaching management satisfy educational renovation requirements.

On executive management: The upper management level of the Academy is Standing Board of Managing Council, Central Monk and Nun Education Board, acting as counselor (*All activities of the Departments of the Central Institute must be approved by the Annual Conference of the Center Vietnam Buddhist Sangha*), so the management mechanism is so loose.

The application of teaching methods to enhance self-learning, stimulate the thought of Monk and nun students have not been paid much attention; the application of information technology in teaching is limited.

Monk and nun students are passive in the learning process.

The financial resources for the activities of the Buddhist Institutes depend on the support of philanthropists, there is no financial autonomy.

On the aspect of cooperation and educational link: The inter-institutional mechanism is not clear and inadequate; There is no close link between the training of the Academy and Buddhist Intermediate schools and Colleges; There are also many shortcomings in educational link between Institutes and higher education institutes in the country and foreign countries.

2.6.3. Opportunities

First, the cognitive innovation by the guidelines and policies of the Party and the law of the State for the field of religious beliefs.

Second, it is to strengthen international cooperation and exchange, expand religious diplomacy, and raise the position of Vietnam Buddhist Sangha in the region and all over the world. By the dynamism and positiveness of Vietnamese Buddhism, adapting to the country's integration in the renovation period, Vietnam Buddhist Sangha has had many favorable conditions to participate in regional and international Buddhist forums.

Third, Buddhism takes the motto "Let enhancing the wisdom serve as the career of life" as a guideline for the study, so from the very first days of establishment, the establishment of Buddhist training institution for monks and nuns has been considered as the leading urgent duty by the Vietnam Buddhist Sangha.

Fourth, Vietnam Buddhist Sangha boldly elected and introduced many young monks and nuns to join the Apparatus of Leadership of the Vietnam Buddhist Sangha at all levels.

Fifth, the Vietnam Buddhist Sangha is increasingly showing its role and is an active factor participating in the emulation movement for national construction and defence.

Sixth, the spirit, national pride and the pride of Buddhist tradition of nearly 2000 years present in Vietnam are creating the spirit of dedication, commitment and responsibility of young monks and nuns in the activities of Vietnam Buddhist Sangha and the society.

2.6.4. Challenges

The tremendous development of science and technology changed the life, normal living activities, including the life of the monks and nuns.

Another problem posed in the period of chances in many areas, for all religions is the trend of secularization.

The great challenge, posed by the times, to Vietnamese Buddhist monks and nuns is the limitations of the information and activities of the Buddhism in the world.

CHAPTER 3
TEACHING MANAGEMENT MEASURES AT VIETNAM BUDDHIST ACADEMY SATISFYING EDUCATIONAL RENOVATION REQUIREMENTS

3.1. Proposed Principle

Teaching management measures at Vietnam Buddhist Academy ensure the following principles: Systematism, inheritance and development, practicality, feasibility.

3.2. Teaching management measures at Vietnam Buddhist Academy satisfying educational renovation requirements

Thesis proposes 7 teaching management measures as follows: (1) Directing to adjust teaching objectives; (2) Training & enhancing teaching management ability at the Academy; (3) Directing to adjust the curriculum of the Academy to meet the practical requirements; (4) Directing and innovating the methods and organization of learner-centered teaching methods to develop the competence of the learners; (5) Consolidating the teaching management apparatus; (6) Directing & innovating the teaching inspection and assessment; (7) Directing & expanding connection and cooperation with domestic universities and foreign Buddhist academic institutions in the field of Teaching management.

The above measures are presented from the purpose and meaning of the measure; content of the measure; Process of implementing measures; Conditions to implement measures.

3.3. Relationship between measures

The thesis has proposed 07 basic teaching management measures at the Institute satisfying renovation requirements. These measures should also be implemented synchronously from the beginning, to meet the same goal of teaching innovation. These basic methods have interactive relations, creating a system in the process of teaching management renovation in the Academy.

3.4. Testing the necessity and the feasibility

Results are shown in the following Chart

Chart 3.1 Relationships between "Necessity" and "Feasibility"

Remark: Looking at Chart 3.1 showing that the proposed measures are at the degree of "Necessary" and "Very Feasible" with the mean from 3.87 to 4.8.

3.5. Testing the proposed measures

Name of measures: “Directing renovation of the method and how to organize the learner-centered education Academy to develop competence”. ***Sample:*** 01 nun class, Buddhist University course VII, in the second year of the Academy, they are quite equivalent in all basic aspects: Major in Buddhist Studies, Nun Class; There are many similarities in characteristics and learning abilities, Number of students are 82 Nun students; Asked feedback on the level of progress after Lecturer applied positive teaching-learning methods. ***Place of test:*** Vietnam Buddhist Academy in Soc Son, Hanoi**.** *Time:* First period: From September to December 2016 (Semester I); second period: from January to April 2016 (Semester II). 1st measurement far from 2nd measurement: 1 month.

Result of test: The result is calculated according to the coarse point on the progress degree of Nun students before and after the application of new teaching method and form through two measurements: Nun class 1 (R1), Nun class 1 (TN) with change in the mean. Combined with Spearman correlation coefficient (r.sp) = 0.86; Spearman = 1;this indicator shows that between the two measurements there is a positive correlation, very closed. The results show that the reliability of the test is high and the test is reliable.

Conclusion of Chapter 3

Based on the theory and practice of teaching activity management at Vietnam Buddhist Academy, the Thesis has proposed seven management measures including: To adjust teaching objectives; To train human resources for teaching management of Vietnam Buddhist Academy; To adjust the curriculum of the Academy to meet the practical requirements; To innovating the methods and organization of learner-centered teaching methods to develop the competence of the learners; To enhance the role of management and administration for teaching; To innovate the teaching inspection and assessment; To strengthen connection and cooperation with domestic universities and foreign Buddhist academic institutions in the field of Teaching management. Result of test shows that proposed measures ensure the high degree of “Necessity" and "Feasibility". The test of the thesis gives a high result, and reflects that the change confirms the feasibility and necessity of the measures.

CONCLUSION AND RECOMMENDATION

1. CONCLUSION

Teaching management of the Academy meets educational renovation requirements including the following main contents: (*1) Lecturer's teaching activity management; (2) Monk and Nun students' learning activity management; (3) Management on inspection and evaluation of Monk and Nun students' learning activity (4) Management of means, facilities, and conditions to ensure the teaching*. Bringing out appropriate elements for the Teaching management content at Vietnam Buddhist Academy in the new context has shaped the tool for researching the reality of teaching management in Chapter 2; Based on the four basic criteria identified in the theory, these contents are the basis for orienting the organization of survey to reflect the reality of the achieved degree of the Academy on Teaching Management satisfying educational renovation requirements. The results of that survey helped the thesis to formulate corresponding improvement measures, including seven basic measures: (1) Directing to adjust teaching objectives; (2) Training & enhancing teaching management ability at the Academy; (3) Directing to adjust the curriculum of the Academy to meet the practical requirements; (4) Directing and innovating the methods and organization of learner-centered teaching methods to develop the competence of the learners; (5) Consolidating the teaching management apparatus; (6) Directing & innovating the teaching inspection and assessment; (7) Directing & expanding connection and cooperation with domestic universities and foreign Buddhist academic institutions in the field of Teaching management.

At the same time, the thesis shows the basic factors affecting Teaching management of the Academy satisfying educational renovation requirements, divided into two main groups: Group of objective factors: (1) Religious policy of the country; (2) Cultural tradition, psychology; Habits and customs, and spiritual life of the people; (3) The teaching environment of Vietnam Buddhist Academy. Group of subjective factors: (1) Legal basis and policy of Teaching management of Head of Vietnam Buddhist Academy; (2) The interest of the leader of Vietnam Buddhist Sangha for Teaching; (3) The role and capacity of the Leader of Vietnam Buddhist Academy; (4) Capacity, quality of Lecturers team of the Academy; (5) Consciousness, learning motivation, learning ability of Monk and nun students.

2. RECOMMENDATIONS

2.1. Recommendations for the subjects of teaching management at the Academy

2.1.1. Central Vietnam Buddhist Sangha

Vietnam Buddhist Sangha pays more attention to directing management at Buddhist institutions in Vietnam, especially from college level upwards by

setting up the commission responsible for quality assurance to coordinate with the Monk and nun educational board,

Board of Dharma practice , Board for Guiding Buddhists, Economic and Financial Board, and the Social Board to co-ordinate the effectiveness of Buddhist training quality. Therein, Monk and nun educational board needs to renovate and consolidate the education system in many ways: consolidating the school system from top to bottom; Unified program content orientation for each level; Setting up the teaching model in Buddhist training approaching the development of learner competence but in accordance with the traditional beauty (The great secular). On the other hand, on the basis of unifying Buddhist education throughout the country, the Church needs to converge all educational institutions in terms of: schools, libraries, dormitories, lecture halls, conference rooms, offices , entertainment, health care, hygiene... With the complete organizational apparatus such as: Rector, Administrative Director, supervisor, examination supervisor, secretary, controller, treasurer ... at all training levels. There should be unified curricula, textbooks, and teaching materials except for specific places such as Khmer, specifying the language of instruction so that learners can understand the most thoroughly.

2.1.2. For the relevant Ministries, Departments, and related agencies (the Government Committee for Religious Affairs, the Executive Council of the Academy, the Academy of Religious Studies, the Ministry of Education and Training)

The Government Committee for Religious Affairs has its own policy of directing Buddhist education along with the policy on religion in Vietnam so that Buddhism promotes its role in building and developing the country for the purpose of independence of the nation, and socialism.

2.1.3. Head of Vietnam Buddhist Academy

To promote the leading role of the Head of Vietnam Buddhist Academy, the director must converge management capacity, including teaching management. In addition to clearly defining management leadership functions, it is imperative that the Head should be closely concerned with the teaching management so that Monk and nun students have the best study achievements. At that time, planning and organizing the implementation of the teaching leadership of the Head must be done regularly, according to each school year. For example: the plan to attend, examine the profile of lecturers, plans for Good lecturers, plans for supervision, checking class hours and outdoor activities, training plan for professional training, specialty, high quality human resources training of the Academy, developing the curriculum, development of leadership capacity for lecturers, cohesion of resources in the Academy...

2.1.4. For the Lecturers team, educational managers of the Academy

To keep up with Monk and nun students' changing needs in teaching, Lecturers, lecturers in concurrent position - who participates directly in the

teaching management should make their own decisions in the teaching process; Therefore, the lecturer should coordinate with the Academic leaders in the role of finding and identifying problems related to teaching satisfying renovation requirements, then the lecturer has a transformational role in teaching leadership, deciding the issues related to the teaching of his role. In teaching, Lecturer should pay attention to meet the expectations of learners, to innovate the teaching methods in the direction of developing the performance competence of learners, designing suitable group activities, practice activities to improve the performance competence of learners to.

The Lecturers of Academy themselves need to be aware of professional advancement so that they always have the motivation to cultivate, study and foster their professional skills, especially the ones that lack. If the lecturers team staff and HR staff of the Academy are firm and skillful in their profession, passionate and responsible for the job, motivated and working in a good pedagogical environment, they can develop increasingly the role of independent and effective work contributes to improve the effectiveness of the Academy teaching management.

2.2. For government, unions, local communities

Continuing to invest, pay adequate attention to Teaching management and Vietnam Buddhist Academy because the humanistic values that Buddhist education brings to. In addition, the strengthening of links with Buddhist Academies in the teaching of Buddhist preach is also a suggestion for worship hall and place for local spiritual culture to give people the opportunity to approach the orthodox Buddhist philosophy towards the act of compassion, to avoid false tendencies.

2.3. For monk and nun students

The results of the study of reality and experiment showed that the problem of changing cognition to form skills was difficult and required a certain process, but the slowest one is the attitude, consciousness, motivation of Monk and nun students, so Monk and nun students should be more active in order to change the attitude, form the right learning goal that is because of love and willingness to devote to the Buddhist career, to bravely put out of ideas that are no longer appropriate to engage in, experience, dare to innovate, change when it is certain that it is useful, then the application of knowledge and skills to the improvement of life's real problems can be effective, from which the new professional Buddhist capacity has a basis for formation and development in Nun students./.