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**Instructional management and stress factors  
affecting teacher trainers as perceived  
by the educational leaders of Laos.**

**PhD Dissertation**

**BY**

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## **List of abbreviations**

Lao PDR	=	Lao People's Democratic Republic
MOES	=	Ministry of Education and Sports
MOPH	=	Ministry of Public Health
MOHA	=	Ministry of Home Affairs
MOFA	=	Ministry of Foreign Affairs
MOF	=	Ministry of Finance
PESS	=	Provincial Education and Sports Services
DESB	=	District Education and Sports Bureau
VCED	=	Village's Committees for Education Development
TDA	=	Teacher Demand Analysis
RaS	=	Recruitment and Selection
PST	=	Pre-Service Teacher Training
TPA	=	Teacher Performance Appraisal
TC	=	Teacher Compensation
TNA	=	Training Needs Assessment
TPD	=	Teacher Professional Development
TTIs	=	Teacher Training Institutions
TTC	=	Teacher Training College
FOE	=	Faculty of Education
NUOL	=	National University of Laos
DOHE	=	Department of Higher Education
DOTE	=	Department of Teacher Education
DOP	=	Department of Organization and Personnel
FE	=	Formal Education
NFE	=	Non-Formal Education
TVET	=	Technical Vocational Education and Training
NSHRDP	=	National Strategy of Human Resources Development Plan

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# CHAPTER 1 INTRODUCTION

## 1.1 Background of the study

Teacher Training Institution (TTIs) in Laos play a vital role in educating or providing teacher-students to become quality teachers employed in the public and private sector both across the country. These roles and functions require a high quality proper educational leader, materials and other intutional resources to manage and support the teaching and learning process, and to accomplish the goals. It requires the organizations to pay attention to the teacher issues as they (teachers) are the practitioners of all projects, plans and activities within the institutions.

As we known, educational leaders and teachers work in the same places and interact with one another (EIU/SHRM, 2013), their trust and empathy in one another must be prioritized (e.g. Doornenbal et.al. 2012; Duret, & Tournier, 2009; Ali, 2013; Arhipova.et. al. 2018). These traditional synergies are crucial in terms of building a relationship among leaders, teachers, students and the community (Bokdam & Ende, 2014; Brusoni. et.al. 2014). When teachers feel supported by educational leaders/principals can they expand the same support to their students as well (e.g; Sergiovanni, 2009; Bus, 1995; Amadi, 2008, and Vannasy, et.al. 2014). It is confirmed that collaboration and cooperation amongst personnel, especially teachers and institutional leaders, can contribute to the organization's success.

Currently, there are 16 TTIs in Laos, including the Faculty of Education (FOE) within the Public Universities level and Teacher Training Colleges (TTC) (Decree, No. 4923/MOES/2016-Laos). These institutions are supervised by educational leaders including Dean, Vice Dean, Principal/Director-Deputy Director, Head-Deputy head. These successive positions have obligations in overseeing and controlling the institutions.

Educational leaders in the Laotian culture (Decree, No. 4924/MOES/2016-Laos) have their main functions and responsibilities in operating work described by three acronyms: 6Ms; POSDCoRB, and PARMSCOF (See in 2.6), working as a handbook or management principle for educational leaders (MOES, 1996). Besides, they have to be self-aware in their practices (Decree No. (177/GOL/2012-Laos). However, institutional leaders often neglect their functions and make many teachers face stress syndrome unavoidably.

The stress syndrome among teachers is common, threatening all the time. It is defined as a syndrome of strain, anxiety, worry, pressure, and tension (e.g. Cannon. et. al. 2014;

Hofmeyer. et. al. 2015; Govardhan et. al., 2012). There can be many stress factors for teachers (e.g. Piscitella, 2016; Jacobson, 2016; Taheri et. al., 2012), such as related personal factors (family relationship, economic background), societal factor (belief and values) and organizational factors (work-related), including division of labor among teachers, role conflicts or ambiguity (e.g. Maslach, Schaufeli and Leiter, 2001; Bai, 2014; Bakker and Costa, 2014). It is well-known that all jobs can face stress syndrome through many factors, and one among those is connected to organization mismanagement through leaders' performance.

Other stress-causing factors can be an inappropriate policy scheme, working conditions, relationship among people, communication, bullying, favoritism, and different motivation (Connolly. et.al. 2017; Daft, 2010; Halasz, 2011, and Kiranlı, 2013; Otara, 2011; Vannasy, et.al. 2014; Gaynor,1998; Rees and Johari, 2010). The educational leaders' perception can be defined as a fabulous and laborious part of their behavior or sensation toward some things and duties authorized (e.g; Thalangsy, 2005; Sonebounnark, 2012, and Thosouvannachinda, 2001). In other words, it is psychological and behavioral that who can manage and be aware of the others (e.g; Ugwulashi, 2012; Wayne and Miskel, 2005; and Phommanimit, 2004). These above ideas showed the leaders'/managers' absent perception toward the subordinates like teachers making many project approvals of the organization become sterile automatically.

However, a core factor to succeed today is managing and administering teacher's growth, together with promoting the learning outcomes of students (Decree, No. (1232/MOES/2010-Laos). Thus, helping educational leaders accomplish their duties requires a core content of knowledge to foster their perception or awareness in analyzing teacher demands to obtain a number of actual requirements and assist the recruitment and selection process successfully and fairly (e.g. Sergiovanni, 2009; Gaynor, 1998, and Champathong and Soukanya, 2008). It means that for a good management of teachers, institutional leaders must start with analyzing teaching positions based on the labor market demands and be strict in recruiting and selecting new teachers.

Besides, educational leaders'/managers' need direct involvement in placing and orienting the working culture to the novices (e.g. Decree, No. (0047/MOES/PO/2014; Doornenbal, et.al. 2012; Duret & Tournier, 2009; Ellen, 2011; Gaynor, 1998). These above statements were coherent to the MOES-Laos (1996), who have confirmed that educational

leaders have a major responsibility in applying and benefiting all organization's resources including teachers to drive the institutions towards a better quality.

Also, teachers are more valuable than other resources within institutions of all levels and their profession is the largest labor force in the civil services, in the public and private sectors both (e.g. Condrey, 2010; Connolly, et. al. 2017; Cooper and Alvarado, 2006; Crawford., et. al. 2013, Göttelmann and Yekhlef, 2005); due to the teaching profession being the center or foundation of all occupations including scientists, leaders, engineers, agriculturist, politicians as well as the teachers themselves (e.g. Sergiovanni, 2009; Bus, 1995; Amadi, 2008). These viewpoints attempt to communicate the prestige of teachers as a unique profession through society's perception.

In conclusion, all backgrounds of the study have stated that the perceptions of educational leaders on the issues surrounding teachers is still clouded and against the local and international principles of educational management, as it is evident in case of TTIs across Laos that still face many problems and challenges today which should be examined via multi research activities to find a better way in efficient and effective problem-solving.

## **1.2 Statement of the problem**

A large number of previous researches have highlighted at the institutions' mismanagement that caused stress, and served as stress factors amongst teachers and other staff members (e.g. Grissom, 2015; Halasz, 2011; Friedman & Gavish, 2010; Go. Monachello & Baum, 1996; Flippo, 1984; Okorie, 2016; Lingam, 2004, and Chongsirikul, 2003) The above researchers have indicated that teacher stress syndrome can originate from various sources such as personal conditions, organizations (lack of reward), and from societal influences. Furthermore, many management shortcomings were found in educational institutions (Barabanshchikova, et. al, 2014), such as the lack of teacher's corporate (Arif et. al., 2017); role ambiguity (Chongsirikul, 2003); working hard and poor workplace conditions (Wozny et.al., 2014, and Bokdam and Ende, 2014); lack of job security (Mutuwong, (2012); teacher welfare and unfairness in professional development (Sprenger, 2011); and the lack of involvement in decision making processes (Levy et. al., 2015). It is noted that management and maintaining of teachers needed to be taken into account and discreetly developed.

Additionally, further problems are the increasing amount of tasks without authority to make a decision (Namuddu, 2010 and Somboon, 1997); the organization never cares for teachers' feeling of suffering which affects the learning achievement of students (Muguongo et. al. 2015; Viscardi, 2015, and Khan, 2015); different motivation among teachers (e.g. Bose, 2012; Gronn, 2010, and Chalearnswat, 2010); and the unfair distribution of the institutional resources (e.g. Chand, 2015; Channam, 1997, and Chongsirikul, 2003). The above studies showed that the educational leaders' neglecting of their duties relate to the issues surrounding teachers.

Besides, Champathong (2015) added that Lao teachers were not only teaching hard, but they also experienced frustration between senior and junior teachers. In addition, the annual movement report on the progress of TTIs (2016-2017) have highlighted the problems which the teachers complain about such as too many teaching obligations a week, inadequate teaching media or technological devices to assist the classroom processes in a more smart and smooth way, welfare and compensation were lagging and ambiguous, teaching career development was unsystematic, and also a clue in attending the soft-skill-training.

Moreover, the annual movement report on the progress of DOHE, DOTE, and DOP within MOES (2016-2017) have revealed that most educational leaders often failed in analyzing or forecasting teacher demands, which caused the recruitment and selection process of new teachers becoming inappropriate, lacking the provision of the rights and benefits to novice teachers, like orientation or pre-service training, performance appraisal, welfare and compensation, and training needs assessments.

All the above stated information indicate that teachers' stress is connected mainly to the perception level of organizational leaders paying much or little attention to the issues concerning teachers. Even though the Government of Laos, through the MOES, have provided a clear policy and created various legal education programs like teachers' Decrees and Provisions to be the main tool for educational leaders in practice.

However, teacher's losses or painful experiences in their teaching profession within TTIs across Laos still faces challenges today, and that's why my overall goal with this dissertation is to examine the gaps in the perception level of educational leaders of the six tasks and three stress factors among teachers. These two contexts are linked and never separate each other due to organizational obligations as the policy provider ensures all the

rights and benefits to teachers and if they (teacher) get enough support from the organization, they will pay more attention to their students and other administrative works delegated.

### **1.3 The rationales for the study**

Based on the context of the research in social sciences the themes or content the research should focus on are performance or practices, satisfaction, perception or awareness, problems or issues, needs or requirement, and situation (Gay & Airasian, 2005; Sisaad, 2002; Sinjaru, 2012, and Phousion, 2011). Therefore, I have chosen this research topic as '*Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos*'. It gained a wide interest, and no one has conducted research on this topic in Laos before. This topic is extremely associated with my teaching field in the course of human resource management in education, it was also fully supported by relevant departments within MOES, and TTIs. However, other reasons for choosing the research scope and its components are also addressed.

Regarding the distilling technique of three main causes of teacher burnout syndrome (study 4); four facets or aspects of issues in instructional management (study 5), and three stress factors among teachers (study 6) I have synthesized some extreme problems occurring among teachers at TTIs (See 1.2) and selected some issues of teachers from the literature which, similarity to the Laos context, and TTIs' educational leaders, were strongly supporting and motivating me to conduct the above research as well.

The selected six out of ten tasks used for study 6 was mainly extracted from the annual movement report of the progress in 2016-2017 backward of the DOHE, DOTE, DOP within MOES (See 1.2). These yearly reports were broadly controversial concerning the gaps of perception among leaders/principals toward their functioning concerning the six tasks (See 2.6). These tasks required an examination to prove what these leaders/principals within TTIs ignored or neglected on their practices.

Self-constructed questionnaires were employed for study 4 and 6 as this research topic is rarely found in a completed version in Laos and in international publications concerning the educational leader's perception toward the assignments. In other words, a self-made instrument helps us to follow the scope and cover all aspects of the research study, fit to the context, field, real situation and local respondents. It offers processable data, respondent anonymity, it is inexpensive, easy in data coding, analyzing, and interpreting the outputs,



The above reasons inspired me to create self-made questionnaires (See more reasons in 2.2.1).

However, for study 5, I have adapted and adopted the questionnaire from the previous study. Other justifications related to applying a different number of points Likert Scales such as 3, 4, and 5 in the dissertation, depending on the research design and its latent constructs, context, scope and aims, and objectives of each sub-studies (Soukkhavong, 2010; Sisaad, 2002, and Sinjaru, 2012). Other motives pertinent to Likert scale usage have also been broadly addressed (See details in 2.2.3).

The rationale behind targeting the selected institutions and samples is the following: I have divided the 16 TTIs across Laos into two groups and utilized them in different purposes, considering TTIs according to the minor or major problems they face. So, I have selected 8 TTIs to examine the validity and reliability or quality measurement of the self-constructed questionnaires through study 1, 2, and 3.

The remaining 8 TTIs included Practice Schools as well where a lot of problems occurred. These I have invited for study 4, 5, and 6. In case of study 6 or the main study I have selected only those educational leaders who have a teaching obligation not more than 6 hours a week, and teachers who have a teaching obligation not more than 12 hours a week.

Due to the above indicated reasons, I intend to reveal the mask of educational leaders /principals that are the roots or causes of stress among teachers within TTIs, a reason why I am eager to research this topic. I hope that the findings of the present studies can provide valid information and help to find better ways in problem-solving processes relating to the management of teachers to make the TTIs more efficient and effective in the future.

## **1.4 Research Aims**

As I have addressed earlier, and to arrive at all research aims, this dissertation consists of six empirical studies including the main study. The research aims of all studies are proposed as follows:

- Study 1, 2, and 3 aims to examine the validity and reliability of the self-constructed questionnaires by focusing on detecting and eliminating all erroneous words and phrases and looking for the proper words and phrases. These self-made questionnaires were designed to be used in collecting data for study 6 or main study.

- Study 4 aims to explore the main causes of teachers' burnout syndrome affected by school board mismanagement, by examining three subscales like teaching load, teacher welfare, and teacher professional development; to compare the respondents' opinions and to gather feedback from the respondents for further solutions.

- Study 5 aims to examine the problems concerning the instructional management under the supervision of educational leaders, to compare and to gather suggestions from the teachers to be a guideline in the problem-solving of instructional management within three Faculties of Education in Public Universities in Laos.

- Study 6 or main study aims to (1) examine the perception level of educational leaders of the six tasks; (2) investigate the main stress factors among teachers; (3) compare the independent variables and the dependent variables among educational leaders and teachers respectively, and (4) collect the respondents' suggestions to improve the management of teachers within TTIs-Laos.

## **1.5 Research questions**

This study intended to address the overall research questions based on the scope of the study, statement of the problems and research aims as earlier mentioned. In order to support the final research findings, the following questions of each study and the main study will be laid as follows:

### **Study 1, 2, and 3**

1. How can the present studies 1, 2, and 3 examining the validity and reliability contribute to questionnaire development referring to the management of teachers? What are the respondents' suggestions to improve the questionnaires?

### **Study 4**

1. What is the main cause of burnout syndrome amongst teachers in practice schools developed due to their school board mismanagement?
2. Are there statistically significant opinions by gender and working experience concerning school board mismanagement?
3. How can teachers' voice or feedback contribute to the decrease and prevention of chronic issues in the teaching profession?

### **Study 5**

1. What are the problems concerning instructional management under the supervision of educational leaders?
2. Do the participants have different opinions concerning instructional management?
3. How can the respondents' suggestions contribute to the improvement and development of instructional management's efficiency and effectiveness?

### **Study 6 (Main study)**

1. How does one of the six tasks' low perception level of the educational leaders within TTIs toward the instructional management?
2. What is the main cause of stress amongst teachers affected by organizational mismanagement?
3. Are there statistically significant differences between the independent variables toward the six tasks, three stress factors and TTIs' level?
4. What suggestions do respondents require to instructional management of teachers in TTIs in Laos?

## **1.6 Research hypothesis**

Research hypothesis are classified following the five studies and the main study, and to respond all the above questions, the hypothesis for each study and main study are presented below:

### **Study 1, 2, and 3**

H<sub>1, 2, and 3</sub>: We expect to obtain strong validity and reliability from each examination of the self-constructed questionnaires respectively (form A and B).

### **Study 4**

H<sub>4</sub> The gender and the teaching experiences of teachers at practice or demonstration schools would result different points of view toward the school-board management.

### **Study 5**

H<sub>5</sub> Teachers at TTIs in Laos of different gender and teaching experiences are expected to have no significant differences in their opinions concerning the instructional management.

### **Study 6 (Main study)**

H<sub>6</sub> We expect no significant differences in the perception of educational leaders analyzed by gender, qualification level and working experience.

H<sub>7</sub> Educational leaders working at different TTI levels (FOE and TTC) are expected to have no differences in the perception level of the six tasks.

H<sub>8</sub> In accordance with the previous results, we anticipate strong correlation between the sub-scales (six tasks)

H<sub>9</sub> Based on teachers' different gender, qualification levels, and teaching experiences, we expect they will face different stress sources in teaching profession.

H<sub>10</sub> Teachers who teach on TTC level expect higher stress in their teaching career than teachers in FOE level.

H<sub>11</sub> We hypothesized strong correlation between the subscales (three stress sources).

## **1.7 Structure of the dissertation**

This dissertation is comprised of five chapters. Chapter One introduces the context of the study, statements of the problem, the rationale of the study, research aims, research questions, and research hypothesis, as well as the organization of the dissertation is also presented.

Chapter 2 discusses insights about the conceptualization of the constructed instrument to support study 1, 2, and 3. Besides, it introduces the theoretical background of burnout syndrome among teachers (study 4); the conceptualization of instructional management (study 5); the perception on principle management of teachers and the main cause of stress factors among teachers (study 6 or main study), the education structure and teacher training institutions in Laos, the key definitions of the whole study, and the chapter summary are also discussed.

Chapter 3 broadly discusses the methodology of each research study and the main study performed within TTIs in Laos, including the target institutions used for the studies,

the samples and its sampling technique, the instruments and their development, the procedures and the chapter summary are reviewed systematically.

Chapter 4 presents the study findings or analyzed data of six studies included in the main study. Each study is explained and interpreted in accordance with the established research aims, questions, and hypotheses, and finally a chapter summary is conducted. Lastly, Chapter 5 concludes each study by presenting a conclusion, discussions, implications, summary by SWOT analysis, future research suggestions, references list, and the appendices containing the research instruments applied to collect the data of all the studies are attached.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

The perception or awareness of educational leaders toward the functioning and responsibilities relating to issues surrounding teachers and the stress factors among teachers are connected in terms of distrustfulness and conflicts with each other within TTIs in Laos, which is needed to be examined and it is necessary to investigate these gaps from both groups' working performance. Hence, this chapter attempts to review the conceptualization of the self-constructed questionnaires through three examinations (study 1-3). These instruments consist of two forms or sets (form A for educational leaders and form B, for teachers) that aimed to be used to collect the data of study 6 or main study.

Besides, the conceptualization of burnout syndrome among teachers and problems in instructional management are reviewed to support study 4 and 5 respectively, the two context studies (See details in chapter 3). Furthermore, the conceptualization of the perception, and the management of teachers in Laotian culture, the rationale for choosing the six tasks and three stress factors and its concepts are represented in details, the education structure and TTIs in Laos regarding study 6 or main study, defining keywords and key expressions as well as the chapter summary are reviewed.

### **2.2 Conceptualization of the constructed instrument**

This section presents the conceptualization of the constructed instrument (questionnaire) pertaining to the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> study, and the reasons for creating a self-constructed questionnaire. As we know the instrument is one of the most important research components; it is a key tool to help the researchers obtain valid information or facts from the target participants (e.g. Radhakrishna, Gliner and Morgan, 2000; Nunnally, 1978; Brancato et. al., 2006; Loyal, 2016).

The questionnaire is one of several research instruments that research scholars widely use in quantitative, qualitative as well as mixed researches by adapting or semi-adapting the existing instruments or developing new ones to fit the research field and local situation (Gagne.et.al. 1998). It is also highly useful in collecting individual data and opinions in an appropriate way and in a short time (Aina, 2004; Siniscalco and Auriat, 2005). Besides, it

can elicit information on feelings, attitudes, beliefs, values and perception (Johnson and Christensen, 2012).

In addition, questionnaires can be adjusted and fixed in various forms like using a Likert scale, closed and open-ended questions to reach all classes of respondents (Wilkinson and Birmingham, 2003). Sinjaru (2012), Likitwattana (2012) and Sisaad (2002) noted that educational research prefers 'closed questions' in three cases: indication of gender (male/female), ranking, and rating 'multiple choice questions. The measurement level of variables can be nominal, ordinal, scale and interval, depending on the depth of information we would like to acquire and the statistics to be performed.

Normally a research instrument can be formed as questionnaire, an interview, observation, diary, focus group discussion, or a semi-interview structure (e.g. Joppe, 2000; Kiranli, 2013; Soukkhavong, 2010; Green and OECD, 2012; Likitwattana, 2012; Kronick, 1999; Winter, 2000). These above stated has confirmed that questionnaires are proper instruments in the field of social science research.

### **2.2.1 The motives behind the self-constructed questionnaires and their components involved**

Due to the above described reasons (1.3), I have decided to use questionnaires and open-ended questions in my current research study, because the construct was applicable in several fields and levels, offering a high visibility for eliciting valid information from the samples selected.

- A self-administered questionnaire helps the researcher develop and create research tools that fit the genre of the research context accurately and visibly elicits the facts (e.g. Sisaad, 2002; Winter, 2000; Soukkhavong, 2010; Olso, 2010; and Joppe, 2000). It is obvious that the researcher will know well the current situation and what the organizations are faced with so far, so the self-developed tools are single ways in the domain of scientific research, and these should be formed to meet the local context and scope of the study.

- A self-made questionnaire can contribute to the precise scientific analysis and anticipations concerning the observed phenomenon (e.g. Johnson and Christensen, 2012; Isaac and Michael, 1995; Likitwattana, 2012; Oppenheim, 1992; Anderson, 2004). I have acknowledged that the research instrument must be firm and familiar to the respondents and they will complete the questionnaires easily and happily.

- A self-constructed questionnaire can enable the researcher to ask the questions freely, and obtain or gather authentic information from the respondents (e.g. Green and OECD, 2012; Sinjaru, 2012; Kronick, 1999). The author agreed that the research instrument is a key determinant in obtaining answers to all research questions, aims, and hypothesis.

- Educational research aims to elicit valid information from the targeted participants by using various kinds of research instruments and the questionnaire is one amongst those well-recognized research tools (Sisaad, 2002; Gliner and Morgan, 2000; Alwin and Kronick, 1982). The research instrument fits the research scope and the sample, it can be a valid and reliable tool towards acquiring the research findings.

- A self-developed questionnaire allows the researcher time for piloting and choosing the measurement expertise to gain valid, reliable, local-word, brief and interesting information (Siniscalco and Auriat, 2005; Loewenthal, 2004; Kirk and Miller, 1986). It is evident that the research instrument must be created in the language the respondents know, using familiar words and phrases in the constructed instruments.

Concerning the proper number of sample members for examining the validity and reliability of the self-constructed questionnaires, it is important for the empirical study participants to be appropriately informed and understand what is involved in their research participation (Smith and Fogarty, 2016). Aside from expert reviews it has a value in identifying problems with the question that would result in lower survey data quality (Olson, 2010). Selecting appropriate participants will maximize the weight of a well-designed questionnaire of all forms automatically (Phousion, 2011).

A greater total number of participants were taken into the sub-study because the questionnaire was administered in different ways of the measurement; Some scholars (e.g. Hilton, 2015; Hill, 1998; Connelly, 2008; Treece and Treece, 1982) suggested that a piloting or empirical study sample should be 10% of the sample projected for the large-scale study. Others (e.g. Isaac and Michael, 1995; Hill, 1998) proposed around 10-30 participants in each pilot study.

Van Belle (2002) suggested 12 participants and 30-60 participants of two different categories. Sisaad (2001) and Likittattana (2012) offered 3-5 specific experts and 20-30 academic staff to assess internal consistency. Johnson and Christensen (2012) recommended we should conduct a pilot study examination with a minimum of 5-10 people.



Birkett and Day (1994) identified 10 experts and a maximum of 40 academic staff as a group. Sinjaru, T. (2012) proposed 20 people from the total of the main study. Julious (2005) confirmed a group of 12 people out of the major research study. Sim and Lewis (2012) introduced at least 55 people to be included in a pilot study. Olson (2010) proposed around six experts to evaluate the questionnaire.

Therefore, in this dissertation I have invited 128 respondents to take part in the examining of the validity and reliability of the self-constructed questionnaires. The sample included measurement experts, senior teachers, academic staff and teaching staff. These groups had differently responsibilities in assessing the questionnaires, and also, these respondents were excluded from study 6 or main study.

Regarding the importance of loading words and phrase into the questionnaire, word-use with precise and standard definitions is widely utilized in survey questionnaires. Harrison (2007) and Turner (2003) stated that researchers are obliged to use a language that is related to the field of research, local and minority words and phrases, and leave out ambiguous questions, technical jargon, uncommon words and childish language. An examination with specific experts is required to make sure the words are understandable for the selected target group (e.g; Sinjaru, 2012; Tungsujarittam, 2014; Likitwattana, 2012; Brancato et al; and Krosnick, 1999).

Oppenheim (1992) and Warwick and Lininger (1975) suggested the words used in the questions should be understandable to all respondents. Alison (1998) stated that interpretation of those words should be as universal as possible among respondents. Tourangeau and Yan (2007) stated that wording should avoid bias that would push answers one way or another.

Likert (1970) and Thurstone (1928) proposed that the impact of the idiosyncrasies in items' wordings should be minimized. Krosnick (1999) logically thought that the items used should be those few most efficient and effective ones expressing the construct of interest.

The importance of loading words and phrases into the questionnaire can be summarized, so a central perception on the self-constructed instrument has a various and complex component to obtain a high external and internal consistency of the construct before using it for the large-scale research study.

### 2..2.2 Principles of constructing the questionnaire

Several publications outlined the principles and steps of constructing questionnaires depending on the research field, topics, aims or objectives. Sisaad (2001) suggested six principles:

- (1) identify aims or objectives clearly of what we need;
- (2) make the questions match the research objectives;
- (3) schedule the questions on the draft's titles basis;
- (4) avoid huge and redundant questions;
- (5) minimize the respondents' barriers;
- (6) language of communication.

The examiner of the questionnaire should be aware of wording, sentences and phrasing for making the questionnaire easy to understand, and fit to the respondents' qualification background. Each item should focus on one problem, has to avoid multiple answers, has to use familiar or local words and no confidential information should be asked for.

Johnson and Christensen (2012) offered twelve principles of questionnaire construction:

- (1) items must match the research aims;
- (2) understand well the targeted participants;
- (3) use the field-relevant words and local language;
- (4) use clear words and single sentences;
- (5) do not use 'leaded or loaded' questions;
- (6) avoid double-barreled questions, and double negatives;
- (7) determine the type of questions needed (open-ended or closed questions);
- (8) use mutually exclusive and exhaustive responses for closed-ended questions;
- (9) determine the type of measuring scale;
- (10) be cautious about reversing the wording to prevent response sets in multi-item scales;
- (11) design to meet the perception level of the respondents, and
- (12) must conduct a *pilot examination in at least three rounds* to make sure about its external and internal consistency (validity and reliability).

Sinjaru (2012) recommended seven principles for questionnaire construction:

- (1) study and compile the relevant theories and concepts then analyze and synthesize prior to drafting the questionnaire structure;
- (2) identify and scope structures and items' language usage;

- (3) discuss with supervisor (improve more, if disagree);
- (4) specific experts check (improve more, if disagree);
- (5) meet supervisor for piloting or tryout with 20-30 participants out of the main sample of the full-scale study;
- (6) analyze data to see the questionnaire's quality;
- (7) improve and complete the questionnaire package and offer it to your supervisor for validation.

Likitwattana (2012) offered five principles of questionnaire construction:

- (1) identify and scope the basic requirement;
- (2) select the type of researchers' instruments appropriately;
- (3) draft the structure and consider the wording of each item in the questionnaire;
- (4) examine the quality with multi-methods, and
- (5) improve and complete the package.

Soukkhavong (2010) offered three sections to be included in questionnaires:

- (1) respondents' personal data;
- (2) the main aspect of the research study;
- (3) additional opinions at the end of each aspect;

Beside the above stated principles regarding the construction of the instrument, some techniques to measure the validity and reliability level are applied to examine the quality of the questionnaires as shown below:

*First*, validity is often defined as the extent to which an instrument measures what it purports to measure, it determines whether the research measures well (e.g., Winter, 2000; Joppe, 2000; Wainer and Braun, 1998). The question of the explicability of the results does not concern them (Glesne and Peshkin, 1992; Winter, 2000).

Credibility and transferability (Hoepf, 1997) provide the lenses for evaluating the findings of a qualitative research. Through examining the validity of the research instrument, it is to confirm that all research components are connected to one another. The Index of Item-Objective Congruence or IOC is a procedure used for evaluating content validity at the item development stage at  $> 0.50-1.00$  (e.g. Sinjar, 2012; Rovinelli and Hambleton, 1977; & Likitwattana, 2012).

In addition, all ambiguous wording in the measuring instrument can be minimized (Krosnick, Narayan, and Smith, 1999). It can create a perceived distance between the object

in the respondents' mind and maximize the rigor of appropriateness of the procedures utilized at the developmental stages (e.g. Alwin and Jackson, 1982; Berk, 1984; Turner and Carlson, 2009).

Hardesty and Bearden (2004) suggested four types of validity examination: internal validity refers to the validity of the measurement and examination itself and focuses on face validity, concurrent, productive and construct validity, whereas external validity refers to the ability to generalize the findings.

Siniscalco and Auriat (2005) offered three kinds of validity examination like content (or face), empirical (or predictive) and concurrent validity. Besides, "validity is the most important characteristic an examination or measuring instrument can possess, and it is also crucial in all forms of research and all types of examinations and measures as well" (Gay and Airasian, 2005. p. 37.).

Also, it involves three main distinct types such as '*content validity*', meant to compare the content of the examination to the domain being measured, and determined by expert judgment; '*criterion-related validity*', to observe whether the correlation score from one examination to the criterion measures either the same or different; '*construct validity*' is the accumulation of convergent, divergent, and content related evidence to determine that the presumed construct is what is being measured (Sisaad, 2002. p. 47).

Sinjaru (2012) considered the consistency of educational research crucial in becoming sure the research is valid and reliable and would respond to all research questions, aims and hypothesis as well. Validity examination could be conducted through various methods, depending on the major field or area and the specific purpose, questioning, and hypothesis (Ellen, 2011). One of the most preferred techniques of validity examination used widely is the Index of Item-Objective Congruence or IOC. Rovinelli and Hambleton (1977) stated that IOC is an examination procedure used for evaluating content validity at the item development stage.

In other words, validity examination aims to extend whether the examination is what it is supposed to measure and perform. It is generally measured in degrees as a process involving the collection and analysis of data to assess and monitor the examination score variables through the statistical devices. Likitwattana (2012) suggested some validity examination by IOC technique with 3-5 measurement experts for a careful check and

validation toward consistency based on the acceptance criteria. The IOC formula is presented below:

$$IOC = \frac{\Sigma R}{N}$$

Where:

IOC = Index of Item-Objective Congruence

R = Index item score rate by specific expert

$\Sigma$  = Sum score

N = Number of measurement experts

IOC  $\geq$  0.5 (criteria of average IOC)

Harrison (1983) proposed a rating criteria IOC examination which is a tool that can help the experts in questionnaire assessment. This base criterion provided three options such as (+1) meaning words and objectives are congruent; (0) meaning not sure about word and objective congruence, and (-1) meaning words and objectives are not congruent.

Besides the above offered rating criteria measurement, it is important to recognize the criteria of interpretation to assist the researcher in indicating the output of data analysis easily. Liker (1970) has introduced the criteria of interpreting IOC values: between 4.21-5.00 means the highest level, IOC value between 3.41-4.20 means a high level, IOC value between 2.61 – 3.40 means a moderate level; IOC value between 1.81 – 2.60 means a low level, and IOC value between 1.00 -1.80 means the lowest level.

*Second*, reliability in a quantitative method needs to demonstrate that the research instrument behaves in a standardized manner in accordance with the predetermined procedures. The questions are good if the research instrument measures what it is supposed to assess (Almeida, Resende, & Stobaus (2015). In the wider sense, it is devising an examination and its significance to ensure the explicability of the results (Crocker & Algina, 1986).

However, reliability and validity are tools of an essentially positivist epistemology. Golafshani (2003) as cited in Winter (2000) and Joppe (2000) have proposed “reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliable if the results of a study can be reproduced under a similar methodology; then the research instrument is considered reliable” (p. 598).

Moreover, Golafshani (2003) as cited in Kirk and Miller (1986) recommended three types of reliability such as examination results, given duplicate, and stability, and the

steadiness. The stability of measurement over times, and the similarity of examination of a measurement over times, and likeness of criterion insides under the time schedule (p. 598).

Furthermore, Golafshani (2003) as cited in Charles (1995) adheres to the notions that “consistency with which questionnaire [examine] items are answered or the individual’s scores remain relatively the same can be determined through the examination-reexamination method at two different times” (p. 598). In addition, Golafshani (2003) as cited in Joppe (2000) detects a problem with the examination-reexamination method that can make the instrument, to a certain degree, unreliable. According to Crocker and Algina (1986) respondents and items play a key role mutually in the measurement process (p. 599).

Ellen A. Drost (2011) considered reliability a major concern when a psychological examination is used to measure some attribute or behavior and it should be performed through an estimate of reliability, like examination - reexamination or the split-half approach. These reliability examinations aim to expose the correlation coefficient between items. Some researchers (e.g. Nunnally, 1978; Loewenthal, 2004; Kline, 1979) maintained that increasing reliabilities much above 0.70 is often a waste of time and funds.

However, the scholastic measurement theory viewed that any score gained by examining questionnaires is composed of both the *authentic score*, which is unknown and the *error* in the measurement process. The accurate score is an essential parameter that a person would have received if the measurement were perfectly reliable. In other words, the reliability examination can be thought of as consistency. There are four general estimators that we may encounter in reading research:

- Inter-Rater/Observer authentic: The degree to which different raters/observers give consistent answers or estimates.

- Examination-Reexamination accuracy: The consistency of a measure evaluated all the times.

- Parallel-Forms honesty: The security of two examinations of the same constructs and content.

- Internal Consistency reliability: The consistency of results across items, often part with Cronbach’s Alpha. Cronbach (1951) concluded that the Examination of accuracy coefficient for internal consistency of questionnaires should be carried out with maximum 10-60 respondents to see the Alpha-Coefficient score is significantly greater at  $>.75$  totally and each item score’s significance is greater at  $>.80$ , to consider item homogeneity.

Tungsujarittam (2014) proposed some ideas to evaluate the examination's reliability; the KR-20 was used in the study. The examination's reliability shows accurate measures of the examination takers' proficiency whenever the examination is used, with different students and/or different examination takers (Green et. al., 2009a). The KR - 20 values are between 0-1. The closer the value is to the whole number 1.00, the greater the examination's reliability is. Conversely, the closer KR-20 gets to 0.00, the lower consistency the examination has. Thus, the criteria of the examination's reliability greater than 0.60 is acceptable.

Aside from creating a guideline for the educational context, like standards, and prediction through communication structure (Banks, 2000) it also aims at the production of a detailed critical examination and discussion (Green, 2014). Additionally, researchers can obtain more accurate data using questionnaires distributed to a group of anonymous experts at a distance than in face-to-face committee meetings where certain individuals tend to dominate the decision-making process (Delbecq, Van de Ven and Gustafson, 1975).

The reliability measure aims to communicate means and focuses on a non-consensus meeting of the expert panel or anonymous responses with at least 2-3 rounds, (Linstone, Turnoff and Helmer, 2002). Nonetheless, it also helps researchers cope with the unforeseen circumstances concerning wording, phrases and sentence structures in the items.

The process uses three main methods that are trend projection, scenario writing and consulting others. Another method is widely applied as the consensus of the panelists in an anonymous or non-face to face meeting (Sinjaru, 2012).

In my opinion, reliability examination plays a key role in detecting and eliminating incorrect words, terminology, and phrases according to its fit or inappropriateness to the field of the research objectives, scope, subscale and items bank.

*Third*, in the examination of reliability consistency can be conducted through Delphi technique which is adapted and applied widely in measuring the quality of the research instrument. Joppe (2000) stated that the extent to which results are consistent over time and an accurate representation of the total population under study are referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be valid and reliable.

The iteration is a major means of asking for help from the panelists to polish and treat the deserved stages (Bollen, 2002). The Delphi technique is focused on consensus-building

by using a series of questionnaires delivered using multiple iterations to collect data from a panel of selected subjects (Chien Hsu and Sandford, 2007).

In addition, to assure the internal and external consistency in the measuring process, the Delphi technique was originally developed by pioneer panelists in the 1950s, as well known in a continuing score amassed process from the previous examination. Throughout the measurement experts in each diagnosis round aimed at detecting and eliminating all the wrong wording, expressions, phrases from the question-items.

This technique was widely applied in terms of measuring and evaluating the research instruments in various fields (Culbertson, 1988). With this in mind, in the field of education various means were used in such predicting of the unforeseen circumstances, planning, teaching methods, assessment and evaluation, curriculum improvement and development. This technique also provides solid procedures and gives a scientific merit to which the examining continues (Greenberg et. al. 2012).

The Delphi examination process is normally performed in at least 2-3 rounds, with similar aims, with the same group of panelists selected from the related field and the computation by SPSS will focus on the score of IOC, Median and Inter-quartile Range or IR.

In the first-round open-ended questions are used to serve as the cornerstone of the content area and field. The experts are asked to relate the constructed quality of a performance examination and whether they agree with the definition and terminology applied in the items, as well as it will achieve the consensus by using rating and interpreting criteria of IOC to complete an explanation of the examination results. However, a minimum of 67% agreement is required from the participants and this round also aims at deleting items with a low IOC and modify or re-filter words if it is applicable (e.g. Phousion, 2011; Robertson et al; 2017).

In the second round, after the questionnaires have been reviewed, the item summaries are based on the information provided in the first-round with researcher discretion, syntheses, and executive summary, without embedding the personal ideas prior to conducting the third round (Sinjaru, 2012).

Besides, in the second round the consensus begins forming and the actual outcomes can be presented among the participants' responses, robustness checked by panelists with comments pertaining to omitting, remaining items, comparing the two first examinations and



its revision to confirm the quality of the construct and part of the conducts will be used as the rating criterion (5 points Likert scale).

In the third round, as a final stage of measurement, the same panelists receive the constructed form with a similar aim of examination with the rating scale provided. This round also gives the panelist an opportunity to advise the further scheme of information relating to the items' reliability.

However, the contrasting of the first-two examinations previously would be performed to observe the correlation scores of the first two rounds and its fluctuation by using different Likert scale checklists in accordance with the aims of each examination. For example, curriculum development elicits consensus over the needs of curriculum committees and presents odd digit-points Likert scale mainly to rate and mark the consistent degrees amongst research objectives, word usage, phrases, and sentence structures in each item statement.

The Delphi technique consists of at least two rounds of measurement experts answering questions and expressing justifications for their comments, arranging the opportunity among rounds for modifying and revisions.

In summary, different types of measurement instruments have been discussed like validity (IOC), reliability (Alpha and Correlation), Delphi (Medn and IR), Possibility Index ( $\bar{x}$  and SD) as well as the kinds of Likert scales, range and reasons to utilization through these complex process were widely discussed related to the measurement instrument process. Table 1 below displays the statistical applications used for the examination of the constructed questionnaires.

Table 1 Statistical applications for the examination of the questionnaires

<b>Statistics applied</b>	<b>Study 1</b>	<b>Study 2</b>	<b>Study 3</b>
Validity examination (by Index of Item of Objective Congruence or IOC)	✓	✓	✓
Reliability (by Cronbach's Alpha and Correlation coefficient)	✓	✓	✓
Delphi (by Median and Interquartile Range or IR)	-	-	✓

### 2.2.3 The reasons for using different Likert scales

The Likert scale plays a key role in assisting the respondents selected to rate and mark each item statement that fits their current situation, and feel free to express themselves through

open-ended questions. The rating scale checklist or Likert scale provides a range of choices that often applies four Likert scales in terms of certain tendencies like perception, recognition, reminding, and warning toward the professional ethics or shaking of job awareness on the task delegated (Sisaad, 2002). This kind of Likert scale intends to eliminate the midpoints and use even number of options for their justification from strongly agree to strongly disagree or SA to SD (Shoukkhavong, 2010).

Besides, the odd number, for example, five-, seven- or nine-points Likert scales are commonly used based on the main study, such as situation, problem or issues, needs or requirements, understandability, satisfaction, performance or practices (Phousion, 2011; Sinjaru, 2012). The rating and interpreting statement can be flexible or adjustable, convenient to the objectives of each study, and other options or scale checklists with three to five or more can be applied and retain a measured variable.

A measuring scale can either directly indicate the value of the measured quantity or only indicate its equality to a known measure of the same quantity and its value of the small difference between the measured quantity and the measure having a value very close to each other.

The measuring instrument has to obtain and communicate the quantity degree to which the measure is scored toward the criteria established. Therefore, the examination makers have an obligation to measure the validity of perspectives on the relationship between constructs, variables, and instruments (Gay and Airasian 2005).

The measuring instrument can be conducted several times through multi-techniques to meet the requirements of measurement standardization and serve a variety of objectives (e.g; Sisaad, 2002; Stamm et. al., 2009).

Gay and Airasian, (2003) have noted that measurements use scales *which depend on the research field, research topic, aims and its variables*. These are the cognitive examinations including achievement, aptitude; affectivity, awareness or perception, consisting of attitude scales such as those from Strongly agree to Strongly disagree, and other five-point Likert scales; project examinations comprising of materials in pictures and people's feelings. For the types and characteristics of the measuring instruments lease see Table 2.

**Table 2.** Types and characteristics of measuring instruments

Type of research instrument	The characteristics of the measurement			
	Validity	Reliability	Difficulty	Discrimination
Questionnaires	✓	✓	-	-
Test	✓	✓	✓	✓
Attitude	✓	✓	-	-
Interviews	✓	✓	-	-
Observation	✓	✓	-	-

(Source: Sisaad, 2002. p. 122.)

In summary, based on the above-mentioned principles and components of constructing questionnaires, the construction stage should be clear and precise, operated under the local situation and field language, avoiding bias words, phrases, and double-barreled questions. Besides, these principles of instrument construction have offered a variety of points Likert scales based or depending on the scope of study and its research aims and objectives, just like I have adapted and applied to study 6 (main study).

### 2.3 Theoretical background of burnout syndrome among teachers

This section discusses the concept of teacher's burnout syndrome which is addressed in study 4. Teachers' burnout syndrome is the main obstacle to the quality of education or human resources development, especially in case of preparing the teacher-student for being recruited and employed at any level of the education institution. Burnout can be the state of chronic stress that causes physical and emotional exhaustion, cynicism, detachment, and feelings of lack of success and lack of potential performance. *"The chronic perception that one is unable to cope with daily life demands and it is caused by the occupations that put them at risk for burnout"* (Dworkin, 2001. p. 76).

It can also cause untrustworthiness and a chronic disease linked to the educational field as one of these problems is derived from the organization and teachers themselves. These chronic dilemma issues become a threatening phenomenon in every professions, affecting many teachers also, either within a single school year or over the course of a number of years.

There is a three-component syndrome of emotional exhaustion, depersonalization and feelings of low personal accomplishment (Jackson. et. al, 1986). Three dimensions of exhaustion, cynicism and inefficacy. Some researchers (e.g. Maslach, 2001; Dworkin, 2001)

confirmed that burnout originates from the chronic perception that one is unable to cope with daily life demands and it is caused by occupations that put them at risk of burnout.

When one has to negotiate potentially stressful interactions among parents, administrators, counselors, and other teachers, exhaustion exceeds the physical limits. Moreover, Haberman (2004) have seen that job burnout syndrome is a condition of the spirit, when the soul is ‘windblown topsoil, a spent strip-mine’.

On the other hand, Moczyłowska (2016) viewed that individuals with particular psychological characteristics such as neuroticism (a mental or personality disturbance not attributable to any known neurological disorders) are more vulnerable. The social environment at the workplace can also have significant impacts on burnout (Jagodics and Szabo, 2014).

Kyriacou (2001) stated that the causes of teachers’ burnout come from several sources. Those dilemma issues are highly influenced by administration, management, time pressures, workloads, classroom management and school climate. In addition, financial issues and welfare also become problems influencing teachers’ burnout. However, the roots of teachers’ burnout syndrome cannot be limited to social and personality factors only, but the organization can also act as the main stress source. According to Haberman (2004) the most powerful cause of stress has to do with teachers’ perceptions of administrative support.

They attribute great importance to the socio-cultural and social-structural factors as determinants of illness probability (Cannon, 1992). The primary sources of burnout related to the organizational conditions and the personal characteristics of the helping professional (cited by Roach, 2009. p. 17.). Cultivating a workplace culture where staff members feel influential – where their insights are sought, and their views are heard, may serve to diminish the stress-burnout relationship (Landrum et. al., 2012).

Bauer et. al. (2006) viewed that “burnout has been shown to be more common among women, especially individuals who are divorced or employed part-time”. In addition, “Teachers’ burnout is one of the most common reasons why effective teachers leave the profession due to an interaction of environmental and physiological factors” (Roloff and Brown, 2011. p. 435.).

Martin et al. (2012 ) have noted that lower levels of efficacy in student engagement and teachers are also important predictors of burnout development and of an increased likelihood

to leave the profession. There are several personal characteristics that affect the development of burnout.

Moreover, *“Teachers are especially vulnerable as they perceive a great deal of self-worth from their profession, and these demands challenge their sense of identity”* (Parkeretal, 2011. p. 319.). Also, *“student discipline is considered to be the critical aspect for teachers’ exhaustion”* (Klusmann, 2008. p. 148.).

An enormous number of job burnout reports has been published and described in diverse views corresponding to the different environmental pressures. These chronic symptoms can cause a negative impact on the job achievement and the organization, public and private both, which has an obligation to solve those problems to promote the product. Some previous research results found job burnout sources like individual and job environment, including the expectation of social welfare, leader behavior, and bullying among laborers (Beehr, 1998; Savicki and Cooley, 1986).

However, the causes of teachers’ burnout in the current research are career symptoms influencing their duties impacted by the practice schools and these schools were under the supervision of the Faculty of Education, national University of Laos, the place the author of the present dissertation has been working at for a long time. Teachers' burnout is expected to be caused by three pressure sources as shown below:

1) Burnout syndrome due to teaching load. The practice schools assign too much teaching hours per week to teachers, which is against the Decree No.4923/MOES/PO/2016-Laos. The Decree specifies that the teaching load of the teaching staff at higher education level shall not exceed 12 hours a week. However, in practice, they have more teaching load than enacted, which seems to be a main cause of burnout syndrome among teachers.

2) Burnout syndrome relating to teacher welfare. The package of teachers' welfare specified in the Decree No. 177/GOL, 2012-Laos has mentioned that teacher employees deserve verbal praise, intrinsic and extrinsic motivation from the TTIs in order to relieve the disadvantaged circumstances.

Furthermore, teachers' welfare as a psychological and emotional phenomenon is closely associated with social status, especially with the position of the teaching staff as a builder of knowledge, skills, and experiences for young learners to be able to serve and meet the labor market demands.

3) Burnout syndrome in connection with teacher professional development. The schools board or principals at practice schools has the main function and responsibility to provide short- and long-term trainings for specific purposes, in diverse formal and informal forms, in the home country and abroad (Decree No. 177/GOL, 2012-Laos). The growth occurs as the teacher moves through the professional career cycle (Glatthorn, 1995).

Prempridy (2000) added that part of a good organization management would be a well-functioning and responsible school board and other educational leaders at all levels of the school system who keep in touch to guarantee that teacher employees obtain a full range of professionalism on their teaching career including academic performance and etiquette and morality reinforcement.

It can be concluded that there is no single theory and concept to clarify the definition of job burnout syndrome, especially in the teaching profession, where of the environmental threats include individual and social factors and organization mismanagement. These factors are barriers to the quality of education and other socio-economic development. It should not be ignored; examining the workplace, school board management skills, and other environmental support would play a key role in reaching school quality and efficiency.

## **2.4 Conceptualization of instructional management**

The teaching and learning process is the heart or central task of educational institutions in promoting credible and academic freedom in the academic sphere (Soukkhavong, 2010). To achieve the goals, the management and development of teaching methods would be a prioritized task (Gagne, et. al.1998). It calls for educational leaders paying more attention to teachers, students, and other school environments (Thalangsy, 2005). These views shed light to the importance of the instructional management process via multiple methods that can help the students understand more and enjoy their learning.

This section is a brief literature review relating to study 5 which focuses on four issues that teachers in three Faculties of Education in Laos often encounter concerning instructional management, such as creating a lesson plan or planning a presentation in advance for smooth class performance, instructional practice, instruction via technological devices, and instructional assessment and evaluation.

Soukkhavong (2010) has proposed some teaching methods like applied science, craft and reflective practice. These models emphasize learning how to teach, peer interactions or peer review as well as sharing with one another. O'Neil (2005) suggested five teaching techniques as continuing education versus deficit instruction, organizational structure, curriculum and staff development, teacher personal growth, and re-definition of the administrative role. These models have a focus on improving school efficiency, research development, problem-solving, curriculum development, school activity, behavior, traditional and teaching-learning assessment and evaluation.

Healy (1993) offered four reflective teacher models: observe reflecting; interpreting-generalizing-conjecturing and applying-examination-validating. Day (2014) raised four models namely the apprentice-expert, the rationalist, the case studies, and the integrative model. Day and Conklin (1992) offered four types of knowledge that are content knowledge, pedagogical knowledge, pedagogical content knowledge and support knowledge.

The UNESCO (1994) noted that a teaching staff and other educators having a charisma is critical, as they can develop not only themselves, but they can also make a fluent change in student learning. Giroux (1983) viewed educators as having a unique role in critique, because they can change not only themselves but can also influence change in students. According to the UNESCO (1994) the nature of universities as organizations is a complex issue, not least because of the changing perceptions of the functions and value of universities in the society. It seemed that the leadership of higher education institutions has been placed under increasing scrutiny since the 1980s, on the basis of experience records for creating a new candid model.

Following CEART-UNESCO (2015), with the global pressures driving change in higher education, the quality of teaching in universities is under increasing scrutiny and students in this level are demanding a better-quality teaching. The UNESCO-EFA (2014) viewed that teachers have every chance to put their motivation, energy, knowledge and skills to work in the service of improving learning for all.

In my point of view, some factors relating to issues faced in instructional management is consequent from the leaders' lack of instructional leadership, that they should pay attention to the investment in both teaching materials, and oriented-skill training amongst teachers continually, and specifically.

The following four aspects were the problems in instructional management within three Faculties of Education in Laos, that teachers confront today, and there was a need to examine its roots as follows:

*First*, one of the main responsibilities of the instructor when planning a presentation is to transmit the knowledge and skills to the learners via activities and examples supporting each stage of a lesson plan (Sisomphou, 2007). Creating a lesson plan includes aiming, instruction style, role-play, timeline, field trip, assignments, and a continuous assessment scheme by peer-review mainly (Achinsamacharn, 2012). When creating a lesson plan, it should be generated in a shorter form than the length of the actual lesson (Cunningham, 2009).

In my opinion, a lesson plan is the instructor's preparatory manual to which he or she anticipates the learners' needs and plans how to drive students towards the happy learning, achieving the goals effectively. It should contain more activities, examples, and student role-plays and group discussions instead of students having to face too much contents to cope with the boring phenomena.

*Second*, instructional practice should be mentioned. After completing the lesson plan, it deals with classroom management of how to transmit the planned lesson that is well-designed and the relevant activities to aid learners' efficiency and effectivity. The instructor needs more multi-teaching techniques in performing.

Gill (2013) proposed the following teaching styles: the authority or lecture style, the demonstrator or coach style, facilitator, the delegator or group style, and the hybrid or blended style; those deal with the transmission arts of instructors.

Bloom, Englehart, Furst, and Krathwohl (1956) proposed five steps that are presentation, controlled practice, clues, practice, and production. I think these steps can be understood as aside from well-designed lesson plans, the delivery techniques or mediators are one of the most important factors for instructors that should be acquired and be solid about in the major field, and arouse peer-reviews and feedback among students and let them feel free to learn in what they prefer and apt to, instead of the teacher-centered or talkative style.

I think these instructional styles make us re-think about the nature of delivery or the transmission of information. It should not be a single method, and it should strongly promote learning autonomy, be child-centered among student-learners, the instructor has to respect



the students' potential capacity and coach them through multi-techniques to facilitate or guide them and guarantee a free access to learning sources via search engines or online, smartly and fluently.

*Third, instruction via technological devices comes.* It is the concept of human-techno and practice concerning the utilization of technologies to help the management, development, evaluation process, instructional resources and the art of communication. It also includes feelings, and the willingness of students to encourage the creation of the learning method as self-learners.

Brown, Kenneth and Srygley (1972) think that instructional media is utilized in learning activities; it affects the effectiveness of the learning tools. Prempridy (2000) added that a wide range of learners' diversity, disparity, and the needs of facilitation to foster the learning outcomes became the priority perception of leaders or principals. Phisane (2015) confirmed the advantage of using technology devices to encourage instructional performance assist the individual learning, advocate collaboration and benefits for instructors.

It can be said that instruction via technological devices is a form of an integrative and complex process involving people, procedures, devices, organization, problem-solving, assessing-evaluating, in which learning in one's country and abroad is the main aim.

*Fourth,* instructional assessment and evaluation are explained; both terms are often used interchangeably. Assessment applies to individuals' progress or output, while evaluation goes beyond the students' achievement or outcomes (Jabbarifar, 2009). In addition, instructional assessment is a vital activity in the educational institution at all levels to measure the students' learning achievement through diverse teaching methods and techniques.

Channam (1997) and Wheatley (2002) added the processes of creating an appropriate assessment for objectives, and articulating connections between objectives and standards and benchmarks. Geddes and Kooi (1969) proposed that it is the process of monitoring the progress of pupils. These above concepts pointed out the need for a process to find better ways paved for the further improvement of both instructors and learner's performance, to improve and motivate the right person.

All the above stated four facets can be summarized as: instructional management is the way of the teachers preparing the presentation together for a beautiful class performance,

via multi technological devices and excellent communication or transmitting knowledge and skills towards the learners. An active class relies on activity and new teaching material support. Educational leaders play a key role in fundraising and providing the teacher with multi teaching methods and skills to assist the teacher in utilizing a diverse technology device smoothly, to promote effective classroom performances.

## **2.5 Perception on management**

There are no single theories and concepts identified exactly on effective management, it depends on the situation or unforeseen circumstances, and cases such as public governance, business, economics, finance, commerce, and investment as well as education and human resource management. These sectors have their own established vision, mission, perception of ethics, goals, and objectives for their practices. This section presents the concept of management, educational management, and the perception of issues surrounding teachers.

### **2.5.1 Concept of management**

Management and administration, these terms may seem to be the same as well as different depending on the field, situation, genre of work and duties. However, some perspectives in the late 20<sup>th</sup> century referred to administration as a top position and related to planners, policy-makers, decision-makers determining all objectives and issues parameters, while management as middle and lower positions are concerned with putting the plans into practice. Administration neglected to make use of the organization's resources, meanwhile, management attempts to economize and utilize all the resources optimally (e.g. Sergiovanni, 2009; Bush, 1999, Halasz, 2011; Arhipova, 2018).

Management is the process of dealing with or controlling things or people (Prempridy, 2000). Many publications have been published about management, some of those viewed management as a partial, interacting the standpoints of their authors. Those which try to widely describe an approach are frequency rather bland. Hlatshwayo (1996) described it as a downbeat that management is a continuous process through which members of an organization seek to coordinate their activities and utilize their resources in order to fulfill the various tasks of the organization as effectively as possible. Cuthbert (1984) indicated that it is an activity involving responsibility for getting things done through the people.

Daniel & Guta (2009) says, that it is a continuous process in a way, as several interrelated activities have to be performed by managers; irrespective of their level to achieve the desired goal. Management is often included as a factor of production along with machines, materials, and money. According to Drucker (1988) the basic task of management includes both marketing and innovation. Stoner & Freeman (2008) thinks management is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals.

The ILO (2012) confirmed understanding the importance of human resource policies and practices in the process of recruiting, retaining, and professionally supporting. Brusoni (2014) stated that excellent organizations manage, develop and release the full potential of their people at an individual, team-based level. They promote fairness and equality, involve, and empower their people.

The significance of good management for the effective operation of educational institutions has been increasingly acknowledged during the 1980 and 1990s (Bush, 1995). Leadership is a stage of the process in position or none position toward personal characteristics and charisma that appears between leader and subordinates or employees.

Mette et.al. (2016) think that leader perception impacts every work that requires to facilitate and motivate all subordinates. Perception is a self-management or control, self-regulation and discipline toward professional ethics (Vannasy et. al. 2014). *“Managers and leaders in organization are entrusted with employees whom they must work with and through to realize organizational objectives”* (Otara, 2011, p. 23).

Perception is a personal characteristic in a sensory stimulation toward the duty's commitment (Thosouvannachinda, 2001). It is a stimulus on organizational culture of how to work together (UNESCO-IIEP, 2016). It is an art of leaders for interpret and express the thoughts through the people (Yukl, 2006). Furthermore, Otara, (2011) added that factor altered perceptual process of leaders often concerns personal habit, motivation, specialization, and social background or social ladder. These causes make leaders themselves become unintentionally blind to their employees automatically.

Teachers or the teaching profession is more important in Laos and in the world today that every government takes into account and each country has its own ways in managing and maintaining teachers. In Lao PDR aside from the Law on education (2015) as the main reference, it is also included in sub-law, rules, and disciplines like teacher's Decrees;

Ministerial decrees; resolutions, and other relevant enactments to be used as instruments of the supervision process

Normally, the structure of educational institutions in Laos culture have individual divisions of work or tasks, such as personnel issues including teachers that is a central responsibility to every educational leader, and they must involve those tasks as analysis of teacher demands, recruitment and selection, orientation of new teachers, teaching appraisal, welfare supply, and teaching career development, transfer and termination of teachers.

Unfortunately, management of teachers can scarcely be found in publications in Laos and in other information sources, while the teaching profession and their prestige was widely praised and recognized as a single factor helping people to become healthy, happy and well-doing in the society (e.g. NASSP, 2015; OECD, 2004). O'Neill & McMahon, 2005); they became the main mechanism to boost the country's GDP growth (e.g. Phiengphanyoukorn, 1991, Thomas, 2005, and Sanchez, 2011).

It can be said that management is the process of the educational leaders toward the perception of functioning and responsibilities where they should use their science and arts to manage and oversee all the organization's resources including teachers as well, who worth more than other resources.

### **2.5.2 Educational management**

In case of the term 'educational management', the most literature reviews and other related publications have emphasized the significance, purposes or goals in the educational context. Bush (1995) stated that educational management is a field of study and practices concerned with the operation of the educational organization.

Connolly et. al. (2017) concluded that '*educational management entails carrying the responsibility for the proper functioning of a system in an educational institution in which others participate*' (p. 3). Educational management is also often used with the relevant organization's partial hierarchy, in which those who are holding higher positions in the ranking order, have more powers and duties than others in lower positions. Prempridy (2000) confirmed that educational management is also often associated with organizational structures that are rigid and inflexible and therefore have no place in the complex and dynamic world of an educational institution.

The term ‘educational leader as a manager or administrator’ refers to a person who was appointed as a head of a group, team or organization. He or she is a charismatic person who is able to make a good decision and motivate others to accomplish the goals. Some researchers stated that ‘Leadership’ is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives (Hughes, 2002; Northouse, 2004; and Burn, 1978).

Yukl (2006) and O’Leary (2000) proposed, that it is crucial for managers in the business world, but it also plays an important role for coaches, teachers, and parents. Fairholm (2001) suggested that it is a philosophical and developmental relationship among people who share common purposes, motivations and values. According to Louis (2015) leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to encourage and support people to move in those directions.

So far it can be summarized that educational management is the field of study related to educational leaders’ or principals’ attempts to utilize their sciences and art to manipulate and use the organization’s resources in an economic way to maximize the benefits. In other words, educational management or formerly known as educational administration, often covers the motivating of people to work together through a six factors help, seven functions and eight responsibilities well known as ‘6Ms, POSDCORB, and PARMSCOF; these acronyms will appear in the next discussions.

### **2.5.3 The perception of educational leaders (Lao culture).**

Educational leaders should recognize the word ‘perception’ as a self-awareness on job or functions assigned. According to several scholars (e.g. Sergiovanni, 2009; Bush, 1995, and Conley & Bacharach,1990; Mette, et.al. 2016; Schwab. Et. al. 1986) leaders’ high or low perception in functioning can influence the subordinates’ feelings in working performance. Perception is a self-management or control, self-regulation and discipline toward professional ethics (Thosouvannachinda, 2001). Moreover, some researchers (e.g. Vannasy, et.al. 2014; Freeman, 2007; Hlatshwayo, 1996; Patrick. et.al. 2014, and Otara, 2011) noted that perception of principle management is a hard work because it requires one to be aware of himself as well as be sensitive to his response and reaction to others.

Educational leaders have to acknowledge the word ‘management’ which was more widely approached than the administration in both public and private sectors, due to administration as a top position is related to planning, decision-making and determining all objectives, issue parameters, as well as this approach for neglecting to use the organizational resources while the management as a middle and lower position is concerned with planning, and putting the plans into action, decision-making and attempts to economize by utilizing all organizational resources reasonably and optimally (e.g. Sergiovanni, 2009; Bush, 1999, Halasz, 2011; Arhipova, 2018, and Muguongu, 2015).

Teacher training institutions in Laos as public organizations attempt to find the best solution relating to the inefficacy of educational leaders which is, a single way to maximize the productivity with minimizing or economizing the organizational resources utilization of particular teachers, to which educational leaders should be obliged and perceived to perform according to the rules and regulations relating to teachers as enacted should be implemented and bring fairness to teachers.

Educational leaders should know the term ‘educational leader as a manager or administrator’ that refers to a person who was appointed as head of a group, team or organization. He or she is a charismatic person who is able to make a good decision and motivate others to accomplish the goals. Some researchers stated that ‘Leadership’ is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives (Hughes, 2002; Northouse, 2004; and Burn, 1978).

Besides, *“the roles and responsibilities of the educational leader are broad and demanding. Requirements from the state, as well as expectations from parents, students, staff members and teachers, frequently pull administrators in competing directions”* (Vannasy et al; 2014). In addition, the perception of the responsibility is a common sense of leaders who are aware of the duties without any influence or threat (Sergiovanni, 2009).

Grobler (2002) highlighted at the educational leaders’ role in educational institutions of all levels regarding the management of the curriculum, organizational structures, financial and physical resources. The excellence of the educational leader will play a vital role in both recruiting and selecting the proper teacher candidate to teach the vacated subjects (e.g. ILO, 2012; Bose, 2012; Brewster, et.al. 2011; Daniel & Gupta,2009; Drucker, 2005; Fairholm, 2001; Poempool, 2003; Stoner & Freeman, 2008; Toth & Hodi, 2014).

In addition, MOES-Laos, (1996) that was adapted and adopted from Gluick and Urwick, (1937; Furlong and Barton, 2000; NSHRDP, 2016; Olejniczak, 2013; Ordho & Nzoka, 2014; Koontz and O'Donnell, 1982) proposed the educational leaders' functions and responsibilities in forming their job with regards to job design and description, decentralization in selecting the right teacher candidate to perform their job best.

However, in Lao culture, the roles and importance of teachers need a good management and maintenance in order to meet the organization (e.g. Ali, 2013; Abdou et. al, 2012; Anderson, 2004; Bolman and Deal, 2000; Bose, 2012; Bush, 2005). This subsection would like to introduce the six factors for effective leaders (6Ms), seven essential functions (POSDCORB) and eight priority matters or affairs (PARMSCOF), these obligations were the main principles of work for educational leaders, which they must perceive and be aware of in their daily operation within the educational institution.

*First*, they should perceive the six factors for effective educational leaders or 6Ms. It is reasonable that investing in human capital is of high return rate and it needs to manage and utilize resources utterly. Drucker (1988) has created a famous acronym 4 Ms like Man, Money, Material and Management skills. Based on teaching experiences records, I have added two own ideas with further 2Ms like Moral-Motivation and Management of time, with which I hope to help the leaders lead the organization successfully.

- *Man/Manpower or personnel*, it is the first 'M' in this concept that plays a vital role in every organization (e.g. Cannon, 1992; Chand, 2015; Condrey, 2010; Curthbert, 1984; Deem, 2002; Day and Sammon, 2013; EIU/SHRM, 2013; Flippo 1984). It is clear that recruiting and selecting the right labor force can help the organization meet the challenges of the world competition.

- *Money*: it is the second 'M', in the twenty first century; the more competition occurs, the more investment of all organizational resources is required to prove and analyze systematically (e.g. Ganynor, 1998; Glathorn, 1995; Globber, 2002; Goet et al, 1996).

- *Material*: it is the third 'M' and educational leaders at all levels will be committed to acquire and apply materials through modern technological devices.

- *Moral-Motivation*: it is the fourth 'M' to which educational leaders shall turn to promote judgment among people within the organization to harmonize and work smoothly together. These ideas were also raised by many scholars and they stressed that a good leader will not be able to perform well if he/she is without a rote and is not aware of professional

ethics (e.g. Louis, 2015; Luprichaseth, 2012; Mathis et. al., 2004; Mavis 2014; MOES-DOP 1996-Laos).

- *Management of time*, as the fifth ‘M’ as the last acronym; we know well that time is a unique or intangible resource which is part of our life, work, and we cannot store and transfer or offer it to others. Time and leaders are like a sheet on two pages that never separate from each other. A good time management can bring massive benefits to organizations in the realm of the competition process (e.g. Ugwalashi, 2012; Mulf et. al. 1999; Sergiovanni, 2009; Mutuwong, 2012; and Slipicevie, 2012). In this case, leaders have to decide on something in the right way, in a limited amount of time, to select the right teacher for teaching the right subjects or courses.

- *Management skills*, it can assist leaders to promote problem-solving, motivation, professionalism, innovation and technical skills, and providing reward and incentives for workers (Sonebounnark, 2012; Ugwalashi, 2013; UNESCO-IIEP, 2014; Vannasy et. al., 2014). The sixth ‘M’ was central to managing all the above resources of the organization, without this skill, we cannot get the highest benefits of those available resources.

*Second*, educational leaders should understand that seven essential functions of educational leaders in Laos culture or POSDCORB are the most important mechanism tools, and perceive that administration means the higher-level functions, while management is the middle and lower level function, and each function has own established responsibility and task to encourage people to perform their job best (e.g. OECD, 2007; Bose, 2012; Chand, 2015).

Relating to the formulation of functions and responsibilities, Gluick and Urwick (1937) as the pioneers of the vibrant question ‘what are the manager’s tasks or functions?’ later developed the famous acronym POSDCORB which is widely used in all genres and levels within the organization, in both private and public sectors, including education.

Besides, educational leaders/principals shall be responsible to design the work and handle or assign job to personnel individually based on the knowledge, skills, attitude, aptitudes and satisfaction (e.g. Drucker, 1995; ECDC, 2017; Eunice, et.al. 2014; European Commission, 2008; Haki Elimu, 2009; Harvey, 1995, and John, et. al. 2017).

These functions are ‘*Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting*’. Furthermore, several scholars and documents (e.g. Haimann (1974; Lao SABER, 2016; Law of Civil Servant, No (023/NA/2016-Laos; MOES, 2015-



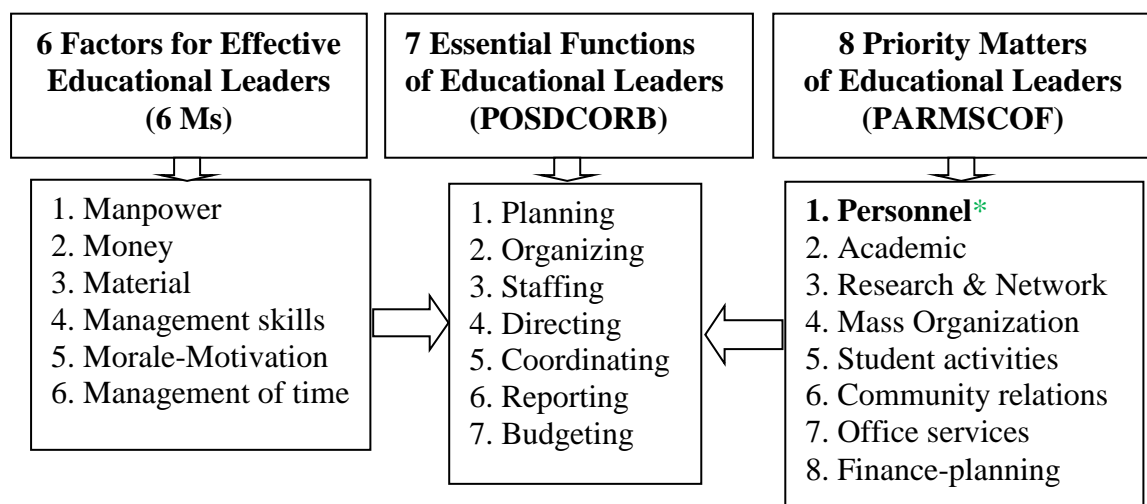
Laos; MOES-TVET, 2015; MOHA, 2013; Morgan, 2006; O’leary, 2000; Reimer & Kaptain, 2013; Senge, 2012; Sergiovanni, 2001; Williams .et. al. 2014; World Bank, 2016) proposed some steps relating to the staffing or personnel issues including job analysis, recruitment and selection, orientation and placement, training and development, remuneration, performance evaluation, promotion, transfer, and termination.

In addition, these famous acronym letters or POSDCORB was adapted and adopted for the Lao culture to fit the local situation. It was published in the first handbook for educational administrators issued by MOES in 1996. This book is the main guideline for the novice administrators and managers at all levels of the educational institutions (from kindergarten to university, provincial and district educational offices).

Finally, in the principle or handbook for educational leaders in the culture of educational management and administration in Laos, it must be kept in mind that eight issues or affairs, known as PARMSCOF became a main responsibility for daily work, and each famous acronym or issue has created its own task and activity. In the above presented abbreviation, the letters stand for **P**ersonnel, **A**cademic, **R**esearch-network, **M**ass-organization, **S**tudent activities, **C**ommunity relations, **O**ffice-services, and **F**inance-planning (MOES, 1996-Laos), and the educational leader has an obligation to utilize these acronyms optimally and fluently to accomplish each issue.

The MOES (1996-Laos) added that each of the above issues has an own task establishment to avoid the overlap in the operation process due to leaders’ intertwining and it is also a source of conflict. *For instance*, the personnel issue constitutes of 10 tasks that are teacher demand analysis, recruitment-selection, pre-service training, performance appraisal, compensation-welfare, professional development, punishment, salary and position promotion, training needs assessment, retirement and termination. Figure 1. summarizes the obligations of the educational leaders in the Laos culture.

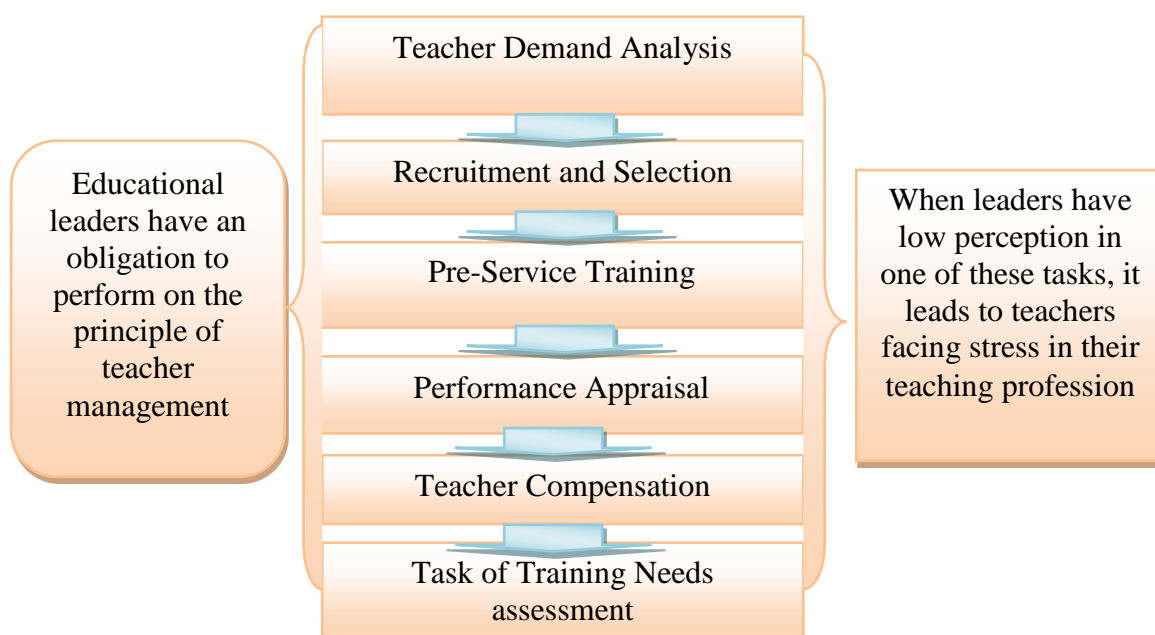
Figure 1. Obligations of the educational leader (Laos culture)



## 2.6 Six tasks for the effective management of teachers

The subchapter is based on the background of the study and its connections as well as a statement of the problems indicated in chapter 1 relating to the efficacy and efficiency of educational leaders/principals toward their assignments. Several previous studies have blamed the educational organization's mismanagement for the problem of teacher shortages (Ayuk, 2012). There is a discrepancy between leaders' perception of the role and teachers' expectations (Nwikina and Nwanekezi, 2010). Unclear job analysis has a negative implication for employees (Nyasha et. al. 2013). These studies' findings have shown the low perception level of leaders or principals on the demands and supply of teachers. Figure 2. depicts the six tasks of educational leaders.

**Figure 2.** Six tasks of educational leaders examined in the dissertation (Laos culture)



### 2.6.1 Tasks of Teacher Demand Analysis (TDA)

This task aims at proposing a short conceptualization on the above-mentioned job analysis. First of all, to establish and document the job relatedness of the task, position, and the number of required new teacher employees (quotas) in the following year. Second, it can help in operating the process of recruitment and selection, pre-service training, performance appraisal, managing compensation and other teachers' benefits (Sananh, 2009).

Prien, Goodstein and Gamble (2009) thought that without job analysis, it is difficult to prepare a useful job description, and without a job description, it would be impossible to 'fill' any job vacancy successfully. It is the process of systematically collecting substantial information, job allocating, duty and responsibility (Thosouvannachinda, 2001).

Besides, (Vannasy et. al, 2014) it is the data collection based on rigorous information to be the criteria in job allocating, duty and responsibility. According to Chanthala and Phommanimith (2004) it is the process of gathering relevant data on duty and task responsibility of employees based on their knowledge, skills, aptitude and attitude for better performance.

Sackett and Lacz (2003) considered job analysis a wide variety of systematic procedures for examining, documenting and drawing inference about work activities, workers' attributes, and work context. According to Condrey (2010) it refers to a purposeful, systematic procedure that provides a description; the important job being distinguished from other jobs. Lewis and Doorlag (1998) considered job analysis a good way to aid other concerned tasks, due to supporting most human resources functions.

(1) *Job description analysis* is an important document, which is descriptive in nature and contains a statement of duty and responsibility. Prempridy (2000) declared that job description is a written narrative describing activities performed. Job description includes

- *Responsibility*: it comes from the Latin responses, which means 'to respond'. It is the state of being the person who made something happen, which something covered the required duty and task (Vannasy et. al., 2014).

- *Duty*: it is the conduct coming from parents and superiors, a moral or legal obligation or something a person feels he or she ought to do because it is morally right. It is the task that the team or colleagues have to do together (Chanthala and Phommanimit, 2004).

- *Task*: the smallest identifiable and essential piece of a job that serves as a unit of work, and as a means of differentiating between the various components of a project (Chanthala and Phommanimit, 2004). It can be said that task is a piece of job or work that describes clearly the duties and responsibilities relating to the specific activities.

(2) *Job specification analysis* is the process of translating the job description into the terms of human qualifications, which are required for performing a job, or a written statement of qualifications including knowledge, skills, abilities and talent as below:

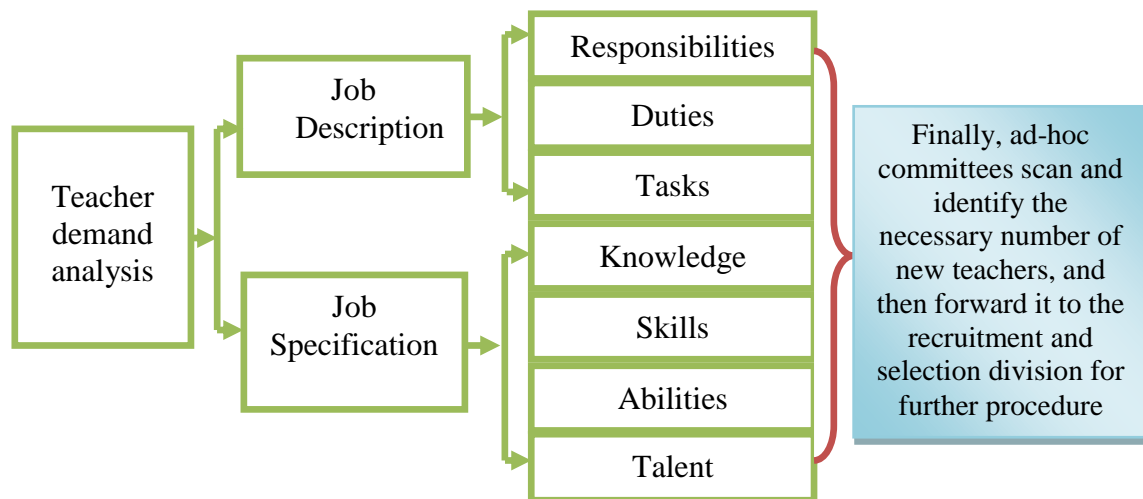
- *Knowledge*: According to Prien et. al. (2009) knowledge is defined as an organized body of information, usually of a factual or procedural nature, that when applied, makes job performance successful.

- *Skills*: Prien et. al. (2009) considered skills the proficiency in manual, verbal or mental manipulation of people, ideas or thing. Besides, they added that skill is one of those social science words in colloquial language that has many meanings, numerous synonyms such as ‘ability’, ‘competence’, ‘knack’, ‘aptitude’, and various inexact translations in other languages.

- *Ability*: It is the quality of being able to do something, meaning especially the physical, mental, financial, or legal power to accomplish something. Prien et. al. (2009) stated that ability is defined as the present capacity to execute a job action, to perform a good function by applying an underlying knowledge base and necessary skills simultaneously.

- *Talent or Aptitude*: it is a capability; ability; innate or acquired capacity for something, to create specific ability or talent of humans or job seekers. For the summary of the Teacher Demand Analysis Process see Figure 3.

**Figure 3.** Task 1: Teacher Demand Analysis process



Source: (Vannasy, et.al. 2014.p. 56)

### 2.6.2 Tasks of recruitment and selection

- *Aims*: According to Cockburn (2000) the two main objectives relate to identifying accurately and sufficiently a detailed job posting, screening the masses of applicants and the methods to be employed in the decision-making process, for hiring the needed very smart people successfully. Besides, according to Provision, No. (720/MOES/2010-Laos; Vannasy

et. al. (2014) it is crucial to hire and employ the right people to perform the job best and economize resources as well.

- *Recruitment*: it is the process of searching, attracting, identifying and generating a pool of qualified applicants, obtaining potential job candidates, and encouraging, searching for prospective job seekers or applicants (Flippo, 1984; Chanthala and Phommanimit 2004; Decree on Lao civil servant, No 82/PM, 2003; NeoEase, 2010; Mathis and Jackson, 2004; Engle, Dowling and Festing, 2008).

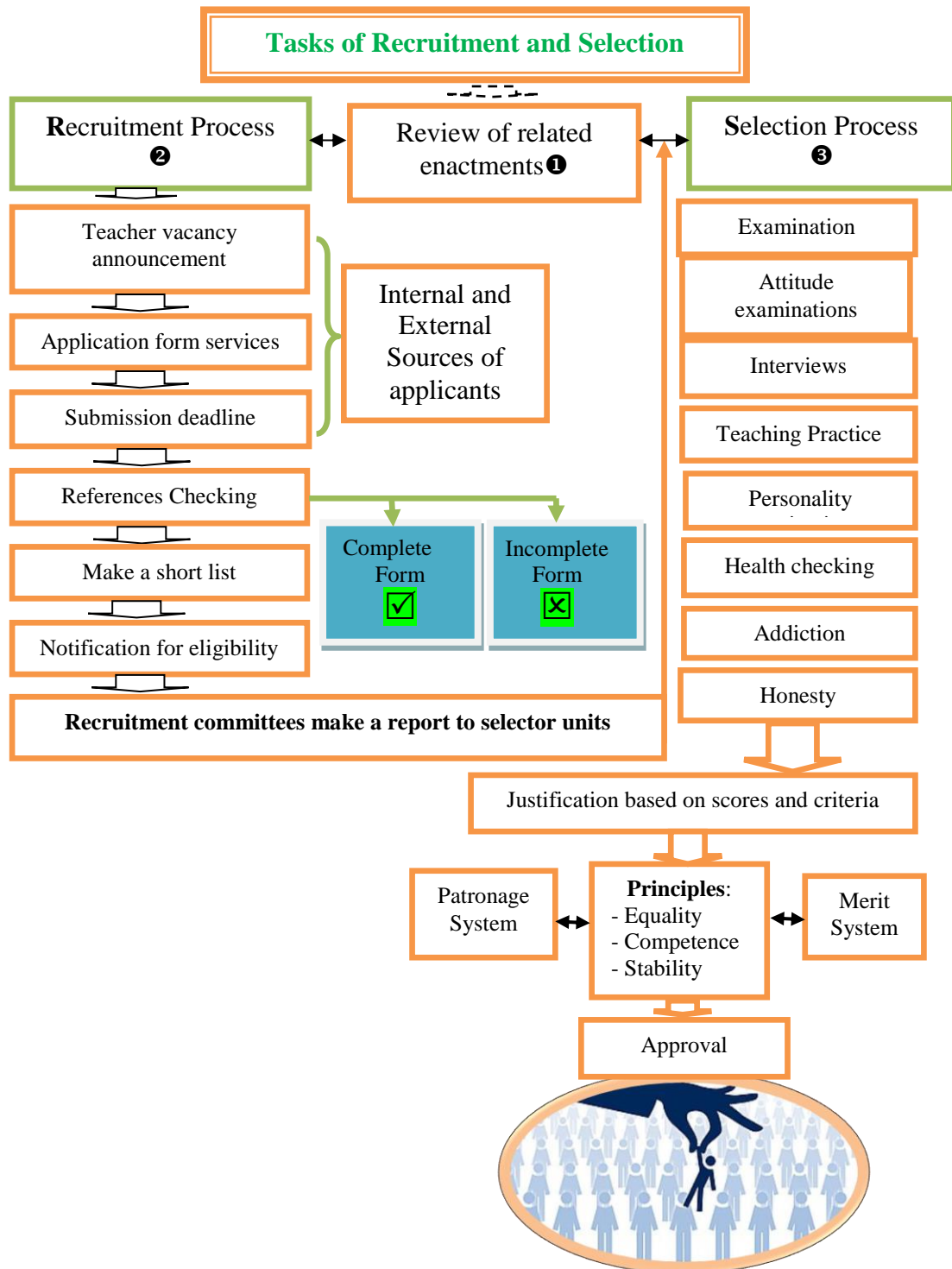
Vannasy et. al. (2014) proposed six procedures of recruitment, like job announcement, handling and gathering the application form, the deadline of the submission form, reference checking, making a short list and notifying. Hdiggui (2006) stated that there are three types of recruitments: open; internal (open either to current staff members with the required academic credentials); and fixed, short-term contracts to attract staff to deal with present shortages, advertised via social media.

- *Selection*: it is the process of choosing individuals from the pool of qualified candidates who have relevant qualifications or performed most successfully, to hold a position in an organization. Doorenenbal et. al. (2012) considered selection the process of assessing the disparity among applicants; a two-way process between the individual and the organization; prediction on success if hiring; and performance appraisals.

Neo Ease (2013) offered eight steps of selection methods: a preliminary interview, selection examinations, employment interview, reference and background checks, selection decision, physical examination, job offer, and final approval. PSC (2015) stated that people are the most important factors because they are the key components of whether an organization will achieve its objectives or not.

Some scholars (Prien et. al., 2009; Doorenenbal et. al., 2012; Sonebounnark, 2012; and Vannasy et. al., 2014) suggested, there are five steps in the selecting procedures like examination, aptitude examination, interview, teaching practice examination, personality examination, health checking, addiction and honesty examination. Figure 4 on the next page shows the relationship lines of the recruitment and selection process and each of their operation procedures.

**Figure 4.** Task 2: Recruitment and selection process



(Source: Decree, No. (0047/MOES/PO/2014-Laos. p. 23)

It can be summarized that recruitment is a process of attracting teacher applicants to apply for the job based on their specialized field obtained. Selection is the most important process of choosing the right teacher candidate for filling up vacant subjects, and educational

leaders' low perception on both of the processes, will be a major cause of stress factors among teachers, and the institution fails in building and maintaining teachers.

### **2.6.3 Tasks of pre-service training**

- *Aims*: it is a regular task of an organization to provide novices with the basic information to understand the organizational culture. This information is about rules and regulations, disciplines, cross-cultural interactions, values, beliefs, personal and interpersonal traits, and gender education opportunities, and other terms and conditions in practice that they feel comfortable with to boost the organization's growth (Hdiggui, 2006; UNESCO, 2011).

In other words, the task of pre-service teacher training the organization is obliged to fulfill is to provide information about job-oriented skills in the pedagogical practice inevitable to meet the increasing demands associated with the teaching profession. Several authors (Mergler, 2012; Bransford, Darling-Hammond and LePage, 2005; Tardif, 2011; Chanthala and Phommanitmith, 2004) stated that training aims to upgrade or improve specific knowledge, skills and attitude of the personnel regularly.

- *Importance*: PST can benefit both the organization and the novice teachers in performing the required job-related skills (e.g. Sloman, 2005; Truelove, 1992; Wills, 1994), and helps to know with whom (student) and how to communicate (ILO, 2012; and Anderson, 2004), promotes personal learning facilitation (Bransford et. al., 2005), practice-to-theory-to-practice relationship (ILO, 2012), promotes the career's attitude, norm and behaviors (Knorr, 2012), improves novice teacher performance and ability in certain teaching career (Tafida, 2009).

- *The components*: there are a lot of literature reviews proposed, such as Cooper and Alvarado (2006) who describe their practical experiences as the most valuable components of their teacher preparation program. Many practical experiences gain narrow emphasis and are disconnected from students' previous coursework.

Thaveesouvanh (2001) suggested that some components should be performed which are related to oriented skills, clear categories of participants, on-the-job and off-the-job training, as well as enhancing specialized skills in planning a lesson and in activity design, and the technique in transmitting knowledge to the learner.

Besides, Thaveesouvanh (2001) proposed the following relevant components for the trainees as significant training sources:

- Handout of training materials, copies prepared in advance prior the starting date, a distributed material that can make the trainee have a high perspective and perception on the training operation.

- Pre-service training objectives are the enrichment of the novice's knowledge and skills as well as the teaching ability, classroom management, culture and behavior.

- Training design means the content of the programs, which is the main factor of the training activity in supporting trainees' capacity onward. The contents must include a commitment to the training objectives, the current situation, validity and modernization.

- Training methods or techniques are the appropriate methods to be applied based on the content program, trainees' background and practical work.

- Training programs are the trainer's outline of the training process he or she will use in a training program, including the activity and the time length of each training session.

- Training Operation means to put the training program into action or practice. The trainers must manage to follow the training scheme, including punctuality, assisting staff, and training material.

- Assessment and Evaluation means the trainers' or training managers' activities such as pre-examination, continue and post examination in order to adjust the training activity and trainees' gaining of new skills and how to move on.

- Feedback is trainers' or training managers' task to gather some information regarding strengths and weaknesses, challenges and opportunities, and training achievement.

In my understanding pre-service training or job orientation is a process of providing relevant information of institutions to the novice, concerning the rights, benefits, and other obligations and commitments to assist novice staff avoiding a mistake during teaching performance. In turn, when educational leaders neglect or ignore the dissemination of related information sources, it can cause miscommunication between leaders and teachers that can be stress factors among teachers because they work without incentives or other commitments.



#### **2.6.4 Tasks of performance appraisal (PA)**

PA is the systematic appraisal of the teacher individually with regards to his/her performance concerning the functions and responsibilities; this monitoring enables him/her to improve and develop his/her teaching career.

- *Aims*: Teacher appraisal is a mechanism for improving teaching and learning and it is also one of the several tasks of educational leaders in educational institutions at all levels that has to be performed regularly. Ministerial Decision on teacher performance appraisal, No. 204/MOES/PO/2017-Laos stated that PA would help educational organizations in getting valid information about teachers' professional growth and other teacher competencies.

PA also plays a vital reference in raising salary or increments, position, teachers' honors, decreasing and increasing the number of existing teachers, benefits and termination based on the appraisal result (e.g. Drucker, 2013; Karkouljian, 2002; Schmidt & Hunter, 1992). In addition, this enactment also mentioned the eligible, appraisal tools, ad-hoc committee, conscientiousness, methods and techniques, appraisal schemes, norms and criteria, portfolio, utilization rate criteria and duration and flowchart of appraisal practices. Chanthala and Phommanitmit (2004) stated that teacher performance appraisals are the organization's tasks to regularly assess their employees' competencies, weaknesses, encourage and improve the staff, as well as it helps placing the right man in the right position.

- *Method of teacher utilization*: the utilization rate of teachers is a function of a frequency rate and an occupancy rate, where the frequency rate measures the proportion of time and space used compared to its availability. According to Duret and Tounier (2009) it is using the teachers in a way that responds to both the needs and constraints of the education system and teachers' own capacities and aspirations.

Chanthala and Phommanitmit (2004) consider it the result of actual teaching loads divided by the authorized teaching obligations. For instance, to calculate Utilization rate the actual number of teaching hours has to be compared to the theoretical duration of use:  $U.T. = (\text{actual number of periods taught} / \text{a theoretical number of periods to be taught on school premises}) \times 100$ . Example: each classroom can be used for 50 instructional periods per week, and if that room is used for just 25 periods per week, its utilization rate is  $(25/50) \times 100 = 50\%$ .

Besides, Afful-Broni and Duodu (2013) proposed the Space Utilization Rate or SUR, which compares average group size in a classroom to the room's theoretical capacity:  $S.U.R = (\text{average class size/classroom capacity}) \times 100$ . Thompspon (1995) suggested that the utilization of teachers often concerns the enhancing of teacher's commitment to quality seeking and self-development through appropriate career patterns, promotion systems, and other incentives.

OECD (2004) introduced a full-time equivalent which is determined by calculating the ratio of their hours worked compared to the statutory hours of a full-time teacher during the school year. For example, 'a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent teacher' (OECD, 2004.p. n/a). The Ministerial Decision on teacher performance appraisal (No. 204/MOES/PO/2017-Laos) offered peer-assessment and external appraisals for bringing an optimum and making a good organizational climate.

- *The components:* policymakers and educational leaders attempting to shape and improve the appraisal method for the teaching staff would naturally recognize the goal and objective of assessment important in providing welfare and shaping teacher's performance within the educational institutions (Thompson, 1995), and (Yoodee, 2012).

Prempridy (2000) suggested several components like formulating the criteria of appraisal in particular subject matters or general ways, design norm and criteria for the specific purpose, collecting data, analysis of data and employing the found result for improving teachers' career, as well as for providing punishment and incentives properly.

The Ministerial Decision on teacher performance appraisal (No. 204/MOES/PO/2017-Laos) has identified seven components of PA such as:

(a) eligibility of teachers: they must be teacher civil servants of at least one year of employment, with a teaching obligation more than 50% per week, and no criminal records;

(b) standardization, including a good political perception, ethical career, excellent academic record, self-knowledge pursuit;

(c) appraisal method, including peer-assessment, organizational assessment (ad-hoc committee from internal and external sources);

(d) criteria of scoring, consisting of four levels like 1) basic level or needs assistance, 2) continuous improvement level or moderate, 3) applicable level or good, 4) creativity level or excellence;

(e) portfolio checking, comprises that he/she must possess certificate of training, seminar, workshop, and other academic activities, lesson plans, teaching materials and all of the portfolio package must be authorized by relevant organizations;

(f) flowchart of appraisal, where the operation must be completed between February and April in each year; every public sector level shall make a report as well in accordance with the hierarchy, not exceeding the yearly period of April to May;

(g) applying the result of assessment will take place in the following year, including a raise in salary or position, and payment of other benefits.

In my opinion, teacher performance appraisal is a significant process by which an educational leader examines and evaluates teachers' teaching efficacy and behaviors to contrast it with the preset enactments and apply the results to provide feedback to show what needed to improve and the reasons to provide an orientation or soft-skill training and who will be compensated, position promotion, demoted, retained.

### **2.6.5 Tasks of teacher compensation (TC)**

TC aims to predispose teachers to pay attention to work as teaching career within institutions, and to keep the existing teaching staff as well. It is also used to stimulate and motivate teacher employees to work optimally and promote career ethics and morality. Harris (2007) figured out that 'reward systems can potentially encourage specific behaviors among existing teachers. It is also providing some teachers' incentives to remain in teaching and others with incentives to leave or attract different types of people into the teaching profession' (Harris, (2007. p. 5.).

Gottelmann and Yekhlef (2005) state, that the management of teachers has attracted growing attention among national decision-makers and international agencies concerned with educational development. Torjman (2005) suggested two policy practices like vertical and horizontal practices. Fitzpatrick (2000) added that horizontal management is seen as a way to ensure the state government acts as a vibrant, cohesive and coherent national institution.

The UNESCO (2015) stated that the most important dimensions of teacher preparation and work need to be covered by policy and programmed in a multi-year framework. According to Ingvarson, et. al. (2005) the teaching profession, and consequently the teacher employment system, is undergoing a number of crucial reforms.

Act CXC of 2011 on Hungarian National Public Education, article 36, section 64 mentioned teachers' devotion to the teaching profession and their right to receive social welfare from the organization as other laborers do.

Act CCIV of 2011 on Hungarian National Higher Education, part three, chapter VII, article 13 on 'Positions and conditions of employment' clearly identifies the prerequisites of becoming an instructor in higher education classified as assistant professor, lecturer, college or university associate professor, college or university professor. Article 20 'on wages and salaries' is made on the Annual Budget Act, Act on the Legal Status of Public Servants and the Government has a responsibility to manage the above mentioned to support group and individual instructors more effectively.

Decree on Lao teacher civil servant, No.177/GOL/2012 declared the teachers' right to receive a social welfare. Besides, this decree also provided statements on salary, position, raising subsidies and career development based on their teaching performance.

The above Decree has mentioned that the state government strongly supports teachers in different levels also, like teachers in higher education receive each month a subsidy consisting of 10% of their basic salary, at vocational education they get 15%, at secondary school 20% and at primary school and kindergarten they get 25% of their basic salary respectively. Furthermore, the teacher has the right for further knowledge development, annual leave, maternity leave, and some benefits for their children at school, offered by the property owner, free of charge.

In my point of view welfare or compensation became major tools of leaders or managers in leading the organization towards success because laborers were not machines, they have felt in what maintenance should deserve decently. However, welfare and compensation of teachers in Laos culture have covered a valuable total package including cash and non-cash payment that the organization offers in term of the rate of return working life and another teachers' devotions.

### **2.6.6 Tasks of training needs assessment**

Training Needs Assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the skill gaps. It is a utilized tool to identify what educational courses or activities can help the management process and the employees

to improve their skills and work productivity (e.g. IOE, 2012; Saloman, 2005; Strock, 2014; Trutkowski, 2016; Wallance, 1991; Williams & Mary,2015).

According to Labesse (2008) the skill-based approach aims to raise the performance of the professional staff to a maximum level, rather than simply correct their shortcomings. Firdousi (2011) states that training needs assessment is a useful tool to identify what educational courses or activities should employees be provided with to develop their classroom management skills and promote a high performance.

Gupta et. al. (2007) think, that by today, it has become a concern of every proactive manager who uses it for developing and implementing varied practical solutions for individuals, work groups and organizations. According to Wright and Geroy (1992) TNA should be a systematic process of collecting data, analysis and interpretation of data on individual, group and/or organizational skill gaps.

Khshent (2003) suggested four types of TNA which is regarding the upgrading of knowledge and skills to enhance and promote career more efficiently and effectively. Vannasy et. al. (2014) think, the importance of training needs assessment lies in its aiding an organization in achieving the goals and reducing gaps between employee skills and the skills required by the job and department or by the two levels of needs assessment as organization, and on the individual level.

I think that training needs assessment is a way of eliciting information from the employees by making a survey of skills needs rigorously. This task is very important toward the efficacy and successful institutions to which leaders or managers have a responsibility to find the better way in empowering subordinates' potential capacity to perform the assignment best. In contrast, institutions that do not pay proper attention can cause gaps in knowledge and skills pursuing among teachers, and other pressures that lead teachers feel stress in the teaching profession.

## **2.7 Stress factors among teachers caused by organizational mismanagement**

This section presents relevant theories and concepts relating to the second context in study 6 or main study, as I have stated in (1.3) concerning the rationale for choosing six out of ten tasks. According to several researchers (Meyer, 2001; Piscitella, 2016; Schaufeli, et .al.,

1993; Selye, 1936; Shalom, 2014; Ukandu & Ukpere, 2011; Blazer, 2010 and Vandenberghe, & Huberman, 1999) it is unavoidable to have misunderstanding and miscommunication between employers and employees in the educational institutions. They are often conflicting in part about putting or placing position, academic performance, compensation supplies, and other teachers' benefits schemes (e.g. Freudenberger, 1974; Gold .et. al.1989; Dworkin, 1987, and Jacobson, 2016).

Several research studies have confirmed that the sources of stress among teachers are derived from various factors, like personal habits and chronic disease, social threats, colleagues, working culture, and organizational management. One of the most valuable findings relating to leaders' shortcomings that explored by Yan and Xin (2007) revealed that:

*'Education administrators at counties focus on regulations and efficiency, ignoring teachers' individuality, emotional needs, dignity and call for concern and respect. Conflicts between high school teachers and educational administrators are inevitable, including the conflicts between overloaded work pressure under strict school management and teachers' call for flexibility, the conflict between the redundant roles of teachers and school's lack of specific organizational objectives, and the conflict between unfair educational evaluation and teachers' call for fairness'* (Yan and Xin, 2007. p. 44.). These findings prove that the sources of stress in the teaching career is rooted in many causes like organizational mismanagement which is one among those sources frequently happening so far.

The term 'stress' seems to become a mass phenomenon, receiving constant media attention; however, the uncountable international studies still could not give a clear answer. It is supposed that job stress factors are correlated to the syndrome of stress or pressure that causes depression and fatigue, and those phenomena are often related to the work or job environmental climate (e.g. Arora et. al., 2011; Schaufeli, et. al., 1993; Jackson et. al., 1986; Taheri et. al., 2012; Ferriero and Powers, 1982; Whitehead, 2001).

However, this part of the dissertation attempts to clarify that part of organizational management that affects job stress factors; such could be the teaching load, teacher welfare, and teacher professional development. These sources of stress factors were mentioned in the annual movement report of TTIs 2016-2017 in Laos.

Freudenberg was a German psychologist who was the first who logically explained stress factors through his own physical and psychological experiences while working as a volunteer with young people who engaged in illegal drug trade. Selye (1991), one of the

pioneers in the field, has indicated that stress as a concept suffers from the mixed blessing of being too well known and too little understood.

Whitehead (2001) states stress is the person's response to some disturbing or threatening stimuli. Espnes and Mykletun (2002) described stress as an alarm, resistance, and exhaustion (see also Burns, 2013; Cannon et. al. 2014; Center on Education and Policy, 2005; Charles & Grusky, 1995; Comb, 1964; Foley, 2013; Hofmeyer et. al., 2015; Robertson, 2008).

'Stress' is applied for many different kinds of careers, situations, cases and environmental atmosphere that can cause a massive confusion today, due to its common use in various levels and diverse causes of stress. Stress is a characterized or human syndrome or symptom developing through tension, pressure, strains, pain, grief, a burden and emotional threats (e.g. Gold and Chrousos, 2002; Govardhan et. al., 2012; Travers and Cooper, 1996; Pines and Keinan, 2005; Schaufeli and Buunk, 2003; Selye, 1991 and Espnes and Mykletun, 2002).

In other words, 'stress' is the source of all lives' symptoms, anxiety, suffering, hassle and worry (e.g. Richardson and Watt, 2006; Porter and Umbach, 2006). In addition, stress is also seen as the syndrome of nervousness, trauma, trouble, hardship, illness and pain (e.g. Naemiratch and Manderson, 2009; Lazars and Folkman, 1984; Guglielmi and Tatrow, 1998; Friedman, 1991; Blanch, Aluja and Biscarri, 2003).

By the above addressed information included in the annual movement report on the progress of TTIs, and few relevant departments within MOES in charge of the supervision of higher education institutions in Laos, these quotes have identified the shortcoming or weakness of organizations that affect the teachers or employees and lead them face stress syndrome unavoidably. Three main stress factors caused by the organization I have extracted, and synthesized which are introduced below:

### **2.7.1 Relating to teaching loads**

The organization's bad practice of assigning teachers to perform on the proper subjects or courses without consultation and also supply them with a lot of activities and substitute-teaching hours led them unavoidably stressful. 'Stress factors in teaching profession' is an exhaustion or fatigue symptom caused by a prolonged response to chronic emotional and interpersonal stressors in the teaching career.

In other words, it is expected to be defined by three sources in the educational institutions like exhaustion, cynicism, and inefficacy, which issues are affected by the organizational leader's lack of leadership (e.g. Maslach, Schaufeli and Leiter, 2001; Haberman, 2004; Rowan and Geraldine, 2016; Dworkin, 1987; Freedman, 2004; and Bai, 2014). Causes of stress factors generally related to two main sources like situational and individual factors (e.g. Bakker and Costa, 2014; Gold, 2001).

'Stress factors in the teaching profession' is a depression syndrome, which derives from various pressure sources. It was first used in 1974 by Herbert J. Freudenberg (German psychologist). Teachers' stress is arguably one of the most popular common research topics concerning the different occupations. Stress factors are the resistance of all lives, especially of people, who have a job and are working long since under the environmental threats of such a workplace condition, leaders' and colleagues' misbehavior and other pressures.

Besides, causes of teachers' stress factors can be derived from the relationship to colleagues (Bivona, 2002), social-cultural and socio-structural factors (Cannon, 1992; Selye, 1936; and Meyer, 1993), unhealthy behaviors (Dworkin, 1987), ambivalent stereotyping of the teacher welfare process (Lewis, 1998; Phongphanit, 2017d), stress management programs and increased workload (Taris, 2006), and depersonalization, social tension, organization (Iverson et. al., 1998). The employer also suffers from such a situation and the lack of career ethics to perform the assignments (Moczydłowska, 2016).

Moreover, lack of communication and ambiguity also plays a role. Beheshtifar and Omidvar (2013) suggested that the organization should find the way to prevent the chronic syndrome. Wood and McCarthy (2002) noted that a highly stressful occupation is associated with high level of stress factors. Hastings and Bham (2003) thought that organizational policy and leaders' behavior causes teacher rivalry amongst others. Champathong et. al. (2015) and Roach (2009) confirmed that teachers in public schools face poor administration and misbehaviors.

In addition, the causes of teachers' stress factors are related to gender variables and deficit training (Dworkin, 1987; Friedman, 2010), lack of motivation from the organization (Fisher, 2011; Farber, 2000), gender disparities (Bauer et. al., 2006), lower levels of efficacy in teacher engagement (Roloff and Brown, 2011; Martin et. al., 2012), and demands challenging their sense of identity (Parker et. al., 2011; Klusmann et. al., 2008; Day et. al.,



2017). Moczydłowska (2016) stated that managers are not accompanied by the actions of the change situation.

‘Teaching load’ in Laos culture is the quantity of teaching-hours per week the organization provides the teachers with to teach a particular subject. However, the allocating process may be scarce or inappropriate or unfair due to the organizations’ inattention to the education enactment and that is expected to become a cause of teachers’ stress factors. Normally, Lao teachers at the higher education level will have not more than 12 teaching hours a week (Decree No. 177/GOL/2012-Laos).

### **2.7.2 Relating to teacher welfare**

Teacher welfare or better known as benefits is a part of the laborer’s compensation (employee and employer). In other words, teacher welfare is direct and indirect benefits or financial and non-financial supplies. Welfare and occupation as a sheet with two pages never separate and the organization needs to be clear in practices to boost the capacity of production.

Normally, teacher welfare consists of the economic security, professional adequacy, personal security and working conditions (e.g. Lao National Teacher’s Funds, No. 700/GOL/1995). In turn, according to Prepridy (2000), the well-designed policy and other attractive schemes will be automatically sterile due to the organization’s lack of communication and lack of attention on implementing in practice, and because of the poor working environment (Guglielmi and Tatrow, 1998).

Decree on Lao teacher civil servant (No. 177/GOL/2012-Laos) indicated that the organization, the employees and the benefits are inseparable and those are major factors directly affecting the success or lack of success of an organization. Manandhar (2015) added that the organization can achieve its objectives only when its employees are happy and committed to their work.

Opatha (2009) confirmed that employees cannot work as machines. Polychroni (2000) emphasized the lack of incentives and support from the government; while Jacobson (2016) focused on the learning network. The Law on civil servant (2016-Laos), Chapter 6 talks about Civil servants’ benefits defined as a set of package remunerations including salary, subsidies, pension, a single lump sum payment, reward, bonus, and other benefits that are pay-based on the job performance.

Besides, the organization also provides some basic facilities following the enactments. Anyhow, the organization's lack of career ethics and disregard of responsibilities can affect the employees' expectations and lead to stress factors. As Yan and Xin (2007) noted, they themselves don't know what teachers should do and what they should not do for there are no specific and clear rules about the range of teachers' work.

The Law on Education (2016-Laos), Part 3 on 'Teacher and educational personnel'; chapter 1 'Teacher'; Section 52 'Teacher incentives scheme' has mentioned that teachers are subjects to the benefit incentive scheme through their professional performance, to upgrade educational qualification, livelihood, and social status, receive a leave, retirement, and other incentives in accordance with the law and regulations.

In addition, this section also added that legal internal and external individuals, entities and organizations of public and private sectors shall be involved in assessing and facilitating the teachers' function. Anyway, those enactments are neither effective nor dependent on the organization's awareness in real practice. Yan and Xin (2007) noted that the interaction between teachers and administrators affect teachers' emotion, especially at a country where educational laws are usually not effectively executed.

Besides, Moczyłowska (2016) declared that managers see numerous factors and sources which raise the risk of stress factors and occur on different levels of the organization's structure. Glatthorn (1995) thinks that a teacher training fund could be established within an organization to support teachers' self-regulated learning and sharing ideas among themselves. Dworkin (1987) stated that the causes of teachers' stress factors in the public schools includes unclear policy recommendations, substantial organizational changes, deployment practices and the administrative style of school principals.

Likewise, Friedman (2003) confirmed that there is a lack of trust in teachers' professional development. Fisher (2011) have seen that low wages and accountability, as well as lack of support from administrators, can cause stress factors. Motivation to praise or verbalize is a leader's trait towards the followers (e.g. Prempridi, 2000). Ukandu and Ukpere (2011) think that motivation increases the level of performance of employees and increases their commitment in the workplace. Shen et. al. (2012) added that culture and support are more important than money and resources.

However, some of Lao educational enactments have mentioned that the Lao teaching profession still confronts many challenges, and it also seems that some previous stress

factors researches also deal with organizational reforms, working culture, policy changes, laborer behaviors, the organization neglecting to cultivate professional ethics and etiquette to its personnel within the institutions. These all can lead to misbehaviors and bullying one another and can become job stressors (e.g. Maslach and Leiter, 1988; Day et. al., 2017; Prempridy, 2000; Kaliath et. al., 1998).

Decree on Lao teacher civil servant (No. 177/GOL/2012-Laos), category IV ‘Policy, Salary and Teacher welfare’ Section 14 on ‘teacher policy ‘indicates that the teaching personnel has a right to obtain other benefits in accordance with the rules and regulations referring to civil servants. Additionally, the teacher will receive extra policies like academic position, academic status, social honor, living conditions, praising and admiration, annual leave, maternity leave at least six months per time per child, a single lump sum payment, pension, yearly salary raise (it is in every two years for general civil servants).

Teachers teaching at rural areas will receive an extra policy from the government. Furthermore, this decree also regulates the teaching hour per week obligations, and the subsidies for teaching profession. Teacher welfare or benefit is a set of reward packages, financial and non-financial, which teacher education has a right to receive from an organization, based on the contracted and other welfare enactments issued.

Usually, Lao teachers have extra benefits compared to other civil servants, like extra subsidies, holiday, sickness and maternity leave, and grant for professional development. Anyhow, that welfare scheme seems to be clouded in practice and that may lead to teachers’ stress factors (Decree No. 177/GOL/2012-Laos).

### **2.7.3 Relating to teacher professional development**

The teaching profession is one of those few jobs where professionals work close to people and it is also very crucial among those few jobs, because teacher training institutions have huge responsibilities in building the quality of teacher-students or trainees to become teachers working for the sake of many young children.

Thus, teaching skills training or on-the-job training should be conducted continually in order to promote learning achievement. Vinesh (2014) noted that there is still a big gap between the knowledge and skills passed and acquired in the institutions. According to Ukandu and Ukpere (2013), Woźniak (2006) and Yong (1995) staff development today has been eroded as the majority of the employers do not take proper training of workers into

consideration. Maxwell et. al. (2004) added that managers do not empower their employees with training because they are afraid that trained employees decide to leave them.

Go et. al. (1996) confirmed that managers in the fast food industry support training and development of employees, but do not put it into practice. Ukandu and Ukpere (2011) indicated that managers or organizations often plan ahead, yet the training is poor or non-existent and employees are reprimanded for their poor performance. The annual movement report of 2016-2017 of TTIs-Laos have revealed that staff development is still a challenge for us due to the lack of supporting resources; our organizations have fewer experiences in cooperating with the relevant institutions or networks.

Howard and Johnson (2004) added that poor teacher-student relationships, time pressure, role conflict, poor working conditions, and the lack of training participation are the roots of the stress factors symptom. Cannon (1992) agreed that disparity in skill gaps development affects not only employees themselves, but the organization's capacity to join the competition process also. Gold (2001) has stated that teachers are often isolated from their peers, leading to depersonalization. Yan and Xin (2007) claimed that they ignore the gradual growth of teachers' professional skills and harm some teachers' pride.

Decree No. 177/GOL/2012-Laos, section 23 specified that the teacher personnel of institutions have a right to receive scholarship from the government to continue their studies and improve their knowledge and skills in formal and informal ways within international institutions.

Besides, the teacher personnel have the right to upgrade the political-theories and government's statements and policies once a year. In contrast, deficit or gaps in training involvement among teacher personnel still faces challenges today and tends to be a cause of stress factors. Herioux (2012) viewed that teachers' dissatisfaction often leads to stress factors and that can be the result of administrative demands and performance pressures.

In summary, stress factors are a group of fatigue syndrome under the unwanted feeling the individual experiences through prolonging work. Teacher stress derived not only from personal behaviors, socio-economic pressure, but social values and beliefs as well. The organization, where teachers work is also a main cause of stress like leaders' personal behaviors, miscommunication, and inefficiency in managing duties and responsibilities such as allocation of teaching hours not following the legal regulations, ambiguity in providing welfare and other benefits, and imbalance in teaching career development.

## **2.8 Review of the previous studies**

In the present section, I would like to summarize some previous studies which are connected to the six studies. These reviews are to be used as pillar supports and for the validation of each study findings as follow:

Regarding to developmental process of research questionnaires (study 1 - 3) used for the major study there was an instrument examiner to validate the external and internal consistency of the questionnaire prior to administering the completed version to the actual samples.

Besides, Soukkhavong, (2010) have found that the right word and sentence structure in each item statement must correlate. Sinjaru (2012) emphasized the semantic differential scale to rate and mark the individual statements. Sisaad (2002) have offered more choices or options through measurement scales as a kind of diagnostic or rating round in the field of mixed research. Likittwattana (2012) have noted that open ended questions were useful for both examiner or measurer and respondents to understanding each other. Phousion (2011) added that wording and the phrases used should fit the local respondents and the study.

As we know teachers' burnout syndrome (study 4) is a reaction to chronic stress among teachers, and those dilemma issues confronted are often more related to the organization's pressure than to teachers' own-tensions like personal factors and social pressure, and most teachers stated they need their leaders or principals pay attention toward the professional ethics through teachers' issues and enough investment into the teaching media, materials and instructional equipment as well as morality and motivation to teachers (e.g. Blazer, 2010; Whitehead, 2001; Sichambo, Maragia and Simiyu, 2012; Toth and Hodi, 2014; Roloff & Brown, 2011; Herioux, 2012; Küçükoğlu, 2014, and Landrum et. al., 2012).

Furthermore, previous studies associated with study 5 were rare but those results were always concerned with the manager's or principal's lack of perception in visibility and feasibility toward the networking and using a modern technological device to support the instructional process that made classroom boring and the institution discreditable (e.g. Phisane 2014; Mayer, 2008; Manivong, 2012; Sisomphou, 2007; Phiengphanyoukorn, 1991, and Decree, No.1728/MOES/2015-Laos).

Regarding the instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos (study 6) Champathong (2015), and Ayuk,

(2012) have revealed an imbalance or shortage among natural- and social sciences teachers both. Some scholars (Nwikina and Nwanekezi, 2010; Nyasha et. al., 2013; Mavis 2014; Aja-Okorie, 2016; Namuddu, 2010; Muguongo et. al., 2015; and Khan, 2015) have revealed a lack of administrative support in forecasting teacher requirements or in job analysis and its recruiting process.

Besides, several researchers (Akala, 2014; Abdou and Zaalouk, 2012; Hudson, 2011; Eunice et. al. 2014, Chongsirikul, 2003; and Campos, 2009) have found problems mainly in the policy of teachers, restricted autonomy in selecting staff and mentor of teachers; educational materials out of date, inadequate practices of policymakers and teacher performance appraisal ambiguity. Also, Lingam (2004), Somboon (1997) and Viscardi (2015) widely complained about professional development, compensation and teachers not being involved in all decision-making processes.

In summary, teacher's burnout and stress sources were found and rooted in the aspects of organization mismanagement and leaders' or principals' behaviors or emotional manner. These phenomena are often overlooked by those concerned, but these were the main causes of stress among teachers and also made the organization unsuccessful. Therefore, the high positions' possessor should perceive and respect the career ethics related to teachers' issues as a priority task and it is vital for leaders/principals or educational institutions at all levels to be attentive and perform practices routinely.

## **2.9 Education structure and TTIs in Laos**

### **2.9.1 General education system**

Decree No. 282/PM/2011-Laos lays the basis of the role and responsibilities of operation and processes. The Ministry of Education and Sports (MOES) is a central government organization with main functions and responsibilities for the macro management and administration of the education and sports sector.

MOES consists of one Minister, four Vice-Ministers, and two Assistants to support the Minister. Administration departments are made-up of Cabinet of MOES, and five Departments like Organization and Personnel, Planning, Finance, Inspection, External Relations. The office of Lao National Commission for UNESCO, Internal Olympic Commission Relations.

There are Technical Departments for Preschool and Primary Education, Secondary Education, Teacher Training, Technical and Vocational Education, Higher Education, Non-Formal Education, Physical and Art Education, Students Affairs, Elite Sports, Sport for All, Research Institute for Education Sciences, Institute for Educational Administration Development, Education Standard and Quality Assurance Center, Private Education Advisory Council Office, Information and Communication Technology Center for Education and Sports, The Information and Media Center.

Besides, MOES also established local education and sports sectors such as Provincial Education and Sports Services (PESS), District Education and Sports Bureau (DESB) and Village Education Development Committees (VEDC); the state Educational Materials Production Enterprise and the State Education Printing Enterprise.

Structure of education in Laos follows primary education, which has five years of study, the secondary school including two categories: (a) Lower secondary education is a basic education that has four years of study; and (b) Upper secondary education is the continuation of studies from lower secondary education, which has three years of study.

Technical and Vocational Education, which is technical professional education and training for learners and trainees to have specific knowledge and capacity, skills, profession, job-orientation, labor discipline, and to respond to the demands of the labor market. The Technical and Vocational education structure consists of Technical and Vocational Education Certificate level, Diploma level and Higher Diploma level as defined in the Technical Vocational Education Law.

Formal education is systematic teaching and learning in schools, with a timetable and school calendar, and curriculum content that meets the national education standards. Formal education consists of early childhood education; general education; technical and vocational education, and higher education.

Non-Formal Education is a kind of teaching and learning, which is conducted based on curricula, contents and various levels, similar to the Formal Education setting. However, the methodology, time and mode of teaching and learning shall be flexible to learners and learning shall be in parallel with basic vocational training. Non-Formal Education consists of regular non-formal and informal education.

Higher Education follows upper secondary education, intermediate vocational education or equivalent, and the education curricula starting from Associate Degree to

Doctoral Degree to promote lifelong learning aims to develop technical staff, specialists, researchers and scientists. The structure of Higher Education is made up of an Associate Degree, Bachelor's Degree, Master's Degree, Doctoral Degree, and Postgraduate Education.

Besides, Education management and administration are the attempts to adapt and adopt the western ideologies to fit the local situation by promoting *decentralization, de-concentration, individual learning, and researches*. In addition, the reform is associated with improvement and creating a legal education, investment, the society's attitude toward education, teaching and learning culture, and institutions' environments.

In addition, the reform also regards teachers' behavior, role and responsibilities, and the relationship of teacher and students, gender education, equal opportunities, and professional development.

Furthermore, concerning the investment in the education sector, the main funding sources are (1) Government budget; (2) Contributions of communities, individuals, families, and international and external social organizations and international agencies.

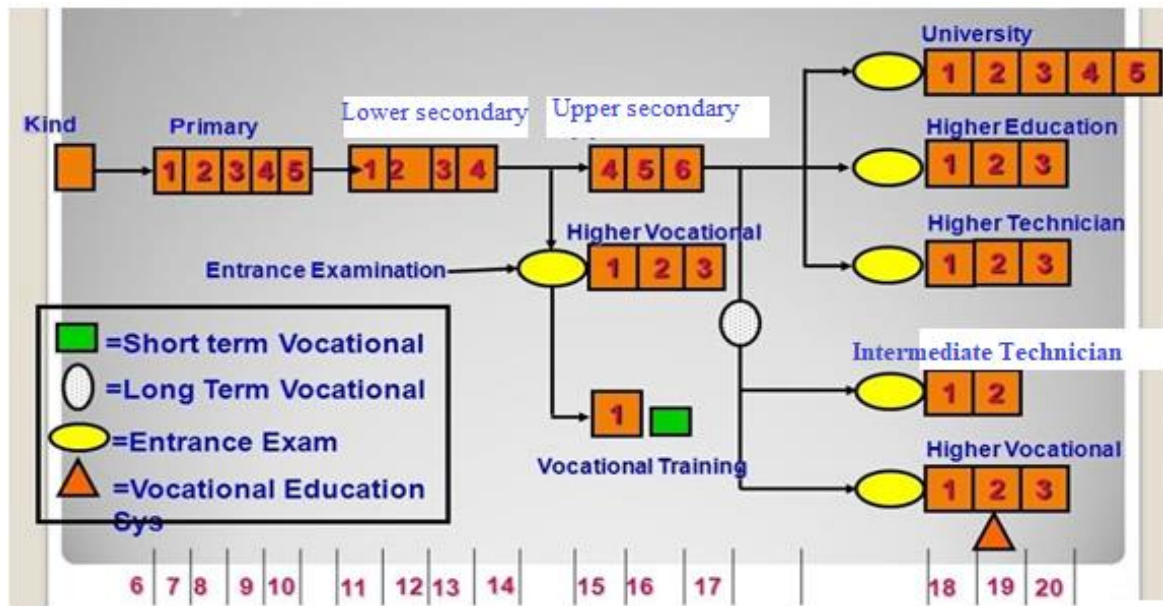
Moreover, other relevant component of the education structure in Laos is the start of the academic year which is in most cases September 1 for the first semester, except for public universities and colleges where it normally starts two-three weeks later. Therefore, from primary to vocational education midterm examinations are organised on the 8th week, during the end of October.

Regarding the educational assessment and evaluation in the Laos context, such as the scores or marks applied from primary school to vocational school from 5 up to 10 depend on the students' active performance. These are criterion marks, meaning he or she passed an exam on the subjects, marks below 4 mean he or she failed.

The higher education level applies the credits worth and follows the grading system based on the Decree on Lao student's assessment and evaluation No. 682/NUOL/2012-Laos. The grading system presents students' performance as grade (A) excellent; (B+) Very good; (B) Good; (C+) Fair Good; (C) Fair; (D+) Poor; (D) very poor; (F) Fail; (I) Incomplete. Figure 5 shows the structure of the education system in Lao P.D.R.



**Figure 5. Structure of the education system in Laos**

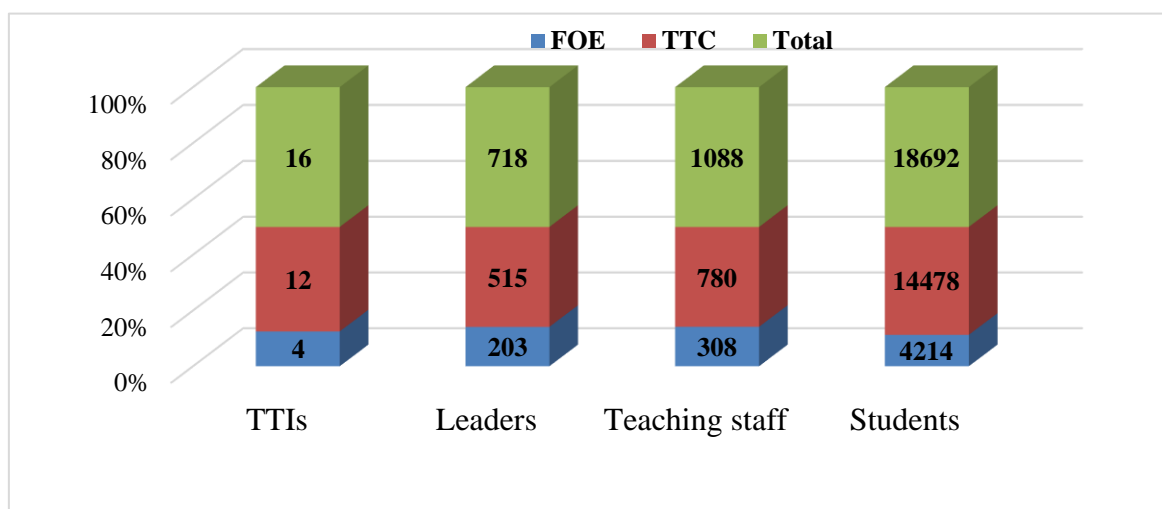


### 2.9.2 Teacher Training Institutions (TTIs) in Laos

Teacher Training Institutions (TTIs) are the first comprehensive or full-fledged TTIs in the history of Lao PDR. Through Decree, No. 4924/MOES/OP/(2016-Laos), TTIs were established by the merge of the existing 16 teacher training institutes which were then operated under different levels and belong to different departments within MOES like Higher education and Teacher Education department.

As already discussed in chapter one, currently TTIs comprise of 16 teacher higher education institutions: 4 Faculties of Education residing in Four Public Universities, 8 Teacher Training Colleges (TTC); one Art Education College, and one Physical Education College; two Buddhist Teacher Training Colleges. There is also an Institute of Vocational Development for offering vocational teacher training. Initially, the TTIs conducted the teaching and learning-based differentiation degrees and programs following the demand of the labor market (See Figure 6.).

**Figure 6.** Number and distribution of TTIs, Educational Leaders, Teachers and Students within TTIs of Laos (2016-2017)



(Source: <http://MOES.edu.la/>) p. 36.)

Each TTI has formed its own eligibility criteria of enrolment, but most of the teacher-students (60%) were under the Government scholarship (No.4924/MOES/OP/2016-Laos). Thus, those students who have a high academic record at secondary education are taken as priority from the government and they can be directly enrolled in TTIs, to become a teacher in Preprimary, Lower secondary school, which provides more options such as higher diploma degree (12+2 or Bachelor degree 12+4).

To become a teacher employed in upper secondary school which provide a multi-bachelor degree like (12+4 full time study, bridge program 2.5 years of study and continuing program 2.5 years of study, these last two programs provide teacher-students with advanced performance in a degree program at one institution as recognition of previous academic achievement records in a similar field of the study in another institution (See Table 3.).

**Table 3.** Teacher education training programs in Laos

Type of Diploma	Eligibility admissions	Offered program	Credits worth	Teaching practice
Higher and Bachelor diploma	Grade 9/ Grade 12	Preprimary school (12+2 or 12+4)	120 -148	8 weeks
Higher and Bachelor diploma	Grade 9/ Grade 12	Primary school (12+2 or 12+4)	120 -145	8 weeks
Higher and Bachelor diploma	Grade 9/ Grade 12	Lower Secondary (12+2 or 12+4)	130 -160	8 weeks
Bachelor diploma	Grade 12	Upper Secondary (12+4)	136	10-12 weeks

(Source: <http://MOES.edu.la/> p. 79.)

To develop the quality of teaching and learning by improving teachers' capacity and fostering teachers' incentives better, the MOES, in cooperation with some teacher education institutions in the neighboring and regional countries, governments and non-government organizations intend to increase the potential for producing a quality teacher education by forming bilateral and multilateral cooperation.

For example, the Swedish International Development Cooperation Agency developed a project called Teacher Training Enhancement and Status of Teachers (TEXAMINATION) during 2002 to 2010; the Japan International Cooperation Agency (JICA) had a project during 2010-2013 in some particular southern provinces; those projects aimed at enhancing pre- and in-service teachers, especially some educators with non-teaching licenses.

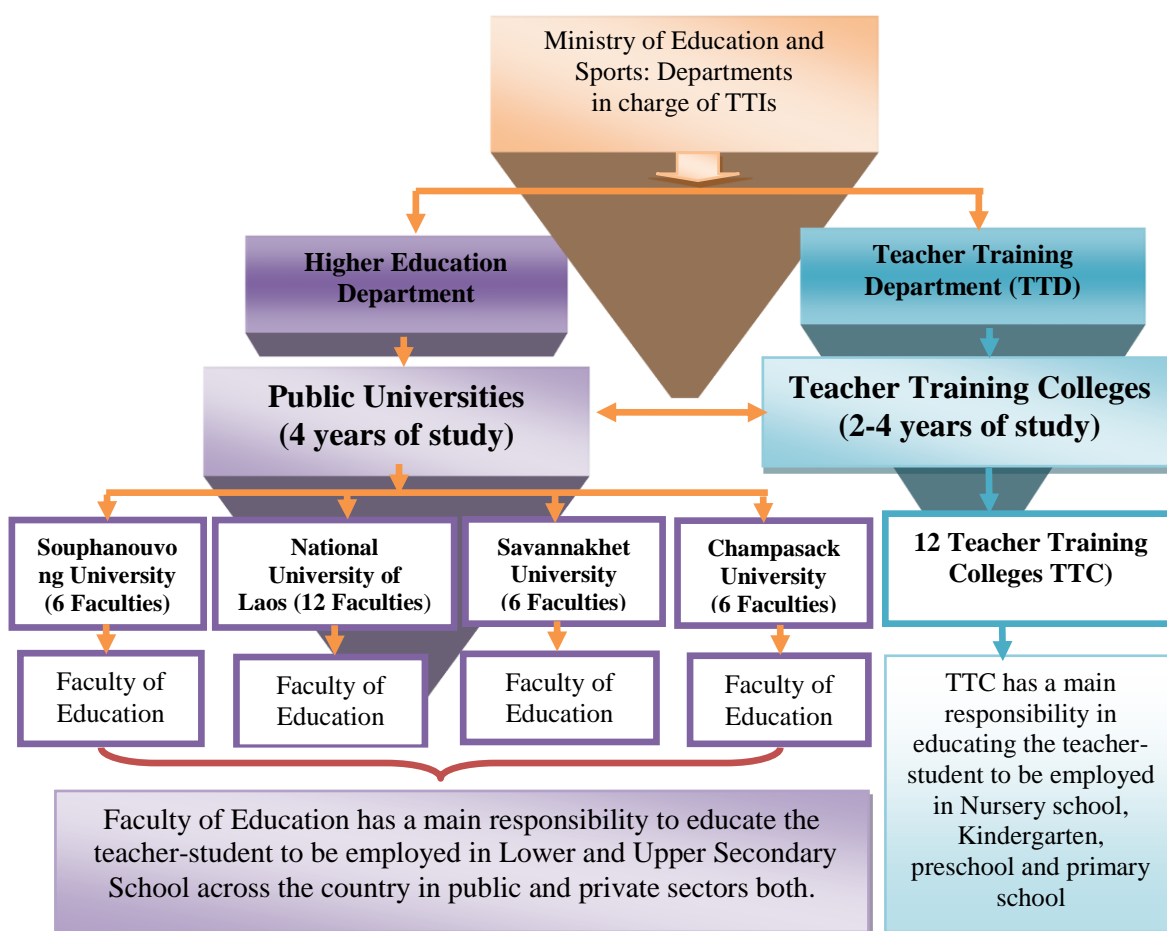
TTIs Management or supervision for public institutions depends on a vertical and horizontal cooperation basis. For instance, TTI is responsible for the university and higher education department of the Faculty of Education and TTC is in charge of the teacher education department. However, the teachers at some pre-primary and secondary schools of the capital city and provinces shall be supervised by their own local offices such as the Provincial Education and Sports Services (PESS) that are responsible for recruiting teachers based on the Department of Administration and Civil Servants Quota.

Besides, applications for quotas can be submitted by each school through the District Education and Sports Bureau (DESB), PESS, and MOES for lower secondary school teachers and through PESS and MOES for upper secondary school teachers.

In terms of teacher deployment, the Ministry grants final approval of assignments based on the teacher applications or on a recommendation by the evaluation committee through DESB, PESS, and Department of Organization and Personnel (DOP). Both in- and pre-service teacher training is under the control of the Department of Teacher Education (DTE), MOES. DTE is also responsible for overseeing activities that are conducted by teacher training institutions.

Teacher transfer and termination in Laos culture is operated based on three main categories such as personal reason (family settlement, make a mistake-severity, health condition), organizational reason (position promotion or demotion of position) and death. Figure 7. depicts the structure of TTIs in Laos.

Figure 7. Structure of Teacher Training Institutes in Laos (TTIs)



(Source: <http://MOES.edu.la/> p. 34.)

## 2.10 Defining keywords and key expressions

The following definitions are related solely to the context of TTIs in Laos that I have extracted from the whole theories, conceptualizations, legal educations in Laos pertaining to study 1 to 6 or main study. In order to facilitate the audience's uniformity in understanding, the definitions for each study were listed as follows:

*Instructional management:* it is a process in overseeing each classroom procedure, monitor, progress, space, time, materials, and equipment utilization. These tasks and activities concern school leaders or principals to incorporate among teachers toward the decision-making process of how-to adapt and utilize those instructional sources to maximize a benefit and that satisfies instructors and students the most.

*Management of Teacher:* it refers to the educational leaders in TTIs who apply their skills and abilities to manage and supervise teachers to provide their best performance and

to satisfy some basic welfare needs systematically (e.g. Lao Law on education, 2016; Brewster, et. al. 2011; Chanthala and Phommanimit, 2004).

*Teacher Training Institution (TTIs):* it is the first comprehensive institute in Laos created by the merge of the 4 Faculties of Education (FOE) from 4 Public Universities and 12 Teacher Training Colleges (TTC) called hereinafter as Teacher Training Institutions or TTIs. FOE and TTC (Decree on forecasting and annual building plan of teacher, No. 4924/MOES/OP/2016-Laos).

*Educational Leader's perception level of the six tasks:* awareness and comprehension of an individual concerning teacher demand analysis, recruitment and selection, pre-service teacher training, teacher performance appraisal, teacher compensation, and training needs assessment, that should be their priority functions (Decree, No. 4924/MOES/OP/ 2017).

*Teacher:* it means the teacher employees who are assigned to teach a particular subject based on their specialized knowledge and who have the right to receive all kinds of compensations and other benefits (Lao Law on Education, 2016).

*Teacher Management in Teacher Training Institutions (TTI):* it means the appointed educational leader performing the job-oriented managing and utilizing of the teachers and other resources. In addition, the educational leader also has a responsibility to manage some tasks related to teacher management within TTIs as follows:

*Teacher demand analysis:* it means the process of collecting and analyzing data systematically to determine the demands in details, including job specification and job qualification (e.g; Thosouvannachinda, 2001; Vannasy, et. al.; 2014).

*Recruitment and Selection of teachers:* Recruitment means the processes of job vacancy announcement via multimedia for searching and attracting the new qualified teacher applicant. Selection is the core process in picking or choosing the right teacher candidate by using multiple selection techniques (Law on Lao civil servant, No 023/NE/2016). These both play a vital role in obtaining the right candidate to occupy the vacant position (Doorenenbal, et. al., 2012).

*Pre-service training:* it means the educational leader in TTIs providing some necessary information to novice teachers about decrees, provisions, legal educations, working culture, line of work, policy, organizational achievement, network, legal obligations and vision (Law on Civil Servant, No. 023/NE/2016-Laos), Patrick et. al., 2014; Wills, 1994; Chanthala and Phommanimith, 2004; Bransford, et. al., 2005; and Knorr, 2012).

*Performance appraisal:* it means a systematic evaluation process to explore skill gaps among teachers, to boost their professional growth. The result of appraisal can help in allocating the compensation to teachers in TTIs transparently and precisely (Chanthala and Phommanimith, 2004; Hdiggui, 2006).

*Teacher Compensation:* it means the process of supplying a valuable package of benefits including salary, extra pay, pension, and this process is based on the result of staff appraisal or evaluation, legal information, other provisions and decrees related (e.g. Gottelmann and Yekhlef, 2005; Torjman, 2005; Fitzpatrick, 2000; UNESCO, 2015).

*Training Needs Assessment:* it means the educational leader in TTIs conducting a survey with the help of multifarious techniques to obtain information about the teachers' needs (skill gaps), to improve and develop their knowledge and skills relating to the teaching profession, and organize the right training (e.g. Ferreira and Abbad, 2013; Trutkowski, 2016; Vannasy, et. al.; 2014).

*Teaching load:* it means the TTIs allocating too much teaching hours a week to work, cross-subjects taught, and teachers face a huge number of administrative tasks. In these cases, the management does not follow the Decree No. 4924/MOES/PO/2017-Laos. Prepridy (2000) concluded that leaders' lack of awareness of the above functions can cause teachers' burnout syndrome.

*Teacher welfare:* it means the TTIs always ignoring to supply teachers with all kinds of value packages of benefits and compensations the teachers are entitled to, and that is against the Decree No.177/GOL/2012-Laos.

*Teachers' professional development:* it means the TTIs often neglecting teachers' professional development and other career advancements, and that does not meet the Decree No 177/GOL, 2012-Laos. The above can lead to the teachers' burnout syndrome. According to Glatthorn (1995) a growth occurs as the teachers move through the professional career cycle.

*Purposive sampling:* purposive sampling is based on the characteristics of a population and the objectives of the study. It is also known as judgmental, selective or subjective sampling (Gay and Airisian, 2005).

## **2.11 Chapter summary**

Perception is a personal intellectual and psychological process which is instinctive as it is individual self-awareness toward the functions and responsibilities without bias to others.

Management is a process of science and art in communicating and controlling to getting things done through people, or it is a set of principles associated with planning, organizing and selecting the right staff to achieve the institution's goals.

Educational leaders or managers are appointed by the top educational institutions, they play a key role in the utilization of teachers and other organizational resources in driving the institutions to success.

The education system in Laos consists of pre-primary and primary school (five years of study), and secondary school (seven years of study), and higher education including college and university (two to six years of study) based on the selected courses or programs.

## **CHAPTER 3. METHODOLOGY**

### **3.1 Introduction**

I have broadly mentioned concerning the problems of the study (1.2); rationale of the study (1.3), and other relevant reasons in chapter two in order to assist the readers in understanding the main purpose of this dissertation. Thus, this study employed a mixed research study design to examine insight about the educational leaders' or principals' perception of their functioning and responsibilities. The chapter describes the methodology of the empirical study through five studies and the main study. The description is grouped around the target institutions, samples, instruments, procedures, statistics applied and chapter summary.

### **3.2 Target institutions used for the study**

As presented in (1.3), in Laos there are currently 16 Teacher Training Institutions (TTIs) nationwide. I have divided them into two institution groups to employ for different purposes, like the haft was used for examining or measuring the validity and reliability of self-constructed questionnaires. The selection process of target institutions was based on considering those TTIs which face less or more problems from among those quoted in the annual movement report (2016-2017), and also used a quota sampling technique (Gay and Airisian, 2005).

### **3.3 Samples**

This section presents the people participating in the studies, divided into three main groups. The first group, consisting of 128 sample members included measurement experts, academic staffs; and senior teachers from the selected TTIs and some experts from MOES. This first group was employed in study 1, 2, and 3. They have examined and evaluated the constructed questionnaires designed for data collection in study 6 or main study. Most of them were graduates, instructors and had a work related to educational personnel management and research instrument design.

In the second group, there were 104 teachers from practice- or Demonstration schools which are under the supervision of the Faculty of Education and 196 teachers from three Faculties of Education employed to study 4 and 5 respectively. The third group consisted of 138 educational leaders and 213 teachers. These sample members worked in the same TTIs



across Laos and I have employed them for study 6 or main study. All of the above-mentioned samples were obtained by using quota and purposive sampling, and their background information is presented through each study and the main study as below:

### **Sample for study 1**

This study enrolled 10 measurement experts and 40 academic staff members, who worked in the field of educational personnel at the Ministry of Education and Sports, and at the Faculty of Education in Laos. They examined the two forms of questionnaires (educational leader and teacher). The most of these participants were female (53.75%) and mostly possessed a master's degree (56.25%) and had working experiences of more than 16 years (42.5%). Only 2 out of 50 participants obtained a Ph.D.

### **Sample for study 2**

The participants of study 2 were 25 people (5 measurement experts and 20 administrative staff members respectively). These participants had different purposes in examining the validity and reliability of the questionnaires. 53% of these participants were female, 62% and 56% respectively were graduates and had a working experience of more than 16 years in the field of human resources.

### **Sample for study 3**

Based on the concepts of an empirical research design, the number of participants in the piloting of research instruments is a small sample of 20-60 people, similar in composition to the population from which you are sampling (Sudman and Bradburn, 2004). Thus, study 3 involved 53 participants, including five measurement experts (9.43%) and 48 educational leaders (90.57%). The 66.7% of respondents had a Bachelor degree and the rest graduated from Master programs. 68.8% of participants have been working for more than 15 years and 31.3% had less than 15 years of working experience.

### **Sample for study 4**

There were 104 teacher civil servants enrolled from practice schools or demonstration schools. There were 24 kindergarten school teachers (23%), 28 primary school teachers (27%) and 52 secondary school teachers (50%). These practice schools were under the

supervision of the Faculty of Education, National University of Laos, the place I have been working for as a lecturer.

Among the 104 teachers the distribution by gender was: female (67.3%), male (32.7%). The age distribution was: participants aged above 30 years covered 75% of the sample, the proportion of those below 30 years was (25%). The majority of respondents possessed a Bachelor degree (57.7%) and the rest had a Master degree (42.3%). 58.7% had a more than 10 years teaching experience, while 41.3% had a teaching experience of less than 10 years.

### **Sample for study 5**

There were 196 teachers asked from three Faculties of Education within three Public Universities across Laos. 92 (46.90%) were male, and 104 (53.10%) were female teachers, 63 teachers (32.10%) had a teaching experience less than 10 years and 133 teachers (67.90%) had a teaching experience of more than 10 years.

### **Sample for study 6 (main study)**

As I have stated earlier, there were 8 out of 16 TTIs in Laos selected to take part in the main study. I have decided to focus solely on 213 teachers and 138 educational leaders who have teaching obligations not more than 12 hours and 6 hours a week respectively (Decree No. 177/GOL/2012-Laos). These sample sizes were obtained by using purposive sampling technique (Gay and Airisian, 2005). Both sample-groups worked within the 8 TTIs-Laos. The majority of educational leaders were men (65.2%), obtained a Master Degree (54.3%), Bachelor Degree (31.9%), and possessed a Ph.D. Degree (13.8%), and half (50%) of them have been working since more than 16 years. Whereas, the majority of teachers were women (65.3%), and obtained a Bachelor Degree (63.8%) as well as they have been teaching between 5-10 years (57.3%) (See Table 4.).

Table 4. The samples used for the study

Sources of samples (Laos)	Employed for study	No. of participant
Ministry of Education and Sports, National University of Laos, and two TTIs	Study 1	N = 50
District Education Offices, Vientiane capital and one TTI	Study 2	N = 25
Two TTIs	Study 3	N = 53
Three Practicing schools under the supervision of FOE	Study 4	N = 104
Three FOEs within TTIs	Study 5	N = 196
8 TTIs excluded from the five studies	Study 6 (main study)	N = 351
	<b>In total</b>	<b>N = 779</b>

### 3.4 Instruments and its developmental process

As I have broadly indicated in 1.3 and 2.2.1 concerning the rationales behind using self-constructed questionnaires, I was eager to develop an instrument myself in order to meet the local context or field of the study, the local respondents, and the situation.

#### Study 1-3

A questionnaire based on the principles of instrument construction was reviewed and applied carefully. This construct is of mixed format, based on a rigorous literature review on the principles of constructing an instrument. The questionnaire was divided into two forms (form A and form B) to meet the different samples (educational leader and the teacher).

Form A, consisted of 6 subscales (tasks) with 63 items in total, and Form B, comprised of 3 stress factors with 25 items in total. Besides, each form has provided an open-ended question placed at the end of each issue or aspect for the participants' feedback. The development process constituted of a two stages examination by using three techniques as below:

First stage, the validity examination (IOC technique) by using 3 points Likert scale such as (+ 1) = the questionnaire meets the Index of Item-Objective Congruence (IOC); (0) = IOC is not sure, (- 1) = does not meet IOC, this step was rated and marked by 5 measurement experts.

As the second stage, I have selected the only Item which was accepted by IOC to ask 20-30 academic staff members. They were responsible for rating and marking the

'understandable word' load in the question by applying 5-point Likert scales. This stage aims to monitor the reliability level through a Cronbach's Alpha value, Correlation coefficient, Interquartile Range (IR) and Median (Mdn). The study activities were carried out through study 1 to 3, and the study findings are introduced in 4.2 to 4.4.

#### **Study 4**

In study 4 I have used questionnaire form B after it passed the qualifying examination. The completed version comprised of 18 items altogether asking about the allocated teaching load, welfare and teaching career development by using a five-points Likert scale and presented open-ended questions at the end of each aspect for the teachers' free suggestions.

#### **Study 5**

I have adapted a ready questionnaire created by Phisane (2014). The questionnaire consisted of 38 items totally, covering four main facets such as creating a lesson plan (12 items), instructional conduct (8 items), instruction via technological devices (10 items) and instructional assessment (8 items). A five-points Likert scale was used (Vagias, 2006). Open-ended questions were also provided to elicit information from the respondents to become guidelines for further problem-solving concerning instructional management.

#### **Study 6 or main study**

I have utilized the completed version of both questionnaire forms as proposed above to collect data from 351 participants (138 educational leaders and 213 teachers). The questionnaire form A (for educational leaders) contained six tasks, 52 items in total, and the questionnaire form B (for teachers) consisted of 18 items in total.

The following part describes the details of the completed forms and its characteristics divided into three sections in each form as shown below:

**1) Questionnaire form A:** Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos. It is divided into three sections presented as follows:

**Section 1:** asking about respondents' socio-demographical information with the help of a checklist - Gender: male ( ); female ( ); qualification level: Bachelor ( ); Master ( ); Doctoral ( ); working experience: less than 10 years ( ); 10-15 years ( ); 16 years and more ( ); TTIs location: FOE ( ); TTC ( ).

**Section 2:** Leaders' perception level of the 6 tasks with the help of 52 items:

- (1) Teacher demand analysis - 7 items;
- (2) Recruitment and selection - 8 items;
- (3) Pre-service training - 8 items;
- (4) Appraisal performance - 10 items;
- (5) Teacher compensation - 13 items;
- (6) Training Needs Assessment - 7 items

Four-points Likert scales were adopted from Vagias and Wade (2006) as shown below:

- 4 represents a very high perception
- 3 represents a high perception
- 2 represents a low perception
- 1 represents a very low perception.

**Section 3:** I have created open-ended questions and placed them at the end of each issue or aspect for the respondents' feedback and also used two short stories as attitude examination to monitor the leaders' decision-making skills in the staff selection process (See Appendix A).

**2) Questionnaire form B:** Stress factors among teachers at TTIs. This questionnaire (form B) constitutes of three sections introduced below:

**Section 1:** The respondents' socio-demographical information including Gender: male ( ), female ( ). Educational qualification < Bachelor ( ); Bachelor Degree ( ); Master Degree ( ); Workplace: FOE ( ); TTC ( ). Teaching experiences: <5 years ( ); 5-10 years ( ); 11 years and more ( ).

**Section 2:** Stress factors among teachers, measured with the help of 18 out of 25 items altogether and divided into three stress factors in teaching profession, as shown below:

- (1) Teaching load - 5 items;
- (2) Teacher welfare - 8 items;
- (3) Teachers' professional development - 5 items. Five-points Likert scales were

adapted from Vagias and Wade (2006) as shown below:

- 5 represents a very high-level of stress factor
- 4 represents a high-level of stress factor
- 3 represents a neutral level of stress factor
- 2 represents a low-level of stress factor
- 1 represents a very low-level of stress factor

**Section 3:** At the end of each stress factor an open-ended question was presented for gathering the teachers voice or feedback related to what they miss from or what is painful in the teaching profession under the supervision of educational leaders. (See both forms in Appendix D). Table 5 below denotes the timelines, the instruments applied and the type of measurement scale.

Table 5. Summary of the steps of the developmental process of a self-constructed questionnaire

<b>Timeline</b>	<b>Instruments applied</b>	<b>Types</b>	<b>Findings</b>
<b>Study 1</b> August 2016	Form A & B (A quality examination)	3- and 5-point Likert scales, open-ended questions	See 4.2
<b>Study 2</b> January 2017	Form A & B (Continue re-examination)	3- and 5-point Likert scales, open-ended questions	See 4.3
<b>Study 3</b> June 2017	Form A (Continue re-examination)	3- and 5-point Likert scales, open-ended questions	See 4.4
<b>Study 4</b> July 2017	Form B (completed version)	5-point Likert scales	See 4.5
<b>Study 5</b> August 2017	Semi-adapted (Phisane, 2015)	5-point Likert scales	See 4.6
<b>Study 6</b> September 2017	Form A & B (Completed version)	4-point Likert scales (form A), and 5-point Likert scales (form B), and open-ended questions	See 4.7

### 3.5 Procedures

#### 3.5.1 Data collection

A letter of consent was approved and signed by the supervisor and forwarded through the relevant organizations and TTIs in Laos. Also, the letter of consent has indicated the objectives of data collection and confirmed the confidential nature of the study in order to give them a comfortable feeling when expressing their opinions in the questionnaire. Both forms of the questionnaire were in Lao language. I have personally distributed them to the sample members selected in accordance with the above presented target institutions including five studies and the main study. Data collection took place in Laos for more than two years (June 2016 to August 2017) in different times and TTIs and educational offices selected as earlier discussed (See Table 6.).

**Table 6. The procedures of research activities**

<b>Timeline</b>	<b>Questionnaires</b>	<b>Language</b>	<b>Method</b>	<b>Study site</b>
Study 1 August 2016	Form A & B	Lao version	Paper & pencil	MOES, Laos
Study 2 January 2017	Form A & B	Lao version	Paper & pencil	2 TTIs and DESB- Laos
Study 3 June 2017	Form A	Lao version	Paper & pencil	3 TTIs-Laos, excluded from the main study
Study 4 July 2017	Form B	Lao version	Paper & pencil	3 practice schools, Laos.
Study 5 August 2017	Semi-adapted	Lao version	Paper & pencil	3 TTIs-Laos, excluded from the main study.
Study 6 September 2017	Form A & B	Lao version	Paper & pencil	8 TTIs-Laos

### 3.5.2 Data analysis

Based on the research design, the analysis of data was organized and conducted following the research aims and hypothesis. The Statistical Package of Social Sciences (SPSS) was used to analyze raw data of all the studies including the content analysis of the open-ended questions in order to monitor the frequency, and percentage. Descriptive statistics were applied to see the IOC score, mean value, standard deviation, Mdn, IR, Cronbach's Alpha, Correlation coefficient, t-test, f-examination (One-way ANOVA), Scheffe or paired samples t-test.

### 3.6 Chapter summary

The purpose of this chapter was to present the methodology of the sub-studies and the main study, including the target institutions, samples, instrument and its stage of construction, procedures, data analysis as well as statistical applications. Besides, the rationale behind choosing the target institutions, samples used for different purposes, characteristics of questionnaires, measurement scales (3, 4, 5 points Likert scales) were employed and discussed clearly in section 1.3. It is noted that every scientific research has to have an appropriate study design and methodology in order to arrive to answers to all the research aims and questions in a scientific and reliable way.

## **CHAPTER 4 THE FINDINGS**

### **4.1 Introduction**

This section presents the findings of the five studies and the main study: 1) Examining the validity and reliability of research-questionnaires, 2) Re-examining the validity and reliability of research questionnaires, 3) A possibility study of using a self-constructed questionnaire for examining teacher management in Laos, 4) Causes of teachers' burnout syndrome concerning school board management at practice schools in Laos, 5) Instructional management of teaching staff in teacher training institutions, Lao PDR. 6) The study 6 or main study: Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos'. The findings, discussions, and summary will be introduced respectively.

### **4.2 Findings of study 1. Examining the validity and reliability of the questionnaires**

This study aimed to detect and eliminate all erroneous words and phrases and replace them by appropriate word loadings. 10 measurement experts and 40 academic staff members took part to assess and evaluate the self-made questionnaires. The questionnaires are divided into two forms (form A: educational leader, and form B: teacher). The data collection took place in the Ministry of Education and Sports, Lao PDR in August 2016 by paper and pencil.

#### **4.2.1 Validity and reliability of the questionnaire (form A)**

The section presents the overall IOC scores of six sub-scales (task) at ( $\sum IOC=0,60; \geq 0.50$ ) and scores observed in case of each item. 19 out of 63 items needed to be eliminated because these items had  $IOC \leq .50$  (items 6, 17, 18, 21, 23, 29, 37, 38, 39, 41, 45, 48, 52, 55, 58, 59, 61, 62 and 63 respectively). Table 7 shows the No. of original items, No. of IOC accepted, sum of all and each sub-scale's IOC score.



**Table 7.** Validity score by IOC, Form A (study 1)

Sub-scale (Task)	No. of original items	IOC accepted	$\Sigma$ IOC score	Results
Teacher demand analysis	9	8	.80	Accepted
Recruitment and selection	9	7	.44	Improvement
Pre-service training	9	7	.64	Accepted
Performance appraisal	11	8	.65	Accepted
Teacher compensation	18	12	.63	Accepted
Training needs assessment	7	2	.48	Improvement
Total = 6 subscales	63 items	44 items	.60	Accepted

IOC acceptable  $\geq .50$

The reliability examination was carried out through two techniques like Cronbach's alpha and Correlation coefficient. The data analyzed show that the majority of respondents agreed through the Cronbach's Alpha with overall scores at ( $\Sigma\alpha = 0.80$ ), and the correlation coefficient between sub-scales showed a relatively low level of internal consistency. Based on the analyzed data, there is a need to continue re-examination in order to reach the measurement standardization. Table 8 below displays the Cronbach's Alpha value and correlation between sub-scale (task).

**Table 8.** Reliability score, form A (study 2)

Sub-scales	No. of Items	$\alpha$	1	2	3	4	5	6
1. Teacher demand analysis	8	.37	–	.185	.236	.026	.524*	.157
2. Recruitment and Selection	7	.64		–	.353	.464*	.190	-.264
3. Pre-service training	7	.75			–	.510*	.254	-.191
4. Appraisal performance	8	.72				–	-.187	-.440
5. Compensation	12	.71					–	.207
6. Training needs assessment	2	.37						–
Total= 6 sub-scales (tasks)	44 items	.80						

\*  $P < .05$ .

#### 4.2.2 Validity and reliability (form B)

The study found overall IOC score at ( $\Sigma\text{IOC}=0.68; \geq 0.50$ ), and the scores observed in case of the individual items. 7 out of 25 items needed to be discarded because these items were  $\text{IOC} \leq 0.50$  (Items 1, 5, 6, 11, 15, 20, and 23 respectively). Table 9 below indicates the details of the analyzed data.

Table 9. Validity score by IOC, form B (study 1)

Sub-scale (stress factor)	No. of original items	IOC accepted	$\Sigma\text{IOC}$ score	Results
Teaching load	8	5	.65	Accepted
Teacher welfare	10	8	.70	Accepted
Teacher professional development	7	5	.71	Accepted
Total = 3 subscales	25 items	18 items	.68	Accepted

IOC acceptable  $\geq .50$

In addition, Table 9 presents the reliability examination by Cronbach's Alpha and the Correlation coefficient between sub-scales (stress factor). The analysis indicated a relatively high level of reliability and a strong relationship between sub-scales. Thus, it can be said that questionnaire form B is of high internal consistency, and it is ready to be used to collect data for the main study. However, I wish to re-examine it to confirm and meet the measurement standardization.

Table 10. Reliability score, Form B (study 1)

Sub-scale	Item	Alpha	1	2	3
Teaching load	5	.92	-	.652**	.538**
Teacher welfare	8	.88		-	.613**
Teacher Professional Development	5	.92			-

\*\* p < .01

### **4.2.3 Summary**

Based on the IOC score, Cronbach's alpha and correlation between sub-scales of both self-constructed questionnaires (form A, for educational leaders and form B, for teachers), there were 19 out of 63 items and 18 out of 25 items accepted by IOC scores. This study also found a wide fluctuation of internal consistency in both forms, especially in case of form A where the external structure of the instrument was uncertain and needed a re-examination to meet the standardization of the measurement process.

## **4.3 Findings of study 2. Re-examining the validity and reliability of questionnaires.**

This study aimed to expand the level of validity and reliability of the questionnaires, and to gather the respondents' suggestions or feedback to improve the self-constructed questionnaires to fit the context of study and local situation. There were five measurement experts and 20 academic staff members from two District's Education and Sports Bureau (DESB) and one TTI invited to the study, and the data collection was carried out in Laos in January 2017 by paper and pencil.

### **4.3.1 Validity and reliability of the questionnaire (form A)**

The analysis of the six sub-scales with 63 items, some feedbacks, and the omitting of some items, and revising the questionnaire in both forms was performed. Based on the data analyzed in the six sub-scales (tasks) showed a high-level overall IOC score ( $\Sigma\text{IOC} = .81$ ) and the  $\Sigma\text{IOC}$  values of each sub-scale were at a high level too. However, this IOC examination also found that 5 out 63 items in total were needed to be eliminated because these items were of low IOC score, such as item 6 in sub-scale 1; item 16, and 17 in sub-scale 2; 44 and 45 in sub-scale 5 Most of the words loaded in these question-items was related to bias, ambiguity, and against the Laos government's policies (See Table 11.).

Table 11. Summary of the ΣIOC and Sub-scale. Form A, (study 2)

Sub-scale (Task)	No. of original items	IOC accepted	ΣIOC score	Results
Teacher demand analysis	9	8	.68	Accepted
Recruitment and selection	9	7	.64	Accepted
Pre-service training	9	9	.91	Accepted
Performance appraisal	11	11	.89	Accepted
Teacher compensation	18	16	.81	Accepted
Training needs assessment	7	7	.94	Accepted
Total = 6 subscales	63 items	58	.81	Accepted

IOC acceptable  $\geq .50$

The reliability examination found: (1) teacher demand analysis (8 items) Alpha = .57; (2) recruitment and selection (7 items) Alpha =.60; (3) pre-service training (9 items) Alpha =.68; (4) performance appraisal (11 items) Alpha =.78; (5) teacher compensation (16 items) Alpha =.82, and (6) training needs assessment (7 items) Alpha = .51. The correlation coefficient between sub-scales were found at a fluctuating level, especially sub-scale 2 and 3 were relatively low which means they need revision and re-examination to meet the interpretation criteria (See Table 12.).

Table 12. Reliability score, correlation between sub-scales, Form A (study 2)

Subscale	No. of item	Cronbach's Alpha	1	2	3	4	5	6
1. Teacher demand analysis	8	.51	–	.443	.427	.512*	.473*	.690**
2. Recruitment and Selection	7	.60		–	.434	.718**	.516*	.625**
3. Pre-service training	9	.68			–	.757**	.829**	.444*
4. Appraisal performance	11	.78				–	.758**	.592**
5. Compensation	16	.82					–	.447*
6. Training needs assessment	7	.57						–

\*\* . p < 0.01 and \* . p < 0.05

### 4.3.2 Validity and reliability of the questionnaire (form B)

Re-examining the validity and reliability of the questionnaire (form B) showed the overall IOC score being at a high level ( $\Sigma\text{IOC} = .86$ ) and the  $\Sigma\text{IOC}$  values of each sub-scale were of relatively high level too. However, this re-examination found the remaining number of Items accepted the same as in the previous study but the latter study's score in the overall and in the individual item jumped to a high level.

Table 13. Validity score by IOC, form B (study 2)

Sub-scale (stress factor)	No. of original items	IOC accepted	$\Sigma\text{IOC}$ score	Results
Teaching load	8	5	.75	Accepted
Teacher welfare	10	8	.84	Accepted
Teacher professional development	7	5	1.00	Accepted
Total = 3 subscales	25 items	18 items	.86	Accepted

IOC acceptable  $\geq .50$

Besides, after examining questionnaire form B to observe the IOC score next came the reliability analysis which revealed: (1) teaching load (5 items) Alpha = .92; (2) teacher welfare (8 items) Alpha = .97, and (3) teacher professional development (5 items) Alpha = .99, while the examination of the correlation coefficient between subscales found a strong correlation. This questionnaire (form B) is ready to be used for collecting data for the main study (See Table 14.).

Table 14. Reliability score, Form B (study 2)

Sub-scale	Item	Alpha	1	2	3
1. Teaching load	5	.92	-	.765**	.814**
2. Teacher welfare	8	.97		-	.892**
3. Teacher Professional Development	5	.99			-

\*\* .  $p < 0.01$

### 4.3.3 The feedback of the respondents

Those feedbacks were associated with the wording and sentence structure and they also revised some word-fits to meet the research field that the author has classified into categories and groupings in accordance with the word-modification shown below (Table 15.):

Table 15. Respondents' suggestions for improving the questionnaires (study 2)

<b>Original of Sub-scales</b>	<b>New phrase suggestions</b>	<b>Experts' justifications</b>
Job analysis	Teacher demand analysis	Job analysis is a wider description and sector
Utilization rate of teacher	Teacher performance appraisal	It covers several responsibilities of teachers
Teacher Policy	Teacher compensation	Compensation is a part of policy domain
<b>Manuscript of wording</b>	<b>Re-wording</b>	<b>Experts' justifications</b>
Aptitude, multi skills	Ability, additional teaching skill	'Aptitude' is natural ability, wider. 'Ability' indicates a specific purpose.
Teaching practices, Feedback,	Teaching practicum, peer review	Teaching practicum is the official expression. Peer reviews are optional among teachers in mutual reflections
Patronage, nepotism	- Consistency of Treatment and Fairness - Merit, morality, equity.	In case of selecting a new teacher employee, 'nepotism' will bring an organization deterioration
Birth leaving	Maternity leave	Official terms

### 4.3.4 Summary

As a result the re-examination of both questionnaires brought better validity levels as there were 58 out of 63 items (form A) and 18 out of 25 items (form B) accepted by IOC scores and its reliability measured through Cronbach's alpha and correlation between subscales have revealed a high internal consistency, especially in case of questionnaire form B which is ready to be used for piloting prior to applying it to collect data for the main study in the future. However, I would like to continue measuring with form 'A' in study 3 to ensure it has a valid internal consistency before employing to collect data for the main study.

#### 4.4 Findings of study 3. A possibility study of using a self-constructed questionnaire for studying the management of teachers in Laos.

This study aimed to extend the reliability level of the two latter studies, to collect feedbacks to be a guideline for increasing the constructs' reliability, and to explore the possibility index value of using the self-made questionnaire. There were 53 participants in the sample, including measurement experts and academic staff members from two TTIs. The data collection took place in June 2017 in Lao PDR, by paper and pencil.

##### 4.4.1 Validity of questionnaire (form A) by IOC, Mdn, IR, and PI.

The validity examination by IOC and Delphi technique was carried out by the expert panelists to measure the Index of Item-Objective Congruence (IOC); Median (Mdn) and Inter-quartile Range (IR). The examiners obtained an IOC score between 0.50 to 1.00; Mdn score > 3.50 to 5.00 and IR < 1,50, which were acceptable.

Table 16. Validity and reliability scores by complex techniques. Form A (Study 3)

Sub-scale	No. of item	IOC	N = 5				∑Mdn > 3.50-5.00 & ∑IR < 1.50 (accepted)			Possibility Index (N = 48) (PI = 3.51-5.00 Accepted)		
			Round 3		Round 1		Mdn	IR	Result	$\bar{x}$	SD	Result
			Mdn	IR	Mdn	IR						
Teacher Demand Analysis	1	1.00	4.00	1.00	1.00	.50	3.00	.50	Revise	4.77	.42	✓
	2	.60	4.00	1.00	1.00	.50	3.00	.50	Revise	4.50	.54	✓
	3	1.00	4.00	1.00	1.00	.50	3.00	.50	Revise	4.52	.58	✓
	4	.80	5.00	1.50	1.00	.50	4.00	1.00	✓	4.18	.70	✓
	5	1.00	4.00	1.50	1.00	.50	3.00	1.00	Revise	4.45	.61	✓
	6	.60	5.00	.50	1.00	.50	4.00	.00	✓	4.33	.66	✓
	7	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.52	.61	✓
	8	-.40	1.00	1.00	.00	1.50	.00	-.50	✗	✗	✗	✗
	9	-.20	1.00	.50	.00	.50	1.00	.00	✗	✗	✗	✗
Recruitment and Selection	10	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.31	.58	✓
	11	1.00	5.00	1.00	1.00	.50	4.00	.50	✓	4.56	.58	✓
	12	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.45	.61	✓
	13	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.43	.50	✓
	14	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.37	.56	✓
	15	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.54	.54	✓
	16	.60	4.00	1.00	1.00	.50	3.00	.50	Revise	4.66	.51	✓
	17	-.20	1.00	1.50	.00	1.50	1.00	1.00	✗	✗	✗	✗
	18	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.45	.61	

Table 16 above shows the results of various analysis through complex techniques concerning the subscales of Teacher demand analysis (TDA) and Recruitment and Selection (RaS). It was found that 2 out of 9 items in TDA and 1 out of 9 items in RaS needed to be omitted due to IOC value below 0.50, while 4 out of 9 items in TDA and 2 out of 9 items in RaS needed to be revised because the Mdn and the IR value did not match the criteria provided. These question-items had to be omitted and revised when vagueness and words that were incomprehensible occurred.

Regarding the possibility index examined with the help of 48 educational leaders who rated and marked the degree of the comprehensibility of words and phrases in the question-items, respondents had to justify the feasibility level of utilization for the large-scale study. The rating criteria of understandable words from left to right (5-1) represents each degree and help in decision-making. In subscale TDA and RaS a high possibility index degree was found, with a mean score minimum-maximum at  $\bar{x}$  4.31 to 4.77 respectively.

Table 17. Validity and reliability score by complex techniques, form A (continued table)

Sub-scale	No. of Item	IOC Scores	N = 5				$\sum \text{Mdn} > 3.50-5.00$ and $\sum \text{IR} < 1.50$ (accept)			Possibility Index (N = 48) (PI = 3.51-5.00 Accept)		
			Round 3		Round 1		Mdn	IR	Result	$\bar{x}$	SD	Result
			Mdn	IR	Mdn	IR						
Pre-Service Teacher Training	19	1.00	4.00	.50	1.00	.50	3.00	.00	Revise	4.52	.50	✓
	20	.60	5.00	1.50	1.00	.50	4.00	1.00	✓	4.64	.63	✓
	21	-.20	1.00	1.50	.00	1.00	1.00	1.00	✗	✗	✗	✗
	22	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.35	.72	✓
	23	.80	5.00	1.50	1.00	.50	4.00	1.00	✓	4.37	.73	✓
	24	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.33	.66	✓
	25	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.16	.69	✓
	26	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.31	.71	✓
	27	-.40	1.00	1.50	.00	1.00	1.00	1.00	✗	✗	✗	✗
Performance Appraisal	28	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.37	.63	✓
	29	1.0	5.00	1.00	1.00	.50	4.00	.50	✓	4.22	.66	✓
	30	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.25	.69	✓
	31	.60	5.00	.50	1.00	.50	4.00	.00	✓	4.14	.71	✓
	32	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.20	1.05	✓
	33	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.27	.91	✓
	34	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.31	.77	✓
	35	.00	1.00	.50	.00	1.00	1.00	-.50	✗	✗	✗	✗



	36	.60	5.00	.50	1.00	.50	4.00	.00	✓	4.33	.63	✓
	37	1.0	5.00	1.00	1.00	.50	4.00	.50	✓	4.33	.63	✓
	38	.80	5.00	1.00	1.00	1.00	4.00	.00	✓	4.22	.77	✓
Teacher compensation (TC)	39	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.50	.54	✓
	40	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.37	.67	✓
	41	1.0	5.00	.50	1.00	.50	4.00	.00	✓	4.04	.74	✓
	42	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.37	.63	✓
	43	.80	4.00	1.00	1.00	1.00	3.00	.00	Revise	4.29	.65	✓
	44	.80	4.00	1.00	1.00	1.00	3.00	.00	Revise	4.29	.74	✓
	45	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.43	.61	✓
	46	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.33	.59	✓
	47	.60	5.00	.50	1.00	.50	4.00	.00	✓	4.04	.74	✓
	48	- .40	1.00	.50	.00	1.00	1.00	-.50	✗	✗	✗	✗
	49	.80	5.00	1.00	1.00	.50	4.00	.50	✓	3.95	1.18	✓
	50	- .40	1.00	.50	.00	1.50	1.00	- 1.00	✗	✗	✗	✗
	51	- .40	1.00	1.00	.00	1.00	1.00	.00	✗	✗	✗	✗
	52	1.0	5.00	1.00	1.00	.50	4.00	.50	✓	4.14	.68	✓
	53	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.29	.79	✓
	54	.80	4.00	1.00	1.00	.50	3.00	.50	Revise	4.31	.65	✓
55	- .40	1.00	1.00	.00	1.00	1.00	.00	✗	✗	✗	✗	
56	- .20	1.00	1.00	.00	.50	1.00	.50	✗	✗	✗	✗	
Training Needs Assessment	57	1.0	5.00	1.00	1.00	1.00	4.00	.00	✓	4.22	.75	✓
	58	.80	5.00	1.00	1.00	.50	4.00	.50	✓	4.41	.67	✓
	59	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.33	.63	✓
	60	.80	4.00	1.50	1.00	1.00	3.00	1.00	Revise	4.47	.68	✓
	61	.80	5.00	1.50	1.00	1.00	4.00	1.00	✓	4.22	.66	✓
	62	1.0	5.00	1.50	1.00	1.00	4.00	1.00	✓	4.47	.58	✓
	63	.60	5.00	1.00	1.00	.50	4.00	.50	✓	4.18	.64	✓

Table 17 above, shows the results of the examination performed with complex techniques on the subscales Pre-Service Teacher Training (PST) and Teacher Performance Appraisal (PA). The analysis of data indicated that 2 out of 9 items in PST and 1 out of 11 items in PA had to be erased due to having a low IOC value  $<.0.50$ ; and the other complex examination showed a central tendency.

Besides, PST items 19 and 25 were below the required Mdn value so these two items had to be revised to reach the criteria at > Mdn 3.50. Furthermore, this examination discovered 1 out of 11 items to be deleted as the result of an IOC value < 0.50 and 1 out of 11 items had to be revised because the Mdn value was lower than the criteria provided.

The possibility index was examined with the help of 48 educational leaders who had to rate and mark the degree of comprehensible words and phrases in the question-items. The data analysis found a high degree of possibility index in both subscales PST and PA.

In addition, the examination results obtained by complex techniques concerning subscales Teacher Compensation (TC) and Training Needs Assessment (TNA) revealed that 5 out of 18 items in TC had to be cut out and 6 out of 18 items had to be revised, as these question-items had a low Mdn value < 3.50, which is not acceptable. The majority of respondents thought that uncertain words and sentence structures as well as ambiguous words, negative words and bias phrases and sentences caused their confusion and suggested to develop the relevance of words.

#### 4.4.2 Reliability level by Cronbach's alpha and correlation coefficient

Table 18 displays the results of the examination of Cronbach's alpha and correlation of the six subscales ranging from low to high at  $\alpha = 0.88-0.97$  respectively. It indicates that 52 items in total under the six subscales (tasks) have a relatively high internal consistency (for the overall subscale: 0.70; and for the subscales individually: 0.80) which is considered acceptable (Cronbach, 1951). In addition, the suitable correlation coefficient between subscales must be reached (Low  $r = .836^{**}$  to  $r = .975^{**}$  high), and if the score values are closer to +1 the correlation between two or more variables is stronger or highly positive (See Table 18.).

Table 18. The Cronbach's Alpha and Correlation between subscales. Form A (study 3)

Sub-scale (tasks)	Alpha	1	2	3	4	5	6
Teacher demand analysis	.88	–	.975 <sup>**</sup>	.955 <sup>**</sup>	.927 <sup>**</sup>	.883 <sup>**</sup>	.836 <sup>**</sup>
Recruitment and Selection	.94		–	.954 <sup>**</sup>	.944 <sup>**</sup>	.943 <sup>**</sup>	.901 <sup>**</sup>
Pre-service teacher training	.93			–	.943 <sup>**</sup>	.916 <sup>**</sup>	.852 <sup>**</sup>
Performance appraisal	.95				–	.935 <sup>**</sup>	.910 <sup>**</sup>
Teacher compensation	.97					–	.953 <sup>**</sup>
Training needs assessment	.95						–

\*\* .  $p < 0.01$ .

### 4.4.3 Summary

This study 3 was the final stage of the developmental process of a self-made questionnaire that re-examined only form A by focusing on eliminating all of the erroneous words and phrases loaded in the questions. The results have shown that 52 out of 63 items was accepted by IOC scores and internal consistency was strong positive both according to Cronbach's alpha and a correlation between subscales, and this form A is a measurement tool confirmed to be used further for the main study. Figures 8 - 11 below displays all the study findings associated with the developmental process of the self-constructed questionnaires (form A and B, study 1, 2, and 3).

Figure 8. Summary of the findings of validity examination by IOC (form A, study 1 - 3)

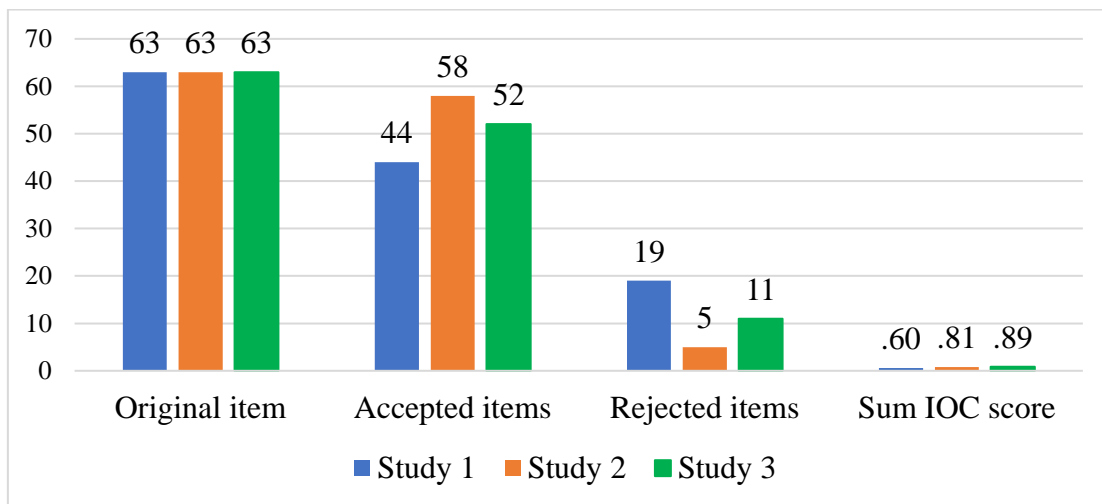


Figure 9. Summary of the findings of reliability examination by Cronbach's Alpha (form A, study 1- 3)

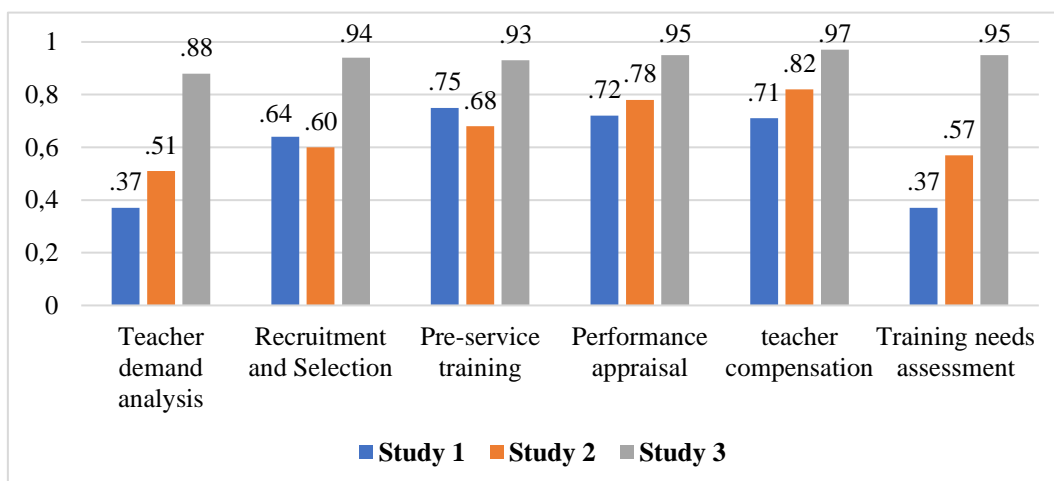


Figure 10. Summary of the findings of validity examination by IOC (form B, study 1 - 2)

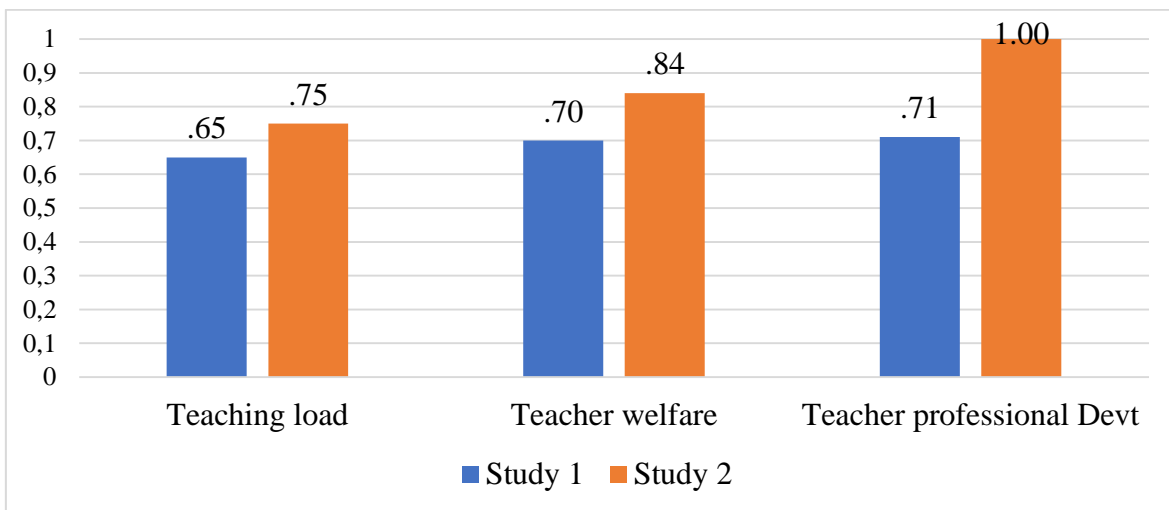
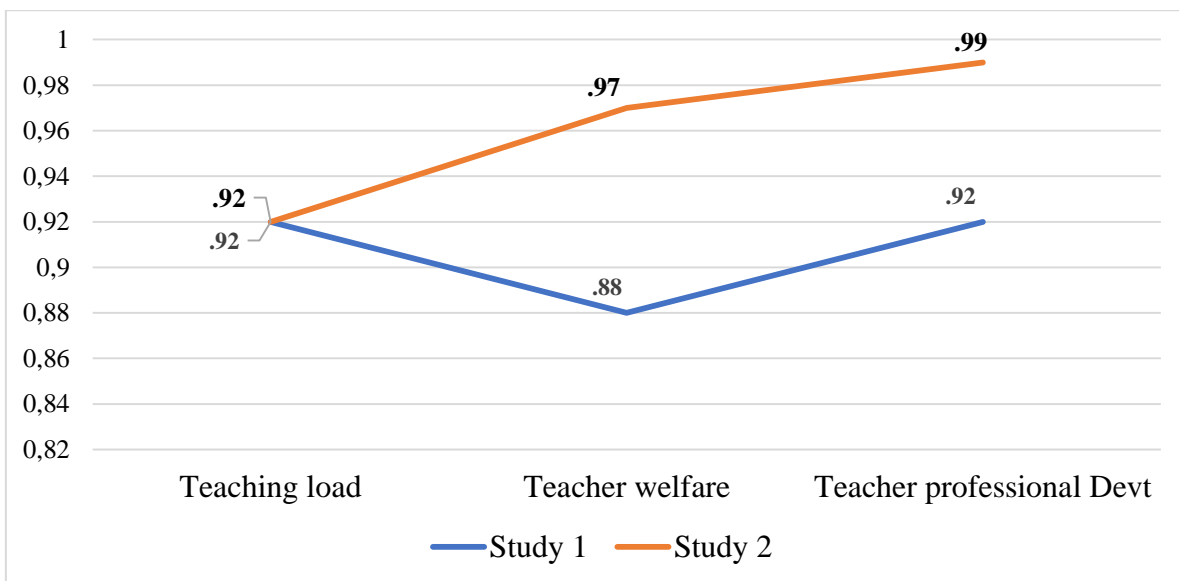


Figure 11. Summary of the findings of reliability examination by Cronbach's Alpha (form B, study 1 - 2)



## **4.5 Findings of study 4. Causes of teacher's burnout syndrome concerning school board management at practice schools in Laos.**

### **4.5.1 Introduction**

School as an organization, where all teachers work together, can have major pressure like unclear role description, teaching load, extra responsibilities, the pressure of tasks; time, working conditions, such as system-level of teaching assessment rigidly, tightly. Besides, the schools often face changing rules and regulations, cynicism among teachers, taught cross-subjects, delaying salary, imbalance in professional development and other school subsidies that were ambiguities and opaque deals with school board management.

As mentioned above, I would like to form the following objectives: to explore the main causes of teachers' burnout affected by school board management, by examining three subscales like teaching load, teacher welfare, and teacher professional development; to compare the respondents' opinions and to gather feedback from the respondents for further solution.

In this study 4 there were 104 teacher civil servants enrolled from practice schools or Sathid schools in Laos culture (See the details in 3.2.4). These schools were under the supervision of the Faculty of Education, the National University of Laos where I have worked as a lecturer. A self-made questionnaire including open-ended questions (form B as a completed version) was employed in this study. The data collection was carried out in June 2017 by paper and pencil.

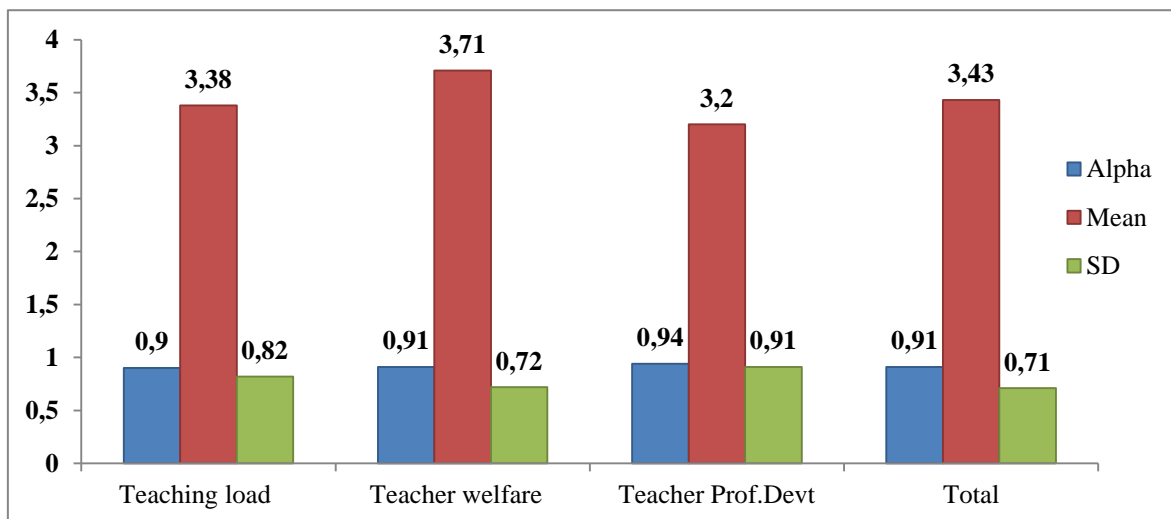
### **4.5.2 The main causes of teachers' burnout syndrome**

This section presents the analysis of data relating to the causes of teachers' burnout owing to the school boards management at Sathid practice schools in Laos. The administration culture of these schools was under the supervision of the Faculty of Education in Public Universities in Laos. These schools are one of those that belong to the Faculty of Education. This Faculty is located in Vientiane, the capital of Laos.

The Sathid practice schools' structure in Laos constitutes of Nursery school, Preprimary School, Kindergarten, Primary School, Lower and Upper Secondary Schools. These are the places where teacher students in their final year fulfill their pedagogical

requirements such as observation of classroom management, creating a lesson plan, and teaching practice.

**Figure 12.** Summary of Cronbach's alpha,  $\bar{x}$  and SD of main causes of teachers' burnout (N = 104)

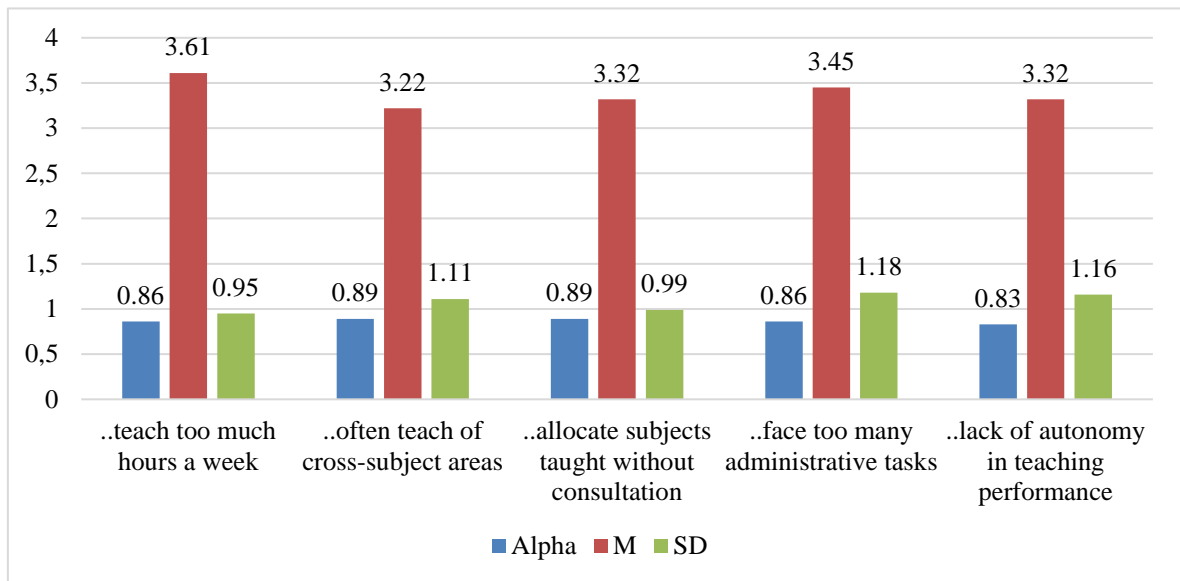


Interpretation criteria < 1.00-3.50; > 3.51 -5.00 (Sinjaru, 2012)

Figure 12 shows the overall alpha and mean scores of the three subscales: teaching load, teacher welfare and teacher professional development. It consists of 18 items that were rated and marked by 104 teachers relating to school board management, which were expected to cause teachers' burnout. The study found high internal reliability ( $\sum\alpha = 0.90 - 0.91$ ) to which 104 teachers has agreed to as a teaching stress situation due to school-board management.

The data analysis to monitor the mean score of causes of teachers' burnout found that 1 out of the 3 subscales had a high causal level: teacher welfare (M=3.71, SD=0.72); the two remaining subscales were found to be moderate level causes of teachers' burnout: teaching load (M=3.38, SD=0.82) and teacher professional development (M=3.20, SD =0.90). Next, Figure 13 shows the value of alpha, mean and standard deviation by items in the subscale of *teaching load* (five items).

**Figure 13.** Cronbach's Alpha, mean and SD of teaching load by items (N=104)

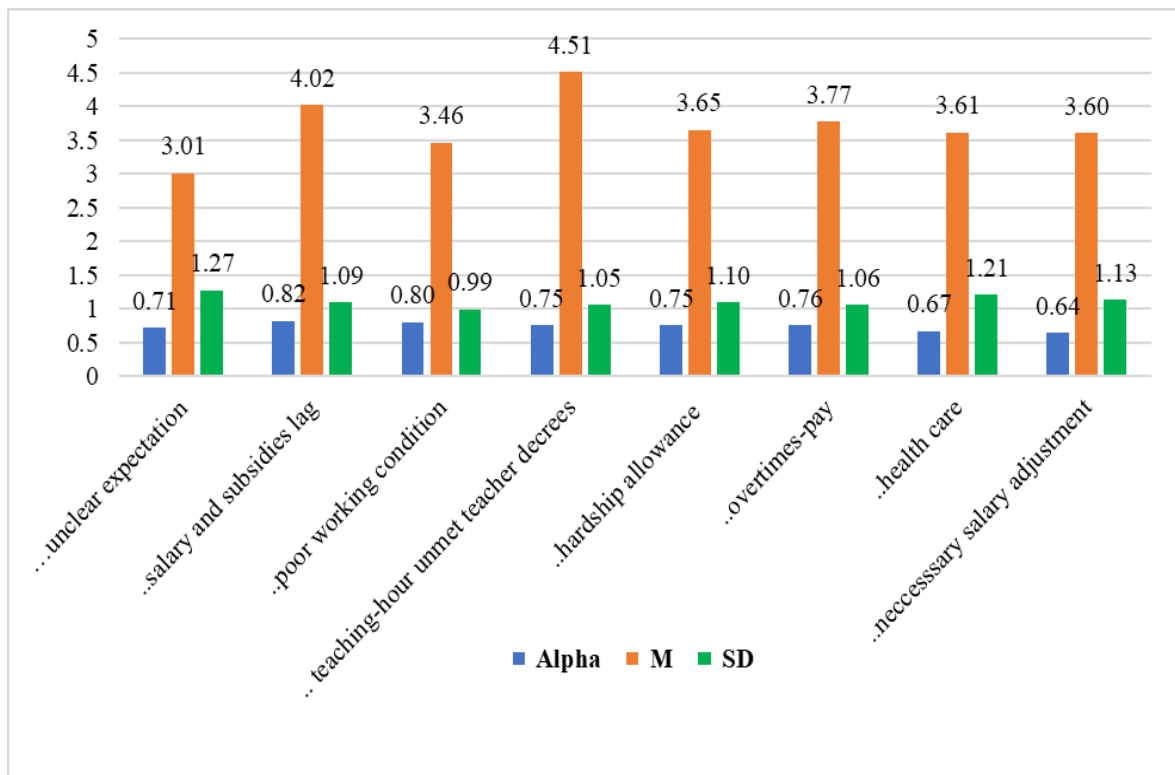


Interpretation criteria < 1.00-3.50; > 3.51 -5.00 (Sinjaru, 2012)

Figure 13 displays the results of data analysis aiming to monitor the value of alpha, mean and standard deviation. The analysis found that the alpha value ranged from 0.83 to 0.89, and it indicated a high internal reliability. This study also found that 1 out of 5 items, that is teach too many teaching hours per week, was at a main cause level concerning teachers' burnout (Alpha = .86; M=3.61, SD=0.95), and the remaining four items were at a moderate level.

The remaining 4 items were moderate level causes of teachers' burnout: face too many administrative tasks (Alpha =.86; M=3.45, SD= 1.18); allocate subject taught without consultation (Alpha = .89; M=3.32, SD=0.99); lack of autonomy in teaching performance (Alpha = .83; M=3.32, SD=1,16) and often teach cross-subject areas (Alpha = .89; M= 3.22, SD=1.11).

**Figure 14.** Cronbach's Alpha, Mean and SD of teacher welfare by items (N=104)



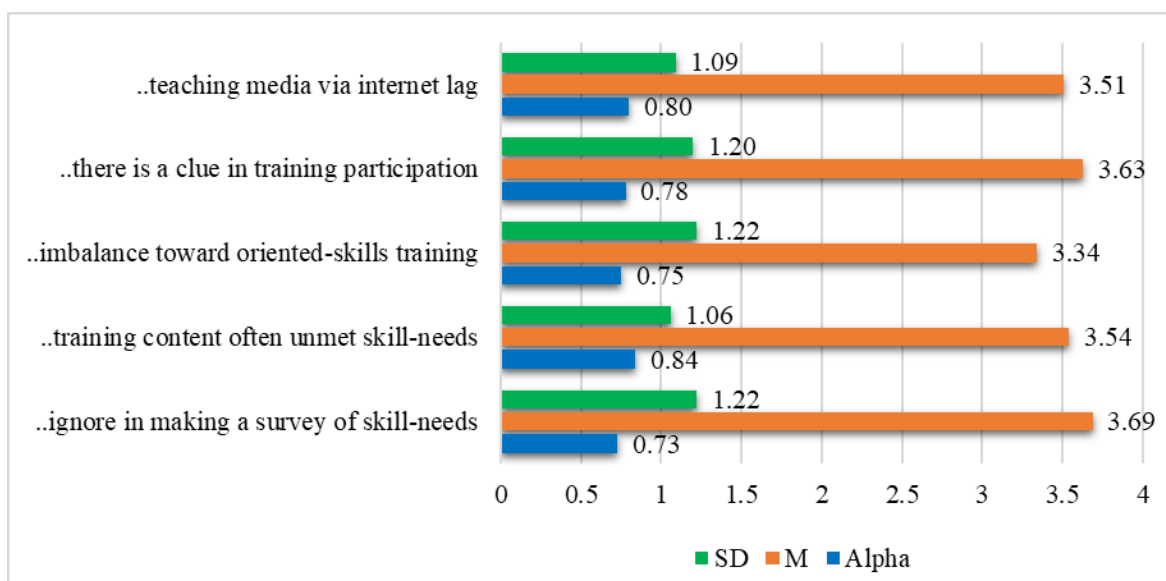
Interpretation criteria < 1.00-3.50; > 3.51 -5.00 (Sinjaru, 2012)

Figure 14 shows that the data analysis relating to the alpha value by item was found to relatively satisfy that author's rank from high to low value such as salary and subsidies lag ( $\alpha = 0.82$ ); poor working condition ( $\alpha = 0.80$ ); overtimes-pay ( $\alpha = 0.76$ ); provide teaching-hour unmet teacher's decrees ( $\alpha = 0.75$ ); hardship allowance ( $\alpha = 0.75$ ); unclear expectation ( $\alpha = 0.71$ ); healthcare ( $\alpha = 0.67$ ) and necessary salary adjustment ( $\alpha = 0.64$ ).

Meanwhile, this study found 6 out of 8 items having high causal level concerning teachers' burnout: teaching-hour unmet teacher's decrees (M= 4.51, SD =1.05); salary and subsidies lag (M= 4.02, SD=1.09); overtimes-pay (M=3.77, SD=1.06); hardship allowance (M= 3.65, SD=1.10); health care (M=3.61, SD=1.21); necessary salary adjustment (M=3.60, SD=1.13) respectively. Besides, two residual items, like poor working condition (M=3.46, SD = 0.99), and unclear expectation (M = 3.01, SD = 1.27) were of low causal level concerning teacher's burnout syndrome.



**Figure 15.** Cronbach's Alpha, mean and SD of teacher professional development by item (N=104)



Interpretation criteria < 1.00-3.50; > 3.51 -5.00 (Sinjaru, 2012)

Figure 15 shows the data analysis concerning teacher professional development to observe the alpha value, mean and standard deviation. The data analysis regarding the alpha of each item found a relatively high internal reliability level that the author has ranked from high to low like training content often unmet skill-needs (Alpha = 0.84); teaching media via internet lag (Alpha = 0.80); there is a clue in training participation (Alpha = 0.78); imbalance toward oriented-skills training (Alpha = 0.75), and ignore making a survey of skill-needs (Alpha = 0.73) respectively.

Also, Mean and SD analyzed found that 4 out of 5 items had high causal level concerning teachers' burnout syndrome. The alpha value ranks from high to low, like ignore making a survey of skill-needs (M=3.69, SD=1.22); there is a clue in training participation (M=3.63, SD=1.20); training contents unmet skill needs (M=3.54, SD= 1.06); teaching media via internet lag (M=3.51, SD=1.09). In addition, this study also found an item pertaining to the causes of teachers' burnout syndrome at a moderate level, such as imbalance in oriented-skills training (M=3.34, SD=1.22).

### 4.5.3 Hypothesis examination by gender and working experience

Different gender and teaching experiences records among teachers at practice or demonstration schools are expected to bring different points of view toward the school-board management. The descriptive statistics analysis below was created to monitor the significance of the different opinions of teachers toward school board management.

Table 19. Hypothesis Examination by gender (study 4. N=104)

Causes of Teachers' Burnout syndrome	Male		Female		<i>t</i>	<i>P</i>
	M	SD	M	SD		
Teaching load	3.65	.577	3.31	.795	0.04*	0.16
Teacher welfare	3.71	.840	3.73	.715	0.40	0.88
Teacher Professional development	3.37	.989	3.13	.916	0.91	0.21

Sig <0.05

Table 19 shows the examination of the hypothesis by gender relating to the respondents' opinions concerning school board management. The sample consisted of 104 teachers at Sathid practice schools including nursery school, kindergarten, preprimary school, primary, lower secondary and upper secondary school. The hypothesis examination found that teaching load was statistically significantly different at  $< 0.04$  if  $t < 0.05$ , leading to reject the null hypothesis. That means, the respondents have a different stress source in their teaching career affected by school board management. The other two subscales, like teacher welfare and teacher professional development were not significantly different at .05.

Thus, this examination needed to explore further the different opinions among the teachers concerning teaching load and the author continued examination through Sheffe technique to record the differences between male and female opinions. The analysis found that male teachers experienced a higher teaching stress or pressure than the female teachers, and it is also congruent with the general perceptions that female teachers have more job-related efforts, endeavors and experiences than the male teachers

Table 20. Hypothesis examination by teaching experiences (study 4. N=104)

Cause of teacher burnout syndrome	< 10 years		> 10 years		T	P
	M	SD	M	SD		
Teaching load	3.61	0.70	3.29	0.75	.41	.08
Teacher welfare	3.88	0.64	3.61	0.80	.12	.06
Teacher Prof-Devt	3.41	0.81	3.06	0.95	.23	.06

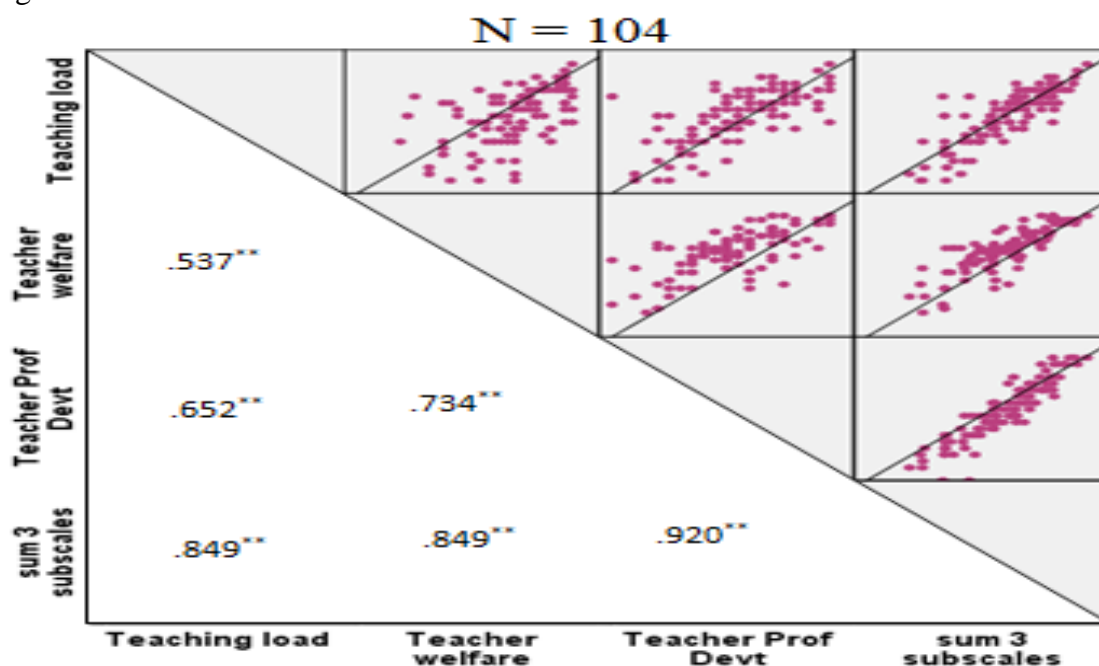
Sig <0.05

Table 20 shows the output of the hypothesis examination about the respondents' teaching experiences consisting of two sub-variables (< 10 years and > 10 years). Three subscales were used in order to observe the respondents' opinions concerning school board management. The data analysis found that there were no statistically significantly different opinions among teachers by their teaching experience records.

#### 4.5.4 Correlation coefficient between subscales and confirmation of agreement level.

The Pearson product-moment correlation coefficient is a measure of the strength or weakness of an association that exists between two or more variables measured, to monitor its internal consistency via interval scale. Figure 16 below shows the correlation examination between three subscales and the sum.

Figure 16. Correlation between subscales



\*\* p < .01

Figure 16 above, shows the correlation examination between subscales in order to monitor the strong and weak correlations among subscales rated and marked by 104 teachers. The examination made it clear that it is statistically significant and a high positive relation between subscales and sum-subscale ( $\sum r = .845^{**}$ ) was found. It means that the causes of teachers' burnout partly relate to school board management, based on the respondents' consensus and agreed throughout three subscales. Figure 17 shows the examination of confirmation of consensus on the teaching career.

Figure 17. Confirmation examination of agreement level of burnout syndrome among three sub-scales (N=104)

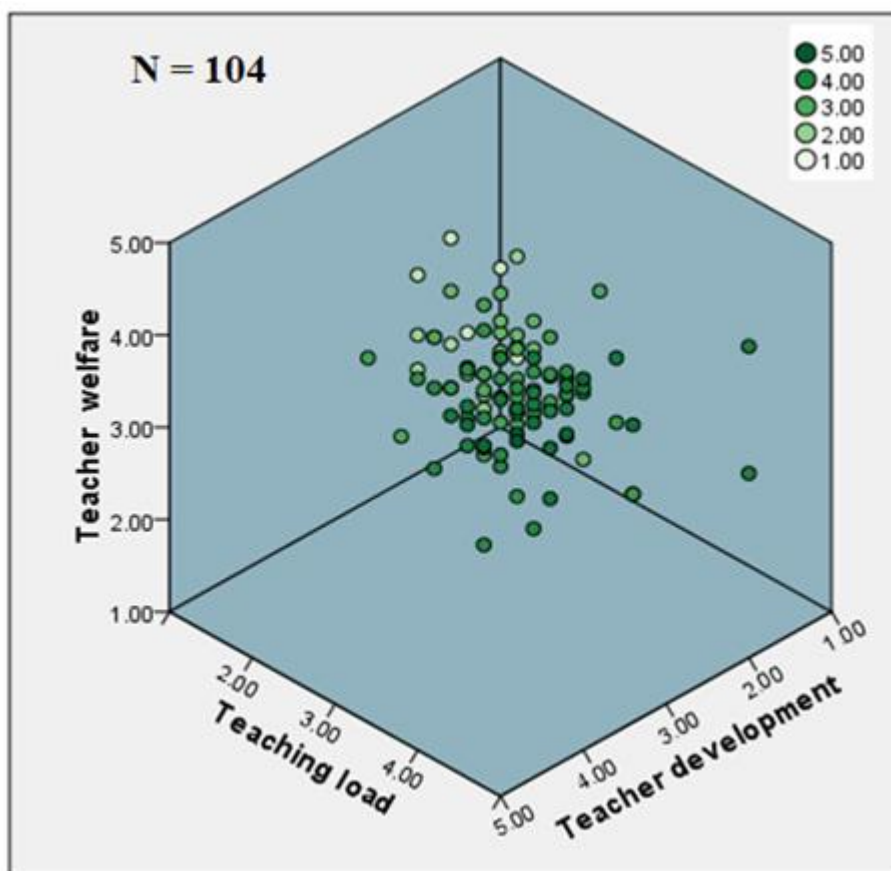


Figure 17 shows the confirmation examination by subscales regarding the respondents' consensus, in order to monitor which subscale among these was a pressure source in the teaching profession. The examination has shown that several dots or green markers were slightly above the anchor and trends point towards the teacher welfare segment.

Therefore, it can be confirmed that teacher welfare was the main cause of teachers' burnout at the Sathid practice schools of the Faculty of Education, National University of

Laos, and these findings can provide vital information for school board management for the sake of better performance onward.

#### **4.5.4 Teachers' voices or feedback**

74.88% of the asked 104 teachers suggested that school boards and leading staff members within Sathid practice schools should define in details the duties, tasks, functions and responsibilities or teacher job description prior to assigning the work (subject area) to the teacher employees. Besides, the school board must be committed in the staff placement process by handling the right subject taught to the right teacher with the specialized-knowledge, skills, performance, time, position, attitude and aptitude. In addition, school boards should bear in mind that clear procedures and contracts can contribute to the schools' success.

Besides, 56% of teachers considered the social welfare improvement to meet the basic needs important; such as providing a free tuition for teachers' children, accommodation, morale and motivation, listening to and respecting teachers' feedback and complaints, continuous job-oriented training, promoting a balance among teachers to attend the training, self-esteem towards functioning, and reducing the monthly meetings. 48% of them suggested that the school board should be self-aware of functioning by respecting the professional ethics mainly.

#### **4.5.5 Summary**

It can be concluded that the main causes of teacher burnout syndrome in the teaching profession among teachers within Demonstration- or Practice schools in Laos which were concerned with the inefficacy of the management of school principals were low perception toward the principle of management that led the schools or teachers face many sufferings in the teaching profession such as compensation and benefits, division of work and delegate to teacher individually, bullying phenomena among colleagues, technology devices in instructional approaches was restricted, teachers often appointed to taught cross-subjects and other pressures happening so far.

## 4.6 Study 5. Instructional management of teachers in teacher training institutions, Lao PDR

### 4.6.1 Introduction

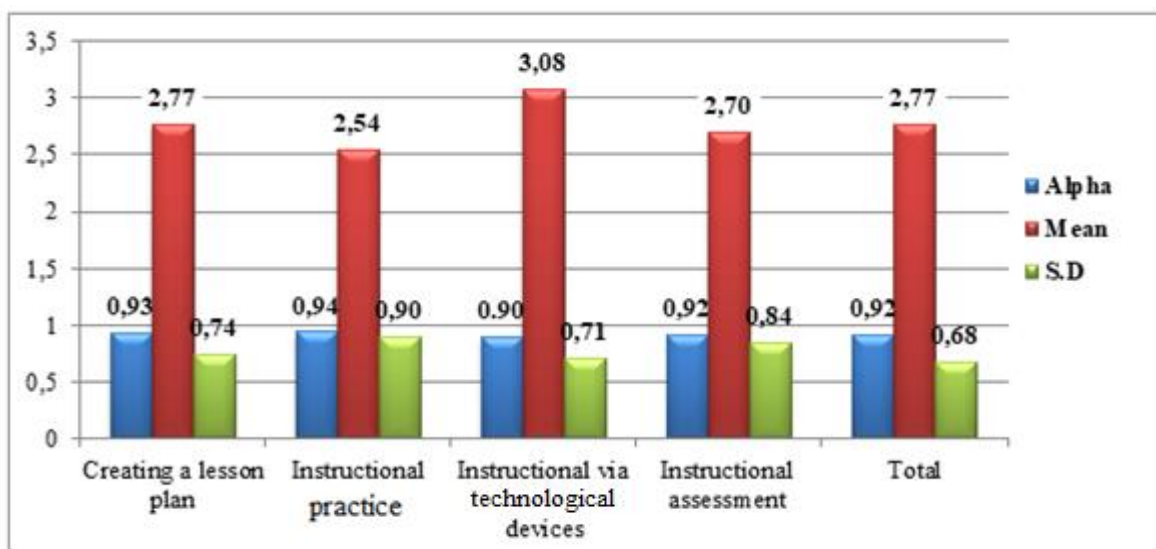
This study 5 aimed to explore the problems of instructional management, to compare and to gather suggestions from the teaching staff to be a guideline in problem-solving concerning instructional management within three Faculties of Education in Public Universities in Laos. There were 196 teaching staff members from these faculties selected by using a convenience sampling technique (Krejcie and Morgan, 1970).

The semi-adapted questionnaire (Phaisane, 2015) consists of 38 items under four facets or aspects created with the help of experts. These four aspects are creating a lesson plan (12 items), instructional conduct (8 items), instruction via technological devices (10 items) and instructional assessment (8 items). A five-points Likert scale was used (Vagias, 2006). Open-ended questions were also provided to elicit information from the respondents to be guidelines in problem-solving in the future. The data collection took place in Laos in July, 2016, by paper and pencil.

### 4.6.2 The overall mean score of the problem on instructional management

The data analysis of the four subscales found the problem moderate ( $\Sigma \bar{x} = 2.77$ ; SD .68) and we indicated each facet from high to low mean score: instruction via technological devices; creating a lesson plan; instructional assessment and instructional practice ( $\bar{x} = 3.08$ ; SD .71;  $\bar{x} = 2.77$ ; SD .74;  $\bar{x} = 2.70$ ; SD .84 and  $\bar{x} = 2.54$ ; SD .90) respectively.

Figure 18. Summary of the four facets by Cronbach's alpha, mean and standard deviation (N=196, study 5)



The next step was the selection of the high mean score items from each facet relating to the problem of instructional management within three Faculties of Education in Public Universities in Laos. The item selection was based on the main problem that teachers encountered in their teaching profession under the four facets, namely creating a lesson plan, instructional practice, instruction via technological devices, and instructional assessment, which is, presented as below:

### **1) Creating a lesson plan.**

The survey showed that 4 out of 12 items were high level problems: formulate the objectives of the lesson plan; allocate time to each activity; specify the aims of each activity and schedule a lesson plan fitting the curriculum ( $\bar{x} = 3.30, SD=.89$ ;  $\bar{x} = 2.96, SD=.93$ ;  $\bar{x} = 2.89, SD = 1.05$  and  $\bar{x} = 2.79, SD = 1.01$ ). The remaining 8 items had a low problem level.

### **2) Instructional practice.**

The study showed that 5 out of 8 items were high level problems: assessment at the end of each lesson plan; following each step of the designed activities; perform each procedure of examples designed to support the lesson plan, tracking the teaching method designed and assign student practice to each step taught ( $\bar{x} = 2.62, SD=1.12$ ;  $\bar{x} = 2.59, SD=.98$ ;  $\bar{x} = 2.58, SD = 1.04$ ;  $\bar{x}=2.58, SD = 1.12$  and  $\bar{x} = 2.58, SD = 1.13$ ) respectively. The remaining items had a low problem level.

### **3) Instruction via technological devices.**

The survey showed that 6 out of 10 items were high level problems concerning instructional management, such as smart board ( $\bar{x} = 3.29, SD=1.11$ ), software programs ( $\bar{x} = 3.22, SD =.96$ ), audiotape recording ( $\bar{x} = 3.18, SD = 1.00$ ), Internet-interactive video conferencing ( $\bar{x} = 3.15, SD = 1.00$ ), Audio-Visual aid ( $\bar{x} = 3.12, SD = 1.03$ ), and Long Crystal Display or LCD projector ( $\bar{x} = 3.03, SD = .92$ ). The remaining 4 items were low level problems.

### **4) Instructional assessment.**

The survey found that 4 out of 8 items were high level problems: Individual interviews on students' knowledge, checks of students' portfolios, apply the result of assessment and evaluation to enhance instructional assessment, and post-test at the end of each lesson ( $\bar{x} =$

2.81, SD=1.04;  $\bar{x} = 2.75$ , SD=1.16;  $\bar{x} = 2.73$ , SD = 1.17;  $\bar{x} = 2.72$ , SD = 1.21) respectively. The remaining 4 items were low level problems.

### 4.6.3 Comparing the problems concerning instructional management

Table 21. Hypothesis examination by gender (study 5. N=196).

No	Subscales	Men		Women		<i>t</i>	<i>p-value</i>
		$\bar{x}$	SD	$\bar{x}$	SD		
1	Creating a lesson plan	2.80	0.76	2.74	0.73	0.41	0.56
2	Instructional practice	2.55	0.90	2.53	0.90	0.82	0.88
3	Instruction via technological devices	3.10	0.72	3.06	0.71	0.60	0.73
4	Instructional assessment	2.70	0.85	2.69	0.84	0.87	0.93

Sig <0.05

Table 21 shows the results of comparing the teachers' opinions by gender, concerning the problems of instructional management under the four facets like creating a lesson plan, instructional practice, instruction via technological devices and instructional assessment. There were 196 teachers rating and marking the items according to their fit to the current situation associated with the problems in the teaching profession.

The examination found that there were no statistically significantly different opinions at 0.05 concerning the problems of instructional management. It can be said that the majority of respondents agreed and had a consensus on the chronic dilemma issues regarding instructional management.

Table 22 Hypothesis examination of instructional management by teaching experience (study 5. N=196).

No	Subscales	< 10 years		> 10 years		<i>t</i>	<i>p-value</i>
		$\bar{x}$	SD	$\bar{x}$	SD		
1	Creating a lesson plan	2.92	0.68	2.70	0.76	0.32	0.04
2	Instructional practice	2.72	0.95	2.45	0.87	0.26	0.05
3	Instruction via technological devices	3.15	0.78	0.05	0.68	0.25	0.37
4	Instructional assessment	2.86	0.85	2.62	0.83	0.62	0.05

Sig <0.05

Table 22 shows the examination of the comparison of teachers' opinions by teaching experiences. These independent variables were teaching records of less than 10 years and more than 10 years. The statistical examination revealed that within the observed three Faculties of Education there was no statistically significant difference at 0.05 in the opinions referring to the problems concerning instructional management. It can also be declared, that



the 196 teachers had different teaching experiences, but they were at consensus and agreed on the issue's instructional management faces.

#### **4.6.4 The suggested guidelines concerning instructional management**

The majority of respondents suggested, that educational leaders within the Faculties of Education should organize soft-skills training by focusing on the utilization of technology, creating a lesson plan and related activities, providing high speed Internet and other learning sources sufficiently.

Besides, it was surprising that teachers were self-critical considering their functioning and responsibilities, that they should minimize the negative behaviors, promote learning outcomes through multiple teaching methods such as deductive and inductive methods, field trip, dramatization, role-play, game, simulation, learning-centered, brainstorming, problem-solving, peer-review, case study, and individual research.

#### **4.6.5 Summary**

Under those above mentioned findings, in the instructional management culture of these Faculties of Education belonging to the Public Universities in Laos there were many aspects relating to academic issues or affairs needed to be improved and development, especially teaching and learning via modern technology devices, soft-skills training on new instruction methods like creating a lesson plan or how to make a presentation smarter through online technologies, how to conduct an instruction smoothly in a diverse environment, and creating an own-made learning assessment of students. These problematic responsibilities of educational leaders should be taken into account, and perceive the need for knowledge pursue to bring new management skills and techniques to manage and maintain the institutions achieving the goals established effectively.

## 4.7 Study 6 or main study: Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos.

### 4.7.1 Introduction

Aside from teaching 6 hours a week (Decree, No. 177/GOL/2012-Laos) educational leaders within TTIs also have main functions and responsibilities indicated by the three famous acronyms as was stated above. Particularly, personnel issues including teachers' task shall be prioritized, because they are the determinant factors to the success of the institutions (Sergiovanni, 2009).

The main study aims to (1) examine the perception level of educational leaders of the six tasks, these tasks are connected to the teachers' rights and benefits that were the roots of teacher's loss or painful issues, (2) to investigate the main stress factors among teachers, (3) to compare the independent variables and the dependent variables, and (4) to collect the respondents' suggestions to improve the management of teachers within TTIs-Laos. The study findings are presented as below:

### 4.7.2 Educational leaders' low perception of the six tasks.

The questionnaire was distributed to 138 educational leaders in 8 Teacher Training Institutions (TTIs) in Laos, in September 2017. Figure 19 shows the overall score of each task by ranking mean score, standard deviation, and Cronbach's alpha.

**Figure 19.** Overall mean score, SD and Cronbach's Alpha of the six tasks (N=138, study 6)

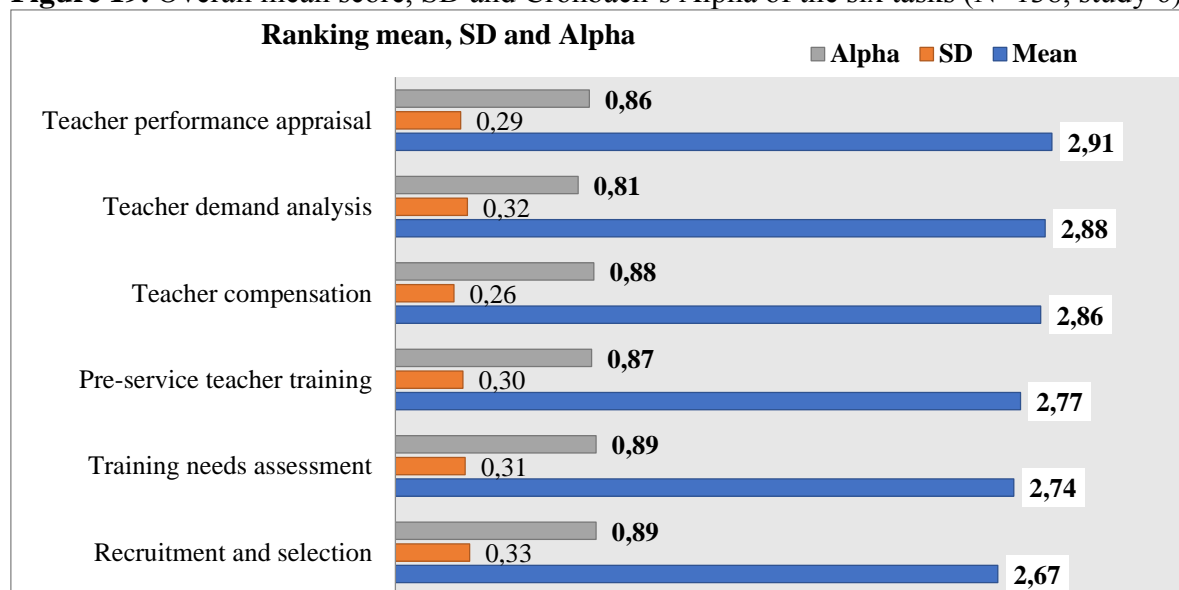


Figure 19 above shows the perception level of the educational leaders related to the 6 tasks by ranking mean score, SD and Cronbach's Alpha from low to high perception indicating the following order: recruitment-selection ( $\bar{x}=2.67$ ,  $SD=.33$ , and  $\text{Alpha}=.89$ ); training needs assessment ( $\bar{x}=2.74$ ,  $SD=.31$ , and  $\text{Alpha}=.89$ ); Pre-service teacher training ( $\bar{x}=2.77$ ,  $SD=.30$ , and  $\text{Alpha}=.87$ ); Teacher compensation ( $\bar{x}=2.86$ ,  $SD=.26$ , and  $\text{Alpha}=.88$ ); Teacher demand analysis ( $\bar{x}=2.88$ ,  $SD=.32$ , and  $\text{Alpha}=.81$ ), and Teacher performance appraisal ( $\bar{x}=2.91$ ,  $SD=.29$ , and  $\text{Alpha}=.86$ ) respectively.

Next, we present the explanations of the outputs obtained from the statistical analysis of task 1-6, that is teacher demand analysis, recruitment and selection, pre-service teacher training, teacher performance appraisal, teacher compensation and training needs assessment. Figures 20-21, in the followings show the low and high perception level of educational leaders concerning the task of teacher demand analysis by ranking mean score and standard deviation.

### Task 1: Teacher demand analysis (TCSDA)

**Figure 20.** Findings of teacher demand analysis by ranking M and SD (N=138, study 6)

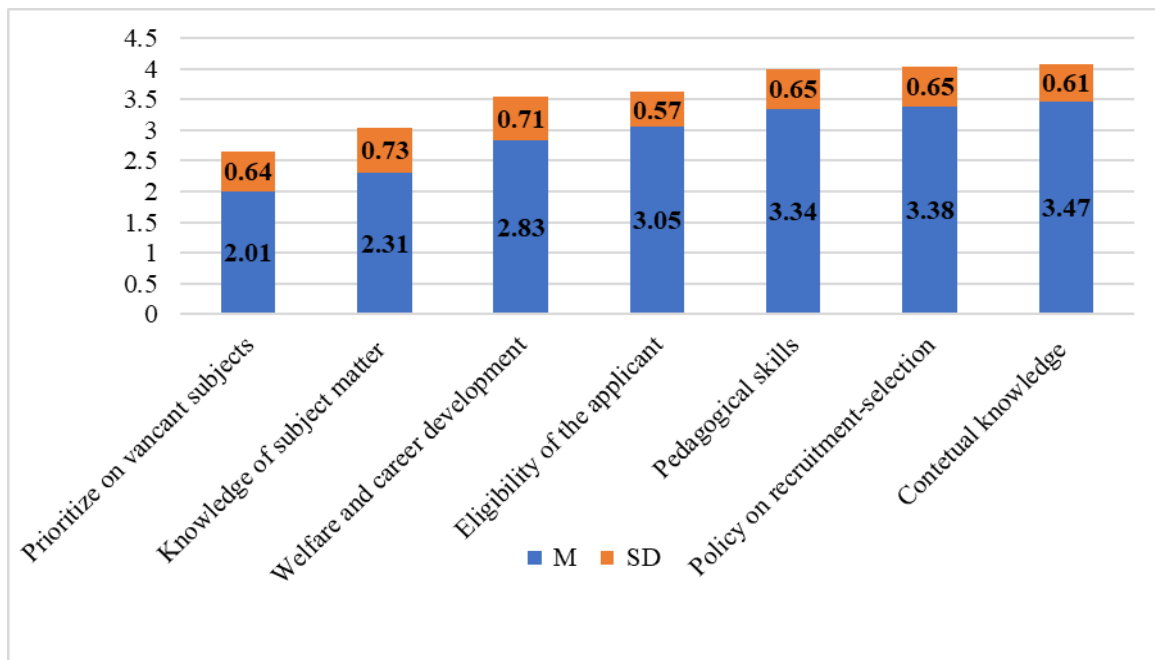


Figure 20 above shows the outputs of the statistical analysis to indicate the *low and high perception levels* of the educational leaders concerning the task of teacher demand analysis. Two low perception level items were found, like prioritize on vacant subjects (M=2.01, SD=.64) and knowledge of subject matter (M=2.31, SD=.73).

The study found high perception levels in case of welfare and career development (M=3.83, SD=.71); eligibility of the applicant (M=3.05, SD =.57); pedagogical skills (M=3.34, SD = .65); policy on recruitment and selection (M=3.38, SD = .65), and contextual knowledge (M=3.47, SD=.61).

### Task 2: Recruitment and selection

**Figure 21.** Findings of recruitment and selection by ranking M and SD (N=138, study 6)

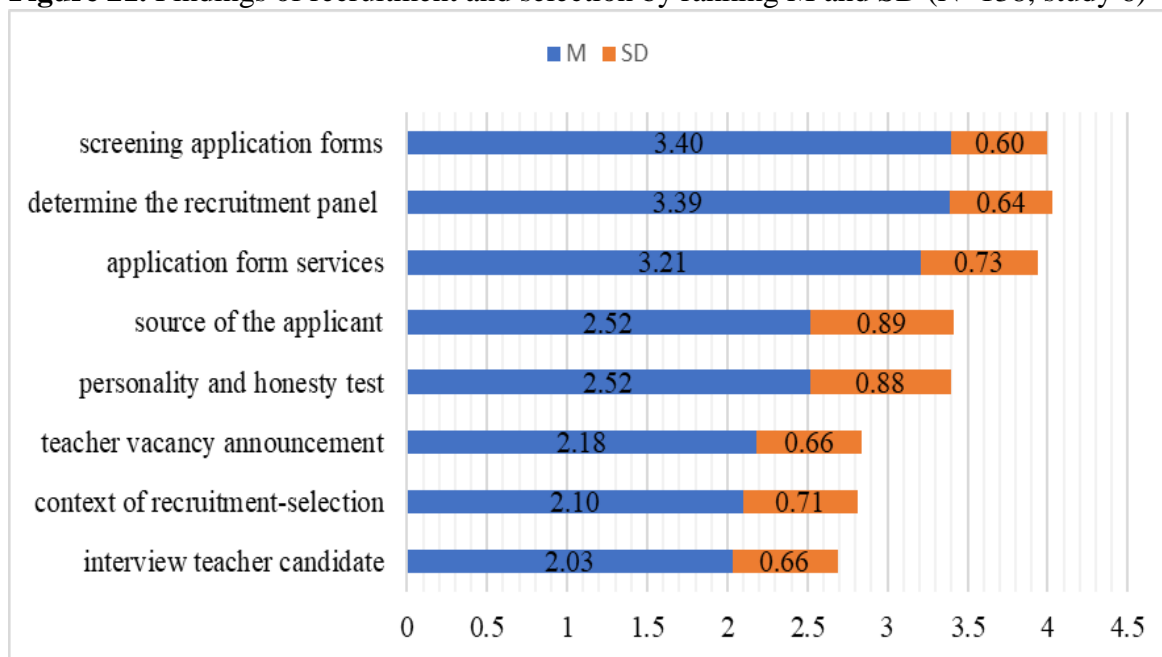
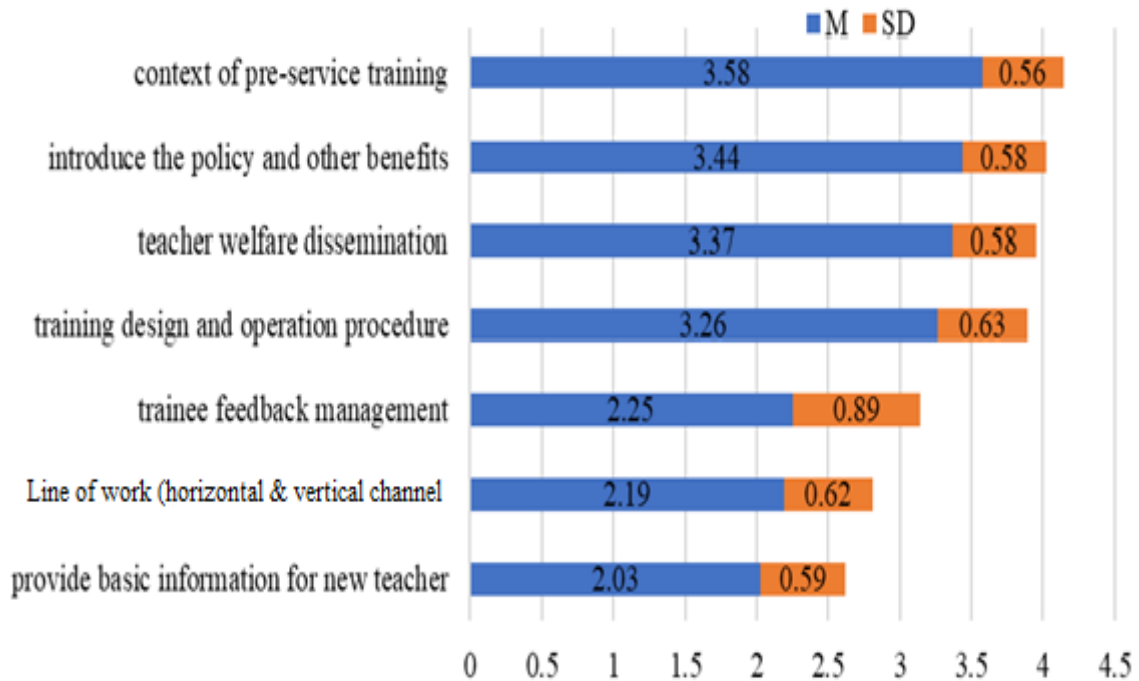


Figure 21 above revealed the *low and high perception levels* of educational leaders concerning recruitment and selection within TTIs. This task consisted of 8 items, and found three low perception levels like interview teacher candidate (M=2.03, SD=.66); context of recruitment-selection (M=2.10, SD=.71), and teacher vacancy announcement (M=2.18, SD=.66).

Besides, this task also found higher perception levels such as personality and honesty examination (M=2.52, SD=.88); source of the applicant (M=2.52, SD= .89); application form services (M=3.21, SD=.73); determine the recruitment panel (M=3.39, SD=.64), and screening application form (M=3.40, SD=.60).

### Task 3: Pre-service teacher training

Figure 22. Findings of pre-service training by ranking M and SD (N=138)



The figure 22 shows the output of data analysis concerning Pre-service teacher training; the author has ranked the mean scores and standard deviations. The study found three low perception levels of educational leaders concerning this task like provide basic information for new teacher ( $M=2.03$ ,  $SD=.59$ ); line of work or horizontal-vertical channel ( $M=2.19$ ,  $SD = .62$ ), and trainee feedback management ( $M=2.25$ ,  $SD = .89$ ).

In addition, this study found high perception level in such training design and operation procedure ( $M=3.26$ ,  $SD= .63$ ); teacher welfare dissemination ( $M=3.37$ ,  $SD = .58$ ); introduce policy and other benefits ( $M=3.44$ ,  $SD= .58$ ), and context of pre-service training ( $M=3.58$ ,  $SD = .56$ ).

#### Task 4: Performance Appraisal

**Figure 23.** Findings of performance appraisal by ranking M and SD (N=138)

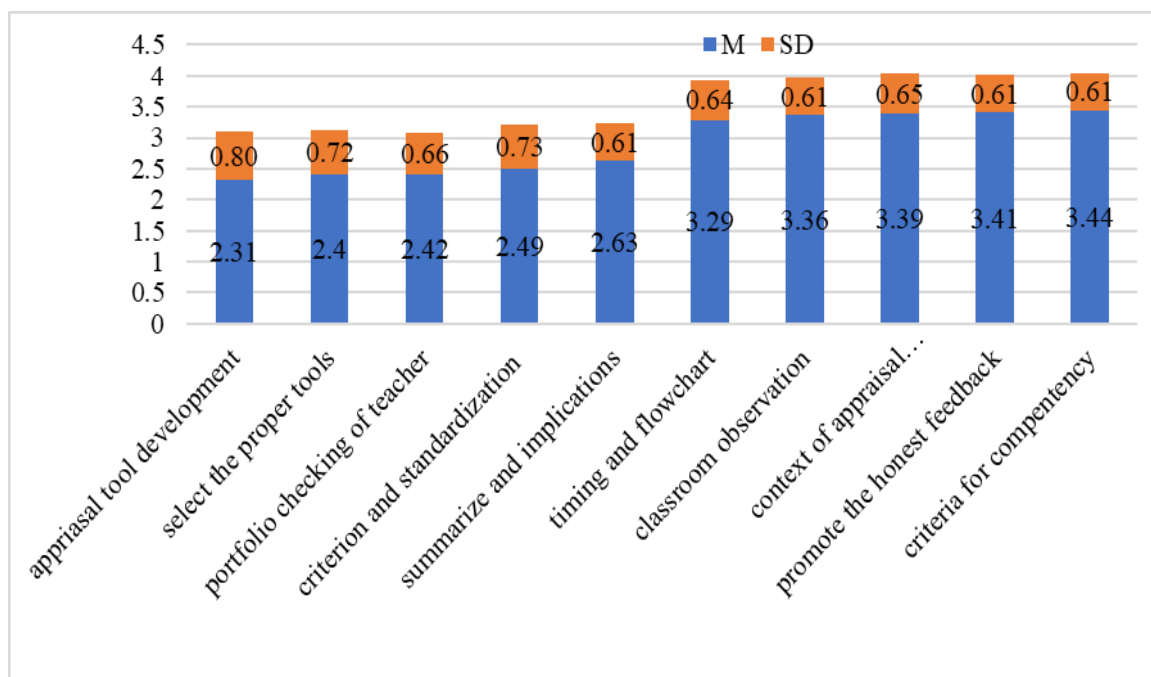


Figure 23 shows *low and high perception levels* of educational leaders concerning the tasks of teacher performance appraisal. Low level was found in case of appraisal tool development (M=2.31, SD =.80); select the proper tools (M=2.40; SD =.72); portfolio checking of teachers (M=2.42, SD =.66), and criteria and standardization (M=2.49, SD =.73).

This study has also found high perception levels of educational leaders concerning the tasks of TPA, like summarize and implications (M=2.63, SD= .61); timing and flowchart (M=3.29, SD = .64); classroom observation (M=3.36, SD = .61); context of appraisal (M=3.39, SD = .65); promote the honest feedback (M=3.41, SD = .61), and criteria for competency (M=3.44, SD = .61).

## Task 5: Teacher compensation

**Figure 24.** Findings of teacher compensation by ranking M and SD (N=138, study 6)

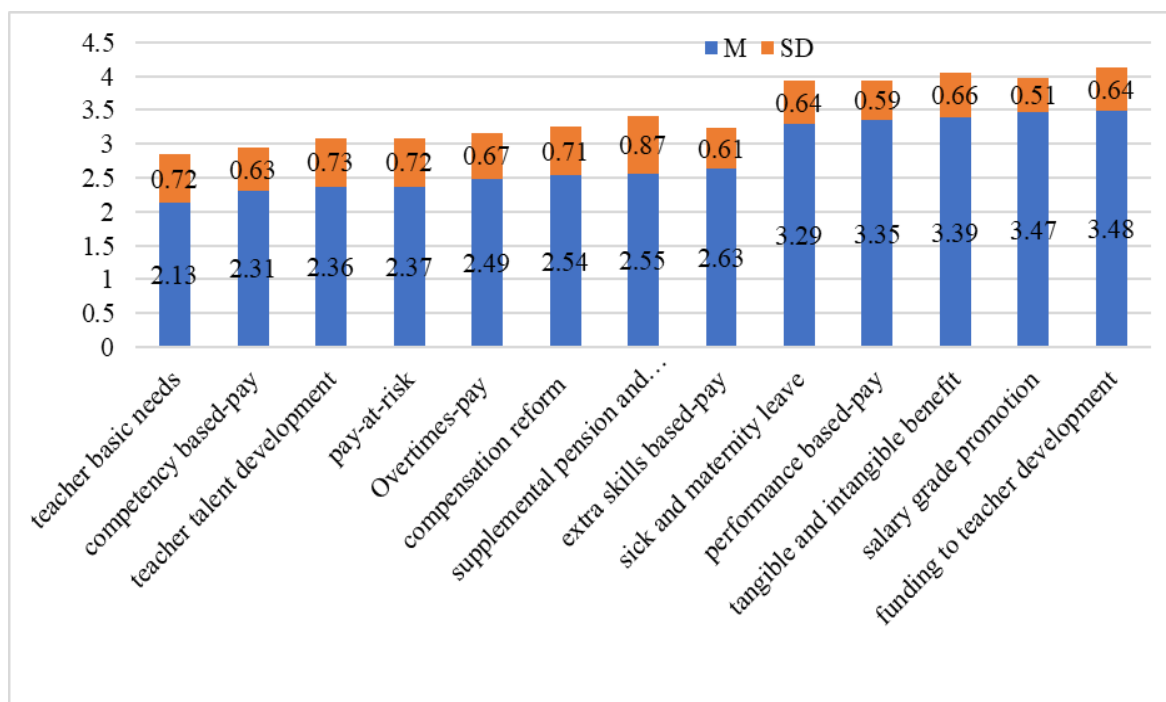


Figure 24 shows the *low and high perception levels* of educational leaders toward teacher compensation. A low level was found in the following cases: ‘basic needs of the teacher.’  $M=2.13$ ,  $SD=.72$ ); ‘competency-based pay’ ( $M=2.31$ ,  $SD=.63$ ); ‘priority on teachers’ talent development’ ( $\bar{x}=2.36$ ,  $SD=.73$ ); Pay-at-risk, ( $M=2.37$ ,  $SD=.72$ ), and ‘overtime-pay ( $M=2.49$ ,  $SD=.67$ ).

This study found *high perception level* of the educational leaders concerning the tasks of teacher compensation, such as compensation reform ( $M=2.54$ ,  $SD=.71$ ); supplemental pension ( $M=2.55$ ,  $SD = .87$ ); extra skills based-pay ( $M=2.63$ ,  $SD = .61$ ); sick and maternity leave ( $M=3.29$ ,  $SD = .64$ ); performance based-pay ( $M=3.35$ ,  $SD = .59$ ); tangible and intangible benefit ( $M=3.39$ ,  $SD = .66$ ); salary grade promotion ( $M=3.47$ ,  $SD = .51$ ), and funding to teacher development ( $M=3.48$ ,  $SD = .64$ ).

## Task 6: Training Needs Assessment

**Figure 25.** Findings of training needs assessment by ranking M and SD (N=138, study 6)

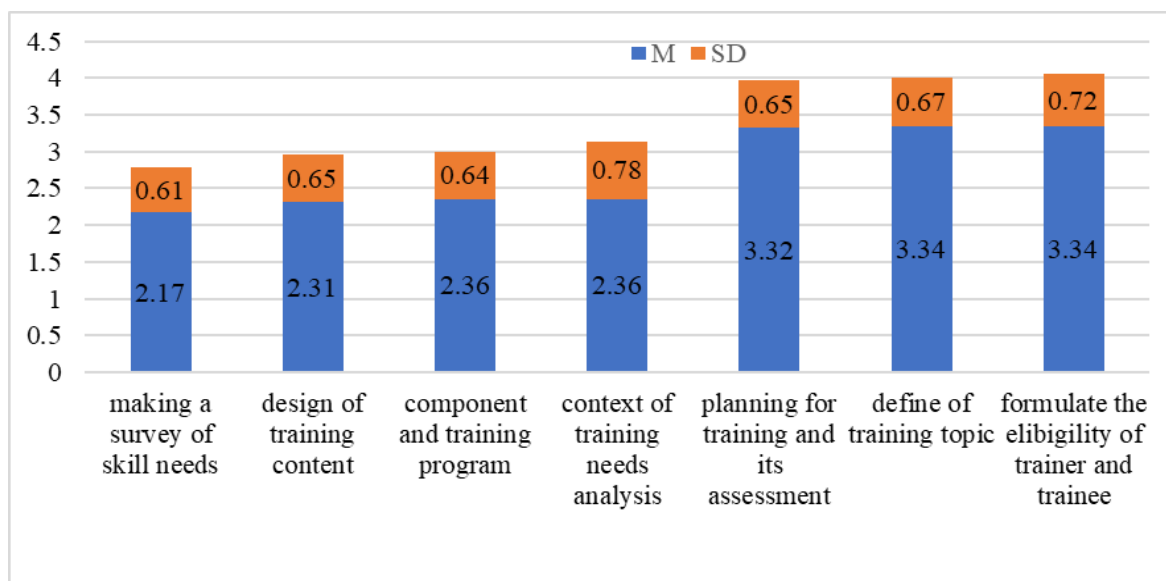
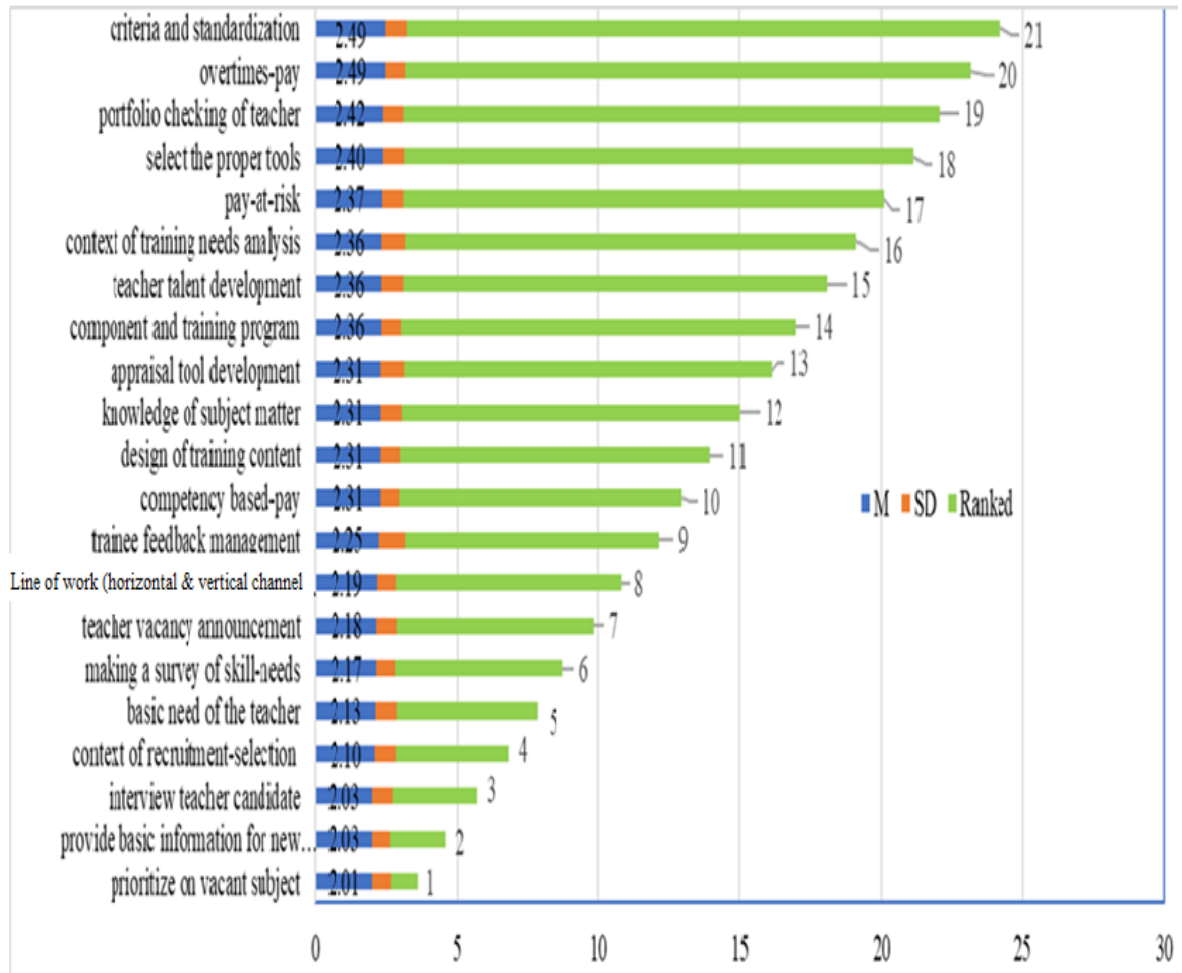


Figure 25 shows the low and high perception levels of the educational leaders concerning the tasks of training needs assessment. Low perception levels were found in case of making a survey of skill needs ( $M=2.17$ ,  $SD=.61$ ); design of training content ( $M=2.31$ ,  $SD=.65$ ); component and training program ( $M=2.36$ ,  $SD=.64$ ), and context of training needs analysis ( $M=2.36$ ,  $SD=.78$ ); these were low perception items that need to be improved and developed for the sake of better performance in teacher management within TTIs.

Furthermore, it also found high perception level items, like planning for training and its assessment ( $M=3.32$ ,  $SD=.65$ ); define the training topic ( $M=3.34$ ,  $SD=.67$ ); formulate the eligibility of the trainer and trainee ( $M=3.34$ ,  $SD=.72$ ). Figure 26 shows the summary in the following page have indicated that 21 out of 52 items showed low perception by educational leaders concerning the six tasks by ranking mean score.



**Figure 26. Summary of the low-perception level of educational leaders concerning the 6 tasks by mean ranking (A selection of 21 out of 52 items)**



### 4.7.3 Stress factors among teachers

The questionnaire was delivered to 213 teachers, who have a teaching obligation not more than 12 hours a week (Decree on Lao teacher education, No. 177/GOL/2017-Laos), and they are currently working in 8 TTIs in Laos.

**Figure 27.** Overall scores of the stress factors among teachers by Alpha, M; SD, (N=213, study 6)

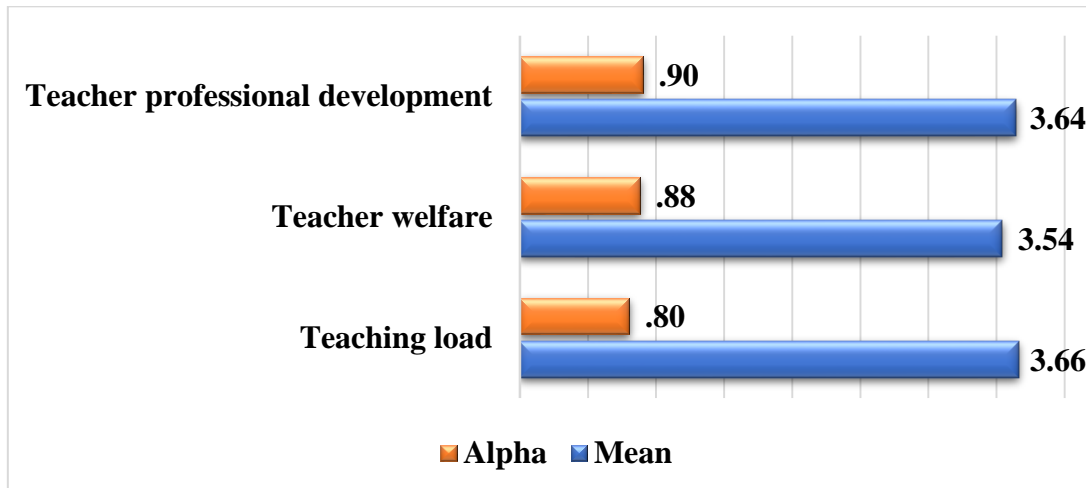
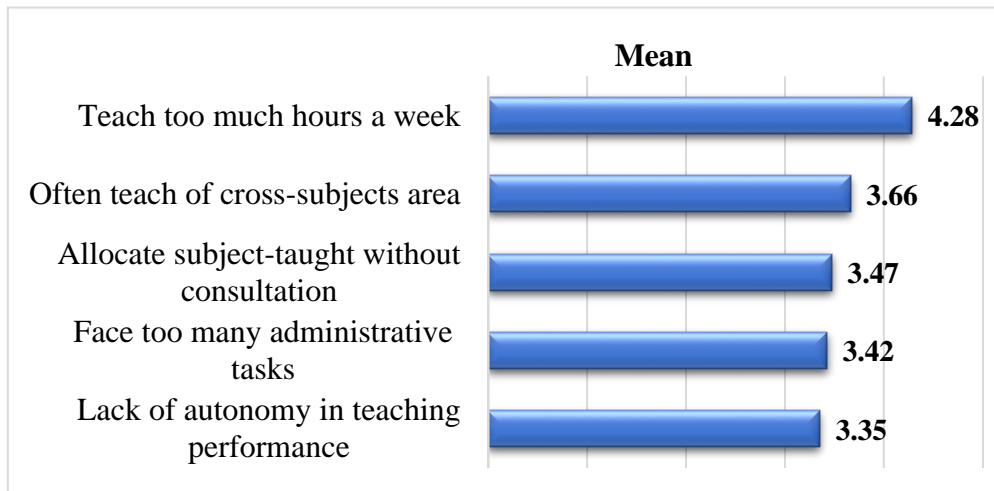


Figure 27 shows the overall mean scores, standard deviation, and Cronbach's alpha found to be of high-level stress factors among teachers within TTIs ( $M=3.61$ ,  $SD=.58$  and  $\alpha = .91$ ). The summary of each stress factor was ranked from high to low: teaching load ( $M=3.66$ ,  $SD=.57$ ); teacher professional development ( $M =3.64$ ,  $SD=.80$ ); teacher welfare ( $M=3.54$ ,  $SD=.72$ ). In addition, the Cronbach's alpha examination of each subscale also found a high internal reliability, which is ranked from high to low: teacher professional development ( $\alpha = .90$ ); teacher welfare ( $\alpha = .88$ ), and teaching load ( $\alpha = .80$ ) respectively.

### 1) Stress factors relating to teaching load

Figure 28. Findings of stress factors relating to teaching load by ranking M and SD (N=213, study 6)



The findings by descriptive statistical analysis in figure 28 above show the results referring to the causes of stress factors among teachers due to the educational leader's low perception of their functioning and responsibilities. The analysis found that the overall mean score was at a high level ( $M=3.66$ ,  $SD=.57$ ). In addition, among these stress sources 2 out of 5 question-items were found to be at a high level, like 'Too many teaching-hours per week' ( $M=4.28$ ,  $SD=.85$ ) and 'often assigned to teach cross-subjects' areas' ( $M=3.66$ ,  $SD=.98$ ).

However, the remaining three question items were relatively high level as well, such as 'allocate subjects taught without consulting me' ( $M=3.47$ ,  $SD=.96$ ); followed by 'face too many administrative tasks' ( $M=3.42$ ,  $SD=.94$ ) and 'lack of autonomy in teaching practice' ( $M=3.35$ ,  $SD=1.04$ ).

## 2) Stress factors relating to teacher welfare

Figure 29. Findings of stress factors relating to teacher welfare by ranking M and SD (N=213, study 6)

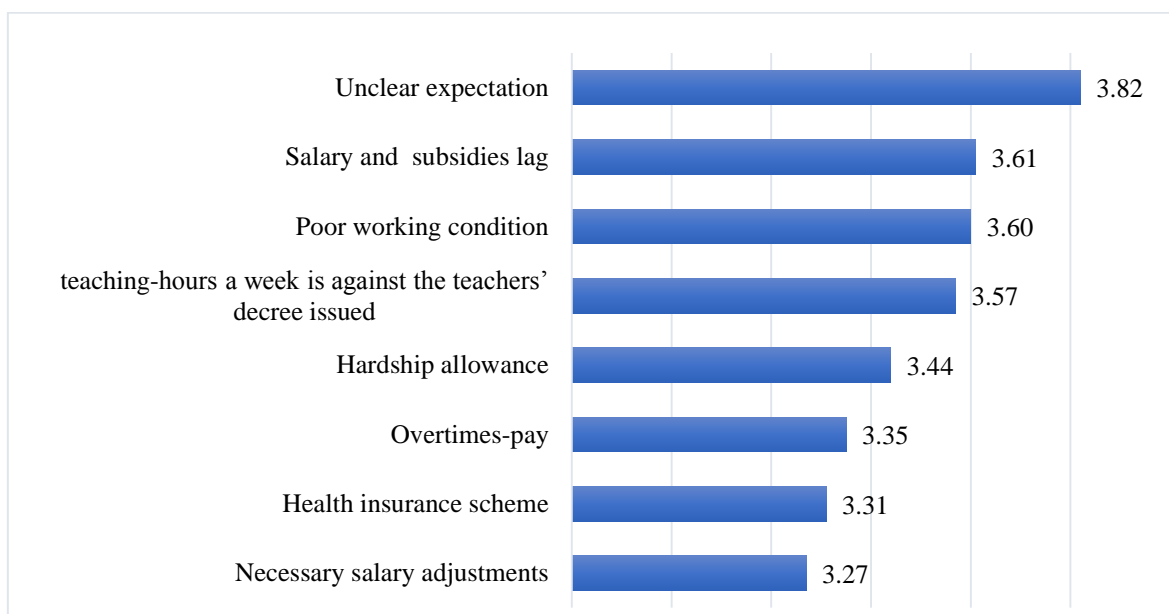


Figure 29 shows the results of the statistical analysis concerning stress factor No 2. called teacher welfare, including 8 question-items with an overall mean score at a high level (M=3.54, SD=.72). These analysis found that 4 out of 8 question-items were high level such as ‘Unclear expectation concerning teachers’ benefits’ (M=3.82, SD=1.08); ‘salary and subsidies lag (M =3.61, SD=1.12); ‘poor working condition’ (M=3.60, SD= 1.02), and ‘The number of teaching-hours a week is against the teachers’ decree issued’ (M =3.57, SD= 1.00) respectively.

The remaining four question-items were of moderate level like hardship allowance (M=3.44, SD =.62); overtimes-pay (M=3.35, SD =.24); health insurance scheme (M= 3.31, SD =.12), and necessary salary adjustment (M=3.27, SD = .84).

### 3) Stress factors relating to teacher professional development

Figure 30. Findings of stress factors relating to teacher's professional development by ranking M and SD (N=213, study 6)

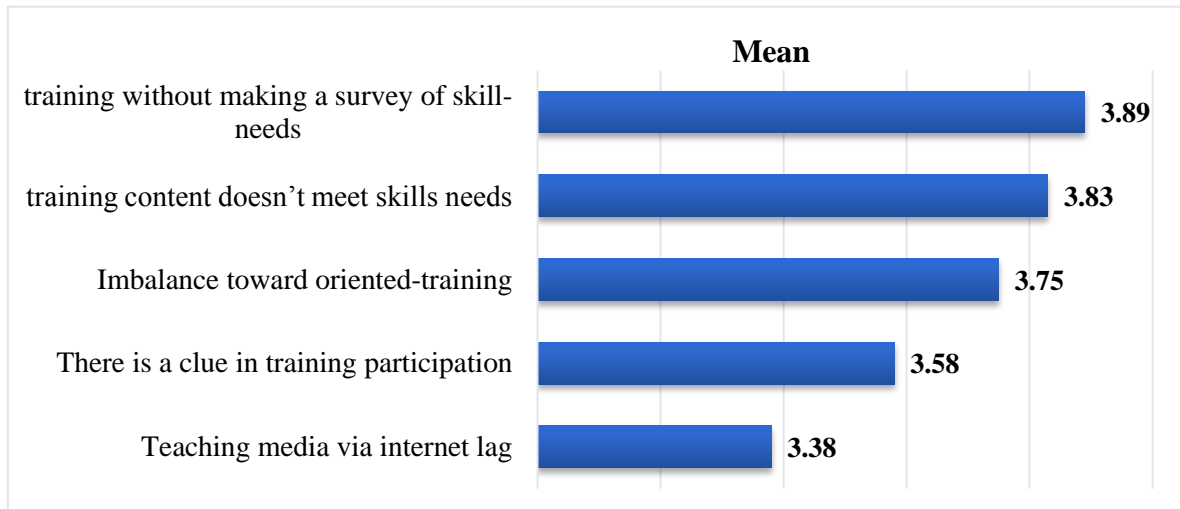


Figure 30 above shows that the 213 teachers involved in this study found to be keen in knowledge-pursuit and they had a vision on how to move forward through professional growth. The above statement is indicated by the overall mean score at a high level ( $M=3.64$ ,  $SD=.80$ ). In addition, almost all question-items had a high mean score as well, like 'training without making a survey of skill-needs' ( $M=3.89$ ,  $SD=1.06$ ); 'training content doesn't meet skills needs' ( $M=3.83$ ,  $SD=1.07$ ), accompanied by 'imbalance toward oriented-training' ( $M=3.75$ ,  $SD=1.10$ ), followed by and 'there is a clue in training participation' ( $M=3.58$ ,  $SD=.96$ ). The remaining question-item had a low mean score: 'teaching media via internet lag' ( $M=3.38$ ,  $SD=1.10$ ).

Figure 31. Summary of high stress factors among teachers by mean ranking  
 (A selected high-level item of causes, 10 out of 18 items from three stress sources)

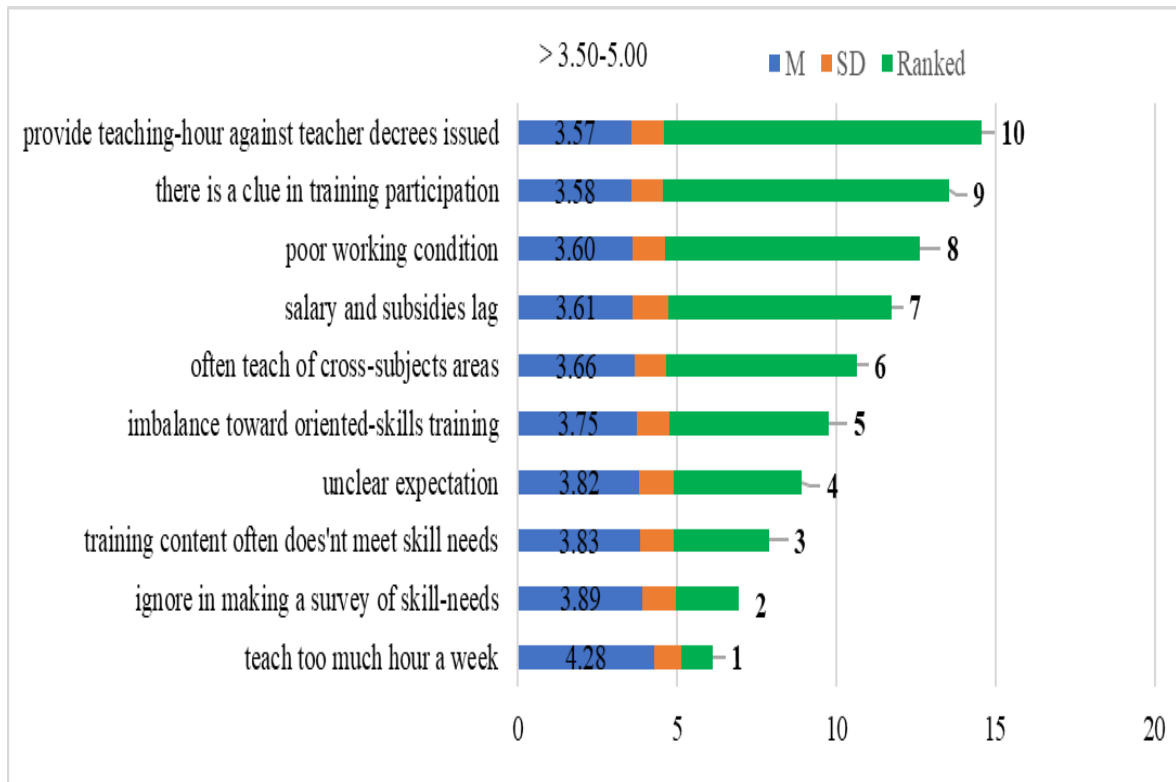


Figure 31 shows the summary of the high main causes of stress factors among teachers affected by mismanagement toward the teaching load, teacher welfare, and teacher professional development. The summary above revealed the lowest to low level of perception such as assigned teacher to teach too much hours a week, absent in making survey of skill needs, training provided and skills needs against each other, unclear expectation among novices, training opportunity, teach cross-subjects, salary and subsidies lag, poor working condition, training participation, teaching scheduling against the Lao legal enactments that ranked the perception of educational leaders from lowest to low respectively.

#### 4.7.4 Hypothesis examination

##### 4.7.4.1 Independent variable of educational leaders

**Hypothesis 1:** There are no statistically significant differences in the perception level of the educational leaders concerning the six tasks analyzed by *gender, qualification level and working experience, and TTIs location*. I will analyze data according to each independent sub-variable below:

**Table 23.** Analysis of educational leaders' perception of the six tasks by gender by t-test (study 6. N=138)

Leaders' perception of the six tasks	Men		Women		<i>t</i>	<i>p</i> – <i>value</i>
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teacher demand analysis	2.86	.33	2.92	.30	.48	.37
2. Recruitment and selection	2.68	.33	2.67	.34	.86	.88
3. Pre-service teacher training	2.75	.26	2.81	.35	.06	.22
4. Teacher performance appraisal	2.92	.29	2.90	.27	.35	.62
5. Teacher compensation	2.88	.26	2.82	.26	.73	.26
6. Training needs assessment	2.73	.31	2.75	.31	.77	.60
	$\Sigma \bar{x}$	<b>2.80</b>	<b>2.81</b>	<b>.30</b>		

\* $p < .05$

Table 23 above shows the results of the t-test by gender (men and women). No statistically significant differences were found at .05 in the perception level of educational leaders concerning the six tasks. The *p-value* is higher or greater than .05 meaning a fail to reject  $H_0$  and should accept the null hypothesis setting due to the fact that there is insufficient proof to underline that male and female teachers both have a different perception level. However, if we examine the mean score, we find a little higher perception level in case of female leaders concerning tasks 1, 3, and 6., than in case of male leaders.

Table 24. Qualification examination of educational leaders by ANOVA (study 6. N=138)

<b>Leaders' perception of the six tasks</b>	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>	<b>P</b>
1. Teacher demand analysis	136	.04	.02	.20	.81
2. Recruitment and selection	136	.06	.03	.29	.74
3. Pre-service teacher training	136	.23	.11	1.26	.28
4. Teacher performance appraisal	136	.17	.08	1.00	.37
5. Teacher compensation	136	.24	.12	1.80	.16
6. Training needs assessment	136	.07	.03	.37	.69

\* $p < .05$

In connection with the six tasks, table 24 above shows the results of the ANOVA-examination relating to the educational qualification of educational leaders within TTIs in Laos. The examination found no statistically significant differences at .05 in the perception level of leaders concerning the six tasks. The examination score was higher than .05 which implies that there is inadequate evidence to conclude that higher qualification leads to a different perception level. *The working experience* examination is shown in table 25.

Table 25. Working experience examination of educational leaders by ANOVA (N=138)

<b>Leaders' perception of the six tasks</b>	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>	<b>P</b>
1. Teacher demand analysis	136	.05	.029	.26	.76
2. Recruitment and selection	136	.51	.257	2.33	.10
3. Pre-service teacher training	136	.27	.135	1.48	.23
4. Teacher performance appraisal	136	.27	.137	1.62	.20
5. Teacher compensation	136	.44	.221	3.28	.04
6. Training needs assessment	136	.21	.108	1.09	.33

\* $p < .05$

In connection with the six tasks, table 25 above displays the results of the ANOVA-examination regarding the working experiences of the educational leaders in TTIs. The results indicated that educational leaders had a significantly different perception level at .05 concerning the task of teacher compensation. In order to monitor the different perceptions among those leaders, the Scheffe examination was conducted. Results are shown in table 26.



Table 26. Examination of educational leaders' working experiences by Sheffe (study 6. N=138)

Educational leaders' Perception of:	df	< 10 years		10-15 years		16 years >	
		$\bar{X}$	M <sub>diff</sub>	$\bar{X}$	M <sub>diff</sub>	$\bar{X}$	M <sub>diff</sub>
Teacher compensation	136	2.74	-.17458*	2.91	.17458	2.86	.11817

\*p<.05

Table 26 above indicates that those educational leaders who had a less than 10 years working experience had a low perception level concerning the task of teacher compensation ( $\bar{x}$  =2.74 and M<sub>diff</sub>= -17458\*).

**Hypothesis 2:** There are statistically significant differences in the perception level of the six tasks among educational leaders in a Faculty of Education (FOE) and in a Teacher Training College (TTC).

Table 27. Perception level of educational leaders between FOE and TTCs by t-test (study 6. N=138)

Educational Leaders' perception level of the six tasks	FOE		TTC		t	p - value
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teacher demand analysis	2.75	.30	2.90	.32	.55	.56
2. Recruitment and selection	2.69	.34	2.66	.33	.95	.53
3. Pre-service teacher training	2.74	.25	2.79	.34	.06	.28
4. Teacher performance appraisal	2.91	.28	2.92	.29	.78	.77
5. Teacher compensation	2.89	.26	2.83	.26	.54	.14
6. Training needs assessment	2.86	.28	2.72	.36	.22	.50
	$\Sigma \bar{x}$	<b>2.80</b>	<b>.18</b>	<b>2.81</b>	<b>.22</b>	

\*p<.05

Table 27 indicates that the educational leaders in the different levels of TTIs showed no statistically significant differences at .05 in their perception level concerning the six tasks. On the basis of this examination result the hypothesis has to be rejected as there is unreliable evidence of both FOE and TTC to conclude differently. Besides, this analysis also found that educational leaders in FOE had a lower perception level than leaders in TTCs ( $\bar{x}$  =2.80, SD

=.18;  $\bar{x} = 2.81$ ,  $SD = .22$ ). Next comes the hypothesis examination to observe the reliability of correlation between tasks and perception distribution displayed in table 28 below:

**Hypothesis 3:** There will be no relationships between the six tasks and the distribution of low perception of educational leaders within 8 TTIs, Laos.

Table 28. Correlation between tasks and perception distribution (study 6. N=138)

Dependent variables	M	SD	SE	Correlation
1. Teacher demand analysis	2.88	.32	.28	.372**
2. Recruitment and Selection	2.67	.33	.60	.447**
3. Pre-service teacher training	2.77	.30	.58	.406**
4. Teacher Performance Appraisal	2.91	.29	.49	.495**
5. Teacher compensation	2.86	.26	.54	.524**
6. Training Needs Assessment	2.74	.31	.86	.719**

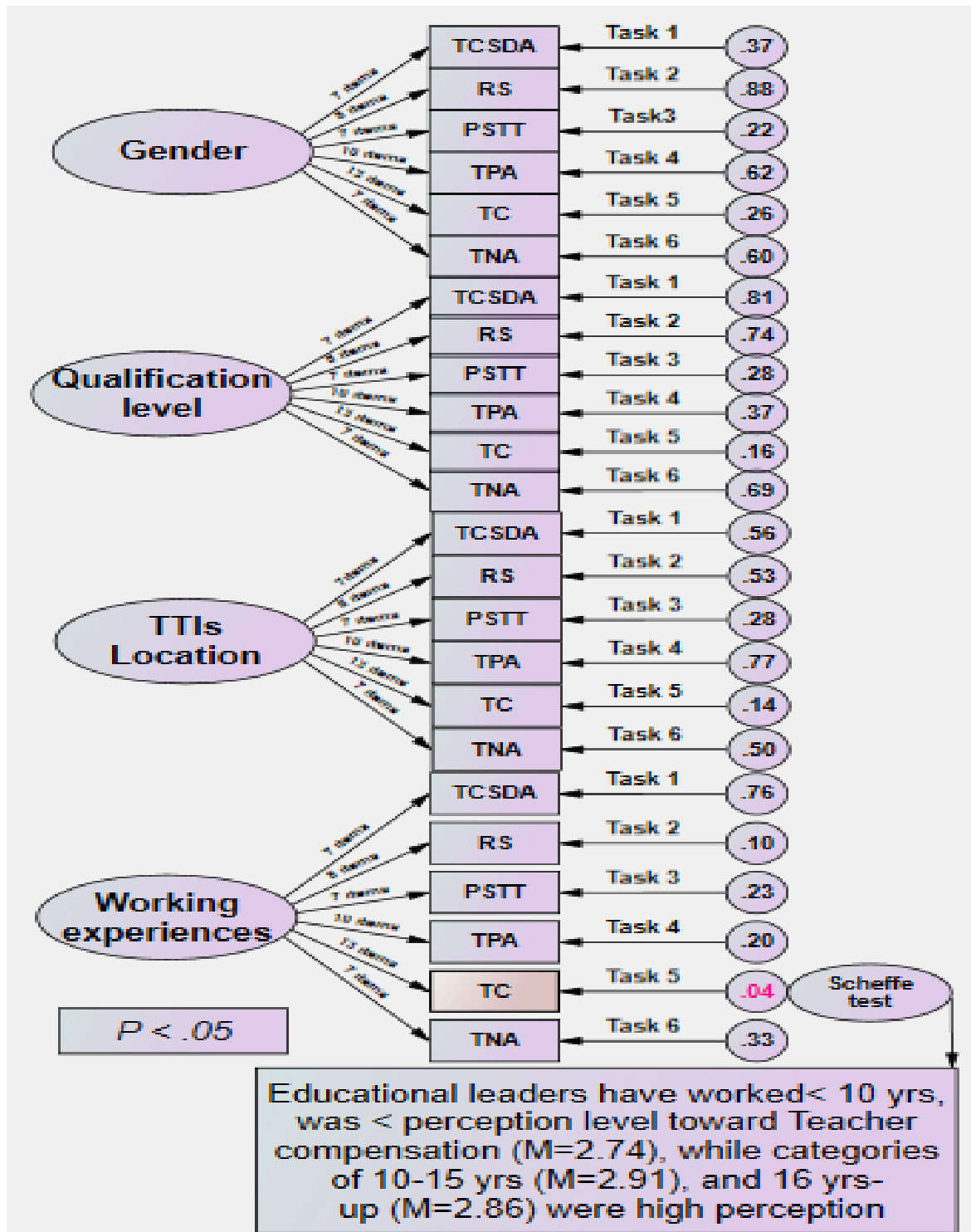
\*\* $. p < .01$

The second main hypothesis examination focused on the correlation between tasks and perception levels among educational leaders concerning the six tasks. The analysis shows that educational leaders within 8 TTIs, Laos had a relatively high-level perception of the six tasks as indicated by the interpretation criteria ( $< 2.50-3.49 > 2.67-2.91$ ). The examination also displays a strong relationship between tasks at ( $p < .01$ ;  $> r = .372^{**} - .719^{**}$ ) and there is insufficient proof to conclude that there is no relationship between tasks and low perception of educational leaders, and they may need training.

In summary of the hypothesis concerning educational leaders, it can be concluded that educational leaders within 8 TTIs in Laos selected to this main study have different gender, qualification, working experience, and different institutions. The examination results have indicated that there were no statistically significant differences at .05 in their perception level of the six tasks according to gender, qualification and institutions.

An exception occurred in case of leaders with a less than 10 years working experience, where a low perception level concerning teacher compensation was found. However, the correlation and perception distribution examination have found that there was a strong correlation between tasks ( $r_{\text{mini}} = .372^{**}$  to  $r_{\text{max}} = .719^{**}$ ), and the perception distribution examination have found that educational leaders in FOEs had a lower perception of the six tasks than educational leaders in TTCs had. Figure 32 presents the summary of hypothesis examination in graphs.

Figure 32. Summary of the hypothesis analysis concerning the perceptions of educational leaders of the six tasks (N=138, study 6)



**Abbreviations:** TDA = Teacher Demand Analysis; RS= Recruitment and Selection; PST = Pre-Service Teacher Training; TPA =Teacher Performance Appraisal; TC = Teacher Compensation, and TNA =Training Needs Assessment; FOE =Faculty of Education; TTC = Teacher Training College.

#### 4.7.4.2 Hypothesis examination of stress factors among teachers

Hypothesis 1: Teachers of different gender will have different stress factors related to the three stress sources. I will analyze each sub-independent variable like gender, qualification level and teaching experience and TTIs location as below:

Table 29. Analysis of teachers' sources of stress factors by gender by t-test. (study 6. N=213)

Source of stress factors among teachers	df	Men		Women		<i>t</i>	<i>P</i>
		$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching load	211	3.68	.59	3.64	.56	.80	.62
2. Teacher welfare	211	3.51	.75	3.55	.70	.26	.63
3. Teacher professional development	211	3.68	.82	3.62	.79	.33	.59
	$\Sigma \bar{x}$	<b>3.55</b>	<b>.67</b>	<b>3.54</b>	<b>.65</b>		

*p*<.05

Table 29 shows the results of analysis by gender of the stress factors among teachers within 8 TTIs, related to the three stress sources in the teaching profession, like teaching load, teacher welfare, and teacher professional development. The examination found that there were no statistically significant differences at .05 in case of three stress sources leading to burnout syndrome. The p-value was greater than .05 meaning the null hypothesis has to be rejected because there is poor evidence to indicate differences.

Next comes the ANOVA examination regarding the qualification level (<Higher diploma; BA, and Master Degree) of the teachers compared to the three stress sources in the teaching profession. The results will be presented in table 30 below:

#### Sub-H 1.2: Qualification level

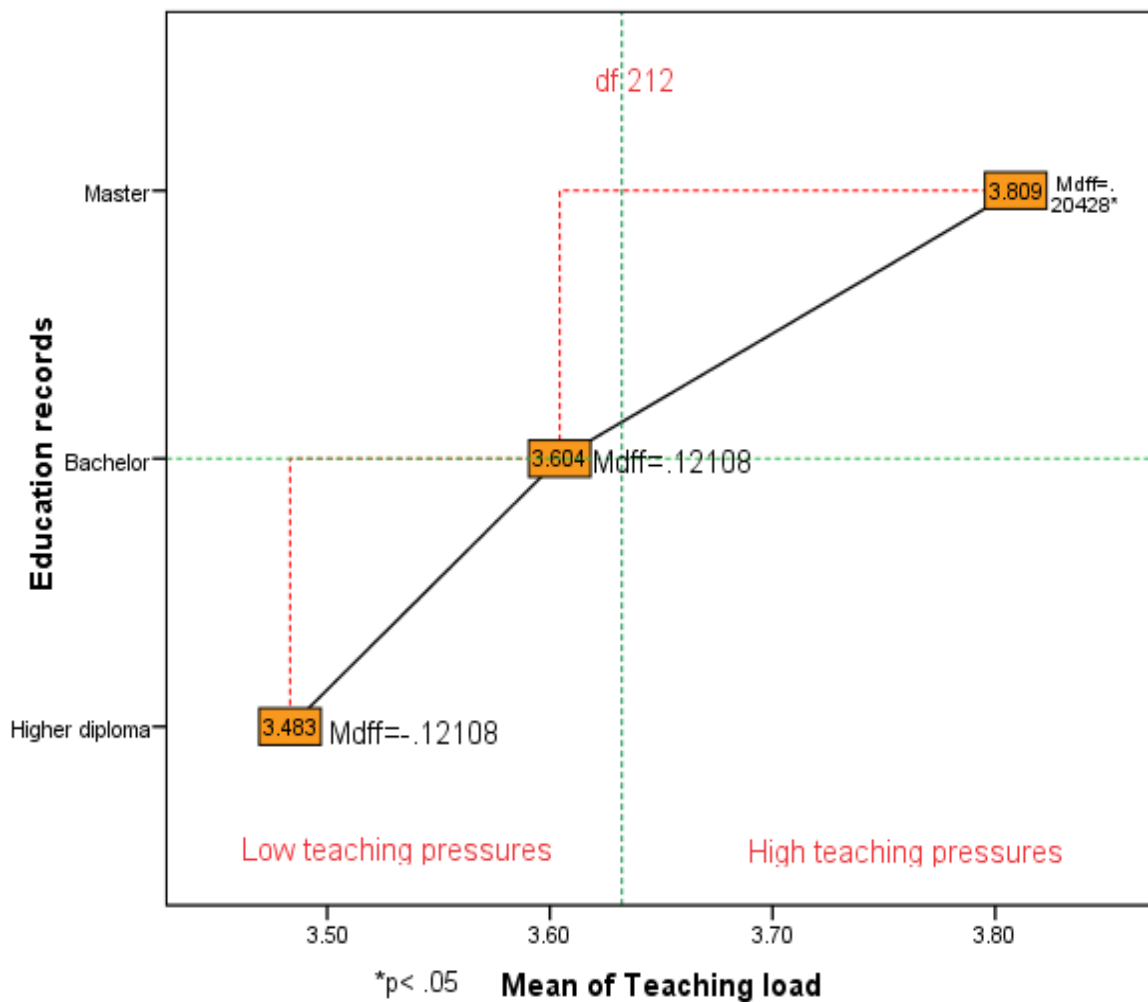
Table 30. Qualification level of teachers by ANOVA (study 6. N=213)

Source of stress factors among teachers	df	SS	MS	<i>F</i>	<i>P</i>
1. Teaching load	212	2.24	1.12	3.46	.03
2. Teacher welfare	212	.52	.26	.50	.60
3. Teacher professional development	212	.77	.38	.59	.55

*P*<.05

Table 30 above shows the examination results referring to the qualification level of teachers within TTIs and causes of burnout syndrome relating to the three stress sources, by using ANOVA-examination. The examination found that there were no differences at .05 in the causes of burnout syndrome in teaching profession concerning teacher welfare and teacher professional development, but teaching load as a stress source showed significant differences at .05 by the level of qualification. Therefore, the Scheffe examination is needed to verify the different variables. The reexamination results were displayed in Figure 33 below:

Figure 33. Different qualification levels and teaching load, by Scheffe examination (N=213, study 6)



The reexamination shows that those teachers in 8 TTIs in Laos who have obtained a Master Degree experienced stress in their teaching profession related to teaching load at .05 ( $> M_{diff} = 3.809$ ), which value is higher than in case of other categories of qualification levels like higher Diploma and Bachelor Degree. Table 31 indicates the hypothesis

examination about teaching experiences of the teachers within 8 TTIs in Laos. The teaching experiences consist of three categories, such as less than 5 years; 5-10 years, and 11 years and more.

### Hypothesis 1.3: Teaching experiences

Table 31. Teacher's teaching experience by ANOVA (study 6. N=213)

Source of stress factors among teachers	df	SS	MS	F	P
1. Teaching load	212	2.381	1.191	3.683	.02
2. Teacher welfare	212	109.038	.519	.831	.43
3. Teacher professional development	212	3.695	1.847	2.908	.05

$P < .05$

Table 31 shows the results of the ANOVA-examination and the examination found that there were no statistically significant differences at .05 among stress sources concerning teacher welfare. Teaching load and teacher professional development showed statistically significant differences at .05 as stress sources in the teaching profession.

Thus, the Scheffe examination is necessary to investigate the heterogeneity in each categories' variance of teaching experiences. The Scheffe examination have indicated the results presented in table 32 below:

Table 32. Teaching load examination by Scheffe (study 6. N=213)

Teaching experiences	$\bar{X}$	< 5 years	5-10years	11 years >
		3.60	3.61	3.86
< 5 years	3.60	-	.00748	.28717
5-10 years	3.61		-	-.27969*
> 11 years	3.86			-

$P < .05$

Table 32 above shows the results of the Scheffe reexamination to monitor the different teaching experiences concerning the stress sources of teaching load. It was found at .05 that teachers who had a more than 11 years teaching experience faced more teaching load than teachers in other categories of teaching experiences like less than 5 years and 5-10 years. The next examination was conducted in connection with teaching experience and the three stress sources of teacher professional development. The results are indicated in table 33.

Table 33. Teachers' professional development by Sheffe retest (study 6. N=213)

Teaching experiences	$\bar{X}$	< 5 years	5-10years	11 years >
		3.51	3.63	3.91
< 5 years	3.51	-	-.40	.13
5-10 years	3.63		-	.40
> 11 years	3.91			-

$P < .05$

Table 33 above shows the results of Scheffe reexamination between teaching experience and facing stress sources of teacher professional development. The examination found at .05 a strange result, namely, those teachers within the 8 TTIs who had a more than 11 years teaching experience indicated higher stress concerning teachers' professional development than other categories like less than 5 years and 5-10 years.

**Hypothesis 2:** There are no statistically significant differences in the causes of burnout syndrome of teachers by the level of TTIs (FOE and TTC) within 8 TTIs, concerning the three stress sources

Table 34. Stress factors among teachers between FOE and TTCs by t-test (study 6. N=213)

Source of stress factors among teachers	FOE		TTC		<i>t</i>	<i>p</i> – value
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching loads	3.60	.85	3.69	.74	.25	1.32
2. Teacher welfare	3.58	.78	3.60	.69	.85	.03
3. Teacher professional development	3.35	.72	3.47	.69	.43	.615
$\Sigma \bar{x}$	<b>3.51</b>	<b>.70</b>	<b>3.58</b>	<b>.71</b>		

\* $p < .05$

The t-test was carried out to observe the causes of burnout syndrome among teachers at Faculties of Education (FOE) and Teacher Training Colleges (TTC) within 8 TTIs in Laos. The analysis found that two stress sources were not significantly different in FOE and in TTC. However, teacher welfare showed a statistically significant difference at .05. In order to monitor the differences, the Scheffe examination was conducted and found that teachers

in TTCs experience higher stress in their teaching profession than teachers in FOEs ( $\bar{x}=3.60$ ,  $SD=.69$ ).

**Hypothesis 3:** There will be no relationship between teachers and the three stress sources like teaching load, teacher welfare and teacher professional development within 8 TTIs in Laos.

Table 35. Correlation between three stress factors among teachers (study 6. N=213)

<b>Dependent variables</b>	<b>M</b>	<b>SD</b>	<b>SE</b>	<b>Correlation</b>
1. Teaching load	3.41	.71	.04	.662**
2. Teacher welfare	3.58	.74	.05	.712**
3. Teacher professional development	3.64	.80	.05	.591**

\*\**p* < .01

The reliability examination presented in table 35 found that there was a strong correlation between the tasks at .05 and the distribution of the three stress sources of teachers within 8 TTIs in Laos, according to which the examination was rejected to the hypothesis setting at .05. It can be concluded that the majority of teachers still face the homogeneous phenomena concerning TTIs' mismanagement. In addition, this ANOVA examination also found that teachers' professional development among the teachers within 8 TTIs was at a higher level than other stress sources in their teaching profession (M=3.64, SD=.80; M=3.58, SD=.74; M=3.41, SD=.71 respectively).

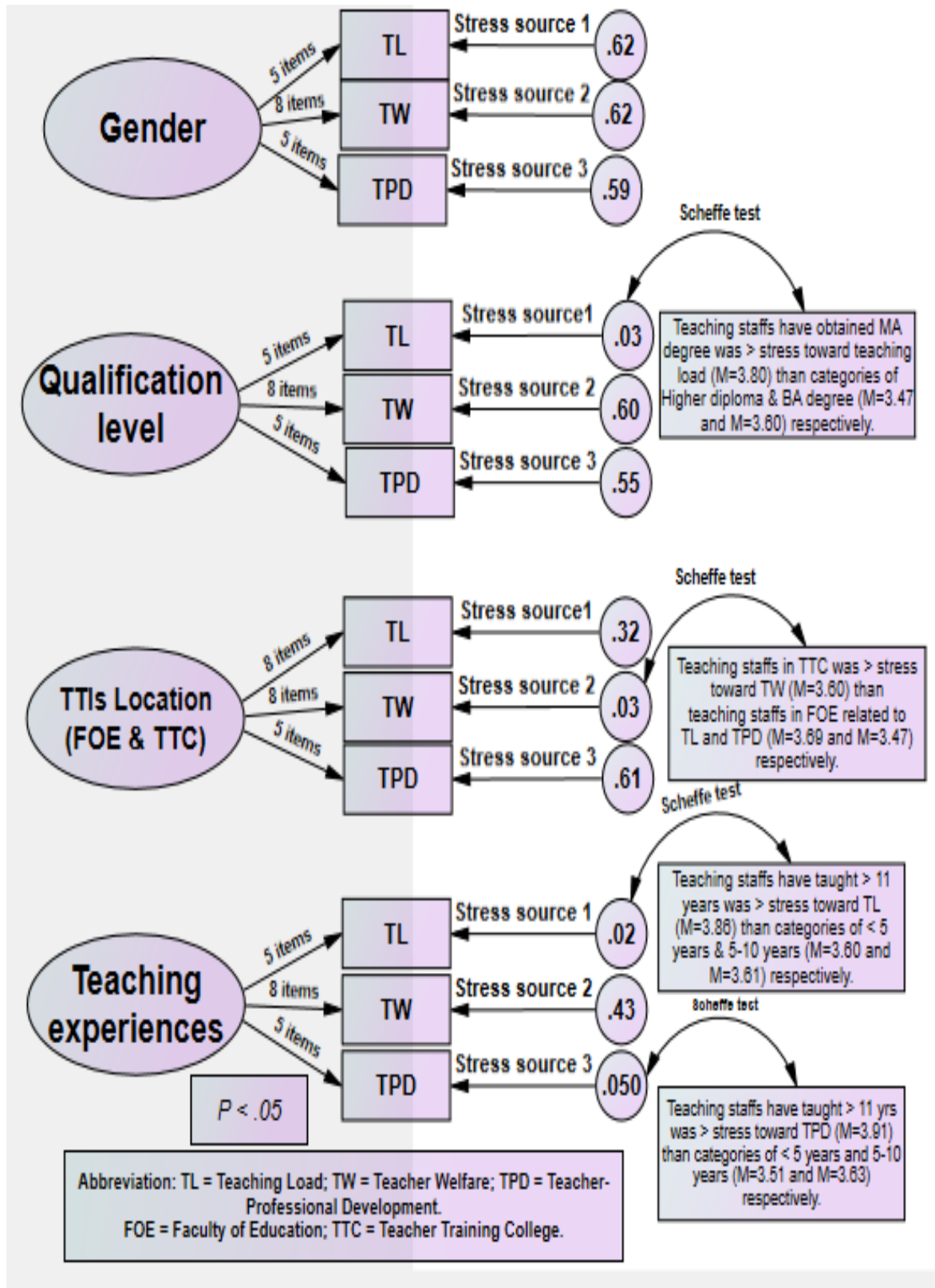
In Summary of the hypothesis on teachers we can see, that they were different in gender, qualification, institution level, and teaching experience records. The examination has found no significant differences at .05 between male and female teachers in facing stress in their teaching profession associated to the three stress sources.

Teachers who have obtained a Master Degree, and had a more than 11 years teaching experience records experienced high teaching stress at .05 concerning teaching load and teacher professional development.

In addition, the examination also found that teachers in TTCs experienced higher stress in their teaching profession than teachers in FOEs respectively. However, for more understanding, please observe the summary presented by graphs on Figure 34 below. In addition, there were strong correlations between the six tasks and stress sources in the teaching profession.



Figure 34. Summary of the hypothesis examination concerning the three stress factors among teachers within 8 TTIs in Laos. (N = 213, study 6)



#### **4.7.5 Content analysis of Open-ended questions, and attitude examination for the task of recruitment and selection**

##### **4.7.5.1 Educational leaders' perception of the six tasks**

I have provided some empty spaces at the end of each task to elicit valid information from respondents' suggestions relating to the six tasks and three stress factors. The questions are as below.

##### **1) What are your suggestions for improving the task of teacher demand analysis within TTIs? (Study 6. N=138)**

The majority of educational leaders have suggested that the Ministry of Education and Sports or MOES should provide enough oriented skills and other soft skills trainings relating to teacher demand analysis, with special regard to the analysis of the characteristics of teachers to be employed (78 out of 138 or 56.52%); followed by the need to take part in trainings about management and utilization of educational personnel (49 out 138 or 35.5%). This study obtained no suggestions from 11 (7.98%) sample members out of the 138 ones.

##### **2) How do you promote the validity and reliability of the recruitment and selection process of a new teacher candidate and within TTIs? (Study 6. N=138)**

Two-thirds of the educational leaders within 8 TTIs suggested that MOES-Laos should reduce its intervention in the recruiting and selection process, should provide a handbook, ad hoc committee and strongly improve professional ethics (55 out of 138 or 39.86%); advice oriented skills training for the selection panel (39 out of 138 or 28.26%); selecting a novice teacher must be transparent and auditable (22 out of 138 or 15.95%); they need to take part in training about interview skills (18 out of 138 or 13.04%); promote neutrality in the selection process (4 out of 138 or 2.89%).

There was also an *attitude examination* of educational leaders through two short-stories in order to monitor the leader's perception on time management and decision-making skills concerning the recruitment and selection process. The examination found that the majority of educational leaders (N=138) lack time management and decision-making skills, and they (leaders) need to improve and develop these absent skills attentively and continually.

**3) How important do you think the managing and performing of pre-service teacher training should be within TTIs? (study 6. N=138)**

The majority of respondents proposed that top organizations should provide manual and other information related to civil servants' rights and benefits (78 out of 138 or 56.54%); Rules, regulations, organizational culture, functions, responsibilities, allocating teaching-hours a week (28 out of 138 or 20.28%); accessible learning sources or websites (17 out of 138 or 12.31%); clear line of work or vertical and horizontal communication (15 out of 138 or 10.87%).

**4) Which technical requirements of teacher performance appraisal should be applied within TTIs? (study 6. N=138)**

Almost half of the educational leaders within 8 TTIs needs the top organization to provide technical staff, oriented skills training regularly, handbook or manual, budgeting for performance appraisal tasks (53 out of 138 or 38.40%); follow up by reducing appraisal activity by promoting teaching practice instead, field trip and workshop for novice teachers (38 out of 138 or 27.55%); application of the proper metrics and compliance with ethical standards, rating criteria, normalization, flowchart of operation (23 out of 138 or 16.67%); Clear systems of performance management and fairness (17 out of 138 or 12.31%), and the utilization of new modern technology (7 out of 138 or 5.07%).

**5) Which is the most important requirement in teacher compensation that should be improved within TTIs? (study 6. N=138)**

The majority of the educational leaders within TTIs recommended that the top organization should provide enough in-service trainings, observation, workshop for the person in charge of compensation tasks (40 out of 138 or 28.99%); fairness in compensation supplies (35 out of 138 or 25.36%); create proper rules and regulations (33 out of 138 or 23.92%); manage people in various situations (30 out of 138 or 21.73%).

**6) How should the training needs assessments be improved within TTIs? (study 6 N=138)**

More than half of the educational leaders suggested oriented or soft skills trainings (62 out of 138 or 44.93%); Making a survey of training needs via online system or other methods (43 out of 138 or 31.15%); training resources should be adequate (27 out of 138 or 19.59%); defining the skill gaps is needed (6 out of 138 or 4.34%).

#### **4.7.5.2 Source of stress factors among teachers rooted by inefficient management**

Stress factor is not only a mental state but is also a true psychological condition that destructively affects every aspect of a teacher's working life. However, three stress sources in the teaching career will be presented in the followings, which are among the several causes that contribute to teachers' huge dilemma issues so far.

##### **1) To which point of teaching load would you have suggestions for educational leaders to reduce the stress sources relating to teaching load within TTIs? (study 6. N=213)**

Two-thirds of the teachers suggested that TTIs should reduce the number of teaching hours a week by merging or cancelling some unnecessary subjects or courses, with attention to operation based on the educational provisions, decrees, and educational enactments or career ethics solidly (89 out of 213 or 41.79%); promote sharing or exchange of teaching experience among teachers within TTIs (57 out of 213 or 26.76%); provide enough ICT devices, Internet, and other information sources to create a multi-teaching technique (34 out of 213 or 15.97%); do not delegate the administrative task to the teacher, promote morale and motivate among personnel continually (22 out of 213 or 10.32%), and there were some missing comments also (11 out of 213 or 5.16%).

##### **2) To which point of teachers' welfare would you like educational leaders to operate and manage properly within TTIs? (Study 6. N=213)**

Most of the teachers have recommended that payment to teachers must be based on legal education and teachers' decrees, attentiveness to the teachers' basic needs, and more praise than criticism (102 out of 213 or 48%); salary, pension, and other subsidies should arrive in time and be fair (74 out of 213 or 35%); Insurance, transportation, tuition-free for teachers' children, and teacher career development should be scheduled as priority (23 out of 213 or 11%), and promote teachers high IQ by initiating wage analysis (14 out of 213 or 6%).

##### **3) What would you like educational leaders to improve and develop concerning the teacher professional development within TTIs? (study 6. N=213)**

More than half of the teachers at TTIs stated that teacher professional development should be focused on unqualified teachers, teachers' low income, learning opportunities and skills

in creating a lesson plan (114 out of 213 or 53.52%); oriented skills training on foreign language competency, computer, communication, socializing skills, ICT, and other learning online and via modern technological devices (54 out of 213 or 25.35%); promote lifelong learning and individual scientific research (33 out of 213 or 15.49%); development of teaching profession must be based on the results of surveys and training and other academic forum or activities should be operated during the school break or summer (12 out of 213 or 5.64%).

#### **4.8 Chapter summary**

This chapter presented results of the developmental process of self-constructed questionnaires through study 1, 2, and 3. Questionnaire form A designed for educational leaders could obtain a completed version 52 out of 63 items (three times of examinations), and questionnaire form B designed for teachers could be completed version of 18 out of 25 items of the original (two times of examinations) and both forms were high external and internal consistency.

Study 4 have found that school leaders' or principals' low perception on the teachers' welfare, followed by division of teaching load to teacher, and teacher professional development were the factors that made teachers at the practice schools in Laos develop a burnout syndrome automatically.

Study 5 have indicated that educational leaders within three Faculties of Education were of a low perception toward the advantages of the technological devices to create the teaching and learning process smartly and happily.

Study 6 or the main study on the educational leaders' perception of the six tasks revealed, that these tasks linked to three-factors that created teacher stress. The study found that most educational leaders within 8 out of 16 TTIs across Laos were of low perception on recruitment and selection of new teacher candidates, training needs assessment, pre-service training or orientation, as well as teacher compensation, whereas teacher stress has shown that teaching load, professional development, and teacher welfare were those factors that made almost all teachers face stress syndrome in their teaching profession within 8 out of 16 TTIs in Laos.

# **CHAPTER 5. CONCLUSIONS, DISCUSSIONS, IMPLICATIONS, SUMMARY BY SWOT ANALYSIS, AND FUTURE RESEARCH SUGGESTIONS**

## **5.1 Introduction**

Studies 1, 2, and 3 were examining the validity and reliability of the self-constructed questionnaires. Study 4 dealt with the causes of teachers' burnout syndrome concerning school board management at practice school in Laos. Study 5 examined the instructional management of the teaching staff in teacher training institutions, Lao PDR. Study 6 (or main study) focused on instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos. This chapter presents each study finding in brief to answer the research questions, and hypotheses, there will be a summary by SWOT analysis, discussions, and I also highlight at the limitations, implications and offer recommendations.

## **5.2 Conclusions**

This section offers a brief review of each study finding (study 1 to study 6) concerning the management of teachers at TTIs in Laos. The main findings are introduced below:

### **5.2.1 Study 1, 2, and 3 examining the validity and reliability of the self-constructed questionnaires**

The aim of these studies was to detect and eliminate all erroneous words and phrases loaded into the questions, in both forms (A and B). These questionnaires were designed specifically, and their quality measurement was conducted through study 1, 2, and 3 to meet the criteria bounded.

The main results have shown in the final stage of the measuring process that the complete version of 52 out of 63 items (form A) and 18 out of 25 items (form B) respectively can be obtained, as well as established open-ended questions were placed at the end of each task and stress factors to gather the respondents' feedback. These completed versions have it's a proven strong external and internal consistency, hence, the hypotheses (H<sub>1</sub>-H<sub>3</sub>) were confirmed, and prepared for study 6 (main study).

### **5.2.2 Study 4 Causes of teachers' burnout syndrome concerning school board management at practice schools in Laos.**

This study aimed to explore the main causes of teachers' burnout syndrome affected by school board management at practice schools in Laos. The major findings specified the main causes of teachers' burnout syndrome in these schools such as compensation, professional development and teaching load respectively. These findings proved the school principals' or leaders' low perception level in managing and maintaining teachers, that they had a vital role in driving the schools towards success, but they do not get full support from the organization.

Besides, the majority of teachers' voice expressed in the open-ended questions indicated shed and frustration on the ambiguities concerning the division of work individually, offering more criticism than praise, bullying, and other leaders' misbehaviors. Also, the hypothesis analyzed was significantly different according to genders as male teachers had higher stress than female teachers in their teaching profession, and the other tests were not significant, therefore the hypothesis (H<sub>4</sub>) was confirmed. These findings seemed to motivate for a further investigation in study 5.

### **5.2.3 Study 5 Instructional management of teaching staff in teacher training institutions, Lao PDR**

Instructional management is one in several tasks under the scope of the academic issues, and it also was one among eight issues or affairs of educational leaders in Laos that have to be taken into account and operation in routine manner.

However, study 5 have found that the process of instruction via technological devices was a high problem when teachers applied it in creating a lesson plan or planning a presentation and assisting in the assessment and evaluation of students. Besides, teachers of different genders did not have statistically significantly different opinions while according to teaching experience they did: teachers who have taught less than 10 years encountered problems in creating a lesson plan in their instructional practice, and performing instructional assessment, and therefore, our hypothesis (H<sub>5</sub>) was confirmed and proved that most teachers have gaps of skills in their teaching profession within the three Faculties of Education at the Public Universities in Lao PDR.

#### **5.2.4 Study 6 (Main study). Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos.**

The working cultures of educational leaders in Laos must be perceived and performed following the principles of management like the 6 factors to success (6Ms), 7 functions (POSDCoRB), and 8 responsibilities (PARMSCOF) to ensure the optimal utilization of organizational resources, like teachers in particular.

The main findings pointed out that recruitment and selection, training needs assessment, and pre-service training, compensation, teacher demand analysis, and performance appraisal were the tasks ranked as having a low perception among educational leaders and these became the main causes of stress factors among teachers such as hard teaching loads, inefficacy in teacher professional development, and lack of social welfare and other incentives at TTIs-Laos.

Besides, the hypothesis test has found no significant differences in the perception of the six tasks by gender, qualifications level, working experiences, and workplace (FOE and TTC) whereas educational leaders who have worked less than 10 years had low perception about teacher compensation. A strong correlation between subscales (tasks) and leaders' attitude test through two-short stories were revealed on decision-making skills, therefore our hypotheses ( $H_6 - H_8$ ) was confirmed.

In addition, there were significant differences in the stress sources among teachers at TTIs by qualification levels, TTIs locations, and teaching experiences records, while teachers of different genders did not have different stress sources in their teaching profession, and this test also found a strong correlation between subscales (three stress sources), hence our hypotheses ( $H_9 - H_{11}$ ) were confirmed, and the above findings proved the low perception of leaders of the six tasks related to management of teachers at TTIs to which they should improve their capacity about the analysis of teacher demands and recruitment and selection of teacher candidates.

### **5.3 Discussions**

The following discussions and recommendations were based consequently on the above presented findings that needed to be confirmed by the previous studies, theories, concepts and legal educations which are presented below:



### **5.3.1 Study 1, 2 and 3**

These studies were concerned with the developmental process of a research instrument (questionnaire). It was noted that field-words and phrases loaded into the questions should avoid ambiguous, complex and double-barrier questions, bias terminologies, and these would be replaced by easy or understandable words, local perspectives, and perceptions as well as with those related to the field or area of the major research study (e.g. Oppenheim, 1992; Warwick and Lininger, 1975; Krosnick, 1999; Sisaad, 2002; Likitwattan, 2012; Tourangeau and Yan (2007).

In addition, several expert-committees in the field of instrument design have a consensus on its essential components like factor of ethics and etiquette of the researchers, measurement experts, scale, criteria, and methods, relevant reading materials, knowledgeable language, time allowance and financial sources. These essential components must be perceived by the instrument developers (e.g. Likert, 1932; Thurstone, 1928; Krosnick et. al. 1999; Johnson and Christensen, 2012). In my point of view, the self-constructed research instruments can give a freedom on the structure design corresponding to the local respondents' perspectives and perception, and freedom in loading the most familiar words and phrases in the questions that enables us to elicit the factual information from the target participants accurately and reliably.

### **5.3.2 Study 4**

This study observed the causes of teachers' burnout syndrome concerning school board management at practice schools in Laos. The results indicated that teachers in these practice schools lack welfare or benefits, have a hard teaching load, unfairness, and bullying, and absent motivations and these findings proved that a strong correlation between aspects was congruent to the previous researched and theories listed in the bracket (e.g. Blazer, 2010; Whitehead, 2001; Day et. al. 2017; Landrum et. al. 2012; Toth and Hodi, 2014).

Moreover, absent administrative support, and frustration among people within organizations became more threats. Several scholars (e.g. Bakker et. al. 2014; Christie, 2010; Moczydłowska, 2016; Nwikina & Nwanekezi, 2010; Pines & Keinan, 2005; Roloff & Brown, 2011; Govardhan et. al. 2012; Herioux, 2012; Kim, 2008; Küçükoğlu, 2014; Landrum et. al. 2012; Martin, et.al. 2012; Sichambo. et. al. 2012; Taheri et. al. 2012; Yan & Xin, 2007; Csapó and Funke, 2017) stated that the laborer and social welfare are both factors

that never separate from each other, and it was a responsibility of the school's principals in operation to have such a problem-solving approach based on principles of school management.

Thus, it is recommended that the success of companies or firms should be based on the quality of employees and managers should pay attention to and maintain subordinates in a proper policy and inspire laborers continually, and those schools' principals should handle or tackle the problem in the same situation.

### **5.3.3 Study 5**

This study related to the problems faced in the instructional management of the teaching staff in teacher training institutions, Lao PDR. In the generalized results, it would be identified that educational leaders within these faculties of education lack instructional leadership skills to foster and reinforce their teachers to use multi-technological devices to assist in creating a lesson plan or planning a presentation, and instructional assessment for smarter and more interesting teaching practices in the classroom, because teaching culture often changes based on the vibrating technological development. A strong positive correlation between subscales or facets were found from this study.

These above findings were coherent with several previous studies (e.g. Phisane 2014; Tosti and Harmon, 1972; Mayer, 2008; Kohn, 1993; Manivong, 2012; Sisomphou, 2007; Khomswane, 1993; Unkeo, 1997; Chankhana, 1993; Nongtoun, 2005; Phiengphanyoukorn, 1991, and Decree, No.1728/MOES/2015-Laos). They have viewed that the majority of changes in the culture of teaching and the learning quality today does not depend on content knowledge of pedagogy and soft-skills, but the learning environment and other classroom technological devices should be prioritized and supported by educational leaders to foster and guide teachers in using new teaching tools smartly.

In my opinions, it should be emphasized that good quality instruction is a required part of leaders' tasks in providing enough teaching tools and other teaching aids installed, together with organizing the soft-skills trainings sufficiently and continually, as well as following a clear policy in order to promote teachers' teaching growth.

### **5.3.4 Study 6 (Main study)**

As it was earlier presented, the scope of study 6 covers two major contexts (educational leaders' perception of the six tasks and three stress factors among teachers), where both contexts were connected and interacted mutually. The main findings have indicated that educational leaders within 8 TTIs still have a low perception on their accountabilities that is underlined by their being unclear concerning the division of work or the analysis of teacher position requirements, which led to the mismanagement of recruitment and selection process, pre-service training, and other incentives and compensation supply. These results have found a strong positive correlation between both contexts and individual aspects or subscales, which is congruent with the several theories, education enactments, conceptualization and previous research studies (e.g. Champathong, 2015; Nyasha et.al. 2013; Mavis, 2014; Abdou, 2012; Akala, 2014; Hudson; 2009 and 2011; Decree. No. 2943/MOES/PO/2016-Laos; OBEC, 2010; TRM, 2010; Kubdee, 2012; Tomovic, 2012; Elliott, 2015; Ford, 2012; Campos, 2009; Harris, 2007; Act CCIV of 2011 on Hungarian National Higher Education; CCIV, 2011 on Public Education of Hungary; Decree, No. 177/GOL/2012-Laos, and Ferreira & Abbad, 2012; Cullen. et. al., 2014). The listed scholars confirmed that understanding teachers' potential and characteristics were difficult and it is also the main duty of leaders' or managers' in operation to promote the production of institutions. Therefore, a good educational leadership and instructional leadership is the main determinant in driving quality education.

The stress factors among teachers proved to be connected between two contexts, based on the mean score analyzed; when leaders' low perception of the six tasks occurred it meant that teachers faced massive pressure because teachers could not receive what they needed. These mismanagement phenomena were confirmed and also coherent with previous research studies presented in the bracket (e.g. Nwanekezi, 2010; Christie, 2010; Sichambo et. al, 2012; Phongphanit, 2017; Yotanyamaneewong, 2012; Kiranlı, 2013; Akkermans et. al., 2015; Mizell, 2010; Moczydłowska, 2016; Barabanshchikova, et. al., 2014, and Decree, No. 177/GOL, 2012-Laos), who mainly mentioned that stress factor sources of the teaching profession were frequently concerned with the leaders' mismanagement due to the lack of ownership and activeness toward the functioning and responsibilities assigned by the institutions.

Based on the results, a strong correlation between two contexts was found and it confirmed the factual information that if leaders or managers neglect or ignore the teachers it can bring them stress immediately in their teaching profession. This result is underlined by several previous studies mentioned in the bracket (e.g. Moczydłowska, 2016; Sirikul, 2003; Kıranlı, 2013; Chalearnswat, 2010, and Mutuwong, 2010; Kıranlı, 2013; Kim and Stoner, 2008; Phongphanit, 2017 and 2018; Kıranlı, 2013; Akala, 2014; Moczydłowska, 2016).

In addition, educational leaders' suggestions have revealed that they accepted the current potential-capacity in managing and maintaining teachers and they wished to participate in all soft-orientations and they have seen lifelong learning as the best way to enrich work efficiency. These proposals were coherent with those mentioned in the brackets (e.g. Sergiovanni, 2009; Prempridy, 2000; Bodor, 2011; Levine, 2005; Cuban, 1988; Darling et.al., 2007; Fullan, 2001; Mazzeo, 2003 and Muffs, 1999; Farkas, 2013; 2015).

Whereas teachers' suggestions emphasized morality and motivation, fairness, equality in training, and that other welfare and compensation should be prioritized tasks and supported by TTIs continually. These teachers' voices were congruent to several scholars as stated in the brackets (e.g. Decree, No. 177/GOL/2012-Laos; Cuban, 2004; Johnson, 1990; Honawar, 2007; Banks, 2006; Monk, 1994; Fenstermacher, 2005; Bolman, 2000, Wayne and Miskel, 2005; Law of Lao's civil servant, No (023/NA/2016-Laos) who have viewed that it is well understood and accepted that without good educational leaders or managers we cannot have good teachers, and they (teachers) were asserted as a backbone to the socio-economic growth and automatically became the central builders or home of all professions.

In my opinion, the TTIs should have a clear position and division of work for educational leaders to make them (leaders) analyze and define teachers' positions or teacher demand analysis. If job description has a clear policy on teachers, it will help in the other tasks of the teacher personnel issues, such as recruitment and selection with the right qualified teacher, a training matching the right trainees' skill requirements, assisting to draft the tool for performance appraisal activity, and it helps institutions in managing the compensation with the right-outstanding teachers.

## **5.4 Implications**

These findings have given immense factual information about the gaps or lacunae skills among educational leaders/principals to which both organizations (TTIs and MOES) must work closely with in drafting a proper policy for improving the absent skills. Especially, description of the position of teachers in details, interview the teacher candidates and making a survey study technique, compensation management as well as morality and motivations.

These studies have attempted to examine insights into the stress factors among teachers and that found that the main cause or root of stress is related to the educational leaders' or managers' efficacy and effectiveness as well as to leaders' potential capacity in managing and maintaining teachers were needed to be solved immediately to avoid pressure among teachers.

Besides, I can utilize these results to make my teaching profession better, because the six tasks were one among those themes or contents in the course *Human Resource Management* in the education sector that I was appointed to teach for the Bachelor and Master program in Laos.

## **5.5 Summary by SWOT analysis**

The overall goals of these studies were to examine the management efficacy of educational leaders/principals through their perception level in functioning and responsibilities, to answer all the research questions, and to elicit the factual or valid information from the different attitudes of the sample members that inspired me to create self-made questionnaires to be piloted through three sub-studies in order to fit the local situation. I summarize all the findings by SWOT analysis as follows.

### **5.5.1 Strengths**

- Study 1, 2, and 3 can obtain a rare information concerning the developmental process of research instruments such as the scope of research structure and the draft of instrument, as well as people involved must be connected to each other. These lessons learnt make us recognize and perceive accurately the practices on the principles of instrument construction like in case of the currently developed questionnaires. Both forms were obtained in a completed version with a high external and internal consistency.

- Study 4, 5, and 6 concerned with the management of teachers within TTIs in Laos, focusing on educational leaders'/principals' perception of the personnel issues or affairs including low awareness of teachers' social welfare, instruction via technological devices, teacher demands analysis, selection of new teachers, communication, collaboration, and making a survey of skill needs of teachers.

### **5.5.2 Weaknesses**

- Study 1, 2, and 3 made me spend a lot of time for measuring or examining to reach the standardization criteria. The relevant publications to supports the measurement process are difficult to find. There were low response rates in case of the open-ended questions, high expenses, some respondents skipped questions, collect data by paper and pencil mainly in Laos.
- Study 4, 5, and 6 have shown a lot of shortcomings of educational leaders/principals like lack of instructional leadership traits and charismatic leadership. Evident were in many tasks the low perception of teachers' welfare and teaching career development (study 4), instructional technology devices and creating a lesson plan or planning a presentation (study 5), teacher demand analysis, training needs assessment, pre-service training, and selection of teacher candidates (study 6).

### **5.5.3 Opportunities**

- Study 1, 2, and 3 can apply the valid information associated to the self-constructed instrument in the future in what we should prepare in advance for both specific experts and other relevant supports including time and economic factors.
- According to study 4, 5, and 6 findings the Demonstration or Practice Schools, TTIs and MOES in Laos can benefit from a factual information as there is a rare support in policy re-making, planning for training and activities related to the improvement and development of teachers in these TTIs.

### **5.5.4 Troubles/Threats**

- In case of study 1, 2, and 3, it was difficult to look for specific experts to check the appropriate words and phrases loaded in the questions and for relevant academic staff members to assess the understandable words. It was hard to fulfil the measurement

standardization in a short span across the multi-examination in case of each technique applied having an own unique process, and other resource allowances will be faced unavoidably.

- In case of study 4, 5, and 6 it was quite difficult to propagate and cultivate the educational leaders/principals in changing their working attitudes into a positive way or inactive into active leaders on their responsibilities. Especially physical needs, prestige and job- advancement of teachers.

## **5.6 Future research suggestions**

Based on the results of the above studies, we should conceptualize a large-scale study on educational leadership traits, instructional, transformational and charismatic leadership in the educational context, in order to monitor which factor influences the lack of professional ethics and low perception level amongst educational leaders/principals, concerning teacher demand analysis, training needs assessment, recruitment and selection, and compensation management, time management and decision-making skills as well as enlarge the scope of study and sample size should be a prioritized design in accordance with the problem situation.

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**Appendix A:**  
**Examining the validity and reliability of a self-constructed questionnaire**  
**on “Instructional management and stress factors affecting teacher trainers as**  
**perceived by the educational leaders of Laos”**  
**(Form A: for educational leader)**

	Educational leaders’ perception of the six tasks	Validity by <i>IOC</i>			Reliability by <i>α, r, Mdn, IR, PI</i>				
		+1	0	-1	5	4	3	2	1
<b>I</b>	<b>Teacher demand analysis</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Sources of data and information supports								
2	Policy on recruitment panel								
3	Prioritize on vacant subjects								
4	Contextual knowledge								
5	Ranking on labor market demands basis.								
6	Eligibility of the applicant								
7	Welfare and career development								
8	Knowledge of subject matter								
9	Pedagogical context								
<b>II</b>	<b>Recruitment and selection</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10	Aims and purpose of selection process								
11	Sources of the applicants								
12	Application form services								
13	Determine the recruit panel								
14	Job vacancy announcement procedures								
15	Interview the teacher candidate								
16	Screening the application form								
17	Context of recruitment and selection process								
18	Personality and honesty examination of the candidate.								
<b>III</b>	<b>Pre-service training</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

19	Introduction about information of organization background, vision, mission, achievement, benefits, rule and regulation								
20	Information about job insurances								
21	Context of pre-service teacher training								
22	Information about division of work								
23	Teacher welfare dissemination								
24	Line of work (Horizontal and vertical channel)								
25	Introduce the policies and other benefits of teacher								
26	Training design and operation process								
27	Trainee's feedback management								
<b>IV</b>	<b>Performance appraisal</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
28	Context of teacher performance appraisal								
29	Appraisal tools development								
30	Criteria for competency statement								
31	Select the proper tools								
32	Classroom observation								
33	Criterion and standardization								
34	Portfolio checking of teacher workforce								
35	Timing and flowchart								
36	Promote an honest feedback								
37	Summary of appraisal and implications								
38	applications the resulted of assessment								
<b>V</b>	<b>Compensation</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
39	Pay for teachers' professional development								
40	Salary-grade promotion								
41	Overtime pay and other benefits								
42	Supplemental pension and subsidies								
43	Compensation reform								
44	Competency-based pay								
45	Pay-at-risk								

46	Tangible and intangible benefits of teachers								
47	Performance-Based Pay or merit pay								
48	Extra skill-based pay								
49	Teacher's basic needs								
50	Sick and maternity leave								
51	Priority on teacher's talent development								
52	Delivery of teacher's salary timely								
53	Praise teacher on a performance basis								
54	Transparency on compensation supply								
55	Teaching career development								
56	Tuition reimbursement program for disadvantaged teachers								
<b>VI</b>	<b>Training needs assessment</b>	<b>+1</b>	<b>0</b>	<b>-1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
57	Context of training needs assessment								
58	Determine the eligibilities (trainer and trainee)								
59	Component and training program								
60	Define of the training topic								
61	Training content design								
62	Making a survey of training needs								
63	Planning for training and its assessment								

**Thank you !**

**Appendix B: Examining the validity and reliability of a self-constructed questionnaire**

**on “Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos”**

**(Form B: for teacher)**

	Stress factors among teachers caused by	Validity by IOC			Reliability test by $\alpha$ , $r$ , $Mdn$ , $IR$ , $PI$				
		+1	0	-1	5	4	3	2	1
1	Allocate subjects taught without consultation								
2	Teach too much hours a week								
3	Role ambiguity among junior and senior								
4	often face a substitute teaching hour								
5	Face too many administrative tasks								
6	Poor relations with leaders/managers								
7	Often teach cross-subject areas								
8	Lack of autonomy in teaching performance								
9	Unclear expectation								
10	Salary and subsidies lag								
11	poor working conditions								
12	Provide teaching-hours unmet teacher’s decrees stated								
13	Hardship allowance								
14	Overtimes-pay								
15	Health care								
16	Necessary salary adjustment								
17	Teaching media via internet lag								
18	Ambiguity in promoting teacher position								
19	Imbalance toward oriented-skills training								
20	Management and communication patterns								
21	Training content mismatch of skill-needs								
22	There is a clue in training participation								

23	lack of equilibrium in showing/sharing ideas								
24	Absence in making a survey of skill-needs								
25	Criticism than praise from leader/manager								

**Appendix C:  
Cause of teacher burnout syndrome concerning to school board  
management at Practices Schools in Laos.**

Cause of teacher burnout syndrome	Level of causal				
	5	4	3	2	1
teach too many teaching hours per week					
face too many administrative tasks					
allocate subject taught without consultation					
lack of autonomy in teaching performance					
often teach of cross-subject areas					
teaching-hour unmet teacher's decrees					
salary and subsidies lag					
overtimes-pay					
hardship allowance					
health care					
necessary salary adjustment					
poor working condition					
unclear expectation					
ignore in making a survey of skill-needs					
there is a clue in training participation					
training contents unmet skill needs					
teaching media via internet lag					
imbalance toward oriented-skills training					

**Thank you very much!**

## Appendix D:

### Instructional management of teaching staff in teacher training institutions, Lao PDR

	Educational leader's perception of the six tasks	Problems of instructional management				
		5	4	3	2	1
<b>I</b>	<b>Creating a lesson plan</b>					
1	formulate the objectives of the lesson plan					
2	Establishing an objective					
3	Specify the material support					
4	State the scope of contents					
5	allocate time to each activity					
6	Procedure on each lesson					
7	schedule a lesson plan fitting the curriculum					
8	Type and kind of home work					
9	specify the aims of each activity					
10	Drafting the assessment and evaluation					
11	Role play bound					
12	Specify technology device supportive					
<b>II</b>	<b>Instruction practices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13	Conducting follow the lesson planned					
14	Check attendants					
15	assessment at the end of each lesson plan					
16	Check assignments					
17	Following each step of the designed activities;					
18	assign student practice in each step taught					
19	Revise previous activities					
20	perform each procedure of examples designed to support the lesson plan					
<b>III</b>	<b>Instruction via technology devices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
21	Perform via Audio-Visual aid					

22	Conduct via smart board					
23	Knowledges transmission via multi-apps					
24	Introduce new information sources via websites					
25	Present short stories via software programs					
26	Each lesson plans links or available via internet					
27	Role-play via audiotape recording					
28	Internet-interactive video conferencing					
29	Perform via LCD projector					
30	Introduce about search engine skills					
<b>IV</b>	<b>Instructional assessment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
31	Perform in accordance with a scope of lesson plan					
32	apply the result of assessment and evaluation to enhance instructional assessment					
33	Role-plays based on existing gaining					
34	Individual interviews on students' knowledge					
35	Group discussion					
36	Post-test at the end of each lesson					
37	checks of students' portfolios					
38	Oral and letter individual reports					

**Thank you for your kind cooperation**



## **Appendix E: (Form A, for educational leader)**

### **Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos.**

#### **1. Instructions:**

Educational leaders in this study included Dean-Vice Dean; Head and Deputy Head of Department and Division at University level; Director-Deputy Director; Head and Deputy Head of office and center at college level, these participants have *teaching obligation not more than 6 hours a week* at TTIs-Laos (Decree on Lao Teacher Education, No. 1479/MOES, 2014-Laos).

#### **2. The Questionnaires are divided into 2 sections:**

Section1: Respondents' personal, socio-demographic data (Gender; Qualification level; Working Experience, TTIs level)

Section 2: Educational Leaders' perception level of the 6 tasks like teacher demand analysis; recruitment and selection; pre-service training; performance appraisal; teacher compensation, and training needs assessment, by using Four-Points Likert scales (4 = Very high perception; 3 = High perception; 2 = Low perception, and 1 = very low perception level).

#### **# Attitude examination:**

At the end of task 2 *recruitment and selection*, asides from your personal expression in the space provided about open-ended questions. You are strong-invites to answer questions of two short-stories related your own decision-making skills base.

Your cooperation in giving HONEST information is greatly appreciated and we will use it for academic purposes only; confidentiality will be assured, please do not hesitate to provide as authentic information as possible.

Thank you for your kind cooperation.

Thongsay PHONGPHANIT (PhD student)

**Section 1: Socio-demographic data**

Instructions: Please put ✓ into the  preceding the answers relating to You!

No.	Checklist items
1	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
2	Qualification level: <input type="checkbox"/> Bachelor Degree; <input type="checkbox"/> Master Degree; <input type="checkbox"/> Ph.D. Degree
3	Working Experience: < 10 years <input type="checkbox"/> ; 10 – 15 years <input type="checkbox"/> ; > 16 years <input type="checkbox"/> ;
4	TTIs location                      FOE <input type="checkbox"/> TTC <input type="checkbox"/>

**Section 2:** Educational leaders’ perception level of the functions and responsibilities within the Teacher Training Institutions in Laos, concerning the six tasks, by using a four-point Likert scales to mark Your perception level.

Instructions: Please put a ✓ in case of each line into the relevant box indicating your perception level!

No. of item	Educational leader’s perception of <i>Teacher demand analysis</i>	Level of perception			
		4	3	2	1
1	Pedagogical context				
2	Policy on recruitment panel				
3	Prioritize on vacant subjects				
4	Contextual knowledge				
5	Knowledge of subject matter				
6	Eligibility of the applicant				
7	Welfare and career development				
What are your suggestions for improving the teacher demand analysis within TTIs? Please specify..... ..... ..... .....					

No. of item	Educational leader's perception of <i>Recruitment and Selection</i>	Level of perception			
		4	3	2	1
8	Sources of the applicants				
9	Application form services				
10	Determine the recruit panel				
11	Job vacancy announcement procedures				
12	Interview the teacher candidate				
13	Screening the application form				
14	Context of recruitment and selection process				
15	Personality and honesty examination of the candidate.				

# How do you promote the validity and reliability of the recruitment and selection process of a new teacher candidate within TTIs? Please specify!.....

.....

.....

# Please answer the questions from two stories below:

**Story 1:** There are seven very important people such as a King, a pregnant woman, a President, an old man with a serious fever, a Prime minister, a Lawyer and a Preacher; these important peoples are stuck on an **archipelago in the middle of an ocean**. Suppose you have been appointed by the organization to take an airplane to pick up one person only. **Question:** Who will you choose among those seven people? Please write down here.....

**Story 2:** At the midnight while you are sleeping, there were unforeseen emergencies happening at the same time, like your beloved baby was crying very loud, your water supply in the kitchen had a severe tube breakage, and someone knocked loudly on the door. **Question:** Which one among these emergencies will you handle first? Please write down here.....

No. of item	Educational leader's perception of <i>Pre-Service Teacher Training</i>	Level of perception			
		4	3	2	1
16	Context of pre-service teacher training				
17	Provide basic information for novice teachers				
18	Teacher welfare dissemination				

19	Line of work (Horizontal and vertical channel)				
20	Introduce the policies and other benefits of teacher				
21	Training design and operation process				
22	Trainee's feedback management				

How important do you think the managing and performing of pre-service teacher training should be within TTIs?. Please specify! .....

.....

.....

No. of item	Educational leader's perception of <i>Teacher Performance appraisal</i>	Level of perception			
		4	3	2	1
23	Context of teacher performance appraisal				
24	Appraisal tools development				
25	Criteria for competency statement				
26	Select the proper tools				
27	Classroom observation				
28	Criterion and standardization				
29	Portfolio checking of teacher workforce				
30	Timing and flowchart				
31	Promote an honest feedback				
32	Summary of appraisal and implications				

Which technical requirements of teacher performance appraisal should be applied within TTIs? Please specify.....

.....

.....

No. of item	Educational leader's perception of <i>Teacher compensation</i>	Level of perception			
		4	3	2	1
33	Pay for teachers' professional development				
34	Salary-grade promotion				
35	Overtime pay and other benefits				
36	Supplemental pension and subsidies				
37	Compensation reform				

38	Competency-based pay				
39	Pay-at-risk				
40	Tangible and intangible benefits of teachers				
41	Performance-Based Pay or merit pay				
42	Extra skill-based pay				
43	Teacher's basic needs				
44	Sick and maternity leave				
45	Priority on teacher's talent development				

Which is the most important task in teacher compensation that should be improved within TTIs? Please specify!.....  
.....  
.....

No. of item	Educational leader's perception of <i>Training Needs Assessment</i>	Level of perception			
		4	3	2	1
46	Context of training needs assessment				
47	Determine the eligibilities (trainer and trainee)				
48	Component and training program				
49	Define of the training topic				
50	Training content design				
51	Making a survey of training needs				
52	Planning for training and its assessment				

How should the training needs assessments be improved within TTIs? Please specify.....  
.....  
.....

## **Appendix F:**

### **Stress factors among teacher**

#### **1. Instructions:**

The respondents have invited in this study including teacher civil servant, these teachers have teaching obligation not more than 12 hours a week at TTIs-Laos (Decree, No. 1479/MOES, 2014-Laos).

#### **2. The Questionnaires are divided into 2 sections:**

Section 1: Respondents' personal, socio-demographic data (Gender; Qualification level; teaching experience records, TTIs level)

Section 2: Cause of stress factors among teachers constitute of three main stress sources like teaching load, teacher welfare, and teacher professional development. A five-points Likert scale was used that I have adopted from Vagias and Wade (2006) as follows: 5 = extreme cause, 4 = strong cause, 3 = medium cause, 2 = Slight cause, 1 = No cause

Your cooperation in giving HONEST information is greatly appreciated and we will use it for academic purposes only; please do not hesitate to provide as authentic information as possible.

Thank you for your kind cooperation!

Thongsay PHONGPHANIT

PhD student in Hungary.  
(SHS holder 2015-2018)

**Section 1: Socio-Demographic data**

Instructions: Please put a ✓ into the  preceding the answers relating to You!

No.	Checklist items
1	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
2	Qualification level: <input type="checkbox"/> Higher Diploma; <input type="checkbox"/> BA Degree; <input type="checkbox"/> MA Degree
3	Teaching Experience: < 5 years <input type="checkbox"/> ; 5 – 10 years <input type="checkbox"/> ; > 11 years <input type="checkbox"/> ;
4	TTIs location: FOE <input type="checkbox"/> TTC <input type="checkbox"/>

**Section 2: Cause of stress factors among teachers within 8 TTIs-Laos**

Instructions: Please put a ✓ in case of each line into the relevant box indicating your stress source level!

No. of item	Causes of teachers' stress factors in connection with teaching load	Stress source level				
		5	4	3	2	1
1	Teach too much hours a week					
2	Often teach of cross-subject areas					
3	Allocate subjects taught without consultation					
4	Face too many administrative tasks					
5	Lack of autonomy in teaching performance					

To which point of teaching load would you have suggestions for educational leaders to reduce the stress sources relating to teaching load within TTIs? Please feel free to specify.....  
 .....  
 .....

No. of item	Causes of teachers' stress factors in connection with teacher welfare	Stress source level				
		5	4	3	2	1
6	Unclear expectation					
7	Salary and subsidies lag					
8	Poor working condition					
9	Provide teaching-hours unmet teacher's decrees					
10	Hardship allowance					
11	Overtimes-pay					
12	Health care					
13	Necessary salary adjustment					
<p>To which point of teachers' welfare would you like educational leaders to operate and manage properly within TTIs? Please feel free to specify.....</p> <p>.....</p> <p>.....</p>						
No. of item	Causes of teachers' stress factors in connection with teachers' professional development	Stress source level				
		5	4	3	2	1
14	Teaching media via internet lag					
15	There is a clue in training participation					
16	Imbalance toward oriented-skills training					
17	Ignore in making a survey of skill-needs					
18	Training content mismatch of skill-needs					
<p>What would you like educational leaders to improve and develop concerning the teaching profession development within TTIs? Please feel free to specify!.....</p> <p>.....</p> <p>.....</p> <p>.....</p>						

Thank you for your kind cooperation.

Thongsay PHONGPHANIT