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

Summary of the Dissertation

BY

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STATEMENT OF THE PROBLEMS AND STRUCTURE OF THE DISSERTATION

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

According to Decree No. (4924/MOES/2016-Laos), the nation currently has 16 TTIs including Faculty of Education (FOE) at the Public University level and Teacher Training Colleges (TTC), and these institutions are supervised by educational leaders in the position of Dean, Vice Dean, Principal/Director-Deputy Director, and Head-Deputy Head. These above positions have teaching obligations of not more than 6 hours a week (Decree, No. 177/GOL/2012). Their main function and responsibilities concern supervising instructional management by initiating and analyzing teacher demand annually, the recruitment and selection process, pre-service training, conducting performance appraisals regularly, supplying timely and fair compensation and welfare benefits, along with providing training needs assessment for the further strengthening of instructional management among teachers. In turn, when an organization pays less or minor attention to these functions, it can be rooted in burnout and stress syndrome among teachers, such as at TTIs.

Chronic stress amongst teachers is widespread and debilitating in every case, with stress having diverse definitions according to the individual case. Among those characterizations, one has viewed that chronic stress as strain, anxiety, worry, pressure, and tension (e.g., Cannon. et al. 2014; Hofmeyer. et al. 2015; Govardhan et al., 2012). Stress factors among teachers can be found to have many causes (e.g., Piscitella, 2016; Jacobson, 2016; Taheri et al., 2012). These may have their roots or be grounded in personal factors (family relationships, economic background), societal factors (beliefs and values), and organizational factors (work-related), including unclear analysis of teacher positions made during the failed recruitment and selection process leading the organization to obtain inappropriate teacher candidates.

However, one of the major problems in instructional management frequently found relates to organizational leaders' lack of perception towards teacher matters. Issues include teachers lacking basic teaching skills, too much overtime; low prestige of teaching; welfare and benefit tensions; inadequate transparency in decisions on promotions, too much administrative work; et al. poor motivation, bullying and frustration among junior and senior teachers, lack and a low quality of teaching tools, poor workplace conditions, and insufficient salary and delays in payment. These chronic dilemmas can be mitigated by better morale and motivation among teachers and students. Hence, fostering and influencing by organizational leaders is one way toward problem-solving within TTIs in Laos. Moreover, literature reviews, including relevant theories, conceptualizations, and previous studies have reported that failed instructional management was often connected to inefficient management of educational leaders. Besides, according to an annual progress report (2016-2017) at TTIs level, the Department of Higher Education, Department of Teacher Education, and Department of Organization and Personnel within the Ministry of Education and Sports (MOES-Laos) revealed the failure in instructional management was due to an absence organization awareness in eight factors, or a handbook for educational leaders, covering Personnel, Academic, Research-network, Mass organization, Student, Community, Office-

building, and Finance-planning or PARMSCOF. The perception that one of these factors is absent can cause inevitable stress among teachers.

In all the information discussed above, the instructional management process is at the heart of educational institutions at all levels, TTIs in particular. It is concerned with the function and responsibilities of educational leaders in managing and maintaining good conditions teachers like the employment process, welfare, and development of teachers, and that's why I have chosen "Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos" as my current dissertation topic. The sub-studies (excluding studies 1, 2, and 3) are used to achieve these goals. There is an examination of the perception of educational leaders towards teacher issues carried out through studies 4, 5, and 6 by using a mixed research paradigm.

This dissertation is comprised of five chapters. Chapter One introduces the background of the study, statements of the problem, the rationale, research aims, questions, hypothesis, and dissertation structure are also presented. Chapter Two discusses insights about the conceptualization of construction instruments to support studies 1, 2, and 3. The theoretical background of burnout syndrome (study 4); instructional management (study 5); perception of principle management of educational leaders and stress factors among teachers (study 6), education structure and teacher training institutions in Laos, keyword definitions, and chapter summary are also discussed.

In Chapter Three, I broadly discussed the methodology of each research study performed within TTIs in Laos included target institutions, sample size, instruments, and its development, procedures, and chapter summary are reviewed. Chapter Four presents the study findings of the six studies. Each study is explained and interpreted following the established research aims, questions, and hypotheses, and a chapter summary is introduced. Lastly, Chapter Five concludes each study by presenting a conclusion, discussions, implications, summary by SWOT analysis, future research suggestions, references list, and the appendices of the research instruments through the studies are attached.

THEORETICAL BACKGROUND

Instructional management is one of several tasks of the educational leader (Decree, No. 2949/MOES/2016-Laos). It is the process of a leader or manager in using their science and art in getting things done through people (e.g., Daniel & Guta, 2009; Drucker, 1988; Stoner & Freeman, 2008; ILO, 2012, and Brusoni, 2014). Management is a set of principles on the functions, responsibilities, and tasks present to gain maximum benefit from those available resources within the organization such as teachers in particular, and all leaders must have a perception of Planning, Organizing, Staffing, Directing, Coordinating, and Budgeting or POSDCORB Gluick and Urwick (1937). Besides, to accomplish the above functions, they need to be self-aware on the Manpower, Money, Material, Minute management, Management skills, Morale-Motivation or 6Ms to support the above acronyms as functions, and these factors can help organization to economize the restricting of existing resources like teacher personnel that many scholars have broadly indicated (e.g., Chand, 2015; Condrey, 2010; Day and Sammon, 2013; Vannasy, 2014; EIU/SHRM, 2013, and Globber, 2002). Moreover, the terms of management and administration may seem to overlap depending on the field, situation, the genre of work and duties. Administration as a top position relates to a planner, policy-maker, decision-maker, and determining all objectives and issues parameters, while management as middle and lower positions are concerned with

putting the plans into practice, and administration often ignored the 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).

Furthermore, educational management as a whole is about factual application of the principles of management in education fields that are the responsibility of educational leaders (e.g. Prempridy, 2000; Hughes, 2002; Northouse, 2004; Burn, 2013; Yukl, 2006; O'Leary, 2000; Fairholm, 2001, and Louis, 2015). In other words, it is overseeing the education system through a diverse capacity of personnel, material resources to manage the plans, strategies, and putting all projects and activities into practice. 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).

Also, the word 'perception' is the self-awareness of the job or functions assigned. According to (Sergiovanni, 2009; Bush, 1995; Conley & Bacharach, 1990; Mette et al., 2016; Schwab. et al., 1986), they have viewed that a leader's high or low perception in functioning can influence the subordinates' feelings during their work performance. Perception is a self-management or control, self-regulation or discipline toward professional ethics (Thosouvannachinda, 2001). Moreover, (Vannasy et al., 2014; Freeman, 2007; Hlatshwayo, 1996, and Patrick et al., 2014) have noted that perception on principle management is hard work because it requires that one is aware of himself as well as he is sensitive to his response and reaction to others.

In the other views, *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 a leader for interpreting and expressing the thoughts through the people (Yukl, 2006). Furthermore, Otara, (2011) added that factors altering the perceptual process often concern personal habits, motivation, specialization, and social background, similar to the educational leader's attitude toward their teachers at TTIs as earlier stated.

Perception of educational leaders in functioning can be defined as a fabulous and laborious part of their behavior or sensation toward some issues and authorized duties (e.g., Thalangsy, 2005; Sonebounnark, 2012, and Thosouvannachinda, 2001). In other words, it is the psychological behavioral of someone who is self-managing and aware of others (e.g., Ugwulashi, 2012; Wayne and & Miskel, 2005, and Phommanimit, 2004). These concepts are an awareness by those in high positions to self-perception and paying attention to the delegated missions such as perceiving instructional management which are those circumstances or events and procedures involved in the decision to initiate the specific plans, projects, and activities to foster individual teachers for effective classroom management (e.g., Soukkhavong, 2010; Healy, 1993; Day, 2014; CEART-UNESCO, 2015).

Additionally, some concepts and studies have frequently viewed the task of instructional management that institutional leaders contribute which concluded four aspects as *creating a lesson plan or planning a presentation* (e.g. Sisomphou, 2007; Achinsamacharn, 2012, and Cunningham, 2009; *instructional practices* (e.g. Gill, 2013; Bloom, Englehart, Furst, and Krathwohl, 1956; Thalangsy, 2005, and O'Neil, 2005); *instruction via technology device* (e.g. Brown, Kenneth and Srygley, 1972; Prempridy, 2000, and Phisane, 2014), and *instructional assessment and evaluation* (e.g. Jabbarifar, 2009; Channam, 1997; Wheatley ,2002; Geddes and Kooi (1969). These instructional procedures need to be applied in the right direction, along with guidelines from the organization to strengthen a teacher's teaching performance. This means that the perception of educational leaders toward instructional management plays a vital role and is significant in leading the institution to maximize the benefit of those resources as much as possible.

To accomplish the above goals, the educational leader is obligated to undertake a clear analysis of teacher demands (e.g., Sackett and Lacz, 2003; Condrey, 2010; Lewis and Doorlag, 1998; Chanthala and Phommanimit, 2004; Prien et al., 2009). Besides, leaders must pay attention to the recruitment and selection process to employ the proper candidates and placement process should be based on specialized knowledge, skills, and talent of the teachers (e.g., NeoEase, 2013; Mathis and Jackson, 2004; Engle, Dowling and Festing, 2008; Doorenenbal et al., 2012, and Sonebounnark, 2012).

The next practice of the organization is to regularly supply all of the teacher's rights and benefits that they deserve from the organization like pre-service training or job orientation (Knorr, 2012; Tafida, 2009; Thaveesouvanh, 2001); performance appraisal of teachers (Drucker, 2013; Afful-Broni and Duodu, 2013; Decree, No. 204/MOES/PO/2017-Laos, and Yoodee, 2012); welfare and compensation (Harris, (2007; UNESCO 2015; Act CXC of 2011, and Torjman (2005), and training needs assessment (e.g., IOE, 2012; Saloman, 2005; Strock, 2014; Trutkowski, 2016; Wallance, 1991, and Williams & Mary, 2015). These tasks are also widely mentioned and controversial through the annual movements reported by relevant departments within MOES, which is in charge of teacher matters for the academic year (2016-2017).

Besides, the yearly reports by TTIs (2016-2017) were congruent with the above. The majority reported that the educational leader's weaknesses or shortcomings in their duties and practices caused many teachers to burnout and stress syndrome in the teaching profession. However, burnout is a group syndrome of chronic exhaustion, hypertension, mental depression, impatience, irritability, or disorder that every laborer unavoidably faced (e.g., Dworkin, 2001; Moczyłowska, 2016; Jagodics and Szabo, 2014; Kyriacou, 2001, and Landrum et al., 2012). Moreover, it is well recognized that this fatigue and chronic exhaustion are rooted in several causes like personal, social environment, and organizational pressures (e.g., Bauer et al. 2006; Roloff and Brown, 2011; and Martin et al., 2012).

In terms of the burnout syndrome among teachers, it is an ailment of chronic dilemma stress that leads to physical and emotional languor, cynicism, and feeling of inefficiency in instructional achievement (e.g., Klusmann, 2008; Parkeretal, 2011; Beehr, 1998; Savicki and Cooley, 1986). Burnout syndrome is related to a person's internal situation like tiredness, feeling hypertensive, chronic exhaustion as a consequence of the organization's pressure (Jackson. et al., 1986; Maslach, 2001; Haberman, 2004; Dworkin, 2001, and Cannon, 1992). Whereas stress syndrome among teachers often pertained to the external situation of individual factors like being anxious, fatigue, absence of motivation, hopelessness, and dissatisfaction, these stress syndromes of teachers were rooted in the organization's mismanagement. This was like the previous study by Yan and Xin (2007), which criticized 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'* (p. 44.).

In my opinion, management is a process of utilization of science and art by leaders or managers for managing all an organization's resources to maximize a benefit by initiating planning, organizing, staffing, directing, coordinating, reporting and budgeting. To achieve the above functions, it calls for the leader or manager to be self-perceptive about the importance of helpful factors like manpower (teachers), money, material, morality, motivation, and management skills to support the activities as earlier stated to assist the teacher in avoiding stress in instructional management.

Therefore, in this dissertation, I wish to examine the gaps in the perception level of educational leaders and their practices related to the three main causes of teacher burnout syndrome (study 4); four aspects of problems faced in instructional management (study 5); and six tasks of educational leaders and three stress factors among teachers (study 6). This will include the rationale for the selection of the educational leader and teacher as the sample, a self-developed questionnaire and using different measurement scales (Likert) in each study to be congruent with the scope of the dissertation, stated problem faced, and responding to the local situation (Laos) in order to apply better problem-solving concerning teacher matters within TTIs-Laos in future.

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:

- Studies 1, 2, and 3 aim 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 the main study.

- Study 4 aims to explore the main causes of teacher 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 and to compare and 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 the 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.

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RESEARCH HYPOTHESES

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

Study 1, 2, and 3

H_{1, 2, and 3}: We expect to obtain strong validity and reliability from each examination of the self-constructed questionnaires, respectively (form A and B).

Study 4

H₄ The gender and the teaching experiences of teachers at practice or demonstration schools would result in different points of view toward school-board management.

Study 5

H₅ 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)

H₆ We expect no significant differences in the perception of educational leaders analysed by gender, qualification level, and working experience.

H₇ Educational leaders working at different TTI levels (FOE and TTC) are expected to have no differences in the perception level of the six tasks.

H₈ In accordance with the previous results, we anticipate a strong correlation between the sub-scales (six tasks)

H₉ Based on teachers' different gender, qualification levels, and teaching experiences, we expect they will face different stress sources in the teaching profession.

H₁₀ Teachers who teach at TTC level expect higher stress in their teaching career than teachers at the FOE level.

H₁₁ We hypothesized strong correlation between the subscales (three stress sources)

RESEARCH METHODOLOGY

Sample

The sample used for all studies was drawn from 16 TTIs across Laos, three departments and one educational research centre within MOES, and two District Education Bureaus in Vientiane capital. There were (N=779) in total. I have selected only educational leaders and teachers, and those samples have instruction obligations of not more than 6 hours and 12 hours a week, respectively, and all samples were used for different purposes through the six studies. The sampling technique of using a quota and purposive sampling is conducted, and the background information of the respondents is presented through each study as below:

Study 1. This study enrolled 10 measurement experts and 40 academic staff, who worked in the field of educational personnel at the Ministry of Education and Sports and the Faculty of Education in Laos. They examined the two sets of questionnaires (educational leader and the teacher). These participants were female (53.75%), and they mostly possessed a master's degree (56.25%) and had working experience of more than 16 years (42.5%). Only 2 out of 50 participants had obtained a Ph.D.

Study 2. The sample of 25 people, including 5 measurement experts and 20 administrative staff members, respectively, were chosen. These people worked in the District Education and Sports Bureau and some TTIs, and they have different purposes in examining the validity and reliability of the questionnaire. 53% of these participants were female, 62%, and 56% respectively have graduated and had working experience for more than 16 years in the field of human resources.

Study 3. The sample of 53 participants was selected, who mainly worked in two TTIs which included five measurement experts (9.43%) and 48 educational leaders (90.57%). There were 66.7% of respondents who had completed bachelor degrees, and the rest were graduates from masters' programs. 68.8% of participants have been working for more than 15 years, and 31.3% had less than 15 years of work experience.

Study 4. The sample invited 104 teachers (100%) who were selected from Practice 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. 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's degree (57.7%), and the rest had a master's degree (42.3%). (58.7%) had more than 10 years of teaching experience, while (41.3%) had teaching experience of fewer than 10 years.

Study 5. There were 196 teachers (100%) from three Faculties of Education within three Public Universities across Laos, who were asked. 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.

Study 6. There were 351 sampled, including 138 educational leaders and 213 teachers; these participants were selected from 8 out of 16 TTIs over Laos that these institutions are facing several problems than other the rest of TTIs. The majority of educational leaders were male (65.2%), while the proportion of female leaders was 34.8%. Among the teachers, the proportion of female teachers was higher than males (65.3 and 34.7% respectively).

Regarding respondents' qualification levels, more than 54.3% of educational leaders have obtained a master's degree, 31.9% a bachelor's degree, and 13.8% completed a Ph.D., and these leaders worked in TTC. Whereas the majority of teachers have obtained a bachelor's degree (63.8%), one-third of them obtained a master's degree (30.5%), and the rest of them (5.6%) possessed below bachelor degree qualifications. Together with the record of their working experience showed that 50% of educational leaders have been working for more than 16 years, followed by 10-15 years (34.8%) and 5-10 years (15.2%), respectively. In turn, more than 57.3% of teachers have been teaching between 5-10 years and 25.8% for less than 5 years, while the rest (16.9%) has been working between 10-15 years.

Instruments

Studies 1, 2, and 3. I have self-constructed questionnaires and divided into two sets, or Form A educational leaders which consisted of six tasks or aspects like teacher demand analysis, recruitment and selection, pre-service training, performance appraisal, compensation and training needs assessment, with 63 items originally; and questionnaire Form B designed for teachers consisting of three aspects or factors like teaching load, teacher welfare, and teacher professional development, with 25 items originally. The developmental process used 3 and 5-point Likert scales. (See the findings section).

Study 4. I have adapted the completed version of questionnaire (Form B, used for teachers) which comprised of three aspects or factors such as teaching load (5 items); teacher welfare (8 items), and teacher professional development (5 items) with a total of 18 items by using a 5-point Likert scale and open-ended questions are provided.

Study 5. I have adapted the previous questionnaire that was developed by Phisane, (2014) which consisted of 38 items totally under the four facets of creating a lesson plan (12 items), instructional practices (8 items), instruction via technological devices (10 items) and instructional assessment (8 items) by using a 5-point Likert scale and open-ended questions are attached.

Study 6. A completed version (Form A used for educational leaders, and Form B used for teachers) was obtained from the developmental process through studies 1, 2, and 3 that accepted external and internal reliability in 52 out of 63 items originally under the six tasks of teacher demand analysis (7 items); recruitment and selection (8 items); pre-service teacher training (7 items); teacher performance appraisal (10 items); teacher compensation (13 items) and training needs assessment (7 items) and used a 4-point Likert scale. And Form B with 18 out of 25 items originally consisted of the three stress factors of teaching load (5 items), teacher welfare (8 items), and teacher professional development (5 items) and applied a 5-point Likert scale.

Procedures

In the research process, I drafted a consent letter that was signed and sealed by a supervisor before submission to the relevant organizations in Laos and then forwarded it to the target TTIs selected. The data collection of the whole study was conducted through the academic year 2016-2017 in Lao PDR.

Table 1. Scope and components of research methodology

Timeline	Research activities	Instruments	Samples	Types	Methods
Study 1 August 2016	Examining the validity and reliability of questionnaires	Instructional management and stress factors among teachers	N = 50	3 & 5-point Likert scale	Paper & pencil
Study 2 January 2017	Re-examining the validity & reliability of questionnaires	Instructional management and stress factors among teachers	N = 25	3 & 5-point Likert scale	Paper & pencil
Study 3 June 2017	A possibility study using a self-constructed questionnaire	Instructional management and stress factors among teachers	N = 53	3 & 5-point Likert scale	Paper & pencil
Study 4 July 2017	Causes of teacher burnout syndrome toward school board management	Burnout syndrome among teachers	N = 104	5-point Likert scale & open-ended questions	Paper & pencil
Study 5 August 2017	Problems of instructional management in Laos	Instructional management	N = 196	5-point Likert scale & open-ended questions	Paper & pencil
Study 6 September 2017	Instructional management and stress factors affecting teacher trainers as perceived by the educational leaders of Laos.	Instructional management and stress factors	N = 351	4-point Likert scale (Form A) & 5-point Likert scale (Form B) & open-ended questions	Paper & pencil
Total			N = 779		

THE FINDINGS

Based on the research design, the analysis of data was organized and conducted following the research aims and hypotheses. The Statistical Package Social Sciences (SPSS) was used to analyse raw data of all the studies, including content analysis of the open-ended questions in order to monitor the frequency and percentages. Descriptive statistics were applied to analysis to determine the IOC score, mean value, standard deviation, Mdn, IR, Cronbach Alpha, Correlation coefficient, t-test, f-examination (One-way ANOVA), Scheffe or paired samples t-test. The main findings of each study can be observed as follows:

Study 1: This study aimed to detect and to eliminate all erroneous words and phrases and to replace them with appropriate words loaded into the questions. The data analysis of the questionnaires (Form A for educational leaders and Form B for teachers) found 19 out of 63, and 7 out of 25 items of both sets were eliminated or omitted respectively due to these items being low in the IOC criteria ($< \text{IOC } .50$), and the reliability test of Form B had stronger internal consistency than Form A. Therefore, the hypothesis examination (H_1) of both sets

were found to have fluctuated by a Cronbach's Alpha score of ($< .70$). Also, the majority of the respondents' feedback was focused on the fit word and single sentences loaded in each question, and that's why I needed to conduct a re-examination to extend the external and internal consistency of both sets.

Study 2: This study aimed to extend the reliability level of the previous examination. The data analysis showed a relatively high external and internal consistency in both sets (A and B) and that there were 5 out of 63 and 7 out of 25 items deleted because these items were too low in IOC ($< .50$) criteria. The reliability test in both sets was found to be relatively high in Form A with strong internal consistency in Form B. Hence, the hypothesis examination (H_2) of both sets was confirmed, and the respondents' suggestions asked the developer to adapt and modify words to meet the local perception and situation by loading appropriate words and related phrases. However, I wished to re-exam the questionnaire Form A to increase its internal consistency to reach the standardization measurement, and I applied the completed version of questionnaire Form B as a try-out in study 4 before using it to collect data in study 6.

Study 3. This study focused on expanding the internal consistency of the questionnaire set 'A' as resulted in the two latter studies were unsatisfied. The analysis showed the overall scores of external consistency test through multi-techniques like (IOC $> .50$; (Median) at $> \text{Mdn } 3.50$; (Interquartile Range) at $\text{IR} < 1.50$, and (Possibility Index) at $> \text{PI} = 3.51-5.00$ were acceptable, and this study also found 11 out of 63 items were originally omitted due to (IOC score at $< .50$). Besides, the internal consistency test by a Cronbach's Alpha and Correlation between tasks has displayed a strong positive consistency. So, the hypothesis examination (H_3) was confirmed. This study was a final developmental process of the self-constructed questionnaires (form A), and it obtained a completed version of 52 items under the six tasks with a high external and internal consistency.

Study 4. This study aimed to investigate the main causes of burnout syndrome among teachers relating to school board management at Practice Schools in Laos. The data analysis found that teacher welfare ($M=3.71$ & $\alpha = .91$), and teaching load ($M=3.38$ & $\alpha = .90$) were the main causes of teacher burnout syndrome in these Practice Schools. Especially, division of work among teachers, salary lag, poor workplaces, training opportunities, and teaching media or tools. Together with the hypothesis examination (H_4), confirmed that the male teachers were under higher pressure than female teachers in instructional practices, and the correlation coefficient examination showed a strong relationship between causes or factors. Also, teachers often expressed feedback concerning school board mismanagement, and this was evidence of teacher dissatisfaction toward the school board's functioning like unclear job descriptions and placing or putting teachers in roles that didn't match their specialized knowledge, skills, and talent.

Study 5. This study aimed to explore the problems of instructional management, to compare and to gather suggestions from the respondents to be a guideline in problem-solving concerning instructional management within TTIs in Laos. The analysis has shown an overall mean score related to the problem of instructional management at a high level ($\Sigma M = 2.77$ & $\Sigma \alpha = .92$). When we monitor each facet we found two in four were at a high level of the problem like instruction via technological devices ($M = 3.08$ & $\alpha = .90$), and creating a lesson plan or planning a presentation ($M=2.77$ & $\alpha = .93$) and the remaining instructional practice, assessment, and evaluation were moderate problems in instructional management.

In this study, there were no statistically significantly different opinions at 0.05 between the teachers' gender or sex and teaching experiences recorded concerning the problems of instructional management. So, the hypothesis examination (H_5) confirmed their consensus on the chronic dilemma issues that were congruent with teachers' feedback toward the educational leaders. The majority of suggestions called for the Faculty of Education boards

to pay more attention to utilizing the organization's resources to maximum benefits, soft-skills training, fairness, and promote instructional leadership. These recommendations should be prioritized tasks and activities of the educational leaders in these faculties, as stated above, for better performance in the future.

Study 6. This study aimed to examine the perception level of the educational leaders of the six tasks, to investigate the main stress factors among teachers, and to compare, and to collect the respondents' suggestions to improve the management of teachers within TTIs-Laos. The analysis showed the lowest to low perception by ranking mean of the six tasks of recruitment-selection ($M=2.67$ & $\alpha=.89$); training needs assessment ($M=2.74$ & $\alpha=.89$); pre-service teacher training ($M=2.77$ & $\alpha=.87$); teacher compensation ($M=2.86$ & $\alpha=.88$); teacher demand analysis ($M=2.88$ & $\alpha=.81$), and teacher performance appraisal ($M=2.91$ & $\alpha=.86$) respectively.

Relating to the investigation of the stress factors affecting teacher trainers as perceived by educational leaders within TTIs in Laos, the analysis through the ranking of mean and Alpha's scores from high to low showed teaching load ($M=3.66$ & $\alpha=.80$), teacher professional development ($M=3.64$ & $\alpha=.90$), and teacher welfare ($M=3.54$ & $\alpha=.88$) serially.

Pertaining to hypotheses examination of educational leaders including sex or gender, qualification level, TTIs' location, and working experiences toward the six tasks or dependent variables, the analysis showed there were no statistically significant differences at .05 in their perceived level of the six tasks according to gender or sex, qualification level, and institution location. Therefore, the hypotheses examination (H_{6-8}) was rejected because there was insufficient evidence to indicate differences. However, this study found educational leaders with less than 10 years of working experience had a low perception level concerning teacher compensation. In addition, the correlation and perception distribution examination found there was a strong correlation between tasks ($r\text{-mini} = .372^{**}$ to $r\text{-max}=.719^{**}$), and the perception distribution examination found that educational leaders in FOEs had a lower perception of the six tasks than educational leaders in TTCs had.

Associated with the hypothesis examination of teachers were the recording of gender, qualification level, TTI location, and teaching experiences. The analysis revealed there were no significant differences among gender to three stress factors at ($p < .05$) to which the hypothesis examination (H_9) was rejected, meaning both male and female teachers faced the same stress factors in instructional management. Nevertheless, this examination found a few significant differences among teachers who had obtained a master's degree and who faced high-stress factors on their teaching load, teachers at TTC that had higher stress than teachers in FOE related to teacher welfare at ($p < .05$), as well as teachers with more than 11 years' experience who faced high-stress factors towards the teaching load and teacher professional development. So, the hypotheses examination (H_{10-11}) confirmed the significant difference in stress factors among teachers at TTIs in Laos.

Concerning to the respondent's feedback or suggestions to which I have distilled from open-ended questions, educational leaders ($N=138$) mostly suggested that relevant top organizations including MOES should pay more attention to the leaders' rights and benefits, and provide enough regular in-service-training concerning skills to analyse teacher demand, conducting surveys of training needs, recruitment and selection, time management, decision-making, performance appraisal of teachers and allocating sufficient budget to support all institutions' projects and activities.

Meanwhile, teacher suggestions ranked by the highest percentage of recommendations called for TTIs' leaders/principals to provide free training of soft-skills for teachers, especially those on low incomes including skills for creating a lesson plan, active promotion of professional ethics and etiquette among educational leaders, attentiveness to teachers'

benefits and compensation, and other suggestions relating to reducing teaching hours per week by merging or cancelling some unnecessary subjects or courses, attention to placing teachers based on their specialized knowledge and skills, and organizational leaders should address teacher absenteeism.

CONCLUSIONS AND DISCUSSIONS

It is evident there is a growing gap between the perception of the duties and practices or implementation of the educational leaders relating to teacher issues within TTIs across Laos. To arrive at answers in all of the research aims, hypotheses, and congruent with the scientific arguments, it was crucial for the self-constructed questionnaires (set A, and set B) to match the local situation or problems and select the specific samples (N=779) to be employed in the current study (See details in the research methodology). The data collection of all of the studies was carried out within 16 TTIs, 3 Departments at the MOES, and 2 District Education and Sports Bureaus in Lao PDR in the academic year 2016-2017. The main results of the whole study can be concluded as below:

In the three-first studies (studies 1, 2, and 3), I attempted to carry out the self-development of research questionnaires to be used for further studies 4 and 6. There were 128 samples, including 20 with measurement expertise, 48 educational leaders, and 60 academic staff members. These participants were mainly graduated and worked in educational research instrument design and educational personnel management. The main results showed the fluctuated variances that remained of 44, 58, and 52 out of 63 original items as the main results from each study (1, 2, and 3), respectively. These remaining items were accepted by IOC, Cronbach's Alpha, Correlation, Mdn, IR, and PI with a high external and internal consistency, which matched the criteria of the measurement standardization.

These main results mentioned above noted that field-words and phrases loaded into the questions should avoid ambiguous, complex and double-barrier questions, and be replaced by local and field words that allow respondents to understand more easily, or use understandable words. These points were widely discussed (e.g., Oppenheim, 1992, and Tourangeau and Yan, 2007), noting that questionnaire structure, words, and phrases loaded into questions must be connected or coherent in all parts of the research study. In my opinion, the self-constructed questionnaires used in any kind of research activity play a crucial role in helping the researcher to arrive at answers to all of the research aims and hypotheses.

Thus, wording and phrasing loaded in the constructed questionnaires must be local, understandable, and attempt to avoid all kinds of double-barrier words or questions, complex statistical analysis, and measurement experts must be prioritized, accurate and reliable (e.g., Krosnick, 1999; Sisaad, 2002; Likitwattan, 2012). The main results through the above studies make a great contribution to examining the instructional management and stress factors among teachers as perceived by educational leaders/principals over the 16 TTIs in Laos.

Study 4, this study intended to seek the main causes of burnout syndrome among teachers regarding the school board management at the Practice Schools in Laos. The main results showed that teachers lack welfare support and compensation while they have been assigned to teach too many hours a week, TTIs have inadequate teaching media installed in the classroom, and they did not participate in training often.

These main results were significant and gained rare information to support problem-solving skills relating to burnout syndrome among teachers (e.g., Csapó, Benő, and Joachim Funke, 2017; Day et al. 2017; Moczydłowska, 2016). Besides, the study have highlighted the need for school boards to promote teaching skills among teachers in Laos (e.g.

Küçüköğlü, 2014; Bakker et. al. 2014; Decree, No. 177/GOL/2012, and Decree, No. 2949/MOES/2016-Laos). In addition, an organization providing proper welfare support and upgrading teaching methods by focusing on problem-solving skills via technological devices and internet accessibility are importance policy toward the school achieving its goals (Toth and Hodi, 2014).

Study 5, this study was a consequence of the previous study results and needed to explore details of the niche or gap in the instructional management process among teachers that relates to the person in charge of academic affairs as perceived by educational leaders within TTIs in Laos. The main results found an absence of skills in the use of technological devices, including using a smartboard, software programs, audiotape recording, internet-interactive video conferencing, audio-visual aids, liquid crystal display or LCD. The other main problems found in this study were creating a lesson plan or planning a presentation, instructional assessment via modern technologies, and transmitting knowledge skills. These soft skills need organizational leaders pay an attention. However, these above findings were coherent with several previous studies (e.g Phisane 2014; Manivong, 2012; Sisomphou, 2007; Khomswane,1993; Unkeo, 1997; Channam, 1997; Nongtoun, 2005; Phiengphanyoukorn, 1991, and Decree, No.1728/MOES/2015-Laos). These above studies have viewed that the majority in changing of teaching and learning culture today do not depend on content knowledge of pedagogy or being soft-skills based, but learning the environment and other classroom technologies devices installed should be prioritized and supported by educational leaders to foster and guide teachers to use new teaching tools smartly. In my opinion, successful instructional management depends on the perceptions of educational leaders in facilitating and supporting teacher's teaching growth as much as possible.

Study 6. It was carried out to ascertain whether the low perceptions of the educational leaders toward the functions through studies 4 and 5 were negatively affecting the morale and motivation of teachers as subordinates. The general picture of study 6's findings showed that educational leaders' *lowest perception* by ranking the mean scores of each item individually through six tasks related to teacher matters such as *analyse subjects or course needed to be referenced in identifying the number of teachers demands in the following year or forecasting teacher demands* (task1). This main result was congruent with other research (e.g., Condrey, 2010; Chanthala and Phommanimit, 2004; and Prien et al. 2009), which showed a clear job analysis makes an organization obtain details of job specifications and qualification needs. Besides, *it provides basic information to the novice staff* (task 3). This main result was coherent to research (Yoodde, 2012) that viewed providing an orientation session with concise and accurate information can boost a productive workforce, make them feel more comfortable, and clarify expectations among new employees. The next main result concerned *face to face interviews with teacher candidates* (task 2). This was congruent with one previous study (Champathong, 2015) that viewed the interview process of a new candidate helps the organization to hire or employ the right teacher personnel.

Moreover, study 6 also found the lowest perception of educational leaders related to *making a survey of skills needs or pre-survey of training* (task 6). This main result had similarities to some related concepts (e.g., Strock, 2014; Trutkowski, 2016; and Williams & Mary, 2015). They noted that organizing a pre-training activity makes a positive impact on economizing resources and it can match the trainees' needs. Furthermore, with the *lack of transparency in decisions on position, salary promotions, and other benefits supply to teachers* (task 5), the major results matched several principles of management (e.g., Harris, (2007; UNESCO 2015; Act CXC of 2011, and Torjman, 2005). They stated that the rate of return is based on the rate of supplying rights and benefits to employees, and both are never separate from each other. Finally, the main result related to *select proper appraisal tools for*

the novice staff (task 4). This result conformed to research (e.g., Drucker, 2013; Afful-Broni and Duodu, 2013; Decree, No. 204/MOES/PO/2017-Laos) that stated that assessment and evaluation tools need to be accurate, clarify expectations and cover all parts of employee performance.

However, whenever leaders or managers ignore or neglect their functions and responsibilities as with the main results in each task as discussed above, it causes teachers as employees' distress and inevitable stress syndrome at TTIs in Laos. Factors include teachers having to teach too many hours a week, lack of surveying skills needs prior to organizing training, poor working conditions, unclear expectations, teachers appointed to instruct cross-subjects, and slow payment of salary and benefits. These high-stress factors found were confirmed by mean scores and Cronbach Alpha, and these major results were also coherent with previously research studies presented in the bracket (e.g. Nwanekezi, 2010; Christie, 2010; Sichambo et. al, 2012; Phongphanit, 2017; Yotanyamaneewong, 2012; Kiranli 2013; Akkermans, et, al. 2015; Mizell, 2010; Moczydłowska, 2016; Barabanshchikova, et.al. 2014, and Decree, No. 177/GOL, 2012-Laos). They mainly mentioned that sources of stress factors in the teaching profession were frequently concerned with leaders' mismanagement due to the lack of activeness and ownership toward functions and responsibilities assigned by institutions. Therefore, further research study should be conducted on the traits of instructional leadership, and transformational and charismatic leadership.

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PUBLICATIONS RELATED TO THE DISSERTATION

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