

INSTRUCTIONAL LEADERSHIP OF EDUCATION ADMINISTRATORS AFFECTS THE QUALITY OF TEACHING AND LEARNING AT TEACHER TRAINING INSTITUTES, LAO PDR

Thongsay Phongphanit¹, Bouakham Souvannasy², Khamyeng Taykhambansy³,
Oua Hongnou⁴, Leadvilay Sengsourivong⁵

¹Head of education administration Department, Lecturer, Faculty of Education, National University of Laos,
Vientiane, Lao PDR.

^{2,3,4,5}Lecturer, Department of education administration, Faculty of Education, National University of Laos, Vientiane,
Lao PDR.

DOI: <https://www.doi.org/10.58257/IJPREMS38853>

ABSTRACT

The objectives of this research were 1) to study the situation of instructional leadership; 2) to compare the instructional leadership among students and institutions; and 3) to elicit factual data and information from the respondents, both teachers and students, to be guided for improving the instructional leadership of the education administrators affecting the quality of teaching and learning at Teacher Training Institutes (TTIs) in Laos PDR. There were 217 target participants, including 75 teachers and 142 students. The self-constructed questionnaire as a research instrument with a five-Likert rating scale, open-ended questions of two sets, and the validation and reliability check by experts are performed. The statistics used to analyze data were frequency, percentage, mean, standard deviation, t-test, f-test, or one-way ANOVA were conducted. The recommendations via open-ended questions were narrative and interpretive.

The main findings are as below:

- 1) The 75 teachers' opinion toward the instructional leadership of education administrators affects the quality of teaching and learning at TTIs under the 3 aspects in the overall mean score. Each aspect has been found at a much higher level. At the same time, we considered and rearranged the mean average from high to low. Each aspect has shown that TTIs' mission creation, teaching and learning management, and teaching and learning environment management, respectively. In part 142, students' points of view toward the instructional leadership of education administrators affect the quality of teaching and learning at TTIs under the 3 aspects in the overall mean score. Each aspect was found at a moderate level. When we considered and rearranged the mean average from high to low, each aspect found that teaching and learning environment management, follow-up teaching-learning by embedding TTI mission, and teaching-learning were performed, respectively.
- 2) There are no statistically significant differences or homogeneous opinions of students classified by gender on the instructional leadership of education administrators toward the quality of teaching and learning at TTIs, which is against the earlier hypothesis established. However, students classified by TTIs' different locations have been found statistically significantly different or heterogeneous at the 0.05 level that matched the hypothesis established.
- 3) The majority of respondents both teachers and students have recommended that TTI's boards should be promoted strengthening amongst teachers through multi-self-teaching skill pursuing such as creating teaching aids, and their application, communication skill, strengthening ICT capable, making the motivation each other's, sharing new teaching techniques, teaching performance appraisals and encouraging their feedback, learning resources development, creating the network, establishing an academic promotion fund, foreign language competency promotion among teachers, strongly supporting teachers doing scientific researches by group and individually, together with authentic evaluation, disseminating of research results regularly and continually.

Keywords: Instructional leadership, managing teaching and learning, Teacher Training Institute.

1. INTRODUCTION

The vision for the development of education and sports by the year 2030 is divided into five strategic plans, which include increasing education in politics and ideology for teachers and educational and sports personnel; improving the training of teachers and educational and sports personnel to ensure quality and alignment with the needs of the plan; enhancing the management of teachers and educational and sports personnel; promoting training and upgrading of educational and sports personnel. In addition, training promotion to upgrade teachers and educational personnel to be high quality for practical work and to boost cooperation with internal and international organizations, Besides, each strategy has been identified for each priority, project, and activity, and each of them includes a budget to support and a person in charge to be performed in the right directives [1] and [2].

The Faculty of Education was one of 13 faculties under the administration of the National University of Laos or NUOL and also one of 12 teacher training institutes in Laos. Its main responsibility is to produce quality teacher students who will be taught and recorded as teacher civil servants in the general education system across Laos.

The quality education will be achieved; the goal is established pending the teacher's ethics and dedication, their love to change in teaching culture, and self-motivation to develop their specific knowledge and skills [3]. Furthermore, teachers are also crucial people toward education development to upgrade the quality and student's learning achievement, which concerns instructional leadership and quality teachers to manage teaching and learning activities [4].

Equally important, instructional administrators play a key role in identifying the vision, mission, and other relevant academic juristic acts; instructional management; putting teachers in the right place based on their field earned; time scheduling; encouraging teachers; and also supporting teachers to make a relationship with each other. Apart from the above-mentioned, assessment and evaluation activities could be performed smoothly and ordinarily, such as course syllabus, lesson plan, teaching material support, teaching technique, micro-teaching, transferring knowledge, classroom observation, activity design, and extra curriculum movement. [5]

Together with the above important mention, like the instructional leadership of education administrators affects the quality of teaching and learning, it still has faced challenges today, like some approval plans still being sterile. Especially, putting the quality curriculum into action still has less practical work; students lack experience in practicum, critical thinking, and the teacher's vocational development and training; it is still not stable and strong enough; and it is unclear on the number of teachers retirements and demands, still disequilibrium, and that's why our research team intended to choose the topic as above stated to find a better way in problem-solving on quality education and more achievement in the future.

The conceptual framework, or scope, of this research is based on the theories and concepts of [6], [7], [8], and [9], to which the research team decided to scope into 3 main aspects for the research study.

2. METHODOLOGY

This research used a mixed research method, and conducted through a scientific principle are as below:

2.1 The participant, there were 217 (75 teachers and 142 third-year students) as target participants by purposive random sampling [10] who were representatives from five teacher training institutions across Laos.

2.2 Research instrument and its validation procedures.

A self-constructed questionnaire (two sets for teacher and student) with the five-Likert rating scales and open-ended questions as well as validated activities in both IOC (Index of Item-Objective Congruence) and Cronbach Alpha, both types of instrument measurement are performed and found at a high level, and the data is collected by paper and pencil. The permission letter to collect data is made and submitted through the relevant organization.

2.3 Data analysis:

The data analysis used a completed computer program for the window to find frequency, percentage, mean, and standard deviation by using the interpretation by using five measurement scales from high to low level (5.00–4.50 to 1.50–1.00 or very high to low level of instructional leadership), and a comparison was analyzed to see the value of T-Test and F-Test. The respondents' recommendations from open-ended questions, open-ended questions by narrative, and interpretation and explanation were conducted scientifically.

3. RESULTS

Teachers' opinions toward instructional leadership of education administrators affect the quality of teaching and learning at Teacher Training Institutes (TTI) in Lao PDR under the 3 aspects found with an overall mean value, and each element is found at a much higher level. When we considered the mean average from high to low, it revealed that instructional management, mission creation, and instructional environment management, and details of each aspect that associated the aspect of creation of the mission, have shown that high mean value that TTIs board explained clearly about the mission and vision for teacher understanding, followed by TTIs board identifying the visible mission, and then targeting a sharply defined learner's learning development, and this study also found a low mean average that targeting to development comes after academic development to be an excellence and making a network with international institutions, respectively. Regarding the aspect of instructional management, an overall mean score was found at a much higher level. When considered, the first 3 high mean value items have revealed that placement or putting teachers on their academic earned, accompanied by learning scheduling punctually, TTI advises applying the new curriculum. This research also found a low mean average, like putting a teacher in the wrong position. Next, an unfitting schedule on the local situation and TTIs resulted in low motivation toward teachers and students serially.

Pertaining to instructional environment management overall and each item mean score found at the much level. When we considered three high items, the mean score showed that the teacher taught the five pillars of education enthusiastically, followed by a clean classroom, smoothness, and enough classroom size. Whereas this research has publicized a low mean score, viz., free internet, followed by various learning sources available, and promoting teachers to conduct in several ways.

Students' opinions toward instructional leadership of education administrators affect the quality of instruction at Teacher Training Institutes (TTI) in Lao PDR under the 3 aspects found with an overall mean value, and each sub-aspect is found at a much higher level. When we rearranged the mean value from high to low, it showed that instructional environment management, subsequently instructional conversion of the mission, and coming after by instructional conducting to which the information details were instructional conversion of the mission of the teacher in an overall aspect and each item found at a moderate level. While we arranged the mean from high to low, the first three items showed that the teacher explains the lesson by converting the TTI's mission, following up by the teacher explaining the TTI's vision based on learners' development, and the teacher explaining the TTI's mission that focuses on learner development skills, and the TTI's mission should be comprehensive of the government's guidelines. This research also discovered the low mean score related to instructional leadership in TTI, like teachers explaining the importance of TTI's mission toward the learners inactively and being unclear on driving the curriculum to international norms and absorbed in academic excellence. Connecting to instructional performance in overall aspects and items found at moderate levels. When considered on the four first-high item mean scores, it has clearly shown that course objective introduction, teacher-conducted via raising an example, teacher explaining using easy words, and teaching by role-play. This research also found the low mean score of instructional leadership performed like encouraging student feedback toward teacher performance, then teacher advising student access to various learning sources, teacher motivating student in every classroom performed, as well as teacher conducting via mini-research study. Related to instructional environment management overall, each item has been found at a moderate level. Whereas the arranged mean score from high to low of the first three items has revealed that TTIs are located in crowded communities, multi-education buildings are enough, and TTIs are full learning source services. This study also found low mean averages, like teacher unfriendly, internet speed accessibility, and TTI's fund established for miserable student insufficiency, respectively.

Regarding the comparison amongst gender and TTIs located by students' opinion toward the instructional leadership. The study found that there is no statistically significant difference between gender students at 0.05, while the comparison analyzed toward the difference TTI located under the three aspects has revealed that there is a statistically significant difference between TTIs at 0.05, that instructional leadership in the Faculty of Education at university was higher than instructional leadership in Teacher Training College.

Relating to eliciting factual information from the respondents to be guided for further instructional improvement, the majority have suggested that the TTIs boards should pay attention to teachers' teaching professional standards and support teachers to pursue self-knowledge in various information sources, like attending the training program in diverse skills needs. In addition, encourage teachers to self-produce teaching media, using teaching aids, communication skills, and research skills; make compensation and other social welfare; promote student assessment and evaluation; have teachers perform as well as foster their result feedback to modify old teaching culture; network; establish an academic promotion fund; and organize seminars to discriminate regularly to drive the TTIs to excellence intuitions.

4. DISCUSSION

This part is concerned with research results and their previous relevant studies to support the current findings, both regarding teachers and students' opinions toward the instructional leadership of education administrators affecting the quality of teaching and learning at Teacher Training Institutes, Lao PDR, under the 3 aspects each. The first opinions as teachers under the 3 aspects, like the identified vision of TTIs, teaching and learning management, and teaching and learning environment management, with an overall mean score found at a much higher level, are consistent with [11], [12-20], [13], [14], and [15]. The second related to students' opinions under the 3 aspects, such as converting the vision of TTI while teaching performed, teaching and learning conducted, and teaching and learning environment management in overall mean values, which has revealed a moderate level consistent with the previous research studied [16], [17], [18], and [19].

Pertaining to the comparison of students' opinions toward instructional leadership of education administrators, it affects the quality of teaching and learning at Teacher Training Institutes, Lao PDR, under the 3 aspects that are identified by gender and TTI location. There is no statistically significant difference amongst students in different TTIs at 0.05 that is consistent with the research findings in [12-20]. Whereas the findings result of comparison by TTI

location under the 3 aspects have shown that there is a statistically significant difference that followed the hypothesis established at 0.05 that studied in different TTIs have viewed in various points of view toward instructional leadership of education administrators affects the quality of teaching and learning at Teacher Training Institutes, Lao PDR at 0.05 that is coherent with [21].

5. CONCLUSION

The main purpose of this research was to study the instructional leadership of the education administrators affecting the quality of teaching and learning at Teacher Training Institutes (TTIs) in Laos PDR by using 217 target participants (teachers and students) and a self-constructed questionnaire checked by an authentic expert, and basic and interference statistics are approached. The studies have found that teachers have viewed instructional leadership as influential to their classroom performance and other related to teaching and learning activation were high performed, especially aspects of teaching and learning management, followed by identified TTI's vision, and next was teaching and learning environment management. Related to students' points of view based on 3 aspects, it has been found at a moderate level. It can be observed that both opinions between teachers and students were lacunae or cavity impacts toward the instructional leadership that needed to be more investigated in the future in order to solve the dilemma issued as needed to develop the quality of education. Besides, this research study is confirmed by comparative opinions from students to indicate the niche performance amongst teachers, students, and leaders at TTIs. In addition, the diagnostic and synthesis of factual information by eliciting from 217 respondents, the majority have recommended the same guideline, such as TTIs' boards should be paid attention to for making strengthening on instructional profession a priority affair by TTIs' self-developing or supporting teachers to attend training outside TTIs to be professional. Furthermore, TTIs boards should encourage teachers to self-make teaching media, aid, and material, and use media; self-motivate to improve the communication skills, motivation, new teaching techniques, assessment, and evaluation; apply evaluation results; develop learning sources; make the network; establish a fund for supporting academic movement like teaching activity design and foreign language communication skills; do research, both action research and educational research by team or individual; evaluate the research findings; and disseminate the research results to the public normally and continually.

ACKNOWLEDGEMENTS

This research project was funded in part by a competition grant from the National University of Laos and approved by the faculty board of the Faculty of Education. Therefore, the author would like to thank the above funder and other relevant people. Without this support and encouragement, this research study would not have been completed for this project.

6. REFERENCES

- [1] Ministry of Education and Sports. (2020). Education and Sports Development Plans 5 years of the IXth (2021-2025) Vientiane Capital, 3-4.
- [2] Ministry of Education and Sports (2020). Annual movement report of education development plan in academic year 2018-2020. Vientiane capital, 4-8.
- [3] Sergiovanni, T.J. (2022). Cognitive Dissonance of Leadership Curriculum Windows redux: What curriculum Theories can teach us about schools and Society Today.33
- [4] Deist, Le & Winterton, J, F.D.(2005). What Is Competence? Human Resource Development International,. London: Routledge: Open Journal of Social Sciences, (vol 8), 27-46.
- [5] Cheney, D. L., & Seyfarth, R. M. . (1990). How monkeys see the world: Inside the mind of another species. Chicago: University of Chicago Press. 180-181.
- [6] Hallinger, P., & Murphy, J. F. (1985). Assessing the instructional management behavior of principals. The Oriental Institute 1155 E. 58th Street Chicago, IL 60637: The Elementary School Journal, 86(2), 247.
- [7] Glickman, C. D. (1985). Supervision of instruction: A developmental approach. Boston: Allyn and Bacon.: ERIC, 213-215.
- [8] Ubben & Hughes , . (1987). The Principal: Creative Leadership for Effective schools .Boston: ERIC. 97-99.
- [9] Sim, Q. C. (2011). Instructional Leadership among Principal of Secondary Schools in Malaysia. . n/a: International Journal of Academic Research in Business and Social Sciences. 91-93.
- [10] Airasian, P. Gay, L. R, & Mills, G. E. (2005). Educational Research: Competencies for Analysis and Applications. New Jersey Upper Saddle River: USE: Prentice Hall. 189-190.
- [11] Peeyaporn Bounnai (2563). Instructional leadership of education administrator affecting toward assurance internal quality under supervision in Sakonnakorn education office. Rajabhat University

-
- [12] Somthavin Sinpakornshup. (2556). Instructional Leadership of education administrator affecting toward the learning organization in basic education office under the supervision of Samoutsakorn University,
- [13] Southamath outsine & prathoumphone piathanom. (2563). Teacher's opinions toward instructional
- [14] leadership of education administrator in school network of 49th under the supervision of kongsam va, Bankbok, 7(2). 5-8.
- [15] Souphard seunsom. (2554). Instructional leadership of education administrator at Navamintha Sinouthid thaphounthani college, Bangkok, 58-59.
- [16] Ketsouda kingkarnjorn. (2560). Instructional leadership of education administrator under the supervision of basic secondary school, 4th Sarabouly provinncce, 64-70.
- [17] Cavazos, J. M. .(1999). The instructional leadership if high school principals in successful hispanic majority high schools. Texas: The University of Texas at Austin, 74-79.
- [18] Yamada, D. C. (2000). The phenomenon of “workplace bullying” and the need for status-blind hostile work environment protection. Georgetown: Law Journal, 43-47.
- [19] Sengchan Sengkar. (2577). Instructional leadership of education administrator based on teachers' opinions on supervision of basic primary school in Karasin 1st zone. Mahasarakham university.
- [20] Sourilath Phatnathien. (2552). A model competency toward instructional leadership at basic education office, Boliboun printing, 76-79.
- [21] Pathra sousen. (2558). Instructional leadership of education administrator under the supervision of the education office in Nakornsithummarath, 4th zone, 56-60