The Model for Developing Instructional Leadership of Teachers in

Savannakhet University, the Lao People's Democratic Republic

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Abstract

The purposes of this research were 1) to study the components and indicators of instructional leadership of teachers at Savannakhet University, the Lao People's Democratic Republic (Lao PDR); 2) to construct and develop a model for developing instructional leadership of teachers in Savannakhet University, Lao PDR; and 3) to assess the correctness, suitability, feasibility, and usefulness of the developed model. The sample group used in the study consisted of 152 teachers working at Savannakhet University, Lao PDR in the academic year 2021. The sample size calculation was determined based on Krejcie and Morgan table. Qualitative data was obtained through expert interviews. The quantitative data, derived from questionnaires, was analyzed through statistical software packages.

The findings revealed that

1. The components of instructional leadership of teachers in Savannakhet

University, Lao PDR consisted of four components: 1) Self-Development with three sub-components: seeking knowledge for self-improvement, always improving professional development, and personality development; 2) Student Development with three sub-components: monitoring student progress, maintaining student standards, and improving student achievement, 3) Being a Teaching Model with three sub-components: student-centered focus, media creation and teaching innovation, implementing a variety of teaching methods, and 4) Transformational Leadership with two sub-components: human relationship with colleagues, and having visions.

2. The model for developing instructional leadership of teachers in Savannakhet University, Lao PDR consisted of principles, objectives, contents, a development process, and measurement and evaluation.

3. The instructional leadership of teachers was at a high level. When

considering each aspect, the highest average was self-development, followed by transformational leadership.

4. The model for developing instructional leadership of teachers in Savannakhet University, Lao PDR was accurate, suitable, feasible, and useful at a high level.

**Keywords:** Instructional Leadership Development Model, Teachers’ Instructional Leadership

**Introduction**

Teachers play a significant role in school development and bear responsibilities for student development, creating a conducive learning environment to nurture the potential of their fellow teachers, and students. Higher education teachers’ role is also important to produce qualified human resources to enter a competitive labor workforce effectively. Thus, teachers should have a quality performance to produce quality graduates. Teachers with high standards of teaching professions are considered the main representative of the changes in the knowledge-based society (Stogall, 2004, pp.7-15). In addition, teachers demonstrate high-quality performance if they are under good leadership (Gunawan, & Adha, 2021, p. 2).

Instructional leadership of teachers influences the teaching and learning development process, and self-performance during instruction. Teachers should implement instructional leadership to encourage self-development and performance during transformation to improve students’ learning achievement. Teachers are not only instructional leaders but also a teaching model for fellow teachers in implementing a variety of teaching methods and creating media materials and teaching innovation. Teachers’ transformational leadership also influences the development process of creating a positive relationship among stakeholders, including parents, teachers, and students. This is in line with a study conducted by Supermane, Tahir, & Aris (2018, p. 269) implies that teachers need to equip themselves with adequate knowledge and skills of leadership to implement transformation to enhance teaching quality and student learning success. Likewise, Roueche, Baker, & Rose (2014, p. viii) pointed out that one of the attributes of transformational leaders is a shared vision providing an opportunity for self-evaluation to better meet the demanding challenges of the future of educational institutions. In addition, leaders who can explain the vision and mission can also inspire colleagues and students to achieve the organization’s goals (Reza, p. 121).

According to Article 4 on the education policy of the National Education Act of the Lao PDR, the focus of education is on human resource development in terms of qualifications, morals, worldview, science, and advances as well as building people with knowledge, abilities, inventions, professions, and creating a learning society (Ministry of Education and Sports, 2015, p. 10). In addition, Article 42 pointed out the standards of teachers consisting of five aspects: “1) have confidence, correct political view, loving and protecting system of people democracy; 2) have revolutionary attitude, teachers’ ethics, loving teacher profession, having a good human relationship, and acting as an outstanding sample for the learners; 3) have the knowledge, capacity, technical professions in teaching in various levels in accordance to standards that the Ministry of Education defines; 4) have diligence in searching for lessons and continuously self-development, and 5) have good health”.

Due to the emerging modern technologies and market demand, the duties and responsibilities of teachers and faculty members at a higher education level may either adopt a leadership role in the transformation of education or be left behind. At Savannakhet University, Lao PDR, the teaching profession has emphasized teacher-centered, lecture-based instruction to the student-centered, interactive learning environment to keep up with the changes. For example, a study by Chin, Hwang, & Kim (2019, p. 1167) revealed that 394 students of higher education in Luang Prabang in the Lao PDR perceived usefulness, ease of use, enjoyment in using mobile learning. The findings also yield insights into policy recommendations for mobile learning implementation and contribute to the understanding of mobile learning acceptance.

Several studies have focused on the effects of school administrators’ leadership, especially instructional leadership on school culture and success, teachers’ practices and work engagement, and student learning achievement, and often dismissed to improve teachers’ instructional leadership, which are also at the center of many school reforms (Bellibas, Kilinc, & Polatcan, 2021, p. 776).

For these reasons, stakeholders in higher education institutions in Lao PDR must consider upgrading training programs to meet the global standards and the employment of qualified and competent teachers, and teacher production in the future, to ensure that teachers have sufficient potential in terms of leadership to drive educational reform policies following the goals of the government.

From the reasons mentioned above, the study of elements and indicators of academic leadership of teachers in Savannakhet University Lao People's Democratic Republic is necessary for further developing the instructional leadership of teachers. In addition, the researcher is a teacher who performs teaching duties in Savannakhet University, Lao PDR, and is interested in establishing guidelines for creating and developing a model for developing instructional leadership of teachers in universities in Savannakhet, Lao PDR.

**Research objectives**

1. To study the components and indicators of instructional leadership of teachers in Savannakhet University, Lao PDR.

2. To create and develop a model for developing instructional leadership of teachers in Savannakhet University, Lao PDR.

3. To examine the effectiveness of the instructional leadership development model of teachers in Savannakhet University, Lao PDR.

**Scope of research**

In this research, the researcher studied the instructional leadership of teachers by synthesizing the documents and relevant academic publications from related research as follows: Office of the Basic Education Commission (2010), Aparat Ratchapat (2011), Jaruphat Boonsong (2013), Sivanat Chaima (2013), Sukanthon Singh Phuangpet (2015), Waraporn Saroj. (2016), Mai Thumsee (2017), Chaiya Bhavabut (2017), Kanyarat Raekrung. (2019), Crowther et al. (2002), Richardson and Sarah. (2006), Concordia University (2013), University of Washington (2014). The four components of instructional leadership of teachers were as follows: 1) self-development, 2) student development, 3) being teaching role models, and 4) transformational leadership.

**Research conceptual framework**

The research conceptual framework was developed based on relevant research in the education field regarding instructional leadership, education policies, and the integration of instructional leadership in educational settings. The overall findings from the document inquiry, interviews, a survey of instructional leadership, and the model implementation would provide useful and practical guidelines for current and future implementations of teachers’ professional development in terms of instructional leadership. The conceptual framework in this study was presented in a diagrammatic form.

Research approaches for data collection.

1. Document analysis on related research

2. Interview with experts with experience in leadership at national and international levels

3. A survey study

The model for developing instructional leadership of teachers consisted of

1. Principles

2. Objectives

3. Contents

4. A Development process

5. Measurement and evaluation

Components of instructional leadership of teachers comprised

1. Self-development

2. Student development

3. Teaching role models

4. Transformational leadership

A model assessment conducted for

1. Accuracy

2. Appropriateness

3. Feasibility

4. Usefulness

A model for developing the instructional leadership of teachers of Savannakhet University, Lao PDR

research

**Research Methodology**

The research methodology is divided into phases as follows:

**Phase 1, Investigation of components of instructional leadership of teachers**

The participants used in this phase were ten qualified teachers with knowledge and experience in instructional leadership or those who have been successful in academic administration, selected through purposive random sampling, consisting of three administrators of Savannakhet University, including the Acting President, Vice President for Research and Education Graduate Studies, and Vice-President for Academic Affairs, and seven members of the Dean of Savannakhet University, consisting of the Dean of the Faculty of Agriculture and Environment, Faculty of Business Administration, and Faculty of Linguistics and Humanities, Faculty of Food Science, Faculty of Education, and Faculty of Education.

**Data Collection Tools**

The researcher prepared an unstructured interview form with issues concerning the components of instructional leadership of teachers in Savannakhet University. Then the researcher requested a letter requesting cooperation in data collection from the Director of Graduate School of Sakon Nakhon Rajabhat University to request assistance through interviews and observations from qualified experts. The digital photographic equipment, posture, recording, and collecting data from the results of the interviews on key issues consistent with the components and indicators of instructional leadership of teachers in Savannakhet University were analyzed and presented in a format of content analysis. The researcher analyzed the data during the research process using the following approaches

**A Survey Study**

The population in this study consisted of 253 teachers who perform teaching duties in Savannakhet University, Lao PDR in the academic year 2021. The sample group consisted of 152 teachers who performed teaching duties in Savannakhet University, Lao PDR in the academic year 2021. To determine the size of the group, the Krejcie and Morgan table was employed (Krejcie and Morgan, 1970, pp. 607-610, cited in Boonchom Srisaat, 2013, p. 43)

The data collection tool was a set of questionnaires on components and indicators of instructional leadership. The statistics used to analyze the results were frequency, percentage, mean and standard deviation.

**Phase 2 Constructing a model for developing instructional leadership of teachers**

2.1 A model for developing instructional leadership for teachers was drafted

using the results of the data analysis from Phase 1. After that, the drafted model was refined and further processed for confirming the components from eight experts, selected through a purposive sampling, who were educational administrators in universities in Laos and two administrative experts in education fields from Thailand, yielding a total of ten qualified experts. The results revealed that the components of the developed model for developing instructional leadership among teachers included principles, objectives, development processes, and monitoring and evaluation.

2.2 Model assessment for accuracy, suitability, feasibility, and

appropriateness. The researcher has prepared a form to assess the accuracy, suitability, feasibility, and appropriateness of the developed model.

**Summary of research results**

The model of instructional leadership of teachers in Savannakhet University, the Lao People's Democratic Republic revealed that:

1. The components of instructional leadership of teachers consisted of four main components, 11 sub-components, and 49 indicators as follows: 1) Self-development consisting of three sub-components: (1) seeking knowledge for self-development; (2) professional development of teachers, (3) Personality development with 13 indicators; 2) Student development consists of three sub-components: (1) Supervising and monitoring student progress (2) Maintaining student standards (3) Developing student achievement; 3) Teaching exemplary consisted of three sub-components: (1) student-centered focus (2) media and teaching innovation (3) using a variety of teaching methods; 4) Transformational leadership consisted of two sub-components: (1) human relations with colleagues (2) leaders with visions.

2. The overall instructional leadership of teachers was at a high level (X = 4.24). When considering each aspect, the highest mean was self-development (X=4.31), followed by teaching exemplary (X = 4.17), respectively.

3. The components of the developed model consisted of 1) principles, 2) objectives, 3) a development process, with three phases: Phase 1, Self-Study, Phase 2 Workshop, Phase 3 hands-on training during the workshop, and Phase 4, Follow-up and evaluation.

4. The effectiveness of the developed model for its accuracy, suitability, feasibility, and usefulness was overall at a high level.

**Conclusion and Discussion**

The results of the research examing on the model of instructional leadership of teachers in Savannakhet University, the Lao People's Democratic Republic found that

1. The components of instructional leadership of teachers consisted of four main components, 11 sub-components, and 49 indicators as follows: 1) Self-development consisting of three sub-components: (1) seeking knowledge for self-development, (2) professional development of teachers, and (3) Personality development with 13 indicators; 2) Student development consisting of three sub-components: (1) Supervising and monitoring student progress, (2) Maintaining student standards, and (3) Development student achievement; 3) Teaching exemplary consisting of 3 sub-components with 12 indicators: (1) student-centered focus, (2) media and teaching innovation, and (3) using a variety of teaching methods; 4) Transformational leadership consisting of two sub-components with 15 indicators: (1) human relations with colleagues, and (2) leaders with visions. This is in line with a study of Mai Tum See (2017, abstract) pointed out the indicators of instructional leadership of teachers consisting of four main components, 12 sub-components, 52 indicators covering teacher development, educational institution curriculum development, student development, and having visions and missions. This is also consistent with the results from a study by Sukanthon Singphuangphet (2015, abstract) on an instructional leadership development model for colleges teachers in health science fields in the Lao People's Democratic Republic. The results showed that the components of the developed model consisted of five key components: 1) self-development and peer teachers with the following sub-components: (1) having a vision for self-improvement, (2) believing in one's self that can be developed, and (3) being a teacher who leads the development of fellow teachers; 2) Being a teaching role model with the following sub-components: (1) using a variety of teaching methods, (2) promoting self-learning, (3) promoting a learning environment, and 3) participating in the development process with the sub-components of (1) having a vision for joint development, (2) having teamwork, and (3) having a working network; 4) student development with the following sub-components: (1) maintaining a high standard of students, (2) monitoring student progress, (3) analyzing data to improve student achievement, and 5) problem-solving leadership. This is in line with a study by Waraporn Saroj (2016, abstract) researched the development of instructional leadership indicators of teachers. The results showed that the components of the developed model consisted of a total of 75 indicators covering five key components: transformational leadership with 23 indicators, self-development with 20 indicators, professional teaching skills with 13 indicators, creativity with 9 indicators, and atmosphere of buildings and learning environment with 10 indicators.

2. The overall instructional leadership of teachers was at a high level. When considering each aspect, the highest mean was the aspect of self-development, followed by transformational leadership, student development, and being a teaching role model, respectively. This would be because the administrators of Savannakhet University have always formulated a policy to develop educational personnel in academics and placed an emphasis on self-development. When personnel has improved their professional development, the efficiency in teaching management or having all-around potential will result in personnel being able to be leaders. Changes in academic work and the ability to develop students, including being a teaching role model are consistent with a study by Kanyarat Raek Model (2020, Abstract) revealed that the present conditions of instructional leadership of teachers were at the highest level. And in line with Davis and Tomas (1989, p. 40), the element of instructional leadership is a duty-based to improve academic work for higher academic achievement, creating motivation for teachers and students working in academics, monitoring academic progress, recruiting human resources and materials necessary for effective teaching, organizing academic atmosphere for a school environment, monitoring teachers' teaching practices, and observing teachers' teaching methods and providing feedback.

3. The model of instructional leadership of teachers in Savannakhet University, the Lao People's Democratic Republic consisted of principles, objectives, contents, a development process, and the measurement and evaluation. This is supported by a study of Kanyarat Raek (2020, Abstract) that the model for developing instructional leadership of teachers consists of six parts: Title of a model, Principles and Rationale, Objectives, Concepts, and Principles. The elements of instructional leadership of teachers comprised five Areas: (1) Personal Development (2) Vision Development (3) Curriculum Development and Learning Management (4) Development of Learning Resources and Class management and (5) the development of learner quality towards learning standards. This is also in line with a study by Sukanthon Sapuangphet's (2015, abstract) on the instructional leadership development model of teachers in a College of Health Sciences in Lao PDR. The results showed that the developed model covered principles, objectives, contents, a development process, and measurement and evaluation.

4. The assessment results of accuracy, suitability, feasibility, and usefulness of the developed model were at a high level. This is consistent with Kanyarat Raek (2020, abstract) researched instructional leadership development model of teachers. The results showed that the model was found to be accurate, feasible, and applicable in all parts of the development of instructional leadership of teachers. This is also consistent with the concept of Macaus, Seriven & Stufflebeam (1983, pp. 399-402) stated that the most common method of checking for patterns with assessment methods is "validation". A basis for the audit activity comprises four aspects: 1) Feasibility Standards assessing the feasibility of implementation, 2) Utility Standards assessing the needs of users, 3) Propriety Standards, and 4) Accuracy Standards assessing credibility.

**Suggestions**

Instructional leadership of teachers in Savannakhet University in the Lao PDR can bring the basic information obtained using as a guideline for the development of the teachers’ leadership to be effective in continuing teaching. In addition, The developed model that was created and developed in this research can be used as a guideline for developing instructional leadership of educational personnel of other institutions. The recommendations for the next research would be to apply the model of teacher leadership development in action research to continue to develop the leadership of teachers in other universities.

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