

**THE UNIVERSITY OF DANANG  
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**DEVELOPING THE MANAGEMENT STAFFS  
OF HIGH SCHOOLS IN THE SOUTHERN PROVINCES  
OF THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

Major: Educational Management  
Code: 9140114

**SUMMARY OF DOCTORAL THESIS  
IN EDUCATIONAL MANAGEMENT**

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## INTRODUCTION

### 1. The necessity of the thesis

In the context of globalization and the strong impact of the Fourth Industrial Revolution (Industry 4.0), education is regarded as a fundamental factor determining the sustainable development of every nation. The quality of education directly depends on the Management staff, who play a central role in organizing, directing, and orienting all activities of schools.

In the Lao People's Democratic Republic (Lao PDR), the Party and the State have always identified human resource development particularly the development of educational managers as a strategic task in the process of national development. The National Human Resource Development Strategy toward 2025 and Vision to 2030 emphasizes the need to build a contingent of officials who are competent, ethical, professionally qualified, and capable of adapting to international integration.

However, in practice, the contingent of school managers at high schools in the southern provinces of Laos still shows several limitations in terms of quantity, structure, and quality. The training, retraining, planning, and utilization of management personnel remain unsystematic, lack a scientific foundation, and are not closely aligned with the requirements of educational reform. Moreover, the absence of a competency framework for school managers has led to inconsistencies and shortcomings in professional development.

In the current context of digital transformation and comprehensive educational reform, it is essential to study and propose feasible solutions for developing the management staff of high schools in Southern Laos in order to improve educational quality and meet the trend of regional and international integration.

From the above reasons, I have chosen the issue: ***“Developing the Management Staff of High Schools in the Southern Provinces of the Lao People's Democratic Republic”*** was chosen for this study.

### 2. Research Objectives

The Thesis aims to study the theoretical basis for developing the management staff of High Schools from the perspective of human resource and competency development; to assess and analyze the

actual situation of management staff development in high schools in the southern provinces of Laos; and to propose feasible solutions for improvement.

### **3. Research Tasks**

- To establish a theoretical foundation for developing the Management staff of high schools;
- To survey and assess the current situation of management staff development and the factors influencing this process in high schools in the Southern provinces of Laos;
- To propose solutions for developing management staff in these schools;
- To experiment with selected proposed solutions.

### **4. Research Object and Subject**

- Research object: The management staff of high schools;
- Research subject: The development of the management staff of high schools in the southern provinces of the Lao PDR.

### **5. Scope of the Study**

1) Scope of the research object: The study focuses on the development of Management staff in high schools in the Southern provinces of the Lao PDR;

2) Geographical scope: The study was conducted in four southern provinces: Sekong, Champasak, Saravan and Attapeu;

3) Survey population: The research sample was randomly selected, including three main groups:

Group 1: Educational administrators from the Departments of Education and Sports.

Group 2: Principals and vice-principals of high schools.

Group 3: Heads of subject departments and teachers.

4) Time frame: The survey on the current situation was carried out over three academic years: 2021-2022, 2022-2023, and 2023-2024.

### **6. Research Hypothesis**

In recent years, the development of management staff in high schools in the southern provinces of the Lao PDR has faced many shortcomings and limitations, affecting the effectiveness of school management. If a sound theoretical foundation is established and the current situation is accurately assessed, it will be possible to propose

appropriate and effective solutions for the development of management staff in these provinces.

## **7. Research Approach and Methods**

### 1) Research Approaches

- Systematic approach;
- Competency-based approach;
- Human resource development approach;
- Practical approach.

### 2) Research Methods

- Theoretical methods;
- Empirical methods:
  - + Survey through questionnaires;
  - + Interviews;
  - + Expert consultation;
  - + Experience generalization;
  - + Experimental research;

### 3) Mathematical statistics: for data processing and analysis.

## **8. Research Arguments**

The management staff of high schools plays a pivotal role in improving the quality of general education.

The development of this staff must be based on their roles, functions, and duties, leading to the establishment of a competency framework, which serves as a foundation for planning, recruitment, utilization, training, and evaluation.

Although the management staff in Southern Laos have contributed actively to implementing the 2011 General Education Curriculum, they still lack several essential competencies required by the current educational reforms.

The development of management staff should therefore be approached from the perspective of competency development.

## **9. New Contributions of the thesis**

The thesis contributes to concretizing several theoretical issues on developing the management staff of high schools based on Leonard Nadler's Human Resource Development Theory.

It clarifies the roles and duties of management staff and establishes a competency framework as a foundation for developing this

contingent. It also designs a training program to enhance Management competencies.

The proposed solutions can be applied not only in the southern provinces of Laos but also in other regions with similar socio-educational conditions.

#### **10. Structure of the thesis**

Besides the Introduction, Conclusion and Recommendations, References, and Appendices, the Thesis includes three main chapters:

*Chapter 1:* Theoretical Basis for Developing the Management Staff of High Schools.

*Chapter 2:* Practical Basis for Developing the Management Staff of High Schools in the Southern Provinces of the Lao PDR.

*Chapter 3:* Solutions for Developing the Management Staff of High Schools in the Southern Provinces of the Lao PDR.

## **CHAPTER 1**

### **THEORETICAL BASIS FOR DEVELOPING THE MANAGEMENT STAFF OF HIGH SCHOOLS**

#### **1.1. Overview of Research on the Issue**

Based on the review of previous studies on the development of management staff in high schools both abroad and in Laos, several conclusions can be drawn:

##### 1) Aspects that can be inherited from previous research

Many studies have identified the roles, qualities, and competencies required of educational managers at general education institutions to meet the demands of educational reform. Research in developed countries has focused on developing school leaders according to professional standards, defining specific criteria and indicators for evaluating management staff. Educational management has been studied from multiple theoretical perspectives, such as systems theory, leadership theory, and human resource management. However, it is particularly necessary to approach the issue of developing management staff from the perspectives of competency development and human resource management, as these approaches emphasize the relationship between capacity building, motivation, and performance.

##### 2) Aspects requiring further research

Further research is needed to clarify the theoretical foundations for developing management staff based on the competency approach and human resource management. It is also essential to identify the key factors influencing this process in the current context of general education reform, as well as to propose feasible solutions suitable for the socio-economic conditions of the southern provinces of Laos.

#### **1.2. Key Concepts of the Study**

##### *1.2.1. High School*

According to the Amended Education Law of the Lao PDR (2015), a high school is an educational institution within the national education system, including two educational levels: over secondary education and upper secondary education.

##### *1.2.2. Management Staff of High Schools*

The management staff of high Schools are a component of the broader educational management workforce, consisting of principals

and vice principals, who together form the leadership and governance team of the school.

### *1.2.3. Development of the Management Staff of High Schools*

The development of management staff in high schools refers to the continuous process of improving and strengthening this workforce to meet the changing requirements of the educational environment in different contexts.

This process includes several core components: planning, recruitment and appointment, training and professional development, evaluation, and creating a favorable environment for professional growth.

## **1.3. Requirements for Developing the Management Staff of High Schools**

### *1.3.1. Socio-economic context*

The rapid development of science, technology, and globalization requires educational leaders to possess new competencies to adapt to changes and lead innovation effectively.

### *1.3.2. Educational development perspectives*

Education reform must be linked with national human resource development, emphasizing quality, equity, and lifelong learning.

### *1.3.3. Roles and responsibilities of Management staff*

Managers of high schools must not only administer but also lead pedagogical innovation, ensure educational quality, and foster a positive school culture.

### *1.3.4. Requirements regarding quantity, structure, and quality*

The management staff must be sufficient in number, appropriately structured by age, gender, and specialization, and demonstrate high levels of competence and professional ethics.

### *1.3.5. Competency Framework for Management Staff of High Schools*

Based on theoretical analysis and practical investigation, the Thesis constructs a competency framework for management staff in high schools, comprising six core competency groups: 1) Professional and self-development competency; 2) School management and leadership competency; 3) School culture building competency; 4) Partnership development competency (school–family–community relationships);

5) Foreign language competency; 6) Information technology and digital transformation competency.

#### **1.4. Applying the Human Resource Development Model to the Development of Management Staff**

##### *1.4.1 Some Human Resource Development Models*

Several human resource development (HRD) models have been proposed by international scholars, including: Guest Model; Bratton and Gold Model; Warwick Model; Richard Noonan Model; Leonard Nadler's Model (1969, USA); which identifies three key functions of HRD: (i) Human Resource Development; (ii) Human Resource Utilization and (iii) Human Resource Environment.

This model forms the theoretical foundation of the present study.

##### *1.4.2. Applying Leonard Nadler's Human Resource Development Model to the Development of High School Management Staff*

Through approaching Leonard Nadler's human resource management model, this thesis identifies five aspects of developing high school management staff as follows:

First content: Planning for the development of upper secondary school management staff: The key requirement here is that, on the one hand, it must meet immediate needs; on the other hand, it must prepare a contingent of successor management staff that is sufficient in quantity, strong in quality, coherent and reasonable in structure, capable of meeting the requirements and tasks of upper secondary school management staff in the new period and in the context of current educational reform.

Second content: Recruitment and appointment of upper secondary school management staff: Alongside the formulation of development planning, it is necessary to recruit and appoint talented individuals who are suitable for the right positions, meet or exceed professional standards, and are able to maximize their existing strengths as well as their latent potentials.

Third content: Evaluation of upper secondary school management staff: Evaluation, as a process of forming judgments and assessments of work performance or the qualities and competencies of management staff, should be based on objective analysis of collected information and compared with established goals and standards in

order to reach conclusions. Accordingly, evaluation must be conducted in accordance with objectives and standards (competency framework), ensure objectivity and comprehensiveness, and be carried out regularly and systematically.

Fourth content: Training and professional development of upper secondary school management staff: This aims to ensure that the management staff are continuously updated with the latest information, develop the necessary competencies at each stage in accordance with job positions and task requirements, and are able to keep pace with the digital transformation era.

Fifth content: Creating a favorable environment for the development of upper secondary school management staff: This is achieved through the implementation of appropriate policies and regimes, as well as the creation of supportive living and working environments. These conditions contribute to building motivation for dedication and individual development, thereby leading to the development of the collective organization.

### **1.5. Factors Influencing the Development of Management Staff**

Four major factors influencing the development of Management staff in High Schools are identified: 1) Central and local mechanisms and policies; 2) Personal qualities and competencies of Management staff; 3) Working environment and organizational culture; 4) Local socio-economic characteristics and conditions.

## **SUMMARY OF CHAPTER 1**

This chapter presents the theoretical foundation for developing the management staff of high schools, affirming that this is a proactive activity of educational authorities to ensure a team that is sufficient in number, appropriate in structure, and qualified in competence and ethics.

The study applies Leonard Nadler's Human Resource Development model to identify five key areas planning, selection, evaluation, training, and environment building and establishes a competency framework for school managers.

Furthermore, it determines the key influencing factors in the current context of educational reform, thereby providing a scientific

basis for the practical investigation and the solution proposal in the subsequent chapters.

**CHAPTER 2**  
**CURRENT STATUS OF DEVELOPING**  
**THE MANAGEMENT STAFF OF HIGH SCHOOLS**  
**IN THE SOUTHERN PROVINCES OF THE LAO PDR**

**2.1. Description of the Survey Process on the Current Situation**

*2.1.1. Purpose of the Survey*

To analyze and assess the current situation of management staff and the development of high school management staff in the southern provinces of the Lao People's Democratic Republic (Lao PDR), thereby establishing a practical basis for proposing solutions to enhance the development of management staff in high schools in the current educational context.

*2.1.2. Subjects of the Survey*

Survey participants were randomly selected to collect research data on the current situation of educational management staff in the southern provinces. The survey included three groups of respondents as follows:

Group 1: Professional management group: Leaders of the Department of Education and Sports and specialized divisions; a total of 56 people.

Group 2: Principals and vice-principals of 24 high schools, totaling 72 people.

Group 3: Heads of subject groups and teachers at 24 public high schools, totaling 360 people.

*2.1.3. Scope and Time of the Survey*

- Survey period: The year 2024.

- The author focused the survey on four provinces in southern Lao PDR, namely Sekong, Champasak, Saravan, and Attapeu. A total of 24 high schools were randomly selected for the study.

*2.1.4. Survey Content*

- Survey on the current situation of high school management staff in the four southern provinces of Laos;

- Survey on the current situation of management staff development in high schools in these provinces, focusing on five main aspects: Planning; Recruitment and Appointment; Inspection and Evaluation; Training and Professional Development; Creating a Favorable Working Environment.

#### *2.1.5. Survey Methods*

The questionnaire survey method was applied. This method was implemented through structured questionnaires to collect data on the current situation of management staff and the development of High school management staff. It was combined with direct interviews with selected respondents.

#### *2.1.6. Data Processing Methods*

Collected data were processed using mathematical statistics, synthesized, and analyzed with Microsoft Excel software to calculate the mean scores and standard deviations. The questionnaire for assessing the current situation of management staff development in High schools used a five level evaluation scale:

Excellent  $4.20 < \bar{X} \leq 5.00$ , Very Good  $3.40 < \bar{X} \leq 4.20$ , Good  $2.60 < \bar{X} \leq 3.40$ , Average  $1.80 < \bar{X} \leq 2.60$  and Poor  $1.00 \leq \bar{X} \leq 1.80$ .

## **2.2. Overview of Natural, Economic, and Social Conditions in the Southern Provinces of Laos**

### *2.2.1. Natural Conditions*

Geographically, southern Laos is predominantly composed of plateaus. The four southern provinces: Attapeu, Sekong, Saravan, and Champasak have a total area of 44,091 km<sup>2</sup>, accounting for 18.62% of the country's total land area. These provinces share borders with three countries: Vietnam to the east, Cambodia to the south, and Thailand to the west. As of 2022, the total population was approximately 1.529 million people, including 765,000 females, representing 20.54% of the country's total population.

### *2.2.2. The Socio-Economic Conditions*

According to the National Economic Statistics Department under the National Statistics Center, Ministry of Planning and Investment of Laos, in the report titled "2023 GDP Summary Report and Economic Outlook for 2024", Laos continued to experience severe economic inflation, reaching 31.2% in 2022. This situation has had a significant

negative impact on the socio-economic growth of the country as well as on the livelihoods of its people.

### 2.3. The Current Situation of High School Management Staff in the Southern Provinces of Laos

#### 2.3.1. The Quantity and Qualifications of Management Staff of High Schools in the Southern provinces of the Lao PDR

Table 2.1: The Current Status of Management Staff of High Schools

Provinces	School	Managers		Age				Qualifications			
		Total	Female	< 35	35 - 45	46 - 55	55 <	College	Bachelor	Master	Doctoral
Saravan	42	129	44	2	49	63	15	3	107	19	0
Sekong	16	54	17	0	16	29	9	2	43	9	0
Champasak	79	234	79	5	85	102	42	5	176	53	0
Attapeu	17	51	18	1	17	27	6	1	43	7	0
Total	154	468	158	8	167	221	72	11	369	88	0

*Source: Departments of Education and Sports of the 4 Southern provinces*

In general the structure of management staff is relatively stable; however, it is necessary to rejuvenate the staff and improve postgraduate qualifications to meet the current educational development demands.

#### 2.3.2. The Current Status of Competency of Management Staff of High Schools in the Southern provinces of the Lao PDR

Table 2.2: Competence of Management Staff of High Schools

No	Competency	Population			Average	Level
		Group 1	Group 2	Group 3		
1.	Professional and self development competency	3.34	3.48	3.25	<u>3.36</u>	<u>3</u>
2.	School management and leadership competency	3.03	3.41	3.10	<u>3.18</u>	<u>3</u>
3.	School culture building competency	3.36	3.51	3.09	<u>3.32</u>	<u>3</u>

4.	Partnership development school – family - community relationships competency	3.18	3.34	3.17	<u>3.23</u>	<u>3</u>
5.	Foreign language competency	2.85	2.88	2.87	<u>2.86</u>	<u>3</u>
6.	Information technology and digital transformation competency.	2.79	2.83	2.88	<u>2.83</u>	<u>3</u>
Average		3.09	3.24	3.06	<u>3.13</u>	<u>3</u>

The results show that the overall competency level of High school management staff in southern Laos is Good (mean = 3.13). The highest-rated competency is professional self-development, reflecting strong motivation for self-learning. However, competencies in school management, foreign language, and ICT remain limited, indicating a gap in adapting to educational innovation and digital transformation.

#### **2.4. The Current Situation of Developing Management Staff of High Schools In the Southern provinces of the Lao PDR**

Table 2.3: Development of Management Staff in High Schools in Southern Laos

No	Population Development	Average			Average	Level
		Group 1	Group 2	Group 3		
1.	Planning Management staff;	3.59	3.45	3.31	3.45	4
2.	Selection and appointment	3.47	3.48	3.28	3.41	4
3.	Evaluation;	3.52	3.29	3.33	3.38	3
4.	Training and professional development;	2.62	3.02	2.55	2.73	3
5.	Creating a favorable environment;	3.50	3.30	3.32	3.37	3
Average		3.34	3.31	3.16	3.27	3

Overall, the development of management staff in southern Laos has achieved positive results, particularly in planning and appointment. However, gaps remain in training activities and consistency between evaluation and working environment improvement.

## 2.5. Factors Affecting the Developing Management Staff of High Schools In the Southern provinces of the Lao PDR

The questionnaire for assessing the current situation of management staff development in High schools used a four level evaluation (4= Strong Affecting; 3 = Moderate Affecting; 2= Low Affecting; 1= No Affecting).

Table 2.4: Factors Affecting the Developing Management Staff of High Schools

No	Factors Affecting	Evaluation		
		Average	Rank	Level
1.	Central and local mechanisms and policies;	2.64	2	3
2.	Personal qualities and competencies of Management staff;	2.70	1	3
3.	Working environment and organizational culture;	2.61	4	3
4.	Local socio-economic characteristics and conditions.	2.63	3	3
Average $\bar{X} = 2.65$				

The average score (2.65) indicates a Moderate level of Affecting. To improve effectiveness, it is necessary to refine policies, enhance working environments, and strengthen the professional capacities and ethics of school management staff.

## 2.6. General Evaluation

### 2.6.1. Strengths

The development of management staff in southern Laos has received close attention from authorities and education departments. Most managers are Party members with high moral standards and dedication. Planning and appointment processes follow proper procedures, ensuring continuity and personnel stability. Regular evaluations and recognition create motivation. Many provinces have facilitated training opportunities, including international programs, especially in Vietnam.

### 2.6.2. Weaknesses

Despite achievements, limitations remain. National and local policies lack consistency, and investments in staff development are

insufficient. Some managers have weak professional capacity and lack formal training in educational management. Training and evaluation are sometimes formalistic, lacking clear mechanisms for talent attraction and local development planning.

### *2.6.3. Opportunities*

International integration creates favorable conditions for developing professional management staff. The government and Ministry of Education and Sports regard management staff development as a key to improving education quality. Cooperation with Vietnam provides opportunities for experience exchange and exposure to modern management models. ICT and digital transformation enhance management efficiency, supported by international organizations such as UNESCO, UNICEF, and JICA.

### *2.6.4. Challenges*

Management staff in southern Laos face several difficulties, including disparities in economic conditions, infrastructure, and education levels across regions. Limited policies and funding hinder training programs. The shortage of young, capable successors poses a major concern. Furthermore, educational reforms and globalization require managers to continuously learn, innovate, and adapt to rapid changes.

## **SUMMARY OF CHAPTER 2**

The survey results show that while the management staff generally meet requirements in terms of quantity, structure, and moral standards, their professional qualifications and management capacity remain limited. Planning, training, and appointment procedures lack synchronization and flexibility. Working conditions and support systems have yet to meet modernization demands. Factors such as policy, personal competence, working environment, and local characteristics significantly influence staff development. These findings provide a practical foundation for proposing solutions to improve the quality and effectiveness of High school management staff development in the Southern provinces of the Lao PDR.

## CHAPTER 3

### SOLUTIONS FOR DEVELOPING THE MANAGEMENT STAFF OF HIGH SCHOOLS IN THE SOUTHERN PROVINCES OF THE LAO PDR

#### **3.1. General Principles for Developing Solutions**

*3.1.1. Principle of Legal Compliance*

*3.1.2. Principle of Systematic Consistency*

*3.1.3. Principle of Inheritance and Development*

*3.1.4. Principle of Practicality and Feasibility*

#### **3.2. Solutions for Developing the Management Staff of High Schools in the Southern Provinces of Laos**

##### **Solution 1: *Improving the Planning of Management Staff Development in High Schools***

*1) Objective:* To enhance the effectiveness of planning and ensure that the management staff of upper secondary schools in southern Laos possess the qualifications, competencies, and moral standards required by the current educational reforms. The goal is to build a sufficient, well-structured, politically steadfast, and professionally competent management team.

*2) Content and Implementation:* The process includes surveying and assessing the current situation, classifying and forecasting human resource needs, identifying potential candidates, organizing training and rotation, and conducting periodic evaluations with transparent results. Planning must be scientific, feasible, and aligned with local education and socio-economic development strategies.

*3) Conditions for Implementation:* This solution requires strong leadership and coordination from the Departments of Education and Sports, along with cooperation among schools, Party committees, and local authorities to ensure consistency from policy to practice.

##### **Solution 2: *Standardizing the Selection and Appointment of Management Staff in High Schools***

*1) Objective:* To ensure the selection and appointment of upper secondary school management staff who possess political integrity, moral qualities, professional qualifications, and managerial competencies that meet the demands of educational innovation.

2) *Content and Implementation*: The selection and appointment process must be transparent, democratic, and in full compliance with legal regulations. It should be based on planning, job standards, and the actual needs of schools. The procedure includes: planning recruitment; reviewing candidate profiles; proposing nominations; conducting interviews and presentations of school development strategies; voting for approval; and formal appointment. The solution emphasizes unified leadership by the Party and coordination among the Department of Education and Sports, the provincial People’s Committee, and schools.

3) *Conditions for Implementation*: It is essential to strengthen guidance, establish detailed regulations, ensure objectivity and fairness, and introduce incentive policies that encourage capable managers to improve educational quality in southern Laos.

***Solution 3: Developing and Refining a Competency Framework for Evaluation and Development of Management Staff in High Schools***

1) *Objective*: To establish and refine a competency framework as a scientific and standardized basis for evaluating, training, and developing upper secondary school management staff.

2) *Content and Implementation*: The framework consists of six main competency groups: 1) Professional and self-development competency; 2) School management and leadership competency; 3) School culture-building competency; 4) Partnership development competency (school–family–community relationships); 5) Foreign language competency; 6) Information technology and digital transformation competency. Evaluation should follow principles of objectivity, comprehensiveness, transparency, and focus on professional development.

3) *Conditions for Implementation*: To ensure effective implementation, the Departments of Education and Sports should train evaluation specialists, standardize procedures, and use evaluation results as a foundation for staff development planning and decision-making.

#### **Solution 4: Enhancing the Professional Capacity of Management Staff through Training**

1) *Objective:* To equip management staff with updated and comprehensive knowledge and skills that meet the requirements of educational reform in the current context.

2) *Content and Implementation:* The training focuses on political awareness, professional knowledge, leadership, management, foreign language, and information technology skills. The process includes five stages: identifying needs, designing plans, developing curricula, implementing programs, and evaluating results. The program comprises ten modules totaling 80 learning hours, combining theory, discussion, practice, and self-study. Training is organized collaboratively among the Departments of Education and Sports, universities, training centers, and upper secondary schools to ensure scientific, practical, and effective implementation. Outcomes are assessed at four levels and used as a basis for planning, appointment, and recognition.

3) *Conditions for Implementation:* Successful implementation requires coordination among provincial authorities, the Department of Education and Sports, and schools, supported by investment policies and incentives that encourage continuous learning and professional growth.

#### **Solution 5: Creating a Favorable Environment for the Development of Management Staff Competencies**

1) *Objective:* To create motivation and favorable conditions for upper secondary school management staff to enhance their leadership and school management capacity.

2) *Content and Implementation:* This solution focuses on three main directions: Developing support mechanisms and reasonable incentive policies; Building a professional, innovative, and democratic working environment; Increasing investment in modern infrastructure and teaching equipment to meet management and teaching requirements.

3) *Conditions for Implementation:* Requires close coordination among the Government, the Ministry of Education and Sports,

Departments of Education and Sports, local authorities, and schools in policy formulation, investment, and professional development.

### **3.3. Interrelationship among the Proposed Solutions**

Solutions (1) to (4) form a closed and continuous cycle of “planning – selection – evaluation – training”, while Solution (5) serves as the environment and motivational force that drives the entire process. Accordingly, the five solutions are dialectically interconnected, unified, and mutually supportive. When implemented synchronously, they create a synergistic effect that contributes to building a strong and competent management team for high schools, capable of meeting the requirements of comprehensive educational reform in the current era of integration and digital transformation.

### **3.4. Evaluation of the Necessity and Feasibility of the Proposed Solutions**

#### *3.4.1. Purpose of Evaluation*

To collect data for assessing the necessity and feasibility of the proposed solutions for developing upper secondary school management staff in the southern provinces of Laos.

#### *3.4.2. Evaluation Content*

All five proposed solutions were included in the assessment.

#### *3.4.3. Participants*

A total of 96 respondents participated, including:

Group 1: 24 professional managers and leaders of the Departments of Education and Sports, heads/deputy heads of personnel and general education divisions;

Group 2: 72 principals and vice principals from 24 High schools.

#### *3.4.4. Evaluation Method*

A questionnaire was designed with two assessment dimensions necessity and feasibility, each rated on a four level scale: (4= Very; 3 = Moderate; 2= Low; 1= No).

#### *3.4.5. Evaluation Results*

The correlation coefficient showed  $R_p = +0.95$  “very strong correlation”

### **3.5. Experimental Implementation of the Proposed Solution**

The author selected Solution 4: “Enhancing the Professional Capacity of Management Staff through Training” for experimental implementation.

#### *3.5.1. Objective*

To determine the effectiveness and feasibility of the training-based capacity enhancement solution for upper secondary school management staff.

#### *3.5.2. Location, Duration and Participants*

- Location: Attapeu Province, Laos
- Duration: 6 months (June–December 2024)
- Participants: 30 high school managers in Attapeu Province

#### *3.5.3. Subject organization, Content and Implementation Process*

1) Subject organization: Department of Education and Sport of Attapeu Province.

2) Content the training: Solution 4: “Enhancing the Professional Capacity of Management Staff through Training”

#### 3) Implementation Process

- Step 1: Developing the training plan;
- Step 2: Conducting pre-training assessment;
- Step 3: Implementing the training program;
- Step 4: Evaluating post-training outcomes.

#### *3.5.4. Standards, Evaluation Scale, and Processing of Experimental Results*

##### *1) Standards and Evaluation Scale for School Management Competency*

- Assessment of Knowledge on School Management Competency of Secondary School Administrators Respondents answer 10 questions. Each correct answer is worth 1 point. The assessment results are classified into four categories as follows:

Excellent: 9 - 10 correct answers;

Good: 7 - 8 correct answers;

Average: 5 - 6 correct answers;

Weak: 4 or fewer correct answers.

- Assessment of Management Skills of Secondary School Administrators

We assessed ten essential management skills of secondary school administrators. For each skill, specific standards and an evaluation scale were developed with four levels: Excellent, Good, Average, and Weak. The assessed skills include:

- + Leadership skills;
- + Skills in organizing and developing strategic plans and annual school plans;
- + Skills in managing teaching and educational activities in secondary schools;
- + Human resource management skills within the school;
- + Organizational and administrative management skills in the school;
- + Financial management skills in the school;
- + Facility and equipment management skills for teaching and learning;
- + Educational quality management skills in secondary schools;
- + Skills in building and fostering school culture;
- + Skills in applying information technology and promoting digital transformation.

## 2) *Processing of Experimental Results*

### 3.5.5. Analysis of Pre- and Post-Experiment Results

a) Analysis of Pre - and Post-Experiment Knowledge Levels  
Table 3.1. Frequency Distribution of Pre-Test and Post-Test Results on the Knowledge of Secondary School Administrators

## 2) Processing of Experimental Results

### 3.5.5. Analysis of Pre-test and Post-test Results

a) *Analysis of baseline knowledge and post-experiment knowledge*

Table 3.1. Frequency distribution of pre-test and post-test results on the knowledge of upper secondary school management staff

Evaluate		Percent (%) of level				$\bar{X}$	$S.D$	$CV$	$t$	$p$
		Weak	Average	Good	Excellent					
Before N=30	Quantity	1	17	12	0	6.20	1.10	17.37	11.37	.00
	(%)	3.33%	56.67%	40.00%	0.00%					
After N=30	Quantity	0	7	20	3	7.13	1.04	14.36	11.37	.00
	(%)	0.00%	23.33%	66.67%	10.00%					

Based on the above results, it can be seen that the knowledge level of high school administrators after the experiment was higher than the initial level, meaning that the training process was effective.

*b) Analysis of entry and post-test skills*

*Table 3.2: Comparison of the proportions of entry and post-test skill levels of secondary school administrators*

Test	Percent (%) of level				$\bar{X}$	S.D	t	p
	Excellent	Good	Average	Weak				
Before	0.00	42.00	54.00	4.00	2.38	0.13	9.57	0.000
After	2.67	76.00	21.33	0.00	2.81	0.06		01

The average entry score was lower than the average post-experiment score ( $2.38 < 2.81$ ), and the p-value  $< 0.05$  was statistically significant. Based on these results, it can be seen that the skill level of high school administrators after the experiment was higher than the entry score, meaning the training process was effective.

### SUMMARY OF CHAPTER 3

Based on theoretical and empirical research, the dissertation proposes five key solutions for developing the management staff of high schools in the southern provinces of the Lao People's Democratic Republic. These solutions include: improving the planning of management staff development; standardizing the selection and appointment process; developing and refining the competency framework; enhancing the professional capacity of management staff through training; and creating a favorable environment for the development of school management competencies.

The proposed solutions are closely interrelated and mutually supportive throughout the implementation process. The survey results indicate that all the solutions are highly necessary and feasible and can be effectively applied in practice. The experimental implementation of the solution "Enhancing the Professional Capacity of Management Staff" has demonstrated both the effectiveness and the practical applicability of the proposed system of solutions.

## CONCLUSIONS AND RECOMMENDATIONS

### 1. CONCLUSIONS

The dissertation affirms the crucial role of developing upper secondary school management staff in improving the quality of education. Based on the application of Leonard Nadler's Human Resource Development Model, the study constructed a competency framework for upper secondary school managers and examined the current situation of staff development in the southern provinces of Laos. The findings indicate that the current management staff have a relatively reasonable quantity and structure, with good political qualities and professional ethics; however, their professional qualifications, managerial capacity, and administrative skills remain limited.

From both theoretical and practical foundations, the dissertation proposes five solutions for developing management staff, including: planning; standardizing the selection and appointment process; improving the competency framework; enhancing professional capacity through training; and creating a favorable environment for development. These solutions are highly necessary, feasible, and mutually supportive. The experimental implementation of the solution "Enhancing Professional Capacity through Training" has proven effective, demonstrating that the proposed system of solutions can be widely applied in the practical development of upper secondary school management staff in the southern provinces of Laos as well as in other regions.

### 2. RECOMMENDATIONS

#### *2.1. For the Ministry of Education and Sports of the Lao People's Democratic Republic*

- Develop specific standards for educational management staff at all levels of educational institutions in Laos;
- Establish a competency framework for educational management staff to serve as a foundation for professional development and performance evaluation;
- Continue to supplement and refine standards, procedures for selection, and the roles and responsibilities of upper secondary school

management staff, in line with the expansion of the education system and the enhancement of school management functions, duties, and authorities;

- Provide adequate policy support, physical infrastructure, and teaching equipment to meet the requirements of teaching, learning, and professional development for upper secondary school management staff.

### ***2.2. For the Departments of Education and Sports in the Southern Provinces of the Lao PDR***

- Develop a comprehensive and systematic plan for the development of upper secondary school management staff to proactively ensure a qualified and sustainable source of school managers, while preparing those in the planning pool with the mindset and readiness to assume management responsibilities;

- Evaluate upper secondary school management staff based on the competency framework. Create favorable conditions for managers to participate in professional training programs, enhance their professional qualifications, and engage in domestic and international exchange of experience;

- Design and implement training programs that are relevant to the specific needs and practical conditions of different regions and localities.

### ***2.3. For High Schools in the Southern Provinces of the Lao PDR***

- Actively and responsibly perform the roles, duties, and functions of upper secondary school management staff to achieve high efficiency in school administration;

- Proactively and enthusiastically participate in activities related to the development of school management staff, while fostering a spirit of self-learning and self-improvement to meet or exceed professional standards, thereby contributing to the continuous advancement of the education sector.

**LIST OF AUTHOR'S PUBLICATIONS  
RELATED TO THE DOCTORAL THESIS**

- [1] Umvong Kiengcay (2025), “*Applying the theory of human resource management to developing high school management staffs*”, Journal of Educational Management Science, (1), pp. 125-132.
- [2] Umvong Kiengcay (2025), “*The current status of development of high school management staffs in the southern provinces of Lao PDR*”, Journal of Educational Management Science, (2), pp. 61-69.
- [3] Umvong Kiengcay (2025), “*Building the competency framework for high school administrators in Lao PDR*”, Journal of Education Management, (7), pp. 50-54.