MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNIVERSITY OF EDUCATION

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THE ASSESSMENT OF LECTURERS IN LAO PEOPLE'S DEMOCRATIC REPUBLIC

Major: EDUCATION MANAGEMENT
Code: 62.14.01.14

DOCTORAL THESIS SUMMARY OF EDUCATION SCIENCE

HANOI - 2017

The work was completed in Hanoi National University of Education

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The thesis will be defended before the university council at Hanoi National University of Education, No 136 Xuan Thuy, Cau Giay, Hanoi.

At..... 2016.

The thesis can be found at:

- National library of Vietnam

- The library of Hanoi National University of Education

LIST OF PUBLISHED WORKS

1. "Issues regarding the assessment of higher education lecturers in Lao People's Democratic Republic", *Education Magazine,* No. 338, July 2nd 2014, page 22.
2. "An overview of higher education lecturers in Lao People's Democratic Republic", *Education Magazine,* November 1st 2014, page 56.
3. "Solutions to the assessment of higher education lecturers in Lao People's Democratic Republic", *Education Magazine,* No. 364, August 2nd 2015, page 61.

INTRODUCTION

1. The necessity of the topic

- Teachers and education managerial staff have always been regarded as the main force for the development of education and training. They have been also the most important factors which have huge impacts on the increase of education quality.

- First and foremost, it is vital that the force of teachers and their development be paid sufficient attention to.

- In the field of higher education, lecturer management is unique due to its functions and duties as a higher education institution.

- The history of higher education in Lao People's Democratic Republic has developed more slowly than that in many other countries in the Southeast Asia.

- The assessment of lecturer management in higher education institutions has been concerned by Lao People's Revolutionary Party so that it can help create a force of lecturers with good quality for the country.

- The assessment of higher education lecturers in Laos has also been deployed recently, and it has been considered as one of the key contents of lecturer management in Laos.

- The assessment of higher education lecturers has been regarded as one of the biggest challenges in present time. Its purpose is to give a direct answer for the question: "How to manage the quality of education in universities and colleges?" This is an outstanding question that leads to lots of debate among the education system in Laos.

- However, the results of this study have also raised many questions related to the assessment of lecturers in Lao People's Democratic Republic.

Based on those mentioned reasons, the issue of **"*The assessment of lecturers in Lao People's Democratic Republic*"** has been selected as this thesis's subject.

2. Study goals

Based on academic research and current state of assessment of lecturers in Lao People's Democratic Republic, measures to improve the efficiency on lecturer management that meet the requirement of higher education development in Lao People's Democratic Republic are going to be proposed.

3. Objects and subjects of the study

3.1. Objects of the study

The management of higher education lecturers.

3.2. Subjects of the study

Assessment of lecturer in Lao People's Democratic Republic.

4. Scientific hypothesis

The efficiency of assessment of lecturer in Lao People's Democratic Republic will raise the education quality.

5. Duties of the study

The thesis study is driven by hypothesis and duties of the study below:

- Study on theoretical basis on the assessment of lecturers.

- Analysis on current situation of assessment of lecturer in Lao People's Democratic Republic.

- Recommended measures to improve the efficiency of assessment of lecturer in Lao People's Democratic Republic.

6. Limits and range of the study

Because objective and subjective conditions are limited, we limit the survey on situation of lecture staff assessment in these universities of Lao People's Democratic Republic: Champassak University, Savannakhet University, National University of Laos (Vientiane).

7. Methodology and study method

7.1. Methodology

- *Systems perspective*: in this perspective, lecturers have to be considered the most important factor in the process of training by researchers.

- *Mixed perspective:* this is a system of methods applied in studying an object based on different theories.

- *Practical perspective:* in this view, in terms of the assessment of lecturers, the assessor has to pay attention to historical factor, political, traditional, cultural and socio-economic conditions of education and training, especially the cultural characteristics of Lao as well as the development of higher education in Lao People's Democratic Republic.

7.2. Study methods in details

7.2.1. Group of theoretical study methods

7.2.2. Group of practical study methods

7.2.3. Group of information processing methods

Using mathematical statistics for handling study result on qualitative and quantitative research.

8. The points that need protecting

(i) The assessment of lecturers is an objective requirement for the purpose of ensuring the quality of higher education in Lao People's Democratic Republic. The assessment of lecturers has to match with assessment standard of regional countries as well as be in line with the current situation of lecturer management and development in Lao People's Democratic Republic.

(ii) In order to increase the efficiency of assessment of lecturers in Lao People's Democratic Republic (ensure the scientific, the objectivity as well as create motivation for lecturers), professional standards framework for lecturers in Lao People's Democratic Republic need to be created, thereby criteria and process of evaluating are going to be created.

(iii) The assessment of lecturers in Lao People's Democratic Republic needs a variety of methods and techniques, as long as the participation of all related forces. This assessment also needs to cover all the aspects of professional works of lecturers.

9. Contribution of the thesis

(i) Contributing to complete principles and rationale of the assessment of lecturers; creating process of the assessment of lecturers based on positions scientifically and matching with specific standard as well as specific criteria.

(ii) Pointing out clearly the current situation of the assessment of lecturers in Lao People's Democratic Republic.

(iii) Recommending measures to raise the efficiency of the assessment of lecturers which meet the requirements of improving quality of higher education in Lao People's Democratic Republic.

10. Thesis structure

Besides the introduction and the conclusion as well as recommendations, this thesis structure consists of three chapters:

Chapter 1: Rationale for the assessment of lecturers.

Chapter 2: Actual situation of the assessment of higher education lecturers in Lao People's Democratic Republic.

Chapter 3: Methods to improve the effectiveness of the assessment of higher education lecturers in Laos.

Chapter 1

RATIONALE FOR THE ASSESSMENT OF LECTURERS

1.1. An overview of the study

1.1.1. Overseas

- The assessment of higher education has drawn significant attention from universities and college in most countries.

- According to some Western researchers on higher education, every civilization needs higher education in order to train excellent generations who run the government in every aspects; however, only in Middle Ages in Europe, entities like universities appear.

- From 16th to 17th century, universities and colleges in Europe conducted the assessment of lecturers in this form: at the end of school years, representatives of the Management -Board and head teachers make an observation: they observe to know about the way lecturers pose questions to check the knowledge that students get in the whole year.

- In the early 20th century, assessment of lecturers in European universities had got some big steps.

- Since 1980, in many developed countries, there have been many more trials on methods of teaching efficiency assessment as well as lecturers' activities through 4 sources of information: assessment of students, assessment of colleagues, assessment of department heads and assessment of lecturers themselves.

- Many other scholars have concluded that when it comes to the assessment of lecturers, universities often focus on three main aspects;

- Teaching;

- Scientific research;

- Professional services for community.

Those are three main aspects of lecturers' activities that are usually evaluated.

1.1.2. In Lao People's Democratic Republic

- Problem of the assessment of lecturers has been regarded as one of the biggest challenges in present time. Its purpose is to give a direct answer for the question: "How to manage the quality of education in universities and colleges?"

- Issue of higher education in Laos in the renovation period has gained some certain achievements in terms of quantity and quality.

- However, in general, the quality of higher education is low and hasn't met the requirement of socio-economic development of the countries. "The level of knowledge, practical skills, method of scientific thinking… of many students are not good enough, majority of graduates have not been able to adapt to the rapidly changing in professionals.

- Higher education in Laos needs to learn from experiences of other countries in a selective manner in order to develop a perfect higher education which has valuable contribution for creating socio-economic of the country.

- In Lao People's Democratic Republic, staff assessment has got much care from the Party and the State.

- Now, criteria and process of the assessment of lecturers has not been completed in a scientific manner, therefore the current assessment does not cover all the duties of lecturers, or the assessment covers all those duties in an unscientific way.

1.2. The main concepts used in this thesis topic

1.2.1. Assessment

In common senses, assessment is the action of collecting and processing information in a systematic manner so as to create the value of the objects [127].

The concept of assessment is always connected with the concept of value because the nature of assessment is the judge of value of things and phenomena. Therefore, the concept of value needs unifying which leads to a consensus in assessment, in judgment of assessment result, etc.

Through assessment, people are aware of the nature of the objective world, determine the attitude of human to that objective world, then choose either accept it or renovate it so as it brings benefits to human beings.

In education, assessment is both a study field of education management, and an effective tool of education management.

As both an aspect and a tool of education management, assessment covers all these following fundamental characteristics:

- Objectiveness;
- Scientific features;
- Popular adaptability;
- Purposiveness.

1.2.2. Lecturers

In Vietnam, according to the Law on Higher Education.

In Lao People's Democratic Republic, the Law of Education says: lecturers are those people who teach in universities, colleges, who are in standards, having responsibilities, duties and rights in compliance with the law of the State in general and the specific rules of each university and college in particular.

In terms of lecturers' role

- The role of being lecturers:
- The role of services suppliers for the society:

This is the role that society appreciates and expects in lecturers.

In terms of lecturers' responsibility:

(i) Teaching:

(ii) Doing research and scientific experiments as well as techniques and technology.

(iii) Fostering in political and ideology as well as professional.

(iv) Participating in managing the training of universities and colleges

(v) Participating in social activities and fulfil civic duties

In terms of duties and rights of lecturers:

One, the workload assigned to faculties and divisions

Two, in each school year

Three, excess time payment per subject

1.2.3. The assessment of lecturers

- In accessing, information is collected, processed, classified – in other words, information is considered to be the "evidence" – the most important factor.
- Without evidence, accessing is just personal opinion, and it is not enough.
- Furthermore, assessment is related to comment-giving on important issues

such as value, quality and efficiency of lecturer's activities in relation to a large number of students as well as other colleagues.

- In scientists' view, assessing is considered as "sitting together" which is a wider approach compared to philosophy. "Sitting together".

- According to mentioned concepts, *the assessment of lecturers (full word: the assessment of higher education lecturers) is the work of colleting, analysing, explaining, and using information of lecturers' activities in order to draw comments on lecturers under the current regulations, promote a proactive role and positivity as well as self-consciousness of lecturers, attract them to participate in evaluating and self-evaluating which help create motivation in training characteristics, fostering professional qualification and pedagogical skills.*

The assessment of lecturers in this study is regarded as one of the contents of human resources management in higher education.

1.2.4. Efficiency of the assessment of lecturers

- The concept of efficiency is used popularly and gets lots of care in the aspect of economics as long as manufacturing and trading.

Based on the concept of the assessment of lecturers and the concept of efficiency which has been mentioned, the concept of efficiency of the assessment of lecturers can be identified internally like this: *(i) the relationship between the cost of the assessment of lecturers and result which the assessment of lecturers brings; (ii) the level of requirement-meeting of lecturers is clarified under regulations, lecturers' motivation in training characteristics, fostering professional qualification and pedagogical skills is created.*

1.3. *The assessment of lecturers in the view of human resources management theory*

1.3.1. The concept of human resources management

- Human resources

- In a broad sense, the concept of human resources is used to talk about human workforce of a country, a region, a sector, a local, etc.

- In a narrow sense, human resources can be quantified as a part of the population who is in regulated age: more than 15,

- According to author Pham Minh Hac (2001), human resources are all the labour potential force of a country or a local, who is willing to take a certain job. The concept of human resources is thought to be all the qualification that human accumulates which may bring income in the future.

- In the view of Management Science, human resources are the sources of people and problems related to people in a particular organization.

- Human resources management

There is a variety of concepts of human resources management. According to author Nguyen Van Thuan, human resources management is performed at both macro and micro level.

- In macro level, human resources management is to understand clearly of human team.

- In micro level, human resources management is one of the organization management contents.

Author Nguyen Van Thuan believes that human resources management is an applied science, not an accurate science. Therefore, it is a perfect combine of lots of achievements in different sciences, and it creates an overall in order to:

1/ Attract and recruit competent staff to the organization

2/ Maintain the existing force of personnel;

3/ Encourage and enable staff to show their competence, improve and dedicate themselves to the organization.

As a result, there are different points of view regarding human resources management. Those different points of view, however, are consistent with each other in terms of human resources management purposes, which are to promote changes in the organization's human resources as planned by itself.

Human resources management is one of the most important contents of higher education institution management. The human resources mentioned herein are higher education institutions' human resources, in which lecturers account for the most important part.

1.3.2. Functions, requirements, contents and assessment procedures of higher education lecturers according to the human resources management theory

- The importance of the assessment of higher education lecturers

- The functions of the assessment of higher education lecturers

a. Orientation functions

b. Diagnosis and adjustment functions

c. Stimulation and encouragement functions

d. Selection functions

- Requirements of the assessment of higher education lecturers.

- It is necessary to put forward clear and specific procedures and criteria.

- It is necessary that assessment methods and tools be diversified and reliable (standardized).

- The assessment of higher education lecturers is a delicate issue which requires caution and delicateness.

1.3.3. Contents, procedures and subjects participating in the assessment of higher education lecturers according to the human resources management theory

1.3.3.1. Contents of the assessment of higher education lecturers

Contents of the assessment of higher education lecturers involve the assessment of qualifications and professional competence depending on their specific positions with specific missions defined in those missions.

The assessment of higher education lecturers requires us to answer the following questions:

- The description of common characteristics of higher education lecturers;

- The assessment of detailed descriptions regarding higher education lecturers' teaching competence;

- The estimation students' conditions and management of students' study abilities;

- The estimation of higher education lecturers' abilities to serve the society;

- The development and employment of instruments for the measurement of professional performance of higher education lecturers.

In order to possess these features, lecturers have to carry the following jobs:

- Designing curricula or working plans according to instructions which have been put forward along with carefully-prepared teaching documents and plans.

- Employing effective teaching methods in order to apply those methods to classes with a large number of students or a small number of students or with only one student.

- Supporting students in suitable ways in order to improve their competence.

- Employing suitable tools in the assessment of methods in order to prepare students for the learning and understanding of knowledge.

- Employing suitable tools in the assessment of methods in order to equip students during their learning and making recommendations on the recognition of teaching and learning achievements.

- Assessing self-competence and colleagues' competence through their own performances as well as methods to examine students and assess technical facilities.

- Effectively executing issues which have been put forward during the teaching and management of classes and schools.

- Developing individuals and suitable scientific research strategies in order to come up with methods to promote students' development.

According to lecturers' missions and specific requirements of each university and college, the following main contents are usually focused on:

- *Lecturers' teaching*

- Teaching (usually accounting for 50%-60%)

- Lecturers' scientific research (usually accounting for 30%-60%)

- *Lecturers' professional competence development* is to improve lecturers' professional competence.

- *Professional services* include professional consultancy services depending on schools' specific requirements (usually accounting for 10%-20%).

1.3.3.2. Procedures of assessment of higher education lecturers

- Assessment is usually considered as an educational activity which is divided into 3 stages.

* Diagnosis assessment

* Adjustment assessment

* Summarization assessment

During the 3 above-mentioned stages, the assessment mainly focuses on the enabling of functions.

Apart from the 3 above-mentioned assessment methods,

In general, an assessment activity includes 4 stages:

- Preparing assessment plans

- Assessment plan execution
- Making assessment reports
- Receiving feedbacks on the assessment results

1.3.3.3. Subjects participating in the assessment of higher education lecturers

- *Self-assessment by lecturers*
- *Assessment of lecturers by students*
- *Assessment of lecturers by colleagues*
- *Assessment of lecturers by managerial staff*

Figure 1.1: Model of assessment of higher education lecturers

1.3.4. Factors affecting the assessment of higher education lecturers

1.3.4.1. The development of higher education

Higher education developed strongly and fast in the 1970s of the 20th and 21st century in the new social and economic situation.

1.3.4.2. Changes in lecturers' functions

- Social functions of higher education lecturers (teachers, scientists, public services providers).

1.3.4.3. Competence of subjects engaging in the assessment of higher education lecturers

Subjects engaging in the assessment of higher education lecturers are those who involve higher education in general, whose representatives are directors or principals and objects are all the lecturers.

The point is that the subjects of assessment need to determine the following issues:

- Purposes of the assessment of lecturers
- The determination of objects for assessment (Lecturers, official lecturers, public lecturers)
- Building a set of tools for the assessment of lecturers
- Model of assessment of lecturers
- Procedures of assessment of lecturers
- Data analysis methods
- Assessment result using methods

In order to carry out the above-mentioned tasks, subjects engaging in the assessment of higher education lecturers must have certain knowledge, skills, backgrounds and especially their awareness and attitudes towards the assessment of higher education lecturers.

1.3.4.4. Other barriers

- *Awareness and cultural barriers*
- *Assessment procedures, criteria and approach methods*
- *Reliability of assessment tools*
- *The way assessment results is employed*

Chapter 1 conclusion

The assessment of higher education lecturers is a matter of interest in the field of higher education management. It is more and more paid attention to by higher education institutions because of the purposes and requirements of improving higher education quality nowadays.

There have been numerous studies on the assessment of higher education lecturers. There are, however, inconclusive matters due the difference in the models of management of higher education lecturers employed among different institutions. Studies on the assessment of higher education lecturers in Lao People's Democratic Republic still feature numerous limitations.

The assessment of higher education lecturers is a content of higher education and higher education institution management. The assessment of higher education lecturers belongs to the field of higher education management, which is why it needs basing on theories regarding management functions in order to carry out studies on the assessment of higher education lecturers.

Chapter 2

ACTUAL SITUATION OF THE ASSESSMENT OF HIGHER EDUCATION LECTURERS IN LAO PEOPLE'S DEMOCRATIC REPUBLIC

2.1. An overview of the management of higher education lecturers in Lao People's Democratic Republic

2.1.1. The development of higher education in Lao People's Democratic Republic

- After the country was liberated on December 2nd 1975, Laos started building its own economic, cultural and social systems.

- In terms of higher education, from 1975 to 2002:

In 2002, Champassack University was established (Champassack Province, Southern Area)

In 2004, Souphanouvong University was established (Louangprabang Province, Northern Area).

In 2005, Savannakhet University was established (Savannakhet Province, Central Area).

2.1.2. In terms of higher education lecturers in Laos

Along with the investment in facilities in order to ensure the education quality in universities, the ruling party and the government of Laos have paid special attention to the building and development of higher education lecturers. The force of higher education lecturers of Laos has constantly and gradually become stronger. The force has developed in the direction of personnel standardization in order to ensure criteria of quantity, structure and quality.

Table 2.1: Data regarding higher education lecturers in Laos

Institution and scale	Lecturers		Qualification				
	Male	Female	Prof. PhD	Assoc. Prof. PhD	PhD	MA	BA
National University of Laos	577		7	50	108	283	109
30,439 students		262					
Champasak University	283		0	0	04	53	226
3,473 students		92					
Savannakhet University	216		0	0	04	23	189
2,506 students		100					
Pakse University	157		0	0	0	20	137
2,546 students		41					

(Source: Statistics of the Ministry of Education and Sports of Laos in 2012)

2.2. Actual situation of the assessment of higher education lecturers in Laos

2.2 1. An overview of actual surveys

2.2.1.1. Study purposes

2.2.1.2. Survey contents

2.2.1.3. Locations and objects of surveys

2.2.1.4. Survey methods and tools

2.2.2. Survey results and conclusions

The results of using SPSS software to check the reliability of the set of tools shown in Table 2.1 and Table 2.2:

Table 2.1: The actual situation of awareness of the importance of the assessment of higher education lecturers of Champasack University

Contents	**Managerial staff**		**Lecturers**		**Students**	
	Opinions	*Percentage*	*Opinions*	*Percentage*	*Opinions*	*Percentage*
Highly necessary	22	100	42	93.3	57	76.0
Necessary	0	0.0	3	6.7	15	20.0
Normal	0	0.0	0	0.0	3	4.0
Unnecessary	0	0.0	0	0.0	0	0.0
Total	22	100.0	45	100.0	75	100.0

As shown in Table 2.1, both groups of students and managerial staff pay special attention to the assessment of higher education lecturers, with 100% of them saying that the activity is necessary or highly necessary.

Comparing opinions of managerial staff, lecturers, students and objects, we can see that managerial staff and lecturers are aware of the importance of the assessment of higher education lecturers at a higher level and that this is one of the most fundamental activities in order to enhance lecturers' quality. Lecturers themselves are highly aware of the necessity of their assessment activity, which is one of the most fundamental activities in order to enhance lecturers' quality.

Table 2.2: Results of assessment of lecturers in from 2012 to 2015

Sex	**Quantity**	**Assessment result**									
		Excellent		Very good		Good		Average		Weak	
		Quantity	%	Quantity	%	Quantity	%	Quantity	%	Quantity	%
Male lecturers	282	09	3,2	54	19,1	73	25,9	146	51,8	0	0
Female lecturers	92	01	1,1	10	10,9	42	45,6	39	42,4	0	0

(Source: Organization and Personnel Division, Champasack University)

As shown in Table 2.2, female lecturers are considered better compared to male lecturers. 57.6% of 92 female lecturers are considered "Good" upwards, while only 48.2% of 282 male lecturers are consider "Good" upwards.

2.3. Causes

2.2.3.1. Objective causes

2.2.3.2. Subjective causes

2.3. General opinions on the actual situation of the assessment of higher education lecturers in Laos (through reports by the Ministry of Education and Sports of Laos)

Chapter 2 conclusion

Chapter 2 focuses on the actual situation of procedures of the assessment of higher education lecturers nowadays based on findings gathered from questionnaires. The results show that the assessment of higher education lecturers still focuses on "administrative activities" to serve reporting and emulation purposes without paying sufficient attention to the "standardization" of contents as well as procedures of assessment of lecturers. It can be said that the actual situation of the assessment of higher education lecturers stated in Chapter 2 will serve as a basis for putting forward solutions in order to improve the scientificness and integration in the assessment of lecturers and the gradual access to the standardization for education assessment activities in general and activities of assessment of higher education lecturers in particular.

Chapter 3

METHODS TO IMPROVE THE EFFECTIVENESS OF THE ASSESSMENT OF HIGHER EDUCATION LECTURERS IN LAOS

3.1. *Principles to determine methods to improve the effectiveness of the assessment of higher education lecturers*

3.1.1.1. The assessment of higher education lecturers should focus on stages and factors of the management of lecturers based on criteria and standards

3.1.1.2. The assessment of higher education lecturers must contribute to improving lecturers' quality.

3.1.1.3. The assessment of higher education lecturers must involve cooperation of assessment subjects

3.1.1.4. The assessment of higher education lecturers must be practical and suitable for the actual conditions of higher education institutions in Laos

3.1.1.5. The assessment of higher education lecturers must be carried objectively

3.2. Recommended measures

3.2.1. Enhancing awareness of managerial staff, lecturers and students regarding the assessment of higher education lecturers

3.2.2. Giving instructions to complete procedures and tools for the assessment of lecturers

3.2.3. Involve people in assessment activities

3.2.4. Checking and assessing the assessment of lecturers

3.2.5. Ensuring environmental and policy-related conditions to facilitate the assessment of lecturers

3.2.1. Improving awareness of managerial staff, lecturers and students regarding the assessment of lecturers

3.2.1.1. Goals of the measures

The measures are taken in order to enable all members in education institutions, including managerial staff, lecturers and students to understand the importance of the assessment of higher education lecturers, which is a vital factor

affecting an institution's strength in order to improve the quality of lecturers.

3.2.1.2. Contents and methods of the measures

The improvement of awareness of managerial staff, lecturers and students involves the following tasks:

- Organizing training courses regarding documents and decisions of the Party and the Ministry on the assessment of higher education lecturers; organizing courses for students to spread the importance, purposes and responsibilities of students regarding their engagements with the assessment of higher education lecturers.

- Organizing seminars among lecturers and managerial staff regarding special subjects on contents and methods of the assessment of higher education lecturers as well as assessment methods and standards.

- Putting assessment activities into schools' emulation contents.

3.2.1.3. Conditions of ensuring the implementation of the measures

Managerial staff, especially leaders of schools, heads of divisions and functional offices, should consider the assessment of higher education lecturers as one of the most important measures to develop the competence and qualification of lecturers and raise the training quality of schools.

Schools must strictly comply with Democracy Regulations in higher education institutions. The compliance with Democracy Regulations will facilitate the assessment of higher education lecturers in order to develop the competence and qualification of lecturers.

Schools must actively ensure the sufficient provision of facilities and time for activities of enhancing awareness of schools' objects.

In order to raise the awareness, it is necessary that cooperation of many parties be employed; the assessing person and assessed person must agree on assessment criteria and results after consulting each other. In order that the raising of awareness is effectively implemented, managerial staff, students and lecturers must comply with the following regulations:

+ About managerial staff: Managerial staff must build specific plans to organize special seminars with the attendance of managerial staff, lecturers and

students regarding the assessment of higher education lecturers; seeking for psychological barriers which cause difficulties to the assessment of higher education lecturers and coming up with suitable solutions.

+ About lecturers

Lecturers are those who actively understand the development directions of schools and democracy regulations in higher education institutions in general and directions regarding the assessment of higher education lecturers in particular; lecturers also need to take part in special-subject seminars regarding the assessment of higher education lecturers and determine their own roles in the assessment of higher education lecturers.

+ About students

Students should actively participate in training courses regarding policies on the assessment of higher education lecturers in order to understand the purposes and contents of assessment as well as responsibilities and attitudes of students (objectivity, honesty and frankness).

To sum up, schools need to determine the functions and purposes of the assessment of lecturers in order to raise the awareness of managerial staff, lecturers and students; in addition, schools need to overcome psychological barriers regarding the assessment, thereby carry out studies to build procedures and assessment criteria for lecturers, meet reform requirements and development higher education as planned by schools.

3.3. Relationships among measures

Each of above-mentioned measures regarding the assessment of higher education lecturers in Laos according to standard sets as stated above has its own functions, positions and importance regarding the unification of awareness in order to develop the force of lecturers in terms of quantity, quality and structure to take advantage of the lecturers in the teaching, scientific research and organization of pedagogical activities in the direction of modernization to facilitate self-study abilities so that learners can better meet the increasing demands of a modern society as well as of the education carrier and the development of education system of Laos.

Each measure has its own positions, functions and strengths. The implementation of each measure will affect each aspect of the assessment of lecturers. These measures, however, have dialectical relationships, support and supplement each other and serve as a condition to foster the creation of a united group and methods to support each other, serving as a premise and condition in the assessment of lecturers in Laos.

Therefore, during the assessment of lecturers, it is necessary to comprehensively examine all measures. It is also necessary to stand on specific conditions and time to examine and focus on suitable measures in order to bring best results to the assessment of lecturers.

3.4. Examine the necessity and feasibility of measures to develop higher education lecturers

3.4.1. Steps of experiment

In order to come up with an initial assessment basis regarding the necessity and feasibility of measures put forward in the thesis, I have:

- Built questionnaires to gather experts' opinions.

- Selection of experts: Selected experts must understand policies of the Party and laws of the state regarding education and training with experience in the management of education, understand the situation and development directions of higher education in Laos.

I gathered opinions from 9 people, including leaders and specialists of universities' divisions; leaders and specialists of Organizational Division and Deans.

The total number of questionnaires is 9 with all of the 9 questionnaires gathered. After gathering questionnaires, I carried out summarization, processing and reached the following results.

3.4.2. Experimental results

Through opinions from 9 experts, the results show that the experts highly appreciated the feasibility of "Measures to enhance the effectiveness of assessment of higher education lecturers in Laos" put forward in the thesis.

Experimental results are shown in Table 3.1.

Table 3.1. Experimental results of the feasibility of measures put forward

No.	Measure	Highly feasible		Feasible		Infeasible		Σ	$\bar{X}$	Rank
		Quantity	%	Quantity	%	Quantity	%			
1	Enhancing awareness of managerial staff, lecturers and students regarding the assessment of lecturers	4	44.4	4	44.4	1	11.1	21	2.33	6
2	Giving instructions to complete procedures and tools to assess lecturers	5	55.5	4	44.4			23	2.55	4
3	Involving people in the assessment	8	88.8	1	11.1			26	2.88	
4	Checking and adjusting the assessment of lecturers	7	77.7	2	22.2			25	2.77	2
5	Ensuring environmental conditions and policies on the assessment of lecturers	6	66.6	3	33.3			24	2.66	3
		25.9		74.1		0		X * 2.60		1

The average point of the 5 above-mentioned measures is 2.60≥ (Min = 1, Max = 3); the result confirmed the feasibility of measures put forward in this thesis regarding the assessment of lecturers in Laos.

Of 5 measures put forward in this thesis, the "Checking and adjustment of the assessment of lecturers" is considered the most feasible one with average point of 3.00 (100% of opinions), ranking number 1 over 5 measures. This means that in order to ensure the quality and the practical requirements of the assessment of lecturers, it is necessary to carry out checking and adjustment activities.

The "Giving instructions to complete procedures and tools to assess lecturers" is considered least feasible (ranked number 5/5). However, its average score still reaches 2.33. Giving instructions to complete procedures and tools to assess is one of the most important missions of the assessment of lecturers. Without assessment procedures and standards, it is impossible to carry out the assessment in an objective and honest way. According to assessment by experts, the difference in feasibility of the measures is insignificant. Comparing assessment points between #1 and #5 measures, the difference is 0.55. However, these 5 measures have average point of over 2.33, which means that the recommended measures are all feasible in the assessment of higher education lecturers in Laos.

Table 3.2. Experimental results regarding the feasibility of recommended measures

No.	Measure	Highly feasible		Feasible		Infeasible		Σ	$\bar{X}$	Rank
		Quantity	%	Quantity	%	Quantity	%			
1	Enhancing awareness of managerial staff, lecturers and students regarding the assessment of lecturers	4	44.4	5	55.6			22	2.44	4
2	Giving instructions to complete procedures and tools to assess lecturers	4	44.4	4	44.4	1	11.1	21	2.33	5
3	Involving people in the assessment	5	55.5	4	44.4			23	2.55	3
4	Checking and adjusting the assessment of lecturers	8	88.8	1	11.1			26	2.88	1
5	Ensuring environmental conditions and policies on the assessment of lecturers	7	77.7	2	22.2			25	2.77	2
		25.9		74.1		0		X * 2.60		

The average point of the 5 above-mentioned measures is 2.60≥ (Min = 1, Max = 3); the result confirmed the feasibility of measures put forward in this thesis regarding the assessment of lecturers in Laos.

Of 5 measures put forward in this thesis, the "Checking and adjustment of the assessment of lecturers" is considered the most feasible one with average point of 3.00 (100% of opinions), ranking number 1 over 5 measures. This means that in order to ensure the quality and the practical requirements of the assessment of lecturers, it is necessary to carry out checking and adjustment activities.

The "Giving instructions to complete procedures and tools to assess lecturers" is considered least feasible (ranked number 5/5). However, its average score still reaches 2.33. Giving instructions to complete procedures and tools to assess is one of the most important missions of the assessment of lecturers. Without assessment procedures and standards, it is impossible to carry out the assessment in an objective and honest way. According to assessment by experts, the difference in feasibility of the measures is insignificant. Comparing assessment points between #1 and #5 measures, the difference is 0.55. However, these 5 measures have average point of over 2.33, which means that the recommended measures are all feasible in the assessment of higher education lecturers in Laos.

Conclusion:

Through the experimental results regarding the feasibility of the measures, we can see that experts highly appreciated the feasibility of the 5 recommended measures, with average score of X = 2.60 ≥ X (Min - 1, Max 3), which means that

the recommended measures are all feasible in the assessment of higher education lecturers in Laos.

Of 5 measures put forward in this thesis, the "Checking and adjustment of the assessment of lecturers" is considered the most feasible one with average point of 2.88, ranked #1 over the 5 measures. The "Giving instructions to complete procedures and tools to assess lecturers" is considered least feasible among the 5 measures. However, its average score still reaches 2.33.

Table 3.3 shows the correlation between the necessity and feasibility of the measures.

Table 3.3: Experimental results regarding the correlation between the necessity and feasibility of recommended measures

No.	Measure	Necessity			Feasibility		
		$\sum$	$\vec{X}$	*Rank*	$\sum$	$\vec{X}$	*Rank*
1	Enhancing awareness of managerial staff, lecturers and students regarding the assessment of lecturers	24	2.66	4	22	2.44	5
2	Giving instructions to complete procedures and tools to assess lecturers	22	2.44	6	21	2.33	6
3	Involving people in the assessment	23	2.55	5	23	2.55	4
4	Checking and adjusting the assessment of lecturers	26	2.88	2	26	2.88	1
5	Ensuring environmental conditions and policies on the assessment of lecturers	27	3.0	1	25	2.77	2
		$\vec{X}$ =2.71			$\vec{X}$	2.60	

Comments:

Through experimental procedures, it can be said that recommended measures are all highly necessary and feasible. In general, the more necessary a measure is, the more feasible it is. Among the 5 measures, #4 and #5 measures are the two most necessary and feasible measures.

It can be seen from the experimental results that:

Firstly, the checking and assessment play a very important role in the quality of the assessment of lecturers. Without regular checking and adjustments, the assessment of lecturers may not work as planned and the assessment will be ineffective.

Secondly, objective and subjective conditions of universities in Laos are also required to secure the effectiveness and success of the activities.

In order to ensure the suitability of the necessity and feasibility of the recommended measures, this thesis employs Spearman's rank correlation coefficient for calculation.

Results with the correlation coefficient allow conclusion that the correlation between the necessity and feasibility of the recommended measures is suitable and close, which means that the necessity and feasibility are appropriate.

Chapter 3 conclusion

Based on the theoretical analysis of the actual situation of the assessment of higher education lecturers in Laos in general and in Champasack in particular in particular, the thesis put forward 5 measures to enhance the effectiveness of the assessment of higher education lecturers in Laos, including Enhancing awareness of managerial staff, lecturers and students regarding the assessment of lecturers; Giving instructions to complete procedures and tools to assess lecturers; Involving people in the assessment; Checking and adjusting the assessment of lecturers and Ensuring environmental conditions and policies on the assessment of lecturers. The 5 above-mentioned methods are driven by the motto: “Assessment for the improvement of lecturers”.

The above-mentioned measures have been tested in terms of their necessity and feasibility by gathering opinions from managerial staff and experts. Experimental results showed that the 5 recommended measures are considered highly necessary and feasible and suitable for higher education institutions in Laos. In order to solve current problems in the assessment of lecturers in Laos and maximize the effectiveness of the recommended measures in this thesis, it is necessary to comprehensively carry out these measures in order to enhance the effectiveness of the assessment of lecturers.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In order to the lecturer assessment in Laos to ensure objectivity and works well for the school management, it needs to require the assessment methods based on a scientific basis. Towards standardized assessment (assessment based on standards) will help to assess objectivity and accuracy, ensure science. From the results of the thesis research, we can draw the following conclusions:

1. Need innovative thinking in the assessment of university lecturers. The lecturer evaluate is not to classify the lecturers, as a basis for rewarding or considering for pay rise, but to the lecturers and managers recognize the strengths and the limitations of the lecturers, thereby building self-training plans, personal fostering and the school's fostering plan to enhance the lecturers's quality - decisive factor in the school'straining.

2. Measures to improve the efficiency of lecturers assessment is recommended on the basis of theoretical and practical of lecturers assessment activities and grasped thoroughly philosophy "assessing for the advancement of lecturers" should be assessed by the experts high necessary and feasible, consistent with the reality of the universities in general, the Champasack university in particular.

3. Need to mobilize students to participate in the lecturer process assessment. Feedbacks from students will help the managers and lecturers to see the limitations and inadequacies of the lecturers in teaching activities, which the lecturers sometimesdo not recognizedue to subjective reasons. Therefore, the feedbacks from students is indispensable in lecturer assessment process.

4. To improve the efficiency of evaluate activities of lecturers teaching in the Champasack university, it must firstlybe determined the purpose of assessing, on that basis, editing and perfecting the assessment processes and systems standards and assessment criteria; does not use the assessment results to rank and emulatethe lecturers, but it is used to plan training and fostering to improve the lecturers's quality.