

**“LUCIAN BLAGA” UNIVERSITY OF SIBIU, ROMANIA
FACULTY OF ECONOMIC SCIENCES
THE DOCTORAL DEPARTMENT**

**THE PhD THESIS
SUMMARY**

**THE FACTORS INFLUENCING THE ACADEMIC AFFAIRS SERVICES
MANAGEMENT SYSTEMS AT THE NATIONAL UNIVERSITY OF LAOS AND
“LUCIAN BLAGA” UNIVERSITY OF SIBIU, ROMANIA**

Scientific Coordinator:

Prof. univ. dr. Emanoil Muscalu

PhD Candidate

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SIBIU, 2014



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THE TABLE OF CONTENTS

1. INTRODUCTION	4
2. THE RESEARCH OBJECTIVES	4
3. THE RESEARCH QUESTIONS	4
4. THE RESEARCH LITERATURE REVIEWS	5
5. METHODOLOGY.....	5
6. THE RESEARCH RESULTS	6
7. THE CONCLUSION	9
8. RECOMMENDATIONS	9
9. THE FURTHER RESEARCH	10
10. THE EXTRACT OF PERSONAL CONTRIBUTIONS.....	11
REFERENCES:	12

1. INTRODUCTION

This is the research of the academic affairs services management which was conducted in the NUOL, Laos and LBUS, Romania. The research topic is “THE FACTORS INFLUENCING ON THE ACADEMIC AFFAIRS SERVICES MANAGEMENT SYSTEMS AT THE NATIONAL UNIVERSITY OF LAOS AND “LUCIAN BLAGA” UNIVERSITY OF SIBIU, ROMANIA”. Regarding the important administration and management of the universities, the academic work does not only play very important roles in the educational institutions, universities, colleges, schools and the other educational centres, but is also able to drive force economic growth and coordinate every organizational area to work effectively in the organizations, (Cole, G.A, 1993, p. 3-7); cited in Fayol, (1916), Brech, (1957), Koontz and O’Donnell, (1976, p. 3). Specifically, this research focuses on the main eight factors which are related to the AASMS which have been operating in two universities above mentioned, since 1995-1996 to the present time. The main issues of eight factors were concerned with the academic affairs committee boards of university and their subordinates with administration and management activities in those universities, such as academic year calendar, teaching, learning, grading management systems and the AASMS improvement plans. The other issues of this theme were related to the financial supports and the education policies.

2. THE RESEARCH OBJECTIVES

The general objectives of this research are to determine what the major factors influence the AASMS which perceived by the university staff and students from the Faculty of Economics and Business Management in the NUOL, Laos and the Faculty of Economic Sciences in the LBUS, Romania. The specific objectives are as follows: **The first objective** is to examine the presidents/rectors, vice-presidents, directors, deans, vice-deans, the heads of departments, lecturers/teachers and the 2nd and 3rd year students about their perceptions on eight factors of the AASMS at the university levels. **The second objective** is to investigate why those major factors influence the AASMS in the NUOL, Laos and LBUS, Romania. **The third objective** is to find out the reasons why those factors influence the AASMS in the NUOL, Laos and LBUS, Romania. **The fourth objective** is to find out the possible solution to improve the AASMS in two universities.

3. THE RESEARCH QUESTIONS

The research aims at answering the following questions:

1. What are the major factors influencing the AASMS in the NUOL?
2. Why are those factors influencing the AASMS in the NUOL?
3. What are the possible solutions to improve the AASMSS in the NUOL?
4. What are the major factors influencing the AASMS in the LBUS?
5. Why are those factors influencing the AASMS in the LBUS?

6. What are the possible solutions to improve the AASMSS in the LBUS?

4. THE RESEARCH LITERATURE REVIEWS

This section reviews the administration and management theories which are related to the AASMS of the NUOL, Laos and LBUS, Romania. According to the AASMS of two universities which have been operating for more than ten years, the appropriate theories of administration and management theories are linked to the scientific management of Taylor (Cole 2004, p. 17-18 cited in Frederick, 1856-1915). Furthermore, this research based on the management model of the seven 'S's framework which was developed by (Harding and Trevor, 1998, p. 181). The concepts of the seven 'S's framework management model is related to this research theme. The management theory of Taylor was to analyze and synthesize workflows in the organizations. Moreover, the objectives of theories were able to improve the economic growth and motivate the workers to work productively in order to response the demands of the markets and society adequately. His theory of management was one of the earliest model which was used in the engineering of processes and management, (Mitcham, Carl, 2005, p. 1153 cited in Frederick Taylor, 1856-1915). According to the management model of the seven 'S's framework, this means that all the factors are coordinated to optimize conditions for growth or to consider the coordination of different organizational areas in times of change (Harding and Trevor, 1998, p. 182). Based on this management model applications, the academic affairs committee boards of the universities have to work closer with subordinates such as the deans' committee boards of faculties, the heads of the departments and the other related heads of other organizations in the universities.

5. METHODOLOGY

To achieve the aims of this research, a quantitative paradigm was chosen as the most appropriate method to determine the staffs' and students' perceptions on the AASMS, (Khawaja, 2012, p. 16, cited in Sekaran & Bougie, 2010, p. 169) and makes use of variety of quantitative analysis techniques that range from providing simple descriptive of the variables involved, to establish the statistical relationships among variables through complex statistical modelling (Raphael, 2010, p. 38, cited in Saunders et al., 2009, p. 199). It is also to describe, explain and predict phenomena, uses probability sampling and relies on larger sample sizes as compared to qualitative research designs (Cooper & Schindler, 2006, p. 39). In order to make a good flow of this research, the researcher has a clear purpose of the research, procedures are detailed in the form of research proposal, research design is thoroughly planned, research relies on adequate analysis, the findings are presented unambiguously, conclusions are properly justified, limitations, reliability and validity are frankly revealed and high ethical standards are applied (Cooper & Schindler, 2006, p. 47). There were 220, categorized into five groups, (1). The presidents/rectors, vice-presidents/rectors. (2). The deans, vice-

deans. (3). The heads of departments. (4). The lectures/teachers. (5). The 2nd and 3rd year students. The questionnaires were distributed directly to Lao and Romanian participants from February 2012 to July 2013. The five-point Likert scale rating format and multiple choice questionnaires were used to collect data in this research which consisted of eighty items. Those adapted questionnaires were designed to measure the staffs' and students' attitudes levels towards the effectiveness, accuracy and importance on the AASMS. The factors descriptive statistics, correlation of factor, independent t-test, a simple Pearson correlation and the reliability and validity formulas were used to show the Frequency, Mean, Std, Variance, t-value, Significance, Mean Significance in this research. The test of reliability and validity Cronbach's alpha based on standardized items of questionnaires from part two including factor one to factor eight were from **.840 to .924**. Based on these statistics test results mean that the questionnaires were used in this research were reliable and acceptable. The quantitative research is one of the important methodologies in the research work. Burns, N, Grove, SK (2005) gave the definition of quantitative research that the results of the AASMS of two universities, to describe variables; to examine relationships among variables in two universities; to determine the significant of the AASMS between variables in two universities' (burns & grove 2005:23) This is a quantitative survey research study, and will use a structured questionnaire to collect data from the participants

6. THE RESEARCH RESULTS

6.1. The specific results for the NUOL, Laos

What are the major factors influencing the AASMS in the NUOL?

The statistical results of eight factors which were indicated that the factors influenced the AASMS in the NUOL, Laos **were three factors** such as **the factor one, the factor six and the factor eight** as follows: the **factor one** was concerned with the AASMS at the university level which consisted of ten components, (**M = 36.082, SD = 6.6734, N = 110**), the **factor six** was about the learning management systems at the university level which consisted of ten components, (**M = 35.918, SD = 7.3286, N = 110**) and the **factor eight** was related to the AASMS improvement plans at the university level which consisted of ten components, (**M = 38.846, SD = 7.5761, N = 110**).

Why do those factor influence the AASMS in the NUOL?

This is based on the descriptive statistical results of eight factors which influenced the AASMS in the Faculty of Economics and Business Management, DongDok campus at the NUOL, Laos. The results revealed that **three factors** influenced the AASMS such as **the factor one, the factor six and the factor eight**. The details of main components influenced the AASMS of **the factor one** were concerned with many specific reasons and issues as follows: Most of those issues were related to the AACB, teachers of the NUOL who were in charge of all the administration and management and

teaching activities. (1). This is because the AACB of the NUOL did not work effectively with other universities. (2). This is because the AACB of the NUOL slowly set up an annual AASMS meeting two months before the first semester starting for the new academic year. (3). This is because the AACB of the NUOL did not submit the transparent reports on power point slides, hard and soft copies on the academic services performance for an annual meeting on time. (4). This is because the AACB of the NUOL did not follow the rules and regulations of universities guidelines. (5). This is because the AACB of the NUOL had the insufficient network communication with other universities. (6). This is because the AACB of the NUOL did not monitor the working performances in each university regularly. (7). This is because the AACB of the NUOL had limited high authority to work on the AASMS assessments. (8). This is because the AACB of the NUOL were not responsible for the quality of teaching and learning performances and other administrative work in the university. (9). This is because the AACB of the NUOL did not discuss with the Ministry of Education, when they had faced some problems in universities. This is because the AACB of the NUOL provided the insufficient mass media communication through newsletters, web pages, telephones, faxes, e-mails, radio, TV and others.

What are the possible solutions to improve the AASMS in the NUOL?

The possible solutions are based on the results of eight factors including specific **three influenced factors** and components of this research. The following organizations are able to find out some possible solutions to improve the AASMS of the Faculty of Economics and Business Management, DongDok campus at the NUOL such as the Lao government, Ministry of Education, the AACB and their subordinates of the NUOL. Firstly, the Lao government and the Ministry of Education have to increase the financial budgets and the other higher educational policies to improve the AASMS of the NUOL. Moreover, these two organizations have to work closely with the AACB of the NUOL and the paper works of the higher authorities' levels procedures have to take a short time to proceed in terms of the AASMS for the lower authorities in order to make the effective management systems in the NUOL. Secondly, the AACB, subordinates and teachers of the NUOL have to find out some specific academic solutions to improve the AASMS, the learning management systems and the AASMS improvement plans in the Faculty of Economics and Business Management at the NUOL, Laos. Those specific components of the factor one, factor six and factor eight are managed in accordance with their mean scores results from the lower to the higher mean scores as the priorities to improve them respectively. Therefore, the AACB and subordinates of the NUOL have to improve them step by step.

6.2. The specific results for the LBUS, Romania

What are the major factors influence the AASMS in the LBUS?

The major factors influenced the AASMS in the Faculty of Economic Sciences, Sibiu campus in the LBUS, Romania were **three factors** such as the **factor four**, the **factor seven** and the **factor eight** as follows: the **factor four** was concerned with the academic year calendar management systems at the university level which consisted of ten components, ($M = 38.727$, $SD = 8.2661$, $N = 110$), the **factor six** was about the learning management systems at the university level which consisted of ten components, ($M = 37.546$, $SD = 7.6442$, $N = 110$) and the **factor eight** was related to the AASMS improvement plans at the university level which consisted of ten components, ($M = 38.582$, $SD = 8.5685$, $N = 110$).

Why are those factors influencing the AASMS in the LBUS?

Based on the statistical components results of this research from eight factors in accordance with the AASMS in the Faculty of Economic Sciences, Sibiu campus in the LBUS, Romania, the results indicated that **three factors** influenced the AASMS of the LBUS such as **the factor four, the factor seven and the factor eight**. The details of main components influenced the academic year calendar management systems of **the factor four** were concerned with many specific reasons and issues as follows: (1). This is because the students' enrolment at university was not completed in the first two months of the new academic year by the master academic year calendar management setting up. (2). This is because the university courses, curriculums and other training courses for the postgraduate and undergraduate were not followed by the master academic year calendar management systems. (3). This is because the academic year calendar management systems of university were limited to direct university's staff, teachers and other administrative personnel to work effectively. (4). This is because the university's websites on the academic year calendar of events were limited to open to the general public; interesting members of the university community, students, faculties, alumni or staff, sponsored by an official recognized campus departments or student groups. This is because the academic year calendar management systems of university resources and tools were not able to assist teachers, advice students, advisor lists, calendars, catalogues, and services for faculties and other departments. (6). This is because if the AACB, members and teachers misused the academic year calendar management systems of university's level, they did not complete their courses and have unproductive academic affairs services and other administration and management activities.

What possible solutions to improve the AASMS in the LBUS

Based on the results of this research, the possible solutions are considered to be improved as follows: Firstly, the government and Ministry of Education including the LBUS have to improve the administration and management systems which was based on this results in terms of educational areas.

For example, the government has to provide the appropriate educational policies, financial supports, staff training, educational qualifications upgrading and improve the AASMS management systems in the LBUS. In accordance with the results the AASMS was still in slow pace to provide the services. This means that the AASMS was limited and insufficient administration and management practices. Moreover, it is not quite relevant to provide the better academic services for the market demands in the regions, European countries as well as the world situations. This leads to be reformed in accordance with these research results respectively. Otherwise, the AASMS of two universities will be in a position of slow improvement and is able to catch up the other developed countries around the world.

7. THE CONCLUSION

Based on those results above mentioned, it is to conclude that the six major factors influenced the AASMS in two universities, the NUOL, Laos, and the LBUS, Romania. Three major factors influenced the AASMS in the NUOL, Laos and the other three major factors influenced the AASMS in the LBUS, Romania. Therefore, the AACB of two universities have to take an account of improving the AASMS in order to make those administration and management systems be appropriate for the real situations in the regions and the world. Specifically, the major factors were identified by this research must be introduced to the Ministry of Education and the related organizations and high ranking officials who are in charge of the academic works in those two universities to find out the better solutions. It is necessary for those two universities to improve more specific factors such as the effective AASMS of those universities, to consult with the governments on the educational financial supports, the educational policies and others which based on the results of this research to apply for the practical ways. Lastly, this research is very valuable data base for the AACB of universities, Ministry of Education and other related organizations to both public and private sectors to use them for the educational purposes.

8. RECOMMENDATIONS

Based on the results of this research, the following recommendations should be considered:

FOR THE NUOL, LAOS

1. The Lao governments needs to provide more financial supports and the effective educational policies.
2. The AACB of the NUOL have to set up an annual AASMS meetings 2 months on time
3. The AACB of the NUOL have to submit the AASMS performances for an annual meeting on time.
4. The AACB of the NUOL have to provide mass media communication through newsletters, TV and others.

5. The Lao government has to allocate the educational financial budgets to the NUOL for the AASMS.
6. The NUOL has to allocate financial budgets to faculties for the AASMS.
7. The NUOL has to find some financial supports from foreign countries to allocate for the AASMS.
8. The NUOL has to conduct institutional and students' affairs fund-raising activities.
9. The AACB of the NUOL have to work closely with the top levels to lower officials in the university.
10. The NUOL has to provide technology equipment, Internet access linking and other communication.

FOR THE LBUS, ROMANIA

1. The government has to provide the national financial budgets to allocate for the educational areas a lot annually.
2. The LBUS has to be self- financial sufficient to support academic affairs services management.
3. The LBUS is able to get financial supports from other faculties yearly for the AASMS.
4. The LBUS's policy committee boards have to contact public and private companies to provide placement of graduates into full-time and part-time employment yearly.
5. The LBUS's policy committee boards have to collect and distribute data regarding students' needs, preferences and performance to use in refining or revising institutional/agency decisions, policies and procedures
6. The LBUS's policy committee boards have to evaluate applications from prospective students for admissions criteria and application rates studies faster.
7. The LBUS's policy committee boards have to provide psychologists, clinical social workers, and psychiatrists for the treatment of students who are experiencing a wide range of problems.
8. The paper works of the high authority level procedures have to short long time to proceed in terms of the AASMS in the university.

9. The further research

The further researches regarding the AASMS at the NUOL, Laos and the LBUS, Romania. This is based on the results of this research; the researcher believes that the further researches have to deal with the specific issues on the AASMS as the follows:

1. The further research has to include multiple participants who are currently studying or working in the universities and the previous graduates with many different universities across the countries in order to have more accurate and reliable data.

2. The further research has to conduct for the interviews and observation with multiple participants as mentioned in number one above.
3. The further research has to include many types of question items such as open-close-ended question types, Wh-questions, writing question types and survey online types.
4. The further research has to conduct the research about the AASMS with the specific management practices such as the educational policies, financial supports, teaching, learning, academic calendar, academic grading management systems, the improvement plans which are specialized on the AASMS at university levels.

10. The extract of personal contributions

The main personal contributions that have been disseminated and published from the results of this research were in the proceeding conference and the international conferences and the international journals online. Those four publications were published as the first author. The first two publications were published in the proceeding of the 1st International conferences for the Doctoral students IPC 2013, November, 22-23, 2013, Sibiu, Romania, The second publication was published in the 21st international economic conference IECS 2014, “PROSPECTS OF ECONOMIC RECOVERY IN A VOLATILE INTERNATIONAL CONTEXT AND PROJECTS”, Sibiu, Romania, 16-17 May, 2014. The third publication article was on the Expert Journal of Business and Management. The publications are as follows:

- [1]. Vongkhamchanh. S, (2013). The Factors Influencing the Academic Affairs Services Management Systems at the National University of Laos and “Lucian Blaga” University of Sibiu, Romania, Type (A). Proceedings of the 1st International Conference for the Doctoral Students IPC 2013, November, 22-23, 2013, pp. 178-183, Sibiu, Romania.
- [2]. Vongkhamchanh. S, (2013). The Roles of Lao Ministry of Education, Provincial and District Education Services Management. Proceedings of the 1st International Conference for the Doctoral Students IPC 2013, November, 22-23, 2013, pp. 184-189, Sibiu, Romania.
- [3]. Vongkhamchanh. S and Muscalu. E., (2013). The Factors Influencing the Academic Affairs Services Management Systems at the National University of Laos and “Lucian Blaga” University of Sibiu, Romania, The expert journal of Business and Management 1 (1), pp. 29-35, available on line, businessexpertjournals.com/wp-content/uploads/EJBM-104_Vongkhamchanh_2013_pp_29-35.pdf.
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end. From 1955 to 1958, the US gave Laos US\$120 million to support the Lao Royal government for the political and economic crisis. Online Community Manager, Lonely Planet, Media Centre, 201 Wood Lane, London, W12 7TQ, **Ph.** (44) 20 8433 1333, **Fax.** (44) 20 8702 0112, **Email.**community@lonelyplanet.com.au. Retrieved February, 18, 2013 from <http://www.lonelyplanet.com/contact/#ixzz2wDdOsBsz>, Laos became a French colony, with the kingdom of Luang Prabang as a protectorate and the rest of the country directly administered in 1893. Retrieved February, 18, 2013, from <http://www.lonelyplanet.com/laos/history#ixzz2wDbIkFlr>

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