

## **SUMMARY OF A DISSERTATION**

### **“STRATEGIES OF SUCCESSFUL LEADERSHIP IN IMPROVING TEACHER EDUCATION FOR PRIMARY PROSPECTIVE TEACHERS IN LAOS”**

The purpose of this study was to develop the knowledge on successful educational leadership in Laos, and especially the successful leadership strategies in improving teacher education for primary perspective teachers in Laos. The subject of the study comprises the data from the interviews with researched educational leaders engaged in improving teacher education system in Laos, as well as legislation and administrative acts regulating the functioning of the education and data collected in the course of observation.

The study is an example of the qualitative study. The main research method is a case study. Research has been conducted at the three different institutions responsible for the teacher education in Laos: Teacher Training College, Primary Teacher Training Office and District Education Bureau.

This study addressed and identified the following research questions: (1) What are the successful leadership strategies employed to improve teaching of prospective primary teachers? (2) How do leaders of Teacher Training College, the leaders of Primary Teacher Training Office leaders and leaders of District Education Bureau understand their roles in capacity building for developing the strategies of successful leadership in improving teaching of prospective primary teachers, (3) What are the challenges of successful leadership in improving teaching of prospective primary teachers?

The semi-structured interviews were mainly utilized in this study. Eighteen leaders who represent Teacher Training College, District Education Bureau and Primary Teacher Training Office were selected to be interviewed. Additionally, unstructured observation was used to explore the roles of directors, deputy-directors, head office, vice-head office and academic staff in relation to leadership and management. The methodology also involves the interrogation of key documents covering the period from central government, local government agencies and documents produced by the college.

The findings of this research revealed that leaders of three organizations used varied leadership strategies in improving perspective primary teacher education. Their strategies include setting vision, collaborative culture, providing resources, investing in professional development, monitoring and checking, and providing continuous assistance.

The study also indicated that the leaders are perceived roles associated with different facets: academic leadership, management and political concerns. Their responsibilities are to develop human resource, physical facilities, implement new solutions, monitor, evaluate and supervise. The research study also indicated that educational leaders face many challenges: a limited budgetary resource for ensuring academic activities resulting on teaching and learning, low qualified teaching staff, low motivation of teaching staff members, unsatisfied quota students, weak cultural relationship among the partnership, a short period of teaching practicum.