



ASEAN Journal of Educational Research and Technology



Journal homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajert>

The State of Academic Administration at the National University in Laos

Baysy Vanengchue, Khamseng Thalungsy, Nio Silavong*

National University of Laos, Vientiane, Laos

*Correspondence: E-mail: mbaysy2006@yahoo.com

ABSTRACT

The present research was conducted to investigate the current status of academic administration at the National University of Laos (NUOL), Lao PDR. It recognizes the important role of administration in ensuring the quality of education and needs to be understood. To achieve the objective, the survey questionnaire was employed to understand the status of the issue under investigation. The survey questionnaire was administered to 305 participants to seek their perceptions. The data were analyzed by using the SPSS program to find mean scores and standard deviations. Responses from the open-ended questions were analyzed by using content and thematic analysis. Its findings highlight important aspects of academic administration at NUOL such as curriculum implementation, learning and teaching management, learning and teaching media/materials, education quality assurance, and assessment and evaluation of learning outcomes. Furthermore, the survey results reveal that academics and lecturers expressed positivity towards each aspect of academic administration at NUOL. Therefore, for this issue to be fully and consistently practiced, ongoing support and follow-up activities must be in place.

ARTICLE INFO

Article History:

Submitted/Received 02 Jun 2024

First Revised 28 Jul 2024

Accepted 06 Sep 2024

First Available online 07 Sep 2024

Publication Date 01 Dec 2024

Keyword:

*Academic administration,
Academics,
Administrators,
National university of Laos.*

1. INTRODUCTION

The development of human resources is an important part of the development of education. Because of this, the Ministry of Education and Sports set out a vision for the development of education and sports by 2030 by stating that by the year 2030, Lao citizens will have received equal access to education so that they can grow and become critical and knowledgeable citizens to contribute to national development and compete on regional and international stages. To achieve this, the higher education sector of Lao PDR has identified six important strategies: the development of higher education must be aligned with the requirements of the labor market and the national socio-economic development plan, the improvement of the quality of teaching and learning, supporting scientific research, technology development and technical services following the requirements of socioeconomic development, the improvement of the quality assurance system of higher education, the improvement of the governance and administration of higher education, and increasing cooperation with both domestic, regional, and international partners.

Furthermore, the resolution of the XIth Lao People's Revolutionary Party stated that the party and the government of Lao PDR focus on the development of human resources as a key driver to lift the country out of poverty. The new condition and development of the nation ensures that the Lao people are equipped with a basic level of quality education, professional development, and labor skills, focusing on the ability to research, innovate, and use modern science and technology, especially in the field of information technology. This should be in line with the quality of labor skills which can be integrated with other countries in the region. Also, this is to ensure coordination between educational institutions, social organizations, and families to make learning more effective and efficient. The aim of higher education is also to foster reconciliation, patriotism, and sacrifice for the nation, raise awareness and responsibility of society, be vigilant in fulfilling civic obligations, and be ethical in performing duties for society and the Lao people. In the education sector, it is important to continue to improve the curriculum and teaching methods in each general education system.

To implement the policy of the XIth Congress of the Lao People's Revolutionary Party, the Ministry of Education and Sports set out a five-year development plan (2021-2025) by prioritizing higher education as (i) growth and quality; contributing to support socioeconomic development, (ii) technological advancement and development program; including Artificial Intelligence (AI) for university students (especially natural sciences), (iii) Strengthening the Center of Excellence for public and private universities, (iv) Conducting follow up activities of alumni to support their professionalism in the labor market, (v) strengthening teacher competency, (vi) setting up projects to support university students to study domestically and abroad which is in alignment with the socio-economic development needs of the country, and (vii) promoting scientific research, technology development and innovations.

Academic administration refers to the state of management and supervision of activities related to improving the quality of learning and teaching in educational institutions to ensure the efficiency and effectiveness of education as a whole (Bateh & Heyliger, 2014). In other words, it is the work of all types of educational institutions that deal with academics, students, and lecturers. This is to support and promote performance. Academic work is the vital task of educational institutions at all levels. The quality of educational institutions can be considered from their academic administration performance because it is related to curriculum design and development, teaching-learning management, and quality improvement and assurance (Adom et al., 2020). Additionally, academic administration is the process of planning, organizing, and operating the work of educational institutions such as the implementation of

curriculum and teaching and learning management, materials and teaching aids design, and an evaluation of learning and teaching (Berkovich & Grinshtain, 2023). Academic administration is also about administration which is related to the development and evaluation of education quality.

The importance of academic administration is that it ensures the function and equality of education. The reason is that the academic quality indicates the success or failure of the management of the institutions (Townsend & Bassoppo-Moyo, 1997). Academic administration is the heart of the administration in the sense that it is part of education development. In this respect, administrators play an important role in fostering academic work for the benefit of the institution. Also, it is the responsibility of academics, teachers, and students to support this significant work.

The National University of Laos recognizes academic administration as one of the important tasks. The university must put a lot of effort into ensuring and supporting academic work. Therefore, it is suggested that administrators, academics, and teachers use their knowledge to manage academic work in an effective way to achieve the goals and strategies. The problem, however, is that academic administration still faces many difficulties such as some programs do not meet the needs of society, the development plan for quality assurance not properly practiced as expected, the management of courses may not be effective, the learning outcomes evaluation lacks consistency and appropriateness, and the development of teaching-learning materials are limited. Therefore, this research was conducted to investigate and better understand the current status of academic administration at NUOL. This research focuses on curriculum implementation, teaching and learning management, teaching and learning materials, education quality assurance, and measurement and evaluation.

2. METHODS

In this research, a quantitative method was used to seek answers concerning the objectives. In this regard, a rating questionnaire was designed and used to examine respondents' perceptions of the current status of the academic administration of NUOL in five areas such as curriculum implementation, teaching and learning management, teaching and learning materials, education quality assurance, and measurement and evaluation. The respondents were required to rate on a scale from 1 to 5; 5 means strongly agree and 1 means strongly disagree (Albaum, 1997). The data were analyzed using the SPSS program to evaluate perceptions of academics, administrators, and teachers regarding the issue being studied. Specifically, the data were computed to find the Mean and Standard Deviation of perceptions.

2.1. Population and sample size

The population for this research was the administrators, academics, and teachers who served at NUOL. Three hundred and five participants were selected from 1302 academics by using Yamane's sample size estimation formula. In this research, various ethical issues were considered to ensure that the research participants' physical, emotional, and social health, along with their responses were protected. An ethical issue is something a researcher needs to be aware of and take into consideration at all stages of the research journey. To ensure that my research participants were not exploited or harmed in any way, initial communication with the research participants was made before beginning the study. This ensured that all participants were protected and not obliged to participate in the study.

2.2. Instrument design and validation

As previously stated, the questionnaire was employed to seek the perceptions of the participants concerning the current status of academic administration at NUOL. The questionnaire was designed by studying the aims and objectives of the research. First, the researchers reviewed theories, principles, and empirical studies related to the issue under investigation. Second, the questionnaire was then cross-checked by the research team to ensure the credibility and clarity of each item. Third, it was checked by five experts in the area of academic administration to evaluate its relevance and appropriateness. In this process, the experts were asked to rate each item by looking at the Index of Item Objective Congruence (IOC). Specifically, the items were required to receive + 1 to be included, meaning that is appropriate and consistent. The results of IOC indicated that all items received + 1, showing that the questionnaire was accepted with minor adjustments regarding wording issues. Fourth, the questionnaire was piloted with a group of 50 participants who had similar characteristics as the participants of the main study. The analysis revealed that the questionnaire is reliable and consistent with a value of 0.92 (Cronbach, 1990). Finally, the questionnaire was printed out and copied for data collection.

2.3. Data analysis

The data were analyzed by using an SPSS program. As stated earlier, A 5-point Likert scale was used with categorizations as follows: “1” strongly disagree, “2” disagree, “3” neither agree nor disagree, “4” agree, and “5” strongly agree to rate the levels of the perceptions of the participants. An analysis was run to find the means (M) and standard deviations (SD) for the perceptions. The parameter for the interpretation of the Mean range is as follows. If the Mean score ranges from 4.51-5.00, meaning that the participants ‘Strongly agree’; if the Mean range falls into 3.51-4.50, meaning that the participants ‘Agree’ with the statement; if the Mean ranges from 2.50-3.50, meaning that the participants moderately ‘agree’. If the Mean range is less than 2.50, meaning that the participants’ perceptions toward academic administration are ‘disagree’. This means that academic administration at NUOL needs to be improved.

Concerning responses from the open-ended section, a thematic and content analysis was used. This enabled the researchers to reduce, organize, code, and summarize a large volume of data inductively. It also allowed the researchers to examine the emerging themes and patterns according to the literature review. Since academic administration research is dynamic, it was mainly inductive in coding the research data to examine themes and seek answers pertinent to the research questions. However, this did not mean that new insights and themes that were not derived from the research questions or literature review were not taken into consideration. Thematic analysis is “a method for identifying, analyzing, and interpreting patterns of meaning (themes) within qualitative data” (Clarke & Braun, 2017). By employing this, the research team was able to summarize, identify, and interpret significant features of the data directed by the research questions concerning the issues being looked at (Nowell et al., 2017). As Maguire and Delahunt (2017) note, “a good thematic analysis interprets and makes sense of the data”. In brief, this analysis allowed researchers to interpret and explain the intended meaning of what was said and shared by the participants in a way that reflected what they experienced.

3. RESULTS AND DISCUSSION

The current status of academic administration at NUOL was found in five important areas: curriculum implementation, teaching and learning management, teaching and learning media (teaching materials), education quality assurance, and measurement and evaluation of learning outcomes. The analysis of perceptions regarding each aspect reveals that the participants expressed positivity toward academic administration and the results of each aspect are presented in the following subsections.

3.1. Curriculum implementation

Table 1 illustrates the mean and standard deviation of the perceptions around curriculum implementation. The findings show that the participants' perceptions toward curriculum and the implementation of the curriculum were positive, suggesting that they 'agreed' that each statement was practiced in the process of curriculum implementation ($\bar{X} = 3.91$, S. D = 0.5). When considering each item, it was found that the participants perceived Item 14, which is about monitoring and evaluating the curriculum to improve and develop following the needs of society, as the most agreed one ($\bar{X} = 4.77$, S. D = 0.45); indicating a high level of practice; followed by Item 8, focusing on 'creating and developing curriculum that can be aligned with regional and international standard' ($\bar{X} = 4.75$, S. D = 0.43). On the other hand, the items with the lowest Mean score include Item 12 which is about 'allocating the environment to suit the use of the courses according to the subject' ($\bar{X} = 3.60$, S. D = 0.91); and Item 13 talks about 'allocating the outdoor environment that is suitable for the courses according to the subject' ($\bar{X} = 3.60$, S. D = 0.92).

Table 1. Results of Curriculum Implementation.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	SD	
1	Creating and developing a curriculum that follows the national socio-economic development plan	4.23	0.83	Agreed
2	Creating and developing a curriculum that focuses on student outcomes and focuses on measuring learning outcomes.	4.27	0.86	Agreed
3	The participation of stakeholders in the creation and development of the curriculum is consistent with the national curriculum	3.94	0.87	Agreed
4	Creating and developing a curriculum that focuses on the learning outcomes of the subject in terms of knowledge, skills, application, and social skills.	3.98	0.84	Agreed
5	Advising administrators and academics (teachers) on the use of the curriculum, including the comprehensive curriculum subject.	3.89	0.85	Agreed
6	Training teachers in writing curriculum focuses on the learning outcomes of the subject.	3.90	0.95	Agreed
7	Training teachers to use the curriculum to focus on the learning outcomes of the subject.	3.83	0.95	Agreed
8	Creating and developing a curriculum that is aligned with the curriculum of countries in the region and the world.	4.75	0.43	Strongly agreed
9	Reducing the number of theoretical credits to focus on important content by increasing the number of practical and internship credits.	3.93	0.77	Agreed

Table 1 (continue). Results of Curriculum Implementation.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	SD	
10	Determining a course content appropriate to the level of students in each level.	3.63	0.89	Agreed
11	Providing counseling to solve problems together with teachers in using the curriculum in a systematic and continuous.	3.71	0.84	Agreed
12	Allocating the environment within the facility to suit the use of the courses according to the subject.	3.60	0.91	Agreed
13	Allocating the outdoor environment to suit the use of the courses according to the subject.	3.60	0.92	Agreed
14	Monitoring and evaluating the curriculum in order to improve and develop in accordance with the needs of society	4.77	0.45	Agreed
Total		3.91	0.54	Agreed

3.2. Teaching and learning management

Table 2 reveals the results of teaching and learning management. As can be seen, the administrator's and academics' opinions towards the teaching and learning management as 'agreed' (\bar{X} = 3.94, S. D = 0.49), suggesting that the practice of learning and teaching management was good. When considering each item, it can be seen that the highest level is Item 9 which stresses the important role of supporting those (students) who studied well as well as helping those who studied poorly (\bar{X} = 4.81, S. D = 0.38); followed by Item 1 which is about 'introducing the course details before teaching the first class of the new subject in each semester' (\bar{X} = 4.75, S. D = 0.43). On the other hand, the statement with the lowest mean score is Item 5, which states 'Provide the students with opportunities to education tour, meet, exchange and practice with others which in line with their field of study' (\bar{X} = 3.60, SD = 0.94).

Table 2. Results of Teaching and Learning Management.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	S. D	
1	Introducing the course before the first class of the new subject in each semester.	4.75	0.43	Strongly agreed
2	Emphasizing the learners in creating and innovating based on the content, knowledge, and new visual aids.	3.88	0.85	Agreed
3	Organizing a variety of activities to stimulate the interest of students following the content of the course.	3.76	0.89	Agreed
4	Giving students the opportunities to participate and express their opinions when performing activities, experiments, or creating projects.	4.48	0.73	Agreed
5	Giving students the opportunities to study tour, meet, exchange, and practice with a business or production facility in line with their field of study.	3.60	0.94	Agreed
6	Training a variety of techniques to enhance the teaching skills of teachers to gain learning outcomes.	3.89	0.97	Agreed
7	Setting students' achievement goals together with internal stakeholders.	3.83	0.85	Agreed

Table 2 (continue). Results of Teaching and Learning Management.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	S. D	
8	Determining students' achievement goals together with relevant external parties.	3.96	0.96	Agreed
9	Supporting those who study well as well as helping those who study poorly.	4.81	0.38	Very High
10	Marking the students' assignments according to the evaluation criteria of the course.	3.82	0.82	Agreed
11	Evaluating the students' assignments according to the evaluation criteria of the course.	3.81	0.84	Agreed
12	Completion of teaching according to the subject curriculum.	3.96	0.88	Agreed
13	Arranging teaching instead in the case of the subject teacher is not available.	4.43	0.82	Agreed
14	Sharing experiences, transferring knowledge, and teaching techniques of teachers using easy words in a systematic and continuous.	3.87	0.83	Agreed
15	Teachers are assigned according to the subject learned to prepare the lesson plan before class effectively.	3.96	0.87	Agreed
16	Inviting teachers from external institutions to share knowledge and teaching techniques with university teachers.	3.77	0.89	Agreed
17	Monitoring and observing the teacher's lesson plans.	3.64	0.93	Agreed
18	Monitoring, observing, and learning from lessons to improve and develop teachers' teaching methods.	4.13	0.95	Agreed
Total		3.94	0.49	Agreed

3.3. Curriculum implementation

Table 3 shows the results of teaching and learning media/materials. The findings highlight positive perceptions of the participants as 'agreed' toward this aspect (\bar{X} = 4.00, S. D = 0.42). When considering each item, it was found that the 'strongly agree' statement is Item 9, which is about 'training on academic administration and how to create teaching and learning materials for teachers' (\bar{X} = 4.78, S. D = 0.43); followed by Item 1 which is about 'Providing equipment, technology and internet system for each course' (\bar{X} = 4.74, S. D = 0.45). However, the statement that was perceived the lowest average Mean score is Item 7 which is about 'Arranging buildings, classrooms, lawns, flower gardens and seats under the trees to organize learning activities' (\bar{X} = 3.66, S. D = 0.95).

Table 3. Results of teaching and learning media/materials.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	S. D	
1	Providing equipment, technology, and an internet system that is consistent with each course.	4.74	0.45	Strongly agreed
2	Providing textbooks, teacher's manuals, teaching materials, visual aids, or sufficient facilities according to the content of the course.	4.29	0.89	Agreed
3	The faculty has an effective innovation-technology development center.	4.08	0.99	Agreed
4	Teachers' creation and development of teaching-learning materials related to their courses.	3.89	0.88	Agreed

Table 3 (continue). Results of teaching and learning media/materials.

No	Items	N=305		Levels of Opinion
		M (\bar{X})	S. D	
5	Teachers assign tasks to the students to participate in creating and using teaching-learning media/materials.	3.89	0.86	Agreed
6	Teachers' improvement of innovative media technology to stimulate students' interest in learning.	3.78	0.94	Agreed
7	Arranging buildings, classrooms, lawns, flower gardens, and seats under the trees to organize learning activities.	3.66	0.95	Agreed
8	Organizing classrooms, combined classrooms, clubs, desks, and other facilities to serve learning activities	3.85	0.96	Agreed
9	Training on academic administration, including teaching and learning, and how to create teaching and learning materials for teachers.	4.78	0.43	Strongly agreed
Total		4.00	0.42	Agreed

3.4. Curriculum implementation

Table 4 reveals the perceptions of participants towards the practice of education quality assurance at NUOL. The participants perceived this aspect as 'agreed', suggesting that the practice was good (\bar{X} = 3.88, S. D = 0.52). When considering each item, Item 9 which is about 'Organizing regular internal evaluation to make personnel familiar with and see the importance of quality assurance was perceived as 'strongly agreed' (\bar{X} = 4.75, S. D = 0.46); followed by Item 1 which is about 'Ensuring the quality of the course as well as the courses following outcome-based education (OBE). Quality assurance (QA) certification and AUN standards also received 'agreed' (\bar{X} = 4.37, S. D = 0.81). On the other hand, the statement that was perceived as the lowest Mean score is Item 2 which is about 'Creating internal education quality assurance regulations with stakeholders' (\bar{X} = 3.63, S. D = 0.97), suggesting that more improvement is needed.

Table 4. Results of Education Quality Assurance.

No.	Items	N=305		Levels of Opinion
		M (\bar{X})	SD	
1	Ensuring the quality of the course as well as the courses following outcome-based concepts and quality assurance certification and AUN standards.	4.37	0.81	Agreed
2	Creating internal education quality assurance regulations with stakeholders.	3.63	0.97	Agreed
3	Creating a manual to train technical administrators and instructors on internal quality assurance.	3.68	0.89	Agreed
4	Promoting the faculty to have a center or unit to ensure the quality of education.	4.36	0.90	Agreed
5	Determining the criteria according to the standards of education quality assurance.	3.77	0.86	Agreed
6	Determining criteria according to education quality assurance indicators.	3.79	0.88	Agreed
7	Comparing the consistency of quality with the established educational standards.	4.02	0.92	Agreed
8	Developing the quality of education according to the criteria, standards, and indicators to ensure the quality of education.	3.92	0.95	Agreed

Table 4 (continue). Results of Education Quality Assurance.

No.	Items	N=305		Levels of Opinion
		M (\bar{X})	SD	
9	Organizing a regular internal evaluation to make personnel familiar with and see the importance of quality assurance.	4.75	0.46	Strongly agreed
10	Reporting the results of regular education quality assurance assessment.	4.26	0.98	Agreed
Total		3.88	0.52	Agreed

3.5. Curriculum implementation

Table 5 illustrates participants' perceptions of measurement and evaluation. Overall, the participants perceived this aspect as 'agreed', meaning that this aspect was practiced in actual academic administration (\bar{X} = 3.98, S. D = 0.50). When closely looking at each item, the most highly perceived one is Item 9 which is about 'Teachers used many methods to measure and evaluate learning outcomes following the level of understanding of the students' (\bar{X} = 4.75, S. D = 0.44); followed by Item 2 which states, 'Determine the rules of measurement and evaluation of learning following the implementation of the curriculum' (\bar{X} = 4.72, S. D = 0.46). However, the statement which received the lowest Mean score is Item 5 which is about 'Educational institutions agree on measurement and evaluation tools' (\bar{X} = 3.62, S. D = 0.91).

Table 5. Results of Measurement and Evaluation.

No	Items	N=305		Levels of Opinion
		\bar{X}	SD	
1	Appointing a committee responsible for measuring and evaluating learning outcomes with the participation of relevant stakeholders.	3.78	0.90	Agreed
2	Determining the rules of measurement and evaluation of learning following the implementation of the curriculum.	4.72	0.46	Strongly agreed
3	Conducting measurement and evaluation to focus on learning outcomes following the academic principles of outcome-based education.	3.72	0.91	Agreed
4	Training to guide instructors on how to create measurement and evaluation tools according to the objectives of the course.	4.25	0.98	Agreed
5	Educational institutions agree on measurement and evaluation tools.	3.62	0.91	Agreed
6	The teacher explains the principles of measurement and evaluation of each subject to the students before proceeding.	4.40	0.86	Agreed
7	Organization of a manual related to the form of measurement and evaluation of learning.	3.67	0.95	Agreed
8	The content and criteria of measurement and evaluation used in teaching and learning each subject are appropriate.	3.91	0.95	Agreed
9	Teachers use many methods to measure and evaluate learning following the level of understanding of students.	4.75	0.44	Strongly agreed
10	Organizing exams and submitting scores of each subject in each semester on time.	4.35	0.89	Agreed
11	Notifying exam results for the students within the time specified at NUOL.	3.71	0.94	Agreed
12	Keeping students' scores and using measurement and evaluation results to improve teaching.	3.88	0.92	Agreed
Total		3.98	0.50	Agreed

3.6. Perceptions from the open-ended section

As indicated in the methodology section, thematic and content analysis was used to analyze responses from the open-ended section. In this regard, the majority of the participants (70%) responded to each question of each aspect. The results reveal that, in terms of curriculum implementation, there was a need for revision and development of a curriculum that meets the current needs of the market, entrepreneurs, and society. The participants also expressed that the curriculum should focus more on academic and elective courses to broaden students' skills and scientific research. Concerning teaching and learning management, the participants expressed that more needs to be done on teaching schedules, monitoring, observation, instructional methods, theories, and actual classroom practice. Regarding teaching and learning media/materials, more needs to be focused on providing a budget for textbook writing, teaching aids, ICT devices for teaching, and other materials needed for teachers and students to keep up with regional and international universities. For education quality assurance, there is a need for clear and concise criteria and indicators, so that academics and lecturers can use the guide to ensure the quality of their teaching and management. Finally, the participants expressed that, in terms of measurement and evaluation, measurement and evaluation tools are diverse which is good. For the best practice, the process of using the tools should be carefully assessed to ensure its effectiveness.

3.7. Discussion

Drawing from the present research, the results of each component are discussed to better understand the current status of academic administration at NUOL. Firstly, the findings reveal that curriculum implementation was 'agreed', meaning that this aspect was well implemented in the process of learning and teaching management at NUOL. Additionally, what is interesting to notice is the monitoring and evaluation of curriculum was considered the most highly 'agreed' among other items of this component. The findings here show that curriculum implementation was planned, implemented, and evaluated properly. This is related to a study by [Roehrig et al. \(2007\)](#) in the sense that academic administration in the context of Lao consisted of five important aspects. In terms of teaching and learning management, the findings indicate a higher level of 'agreement' in management, meaning that the academics, administrators, and teachers perceived this aspect as positive. The findings here are consistent with the curriculum implementation that was discussed earlier. When closely looking at this particular component, it is interesting to notice the statement about 'supporting students who performed better and those who perform poorly is evident'. This is important for the students and teachers to be aware of this as part of the learning community. Also, learning is a process of supporting, encouraging developing criticality, and giving rewards. Rewards in this sense refer to internal motivation, which is more important than giving a gift or present. In this regard, the academic administration should pay attention to this in the process of leading education institutions. The findings are corroborated by [Coates et al. \(2005\)](#). Regarding teaching and learning materials, it was found that this component was at a high level of 'agreement' by academics, administrators, and teachers at NUOL. As the findings reveal, a variety of teaching and learning materials were created and used in support of learning and teaching. Some problems, however, were also found concerning facilities and innovations. For education quality assurance, the findings reveal a high degree of practice in terms of fostering education quality. This means that this practice has been done and monitored, especially in the use of Asian University Network standards as well as promoting faculties to apply national education quality framework ([Reyna et al.,](#)

2018). Concerning the measurement and evaluation aspect, the findings show that this aspect was practiced to ensure and support the quality of education. Specifically, teachers used several methods to evaluate student learning outcomes as it was in alignment with curriculum implementation which is consistent with an investigation by Cheong Cheng (2003) in the sense that using various tools in evaluating and assessing learning outcomes is necessary.

4. CONCLUSION

The results of this research reveal that the current state of academic administration at NUOL is good. When considering each aspect, it was found that the participants perceived all aspects as 'agree', indicating positivity in this regard although some specific statements of issues need to be addressed, as the responses from the open-ended section reveal. Although this research reveals significant data concerning the issue being studied, it relied solely on the survey questionnaire data. This limitation could be minimized by using other instrument tools (e.g., interviews). Similar research should consider this when designing and conducting research.

Drawing from the main findings, the following suggestions are made to inform relevant stakeholders. First, NUOL should reconsider and take into account each aspect of academic administration by focusing on actual implementation and practice. Second, administrators, academics, and teachers should be allowed to upgrade their academic administration and professional skills to ensure effective work. Finally, training courses on administration work should be conducted as well as how to use ICT media, scientific research, foreign languages (e.g., English, Chinese, Vietnamese) as well as social skills.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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