

# The Factors Influencing Academic Affairs Services Management Systems at the National University of Laos and “Lucian Blaga” University of Sibiu, Romania (B)\*

Sounieng Vongkhamchanh  
(“Lucian Blaga” University of Sibiu, Romania)

**Abstract:** The general aims of this research are to improve the Academic Affairs Services Management Systems (AASMS) at the National University of Laos (NUOL) and “Lucian Blaga” University of Sibiu (LBUS), Romania. The specific objectives of this research are to examine the staffs’ and students’ perceptions on the AASMS, financial supports, educational policies, academic year calendar, teaching, learning and grading management systems and the AASMS improvement plans at the NUOL, Laos and the LBUS, Romania. Two hundred and twenty participants were involved in this research, out of which 110 participants were from Laos and the other 110 participants were from Romania. The five-point Likert rating scale questionnaires were used and the SPSS version 20 was performed the data analysis. The descriptive statistics, reliability statistics, correlations analysis were undertaken. Firstly, the results indicated that three major factors influenced the AASMS at the NUOL, Laos such as factor one (the AASMS), factor six (the learning management systems) and factor eight (the AASMS improvement plans). Secondly, three major factors influenced the AASMS at the LBUS, Romania such as factor four (the academic year calendar management systems), factor seven (the teaching management systems) and factor eight (the AASMS improvement plans). The results of this research are very important assets for universities and useful database for the governments, international donors, academic researchers and educators.

**Key words:** the academic affairs services management; financial supports; educational policies

**JEL codes:** A2, M1, M10, I23, I25, I28

## 1. Introduction

The research of the AASMS was conducted in the NUOL, Laos and LBUS, Romania. This management does not only play very important roles in the educational institutions such as universities, colleges, schools and the other educational centres, but also be able to drive force economic growth and coordinate with every organizational area to work effectively in the organizations (Cole G. A., 1993, pp. 3-7); cited in Fayol (1916), Brech (1957), Koontz and O’Donnell (1976, p. 3). The major factors of this research are related to the AASMS which have been operating in the NUOL, Laos and LBUS, Romania from the academic year 1995-1996 to the

---

\* Founded by Eu-Erasmus Mundus Mobility Emma Action 2, 2011-2014.

Sounieng Vongkhamchanh, Ph.D., Faculty of Economic Sciences, Department of Management, Marketing and Business Administration, “Lucian Blaga” University of Sibiu; research areas/interests: management. E-mail: [sounieng.vong@gmail.com](mailto:sounieng.vong@gmail.com), [souniengvongkhamchanh@yahoo.com](mailto:souniengvongkhamchanh@yahoo.com).

present time. Therefore, this needs to improve the AASMS in order to response the market demands, the world education and the economic changes. The specific eight factors are concerned with the AASMS, the financial supports, the educational policies, the academic calendar, management, the teaching, learning, grading management systems and the AASMS improvement plans of two universities. Those factors are considered to be the main academic importance of those universities and were managed by the academic affairs committee boards, academic personnel and other subordinates in the organizations. Those people have high authorities to control the management activities to make decisions and coordinate with each other from the top to bottom levels in the organization in such universities (Harding & Long, 1998, p. 181 cited in Mintzberg & Quinn 1991). Regarding the background similarities of two universities, the LBUS was established in the same academic year 1995 (LUBS, 1998-2014, p. 1) and the NUOL was established in 1996 (NUOL, 2013, p. 1). Moreover, those two countries were used to be influenced by the former Soviet Union. For example, Laos was influenced by the former Soviet Union from 1975-1990 (Martin Stuart-Fox, 1997, pp. 198-201) and Romania was influenced by the former Soviet Union from 1945-89 (Romanian History 2000-2014, p. 2). From this point of view, the AASMS of those two universities were similar in terms of the AASMS. Therefore, this research is expected to investigate the staff and students' perceptions on the AASMS from two universities. Finally, this research presents the results of research questions on why students choose their home universities to study, what the major factors are influencing the AASMS, why those factors are influencing the AASMS, some possible solutions to solve the AASMS and the correlations of the AASMS factors of two universities.

## **2. Literature Review**

This section reviews the management theories and related literatures which are linked to Lao and Romanian academic affairs services management systems at the university levels. This focuses on the scientific management of Taylorism (Cole, 2004, pp. 17-18 cited in Frederick Taylor, 1856-1915), was a theory of management that analyzed and synthesized workflows in the organizations. This main objective was to improve economic efficiency and encourage the workers to work productively in applying for the market demands. It was one of the earliest attempts to apply science to the engineering of processes and management. The top of influence came in the 1910s; by the 1920s, it was still influential but had begun an era of competition and syncretism with opposing or complementary ideas (Mitcham Carl, 2005, p. 1153 cited in Frederick Taylor, 1856-1915). Although scientific management is as a distinct theory or school; of thought was obsolete by the 1930s, most of its themes are still important parts of industrial engineering and management today. These include analysis; synthesis; logic; rationality, empiricism, work ethic, efficiency and elimination of waste. The standardization of the best practices to preserve the traditions is for its own sake or to protect the social status of particular workers' skills. It is also to transfer the knowledge from one worker to the others in order to match with the tools, processes, and documentation. The scientific management's application was contingent on a high level of managerial control over employees' work practices. Thus, in today's management theory which related to Taylorism's the classical perspective management. This means that a perspective is still respected for its seminal influence. The term “scientific management” in 1910, Taylor recognized it as another good name for the concept and he used it himself in his 1911 monograph (Drury, 1915, p. 34 cited in Frederick Taylor 1856-1915, p. 230). However, many aspects of scientific management have never stopped being part of later management efforts. There is no simple dividing line demarcating the time when management is as a modern profession (blending art, academic science,

and applied science) diverged from Taylorism. Moreover, Olum Y. (2004, p. 18) pointed out that managing is one of the most important human activities. From the time human beings began forming social organizations to accomplish aims and objectives which could not accomplish as individuals, managing has been essential to ensure the coordination of individual efforts. As society continuously relied on group effort, and as many organized groups have become large, the task of managers which has been increasing in importance and complexity. Furthermore, Richard (2010, p. 48) cited in Henri Fayol's (1841-1925) administrative theory mainly focuses on the personal duties of management at a much more granular level. His theory consisted of 5 principles and 14 fourteen principles of administration which are still actively practiced today. Douglas McGregor (1906-1964) postulated management ideas as contained in “Theory X” and “Theory Y” which is about using human behavior in an organization depends on the beliefs of its managers. There were six basic assumptions for “Theory Y” Richard (2010, pp. 51-53), cited in Douglas McGregor (1906-1964). Therefore, this research is based on the management theories above mentioned which play very important roles, not only from the top levels, but also for every section in the organizational areas without all coordination in the organization, it is impossible to work successfully (Harding & Long, 1998, p. 181, cited in H. Mintzberg and J. B. Quinn, 1991).

### 3. Research Objectives

The aims of this research are to improve the AASMS at the university levels. There are five specific objectives of this research. **The first objective** examines presidents/rectors, vice-presidents, directors, deans, vice-deans, the heads of departments, lecturers/teachers and 2nd and 3rd year students about their perceptions on eight factors of the AASMS at the NUOL, Laos and the LBUS, Romania. **The second objective** is to find out what the major factors influence the AASMS at the NUOL, Laos and the LBUS, Romania. **The third objective** is to find out why those factors influence the AASMS at the NUOL, Laos and the LBUS, Romania. **The fourth objective** is to find out the possible solutions to improve the AASMS of the NUOL, Laos and LBUS, Romania. **The fifth objective** is to find out the significant correlations of the AASMS factors between the NUOL, Laos and LBUS, Romania. The SPSS version 20 was used to perform the needed analysis for reaching the proposed aims. Specifically, the following analysis formulas were used to compute such as the Univariate and Bivariate descriptive statistics, Pearson Chi-Square Test, Simple Pearson Correlations Coefficient, ANOVA, independent t-test, distribution statistics, scale reliability and validity analysis. Lastly, the researcher desires to describe the significant correlations amongst those issues within the different groups of participants from the NUOL, Laos and LUBS, Romania. The details of main eight factors for the investigation in this research are as follows: (1) The students' motivation for choosing their home universities to study. (2) **The first factor** is the AASMS at the university level, (3) **The second factor** is the financial supports at the university level, (4) **The third factor** is the educational policies at the university level, (5) **The fourth factor** is the academic year calendar management systems at the university level, (6) **The fifth factor** is the teaching management systems at the university level, (7) **The sixth factor** is the learning management systems at the university level, (8) **The seventh factor** is the grading management systems at the university level, (9) **The eighth factor** is the AASMS improvement plans at the university level. It is hoped that this research also contributes to a better understanding the nature of the AASMS which meet the real situations and offer some suggestions to make the new effective academic management practices which are able to drive force the economic growth in those two universities to catch up with the changes of the world education and economics.

#### 4. The Research Questions

- Q1. Why do students choose their home universities to study?
- Q2. What are the major factors influencing the AASMS at the NUOL, Laos?
- Q3. Why are those factors influencing the AASMS at the NUOL, Laos?
- Q4. What are the possible solutions to improve the AASMS at the NUOL, Laos?
- Q5. What are the major factors influencing the AASMS at the LBUS, Romania?
- Q6. Why are those factors influencing the AASMS at the LBUS, Romania?
- Q7. What are the possible solutions to improve the AASMS at the LBUS, Romania?
- Q8. Are there any significant correlations of the AASMS factors at the NUOL and LBUS?

#### 5. The Research Hypotheses

This research is expected to describe the following hypotheses:

**Hypothesis 01:** The major items of factor one influenced the AASMS at the university levels were two variables as follows: variable six and seven (the error coefficient alpha below 0.05). Therefore, the other eight items mean scores do not differ significant statistically from one to the other (their alpha is above the 0.05 threshold).

**Hypothesis 02:** The major items of factor two influenced on the financial supports at the university levels were six variables as follows: variable two, three, six, seven, eight and nine which were perceived higher levels by Lao participants compared with Romanian.

**Hypothesis 03:** The major items of factor three influenced the educational policies at the university levels were two variables as follows: variable two and eight which were perceived higher levels by Romanian participants compared with Lao. The other eight variables were not very large differences.

**Hypothesis 04:** The major items of factor four influenced on the academic year calendar management systems at the university levels were six variables as follows: variable two, three, five, six, eight and nine which were perceived higher levels by Romanian participants compared with Lao.

**Hypothesis 05:** The major items of factor five influenced the teaching management systems at the university levels were only one variable as variable three which was perceived higher levels by Romanian participants compared with Lao.

**Hypothesis 06:** The major items of factor six influenced the learning management systems at the university levels were only one variable as variable seven which was perceived higher levels by Romanian participants compared with Lao.

**Hypothesis 07:** The major items of factor seven influenced the academic grading management systems at the university levels were all ten variables. It is a very interesting result to notice of this research is that all ten variables do differ (with a value of the error coefficient under or very close to the threshold of 0.05). All differences of the mean scores are negative, thus, Romanian participants have rated all variables higher levels than Lao.

**Hypothesis 08:** The major items of factor eight influenced the AASMS improvement plans at the university levels were five variables as follows: variable one and two with those two variables of differences were negative which were perceived higher levels by Romanian participants compared with Lao, on the other hand, Lao

participants had higher perceptions on variables six, nine and ten than Romanian.

## 6. The Research 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 at the university levels (Khawaja, 2012, p. 16, cited in Sekaran & Bougie, 2010, p. 169) and made 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 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. The 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 participants, categorized into five groups, (1) Presidents/rectors, vice-presidents/rectors, (2) Deans, vice-deans, (3) Heads of departments, (4). 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 5-point Likert scale rating format, open-ended, Wh-questions and multiple choice questionnaires were used to collect data in this research which consisted of 100 items. Those adapted questionnaires were designed to measure the staffs' and students' attitudes levels towards the effectiveness, accuracy and importance on the AASMS. The factor 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 one, factor one to factor eight were from **0.713 to 0.924**. Based on the standardized items of Cronbach's alpha, the reliability statistical test results mean that the questionnaires used in this research were reliable and acceptable.

## 7. The Research Results and Interpretation

The total numbers of participants who involved in this research were 220, out of which 102 (46.4%) participants were males and 118 (53.8%) females. Another interesting information to notice is that the number of Romanian females 70 (59.3%) was higher than the number Lao females 48 (40.7%), while Lao males 62 (60.8%) were more than Romanian males 40 (39.2%). Thus, an unequal distribution of the participants' genders can be observed. The table one contains the participants' distribution in accordance with their academic titles/academic functions.

**Table 1 The Academic Titles and Functions of Lao and Romanian Participants**

No	Target groups	Frequency	Percent	Valid percent	Cumulative percent
1	Presidents/rectors	1	0.5	0.5	0.5
2	Vice-presidents/rectors	8	3.6	3.6	4.1
3	Director	1	0.5	0.5	4.5
4	Deans	2	0.9	0.9	5.5

(To be continued)

(Table 1 continued)

5	Vice-deans	4	1.8	1.8	7.3
6	Heads of the departments	4	1.8	1.8	9.1
7	Lecturers / teachers	100	45.5	45.5	54.5
8	Students	100	45.5	45.5	100.0
9	Total	220	100.0	100.0	

## 7.1 The Results of Students' Motivation

### Q1. Why do students choose their home universities to study?

This is based on the Univariate descriptive statistical results of Lao and Romanian students' perceptions on motivation to choose their home universities to study, the results showed that six reasonable choices of Lao and Romanian students that they have chosen their home universities to study. Those reasonable choices were related to the following issues. (1) Because the educational quality is recognized by the international standards, ( $M = 4.030$ ,  $SD = 1.0294$ ,  $N = 100$ ). (2) Because it is a very famous university of the country, ( $M = 3.810$ ,  $SD = 1.1951$ ,  $N = 100$ ). (3) Because the AASMS is the best in the city, ( $M = 4.010$ ,  $SD = 1.0492$ ,  $N = 100$ ). (4) Because the facilities are very modern and well-equipped, e.g., buildings, libraries, laboratories and recreational places, ( $M = 3.750$ ,  $SD = .9886$ ,  $N = 100$ ). (5) Because universities offer a variety of courses to study, ( $M = 3.980$ ,  $SD = 1.0148$ ,  $N = 100$ ). (6) Because their high school examinations results are able to transfer them to study in the university ( $M = 3.320$ ,  $SD = 1.2543$ ,  $N = 100$ ) (Figure 1).

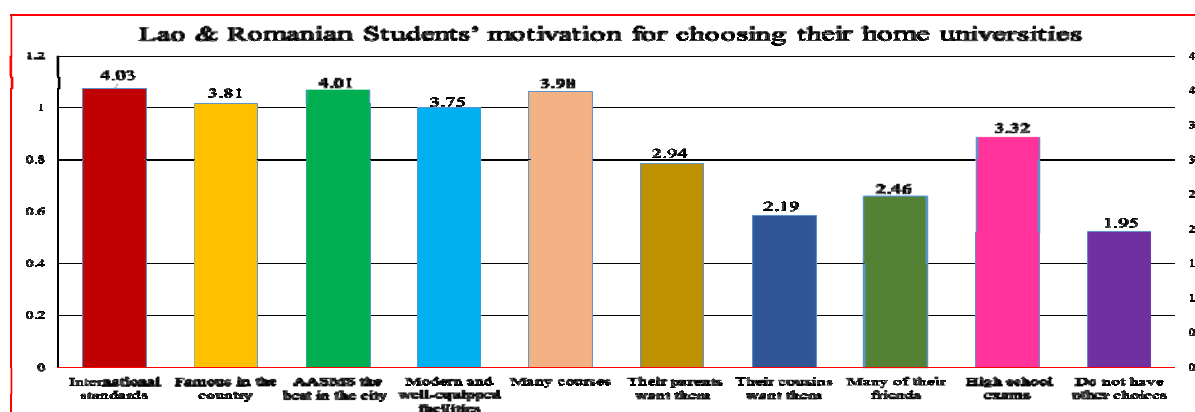


Figure 1 Lao & Romanian Students' Motivation for Choosing Their Home Universities

### Q2. What are the major factors influencing the AASMS in the NUOL?

The figure one presents the details for the statistical results and the direct positions to what factors influenced the AASMS among eight factors in the NUOL, Laos. According to the results of this research, the major 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 systems at the university level, ( $M = 36.082$ ,  $SD = 6.6734$ ,  $N = 110$ ), the **factor six** was about the learning management systems at the university level, ( $M = 35.918$ ,  $SD = 7.3286$ ,  $N = 110$ ) and the **factor eight** was related to the AASMS improvement plans at the university level, ( $M = 38.846$ ,  $SD = 7.5761$ ,  $N = 110$ ). **Note: The dark red arrows mean they influence the factors of the AASMS and the black-broken dots mean they do not influence the AASMS** (Figure 2).

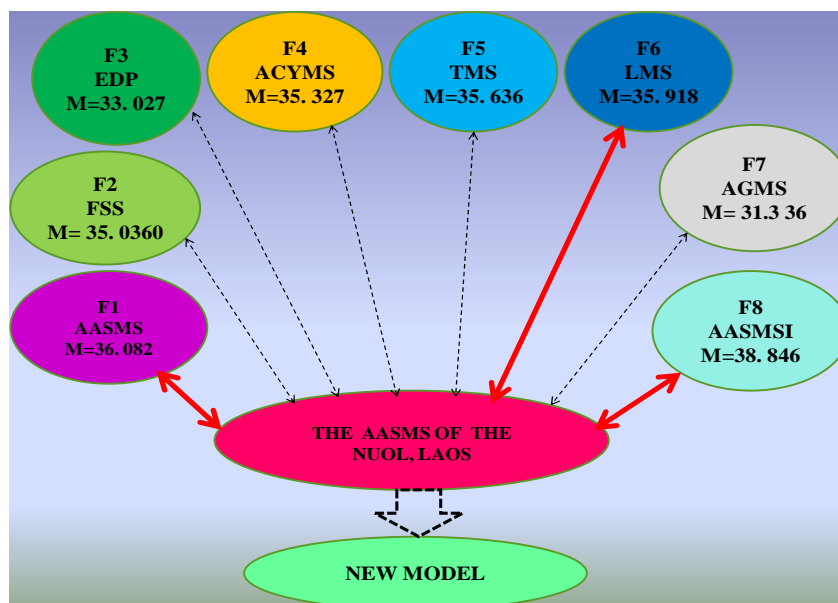


Figure 2 The Factors Influenced the AASMS in the NUOL, Laos

### Q3. Why are those factors influencing the AASMS at the NUOL, Laos?

This is based on the results of this research, it is able to state that the Lao government and Ministry of Education provided the limited national financial budgets on the educational areas. The Academic Affairs Committee boards and subordinates of the NUOL did not perform their jobs properly and did not succeed the mission and vision of the NUOL in terms of the teaching, learning and the AASMSI in the NUOL. Therefore, those indicators were very important issues for the Academic Affairs Committee boards of the NUOL to take an account to improve the AASMS in order to catch up with the Asian regions and the international levels in terms of the educational development in Laos.

### Q4. What are the possible solutions to improve the AASMS at the NUOL, Laos?

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 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 taken 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 arranged 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.

### Q5. What are the major factors influencing the AASMS at the LBUS, Romania?

The major factors influenced the AASMS 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, ( $M = 38.582$ ,  $SD = 8.5685$ ,  $N = 110$ ), **Note: The dark red arrows mean they influence the factors of the AASMS and the black-broken dots mean they do not influence as shown in the Figure 3.**

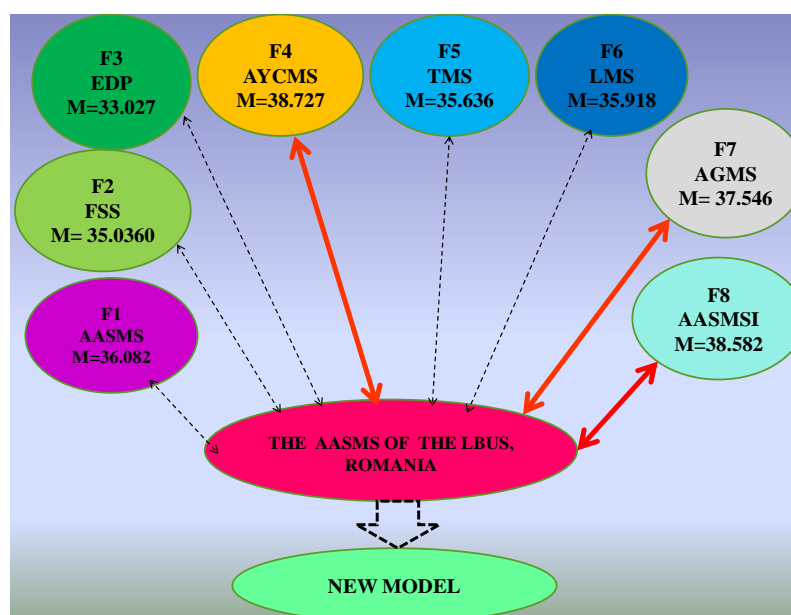


Figure 3 The Factors Influenced the AASMS (LBUS)

#### Q6. Why are those factors influencing the AASMS at the LBUS, Romania?

In the case of Romania, this is based on the statistical components results of this research from eight factors on the AASMS in the LBUS, Romania. The results indicated that three factors influenced the AASMS of the LBUS such as **the fourth factor, the seventh factor and the eighth factor**. This is because the curriculums and other training courses for the postgraduate and undergraduate were not followed by the master academic year calendar management systems. The AACB of the LBUS did not establish the academic grading management systems to integrate database for the daily operations of university. For example, entering new enrolments, monitoring average daily attendance, tracking student progress and using data to direct your decisions, update, share, and use students' information to help increase achievement. This is because the AACB of university had limited funds to improve the access to the academic affairs services technologies and information resources. This is because the AACB of university did not work closely with the Ministry of Education to develop academic plans to catch up with the regional and international levels.

#### Q7. What are the possible solutions to improve the AASMS at the LBUS, Romania?

Those issues were concerned with the Romanian government, the Ministry of Education, the AACB of the LBUS and the academic members of the related organizations those who were in charge of the management systems. Those groups of people do not share work and cooperate with each other properly in terms of the



educational development plans. As a result, those management activities need to be improved to response the demands for the Romanian society and international levels. The Romanian government and the AACB and the academic members have to find out some possible solutions as the above mentioned to improve the AASMS of the LBUS, Romania accordingly. Otherwise, the AASMS of the LBUS will be in a slow position of improvement and is not able to catch up the other developed European countries around the world.

#### Q8. Are there any significant correlations of the AASMS factors at the NUOL and LBUS?

The figure five shows the statistical results values of the Pearson correlation coefficients which have been computed for the eight factors by using the NUOL, Laos and LBUS, Romania as selection variables. None of eight factors correlations were statistical significant level of **0.95**. The correlations with the lowest error terms were found between the **factor four** and the **factor seven**. The values of the **factor four** were concerned with the academic year calendar management systems correlated when using the NUOL and LBUS as a selection variable; thus, the perceptions of the Lao participants in accordance with the academic year calendar management systems correlated directly, but poor and not statistical significance with the perceptions of the Romanian participants regarding the same issues as mentioned below, Similarly, the interpretation can be stated for the **factor seven** which was related to the academic grading management systems of two universities. **Note: The dark red arrows mean they correlate among the AASMS factors and the black-broken dots mean they do not correlate as shown in the Figure 4.**

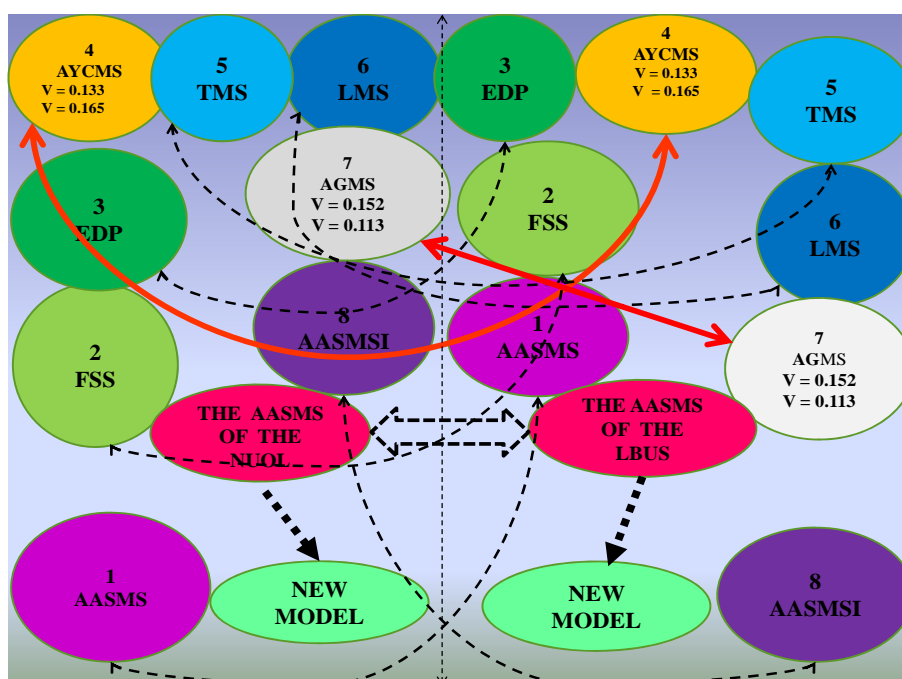


Figure 4 The Significant Correlations of the AASMS factors at the NUOL and LBUS

## 8. Discussion

Based on the results of the students' motivation and eight AASMS factors of the NUOL, Laos and LBUS, Romania, the research has found that Lao and Romanian students have chosen their home universities to study were six reasonable choices as follows: the first reason is that the educational quality of the universities are recognized by the international standards. The second reason is that the universities are very famous in their

countries. The third reason, because the AASMS are the best in their cities. The fourth reason, because the universities facilities are very modern and well-equipped such as buildings, libraries, laboratories and recreational places. The fifth reason, because the universities offer a variety of courses for students to undertake. The sixth reason, because their high school examinations results are able to transfer them to continue their studies in the universities. Those facilities are very important and motivate students to consider their higher educational quality in the universities. This is because those facilities are able to support students to succeed their studies and get a good educational quality from those universities. In fact, those perceptions of students' motivation results of this research are linked to the real situations and those reasons are reliable and acceptable of this research.

Regarding the major factors influenced the AASMS of the NUOL, Laos and LBUS, Romania, the research has found that six factors influenced the AASMS such as factor one, factor four, factor six, factor seven and factor eight. Those factors were very different from one to the other in terms of the AASMS of two universities. Specifically, the first factor indicated that major components influenced the AASMS were concerned with the academic affairs committee boards of the NUOL, Laos. This is because they did not monitor the working performance with other universities regularly. The academic affairs committee boards of university did not submit the academic reports for the annual meeting on time, provided insufficient mass media communication through new letters, web pages, telephone, faxes, email, radio, TV and others. Moreover, they did not set up an annual academic meeting two months before the new academic year starting and they did not have high authority to work on the academic affairs management assessment in the NUOL, Laos. On the other hand, Romanian academic affairs committee boards of university had high authority to work on the academic affairs services management assessment. Likert suggests that organizations functions best when members act not as individuals but as members of high effective work group (Mullins, 1993, p. 170), cited in Likert (1961, p. 38). The fourth factor indicated that major factors influenced the academic calendar management systems were related to six components which were administrative work, enrolment, teaching time, holidays, social activities and resources. Those academic management activities are not effective and irrelevant to the real situations of the universities. The sixth factor indicated that major components influenced learning activities did not work well with students who accepted responsibility for their own learning. This means that the lecturers might not pay more attention on students' learning progresses and skills. The seventh factor indicated that major factors influenced the academic grading management systems were all ten components which were concerned with academic affairs committee boards' functions. This means that they did not integrate the academic grading management systems for the daily database to track the teaching and learning activities in the universities. Therefore, the academic affairs committee boards of the universities have to improve those management activities. Finally, the eighth factor indicated that major factors influenced the AASMS improvement plans of the NUOL, Laos and LBUS, Romania were concerned with to the academic affairs committee boards of universities. They have to improve access to the academic affairs services technologies and information resources, labour-market relations internal and external universities for the graduates, accredit internally and internationally recognize for the AASMS and educational quality. In addition, the governments of the two countries have to increase the financial budgets and other higher educational policies to improve the AASMS for the universities. It is very interesting to notice is that the results which were concerned with the management activities and decision making within internal and external organizations.

## **9. Conclusion**

Based on those results mentioned above, it is to detect that the five major factors influenced the academic affairs services management systems which have been operating in those universities. The major factors influenced the academic affairs services management perceived higher levels by Romanian participants on the factor No. 3 which was concerned with educational policies, factor No. 4 was about academic calendar management, factor No. 5 was about teaching management, factor No. 6 was about learning management, and factor No. 7 was about academic grading management systems. On the other hand, Lao participants had higher perceptions levels on the factor No. 1 was about the effective of academic affairs services management, factor No. 2 was about financial supports, factor No. 8 was about the improvement of academic affairs services management of the universities. Therefore, the academic affairs committee boards of two universities such as the National University of Laos and “Lucian Blaga” University of Sibiu have to take this into an account to improve the academic affairs services management in order to make those working 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 work 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 academic affairs services management of 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. In sum, this research is very valuable data base for the academic affairs committee boards of universities, ministry of education and other related organizations to both public and private sectors to use them for the educational purposes.

## **10. Recommendations**

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

- (1) The governments of two countries have to provide more financial supports and the effective educational policies for the educational sectors.
- (2) The paper works of the higher authority levels have to take a short time to proceed in terms of the AASMS of the universities.
- (3) The NUOL and LBUS’s policy committee boards have to provide the accessible information for students about the alternative work experiences in their home countries and abroad, e.g. internships, exchange programs and cooperative education.
- (4) The NUOL and LBUS’s policy committee boards have to contact the public and private companies to provide the placement of graduates into full-time and part-time employment yearly.
- (5) The AACB of two universities have to improve the AASMS such as calendar, teaching, learning and grading management systems.
- (6) The AACB of two universities have to work closely with the top levels to lower authorities in the universities and international levels.
- (7) The AACB of two universities have to develop the human resources.
- (8) In the case of Laos, national budgets should be more added in accordance with the increasing numbers of students.

(9) In the case of Laos, the university has to provide technology equipment, Internet access linking from internal and external communication.

(10) In the case of Romania, the university has to have the effective educational policies, calendar, and teaching, learning and grading management systems.

(11) The further research of the AASMS should be more and specific areas in those two universities.

**References:**

- Cole G. (2004). *Management Theory and Practice*, Geraldine Lyons, London.
- Fayol H. (1916). “Administration industrielle et g n rale”, *Bulletin de la Soci t  de l’Industrie Min rale*, fifth series, Vol. 10, No. 3, pp. 5-162.
- Harding S. and Trevor L. (1989). “Proven management models”, Hamshire Gu11 3 HR, England: Gower House, available online at: <http://www.infoplease.com/encyclopedia/world/romania-history.html>.
- IBM® SPSS® Statistics 20 (1989-2011), *IBM SPSS Statistics 20 Brief Guide*, IBM, the U. S. A.
- Khawaja Khalid, Haim Hilman and Dileep Kumar M. (2012). “Get along with quantitative research process”, *International Journal of Research in Management*, Vol. 2, No. 2, p. 169.
- Martin Stuart-Fox (1997). *A History of Laos*, Cambridge University Press.
- Mintzberg H. and Quinn J. B. (1991). *The Strategy Process*, Englewood Cliffs: N.J. Prentice Hall.
- Mullins L. J. (1993). *Management and Organizational Behavior* (3rd ed.), Longman Singapore (Pte) Ltd, Singapore.
- NUOL (2013). *IT Centre National University of Laos*, Vientiane, Laos.
- Olum Y. (2004). “Modern management theories and practices”, in: *The 15th East African Central banking Course*, 12th July 2004, Kenya School of Monetary studies, KAMPALA-Uganda.