

The Evaluation of Teaching Quality in Classroom based on Meta-Evaluation at TVET Schools in Lao PDR

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Abstract

This study aims to evaluate teaching quality by teachers and students; to evaluate the results of teaching quality evaluation by academic staffs, directors and deputy directors. The participants included 4 groups consisted of 65 teachers, 195 students, 9 academic staffs and 9 directors and deputy directors. The research instruments were self-evaluation form for teachers; evaluation form for students; checklist and interview form for academic staffs, directors and deputy directors. The data were analyzed by using mean, standard deviation, and content analysis. The results indicated as follows: 1) The evaluation of teaching quality by teachers showed that the criteria of teaching preparation, teaching techniques, media and material were at good level, while the criteria of measurement and evaluation, teacher's ethics and morals, learning outcomes were at fair level. For overall of criteria of the evaluation results of teaching quality by students showed that they were at fair level. 2) The evaluation results of teaching quality evaluation by academic staffs, directors and deputy directors indicated that the utility standard, feasibility standard, propriety standard, accuracy standard were at good level, while the interview results of all standards from those participants indicated that most of them commented on 4 Standards that the Meta-Evaluation can help teachers for improvement on the teaching management, teaching quality, good points and weaknesses in teaching, and teaching-learning management.

Keywords: Teaching Quality, Meta-Evaluation

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Introduction

At present, the quick development of science and technology has affected on the living of people unavoidably. Moreover, it causes the change of society, economy, culture etc. Therefore, to adjust the paradigm of teachers to realize this and to contribute their capacity development, it is necessary to train and/or fulfil them with knowledge, abilities, skills and attitudes in order that they will support the country's progress. According to this, it is important to emphasize the quality of teachers and student outcomes in order to be able to compete the labor market both of internal and international level (Ministry of Education and Sport: MoES, 2016B).

Thus, on the basis of this, the Ministry of Education and Sport (MoES, 2016A) of Lao PDR has legislated the Education Law of which the Article 64 concerning the Educational Quality Assurance (new) mentions about standards, assessment, monitoring and examination of education quality both in public and private education by setting up mechanisms of internal and external quality control which aims to acknowledge and certify education outcomes, to build accountability (trust) for society, community and guardians, as well as to pay attention to the learning outcomes. It also ensures that the local education quality compares equivalent to regional and international education standards. Moreover, it identifies the scope of standards of quality which all teachers, especially who are working in public and private institutions of technical and vocational education; such as vocational schools, colleges, skills development centers, etc., must have including the following five competency areas which will be conducted in an exemplary manner; such as educating, teaching, assessment, self-development and innovation. Besides this, the vocational teachers, themselves, are aware of their specific profession in terms of attitudes, ethical behavior and duties, the teaching and learning process, learner assessment, advice-providing to learners including parents and family members, knowledge and skills development continually which will make a valuable contribution to the development of the country (Ministry of Education and Sport: MoES, 2012).

From the studies of many researches, the researcher can summarize the scope of teaching quality which can be linked to the vocational education level; such as course description and content preparation for learners, technology and teaching media using, appropriate teaching activities selection, effectiveness of assessment and evaluation using. And it was found that to effectively make the results of learning outcomes which can be accepted by labor market and society, all of these mentioned teaching and learning process will be used as major parts of the variation which related to the student's achievement. Moreover, it

was also found that the importance of teaching quality will affect the development of professional of teaching and learning of teachers. Thus, it can be said that these are the most important factors influencing learner outcomes. This is related to Hénard and Roseveare (2012) who defined that the effectiveness of instruction will promote the student's learning outcomes through both of theory and practical teaching. However, to ensure whether "teaching quality" is in accordance with the standard of quality or not, the evaluation is necessary.

Refer to evaluation, there are many evaluation methods; however, in this study, the evaluation scheme will be based on the same scope by creating evaluation model from Meta-Evaluation. Meta-Evaluation is said that it is important in education, especially to users and evaluators or assessors of the appraisal because it provides information which is relevance to quality. Thus, it is said that Meta-Evaluation is also one of quality assurance mechanism which is used to validate the strengths of the assessment plan, evaluation practical, and preparation of evaluation report (Stufflebeam, 1974). Although, Meta-Evaluation is one of alternative for evaluation, there was no research about the evaluation of teaching quality based on Meta-Evaluation in order to build credibility and utility in Lao PDR. Therefore, the researcher realized the importance of this, and think that it is necessary to do evaluation for improvement teaching quality by including managements in evaluating. The process of the evaluation of teachers and students were conducted during the teaching process (This will be called "Formative Meta-Evaluation"), while most of researches often conduct in the implementation phase of projects or programs. According to the researches about the evaluation of teaching quality, it was found that the following 6 factors can be implemented; namely, teaching preparation, teaching techniques, media and material of teaching, measurement and evaluation, teacher's ethics and integrity/teacher leadership, and learning outcomes (Hénard and Roseveare, 2012). As for the part of Meta-Evaluation, the concept of 4 standards; namely Utility Standard, Feasibility Standard, Propriety Standard, and Accuracy Standard (Stufflebeam, 2001) can be utilized for evaluation of teaching quality.

From the mentioned above, it can be concluded that the evaluation of teaching quality based on Meta-Evaluation, is very important for teachers and educational personnel, since it will lead to the improvement of teaching performance under the scope of standards of feasibility, propriety, accuracy and utility. Thus, in order to level-up the teaching quality, and to improve teaching performance of teachers in vocational schools in Lao PDR, this research will conduct under the context of the evaluation of teachers by teachers-themselves, and by students, academic staffs and also director and deputy director, since director and deputy

director are persons who take the important roles for raising the quality level of teachers. And the researcher hopes that the results from this research would be used as guidelines to effectively improve the teaching quality and would be alternative to develop the system of education for teachers and administrators in Lao PDR in the future.

The Objective of the Study

The purposes of the study of evaluation of teaching quality in classroom based on Meta-Evaluation at Vocational Education schools in Lao PDR are as follows:

1. To evaluate teaching quality by teachers and students.
2. To evaluate the results of teaching quality evaluation by academic staffs, director and deputy director.

Conceptual framework of the Study

From the study of theory about evaluation of teaching quality in classroom and Meta-evaluation, the researcher synthesized all of concepts for setting the conceptual framework in this research. The framework divided into 3 sides as variables used in the research as follows:

1. Teaching quality with 6 criteria; 1) Teaching preparation (Santiago, & Benavides, 2009), 2) Teaching and Teaching techniques (Carpenter & Brock, 2006), 3) Media and Material of teaching (Baidawi, 2016), 4) Measurement and Evaluation (Kizlik, 2012), 5) Teacher's Ethics and Morals (Sultana, 2014 and Moswela, et al., 2014), 6) Learning outcomes of the course (Lesch, 2012).

2. Meta-Evaluation (Formative Evaluation) includes 4 criteria, that are 1) Propriety Standard, 2) Feasibility Standard, 3) Utility Standard, 4) Accuracy Standard (Stufflebeam, 1974, 1986).

3. Step of Meta-Evaluation consists of 6 steps: 1) step of determination type of meta-evaluation, 2) step of determination of Meta-Evaluate team, 3) step of determining the criteria for judging the quality of research, 4) step of design instrument of Meta-Evaluation, 5) step of checking quality of tools by experts, 6) evaluate quality based on Meta-evaluation, 7) Collect and analyze data (Stufflebeam, 2001)

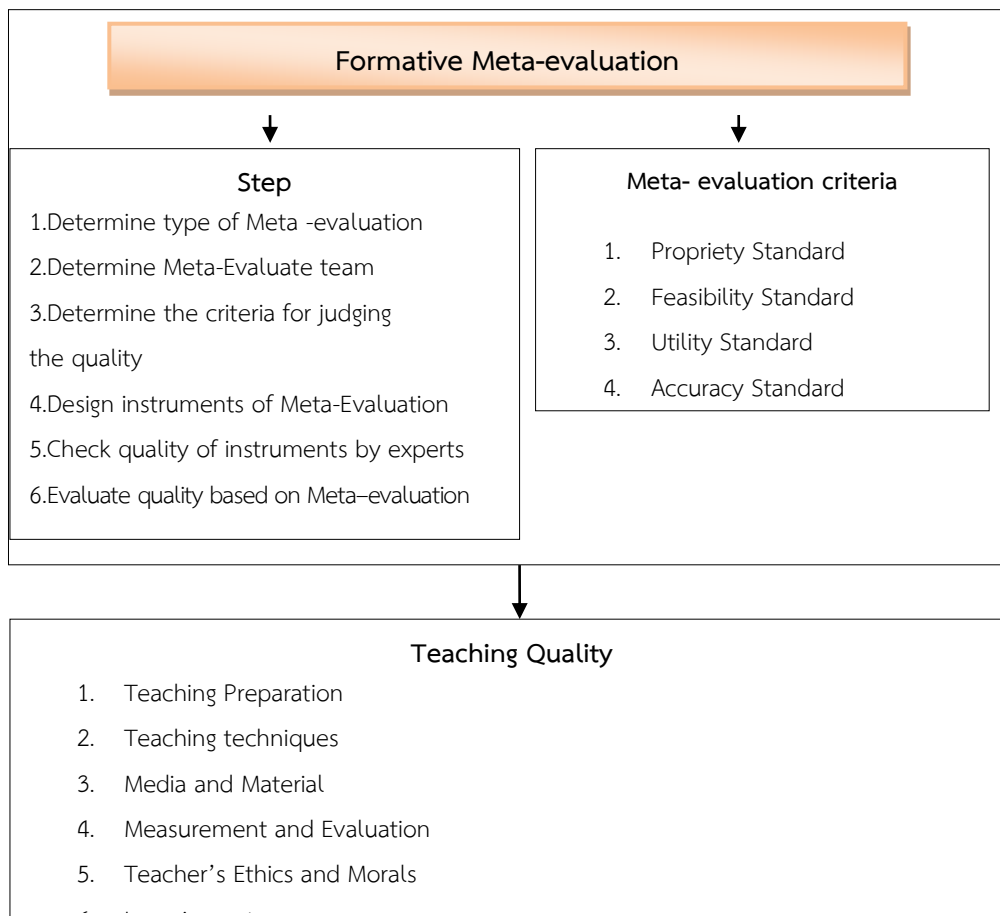


Figure 1: Conceptual framework of the research.

Research methodology

1. Participants

This study was conducted with persons from 3 TVET schools in Lao PDR. Due to this study, it was separated into 2 phases, participants were divided into 4 groups as follows:

Phase I: Evaluation of teaching quality

Group 1: 195 students studying in agriculture field, enrolled in academic year of 2016 (the 2nd year students). The participants of each TVET school as follows: 70 people from Saiyaboury, 95 people from Doungkhamxang and 30 people from Saravanh.

Group 2: 65 teachers who have experiences in agriculture teaching for not less than 10 years, responded self-evaluation on teaching quality. The participants of each TVET school as follows: 20 people from Saiyaboury, 25 people from Doungkhamxang and 20 people from Saravanh.

Phase II: Formative Meta-Evaluation

Group 3: The academic staffs who are educational personnel working in the selected 3 TVET schools, have experiences in teacher evaluation, educational personnel evaluation, or teaching evaluation for greater than 10 years. The participants were 9 staffs selected by purposive sampling method and responded to evaluate the results of teaching quality evaluation from teachers and students.

Group 4: The directors have experiences in school management for greater than 10 years. The participants were 9 directors and deputy directors (3 people/school) selected from 3 TVET schools and responded to evaluate the results of teaching quality evaluation from teachers and students.

2. Research Instrument

The research instruments used in this study are as follows:

1) Self-evaluation form for teachers for investigating teacher's opinions about their teaching quality. The contents validity of the instrument was investigated by finding the Index of consistency which the value of quality was .60 - 1.00. The tried out of instrument, tested with 30 teachers by using Cronbach's Alpha Coefficient was .98.

2) Evaluation form for students for investigating their teachers' teaching quality. The contents validity of the instrument was investigated by finding the Index of consistency which the value of quality was .60 - 1.00. The tried out of instrument, tested with 30 students by using Cronbach's Alpha Coefficient was .98.

3) Checklist form for academic staffs, directors and deputy directors for evaluating the results of the evaluation of teaching quality from teachers and students. The contents validity of the instrument was investigated by finding the Index of consistency which the value of quality was .40 - 1.00.

4) Interview form for academic staffs, directors and deputy directors for evaluating the results of the evaluation of teaching quality from teachers and students. The contents validity of the instrument was investigated by finding the Index of consistency which the value of quality was .40 - 1.00.

3. Data Analysis

The data obtained from different research instruments were analyzed and interpreted quantitatively and qualitatively. The data were transcribed and analyzed by using Mean and Standard Deviation via Computer programs. Qualitative data included the data obtained from structured interview, which were transcribed and analyzed using content analysis.

The results of research

1. The evaluation of teaching quality

The overview results of the evaluation of teaching quality rated by teachers, showed that 3 criteria were at good level as follows: teaching preparation (M=3.52, S=0.93), teaching techniques (M=3.55, S=0.98), and media and material (M=3.42, S=0.76) respectively, while the other 3 criteria were rated at fair level as follows: measurement and evaluation (M=3.41, S=0.93), teacher’s ethics and morals (M=3.37, S=1.09), and learning outcome (M=3.37, S=0.96) respectively.

The results of the teaching quality rated by students showed that 6 criteria were at fair level as follows: teaching preparation (M=3.23, S=0.94), teaching techniques (M=3.44, S=0.94), and media and material (M=3.32, S=0.77), measurement and evaluation (M=3.28, S=0.94), teacher’s ethics and morals (M=0.23, S=0.89), and learning outcome (M=3.35, S=0.89) respectively.

From above, it can be concluded that among 6 criteria, the 3 criteria of teachers correlated with students at fair level; that were measurement and evaluation (criteria 4), teacher’s ethics and morals (criteria 5) and learning outcomes (criteria 6), while the other 3 criterias were found that they are not correlate, as shown in TABLE 1

TABLE 1: The results of the evaluation of teaching quality

Criteria	Teachers			Students		
	M	S	Interpretation	M	S	Interpretation
1. Teaching Preparation	3.52	0.93	Good	3.23	0.94	Fair
2. Teaching Techniques	3.55	0.98	Good	3.44	0.94	Fair
3. Media and Material	3.68	0.76	Good	3.32	0.77	Fair
4. Measurement and Evaluation	3.41	0.93	Fair	3.26	0.94	Fair
5. Teacher’s ethics and morals	3.37	1.09	Fair	3.23	0.89	Fair
6. Learning Outcome	3.37	0.96	Fair	3.35	0.89	Fair

2. Formative Meta-Evaluation

2.1 Formative Meta-Evaluation by using checklist

The overview of the results of data analysis of the Formative Meta-Evaluation by academic staffs, directors and deputy directors showed that the average value of 4 criteria were at good level as follows: Utility Standard (M=3.97, S=0.69), Feasibility Standard (M=4.06,

S=0.79), Propriety Standard (M=4.10, S=0.64) and Accuracy Standard (M=4.12, S=0.50) as shown in the TABLE 2.

TABLE 2: The results of Formative Meta-Evaluation by using checklist

No	Evaluation Items	M	S	Interpretation
I	Utility Standard	3.97	0.69	Good
II	Feasibility Standard	4.06	0.79	Good
III	Propriety Standard	4.10	0.64	Good
IV	Accuracy Standard	4.12	0.50	Good

2.2 Formative Meta-Evaluation by Interview

The interview results of all standards from those participants indicated that most of them commented on 4 Standards that the Meta-Evaluation can help teachers for improvement on the teaching management, teaching quality, good points and weaknesses in teaching, and teaching-learning management.

TABLE 3: The results of Formative Meta-Evaluation by interview

Standard	Yes	No
Utility	1. Meta-Evaluation helps to ensure the evaluation of teaching quality. The evaluation can help to improve teaching. The standard was the important role in teaching. Teacher can prepare and proceed to teach according to the standard 17 (94.44%).	Not sure 1(5.56%)
	2. Meta-Evaluation can provide evaluation information to school management on time. The evaluation evaluates based on the teaching schedule, evaluation during the study 17 (94.44%).	Not sure 1(5.56%)
	3. Meta-Evaluation has important role for school and teaching This evaluation will correct the indicators. Evaluation make teacher can prepare lesson plan by themselves. 17 (94.44%).	Not sure 1(5.56%)
	4. Meta-Evaluation is useful for improvement teaching quality Evaluation Criteria will be useful in teaching and learning. The teacher can apply and cooperate to each other. This will lead to teaching success 17 (94.44%).	Not sure 1(5.56%)

Standard	Yes	No
Feasibility	5. Meta-Evaluation ensure that evaluation results can be used for teaching improvement.	
	This evaluation can be used for teaching improvement because of the problem of actual teaching situation in the past. Evaluation criteria can help teaching quality in school. Evaluation are teaching guidelines for good planning for teachers in the future 17 (94.44%).	Not sure 1(5.56%)
	6. Meta-Evaluation ensures that the evaluation can be used for a defined plan, and feasible in practice.	
	This evaluation can be used to improve teaching by leading to achievement the quality of teaching and learning management 17 (94.44%).	Not sure 1(5.56%)
Propriety	7. Meta-Evaluation helps good teaching management to become efficiency.	
	Meta-Evaluation is a wide variety of teaching control information. Make the teacher clear with their strengths and edit Weaknesses to improve then teaching quality 17 (94.44%).	Not sure 1(5.56%)
	8. Meta-Evaluation ensures that the evaluation results are accurate	
	The answer is based on the fact because the assessment has been evaluated by many parties 17 (94.44%).	Not sure 1(5.56%)
Propriety	9. Meta-Evaluation can be properly implemented in real situation of institution, classroom and school.	
	The evaluation has accurate information, criteria for assessment. It can be used to analyze good points and weaknesses of the teaching of teacher 17 (94.44%).	Not sure 1(5.56%)
	10. Meta-Evaluation emphasizes on the assessee's private right of student and teacher.	
	The evaluation of teaching quality make teachers can see the point where they, themselves need to modify their own teaching better from evaluation results 17 (94.44%).	Not sure 1(5.56%)

Standard	Yes	No
Accuracy	11. Meta-Evaluation ensures that the teaching assessment will provide reliable results.	
	The teaching quality evaluation is a multi-way assessment which will provide reliable results 16 (88.88%).	Recommendations that respondents actually were not able to provide actual information, error information. The assessment did not meet the standards 2 (11.12%).
	12. Meta-Evaluation provides the correct interpretation information which leads to teaching improvement in accurately.	
	Evaluation of teaching quality is able to change the teacher's behavior according to the condition and the evaluation standard 17 (94.44%).	Not sure 1(5.56%)
	13. Meta-Evaluation makes the reasonable conclusions of teaching quality and appropriate follow-up.	
	The results of the evaluation can improve the teaching-learning management better 17 (94.44%).	Not sure 1(5.56%)

Conclusion, discussion and recommendation

1. Conclusion

Although the meta-evaluation is difficult, it particularly relates to data access and a variety of evaluations. The experience will be included in the study. The researcher still believe that this type of study can be explained and helpful in improvement and development the evaluation function, and school administration, in addition. This research may contribute to raising awareness about such evaluation functions and to provide an enhanced assessment of the Teaching Quality within vocational institutions. Hence, in this research will report in 2 parts as follows:

1) Evaluation of teaching quality by teachers and students

The evaluation of teaching quality by teachers showed that the criteria of teaching preparation, teaching techniques, media and material were at good level, while the criteria of measurement and evaluation, teacher's ethics and morals, learning outcomes were at

fair level. For overall of criteria of the evaluation results of teaching quality by students showed that they were at fair level. From the evaluation of teaching quality, it can be concluded that among 6 criteria, the 3 criteria of teachers correlated with students at fair level, as follow: measurement and evaluation (criteria 4), teacher's ethics and morals (criteria 5) and learning outcomes (criteria 6), while the other 3 criteria were found that they did not correlate.

2) Formative Meta-evaluation

1) Formative Meta-evaluation on checklist

The overview of the results of data analysis of the Formative Meta-Evaluation by academic staffs, directors and deputy directors showed that the average value of 4 standards were at good level; Utility Standard, Feasibility Standard, Propriety Standard and Accuracy Standard respectively.

2) Formative Meta-evaluation on interview

The evaluation of teaching quality evaluation from academic staffs, directors with the number of 18 people in agriculture fields, the findings indicated that most of them commented on 4 Standards that the Meta-Evaluation can help teachers improve on the teaching management, teaching quality, good points and weaknesses in teaching, and teaching-learning management.

2. Discussion

1) The results of evaluation teaching quality by teachers and students

1.1) The results of evaluation teaching quality by teachers, it was found that the teaching techniques of the teacher was at good level. Since, the teachers at 3 TVET schools, mostly have ever attended pedagogy training, and the teachers have learnt in the field of vocational study. In addition, TVET schools have policy to improve teaching skills by sending teachers to train about their subject field including teaching techniques in the TVET institutions and company. For this reason, teachers have good teaching techniques, which affects to the better quality of teaching implementation. This is in accordance with Hénard & Roseveare (2012) who said that teaching quality is the use of pedagogical techniques to produce learning outcomes for students. Teaching quality includes knowledge transfer, knowledge evaluation, pedagogical techniques using aligned with student-centers learning, guidance providing and tutoring to students. In addition, it also relates to re-thinking of student workload and teaching load, re-designing of curricula for present society and innovative learning platforms creating. The accessibility of a lecturer as well as personality traits are included. In addition, reducing

barriers of teaching and learning is the Instructional Factors of Teachers (Sotthayakom, Yoelao, and Suwanmonkha, 2018).

1.2) The results of evaluation teaching quality by students, it was also found that the using of teaching techniques of the teachers was at fair level. Since, teachers mostly have ever attended pedagogy training, and the teachers have learnt in the field of vocational study. In addition, TVET schools have policy to improve teaching skills by sending teachers to train about their subject field including teaching techniques in the TVET institutions and company. Meanwhile, some students have different knowledge in each person. Therefore, the results of assessment did not correlate with the teacher as cited in Vevere & Kozlinskis (2011) that in summary, the one of the most crucial factors in the system of teaching quality evaluation is the evaluation of teaching by students. Simultaneously, due to subjective nature of the students' evaluation, it can be regarded as an instrument enhancing feedback among universities, students and lecturers, whereas improvement of the teaching quality is a prerequisite. In order to determine the student's evaluations of teaching quality, it is more efficient to use a unified questionnaire and compare results across several universities. The key groups of criteria that should be included in a questionnaire are: knowledge transfer, knowledge evaluation, accessibility of a lecturer and his/her personal traits. The unified questionnaire can be modified for a particular university by adding a supplementary section based on students' answers to open questions. Relationships between students and teachers are the unexpectedly crucial component of the teaching quality evaluation. In most cases, the relationships are the main driver that motivates students strongly for studies, exploration of new materials and own researches. Despite of the fact that evaluation of one university lecturer concerns interests of all other lecturers, not everyone in teaching personnel gives considerable attention to this process and strives for positive results, whilst evaluation of the teaching personnel is capital-intensive and rather complex. The role of a student in this kind of evaluation is really significant provided that the applied methodology is efficient.

2) The results of evaluation of teaching quality evaluation by academic staffs, and directors by checklist

Regarding the results of Propriety Standard, it was found that the topic of "Promote evaluation and support the operation of institutions" was at good level because this evaluation is assessed in order to make reliable for the evaluation results, the meta-evaluation, then can help and support teaching evaluation. This was in accordance with Stufflebeam (1986) who said that the propriety standards are intended to ensure that an

evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

3) The results of evaluation of teaching quality evaluation by academic staffs, and directors by interview

The results of interview in the topic of Utility Standard about “Meta-Evaluation helps to ensure the evaluation of teaching quality”, indicated that mostly of interviewees said that the evaluation could help to improve teaching so, the Utility Standards was important role in teaching and teacher can prepare and proceed teaching according to the evaluation standard. In addition, Utility standard properly implemented in accordance with the code of conduct for teacher in Lao PDR in order to make reliable for the evaluation. This is in accordance with Stufflebeam (1986) said that the Utility Standards are intended to ensure that an evaluation will serve the practical information needs of given audiences.

Recommendation

Based on the research which focused on the evaluation of teaching quality in the classroom based on Meta-Evaluation at TVET schools in Lao PDR has summarized recommendations from research are as follows:

1. Policy Term

1) Ministry of Education and Sport, should define policy of evaluation in the same standard for improvement teaching quality in TVET schools in Lao PDR.

2) Ministry of Education and Sport, should support budget for schools for evaluation of Teaching Quality of teachers.

2. Practical Term

1) TVET department should consider to try out the method of evaluation of teaching quality in TVET institution.

2) Teachers should bring the evaluation results for improvement of their teaching and learning.

3) The evaluation on teaching quality of teachers, should evaluate by self-evaluation, students, academics and director in the same standard.

3. Future Research

1) Should conduct to evaluate the teaching quality in the last term of learning to procure real information and improve the quality of teaching to learning outcome effective results.

2) Should bring the method of evaluation of teaching quality in this research as guideline for the development of internal and external quality assurance models for TVET school.

3) Should conduct with several groups.

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