Development of a self-evaluation checklist for increasing the value of educational provision processes

Jatuphum Ketchatturat a *

a Khon Kaen University, Faculty of Education, Khon Kaen 40002, Thailand

Abstract

The purposes of this research were 1) to study the educational provision process affecting the increase of value of educational provision processes 2) to develop a self-evaluation checklist for increasing the value of educational provision processes and 3) to determine the quality of a developed self-evaluation checklist. There were two phases of research approach: The first phase employing qualitative approach with multiple-case study design. The second phase employing research and development approach (R&D). The research instrument consisted of an interview form, self-evaluation checklist, manual and questionnaire. The data were analyzed by employing content analysis, cross-case analysis and analytical description method. The research findings were as follows, 1) Increasing the value of educational provision process which would affect the increase of high school student’s academic achievement and progress including 3 characteristics of increasing the capacity (1) to develop the quality of educational provision processes (2) to response the student needs (3) to adapt for the change. 2) A developed Self Evaluation Checklist has two sets which shared characteristics. It is used for (1) Educational Service Areas and (2) Schools. Each set consisted of 3 checkpoints, 14 sub-checkpoints, and 70 items. Its quality was high level both the content validity and the reliability. The processes of self-evaluation checklist’s implementation used PDCA cycle. The impact of self-evaluation checklist’s implementation enabled to the personnel and administrator of school and educational service area clarified the improvement area and determined the development plan.

Keywords: Self-Evaluation Checklist, Increasing the Value, Educational Provision Processes;

1. Introduction

The strategic development plan of Thailand in the tenth National Economic and Social Development Plan (2007 – 2011), the main focus is creating the value-added products with the knowledgeable based by the addition of knowledge and technology to the production of goods and services from beginning to goal, office of the National Economic and Social Development Board, 2005). The process of added value to productive units, each unit will need to find a solution or innovation that can improve or enhance the quality of those goods or services or a higher valuation. Like an educational provision, Quality education will require students to develop their full potential. Including the quality assurance system to ensure improving the quality of education is according to the standard of education.

The 1999 National Education Act Revised 2002 stated that education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. Including, there shall be a system of educational quality assurance to ensure improvement of

* Jatuphum Ketchatturat. Tel.: +6-68-947-86077
E-mail address: phumjai4953@gmail.com

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Keywords: Self-Evaluation Checklist, Increasing the Value, Educational Provision Processes;
educational quality and standard at all levels. Evaluations have been accepted as aspects of improving the quality of educational provision processes and as reliable way for informing the quality of education to the public. The definition of ‘Value of Educational Provision Processes’ is the quality of educational provision processes with regard to cost benefit and cost effectiveness in the areas of educational management, student needs, and change adaptation which would affect the increase of student’s academic achievement and progress.

Research have recognize the importance of national development strategies, along with improving the quality of education and also require to research and develop the innovation named ‘Self Evaluation Checklist’ that will be used as a tool to monitor and improve the quality of education, to support the agencies that have added the value to the educational provision, to fulfill the potential of students lead to the development of academic achievement. As well as, preparation for a quality mature in the future. It was intended that the mechanism of these innovations will contribute to improving the quality of education and increase the capacity of Thai youth are prompt to confront the challenges of global competition in the future.

2. Research Objective
The research questions that need to find out were 1) How are the characteristics of the increase of value of educational provision processes? and 2) How do we use a self-evaluation checklist to increase the value of educational provision processes? To answer such questions. The research objectives as follows.
1) To study the characteristics of the increase of value of educational provision processes.
2) To develop a self-evaluation checklist for increasing the value of educational provision processes.
3) To determine the quality of a developed self-evaluation checklist.

3. Research Method
This research proceeds two phases as following:

3.1. Phase I
This phase aims to analysis the educational provision processes between schools and educational service areas with different characteristics employing qualitative approach, the following study focuses on how teacher, principle, administrator and educational personnel as an individual practitioner can use the orientation of increasing the value in their educational provision process (Barlosky and Lawton, 1994) and find out the framework for developing the self evaluation checklist.

3.1.1. Target Group
Target Group employed three case studies. Each case study consisted of schools and educational service areas. Case studies selected by criterion as followings 1) Area 2) Size 3) percentile of value-added score which analyzed by value-added approach. For criterion of value-added score, percentile rank 75 up as high achieving group, percentile rank 25 – 74.99 as medium achieving group and percentile rank 25 down as low achieving group.

<table>
<thead>
<tr>
<th>Criterion for selecting</th>
<th>Case I</th>
<th>Case II</th>
<th>Case III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School</td>
<td>School_a</td>
<td>School_b</td>
<td>School_c</td>
</tr>
<tr>
<td>1.1 Area</td>
<td>Located in Bangkok, capital city of Thailand, school was recognized in the national level.</td>
<td>Located in Chiangmai province, northern part of Thailand, in municipal area. Away from the provincial about 22 km.</td>
<td>Located in Amnatchareon province, northeastern part of Thailand, out municipal area. Away from the provincial about 50 km.</td>
</tr>
<tr>
<td>1.2 Size</td>
<td>Extra large size (number of students 3,130)</td>
<td>Large size (number of students 2,593)</td>
<td>Medium size (number of students 670)</td>
</tr>
<tr>
<td>1.3 percent of value-added score</td>
<td>High achieving group, percentile rank is 98.8</td>
<td>Medium achieving group, percentile rank is 72.9</td>
<td>Low achieving group, percentile rank is 12.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Educational Service Area</th>
<th>ESA_x</th>
<th>ESA_y</th>
<th>ESA_z</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Area</td>
<td>Located in Bangkok, in municipal area.</td>
<td>Located in Chiangmai province, in municipal area.</td>
<td>Located in Amnatchareon province, in municipal area.</td>
</tr>
<tr>
<td>2.2 Size</td>
<td>Number of personnel 123, number of Schools in responsibility 60</td>
<td>Number of personnel 114, number of Schools in responsibility 136</td>
<td>Number of personnel 120, number of Schools in responsibility 275</td>
</tr>
<tr>
<td>2.3 percent of value-added score</td>
<td>High achieving group, percentile Rank is 99.0</td>
<td>Medium achieving group, percentile Rank is 62.5</td>
<td>Low achieving group, Percentile Rank is 17.5</td>
</tr>
</tbody>
</table>
3.1.2. Research Instruments

Research instruments consisted of two interview forms: one was used for students, school teachers and school principals. The second form was used for educational administrators and educational personnel.

3.1.3. Data Analysis

The collected data will be selected, focused, simplified, and transformed that appear in written up field notes or transcriptions. Cross Case Analysis was be used (Eisenhardt, 1989) that is a process of building theory from case study research for searching for pattern within cross-case studies by comparing the different within and between case study in order to develop a guidance for building a self evaluation checklist.

3.2. Phase II

This phase aims to design and develop a self-evaluation checklist for increasing the value of educational provision processes employing research and development approach (R&D) as figure 1. Information obtained from phase I will be taken to design a self-evaluation checklist (Scriven, 2007; Stufflebeam, 2000). There were four stages of research proceeding as followings.

Stage I (R1) aims to build a self-evaluation checklist by analyzing the information from research phase I and relevance document.

Stage II (D1) aims to develop the quality of a self-evaluation checklist by expert judgments and target group used.

Stage III (R2) aims to implement a developed self-evaluation checklist to use for school teacher, principal, administrator and educational personnel.

Stage IV (D2) aims to build a plan for increasing the value of educational provision process by using the results of self evaluation.

3.2.1. Participant

Participant consisted of 70 teachers, 12 principal, 15 educational personnel and 10 educational administrators.

3.2.2. Research instruments

The research instrument consisted of self-evaluation checklist, manual for using self-evaluation checklist and questionnaire, investigated by 13 expert judgments. It was used for school teachers and school principals and educational administrators. Investigating the quality of a developed self-evaluation checklists by applying 4 dimensions of the evaluation standard including 1) utility standard, 2) feasibility standard, 3) propriety standard, and 4) accuracy standard. (Stufflebeam, 1981)

3.2.3. Data Analysis

The data were analyzed by frequency, percentage, average, standard deviation and analytical description method.

4. Conclusion

4.1 Increasing the value of educational provision process which would affect the increase of student’s academic achievement and progress including 3 characteristics of increasing the capacity (1) to develop the quality of educational provision processes (2) to response the student needs (3) to adapt for the change.

4.2 A developed Self Evaluation Checklist has two sets which shared characteristics. It is used for (1) Educational Service Areas and (2) Schools. Each set consisted of 3 checkpoints, 14 sub-checkpoints, and 70 items. Configuration of a developed self-evaluation checklist as followings.

4.2.1 Components of a Self Evaluation Checklist

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Sub - Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increasing the capacity in developing the quality of educational provision processes.</td>
<td>1.1 Educational resource management</td>
</tr>
<tr>
<td></td>
<td>1.2 Professional teacher development</td>
</tr>
<tr>
<td></td>
<td>1.3 Efficiency of educational management</td>
</tr>
<tr>
<td></td>
<td>1.4 Moral supporting and encouraging</td>
</tr>
<tr>
<td></td>
<td>1.5 Image and identity supporting</td>
</tr>
<tr>
<td></td>
<td>1.6 Research and evaluation system</td>
</tr>
<tr>
<td>2. Increasing the capacity in response the student needs.</td>
<td>2.1 Teaching and learning relating to daily life of student</td>
</tr>
<tr>
<td></td>
<td>2.2 Student-centered in teaching and learning</td>
</tr>
<tr>
<td></td>
<td>2.3 Teaching and learning focus on individual needs</td>
</tr>
<tr>
<td></td>
<td>2.4 Career skill’s student development</td>
</tr>
<tr>
<td></td>
<td>2.5 Student’s academic achievement enhancement</td>
</tr>
</tbody>
</table>

Table1. Components of Self Evaluation Checklist
4.2.2 Purposes A self-assessment checklist is intended to the teacher and school administrators can take this innovation to be a mechanism for "increasing the value of educational provision processes" in the areas of increasing the capacity in developing the quality of educational provision processes, respond the student needs, and adaptation for the change. This developed tools will lead to enhance the academic achievement of students with regard to limits of their resources and capabilities gradually, achieve the aims of the current development and creativity, does not negatively impact future development, aims to develop with balance of various dimensions, and to maintain the educational standard with continuously and sustainability.

4.2.3 Objectives 1) to use as a tool for gathering the information to determine the responsibility of educational provision processes. 2) to prepare the plan of increase the value of the educational provision processes which will lead to enhance the academic achievement of students.

4.2.4 Role of Evaluator emphasis on participation of all parties. School evaluator consisted of teachers that are representative from each subject group, header of group, function, department, and principal. Educational Service Area evaluator consisted of personnel representative from each department, and Educational Administrators. Role of evaluator must check the educational provision processes by all checkpoints in self-evaluation checklist with summarize the evaluation results and make the plan of increase the value of the educational provision processes. The important thing is Administrator have to build understanding of the evaluation to personnel as “Evaluation is not to prove, but to improve”

4.3 The quality of a self-evaluation checklist investigated content validity by 13 experts considering the congruence between items, sub-checkpoints, and checkpoints with the operational definitions (IOC are 0.538 – 1.000), reliability with internal consistency by calculating the conbrach’s alpha coefficient are 0.733 – 0.943. The user’s opinions to the quality of self-evaluation checklist in 4 standard dimensions (accuracy, utility, feasibility, and propriety) was high level overall ( $\bar{X} =$ 3.88, 4.13, 3.98, 4.06 respectively).

4.4 The process of using a self-evaluation checklist for increase the value of educational provision which would affect the increase of student’s academic achievement and progress, it can be divided into two parts: self-evaluation process and increasing the value process. In each process used PDCA cycle (Plan, Do, Check, Act) as figure 1.

Figure 1. The cycle of using a self-evaluation checklist for increase the value of educational provision
4.5 The implementation of a self-evaluation checklist enabled to the personnel and administrator of school and educational service area clarified the improvement area and determined the development plan. Key success factors which lead to be success for implementing self-evaluation checklist were (1) Administrative supporting (2) Involvement of parties and (3) Quality of evaluation process.

5. Suggestions

5.1 For research use

The potentiality to develop into the industry sector, educational institutions are productive units in the education sector which outputs will be different from industry sector in case of education does not focus on profits. So, potentiality for developing this research into the education sector is leading the mechanism of innovation which developed by researcher putting into practices as followings. The mechanisms of self-evaluation process by using Self – Evaluation Checklist and Manual for increasing the value of educational provision process. By arrangement, the plan of increasing the value (PV) five stages as followings.

Stage I Identify the required improvements, is derived from the results of the self-evaluation checklist. There were three factors of improvement including; (1) personnel within organization have the potentiality to improve. (2) The involvement of networking partners to provide assistance, promote and support., and (3) a great impact on the quality of education.

Stage II Identify the target group who receive value added, or get the results of the improvement and development.

Stage III Find out how to increase the value, it is a way that consistent with the required improvement. How to increase the value could be a program, activities, has achieved worked both internal and external organization. It also is good practice and appropriate to the context of organization.

Stage IV Identify value added indicators, these indicators can measure the effect of changes caused by how to increase the value which be used to improve and develop.

Stage V Initiative to improve and develop, it determines about, a period of improvement and development, the primary responsibility, requirements resources, including plans for putting into practices.

5.2 For further research

5.2.1 This research applied the scoring method by rating scale for criterion level of a self-evaluation checklist that based on feeling individual one. Therefore, there should be developing the scoring rubrics method for criterion level of a self – evaluation checklist such as milestone method, etc. Because of one key success factor is quality of evaluation process.

5.2.2 There should be studying with the viewpoints of the other parties for example, student, parent, community, stakeholder, etc.

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References


