



AN EVALUATION OF A WORLD CLASS STANDARD SCHOOL PROJECT: A MULTI SITE EVALUATION

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ABSTRACT

The purpose of this research was to evaluate a World Class Standard School Project of the Office of Basic Education Commission during 2014-2016 by implementing CIPP evaluation model. CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a program's value. This is a mixed method research. A quantitative data collection took place in 11 World Class Standard Schools (WCSSs) in Chonburi. A qualitative data were from Chonkanyanukul School and Phothisamphanphitthayakhan. The samples consisted of 11 administrators, 22 teachers, 169 students, 169 parents and 11 school committees. The research instrument for a quantitative study was a five-rating-scale questionnaire and frequency, percentage, mean, and standard deviation were used for data analysis. A qualitative study was conducted by an in-depth interview and focus groups with students and teachers, observation and documents. The data was analyzed by using content analysis. The research findings were as follows:

1. The overall aspects of the context area were eminent. The mean of the school policy aspect was significance, followed by the economics aspect, the society aspect and the politic aspect respectively.

2. The overall aspects of the input area were distinctive. The mean of the quality of the administrators was significance, followed by the quality of the basic factors, and the quality of the teachers respectively.

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3. The overall aspects in the process area were at a good level. The mean of the practices following the policy of development in WCSS was at the highest level, followed by the mean of Total Quality Management and the instructional management comparing it with the world-class standard respectively.

4. In the product area, the results revealed; that the overall aspects of the product area were at a good level. The mean of advanced thinking was at the highest level, followed by the mean of communication with two language, the mean of academic excellence, the mean of being responsible for global society and the mean of producing work creatively respectively.

5. The mean of impact area was prominent.

Keywords: world class standard school, CIPPI model.

INTRODUCTION

The World Class Standard School Project is an educational innovation which the Office of the Basic Education Commission has used as an urgent measurement to raise education quality up to a world class standard. The project was launched in 500 schools both primary and secondary in B.E. 2553. The schools would develop the school curriculum and the learning process for the quality achievement of students according to the learning standard of the national core curriculum B.E. 2551. There was a follow up stage in 2553-2554 and some problems were highlighted regarding; additional subjects, frequency of different subjects in the curriculum. Students' thinking skills were at a low level. The Office of the Basic Education Commission has solved the problems and improved the method for World Class Standard Schools to manage the curriculum for schools under the project since B.E. 2555. (World-class standard school, Online, 2012)

RESEARCH OBJECTIVE

The objective of this research was to evaluate WCSSs in Chon Buri by using Stufflebeam's CIPPI Model which covered Context evaluation, Input evaluation, Process evaluation Product evaluation and Impact evaluation.



SCOPE OF THE STUDY

The quantitative study took place in 11 WCSSs in Chon Buri and the qualitative study took place in Chonkanyanukul School (C.N. School) and Phothisamphanphitthayakhan School (P.S.P. School).

RESEARCH FRAMEWORK

The CIPPI Model, adapted from Stufflebeam's CIPPIEST (Rattana Buosonte, 2013, p. 19) was applied in the evaluation. The model included Context evaluation, Input evaluations, Process evaluations, Product evaluations and Impact evaluations. The conceptual framework of an evaluation of World Class Standard Schools: Multi-Site Evaluation covered the 5 variables. Firstly the Context evaluation was covered with the school policy, economics, society, and politics. Secondly the input evaluation was covered with the quality of the administrators, the quality of the teachers, and the quality of the basics factors. Thirdly the process evaluation was covered with the quality management systems. Fourthly the product evaluation was covered with the students' academic achievement classified by academic excellence, communication with two languages, advanced thinking, producing works creatively and being responsible members of the global society. Finally the impact evaluation was covered with the development network, the awards, other progress and results from the implementation of the program.

RESEARCH PROCEDURE

In a quantitative study: data was collected by using questionnaires which were made from 382 informants in 11 WCSSs in Chon Buri. The informants included 11 administrators, 22 teachers, 169 students, 169 parents and 11 school basic educational committee members. Three hundred and eighty two questionnaires were returned. The data was analyzed, presented and interpreted with tables.

In a qualitative study a site visit was made; a researcher visited two WCSSs in Chon Buri, Chonkanyanukul (C.N.) School and Phothisamphanphitthayakhan (P.S.P.) School. Qualitative studies were made from these two schools. The qualitative studies were composed of interviewing students and teachers, observing teaching, discussions



with focus groups, and studying documents. Content analysis was analyzed to support the quantitative study.

Research Instruments

A questionnaire was used to collect data. The research tools were assessed for content validity (index of item objective congruence: IOC) by experts. Then the tools were tried out for reliability by using Cronbach's alpha coefficients. The reliability for administrators is 0.99. The reliability for teachers is 0.99. The reliability for student is 0.90. The reliability for parents is 0.81. The reliability for school basic educational committee members is 0.96. O-NET was used to find out student ability in academic subjects.

An English Proficiency test for M.3 students, which was constructed by a researcher. The test consisted of Listening-Speaking skill, Structure, Vocabulary, Reading and Writing skills. The English test was assessed for content validity (IOC) by experts. Then it was tried out for reliability. The reliability for the whole test was 0.84.

Data Collection and analysis

For quantitative study, 382 questionnaires were derived from 11 WCSSs in Chon Buri. The data were analyzed by using mean, standard deviation, and the percentage. For qualitative study, the data was collected by group discussion, observation, interviewing and studying from documents. The data was analyzed by using content analysis.

RESEARCH RESULTS

The research results were as follows: The overall evaluation of World Class Standard Schools



Table 1. The mean and standard deviation resulting from the overall evaluation of WCSSs

Evaluators	Evaluation Aspects									
	Context		Input		Process		Product		Impact	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Administrators	4.46	0.56	3.97	0.80	4.20	0.73	4.06	0.79	4.01	0.97
Teachers	4.18	0.66	3.76	0.87	4.14	0.62	4.04	0.67	4.04	0.82
Students	3.97	0.79	3.87	0.89	3.87	0.89	3.89	0.85	3.86	0.87
Parents	4.03	0.82	-	-	-	-	3.98	0.80	-	-
School Committee	4.68	0.53	-	-	-	-	4.36	0.56	-	-
Total	4.29	0.65	3.89	0.84	4.08	0.74	4.05	0.75	3.97	0.89

Table 1 showed that the overall picture of the means of the evaluation aspects were at good levels. The highest mark was the mean of Context aspect, followed by the mean of Process aspect, the mean of Product aspect, the mean of Impact aspect and the mean of Input aspect respectively.

In Context aspect, analysis results revealed that the mean of the overall picture was at a good level in general. According to informants, results revealed that the mean for school basic educational committee members (school committee) was at an excellent level followed by the mean for administrators which was at a good level. The mean for students was at the lowest level of the entire informant group.

In Input aspect, analysis results revealed that the mean of Input aspect in general was at a good level. According to the informants, the mean for administrators was at a good level and the mean for their opinion is at highest level followed by the means for students and the mean for their opinion were at a good level. The mean for teachers was at a good level and the mean of their opinion is at a good level.

In Process aspect, analysis results revealed that the mean of Process aspect in general was at a good level. The means for administrators is at the highest level and



the mean of their opinion is the highest level, followed by the mean for teachers and the mean of their opinion were at a good level and the mean for students was at the lowest level and the mean of their opinion was at a good level.

In product aspect, analysis results revealed high in general. The means of the following informants were put in order as follows: The mean for school basic educational committee members was at the highest level and the mean of their opinion was at a good level. The mean for administrators was at a high level and the mean of their opinion was at a good level. The mean for teachers was at a high level and the mean of their opinion was at a good level. The mean for students was at the lowest level and the mean of their opinion was at a good level.

In Impact aspect, analysis results revealed high. The mean for the teachers was at the highest level and the mean of their opinion was at a good level. The mean for the administrators was at a high level and the mean for their opinion was at a good level. The mean for students was at the lowest level and the mean for their opinion was at a good level.

Followings are the results of the evaluation in details.

In Context evaluation, data analysis showed the results of Policy aspect in details and qualitative study would be included. Evaluation aspect of school policy totally was good while the item of school determined vision, target and participation of people involved had the highest mean score of excellence from policy to plan, there's a follow up had the lowest mean score at the level of good.

In Teacher quality aspect, data analysis revealed that all items were evaluated at a good level. The mean score of item Teachers use ICT in learning and teaching was at the highest level followed by the mean score of item Teachers used media and innovation to develop students continuously and the mean score of item Teachers could exchange learning experience in international learning & teaching management was at the lowest level

For qualitative study, the similarity of C.N. School and P.S.P. School was that Teachers were specialized a specific subject. Teachers used ICT in learning and teaching. They also used media and innovation to develop students. Not all teachers can exchange learning experience in international learning & teaching management.



The difference between C.N. School and P.S.P. School was that C.N. School teachers received English training within their schools and outside the country.

In administrator quality, data analysis revealed that all items were evaluated at a good level. The mean score of item administrators used TQA in management was at the highest level followed by the mean score of item an administrator has vision and can lead a school to world class standard which is also at a good level. The mean score of item an administrator can use technology for communication and management was at the lowest level.

In qualitative study, administrators in C.N. School and P.S.P. school had visions and could lead school to world class standard. They also used quality management in school and had acceptable academic work. They could use technology in communication. As for the ability in English, not all administrators can communicate in English.

In the quality of basic factors aspect, data analysis revealed that all items were evaluated at a good level. The mean score of item school provides activities to enhance variety of reading, learning and researching was at the highest level followed by the mean score of item school has teachers who teach according to their major. The mean score of item the rate of the teachers to students is 1:20 was is at the lowest level.

In qualitative study, C.N. School's quality of basic factors were almost similar to those of P.S.P. School except in one aspect that is C.N. School has more multimedia classrooms, media and learning centers than P.S.P. School.

In Process aspect, data analysis revealed that all aspects in process were evaluated at a good level because the schools had a systematic management and clear working process, established database information which is necessary and important by using technology, sets standard of staff performance and used quality management in schools.

In qualitative study, the study revealed that C.N. School was successful in all aspects in Practice according to learning and teaching comparing to world class. P.S.P. School was successful in many aspects in this area but in some aspects such as providing curriculum to support student excellence according to their talent and



potential, the school was not ready to do that. Other aspect e.g. “learning and teaching by using English to teach Mathematics, and Science. These activities develop their English skills clearly.” This aspect had provided in one program. It seemed that students haven’t been improved English skills that much for developing and raising their potential to be outstanding.

Finally; the fifth aspect could be explained that the overall picture of the mean score of the evaluation of Product aspects were at good levels. The highest mark was the mean score of Advanced thinking aspect followed by the mean score of Language ability aspect, the mean score of Academic excellence aspect, the mean score of Responsibility for global society aspect and the mean score of Producing work creatively aspect respectively.

In qualitative study, in academic excellence, it seemed that students in C.N. School had higher scores in O-Net than students in P.S.P. School. In language ability, it seemed that scores of C.N. School students were higher than those of P.S.P. School students. As for other skill such as producing work creatively, responsibility for global society, C.N. School students and P.S.P. School students had the same ability.

DISCUSSION

In Context evaluation, the overall picture of the mean score for context evaluation of WCSSs in Chon Buri was at a good level. In policy the schools have vision and there are committee who carried on school plan and projects to reach school objectives. In society the schools set their identity clearly and received cooperation from staff and society. In economics, they allocated budget efficiently. In politics they received society e.g. Provincial Administrative Organization in Chon Buri. Qualitative study found that C.N. School and P.S.P. School set vision for their schools. There were committee to carried on school plans to reach the school vision. They allocated school budget efficiently. C.N. School received cooperation from society to provide knowledge for their students. C.N. School and P.S.P. School received financial support from Provincial Administrative Organization in Chon Buri.

In Input evaluation: The mean score for all aspects in input e.g. teacher quality, administrator quality and basic factor quality was at a good level. Each aspect would



be discussed orderly. Firstly, the teachers in WCSS received trainings and could use ICT in learning and teaching which could enhanced teaching and learning management. Secondly, the administrators in WCSSs used quality management in schools since they had to follow the guidelines for WCSS. They also had vision and could lead schools to world class standard. Thirdly, the WCSSs had to provide basic factors for students. Qualitative study found that some teachers in P.S.P. School could manage education at international level. All teachers in C.N. School received English training in C.N. School. This practice agreed with the ASEAN Charter, article 34, “The working language of ASEAN shall be English”. (Association of Southeast Asian Nations, Online, 2017) This implied that all teachers in C.N. School would be able to manage education at international level in the future. As for the administrators, not all of them could communicate in English. This agreed with Walaiporn’s findings that the administrators lack confidence in communicate in English. (Wilaiporn Sereewatana, 2012, p. 216)

In Process evaluation, all aspects in this area were at a good level. This is because schools have a systematic management and clear working process and use Performance Based. Qualitative study found that C.N. School and P.S.P. School used quality management in their schools. This is because School established database information which is necessary and important by using technology. School also sets standard of staff performance and had plans to develop students and teachers.

In Product evaluation, the discussion will cover academic excellence, language ability, advanced thinking and responsibility for global society.

The mean score of academic excellence was at a good level because students can use ICT for learning efficiently and there are learning sources in school and outside school. Students are skillful in technology and they can search for information and knowledge. In qualitative study, there were evidences that the percentage of the results of O-NET of C.N. School students who were in M. 3 were higher than those of P.S.P. School students’.

The mean of communication with two languages was at a good level. Although students’ ability in Thai was at a good level, their ability in English was at the lowest level. In qualitative study, the scores of C.N School students in English test, O-NET and Thai were higher than those of P.S.P. School students. This may be because C.N. School has provided more English courses for students than P.S.P. School.



The advanced thinking was at a good level. This is because students were creative since learning and teaching activities focused on child-center. Students can think and work on their own to create their work. In qualitative study, the assessment of students by teachers revealed that most students who were in M3 in C.N. School possessed this skill at an excellent level while P.S.P. School students' advanced thinking skill varied from fair, good to excellent.

The mean score of producing work creatively was at a good level because students have ability in technology and can use technology to create their work for presentation at national and international level. They can also assess, search, and use information effectively. In qualitative study there were evidences that students from C.N. School and P.S.P. School had inventions and won awards at a national level.

The mean score for being responsible for global society was at a good level because students are responsible for society and being good citizens. In qualitative study, there were evidences that students from C.N. School and P.S.P. School participated in official ceremonies in Chonburi and Banglamung. Students from P.S.P. School also participated in environmental preservation activities. The assessment of C.N. school students by teachers revealed that the number of M.3 students who were responsible for society were 94.46%. The number of M.3 student of P.S.P. School assessed by teachers in the same skill were 78.31%.

In impact evaluation, The mean score of the results of WCSS Project was at a good level because students could depend on and learn by themselves. Qualitative study revealed that students have better thinking skills and they can create work and innovations until their schools received honorable awards after school have participated in a WCSS Project.

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