

Chapter V

Discussion, Conclusion and Recommendations

A research on a development model for implementation Schools of Quality approach in secondary schools in the Lao PDR is a research and development. The research was conducted using both quantitative and quality research methodologies and an action research. The detailed procedure of the research is shown as follows:

Research Objectives

1. To study the factors contributing to the development of Schools of Quality for secondary schools in the Lao People's Democratic Republic.
2. To construct the development model of Schools of Quality for secondary schools in Lao People's Democratic Republic.
3. To implement and evaluate the development model of Schools of Quality for secondary schools Lao People's Democratic Republic.

Research Hypothesis

1. As a result of having reviewed literatures, theoretical concepts and the relevant studies (as mentioning in Chapter II), the researcher was able to define the research hypothesis to experiment the correctness of the theories. It was assumed that the key influencing factors contributing to success in implementing Secondary Schools of Quality consisted of school directors and leadership, teachers, students, community participation of community, pedagogical advisors, school management and administration, teaching and learning, and school environment and equipment.

2. After implementing the constructed development model of Schools of Quality for secondary schools, the schools had better performance in promoting Child Rights, effective teaching and learning that was relevant to students' needs and context, and an environment that encourages learning, welcoming, gender-sensitive healthy, safe and protective.

Conclusion and Discussion

Conclusion

1. The influencing factors contributing to a success in implementation Schools of Quality approach in secondary schools, ascending from the highest to the lowest values of influencing are leadership factor (0.37), teaching and learning factor (0.36), teacher factor (0.31), management (0.23), and participation of community factor (0.19) respectively. These factors are the influencing factors contributing to a success in implementation Schools of Quality approach in secondary schools in Lao PRD at the statistically significant level of .05 regarding to the research hypothesis test by using Multiple Regression Linear, LISREL and Pearson Correlation.

2. As a result from constructing a development model for implementation Schools of Quality approach in secondary schools, there are 18 activities to be implemented as the following details:

2.1 Leadership factor, there are four activities which consist of training workshop on leadership for Schools of Quality approach, performance review through feedback activities, sharing best practice, and coaching and mentoring through provincial and district education monitoring and support.

2.2 Teaching and learning and teacher factors, there are four activities which consists of training workshop on teaching and learning for Schools of Quality approach, promoting local wisdoms teaching and learning through community support local wisdoms, sharing lessons learned and exchanging experiences of teachers in teaching and learning of Schools of Quality approach, and monitoring and supervisory support from provincial and district education.

2.3 Management factor, there are five activities which consist of training workshop on school management for Schools of Quality approach, school self-assessment, school development planning, school child seeking and mapping, and monitoring and supervisory support from provincial and district education.

2.4 Participation of community factor, there are five activities which consist of orientation training workshop on Schools of Quality approach, school development planning, school self-assessment, school child seeking and mapping, and supporting teaching and learning local wisdoms.

Of these 18 activities, there were four activities that were inter-related and needed involvement of all stakeholders including school directors, teachers and community representatives. The activities consisted of 1) school development planning, 2) school self-assessment, 3) school child seeking and mapping, and 4) monitoring and supervisory support from provincial and education on Schools of Quality approach. However, to what extent each stakeholder would be involved in each activity depending upon their roles and responsibility for which they were accountable for.

3. The findings from the evaluation of the implementation of development model for Schools of Quality in secondary schools in Lao PRD. The development model was experimented in the five experimenting target secondary schools. By comparing the result of the experimentation of the development model using the data collected before the experiment and the data collected from the experimenting secondary schools after the implementation of the model for one academic school-year from September 2012 to July 2013. The result showed that the level of success in implementation Schools of Quality approach in the five experimenting target schools statistically increased from before the experiment at .05 level of significance. This can be concluded that after the five experimenting target schools adopted the development model in their schools, the schools had better performance for Schools of Quality approach.

Discussion

1. The influencing factors contributing to the success in implementation

Schools of Quality approach in secondary school level in Lao PDR.

The researcher had an initial research hypothesis assuming that the eight influencing factors contributing to the success in Schools of Quality approach in secondary schools in Lao PDR were leadership factor, teacher factor, teaching and learning factor, student factor, pedagogical advisor factor, management factor, and participation of community and school environment and equipment.

The research findings revealed that the only five influencing factors contributing to the success in implementation Schools of Quality approach in secondary schools, sorting from the highest scores of coefficient to the lowest scores, are leadership factor (0.37), teaching and learning factor (0.36), teacher factor (0.31), management (0.23), and participation of community (0.19) accordingly. These factors are the influencing factors contributing to a success in implementation Schools of Quality approach in secondary school level in Lao PRD at the statistical significant level of .05 regarding the research hypothesis test by using Multiple Regression Linear, LISREL and Pearson Correlation. Thus, the research takes these five influencing factors to discuss on the research findings as per the following details:

1.1 The leadership factor has an influencing effect and contributes to a success in implementation Schools of Quality approach which accorded to a result found in Pongsawat Wongpracha (2000 : 221) conducted a study of the relationship between leadership behavior and performance of secondary schools in Sakon Nakhon province of Thailand and concluded that the leadership directly affected the performance of the secondary school. The findings are also in accordance with other research findings which are able to summarize that the school leadership contributes to school effectiveness and student achievement through actions taken by school directors to influence what happens in the school and in classrooms. The school leaders or directors had the most influential avenue of

effect concerns the directors' roles in shaping the purposes of the school as mentioned in the research findings (Bamburge & Andrews, 1990; Goldring & Pastermak, 1994). School leadership influences the quality of school outcomes through the alignment of school structures (e.g., academic standards, time allocation, and curriculum) with the school mission (Hallinger & Heck, 1996a, 1996b).

This is able to conclude that leadership has an influencing effect contributing to the success of implementation Schools of Quality approach in secondary schools in the Lao PDR as school directors' leadership directly affects the school performance. The school directors' leadership capacity and characteristics drive the school directors' behavior in performing their tasks and lead, direct and motivate the school teachers, administrators as well as school students and community representatives to work together effectively and efficiently to achieve the shared goals and objectives of the schools. It was observed that school leadership of school directors had direct effect on leading school teachers, administrators as well as school students together with community representatives implemented school development planning process, school self-assessment. The school directors' leadership led to active participation of local expertized persons in supporting local wisdoms teaching and learning. This is in accordance with a number of studies on the effects of leadership style on school outcomes. The effective leadership style for implementation Schools of Quality approach in secondary schools in the Lao PDR is the transformational leadership. As the transformational leadership is a critical approach in terms of organizational innovation in education. Transformational leader supports teachers' intellectual development and also infuses excitement and enthusiasm of transformation. Transformational leaders can create a positive organizational climate, reach goals more easily, and increase the levels of job satisfaction and organizational commitment of stakeholders as a result of motivating followers and paying close attention to them (Deluga & Souza, 1991; Leithwood & Jantzi, 1999; Rowold & Scholtz, 2009).

From the research findings, the researcher found that leadership factor is an influencing factor contributes to a success in implementation Schools of Quality approach in secondary schools and has an influential correlation coefficient score of 0.37. This may be

because the leadership factor is the most important component for implementation Schools of Quality approach in secondary school level in the Lao PDR. The leadership for this is the school director who is the central key person who leads and directs the schools to achieve the highest school outcomes. As the school director supports teachers' intellectual development and also infuses excitement and enthusiasm of transformation, creates a positive organizational climate, motivates of teachers, school administrators, and community representatives to reach goals more easily, and increases the levels of job satisfaction and organizational commitment of teachers, school administrators, and community representatives. Besides this, the school directors must have the following characteristics and core competencies: technical and functional knowledge and skills on instructional and pedagogical approaches on Schools of Quality approach, and people skills – or interpersonal interaction, and commitment.

From the experimentation of implementation Schools of Quality approach in the five experimenting target schools, the school directors are the key persons of the implementation mechanism of Schools of Quality implementation. The school directors coordinated with the relevant stakeholders like community representatives, district education development committee members, district education and school teachers in implementing Schools of Quality approach activities such as the school development plan, facilitating and supporting child-centered teaching and learning technique.

1.2 The teacher factor has an influencing effect and contributes to a success in implementation Schools of Quality approach in secondary schools in Lao PRD which is in accordance with the research findings studied by Medley (1981) concluded that the teacher is the central figure in the implementation of the curriculum process, therefore the teacher is the key factor in determining the quality and successes of the studies program. The effective teacher is the one who plans the achievement of objectives and who executes his plans. Also, the teacher is responsible for creating classrooms that promote effective learning as well as evolving and adopting effective instructional strategies. The finding result on teacher factor influences the success of implementation Schools of Quality approach in secondary schools is also in accordance with the research finding from Reilly (2000) which concluded that the

effective teacher is the one who has good understanding of their learners as i) learners have distinctive perspectives or frames of reference contributes to by their history, environment, interests and goals, beliefs and ways of thinking; (ii) learners have unique differences, including emotional state of mind, learning rates, learning styles, stages of development, abilities, talents and feelings of efficacy; (iii) learning is a process that occurs best when what is being learnt is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned to prior knowledge and experiences; (iv) learning occurs best in an environment that promote positive interpersonal relationship and interactions and in which the learner feels appreciated, acknowledged and respected; (v) learning is seen as a fundamentally natural process; learners are viewed as naturally curious and basically interested in learning and mastering their world.

In conclusion, the teacher factor has an influential effect contributes to a success on implementation Schools of Quality approach in secondary school level in the Lao PDR. The research finding result is in accordance with the relevant research findings like Medley (1981) and Reilly (2000) which concluded that the teacher is the key factor in determining the quality and successes of the studies program.

The teacher factor has an influential correlation coefficient score of 0.31 on a success in implementation Schools of Quality approach in secondary schools in the Lao PDR. This may be because the teacher is the person who implement and promote the child-centered or learner-centered teaching approach. The teaching and learning process will not be implemented effectively without the commitment and enthusiasm of school teachers. The school teachers are the ones who apply Schools of Quality teaching and learning approach into the real practice through inductive teaching by a combination of active learning and cooperative learning methods. Also, the school teachers are the persons who facilitate the learning process in both classrooms and outside of the classrooms.

From the experimentation of implementation Schools of Quality approach in the five experimenting target schools, the school teachers are the key persons of the implementation mechanism of Schools of Quality implementation. The school teachers

applied a child-centered or learner-centered approach which was a combination of teaching and learning techniques or active and cooperative learning and inductive teaching in implementing Schools of Quality approach. It was observed that throughout the experimenting period that school teachers and students had closer relationship; school students preferred teachers who assessed their learning by their group work assignment and learning from practicing over the testing of memorizing the facts and principles only. It was also observed that for some subjects like history, geography and educational social studies, school students liked and actively participated in the role playing-learning game for history, and study tour and camping. From the experimenting in implementation Schools of Quality approach in secondary schools, it was observed that school teachers had direct effect on effective teaching and learning process as they were the persons who played the key role in facilitating and organizing the relevant teaching and learning activities for school students in the contextualizing manner. In conclusion, school teachers had an influencing effect contributes to a success in implementation Schools of Quality approach in secondary school level in the Lao PDR.

1.3 The teaching and learning factor has an influencing effect with correlation coefficient scores of 0.36 and contributes to a success in implementation Schools of Quality approach in secondary schools which is in accordance with the research studied by Medley (1981) concluded that the quality of teaching depends on the qualification, training and attitudes of the teachers. Similarly, Reilly (2000) summarized that quality teaching and learning was the key factor contributed to academic achievement of the students. For teaching and learning of Schools of Quality approach in secondary schools which applies a combination of teaching and learning techniques like active learning, cooperative learning and inductive teaching. The research findings are also in accordance with a research studied by Lemlech (2000) which summarized that effective teaching and learning approach led to students' learning outcomes.

From the experimentation of the Schools of Quality approach in the five experimenting target secondary schools, it was found that school teachers used child-centered or learner-centered teaching and learning technique which focuses attention on what the

student is learning, how the student is learning, the condition under which the student is learning, whether the student is retaining and applying the learning into their real lives. The school teachers in the five experimenting target schools: 1) paid attention to sensitivity to and concern with class level and progress – Schools of Quality approach related to inclusive education and gender balance, 2) had a well preparation and organization of the course – Schools of Quality approach, 3) had knowledge of the subject – Schools of Quality concepts and approach, 4) had enthusiasm for the subject – Schools of Quality approach and for teaching, 5) had clarity and understanding of Schools of Quality concepts and approach, 6) were available and helpful to facilitate and assist students' learning, and had impartiality of evaluation and quality of examinations.

In conclusion, it has been shown that application of learner-centered techniques have significant effect on student achievement or success in implementation Schools of Quality approach in secondary schools in the Lao PDR. The students are more friendly and cooperative with the school teachers. The students learn and work together as team rather than individual learning. They learn from each other through learning activities like group work and group assignment, group discussion and brainstorming as well as learning through discovery and embedded local wisdoms into their learning activities.

1.4 The school management has an influencing effect and contributes to a success in implementation Schools of Quality approach in secondary schools in Lao PDR which is in accordance with the research result findings conducted by Prasamuha Boonchu Chutipanyo Boonwong (2007 : 96-97) which concluded that school management had influencing effects to school outcomes (e.g., school effectiveness, student achievement) in terms of facilitating the school instructional process, human resource development, promotion of community participation in school management planning process and supporting local wisdoms to teaching and learning process, and financial management.

From the experimentation of implementation Schools of Quality approach in the five experimenting target schools in Hmong Chao of Phongsaly, Nateoy of Luangnamtha, Nakosao of Sekong, Kokpoong of Saravan , and Sethathirath of Attapeu, it was found that school management has an influencing effect with coefficient scores of 0.23 on a success in

implementation Schools of Quality approach in secondary schools as the school management is a key process for providing administrative support in implementation Schools of Quality activities including human resource management, budgeting and financial management, promotion of public relation, inventory and property management. All of these management factors influence effect the extent of success in implementation Schools of Quality approach, particularly in organizing child-centered or learner-centered teaching and learning activities, implementing school development process including school self-assessment and school child-seeking mapping activities, providing protective, safe and healthy school environment as well as providing inductive teaching and learning environment for school students.

It was also observed that the five experimenting target schools had improved participation of community in school development planning process. The community representatives involved in the whole process starting from planning, organizing, implementing and monitoring and evaluation or reviewing of the school improvement plan.

In conclusion, school management had an influencing effect contributes to a success in implementation Schools of Quality approach in secondary schools in the Lao PDR.

1.5 The participation of community factor has an influencing effect and contributes to a success in implementation Schools of Quality approach in secondary schools in Lao PDR. As a result finding from the research found that the participation of community had an influencing effect contributed to a success in implementation Schools of Quality in secondary schools at the correlation coefficient score of 0.19. The research finding result found is in accordance with the research finding results conducted by Prasit Latong (2003) which concluded that community participation contributed to effectiveness of school outcomes on the dimensions of knowledge management system, student development, learning resource of local wisdoms, and supporting school development including school improvement planning.

From the experimentation of implementation Schools of Quality approach in the five experimenting target schools in Hmong Chao of Phongsaly, Nateoy of Luangnamtha, Nakoysao of Sekong, Kokpoong of Saravan , and Sethathirath of Attapeu, it was found that participation of community has an influencing effect on a success in implementation Schools

of Quality approach in secondary school level in the Lao PDR. As the participation is another key factor for school development process including local community providing local wisdoms and expertise support in implementation Schools of Quality activities, and organizing child-centered or learner-centered teaching and learning activities, implementing school development process including school self-assessment and school child-seeking mapping activities, community involving in providing protective, safe and healthy school environment as well as providing inductive teaching and learning environment for school students. It was also observed that the five experimenting target schools had improved participation of community in school development planning process. The community representatives involved in the whole process starting from planning, organizing, implementing and monitoring and evaluation or reviewing of the school improvement plan.

In conclusion, participation of community had an influencing effect contributes to a success in implementation Schools of Quality approach in secondary school level in the Lao PDR.

After having had implemented the development model of Schools of Quality for secondary schools in the five target schools, Wilcoxon Signed Rank Test – a statistical comparing type, was used to compare the baseline data collected before the experimentation of the model with the result after experimentation of the model. The total mean score of the level of success had significantly increased from the pre-test mean score of 2.01 (SD = 0.379) to the post test mean score of 4.57 (SD = 0.316). The finding showed that the levels of success in implementation Schools of Quality between the pre-test and post-test at the significant level of .05 were statistically different. The level of success in implementation Schools of Quality approach in secondary schools after the experimental implementation was higher than the level of success before the experimental implementation of the development model. It represented that all of the five experimenting target schools implemented the development model constructed by the researcher and had improved the level of success in implementation Schools of Quality approach.

As a result from the researcher's observation from monitoring and supervisory support of the five experimental implementing target schools, it was found that the school directors, teachers, administrators and students were very enthusiastic and active in implementing Schools of Quality approach within their schools. Also, the community members had more active involvement in school improvement in terms of providing support to school development planning, and participation in school activities, such as school self-assessment and school child seeking and mapping.

The school directors had built a very good relationship with the local villagers within their school catchment area. The pupil parents and community representatives had actively involved in school development process, particularly in school child seeking and mapping activity. The school directors actively paid much more attention on supporting multiple teaching and learning technique to school teachers. In the same time, school directors got very good support from both provincial and district education on how to improve the implementation Schools of Quality approach in their schools. The school directors of the five experimenting target schools shared lessons learned and their experience in implementing Schools of Quality approach in their schools to other school directors at the monthly district meeting on the regular basis.

The school teachers used Schools of Quality teaching and learning approach promoting child-centered teaching, active and cooperative learning. The teaching and learning process went on very well. The school teachers exchanged their lessons learned and experience together in applying each technique into their teaching and facilitating learning on the monthly basis. By applying action learning, students were more active in questioning and searching for answers by themselves with little assistance from their teachers. This was obviously changed the way the school teachers normally did in their teaching in the Lao PDR where teachers dominated in the whole process of instruction and learning of students. The students cheerfully and actively enjoyed their school practical activities like planting trees around their school sites, learning how to cook traditional snack called "Khao Tom" or rice with banana in banana leaf, and how to make the bamboo fish traps with elderly community experts' wisdoms. Also, the school students were more working in group in their group

assignment and as a result their interpersonal interaction with other students were more as friendly as buddies than normal friends.

Another observation was that the pupil parent association and community representative were very active in school planning and implementation of Schools of Quality in their schools. They together with school directors and teachers as well as students labored in school renovation like fixing the school fence, school building roofing and repairing school sanitation facilities. With these observations, it showed that Schools of Quality approach was most welcomed by both in the experimental implementing target schools and their communities. This showed the positive sign for scaling up the approach to other secondary schools, especially in lower secondary schools throughout the country.

Recommendations for further study

1. The population and samples used for this research are only located in the five UNICEF target provinces where the researcher is able to access and to collect data and relevant information as a limitation in terms of time and financial issues. Thus, to use the research finding result to refer to all secondary schools in the Lao PDR where geographical differences that may be totally varied so the application may have a limitation. Therefore, there should be another similar research to compare the research finding result in implementation Schools of Quality approach in secondary schools in other provinces.
2. Constructing a development model for implementation Schools of Quality approach in secondary schools for this research is mainly for public secondary schools. Thus, there should be another similar research on Schools of Quality approach for private secondary schools and international private secondary schools so that the result findings can be compared.
3. The study on a development model for implementation Schools of Quality approach in secondary school level that has effects on secondary education system, especially on school leadership and teaching and learning approaches which may not be sufficient for improving overall secondary education system. Thus, there should be another more holistic study on the whole secondary school education development system, particularly on school

leadership and organizing teaching and learning techniques applying learner-centered approach in both in-service teacher training program and pre-service training courses. By doing like that it can give us more clear picture of the whole process or cycle of education development for secondary education system in the Lao PDR.



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