



ບາງປັດໃຈທີ່ສົ່ງຜົນສະທ້ອນຕໍ່ຄຸນນະພາບການສອນ ໃນຄະນະພາສາສາດ ມະຫາວິທະຍາໄລສຸພານຸວົງ

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ພາກວິຊາ ພາສາອັງກິດ, ຄະນະພາສາສາດ, ມະຫາວິທະຍາໄລສຸພານຸວົງ

ບົດຄັດຫຍໍ້

ການສຶກສາຄັ້ງນີ້ ມີຈຸດປະສົງສຶກສາກ່ຽວກັບບາງປັດໃຈ ທີ່ສົ່ງຜົນສະທ້ອນຕໍ່ຄຸນນະພາບການສອນ ໃນຄະນະພາສາສາດ. ໄດ້ສຳຫຼວດຄຳຄິດເຫັນນຳອາຈານສອນຈຳນວນ 15 ທ່ານ ດ້ວຍການນຳໃຊ້ແບບສອບຖາມ. ການວິເຄາະຂໍ້ມູນ ໄດ້ບັນຍາຍໂດຍນຳໃຊ້ຕົວແລກສະແດງຜົນໄດ້ຮັບ. ບາງປັດໃຈປະກອບມີ: ຄຸນນະພາບການສອນ, ວຸດທິອາຈານ, ວິທີການສອນ, ປະສົບການສອນ ແລະ ຄວາມຫຍຸ້ງຍາກບາງຢ່າງ. ຜົນການສຶກສາຄັ້ງນີ້ໄດ້ສະແດງໃຫ້ເຫັນວ່າ: ອາຈານໄດ້ນຳໃຊ້ວິທີການສອນຫຼາຍຮູບແບບ, ແຕ່ວ່າອາຈານສ່ວນໃຫຍ່ມີວຸດທິການສຶກສາຕໍ່າ, ປະສົບການສອນຍັງອ່ອນນ້ອຍ, ແລະ ອຸປະກອນການສອນຍັງມີຈຳຈັດ. ບາງອາຈານໄດ້ພົບຂໍ້ຫຍຸ້ງຍາກບາງຢ່າງ ເຊັ່ນ: ອິນເຕີເນັດຊ້າ, ທັກສະວິຊາສະເພາະມີຈຳກັດ, ເວລາມີບໍ່ພຽງພໍ ເນື່ອງຈາກຮັບຜິດຊອບຫຼາຍໜ້າທີ່, ຫ້ອງຮຽນຍັງແອ່ອັດຫຼາຍ, ຄວາມເອົາໃຈໃສ່ ແລະ ກະຕືລືລົ້ນຕໍ່ການຮຽນ ຂອງ ນັກສາສຶກສາຈຳນວນໜຶ່ງ ຍັງມີບໍ່ທັນສູງ. ການສຶກສາຄັ້ງນີ້ ຍັງໄດ້ແນະນຳບາງຄຳຄິດເຫັນ ເພື່ອປັບປຸງຄຸນນະພາບການສິດສອນ.

ຄຳສຳຄັນ: ຄຸນນະພາບການສອນ, ວຸດທິອາຈານ, ວິທີການສອນ, ປະສົບການສອນ, ຄວາມຫຍຸ້ງຍາກ

Selected Factors that Influence on the Quality of Teaching in the Faculty of Languages, Souphanouvong University

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Abstract:

This study aims to investigate the factors that influence the quality of teaching in the Faculty of Languages. 15 teachers were surveyed. The selected factors included teaching qualifications, teaching techniques, teaching experience and problems incurred. The results showed that teachers used several teaching techniques, however, some of them have minimal qualifications, are lacking in experience and there is a shortage of teaching materials. Some difficulties faced by teachers are poor internet access, limited skills, and insufficient time due to their multiple roles, large class sizes, and students with low concentration levels and willing to learn. The study suggested that various ideas were discussed to improve the quality of teaching.

Keywords: Teaching quality, teacher qualifications, teaching technique, teaching experience, difficulties.

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1. Introduction

Teaching and learning is the core activity in a university which is subject to scrutiny of the professional development of lecturers and other learning support staff and also how the infrastructure of universities and colleges could better meet the needs of students (Drennan, & Beck, 2001). The quality of teaching is the standards it must meet (Ellis & Roger, 1993) and it is also the center of the current debate about education reform and renewal (David & Scott, 2007). Quality of teaching is a complicated task, but teachers require a wide range of instructional strategies for teaching specific subjects (Thavevongsa, 2004). Quality in education has various definitions which testify to the complexity and multifaceted nature of the concept (UNICEF, 2000), such as quality of the standards (Ellis & Roger, 1993), satisfaction of strategic constituencies (Cheng & Tam, 1997), and excellence (NAAC, 2007). It must achieve specified purposes to the satisfaction of customer's needs and expectations (Ellis & Roger, 1993; Cheng & Tam, 1997). Indicators of education revealed that quality is often the satisfaction of students, teachers, parents, administrators, the education authority, the management committee, alumni, etc. (Cheng, & Tam, 1997). Quality also includes the quality of the learners, environments, contents, processes, and outcomes (Rasheed, 2000). Traditionally, the purpose of teaching is, of course, learning. The standards for teaching which affect learning are largely conjectural, therefore the quality of teaching is its suitability for the purpose of promoting learning (Ellis & Roger, 1993).

A qualified teacher is a person who has obtained full state certification as a teacher, including certification obtained through alternative routes or has passed the state teacher licensing examination (David et al., 2007). The aims of teacher quality is the necessary competence to deliver knowledge and skills to students in order to survive in a local community or meet the manpower needs of a society in its economic and social developments (Cheng, 2001). At a bare minimum, effective teaching involves presenting materials in a rational and orderly fashion; pacing the class to suit the students' level and taking into account individual differences; allowing students to

practice and apply what they have learned, particularly in relation to their experiences; letting students know what is expected of them and monitoring and evaluating performance so that students learn from their mistakes (Thavevongsa, 2004). Importantly, the institution is required to provide adequate resources, teaching materials, and facilities (Rasheed, 2000; UNICEF, 2000). However mentoring and further teacher education are required for new, young teachers (Cheng, 2001). The Faculty of Languages is a new faculty, established in 2009, which is facing some factors that influence the teaching-learning experience, such as the low level of teacher qualifications, young teachers who lack teaching experience, limited teaching skills and techniques as well as a lack of resources and students who are unmotivated and unwilling to learn (Faculty of Languages, 2014; Souphanouvong University, 2015). Therefore a combination of unqualified or young teachers, plus a lack of resources make it difficult to achieve the desired outcomes; especially to improve student achievement (Archer, 2009).

In order to achieve the planning strategies of the Ministry of Education and Sports for the year 2001-2020 in terms of input goals, process goals, and outcome goals; it is necessary to improve the quality of teachers in all grades and at all levels by increasing the number of qualified teachers for all subject areas, upgrade the qualifications of teachers, improve teaching methods develop curriculum, textbooks, and supplementary materials; provide enough teaching-learning materials; and improve student-teacher ratio at each level to meet the standards. Furthermore, higher quality teachers must possess the necessary skills, knowledge, experience, beliefs, commitments, responsibilities for the teaching profession (David et al., 2007) and be provided with adequate resources, materials, and facilities (Rasheed, 2000; UNICEF, 2000).

To fulfill these shortcomings, the present study aims to investigate selected factors such as the qualifications of teachers, teaching technique, teaching experience, and difficulties faced by teachers, which might influence the quality of teaching in the Faculty of Languages at Souphanouvong University.

2. Materials and Methods

A survey was conducted of the 15 lecturers which included 8 females in the Faculty of Languages, due to their accessibility (Rusli et al., 2014). A letter was submitted to the Faculty of Languages for approval to clearly explain the purpose and give instructions how to complete the questionnaire. The questionnaires were left with the participants to complete in their own time and then return them within a few days. This evaluation was conducted during the 1st to 15th October, 2013.

The survey consisted of questions regarding background information, teaching equipment, curriculum, teaching techniques, student motivation, the difficulties, and suggestions (Keoboualapheth, 2008). It contained both closed multiple choice) and open-ended questions. The data from the open-ended questions was tabulated by picking out the themes and then tabulated by the number of respondents who indicated a given theme (Shahren Ahmad, 2013). The data from the questionnaire is represented as descriptive statistics, which are designed to show the results of the study.

3. Results

Descriptive statistics are used to display the results of the selected factors which influence the quality of teaching and learning and the possible recommendations suggested by participants in the Faculty of Languages. The selected factors include the qualifications of teachers, teaching experience, teaching techniques, difficulties, and suggestions indicated by participants.

Result 1 showed that the qualifications of teachers; 11 lecturers or 73% are Bachelor's Degree holders, and 4 lecturers or 27% are Master's Degree holders. There are no Ph.D. holders. Most teachers have a Bachelor's degree and a few have a Master's degree.

Result 2 showed teaching experience; 33 % have 3 years of teaching experience, 26% four years teaching experience, 20% two years teaching experience, 7% have 5 years, 7 years, and 9 years of teaching experience. There is only one teacher who has over ten years teaching experience. Therefore they are mostly young, inexperienced teachers.

Result 3 showed teaching materials; teachers who used textbooks (18%), markers and tape player (16%), chalk (15%), LCD projector (14%), exercise books (10%), and finally who used dictionaries (11%). Teachers used only basic teaching materials in their classrooms.

Result 4 showed teaching techniques; the techniques commonly used were: Using teaching materials and group work (12%), asking questions, giving feedback to students, preparing lesson plans, and conversation (11%), brainstorming (10%), working in pairs (9%), and getting feedback from students, working with individuals in the class and the outside of the class (7%). It seems that the teachers have used a variety of teaching techniques in their teaching.

Result 5 showed difficulties faced by teachers, namely low speed internet (25%), students' poor motivation and unwillingness to learn and insufficient textbooks (18%), shortage of teaching equipment (11%), their own limited skills, big class sizes, insufficient time for lesson preparation, insufficient time for students to practice and to give exercises to students (7%), limited skills in teaching techniques (6%), limited time to exchange knowledge and experiences of teaching with colleagues (4%), and insufficient time to provide feedback to students after the correction of their work or tests (2%). It was seen that the teachers faced a variety of difficulties in their teaching.

Result 6 showed that the participants need new teaching equipment, materials (21%), to upgrade qualifications to a higher level degree (18%), join training workshops within the country and abroad at least once a year to gain new teaching techniques and experiences (15%). Moreover, they suggested providing native speakers to teach for short and long-term (13%), teachers could be a model for students, namely in attitude, behavior and guide students' learning, motivate students doing activities, use the library (10%), observe teaching-learning regularly (8%), develop curriculum, compile textbooks, lesson plans, teaching materials (5%), and young teachers should practice teaching techniques and skills, knowledge and improve their capability by working with experienced teachers (3%). Therefore the

participants have provided different suggestions to improve the quality of teaching in the Faculty of Languages.

4. Discussion

The present study is interested in selected factors such as the qualification of teachers, teaching experience, teaching techniques, difficulties, and suggestions indicated by participants who could influence the quality of teaching in the Faculty of Languages:

The qualifications of teachers in the Faculty of Languages are mostly Bachelor's degrees, a few Master's degrees and no Ph.D. degrees which reflect the overall picture of the academic qualifications of Souphanouvong University (2015) which is Bachelor's degrees (68.20%), Master's degrees (27%), and PhD holders (1.02%). However, to achieve the planning strategies of the Ministry of Education and Sports, Souphanouvong University needs to reach the standard at 1-6-3; among ten teachers there should be one Ph.D. holder (10%), six Master's degree holders (60%), and three Bachelor's degree holders (30%).

Even though teachers have used a variety of 1 teaching technique to ensure that quality of education there must be the quality of learners, environments, contents, processes, and outcomes (Rasheed, 2000), to reach the specified purposes and the satisfaction of the customer's needs and expectations (Ellis & Roger, 1993; Cheng & Tam, 1997). Teachers have mostly used basic teaching materials in their teaching and there is a shortage of teaching materials to support teaching, LCDs, computer notebooks, and low speed internet access (Faculty of Languages, 2014; Souphanouvong University, 2015).

Some difficulties faced by teachers are confirmed in the report of the Faculty of Languages (2014) such as the low speed of the internet; shortage of teaching equipment, limited skills, big class sizes, insufficient time due to multiple roles. Providing adequate resources, teaching materials, and facilities are required to produce quality education (Rasheed, 2000; UNICEF, 2000). On the other hand there are also students who are unmotivated and disinterested in learning and therefore could not pass the final exam and have not shown respect

to their teachers as well as the organization (Souphanouvong University, 2015).

However, the participants indicated various perspectives to improve the quality of teaching, such as providing new teaching materials, upgrading teacher's qualifications and attending workshops, a need for native speakers, while students could be more actively engaged in their learning (Souphanouvong University, 2015). Teachers could be a model for students by displaying good attitude and behavior (Cheng, 2001).

5. Conclusion

This study aims to investigate the factors which influence the quality of teaching and learning such as teaching qualifications, teaching techniques, teaching experience, and also some of the problems. The results showed that teachers used a variety of all teaching techniques, however, some of them have a low level of qualification, are young and inexperienced and there is a shortage of teaching materials. Some difficulties faced by teachers are poor internet access, limited skills, and insufficient time due to their multiple roles, big class sizes, and unmotivated students. In the study various suggestions were offered to improve the quality of teaching in the Faculty of Languages. A commitment to improve performance by both teachers and students is required to achieve this.

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