Project Evaluation of MEP: Mini English Program by Applying CIPP Model at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province

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Abstract

The objectives were 1) to evaluate the context of the MEP: Mini English Program at Chiang Rai Municipality School 7 Fang Min, 2) to evaluate the input factors, 3) to evaluate the process factors 4) to evaluate the product factors and 5) to study the problems, threats and recommendations. The population in 2020 consisted of; 2 school administrators,15 boards of basic education institutions, 59 teachers, 829 students of first-year kindergarten to grade 6 primary school and 829 parents. The sampling group included 19 teachers, 115 students and 115 parents of grade 3 primary school and 89 students and 89 parents of grade 6 primary school. Data collection included 4 questionnaires: 1) Context Evaluation, 2) Input Evaluation, 3) Process Evaluation, and 4) Product Evaluation. Data was analyzed through statistics including the percentage, mean and standard deviation (SD). The results of the research were evaluated into the CIPP part as follows: C: context evaluation was got overall highest appropriateness, while I: Input, P: Process and P: Product evaluation were got overall high appropriateness. The results of problems, threats and recommendations study were presented as follows: 5.1) varieties of school activities to support students were found in the context factors, 5.2) criteria for allocating teacher qualifications was found in the input factors, 5.3) the preparation of teaching plans organized in advance were found in the process factors and 5.4) the product factors had shown an achievement of objectives and goals with the highest appropriateness including the students were satisfied with learning English.

Keywords: Project Evaluation, MEP: Mini English Program, CIPP Model

Introduction

Thailand is shifting the country to Thailand 4.0 in order to restructure the country's economy, sustainable wealth and create value through New Growth Engine by defining the national development aspects for stability, prosperity and sustainability. It also focuses on people-centered development with essential skills of Thai children in the 21st century and the need for manpower in the 4.0 Era, which is consisted of 3Rs x 8Cs as follow: 3Rs means Thai children should have Reading, Writing and Arithmetic skill and 8Cs refers to having critical thinking, problem-solving skills and creativity and innovation skills, and so on. (Office of the Education Council Secretariat Ministry of Education, 2017). The school must show the position in learners developing to have skills and ability as follows: 1) Skills and ability to use Thai language for communication and study in listening, speaking, reading and writing. 2) The ability to use English for communication and study in listening, speaking, reading and writing. 3) Skills and the ability to study independently and learn from experiments. 4) Skills and ability to think in various forms such as analytical thinking, scientific thinking, creative thinking and critical thinking, and so on 5) Skills and ability to work and compete with foreigners. 6) Skills and ability to apply ICT in learning and living 7) Skills and ability of being a public-minded, determined and indomitable person and ability to confront problems and threats. These developments need putting into practice in school by teachers supporting using tracing techniques or supplementing extracurricular activities to build learners' background knowledge (Sukhon Sinthaphanon, 2017). The Core Curriculum of Basic Education 2008 is consistent with the changing of economy, social conditions and advancement in science. Therefore, improving the quality of education will meet the needs of Thai society; enhance students to reach the potential competition and collaborate in a sustainable global society that results in great importance. (Ministry of Education, 2009). The first thing that should be the development of the new generation to have international potential is; the ability to communicate and access information all over the world without limits by using English to access a variety of information (Chompoo Kotiram, 2012). But the management of basic education in Thailand educational institutes has been carried on by the National Institute of Educational Testing, which is responsible for O-NET of grade 6 primary school students, grade 9 secondary school students and grade 12 high school students. The results of O-NET in 2009 found that the average scores in English subjects were equal to 36.51 (National Educational Testing Institute (Public

Organization), 2019: Online). It is consistent with Thailand 4.0 analysis of the Office of the Education Council Secretariat, the Ministry of Education (2019) found that English proficiency ranking of Thai learners compared to other countries and in ASEAN was still at a low level. For example, EF (Education First) has ranked Thailand at No. 55 out of 60 countries and TOEFL (Test of English as a Foreign Language) has ranked Thailand at No. 116 out of 163 countries around the world. Additionally, the WEF'S Global Competitiveness Report in 2012-2013 has stated that among ASEAN countries the quality of education in Thailand is the lowest in the eight countries (Kaur, Young & Kirkpatrick, 2016) has researched and identified the causes of failure about English teaching in Thailand as follows; 1) Teaching management in Thailand focuses on teacher center and the goal emphasizes in an examination. 2) Thailand's education system still has the top-down management structure and operation. Although there are efforts to decentralize educational administration, such decentralization will affect the good efficiency of English language teaching if teachers are competent and committed to their work. 3) English teachers lack efficiency. 4) Learners lack learning motivation because many of them have viewed English as a "Scary" subject, and they are embarrassed to speak English. 5) Native speakers who become English teachers lack understanding of Thai learners' cultural background and 7) the social environment is not conducive to learner's English skill development. In addition, learners readily apply English in their daily life and speak with native speakers. Many things that have accompanied from the western cultures are often translated into Thai such as movies, documents and consumer products. So, refraining from such actions may decrease the opportunity for learners to experience the target language.

Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province is responsible for providing the educational management levels from the first year of kindergarten to grade 6 primary school under MEP: Mini English Program. There are systems to support learning by scheduling English as the second language of communication because the school has recognized the importance of using English in communication, learning, and effectively developing students' potential to become global citizens. Moreover, the school has provided students with knowledge and ability to learn and apply English as a tool to access knowledge and keep up with the world including self-development to increase competitiveness and support the transition into Thailand 4.0. So, the school has performed

the curriculum that is corresponding to the Basic Education Core Curriculum 2008, the policies, rules and methods of teaching and learning of the Ministry of Education in English version, which has both ongoing projects and new projects for each academic year. The project of MEP: Mini English Program has been developed as an ongoing project because the school recognized the importance of international communication and communication among the ASEAN community by focusing on skills of communication for learners to apply English to communicate naturally, promote the potential of learners and raise their academic achievement test to be the best practice.

As the director at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province and also the researcher has recognized the importance of implementing MEP: Mini English Program, which aimed to raise the quality of education towards excellence by getting English achievement test, realize the importance of project evaluation in order to improve and apply obtained information for increasing the quality of project implementation affecting the development of students following to the goals and objectives. Therefore, the researcher came up with the idea of evaluating MEP: Mini English Program using CIPP Model designed by Stufflebeam to improve the quality of English language teaching and learning.

Research Objectives

1. To evaluate the context of the MEP: Mini English Program at Chiang Rai
2. Municipality School 7 Fang Min, Chiang Rai Province
3. To evaluate the input factors of the MEP: Mini English Program
4. To evaluate the processes MEP: Mini English Program
5. To evaluate the productivity of the MEP: Mini English Program
6. To study the problems, threats and recommendations MEP: Mini English Program

Literature Review

CIPP Model Evaluation

The CIPP Model developed by Daniel L. Stufflebeam, is a Decision-oriented Evaluation Model that helps to make decisions about the selection of goals of the assessments, operations, tactics, plans, and tactical adjustments. This model is also appropriate for the action plan that follows the decision on the improvement of the project, end the project

or upgrade it to a regular job. Implementation of the CIPP Model in the evaluation will make good decisions (Chow Inyai, 2010), details are as follows:

1. Context Evaluation (C); is an evaluation before project implementation to consider principles, reasons, needs for project implementation, issues, and the suitability of project goals.

2. Input Evaluation (I); is an evaluation to consider feasibility, suitability and sufficiency of the resources to be used in the implementation of the project.

3. Process Evaluation (P) is an evaluation to find deficiencies in the project implementation that will be used as information for development, correction, and improvement of the efficiency of the next phase project. It examines the activities, time, resources used in the project, leadership, and participation in the project with documented evidence at every step. Assessing this process is very helpful in identifying the strengths and weaknesses of a policy/plan/project that often cannot be studied after the project is over.

4. Product Evaluation (P); is an evaluation to compare the output with the project objectives or specified standards including the consideration of dissolution, termination and expansion.

The four-step evaluation of the CIPP Model can be used to improve the project implementation. Aforementioned steps will support 4 types of decision-making (Chow Inyai, 2010: 127) as follows:

1. Planning Decisions are derived from environmental assessments. The results are applied to make decisions, decide project objectives both in short-term and long-term objectives in accordance with the operational plan.

2. Determining Decisions is the structure of the project that is called structuring decisions from the assessment of inputs. The results are applied to make decisions on project planning, strategies and working procedures to achieve project objectives.

3. Implementing Decisions is from the process evaluation and their results are decided on the implementation of the project to succeed the work plan in accordance with the objectives.

4. Recycling Decisions are derived from the product evaluation. The assessment results can make decisions about the future of the project, whether it should be

continued, terminated, canceled, expanded or carried out on a regular basis.

In conclusion, the CIPP Model is a comprehensive evaluation of all system components. The assessor must define the objectives of the evaluation that cover all four aspects above. The assessor must define the issue of variables or indicators, data sources and providers and tools for project evaluation of MEP: Mini - English Program at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province in order to set as information for decision-making to review the project on how it should be developed or performed in the future.

Project Appraisal Concept

The evaluation model is based on the concept of CIPP Model created by Stufflebeam, which has four aspects of evaluation as followed; 1) Context Evaluation: C, it is an evaluation of needs and necessities in order to properly determine project objectives. 2) Input Evaluation: I, it is an evaluation of the resources needed to implement the project, whether there is a possibility, appropriation and sufficiency or not. 3) Process Evaluation: P, it is an evaluation of project management according to various activities, information, improvements, corrections, and actions to be more efficient and 4) Product Evaluation: P, it is an evaluation obtained from the project whether it is in accordance with its objectives or is not worth it and it is successful as the plan or not. A conceptual framework is shown in Figure 1 as follows:
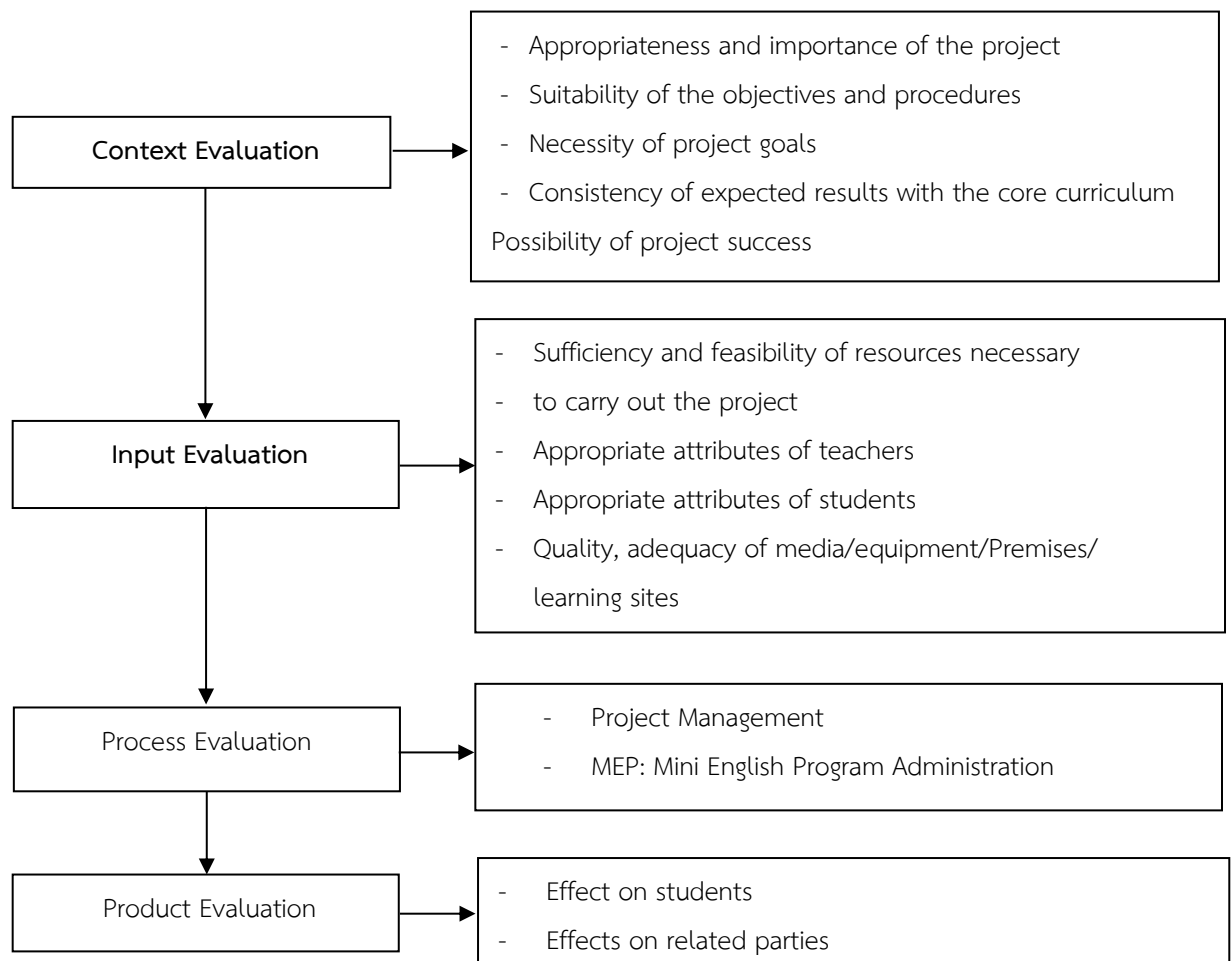
Context Evaluation	→	- Appropriateness and importance of the project - Suitability of the objectives and procedures - Necessity of project goals - Consistency of expected results with the core curriculum Possibility of project success
Input Evaluation	→	- Sufficiency and feasibility of resources necessary - to carry out the project - Appropriate attributes of teachers - Appropriate attributes of students - Quality, adequacy of media/equipment/Premises/ learning sites
Process Evaluation	→	- Project Management - MEP: Mini English Program Administration
Product Evaluation	→	- Effect on students - Effects on related parties

Figure 1 A conceptual framework of MEP: Mini English Program by applying CIPP Model
at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province

Research Methods

1. Identifying population and sampling group

1.1 Population

A project evaluation of MEP: Mini English Program by applying CIPP Model at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province has identified the population as follows:

1. School administrators are included:

    1.1 1 School Director

    1.2 1 Deputy Director

2. 15 members from the Board of Basic Education Institution

3. 59 Teachers and personnel of the school

4. 829 students from the first-year kindergarten to grade 6 primary school

5. 829 parents of grade 1 to grade 6 primary school

   1.2 Sampling group

The sampling group was obtained by purposive sampling consisting of 19 teachers, 115 grade 3 primary school students, 89 grade 6 primary school students, and 204 parents of the sampling group.

2. Scope of time

There were three phases of evaluation that were implemented in the academic year 2020 from April 2020 to April 2021.

Phase 1: Before implementing the MEP: Mini English Program at Chiang Rai Municipal School 7 Fang Min, Chiang Rai Province, Context Evaluation (C) and Input Evaluation: I was evaluated.

Phase 2: While implementing the MEP: Mini English Program at Chiang Rai Municipality 7 Fang Min, Chiang Rai Province, Process Evaluation: P was evaluated.

Phase 3: After implementing the MEP: Mini English Program at Chiang Rai Municipality 7 Fang Min, Chiang Rai Province, Product Evaluation: P was evaluated.

3. Research Instrument

The tools for this project evaluation of MEP: Mini English Program by applying CIPP Model at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province were included 4 papers of questionnaires as follows:

1) The first questionnaire for the. It was called Context Evaluation: C

2) The second questionnaire for the project. It was called Input Evaluation: I

3) The third questionnaire for the project. It was called Process Evaluation: P

4) The fourth questionnaire for the project. It was called Product Evaluation: P.

Research Results

1. The results of the project evaluation of MEP: Mini- English Program at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province were found that it was in overall highest appropriateness (μ =4.67, σ =0.35) and passed over the assessment criteria ($\mu \geq$ 3.51). The consideration was shown in each aspect consisting of the part MEP: Mini English Program Project, which was the world essentials for the 21st century and got the highest average (μ =4.94, σ =0.21), while the part of achievement MEP: Mini English Program was practical with the lowest average (μ =4.40, σ =0.54).

2. The Context Evaluation was shown in the overall high appropriateness (μ =4.48, σ =0.42) and has passed over the assessment criteria ($\mu \geq$ 3.51). Four characteristics were found in the input evaluation. First, the appropriate characteristics of teachers got the highest average (μ =4.54, σ =0.41). Second was the qualification part with sufficiency of media/equipment/buildings/learning resources (μ =4.50, σ =0.38).   Third was the appropriate characteristics of (μ =4.44, σ =0.46) and finally, the sufficiency and feasibility of the resources required to implement the project was found at the lowest average. (μ =4.43, σ =0.40).

3. The Process Evaluation has got overall high appropriateness (μ =4.40, σ =0.47) and passed the assessment criteria ($\mu \geq$ 3.51). When considering in each part, it was found that the project administration of MEP: Mini English Program had got the highest average (μ =4.47, σ =0.41) whereas the curriculum administration of MEP: Mini English Program has got the lowest average (μ =4.33, σ =0.53).

4. The Product Evaluation has got overall high appropriateness ($\bar{X}$ =3.85, S.D.=0.71) and passed the assessment criteria ($\bar{X} \geq$ 3.51). When considering in each part, it was found that effects on involvement have got the highest average ($\bar{X}$ = 3.93, S.D.=0.67) and effects on students have got the lowest average ($\bar{X}$ = 3.77, S.D.=0.74)

5. The results of the study of problems, threats and recommendations of MEP: Mini English Program at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province were as follows:

5.1 It was found that the context of the project should be clarified to the relevant parties in order to make them aware of the project's needs. Students should have participated and shared their ideas or contributed their opinions. There should be built understanding among parents and the board of basic education institutes to develop

projects to meet the needs of the community. There were exhibition points for students to show their work, learning points, activities for students to practice using the language outside the school and an allocation of sufficient native-speaking staff for English language teaching. Moreover, ongoing projects should continually improve the English language skills of students participating in various activities. However, the age of the students in each grade level should be taken into consideration in order to achieve age-appropriate learning and focus on real practice. The project preparation must be consistent with various contexts. Processes for evaluating the project must include knowing the necessary needs of the project in terms of benefits, objectives, goals and steps of activities in order to prepare for effective implementation of the project plan.

5.2 For inputs of the project, it was found that there should be criteria for allocating qualified personnel sufficiency to meet the requirements of the course and standard selection. Morale building for personnel to love the organization, training courses for personnel to participate in each other and the field study in MEP: Mini English Program curriculum should be included. Furthermore, foreign teachers should be assigned to make a lesson plan as well. There should be adequate budget, materials, equipment, teaching assistant technology and effective internet communication system covering all areas of the school in order to promote teacher's performance and student's learning. In addition, there was a clear and step-by-step management, a meeting to clarify the course of activities, management planning, scope of work and consistent working context. That is, the number of students per room should be appropriated for the number of teachers in order to teach thoroughly and the appointment of working groups and the division of responsibilities must be systematic and clear as well.

5.3 For the processes of the project, it was found that planning should be emphasized systematically with all sectors together by focusing on the principle of participation in project management. There were opportunities for students to participate in the design of activities, incentivize the work of personnel and organize a training program to adjust the learning plan every academic year before the start of the semester. There was recruitment of qualified foreign teachers, a joint planning meeting between Thai and foreign teachers to plan goals, directions, and implementation of MEP: Mini English Program. Moreover, a pre-planning before the beginning of the semester started, public relations, action plans in advance, a back-up plan with flexible time, the supervision and

follow-up on teaching and learning to encourage and strengthen teaching activities to be able to correct any deficiencies both in terms of learning plans and should be included teachers. On the other hand, the summary of the performance report should have the disclosure of activities, summary of report, meetings to clarify the work periodically and after the project was completed. The performance report should be expedited to the parents, boards of basic education institutions and the original affiliation.

5.4 In terms of project productivity, it was found that the objectives and goals of the project towards excellence were at a very good level. Students have got a positive attitude towards learning English. There was an improvement in English language learning achievement. The achievement of all learning subjects was at a very good level. Students, teachers and staff had practiced and communicated in English. Therefore, the project should be continued in the next academic year and the results of the project assessment can be used as a guideline for the implementation of MEP: Mini English Program and could be published in the next project.

Conclusion and Discussion

According to the project evaluation of MEP: Mini English Program) by Applying CIPP Model at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province, there were appropriately issues that should be discussed as follows:

1. The results in Context Evaluation were an overall highest average and passed the assessment criteria. It might be that the project's name designation was appropriated with clear and easy to understand. Project goals were necessary to enhance the development of education. There were appropriate operating procedures, expected consistent results with the indicators of the foreign language learning group according to the core curriculum of basic education 2008. The results of success of the project evaluation were practical by considering environmental factors, it was found that the readiness to lead the development of project goals include both in quantitative and qualitative actions especially the main goal to develop students' English language skills to the fullest potential. This result was consistent with the assessment results of Chayakan Khankaew (2017), who studied the assessment of the teaching curriculum according to the Ministry of Education's Curriculum in English at the Demonstration School of Rajabhat Rajanagarindra University. The evaluation results found that the context aspect was

appropriate at a high level. The assessment issues with the highest average were the aspect of being a curriculum that encouraged learners to use English to communicate in a variety of situations, and the content and activities in the course with an emphasis on practicing all 4 English skills. The group discussion was suggested that the course objectives should be clearly defined for teaching and learning organized in accordance with the objectives of the curriculum, which was consistent with the assessment results of Kritiya Kitima (2018) who had studied the Evaluation of school-based curriculum of bilingual program at Chiang Rai Municipality School 7 Fang Min, Chiang Rai Province. In terms of the context evaluation, it was found that setting of vision, mission and goals was overall high appropriateness in all three aspects and passed the assessment criteria.

2. The results of Input Evaluation were of an overall high appropriateness and passed the assessment criteria This was due to teachers having appropriate qualifications, especially knowledge understanding of MEP: Mini English Program. In terms of quality and sufficiency of media/equipment/premise/learning resources, computers for learning and language laboratories were allocated sufficiently to meet the needs of students. Appropriate attributes of students were the ability to use English for reading and writing in daily life including the important realization of using English for communication. In addition, the implementation of each step and the timeline were feasible. There was an adequate budget for the operation that showed the efficiency of resource management planning. It was consistent with the assessment results of Phawinee Watmuang (2012), studied the assessment of the Intensive English Program, a case study at Ban Pong Wua Daeng School. The evaluation results found that the important factors included the structure and course content of the curriculum were consistent with the project objectives, teacher administrators, media, materials, equipment and buildings. Although there was a high level of suitability, the course structure should be improved in terms of study time and number of rooms.

3. The results of Process Evaluation were of an overall high appropriateness. This was due to the implementation of the 4-step PDCA project. (A: Action) for the curriculum administration, there was a division of responsibilities in learning management as appropriate, educational institutions had been studied to design learning management, and a learning environment was provided for students by recognizing the individual differences and brain development of each student and encouraging students to learn. It

was consistent with the assessment results of Phawinee Wat Muang (2012), who studied the assessment of the Intensive English Program, a case study at Ban Pong Wua Daeng School. The evaluation results found that Process Management of teaching and learning activities measurement and evaluation and extra-curricular activities were appropriate at a high level. However, there were few suggestions regarding supervision within educational institutions and a variety of extra-curricular activities.

4. The results of Product Evaluation were overall high appropriateness. This was due to the high level of development of student outcomes projects. The students were satisfied with the project at a high level. Students had developed the highest level of listening and speaking ability. The second rank was the ability to read, write and speak responding to various stories with words and sentences, give a reasonable opinion and the ability to write interactions in interpersonal communication in respectively. On the other hand, the results that occurred to the related parties were assessed at a high level especially the quality level of education at Chiang Rai Municipality School 7 Fang Min to achieve excellence, improve the achievement in English and other subjects. It was consistent with the assessment results of Chanisa Jiradetpraphai (2013), who studied the assessment of the English language teaching and learning development project at Kamphaeng Phet Educational Service Area Office, Region 2. The results showed that the Output Evaluation was based on the opinions of English teachers. The students and the administrators had agreed with high appropriateness. The activity with the highest average was Impromptu Speech 2007, and the activity with the least average was the English teacher development workshop activities for the 1st and 2nd grades with backward design teaching techniques.

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