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**EVALUATION CRITERIA DEVELOPMENT FOR OUTCOME STANDARDS
OF EARLY CHILDHOOD EDUCATION IN VIETNAM – A CASE STUDY****L.Th. Th. Hien****D.Th. Huong***Ph. D, Lecturer**VNU University of Education**Ma., Lecturer**Hanam College of Education, Vietnam*

Abstract. The output standardization of a training major are the requirements of knowledge, skills and qualities for students to ensure higher education graduation qualifications. The content of the paper focuses on the results of forming a set of criteria for evaluating the output standardization of the preschooling education sector in Vietnam's pedagogic colleges, applying the case study at Ha Nam Education College. After the experiment on 3 groups of surveyed subjects, including: Graduates, final year students; managing staff and lecturers of study units in the pre-schooling education bachelor curricular; Employers, standardized set of criteria, including 3 standards, 18 criteria and 47 contents (indicators). The research results shall contribute to improving the quality of training the college undergraduates of pre-schooling education colleges in Vietnam.

Keywords: Building set criteria; Output standard; Preschool education.

1. Introduction

In the history of education in the world and in Vietnam, there have been many studies related to the criteria for assessing the quality of training. One of which is the study on the evaluation of student learning outcomes using Jon Mueller and Adam Stephen's tool set [4]. Despite of the different learning outcomes definitions, the authors emphasize the need to develop standards and criteria for evaluating student learning outcomes. Learning outcomes can be assessed through the knowledge, skills and attitudes that learners achieve after learning. Brennan (1997) considers graduates' needed knowledge, skills and attitudes to be benchmarks for evaluating the desired outcomes of a degree or curriculum in education [2]. AUN QA Organization (Asian University Network Quality Assurance) provides 17 quality criteria, of which the output quality is the final one but important, meeting the expectations of learners, employers, parents, and the society on the training products of the colleges and universities [5].

Currently, in Vietnam, colleges of education have announced the standardized outputs of all training disciplines. Ha Nam

College of Education has publicized to the students of the output standardization of the 25 associate disciplines and six vocational training disciplines [3]. As a result, when designing lesson plans, lecture modules, intermediate disciplines. Thus, when designing lesson plans, lecture modules, lecturers must closely follow the knowledge targets, skills and attitudes for learners according to the published output standardization. Therefore, the formation of a set of criteria for evaluating this result shall be a prerequisite for the college to continue to develop a set of evaluation criteria for other training disciplines, aiming to improve the quality of the majors at the college, gradually affirm the "brand" of the college with society.

2. Developing a set of criteria for assessing the output standardization for preschooling discipline of education colleges

The process of developing the set of criteria follows three steps: Step 1, forming a set of criteria; Step 2, testing the set of criteria; Step 3, standardize the set of criteria.

Basing on the output standardization and curriculum of the pre-school education program of the colleges of education, we

propose 3 standards, 18 criteria as shown in Table 1.

Table 1

Proposing the standards, criteria for assessing the output standardization of pre-schooling education

1. Standard 1: Standards of knowledge, including the criteria:

1.1 General knowledge

Criteria 1: General knowledge

1.2 Specialized knowledge

Criteria 2: Knowledge on determining goals and contents of the preschool education curriculum

Criteria 3: Knowledge on preschool age characteristics

Criteria 4: Knowledge on early childhood health care

Criteria 5: Knowledge on physical education, advocacy, fun activities

Criteria 6: Knowledge on environmental and social education

Criteria 7: Knowledge on literary, linguistic and mathematical education

Criteria 8: Knowledge on visual, music education

2. Standard 2: Skill standards, including the criteria:

2.1 Hard skills

Criteria 9: Planning child care and education

Criteria 10: Skills of organizing and carrying out health care and hygiene activities for children

Criteria 11: Skills for organizing children's educational activities

Criteria 12: Skills for organizing propaganda and counseling

Criteria 13: Classroom Management Skills

2.2 Soft Skills

Criterion 14: Skills of applying foreign language skills, informatics and social activity participation

Criteria 15: Skills of communication, behaving to children, colleagues, parents and the community

3. Standard 3: Criteria of Attitude, including criteria:

Criteria 16: Obeying laws and policies of the State, the industry and the locality

Criteria 17: Moral, loving, trusting in one's own professional capacity

Criteria 18: Responsible for work, solidarity, helping with relationships; Have the spirit of self-learning, bettering oneself.

Basing on the criteria in Table 1, we conducted the formation of the contents for each criterion. To standardize the set of criteria, we conducted a survey of three target groups through survey questionnaires, including: 1) Questionnaires for final year student feedback and the graduates from the pre-schooling education discipline, associate degree, regular training; 2) Questionnaires

for lecturers who directly teach modules of the study units of pre-school education and managerial staff in Ha Nam Education College; 3) Questionnaires for the employers on the quality of training of teachers of the pre-school education. The 60 questionnaire forms consist of 60 contents (designed in 60 questions) of the 18 proposed criteria. We use the Likert scale with 5 levels from low to

high: 1. Not important, 2. Less important, 3. Normal, 4. Important, 5. Very important. Points for the corresponding levels from low to high: not important (1 point), less important (2 points), normal (3 points), important (4 points), very important (5 points).

3. Experimenting with the set of criteria for assessing the output standardization of the preschool education discipline, the case study at Ha Nam Education College

3.1 Select the survey sample

Survey samples in this study include: 166 questions for final year students, 85 questionnaires for graduates; 20 questionnaires for managerial, 42

questionnaires for lecturers who directly teach pre-school education discipline; 50 questionnaires for employers. The total number of questionnaires for the tool set is 363.

3.2 Test results of the set of criteria

3.2.1 Analyze the reliability and suitability of the set of criteria

In this study, the author uses the SPSS Cronbach's Alpha coefficient. According to Hoang Trong and Chu Nguyen Mong Ngoc, the Cronbach's Alpha coefficient is a statistical test of the degree of rigor, the items in the scale correlating to one another [6]. The reliability of the questionnaires is shown in Table 2.

Table 2

The reliability of the survey questionnaire.

Groups of answers	Cronbach's Alpha Coefficient
Lecturers, managerial staff	0,930
Students (the final year students and the graduates)	0,897
The employers	0,900
All the measuring scale	0,920

Table 2 shows that the Cronbach's Alpha Correlation Coefficient of the Questionnaire for the three responding groups has high reliability and that there were differences between the groups. Of the three groups, the Cronbach's Alpha coefficient of the student group is 0.897, lower than the other two groups. The highest Cronbach's Alpha coefficient is that of the group of lecturers, the administrative staff is 0.930, higher than Cronbach's Alpha of the full scale. This indi-

cates that this is a good, acceptable questionnaire (> 0.6) and can be used to assess the quality of graduates of pre-primary education as per the output standardization.

The reliability of the test is also assessed by the reliability test (suitability) of each question. The goal is to find questions that do not contribute to the reliability of the scale to adjust or remove. The Cronbach's Alpha analysis table gives the following results (table 3):

Table 3

The reliability coefficient of each item in Cronbach's Alpha.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	247.35	330.577	0.218	0.921
Item3	247.36	330.829	0.234	0.921
Item8	246.84	333.280	0.226	0.920
Item9	247.42	329.791	0.269	0.920
Item27	247.01	329.760	0.052	0.933
Item-Total Statistics				

The correlation coefficient of the question compared to the Corrected Item-Total Correlation of the five questions, including questions 1, 3, 8, 9, 27, weak, not meeting requirements (< 0.3). The remaining questions (55 questions) have a correlation coefficient of 0.3 or higher, acceptable. Removing these five questions increases the reliability of the scale (Cronbach's alpha coefficient across the scale = 0.934, up to 0.014 compared to five before quitting). Thus, the scale has a very high reliability.

3.2.2 Scale evaluation by exploratory factor analysis

After eliminating five questions (1, 3, 8, 9, 27) of not assuring the reliability through

the Cronbach's Alpha coefficient, the remaining 55 questionnaires were included in the exploratory factor analysis through KMO and Barlett inspection with Varimax rotation. In analyzing the discovery factor, we need to pay attention to two important indicators:

- *Significance*: The Ho hypothesis set out among 55 questions in total that they have no correlation. If $\text{Sig} \leq 0.05$ then we reject the Ho hypothesis, that means the questions are correlated in whole.

- *The KMO coefficient*: is a number used to look at the relevance of factor analysis. The value of the large KMO (between 0.5 and 1) is sufficient for analyzing the factor that is appropriate.

Table 4

Common KMO and Barlett Coefficients of the scale

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0,831
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.

The analysis results of the common KMO coefficients in the three groups in Table 4 show that Sig = 0 (<0.05), KMO = 0.831 (>0.5), so Ho hypothesis is eliminated. The questions in the questionnaires are correlated. Therefore, using exploratory factor analysis is appropriate.

At Eigen values greater than 1, with extraction method and Varimax spin, factor

analysis extracted 15 factors from 55 observational variables, with a extraction deviation of 68.1 %. Basing on the analysis of the Rotated Component Matrix (a) in the correlation matrix between the analytical variables, the correlation coefficients of the eight questions are: questions 4, 15, 16, 19, 29, 46, 48, 56 failed (weight <0.45) (table 5) need to be removed.

Table 5

Results of scale exploratory factor analysis

Component Matrix^a								
	Item4	Item15	Item16	Item19	Item29	Item46	Item48	Item56
1	0,423	0,392	0,412	0,406	0,436	0,354	0,442	0,399
2	0,289	0,401	0,257	0,288	-0,065	0,305	0,153	-0,303
3	-0,082	0,213	0,107	0,019	-0,28	-0,141	-0,095	-0,146
4	0,339	0,094	0,19	0,195	0,151	-0,205	-0,026	-0,373
5	-0,256	-0,173	-0,174	0,072	0,068	0,319	0,407	-0,042
6	0,405	-0,273	-0,033	-0,132	-0,06	0,283	0,357	0,128
7	-0,002	0,177	0,094	0,076	0,018	0,091	-0,175	-0,191
8	-0,176	0,084	0,253	-0,316	0,32	0,148	0,103	-0,104
9	-0,12	-0,105	0,247	0,07	0,064	-0,169	-0,072	0,344
10	0	0,276	0,079	0,285	0,104	0,214	-0,101	0,239
11	0,022	-0,059	-0,084	0,118	-0,12	-0,042	-0,106	0,043
12	-0,013	-0,361	0	0,244	0,369	0,198	-0,152	0,096
13	0,121	-0,109	-0,288	-0,045	0,076	-0,248	-0,138	0,07
14	0,105	0,162	-0,061	0,242	0,19	0,069	-0,197	0,019
15	-0,257	0,025	0,255	0,187	-0,008	-0,096	0,035	-0,081
Extraction Method: Principal Component Analysis. a. 15 components extracted.								

In summary, through the analysis of the EFA discovery factor, there are 8 questions (questions: 4, 15, 16, 19, 29, 46, 48, 56) that do not meet the specified parameters to be eliminated. The questionnaire develops a set of criteria for assessing the output standardization of the preschool education sector with 47 questions, belonging to 18 criteria that fully met the statistic parameters.

4. Standardize the output standardization criteria set for the pre-

schooling education for the colleges of education

After evaluating the set of criteria by collecting feedback from three surveyed groups, we conducted a standardized set of criteria. This set of criteria shall be used to evaluate the quality of final year students and graduates, regular training type, associate degree, discipline of preschooling education, trained under the output standardization of the Colleges of Education in Vietnam (Table 6).

**Standardize the output standardization criteria set
for the pre-schooling education for the colleges of education****THE SET OF CRITERIA FOR ASSESSING OUTPUT STANDARDIZATION FOR
THE DISCIPLINE OF PRESCHOOLING EDUCATION
(for the students of pedagogic associate degree)****1. Standard 1: Knowledge***Criteria 1: General knowledge*

- Basic knowledge of law, state administration and management of education.

Criteria 2: Knowledge of the definition of goals and contents of the preschool education program

- Understand the goals of each subject in pre-school education;
- Understand the content of preschool education program;
- Synthesize changes in preschool education contents and programs as well as standards of preschool teachers according to the regulations of the Ministry of Education and Training.

Criteria 3: Knowledge about preschool age characteristics

- Evaluate the development of height and weight of preschool children.

Criteria 4: Knowledge about early childhood health care

- Understand how to prevent diseases, assure the safety, prevent and make initial treatment to the frequently met accidents to children;
- Understand proper nutrition, food safety and hygiene;
- Differentiate, identify the signs of some common diseases in children and the most appropriate prevention and treatment.

Criteria 5: Knowledge about physical education, advocacy, fun activities

- Have knowledge of physical education, advocacy;
- Have the knowledge to coordinate the method of organizing learning activities and play activities for comprehensive development of children.

Criteria 6: Knowledge of environmental and social education

- Knowledge of the natural and social environment;
- Understand on knowledge of educating children about family and society, socializing with family and society;
- Classify measures, ways of educating children to protect the environment by specific activities, age appropriateness

Criteria 7: Knowledge of literary, linguistic and mathematical education

- Knowledge of literature (poetry, stories, ...);
- Knowledge of the language, principles of grammar components;
- Have knowledge of the types of math required in the preschool program;
- Classification of methods of organizing different types: Introduce children to literary works, language development, methods of forming elementary math symbols for children.

Criteria 8: Knowledge of visual education, music

- Have knowledge about shaping: drawing, tearing, cutting, stapling, molding pictures according to topic and suitable for each preschool age;
- Distinguish the method of organizing the types: the method for children to familiarize themselves with shaping activities, the method for children to play music.

2. Criteria 2: Skills

Criteria 1: Planning child care and education

- Make plans for care and education of children according to the topic, activity and by day and week, showing the objectives and contents of caring and educating the children in their classes;
- Plan to coordinate with the parents of children to achieve the goals of child care and education;
- Make plans to build a progressive learning environment, strengthen the communication and learning relationships of children and teachers with children.

Criteria 2: Skill of organizing the implementation of health care and hygiene activities for children

- Create and maintain the environment of children's activities, learning and play in groups and classes;
- Making guides to the development of some basic self-serving skills and basic hygiene skills for children;
- Prevention and treatment of a number of common diseases and accidents in children.

Criteria 3: Skill in organizing children's educational activities

- Organize learning activities in the classroom to develop children's thinking skills, imagination, symbols, psychological intent;
- Organize play activities to develop independent, coordinated, quick-response skills;
- Organize the educational environment to stimulate communication and communication skills for children;
- Coordinate flexibly to assess children according to regulations, from which to have appropriate methods of care and education.

Criteria 4: Organizational skills in dissemination, counseling

- Propagate to young parents the scientific knowledge on caring and educating the young and mobilizing the socialization of early childhood education in the community;
- Counsel the family and the community on the psychological and emotional development of children at each preschool age;
- Contact and cooperate regularly with young family and community in care and education.

Criterion 5: Classroom Management Skills

- Ensure the safety of children in class who are assigned to teach in classroom activities;
- Co-ordinate with colleagues to manage and ensure the efficiency of day care during the day;
- Manage and use effectively resources, records, books, individuals, groups, classes;
- Manage and preserve children's toys, toys and products suitable for care and education purposes.

Criterion 6: Skills of applying foreign languages, informatics

- Use some teaching software such as PowerPoint, Violet, ...

Criterion 7: Communication skills with children, colleagues, parents and the community

- Communicate with children in both language and non-verbal language, know how to encourage and motivate children;
- Communicate, behave with the colleagues in a friendly and open manner, accepting correct and constructive opinions;
- Communicate, behave with young parents properly, respect, listen to the opinions of parents while communicating.

Standard 3: Attitude

Criterion 1: Obeying the laws and policies of the State, the industry and the community.

- Patriotism, love of socialism, the exercise of the rights and obligations of a citizen;
- Observe the provisions of laws, guidelines and policies of the Party and the state, local regulations;

- Abide by the regulations and regulations of the education sector and the regulations of the employment agency.

Criterion 2: Moral, trust in your own professional competence

- Having honest lifestyle, simple, exemplary, respected colleagues, parents;

- Believe in the professional ability of yourself, strive at work to complete the tasks assigned.

Criteria 3: Responsible for work, solidarity, helpful with relationship with colleagues; Have the spirit of self-learning, bettering oneself

- Have the sense of discipline and sense of responsibility in the work;

- Unite with members of the school; have sense of cooperation with colleagues in professional activities

III. Conclusion

In general, the set of criteria is proposed with sufficient content, detailed questions to assess deeply achievement of the pre-school education discipline, trained according to the output standardization. The criteria are closely related, from knowledge to skills and attitudes, reflecting the basic knowledge, core that students in preschool education have been learning, training. Complete set of criteria consists of 3 criteria, 18 criteria and 47 contents.

Ensuring the quality of education through assessment of the quality of training of disciplines according to the required standards is an indispensable requirement and needs to be carried out regularly and continuously. With the set criteria, we recommend the leadership of Ha Nam Education College in particular, the teacher training colleges in Vietnam in general, to collect feedback to evaluate the quality of final year students, graduates. At the same time, in the coming time, the colleges of education shall continue to invest in building a set of criteria for evaluating other training disciplines, aiming to improve the quality of training courses at colleges of education in Vietnam.

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