A POSSIBILITY STUDY OF USING A SELF-CONSTRUCTED QUESTIONNAIRE IN TEACHER MANAGEMENT IN LAOS

Phongphanit, Thongsay

Doctoral School of Education, University of Szeged

Keywords: validity, reliability; Delphi technique; instrument

Any research instrument needs measurement and control (Sinjaru, 2012). Constructs are the abstractions that cannot be observed directly (Gay & Airasian, 2005). Examining the validity and the reliability by measurement expertise related to the field would greatly contribute to high accuracy (Phongphanit, 2017). Testing is associated with the knowledge of the appropriate phraseology (Laungrath, 2016). A self-constructed instrument needs to be examined for truisms and other problems that present threats (Sisaad, 2002). Testing tools is tremendously important in science because they are the lenses through which we see the world (Krosnick, 1999). Data was collected with a self-constructed questionnaire in 2016 and 2017 and both studies found slightly high scores. Consequently, the instrument had to be extended to become more reliable and consistent. The aim of this study was to test the efficacy of the questionnaire through complex techniques in order to improve the measurement system by focusing on detecting and eliminating erroneous verbiages and phraseologies, identifying such inappropriate and incongruent items, as well as conforming to the main research objectives, and revising the questionnaire's structure. There were 58 participants, divided into groups. The first group included five measurement experts (9,43%). The second group 48 (95,57%) participants were educational leaders. They worked in the Ministry of Education and Sports and teacher training institutions in Laos. The self-constructed questionnaire included 63 items in total, organised into six subscales: Teacher demand analysis; Recruitment and selection; Pre-service training; Performance appraisal; Compensation; Training needs assessment (the number of items is 9, 9, 9, 11, 18 and 7, respectively). Open-ended questions were also included in each subscale. The paper and pencil data collection took place in June and July, 2017 in Laos. Results showed the IOC test had an overall mean score of IOC=0.88 (≥0.50 acceptable). 11 out of 63 items in total were needed to be omitted for an appropriate IOC score (≤0.50). Delphi tests in round 1 and 2 found the scores of M_{dn} between 3.00-5.00 (≥3.50–5.00 acceptable), thus 16 out of 63 items in total were needed to be revised because their scores were below 3.00. The test of Interquartile Range (IR) found that 52 out of 63 items in total were below the acceptability threshold (≤1.50), which means the test is good. In addition, the reliability test for each subscale was appropriate with Cronbach's alpha values between .714 and .936. This study found a high correlation between subscales, and the Possibility Index test showed PI at ≥4.00–5.00. Based on the feedback, two out of six subscales and a dozen of phraseologies have been adjusted to fit the research topic more clearly. This study is a part of the developmental process of the research instrument to be used in collecting data for the full-scale study on teacher management in Laos, so that this latter project can be valid and reliable.