

# TEACHING QUALITY ENHANCEMENT FROM FEEDBACK AND IMPORTANCE - PERFORMANCE ANALYSIS, A CASE OF PUBLIC SPEAKING MODULE IN VIETNAM UNIVERSITIES

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## ABSTRACT:

ENHANCEMENT OF THE TEACHING QUALITY IS ALWAYS AN ESSENTIAL ISSUE IN THE HIGHER EDUCATION, AND THE SIGNIFICANCE OF THE FEEDBACK FROM THE SOCIETY AND STUDENTS HAS BEEN INCREASINGLY EMPHASIZED BY HIGHER EDUCATION AUTHORITIES AND INSTITUTIONS BECAUSE IT IS A CONSIDERABLE SOURCE OF INFORMATION TO ENHANCE THE EDUCATION QUALITY. THIS PAPER AIMS TO EXPLORE THE FEEDBACK AND GAP BETWEEN EXPECTATIONS, PERCEPTIONS OF STUDENTS AND EXPERTS ON THE COURSE OF PUBLIC SPEAKING (PS) IN THE VIETNAM UNIVERSITIES. THE STUDY HAS EMPLOYED 2 METHODS OF THE QUALITATIVE AND THE QUANTITATIVE. THE QUALITATIVE RESULT IS FROM THE INTERVIEWS WITH STUDENTS AND CONSULTATIONS FROM EXPERTS WHO ARE AS SOCIETAL FACTORS OF THE EDUCATIONAL QUALITY SYSTEM, AND THE QUANTITATIVE OUTCOMES ARE FROM THE QUESTIONNAIRE WITH 267 UNDERGRADUATES AND GRADUATES. ADDITIONALLY, IMPORTANCE-PERFORMANCE ANALYSIS (IPA) HAS BEEN DONE WITH 11 ATTRIBUTES. THE RESULTS WILL BE USED AS A FOUNDATION TO REVIEW AND DEVELOP THE SYLLABUS TOWARDS THE SOCIETY-CONCENTRATED PURPOSE.

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**KEYWORDS:** FEEDBACK, IMPORTANCE-PERFORMANCE ANALYSIS (IPA), PUBLIC SPEAKING, QUALITY, UNIVERSITY, VIETNAM.

## INTRODUCTION

Higher education is known as a crucial institution for educating and training a skilled human workforce for a country development<sup>2</sup>. In Vietnam, higher education faces great challenges and the human resource quality does not meet the needs of society because of many different reasons, in which the key comes from the university quality<sup>3</sup>. Therefore, most

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<sup>2</sup> Ghonji, M. et al. "Analysis of the some effective teaching quality factors within faculty members of agricultural and natural resources colleges in Tehran University." *Journal of the Saudi society of agricultural sciences* 14, iss. 4 (2013): 109–115.

<sup>3</sup> Xuan, Manh. "Solutions to enhance the higher education quality" 2017.

<http://www.nhandan.com.vn/giaoduc/item/32001702-giai-phap-nang-cao-chat-luong-giao-duc-dai-hoc.html>;

Dung, Le K. "Human resource quality in the context of integration." 2018. <http://enternews.vn/chat-luong-nguon-nhan-luc-trong-boi-can-hoi-nhap-127468.html>

universities and higher education institutions in Vietnam find continuously innovative ways such as the improvement of the teaching and learning methods, research investment not only to enhance the quality but also to remain globally competitive in educational provision. On the other hand, the effectiveness and success of any educational system depend on a great extent on the lecturers' quality in terms of academic training and incentive administration and the curriculum implementation at any level<sup>4</sup>. In addition, the significance of the feedback from society and students has been increasingly defined by higher education authorities and institutions by its role as a very good and considerable source of information to enhance the education quality<sup>5</sup>. The aims of this study are (1) to explore feedback, expectations, and satisfaction of students, (2) to seek the experts' reviews and comments in PS course, (3) to discover teaching and learning gaps in PS course. As a result, the recommendations will be formulated to improve teaching quality.

## LITERATURE REVIEW

- **Quality enhancement in education**

The United Nations Educational, Scientific and Cultural Organization - UNESCO<sup>6</sup> defines the four specific functions of higher education as students' preparation for research and teaching. Those are the provision of highly specialized training courses, the adaption of the needs of economic and social life/service wide-openness to the many aspects of lifelong education in the widest sense, and the promotion of international cooperation through internationalization of research, technology, networking, and the free movement of persons and scientific ideas. To reach those objectives, currently, most of the universities and institutions are gradually enhancing their quality. In terms of the concept "quality", Parasuraman et al.<sup>7</sup> define quality as meeting the expectations of the customer. In education, quality and quality management are seen as "a cooperative system in which both customers (students) and suppliers (university/institution/faculty) mutually agree to and meet the needs, requirements, and expectations of customers on a continuous basis"<sup>8</sup>. In addition, Bazagan<sup>9</sup> points out that the quality in higher education cannot be generalized or organized with the predetermined model because the teaching quality is highly dependent on the capabilities of faculty members.

In terms of customers in education, Brewer et al.<sup>10</sup> consider employers and the community to be "customers" of an educational program, on contrast, others consider students

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<sup>4</sup> Emmanuel, Olusola Adu et al. "School Input Factors and Teacher Effectiveness in Some Local Government Areas of Lagos State, Nigeria." *International Journal of Educational Sciences* 8 (2015): 461-472, doi: 10.1080/09751122.2015.11890268

<sup>5</sup> Loc, Doan. "Is feedback a waste of time? The students' perspective." *Journal of perspectives in applied academic practice* 1 (2013): 3-10.

<sup>6</sup> The United Nations Educational, Scientific and Cultural Organization - UNESCO. *Learning: the treasure within - Report of the International Commission on education to UNESCO for the twenty-first century*. Paris: UNESCO, 1996.

<sup>7</sup> Parasuraman, Parsu A. et al. "A Conceptual model of service quality and its implications for future research." *Journal of Marketing* 49 (1985): 41-50.

<sup>8</sup> Barbara, Lewis R. "Service quality: definitions, determinants and measurement." *Training for quality 1*, (1993): 16-19.

<sup>9</sup> Abbas, Bazargan. "Introduction to assessing quality in higher Medical education in Iran: challenge & perspectives." *Quality in higher education* 5 (1999): 61-67

<sup>10</sup> Brewer, Peggy D. et al. "Strategic planning for continuous improvement in a college of business." *The Mid - Atlantic Journal of Business; South orange* 36(2/3) (Jun/Sep 2000): 123-132.

as the true “customer” of the educational process. Nonetheless, Pereira and Da Silva<sup>11</sup> state that upon the process of teaching, learning or researching, there are some kinds of customers as faculty, students (as internal customers), employers, and society/government.

Besides, Aithal et al.<sup>12</sup> confirm higher education as a process in which the students are seen as “products”, therefore, it becomes input to the growth and development of business and industry. Jackson<sup>13</sup> points out students are central to the higher education system due to their contribution of time, finance, energy and intellect, and they are critical to the advancement of knowledge. Agreed by Bloxham and Boyd<sup>14</sup>, students are considered as active role-players in the “judgment process” and knowledge creation. Furthermore, the student experiences through curriculum and teaching are viewed as central to the educational quality<sup>15</sup>.

In the Analytic Quality Glossary, quality enhancement is a process of augmentation or improvement which can be explained into two strands. The words ‘enhancement’ and ‘improvement’ are often used interchangeably. Likewise, several definitions of quality enhancement focus on students’ learning such as the Quality Assurance Agency for Higher Education (QAA)<sup>16</sup> of the United Kingdom and the Scotland definitions<sup>17</sup>. With the acknowledgement as a service industry, the higher education sector, especially for the universities is currently with the aim of meeting students’ needs, desires and expectations<sup>18</sup>.

More of that, effective teaching in educational development and student learning are important considerations for evaluations of quality<sup>19</sup> because they show not only the opinions on the quality of social services and university resource provision but also the judgment on the content of the curriculum, length of studies as well as teaching and learning methods<sup>20</sup>. Students are kept motivated to participate and contribute to activities that enhance the quality of their education which leads to the improvement of their learning environment<sup>21</sup>. There are

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<sup>11</sup> Pereira, Marco A. C. and Da Silva, Márcia T. “A Key Question for Higher Education: Who are the customers?” Paper presented the 31st Annual Conference of the Production and Operations Management Society, April 4-7, 2003, Atlanta, GE, 2003.

<sup>12</sup> Sreeramana, Aithal et al. (2015). “Quality enhancement in higher education institutions: A case study of SIMS.” *International journal of multidisciplinary research and development* 2 (2015): 18-31.

<sup>13</sup> Jackson, Norman. “Creativity in Higher Education. Creating tipping points for cultural change.” *SCEPTRE Scholarly Paper* 3 (2006): 1-25.

<sup>14</sup> Bloxham, Sue and Boyd, Pete. *Developing effective assessment in Higher Education: A practical guide*. Maidenhead: Open University Press, 2007.

<sup>15</sup> Trowler, Paul. “A Sociology of teaching, learning, and enhancement: improving practices in higher education.” *Revista de Sociologie* 76 (2005): 13-32.

<sup>16</sup> Quality Assurance Agency for Higher Education (QAA). *Outcomes from institutional audit. Institutions’ support for e-learning* (2<sup>nd</sup> series), 2006.

<http://www.qaa.ac.uk/reviews/institutionalAudit/outcomes/eLearning.asp>; Charles, Bardes L. et al. “Measuring Teaching: A Relative Value Scale in Teaching.” *Teaching and Learning in Medicine* 10 (1998): 40-43.

<sup>17</sup> Quality Assurance Agency for Higher Education (QAA). *Handbook for enhancement-led institutional review* (Scotland), 2003. [http://www.qaa.ac.uk/reviews/elir/handbook/scottish\\_hbook\\_preface.asp](http://www.qaa.ac.uk/reviews/elir/handbook/scottish_hbook_preface.asp)

<sup>18</sup> Kevin, Elliott M. and Dooyoung, Shin. “Student satisfaction: An alternative approach to assessing this important concept.” *Journal of higher education policy and management*, 24 (2002): 197-209.

<sup>19</sup> Alfred, Artiles J. et al. “Assessing the link – between teacher cognition, teacher’s behaviors and pupil response lessons.” *Teaching & teacher education* 10 (1994): 405–481.; Charles, Bardes L. et al. “Measuring Teaching: A Relative Value Scale in Teaching.” *Teaching and Learning in Medicine* 10 (1998): 40-43.

<sup>20</sup> Floud, Roderick. “Government and higher education: the approach to regulation.” in L. Weber and S. Bergan (eds.) *The public responsibility for higher education and research*, (pp. Strasbourg: Council of Europe Publishing, 2005.

<sup>21</sup> Ken, Reid Obe. “An evaluation of an internal audit on student feedback within a British university: A quality enhancement process.” *Quality assurance in education* 18 (2010): 47-63.; Quality Assurance Agency for Higher Education (QAA). *Enterprise and entrepreneurship education: Guidance for UK higher education providers*, 2012. <http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

differences in the terms of teaching effectiveness, teaching competence and teaching performance<sup>22</sup>. According to those scholars, teaching effectiveness is the degree of a lecturer achievement of desired effects on students. Teaching performance is the lecturer behavior in the teaching process while teaching competence is the level of lecturer knowledge and skills required as the necessary or desirable qualification to teach.

In the study of Williams<sup>23</sup>, a large gap exists between the customer perception on performance and satisfaction levels. As like as other businesses, universities/ institutions must confront this issue. In quality management, identifying and assessing gaps is a popular methodological tool, especially with the customer service. It is also noted that quality of education can be assessed equally through the quality of its inputs - lecturer quality, instruction quality, and evaluation quality among others<sup>24</sup>.

### **The concept of feedback in the higher education context.**

In the literature, various definitions of “feedback”<sup>25</sup> are available. One of the most considerable definitions is from Hattie and Timperley<sup>26</sup>. That is the information provided by an agent (e.g. tutor, parent, or friend) regarding aspects of one’s performance or understanding. Significantly, in the educational context, feedback is widely recognized as a tool to enhance performance and practice<sup>27</sup> or to close the gap between the actual level and reference performance level<sup>28</sup>. From those concepts, feedback is as a result of previous performance and practice<sup>29</sup>. This is highly agreed by Nasser and Fresko<sup>30</sup>, Berk et al<sup>31</sup>, Berk<sup>32</sup>, and Moore & Kuol<sup>33</sup>.

<sup>22</sup> Adenrele, Oladosu. T. “Teacher classroom teaching and management competencies as determinants of student reactions in public secondary schools in Oyo and Osun States, Nigeria.” Ph.D. diss. University of Ibadan, Nigeria, 2014.

<sup>23</sup> Williams, Peter. “Total quality management: some thoughts.” *Higher education* 25 (1993): 373-375.

<sup>24</sup> Gbadegehin, Akinloye M. “Teacher demographic and behavioral indicators as correlates of student learning outcomes in secondary schools in southwest, Nigeria.” Ph.D. diss., University of Ibadan, Nigeria, 2013.

<sup>25</sup> Black, Paul and Wiliam, Dylan. “Assessment and classroom learning.” *Assessment in education: Principles, Policy & Practice* 5 (1998): 7-74.

<sup>26</sup> Hattie, John, and Helen Timperley. “The Power of Feedback.” *Review of Educational Research* 77, no. 1 (March 2007): 81–112. doi:10.3102/003465430298487.

<sup>27</sup> Jon, Veloski et al. “Systematic review of the literature on assessment, feedback and physicians’ clinical performance: BEME Guide No. 7.” *Medical Teacher*, 28 (2006): 117-128.; Hattie, John, and Helen Timperley. “The Power of Feedback.” *Review of Educational Research* 77, no. 1 (March 2007): 81–112. doi:10.3102/003465430298487; Julian, Archer C. “State of the science in health professional education: effective feedback.” *Medical education* 44 (2010): 101-108.

<sup>28</sup> Arkalgud, Ramaprasad. “On the definition of feedback.” *Behavioral Science* 28 (1983): 4-13; Ellery, Karen. “Assessment for learning: a case study using feedback effectively in an essay-style test. *Assessment & evaluation in higher education* 33 (2008), 421-429.

<sup>29</sup> Hattie, John, and Helen Timperley. “The Power of Feedback.” *Review of Educational Research* 77, no. 1 (March 2007): 81–112. doi:10.3102/003465430298487.

<sup>30</sup> Nasser, Fadia and Fresko, Barbara. “Faculty views of student evaluation of college teaching.” *Assessment & Evaluation in Higher Education* 27 (2002): 187-198;.

<sup>31</sup> Ronald, Berk A. et al. “Beyond student ratings: Peer observation of classroom and clinical teaching.” *International journal of nursing education scholarship* 1 (2004): 1-26.

<sup>32</sup> Ronald, Berk A. “Survey of 12 strategies to measure teaching effectiveness.” *International journal of teaching and learning in higher education* 17 (2005): 48-62

<sup>33</sup> Sarah, Moore and Nyiel, Kuol. “Students evaluating teachers: exploring the importance of faculty reaction to feedback on teaching.” *Teaching in higher education* 10 (2005): 57-73.

In terms of teaching performance, Berk<sup>34</sup> and Berk et al.<sup>35</sup> show many available ways as student and administration evaluations, peer review, self-evaluation, or student outcomes to provide feedback to teachers because feedback provides the clarification of lecturers on goals and increases the commitment or effort. In practice, as a part of teaching, feedback will be conducted after the learning process. In higher education, feedback should be applied and found by both students and lecturers. Students get lecturers' feedback to make their learning better, and lecturers seek students' feedback to boost their teaching. As analyzed, feedback plays a vital role in intensifying the quality of both learning and teaching. As a result, the learning and teaching environment will be surpassed from the understanding of the concept of feedback. In conclusion, using and applying feedback effectively are to ensure worthwhile learning and teaching experience<sup>36</sup>.

Regarding both professional development and curriculum monitoring and assurance, to enhance and assure the quality of the wide array of educational approaches, student/graduate feedback is an essential aspect which must be established into any program from the outset. This is shown in the studies of Dent & Harden<sup>37</sup>, Dornan et al.,<sup>38</sup> and Chen & Chu<sup>39</sup>. As also agreed by Nair & Mertova<sup>40</sup>, feedback is the cornerstone of an effective quality assurance system in higher education and a formative process to help students and/or lecturers or even the whole curriculum be improved. In the conclusion, feedback is aimed to confirm achievement of desired learning outcomes, satisfaction with the content and teaching approach, or to seek advice on new teaching initiatives.

On the other hand, finding or selecting the effective feedback is difficult. According to Hattie & Timperley<sup>41</sup>, effective feedback must answer three major questions in terms of goal definition, methods and strategies to goal achievement because all methods of feedback have strengths and weaknesses. To achieve a wiser approach, multiple evaluation methods should be used<sup>42</sup>. As its nature, feedback can be either active or passive<sup>43</sup>; nonetheless, its power is mentioned frequently in learning and teaching articles and has been systematically investigated

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<sup>34</sup> Ronald, Berk A. "Survey of 12 strategies to measure teaching effectiveness." *International journal of teaching and learning in higher education* 17 (2005): 48-62

<sup>35</sup> Ronald, Berk A. et al. "Beyond student ratings: Peer observation of classroom and clinical teaching." *International journal of nursing education scholarship* 1 (2004): 1-26.

<sup>36</sup> Muhamad, Yusoff S. B. *Using feedback to enhance learning and teaching*. Centre for academic excellence & student advisory and development (CDAE). Malaysia, 2013.

<sup>37</sup> John, Dent and Ronald, Harden M. *A practical guide for medical teachers* (3rd ed.). Edinburgh: Churchill Livingstone Elsevier, 2009.

<sup>38</sup> Tim Dornan et al. *Medical education theory and practice*. Edinburgh: Churchill Livingstone Elsevier, 2011.

<sup>39</sup> Chenicheri, Sid Nair and Patricie, Mertova. *Student feedback: The cornerstone to an effective quality assurance system in higher education*. Chandos Learning and Teaching Series, Chandos Publishing, 2011..

<sup>40</sup> Chenicheri, Sid Nair and Patricie, Mertova. *Student feedback: The cornerstone to an effective quality assurance system in higher education*. Chandos Learning and Teaching Series, Chandos Publishing, 2011.

<sup>41</sup> Hattie, John, and Helen Timperley. "The Power of Feedback." *Review of Educational Research* 77, no. 1 (March 2007): 81–112. doi:10.3102/003465430298487

<sup>42</sup> Ronald, Epstein M. "Assessment in medical education." *New England journal of medicine* 356 (2007), 387-396.

<sup>43</sup> Muhamad, Yusoff S. B. *Using feedback to enhance learning and teaching*. Centre for academic excellence & student advisory and development (CDAE). Malaysia, 2013.

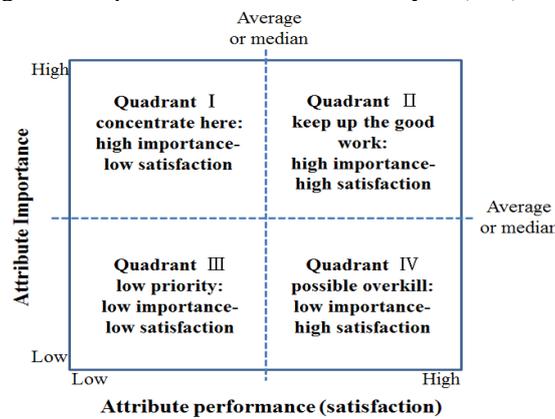
its meaning<sup>44</sup>, that is, both positive and negative feedback can gain beneficial effects on learning and teaching as noted by Kluger & DeNisi<sup>45</sup>.

**Importance-Performance Analysis and teaching effectiveness attributes in the higher education context.**

As stated, quality has become a crucial issue in higher education institutions/ universities, and one of the main ways is to retain the balance between their satisfaction and the institution/university performance. As a part of marketing research techniques, Importance-Performance Analysis (IPA) is used to analyze customer attitudes toward main product or service. IPA has also been proved as a useful tool in examining customer satisfaction and management strategies in many settings as automotive, food, housing, education, healthcare, hospitality industry, tourism, etc.<sup>46</sup>.

The IPA consists of a pair of the coordinate axis where the “importance” (y-axis) and the “performance/satisfaction” (x-axis) of the different attributes are compared and is classified into four categories as stated below and presented in figure 1

Figure of Importance-Performance Analysis (IPA) matrix



Source: Matzler et al.<sup>47</sup>

<sup>44</sup> Hattie, John, and Helen Timperley. “The Power of Feedback.” *Review of Educational Research* 77, no. 1 (March 2007): 81–112. doi:10.3102/003465430298487

<sup>45</sup> Kluger, Avraham and DeNisi, Angelo. “The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory.” *Psychological Bulletin* 119 (1996). 254-284.

<sup>46</sup> *Krisana Kitcharoen*. “The Importance-Performance Analysis of Service Quality in Administrative Departments of Private Universities in Thailand.” *ABAC journal* 24 (2004), 20-46.; Matzler, Kurt et al. “The asymmetric relationship between attribute-level performance and overall customer satisfaction: A reconsideration of the importance-performance analysis.” *Industrial Marketing Management* 33 (2004): 271-277; Abalo, Javier et al. “Importance values for Importance-Performance Analysis: A formula for spreading out values derived from preference rankings.” *Journal of Business Research* 60 (2007): 115-121.; Go, Frank, and Wei Zhang. “Applying Importance-Performance Analysis to Beijing as an International Meeting Destination.” *Journal of Travel Research* 35, no. 4 (April 1997): 42–49. doi:10.1177/004728759703500407.; Fátima, Silva and Paula, Fernandes. “Using importance-performance analysis in evaluating of higher education: A case study.” Paper presented at ICEMT 2010 International Conference on Education and Management Technology. IEEE. (Pp. 121-123). Cairo, Egypt, 2010.; Sever, Ivan. “Importance-performance analysis: A valid management tool?.” *Tourism Management* 48 (2015): 43-53.

<sup>47</sup> Matzler, Kurt et al. “The asymmetric relationship between attribute-level performance and overall customer satisfaction: A reconsideration of the importance-performance analysis.” *Industrial Marketing Management* 33 (2004): 271-277.

- Quadrant 1: Concentrate here - high importance, low performance. This quadrant requires immediate attention for improvement and shows major weaknesses;
- Quadrant 2: Keep up with the good work - high importance, high performance. This part indicates opportunities for achieving or maintaining competitive advantage and shows major strengths;
- Quadrant 3: Low priority - low importance, low performance. This part displays minor weaknesses and does not require additional effort;
- Quadrant 4: Possible overkill - low importance, high performance. The business resources committed to these attributes would be overkill and should be deployed elsewhere.

In terms of the attributes of performance and satisfaction in the education programs in the higher education institutions/ universities, there are many concepts on this issue. In the contribution of Gurney<sup>48</sup> compiled from a ten point model of Alton-Lee<sup>49</sup>, five key attributes for the effective teaching practice has been presented as lecturers' knowledge, enthusiasm and responsibility for learning; classroom activities, assessment activities, effective feedback, and effective interaction between the teacher and the students. However, in the study of Phillips (2014), an evaluation framework has been established with 6 attributes as planning and preparation, classroom environment, instruction, professional responsibilities, and collaboration and partnership. More of that, in the study result of Ghonji et al.<sup>50</sup>, 5 attributes of effective teaching quality are shown as a lesson plan, teaching skill, communication skills, expertise related to the lesson and individual capabilities of members. Therefore, in this study, adapted with the previous studies and the consultation of experts, 11 attributes have been developed to be analyzed in IPA as follow-up the syllabus, good demonstrations of knowledge to the students, enthusiasm and positive attitude toward the students, teaching methods of the lecturers, introduction of syllabus books, references, etc. to the students to aid the current learning and deeper comprehension, encouragement of students to participate in class activities, creating equal learning environment and opportunities for students, acceptance of criticism or feedback from students, friendly behavior (in teaching), clarification of the lesson's (syllabus's) primary aim, and transferring the learning contents.

## METHODOLOGY

To obtain the objectives, this study employs 2 methods: the qualitative and the quantitative.

- In relation of the qualitative method, the interviews and consultations with 4 experts have been done to define and consult on the attributes, and the questionnaire has been performed to get their comments on the current syllabus and reach their comments on the survey result and syllabus development. In addition, four 30-minutes interviews with 13 students, 6 graduates and 7 undergraduates with the random sampling, have also been conducted to explore the hidden issues which are not stated in the questionnaire and to explore more relevant problems.
- In terms of the quantitative method, the five Likert-scale questionnaires are used as the main tool. The purpose of the survey is to understand the students' perception &

<sup>48</sup> Philip, Gurney. "Five factors for effective teaching." *New Zealand journal of teachers' work* 4 (2007), 89-98.

<sup>49</sup> Adrienne Alton-Lee. *Quality teaching for diverse students in schooling: best evidence synthesis*. Wellington, New Zealand, 2013.

<sup>50</sup> Ghonji, M. et al. "Analysis of the some effective teaching quality factors within faculty members of agricultural and natural resources colleges in Tehran University." *Journal of the Saudi society of agricultural sciences* 14, iss. 4 (2013): 109-115.

awareness, study behavior, expectations and satisfaction on the course delivery and quality. The questionnaire with 20 questions has been sent via Google docs to the undergraduates and graduates in 6 universities in Vietnam. Random sampling technique is chosen due to its convenience and 267 responses have been collected and represented as the sample population for the study. Also, before launching to broad collection scale and increasing reliability and credibility, the questionnaire pilot test has been done with 12 students and 4 experts to ensure its good wording, appearance, and understanding.

## RESULTS & DISCUSSIONS

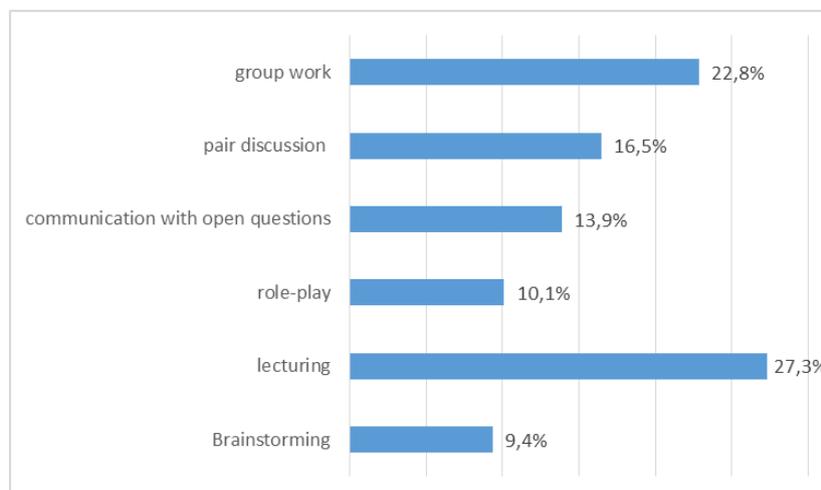
### Findings from the students' feedback

As stated, there are 267 students' responses of which 79% of them are undergraduates and 21% are graduates. This is a very good source of information because their feedback represents this current setting of what happens. Also, the result shows 17.97% students have never done the public speaking. The result reveals 2 issues (1) lecturers are not covering fully to all the students in the classrooms, or do not produce chances for students to practice, or (2) the students show wrong knowledge/understanding in PS concepts. To reconfirm the students' feedback on the chance to PS practice, the question for students' practice frequency has done as well and the result is consistent, meaning that, 19.47% of them confirmed they have never done PS before.

Regarding the perceptions of the material study, 69.66% are agreed with the material study and 33.7% are at the low agreement. As a result, this is also worth thinking. This means the study material is not really matching with the students' needs.

As for the question on the student's perception, if the lecturers' teaching methods are diversified, 60.29% of respondents show their agreement with the diversified teaching methods of lecturers. In contrast, 39.71% show "disagreed". Furthermore, with the interview results and responses, the lecturing, problem-based and pair-work methods are mainly used in the course delivery. Moreover, that result confirms the lecture is consistent with the syllabus. Nonetheless, with the comments of the experts, this is not a good mode of teaching. This is as in the following figure.

Figure of detailed teaching methods of lecturers



Source: Own (2018)

In terms of the students' behaviors, the question "are you active in the classrooms", 41.2% are from the "completely inactive" to "neutral" scale, the remainder is 58.8%. This ratio takes into account the learning attitude of the students and lecturer's class management. Hence, it can be stated that the problems are from the lecturer and/or from students' attitude and/or from boring study topics as stipulated in the syllabus. Also, relating to the students' confidence, 31.83% students own confidence in their PS practice. This is a question which needs finding the answer because 82.39% of them have been practiced during the course and in the real world.

On the other hand, as stated in the objectives, the main issues are to understand the students' expectation and satisfaction to the course. As for the result of the students' expectation, 67.41% state, the course is under their expectations. As the consequence, with their total satisfaction of the course, the result shows that the course does not match with the satisfaction of respondents by 67.41% from the scales of neutral to completely disagreed.

### Findings from the experts' feedback

In the published course outline of the universities, the teaching contents are rather theoretical, not smooth and not consistent with the real practice. It does not match the fact that the course of PS is mentioned as the primary design to provide both theory and the opportunity for understanding and improving communication skills in public and professional speaking situations. Also, the teaching method is a crucial problem because the lecturing and pair-group methods are mainly used with some minor students' activities and homework. Therefore, various teaching methods should be done such as video-criticism, visiting experts as outsiders, etc. As a result, students can have chances to increase practical views and knowledge from experts, and they can practice as much as possible. Moreover, changing in teaching method makes the students more active and interested. Furthermore, the time allocation for one topic during a 3-period session is completely unsuitable. More topics and activities should be delivered because this will help students present plenty of social issues.

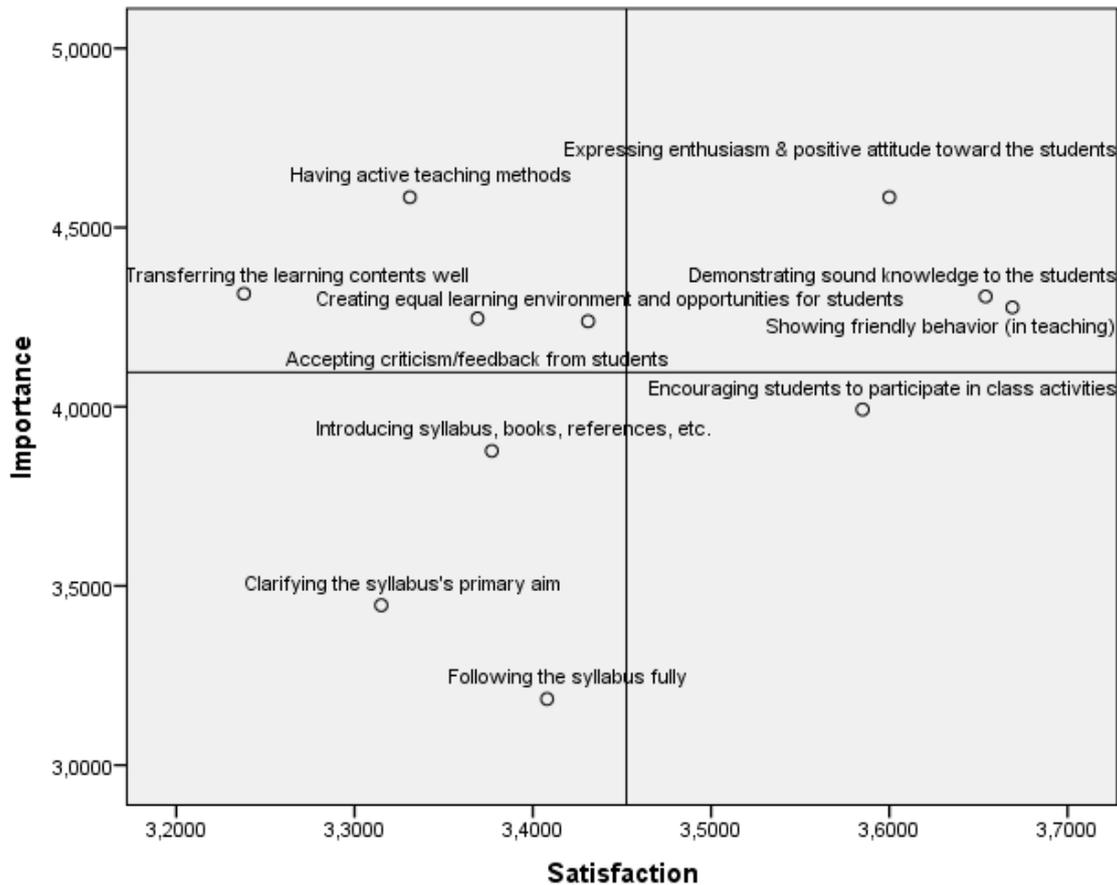
Relating to the current course outcome standard, it is not only inconsistent (with the real practice) but also ambiguous and un-quantitative as well. Also, the indicators are not applied to evaluate the criteria of a speech in the final exam. In addition, the course objectives and program are not mentioned because it only focuses on language accuracy and fluency, which leads to the big drawbacks.

### The result of the Performance – Importance Analysis

ATTRIBUTES	IMPORTANCE ( MEAN)	SATISFACTION (MEAN)
Following the syllabus fully	3,1846	3,408
Demonstrating sound knowledge to the students	4,3077	3,654
Expressing enthusiasm & positive attitude toward the students	4,5846	3,600
Having active teaching methods	4,5846	3,331
Introducing syllabus, books, references, etc.	3,8769	3,377
Encouraging students to participate in class activities	3,9923	3,585
Creating equal learning environment and opportunities for students	4,2385	3,431
Accepting criticism/feedback from students	4,2462	3,369
Showing friendly behavior (in teaching)	4,2769	3,669
Clarifying the syllabus's primary aim	3,4462	3,315
Transferring the learning contents well	4,3154	3,238

Source: Own (2018)

Figure of the result of IPA matrix



Source: Own (2018)

With this IPA Matrix, the figure depicts that

- Quadrant 1: Attributes as “having active teaching methods; creating equal learning environment and opportunities for students; accepting criticism/ feedback from students; and transferring the learning contents well” require immediate attention for improvement and are major weaknesses.
- Quadrant 2: Attributes as “demonstrating sound knowledge to the students; expressing enthusiasm & positive attitude toward the students and showing friendly behavior (in teaching)” should be remained and promoted;
- Quadrant 3: The “following the syllabus fully, introducing syllabus books, references, etc.; and clarifying the syllabus's primary aim” are minor weaknesses and do not require additional effort;
- Quadrant 4: “Encouraging students to participate in class activities” indicates that resources committed to these attributes would be overkill and should be deployed elsewhere”.

### RECOMMENDATIONS

Teaching quality and enhancement in the higher education institutions/universities are in need. From the above analysis, some of recommendations are formulated as follow:

As known, each teaching method has each own strengths and weaknesses, and method application is up to the case. With the PS course, it is suggested that other active teaching

methods as video-criticism, visiting experts from the outside, case study, etc. should be applied. The "student-centered" teaching approach should be focused because this approach helps lecturers to have a friendly relationship with students as they are seen as central to the educational process. They are respected and are free to express their opinions. As a result, the student-lecturer relationships will be closer and more comfortable. Lecturers need to learn, to listen to their ideas and to accept "the opposites" and also to improve their knowledge through discussion with students. That is to meet the expectation of their requirements having the creating equal learning environment and opportunities for students and accepting criticism/feedback from students. Besides, this is the technique to create the positive learning behavior of the students.

In addition, a well-constructed syllabus will help students understand clearly the course as well as their roles and lecturers'. To have a student-centered syllabus, it is required to have a co-operation and comments of the key stakeholders such as faculty administrators, experts, businesses, etc. for an overview of the subject. Moreover, the syllabus must be changed, updated and controlled from time to time. According to Boye (n.d), learning outcomes should conclude 3 major characteristics: observability, measurability, and conductibility. Last but not least, the learning outcome statements in the syllabus should be written more specifically, assessably and in a student-centered manner.

### **CONCLUSION**

Teaching quality and enhancement at the universities are necessary, especially in the time of adaption and integration to the education system in the region and the world. This issue becomes more and more crucial. This paper is to discover the feedback from the students and experts to formulate recommendations and to bring benefits to the teaching quality enhancement in the PS module at the universities in Vietnam. However, this study limits in the scope because the survey is implemented only in six universities and the sample collection in the conventional method. Further research can be done to cover the limitations.

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