Literature Review

The Hong Kong School performance Indicator

In 2003 school development and accountability promote the systemic evidence based school self evolution system. Along with external school review. This framework consists 3 biers including Domains, Areas and performance. The Domains classified into & sub areas and 23 performance indicates.

Diagram

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Figure

The above figure shows the diagrammatical representation of the frame work.

The Domains Levels and Performance

The Level of school performance assessed by the following assessment criteria they are :

1)Excellent

2) Good

3) Acceptable

4) Un satisfactory

Focus on Questions in each performance Indicators

In each area they focus on the questions by considering the performance Indica tors. For an example the area - 01 school management consider the following questions.

Text

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Figure

As like above each areas focused on their performance oriented questions.

Comparison between Sri Lanka qualitative assessment system VS Kong Kong System

Our School quality assessment indicate system consists & fields such as:

1)Student achievement

2) Learning, Teaching and assessment

3) Formal curriculum management

4) Co\_curricular activities

5)Student welfare

6) Leadership and management

7) Physical resource management

8) School and community

Each fields has different standards those standards need to be completed to achieve main standards also several criteria has given to evaluate the list of indicators.

The similarity between Hong Kong and Sri Lanka is both focus on questions on quality assurance.

The main defence is the Hong Kong performance indicators only having the Excellent, Good, Acceptable satisfactory remarks but the Sri Lanka Quality assessment system conclude the percentage levels

90% above should Excellent -6 marks

75% - 89% above should Excellent - 05 marks

60%- 74% above should Very good - 04 marks

45% - 59% above should Satisfactory - 03 marks

25% - 44% should development require 02 marks

Below 25% Immediate development 01 mark Request

The another thing is schools in Sri Lanka using the evaluation form manually to get details or score of each schools.

Reference : edb.gov.hk/attachment/en/sch-admin

https://www.researchgate.net/publication/307780144\_The\_Impact\_of\_Quality\_indicators\_on\_Quality\_of\_Primary\_Education\_in\_Khyber\_Pakhtunkhwa

# The infect of quality integrators on quality of primary education in Khyber Pakhtunkhwa

According to the journal American journal of humanity and social sciences published in March 2015. Their merger goal is to measure the primary education. They’re for they held the study using the quality the indicator impacts the quality education in government boys and girls’ primary schools of the selected the file southern districts of Khyber Pakhtunkhwa Pakistan. They in involved the head teacher in both gender male and female, teacher. according to their study they finalist quality of learning environment, quality content, quality of process and quality of outcome. Day developed the questioners using statistical tool. They analysis the data using independent variable that day collected from the observation. The main aspect of their Research is to contact the examination, to appointment the teacher according merit basis and paper assessment work.

## Quality of learners and quality of learning environment

The quality of learner is one of basic indicator of quality education. According to this journal student quality depend on students’ good health, psychological development, regular attendance, family support, participation of learning and families and communities.

The quality learning environment is another indicator of quality education. It has psychical elements such as school facilities class size etc. the psychology elements such are safe environments, teacher’s behaviours discipline policies, non-violence, safe and gender sensitive protect.

From their study day created table that includes some facts observed in learning environment. According to the table day generated observed frequency, expected frequency. From the equation they got the out put values.

As like quality learning environment table, day created another quality of content tables including curriculum, local and international content. As like same the created the quality process to evaluate the teacher’s competence, approach of student-centred learning, supervision, and leadership control. This table also consists of the no of statements including quality of content, frequence and mean.

According to the four tables they generated the quality of outcomes. The outcome table shown below the table :

Calendar

Description automatically generatedThe (UNESCO 2000) mentioned the quality of education depends on the survival of continues physical infrastructure the considered the internal and external infrastructural of school environment the basic facilities like school building electricity laboratories. Without basic facilities quality of education is much hard to implement.

Figure – Table for quality of outcome

In (2003) Memon says that the framework of quality education introduces in (2000) is a significance criterion to the assessment of quality education.

Khyber Pakhtunkhwa mainly focus on the primary curriculum development, primary teaching, primary evaluation, and primary infrastructure.

# Comparison between Sri Lankan process of evaluation school indication system and Khyber Pakhtunkhwa – Quality indicator.

When we compare both the common attributes are, both focus on develop school evaluation teacher learning and administration, curriculum management physical resources and school community.

The differentiation between both systems is shown in the below table:

|  |  |
| --- | --- |
| **Sri Lankan process of evaluation school indication system** | **Khyber Pakhtunkhwa – Quality indicator** |
|  |  |
| The fields of evaluation include eight components such as student achievement, learning teaching and assessment, formal curriculum management, co curriculum activities, student verifies, leadership and management, physical resources management and school community. | Here the indicators divided into five dimensions they are quality of learners, quality of learning environments, quality of contents, quality of process and quality of outcomes. |
| The above eight fields have substandard, expected standard to be completed, criteria and question on quality assurance. | They did not divide the subdivision of five dimension only have the main components. |
| The evaluation forms have the percentage level obtained by the student and teacher or the school recourses. | According to their study they created for hyper sub null hypothesis. |
| At the end of the evaluation form, need to generate expression regarding the competencies. | But here they created the table according to the five dimensions and compared the expected frequence in each level. |
| This system generates the marks according to the percentage by the evaluating indicators. | They calculate the mean squared values for the quality indicator outcomes. |
| The system has plan according to the standards requirements and criteria. | This system mainly focusses on the statement, observed frequency and accepted frequency. |
| The system includes student level in both primary and secondary section. | This only includes primary section. |
| Independent variables identified form the system or the total percentage of mark obtained in all evaluation fields. And the no of evaluation of fields. | The independent variables are frequency and mean value for each quality indicator. |
| The focus questions mainly focus on each evaluation forms and its quality statutes. | Not focus on the questionaries only focus on the parameters and facts relevant to the quality education. |
| The developed table discuss the matters discussed, in the section to be develop and action to be the future. | They didn’t speak about the future development and the future actions need to be considered. |

Table - Comparison between Sri Lankan process of evaluation school indication system and Khyber Pakhtunkhwa – Quality indicator

# Developing and analysing the web application made for educational sectors for teachers to evaluate student performance

The document from the Linkping university the author Anders Froberg discussed the curriculum of Swedish government. After he noted some problems in the revise curriculum. Therefore, he developed a tool using web application, which enhance the student learning progress. Which major investigation is how web application can be developed to make it easy for teacher to create customised exercises depending on the course contented and includes how teacher can evaluate to student learning progress during the course. The main purpose of web application has been indicated in the document.

## Analyse the differences and similarities differences between this document and our results

|  |  |
| --- | --- |
| **Linkoping University – student performance document** | **School based quality education and assessment indicated throw online** |
|  |  |
| Web application only based on Swedish government revised curriculum including some main subjects. | Web application evaluated school eight domain such as student achievement learning teaching assessment formal curriculum management, co-curricular activities, student welfare, leadership and management, physical resource management, school and community. |
| Both research as the same motivation and research question that is how to design data collection among school community and create the web application. | |
| Both research has an individual component – evaluation and ensure the validity and quality of the problem through the solution. | |
| The structure of web application is divided into three levels. | The structure of web application is divided into eight levels. |
| The focus area student learning. | The focus area student related aspects, school environment aspects, extra activities in school, school resource management and curriculum management. |
| The evaluation methodology conducted by semi structure interview and survey question according to the evaluation they identified the features and started the development process. | The evaluation methodology conducted where question on quality assurance as per their answers we identified main eight fields substandard, criteria and indicator need to evaluate. |
| User interface has evaluation methodology selection part, chapter selection associate with theory. | Here user interface has eight forms to evaluate eight domain include some function and instruction to evaluate the marks and percentage of each eight domain. |

Table - Linkoping University – student performance document VS School based quality education and assessment indicated throw online

# The user experience

According to the International Organization for Standardization (ISO) User experience (UX) is defined by users "perception and responses resulting from the use and/or anticipated use of a product, system or service. The human computer interaction should be considered when we are creating user interface. Usability easier to measure. It is defined by Nielsen and Matera. The measurements are shown below.

|  |  |
| --- | --- |
| **Measurement** | **Description** |
| Learnability | The ease of learning the functionality and the behaviour of the system. |
| Efficiency | The level of attainable productivity once the user has learned the system. |
| Memorability | The ease of remembering the system functionality, so that the casual user  can return to the system after a period of non-use, without needing to learn again how  to use it. |
| Few errors | The capability of the system to feature a low error rate, to support users  making few errors during the use of the system, and in case they make errors, to help  them to easy recover. |
| User’s satisfaction | The measure in which the user finds the system pleasant to use. |

Table - Measurement VS Description

The iterative design and development process should focus on the web analytics. That’s means understand the interaction between the user under the web application. The concern area given below.

1. No of each user
2. The no of page web applications
3. When and why, we display the particular the page
4. Focus on the web elements such as buttons text box and navigations, whether they are able to click and accept the values into text boxes.

## 

## Self-evaluation

Studies has shown that self-evaluation increases the learning and engagement and is confirmed as a reliable teaching method. individually the motives cover a specific cognitive area of self-evaluation and will be defined in this document. According to the finding the self-evaluation classified into for parts.

1. Self-assessment
2. Self enhancement
3. Self-verification
4. Self-improvement

## Conclusion

The main of the study to developed we application to use for a teacher of evaluating student learning combined with their own self-evaluation. Additionally visual over views provide the information regarding student’s progress.

Reference: https://www.diva-portal.org/smash/get/diva2:1570743/FULLTEXT01.pdf