## CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

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CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

THEORETICAL ORIENTATION
1. INTRODUCTION

According to National education Act, A.D.1999, Article 47 stipulated regarding Educational Quality Assurance that there should be a system of educational Quality assurance to ensure improvement of educational quality and standards at all levels. Such a system should be comprised of both internal and external quality assurance. The parent organizations with jurisdiction over educational institutions and the institutions themselves should establish a quality assurance system in the institutions. Internal quality assurance should be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational providing the basis for external quality assurance. An Office for National Education Standards and Quality Assessment should be established as a public organization, responsible for development of criteria and methods of external evaluation, conduction evaluation of educational achievements in order to assess the quality of institutions, bearing in mind the objectives and principles and guideline for each level of education as stipulated in this Act. (Office of the National Education Commission. 1999)\(^1\)

All educational institutions should receive external quality evaluation at least once every five years since the last exercise and the results of the evaluation shall be submitted to the relevant agencies and made available to the general public.

The educational institutions should lend co-operation in preparation of documents and evidence providing relevant information on institutions. They should also arrange for their personnel, institutions boards, including parents and those associated with the institutions to provide additional information considered relevant to their functioning, on the request of the Office for National Education Standards and Quality Assessment, or persons, or external agencies certified by the Office and entrusted with the task of conducting external evaluation of these institutions.
In cases where the results of the external evaluation show that an educational institution has not reached the standards required, the Office for National Education Standards and Quality Assessment shall submit to the parent organizations recommendations on corrective measures for that institution to improve its functioning within a specific period of time. In cases where corrective measures are not implemented, the Office for National Education Standards and Quality Assessment should submit reports to the Commission for Basic Education of the Commission for Higher Education so as to take the necessary remedial action.

The educational quality assurance is the dominant mechanism in reinforcing and impelling the operation process for relevant personnel at every level to proceed congruently and systemically. Such operational process of the relevant personnel must move forward to the same direction in accomplishing the effective education reform, through the modern principle and administrative method, as well as the qualitative management. The focus is placed on creating the confidence for all related parties that every learner would obtain qualitative education according to the stipulated standard. It is important that such reliance must be based upon the grounds of education techniques, and facts, as well as the evident proof and the rationale. Therefore, the educational quality assurance is vital for every level of educational administration. (Ministry of Education. 2002)²

2. BACKGROUND AND THE DEFINITION OF EDUCATIONAL QUALITY ASSURANCE

2.1 BACKGROUND OF QUALITY ASSURANCE

The quality assurance is important in the industrial and business realms right from the past to the present time. This is on the grounds that the production of any goods or services with low quality would become the looser and will not be able to compete in any market trade. Moreover, this is the age of boundless global information or the globalization. Therefore there is no limit to the market and the trade. There is a real need for competition, especially in the aspect of quality. To impart confidence and satisfaction to customers is rather difficult. There is a need of a mighty effort to build up the quality, and to create confidence in the quality of products. Generally, the standards of quality assurance is done through the surveillance of the Quality Control (QC), the Total Quality Management (TQM), the Total Quality Assurance (TQA, the Industrial Standard), the International standard organization 9000 (ISO 9000), and relevant organizations. (Boonrung Ngamnit.2004)³
In the educational context, the definition for quality is given as follows. (Green, H.A. :1994)

- Quality is Distinctive: The quality is judged by the precedent attitude, that is the believe that the studies in universities already accomplished a high quality of education, and there is no need to have an organization for any quality assurance, because of the Distinction.

- Quality is excellence: This refers to the quality of high standard with zero defects, leading to the excellence in the input and the output. That is, there should be best students taught by the professor with a Nobel Prize, and then the outcome is Excellent.

- Quality is the passing of a set of respectable standard: This definition refers to the passing of any production with quality inspection, in accordance with the specific standard of scientific control. Hence, qualitative product or service must pass the basic standard stipulated by the inspecting organization.

Somkiet Chobpol (1994) stated the meaning of Educational Quality that:

1. Quality as normative refers to the collaborative responsibility of the community regarding the required quality. This is mainly in consideration of the students’ quality, in the way of the learning, the conducts to higher grades, and so on.

2. Quality as an Objective refers to the standard quality based on the learners’ attribute as stipulated in the curricula; and this is divided into three facets i.e. knowledge and understanding; the skill and attitude which is the trend in developing the quality of the students to the required point.

3. Quality as a process refers to the consideration of quality depending mainly upon all parts of the execution system. The Standard of Quality is to be set up, enabling the school to consider the means in developing the quality and to choose a suitable point of development for its own status. Whereby, there should be a periodical self-assessment, with a continuous improvement on the execution. Hence, creating pride in one's own job and then, the success.

From the aforementioned background and definition of the educational quality, it is clear that the quality of the student and the quality required by the service user, occur from a good educational management process, with a consideration of the society, the school, and the community. Therefore, an effective educational management process for the educational quality must be process.
2.2 DEFINITION OF THE EDUCATIONAL QUALITY ASSURANCE

The word "Quality Assurance" comes from English, which is the synonym of the word "Insurance". "Assurance" means to give confidence, the word "Quality Assurance" would refer to the ‘educational quality assurance’ to most students. Hereupon, the word ‘Quality Assurance’ would refer to the assurance of the educational quality, and has been defined as follows:

Office of the Basic Education Commission (2004)⁶ ascribed that the educational quality assurance refers to the act of assuring the service user or the relevant units, that private schools apply conspicuous means of educational quality administration and development, which is in consort with the principle and policy, as well as the focus of the government schools and the state educational plans. And this procedure has been executed concretely, for the good educational quality of each and every student.

Research and Development Section, Higher Educational Standards Office (2004)⁷ describes that the educational quality assurance refers to any activity or procedure which when implemented according to the stipulated plan and procedure could assure that the output of the educational quality would be according to the required attribute.

The Supervisory Unit, Office of Basic Education (2004)⁸ defined that the educational quality assurance is a mechanical process for educational development which is inclusive of all procedure in the educational administration process, right from the initiative planning. Thus the operation will be systematized, creating an assurance and the guarantee for students, parents, communities, and the society, that the institutes are able to administer the education effectively. The graduates will acquire the education of standard quality, and will be accepted by the society.

The Office of National Education Standards and Quality Assessment (2004)⁹ defined that the educational quality assurance is an important mechanism for supporting and impelling the working process of the personnel and the institutes to proceed systematically. They are to proceed in the same direction, in accordance with their own cooperative orientation. Whereby, the up-to-date management and administration procedures will be implemented, to create the confidence and satisfaction for all related parties that the students will achieve the stipulated standard quality education.
National Institute for Development of Teachers, Faculty staff, and Educational Personnel (2004) defined that the Educational Quality Assurance is the process leading to the teaching and learning evaluation of each curriculum/subject, through the standardization, and implement this standard according to the stipulated criterion.

Amrung Jantawanit (2004) cited that the educational quality assurance is a method or a strategy for designing the procedure or course in the operation of educational administration, which can assure that the quality of students will be in accordance with the educational standard, and will be well accepted by the societies.

Chamaiporn Penpakdee (2004) defined that the educational quality assurance is the process stipulated by the particular institute. This is the procedure which assures that there should be stipulated process which should be implemented then the educational quality would satisfy the service user.

Areerat Wattanasin (2004) cited that the educational quality assurance refers to the administration and management process which has been continuously developed and improved, for the potential development of the students. Hence the students will achieve supreme quality development, giving satisfaction to the parents, communities, and societies. Whereby the units and all related parties must partake in the education administration right from the initiative planning, performance, and check the result systematically and effectively. This ascription is in congruent with Duangduer Tongpong (2005), who defined that the educational quality assurance refers to the quality development process for the teaching and learning in schools, which should be done qualitatively, systematically, and continuously. Hence assuring the society that the educational administration is full of quality and the graduates would achieve the standard quality according to the aims of the curricula and the requirement of the society.

In conclusion, It can be said that, the educational quality assurance refers to the educational administration and management including the activities operated by the institutes. This is aimed at the continuous development of quality for students. Hence, persons taking the educational services directly, such as the learners and the parents, as well as the indirect service users, such as the working places, the people, and the society as a whole can be reassured that the institute will operate effectively. Whereby learners will achieve the required
quality or attribute, in accordance with the stipulated educational standard; thus satisfying the expectation of service users.

3. OBJECTIVES OF EDUCATIONAL QUALITY ASSURANCE

There are three objectives in the educational quality assessment, i.e.

2.3.1 For schools to administer the education qualitatively, by the medium standard quality.

2.3.2 For promoting the quality of education of each school up to the acceptable standard, and

2.3.3. For the decentralization of authority to the responsibility of local organizations to take care of the education in the locality, to encourage the community, and the private organization to partake in the educational quality development for the educational institutions.

Wasana Prawalpruek (2005) ascribed the objectives of educational quality assurance as follows:

1. To guarantee the worthiness for investment by demonstrating the effectiveness, and to take responsibilities in the administrative management to fulfill the objectives, which should be in congruent with the resources and the investment status.

2. To promote the educational development, by improving the efficiency and quality.

3. To present the efficacy of the educational administration to the public. The National Educational Act 1999, Article 47 stipulated the objectives of educational quality assurance in developing the quality and educational standard for every level.

Utumporn Jammornmarn (2005) ascribed that the educational quality assurance is done with three objectives:

1. For those who receive the salary to be conscious of their working responsibilities for the unit, and to execute the work in full capacity.

2. For the unit to produce good quality output that is competitive with other nations.

3. For talented and educated citizens of Thailand who are good and able.

The objective of educational quality assurance is developing every level of education of standard quality to meet the national standard through decentralization. In this way, the cooperation of the personnel, the collecting of resources, as well as the good administrative
management would enable students to achieve the expected attribute, according to the National Education Act, 1999. (Office of the National Education Commission. 1999)

4. CONCEPT OF EDUCATIONAL QUALITY ASSURANCE

The main principle of educational standards and quality assurance depends upon the basis of the administrative management of the educational institute. This is to create the prepared quality for outside inspection and the teachers' performance should be satisfactory for the service users who are the students, the parents, the communities, and the country. Some educational officers ascribed the main principle of the educational standards and quality assurance as follows: (Office of the National Education Commission. 1999)

1. To decentralize the educational authority by way of the amalgamation between the format of sharing the authority and giving the authority.
2. To take part in the education by way of the amalgamation between the collaboration format and the cooperative planning format.
3. To manage the educational administration through the application of the school amendment strategy on the school constitution with mutual commitment at every level of educational standards and quality assurance operation.

Nititat Kitiwisarn (2001) stated that the principle of educational quality assurance is the strategy of presetting some preventive means, where every party is to cooperate. This is to be done through the school amendment strategy for the best quality, and to be prepared for outside inspection. The Educational Quality Assessment and Accreditation Office (2002) stipulated that in the educational standards and quality assurance administration, there are following principles to be considered:

1. The educational quality assurance is not for judging which is right and which is wrong, nor is it for inspection, but it is an implement to be used along with the decentralization of the educational administrative authority.
2. The educational standard must be in congruent with the intention of the National Education Act which emphasized on the diversified learning process with the concept of the child center.
3. There are four tasks in the quality assurance, and role of these tasks must be clearly distinguished.
3.1 The standard stipulation or the standard of the quality assurance system is the duty of the central dominant.

3.2 The internal evaluation is the duty of educational institute in developing the internal evaluation system, by inducing the community and related parties to partake in this activity.

3.3 The external evaluation is to be performed by the independent public organization. The reason that an independent organization should exercise this duty, because it should be independent from government officers, and its duty is to make evaluations on both government and private educational institutions.

3.4 The implementation of the evaluation result for the necessary improvement, is the duty of educational administrators.

From the above, it can be said that the vital part of educational standards and quality assurance principle, both internally and externally, is to design the educational standard and strategy to be in congruent with the intention of the National Education Act, 1999, which is the inspection strategy on every level of congruent government and private school administration.

5. ADVANTAGE OF EDUCATIONAL QUALITY ASSURANCE

The educational quality assurance is advantageous to students, educational institutes, people, community, society, and country, as follows: (Ministry of Education.2002)20

1. Students would acquire complete knowledge, competence, and various attributes, according to the standard education curriculum, and in congruent with the requirement of the society.

2. The schools apply distinguished educational administration direction in accordance with the medium standard, along with the quality management system. The standard performance is operated with the cooperation of personnel of all parties, showing responsibilities in the educational administration that can be inspected consistently and continuously.

3. The community can be confident in the school administration, by partaking in the educational administration, and sending their children to school.

4. The units and the educational institutes who enrolled the students can be assured and satisfied. They can enroll these students for further education with confidence and can
also put these students in the employment.

5. The community can be confident in the educational administration, through the education quality assurance and reports to the public.

Suwimol Wongvanij (2003)\textsuperscript{21} cited about the various advantages of educational quality assurance as follows:

1. Enables the realization of one's own superiority and the inferiority, the information of which is propitious for the operational amendment in steering to the required direction.

2. Enables the realization of the success in the operation and the measurements of the objective achievement.

3. Enables the supporting information for planning and improving the operational development, to acquire more successful quality in achieving the stipulated objective.

4. Enables the supporting information in deciding the future of the schemes or of the various activities of the institution.

5. Shows responsibilities to the entrusted tasks from the community, through the evaluation report to the public.

Pluet Siripanpitak (2003)\textsuperscript{22} cited that the educational quality assurance has three important factors:

1. Enables the people to be updated with the accountable educational quality. They can be reassured in making decision of choosing a standard quality service.

2. Prevents the unqualified educational administration, which would be a protection for the consumers, creating an overall equity in acquiring the qualitative educational service.

3. Enables the responsible educational administrators to determine in the educational administration to achieve true quality and standard. Hence the education would be strengthened for the development of the citizens, concretely and continuously.

Thus it can be concluded that the advantage of educational quality assurance is a standard which can create confidence that the institutes with standard accreditation are able to operate the educational administration effectively, and the graduates would achieve the stipulated quality standard. This process is to enhance the educational standard, with an
emphasis in applying the standard quality information in writing reports, with a cooperation from relevant units in supporting and developing the institute. It is believed that there should be a correct implementation of the educational quality assurance system, and then the students would attain a good quality.

6. INTERNAL QUALITY ASSURANCE OF EDUCATIONAL INSTITUTES

The internal evaluation is an important task of the administrators. It is advantageous for planning and managing, with following abridgments. (Wantana Sonkit. 2003)

1. Shows the superiority and the inferiority.
2. Information can be obtained for self-improvement in the operation.
3. The information and reports in hand would enable the decision on stipulating various plans and projects, and also enable the inspection of resource readiness that is necessary in the operation, as well as the possibility in various activities.
4. This is the responsibility to the assigned tasks from the community.
5. Provides the information on the progression, the problems and the obstacles in the operation, aiding the decision on the operational improvement and amendment of the educational institute.

The internal quality assurance for educational institutions is a part of educational administration process, where every institution must operate successively. This is comprised of the planning, the operation, the evaluation, and the operational improvement. The educational institution must design an educational development plan to be incongruent with the intention and principle stipulated in the National Education Act, 1999. (Office of the National Education Commission. 1999) This development plan must clearly show the educational standard and objective, as well as the philosophy and the vision of the institute. There must be a clear definition of the length of time for operation. There must also be a self-following-up continuously, and the result of which must be used in developing the quality of education. This operation focuses on the cooperation and the collaboration of every related party, such as the personnel in the institutes, the parents, the personnel of the related units and organizations, and the community. There must be an internal report on the result of the quality assurance to the supervising unit, and the relevant units, as well as to the public. This in accordance with the National Education Act, 1999 on the Education Quality Assurance with consecutive details:
6.1 The Definition of Quality Assurance in Educational Institutes

The Office of Basic Education Commission (2003) defined that the 'internal quality assurance' refers to the evaluation, the follow-up, and the inspection of quality and of the educational standard from within the educational institute by its own personnel or by the supervising unit, taking the responsibility in the particular educational institute, and this is considered as self-evaluation.

The Office of National Education Standard and Quality Assessment (2003) stated that the 'internal quality assurance' is an administrative management process to meet the objective in the quality development, in accordance with the required standard. The plan of this process is drawn up by the cooperation of the personnel in every division of the educational institute, to set up the objective, the procedure, and to operate according to every stage of the plan. There must be a memorandum and the follow up to find out the prominent point, and the points to be improved. Cooperation will be taken to improve such plans, with an expectation in the efficiency of the institutional administrative management, focusing on the quality of the students.

Montri Thongtisana (2003) stated that the "internal quality assurance" refers to the evaluation and follow up, with an inspection on the educational standard and quality from within the educational institute, by its own personnel or by the supervision unit responsible in the particular institute.

Jamras Nongmark (2003) implied that the 'internal quality assurance' refers to the evaluation and follow up, with an inspection on the educational standard and quality from within the educational institute, by its own personnel or by the supervision unit responsible in the particular institute.

Daonoi Somwong (2004) stated that the internal quality assurance is the customary learning and teaching administrative management process of an educational institute, with planning, and activities, as well as the systematic evaluation and follow up on the quality. The educational institutes would cooperate in the quality development to be in congruent with the educational standard of the institute with a prime objective to develop the quality of students continuously. This is a self-evaluation by the personnel of the educational institute, or by the supervising unit.
In conclusion it can be said that the “internal quality assurance” of educational institute, refers to the administrative management with continuous systematic improvement to develop the teachers’ learning and teaching, as well as the standard quality of the learners. The main emphasize is placed on the potentiality of the learners, creating the confident to parents, the community, and the society, that students completing the education would achieve the stipulated standard quality.

6.2 Internal Quality Assurance within Educational Institutes According to the National Education Act, 1999

The National Education Act, 1999, Article 48, stipulated that the supervising units and the educational institutes are to set up a quality assurance system within the educational institutes, whereby, an annual report must be presented to the supervising unit and the relevant units, and also to the public. The present internal quality assurance developed on the concept of the formal education, and is divided into two levels, i.e. the Basic Education, and the Higher Education. This has been stipulated in the Article 16 of National Education Act, 1999, with details of internal quality assurance as follows: (Office of the National Education Commission. 1999)

(1) The Importance and the Necessity of Internal Quality Assurance

The importance and the necessity of internal quality assurance, can be concluded in two main essence.

(1.1) From the past evaluation on the educational administration in Thailand, there are various levels of quality requiring improvements, in the facet of knowledge, the concept, the skill, including the integrity and the ethics. The educational institutes provide most learning experience for the learners, therefore, there is a primary need to develop the quality of the educational institutes.

(1.2) The internal quality assurance within the education institutions is an important mechanism to support and impel the operational process of the educational institution, at every level of the educational realm, as well as all relevant personnel, to operate systematically and in consonance, proceeding to the direction primarily designated with the cooperation of all parties, in order to accomplish to objective of education reform effectively. These objectives are to develop the quality of learners to the “completion of man, both
physically and mentally, with intellect, knowledge, integrity, ethics and culture and be able to coexist happily with others**, according to the National Education Act, 1999, Article 6.

(1.3) The Essence of Educational Quality Assurance according to the National Educational Act, 1999.

The National Educational Act, 1999 (Office of the National Education Commission, 1999) stipulated on the educational quality assurance in category 6, of the educational standards and quality assurance Article, Article 47 - 51, with following.

(1) There should be the educational standards and quality assurance to develop the standard educational quality of every level:

(1.1) Internal quality assurance system;
(1.2) External quality assurance system.

(2) The supervisory unit and the educational institute are to set up the internal quality assurance system, through the following operations:

(2.1) To set up the internal quality assurance system as a part of the education administration process, with a continuous operation.
(2.2) To prepare the annual report to the supervisory unit, the relevant unit, and also to the public.
(2.3) To develop the educational standard and quality, and be prepared for the external quality evaluation.

(3) To procure an office of educational quality standard accreditment, in the status of a 'public organization', with following duties:

(3.1) To develop the criterion of external quality assurance.
(3.2) To evaluate the educational administration of the institute, to be prepared for the inspection of quality of education.
(3.3) To make a thorough evaluation of the external educational quality assurance at least once in every five years.
(3.4) To present the evaluation result to the relevant unit.

(4) The educational institute is to cooperate in the external educational quality assurance in following aspects:

(4.1) To prepare the information and documents of the educational institution.
(4.2) The personnel, the institutional committee, the parents, and relevant
3. The educational quality development and improvement: The educational quality development and improvement within educational institutes are the application of information, attained from inspections, the revision of educational quality of the education institutes that are taken into consideration for annual operational planning. This should emphasize on the annual operational planning to be the strategy to success, in accordance with the educational institution. The important focus of this objective is for the quality of the institute to be in accordance with the educational standard, stipulated by the educational institute.

4) The preparation for external evaluation: The past educational quality assurance is the educational quality control system and the system for inspecting, reviewing, and improving the educational quality. While according to the National Education Act, 1999, this is considered as the internal quality assurance. The external quality assurance would be in consort with the educational institution assessment and accreditment system; where there would be an educational quality evaluation by the Educational Quality Assessment and Accreditment Office.

Office of National Education Standard and Quality Assessment (2003) stipulated the internal educational quality assurance principle, for the fundamental education as follows:

1. The education quality in the context of the quality assurance emphasizes on creating the satisfaction to the consumers, externally and internally:

   1.1. The internal quality refers to the knowledge, the competence, and the attribute of the learners, creating a satisfaction in taking over the learners in every level of the production procession, or in other words, in every class level.

   1.2) The external quality refers to the satisfaction in the Macro Socio-economic level. This refers to the knowledge, the competence, and the attribute of the learners, that is necessary for the subsistence and creating the national stability in the economy, politics, and culture, and to be competitive in the business, the commerce and the technology both regionally and globally.

2. The educational quality assurance is the administrative management on the whole educational system of the educational institute. This is the progressing strategy emphasizing on the strategic planning and preclusive planning for possible problems and not just taking immediate solution only to satiate the confronting problem.
3. The educational quality assurance is the creation of confidence on the technical basis, and the inspectable proof, as well as on the analytical process and on the combined outcome that is scientific, logic and rational.

4. The inspection, the measurement, and the evaluation in the context of quality assurance is primarily aimed for the feedback to be used in the planning for continuous quality improvement, and not to be used for finding faults nor for requital.

5. The format quality (the technological standard, the curricula, and the teaching plan), as well as the performing process (the learning, the teaching, the curriculum management, the teachers, and the educational personnel) are important components for the progressive quality development of learners.

6. The educational quality assurance emphasizes on the importance of generating knowledge, skill, and confidence to all related personnel, internally and externally; hence creating an opportunity for collaboration of all parties, with effectiveness and efficacy in the activities of the educational institute.

7. The educational quality assurance gives ponderance to the internal collaborated association between every level of educational units, and the cooperation of the units and organizations in the educational area.

8. The leadership and the attentiveness in the commitment of the educational administrators, as well as the suitable decentralize of authorities, are important factors of the education quality assurance.

The abridgement in the prime principle of the internal quality assurance is that the administrators of educational institutes must acquire a leadership in the operation of educational quality assurance, by building the school image as the learning organization, where every level of institutional personnel must be developed on the technological basis. This is the collaborating strategy of the community in every stage of the educational quality assurance, which the service users may make inspections.

6.4 Concept and Theory of Internal Quality Assurance within the Educational Institutes

To accomplish the success in the internal quality assurance within the educational institutes, there must be a control on the quality and standard, by using the dominant systems of evaluation and quality assurance: (Ministry of Education.2004)
1. The ISO Standard

The International Organization for Standardization (ISO) is an international standard organization, situated in Geneva, Switzerland. This organization was constituted from the collaboration of international industrial organizations, with a commitment to develop the industrial standard, which would support the international trades, and this can be applied in the global business. This is one of many organizations generating the standard to be used by organizations of various nations. The word 'ISO' in Greek means 'equal'. This is the key word to the understanding of the character and the objective of the organization. Therefore, the ISO is the quality standard system, that can be used by the international trade. This standard will assist in the bartering and trading.

1.1 The Main Character of ISO 9000

The ISO 9000 is not a standard for the quality assurance plan, but it is the standard for the administrative management plan. The emphasis is placed upon the method where the administrative system would assure the quality of all components and the services of the particular organization, by demonstrating the composition of their commodities and services. This system also look into the administrative method of keeping the information about the quality and use it continuously to improve the operations on prices, the confidentiality, and other qualitative characters. Therefore, when any organization has been certified by the ISO 9000 this means that the administrative system has been certified and not the quality of productions. The ISO 9000 is not directly concerned with the quality of the organization, but if the quality assurance process has been set up correctly and systematically, then a good quality would follow.

The ISO 9000 is a standard that concerns with the working system. This system insists on the systemization of the work, with an emphasis on the preclusion of problems rather than to solve the problems. It also gives ponderance on the scheming and the performance standard of every division and every level of personnel. The documentary papers on the performance are another significant factor. These documents are used as evidence in inspecting and evaluating the performance, emphasizing for the execution to be in accordance with the papers. This is an open system for rearrangements, and the improvement of the operating procedures and stages at all times. Moreover, there is a method of follow up and evaluation within the working unit, as well as the assessment and accreditment of the
Educational Quality Assessment and Accreditment Office, to keep this system of quality assessment good.

1.2 Operational Stage

There are nine stages of the operation, i.e.

1.2.1 To study and prepare.
1.2.2 To revision and present work and the ISO 9000:
1.2.3 To set up the quality system format.
1.2.4 To prepare of the filing system and control.
1.2.5 To draw up a Quality Manual for the operational stage, and the working procedure, as well as the memorandum about the quality system according to the specification.
1.2.6 To execute the drawn up quality system.
1.2.7 To make a follow up and evaluate within the working unit.
1.2.8 To amend the defects and rearrange the papers.
1.2.9 To request for assessment and accreditment from the standard office.

2. Total Organization Quality Management

2.1 Background

The quality management of the whole organization which is currently known as the TQM, has been set up in 1956 by Dr. A Feigenbaum. His idea was developed from Juran. With this development, he proposed a Total Quality Control (TQC) for the whole organization. The main principle of TQC is for all organization members, right from superior management to the ground-level personnel, to partake in the quality improvement of the working life and the working process to the continuity and unceasingly. Whereby, Feigenbaum recorded that all new commodities will proceed along the stages of the three activities, i.e. the design control, the raw material control, and the production control, or the commodity control. The quality development is the administrative strategy to prevent or decrease the defect of the products or part of the work before passing on to the responsibility to the next personnel or unit on the progressing level. If every personnel is able to produce the work according to the required specification of customers then there will be no retardation in the operational system.
2.2 The Technical Process of TQM

The technical process of the Total Quality Management is comprised of eight factors:

2.2.1 The persisted intention and the commitment to the quality refers to the fact that the organization must commit itself in the quality improvement with endurance, seriousness, and ceaselessness throughout the organization. The word commitment in this place includes the sacrifice of resources such as time, the man power, and the budget, starting from the senior executive with a policy clearly stipulated to meet the quality. This policy would indicate the concept and also create a milieu of assent in the change for a thorough quality improvement.

2.2.2 The putting up of a campaign for a profound perception and comprehension, creating a sense of consciousness throughout the organization, means to relay and disseminate the policy to the acknowledgement of every level of personnel, and to explain the necessity and the persisted intention of the management in developing the overall quality of the organization.

2.2.3 To set the objective for the quality development. This objective is to set the measurable achievement of the activity.

2.2.4 To construct the organizational structure. This is to set up the organizational structure on the quality development, such that every one at every level of the working unit, can play a role and cooperate in setting up the duties and responsibilities of the working party.

2.2.5 Operation planning refers to the plan for the operation to reify the quality development system in the organization, by applying the component of the eight factors of quality administration, and by dividing them in eight small activities for operation; and indicate the responsible person, the period of time for the implementation. These eight components can be executed alongside each other. However there can be a sequence of easiness and difficulty of the activities.

2.2.6 The follow up on the progressiveness and the evaluation: When each of the personnel in the group already acquired the consciousness of the commitment and the accountability to the objective, then the quality development working party must set up the
progressive follow up system for controlling, supporting, advising, measuring, and evaluating the accomplishment.

2.2.7 To show appreciation to the personnel in their progression or success in the quality development: Senior executives should show their recognition to the progression or success, or the collaboration in the quality development of the personnel. This would instigate the personnel who have not yet joined in the quality activity to give their cooperation and support on their own accord.

2.2.8 To improve and renew the quality development system. There must be an improvement and renewal on the quality development system, to be in consonance with the changing milieu, and also to be in consort with the accumulated experience of the personnel. In the long run, this would enable the quality development system to become the mode of life and the culture of the personnel in the organization.

2.3 The application of TQM for the education quality

The application of TQM for the education quality development, where the TQM has been applied in three levels as follows:

2.3.1 The Basic Level is the school management process, with a benefit of better efficiency and reduced expenses.

2.3.2 The Intermediate Level is the teaching in the whole organization to the students which is inclusive of the quality philosophy and method/implement.

2.3.3 The Supreme Level is the quality of the whole organization in the learning, which is the learning philosophy with extensive implement kit, acquiring an impellent from the pupils, the students, and the teachers. In indicating the distinction, analysis, and dispelling the learning obstacle, the students require the school to prepare them to be ready for the uncertain future. Parents require more opportunity in choosing, and would like to give more cooperation in the education of their children. The employees need skillful personnel, who are versed in knowledge and learning, able to work in team, with better personal inducement.

3. Key Performance Indicator

3.1 Concept of Internal Evaluation

3.1.1 This is a part of the administration to learn about competence in responding to the requirement of customers, and relevant persons.
3.1.2 To find problems in the early stage, and make amendments in time.
3.1.3 To emphasize on the preclusive philosophy.
3.1.4 This is an evaluation by the administrators, the staff, and the relevant individuals of the educational institution.
3.1.5 To be in consort with the external evaluation
3.1.6 To emphasize on the continuous improvement by the collaboration of all relevant individuals.

3.2 The Internal Evaluation by the Key Performance Indicator (KPI)

Stage 1: To designate the internal evaluation working party or the Internal Evaluation Committee. Members of this committee is the senior executives, because this is the matter of the management. To be in accordance with the international administrative principle, a stakeholder is also requested to partake in this committee.

Stage 2: To make a study and understand about the internal evaluation.

Stage 3: Study the key performance indicator and the standard skillfully. Contemplate on the required indicator for the operation. Make an interpretation and set up the measuring criterion, the measuring method, the inspection of documents for reference, the filing of documents, the person taking responsibilities, measurement operator and the analyst.

Stage 4: Set up the priority of the indicator to be used; because some educational institutes have limited resources. It is difficult to apply all the indicators at the same time. Therefore, a priority of indicators must be chosen, through the selection techniques, or the priority technique.

Stage 5: In the fundamental evaluation, the committee would make a preliminary evaluation to find out the superiority of the chosen indicators, and the points to be developed in each of the indicators. For example, the health indication of the students shows that students are strong and are good in sports, and the sports equipment is abundance, the teacher is a member of the national athletic team, and there is lots of budget. The inferior point to be developed and improved is that the number of time for the children to use these equipment is too little, because there are so many things in other subjects. Moreover, it is the fact that the students who are strong cannot be compared with the benchmark of the East Asia Level.
Stage 6: To stipulate the project and the scheme of each indicator, as well as the various steps for the responsible persons. There must also be the required starting date, and the terminating date, the referred documents and the filing, things to be inspected and evaluated by outside inspectors.

Stage 7: In the internal evaluation, the committee would make an evaluation at every indicator to develop the superior point, and stipulate a product for further improvement and development, with all the relevant reports. A constant evaluation would be advantageous. It would be observed that the internal evaluation by the indicator uses the words 'superiority/ inferiority' to be developed instead of the words 'not relevant with the specification' as in the ISO 9000.

Stage 8: To compare the internal evaluation with the external evaluation. When the external evaluation committee performs the evaluation, he would check through every indicator, and after acquiring the result of the superiority and inferiority, then he would compare them with those of the educational institute.

4. Quality Control System

4.1 Background:

The United States developed the Quality Control system or the QC in 1924. Dr. Shewhart of Bell Telephone wrote a textbook on "The Systematic Industrial Quality Control". Later, during the World War II, the United States prepared documents on "The Quality Control on the Production of Weapons" applying the statistics to achieve the quality. These techniques have been proliferate applied in the quality control all over the United Stated.

4.2 Quality Control Techniques

The quality control or the quality administration is the operational administration and the application of various techniques to enable the distinguished quality technique of commodities and service. These are the groups creating the operational quality or the QC group. Moreover, these are independent integration of the staff in the lower level of the same working place, with the support and the advise of their supervisors for the activities of the internal quality improvement, and the internal efficiency. This quality group of unit will engender in the organization, with a work planning and the activities to develop the quality and efficiency in every working unit and at every level of the organization. Most activities are the working life
quality improvement projects, with improvements in the working place, the working efficiency, the operational stages, the customer service quality, the quality of commodities, and the satisfaction of the customers.

4.3 The foundation ideals of the quality group

There are three aspects, i.e.

4.3.1 For every one to partake in the improvement and development of his own working place.

4.3.2 To create a cozy atmosphere of the work place, with a respect in the humanity and the human right.

4.3.3 To express himself overtly showing the endless competence of man.

4.4 The Quality Control by the Quality Group

4.4.1 To choose a topic of interesting problems for the group, which would be beneficial to the working unit

4.4.2 To cooperate in the evaluation and analysis of the problems and try to find a scientific solution.

4.4.3 To cooperate in solving the problems, emphasizing on the parts where the group can solve by itself continuously to the accomplishment.

7. INTERNAL QUALITY ASSURANCE SYSTEM

According to National education Act, A.D.1999, Article 47 stipulated regarding Educational Quality Assurance that there should be a system of educational Quality assurance to ensure improvement of educational quality and standards at all levels. Such a system should be comprised of both internal and external quality assurance. The parent organizations with jurisdiction over educational institutions and the institutions themselves should establish a quality assurance system in the institutions. Internal quality assurance should be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational providing the basis for external quality assurance. An Office for National Education Standards and Quality Assessment should be established as a public organization, responsible for development of criteria and
methods of external evaluation, conduction evaluation of educational achievements in order to assess the quality of institutions, bearing in mind the objectives and principles and guideline for each level of education as stipulated in this Act. (Office of the National Education Commission. 1999)  

All educational institutions should receive external quality evaluation at least once every five years since the last exercise and the results of the evaluation should be submitted to the relevant agencies and made available to the general public.

The educational institutions should lend co-operation in preparation of documents and evidence providing relevant information on institutions. They should also arrange for their personnel, institutions boards, including parents and those associated with the institutions to provide additional information considered relevant to their functioning, on the request of the Office for National Education Standards and Quality Assessment, or persons, or external agencies certified by the Office and entrusted with the task of conducting external evaluation of these institutions. (Office of the National Education Commission. 1999)

In cases where the results of the external evaluation show that an educational institution has not reached the standards required, the Office for National Education Standards and Quality Assessment should submit to the parent organizations recommendations on corrective measures for that institution to improve its functioning within a specific period of time. In cases where corrective measures are not implemented, the Office for National Education Standards and Quality Assessment should submit reports to the Commission for Basic Education of the Commission for Higher Education so as to take the necessary remedial action.

The internal quality assurance operation consisted of 8 stages as follow: (Ministry of Education. 2004)

1. Managing of information system
2. Educational quality standard
3. Designating the policy and plan for implementing internal quality assurance
4. Doing in accordance with the plan
5. Check and inspection the educational quality standard
6. Educational quality standard measurement and evaluation
7. Annual educational quality report
8. Supervision, follow up, evaluation and maintenances the internal educational quality assurance system
1. Managing of Information Systems

Data is a fact and a measurement that can be disorganized and when the data becomes organized it becomes information. Data can be in the form of number, alphabet, or symbol. Data is a fact that hadn't been filter and analyze.

Information is the result of processing, gathering, manipulating and organizing data in a way that adds to the knowledge of the receiver. In other words, it is the context in which data is taken.

Information Systems is the system that record and gather raw data in order to apply it through various statistical analysis i.e. percentage (%), mean (\(\bar{X}\)), standard deviation (S.D.), analysis of variance (F-test), and t-test.

Currently computer technology was used for managing information system. Information is vital for the improvement of internal quality assurance system. Characteristics of good information are as following:

(1) Verifiability
(2) Accuracy
(3) Comprehensiveness
(4) Clarity
(5) Relevance
(6) Flexibility
(7) Accessibility
(8) Timeliness

Information systems in educational institute can be classified as follows:

(1) Basic Information System

Basic information system consisted of the information related to the overall image of the institute, economy, society, politic, and community.

(2) Students' Information System

Students' information system consisted of the information related student learning performance, student performance report, and student behavior report.

(3) Educational Management Information System

Educational management information system consisted of curriculum, evaluation &
measurement, activities for learners' development, learning standard, learning time allocation, learning environment, varieties method of teaching & evaluation.

(4) General management information system

General management information system consisted of financial management, human resource management, knowledge management, and resource & facility management.

(5) Information Systems for the report

Report is part of internal quality assurance mechanism to meet standards. The execution of these activities should be in network form. Members of the network consist of ministerial and non-ministerial organizations, at all levels-national, educational district and educational institutions. A committee should be established, consisting of person from all levels, and professions. Education outcome reports at all levels should be distributed widely to all concerned i.e. parents, communities, parents organization, and public at large, in order to identify ways and means to achieve higher quality.

There are five steps for managing Information systems:

(1) Data gathering
(2) Data verification
(3) Data analysis
(4) Data presentation
(5) Data storage

2. Educational Quality Standard

Educational quality standard means the system of educational quality assurance to ensure improvement of educational quality and standards at all levels. There are 27 standards of educational quality which established by Office for National Education Standards and Quality Assessment. This office established as public organization, responsible for development of criteria and method of internal and external evaluation, conducting evaluation of educational achievements in order to assess the quality of institutions, bearing in mind the objectives and principle and guidelines for each level of education. There are three types of educational standards as follow:
Plan for educational improvement for educational institution means a plan which is based upon the data of educational institution. The plan composes of six steps as follows:

3. 3.1 Prepare action plan to improve the quality of education
   3.1.1 Establish the team for the planning preparation
   3.1.2 Create the understanding about the roles of team work
   3.1.3 Jointly responsible to produce, encourage, and support planning and implementation of plans to achieve high educational quality

3. 3.2 Analysis the need assessment
   3.2.1 Formulate the understanding about the school vision
   3.2.2 Create the overall of the school
   3.2.3 Study, search, and research the educational needs of learner
   3.2.4 Analyze the data and specify what is needed to be done in order to improve the educational quality.

3. 3.3 Problem analysis and method of problem solving
   3.3.1 Review the important requirement for educational development
   3.3.2 Make decision of what requirement is vitally needed
   3.3.3 Determine goals for the educational development
   3.3.4 Specify the strategy for the educational development

3. 3.4 Specify the action plan
   3.4.1 Specify annual action plan
   3.4.2 Evaluate the relationship between improvement goals and annual action plan.

3. 3.5 Establish the plan for educational quality development
   3.5.1 Define budget and resource
   3.5.2 Researches are the integrated parts for planning development
3.5.3 Supervision, follow up on the progress and continuous development

3.5.4 Cooperation is sought with other project or activities

3.6 Planning implementation

3.6.1 Making right decision of the plan

3.6.2 Stipulate the person for responsibility of planning implementation

4. Doing in Accordance with the Plan

Doing in accordance with the plan means the system of planning management which emphasis on the decision of teachers, administrators, and community. This means that teachers, administrators, and people in the community must be a part of decision making process. Within this process there must be school committee regarding internal quality assurance committee. The parent organizations with jurisdiction over educational institutions and the institutions themselves establish a quality assurance system in the institutions. Internal quality assurance must be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations.

There are two aspects for implementation of educational plan:

4.1 Planning management

4.1.1 Educational institutions undertake the action plan in co-operation with families, community, local authority, governmental and non-governmental institutions. The plan should develop enjoyment in learning which is moving force and motivation to highest degree of development in academic area. The plan should aim at accelerating mental and physical strength, self confidence and positive interest, through arrangement of learning experience. Learners must enjoy freedom in learning and working, individually as well as in group. Fundamental skills to be inculcated are: literacy, numeracy, information and communication technologies, searching for knowledge, and systematic thinking procedures.

The plan should aim at spiritual health, morality, social relationship, and cultural awareness development in particular learners should be able to differentiate wrong from right, to understand and be firm in their belief and faith, to understand cultural and religion
difference including their impact on individual and society. Educational plan should aim at developing morality of learners who will be encouraged to freely acquire knowledge and experience for self-inculcation of responsible citizenship. They should be trained to take part in developmental social activities, in such areas as justice and equality. They should be aware of their environmental sustainable development at all levels: individual, community, country and the world. They should be well prepared for making right decision as the well informed, independent and responsible consumers.

4.1.2 Formulation of educational vision

Education vision should be formulated to foresee and to meet social changes around the world. Subsequently, educational institutions should adjust or adopt to prepare learners of the time. Vision should be formulated with co-operation of community, parents, teachers, learners, business enterprises, governmental and non-governmental organizations at community level as well as the educational institution commission. Vision expresses ultimate expectation from educational institutions, responsible for jointly stipulated fundamental missions, goals, standards, strategies, work plan, follow up activities and report to public. Public responses to reports should be used by educational institutions to consider and to take appropriate activities in accordance with the educational institution plan.

Co-operation mentioned above is moving force for effective implementation of strategic plan formulate, motivating creative attitude towards educational institutions. Co-operation also creates right attitude in networking systems and supporting organizations. It makes possible to establish complete set of systems e.g. standard, curriculum, substance for learning, teaching learning, learning materials, measurement and evaluation, follow up, report on learning data, joint research, instructor supporting system and so on. Co-operation will also lead to planning adjustment, stipulation of the themes which respond to needs of the community.

4.1.3 Teachers' potential development

Educational institutions must be responsible for refinement and development of professional instructors. This should be executed by, at first, analyzing various systems of the institutions concerning their weakness and strength, learning teaching systems, measurement and evaluation, instructors' competency, aptitude, interest, and attitude about learning-teaching. Data and information derived shall form bases for continuous teachers' potential development, for stipulating criteria to develop teachers, in undertaking various functions such as group
learning teaching, tutorial activities, curriculum development, and guidance These require systematic procedures, supported by effective factors and various innovations. There shall be systems of sharing experience for mutual benefits, between learners and instructors to accelerate effective learning system.

Teacher's potential development aims at creating academic leadership and competency in conducting research for learning development. Co-operation shall be sought from leading teachers, model teachers, higher educational institutions such as Faculty of Education of universities and professional organizations. Teachers should be trained on curriculum development, management of basic education learning procedures which apply effective learning standard for measurement and evaluation. Formulation of basic education curriculum needs decisions from educational institution administrators, teachers, parents, guardians, community and local wisdom leaders.

4.1.4 Education plan must aim at the full development of the learners in all aspects; physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people. The learning process must aim at inculcating sound awareness of politics; democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom, respect of the rule of law, equality, and human dignity; pride in Thai identity; ability to protect public and national interests; promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge; inculcating ability to preserve natural resources and the environment; ability to earn a living; self-reliance; creativity; and acquiring thirst for knowledge and capability of self-learning on a continuous basis. Educational plan must be based on the following principles;

1. Lifelong education for all;
2. All segments of society participating in the provision of education;
3. Continuous development of the bodies of knowledge and learning processes.

In organizing the system, structure, and process of educational plan, the following principles should be observed; Unity in policy and diversity in implementation; Decentralization of authority to educational service areas, educational institutions, and local administration organizations; Setting of educational standards and implementing system of quality assurance for all levels and all types of education;
(4) Raising the professional standards of teachers, faculty staff, and educational personnel, who shall be developed on a continuous basis;

(5) Mobilization of resources from different sources for provision of education;

(6) Partnerships with individuals, families, communities, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions.

4.1.5 Measurement and evaluation are procedures to be used by instructors for learner quality development. The outcomes of these two activities are data and information concerning learners' development, progress and achievement, as well as data useful for promoting learners' full development potential.

Educational plan should formulate principles and guidelines of learning measurement and evaluation to be applied by all concerned. Educational plan should accumulate outcomes of learning measurement and evaluation at all levels: classroom, own institution, educational district, whole country, as well as those conducted by outside evaluators. These are evidence to confirm learners' quality to satisfy everybody concerned inside and outside educational institutions.

4.2 Learning management

National Education Act, 1999, Section 22 stipulates guidelines for learning management that education should be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. Therefore, teachers, instructors, administrators must change their roles from guiding and knowledge transferring to helping, promoting and encouraging learners in acquiring knowledge from various media and learning centers. They should provide correct information to learners for use in creating their own knowledge.

Basic education curriculum management emphasizes training for intelligence and thinking process development which shall result in learners' creative and critical thinking ability. Moreover management shall also focus on emotion control development by instilling awareness on own self value, understanding one self and others, building up capability to solve emotional conflicts appropriately and effectively.
Thailand and other countries around the world are confronting social crisis; in particular those related to conflicts in thought and deeds of individuals, organizations and whole society. Therefore, educational institutions must emphasize learning for realization of situations, of ways and means to redeem undesirable issues, in particular those pertaining to religion and culture.

There are variety of substance procedures and methodologies. Instructors must, periodically and continuously, focus their attention on individual learners’ total development: i.e. body, intelligence, learning methodology, interest and ability.

Therefore, different forms and methodologies shall be applied in each level learning management, emphasizing actual teaching-learning situation, self learning, group learning, and learning from nature, from actual practice, and integrated learning. Researchers should integral parts of learning processes; similarly, learning academic subject shall be integrated with moral issue. Attempts shall be made to integrate the following procedures in teaching learning of all subjects: - i.e. management of environment preservation and development, thinking, and scientific analysis. Such integration of different subjects and learning procedures stipulate common goals, and learner centre focus. Integration may be within the same subject group or otherwise.

5. Check and inspection the educational quality standard

Check and inspection the educational quality standard means the process of gathering data from the operation of the educational institution in systematic and continuous routine. This is done through expert committees, parents, and people in the community. In order to reflect the educational management according to the objectives and standard had been stipulated and also report the result of the inspection to the accomplice authority. Also permit the improvement of educational institution to reach the highest level of standard.

Basic concept of check and inspection the educational quality standard is:

5.1 Encourage the educational institution to reach higher educational quality standard.

(5.1) Encourage educational development system.

(5.2) Increase strength in responsibility of educational quality standard.

(5.3) Encourage the decision making and operation together of personnel for improvement and progress of the educational institution.
(5.4) Emphasis on improvement of educational institution such as vision and mission of educational institution, performing according to educational institution improvement action plan, improvement of learning and teaching standard, improvement of student learning standard and student performance, and improvement of educational management and administration in educational institution.

Check and inspection the educational quality standard in educational institution is the process of self-assessment in orderly and continuously configuration. This is done through the cooperation of educational institution, parents, and people in communities, which reflect the target, highlight, and direction of educational institution development; it can be classified as follows:

1. Check is the process of gathering data from educational institution performance in order to use it to improve and develop according to the educational development action plan. This can be accomplished through the cooperation from personnel of educational institution.

2. Inspection is the application of data from the operation of the educational institution that had passed the inspection and compare the result to see if it is going according to the stipulated target or not. From the comparison it can be analyze in order to improve and develop so educational institution can earn confident in quality and efficiency.

Importance of check and inspection the internal quality assurance

1. Check and inspection is a process to monitor, gathering data from the operation of information systems, and result of the operation through educational quality standard action plan in order to improve and develop in the continuously manner.

2. Check and inspection of internal quality assurance is force the educational institution to analyze itself and understand the progresses, strengths, and weaknesses of its operation, which will lead to the cooperation of improvement and inspection of success according to the stipulated goals.

3. Check and inspection became an important model that can help personnel in educational institution work together to solve and improve the current system, as well as, giving opportunity for outside personnel to participate and help with the improvement of educational institution. By using the data from information systems and inspect the quality in the process of decision making for specification of educational quality standard action plan.
Objectives of check and inspection the internal quality assurance

(1) To provide educational institution ability for the data collection, progress of operation, and can work continuously.

(2) To gather and manage data for information systems and use it for educational quality standard planning so it reach the stipulated goals.

(3) To improve and develop quality of educational institution according to educational quality standard and be accepted in order to create satisfy the authorities.

(4) To prepare for external quality assurance.

Procedure of check and inspection the internal quality assurance

(1) Stipulate the plan for check and inspection the internal quality assurance

(2) Operation the plan

(3) Conclude the result of internal quality assurance

(4) Follow up, evaluation and report

(5) Planning implementation for development and improvement

Scope of Check and Inspection the Educational Quality Standard

(1) Vision and mission of the educational institution

Vision is what the educational institution expects in the future, which is base on the fact. Good visions possess clarity that relevant to the policies of the educational institution. This can happen from the participation of everyone which has a set time period.

(2) Action plan for educational quality development

In the process of check and inspection the current action plan for educational quality development, there should be the system of data collected, data analysis and interpretation. The results of the data analysis should be recommendation in order to apply the plan for the actual situation.

(3) Teaching and Learning process

Teaching & learning process should emphasize the importance of knowledge thought, capability, morality, learning processes and social responsibility. The aims are to foster the well balanced development of each individual as learner is the most important. Every one is capable of learning and self-development, learners should be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The
following subjects are considered very important: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Thai society historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge, and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Thai wisdom and their application; knowledge and skills in mathematics; languages and their application, in particular Thai language; knowledge and skills in careers; knowledge and skills in leading a happy life.

Educational institutions are responsible for administering learning development which emphasizes thinking processes, management and confronting real situations and the application of knowledge for preventing and solving problems; organizing activities to enable learning from actual experience; arranging practical exercises to enhance skills in doing, critical thinking and satisfactory achievement; fostering reading habits, the thirst and continuous search for knowledge, inculcating skills for a well balanced integration of all subjects; facilitating learning processes to enable learners to be all round knowledgeable and training in application of research procedures as part of learning processes. For all these activities, consideration should be given to the differences among learners. Attempts must be made for learning at any time, in any place. Learning outputs and experience can be equated at all education systems.

(4) Learning, progress of learning achievement

The goal of check and inspection of internal quality assurance should aim at the full development of learners in all aspects: morality, intellect, happiness, Thai-ness, potential in furthering education and securing careers. To implement these ideals the following goals and standards are stipulated:

(4.1) Self-esteem, self-discipline, strict observance of religious teaching and practice, morality, right behavior, and desirable virtue;

(4.2) Creative thinking, thirst for knowledge and learning, acquiring reading, writing and research habits;

(4.3) Universal knowledge, keeping pace with changes and advancement in academic world, skills and potential for communication and technology management, adjustment of thinking and working processes to encounter changing situations;

(4.4) Skills and learning processes in mathematics, science, thinking skills,
(4.5) Physical exercises for good health and personality; Efficiency in producing and consuming, a preference for producing than consuming;

(4.6) Knowledge of Thai history, pride in being a Thai, a good citizen who strictly observe democratic ways of life, under a regime of constitutional monarchy.

(4.7) Consciousness in the preservation of Thai language, art, culture, custom, sports, local wisdom, natural resources, and environmental development;

(4.8) Love and dedication to the country and community, contributions to the society's prosperity.

(5) Administration and Management

In addition, to achieve the ultimate goals of internal quality assurance, educational institutions must co-ordinate and co-operate with parents and members of the community in the continuous attempt to ensure sustainable strengthen learning resources centres, both within and outside educational institutions, to make sure of the availability of all kinds of learning materials required for all subjects in the curriculum, and for development to universality. Towards these ends, the Ministry of Education shall produce documents related to the curriculum:- e.g. manuals for application of the curriculum, guidelines for adaptation of the curriculum in response to the needs and requirements of each educational institution, teacher manuals, documents related to each group of subjects, guidelines for measurement and assessment, management of guidance systems, research and applications of research outcomes to improve learning practice. Public relations documentation for the general public, parents, and learners shall be published and distributed. Such documents are to create understanding and awareness of their roles in the development of selves as well as of the society. To ensure that administration and management is in line with the national policy for educational management, the following principles are as below:-

(5.1) Education must aim at unity of the national, emphasizing Thai-ness in parallel with international consciousness;

(5.2) Education shall be for all Thai citizens who must have equal rights to be educated, whereas social institutions shall be invited to be state partners in education provision.
(5.3) Learners shall be supported in order that they develop continuously and as lifelong learning, taking into consideration that learners are the most important and learners are capable of self-development and self-realization;

**Technique of check and inspection the internal quality assurance**

Technique of check and inspection the internal quality assurance is procedures to be used by administrators, teachers, parents, communities. The outcomes of these two activities are data and information concerning learners' development, progress and achievement, as well as data useful for promoting learners' full development potential. Educational institutions must formulate principles and guidelines of check and inspection the internal quality assurance to be applied by all concerned. Educational institutions must accumulate outcomes of education quality standard at all levels: classroom, own institution, educational district, whole country, as well as those conducted by outside evaluators. These are evidence to confirm learners' quality to satisfy everybody concerned internal and external educational quality assurance.

Classroom observation is one of technique of check and inspection the internal quality assurance which conducted to find out results from management of learning activities, whether learners have actively gained knowledge, been instilled moral behavior and desirable value. Therefore, various methods should be used, emphasizing subjects relevancy and appropriateness to learners' learning process. These two activities may be continuously conducted in parallel with learners' learning process. Measurement and evaluation processes should cover conduct, behaviour, learning procedures, activities participation, project work or portfolios. Important users of classroom measurement and evaluation files are learners, instructors, parents and guardians. They must jointly stipulate goals, procedures and search for information as well as rules and regulations required for reflecting and restricting learning procedure outcomes. Learners would understand group's as well as individual learner's needs.

Subsequently they are able to arrange grade score, or to form learners groups, and own self-learning management evaluation. Parents and guardians can find out learners' level of achievement. Educational institutions should stipulate evaluation principles, with approval of educational institution committee.
6. Educational quality standard measurement and evaluation

Educational quality standard measurement and evaluation refers to the system of educational quality assurance to ensure improvement of educational and standards at all levels. Measurement and evaluation are procedures to be used by instructors for learner quality development. The outcomes of these two activities are data and information concerning learners’ development, progress and achievement, as well as data useful for promoting learners’ full development potential.

Educational institutions must formulate principles and guidelines of learning measurement and evaluation to be applied by all concerned. Educational institutions should accumulate outcomes of learning measurement and evaluation at all levels: classroom, own institution, educational district, whole country, as well as those conducted by outside evaluators. These are evidence to confirm learners’ quality to satisfy everybody concerned inside and outside educational institutions.

Classroom measurement and evaluation are conducted to find out results from management of learning activities, whether learners have actively gained knowledge, been instilled moral behaviour and desirable value. Therefore, appropriateness to learners’ learning process. These two activities may be continuously conducted in parallel with learners’ learning process. Measurement and evaluation processes should cover conduct, behaviour, learning procedures, activities participation, project work or portfolios. Important users of classroom measurement and evaluation files are learners, instructors, parents and guardians. They must jointly stipulate goals, procedures and search for information as well as rules and regulations required for reflecting and restricting learning procedure outcomes. Learners would understand group’s as well as individual learner’s needs. Subsequently they are able to arrange grade score, or to form learners groups, and own self-learning management evaluation. Parents and guardians can find out learners’ level of achievement.

Educational institutions stipulate evaluation principles, with approval of educational institution committee. Educational institution measurement and evaluation should be conducted by the institutions to check learning advancement in each class, each grade level and each year. Relevant information should be used as guidelines to up-grade teaching-learning processes, and for assisting learners to meet learning quality standard. Each class and grade level assessment shall also be used for learners up-grading. In the events of learners’
failure to meet standards in any subject groups, educational institutions must arrange remedial teaching and administer learning evaluation.

National measurement and evaluation should be conducted at the end of the last year of each grade level learning, i.e. primary grade three, primary grade six; secondary grade three and secondary grade six. Educational institutions should make arrangement for learners to be evaluated in significant subject groups, i.e. Thai language and others as stipulated by the Ministry of Education. Data received from evaluation process shall be used for each educational institution as well as for learners' quality development.

**Criteria for passing each grade level and basic education graduation requirement**

Basic education curriculum requires 6 years of learning in primary level. But graduation can be achieved at 2 periods, namely at the end of secondary grade 9, which is considered completion of compulsory education and secondary grade 12 – completion of basic education.

**Criteria for passing each grade level**

Learning standards for grade levels 1, 2 and 3, namely primary grades 1-3, primary grades 4-6 and secondary grades 7-8 (Completion of Compulsory Education) are:

1. Learners must study 8 subject groups, and complete education in accordance with the criteria stipulated by educational institutions.

2. Learners must pass evaluation in accordance with the criteria stipulated by educational institutions in the areas of reading, thinking, analyzing and writing.

3. Learners must pass evaluation of desirable character in accordance with the criteria stipulated by educational institutions.

4. Learners must participate in learner development activities in accordance with the criteria stipulated by educational institutions.

Learning standards for grade levels 4: secondary grades 4-6 (Completion of Basic Education) are:

1. Learners must study 8 subject groups, and obtain units in accordance with the criteria stipulated by the curriculum.

2. Learners must pass evaluation in accordance with the criteria stipulated by educational institutions in the areas of reading, thinking, analyzing and writing.

3. Learners must pass evaluation of desirable character in accordance with the criteria stipulated by educational institutions.
(4) Learners must participate in learner development activities in accordance with the criteria stipulated by educational institutions.

**Education record documents**

Educational institutions should produce learning achievement evaluation documents needed for measurement and evaluation as deemed necessary such as learning achievement records, learner development forms in each subject, individual quality development record forms, cumulative records on development in different areas, forms for displaying outcome of desirable character development.

As a rule, there should be common forms and types of documents to be adopted by all educational institutions. These would be useful for common understanding and transference. These documents are learning achievement record, education qualification document, report form on completion of Compulsory Education and Basic Education. Guidelines for preparing such documents will follow.

**Learning result transfer**

Learning result transfer may be undertaken by educational institutions. Knowledge, skills, learning experience in any forms of education, and professional work may be transferred as equal to learning outcomes of any subject at particular level learners are studying. Transfer should be based on:- (1) Records on learning achievement, data and information about learners' acquired knowledge and skills; (2) Knowledge and direct experience, tests, interview etc. (3) Competency and accomplishment.

7. **Annual educational quality report**

Annual educational quality report means the school year report internal quality assurance which regarded as a part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational providing the basis for external quality assurance. An Office for National Education Standards and Quality Assessment should be established as a public organization, responsible for development of criteria and methods of external evaluation, conduction evaluation of educational achievements in order to assess the quality of institutions, bearing in mind the objectives and principles and guideline for each level of education as stipulated in

All educational institutions should receive external quality evaluation at least once every five years since the last exercise and the results of the evaluation shall be submitted to the relevant agencies and made available to the general public.

The main factors of annual educational quality report are as follow:

1. School's information i.e. name of school, address of school, school level, number of teachers, number of students, school vision, administrative structure, and school mission.

2. Summary of educational quality i.e. students' achievement, school outcome, school's progress, school's success, learning management, teaching & learning development, community development, satisfaction of parents and community, school's administration, personnel development, school budget, and resources & investment.

3. Suggestions for further development of educational quality i.e. suggestions for further goal & strategies, suggestions for the next year plan, suggestions for educational quality & efficiency, suggestions for students' achievement.

8. Supervision, follow up, evaluation and maintenances the internal quality assurance system

Supervision, follow up, evaluation and maintenances the internal educational quality assurance system means the supervision, follow up, evaluation and maintenances which regards to educational quality standard. The supervision, follow up, evaluation and maintenances the internal educational quality assurance system is one of the mechanism process of internal educational quality assurance system. Effective systems must be established for supervision, follow up, evaluation and outcome report. This requirement is in line with important principles for educational institutions' basic education curricular management, necessitating co-operation of all concerned in society who have been empowered for teaching-learning management. They must be jointly responsible to produce learners whose qualifications meet standards and expectation of the community and society at large. All concerned, therefore, should be informed of progress, problems, and obstacles. They should be given opportunities to co-operate, assist, encourage and support planning and implementation of plans to achieve high quality education management. Supervision, follow up, evaluation and report are parts of internal quality assurance mechanism to meet standards. The execution of these activities shall be in network
Members of the network consist of ministerial and non-ministerial organizations, at all levels-national, educational district and educational institutions. A committee should be established, consisting of person from all levels, and professions. Education outcome reports at all levels shall be distributed widely to all concerned and public at large, in order to identify ways and means to achieve higher quality.

In order to achieve authentic quality, education management evaluation must be conducted at all levels: national, educational district and educational institutions.

8. CONCLUSIONS

After studying various theories, it could be concluded that the internal quality assurance means: the quality assurance of manageable process of schools that they could be managed to achieve standard quality and to be expected from administrators. The vital part of educational quality assurance principle is to design the educational standards and strategy to be in congruent with the intention of the National Education Act, 1999, which is the inspection strategy at every level of government and private school administration. Internal quality assurance is the important guideline to develop educational quality that purposes the school development which have quality and achieve educational standards. According to the suggestion of Ministry of Education (2004), the internal quality assurance operation consisted of 8 stages as follow:

1. Managing of information system
2. Educational quality standard
3. Designating the policy and plan for implementing internal quality assurance
4. Doing in accordance with the plan
5. Check and inspection the educational quality standard
6. Educational quality standard measurement and evaluation
7. Annual educational quality report
8. Supervision, follow up, evaluation and maintenances the internal quality assurance system
REVIEW OF THE PAST STUDIES

1. INTRODUCTION

Review of the past studies is necessary for the research work. It helps the researcher to get insight into the problem, and prepare a design to attack the problem on hand. It gives ideas how to select or prepare appropriate scales and sample designs. It also helps the researcher to get a closer view of the present work and understand the real nature of the problem.

The problem of the present study is the internal quality assurance operation in primary schools in Thailand. This research has been studied in the field of management of education. The researcher has studied the past research, which are close to the present study and has applied the useful and necessary knowledge that got from the past research work.

2. IMPORTANCE OF THE REVIEW

The review of past studies and related researches is absolutely necessary to know how the researches are undertaken in the same field, and which techniques are adopted by the researchers to carry out the research.

Sukhia, S.P. and Mehrotra, P.V. (1966) stated that “Both availability and utilization of adequate sources of related information are essential for a proper research activity. Survey of related literature does form one of the early chapters of thesis, but also serves useful purpose.”

Review of the past studies is necessary to show the available evidence to solve the problem adequately and thus the risk of duplication can also be avoided. Again it is necessary to provide ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the investigator.

3. STUDIES:

The researcher has reviewed about 19 past studies. The review of the studies has provided a thoughtful guideline in understanding the terms and analysis and
interpretations of the data. The research techniques used for attacking the problems are quite useful. The reviews of past studies are as follows:

STUDY 1

"A STUDY OF ATTITUDE OF PRIMARY SCHOOL ADMINISTRATORS AND TEACHERS TOWARDS THE UTILIZATION OF ISO 9000 FOR THE IMPROVEMENT OF INTERNAL QUALITY ASSURANCE" (Triphob Wanwilai. 1999)

This study aimed to investigate the attitude of the primary school administrators and teachers towards the utilization of ISO 9000 for the improvement of internal quality assurance.

Objectives of the study

1. To study the attitude of the primary school administrators towards the utilization of ISO 9000 for the improvement of internal quality assurance.
2. To study the attitude of the primary school teachers towards the utilization of ISO 9000 for the improvement of internal quality assurance.
3. To compare the mean scores of attitude of the primary school administrators towards the utilization of ISO 9000 for the improvement of internal quality assurance classified by sex, age, educational qualification, and work experience.
4. To compare the mean scores of attitude of the primary school teachers towards the utilization of ISO 9000 for the improvement of internal quality assurance classified by sex, age, educational qualification, and work experience.

Variables of the study

1. Independent variables
   1.1 Sex
   1.2 Age
   1.3 Educational qualification
   1.4 Work experience

2. Dependent variables

Attitude of the primary school administrators and teachers towards the utilization of ISO 9000 for the improvement of internal quality assurance.
Sample of the study

70 Primary school administrators and 700 primary school teachers in central part of Thailand were the sample of the study. They were selected through the use of stratified and simple random sampling techniques.

Tool used in the study

The data gathering instrument was a rating-scale with an open-ended section for suggestions. The statistics employed in the analyses of the data were mean (\(\bar{X}\)), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test).

Major findings

The results of the study revealed that the primary school administrators and primary school teachers obtained the mean scores of the attitude towards the utilization of ISO 9000 for the improvement of internal quality assurance at moderate level. There was no significant difference between mean scores of attitude towards the utilization of ISO 9000 for the improvement of internal quality assurance of primary school administrators classified by educational qualification and work experience whereas the attitude towards the utilization of ISO 9000 for the improvement of internal quality assurance of primary school administrators classified by sex and age did not indicate the significant difference between the mean scores.

There was no significant difference between mean scores of attitude towards the utilization of ISO 9000 for the improvement of internal quality assurance of primary school teachers classified by sex, age, educational qualification and work experience.

STUDY 2

"A STUDY OF THE ROLE OF TEAMS IN EDUCATIONAL STANDARDS AND QUALITY ASSURANCE AND IMPROVEMENT OF PLANNING IN TWO ILLINOIS MIDDLE SCHOOL." (Haper John Raymond. 1999)

This study was a thesis of Ph.D. in Educational Administration of the Illinois University in 1999.

Objective of the study:

This research was to study the efficiency of the role of Illinois teams in
educational standards and quality assurance and improvement for concept to develop secondary school, by studying the relations between interdisciplinary instructional teams and school-wise improvement planning of teams. The research was divided into three steps i.e. 1) first step, developing sample, 2) second step, study the background of both schools planning, reports of performance, review of performance and report of evaluations, 3) third step, field-work. Four days were required for getting data and to arrange for an interview of the administrators.

2. Major findings:
   1) Educational standards and quality assurance and improvement were motivated to change the structure and planning process of both schools.
   2) The administrators were important key-person for cooperation between two teams.

Although the educational standards and quality assurance and the improvement might be motive to the same line curriculum, but it did not effect for teaching technology of the both schools.

STUDY 3
"A STUDY OF SCHOOL ADMINISTRATIVE PROBLEM CONCERNED TO INTERNAL QUALITY ASSURANCE IN PRIMARY SCHOOL" (Tanyaporn Udomsiri. 1999)

The aim of the study is to investigate the school administrative problem concerned to internal quality assurance rated by 780 primary school administrators.

Objectives of the study
1. To study the administrative problem concerned to internal quality assurance of primary school administrators.
2. To compare the mean scores of the administrative problem concerned to internal quality assurance rated by primary school administrators classified by sex, age, educational qualification, position, work experience, size of school, area of school, and type of school.
Variables of the study

Independent variables
1. Sex
2. Age
3. Educational qualification
4. Size of school
5. Area of school
6. Type of school

Independent variables
The school administrative problem concerned to internal quality assurance of primary school.

Sample of the study
780 Primary school administrators in Eastern part of Thailand were the sample of the study. They were selected through the use of stratified and simple random sampling techniques.

Tool used in the study
The data gathering instrument was a rating-scale with five level of opinions regarding the school administrative problem concerned to internal quality assurance. The statistics employed for the data analysis were mean (X), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test).

Major findings
The results of the study revealed that the school administrative problem concerned to internal quality assurance in primary schools were teaching-learning process, personal development, supervision & follow up, teachers' potential, learning management, learning med a. There was no significant between mean scores of

There was no significant difference between mean scores of the school administrative problem concerned to internal quality assurance in primary schools rated by primary school administrators classified by sex, age, educational qualification. There was significant at 0.01 level of confidence between mean scores of the school
administrative problem concerned to internal quality assurance in primary schools rated by primary school administrators classified by size of school, area of school, and type of school.

STUDY 4

A STUDY OF "PERFORMANCE MEASUREMENT INDEX FOR EDUCATIONAL STANDARDS AND QUALITY ASSURANCE: A CASE STUDY OF FACULTY OF ENGINEERING, KASETSART UNIVERSITY" (Summana Prakongwitaya. 1999)

This thesis was to study performance regarding educational standards and quality assurance systems.

Objectives of the study:

1. To design a set of performance measurement index for educational educational standards and quality assurance system of the faculty of engineering, Kasetsart University.

2. To evaluate the efficiency, effectiveness and quality or academic excellence learning of performance educational standards and quality assurance.

3. To consider what the important indicators 5 years ago.

4. To guideline for quality auditor.

5. To adapt and develop the quality product in education and efficient in performance.

Variables of the study:

Independent variable

1. Sex

2. Age

3. Qualification

4. Position

Dependent variable

The scores on performance measurement index for educational standards and quality assurance

Sample of study:
The sample of the study was 690 teachers and 1530 post graduate students of engineering of Kasesart University. They were selected through the use of stratified and simple random sampling techniques.

Tool used in the study
The tool of this research was a specially constructed questionnaire. The researcher adopted the model of educational standards and quality assurance based on the nine criteria of the model used by the Ministry of University Affairs. There were 21 statements in the scale. The data were analyzed in terms of percentage. The reliability and validity of the scale was 0.75.

Major findings:
The results of this research indicated that:

1. The most important aspects of educational standards and quality assurance system are the feedback mechanism and improvement process. Based on upon the concept of system approach, a performance measurement index is designed to assist in the management decision both at the faculty and departmental levels and to be used as improvement mechanism. However the nine aspects defined by the Ministry of university Affairs are combination of system, process and qualitative aspects of education which impose difficulty in identifying appropriate measurement index associate with each criteria. Finally eight aspects were able to identify index both directly and indirectly for their performance measurement. All these measurement indexes have been classified into three categories namely; efficiency, effectiveness and quality excellence. In the departmental level index, the Department of Engineering was used as an example to demonstrate the actual result.

2. Some of the index found to be significantly correlated with other factors and hence can be used as prediction of the outcome of students such as; entrance level to grade point average.
STUDY 5

"A STUDY OF THE PERFORMABLE MANAGEMENT OF EDUCATIONAL STANDARDS AND QUALITY ASSURANCE OF SECONDARY SCHOOLS IN SAKOLNAKRON PROVINCE" (Chatchaval Pomchaiya. 1999)

This thesis was to study and prepare the performance of educational standards and quality assurance systems.

Objectives of the study:
The purpose of the thesis was to study educational standards and quality assurance and compare the performable management of secondary schools in Sakolnakron Province.

Variables of the study
Independent variables
1. Sex
2. Age
3. Position
4. School's size

Dependent variable
The educational standards and quality assurance and compare the performable management of secondary schools

Sample of the study:
The sample was of 358 administrators and 1174 teachers of secondary schools in Sakolnakron Province. The sample was selected by multi-stratified simple random sampling method.

Tool used in the study
The tool of this research was the educational standards and quality assurance and compare the performable management of secondary schools which divided into 7 components i.e.:
1. Target and policy of school.
2. Management of quality organization.
3. Management of plan and development project.

4. To perform the plan.

5. Evaluation.


7. Reform and development

There were 65 statements in the scale. The statistics employed for the data analysis were mean ($\bar{X}$), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test). The reliability and validity of the scale was ($r_{xy}$) = 0.81.

**Major findings:**

1. The processes of management of educational standards and quality assurance in secondary schools in Sakolnakron province were medium. The high level performance were in 4 components i.e. plan and project management, management of quality organization, target and policy of school. The others were of medium level. The educational standards and quality assurance according to schools' size, it has been found that the performance was of medium level. The schools having small size and medium size obtained high level of performance in 4 components i.e. plan and project management, management of quality organization, target and policy of school and perform of the plan. The others were of medium level. The large schools' size had 2 high levels of performances i.e. plan and project management and management of quality organization. The others were of medium level.

2. From comparison of the schools' sizes, it has been found that the performance of different sizes of school was not significant. The sizes of school in target and policy of school component was significant at 0.05 level. The schools having small size and medium size were significant at 0.05 level.

3. There was no significant between mean scores of the performance on educational standards and quality assurance of administrators and teachers belonging to different groups of sex, age, and position.
STUDY 6

"A STUDY OF THE PERFORMANCE OF EDUCATIONAL STANDARDS AND QUALITY ASSURANCE IN GUIDING SCHOOL IN 10TH REGIONAL EDUCATION"
(Prawat Suthipraphar. 1999)

This study was the Ph.D. thesis in Educational Administration of Mahasarakram University in 1999.

Objectives of the study:
The purpose of this research was to compare the performance of educational standards and quality assurance of guiding schools in 10th Regional Education.

Variables of the study:
Independent variables
1. Sex
2. Age
3. Qualification
4. Position
5. Experience
6. School's size

Dependent variable
The performance of educational standards and quality assurance of guiding schools in 10th Regional Education.

Sample of the study:
The sample was of administrators, assistance administrators, chiefs of work and the authorities of guiding schools in 10th Regional Education. There were 147 administrators, assistance administrators, chief of work & the authorities in sample selected by cluster method of sampling.

Tool used in the study
The tool used in the study was the Likert scale and questionnaire about the performance of educational standards and quality assurance having 4 components i.e.:
1. Planning to develop system
2. Designing system
3. Performance

4. Following and evaluation

The statistics employed for the data analysis were mean (X), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test). The reliability and validity of the scale was \( (r_{xy}) = 0.87 \).

Major findings:

1. The educational standards and quality assurance of guiding schools in 10\textsuperscript{th} Regional Education was medium level.

2. The performance of educational standards and quality assurance having different schools' size was significant at 0.01 level of confidence. The large schools' size had better performance than small schools' sizes for all components.

3. There was no significant between mean scores of the performance of educational standards and quality assurance having different groups of sex, age, educational qualification, position, and teaching experience.

STUDY 7

"A STUDY THE EFFECT OF THE ILLINOIS EDUCATIONAL STANDARDS AND QUALITY ASSURANCE AND IMPROVEMENT OF PLANNING PROCESS ON CHICAGO PUBLIC SCHOOL TEACHER ATTITUDES TOWARD SCHOOL IMPROVEMENT." (Joseph P. Area. 1999) \(^{46}\)

This study was a thesis of Ph.D. in Educational Administration of the Northern Illinois University in 1999 to make a study on the effect of quality assurance process.

Objective of the study:

The purpose of this thesis was to study the effect of the Illinois educational standards and quality assurance and improvement of planning process to teachers' attitude of Chicago for schools planning development. The Illinois quality assurance and improvement process was the base on Re-engineering Theory and Motivation Theory. Because the attitude was the main content of these theories, so that the teachers' attitude was the most important factor to develop the schools.
Variables of the study:

Independent variables
1. Sex
2. Age
3. Qualification
4. Position
5. Experience
6. School's size

Dependent variable

The effect of the Illinois educational standards and quality assurance and improvement of planning process on Chicago public school teacher attitudes toward school improvement.

Sample of the study:

The sample was 1250 teachers in public school in Chicago which selected through the multi-stratified simple random sampling.

Tool used in the study

The tool use in the study was the Likert scale regarding the effect of the Illinois educational standards and quality assurance and improvement of planning process on Chicago public school teacher attitudes toward school improvement. The statistics employed for the data analysis were mean ($\bar{X}$), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test). The reliability and validity of the scale was ($r_{xy}$) = 0.90.

Major Findings:

It was found from the study found that students were motivated to high quality by environment of educational supports. Teachers did not include something that was the most challenging in old teaching pattern. Although, they were good students' opinion for learning in the class-room, but learning and teaching were not changed from teachers center to child center. The teachers taught and evaluated the students by quality, but students did not participate in decision.
STUDY 8
"A STUDY OF EDUCATIONAL STANDARD AND QUALITY ASSURANCE OPERATION IN SECONDARY SCHOOL IN NORTHERN PART OF THAILAND"
(Wannasiri Chotphun. 2000)

The purpose of this research was to study the educational standard and quality assurance operation in secondary schools rated by 996 secondary school teachers and 226 secondary school administrators.

Objectives of the study
1. To study the educational standard and quality assurance operation in secondary schools.
2. To compare the mean scores of the educational standard and quality assurance operation in secondary schools rated by secondary school administrators classified by sex, age, educational qualification, and work experience.
3. To compare the mean scores of the educational standard and quality assurance operation in secondary schools rated by secondary school teachers classified by sex, age, educational qualification, and teaching experience.

Variables of the study
1. Independent variables
   1.1 Sex
   1.2 Age
   1.3 Educational qualification
   1.4 Work experience/teaching experience
2. Independent variables
   The educational standard and quality assurance operation in secondary schools.

Sample of the study
226 secondary school administrators and 226 secondary school teachers in Northern part of Thailand were the sample of the study. They were selected through the use of stratified and simple random sampling techniques.
Tool used in the study

The data gathering instrument was a rating-scale with five level of opinions regarding the educational standard and quality assurance operation in secondary schools. The statistics employed for the data analysis were mean (\( \bar{X} \)), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test).

Major findings

The results of the study revealed that the educational standard and quality assurance in secondary schools was operated at high level. It was further seen that there were six aspects of educational standard and quality assurance operation in secondary schools i.e. educational management, learning management, learning process with emphasized on learner-centred, authentic assessment, professional advancement of teachers, and teachers' potential. These six aspects of educational standard and quality assurance in secondary schools were operated at high level.

There was no significant between mean scores of educational standard and quality assurance operation in secondary schools rated by secondary school teachers classified by sex. There was significant between mean scores of educational standard and quality assurance operation in secondary schools rated by secondary school teachers classified by age, educational qualification, and teaching experience.

There was no significant between mean scores of educational standard and quality assurance operation in secondary schools rated by secondary school administrators classified by sex, age. There was significant between mean scores of educational standard and quality assurance operation in secondary schools rated by secondary school administrators classified by educational qualification, and work experience.

STUDY 9

"A STUDY OF INTERNAL QUALITY ASSURANCE IN ACCORDANCE WITH THE NATIONAL EDUCATION ACT, 1999 OPERATED IN SECONDARY SCHOOLS" (Titiporn Samanyat. 2001) 48

The study aims to find out the internal quality assurance in accordance with the National Education Act, 1999.
Objectives of the study

1. To study the internal quality assurance in accordance with the National Education Act, 1999.

2. To compare the mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by secondary school teachers classified by sex, age, educational qualification, teaching subject, and teaching experience.

3. To compare the mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by parents classified by sex, age, level of education, monthly income, occupation.

Variables of the study

1. Independent variables
   1.1 Sex of teachers and parents
   1.2 Age of teachers and parents
   1.3 Educational qualification of teachers and parents
   1.4 Monthly income of parents
   1.5 Occupation of parents

2. Independent variables

   The internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools.

Sample of the study

1325 secondary school teachers and 1452 parents in Central part of Thailand were the sample of the study. They were selected through the use of stratified and simple random sampling techniques.

Tool used in the study

The data gathering instrument was a rating-scale with five level of opinions regarding the internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools. The statistics employed for the data analysis were
mean (X), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test).

**Major findings**

1. The internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools was at high level.

2. There was no significant between mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by secondary school teachers classified by sex and age. There was significant between mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by secondary school teachers classified by educational qualification.

3. There was no significant between mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by parents classified by sex and age. There was significant between mean scores of internal quality assurance in accordance with the National Education Act, 1999 operated in secondary schools rated by parents classified by level of education, monthly income, and occupation.

**STUDY 10**


This is the research to study the performance, problems, cause and guideline to solve problems of educational standards and quality assurance.

**Objectives of the study:**

The purpose of the study was to study the performance, problems, causes and guideline to solve the problems of educational standards and quality assurance in Banphai School into three components i.e.

1. Teachers development

2. Internal performance
3. Development of quality to teach

Variables of the study:

Independent variables

1. Sex
2. Age
3. Qualification
4. Position
5. Experience

Dependent variable

The performance, problems, cause and guideline to solve problems of educational standards and quality assurance

Sample of the study:

The sample was of 125 administrators and 525 teachers and chief of sectors in Banphai Schools in Konkan Province in 2002.

Tool used in the study

The research was descriptive analysis and the tool of this study was constructed for interview.

Major findings:

The results of the study were:

The problems of teacher development were time-limit, more activities and contents and budgets. Some teachers do not have self-reliance to control and evaluate. Some teachers are not prompt enough to develop quality leaning of realization stage.

STUDY 11

"A STUDY OF ATTITUDE OF SCHOOL ADMINISTRATORS REGARDING INTERNAL QUALITY ASSURANCE IN ACCORDANCE WITH NATIONAL EDUCATION ACT, 1999" (Satit Mankong, 2002)

Objectives of the study

The purposes of this research were:
1. To study the attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999.

2. To compare the mean scores of the attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999 classified by sex, age, qualification, position, work experience.

Variables of the study:

Independent variables
1. Sex
2. Age
3. Qualification
4. Position
5. Experience

Dependent variable
The attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999.

Sample of the study:
The sample was of 1326 school administrators in Central part of Thailand which selected through the multi-stratified simple random sampling.

Tool used in the study
The tool used in the study was the Likert scale to measure the attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999. The data were processed and analyzed though the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean (\( \bar{X} \)), standard deviations (S.D.), t-test, and One-way ANOVA (F-test).

Major findings
1. The attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999 was at high level

2. There were significant between scores of the attitude of school administrators concerning to internal quality assurance in accordance with National
Education Act, 1999 classified by qualification, position, work experience.

3. There were no significant between scores of the attitude of school administrators concerning to internal quality assurance in accordance with National Education Act, 1999 classified by sex and age.

STUDY 12

“A STUDY OF EDUCATIONAL QUALITY ASSURANCE PRACTICE GUIDED BY THE 1998 NATIONAL PRIMARY EDUCATION STANDARD IN PRIMARY SCHOOLS UNDER THE NONTHABURI PROVINCIAL PRIMARY EDUCATION OFFICE” (Wichai Bamrungsri. 2002)

This study was the thesis of Ph.D. of Education to Kasetsat University in 2002, which has studied current practice and problems of educational standards and quality assurance guided by the National Primary Education Standard in Primary schools.

Objectives of the study:

1. To study the teachers' practice in quality assurance of primary schools in Primary Schools under the Nonthaburi Provincial Primary education Office.

2. To study the problems of the practice of teachers in quality assurance of primary schools under the Nonthaburi Provincal Primary education Office.

Variable of the study were:

Independent variables

1. Sex
2. Age
3. Qualification
4. Position
5. Teaching experience

Dependent variable

The educational quality assurance practice guided by the 1998 National Primary Education Standard in primary schools.

Sample of the study:

The sample was the primary school teachers in Nonthaburi Province which
selected through the multi-stratified simple random sampling.

Tool used in the study
The tool used in the study was the Likert scale to measure the educational quality assurance practice guided by the 1998 National Primary Education Standard in primary schools. The data were processed and analyzed through the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean (\( \bar{X} \)), standard deviations (S.D.), t-test, and One-way ANOVA (F-test). The reliability and validity of the sale was \( r_{xy} = 0.89 \).

Major findings:
The results of this research indicated that:

1. The teacher's practice and quality assurance in accordance with the Nation Primary Education Standard were in high level. For the instructional standard, there was curriculum analyses prior to formulation of lesson plan, utilization of innovation and comprehensive instructional media, evaluation compatible with curriculum, and constantly remedial instruction. As for school administration standard, there was the formulation of school charter, comprehensive staff development, effective cooperation among involved sectors through relevant activities and comprehensive personnel evaluation.

2. There was no significant difference between mean scores of teacher's practice and quality assurance in accordance with the Nation Primary Education Standard rated by primary school teachers classified by sex, age.

3. There was significant difference between mean scores of teacher's practice and quality assurance in accordance with the Nation Primary Education Standard rated by primary school teachers classified by educational qualification, position, and teaching experience.

4. The problems found to be student's lack of experience on utilization of media, some teachers were not prepared lesson plan well, lack of qualified teachers in some areas, and insufficient budget.
STUDY 13
"A STUDY OF EDUCATIONAL STANDARDS AND QUALITY ASSURANCE ON ENVIRONMENTAL MANAGEMENT SYSTEMS ISO 14001 OF PROTOTYPE SECONDARY SCHOOLS UNDER THE DEPARTMENT OF GENERAL EDUCATION."
(Somchai Phutaonvong, 2002)

This study was the thesis of Kasetsat University in 2002, which was to study the process of educational assurance on environmental management system 14001.

Objectives of the study:
The purposes of this research were to study:

1. To study the process for educational standard and quality assurance on environmental management systems ISO 14001.

2. Problems of education standards and quality assurance on environmental management systems ISO 14001 of secondary schools.

Variable of the study:
Independent variable
1. Sex
2. Age
3. Qualification
4. Teaching experience
5. ISO's experience

Dependent variable
The process of educational assurance on environmental management system 14001

Sample of the study
The sample was 130 administrators and environment executive committee of prototype secondary schools. The total sample were 73 males and 57 females from 13 schools, ISO 14001, of age group between 26 - 50 years old and their experience between 11- 35 years.
Tool used in the study

The instrument was designed a specially constructed questionnaire. There were three components having 25 statements. The data were processed and analyzed through the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean (X), standard deviations (S.D.), t-test, and One-way ANOVA (F-test). The reliability and validity of the sale was $r_{xy} = 0.86$.

Major findings:

The results of this research indicate that:

1. Educational standard and quality assurance on environmental management systems ISO 14001 of prototype secondary schools were completely applied in all six aspects. They were as follows:
   
   1.1 General requirements were executed according to environmental policy.
   
   1.2 Environmental policy was concentrated on environment personnel meeting.
   
   1.3 Planning of environment was prepared in accordance with environmental factors and the update environmental problems.
   
   1.4 Implementation and operation were emphasized on personnel training and emergency practice.
   
   1.5 Checking and corrective action were employed by the report and feedback of executives.

2. Most problems were because of lack of knowledge in using general requirements, lack of communication to teachers, the implement action and operation were not associated to timing in school plan, lack of understanding in practicing for their roles of environmental policy, the records were not update, lack of continuing to policy of environment management systems.
STUDY 14

"A STUDY OF FACTORS ON EDUCATIONAL MANAGEMENT RELATED TO EDUCATIONAL STANDARDS AND QUALITY ASSURANCE OF PRIVATE SECONDARY SCHOOLS AND PRIMARY SCHOOLS" (Pratin Wisetsang. 2003)

Objectives of the study:
The purpose of the study was to study the factors on educational management related educational standards and quality assurance of private secondary schools and primary schools.

Variables of the study:
Independent variable
1. Management behaviour
2. leadership behaviour
3. Change agent behaviour
4. School culture

Dependent variable educational management related educational standards and quality assurance of private secondary schools and primary schools.

Sample of the study:
The sample of the study was of 366 private secondary school teachers and 378 private primary school teachers which selected through the multi-stratified simple random sampling method.

Tool used in the study
The tool used in the study was the scale to measure the factors on educational management and the scale to measure the level of educational standards and quality assurance. The instrument was designed a specially constructed Likert scale. There were three components having 44 statements. The data were processed and analyzed though the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean (\( \bar{X} \)), standard deviations (S.D.), t-test, and One-way ANOVA (F-test). The reliability and validity of the sale was \( r_{xy} = 0.85 \).
Major findings:

It was found from the study that there was highly significant relationship between the educational management i.e. management behaviour, leadership behaviour, change agent behaviour, and school culture and the educational standards and quality assurance in private secondary schools and primary schools.

STUDY 15

"A STUDY OF EDUCATIONAL STANDARDS AND QUALITY ASSURANCE OF SECONDARY SCHOOLS" (Thanat Rungrot. 2004)

Objectives of the study:
The purpose of the study was to study educational standards and quality assurance of secondary schools.

Variables of the study

Independent variable

1. Size of school
2. Area of school
3. Type of school

Dependent variable

The educational standards and quality assurance of secondary schools.

Sample of the study:
The sample of the study was of 538 secondary school teachers which selected through the method of multi stratified simple random sampling.

Tool used in the study

The tool used in the study was the scale to measure educational standards and quality assurance in secondary schools. The instrument was designed a specially constructed Likert scale. There were three components having 50 statements. The data were processed and analyzed through the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean (X), standard deviations (S.D.), t-test, and One-way ANOVA (F-test). The reliability and validity of the sale was $r_{xy} = 0.91$. 
Major findings:

It was found from the study that educational standards and quality assurance in secondary schools were in high level. There was no significance of difference between the mean scores of educational standards and quality assurance of secondary school classified by size of schools. There was significance of difference between the mean scores of educational standards and quality assurance of secondary school classified by area and type of schools.

STUDY 16

“A STUDY OF PROBLEM OF EDUCATIONAL STANDARDS AND QUALITY ASSURANCE OF PRIMARY SCHOOLS” (Supat Promnoy, 2004)

Objectives of the study:
The purpose of the study was to study the problem of educational standards and quality assurance of primary schools.

Variables of the study
Independent variables
1. Size of school
2. Area of school
3. Type of school

Dependent variable
The problem of educational standards and quality assurance of primary schools.

Sample of the study:
The sample of the study was of 294 primary school teachers which selected through the method of multi stratified simple random sampling.

Tool used in the study
The tool used in the study was the scale to measure the problem of educational standards and quality assurance in primary schools. The instrument was designed a specially constructed Likert scale. There were three components having 60 statements. The data were processed and analyzed though the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages (%), mean ($\bar{X}$).
standard deviations (S.D.), t-test, and One-way ANOVA (F-test). The reliability and validity of the sale was $r_{xy} = 0.89$.

**Major findings:**

It was found from the study that there were 5 problems of educational standards and quality assurance in primary schools i.e. lack of professional teachers, lack of budget, lack of educational medias, lack of educational management, and lack of participation from community. There was no significance of difference between the mean scores of problem of educational standards and quality assurance of primary school classified by size of schools, area of schools, and type of schools.

**STUDY 17**

"A STUDY OF EDUCATIONAL STANDARD AND QUALITY ASSURANCE OPERATION IN PRIMARY SCHOOL IN SOUTHERN PART OF THAILAND"

(Kamala Intrarom. 2005) 56

The purpose of this research was to study the educational standard and quality assurance operation in primary schools rated by 2015 secondary school teachers and 327 secondary school administrators.

**Objectives of the study**

1. To study the educational standard and quality assurance operation in primary schools.

2. To compare the mean scores of the educational standard and quality assurance operation in secondary schools rated by primary school administrators classified by sex, age, educational qualification, and work experience.

3. To compare the mean scores of the educational standard and quality assurance operation in primary schools rated by secondary school teachers classified by sex, age, educational qualification, and teaching experience.

**Variables of the study**

Independent variables

1. Sex

2. Age
3. Educational qualification

4. Work experience/teaching experience

Independent variables

The educational standard and quality assurance operation in primary schools.

Sample of the study

2015 primary school administrators and 327 primary school teachers in Southern part of Thailand were the sample of the study. They were selected through the use of multi-stratified and simple random sampling techniques.

Tool used in the study

The data gathering instrument was a rating-scale with five level of opinions regarding the educational standard and quality assurance operation in primary schools. The statistics employed for the data analysis were mean (\( \bar{X} \)), standard deviation (S.D.), percentage (%), t-test and analysis of variance (F-test).

Major findings

The results of the study revealed that the educational standard and quality assurance in primary schools was operated at high level. It was further seen that there were six aspects of educational standard and quality assurance operation in primary schools i.e. educational management, learning management, learning process with emphasized on learner-centred, authentic assessment, professional advancement of teachers, and teachers' potential. These six aspects of educational standard and quality assurance in primary schools were operated at high level.

There was no significant between mean scores of educational standard and quality assurance operation in primary schools rated by secondary school teachers classified by sex. There was significant between mean scores of educational standard and quality assurance operation in secondary schools rated by primary school teachers classified by age, educational qualification, and teaching experience.

There was no significant between mean scores of educational standard and quality assurance operation in secondary school rated by primary school administrators classified by sex, age. There was significant between mean scores of educational
STUDY 18
“A STUDY OF ATTITUDE OF SCHOOL ADMINISTRATORS REGARDING INTERNAL QUALITY ASSURANCE IN ACCORDANCE WITH BASIC EDUCATION CURRICULUM, 2001” (Boonyawong Manusnawin. 2005)  

Objectives of the study
The purposes of this research were:
1. To study the attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001.
2. To compare the mean scores of the attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001 classified by sex, age, qualification, position, work experience.

Variables of the study:
Independent variable
1. Sex
2. Age
3. Qualification
4. Position
5. Experience

Dependent variable
The attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001

Sample of the study:
The sample was of 1589 school administrators in Central part of Thailand which selected through the multi-stratified simple random sampling.

Tool used in the study
The tool used in the study was the Likert scale to measure the attitude of school administrators concerning to internal quality assurance in accordance with Basic
Education Curriculum, 2001. The data were processed and analyzed through the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentage (%), mean (X̄), standard deviations (S.D.), t-test, and One-way ANOVA (F-test).

Major findings

1. The attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001 was at high level.

2. There were significant between scores of the attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001 classified by qualification, position, work experience.

3. There were no significant between scores of the attitude of school administrators concerning to internal quality assurance in accordance with Basic Education Curriculum, 2001 classified by sex and age.

STUDY 19

"A STUDY OF INTERNAL QUALITY ASSURANCE PRACTICE IN SECONDARY SCHOOLS" (Anon Pongpaitoon. 2005) 58

Objectives of the study

The purposes of this research were:

1. To study the internal quality assurance practice in secondary schools.

2. To compare the mean scores of the internal quality assurance practice in secondary schools rated by secondary school teachers classified by sex, age, qualification, position, work experience.

Variables of the study:

Independent variables

1. Sex

2. Age

3. Qualification

4. Position

5. Experience
Dependent variable

The internal quality assurance practice in secondary schools

Sample of the study:

The sample of the study was 2329 secondary school teachers in Thailand which selected through the multi-stratified simple random sampling.

Tool used in the study

The tool used in the study was the Likert scale to measure the internal quality assurance practice in secondary schools. The data were processed and analyzed through the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentage (%), mean (\( \bar{X} \)), standard deviations (S.D.), t-test, and One-way ANOVA (F-test).

Major findings

1. The internal quality assurance practice in secondary schools was at high level. It was further seen that there were 8 stages of internal quality assurance practice in secondary schools under the supervision of National Education Standards and Quality Assessment Organization. They were 4 stages of internal quality assurance practice i.e. (1) Planning (2) Doing (3) Checking (4) Assessing

2. There were significant between scores of the internal quality assurance practice in secondary schools rated by secondary school teachers classified by qualification, position, work experience.

3. There were no significant between scores of the internal quality assurance practice in secondary schools rated by secondary school teachers classified by sex and age.

4. CONCLUSIONS

From review of the various past research studies regarding internal quality assurance of the schools in Thailand and in foreign countries, the researcher decided to construct the scale to measure the internal quality assurance operated in primary schools taking from the internal quality assurance which was developed by National Education Standards and Quality Assessment Organization. This scale included 8
stages as follow: (1) Managing of information system (2) Educational quality standard (3) Designating the policy and plan for implementing internal quality assurance (4) Doing in accordance with the plan (5) Check and inspection the educational quality standard (6) Educational quality standard evaluation (7) Annual educational quality report (8) Supervision, follow up, evaluation and maintenances the internal quality assurance system. The present study, the scale would be constructed to measure the internal quality assurance operation in primary schools in Northeastern part of Thailand.

5. THE DIFFERENCE BETWEEN PAST STUDIES AND PRESENT STUDY

The different between past studies and present study can be classified as follow:

<table>
<thead>
<tr>
<th>THE PAST STUDIES</th>
<th>THE PRESENT STUDY</th>
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<tbody>
<tr>
<td>1. The past research studied about the internal quality assurance practice which was classified into 4 stages i.e.</td>
<td>1. The present study classified the internal quality standard assurance into 8 stages.</td>
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<tr>
<td>(1) Planning</td>
<td>(1) Managing of information system</td>
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<tr>
<td>(2) Doing</td>
<td>(2) Educational quality standard</td>
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<tr>
<td>(3) Checking</td>
<td>(3) Designating the policy and plan for implementing internal quality assurance</td>
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<td>(4) Assessing</td>
<td>(4) Doing in accordance with the plan</td>
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<td>(5) Check and inspection the educational quality standard</td>
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<td></td>
<td>(6) Educational quality standard evaluation</td>
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<td>(7) Annual educational quality report</td>
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<td></td>
<td>(8) Supervision, follow up, evaluation and maintenances the internal quality assurance system</td>
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<td>THE PAST STUDIES</td>
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<td>2. The sample of the past studies take place in the area of Central part, Eastern part, Northern part, and Southern part</td>
<td>2. The sample of the present study take place in the area of the Northeastern part of Thailand which consists of 19 provinces</td>
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<tr>
<td>3. The independent variables in the past studies were sex, age, qualification, position, work experience, teaching experience, size of school, area of school, type of school, management behaviour, leadership behaviour, change agent behaviour and school culture. Each research selected the independent variables not more than 6 variables which differ from each other.</td>
<td>3. The independent variables in the present study are 7 variables i.e. sex, educational qualification, age, teaching experience, size of school, area of school, and type of school. These independent variables are very much related to the sample which will be the secondary school teachers. The results of the present study will be very useful for development of the internal quality assurance operation in primary school.</td>
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<td>4. The past research studied the situation and the problem of quality assurance in accordance with the National Education Act, and Basic Education Curriculum.</td>
<td>4. The present research studied the operation in specific on internal quality assurance which will be useful for the schools to improve the educational quality and educational standards.</td>
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<tr>
<td>5. The past research studied the stage of internal quality assurance practice using the PDCA method which in accordance with the theory of educational administration.</td>
<td>5. The present research studied the stage of internal quality assurance practice using 8 stage developed by National Education Standards and Quality Assessment Organization.</td>
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</table>
REFERENCES


31. Ibid.


37. Ibid.


