PROCESS AND DATABASE FOR NEW EXTERNAL QUALITY ASSESSMENT TO REDUCE INEQUALITY OF THE SMALL SIZE SCHOOLS IN THAILAND

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Abstract

This research is about "Process and Database for New External Quality Assessment to Reduce Inequality of the Small Size Schools in Thailand" The objectives are 1) to study the conditions of problems and obstacles of external quality assessment that reduce the disparity of small schools in Thailand 2) to design a new external quality assessment process that reduces the disparity of small educational institutions in Thailand 3) to develop a new external quality assessment database that reduces the inequality of small size schools in Thailand. The information was gathered from key informants from school personnel in an unequal context adjacent to neighboring countries and a questionnaire was created with a Google form. Ninety-three people were chosen with purposive selection to join the project. The results of the research were as follows: 1) the results from the study of problem conditions using strategy analysis have displayed the strengths and weaknesses 2) Get a school performance model with strategic planning leads to SAR writing to support external assessment. 3) Platform for database records from strategic planning was linked to a monitoring and evaluation system from external assessors.

Keywords: process, database, new external assessment.

INTRODUCTION

The results of educational institution external quality assessment in round three (Year 2559-2563) of Office of Nation Education Standards and Quality Assessment (Public Organization) found that institutions regarding pre-primary education, primary education, secondary education, vocational education, higher education, and district non-formal education have reflected learner quality with dissatisfaction. This shows that the institution administration has not reached learners' well-achievement; learners lack skills of searching, creating innovation and invention including conducting research with quality and enabling to put into practice (Office of the National Education Commission, 2017)

Currently, the inequality and differences still exist in most educational institutions in terms of budget, quality, personnel, or even feeders—student recruitments including other factors, for instance, the collaboration of educational institution board, community contribution, work unit or organization located near institutions. Ministry of Education Office of the Basic Education Commission (OBEC) (2014) Follow-up close assistance from the Educational service area Office or affiliation agency could also affect the quality of educational management. Besides, at present

institutions are independent to administrate their own education. The size of the institutions has been decreased due to several factors which can be led to learners' quality and the efficiency of school administration differently. National Institute for Development of Teachers, Faculty Staff and Educational Personnel (2004) Therefore, institution administration has become the main mission for administrators to determine models, methods, and processes in systematically operating their administration otherwise the misleading systematic administrative operation can have impacts on other sections of work units.

Researchers have been interested in arranging the systems to reduce the inequality of small-size schools so that these schools can comparably develop with the same size schools and reduce school workloads in terms of indicators according to the criteria of internal and external quality of assurance (Public Organization) for continual improvement.

Research purposes

1. To study the constitutions of problems and obstacles of an external quality

assessment process that reduce the disparity of small educational institutions in Thailand.

2. To design a new external quality assessment process that reduces the

disparity of small institutions in Thailand.

3. To develop a new external quality assessment database that reduces the

disparity of small institutions in Thailand.

Methodology

Population and samples

The population was drawn from small schools under Office of the Basic Education Commission affiliation. These schools are in provinces bordered by neighboring countries

with specific multicultural features of nationalities, religions, and languages.

Key Informants were from personnel who were in schools with the contextual disparity bordered with neighboring countries—schools agreed to participate in the projects which researchers developed to assess a new internal and external quality assessment as follows:

• Northern region: Banpong School, Pongngam Sub-district, Maesai District, Chiangrai Province (bordered with Myanmar and Southern China)

• North-eastern region: Ban Nong Rua School, Kudchum Sub-district, Kudchum District, Yasothorn Province (bordered with Laos and Vietnam)

• Western region: Ban Huay Kayeng School, Thongpapoom District, Kanchanaburi Province (bordered with Myanmar)

• Southern region: Ban Na Muang School, Sabayoi District, Songkhla Province (bordered with Malaysia)

Samples were voluntarily asked through answering Google Form to participate in the project through purposive sampling. Ninety-three samples participated in the project. (Samples must be 5 to 20 times of observable variables) and phoned researchers. They were chosen from each region using statistical analysis of Structural Equation Model SEM which determined 5 to 20 times of observable variables (Ding, Velicer, & Harlow, 1995: 119-143)

Quality inspection of Research tools

The research team constructed research tools to collect data from key informants related to the environment, school internal and external factors using a Platform that was able to gather personnel opinions online and implemented prior to the activities of school data collection.

In terms of questionnaire construction, Google Form was used to find IOC from 5 expertise and implemented to find reliability from questionnaire responders. The reliability was at .977.

Data Analysis

The data was collected from Key informants and analyzed according to the research purposes using descriptive analysis and statistical frequency, means, Standard deviation analyzed with Diagram.

Research Conceptual Framework

This conceptual framework is the basic conceptual framework (draft research framework). Quantitative research method, individual data related to Ethics in Human Research will not be revealed in this research work. In order to use SQL Program in planning practical system of the program for the benefits of educational policy. New external quality assurance under the circumstances of COVID - 19 (Office for Accreditation and Quality Assessment (Public Organization) Course Set 105 Evaluation Methods school visit, 2021)

CO – 04 report of external quality assurance: SAR assessment result

CO – 05 institution request of ONEQSA for site visit

CO – 06 visit schedule mentioned places and evidence (between assesse and institution)

CO - 07 Worksheet of assessors' preparation before site visit

CO – 08 Summary table of site visit

Three steps of site visit are as follows:

Step 1 Preparation prior to site visit

Step 2 Site visit

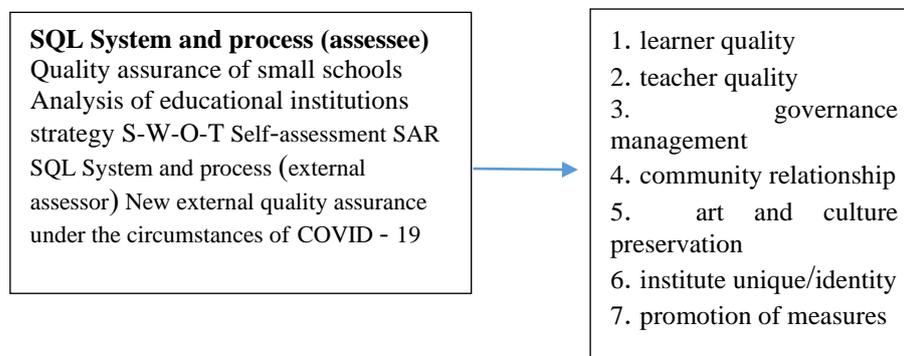Step 3 Assessment summary and make a report

| SQL System and process (assessee) Quality assurance of small schools Analysis of educational institutions strategy S-W-O-T Self-assessment SAR SQL System and process (external assessor) New external quality assurance under the circumstances of COVID - 19 | 1. learner quality 2. teacher quality 3. governance management 4. community relationship 5. art and culture preservation 6. institute unique/identity 7. promotion of measures |

Figure 1 *The Research Conceptual Framework*

Research Results

The overall synthesis results of the 4 institutions are small schools with no more than 120 students located in the backcountry and bordered with neighboring countries in 4 regions of Thailand. Office of Nation Education Standards and Quality Assessment (Public Organization). (2003). The results have found that the strength displayed in the unity of personnel is intimacy like being in the same family. Personnel intends and have high responsibility whereas weakness is found in lack of personnel, materials especially modern technology due to the limited budget. In terms of impacts on learners' learning achievement and development of early childhood for having the opportunity in development have received high cooperation from the community with learning resources, natural environment, and local wisdom. For obstacles, in every area parents poorly live in the community with relatively low economic conditions, most children and students are from divorced families under the supervision of their grandparents which can be highly persuaded to

unwanted conditions. (Office of the Permanent Secretary. 2014)

The figure shows the influence of SWOT affected institution vision external strength internal weakness school conditions have many weaknesses but external factors are ready to support.
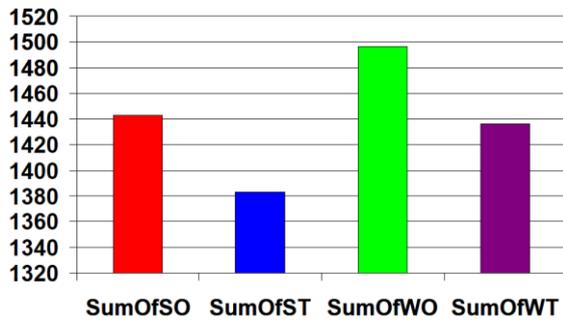

Figure 2 *The bar graph S-W-O-T*

SO = external strength   internal strength (proactive strategy)

ST = external weakness internal strength (extended strategy)

WO = external strength internal weakness (support strategy)

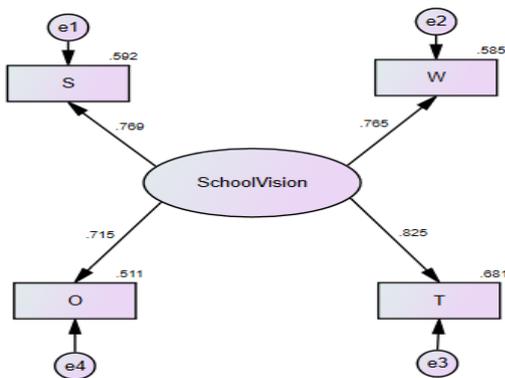WT = external weakness internal weakness (passive strategy)

Figure 3 *The school vision*

Figure above shows:

Strength has direct effect on vision of small schools with weight at .769 R2 value = .502

Weakness has direct effect on vision of small schools with weight at.765 R2 value = .585

Opportunity has direct effect on vision of small schools with weight at.715 R2 value = .511

Threat has direct effect on vision of small schools with weight .825 R2 value = .681
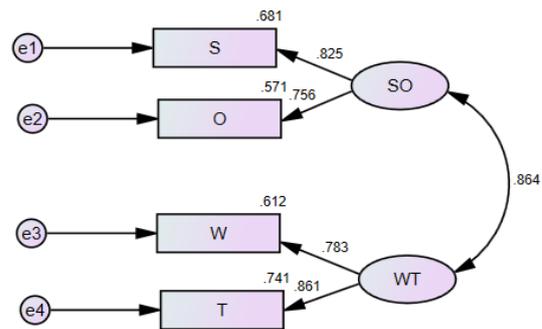

Figure 4 *The relationship strategy*

Proactive strategy (SO) has a positive relationship with passive strategy (WT) with statistical significance at .01 r value = .864

Strength has effect on proactive strategy (SO) weight .825 R2 = .681

Opportunity has effect on proactive strategy (SO) weight .756 R2 = .571

Weakness has effect on passive strategy (WT) weight.783 R2 = .612

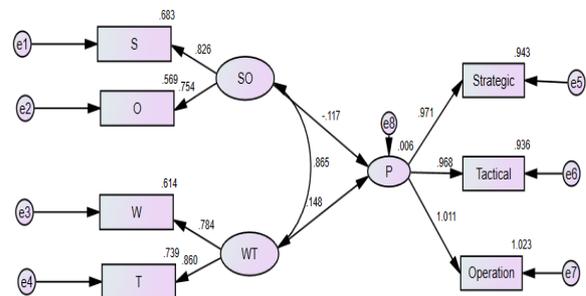Threat has effect on passive strategy (WT) weight .861 R2 = .741

Figure 5 *The indirect effect through overall plan*

Proactive strategy (SO) has indirect effect through overall plan for Strategic Plan (-.117 * 971) R2 = .943

Proactive strategy (SO) has indirect effect through overall plan for Tactical Plan (-.117 * 968) R2 = .936

Proactive strategy (SO) has indirect effect through overall plan for Operational Plan (-.117 * 1.011) R2 = 1.023

Passive strategy (WT) has indirect effect through overall plan for Strategic Plan (.148 * 971) R2 = .943

Passive strategy (WT) has indirect effect through overall plan for Tactical Plan (.148 * 968) R2 = .936

Passive strategy (WT) has indirect effect through overall plan for Operational Plan (.148 * 1.011) R2 = 1.023
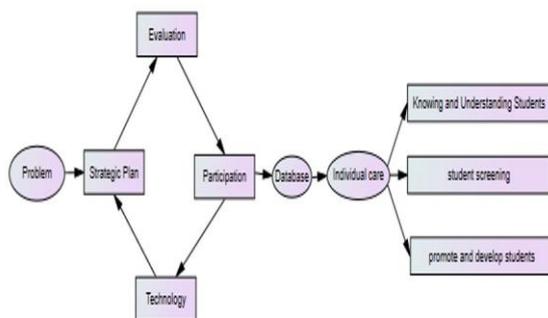

Figure 6 *New external quality assessment process model that reduce the disparity of small educational institutions in Thailand*

Figure above shows: New external quality assessment process model that reduce the disparity of small educational institutions in Thailand From the synthesis of components from the new process of database development to be used in external quality assessment (ONESQA) according to standard criteria, indicators, Office for Accreditation and Quality Assessment (Public Organization) using the online strategy planning process consistent with external quality assessments Involve everyone involved and use modern technology to manage data And finally, the SQL database is a tool for collecting and managing data. To create Individual care consists of knowing and understanding students. student screening and prevention, correction, promotion, development

Discussion

To study conditions of problems and obstacles of external quality

Assessment to reduce the disparity of small institutions in Thailand according to indicators and assessment criteria of the Office of the Basic Education Commission. The level of basic education, indicators, and assessment criteria consist of 7 perspectives as follows:

1. Learner qualities: Learners are good citizens who have knowledge and

ability according to the curriculum. They are able to think critically along with life skills. Learner qualities enhance learners to be good. Learners at every level do public service activities. Keeping records of good deeds is encouraged. Learners have national test results leading to their learning achievement. Therefore, in the operating learning process, learners should be taken into consideration because this can influence their learning achievement by observing through learning motivation and attention. Another factor that influences learning achievement is teachers and their teaching process. Teachers need to pay attention to the preparation of readiness either to contents, teaching materials and teacher own personality such as how they dress, posture, tone, standing, walking, gestures, lecturing including environmental factors, classroom atmosphere arrangement, classroom decoration, and good learning atmosphere leading to learning achievement.

2. Teacher qualities: Teachers should be good people, have abilities,

creating quality classroom and learning resources with useful work. They always compile knowledge and experiences. Office of the Civil Service Commission (Office of the Civil Service Commission 2548. retrieved July 20, 2021, from https://ocsc2.job. thai.com) has

defined the meaning of competency as " behavioral features derived from knowledge, skills, abilities and other features which can make people create more outstanding work than other coworkers in the organization." That is when a person is able to perform any of his/her competencies, it usually consists of knowledge, skills, abilities, and other features. Quality of teachers must be good people with abilities, creativity, manage classroom and learning resources to raise learners' qualities. Teachers' useful work can increase knowledge and experiences. Behavioral features result in gaining knowledge and skillful abilities and other features related to working performance and such behaviors can make personnel significantly work better than other people in various situations. Frequently clarifying continual working performance, assessing teacher success according to the determined school criteria can enhance teachers, learners, guardians to well behave until it becomes a way of life creating clean, hygiene, beautiful classroom and learning resources with model of quality.

3. Management, governance, implementation of institution committee,

implementation of life skills and developmental maturity, available factors, risk management, development of supporting personnel, administrative good governance. There are 8 good governments as follows (Panis Posriwangchai, 2020) :

1) Collaboration of participants in independently and willingly making

decisions

2) Act according to legal framework equally and fairly.

3) Transparency with validation and frankly revelation information

4) Responsibility for one's performance and decisions one has made

5) Consistency of determination and desire of personnel in society to find

the interesting points of society by learning social cultures to reduce conflict.

6) Equality is considered as a fundamental right of what people should

receive from the government in terms of security management, public health, and other aspects.

7) Efficiency and effectiveness are ways to manage existing resources to gain

valuable compensation from investment, highly use of new resources by sustainably and continually developing.

8) Reasoning: every citizen can make their own decision and be responsible

for their own actions under the appropriate legal domain. This can be concluded that the use and management of existing institutions should be worthwhile and creatively operated with quality including preserved abundant natural resources with sustainability according to good governance. Office of Nation Education Standards and Quality Assessment (Public Organization). (2003) This is the administration of creating systematic administration on good nation and society to enhance and push public sector, business sector, private sector and people sector to realize their duties in the managing country and social affairs with efficiency according to legal democracy to be responsible for the administrating country and social affairs.

4. Community relationship: cooperation that has impacts on community/

society can also have impacts on institutions—schools are one of the institutes which have duties to develop society as well as directly assist educational development. (Panis Posriwangchai 2020) Therefore, the importance of managing relationships between schools and community is very essential to bring existing knowledge in learning and teaching curriculum to develop people, community by using cooperative methods, giving directions of living in the community. This can be a way of supporting people in the community to become a good foundation in continually developing

nation in the future. The measure of operation is necessary to lead the organization to reach its goal. Useful and practical suggestions are proposed.

5. Preserving art and culture: promotion of art and culture along with the

development of cultural aesthetics of general existing in patterns of thoughts, beliefs, and practices including objects invented by the community. Inherited exemplary with intention or without intention to maintain condition and quality has been displayed as observable traditions. (Norarach Funchian 2019)

This cultural community holds its inheritance with oral and perceived through listening, use, observation and practice until it becomes cultural assimilation. This differs level of local cultures of regions in terms of ways of life, language, religions, arts, plays, society, economics, and politics affecting students in every school context

6. Identity /uniqueness Office of the Permanent Secretary. (2014): 1) identity

and uniqueness of institutions are important components to indicate school, administrator, teachers in school. The identity focuses on differences between personnel 2) co-identity refers to identity where members have the same things. In reality, individual identity and co-identity are in the process of determining types of identity which cannot be absolutely separated the differences between grouping and individuality both types of identity are in the same process. Individuality and group membership will separate personnel from the group according to social identity which cannot be self-determined. Therefore, personnel who succeed in development will understand and recognize themselves as having self-confidence, learning different roles in society, and attaining ideals whereas personnel who experience failure will be personnel who are confused and do not understand their own roles. Formation of identity is a lifelong process and people can change their own important characteristics depending on self-consciousness and freedom in individual selection to be responsible for selecting life and

identity format they choose to be because the evidence in each school is different depending on the combination of several aspects of factors.

7. Promotion measures: promotion measures (outside institution)

educational promotion is important for developing learners' progression of the learning system. Language promotion should be urgently supported otherwise Thai children will lose opportunities in many aspects and be not able to compete with foreign countries.

Suggestions for solving learning and teaching problems

1. In the case of inadequate class teachers, there will be a class joint. The school branches within the same school cluster and school network creation of sister schools are established. The assistance of personnel development is operated by holding a seminar on specific contextual areas learners' readiness depending on specific characteristics of certain tribes with using Thai language problems. In terms of security, in order to motivate and increase devoted teacher encouragement, the increase of extra welfare money for teachers in barren areas and collaboration with higher education institutions to send volunteer graduates to be a teacher and collaboratively develop schools and the like.

2. In order to design the process of new external quality assessment reducing the disparity of small size institutions of Thailand the school managerial patterns using strategic planning have been led to write SAR to support eternal assessment.

3. In order to develop a database of new external quality assurance reducing the disparity of small size institutions of Thailand, a Platform for recording database from strategic planning retrieved from philosophy, environmental analysis has been used to determine the vision, mission, strategic plans, tactical plans and action plans of project activities are related to standards and indicators. The platform for recording database,

tracking assessment system from external assessors

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