

The Development of the Monitoring and Evaluating System in Utilizing the Quality Evaluation Results to Enhance Quality of Basic School: for the Affiliation.

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Abstract

The purposes of this study were 1) to study conditions, problems and needs of utilizing the quality evaluation results, including conditions, problems and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, 2) to develop the monitoring and evaluating system, 3) to verify the monitoring and evaluating system, and 4) to trail the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation. The research methodology contains 6 steps namely: 1) setting conceptual framework, 2) studying conditions, problems and needs of utilizing the quality evaluation results, including conditions, problems and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, 3)analyzing and designing system, 4)verify and evaluating system, 5) trail the monitoring and evaluating system, and 6) improving and publishing system. The results found that;

1. Conditions, problems and needs of utilizing the quality evaluation results to enhance quality of basic school: for the affiliation found that the overall was at good, fair and good level respectively, and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation found that the overall was at good, fair and good level respectively.

2. Monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation that was developed, found that consisting of 6 main components and 21 sub components namely; 1) M&E mechanism contains 2 sub components are (1) supper boss and (2) action team, 2) M&E baseline analysis contains 4 sub components namely; (1) policies and regulations relevant, (2) economy and society, (3) data and information, and (4) needs for development, 3) M&E plan contains 4 sub components namely; (1) principles and objectives, (2) targets and indicators, (3) monitoring and evaluating plan (M&E plan), and (4) monitoring and evaluating instrument (M&E instrument), 4) M&E Implement contains 3 sub components (1) calendar for monitoring and evaluating (M&E calendar), (2) communicate and coordinate with school and (3) monitor and evaluate (M&E action), 5) P&O evaluation contains 5 sub components namely; (1) summarize the monitoring and evaluating results (M&E summarize results), (2) report results of the monitoring and evaluating (M&E reporting), (3) school management quality, (4) learner-centered approach quality, and (5) education quality of learners and 6) re-planning & adaption contains 3 subcomponents namely; (1) reflecting results of the monitoring and evaluating, (2) reviewing the educational quality development plan and (3) preparing an annual action plan.

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3. Verification results of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that the overall of each main and subcomponents was appropriate and possibility into practical.

4. Trail results of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that educational quality of basic school: for the affiliation before - after using system, the overall was a statistically significant difference at .01 level, and the trail affiliation was satisfied with overall of the monitoring and evaluating system at most level.

Keywords--- monitoring and evaluating system/ quality evaluation results/ utilizing/ educational quality development/basic school.

Background and Significance of the Study

The Ministry of Education has issued the Ministerial Regulation on Educational Quality Assurance, B.E. 2561 (2018), Clause 3 (Government Gazette, 2018, 3) to order each school shall have an educational quality assurance system within school as well as provide evaluation, educational quality verification within school and monitor the results of implementation to develop educational quality to meet the education standards. Including ordering the affiliation to monitor the results of implementation, improvement and development educational quality within school. But the results of synthesis school information from the third round of external quality evaluation (2011-2015) found that 509 vocational education institutions past the second and third round of external quality certification. 73.34% of the basic school who offering primary secondary in basic group who did not pass the education standards have assessment results at urgent improvement level, that is the fifth indicator (students' learning achievement) at 29.50% and the district non formal and informal education center who did not pass the education standards have assessment results at fair level, that is the third indicator (Office of Nation Education Standards and Quality Assessment, 2016, 58-96).

From studying and analyzing above data, found that the external quality assessment results were still at fair-good level. Summarize the overall development of school to gain quality, it needs to use evaluation utilization as a working propulsion process by bringing the results or information obtained from assessment to support planning. Relevant persons should use evaluation results and suggestions for improvement or development school, in order for school can implement education with more quality (Castetter, 1992, 3). The affiliation shall place important in

utilizing the quality evaluation results to enhance quality immediately after the evaluation (Siridej Sujiva, 2017, 178 and Tatsirin Sawangboon, 2018, 157). The important role of the affiliation under the Ministerial Regulation on Educational Quality Assurance, B.E. 2561 (2018), Clause 3 (Government Gazette, 2018, 3) and Clause 4 (Government Gazette, 2018, 3-5) is to supervise, monitor and evaluate the educational quality development of school as the affiliation, therefore, it is necessary to have the monitoring and evaluating system in utilizing the internal and external quality evaluation results to enhance quality of school as clear and efficient. The researcher recognizes and sees such importance, therefore, interested in conducting research to develop the monitoring system in utilizing the internal and external evaluation results to enhance education quality as concrete.

Research Objectives

1. To study conditions, problems and needs of utilizing the quality evaluation results, including conditions, problems and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation.
2. To develop the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic School: for the affiliation.
3. To verify the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic School: for the affiliation.
4. To trail the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic School: for the affiliation.

Research Scope

1. Studied Variable

1.1 Independent variable was the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation.

1.2 Dependent variable was school management quality, learner-centered approach quality, education quality of learners and satisfaction with the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation,

1.3 Sample group was administrators and person responsible for educational quality assurance: for the affiliation. From Provincial Education Office 48 persons, Primary Educational Service Area Office 144 persons, Secondary Educational Service Area Office 26 persons, Provincial Non-Formal and Informal Education Center 48 persons and Office of the Provincial Administrative Organization 34 persons, totaling 270 persons. This research can be collected data of 264 persons, accounting of 97.78 % . The sample size was determined based on Krejcie and Morgan sample size table (Krejcie & Morgan, 1970, 608) by stratified random sampling.

1.4 The qualitative informant was 1) in-depth interview informant, consisting of administrators and person responsible for educational quality assurance: for the affiliation 7 persons. 2) focus group informant, consisting of senior expert in quality management and educational quality assurance 5 persons, administrators and person responsible for educational quality assurance from Primary Educational Service Area Office 2 persons, Secondary Educational Service Area Office 2 persons, Provincial Education Office 2 persons, Office of the Provincial Administrative Organization 2 persons and Non-Formal and Informal Education Center 2 person, totaling 15 persons by selecting purposive sampling. And 3) The qualitative informant was for seminar based on senior expert and expert (Connoisseurship) namely 1) senior expert 5 persons and expert who was administrators of affiliation 10 persons by selecting purposive sampling

2. Contents

consisting of; 1) System principles and concepts, 2) Processes and procedures for

system development, 3) Ministerial Regulation on Criteria and Procedures for preparing the Educational Quality Assurance System B.E. 2561 (2018), 4) Principles and concepts of educational quality development, and 5) Monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation.

3. Data collection area

The affiliation of basic school consisting of Provincial Education Office, Primary Educational Service Area Office, Secondary Educational Service Area Office, Office of the Provincial Administrative Organization and Provincial Non-Formal and Informal Education Center.

Research Methods

The research method consisting of 6 steps as follows:

Step 1 : Determining a conceptual framework, being a process for studying and analyzing information from sources that support various documents, analyze and summarize the contents from various concepts in 3 main points are 1) concept of system components of Lunenburg & Ornstein, 2012, 21; Schoderbek & others, 1990, 6-10; Hoy & Miskel, 2013, 23-34; Sittichai Charoenpiwatpong, 2009, 55-56 and Education Criteria for Performance Excellence: EdPEX (Office of the Higher Education Commission, 2009, 27-32) which consisting of input, process, outputs & outcome), feedback and environment, 2) concept of system development to create connections and consistency with research objectives, using concept of system development by studying the relationship of system components of Dennis, Wixon, & Roth, 2006, 8-34; Dennis, Wixon, & Tegarden, 2010, 2-15; Satzinger, Jackson, & Burd, 2016, 35-36; Edwards, 1985, 19-21 and concept of Ophat Aiamsiriwong, 2017, 245 and 3) concept of utilizing the quality evaluation results to enhance quality of basic school: for the affiliation. The researcher used concept of Tatsirin Sawangboon, 2018, 241; Werayut Chatakan, 2017, 227; Tarinee Kittikanjanasophon, Weera Wongsan and Petchrat Heeminkul, 2017, 55-56; Siridej Sucheewa, 2018, 175-182, which summarized the aforementioned systems and mechanisms in 10 steps namely; 1) determining principles of the monitoring and quality evaluation, 2)

determining objectives of the monitoring and evaluating, 3) developing the monitoring and evaluating instrument, 4) planning the monitoring and evaluating, 5) implementing the monitoring and evaluating, 6) evaluating, 7) summarizing results of the monitoring and quality evaluation, 8) reporting results of the monitoring and evaluating, 9) reflecting results of the monitoring and evaluating, and 10) improving results of the monitoring and evaluating. The researcher analyzed data by content analysis to develop the monitoring and evaluating in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation.

Step 2: Study conditions, problems and needs of utilizing the quality evaluation results, including conditions, problems and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, being a process for conducting research by using survey Research and qualitative research. The informant consisting of administrators and person responsible for educational quality assurance of basic school: for the affiliation for 264 persons. Research instrument was questionnaires, data analysis and calculating statistics such as frequency (f), percentage (%), mean (X) and Standard Deviation (S.D.). Data analysis obtained from open ended question for content analysis.

Step 3: Analyze and design the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, being a process for designing the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation. The researcher implemented in 5 steps namely; 1) conceptual, components and system development process analysis, 2) factor analysis, 3) analyze in-depth interview of administrators and person responsible for educational quality assurance of basic school: for the affiliation for 10 persons and 4) analyze focus group discussion of administrators and person responsible for educational quality assurance of basic school: for the affiliation and senior expert who is an educator, totaling 15 persons to define system framework and outline, and 5) the researcher used analysis results from step 1 and step 2

(steps 1 -4) to design the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation. Research instrument was research papers from step of determining a conceptual framework, interview form, group discussion, analyze quantitative data by calculating basic statistics, factor analysis and content analysis from qualitative data.

Step 4: Verify and evaluate the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation. The researcher studied an appropriateness and possibility of system by connoisseurship. The informant consisting of administrators and person responsible for educational quality assurance of basic school: for the affiliation from public or private agencies, by purposive sampling for 15 persons. Research instrument consisting of connoisseurship, questionnaire to evaluate an appropriateness and possibility of system draft and analyze data from connoisseurship by content analysis.

Step 5: Trail the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, being a process to trail draft of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation whom is an agency with voluntarily and willing to participate in the trial. Data collection instrument consisting of 1) survey form of internal and/or external quality evaluation results of basic school: for the affiliation, and satisfaction survey form of system users by purposive sampling for 35 persons. The data were analyzed by frequency (f), percentage (%), mean (X), and standard deviation (SD) along with tested mean before and after trail the model with t-test and analyze qualitative data about system quality by using content analysis.

Step 6: Improvement and publishing system, being a process for summarizing system development after trial by the researcher held seminars for group of 10 persons who involved in using system, consisting of administrators group and supper boss to obtain qualitative data of school and recommendations for system improvement and

published by presenting full research paper to Office of Nation Education Standards and Quality Assessment (Public Organization) and analyze data by content analysis. Opinions of administrators and person responsible for educational quality assurance of basic school: for the affiliation after trail the system and presenting the analysis results in form of descriptive analysis.

Results

1. Results of conditions, problems and needs of utilizing the quality evaluation results to enhance school, including conditions, problems and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation are as follows:

1.1 Conditions, problems and needs of utilizing the quality evaluation results to enhance quality of basic school: for the

affiliation found that the overall was at good, fair and good level respectively, and needs of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation found that the overall was at good, fair and good level respectively.

1.2 Present conditions, problems, and needs of utilizing the quality evaluation results to enhance quality of basic school: for the affiliation found that the overall was at good, fair and good level respectively.

2. Monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation that was developed, found that consisting of 6 main components and 2 1 subcomponents in which the researcher summarized the structure and system components as shown in the diagram.

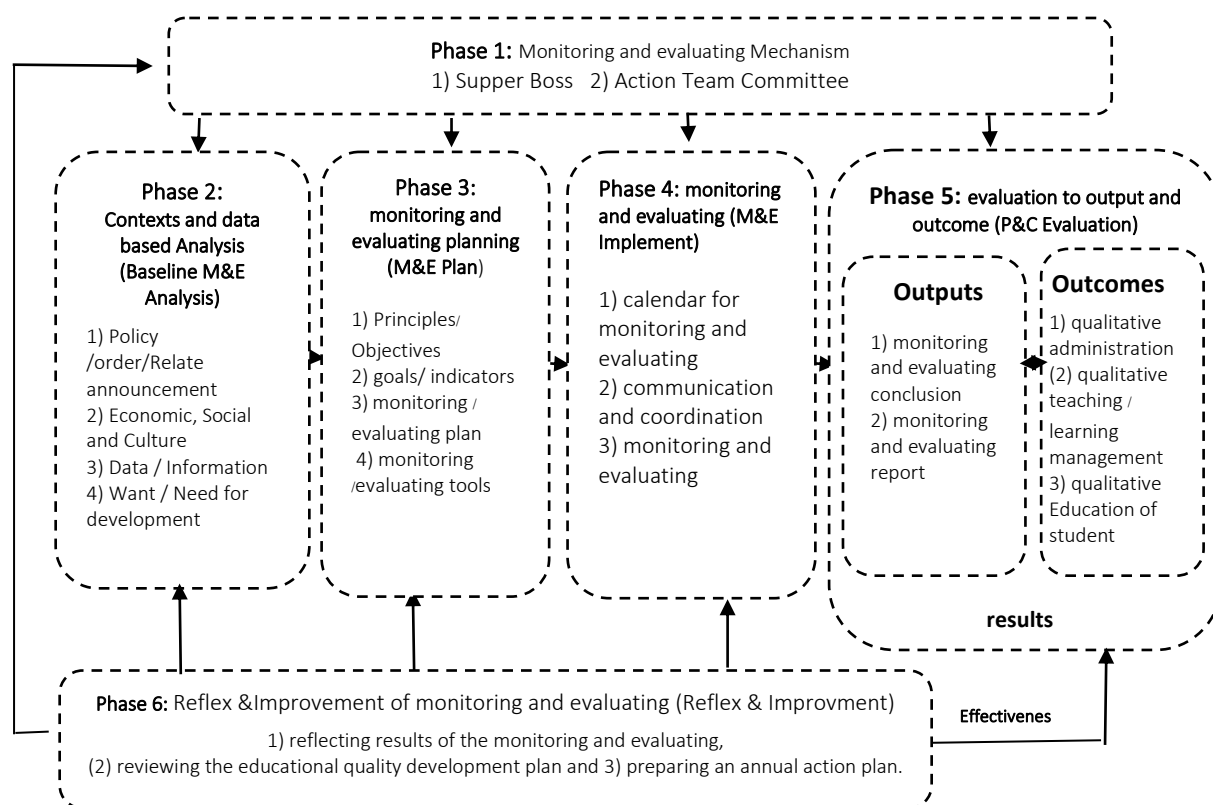


Figure 1: The Monitoring & Evaluating System in Utilizing the Quality Evaluation Results to Enhance Quality of Basic School: for the Affiliation: MESUQA

3. Verification results of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic

school: for the affiliation, found that the system was appropriateness and possibility into practical.

4. Results of trail of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that;

4.1 Educational quality of basic school after using the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation was higher than before using system and have statistically significant difference at .01 level.

4.2 The affiliation's satisfaction who trail the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, the overall was at excellent level and when considering the main components, found that every component have satisfaction level to the system at excellent level.

5. The results of improvement and publishing system from quantitative data that was the results of system trial and assessing the satisfaction of administrators and person responsible for educational quality assurance: for the affiliation together with qualitative data, which it was results after focus group discussion of administrators and person responsible for educational quality assurance: for the affiliation for 8 persons. All participants agreed that *"Monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation"* that was developed as instrument can be used for the monitoring and evaluating of the affiliation to enhance educational quality of basic school. It can also be applied to the monitoring and evaluating of educational quality development in other areas as well.

Results and Discussion

1. The analysis results of conditions, problems and needs of utilizing the quality evaluation results to enhance school/monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation found that;

1.1 Conditions, problems and needs of utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that the overall of present conditions was at good level, while the

problem was at fair level but needs of utilizing the quality evaluation results to enhance quality of basic school; for the affiliation was at good level. The results were consistent with the research of Tarinee Kittikanjanasophon, Weera Wongsan and Petchrat Heeminkul, 2017, 55-56, which found that the effectiveness for quality assurance system development in private educational institutions, the overall was at fair level and correspond to the results of Werayut Chatakan, 2017, 227, found that utilizing of the educational quality assurance results to enhance quality of small basic schools in Southern, the overall was at fair level and needs of utilizing the quality evaluation results to enhance small basic schools in Southern was at good level. In addition, it was the same direction with the results of Anousith Manosane, 2018, 56, found that the implementation condition of the internal education quality assurance system and mechanisms for Luangprabang Teacher Training College, the overall of quality was at good level.

1.2 Present conditions of implementation of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, the overall was at good level, while the problem overall was at fair level but needs overall was at good level, which was based on the analysis results of conceptual framework. This is because various sub components of implementation of the monitoring and evaluating basic school: for the affiliation, is a normal mission component. However, the implementation of each component that has not yet been managed to be step and clear system, as well as it was the same direction with the results of Aunchalee Prakaikaet, 2010, 461, found that the present conditions of quality management within the basic secondary school, for world class standard school project was at good level in every component.

2. The results of analyzing and designing the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that the system consisting of 6 main components and 21 sub components namely; 1) mechanism contains 2 sub components are (1) supper boss and (2) action team, 2)

baseline M&E analysis contains 4 sub components namely; (1) policies, regulations and relevant announcements, (2) economic, social and cultural conditions, (3) data and information, and (4) issues of necessity and needs for development, 3) M&E plan contains 4 sub components namely; (1) principles and objectives, (2) targets and indicators, (3) monitoring and evaluating plan, and (4) monitoring and evaluating instrument, 4) M&E Implement contains 3 sub components (1) calendar for the monitoring and evaluating, (2) communicate and coordinate with school and (3) monitor and evaluate, 5) P&C evaluation contains 5 sub components namely; (1) summarize the monitoring and evaluating results, (2) report results of the monitoring and evaluating, (3) school management quality, (4) learner-centered approach quality, and (5) education quality of learners and 6) replanning & adaption contains 3 sub components namely; (1) reflecting results of the monitoring and evaluating, (2) reviewing the educational quality development plan and (3) preparing an annual action plan which the results of such analysis and designing were consistent with the research of Tatsirin Sawangboon, 2018, 241; Tarinee Kittikanjanasophon, Weera Wongsan and Petchrat Heeminkul, 2017, 55-56.

3. Verification of the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that the system consisting of 6 main components and 21 sub components namely; 1) mechanism contains 2 sub components are (1) supper boss and (2) action team, 2) baseline M&E analysis contains 4 sub components namely; (1) policies, regulations and relevant announcements, (2) economic, social and cultural conditions, (3) data and information, and (4) issues of necessity and needs for development, 3) M&E plan contains 4 sub components namely; (1) principles and objectives, (2) targets and indicators, (3) monitoring and evaluating plan, and (4) monitoring and evaluating instrument, 4) M&E Implement contains 3 sub components (1) calendar for the monitoring and evaluating, (2) communicate and coordinate with school and (3) monitor and evaluate, 5) P&C evaluation contains 5 sub components namely; (1) summarize the monitoring and evaluating

results, (2) report results of the monitoring and evaluating, (3) school management quality, (4) learner-centered approach quality, and (5) education quality of learners and 6) replanning & adaption contains 3 sub components namely; (1) reflecting results of the monitoring and evaluating, (2) reviewing the educational quality development plan and (3) preparing an annual action plan, found that senior experts and experts agreed that the above systems were appropriate and possibility into practical. Shown that the system developed this time have development processes and procedures in line with the conceptual framework, systematic theory based on principles of system development concept of Dennis, Wixon, & Roth, 2006, 8-34; Dennis, Wixom, & Tegarden, 2010, 2-15; Satzinger, Jackson, & Burd, 2016, 35-36; Edwards, 1985, 19-21 and concept of Ophat Aiamsiriwong, 2017, 245; Rosenblatt, 2017, 5-7; Teera Runcharoen, 2018, P.N.; and Aunchalee Prakaikaet, 2010, 462-465.

4. Trail the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, found that the educational quality of school after using the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation was higher than before using system and have statistically significant difference at .01 level. As well as, the affiliation's satisfaction who trail the monitoring and evaluating system that were developed, the overall of each main components and sub components was at excellent level which was consistent with the results of Susilana & Asra, 2013, abstract; found that system design helped the understanding level of school personnel towards the concept, design and implementation of cultural studies and national characteristics were at good level as Newton, 2007, 1; which found that management and change shall be assessed satisfaction and the evaluating results effected on the organizational structure to improve plan better and the developed system was consistent with the results Sunatta Kota, 2010, 198-201; found that the changing process of present conditions to the desired condition in the future and shall be implemented systematically by having steps are; 1)preparing for change, 2) managing

change and 3) reinforcing change as implementation after the periodic implementation.

5. The results of improvement and publishing system from quantitative data that were the results of system trial with qualitative data after focus group discussion of administrators and person responsible for educational quality assurance: for the affiliation for 15 persons. All participants agreed that the monitoring and evaluating system that was developed as instrument can be used in the monitoring and evaluating for the affiliation in actual that was consistent with the results of Waraporn Boonjeam, 2003, 150-151; which found that the factors affecting the utilization of external evaluation results for quality development of basic educational institutions consisting of 4 factors namely; 1) factors on assessor's characteristics, 2) factors on school administrator's characteristics, 3) factors on school's characteristics, and 4) factors on external evaluation results' characteristics, which was consistent with the results of Atria, 2000, 4254-A; the results found that teachers have a positive attitude towards the Illinois quality assurance and improvement planning process. Moreover, this result was consistent with the results of Prasit Torchote, 2013, 51-53; Pruet Siribanpitak and team, 2018, 212; Siriyakorn Kongthong, 2018, 272-275; and Anousith Manosane, 2018, 56.

Recommendation

Recommendations for using the research results.

1. The Office of Nation Education Standards and Quality Assessment and the Office of the Basic Education Commission should encourage for the affiliation to utilize the "Monitoring and Evaluating System in Utilizing the Quality Evaluation Results to Enhance Quality of Basic School: for the Affiliation" or apply widely and adjust based on the needs of various agencies to support the development of overall educational quality.

2. The administrators should assign the responsible person for studying system, structure and components clearly as well as create understanding with all levels of associates to be able to drive the system efficiently before utilizing the monitoring and evaluating system in utilizing the quality

evaluation results to enhance quality of basic school: for the affiliation.

Recommendations for further research

1. The research found that the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation, consisting of 6 main components and 21 sub components which each agency has different contexts and environments. Therefore, in the next research should include research and develop the monitoring and evaluating system of each specific agency.

2. The research found that the educational quality of educational institutions after using the monitoring and evaluating system in utilizing the quality evaluation results to enhance quality of basic school: for the affiliation was higher than before using the system. Therefore, the next research should study components or factors affecting the utilizing the quality evaluation results to enhance educational quality to support the system to be more efficient.

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