

NATIONAL EDUCATIONAL STANDARDS AND EDUCATIONAL ADMINISTRATION TO COMPLY WITH INTERNATIONAL STANDARDS

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Abstract

National educational standards intended to be a goal and guideline for educational management. The national educational standards are essentially used for comparative promotion, supervision, monitoring evaluation of educational management, and educational quality assurance, to develop national education in a direction that is consistent with the aims. and upgrading the educational management in Schools to the international level and develop oneself to be accepted internationally.

The Office of the Basic Education Commission has stipulated that the schools participate as educational service units with administrative structures, and organize learning and teaching internationally. Educational institutions must have a clear mission of the school, with supervision and follow up on a regular basis. Each institution must have the same procedure for establishing standards for every institution. and education management is an international standard to keep up with the changes in various parts of the world.

Keywords: National educational, educational administration, international standards

National Educational Standards

Background

In currently, world society is changing rapidly, including technology, communication, or even the knowledge and wisdom of the people of the advanced society. Thailand must be prepared for situation that may be happened. This considers the educational management in Thailand and focus on the Office of the Basic Education Commission to plan and formulate policies including various standards for the school to have the impetus to upgrade the education in the school to the level international to develop themselves to be accepted internationally. The Office of the Basic Education Commission has therefore pushed for change and upgrades Thai education by allowing the school to participate as an educational service unit have management structure and organize learning and teaching internationally. (Office of the Basic Education Commission, 2010)

From the above, it shows that education administration to international standards requires a policy. Educational standards are also included. Therefore, the standards can be developed to become international standards throughout the country. National Education 1999 and Amendments

(Version 2) 2002 Section 33 and Section 34, designated to the Basic Education Commission Vocational Education Commission and the Higher Education Commission have a duty to consider policies, standards development plans and curriculum at each level that is in line with the requirements under the National Economic and Social Development Plan National education plan.

The development of educational standards in that initial stage The Secretariat of the Council of Education Developed educational standards for external assessments Basic education level between 1998-2000, with the analysis of the draft standard education documents and held a brainstorming meeting from experts. Evaluation network meeting and conducted a public hearing to consider, suggest, improve and develop to be "Educational Standard for External Quality Assessment: Basic Education Level" and approved by the Cabinet on 4 January and 5 January 2000.

Proceeding in March 2002, the Office developed the "Desirable Condition Indicator and evaluation criteria for pre-primary level according to educational standards to assess external quality for basic education levels " After that, the Office for National Education Standards and Quality Assessment (ONESQA) introduced the indicator "Desirable condition and evaluation criteria for pre-primary level "to use and develop "Standards and indicators for external quality assessment for higher education" and "Standards for external quality assessment for higher education below degree" were completed in July and August 2002 respectively.

Definition and Principles of National Education

The national educational standard is a specification about the characteristics. Desirable quality of the Thai people so that every institution is to be the center for the determination of educational standards at each level in order to achieve the outcomes of the schools according to the national educational standards. Therefore, allowing students to develop themselves make oneself become learners Innovator and is a strong citizen Morality and ethics and the common destination of local places and institutions are maintain Thai identity and compete on the world stage.

National education standards can set broad educational goals. Make it able to be clearly applied in the course of implementation. The national educational standards will cover all levels of education, including early childhood. basic education, vocational education, including systematic education, non-formal education and informal education.

Principles are established through a framework created in accordance with the Constitution of the Kingdom of Thailand 2017, the National Education (Version 3) 2010, National Strategy (2018-2037). The 12th National Economic and Social Development Plan (2018-2021) and the National Education Plan 2017-2036 and has an ideology to aim to develop the learner to be a complete human being, physically, mentally, intellectually, being a good person, disciplined, responsible for the family, community, society and the nation. and Must constantly improve one, including living according to the philosophy of the sufficiency economy of King Rama 9 as well.

The Importance of National Education Standards

Educational standards are specification requirements. Desirable qualities that need to happen in every school. Standards have been established to be the benchmark for the promotion and supervision of audits, assessments and educational quality assurance. Therefore, importance to educational management are given in 2 ways such as 1) every school has criteria to compare with standards which are the same standard, and 2) standards make it clear that the educational institution will improve.

It sets expectations for teachers, administrators, parents, communities, and other organizations. If there are no other standards, then the true essence of educational management will be unknown. What is the quality that the country needs? In what direction does the current teaching and learning and will know where to develop or fix where will be able to solve or develop to the point and according to the needs of all relevant departments in order to bring out the best and most effective Educational standards have benefits for

1. Students are able to improve and develop themselves according to the expectations of society and the nation.

2. Teachers use standards as a framework for designing teaching and learning management for students. In which teaching and learning is mainly student-centered.

3. Local and educational institutions Use standards as a guideline for cooperation in educational management in achieving or meeting specified goals.

4. Parents and guardians Citizens or community leaders use standards as a means of communication for people to be aware of educational management methods to understand and participate in educational management.

5. The nation uses standards as a tool for all elements of the education system to drive at the same time in order to fight the same goal.

Guidelines for creating educational standards

In the National Education Act was identified article at least 15 article which covers various dimensions of educational management widely. Starting from the overview down to the subsection, consisting of

1. National educational standards
2. Educational standards, basic education level
3. Vocational education standards
4. Higher education standards
5. Professional standards, standards and professional ethics

The goals of national education standards

So that all schools are to be a guideline for the development of learners to achieve the desired results of the education. Let the original affiliation institute to use as the target in educational management. They determined the suitable student results according to age range at each level and type of education. Used as a goal to support education, as a guideline to promote supervision, examination, evaluation, and educational quality assurance, which has set the 2018 national education standards for schools and institutions to serve as a guideline for educational management and building Minimum educational standards for each level and type of education And to achieve the desirable trait for the students, which is regarded as the characteristic of Thai people 4.0 that can create stability and sustainability for the country. The main goal is to give freedom to schools in providing education in accordance with the school's context and according to the learners' aptitude. The Office for Standardization and Educational Quality Assessment is responsible for evaluating external quality with an aim to be evaluated for development.

The desired study results are the characteristics of Thai 4.0 that respond to the vision of national development for security, wealth, sustainability and self-development as follows:

1. The learners are diligent, passionate, have lifelong learning skills, and have the competency resulting from knowledge, knowledge in various fields, have life skills to create jobs or career occupations based on sufficiency, stability in life, and good quality of life for oneself, family and society.

2. The co-innovators are intellectual, 21st century skills, digital intelligence, creative thinking, cross-cultural skills, cross-disciplinary competency and entrepreneurial traits.

3. Strong citizens are patriotism, local love, right and wrong, aware of being Thai citizens, world citizens, volunteer minds, ideals and participation in peaceful development, coexistence in Thai society and world peace.

Standards and Indicators of National Educational Standards

The Constitution of the Kingdom of Thailand 1997, National Education Act 1999, Amendment (Version 2) 2002, and Government Education Policies announced to Parliament must

have principles Provide education to develop Thai society to be a learning society and to give all Thai people equal opportunities in education The Constitution of the Kingdom of Thailand 1997, National Education Act 1999, Amendment (Version 2) 2002, and Government Education Policies announced to Parliament must have principles Provide education to develop Thai society to be a learning society and to give all Thai people equal opportunities in education.

The main ideology of educational management is to provide lifelong education and creating Thai society to be a learning society. In order to be in accordance with the ideology and principles of the aforementioned education. Therefore, they determined standards and indicators have been defined in 3 standards and 11 indicators as follows;

Standard 1: The characteristics of desirable Thai people, citizens and the world, Thai people are smart, good and happy.

- 1.1 The completely physical strength and morale.
- 1.2 Knowledge, skills that are necessary and sufficient for living, and social development.
- 1.3 Learning and adjustment skills.
- 1.4 Social skills
- 1.5 Morality, public mind, and consciousness of being a Thai citizen and world citizen.

Standard 2: Educational management guidelines, learning management that focuses on student development and management by using educational institutions as base.

- 2.1 Organizing learning courses and environments that encourage learners to develop naturally and to their full potential.
- 2.2 There is a systematic and quality development for administrators, teachers, faculty member and educational personnel.
- 2.3 There is a management based on education.

Standard 3: Building a learning society / knowledge society, building a learning path, and strong learning resources.

- 3.1 Academic services and cooperation between schools and communities to be a learning society / knowledge society.
- 3.2 The research, the reinforcement, to Support learning resources, and learning mechanisms.
- 3.3 Knowledge management at all levels of society.

Educational standards process of educational institutions must prepare for educational standards, analyze the relationship of educational standards, setting educational standards and indicators, examine, and review educational standards for into the direction of bringing the educational standards into practice to policy, and school levels.

Guidelines for Bringing Standards into School Practices

1. Educational institutions at each level and type of education should provide education that is appropriate for the school's identity and in accordance with the context of school and recompense of community needs and society and national development.
2. Educational institutions must provide education based on the participation principles of every sector and having a collaborative network and creating a professional learning community or a learning organization.
3. Educational institutions have developed administrators, teachers, educational personnel that have professional competencies in appropriate learning management with digital generation and the future.
4. Educational institutions set up an educational quality assurance system. The quality of administrators and teachers, curriculum suitability, teaching management technology media, resources and teaching evaluation by supervision and evaluation to improve the quality of education to comply with educational standards systematically and continuously that can examine.

The procedures for establishing educational standards of educational institutions.

There are 5 standardization procedures. Each step is the method of operation related to school administrators, teachers, parents, school board.

Step 1, preparing to set educational standards. First, have to appoint a committee to set up educational standards of educational institutions that include, school administrators, teachers, parents, school board. And raising awareness to the quality of education such as, the meeting as perform to create knowledge and understanding and importance of educational quality development, national educational standards, basic education level, ministry of education, guidelines of external evaluation, guidelines for setting the education standards of educational institutions and the benefits of educational standards for basic education.

Step 2, analyze the relationship of educational standards is to analyze the relationship of educational standards such as, basic education standards for internal quality assurance, ministry of education, basic education standards for external quality assurance, the curriculum, identity of school in terms of vision, mission, policy, goal, internal and external environment. The educational standard setting committee of the school that the educational institution conducts the analysis by considering the importance of Educational standards and institutional identities to be used to define the school's educational standard structure and analyze the relationship of indicators, consisting indicators according to educational standards regarding the quality of learners, Indicators according to educational standards for quality of educational management, indicators based on quality standards for building a learning society. The analysis of the indicators and the identity of the school are important in determining the school's educational standards because the indicator will be an indicator of the efficiency of the internal quality assurance of the school according to the educational standards, control the assessment, and the assessment of the quality of the management of the school.

Step 3, Define educational standards and indicators, introduction, define the identity according to the philosophy, aspiration, vision, mission, the policy of affiliation, Strengths, weaknesses, barrier, and the opportunity of educational institutions. For learners and identities will be set standards and indicators of schools by the students must comply with the national education standards, identity of the educational institutions. Standards and indicators of basic education specified that the ministry of education must cover the subject of learning, learning standard, school curriculum according to the basic education foundation curriculum 2008. The learners, community and locality must have quality. The quality of educational management and identity. The establishment of educational standards and indicators must be consistent with national education standards, identity of school, standards and indicators of basic education that the ministry of education stipulates must cover the whole management process, learning process quality of learners and the quality of building a learning society and identity of educational standards and indicators of quality in building a learning society these must comply with national education standards by the identity of school, standards and indicators of basic education must cover the local identity management process.

Step 4, to examine and review educational standards by examining the consistency of educational standards and indicators of the school and the national educational standards. Standards and basic education indicators that the ministry of education to assign and indicators of external studies, standard of learning in educational institutions according to the core curriculum of basic education in, 2008.

Step 5 consider Bring school education standards to the public and listen to relevant Parties' opinions. For example, parents. School Board of Directors Local Government Organizations Faculty of Teachers, Nongovernmental Organizations. Brainstorming Explore surveys using questionnaires.

National Education Standards Preparation Process

The National Education Act has defined the study standards feature requirements, desirable quality and standards that requires that happen in all schools and to be used as a principle to compare for promoting and supervising Examination, evaluation and quality assurance of education.

The desired results of this study in accordance with the Constitution of the Kingdom of Thailand. 2017 National Education Act B.E. 2650-2616, Law, Strategy and Roadmap. There is an ideology aimed at developing learners to be physical, mentally and intellectually good people, disciplined, proud of the nation.

The process of determining the education standards of the school, according to the ministry's rules. Educational Quality Assurance Guidelines and Methods B.E. 2550 (2010). Identifying procedures or operating methods the school must determine the structure of the school. Structural management, planning and must implementation of the plan. In line with the school's education management and continuous development operations. There are related people who are about the academy. Faculty of Teachers, parental Agents School Board, both public and private sector.

In this context, it is the standard focused on the development of the quality of education management by the holistic. Determining education standards raises equal opportunities in quality development because all schools know where the actual development goals are. Determining education standards is an emphasis on 2 educational arrangements

1. All schools meet the same standard stipulated in the same standard.
2. The standards make schools understand what kind of quality education will be developed.

It is sets expectations clearly for teachers. Executive Management Parents Guardian Communities and agencies involved in the study management. Without determining educational standards, others will not know where the true essence of education management is what is the quality of the nation's needs? What does the current teaching arrangement be? Schools are responsible for making the learner's quality according to the standards. Quality teachers who need to provide teaching standards Management quality as well as quality of educational arrangement as a learning community create an educational institution's identity and activities. National education management must produce desirable results, which is a feature of the learner. Academies are free to define ideas, philosophy, and vision it is an identity and canal in accordance with the context of the school and according to the student's aptitude. Related agencies require support, direct, monitor, evaluate, and improve the quality of education management. Management System Teachers, faculty and personnel. Teaching courses, media, technology, digital resources, educational support and assessment, continuous quality development that produces desirable results.

Guidelines for Adopting Educational Standards to Practice

1. Guidelines for adopting educational standards to practice of policy level agencies.

Managing studies to suit the context of the learner. Areas, Communities and Societies. It will free the school and meet the needs of the learner. Local communities and country development strategies. Contains 1.1 Secretary-General of the Education Council. 1.2 The agency initially submitted the adoption of educational standards of the academy. 1.3 The unit is directed, monitored, evaluated, and developed the quality of education management. 1.4 agencies are actively promoting and encouraging educational institutions to improve their educational quality at all times.

2. Guidelines for adopting standards to school practices.

2.1 Can manage your studies to suit their identities. Must comply with the condition and context and respond to local and community needs. Society and the needs of the nation. 2.2 The school organized the study based on the participation of all sectors. Collaborative cooperation. 2.3 The school must be developed. Teacher, teacher, stay regularly. 2.4 educational must place quality assurance systems, quality education, executives and teachers. Teaching lessons, technology materials, learning resources, and teaching assessments require monitoring, evaluation to improve the quality of education to meet the standards of education systematically and continuously.

When national standards are implemented at various levels. Educational institutions should implement national education standards practically in lead to international standards to develop and improve an education.

Operation of International Standard School

The operation of the international standard school to be successful has to develop many dimensions simultaneously and operate the whole system, namely curriculum, learning and teaching management. It is not just a part of the school or just an international standardized education plan. Educational Management of International Standard Schools must have a clear destination and direction as follows,

1. To raise the level of teaching and learning to be comparable to international standards or standards of leading countries with high educational quality, including countries that are highly successful in participating in the PISA or TIMSS program by considering the differences of the intellectually, ability, and aptitude of students. There is appropriate learning management to increase the potential of learners, promote the students' intelligence based on understanding and understanding. There is the screening process is used in the student support system to be able to develop to the peak of potential.

2. To upgrade the school management to be managed with quality systems in accordance with the Thailand Quality Award (TQA) criteria to enable the development of the school being in line with international standards or leading countries' standards with high educational quality.

Things to do to upgrade management to international standards

1. Study and try to understand the project and create awareness among school personnel and those involved.

2. Make a strategic plan to develop the school to international standards. And propose a strategic plan to the school board president as well as making a covenant (framework) to drive to international standards.

3. Produce subjects for additional excellence.

4. Create school curriculum in accordance with the school development to international standards and propose the curriculum to the school board president.

5. Establish a Resource Center laboratory, library, procure instructional media and equipment, and improve the school's environment in order to facilitate the development of the development of learning and teaching to international levels.

6. Survey teacher information to prepare for development.

7. Perform management with a quality system, establish, and operate a joint development network.

8. Research and develop the curriculum and teaching model.

9. Present and create a forum to exchange knowledge.

10. Report the results of the project evaluation.

School Quality Management Process for International Standards

The international school quality management process consists of

1. Preparation, creating knowledge, collaborate on planning and establish agreement on compliance with the model.

2. The operation is in accordance with the development guidelines of each component of the school quality management of international standards by applying the PDCA quality cycle.

3. Assess to study performance, progress, and assess performance of how the work progresses.

4. Continuous improvement

In each element of school quality management of international standards play an important role in increasing the efficiency of school quality management in line with the goals of the international standards school. Here we will discuss the 3 components as follows:

1.1 Is the most important element in school quality management to international standards. Because the school's quality management process requires the cooperation of all personnel responsible for assignment. This would be difficult without leaders with leadership. Therefore, the administrators must be responsible for the school's quality management as a thought leader can communicate to school personnel and be a role models in practice, being academic leader as well as be able to manage for continuous quality management Comply with the 14 Points for management quality management principles of William E. Deming. According to Nattapan khajornranan (2546) quality is the responsibility of the leader. The executive must be committed and dedicated to improving quality, defining an action plan the executives must create "Quality culture and non-limit learning" to happen to all members and at all levels of the organization, create leadership among all members. Therefore, if the administrators have a clear understanding of the roles and responsibilities of the international school quality management, have management strategies that focus on international quality standards, and determined in management operations must be affects to school quality management of international standards for high efficiency.

1.2 Human resource development elements are an element of quality management of primary school to international standards. Because quality management requires the cooperation of all personnel lead the organization to its goals, ready to continuously improve its work it is imperative that human resources be developed in order to have the potential to perform as intended. In addition, human resource development is the capacity building of personnel to have the potential to be recognized, follow quality culture, learning throughout the organization, resulting in operational satisfaction Inevitably affects the quality management of international standards. In accordance with Hodgetts (1999) the characteristics of an MBNQA award-winning organization must be developed to enable the employees of the organization to demonstrate their full potential, create incentives for employees by appreciation and reward, and continuously develop to be better and challenging.

1.3 Management elements Considered as an important element. Success indicators of the international standard school consist of learners, curriculum and teaching, management with quality systems, network development, and research and development. All indicators must be directed with the aim of operating an international standard school which expected that Schools must have excellent performance. And can be compared to international standards. Therefore, it is important to apply the National Quality Award guidelines as a guideline for operations. There is a management structure that is appropriate to the context of the school. By interpolating the principles of management based on the school's international standards system, 11 points, to create a sustainable management of the school, apply the quality cycle of administration in each department and continuously monitor and supervise.

In addition, the use of information technology for management is important for speed, accuracy, and accuracy. In line with the Thailand Quality Award guidelines (TQA), this states that applying the criteria of the Thailand Quality Award in the organization has resulted in development, management in the organization, and continuous improvement. Including system reform and integrating various work results together, they will have a focus work for the end result that most important is employees at all levels work to support each other and aim for the same goal, cause good results.

Conclusion

To summarize, the national educational standard to be successful that must have many developments and must operate in the all system is curriculum, teaching management and administration, school management, policies that is a strategy established by the basic education commission in the same form in order to develop and upgrade national education to be of

international standard quality for the potential of students who are good citizens of society according to national standards became the students who are world citizens to according to international standards by managing with the quality system of the school (Quality System Management).

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