A MODEL FOR DEVELOPING EDUCATIONAL QUALITY AND STANDARDS OF SECONDARY SCHOOLS UNDER SUPERVISION OF BANGKOK METROPOLITAN ADMINISTRATION WITH THE NEW QUALITY ASSURANCE FRAMEWORK

Phumphakhawat Phumphongkhochasorn[1], Tassanee Chotientip[2], Wirat Maneephruek[3] and Pongkrit Nampaponangkul[4]
College of Innovation Management (RCIM)
Rajamangala University of Technology Rattanakosin, Thailand.
phumphakhawat.ps@gmail.com[1], cho.tasne@gmail.com[2],
Wirat_hh@hotmail.com[3], Pongkrit29112501@gmail.com[4]

Abstract

The purposes of this research were to study the characteristics of the developed educational quality and standards, to formulate a model for developing its educational quality and educational standards and to evaluate the developed educational quality and standards of the secondary schools under the Bangkok Metropolitan Administration with the new educational quality assurance framework, through 4-step research, i.e. (1) studying new educational quality assurance characteristics, (2) adjusting their educational quality and standards with Delphi technique from 21 experts, (3) analyze the research elements and (4) assess the feasibility of the model for quality development and educational standards of the secondary schools under the new educational quality assurance framework. 210 respondents were questioned for the educational quality assurance. Statistical applications for data analyses were percentage, quartile range, mean, standard deviation.

Findings where the 5 characteristics involved the student result; researches and innovation; academic services; art, culture, and lean schools including management. Second, the model for developing educational quality and standards according to a new quality assurance framework demanded to develop the educational quality and standards by focusing more on student outcomes with researches and creation of innovation; academic services; management and quality management. Finally, the model for developing educational quality and standards with the new framework for educational quality assurance was viable and suitable at a high level. It was recommended that the educational quality assurance required mechanisms that could control and monitor evaluation and improve in the teaching and learning process in terms of learning results with appropriate links.

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Introduction

Current and future development of the country is necessary to take into account the circumstances, and realities of the world, in order to keep pace with the changes, and progress in new technologies including to access and exchange knowledge and information while expedite to prepare to face challenges from the current world. The changes and challenges are the manpower quality and the wisdom of the country. The key to drive the national development that many countries are focusing is education. It is a tool for effective human development focusing on improving the quality of education with developing thinking skills and various problem-solving processes. Quality people become the important force for sustainable country development. A society with quality citizens and strong knowledge can compete well in the world because modern society competes with the quality of human resources. Therefore, becoming something of value is important to allow society to compete with other societies. Ability to progress with new technologies, accessing knowledge and able to receive information and news as they occur quickly, it is to be aware of the situation and the truth of the today's world (2011).

Problems and causes of changes in the context of Thai society today create a huge impact on secondary high school but Thai tertiary education still unlikely adapts to such speedy changes which erodes the quality problems of its higher education combined with the researches on current conditions, problems and trends in the context of the change in the Thai society under globalization in future for 10-20 years. They found that Thai education may encounter problems in 6 areas which are society, economy and natures of production and service, environmental and energy, science, technology and innovation, politics and governance, and population (2012) causing the educational system unlikely be a powerful mechanism for its national development and competitiveness with other countries. The quality of education is still a matter of debate. Therefore, the educational reform goals of the second decade (2009-2018) focus on quality development. The educational standards increase educational and learning opportunities and promoting participation of all parties in order for Thais to learn throughout life with quality regardless of its educational quality and the standards. It is important that all parties involved in the education should heed. Finally, the quality assurance system therefore is an important mechanism to effectively help develop the educational quality and standards for the Thai people.

In the past, the secondary schools in Bangkok have played an important role in human resource development. They were the main institutions always

playing a role in guiding society. Societies at large recognized and gave importance to the secondary schools under supervision of the Bangkok Metropolitan Administration. This is the principle that people and organizations can rely on when having problems, they must be solved with academic and intellectual hope for society. With the existing mission, the higher education institutions are demanded to put their best effort to totally fulfill their duties and maintain the faith of the society remaining the pivotal role of secondary schools. The secondary school under supervision of the Bangkok Metropolitan Administration can be the "Change Agent" or an organization to drive social change that must be implemented by its roles and responsibilities so as to ultimately lead the country to a desirable society (Office of the Higher Education Commission, 2008). Significant awareness of the educational quality and standards, it can be seen from the rules and measures from various departments, namely the Ministry of Education which organizes teaching and learning, and supervises the educational management to proceed with quality including the educational quality control. The ongoing internal assessments of secondary schools under supervision of the Bangkok Metropolitan Administration by external agencies, therefore has created awareness of the educational quality and standards. It can be witnessed from the rules and measures from various departments and supervising the educational management to proceed with quality and the quality control of education.

Consequently, the study, analysis, synthesis of the current conditions, problems and obstacles in the development of educational quality and standards within the secondary schools under supervision the Bangkok Metropolitan Administration is to investigate its policy implementation whether it is responsive to the social development direction of the country and achieving the contingent goal of educational reform in the second decade (2009-2018). Strategies for the development of higher education quality attract the researcher to improve its educational quality standards under the new educational quality assurance framework. It might have been another plausible effective option to improve the educational quality and standards of the secondary schools and it might have been an educational standard to overtake globalization and international standards

The expected benefits from this research were the applicability for educational departments, the secondary school administrators, teachers, students and people at large. This study focused on the knowledge implementation to benefit the development of educational quality and standards of the secondary schools, as well as transferring the developed knowledge to the personnel for learning purposes to develop oneself, people, and jobs to suit the current social context and an ongoing development of institutional trends from the situation. For examples, first, it was to develop high competitiveness against external situations with promptness and secondly, the internal policies were required to

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strengthen weaknesses in order to develop all areas responsive to the students and the needs of society.

Research Objectives

Research on the development of educational quality and standards of secondary schools under the new educational quality assurance framework, the objectives of the research thus were as follows:

1) Studying the characteristics, the development of educational quality and standards of the secondary schools under supervision of the Bangkok Metropolitan Administration with the new educational quality assurance framework

2) Formulating a model for the development of educational quality and standards of secondary schools under supervision of the Bangkok Metropolitan Administration with the new educational quality assurance framework and

3) Assessing the development of educational quality and standards of secondary schools under supervision of the Bangkok Metropolitan Administration with the new educational quality assurance framework.

Literature Review

Besides in-depth interviews form, comments were another form of supplementary information about the suitability and consistency of the developed educational quality and standards of secondary schools with the new educational quality assurance framework. The tools used in collecting quantitative data was Questionnaire to inquire about the level of opinions towards the formulation of the model for developing the educational quality and standards of the secondary schools under the new educational quality assurance framework for its suitability and in the implementation. It was divided into 3 parts as follows

Part 1 involved a checklist of general information about the respondents. Part 2 embraced the opinions about developing the educational quality and standards of secondary schools under the new educational quality assurance framework by inquiring about the appropriateness and usefulness of the application. The questionnaire provided a 5-level rating scale

Part 3 requested recommendations regarding the development of the educational quality and standards of secondary schools under the new educational quality assurance framework. Open-ended questions were here provided.

Research Methodology

This was a mixed method research of Quantitative Research using questionnaires for data collection and Qualitative Research using in-depth

interviews for data collection conducted with 21 key informants through purposive sampling. They were experts in the educational quality and standards of secondary schools with direct experience in educational quality assurance. The sample size for the quantitative date was 210 persons by using the open table method based on Krejcie & Morgan (1970) sampling whereas, the acceptable tolerance level was 0.5. The statistics used for qualitative data analysis were means, median and quartile range (Interquartile range). Statistics used in quantitative data analysis were mean and standard deviation (S.D.). The researcher developed the methodology and divided it into 3 phases with following details.

Phase 1: Studying quality and educational standards of secondary schools under the new educational quality assurance framework in which the researcher explored the data from the analysis, and synthesis of principles, documents, concepts, theories and related research including the visits to the educational quality management of secondary schools and from the 21 expert interviewees highly experienced in educational quality assurance.

Phase 2: Formulating guidelines and checking their variables by bringing the content related to the new educational quality assurance and composition collected from 21 expert interviewees. A set of closed-ended questionnaire has been formulated with Likert's scale. The complete questionnaire was submitted to the advisor to check the linguistic correctness. It was later returned to the same group of 21 experts to seek their opinions and the approval for the appropriateness of each question. After adjusting according to their recommendations, the researcher checked the quality of the equipment by evaluating the accuracy according to the content, analyze the Item Objective Congruence Index (IOC) of each question. The questions having the IOC value greater than 0.50 were selected

Phase 3 The appropriateness and feasibility of the guidelines were assessed for developing the educational quality and standards by using a questionnaire with the framework of educational quality assurance guidelines. The revised version was tried out with 30 people similar to the samples. This was to find its confidence coefficient or reliability of the tool. Upon completion of every process the questionnaires were printed out and distributed to 210 executives and those involved in educational quality assurance. The questionnaires were later collected from the sample group and analyzed with means and Standard Deviation (S.D).

Results

Developing educational quality and standards of secondary schools under supervision of the Bangkok Metropolitan Administration with the new educational quality assurance framework could be synopsized here below:

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In Objective 1, the characteristics were by analysis and experts' opinion, found significant   5 components and 30 development methods which was corresponded with Punthai (2009) who found that the educational leaders were required to lead the changes in the organizational work culture with good practices cohesive to good governance principles responsive to the elements of the organizational culture and internal communication. They were the factors ushering an organization to authentic achievement.

In Objective 2, a model formulation was framed into 5 components, which were learner results, research and innovation, academic services, arts, culture, lean schools and 5) management detailed below:

The 1st component was combined with 6 indicators, i.e., first there was a policy on quality and standard development for learners being imaged or focused on the characteristics of secondary schools. Second, it was necessary to provide information technology and innovation to support the operation of educational quality development and standards. Third, it needed to encourage learners to comply with regulations and adhere to morals and ethics, maintain and inherit a good culture. Forth, it was to provide consistent and continuous incentives for students to participate in activities, such as publicizing, publishing, announcing, honoring, and rewarding. Fifth, it needed to establish a system for regularly tracking student grades and behavior with readiness to immediately handle and provide assistance. Finally, it required to establish a system for monitoring progress and evaluation for the success of the educational quality and development standard plan.

The 2nd component embraced 6 indicators which are first having clear research and innovation policy attributive to the economic, social and cultural conditions. Second, it needed to establish research and innovation strategic plan consistent with the policy of secondary school under supervision of the Bangkok Metropolitan Administration to cope with the challenges and changes of society and the world. Third, it required supporting budgets for research and innovation development. Forth, it demanded to arrange for the development of competency and the support staff who conducted research and innovation. Fifth, it needed to provide a system to monitor the progress and evaluate the success of the research and innovation strategic plan prevalent to all major departments. Finally, it demanded to provide systematic and external funding for research and innovation.

The 3rd component of academic services consisted of 5 indicators, which were first, having a policy on academic services consistent with the environment and needs of communities, societies, and countries, such as specifying the direction and goals of academic services. Second, every academic or equivalent departments had to design a strategic plan for academic services responsive to with the plan of the secondary schools. Third, it was necessary to provide capability development and staffing capacity for academic services. Forth, it

needed to provide a system to monitor progress and assess the success of academic service plans covering all major departments. Finally, it required to collaborate with government and private agencies to enhance learning for the society, community and locality.

The 4th component embraced art, culture and lean schools consisted of 5 indicators which were first having policies on art, culture and lean schools that were clearly in line with the environment and needs of communities, society and the country. Second, it was to establish a strategic plan for art, culture, and lean schools while prioritizing the challenges and changes of society and the world. Third, it needed to provide adequate budgets for the development of art, culture and Thatness according to the plan. Forth, it required to provide the capability and art-capacity development for personnel, culture and lean schools. Finally, it is required to encourage teachers and personnel to study and conduct researches in order to preserve, create unique standards, and disseminate art and culture.

The 5th component was management which consisted of 5 indicators, i.e., first, designing short-term worker development policy. Second, it is to promote the secondary schools to implement concrete policies. Third, it demanded to provide the transfer of policies and strategic plans for secondary school quality assurance in order to put into practice that covered all parties involved in every hierarchy. Forth, it needed to provide a system for monitoring and evaluating the progress of quality assurance of secondary schools that covered all departments. Finally, it required to provide administrators and departments responsible for overseeing quality assurance, in particular.

In Objective 3 Assessing the development of educational quality and standards of secondary schools under supervision of the Bangkok Metropolitan Administration with the new educational quality assurance framework; results revealed that all 5 components were more consistent and possible to be used validities by the following empirical evidence from student resulted 3.75 (75.00%), research and innovation resulted 3.79 (75.80%) ,   academic services resulted 3.68 (73.60%), arts and culture and lean schools resulted 3.73 (74.60%) and management resulted 3.66 (73.20%). Knowledge from the research was the important features of management for new quality assurance.

In order to achieve the objectives in accordance with the National Qualifications Framework, which emphasized student outcomes thus it must be consistent with the institution's context to consider policy unity and diverse in practice with the decentralization to the educational management division while creating participation of communities, societies and organization. In the policy, curriculum administration, student production and development process including the setting of graduate standards and the coordination of network partners, private, government, local, and most importantly, they should design a flexible and diverse educational system and a system for transferring grades and comparative systems and personal work experience for education. It should

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define mechanisms for students to have volunteer activities for society, the announcement of student morality and support for teachers to produce classroom research purposively for improving students and managing teaching and learning based on research. There were mobilizing resources from both public and private sectors in the provision of education in accordance with the standard qualifications of higher education. By taking into account the thorough and fair coordination, it needed a system for ongoing teacher development for each curriculum to overtake with change of technology, modern science and social situations.

Discussion

1. Developing educational quality and standards of secondary schools under the new educational quality assurance framework consisted of 5 components, which included student results, research and innovation, academic services, art, culture and lean schools, and management, by overall, at a high level. With indicators which were averaging from highest to lowest, the new educational quality assurance was an educational arrangement aimed at providing quality students. The educational quality assurance was an important measure to ensure the quality of learners. This is because the development of educational quality and standards of secondary schools under the new educational quality assurance framework was appropriate. The framework was implementation friendly, clear, easy to understand, objective, comprehensive operations, quality improvement, operations procedures applying PDCA cycle that could effectively be implemented. By focusing on social responsibility and auditability and in accordance with the results of secondary school standards in each area. The curriculum performance was consistent with the standard curriculum of the secondary school curriculum. Students' performance was achieved in accordance with the DOE (Desired Outcomes of Education) and other standards set by the Ministry of Education. Consistent with the research of the findings of Phiphatnarathorn and Chirotepinyo, 2018, they found that there were 4 components of management to excel in the secondary schools, which were first, personnel management, general management, academic management, and budget management. Second the level of management was aimed to excel private schools in Bangkok. All in all, every item was at a very good level.

2. The model of quality development and educational standards of secondary schools under the new educational quality assurance framework revealed that it was very good and suitable for the administration to improve the quality and educational standards of secondary schools and could upgrade the quality and standards of educational institutions. Due to the development of the model from the problem of real condition from each secondary school, it could solve problems and meet the requirements of educational quality assurance in accordance with the problems that occurred there. The management process

occurred with the participation of many parties, whether from within the organization, especially the cooperation from the institutional personnel and outside the organization, which was the support from the agency. Rationally, the school administrators at the secondary level supervising educational quality assurance were involved in strategic planning for quality development or quality assurance of secondary schools witnessed in the quality given to the students and the main stakeholders. In addition, transferring policies and strategies for quality assurance of secondary schools to all departments and personnel at all levels in a comprehensive and thorough way, including secondary schools. It was consistent with the research of Newton who has investigated assessing the impact of external quality inspection of secondary schools in the United Kingdom from 1993 to 1998 focusing on assessing the impact of using a form of external auditing evaluation of teaching and learning quality including the quality inspection of the secondary school operations. The results showed that the use of quantitative and qualitative data from the internal operational measurement or from the external organizations. For examples, there were inspection reports and evaluation of the Scottish Higher Education Council (SHEFC), the Higher Education Quality Council (HEQC) and internal assessment audits by the committee recognized as the experienced experts revealed the impact as follows: first, the objectives of the quality system and methods used in the inspection and assessed that the educational quality assurance system needed to be examined and evaluated both internally and externally and the inspection and evaluation of secondary school was possible. In accountability, second the quality improvement for personnel had a wide scope; therefore, it was not possible to separate parts of the improvements independently from the quality assurance system. Third, the quality improvements for students were more important than the improvement and personnel development since it was a product of the secondary schools, and forth, there should be extensive expansion of quality assurance operations to better meet the needs of various departments. Thailand has developed a method for internal quality assurance in the secondary schooling. By an agency from the affiliation, the quality assurance operation was aimed at ensuring students 'confidence in their decision to study. On the other hand, the model could be used also as a tool for selecting people to study and encouraging development in all directions of the secondary schools, such as teaching and learning curriculum, research, personnel, and teaching and learning support systems. Chirotphinyo, 2017) found that there was a relationship between participatory management and governance of the school administrators in the school management process. In the case of links with other countries, the purpose was to lead to student exchange, and credits transferred between secondary schools to create new experiences and knowledge for their students both academic and culture of each country. In addition, the quality assurance system also stimulated

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and gave importance to information technology systems, infrastructure and others SWOT analysis.

3. In assessing the development of educational quality and standards of secondary schools under the new educational quality assurance framework, it was found that all 5 components were effective. This might be the model having the steps created from the real problem directly arisen from the target group and in accordance with the Ministry of Education. In particular, the development model was confirmed by a panel of experts and originated by cooperation from all relevant sectors, such as administrators, teachers, and regulatory agencies, resulting in a model that was appropriate and effective. It became a guideline for the further development of educational quality cohesive to the educational quality assessment concept which specified guidelines for evaluating the quality of education throughout the whole body, including leading factors assessment getting into the process and productivity especially the collaboration of all stakeholder groups, which would become a great force of all operations. This was corresponded to Nichakonwong, (2015). However, cooperation should be expanded to manage teaching and activities between secondary schools of the government and private sectors. This was to offer students the opportunity to learn attitudes, perspectives and different experiences by welcoming information from outside while the program administrators should have follow-up reports.

Recommendations

Based on the findings the researcher assumed the following recommendations:

1. Recommendation from research

1.1. The educational quality assurance requires mechanisms that can control and monitor evaluation and improve in the teaching and learning process in terms of learning results, with appropriate links.

2. Recommendation for future research

2.1. Researches should be conducted on the problems of educational quality development and standards of secondary schools to find out what issues and needs are currently important.

2.2. There should be comparative studies of the development of educational quality and standards between secondary schools which had effective management to find ways to develop further.

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