

EDUCATIONAL QUALITY ASSURANCE AND NATIONAL EDUCATIONAL STANDARDS: RESULTS AND EXPECTATIONS

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Abstract

Nowadays, it is widely accepted that quality and educational standards are important for all parties involved. In the provision of education must be aware and proceed to achieve results in accordance with the educational standards set. The educational quality assurance system is an important mechanism to help improve the quality and education standards effectively. National Education Act 1999 and as amended to (No. 3) 2010 Sort 6 Section 48 specify that the jurisdiction and the educational institution have established the internal quality assurance system of the school and consider the internal quality assurance as part of the educational administration process that must be continuously implemented. School prepares an annual report for submission to related departments in order to improve the quality according to educational standards and support external quality assessments afterward. Ministry of Interior has announced early childhood education standards, Basic education standards and practice guidelines for educational quality assurance for internal quality assurance of schools under the local administrative organization. They set standards and issues for consideration to be less, more compact, truly reflect quality, emphasize on real assessment, not complicated, create standardized assessment system, reduce the storage burden, and reduce the preparation of documents used for evaluations. This article presents an international standard for education management to be an appropriate guideline.

Keywords: Educational Quality; National Educational. Results and Expectations

Introduction

The purpose of the National Education Curriculum provided for all schools. The schools have to rely on the student development. The school should develop student to achieve the desired Outcomes of Education. Then, the core institutes use National Education Curriculum for creating the classes (Office of National Education Commission, 2002). Through, the core institutes specify from agreeable result that suitable for the student ages and the type of education. There are three standards was provided by the National Education Curriculum, consisted of 1) Standard 1st. It focuses on the desired Thais characteristic As the Thai people and cosmopolitan. Thai people are smart, Good, and happy people. 2) Standard 2nd. It focuses on the approach of designing Classes. Also, The Education proposal aims at leaner-center, and the educational management have to base on the school, and 3) Standard 3rd. It focusses on the approach of learning's society or Knowledge's society

The National Education Curriculum was the target to support the school learning processing. The National Education Curriculum was the rule to achieve the desired result. Moreover, the National Education Curriculum was the target for involving educational institutes (Office of the National Education Commission, 2011). The involving educational institutes have to promote, control, test, evaluation educational quality assurance. Indeed, educational quality assurance which was the process that every school must do. The procedure should be like this:

1. the preparation of assigning the Educational standard s in every school.
2. To analyze the relation of standard
3. To assign educational standard and indicators
4. To test and to reconsider the educational standard
5. The public hearing

From all the five procedure information above, there are two steps that every school has to follow. Before, every school assigns the educational standards which were the learning processing and learning management. Then, the Educational quality assurance or the following planned operation have to base upon the National Education Curriculum for controlling the quality, testing the quality, evaluation the quality, and the learning quality confirmation in Thailand (Phumpongkachasorn, 2020). To be confident with learning quality, the standard of system and learning processing, the outcome of educational planned. By the way, educational quality assurance refers to the processing that the person who was the charge of designing education planned makes the social trust in it (Ahmad & Rochimah, 2021). In addition, the student would be

acquisitive all completely knowledge which address in the curriculum. Educational quality assurance was the consisting of internal quality assurance and external quality assurance.

The Purpose of Assigning National Education Curriculum

1. The school and involving educational institutes use the educational standards as the approach. The school provided the basic needed standard for student's degree and type of education

2. Every school specifies the desired character what occur in the student while the student studied.

3. Every school lay the foundation for the student that should be Occur the desired characteristic after the student graduated. To be the Thais characteristic of Thailand 4.0 era. Indeed, after the student graduated can build up the security, the wealth, and the permanence of country

4. The National Education Curriculum was the form of Desired Outcomes of Education. By every school have to design class independently correspond with school contextualization, student's interest and student's proficiency. They must be corresponded with ministerial regulations of educational quality assurance B.E. 2561.

5. To assign the educational standard for every school to follow Educational standard rules step by step and follow the type of education. Along with the school designing planned development to be occurs the desired framework outcome. Certainly, it works with school's level contextualization and type of school's education.

6. The Office for National Education Standards and Quality Assessment (Public Organization) evaluated the external quality through self-assessment report and other issues inside the school. Especially, the core institute and the target were for developing.

7. National Education Standards will be the approach for national Designing classes and it will able to produce the Desired Outcomes of Education which was the student's characteristic. That was caused by the learning process since Primary education, Compulsory Education, Technical College, and higher education.

8. The aim of National Education Standards was every school has to base on National Education Standards to develop the student. The students have to achieve the purpose of education (Zhao, 2021). As well as, the core institutes use National Education Standards as a target for designing classes thought assign the desired student's outcome which must be suitable for student's ages and the type of education.

9. Using National Education Standards for supporting all schools.

10. To work continuously the same as mentioned in number eight.

Moreover, the aim of National Education Standards was promoting the learning education process for involving institutes.

National Education Curriculum

National Education Curriculum refers to the regulation of characteristic and Thais desired quality that all school has to use as the framework for assigning the standards in each level. Along to the occurrence of desired Outcomes of Education that corresponded with National Education Curriculum. The student will be able to be creative person, innovative person, and to be the strong, virtue, and merit person for performing to Thailand 4.0 eras, even though it has many different contexts from each school. But the main purpose was maintenance the Thai culture. It can be competing against international courriers. Also, it was important energy to develop the country including economy, stoichiometry, Political-men try.

In the present, National Education Curriculum B.E 2561 presented the principle and purpose of the National Education Curriculum which was a virtue, skill, knowledge that based on social value. It organized the desired framework, what can describe desired education outcomes for each level of education. Then, it can describe the approach of using the National Education Curriculum that takes action of policymaker, school's level. It used for evaluation of the process of class learning, school/area, and nation.

There are three standards was provided by the National Education Curriculum, consisted

Standard 1st. It focuses on the desired Thais characteristic as the Thai people and cosmopolitan. Thai people is smart, Good, and happy people.

The aim of this Standard focuses on developing Thai people to be smart, good, and happy people suit with their ages. Standard 1st. It focuses on develop the Thai people's full potential suit for social needs . I.e., Health, physical and mental, intellect, knowledge, skill, virtue and desired conscious. Also, the student lives in society peacefully.

Indicators

1. Perfectly physical strength and spirit

1.1 Thai people have the physical strength and the spirit that was for developing the physical, mental, intellect and growth follow step by step completely.

2. The knowledge and skill that need for living and social development

2.1 Thai people learned with their full potential

2.2 Thai people get a job and using their knowledge in their job and make a benefit for society.

3. The learning skill and adaption

3.1 Thai people can learn by themselves. Enjoy learning; Thai people penetrate all knowledge and social media for developing themselves and society.

3.2 Thai people have good human relations; also, Thai people can work with each other peacefully.

4. Social skills

4.1 Thai people understand and respect nature, environment, social, and needed skills and capability to be living in society happily.

4.2 Thai people have responsibility, understanding, accepting, and realizing the different cultural values. Thai people can solve the problem as the population in Thailand and Globalization peacefully.

5. The virtue, the public consciousness, and the Thai people and cosmopolitan consciousness

5.1 Thai people live in a society with honesty, words honesty and imagination honesty.

5.2 Thai people have a responsibility in morals and society, Thai people have self-conscious. Thai people have valued highly in Thailand and following the democratic system. Thai people can be good people, to be the volunteer for the community as Thai people and cosmopolitan.

Standard 2nd it focuses on the approach of designing classes. Also, The Education proposal aims at learner-center, and the educational management have to base on the school.

The aim of this standard focuses on learner-centered. The student sees the role model to consider from their true experience and enjoy learning from a teacher who knows the student well individually. Instructional Preparation and using the integrated media between international and Thai culture. Designation the classroom environment to provide and develop learning source and develop the student's thinking systematically (Office of the National Education Commission, 2011).

The success of learning educational processes that emphasize on learner-centered but depending on personal factors such as learner, teacher, the staff of

teachers, director, student's parent. And the principles of management and good governance.

Indicators

1. The providing learning education Curriculum which supported the student to develop full potentials naturally.

1.1 The providence several learning education Curriculum that suits for every learner's degree needs and student's potential.

1.2 The students have the opportunity to reach to planned curriculum thoroughly.

1.3 Education Organization set a supportive environment such as Classroom, health care, and security for the student.

1.4 Education Organization developed an innovative learning process, learning media, and technology service that help the student learn publicly.

2. To develop director, teacher and educational staff efficiently and systemically.

2.1 Director, teacher and educational staff developed academic and vacation strength constantly.

2.2 Director, teacher and educational staff feel impressed to work with other colleges and feel engage with work. The quietus and discipline are reduced.

2.3 The organization Arrangement tends to assign the specific standards and follow up the Educational stuff and school's work process along to accumulate various knowledge.

3. The school-based management.

3.1 Organization and community participation in sociocultural learning development then fix the student's problem and students truly need.

3.2 Participant or involved people impressed with learning school management

3.3 assign an internal quality assurance system, which was one process of teacher education management. And, to develop the learning quality and it can guarantee the internal quality assurance.

Standard 3rd it Focus on The Approach of Learning's Society or Knowledge's Society

Learning, knowledge, innovation, media and technology are important factors for the development of a knowledge society. Promoting and creating mechanisms for all Thai people have the opportunity and the option to access factors and learn continuously throughout life. Diverse styles and methods with the cooperation of all sectors of society will lead to the development of quality

effectively, capabilities of Thai people in national development and increase the competitiveness of the country.

Indicator

1. Academic administration and cooperation between educational institutions and communities to be a learning society

1.1 Educational institutions should cooperate with personnel and organizations in the community that are involved in every department at all levels to organize learning factors and processes within the community and providing academic services that are beneficial to the development of people in the community for the Thai society to be a knowledge society and Thai people have lifelong learning.

1.2 The community is an organization that provides educational services, having status as a learning society/ knowledge society, security, reduce conflicts, peace and continuous progress.

2. The research, reinforce, supporting learning resources and learning mechanism

2.1 To research, exploration, resources and lifelong learning in all forms

2.2 To mobilize resources (personal, budget, place, facilitation, knowledge and other) cooperation from within and outside the school in creating all types of learning mechanisms. Therefore, people can access to learning resources and can actually learn throughout life.

2.3 To promote research to create new knowledge for national development.

3. Knowledge creation and management at all levels and Dimensions of society

3.1 The family, community, organizations of all levels and organizations that provide education, create and use knowledge and exchange knowledge to become a culture of learning.

Definition of education quality assurance

Education quality assurance is management and activities according to the normal mission of the school to continually improve the quality of learners, make confidence for education service receivers both direct service receivers include students, parents and indirect service receivers include institution, citizen and social.

Importance of Education Quality Assurance

There are 3 important points.

1. The public receives reliable quality education information, make confidence and can make decisions about standard quality service.
2. Prevent poor quality education, it will protect consumers and create equality in the opportunity to receive quality educational services thoroughly.
3. The responsible man for education is focusing on educational management to quality and standards seriously which results in the education to have the power to develop the population to have a concrete and continuous quality.

Education quality assurance is management and activities according to the normal mission of the school to continually improve the quality of learners, make confidence for education service receiver, prevent poor quality education management and create education to be a powerful mechanism of improving higher quality population.

External quality assessment

Meaning of External quality assessment

External quality assessment is Evaluation of educational quality, tracking, Quality inspection and educational standards of the school. By external assessors who are certified by the Office of Certification Standards and the quality of education assessment (Public organization). External quality assessment was the target to develop for better quality (Phumphongkhochasorn et al., 2021). The external appraiser is independent and impartial. No conflict of interest with external quality assessments will lead to impartial access to quality of education for in order to truly create, develop, quality and education standards.

Standards and Quality Assessment (Public Organization). Evaluate by using the format "Kalyanammit Assessment" with the objective of

1. To verify and confirm the actual condition of operation of the school and evaluate the educational quality in accordance with the educational standards set
2. To get information that helps reflect the key points of the study, the achievements and the purpose of the problem
3. To help suggest ways to improve and improve the quality of education for schools and affiliated agencies.
4. To encourage the school to continuously improve the quality and internal quality assurance
5. To report the results of educational quality assessment and educational standards to relevant departments and fees

The Importance of External Quality Assessment

External quality assessments are important and meaningful to schools, related organizations and the public as follows:

1. To encourage the institution to develop to meet the standards and to continuously develop to the full potential
2. Increase confidence and protect the benefit of the service recipients that the school provides education aimed at quality as per the educational standards that emphasize on being good, capable and happy to be good members of society.
3. Educational institutions and regulatory agencies, such as the school board, the jurisdiction of the Educational Service Area Office, as well as the relevant agencies and local communities, have information to help make decisions in planning and implementing to improve the quality of Education of the school in the desired direction and achieve the specified goals
4. The relevant departments at the policy level have important Information in general regarding the quality and standards of every level of every school, to be used as a guideline in formulating educational policy and efficient budget allocation efficiently.

Expected Results from Educational Quality Assurance and National Education Standards

Educational quality assurance which combines with national education standards will make society confident that it will develop learners to complete learning in accordance with the quality standards specified in the curriculum and response the expectations of the society (Rughoobur-Seetah & Hosanoo, 2021). Because parents have the right to demand that the educational institution and departments responsible for educational management provide education for the children efficiently, children to have knowledge, ability, skills, attitudes and characteristics of each individual potentially and respond different needs, interests, and different aptitudes. Importantly, everyone has all the quality standards that society needs (Wongperk, 2021). It is a consumer protection. Parents will send children to any institution. They have to be confidence that educational institutions are of equal quality and education standards. The quality of education will be a guarantee that the quality and education standards of all educational institutions are equal in all schools of the country (Sewatanon et al., 2021). Therefore, parents do not allow children to study in educational institutions that do not have the quality and standards which are set at various levels. Person who is guaranteed the quality of education directly is administrators of educational institutions, teachers, educational personnel and person who involves in educational management such as the basic education committee of the school, parents, community representatives, related agencies at the district level, province, education area department of jurisdiction and

ministry. They must be responsible for the educational quality assurance together. Educational quality assurance can be divided into 2 types.

1. Internal quality assurance in section 48 requires agencies and institutions to have a quality assurance system within the school and internal quality assurance is an integral part of ongoing educational administration processes. There is an annual report which is submitted to the related and share information for people to improve the quality and standards of education and to support from external quality assurance.

2. External quality assurance in section 49 requires the office for national education standards to assess educational quality. They are an organization that develops external quality assessment criteria and assesses educational management for school quality audits. They realize the aims, principles and guidelines for education at each level as stipulated in the Education Act and have an external quality assessment of every institution at least once every five years before the final assessment and the results of the assessment of the relevant departments.

Conclusion

The guidelines for evaluating the quality of the schools will focus on the collection of qualitative data in accordance with the school's context. They do not increase the burden of document preparation for schools and develop internal assessors to have standards, to be reliable, able to give advice and give advice to educational institutions, to adjust the evaluation paradigm that aims to develop based on the context of the school and the educational standards of the school, to determine and share responsibility for the results of the educational management Education is processes that gives people the knowledge and qualifications and helps that person survive in the world to benefit for him, family and society as a whole. Therefore, the quality of education reflects the quality of people that are the product of educational management in the context of Thai society. However, in the current situation, most educational institutions do not equality in terms of budget, personnel quality, or even learners' factors including other encouraging factors such as the cooperation of the school board, Supporting from local government organizations. These things affect the quality of education. The National Education Act 1999 and the amendment (No 2) B.E. 2002, therefore, the agency and the educational institution shall have an internal quality assurance system of the school which leads to the establishment of educational standards.

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