

## **The Development of a Participatory Internal Quality Assurance for Evaluating Model Schools under the Office of the Basic Education Commission**

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### **Abstract**

The objective of the study was to develop a participatory internal quality assurance evaluation model in schools under the Office of the Basic Education Commission. The samples consisted of two schools under the Office of Nakhon Si Thammarat Primary Educational Service Area 2 with evaluation results of external quality assurance round 3 at the excellent level, and two schools with uncertified evaluation results of external quality assurance round 3. Twenty respondents were made up of school administrators, head teachers of academic work, head teachers of quality assurance, the president of the Basic Education Commission, parent representatives, and 5 experts on the education quality assurance. The research instrument was a structured interview which involved an internal quality assurance system in schools, ways of operation, and obstacles in an internal quality assurance operation in schools. Data analysis was done by analyzing the relating information.

The results showed that a participatory internal quality assurance evaluation model in schools under the Office of the Basic Education Commission consisted of two-dimensional quality assurance components. The one component was the internal quality assurance dimension in schools which was composed of 8 steps: (1) specification of educational standards in schools; (2) creation of school education management development plans; (3) organization of administration and information system; (4) implementation of education management development plans in schools; (5) monitoring of educational quality; (6) arrangement of internal quality assessment according to educational standards; (7) implementation of annual reports on internal quality assessment; and (8) application of continual educational quality development. The other was the participatory evaluation dimension comprising 3 steps: (1) assessment preparation; (2) monitoring and evaluation; and (3) presentation and dissemination. This participatory evaluation involved the use of operation strategies, including the collaboration of thinking, doing, responsibility, and decision in promoting and supporting the development of internal quality assurance system in schools by applying the group process to create joint summary and decision through qualitative data analysis by means of inductive summary, keyword searching, and mind mapping

creation. The quantitative data analysis employing basic statistics focused on self-evaluation and success evaluation through systematic assessment designs.

**Keywords: participatory evaluation / internal quality assurance model**

### **Introduction**

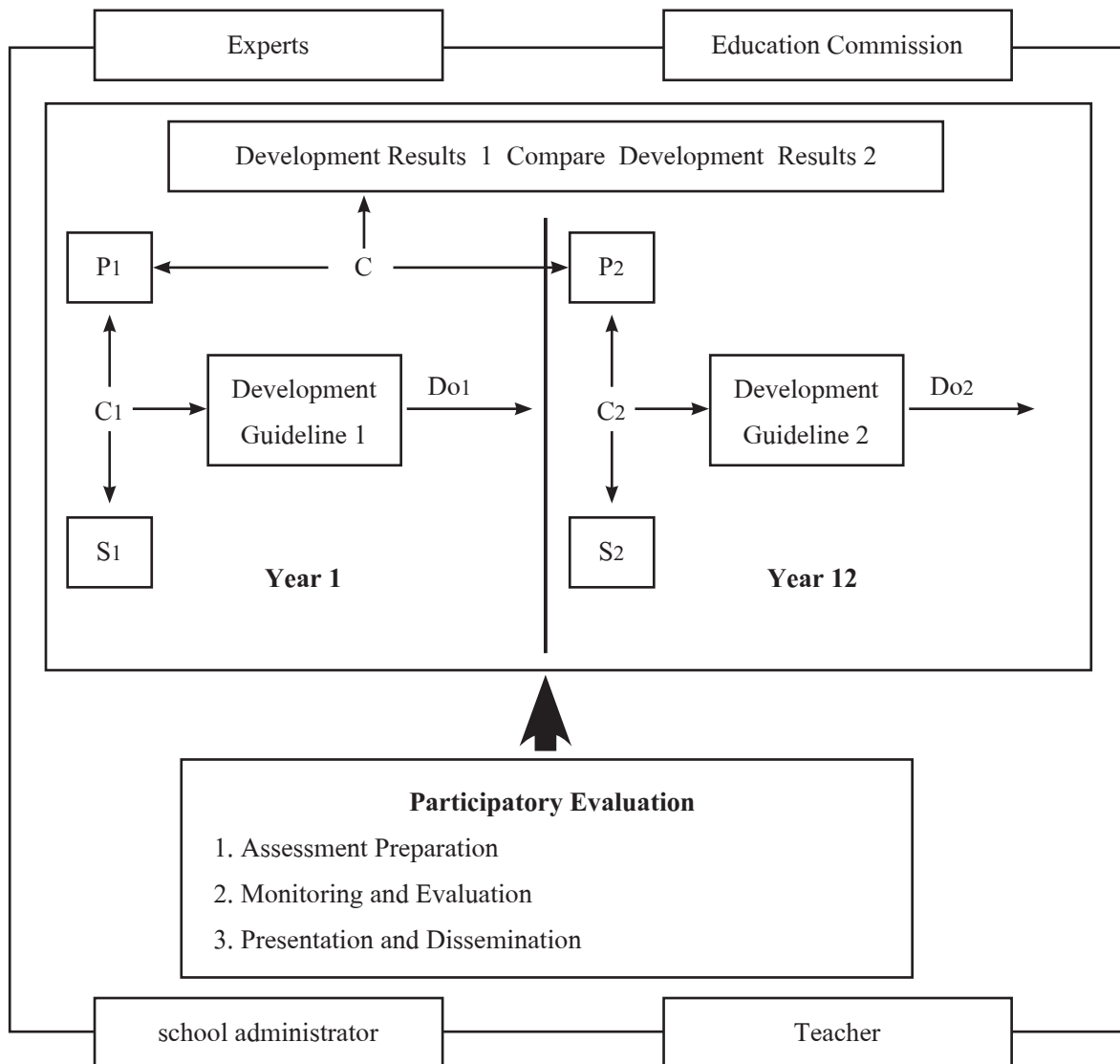
The 1999 National Education Act and its amendment (Second Edition) in 2002 specified that the affiliated agencies and institutions arrange an internal quality assurance in schools, and it is deemed that internal quality assurance is part of educational administration process needed to perform continually by submitting annual reports to affiliated agencies and related organizations as well as public disclosure for quality and educational standard development to cater for the certification of external quality assurance. After the implementation of quality assurance stipulated by the law for a certain period of time, it has been found out that the main obstacles of internal quality assurance system in basic education schools result from the lack of knowledge and comprehension in the operation of teachers and related education personnel, skill shortages, and the absence of broad participation in thinking and doing among teachers and personnel throughout schools (Office of National Education Standards and Quality Assessment, 2003, p. 19). From the synthesis of research studies (Worain, 2006, p. 9; Theeasana, 2006, p. 2; Tahe, 2009, p. 100), the obstacles in system development and quality assurance operation in schools were that most personnel had insufficient knowledge and understanding in the model and methods of education quality assurance, no collaboration and awareness in the internal quality assurance system development in schools, and no skills in the good quality assurance operation. Teachers and some education personnel still lacked knowledge and comprehension about quality assurance. Most institutions had no system in self-evaluation and did not apply assessment results in administrative planning for school improvement.

For these reasons, this study aimed to develop a model, notions, methods of assessment together with findings from the evaluation to support the way of internal quality assurance assessment in schools where the personnel concerned can apply this model to assess their educational management effectively as well as prepare the information to receive the quality investigation from external agencies. Conduction the research to obtain the information in such matters is beneficial for the quality and standard development of schools under the Office of the Basic Education Commission. The participatory evaluation model presented by Cousins and Earl (1992, p. 415) signified that this evaluation is the application of social research in which concerned parties, such as project participants and professional evaluators, are involved in the participatory evaluation as they collaborate from the step of management, work performance through assessment till dissemination of evaluation results to the members concerned. It is considered that this evaluation has a number of advantages because experienced personnel take part in the assessment and these groups can make better decisions than other parties, and it also brings good learning atmosphere as end-users and professional evaluators participate in the participatory evaluation.

### Purpose of the Study

To develop a participatory internal quality assurance model for evaluating schools under the Office of the Basic Education Commission.

### Research Framework



### Methodology

#### 1. Population and Sample Groups

The samples were two schools with evaluation results of external quality assurance round 3 at the excellent level, and two schools with uncertified evaluation results of external quality assurance round 3. The respondents consisted of twenty people who were the school administrator, the head teacher of academic work, the head teacher of quality assurance, the president of the Basic Education Commission, and parent representatives. Moreover, five experts on the education quality assurance also joined in giving the essential information.

## 2. Research Instruments

2.1 Interview form aiming to obtain the information about the model of internal quality assurance process in schools

2.2 Evaluation form of consistency index which measures the validity between the questions and the objectives

## 3. Instrument Design and Instruments' Quality Check

3.1 Literatures, concepts and theories related to the evaluation of quality assurance in schools, especially the concepts of participatory evaluation were reviewed.

3.2 Structured interview form was designed to gain the information about the internal quality assurance processes in schools. Each part of the questionnaire was created based on the possibility and the appropriateness of each variable's measurement. Part 1 was designed to gain the respondent's general information. Part 2 comprising 6 items was aimed to obtain the information about the internal quality assurance processes in schools.

3.3 The structured interview form was submitted to the research advisors for further improvement.

3.4 Content validity of the structured interview form was checked by five experts from the fields of education quality assurance, education management and education evaluation. Consistency index between the questions and the objectives were measured.

## 4. Data Collection

Data were collected through in-dept interview. The samples were two schools with the results of external quality evaluation round 3 at the excellent level, and two schools with uncertified results of external quality evaluation round 3. The respondents were the school administrator, the teachers, the head teacher of quality assurance, and the Basic Education Commission.

## 5. Data Analysis

The collected data were analyzed by using consistency validity, mean, standard deviation, and qualitative analysis.

## Findings

The evaluation of participatory internal quality assurance system of schools under the Basic Education Commission assurance components consisted of two-dimensional quality assurance components. The one component was the internal quality assurance dimension in schools which was composed of 8 steps: (1) specification of educational standards in schools; (2) creation of school education management development plans; (3) organization of administration and information system; (4) implementation of education management development plans in schools; (5) monitoring of educational quality;

(6) arrangement of internal quality assessment according to educational standards; (7) implementation of annual reports on internal quality assessment; and (8) application of continual educational quality development. The other was the participatory evaluation dimension comprising 3 steps: (1) assessment preparation; (2) monitoring and evaluation; and (3) presentation and dissemination. This participatory evaluation involved the use of operation strategies, including the collaboration of thinking, doing, responsibility, and decision in promoting and supporting the development of internal quality assurance system in schools by applying the group process to create joint summary and decision through qualitative data analysis by means of inductive summary, keyword searching, and mind mapping creation. The quantitative data analysis employing basic statistics focused on self-appraisal and success evaluation through systematic assessment designs.

## **Discussion**

The model of participatory internal quality assurance evaluation in schools under the Basic Education Commission is in correspondence with the model found from the other research as follows:

1. Michael Quinn Patton (1977: 100) stated that the participatory evaluation had 9 principles:

- 1) The evaluation process involved all the stakeholders in that they needed to learn about the whole contexts and the evaluation skills, such as setting the target, the privilege, and the problems, converting and considering on hand information and getting the outcome.
- 2) All the stakeholders were the owners of the evaluation process in that they mutually made a decision on making the information and used that information for their benefit.
- 3) Each stakeholder was equally important for giving considerations and making comments on the evaluation process and the outcome.
- 4) The stakeholders worked as a group, and the supporters gave consistent support to the group.
- 5) The evaluation process was composed of the easy-to-understand and meaningful information.
- 6) Self-evaluation and internal evaluation were highly valued; therefore, they should be regarded as the first priority. The second one should be an external evaluation.
- 7) Evaluators were solely the facilitators who were the coordinators and the resources. The stakeholders were truly the ones making decisions and the real evaluators.
- 8) The evaluation facilitators should realize on and accept the stakeholders' value, knowledge and skills. They should work to help the stakeholders.
- 9) The differences between the status of the evaluation facilitators and that of the stakeholders were small. This finding is consistent with Thatnarong Jarumethechon's findings (2013: 167-171). In his research, he studied a development of teachers' competency evaluation model in primary schools under the Basic Education Commission. His study aimed to develop the competency evaluation model of the teachers teaching in primary schools under the control of the Basic Education Commission. It was found from his research that the mentioned model consisted of the structure which revealed the relationship between the objective of the evaluation, what to evaluate, indicators and criteria for evaluation, evaluators, evaluation process, evaluation period and information reversion. The development of internal quality assurance model in schools was carried out based on the four questions used in the development of evaluation model. Those four questions were basic guidelines for a preparation

of an evaluation process. The questions were 1) Why evaluates; this question helped to set the evaluation target. 2) What to evaluate which was the question helping in analyzing the to-be-evaluated things 3) How to evaluate, the question useful for research instrument design, data collection and data analysis 4) How to make a decision on the outcome, the question that can help in the consideration of the criteria for deciding on the value of what is going to be evaluated. This concept was in accordance with Sirichai Karnjanawasee's concept (2007: 55-60).

### **Recommendations for Future Studies**

Schools at the basic education level and other concerned organizations may use this participatory evaluation to evaluate the internal quality assurance at any other schools. However, they should take into account of the contexts and other related conditions of those schools.

The findings from this research may be used as primary information when an internal quality assurance evaluation in schools is conducted.

The activities in each participatory evaluation can be changed or adjusted to be suitable for the conditions and the demands of evaluators. The important conditions that should be taken into consideration are to-be-evaluated schools and evaluators. Doing this can lead to the flexibility and the appropriateness of the participatory evaluation.

### **Concepts, Theories and Related Research Studies**

1. Concepts of Education Quality Assurance.
2. Theories of Internal Quality Assurance in Schools.
3. Quality Assurance System in Schools.
4. Criteria and Development of Internal Quality Assurance System in Schools.
5. Concepts of Educational Evaluation Model Development.
6. Concepts of Participatory Evaluation.
7. Model Quality Evaluation.
8. Related Research Studies.

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