

Development of the Following and Quality Assessment System for Schools in Basic Education: Using Area Based Network

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Abstract

Problems in driving the education reform policy during the first decade (1999-2009) were schools in each education area had weak system of the following and the quality assessment, no systematic administration, and staffs that lacked of both knowledge and concepts of the system, respectively. By brain storming of Committee for Quality Assurance and staffs in education areas, this study develops: (1) the following and the quality assessment system for schools using area based network of internal and external field experts, (2) concepts and curriculum for improving staffs having duties in following and educational quality assessment in each education area. Training process for improving staffs focuses on their learning and implementation; increasing their knowledge, abilities and skills by using reflection within group; and their empowerment. The findings show that most field experts intentionally join in the training; the understanding of quality assessment is in the high level and then they can produce the needed results; and the effects from implementing the mentioned system will study at the next stage.

Background

The problem of driving the policy of educational transformation in the first decade (B.E.2542-2552) can be concluded that the organizations at area based network had the following and quality assessment system of education not to be strong, the operation was not systematically and lack of continuity, some parts of personnel had perception and concept about following and quality assessment system unclearly (Wisanu Sapsombat, 2012). This is in accordance with the discovery of Suwimon Wongwanich, et.al., (2012) which synthesized the strategies of driving the policy of educational transformation in the first decade and found that the strategies of driving the policy of educational transformation in the first decade still a few at the area based network included the network partners whereas the school level included supervision, following, and participation. Therefore the educational management was not successful as the policy required. The crucial strategies were proposed for driving the educational transformations policy in further stages by emphasizing the network creation and participation of the involved as well as the creating the design of success evaluation method of policy drive for institutional level

Ministry of Education announced to use the ministerial regulation of system, criteria, and the ways for educational quality assurance B.E. 2553 (2010) and announced the regulations and operational ways about internal quality assurance at the level of basic education B.E 2554 (2011) in order to get the organizations unit to support, enhance, and develop the internal quality assurance at the level of basic education. One of the crucial roles is about the experts development to be committees following and quality assessment of schools and allow the experts to participate in being the committees of educational quality assessment according to the internal quality assessment system of schools as well as supervising and controlling the education quality in order to improve the level or maintain the standard of education quality and having the education following and quality assessment of schools at least once in a year. Hence, this research focuses on the development of education following and quality assessment system for organization at area based network by using the network concepts. The experts at area based network perform the duty as education following and quality assessment of schools.

Purpose of Research

To develop and study the experimental results by using the following and quality assessment system for schools in basic education using area based expert network.

Conceptual Framework of Research

This research focuses on the development of the following and quality assessment system for schools by using area based expert network to perform the duty as following and quality assessment for schools as well as combining the concept using of area based network by the development process of experts at area based network in order to have knowledge and competence to perform the duty of following and quality assessment for schools by using the concept of training because the training makes persons have better potentials (Sanders, 2002; Duignan and Lecturer, 2002) and it is considered as systematical learning management, focusing on knowledge and skills development, and attitudes of majority of persons as a big group (Willis, 2003; Arnold, 2006) by focusing on 3 principles as follows: 1) learning and real practicing through group process, 2) reflection according to the concept of Lloyd and Jackson (2003) consists of 2 crucial concepts as follows; 2.1) the development of knowledge and competence and skills of experts by using the principle of collaborative training, and 2.2) the development of training process by using the model of critically reflective practice (as figure 1).

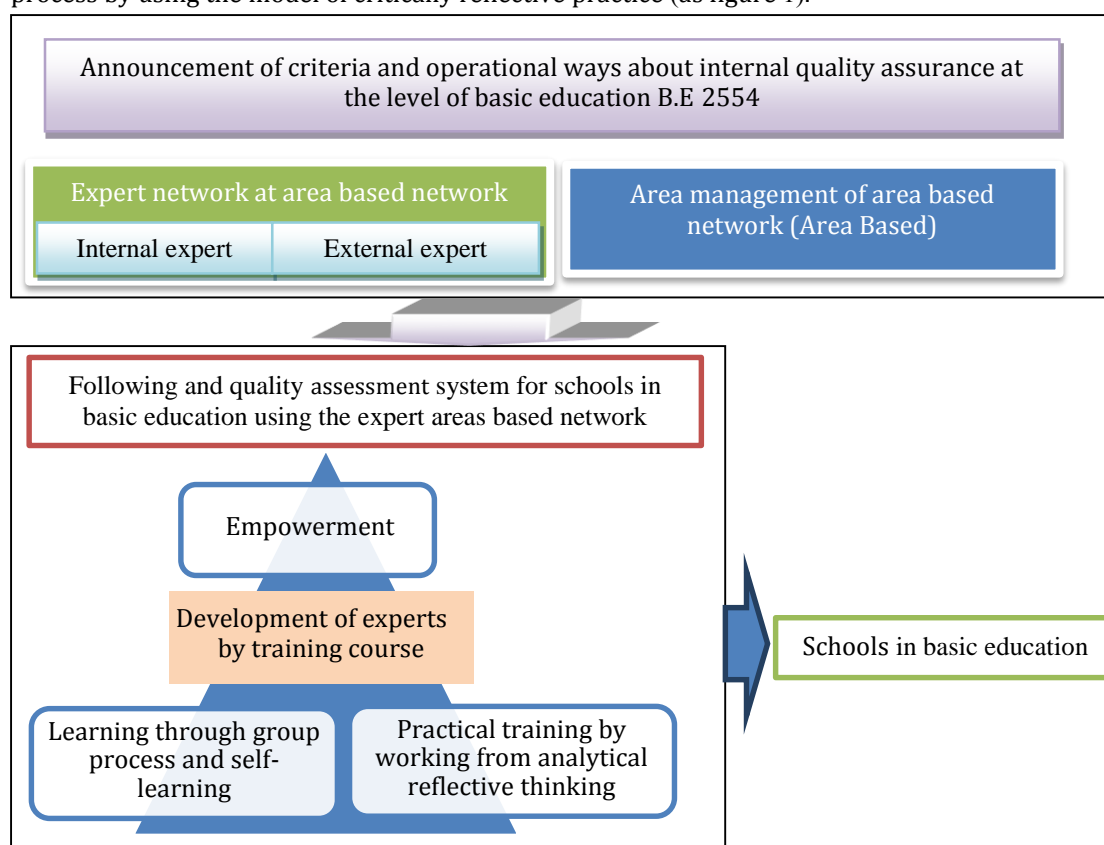


Figure 1 Conceptual framework of research

Process of Research

The process of research was divided into 2 steps as follows:

Stage 1: design and development of following and quality assessment system for schools

1. Brain storming for 10 persons to determine concepts and principles of following and quality assessment system for school through the conference of committees for internal quality assurance for schools in basic education, Ministry of Education and setting the conversation group and practical conference by using around 20 experts at educational area based network as well as studying and synthesis of documents and related literatures

2. Draft and assess the appropriateness of following and quality assessment system for schools by criticizing from various experts which consists of office administrator of Office of the Basic Education Commission of Thailand, Ministry of Education, Committees of internal quality assurance in basic education, and experienced persons on following and quality assessment for schools in the organizations at area based network for 2 times, and operational conference to determine the

frame and draft the training curriculum to develop the experts. The participants consisted of educational supervisor, school administrators and academic scholars, 35 persons in total.

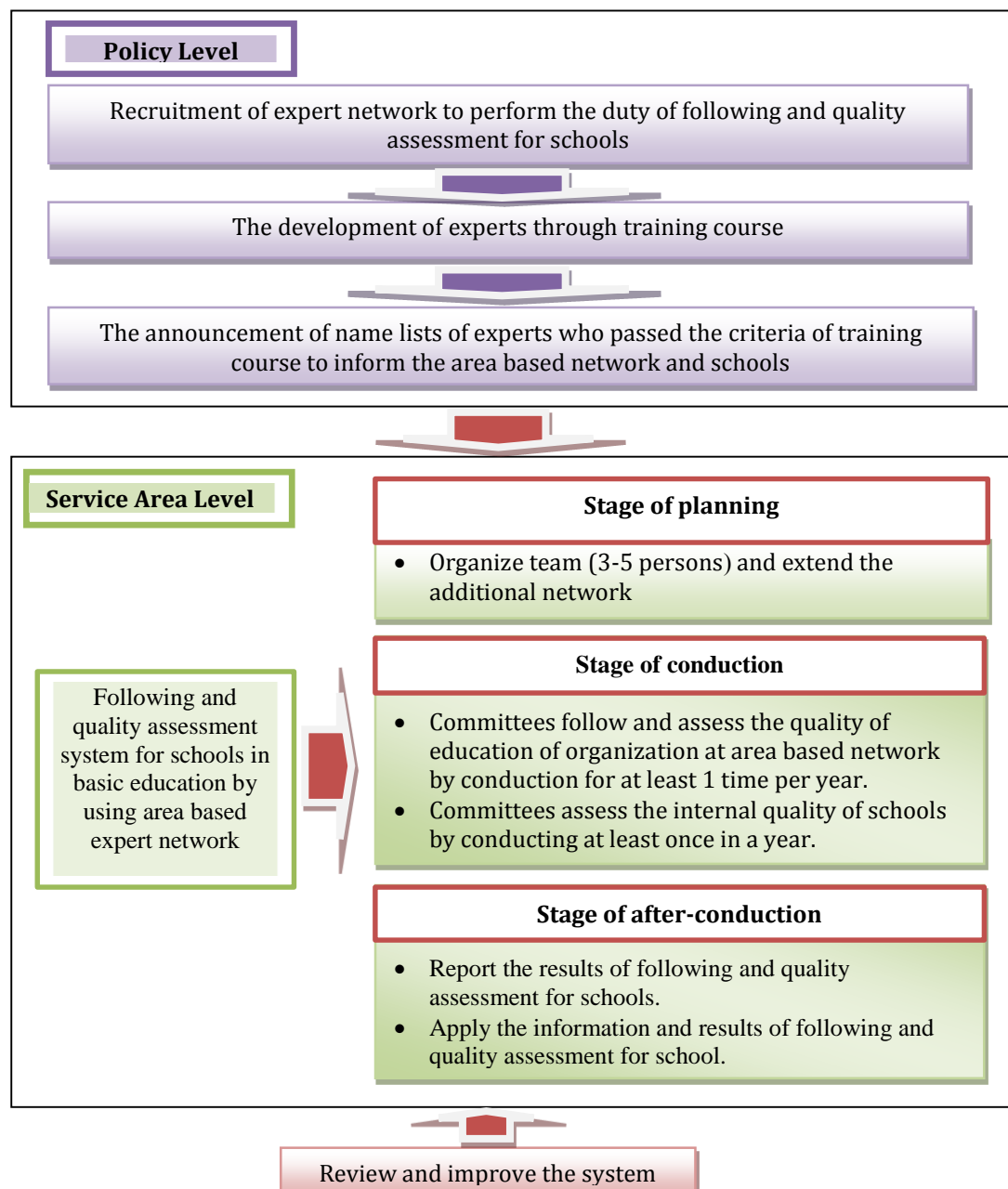
Stage 2: the study of experimental result by using the following and quality assessment system for school, because the following and quality assessment system for schools by using the expert network at area based network developed the experts who performed the duty of following and quality assessment for schools through training process, therefore, this stage was about the study of the occurred results originated from the experiment using the system during training course.

Instruments used for data collection: there were 3 instruments as follows: 1) the test to measure the perception about educational quality assurance. There were 4 multiple choices with 30 items/30 points, 2) Concept assessment model about educational quality assurance. There was the checklists for 30 items, 3) Characteristic assessment model and behaviors during getting training course and evaluating the contributions from training course for 5 sets in terms of rubric scoring.

Data Analysis: the data was analyzed in quantitative aspect with descriptive statistics which included frequency, percentage, arithmetic mean, and standard deviation by computer program while the qualitative data used the content analysis and then concluded to essay.

Conclusion of Research

1. Following and quality assessment system for schools in basic education by expert network using area based network



1.1 Numbers and positions of the experts nominated by the area network in order to be developed for performing the duty of following and quality assessment for schools, it was found that most of the experts were the personnel affiliated with for 1,783 persons (85.72%). From these numbers, there were the educational supervisor, scholars, and plan and policy analyst the most which were 1,173 persons (65.79%), and the experts out of network who were the retired officials and personnel from other sections for 297 persons (14.28%).

Table 1 Numbers and positions of the experts participated in the development

The positions of the experts	N	%
The internal experts	1,783	85.72
The personnel affiliated	498	27.93
The educational supervisor, scholars, and plan and policy analyst	1,173	65.79
The School directors/teachers	112	6.28
The external experts	297	14.28
The retired officials	234	78.79
The personnel from other sections	63	21.21
Total	2,080	100.00

1.2 Materials and documents for the development of experts during the training course activities; It can be concluded that there were 2 items of key materials which included 1) documents about concepts and ways to develop the experts who performed the duty of following and quality assessment for schools, 2) training manual which was divided into 5 activities and had 3 supplemental materials for the trainees to study by self-access which included 1) 8 manual documents of development operation of internal quality assurance system for schools, 2) document of quality assessment ways according to the educational standard for internal quality assurance of schools, and 3) standard document of basic education and childhood education standard to assure the internal quality of schools.

2. Experimental result using the following and quality assessment system for schools

2.1 Perception and development about internal quality assurance for schools before and after the training course; it can be divided into 3 groups according to the score level including low score group (less than 15 scores or lower than 50%), moderate score level (between 16-23 scores or 50%-79%), and high score level (between 24-30 scores or at least 80%). As overall image, it was found that before training course, most of the experts had the score level at the moderate score group for 1,478 persons (73%) whereas after the training course, the proportion of perception score of the experts mostly was at the moderate score level. Secondly, the experts had higher scores in the high score level for 734 persons (36.32%).

Table 2 Perception level about internal quality assurance for schools of the experts before and after training course participation

The level of score	Before training course participation		After training course participation	
	N	%	N	%
Low group	406	20.00	46	2.28
Moderate group	1,478	73.00	1,241	61.41
High group	141	7.00	734	36.32
Total	2,025	100.00	2,021	100.00

Table 3 represented the change of perception about internal quality assurance for schools of the experts both before and after training course participation by changing the perception of trainees or participants which had 3 aspects as follows: (1) perception of experts through the low group was still the low group (0.80%), the low group was changed to be the moderate group (11.02%), and low group was changed to be the high group (2.79%), (2) perception of experts from the moderate group was changed to be the low group (0.85%), moderate group was still be the moderate group (49.40%) and the moderate group was changed to be the high group (28.66%), and (3) perception of experts in high group had no change to be the low group, the high group was changed to be the moderate group (1.99%), and the high group was still be the high group (4.99%).

Table 3 Change of perception about internal quality assurance for schools of experts before and after training course participation

After training course participation	Low group	Moderate group	High group	Total
	N (%)	N (%)	N (%)	N (%)
Before training course participation				
Low group	16 (0.80)	211(10.52)	56(2.79)	283(14.11)
Moderate group	17(0.85)	991(49.40)	575(28.66)	1,583(78.91)
High group	0(0.00)	40(1.99)	100(4.99)	140(6.98)
Total	33(1.65)	1,242(61.91)	731(36.44)	2,006(100)

Table 4 represented the percentage of development in terms of perception about internal quality assurance for schools of the experts who participated in training course. It could be concluded that as over image, the experts had the higher score of development not more than 50 (81.15%), the development was increased for 50-80 (12.97%) and the development was at least 80 (5.88%).

Table 4 Percentage of development on perception about internal quality assurance for schools of experts

The number of the experts	not more than 50%		increased for 50-80%		at least 80%	
	N	%	N	%	N	%
1,666	1,352	81.15	216	12.97	98	5.88

2.2 Concept about education quality assurance of personnel; the trainee experts were classified according to the score of concept about the internal quality assurance which was divided into 3 groups which were low group (0 – 17 scores which means less than 60%), moderate group (18 – 23 scores which means 60%-79%), and high group (24 – 30 scores which means at least 80%). It could be seen that as overall image, most of the experts had the concept about educational quality assurance was in the high level for 1,541 persons (76.51%).

Table5 The level of concept about the educational quality assurance of the experts participating in the training course

The level of concept about the educational quality assurance of the experts	N	%
Low group	41	2.04
Moderate group	432	21.45
High group	1,541	76.51
Total	2,014	100.00

2.3 Characteristics and behaviors of training course participation and work pieces from learning during the training course got from observing behaviors of experts participating in and analyzing the work pieces from learning during the training course. It could be concluded that most of the experts were interested and intended to participate in the training course activities very well. They expressed their opinions, criticized, and reflected their opinions according to the issued proposed by the lecturers and could create the contributions during their training course which reflected the skills in terms of following and educational quality assessment for schools.

3.The number of experts who passed through the criteria of the training course to perform the duty of following and educational quality assessment for schools at area based network: it could be concluded that from the number of experts participating the training course for 2,064 persons which consisted of directors/ deputy director of office of educational service area, educational supervisor, academic scholars, school administrators, teacher, retired officials, and personnel from other sections had the experts who passed through the criteria of training course for 2,043 persons (98.98%) and the experts who not passed through the criteria of the training course were 21 persons (1.02%).

Discussion of Research Result

This research emphasized the development of following and quality assessment system for school in basic education level. There were 2 levels of experts network at educational area

based network which was the system of operation for the organization including the level of Office of the Basic Education Commission of Thailand, this performed the duty of designing the system by seeking for the network of experts at area based network according to the qualification determined to follow and quality assess for schools and develop the experts by having a training course as developed. While the organization at educational service area driving the system through the practical in schools planned and determined the experts team for 3-5 persons to be the committees for following and quality assessment and being the committees to assess the quality according to the internal quality assessment system for schools at least one time in a year as well as doing the report for the following and quality assessment in order to bring the information got to improve and develop the education quality for schools further. If the organization at area based network could operate according to the ways of operation, this would make the drive of policy for educational transformation successful because the developed system focused on generating the network partner in all sections to get involved in the educational management. This is in accordance with the proposal of Suwimon Wongwanich, et.al.,(2012) who proposed the strategies to drive the policies for educational transformation by the area based network which emphasized creating the partners.

This following and quality assessment system for schools which had been developed emphasized the network creation of participation of experts at area based network which consisted of the experts who were the internal and external network in order to generate the collaboration and power as well as coordination in driving the quality of educational management for schools.. The process of operation was in accordance with the significant concept of Nongluck Wirachchai, et.al., (2008) who studied about the research documents from several scholars (Rilley, 1997; Barker, 2000; Smith, 2001, 2007; Jackson, 2004; Hunter and Richards, 2003; Marino, 2002) and then proposed that working by collaboration was natural the same as working by network . The success of network creation and collaboration working depended on trust, stability, honesty, and selflessness. The benefits originated from collaboration by working on network were about it helped the operation was permanent, the personnel felt that they had the motivation to learn more, there was an exchange and learning the ways working the best to one another, and the structure of network was flexible, changeable, and appropriate to the uncertain condition of working as well as making high possibility in creating and using benefits from innovation and educational technology.

The experimental results from using the following and quality assessment system for schools by using the area based network of experts considered by the scores of perception, scores of concept about the internal quality assurance as well as the behavioral characteristics and work pieces of experts during participating in the development by training course in order to perform the duty of following and quality assessment for schools, it was found the scores were at a good level. This reflected that the experts participated in this development course tended to operate in school at a good level. However, it was necessary to follow and assess the operational result of the expert team as well in order to bring the information to improve and develop the training course process to be better. Moreover, the organization at the policy level should analyze the system and model of network creation of work area level in order to find the good operational way of the area to lead to the result extension further.

Research Recommendations

1. This research developed the following and quality assessment system for schools by using the expert network at area based network and studied the application result during the experiment, which was only the development of experts participating the training course. Therefore, for the further research, it should be studied about the factors caused by the experts applying the knowledge and skills to be used in schools.

2. This research was developed in terms of the training curriculum development and supplemental documents for using during the course in order to perform the duty of following and quality assessment for schools, hence, the organizations at the area based network should bring the curriculum and supplemental documents to be used for the result extension by developing the experts additionally for each area to seek for the additional qualified expert network according to the criteria determined to be participated in the development course which would help extend the network broader.

3. In order to get the result from applying the following and quality assessment system for schools clearly, it should be studied in every period of operation according to the system in order to bring the data of research result to be reviewed and improved the system for the better.

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