Investigation of the Current Situations Desired Conditions, and Essential Requirements for Participation in the Quality Assurance Processes of Small Schools Under the Office of the Basic Education Commission

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Abstract

The objective of this study is twofold: 1) To examine the current situations, desired conditions, and requirements for participation in quality assurance efforts of small schools under the Office of the Basic Education Commission. 2) To explore developmental guidelines for enhancing the quality assurance practices of these educational institutions. The research methodology involved: 1) surveying to assess the current situations, desired conditions, and essential requirements; and 2) investigating development guidelines embedded in the working processes of three schools with the best educational assurance practices. The sample groups included 385 persons who were school administrators and teachers. Research tools included a survey form, interview forms, and an assessment form, which was verified and approved by nine qualified individuals. Data analysis involved content validation and factor analysis. The statistics also indicated the correctness, appropriateness, feasibility, and utility of the information. The statistical techniques used in the research included basic statistics and the analysis of essential requirements. The findings of the study revealed the following:

1) The current situation of the participation in educational quality assurance efforts of the small schools was rated at a moderate level, with the highest level of the desired conditions. An area of the requirements that was rated with the highest score of development priority was active participation in quality assurance.

2) The developmental guidelines for quality assurance practices in educational institutions encompassed five domains with a total of 16 strategies. The experts' evaluation of these domains indicated a high level of accuracy, while appropriateness, feasibility, and utility were scored at the highest level.

Keywords: current situation, desired conditions, requirements, small schools

1. Introduction

In the 21st century, human resources are regarded as the most crucial asset for competitiveness in the modern globalized economy. This is primarily because the contemporary world has shifted its production base to human capital to maximize value creation. Therefore, an urgent imperative is the development of the new generation with global capabilities and ethical values as contributors to our society, all to elevate our nation to a global standard (Nitat Sirichotirat, 2017). Although this policy is binding, that is, it compels all service institutions education in the country to make adjustments to the quality reference above, but the reality is that in general it has not worked as desired. Even allegedly there is still a gap between quantity and quality. This means that each unit education at this level still has to carry out various concrete steps in order to be able to provide services appropriate education with minimum criteria as stated in these regulations. Therefore, there is still a need for guidelines as a guide in implementation (Wahyudin, Permana, & Nurlailasari, (2023The Ministry of Education has introduced regulations related to education quality assurance, which include criteria, methods, and standards for education quality assurance. Additionally, the Ministry has declared that educational institutions should use these standards to assess and enhance the quality of education. These efforts entail establishing an internal quality assurance system within educational institutions, defining educational standards, devising development plans, implementing them, evaluating outcomes, monitoring progress, and producing self-assessment reports for

educational institutions (Office of the Basic Education Commission, 2018). Quality Assurance in Education is a process capable of elevating the quality of education, as stipulated in the National Education Act of 1999, and its subsequent amendments in 2002. Article 45 of this act mandates that affiliated agencies and educational institutions establish an internal quality assurance system within their institutions, considering internal quality assurance as an integral and continuous process (Samgsut & Wijitwanna, 2022). Management and quality development in small schools evolve around many complications, such as an insufficient number of teachers, low student registration, teachers' lacking essential teaching skills, insufficient instructional devotion among teachers due to the high demand for additional responsibilities, misalignment of the curriculum and learning management with the school's context, and limited educational resources (Jittima Roongkritipol et al., 2023). Currently, the management of small schools in the northeastern region has not met quality standards, mainly due to inadequate budget allocation for educational management, resulting in ineffective administration (Komsan Junpenpeng et al., 2023).

An analysis of the essential requirements for the development of small school management systems indicates the highest level of necessity in terms of curriculum and extracurricular activity management, emphasizing the need to prioritize policy development in teaching and extracurricular activities (Lo et al., 2023). Based on the aforementioned significance, the researchers have undertaken a study to assess the current situations, the desired conditions, and the essential requirements while also examining the developmental strategies for fostering participation in the quality assurance processes of small schools under the Office of the Basic Education Commission. This research serves as a guideline for promoting quality assurance in these educational institutions.

2. Objectives

1) To investigate the current situation, the desired conditions, and the essential requirements for participation in the quality assurance processes of small schools under the Office of the Basic Education Commission.

2) To explore guidelines for enhancing participation in the quality assurance processes of small schools under the Office of the Basic Education Commission.

3. Concepts and Related Literature

1) Theory of Participation: The trait of participating in a genetic study probably has a genetic component. Identifying this component is difficult as we cannot compare the genetic information of participants with that of nonparticipants directly, the latter being unavailable. Here, we show that alleles that are more common in participants than nonparticipants would be further enriched in genetic segments shared by two related participants. Genome-wide analysis was performed by comparing allele frequencies in shared and not-shared genetic segments of first-degree relative pairs of in the UK Biobank. In nonoverlapping samples, a polygenic score constructed from that analysis is significantly associated with educational attainment, body mass index, and being invited to a dietary study. The estimated correlation between the genetic components underlying participation in the UK Biobank and educational attainment is estimated to be 36.6% substantial but far from total. Taking participation behavior into account would improve the analyses of the study data, including those of health traits (Benonisdottir & Kong, 2023). Additionally, participation theory considers the interactions and decision-making processes driven by the needs and values of the community (Creighton, 2005). Under the participation theory, case study of participation and study on sustainable quality assurance in higher education sustainability and teachers need to participate in various school activities such as decision-making, teacher evaluation (Benonisdottir & Kong, 2023; Javed & Alenezi, 2023). There are four processes of participation including participation in decision-making, participation in implementation, participation in reaping benefits, and participation in assessment. These stages are governed by four dimensions, including the type of participation, the involved groups, the causative factors for participation, and the effectiveness of empowerment resulting from participation (Cohen & Uphoff, 1980).

2) Theories of Educational Quality Assurance: Educational establishments have been challenged to present themselves to the public in the most favorable light possible due to increased competition and the desire to attract students. The procedures for accreditation and quality assurance necessitate the collection, processing, and evaluation of a substantial amount of data. A significant advantage comes from having the appropriate software applications to support this procedure. However, there are no such commercial applications at this time. This is due to their limited use and the unique organization of quality systems in various educational establishments, which refers to various methodologies for evaluating various educational objects and subjects, procedures, and participants. Different software tools are used by different educational establishments to support different activities and stages of the quality assurance procedures, either partially or completely. This includes applications for data processing and report generation, data aggregation and visualization, and various combinations of

commercial and university applications for data collection, processing, and analysis for various educational subjects and objects (Javed & Alenezi, 2023).

Schools should be prepared for educational quality assessment by an external evaluation committee. For this instance, the schools are required to perform educational quality assurance based on the standards and guidelines outlined in the Ministry of Education's announcement issued in 2018 regarding the use of educational standards for early childhood education, basic education, and basic education special education centers. The areas of standard assurance for each level of education are attributed here. Early childhood education has three areas of standard: Standard 1: child quality; Standard 2: management and administration processes; and Standard 3: learner-based instruction. Standards for Basic Education include 3 areas of standard: Standard 1: Student Quality, including academic performance and desired characteristics; Standard 2: Management and Administration Processes; and Standard 3: Learner-Centered Teaching and Learning Processes. These standards provide a framework for assessing and ensuring the quality of education at the early childhood and basic education levels. They focus on various aspects, including child and student quality, management and administration processes, and learner-centered teaching and learning approaches. By adhering to these standards, educational institutions are believed to be capable of enhancing the quality of education and preparing for external quality assessments (Office of the Basic Education Commission, 2018).

3) Theory of Needs Assessment: Needs assessment is categorized into two types: 1) defining the model of differences; and 2) defining the problem-solving model. The significance of needs assessment is that it is a process to determine the differences between the current situation and the desired situation. The process of needs assessment consists of three steps: identifying necessary needs, analyzing these needs, and determining alternatives to address the necessary needs (Suwimon Wongwanit, 2005). The researchers summarized the significance of participation, which refers to individuals coming together to engage in collaborative activities in the management of smallschools. Participation can be gained from various groups of stakeholders, including school administrators, teachers, students, parents, the community, and the school's basic educational committee. These groups of collaborators should be engaged in five areas of participation, including 1) participation in strategic planning, 2) participation in decision-making, 3) participation in implementation, 4) participation in benefit receiving, and 5) participation in monitoring. Moreover, the researchers defined need analysis as an assessment of the necessary needs of the current state and the desired condition to guide further development work as shown in Figure 1.
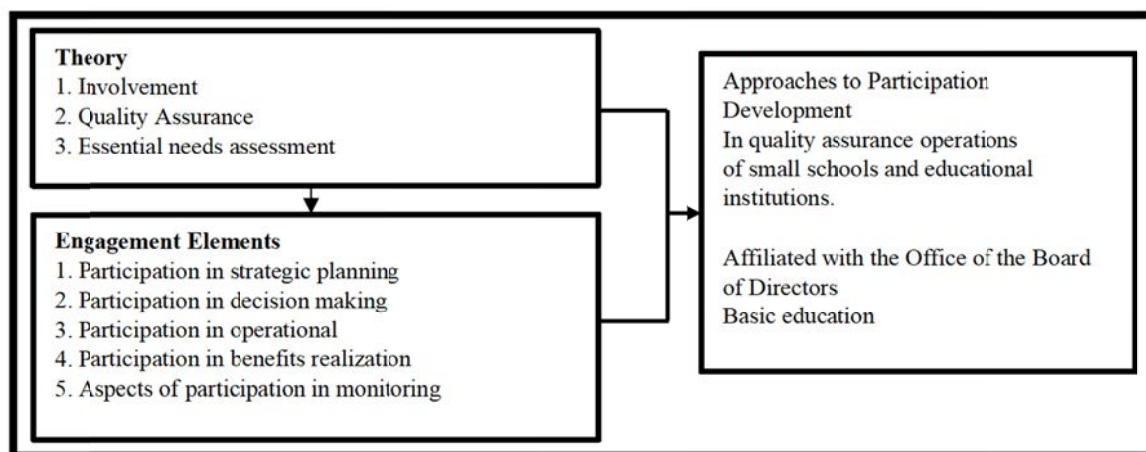

Figure 1. Research conceptual framework

4. Research Methodology

1) Procedures for studying the current situation, the desired state, and the requirements for participation in the quality assurance of small schools under the Office of the Basic Education Commission To obtain information in this area, the following processes were carried out:

1.1) Population and Sample:

1.1.1) The population consisted of 14,618 persons included school administrators and teachers of small schools

under the Office of the Basic Education Commission.

1.1.2) The sample group included 385 persons, comprising school administrators and teachers responsible for educational quality assurance. This sample was obtained through a multi-stage sampling process.

1.2) Data Collection Tools:

The data collection was performed using a set of questionnaires that consisted of three parts: Part 1: General information about the respondents Part 2: Current situation, the desired state, and the requirements; and Part 3: Comments and suggestions.

1.3) Development of Research Instrument:

The research team studied the principles and created questions based on the related principles. After analyzing the data, 64 questions were qualified to be included in the questionnaire. After gaining approval from five experts, the questionnaire was try out on a group of 30 individuals who were not part of the initial sample, and it demonstrated an index of congruence (IOC) within the range of 0.60 to 1.00.

1.4) Data Collection:

The researchers modified the research tool, ensuring that the questions were accurate. An official data collection document from the Faculty of Education of Maha Sarakham University and the QR code of the questionnaire were inserted in an envelope. The prepared forms were sent to the sample group via Thailand's special express postal service, EMS.

1.5) Data Analysis:

Data analysis was conducted using computer software. The researchers calculated the means and standard deviations of the data obtained from a group of 385 persons in the sample group. The analysis revealed that the questionnaire about the current situation had a range of discriminatory power from 0.366 to 0.740 and a reliability coefficient of ($\alpha = 0.962$) according to Cronbach's method. The questionnaire related to the desired state had a range of discriminatory power from 0.459 to 0.635 and a reliability coefficient of ($\alpha = 0.991$) according to Cronbach. The analysis of requirements was conducted to prioritize these requirements using the Priority Needs Index (PNImodified).

2) Research methodology for studying participatory quality assurance development strategies in small schools under the Office of the Basic Education Commission.

2.1) Target Group:

The researchers conducted on-site observations at three schools: Ban Kamin Non Huan Na, Ban Khok So Hong, and Ban Non Thong, all under the supervision of the Educational Service Area Office of Khon Kaen District 5. These schools have excellent quality assurance management practices. These schools were granted the IQA Award from the Basic Education Committee's office for their excellence in educational assurance management. Data was collected through interviews with school administrators and teachers, along with document analysis, audio recordings, and photographs.

2.2) Data Collection Tools

A structured interview form was utilized for collecting data relating to the processes of high-quality educational assurance management in small schools. The development process of this interview form entailed the following steps: 1) reviewing relevant literature. 2) Examining criteria and methods for constructing interviews. 3) Creating a structured interview, followed by a presentation to the thesis advisor to ensure the correctness of language and question alignment. 4) Refining interview tools based on expert recommendations, which included seeking feedback on content accuracy. 5) Making additional adjustments as per the advice of the thesis advisory committee before finalizing the tool for printing.

2.3) Data Collection

The process of data collection was carried out as follows:

2.3.1) The researchers initiated data collection by establishing communication with the interviewees. To obtain their participation, official letters were sought from the Faculty of Education at Maha Sarakham University. The interviewees were then contacted through phone calls, and appointments for interviews were scheduled. The interviews were conducted by the researchers at the three chosen schools. The schedules for interviews with each school were as follows: 1) Ban Khamin Non Hua Na School, Sichompu District, Khon Kaen Province: From May 8 to 10, 2016. 2) Ban Khok Soh Krang Thep Rak School, Phu Wuaeng District, Khon Kaen Province: from May 23 to 26, 2016. and 3) Ban Non Thong School, Nong Ruea District, Khon Kaen Province: From May 29 to 31,

2016.

2.3.2) Analysis of Best Practices Data: In this step, the researchers analyzed and synthesized the collected data obtained from the conversations with the participants from the schools with the best educational assurance practices.

2.3.3) Development of Participation Framework: Based on the collected data, the researchers developed a preliminary participation framework for quality assurance in small schools under the jurisdiction of the Office of the Basic Education Commission with excellent practices.

2.4) Data Analysis:

2.4.1) Data analysis involved creating summaries and grouping the contents based on the collected data. The summaries were then used to develop guidelines for enhancing participation in quality assurance processes in small schools under the Office of the Basic Education Commission.

2.4.2) Feedback and Improvement: The participation framework created in the earlier step was presented to the experts for further improvement and perfection of the guidelines to make them more comprehensive and context-appropriate for the application at small schools.

5. Results

The results of this research are presented as follows.

1) current state, desired conditions, and essential requirements for participation in quality assurance in small schools under the Office of the Basic Education Commission

Table 1. Current situation, desired conditions, and essential requirements based on 5 areas of participation

Practical conditions	Current situations			Desired conditions			PNI modified	Order of needs priority
	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning		
1. Participation in strategic planning	3.20	.422	Moderate	4.64	.544	Highest	0.450	2
2. Participation in decision making	3.21	.426	Moderate	4.64	.528	Highest	0.445	3
3. Participation in operational	2.95	.571	Moderate	4.65	.530	Highest	0.576	1
4. Participation in benefits realization	3.25	.685	Moderate	4.63	.546	Highest	0.425	4
5. Participation in monitoring	3.30	.708	Moderate	4.66	.545	Highest	0.412	5
Average	3.18	.562	Moderate	4.64	.539	Highest	0.462	

According to Table 1, the research findings can be summarized as follows:

Current situation: It was observed that the overall performance in the current situation of participation in educational quality assurance was marked at a moderate level. In an itemized investigation, the aspects with the highest and lowest performance scores were participation in monitoring and participation in implementation, respectively.

Desired Conditions: The overall performance was found to be at the highest level. The itemized investigation showed that the aspect with the highest score was participation in monitoring, while participation in benefit receiving was ranked with the lowest score.

Regarding the priority needs, the study identified an overall average Priority Needs Index (PNI) of 0.462. When examining specific priority needs, the top-ranked priority need an area requiring the most urgent development—was participation in implementation, with the lowest score.

2) The investigation of the development guidelines for participation in quality assurance in small schools under the Office of the Basic Education Commission.

2.1) To help obtain suggestive information about the measures for the development of participation in educational assurance among the small schools, administrators and teachers from three schools that had been granted prestigious IQA awards from the Office of the Basic Education Commission were engaged in an interview.

The data obtained from the interview were analyzed and resulted in 5 areas of participation guidelines, encompassing 16 specific development indicators, as presented in Table 2.

Table 2. Guidelines for the development of participation in educational assurance in small schools

Five areas of participation	Sixteen guidelines of Development
1. Participation in strategic planning (2 guidelines)	1.1 Schoolwide operations should include meetings and collaborative planning involving teachers and all relevant stakeholders. 1.2 Internal school operations planning should engage the school's basic education committee, parent network, and alumni in collaborative planning.
2. Participation in decision-making (2 guidelines)	2.1 School administrators should facilitate collaborative planning with teachers to collectively consider various activities or projects, taking into account feasibility and potential benefits. 2.2 All staff members should participate in providing input for the school's annual action plans and self-assessment reports, among other things.
3. Participation in operational (6 guidelines)	3.1 The school should foster, promote, and build relationships in the execution of duties among teachers, students, parents, and the community. 3.2 The school needs to create motivation and encouragement in the performance of work, recognizing and honoring the achievements of teachers, students, and parents. 3.3 The school should provide support for activities related to the student care system. 3.4 The school should provide support for teachers in producing instructional media and innovations for effective teaching and learning activities. 3.5 The school should provide conveniences for teachers in all aspects to enhance the effectiveness of students' learning. 3.6 The school should establish strategies for management, annual planning, and self-assessment reporting by the school and drive various tasks with an emphasis on involving staff in collaborative efforts.
4. Participation in benefit receiving (3 guidelines)	4.1 The school's operations should include publicizing the results of projects or activities to all relevant stakeholders. 4.2 The schools should ensure that children within the service area receive basic-level education. 4.3 The schools should set measures for the prevention of drug abuse among students.
5. Participation in monitoring (3 guidelines)	5.1 The schools should prioritize the participation of all involved parties in monitoring processes. 5.2 The schools should engage all staff in the analysis of self-assessment reports and the establishment of guidelines for educational quality improvement. 5.3 The schools should assign responsibility for project execution according to the annual operating plan and actively involve participants in directing, monitoring, and supervision, among other tasks.

2.2) The results of an evaluation of the development guidelines for quality assurance participation in small schools under the Office of the Basic Education Commission.

The evaluation, conducted through seminars with nine qualified experts, assessed the development guidelines for quality assurance participation in small schools, focusing on four key aspects: accuracy, appropriateness, feasibility, and utilization. The evaluation results are summarized as follows: The accuracy of the development guidelines was rated at a high level, while the appropriateness, feasibility, and utilization were rated at a very high level.

6. Discussion

1) The researchers have conducted an analysis of the current situation, desired conditions, and essential requirements for participation in the quality assurance process of small schools under the Office of the Basic Education Commission. The paragraphs that follow portray the findings and insights of this research.

In the context of collaborative efforts to enhance the quality of educational assessment in small schools, five key facets of participation have been identified. These encompass strategic planning participation, decision-making participation, operational participation, benefit reception participation, and monitoring participation. An examination of the present condition of collaborative engagement in quality assurance within small schools revealed that overall implementation was rated at a moderate level. In an itemized investigation, it was observed that monitoring participation had the highest score of practice. For the desired condition, overall, the state of practice was noted at the highest level, while the itemized investigation revealed that monitoring participation had exhibited the highest mean score. Moreover, an analysis of the essential requirements for participation in the quality assurance endeavors of small educational institutions affiliated with the Basic Education Commission's office revealed an overall priority needs index (PNI) with an average value of 0.462. Upon closer examination of specific areas of priority needs, it was evident that the dimension of operational involvement exhibited the highest need for development. This corresponds with the findings of Torrez-Graham (2020), who conducted research on best practices for fostering parent-school relationships to enhance parental involvement among Spanish-speaking parents in American public schools. The research aimed to identify factors influencing the decision-making of

Spanish-speaking parents' involvement in their children's education while attending public schools in the United States. The study sought to explore practical strategies and model programs that promote parental involvement and gather this data to create a resource guide usable for professional development and as a reference for parents. Most researchers predominantly utilized theoretical models such as Hoover-Dempsey and Sandler's framework for parental involvement as a working framework to organize the factors influencing the decision-making of Spanish-speaking parents in their engagement. They collected data on challenges and opportunities for creating an educational resource guide. This guide serves as a valuable resource that can be applied by educators looking to initiate or enhance parental involvement in schools. The majority of these educational institutions seem to face challenges in their overall operational practices. This inefficiency can be attributed to the fact that the school's internal staff has not been adequately supported and encouraged to foster a comprehensive understanding of organizational development. As a result, the translation of policies into practice lacks clarity. Some of the specific issues contributing to this situation include: 1) the inefficiency of the delegation of policies from the parent organization; and 2) the explanatory meetings of the schools to facilitate the implementation of overall practices. 2) Ineffective personal enhancement, particularly by school administrators and teaching staff, in the area of school development for quality improvement, causing the members to be incapable of applying the acquired knowledge to practices.

2) Development guidelines enhancing parental involvement in the quality assurance process of small schools under the Office of the Basic Education Commission:

Based on the results obtained from the observations of exemplary practices in educational institutions affiliated with the Basic Education Commission's office, the researchers have proposed the following strategies for the development of parental involvement in quality assurance activities in smallschools: These strategies are categorized into five key dimensions. 1) Strategic Planning Involvement, It was noted that the overall school operations involved the teachers, the school's basic education committee, the representation of parents, and the inclusion of alumni in educational planning and educational implementation of the plans. 2) In terms of decision-making involvement, it was found that within the framework of quality assurance activities, the administrators held meetings with teaching staff to collectively deliberate on activities or projects, taking into consideration feasibility, such as approving the school's annual operation plan. 3) Regarding operational involvement, the school reported to have encouraged the development of working relationships between teachers, students, parents, and the community. Moreover, the schools were found to have fostered enthusiasm for operational activities and recognized both the teachers and the parents' roles on significant occasions. Importantly, the school emphasized the implementation of activities related to student care systems. The administrators supported the teachers in producing new teaching materials and innovations for use in instructional and learning activities, as well as providing suggestions for regulatory development. 4) Concerning involvement in benefit receiving, it was observed that the school's overall operations had been regulated to ensure that the students in the service areas received fundamental-level education and were safe from addictions or drug abuse. 5) In terms of involvement in monitoring, the schools reported to have engaged in activities including being part of committees to assess the performance of government teachers and educational personnel and participating in the utilization of self-assessment reports (SAR) as guidelines for educational quality enhancement. The schools were also found to have assigned responsibilities to various groups of participants to carry out projects and activities according to the annual operation plan and provided monitoring to encourage all parties to work in line with the specified plan. Furthermore, these findings align with the outcomes of Becerra (2014) research, which explored the roles and understandings between school administrators and representatives of school committees in decision-making processes. It was discovered that any decision related to the school requires collaboration and mutual understanding between all parties in adherence to their respective roles and agreed-upon policies. Additionally, it was observed that school administrators must comprehend the differences among the school committees and be prepared to engage with them on all occasions. The willingness of each party to align with the desired direction is essential to participating in the decision-making process, whether it involves the school committee or the public. Proper training and preparation are necessary for those in leadership roles, and they should maintain a realistic expectation of the outcomes of their involvement with school committees on each occasion. Based on the information discussed above, the researchers have summarized their study findings and formulated 16 development guidelines for enhancing all schools' stakeholders' involvement in quality assurance activities within small schools affiliated with the Basic Education Commission's office.

7. Recommendations

1) Recommendations for Implementation:

The study findings highlight the paramount importance of Component 3, which pertains to Implementation

Participation, having the highest score from the need analysis. The district education office should consider incorporating this aspect as a key policy for earnestly driving quality assurance efforts in small schools and fostering comprehensive collaboration from all stakeholders.

2) Recommendations for Future Research:

It is advisable to conduct further research studies that explore the patterns of parental involvement in schools of varying sizes and affiliations. This should provide a comprehensive understanding of the processes related to involvement in each specific context. Moreover, advanced statistical methods should be employed to analyze the data comprehensively.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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