

A Study of Components and Indicators of Being Quality Organization of Phrapariyattidhamma School, General Education Department, in the Northeast

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Abstract

The purpose of this study was to 1) study the components and indicators of being quality organization of Phrapariyattidhamma School, General Education Department, in the Northeast, and 2) evaluate the suitability of the components and indicators of being quality organization of Phrapariyattidhamma School, General Education Department, in the Northeast. The phases were divided into 2 phases: 1) studying documents and related works on the components of being quality organization and synthesize received data of components of being quality organization with 7 experts, and 2) evaluating the suitability of components and indicators of being quality organization employing suitability test verified by the experts on question details. The data analysis was by computer program using Rating Scale, Average, and Standard Deviation.

The findings of the study were found that the components and indicators of being quality organization Phrapariyattidhamma School, General Education Department, in the Northeast contained 5 components and 43 indicators: 1) 9 indicators of quality learners, 2) 8 indicators of professional teachers, 3) 9 indicators of high-performance school, 4) 5 indicators of strategic management, 5) 8 indicators of community cooperation and the results of the overall evaluation of the components and indicators were at a higher level.

Keywords: components and indicators, being quality organization, Phrapariyattidhamma School, General Education Department

1. Introduction

Through the past decade on world transformation trend influenced by globalization turned extreme and abrupt in information technology, connection, communication, economic, society, politics, culture and environment, it was unavoidable for all over the world towards their opportunities and sustainability development. The adjustment to strengthen competition capability seemed necessary for those countries encountering such issue as well as preparing and utilizing the effect of such transformation were pointed most (Office of the Public Sector Development, 2008).

According to the Constitution of The Kingdom of Thailand, B.E. 2560, Section 27, all persons are equal before the law, and shall have rights and liberties and be protected equally under the law. That is to say people deserved their own rights in the differences on their backgrounds and beliefs. In this aspect, Ministry of Education (2017), as the major institute of educational management for citizen quality development, realized such issue that under the vision aimed at developing learners in knowledge with morality and well-life quality in the society with regard to the 12th Educational Plan Development of Ministry of Education, B.E.2560–2564.

Phrapariyattidhamma Education Act B.E.2560, Section 5 was specified that the Phrapariyattidhamma education, General Education Department was by Buddhist principles conformed to national education standard. And Section 21 was stated that Phrapariyattidhamma education was organized for novices as the law of compulsory education of Thailand. Meanwhile, national education as the basic education towards the advice of The Sangha Supreme Council of Thailand, Central Dharma Testing Department; Dhamma Scholar, Advanced Level was junior high school level; Pali Scholar, Level 3 was senior high school level; and Phrapariyattidhamma education was both mentioned levels (The Secretariat of the Senate, 2019).

According to the issue of Phrapariyattidhamma education management, General Education Department, it revealed that the education was not in line with the standard of education causing administrative problems such as unknowledgeable and unskilled administrators, indirect qualification of teachers, internal and external factors effecting school development, administrators, teachers, and students (Office of Nation Education Standards and Quality Assessment, 2011). The scenario of Phrapariyattidhamma education, General Education Department during 2016–2030 featured 5 aspects: quality students, quality teachers, quality administrators, quality school administration, quality community (Kaewbutta, 2020).

From the issue above, it indicated that studying components and indicators of being quality organization of Phrapariyattidhamma education, General Education Department in the northeast was intrigued. Furthermore, the result of the study might be useful to recover the problems in schools and to have quality development plan for the sake of community and Buddhists.

2. Objectives of the Study

- 1) To study components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department in the Northeast
- 2) To evaluate the suitability of the components and indicators of being quality organization of Phrapariyattidhamma School, General Education Department, in the Northeast

3. Concepts and Related Literatures

- 1) Quality organization referred to an organization with the operation conformed to the concept of quality management focusing on developing and strengthening of all parts in the organization for achieving goals, improving results, and increasing capacity of competition (Klibthong & Toomhira, 2015).
- 2) Importance of quality organization leading to Thailand Quality Award (TQA) aimed at (1) supporting the regulation of such award to the improvement of competition capability, (2) declaring the prestige of successful organization as in world standard, (3) motivating learning and exchanging best practice, (4) indicating the intention of standard excellence in management to various nations.
- 3) Several components and objectives of quality organization was concluded as follows:
 - The 7 factors on external quality assurance of Phrapariyattidhamma education, General Education Department were (1) leadership of school administrator, (2) community cooperation, (3) professional teachers, (4) student characteristics, (5) quality of teaching and learning materials, (6) school environment, (7) internal quality assurance (Office for National Education Standards and Quality Assessment, 2008).
 - Concepts of Government organization management as TQA was the key factor of successful organization with 7 regulations: (1) leading organization, (2) strategic planning, (3) customer focus, (4) evaluation and assessment, (5) personnel focus, (6) action focus, (7) result.
 - According to the concept of Dheeraj Mehrotra, there were 7 components of quality organization: (1) leadership, (2) information and analysis, (3) strategic quality planning, (4) human resources management, (5) quality process management, (6) quality and result, (7) importance of customer communication.

4. Methodology

4.1 Data Collection

- 1) Studying concepts and theories from documents and related works on components of quality organization of Phrapariyattidhamma education, General Education Department,
- 2) Synthesizing data and evaluating the suitability of components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department verified by 7 experts including experienced administrators in school, educational institute, and Phrapariyattidhamma school,
- 3) Verifying the validity of components and indicators gained by in depth interview by the experts on experienced administrators in school, educational institute, and Phrapariyattidhamma school,
- 4) Suitability testing of components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department with employing suitability test verified by the experts on question details.

4.2 Data Analysis and Statistics Used

Computer program was employed to data analysis using Rating Scale, Average, and Standard Deviation.

5. Conclusion

The result indicated that the study of components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department in the Northeast contained 5 components and 43 indicators: 1) 9 indicators of quality learners, 2) 8 indicators of professional teachers, 3) 9 indicators of high-performance school, 4) 5 indicators of strategic management, 5) 8 indicators of community cooperation as shown in Table 1.

Table 1. Mean and standard deviation of components of being quality organization of Phrapariyattidhamma education, General Education Department in the Northeast

No.	Components	Suitability	
		\bar{x}	S.D.
1	Quality students	4.65	0.17
2	Professional teachers	4.67	0.29
3	High-performance school	4.65	0.17
4	Strategic Management	4.58	0.21
5	Community cooperation	4.51	0.42
	Total	4.61	0.13

Table 1 indicates the evaluation of the suitability of the components of being quality organization of Phrapariyattidhamma school, General Education Department verified by the experts that contained 5 components: (1) Quality students, (2) Professional teachers, (3) High-performance school, (4) Strategic Management, and (5) Community cooperation. The overall result was in a high level ($\bar{x} = 4.61$).

Table 2. Mean and standard deviation of indicators of being quality organization of Phrapariyattidhamma school, General Education Department in the Northeast

No.	Indicators	Suitability	
		\bar{x}	S.D.
1	1.1 Think creatively with applying new technology for social development	4.57	0.53
2	1.2 Be knowledgeable in Phrapariyattidhamma principles with general subjects	4.57	0.53
3	1.3 Be aware of change of technology and world	4.75	0.53
4	1.4 Be potential, efficient, and healthy	4.43	0.53
5	1.5 Behave as a good Buddhist	4.57	0.53
6	1.6 Hold morality and voluntary	4.86	0.37
7	1.7 Be capable of using Pali with expressing feeling and attitude	4.71	0.48
8	1.8 Be skilled at seeking knowledge in reading, writing, communication, and calculation	4.71	0.48
9	1.9 Use own liberty for the sake of law and discipline foundation	4.86	0.37
10	2.1 Be capable of sharing experience wisely and analyzing the problem	5.00	0.00
11	2.2 Be skilled at using learning management technology and integrating new and background knowledge	4.86	0.73
12	2.3 Be knowledgeable and capable of behaving as professional standards and ethics of teacher	4.43	0.53
13	2.4 Understand new technology and innovation for modernization	4.86	0.37
14	2.5 Support diverse education and differentiation for students	4.57	0.53
15	2.6 Have broad vision, keep justice, understand and accept the difference of each novice	4.43	0.53
16	2.7 Conduct the research and evaluate students	4.57	0.53
17	2.8 Think creatively and present an opportunity of opinion sharing for students	4.71	0.48
18	3.1 Be capable of administrating standard education in line with curriculum targets	4.57	0.53
19	3.2 Invent new body of knowledge in teaching and learning by student-centered method	4.86	0.37
20	3.3 Create good atmosphere and environment as school of learning	4.71	0.48
21	3.4 Be prepared of materials, technology budget, and human resources	4.86	0.37
22	3.5 Be able to work on religious activities and world changing or globalization	4.43	0.53
23	3.6 Create the place for academic, professional, and Buddhist principles learning	4.71	0.48
24	3.7 Have good educational quality assurance	4.71	0.48
25	3.8 Have cooperative vision and goals	4.57	0.53
26	3.9 Be able to manage teaching and learning broadly with modern materials and media	4.43	0.53
27	4.1 Develop personnel potentials consecutively	4.57	0.53
28	4.2 Plan for organizational atmosphere and culture in learning	4.57	0.53
29	4.3 Support research conducting and learning development	4.57	0.53
30	4.4 Develop internal observation of teachers for teaching and learning management	4.71	0.48
31	4.5 Adminstrate a school to satisfy the needs of parents and community	4.57	0.53
32	4.6 Develop curriculum in accordance with school and community contexts	4.57	0.53
33	4.7 Specify vision mission, and strategic plan according to cooperation	4.71	0.48
34	4.8 Plan for systematic resource management effectively	4.43	0.53
35	4.9 Invent the connection with other organizations	4.57	0.53
36	5.1 Participate in making quality improvement plan	4.43	0.53
37	5.2 Have a hand in decision making	4.43	0.53
38	5.3 Brainstorm and analyze problem cooperatively	4.57	0.53
39	5.4 Follow up the evaluation of educational management	4.43	0.53
40	5.5 Contribute to support school activities in learning and recourse management	4.43	0.53
41	5.6 Be a part in receiving information	4.71	0.48
42	5.7 Be a part in recruiting qualified person in administration	4.71	0.48
43	5.8 Parents' association and support	4.43	0.53

Table 2 reveals that the evaluation of the suitability of the indicators of being quality organization of Phrapariyattidhamma school, General Education Department selected from high and the highest-level items contained 5 components and 43 indicators.

6. Discussion

The study of components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department in the Northeast can be discussed as follows:

1) The components and indicators of being quality organization of Phrapariyattidhamma school, General Education Department in the Northeast was found involved with 5 components and 43 indicators: (1) 9 indicators of quality learners, (2) 8 indicators of professional teachers, (3) 9 indicators of high-performance school, (4) 5 indicators of strategic management, (5) 8 indicators of community cooperation. Those 5

components had an effect on being quality organization directly of Phrapariyattidhamma school involved to Kaewbutta (2013) that there were 5 kinds of the concepts of educational quality of Phrapariyattidhamma school: (1) quality student, (2) quality teacher, (3) quality school, (4) quality management, (5) cooperation of quality community. Furthermore, Sirirat (2019) stated the concepts of indicators of elementary school quality with effective reformation and school administrators should find the ways to standardize quality level towards 4 significant characteristics: 1) administration quality, 2) learner quality, 3) teacher quality, 4) school quality.

In considering each component with indicators, it indicated in the following:

1) Quality student was found related to following indicators: (1) think creatively with applying new technology for social development, (2) be knowledgeable in Phrapariyattidhamma principles with general subjects, (3) be aware of change of technology and world, (4) be potential, efficient, and healthy, (5) behave as a good Buddhist, (6) hold morality and voluntary, (7) be capable of using Pali with expressing feeling and attitude, (8) be skilled at seeking knowledge in reading, writing, communication, and calculation, and (9) use own liberty for the sake of law and discipline foundation. This conformed to the study by Peasa (2012) on studying educational quality development of Phrapariyattidhamma schools in the Lower Northeastern Region and its result showed 6 parts of quality of student were (1) student with good health and aesthetics, (2) student with morality, ethics, and core values, (3) student with knowledge and skill at self-learning, (4) student with systematic thinking ability, (5) student with necessary skills as in a curriculum, and (6) student with working skills and good attitude of job. And Boonla (2012) studied the strategy of small-sized school development using administrative factors affected to learner quality in the Government Service Inspection Office 13; the findings were found that desirable characteristics were morality, ethics, value, skillfulness, sanitary, health, mentality, aesthetics, analysis and synthesis capability, creative thinking, self-learning, and working skills with others.

2) Professional teacher was found related to following indicators: (1) be capable of sharing experience wisely and analyzing the problem, (2) be skilled at using learning management technology and integrating new and background knowledge, (3) be knowledgeable and capable of behaving as professional standards and ethics of teacher, (4) understand new technology and innovation for modernization, (5) support diverse education and differentiation for students, (6) have broad vision, keep justice, understand and accept the difference of each novice, (7) conduct the research and evaluate students, and (8) think creatively and present an opportunity of opinion sharing for students. The finding conformed to the study by Meerakar (2020) on studying the importance of characteristics of professional teachers of Phrapariyattidhamma schools, General Education Department, in the 21st century. Its result showed that teachers should be knowledgeable in applying technology to help student think systematically for development way; however, students were monks and novices. Teacher roles was to teach suitably according to student contexts in order that students were able to apply for their real life even in their monkhood. And Santaweesuk (2009) studied desirable characteristics of teachers according to parents' attitudes of Poolcharoen Witthayakhom School and the result revealed that laws of education reformation were important to reinforce skillfulness and behavior of teachers and education quality assurance should follow effective teaching as well as research and evaluation, with suitable technology based on good personality and morality of being teacher.

3) High-performance school was found related to following indicators: (1) be capable of administrating standard education in line with curriculum targets, (2) invent new body of knowledge in teaching and learning by student-centered method, (3) create good atmosphere and environment as school of learning, (4) be prepared of materials, technology budget, and human resources, (5) be able to work on religious activities and world changing or globalization, (6) create the place for academic, professional, and Buddhist principles learning, (7) have good educational quality assurance, (8) have cooperative vision and goals, and (9) be able to manage teaching and learning broadly with modern materials and media. This finding related to Watidphan (2021) studying on the components of high-performance secondary schools and the result showed that successful schools of teaching and learning for students' growth and preparation for their higher grade levels and occupations bore high expectation for such success. Meanwhile, it also revealed that such schools had clear missions on the administration with internal body of knowledge for academic excellence and cooperation with regard to family, school, and community as well as carrying on school successful result sustainably. And Jaroenchai (2019) studied administrative development of high-performance organization in provincial administration level and this was found that an adjustment to globalization was important to respond clients' needs with rapidity, cheap, and well-planned to various situations.

4) Strategic management was found related to following indicators: (1) develop personnel potentials consecutively, (2) plan for organizational atmosphere and culture in learning, (3) support research conducting and learning developmental internal observation of teachers for teaching and learning management, (5)

administrate a school to satisfy the needs of parents and community, (6) develop curriculum in accordance with school and community contexts, (7) specify vision mission, and strategic plan according to cooperation, (8) plan for systematic resource management effectively, and (9) invent the connection with other organizations. The findings related to the study by Phatchararat (2004) on administrators' viewpoints towards strategic management in high schools. The finding revealed that environmental analysis helped analyze internal and external environment conditions of the school following SWOT. By doing so, the administrators stipulated vision, mission, corporate objectives, and strategic formulation; as a result, it helped take advantage of the competition once following strategic implementation, and assessment and control. Moreover, Thiamkaew (2021) studied academic administration strategy to standard quality of basic education of Phrapariyattidhamma School, General Education Department, in the Northeast and the result revealed strategic characteristics and indicators that teacher potential development on authentic evaluation and education transaction with student-centered played an important role to support teacher performance.

5) Community cooperation was found related to following indicators: (1) participate in making quality improvement plan, (2) have a hand in decision making, (3) brainstorm and analyze problem cooperatively, (4) follow up the evaluation of educational management, (5) contribute to support school activities in learning and recourse management, (6) be a part in receiving information, (7) be a part in recruiting qualified person in administration, and (8) parents' association and support. this related to the study by Ketsuphan (2009) on studying cooperative condition of the basic education committees of Ubon Ratchathani Primary Educational Service Area Office 5. Its result indicated that community cooperation consisted of several levels according to roles of responsibility and intention. Furthermore, Srithong (2013) studied community cooperation in smoke crisis and it was found that cooperation was a key part of development in little to large parts of the country; people could hand in hand in every part and it helped avoid some problems.

As a result of the study, it was found that there were 5 components and 43 indicators of being quality organization of Phrapariyattidhamma School, General Education Department, in the Northeast in the following: 1) 9 indicators of quality learners, 2) 8 indicators of professional teachers, 3) 9 indicators of high-performance school, 4) 5 indicators of strategic management, 5) 8 indicators of community cooperation; as shown in Figure 1.

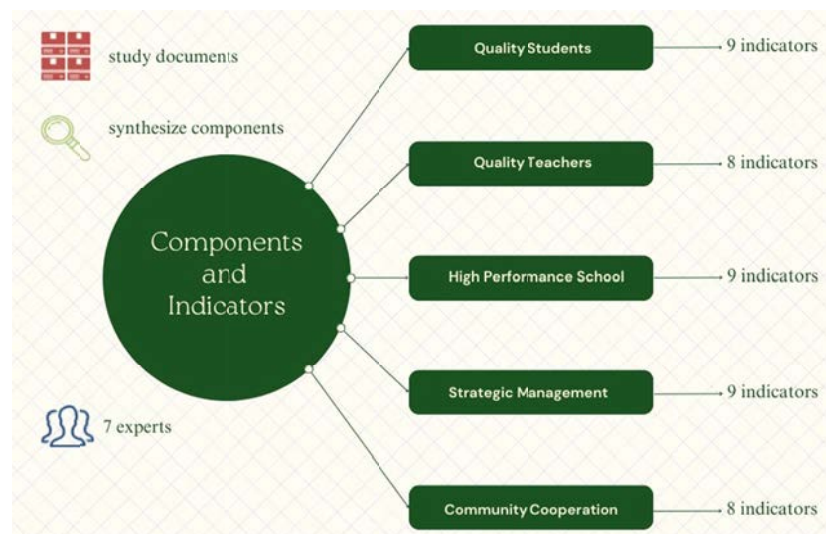


Figure 1. Components and Indicators of quality management in education of Phrapariyattidhamma School, General Education Department, in the Northeast

7. Recommendations

7.1 Policy Recommendations

- 1) School managers and administrators should plan on development and give opportunity for school personnels in cooperating in curriculum development related to students' needs and curriculum seminars continuously.
- 2) School personnels should be responsible for duties following by manuals and working schedules for being quality organization.

7.2 Recommendations for Future Study

- 1) The next study should be on the components of development and management in Phrapariyattidhamma School, General Education Department.
- 2) The strategy of educational management of Phrapariyattidhamma School, General Education Department should be conducted in the next study for the excellence of the school.

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