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OFFICE OF TAK PRIMARY EDUCATIONAL SERVICE AREA 1

RATTANA KEAWJANCHET : DEVELOPMENT GUIDELINES OF INTERNAL
EDUCATIONAL QUALITY ASSURANCE IN SMALL-SIZED SCHOOL UNDER
THE OFFICE OF EDUCATION SERVICE AREA 1 TAK PROVINCE.

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The purposes of this research were 1) to study conditions of management of internal educational quality assurance in small-sized schools under the Office of Tak Primary Educational Service Area 1, 2) to study problems of management of internal educational quality assurance in small-sized schools under the Office of Tak Primary Educational Service Area 1, and 3) to find developmental guidelines for management of internal educational quality assurance in small-sized schools under the Office of Tak Primary Educational Service Area 1.

The samples of this research consisted of 227 school administrators and teachers working in small-sized schools under the Office of Tak Primary Educational Service Area 1. The data collection was done by using multiple-answer questionnaires and quality assessment. The research instruments were checklist 5 rating scale questionnaire and interview. The statistics used in this research were standard deviation content analysis.

The research of the study were as follows:

1. The condition for the operation for internal quality assurance in small-size school was: school plans were set by the education standard. Administrative structures completed the school tasks at least 1 time for a year. Project evaluation was used to improve the educational plans. Self-assessment report was conducted for the operation for internal quality assurance.

2. The condition for the operation for internal quality assurance in small-sized school was at the moderate level. When considering each aspect, the highest mean level was the operation of examination standard followed by setting efficient development plans and the operation of educational plans.

3. From interviewing 17 experts regarding developmental guidelines of management of internal educational quality assurance in small-sized schools, overall, they suggested that schools should train and organize workshops for teachers, educational personnel, and related committee in order to make them become aware of their own responsibilities. Besides, everyone should brainstorm cooperatively to learn how to analyze information from National Education Standards and Basic Education Standards. Developing school personnel using either coaching technique or asking suggestions from specialists, for example, university instructors or officials from Office of the Basic Education Commission and Primary Educational Service Area Office was another suggestion. Moreover, schools should take their personnel to learn from successful schools or schools which already passed educational evaluation to motivate their performance. Furthermore, information should be updated and used for performing in schools efficiently. School personnel should have computer skill training to organize the data properly. Also, budgets should be supported from both internal and external sources so as to spend on any facilities and resources for the most effective learning and learning management. Administrators need to place importance on managing learning facilities and resources. Teachers, educational personnel, and related committee should collaborate to improve, rectify, and develop educational quality depending on the previous results of internal and external quality assessment. In addition, supervision, following up, and reports regarding internal educational quality assurance should be concerned in order to motivate officials to organize their work properly.