PRE-ANALYSIS OF THE 4th EDUCATIONAL QUALITY ASSESSMENT ON CHILD CENTER LEARNING MANAGEMENT[*]

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Abstract

This research is a qualitative study originating from the educational quality assurance according to the National Education Act, B.E. 2542 (1999) Article 47, which mandates "a system of educational quality assurance to enhance the quality and standards of basic education and higher education, comprising internal quality assurance systems and external quality assurance systems." School A has conducted internal quality assurance annually. This research gathered data from on-site fieldwork following the review of School A's internal quality assurance. The aim was to examine the actual educational management using observation, interviews, and document analysis, following assessment criteria and indicators in various aspects to verify correctness, appropriateness, feasibility, and usefulness. This research has chosen to discuss and disseminate the findings regarding ability in organizing student-centered learning. This research is a qualitative research conducted by conducting field survey for 3 days. The objective of this research is to conduct the 4th Educational Quality Assessment on Child Center Learning Management: Case Study of a School. The populations consisted of 19 teachers of A School in basic education level. The target group consisted of 5 teachers obtained from

voluntariness to receive instructional supervision. Methods for analyzing data are percentages and content analysis. The results of assessment revealed that the strength was application of local songs and Lamtad to support project-based learning in learning area of science and learning community under the Philosophy of Sufficiency Economy. The issue requiring development was that some teachers still establish instructional plans that are not child center learning and they were not based on the same standard without consecutive and systematical project result assessment as defined by PDCA (P=Plan, D=Do, C=Check, A=Action) Cycle. Suggestions were that all teachers should establish instructional plans emphasizing on child center learning plan under the same standard format with consecutive and systematical measurement and assessment under PDCA Cycle. Various instruction techniques were applied based on characteristics of subjects and students, for example, utilization of games, project-based instruction, etc. Improvement based on suggestions was scheduled to be operated within 2 years.

Keywords: Educational Quality Assessment, Learning Management, Child Center

Introduction

In order to provide quality education, it is necessary that the educational institutions must have clear standards and indicators of educational quality, develop operations to meet the specified standards and report to the public or related parties. In the new paradigm of Thai education reform, educational institutions are learning resources that are responsible for driving education quality development based on diversity and individual differences, creating mechanisms to drive development forward continually with an internal quality assurance system to create social confidence for the quality of learners (Department of Academic Affairs., 2002).

Internal evaluation or self-assessment is a process in educational management which will enable the information to reflect the performance of the school which will lead to the development and self-improvement to meet the educational standards. Therefore, if the school has a continuous self-assessment, it will give information about their own performance regarding what needs to be improved. Prawat said that the internal quality assurance system is responsible for controlling and monitoring the development of work in accordance with educational standards. However, when entering the educational reform in 2001, those who are directly involved in educational management and all stakeholders began to worry about how much educational reform would be successful. In order to achieve educational reform, the Whole School Approach (WSA) must be adopted, i.e. the reform of the management system, teacher and educational personnel, and educational quality assurance, to develop educational institutions. Therefore, the results of educational quality assessment from external neutral agencies with serious examination mechanisms should be promoted because it will provide accurate and reliable information that can be continuously used in the schools development (Prawat, 2001). Waraporn said that educational quality assurance is divided into internal and external quality assurance of educational institutions with different objectives and actions (Waraporn, 2005). Wirot and Peera said that internal quality assurance aims to improve the quality of educational institutions, while external quality assurance aims to support the standards of education. The evaluation of educational management and quality inspection of educational institutions was carried out by the Office for National Education Standards and Quality Assessment (ONESQA), which is an independent organization that performs the assessment according to the provisions of the National Education Act BE 2542, Section 47-51. The educational institution must provide a quality assurance system within the educational institution and shall consider educational quality assurance as part

of the educational management process that must be carried out continuously by preparing Annual reports and proposing to the original affiliation department (Wirot and Rattanawijit, 2001). According to Section 4 9 of the National Education Act BE 2542, it can be concluded that educational institutions that have received external quality assessment from the Office for National Education Standards and Quality Assessment (ONESQA) in the first round must have internal quality assurance continuously to prepare for external quality assessment in the second and next round at least once every five years. Therefore, in order to be in accordance with the spirit of the National Education Act BE 2 5 4 2 in the development of educational quality, the educational institutions must hurry to have internal quality assurance continuously because the education quality assurance will bring good results to many stakeholders as follows. Firstly, learners and parents will be secured and confident that the school will provide quality education and meet the standards. Secondly, administrators and teachers will work according to professional principles: systematic work, work planning, clear accountability, validation, so they must develop themselves and have lifelong learning to create faith for students, parents and communities. Thirdly, the management must have a leadership role in managing the school to implement the internal quality assurance system in order to develop the learners to meet the goals of the curriculum. Finally, students in schools that have passed the external quality assessment will have the opportunity to graduate, be good, talented and happy, and more importantly, they will be a human resource that is an important force in the development of the community, society and nation. Educational quality assurance is therefore an urgent need for schools to accelerate systematically (Wantana, 2000).

School A must undergo an assessment Office for National Education Standards and Quality Assessment (Public Organization). Generally according to

the National Education Act, B.E. 2542 (1999) Article 47, which mandates "a system of educational quality assurance to enhance the quality and standards of basic education and higher education, comprising internal quality assurance systems and external quality assurance systems." School A has conducted internal quality assurance annually. School A is situated in a rural area where there is no regular public transportation available, requiring the use of private cars, motorcycle taxis, or private motorcycles for commuting. The school has access to electricity and tap water. It is approximately 7 kilometers away from government offices and the market. Some surrounding areas consist of farmland, and the local population practices both Buddhism and Islam. The school is located near a temple, which provides educational support and serves as a learning resource for the school. It also promotes moral and ethical training. The community members mainly engage in agriculture, including farming rice, vegetables, and fruits, as well as working in industrial factories as laborers.

From the above, it shows that the educational quality assurance system is an important process for the development of education in the country. In the quality improvement, the educational institutions must integrated internal quality assurance to management process and instructional management at all times. It will make the school management system more efficient, work with clear goals and operational plans, which will ensure that schools will be able to provide quality education in accordance with national standards, encouraging Thai children to be good, capable and able to live happily with others in society.

Research Objectives

1. To assess the 4th Educational Quality on Child Center Learning Management: Case Study of A School.

2. To obtain the results of the 4th Educational Quality Assessment on Child Center Learning Management: Case Study of A School.

3. To gain knowledge from this research that would be beneficial for teachers or any-one interested in assessing educational quality or receiving educational quality assessment.

Research Process

Scope of the Researchs

The populations of this research were 19 teachers of A School in basic education level.

The target group of this research consisted 5 teachers of A School in basic education level obtained from voluntariness to receive instructional supervision.

Research Tools

Online AQA Assessment System

The 4th Educational Quality Assessment Form. Research Tool Creation and Quality Inspection was performed by Office for National Education Standards and Quality Assessment (Public Organization) below in Figure 1.

Fig. 1. Online AQA Assessment System

Office for National Education Standards and Quality Assessment 2020

Data Collection

The 4th external educational quality assessment was conducted to collect qualitative data covering systematicity, reliability, and efficiency.

For external quality assessment of educational institutions in Thailand, educational quality assessments of educational institutions will be conducted every 5 years by assessors from the Office for National Education Standards and Quality Assessment (Public Organization). Currently, the assessment is the 4th round.

1. Educational institutions must conduct self-assessments and provide SAR to ONESQA.

2. The evaluator studied on self-assessment report of the school.

3. The assessors from ONESQA must jointly assess the SAR with the following points – systematicness, reliability, efficiency. This is a meta-analysis and there is a conclusion on how many days it will be for field data collection.

4. Field data collection was scheduled and Pre-Analysis was input into AQA System.

Research Methodology

The research methodology in this study is a mixed-method approach, emphasizing qualitative research methodology. The details are as follows:

1. Problem Definition: Assessing whether internal quality assurance adheres to principles of correctness, appropriateness, feasibility, and usefulness, and whether it is systematic and continuous.

2. Educational Document Analysis: Establishing a framework for research.

3. Objective Definition.

4. Target Group Definition, selected through purposive sampling.

5. Selection of Research Tools, including assessment forms (field observation forms) and triangulation.

6. Data Analysis, encompassing both quantitative and qualitative analysis.

7. Research Conclusion.

Process of Student-Centered Teaching Management or Other Aspects according to the Name given by the Schools

Guidelines for Consideration: Considering the quality of teaching and learning processes that affect the quality of the students on the issue below:

1. System: Consider the effective teaching and learning process. Focus on learners. Manage learning and organizing extra-curricular activities that are consistent with the local context and community according to the interests of the learners, by which students participate in determining content and extra-curricular activities. Create opportunities for creative exchange between learners. Class management. Create a learning atmosphere in the classroom. Define methods and design tools for measuring and evaluating learning. Use the evaluation results as a feedback for the learners and teachers to continuously improve themselves.

2. Reliability: Consider the process and results of the evaluation of the teaching and learning of teachers and the examination results from real or empirical evidence based on multiple sources and consider the consistency of the results, reflecting the reliability of the assessment. (Under the condition: If the quality level of the assessment results differ not more than 1 level, it is considered consistent.)

3. Effectiveness: Consider the teachers' performance in teaching management, class management, self-development, professional development according to the goals or objectives set by the school. Consider innovation/being a good model, based on new ideas, methods or activities

applied to improve, change, solve problems or develop instruction management for more efficient and effective, and act as a good model for others.

Summary of Analysis Results and Discussion on Student-Centered Teaching Process

SAR of A School showed that teachers were developed their ability in organizing student-centered learning experience, as the following details.

Considering system aspect from 5W1H process, we found no trace and evidence who was reasonable, involved, affected in organizing projects or activities in both quantitative and qualitative. Only project names were found. There were no traces of what the teachers and the involved persons have done. Only 95% of teachers prepared their lesson plans, while there should be 100% of teacher preparing their lesson plans and class research. There were no traces of operation places. There were only some pictures in some projects. There were no traces of duration, date and time of school operation from starting to the end of project. There were no traces of principles and reasons of operations. There were no traces of how the school achieved the action plan, for example, applying assessment results to provide feedback to enable students to develop themselves in concrete ways. This corresponds to the findings of Rattinan, a study on conditions and problems of quality assurance operation in schools in Khu Mueang School Group under Buriram Primary Educational Service Area Office 4. The results showed that the conditions and problems of quality assurance operation in schools in Khu Mueang School Group under Buriram Primary Educational Service Area Office 4, overall was at a high level (Rattinan, 2014).

Considering reliability aspect, annual plan projects were fully completed, but there were no clear performance evaluations, both quantitative and

qualitative. It was found that 95 percent of teachers prepared their lesson plan, while other projects were found only the project name. No standard data collection process was found and no tools were used to collect information from a variety of data sources, such as administrators, students, teachers, experts, school committee, parents, alumni association, community, etc. No presentation of data, statistics, important projects, as well as various evidence supporting performance, both quantitative and qualitative, with accuracy, completion and easy check, were found. No evidence to show that the operation meet the standards/goals as plan clearly, concretely and continuously for at least 2-3 years, especially the projects that follow the recommendations of ONESQA from the external quality assessment, Round 3 : "Teachers should be assessed on the progress of learners in a variety of ways. Teachers should record after teaching by detailing learners' learning, the number of learners who are unable to learn and how to solve problems on an individual basis, in order to know how to arrange remedial teaching and apply for further class research." This corresponds to the findings of Sudarat, a study on internal quality assurance in in schools in Khu Mueang School Group under Buriram Primary Educational Service Area Office 3. The results showed that the operation of quality assurance operation in basic education institutions under Buriram Primary Educational Service Area Office 3 according to personnel opinions, overall was at a high level (Sudarat, 2014).

Considering effectiveness aspect, No performance indicating achievement as plan, both quantitative and qualitative was found. It was found that 95 percent of teachers prepared their lesson plan (they all should have done), while other projects were found only the project name. Unable to maintain quality. Performance was not improved. Problems in organizing student-centered learning experience were not reduced. Learning achievement in some subject areas is lower than the assessment criteria set at 75 percent. Comparing

between academic year 2017 and 2018, O-NET scores of Second Education Level 3 students decreased in mathematics and English subject, NT scores of Primary Education Level 3 students decreased in reasoning ability. No trace of school performance as a good model or developed for school innovation was found. This corresponds to the findings of Chaiwat, a study on a design and guidelines that would be useful for the improvement of the university with regard to the environmental activities, resource utilization, and the university's services. "Quality Function Deployment for the Environment Technique (QFDE)" was employed as the analytic instrument in examining the needs and the satisfaction (Chaiwat, 2019).

Teachers should record after teaching by detailing learners' learning, the number of learners who are unable to learn and how to solve problems on an individual basis, in order to know how to arrange remedial teaching and apply for further class research.
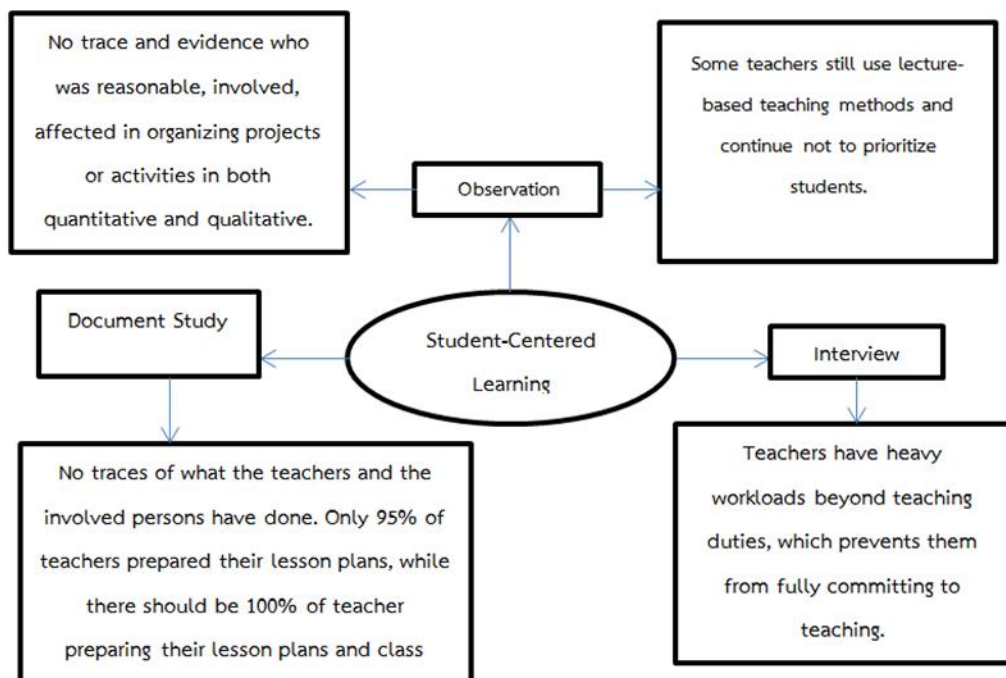

Fig. 2. Summary

Suggestions

1. It should spend more than 3 days collecting data to obtain comprehensive information.

2. Continuous monitoring is essential to track outcomes after the school accepts assessment results and implements recommendations.

Acknowledgment

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