



Relationships among Knowledge, Attitudes, and Practices on Educational Quality Assurance of Teachers in Basic Education Institutions in Trang, Satun, Phatthalung and Songkhla

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Abstract

This study aimed at investigating levels of and relationships among knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla. The data was collected from teachers from the institutions in the four provinces. The populations were 613 teachers. However, 520 teacher samples (84%) agreed to take part in this study. The samples were those agreeing to participate in the project arranged for promoting institutions and coordinating with original affiliations to form knowledge and understanding on the frameworks of external quality assessment determined by the Office for National Education Standards and Quality Assessment (ONESOA) and other ministries concerned in the fiscal year 2020 on December 22, 2020. The questionnaire applied was a 5-point Likert scale with the reliability of .98. Concerning data analysis, mean, standard deviation and correlation coefficient were used. The findings revealed that 1) the overall levels of knowledge and practices on the educational quality assurance of the teachers in the basic education institutions in Trang, Satun, Phatthalung and Songkhla were at high levels, the overall levels of attitudes was at moderate level and 2) the relationships among the three aspects contained a positive correlation with the statistical significance of .01.

Keywords: Knowledge, Attitudes, Educational Quality Assurance, Basic Education Institutions



Introduction

The advancement of information and technology nowadays generates fast changes in multiple spheres. Cultivating “quality of human resources” is considered to be one of the crucial factors enabling them to keep up with the changes. Undoubtedly, such cultivation is pertinent to educational systems, and the educational bodies directly responsible for the educational management are educational institutions. In other words, educational quality development should be started from developing the educational institutions. This is the reason why all of the educational institutions need an educational quality assurance system to ensure the capability of their educational quality management in producing qualified human resources for the society and the country.

According to Amendments of the National Education Act B.E. 2542 (Second National Education Act. B.E. 2545) (2002), educational standards and quality assurance systems for all educational levels and types were stipulated. The standards and the systems are thus a significant mission for all educational institutions and all concerned to accomplish. These are to be in accordance with the criteria and methods established by the Ministry of Education that oversees the country’s educational quality assurance. This is perceived as another mechanism driving educational quality assurance development to be undertaken continuously, systematically, qualitatively, and standardly. By this, it is highly possible that the quality of those graduating from the institutions will meet the expected quality standards. Parents, communities, organizations and workplaces will gain resourceful graduates ensured by well-managed quality standards. The graduates themselves will possess knowledge, abilities, skills and desired attributes in a satisfactory level determined by their educational curriculum committee. Here, it can be seen that learners are considered to be the most important entity in all educational institutions. That is to say, in arranging any educational activities or projects, learners’ direct and indirect benefits need to be taken into account. Nevertheless, educational management requires coordination from all involved so that learners’ education can be processed qualitatively and met the educational quality assurance.



According to the Ministerial Regulation on Educational Quality Assurance B.E. 2561 (Office of the Basic Education Commission, 2011), “educational quality assurance” is defined as assessment, following-up, and verification of educational quality in educational institutions regardless of their levels and types by using a reliable and qualitative mechanism for so doing to ensure educational improvement and the institutions’ capabilities in aligning their educational management to the expected educational standards and qualities. Moreover, as stated in the Ministerial Regulation on Educational Quality Assurance B.E. 2561, under Number 3, each educational institution is to have its own internal educational quality assurance system suitable for their educational levels and types. The educational institutions are also assigned to form the development plans for their educational management and accordingly translate them into practice, undertake assessments and verifications of educational qualities within their own places, follow up the educational management process, and annually submit self-assessment reports to their original affiliations or the state bodies responsible for overseeing their institutions.

The internal quality insurance is the work systematically undertaken in educational institutions. This type of work is vital and must follow its established standards as this will reflect the institutions’ educational management potentials and demonstrate such areas as learners’ qualities, the extent to which they are equipped with knowledge, teaching and learning approaches and strategies, learning assessments and evaluations, and areas for improvement, all of which can help enhance the learners’ learning achievements. Therefore, the quality assurance will ensure the qualities of what have been done in the educational places. Teachers and other educational personnel also play a key role in it. Their knowledge on and attitudes towards the quality assurance is of paramount importance. Their attitudes, in particular, should clearly be positive. They should perceive that such quality assurance needs cooperation and responsibilities from all of the teachers. The findings of the external quality assurance from the year 2018 to 2019 revealed that qualities of learners, educational administration, and student-centered learning experiences were at a moderate level. This could be attributed to the changes of indicators and standards made by Office for National Education standards and Quality Assessment (ONESQA). Due to the changes, teachers may not fully understand the new indicators and standards and how they can process their work to satisfy these.



With the aforementioned justification and with the need to continuously develop the educational quality assurance, the researchers decided to conduct the study on teachers' knowledge, attitudes, and practices on it. The teachers were selected as the participants as they directly involved in the work, being the powerful force of their educational institutions in contributing to the effectiveness of the educational quality assurance. It is expected that the research can generate results constructive to the development of the assurance.

Research Objectives

1. To investigate levels of knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla
2. To investigate relationships among knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla

Related Conceptions and Theories

The National Education Act B.E. 2542, under Chapter 6 “Educational standards and quality assurance”, stipulates the educational quality assurance system to be employed in all educational institutions. The system includes “Internal quality assurance” and “External quality assurance”, both of which can be applied to maintain qualities and standards in the educational institutions (Rutchanapan, 2006). According to Section 47 under the Act, all of the educational institutions in Thailand are to undertake the internal quality assurance to ensure those concerned that every learner is provided with quality education. The internal quality assurance is on the assessment, following-up and verification of education by personnel in the educational institutions or in their original affiliations. Given this, knowledge, skills, and practices in relation to the educational quality assurance are imperative if the educational quality development is to be accomplished.

Anuwong and Chiamcharatchot (2010) examined the levels of knowledge of university personnel (both lecturers and support staff) on the internal and external quality assurance. The findings showed that the lecturers' knowledge on the educational quality assurance was at a high level. However, they claimed that they needed to be given more

knowledge on a number of related policies and the quality assurance system at the faculty level, at the university level, and at the national level. They added that more understanding on the indicators, particularly on research indicators set by the Office of the Higher Education Commission (OHEC) and Office for National Education Standards and Quality Assessment (ONESQA), were required as these were pertinent to the establishment of the university's and the faculty's identity. With such knowledge, they maintained, the development would be geared to the same goal and direction. Another finding in the study revealed that the support staff's knowledge on the educational quality assurance was at a moderate level. However, their knowledge on the assurance issues related to their own work was at a very high level. They stated that they needed more knowledge on the quality assurance and other related policies, such as those concerning lecturers. Moreover, they claimed that they still lacked knowledge on quality assurance cooperation with other relevant networks. Sittinanchareon (2008) studied the integration of quality administration system into the educational quality assurance. The results showed that the personnel's overall opinions towards the integration were at a moderate level. The aspects on administration, readiness, and the personnel's participations were at a moderate level. With the mentioned studies indicating that further research on the educational quality assurance is still needed, the current study thus aimed at investigating such matter in the sphere of basic education in Thailand. In this study, the conceptions on the educational quality assurance stipulated in the Ministerial Regulation on Educational Quality Assurance B.E. 2561 were examined and used as the conceptual framework.

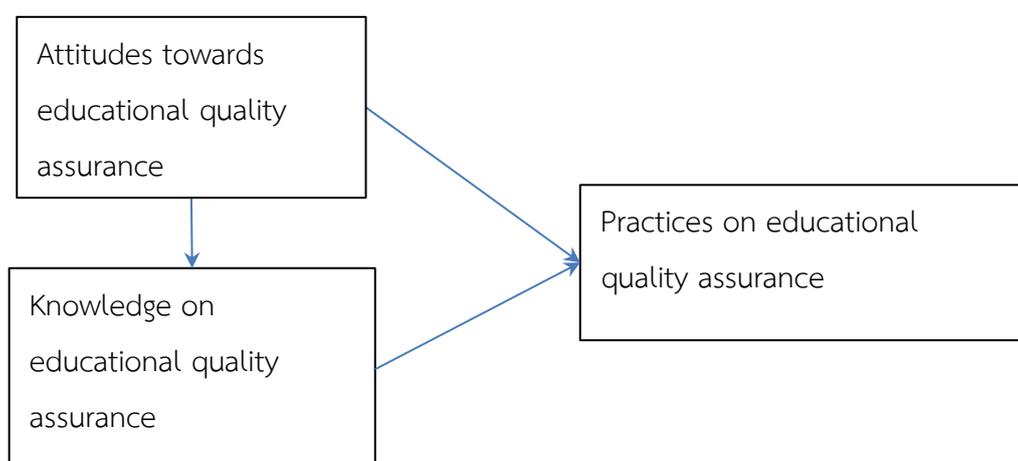


Figure 1 Conceptual framework



Research Procedure

This descriptive correlational research investigated the relationships among knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla. The research methodology applied is as follows.

1. Populations and samples

The populations in this study were 613 teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla whose names were on the list of potential participants in the project arranged for promoting institutions and coordinating with original affiliations to form knowledge and understanding on the frameworks of external quality assessment determined by the Office for National Education Standards and Quality Assessment (ONESOA) and other ministries concerned in the fiscal year 2020. This project was hosted by Songkhla Rajabhat University on December 22, 2020. The samples involved 520 teachers (84%) who agreed to participate in the project.

Table 1: Numbers of samples by each province under investigation

Province	Number	Percentage
Songkhla	286	55.00
Phatthalung	132	25.38
Satun	72	13.85
Trang	30	5.77
Total	520	100.00

2. Research instrument

The research instrument used was a questionnaire with 2 sections. Section 1 included 11 items on personal information of the participants: gender, religion, marital status, age, working responsibility, year(s) of teaching, level of working position, learning areas under responsibility, institution size, original affiliation, and province in which the institution was located. Section 2 was on the conditions of the quality assurance in the basic education institutions which could be categorized into the following three sub-sections: the first involved the participants' knowledge on the educational quality assurance (14 items), the second was on their attitudes toward the quality assurance (14



items), and the third was about their practices on the quality assurance (26 items). The questionnaire applied the 5-point Likert scale, ranging from strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. According to Pra-kong Kannasut (Pra-kong Kannasut, 1999, cited in Wirat Ratmani, 2007), the score range and its interpretation are below.

4.50 - 5.00	Containing knowledge, attitudes, and practices at a highest level
3.50 - 4.49	Containing knowledge, attitudes, and practices at a high level
2.50 - 3.49	Containing knowledge, attitudes, and practices at a moderate level
1.50 - 2.49	Containing knowledge, attitudes, and practices at a low level
1.00 - 1.49	Containing knowledge, attitudes, and practices at a lowest level

Regarding the relationships among the participants' knowledge, attitudes, and practices on the educational quality assurance, these were analyzed using the Pearson product-moment correlation coefficient (r) with the following value range and its interpretation.

Over 0.70	Indicating a strong relationship
0.31 - 0.69	Indicating a moderate relationship
Less than 0.31	Indicating a weak relationship

3. Research instrument verification

The content validity of the questionnaire was verified by using the Index of Item Objective Congruence (IOC) and it was found that all of the items in the questionnaire were congruent with the research objectives. Using Cronbach's Alpha-Coefficient (α), the reliability of the questionnaire was .98.

4. Data analysis

4.1 The data on the participants' personal information was analyzed using frequency and percentage.

4.2 The data on the participants' knowledge, attitudes, and practices on the educational quality assurance was analyzed using mean and standard deviation.

4.3 The relationships among the participants' knowledge, attitudes, and practices on the educational quality assurance were analyzed using the correlation coefficient.



Research Findings

1. The analyzed findings on the conditions of the educational quality assurance in terms of the participants' knowledge, attitudes, and practices were demonstrated in the following table.

Table 2: Means, standard deviations, and interpretations on levels of knowledge on the educational quality assurance of the participants in basic education institutions in Trang, Satun, Phatthalung and Songkhla, categorized overall and in each item

Item	\bar{X}	SD.	Interpretation
1. The participants have knowledge on “Educational standards and quality assurance” stipulated in the National Education Act B.E. 2542 and the National Education Act (No.4) B.E. 2562.	3.64	0.71	High
2. The participants have knowledge on “Quality assurance in basic education institutions” stipulated in the Ministerial Regulation on Educational Quality Assurance B.E. 2561.	3.65	0.72	High
3. The participants have knowledge on the educational quality control conducted in their institutions.	3.61	0.71	High
4. The participants have knowledge on the verification of educational quality in their institutions.	3.62	0.69	High
5. The participants have knowledge on the assessment of educational quality in their institutions.	3.68	0.69	High
6. The participants have knowledge on the determination of educational standards in their institutions.	3.67	0.75	High
7. The participants have knowledge on the establishment of development plans on educational management in their institutions.	3.77	1.92	High



Table 2: Means, standard deviations, and interpretations on levels of knowledge on the educational quality assurance of the participants in basic education institutions in Trang, Satun, Phatthalung and Songkhla, categorized overall and in each item

Item	\bar{x}	SD.	Interpretation
8. The participants know that their work is in accordance with educational standard indicators determined by their institutions.	3.75	0.73	High
9. The participants have knowledge on designing their work under responsibility to increase its quality and consequently align it with the educational standards determined by their institutions.	3.70	0.67	High
10. The participants have knowledge on their work assessment based on the educational standards determined by their institutions.	3.70	0.70	High
11. The participants have knowledge on applying the results of the quality assessment to improve their work for a constant quality development.	3.63	0.71	High
12. The participants have knowledge on collecting and storing educational documents and evidence according to the educational standards determined by their institutions.	3.71	1.90	High
13. The participants have knowledge on writing self-assessment reports regarding their responsible work.	3.71	0.71	High
14. The participants have knowledge on applying the results of the quality assessment as well as constructive feedback to improve their work.	3.70	0.68	High
Total	3.68	0.88	High

From Table 2, it can be concluded that the overall knowledge on the educational quality assurance was at a high level ($\bar{x} = 3.68$, SD. = 0.88). When considering each item, it was found that the participants' knowledge on the establishment of development plans



on educational management in their institutions contained the highest mean value ($\bar{x} = 3.77$, SD. = 1.92), followed by the participants' knowledge on applying the results of the quality assessment to improve their work for a constant quality development ($\bar{x} = 3.63$, SD. = 0.71), the participants' knowledge on collecting and storing educational documents and evidence according to the educational standards determined by their institutions ($\bar{x} = 3.71$, SD. = 1.90), the participants' knowledge that their work is in accordance with educational standard indicators determined by their institutions ($\bar{x} = 3.75$, SD. = 0.73), and the participants' knowledge on designing their work under responsibility to increase its quality and consequently align with the educational standards determined by their institutions ($\bar{x} = 3.70$, SD. = 0.67). The participants' knowledge on the educational quality control conducted in their institutions contained the lowest mean value ($\bar{x} = 3.61$, SD. = 0.71).

Table 3: Means, standard deviations, and interpretations of the participants' attitudes towards educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla, categorized overall and in each item

Item	\bar{x}	SD.	Interpretation
1. Educational quality assurance was a good tool for educational quality development.	3.96	0.86	High
2. Educational standards set by original affiliations and educational institutions can be used to improve educational qualities.	3.92	0.83	High
3. Educational quality assurance plays an important role in a continuous educational quality development at an institutional level and at a national level.	3.95	0.87	High
4. Educational quality assurance is vital but complex and it can be teachers' burdens.	2.76	1.09	Moderate
5. External quality assurance should be deferred as most basic education institutions are not ready for it.	2.92	1.05	Moderate



Table 3: (Cont.)

Item	\bar{x}	SD.	Interpretation
6. Educational quality assurance and educational administration are different entities. The former cannot be integrated with the latter.	3.35	1.19	Moderate
7. Educational quality assurance and regular work are different entities. The former cannot be integrated with the latter.	3.49	1.77	Moderate
8. Teachers can invest more time and energy if they do not have to work on educational quality assurance.	3.02	1.24	Moderate
9. An ad hoc team responsible for the educational quality system should be established rather than assigning the work to all teachers.	3.23	1.30	Moderate
10. Quality assurance standards set by original affiliations and educational institutions are too complex and cannot reflect actual educational qualities.	3.25	1.16	Moderate
11. Most educational institutions fabricate some documents for educational quality assessment.	2.98	1.18	Moderate
12. Prior to educational quality assessment, teachers must work hard to prepare document and evidence.	2.87	1.19	Moderate
13. The results of educational quality assessment cannot reflect actual educational quality.	3.02	1.18	Moderate
14. The results of educational quality assessment can be constructive for a continuous educational quality development.	3.65	1.02	High
Total	3.31	1.14	High



From Table 3, it can be concluded the participants' overall attitudes towards the educational quality assurance was at a high level ($\bar{x} = 3.31$, SD. = 1.14). When considering each item, it was found that the participants' attitudes towards the educational quality assurance as a good tool for educational quality development contained the highest mean value ($\bar{x} = 3.96$, SD. = 0.86), followed by their attitudes towards the educational quality assurance as playing an important role in a continuous educational quality development at an institutional level and at a national level ($\bar{x} = 3.95$, SD. = 0.87), and their attitudes towards the educational standards set by original affiliations and educational institutions as being able to be used to improve educational qualities ($\bar{x} = 3.92$, SD. = 0.83). Their attitudes towards the educational quality assurance as being vital yet complex and being able to be teachers' burdens contained the lowest mean value ($\bar{x} = 2.76$, SD. = 1.09).

Table 4 Means, standard deviations, and interpretations of practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla, categorized overall and in each item.

Item	\bar{x}	SD	Interpretation
1. Standards for educational quality assurance set by the institutions are in accordance with basic education standards.	3.93	0.785	High
2. The institutions' standards for educational quality assurance can reflect uniqueness and identity of the institutions.	3.87	0.789	High
3. The operation on the issues in No.1 and No.2 is coordinated by all institutional personnel.	3.93	0.826	High
4. The participants take part in determining indicators in each standard.	3.98	0.781	High
5. The institutions' standards for educational quality assurance have been analyzed prior to translating them into practice.	3.91	0.747	High



Table 4 (Cont.)

Item	\bar{x}	SD	Interpretation
6. The institutions' educational quality development plans have been made and brainstormed by all institutional personnel and others concerned.	3.97	0.760	High
7. The process of making the institutions' educational quality development plans have been cooperated by all institutional personnel and others concerned.	3.97	0.778	High
8. The institutions have concretely translated educational quality development plans.	3.78	0.759	High
9. The institutions have assessed the progress of the practices translated from educational quality development plans.	3.71	.0737	High
10. The institutions have developed their administrative structures or system conducive to educational quality development.	3.81	0.743	High
11. The institutions have developed the information system to support educational quality assurance.	3.68	0.755	High
12. The institutions have applied the information system to develop educational performance qualities.	3.74	0.731	High
13. The participants have planned for their assigned work so that it will meet the institutions' educational standards.	3.83	0.70	High
14. The participants have followed their working plans to accomplish established goals/objectives.	3.90	0.719	High
15. The participants have cross-checked their working achievements with established goals/objectives.	3.79	0.728	High
16. The participants have used their working achievements to develop further work to accomplish higher levels of goals/objectives.	3.79	0.729	High



Table 4 (Cont.)

Item	\bar{x}	SD	Interpretation
17. The participants' work has constantly been monitored in the supervision process.	3.68	0.736	High
18. The participants have received constructive feedback as well as suggestions in the supervision process to help enhance their working quality.	3.69	0.742	High
19. The participants can collect their documents/evidence for educational quality assurance without fabricating them.	3.74	0.82	High
20. The participants can write their self-assessment reports describing their roles and responsibilities.	3.99	1.872	High
21. The participants have participated in making their institutions' self-assessment reports.	4.05	0.770	High
22. The participants have participated in the institutions' quality assessment process.	4.02	0.769	High
23. The participants have been informed of the results of the institutions' educational quality assessment as well as feedback and suggestions from educational quality assessors.	3.92	0.724	High
24. The institutions have used the results of educational quality assessment for a constant educational quality development.	3.86	0.712	High
25. The results of educational quality assessment as well as feedback and suggestions have been exchanged and discussed for a constant educational quality development.	3.84	0.741	High



Table 4 (Cont.)

Item	\bar{x}	SD	Interpretation
26. The institutions and the participants employed the results of educational quality assessment as well as feedback and suggestions as a guide to improve their working performances.	3.97	2.186	High
Total	3.86	0.82	High

From Table 4, it can be concluded that the overall level of the practices on the educational quality assurance was at a high level (\bar{x} = 3.86, SD = 0.82). When considering each item, it was found that the participants' participation in making their institutions' self-assessment reports contained the highest mean value (\bar{x} = 4.05, SD = 0.77), followed by the participants' participations in the institutions' quality assessment process (\bar{x} = 4.02, SD = 0.76), the participants' writing of their self-assessment reports describing their roles and responsibilities (\bar{x} = 3.99, SD = 1.87), and the participants' participation in determining indicators in each standard (\bar{x} = 3.98, SD = 0.78). The participants' work having constantly been monitored in the supervision process contained the lowest mean value (\bar{x} = 3.68, SD = 0.73).

Table 5 Correlation values among knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla

Variable	Knowledge	Attitudes	Practices
Knowledge	-	.212**	.656***
Attitudes	-	-	.285**
Practices	-	-	-

** Statistical significance of .01



From Table 5, it was found that knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla contained a positive correlation with the statistical significance of .01. This indicates that the three variables have the positive correlation to one another. When considering each variable, it showed that the positive correlation between knowledge and attitudes was at a low level ($r = .212^{**}$), the positive correlation between knowledge and practices was at a moderate level ($r = .656^{**}$), and the positive correlation between attitudes and practices was at a low level ($r = .285^{**}$).

Conclusion and Discussion

1. The overall level of knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla was at a high level ($\bar{x} = 3.45$, $SD = 0.45$). When considering each of the three aspects (knowledge, attitudes, and practices), it was found that the practices on educational quality assurance possessed the highest mean value ($\bar{x} = 3.70$, $SD = 0.62$), followed by the knowledge on educational quality assurance ($\bar{x} = 4.02$, $SD = 0.76$), and the attitudes towards educational quality assurance ($\bar{x} = 3.21$, $SD = 0.65$). The followings are the conclusion of the mentioned three aspects.

1.1 The overall level of the knowledge on educational quality assurance was at a high level ($\bar{x} = 3.68$, $SD = 0.88$). The participants' knowledge on the establishment of the development plans on the assurance in their institutions had the highest mean value ($\bar{x} = 3.77$, $SD = 1.92$), followed by the participants' knowledge on applying the results of the quality assessment to improve their work for a constant quality development ($\bar{x} = 3.63$, $SD = 0.71$), the participants' knowledge on collecting and storing educational documents and evidence according to the educational standards determined by their institutions ($\bar{x} = 3.71$, $SD = 1.90$), the participants' knowledge that their work is in accordance with educational standard indicators determined by their institutions ($\bar{x} = 3.75$, $SD = 0.73$), and the participants' knowledge on designing their work under responsibility to increase its quality and consequently align this with the educational standards determined by their institutions ($\bar{x} = 3.70$, $SD = 0.67$). The participants' knowledge on the educational quality control conducted in their institutions contained the lowest mean



value (\bar{x} = 3.61, SD = 0.71). The findings on the teachers' high levels of knowledge on the educational quality assurance can be attributed to the fact that these teachers might already have knowledge on the assurance. Moreover, they have probably been equipped with such knowledge through multiple channels, such as workshops, training, seminars, or field studies. This is in line with the study conducted by Anuwong and Chiamcharatchot (2010) who examined knowledge of lecturers and support staff in the Faculty of Pharmacy, Srinakharinwirot University on internal and external quality assurance. The findings showed that the lectures taking part in the study contained knowledge on the educational quality assurance at a high level. However, they stated that they needed to learn more about relevant policies and the quality assurance system at a faculty level, a university level, and a national level. Their suggestions included the need to be equipped with understanding on the indicators set by the Office of the Higher Education Commission (OHEC) and Office for National Education Standards and Quality Assessment (ONESQA) as such indicators were relevant to the setting of the university's and the faculty's identity. The findings from the support staff taking part in the study showed that overall their knowledge on the educational quality assurance was at a satisfying level. They stated that they needed more knowledge on the quality assurance and other related policies, such as those concerning lecturers. Moreover, they claimed that they still lacked knowledge on quality assurance cooperation with other relevant networks that were the faculty of pharmacy of other universities. The findings in the current study were also in accordance with that conducted by U-naprom (2011) who studied the knowledge on and the participations in educational quality assurance work of the personnel in Nakhon Phanom University. She found that the personnel contained the knowledge and the participations at a high level.

1.2 The overall level of the attitudes towards the educational quality assurance was at a high level (\bar{x} = 3.31, SD. = 1.14). When considering each item under this section, it was found that the participants' attitudes towards the educational quality assurance as a good tool for educational quality development contained the highest mean value (\bar{x} = 3.96, SD. = 0.86), followed their attitudes towards the educational quality assurance as playing an important role in a continuous educational quality development at an institutional level and at a national level (\bar{x} = 3.95, SD. = 0.87), and their attitudes towards the educational standards set by original affiliations and educational institutions



as being able to be used to improve educational qualities (\bar{x} =3.92, SD. =0.83). Their attitudes towards the educational quality assurance as being vital yet complex and being able to be teachers' burdens contained the lowest mean value (\bar{x} =2.76, SD. =1.09). The findings are in line with Sukhonthamat's study (2012) that investigated the attitudes towards and the participations in educational quality assurance of the personnel in the Faculty of Science, King Mongkut's Institute of Technology Ladkrabang. Her study revealed that the personnel's attitudes on such a matter were at high levels. Kat-udom's findings (2013) were similar. The mentioned study examined knowledge on, attitudes towards, and participations in educational quality assurance of the personnel and the learners in Phrapokkiao Nursing College, Chanthaburi. The results showed that 1) the personnel's and the learners' knowledge on the assurance was higher, compared with that before they were provided with more knowledge on it, with the statistical significance of 0.001, 2) the personnel's attitudes towards the quality assurance was at a good level (47.90%) and their participations in it was at a moderate level (45.10%), and 3) the students' participation in the quality assurance was at a high level (39.61%).

1.3 The overall level of the practices on the educational quality assurance was at a high level (\bar{x} =3.86, SD =0.82). When considering each item, it was found that the participants' participation in making their institutions' self-assessment reports contained the highest mean value (\bar{x} =4.05, SD =0.77), followed by the participants' participations in the institutions' quality assessment process (\bar{x} =4.02, SD =0.76), the participants' writing of their self-assessment reports describing their roles and responsibilities (\bar{x} =3.99, SD =1.87), and the participants' participation in determining indicators in each standard (\bar{x} =3.98, SD =0.78). The participants' work having constantly been monitored in the supervision process contained the lowest mean value (\bar{x} = 3.68, SD =0.73). These findings were in line with Triphaichayonsak's study (2013) that explored personnel's participations in educational quality assurance in a postgraduate level. Her study revealed that the personnel's overall participation was at a high level. The highest level of their participations was in the process of proposing operational plans for the quality assurance and the lowest level was in the process of making educational plans. Moreover, they also took part in creating innovations for the work on the quality assurance. They added that they desired to have more participation in proposing ideas on developing educational quality plans after the



educational quality assessments. The current study's results were also in accordance with Plabkliang's study (2009) examining the personnel's participation in the work on educational quality assurance in the Faculty of Education, Kamphaeng Phet Rajabhat University. She found that the personnel took part in every step of the quality assurance at a high level. When ranking all the steps from the highest mean value to the lowest value, they were preparation, planning, operation, monitoring and assessing, applying the assessments' result for work development, making annual reports, and identifying areas for improvement. The findings on the steps are as follows. 1) In the preparation step, ranged from the highest frequency to the lowest one, they were the personnel's working overload, their lack of realization given to the importance of the quality assurance, and their lack of knowledge on such assurance. 2) In the planning step, ranged from the highest frequency to the lowest one, they were the planning not able to cover all relevant work and the lack of data analysis in the process of planning educational development plans. 3) In the operation step, ranged from the highest frequency to the lowest one, they were the personnel's participation in translating the educational development plans into practice, lack of cooperation in working operation, and the operation not following the established plans. 4) In the step of monitoring and assessing, ranged from the highest frequency to the lowest one, they were serious monitoring and assessment, the personnel's inadequate attention given to the step, and the lack of evidence for the assessment. 5) In the step of applying the assessments' result for work development, ranged from the highest frequency to the lowest one, they were analysis and synthesis strengths and weaknesses of the quality assurance operation. 6) In the step of making annual reports, ranged from the highest frequency to the lowest one, they were the collection of evidence for making the reports, outdated information for making the reports, and insufficient personnel doing the work.

2. The findings on the relationships among knowledge, attitudes, and practices on educational quality assurance of teachers in basic education institutions in Trang, Satun, Phatthalung and Songkhla showed the positive correlation with the statistical significance of .01, indicating that the three variables have the positive correlation to one another. When considering each variable, it showed that the positive correlation between knowledge and attitudes was at a low level ($r = 212^{**}$), the positive correlation between knowledge and practices was at a moderate level ($r = 656^{**}$), and the positive correlation



between attitudes and practices was at a low level ($r = .285^{**}$). These were consistent with the study conducted by A-rakpotchong and Chetsadarak (2013) who examined the influences of perceptions, attitudes, and participations on the effectiveness of the work undertaken by support staff in autonomous universities under the internal quality system. The findings were as follows. 1) The overall perceptions, attitudes, and participations were at a high level and the support staff's overall work effectiveness was at the highest level. 2) Every variable contained a positive correlation with a statistical significance. 3) The staff's perceptions on understanding and attitudes had a positive influence on their participations, their perceptions on behavioral attitudes had a positive influence on their work effectiveness, and their perceptions on monitoring and assessing had a positive influence on their work effectiveness. The current study's findings are also in accordance with the studies done by Watchararansi (2015) and Piluek (2016). Their findings revealed that the correlation between the perceptions and the participations was at a high level with the correlation value of .843 and with the correlation in the same direction. When considering each component, it was found that almost all of the components in the perceptions and the participations contained a correlation at a high level and in the same direction. The seventh component, administration and management, had the highest correlation value (.764), followed by the sixth component, arts and culture maintenance, with the correlation value of .760, and the second component, graduate production, with the correlation value of .653. However, only one component had a correlation at a moderate level (.394).

Recommendations from Research Findings

1. The standards for educational quality assurance have been changed. They appear more complicated. Because of this, workshops and training providing educational personnel with knowledge and positive attitudes on these are vital.

2. Educational personnel should be made realized that the work on educational quality assurance was the responsibility of not only support staff but also all in educational units. Workshops enabling the personnel to realize its benefits and importance are therefore needed.



Recommendations for Further Development

1. Other variables relevant to educational quality assurance should be examined.
2. Internal quality assurance with emphasis on teaching and learning which are significant to educational quality development should be studied so that qualities of teachers and learners can be systematically and constantly enhanced.
3. Other administrative factors, such as leadership, communication, participation, and organizational culture should be investigated in terms of their relationships with internal quality assurance.
4. Administrative components or factors such as organizational projects, budgets, and teamwork, all of which affect the success of internal quality assurance, should be investigated.
5. Potential factors hindering the relationships between administrative factors and internal quality assurance achievements should be studied.

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