Education Quarterly Reviews

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.

A Study of Teachers' Opinions on the Development of Educational Quality Assurance Systems in Phanat Nikhom Group 4 Schools Chonburi Primary Educational Service Area Office 2

Rungtiwa Henchai[1], Anusorn Nampradit[2]

[1,2] Department of Educational Administration, Faculty of Education, Suvarnabhumi Institute of Technology, Thailand

Correspondence: Rungtiwa Henchai. E-mail: Rungtiwaaew2536@gmail.com

Abstract

The objectives of this research were to 1) study the level of teachers' opinions on the development of an internal quality assurance system in schools in Phanat Nikhom Group 4, under the Office of Chonburi Primary Educational Service Area 2, 2) compare teachers' opinions on the system's development, categorized by gender, age, education level, and work experience, and 3) gather suggestions, problems, and solutions related to the system's development. The study included 113 teachers, 1 educational administrator, 1 educational supervisor, and 1 university lecturer. Data collection utilized questionnaires and interviews, analyzed using mean scores, percentages, standard deviations, t-tests, and one-way ANOVA. The findings revealed that 1) the overall level of teachers' opinions on the internal quality assurance system was very high in all aspects, 2) there were no statistically significant differences in opinions when classified by gender, age, education level, or work experience, and 3) suggestions emphasized improving the quality assurance system through the development of manuals, conducting training workshops, promoting Professional Learning Community (PLC) activities for knowledge exchange, and establishing a follow-up team to ensure the sustainability of improvements. These measures aim to enhance the effectiveness and long-term impact of the internal quality assurance system in schools.

Keywords: Teachers' Opinions, System Development, Quality Assurance

1. Introduction

In today's era of rapid transformation driven by information and technology, Thai society is significantly impacted, necessitating the development of human resources with the potential to compete effectively on a global scale. People are the key factor determining an organization's success or failure. Human resource management must align with strategic planning to enable personnel to work efficiently, particularly in enhancing the quality of education through internal quality assurance within educational institutions.

For the country to achieve stability and sustainability, there must be a focus on developing individuals capable of adapting to changes in the 21st century. This includes applying the principles of the sufficiency economy philosophy to sustainably develop the Thai social structure. The National Economic and Social Development

Board has outlined a 20-year national strategy and the National Education Framework 2017–2031 to integrate learning with the goals of sustainable development.

Thailand's educational reform emphasizes decentralization and the creation of an effective quality assurance system. This is stipulated in the National Education Act B.E. 2542 (1999) and its amendments in 2002, aiming to raise educational standards in schools. Studies on issues related to quality assurance in educational institutions have identified key problems such as improper management and a lack of teacher and personnel involvement. Therefore, school administrators play a crucial role in fostering an environment conducive to collaboration.

Given these circumstances, the researcher is interested in studying teachers' opinions in schools under the Phanat Nikhom Group 4, under the jurisdiction of the Chonburi Primary Education Service Area Office 2, regarding approaches to developing internal quality assurance systems in schools. This study is expected to provide essential insights for improving internal quality assurance systems in schools and serve as a guideline for the development of quality assurance systems within the Office of the Basic Education Commission in the future.

2. Research Objectives

- To study the opinions at various levels of teachers regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2. The focus will be on surveying the teachers' attitudes and perceptions towards the development process of this system, to gather information that can be used for improving and enhancing its implementation.
- To compare teachers' opinions regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, by classifying them based on various factors such as gender, age, education level, and work experience, in order to study the differences in opinions arising from these factors.
- To collect suggestions, issues, and solutions related to the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, with the focus on finding practical solutions that can be used to improve the quality assurance system in the future effectively.

3. Research Hypotheses

- Teachers' opinions regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, will differ by gender. It is anticipated that teachers of different genders may have varying attitudes and perspectives on the development of the internal quality assurance system in the schools.
- Teachers' opinions regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, will differ by age group. Teachers in different age groups may have different perceptions or attitudes toward the internal quality assurance system in the schools.
- Teachers' opinions regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, will differ by education level. Teachers with different levels of education may have different views or evaluations of the development of the internal quality assurance system in the schools.
- Teachers' opinions regarding the development of the internal quality assurance system in schools within the Phanat Nikhom 4 group, under the Chonburi Primary Education Service Area 2, will differ by work experience. Teachers with varying levels of work experience may have different opinions or evaluations regarding the development of the internal quality assurance system in the schools.

4. Literature Review

4.1. Quality Assurance in Education

The development of educational quality in educational institutions is an essential process aimed at ensuring the quality of education. Its goal is to be accountable to students, parents, and the community. Educational institutions must have a clear quality development plan that aligns with government policies and meets the needs of the community and local areas. The implementation of this process must show tangible results through evaluation and monitoring.

4.2. Definition of Quality Assurance in Education

The development of educational quality relies heavily on the quality assurance process. Quality assurance in education is a process that focuses on developing standards and quality through collaboration from all sectors, including educational personnel, parents, communities, and relevant organizations. The implementation of this process must adhere to the principles of decentralization and participation, with clear goals to ensure that the results align with the needs of society and the country. The quality assurance process includes both internal and external evaluations, particularly evaluations by the Office for National Education Standards and Quality Assessment (ONESQA), which plays a crucial role in ensuring quality and building public confidence. Educational quality focuses on integrating three aspects: quality according to educational standards, quality that meets the needs of service recipients, and quality that aligns with the goals of the service providers.

4.3. Scholarly Definitions of Quality Assurance in Education

Somchai Janyaipiboon (2012) defines quality assurance in education as the process of monitoring and evaluating the quality of education conducted by personnel within the educational institution or the governing body responsible for overseeing the institution.

Lamool Rodkwan (2012) defines internal quality assurance as activities carried out by the educational institution to develop quality and build confidence among parents and the community.

Amnuay Mee-Sri (2012) defines internal quality assurance within educational institutions as the evaluation and monitoring of quality by educational personnel or the governing body, along with management aimed at continuously developing students.

The Office of the Higher Education Commission (2014) explains that internal quality assurance refers to the process of creating systems and mechanisms aimed at developing, monitoring, reviewing, and evaluating the operations of higher education institutions. It must align with established policies and objectives, including achieving the quality standards set by the institution or the governing body. Internal quality assurance is thus part of the educational management process that must be carried out continuously without interruption. This process includes the preparation of an annual report that evaluates internal quality and presents the results to the governing body and relevant organizations. The results of the evaluation will be made publicly available to inform the development of educational quality and standards. The internal quality assurance process supports external quality assurance by complying with the Ministry of Education's regulations on quality assurance published in 2018, which require monitoring and evaluation to ensure that education is delivered according to standards at each level and type of education. Internal quality assurance mechanisms help ensure that educational institutions can provide education according to standards and achieve set goals, while also building confidence among students and parents in the quality of education and the institution's ability to deliver effective teaching and learning.

In conclusion, quality assurance in education is a process that ensures the effective management of education, with a focus on continuous improvement of student quality and educational management. This system includes both internal quality assurance, which is implemented by the educational institution itself, and external quality

assurance, conducted by relevant organizations. Both parts play crucial roles in enhancing the standards and outcomes of education to meet societal needs.

5. Research Method

5.1 Population and Sample Group

- Population: The study focuses on teachers from the "Phanat Nikhom 4" schools under the Chonburi Primary Education Service Area 2, totaling 158 teachers during the 2023 academic year.
- Sample Group: A sample of 113 teachers was selected, with a proportionate distribution by school and using simple random sampling.

5.2 Data Collection Tools

Two main tools are employed for data collection:
- Questionnaire: The questionnaire is divided into two sections:
  1. Demographic information (gender, age, education level, work experience) using a checklist.
  2. Likert-scale questions assessing opinions on the development of the school's quality assurance system, with a scale of 1 (least) to 5 (most). The researcher uses this data to categorize responses into levels such as "most" or "least" favorable.
- Interview: Interviews focus on understanding issues in the quality assurance system and potential solutions, conducted with school administrators from the selected schools.

5.3 Development of Data Collection Tools

- Questionnaire:
  1. Literature Review: The questionnaire was designed after studying relevant theories and research on educational management and quality assurance systems.
  2. Validation: The draft was reviewed by experts for content validity, using the Index of Item Objective Congruence (IOC), with acceptable values above 0.5. It was adjusted based on expert feedback.
  3. Reliability Testing: A pilot test was conducted with a non-sample group to calculate Cronbach's alpha coefficient, with results showing a high-reliability score of 0.93.
- Interview:
  1. Literature Review: The interview questions were designed based on a comprehensive review of relevant research.
  2. Expert Review: The draft was reviewed for clarity and comprehensiveness by an academic advisor.
  3. Finalization: Adjustments were made based on feedback before proceeding with the interviews.

5.4 Data Collection Process

- Questionnaire:
  1. The researcher coordinated with the Chonburi Education Service Area 2 to gather permission from school directors to distribute questionnaires.
  2. Surveys were distributed either in-person or via Google Forms, with follow-ups made to ensure timely responses.
- Interview:
  1. The researcher arranged interviews with school administrators, using official letters to request participation and scheduling interviews based on mutual availability.

5.5 Data Analysis

- Quantitative Data (Questionnaire):
    1. Descriptive statistics such as means, percentages, and standard deviations will be used to analyze responses.
    2. Data will be categorized into five levels based on the Likert scale, assessing the teachers' perspectives on the quality assurance system.
- Qualitative Data (Interviews):
    1. Thematic analysis will be used to summarize and identify key issues and suggested solutions regarding the quality assurance system.

5.6 Statistical Methods

- Reliability and Validity:
    1. Content Validity: The IOC was used to assess the relevance and clarity of the questionnaire.
    2. Reliability: Cronbach's alpha coefficient was calculated for consistency.
- Descriptive Statistics:
    1. Mean, percentage, and standard deviation will be used for summarizing data.
- Inferential Statistics:
    1. t-test: Used for comparing two groups.
    2. ANOVA: Used for comparing three or more groups, with pairwise comparisons performed if significant differences are found.

This approach ensures the research will be methodologically robust, with both qualitative and quantitative data providing a comprehensive understanding of the issues and potential solutions regarding the development of the quality assurance system in the schools.

6. Data Analysis

6.1. Research Findings

The analysis of the data regarding teachers' opinions on the development of the internal quality assurance system within the schools of the Phanus Nikom 4 group under the Chonburi Primary Educational Service Area Office 2 is shown in Table 2.

Table 2: Mean and Standard Deviation of Teachers' Opinions on the Development of the Internal Quality Assurance System within Schools in the Phanus Nikom 4 Group under the Chonburi Primary Educational Service Area Office 2

(n = 113)

Aspect of Quality Assurance Operation	Teachers' Opinion on the Development of the Quality Assurance System		
	$\overline{X}$	S.D.	Rank
1. Implementation of evaluation and quality assurance within the school	4.68	1.40	Highest
2. Operation according to the educational development plan of the school	4.66	0.51	Highest
3. Preparation of the educational development plan aiming for quality standards	4.62	0.53	Highest
4. Preparation of self-evaluation report	4.61	0.52	Highest
5. Follow-up on the implementation to ensure quality according to educational standards	4.59	0.55	Highest
6. Determining educational standards of the school	4.56	0.55	Highest

total		4.62	0.68	Highest

From Table 2, the teachers' opinions on the development of the internal quality assurance system in schools within the Phanus Nikom 4 group, Chonburi Primary Educational Service Area Office 2, overall, were at the "most" level (M = 4.62, S.D. = 0.68). When considered individually, all aspects were rated at the "most" level. The top three aspects in terms of mean scores, listed from highest to lowest, were: Implementation of evaluation and quality assurance within the school (M = 4.68, S.D. = 1.40).

Operation according to the educational development plan of the school (M = 4.66, S.D. = 0.51) Preparation of the educational development plan aiming for quality standards (M = 4.62, S.D. = 0.53)

Table 3: Comparison of Teachers' Opinions on the Development of the Internal Quality Assurance System within the Schools of the Phanus Nikom 4 Group, Chonburi Primary Educational Service Area Office 2, by Gender

(n = 113)

Aspect of Quality Assurance Operation	Gender				t	p
	Male		Female			
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1. Implementation of evaluation and quality assurance within the school	4.75	0.27	4.51	0.47	2.23	0.03
2. Operation according to the educational development plan of the school	4.77	0.34	4.59	0.45	1.81	0.07
3. Preparation of the educational development plan aiming for quality standards	4.76	0.28	4.63	0.43	1.38	0.17
4. Preparation of self-evaluation report	4.76	0.31	4.55	0.50	1.95	0.05
5. Follow-up on the implementation to ensure quality according to educational standards	4.74	0.35	4.56	0.50	1.56	0.12
6. Determining educational standards of the school	4.73	0.35	4.58	0.45	1.47	0.15
total	4.75	0.29	4.57	0.43	1.90	0.18

[*]P>0.05

From Table 3, comparing the opinions of male and female teachers on the development of the internal quality assurance system within the schools of the Phanus Nikom 4 group, Chonburi Primary Educational Service Area Office 2, it is found that there is no statistically significant difference between the genders in terms of their overall opinions on this matter. The p-values for all aspects are greater than 0.05, indicating that the difference is not significant.

Table 4: Comparison of Teachers' Opinions on the Development of the Internal Quality Assurance System in Schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, Categorized by Age (One-way ANOVA)

n=113

Item	Source of Variance	SS	df	Ms	F-test	Sig.
1. Establishing Educational Standards for Schools	Between Groups	.503	3	.168	.847	.471
	Within Groups	21.589	109	.198		
	Total	22.093	112			
2. Developing a Quality-Oriented Educational Plan	Between Groups	.476	3	.159	.848	.471
	Within Groups	20.414	109	.187		
	Total	20.891	112			

3. Implementing the Educational Development Plan	Between Groups	.567	3	.189	1.138	.337
	Within Groups	18.110	109	.166		
	Total	18.678	112			
4. Conducting Internal Evaluation and Quality Assurance	Between Groups	1.473	3	.491	2.279	.083
	Within Groups	23.475	109	.215		
	Total	24.947	112			
5. Monitoring Actions for Quality Assurance	Between Groups	.830	3	.277	1.215	.308
	Within Groups	24.807	109	.228		
	Total	25.637	112			
6. Preparing Self-Evaluation Reports	Between Groups	1.117	3	.372	2.002	.118
	Within Groups	20.279	109	.186		
	Total	21.397	112			
Overall	Between Groups	.727	3	.242	1.480	.224
	Within Groups	17.851	109	.164		
	Total	18.578	112			

$^*P>0.05$

From Table 4, the comparison of teachers' opinions on the development of the internal quality assurance system in schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, categorized by age, shows that overall, there were no statistically significant differences.

Table 5: Comparison of Teachers' Opinions on the Development of the Internal Quality Assurance System in Schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, Categorized by Educational Level (One-way ANOVA)

n=113

Item	Source of Variance	SS	df	Ms	F-test	Sig.
1.Establishing Educational Standards for Schools	Between Groups	.114	1	.114	.576	.450
	Within Groups	21.979	111	.198		
	Total	22.093	112			
2. Developing a Quality-Oriented Educational Plan	Between Groups	.000	1	.000	.000	.998
	Within Groups	20.891	111	.188		
	Total	20.891	112			
3. Implementing the Educational Development Plan	Between Groups	.087	1	.087	.520	.472
	Within Groups	18.590	111	.167		
	Total	18.678	112			
4. Conducting Internal Evaluation and Quality Assurance	Between Groups	.179	1	.179	.804	.372
	Within Groups	24.768	111	.223		
	Total	24.947	112			
5. Monitoring Actions for Quality Assurance	Between Groups	.057	1	.057	.247	.620
	Within Groups	25.580	111	.230		
	Total	25.637	112			
6. Preparing Self-Evaluation Reports	Between Groups	.167	1	.167	.874	.352
	Within Groups	21.230	111	.191		
	Total	21.397	112			
Overall	Between Groups	**.081**	**1**	**.081**	**.485**	**.488**
	Within Groups	**18.498**	**111**	**.167**		
	Total	**18.578**	**112**			

*P>0.05

From Table 5, the comparison of teachers' opinions on the development of the internal quality assurance system in schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, categorized by educational level, reveals that both overall and in individual aspects, there were no statistically significant differences.

Table 6: Comparison of teachers' opinions on the development of the internal quality assurance system in schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, categorized by work experience, using One-way ANOVA

n=113

Item	Source of Variance	SS	df	Ms	F-test	Sig.
1. Establishing Educational Standards for Schools	Between Groups	.437	3	.146	.733	.535
	Within Groups	21.656	109	.199		
	Total	22.093	112			
2. Developing a Quality-Oriented Educational Plan	Between Groups	.151	3	.050	.265	.851
	Within Groups	20.739	109	.190		
	Total	20.891	112			
3. Implementing the Educational Development Plan	Between Groups	.437	3	.146	.871	.458
	Within Groups	18.240	109	.167		
	Total	18.678	112			
4. Conducting Internal Evaluation and Quality Assurance	Between Groups	.548	3	.183	.816	.488
	Within Groups	24.399	109	.224		
	Total	24.947	112			
5. Monitoring Actions for Quality Assurance	Between Groups	.315	3	.105	.451	.717
	Within Groups	25.322	109	.232		
	Total	25.637	112			
6. Preparing Self-Evaluation Reports	Between Groups	.418	3	.139	.724	.540
	Within Groups	20.979	109	.192		
	Total	21.397	112			
Overall	Between Groups	**.295**	**3**	**.098**	**.586**	**.626**
	Within Groups	**18.284**	**109**	**.168**		
	Total	**18.578**	**112**			

*P>0.05

From Table 6, it was found that the comparison of teachers' opinions on the development of the internal quality assurance system in schools under Phanat Nikhom Group 4, Chonburi Primary Educational Service Area Office 2, categorized by work experience, showed no statistically significant differences.

Results of Data Analysis on the Synthesis of Teachers' Opinions Regarding the Development of the Internal Quality Assurance System in Panusnikom 4 Schools Under the Office of Chonburi Primary Educational Service Area 2 Based on the synthesis of interviews with three experts, using the content analysis technique, the following conclusions were drawn regarding the teachers' opinions on the development of the internal quality assurance system in Panusnikom 4 schools under the Office of Chonburi Primary Educational Service Area 2. Key development approaches include Role of the School Board The board should participate in planning, monitoring, and supporting teaching standards. Provide constructive feedback during educational development planning meetings. Use SWOT Analysis to enhance vision and align plans with educational goals and standards. Project and Task Improvement Employ continuous evaluation using the CIPP Model. Revise projects during implementation and apply evaluation results to improve the following year. Budget Management Focus on outcome-based budgeting and prioritize tasks effectively. Build external support networks to enhance resource allocation. Development of Information Systems Utilize information technology for accuracy and up-to-date data management. Establish a data center with clearly assigned personnel responsibilities. Annual Reporting Disseminate information through various channels such as websites, documents, and social media. Ensure easy and quick access to relevant stakeholders. These approaches emphasize the importance of systematic management and efficient resource utilization in enhancing the internal quality assurance system in schools.

7. Discussion of the Research Results

The study of teachers' opinions in the Panusnikom 4 schools revealed that teachers had a high level of support for the implementation of the educational quality assurance system in all aspects, including evaluation, adherence to educational development plans, and the creation of plans according to standards. This reflects an awareness of the roles of teachers and educational staff, consistent with previous studies, which emphasize the importance of teacher involvement and support from school administrators. When comparing teachers' opinions based on gender, age, educational level, and experience, no significant differences were found. This indicates a school management system that is consistent and responsive to the needs of staff in all groups. For the development of the educational quality assurance system, five key approaches were identified: 1) Increasing the role of the school board to engage in all processes, such as planning, monitoring, and connecting with the community; 2) Developing school improvement plans using SWOT analysis to set goals and vision; 3) Evaluating and improving projects using the CIPP model to assess and enhance efficiency at every stage; 4) Managing resources transparently by utilizing technology and building external support networks; and 5) Developing an information system that focuses on using technology to enhance data accuracy and modernity in management. The results of this study lead to strategies for enhancing educational quality that promote transparency in management, support participation from all sectors, and foster sustainable, systematic, and effective development of students.

8. Recommendations

8.1. Recommendations for the Implementation of Research Results

1．School Administrators: School leaders should use the evaluation results to raise awareness and improve the quality assurance system by developing clear manuals and guidelines. These documents should explain the processes and steps of the quality assurance system in a way that teachers and staff can easily understand and apply. Additionally, training sessions should be organized for teachers on the quality assurance system, focusing on practical training and solving issues that arise during the evaluation process. The internal evaluation system should be developed to cover all dimensions of educational quality, such as teaching, management, and stakeholder satisfaction.

2. Related Agencies: Agencies involved should promote a team-working culture by encouraging teachers and staff to collaborate through Professional Learning Community (PLC) activities to share experiences and development strategies. Continuous feedback from teachers should be collected, and meetings or surveys should be held regularly to improve the quality assurance system to meet teachers' needs.

3．Knowledge Exchange Activities: Knowledge exchange activities between schools in the Panusnikom 4 group should be encouraged to enhance collaboration, share best practices, and improve the effectiveness of the quality assurance system.

4. Establishing a Monitoring Team: A team should be established to continuously monitor the implementation of the quality assurance system in schools. This will ensure that research results are applied effectively and lead to the desired outcomes. It will also serve as a starting point for the ongoing improvement of the internal quality assurance system in response to changes in the school context.

8.2. Recommendations for Future Research

1. Comparative Study Across Different Schools: Future research should compare results with schools in different areas or schools that vary in size, physical characteristics, or structural aspects. This comparison can identify factors that might influence teachers' opinions about the quality assurance system in diverse contexts, such as differences in resources, organizational culture, or staff readiness.

2．Factors Affecting Quality Assurance Implementation: Future studies should explore in-depth the factors that influence the implementation of the quality assurance system, especially in schools under the supervision of the Chonburi Primary Educational Service Area 2. Research should examine both internal factors (e.g., staff, budget, and resources) and external factors (e.g., government policies and community cooperation).

3. Impact of Educational Policy Changes: Future research should investigate the impact of changes in national or local education policies on teachers' opinions and practices regarding the quality assurance system. Such studies should analyze both the positive and negative impacts to identify ways to improve policies to better align with real conditions and help teachers implement the quality assurance system more effectively.

Author Contributions: All authors contributed to this research.

Funding: Not applicable.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

References

Amnuay Meesri. (2012). *"Factors related to the effectiveness of internal quality assurance in primary schools under the Sisaket Primary Education Service Area Office."* Ubon Ratchathani Rajabhat University.

Amornrat Chaiyatamat. (2019). *"Development of internal quality assurance operation models in schools under the Secondary Education Service Area Office 23."* Journal of Buddhist Knowledge, 4(1), 29-30.

Best, J. W. (1977). *Research in Education. (3rd ed.)*. New Jersey: Prentice Hall Inc.

Danupop Phongnam. (2015). *"Current situation, problems, and guidelines for developing internal quality assurance in schools under the Secondary Education Service Area Office 3."* Mahasarakham University.

Deisy Sampul. (202). *"Implementation of the Internal Quality Assurance Process: Quality Mapping Analysis at State Senior High School in Tomohon City, North Sulawesi, Indonesia."* International Journal of Recent Educational Education, 1(2), 124-133.

Feldman, M. P. (1971). *Psychology in the Industrial Environment.* London: Butterworth.

Foster, Charles R. F., & Richard, C. (1952). Psychology of Life Adjustment. Chicago: America Technical.

Jintana Wongnak. (2021). "Guidelines for improving the implementation of internal quality assurance in schools under the Phra Nakhon Si Ayutthaya Primary Education Area Office 1." Journal of Humanities and Social Sciences, 9(2), 123-141.

Kamonthip Chaiyuwut. (2018*). "Implementation of internal quality assurance in schools under the Chiang Rai Primary Education Area Office 1."* Master's Thesis, Faculty of Education, Phayao University.

Kanjana Sreeruang. (2012). *Problems in implementing internal quality assurance in schools under the Bang Sai Subdistrict Municipality,* Chonburi Province. Master's Thesis, Burapha University.

Nittaya Ratcharaks. (2018). *"Implementation of internal quality assurance systems in small schools under the Nakhon Si Thammarat Primary Education Area Office 2."* Journal of Mahachulalongkorn Nakhon Ratchasima, 5(2), 184-204.

Noppamas Teerawakin. (1999). *Social Psychology and Life.* (3rd ed.). Bangkok: Thammasat University.

Office of the Basic Education Commission. (2010*). Guidelines for developing internal quality assurance systems in schools according to the law on quality assurance criteria and methods B.E. 2010.* Bangkok: Educational Testing Office.

Phanop Jaengploy. (2013). *"A study of the implementation of internal quality assurance in schools under the Chanthaburi Primary Education Area Office."* Rajabhat University, Rambai Phani.

Phirunsak Mahanitipong. (2021). *"Current status and guidelines for improving internal quality assurance in schools under the Ubon Ratchathani Primary Education Area Office 5."* Journal of Educational Innovations and Research, 5(1), 59-73.

Prapa Suthichaset. (2005). *Teacher participation in decision-making for the implementation of quality assurance in primary schools under the Samut Songkram Primary Education Service Area Office.* Thesis, M.Ed. (Educational Administration). Bangkok: Graduate School, Srinakharinwirot University.

Royal Gazette. (2019). *National Education Act* (No. 4) B.E. 2019. Royal Gazette. Volume 136, Issue 57 A, page 51.

Sutthikarn Chuthong. (2008). *Public Opinion on the Quality of Services of the Bang Lamung Subdistrict Municipality, Bang Lamung District, Chonburi Province.* Special Problem in Public Administration, Master of Public Administration, Graduate School of Public Administration, Burapha University.

Supitchaya Klanurak. (2016). *"Internal quality assurance implementation in medium-sized schools in the Koh Kaew group under the Rayong Primary Education Area Office 1."* Master's Thesis, Burapha University.

Ministry of Education. (2022). "Policies and priorities of the Ministry of Education for the fiscal year 2024." December 29, 2022.

Somchai Janyaipaiboon. (2012). *"Developing internal quality assurance models in schools under the Secondary Education Service Area Office 29."* Doctor of Education in Educational Administration, Graduate School, Ubon Ratchathani Rajabhat University.

Wantana Nuenoi. (2017). *"Implementation of the internal quality assurance system in schools under the Yala Primary Education Area Office 1."* Independent Research, Master of Education, Yala Rajabhat University.