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The Role of Educational Institution Administrators in Internal Educational Quality Assurance of Private Schools Nonthaburi Province

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Abstract

This research aimed to 1) study the level of academic administration roles of private school administrators, 2) study the level of quality assurance effectiveness, and 3) study the role of academic administration roles of school administrators that affect quality assurance. The sample group was 277 teachers in private schools under the Nonthaburi Provincial Education Office. Data were collected using a questionnaire on the role of academic administration in school administrators, with a reliability of 0.96. Data were analyzed using descriptive statistics, t-tests, and one-way ANOVA. The results of the study found that: 1) The role of school administration on educational quality assurance of school administrators overall and each aspect were at a high level, with the aspects with the highest mean value being development of innovative media and educational technology, Measurement, evaluation, and transfer of learning outcomes, and Promotion of community academic knowledge. When studying the level of effectiveness of quality assurance, the result was that the development of quality assurance systems, administrators providing advice, academic consultation, and taking care of education to the full potential and full time, and administrators promoting and developing the potential of personnel to be ready for decentralization. And the role of educational institution administrators that affect quality assurance analyzed in 9 aspects, it was found out that there were 4 aspects that could significantly predict the role of educational institution administrators that affect quality assurance at a statistical significance of .05, namely, the variables with the best predictive power were development of learning process, research for developing educational quality, educational supervision, and development of internal quality assurance system. These four variables can jointly predict the administrative role of academic administrators that affects quality assurance by 87.4 percent.

Keywords: Role of Administrators, Educational Quality Assurance Operations, Private School

1. Introduction

The Constitution of the Kingdom of Thailand, B.E. 2550 (2007), Section 43, stipulates that the state must ensure education is accessible and of high quality. Consequently, the National Education Act, B.E. 2542 (1999), and its subsequent amendments (Second Amendment, B.E. 2545 (2002), and Third Amendment, B.E. 2553 (2010)), were aligned under Chapter 6, which addresses educational standards and quality assurance from Sections 47 to 51. These provisions outline the principles and guidelines for implementing educational quality assurance. Section 48 specifically mandates that supervisory agencies and educational institutions establish internal quality

assurance systems within their schools and integrate quality assurance as a core component of institutional management. Educational quality assurance thus serves as a vital mechanism for improving educational standards. Every school is required to implement quality assurance systems to enhance the quality and standards of education across all levels. This involves two key components: internal quality assurance systems and external quality assurance systems. Based on the data from private schools in Nonthaburi Province, 56 schools achieved a good level in the third-round evaluation by ONESQA (Office for National Education Standards and Quality Assessment), accounting for 25.45% (Office of the Private Education Commission, 2015: 6).

Regarding the internal quality assurance of private schools in Nonthaburi Province for the academic years 2020 and 2021, the evaluation revealed that the overall quality assurance performance across the three educational standards was at an excellent level. The assessment of each standard indicated the following:

1. Standard 1: Learner Quality was rated as good.
2. Standard 2: Administrative Processes and Management of School Administrators were rated as excellent.
3. Standard 3: Learner-Centered Instructional Processes were also rated as excellent.

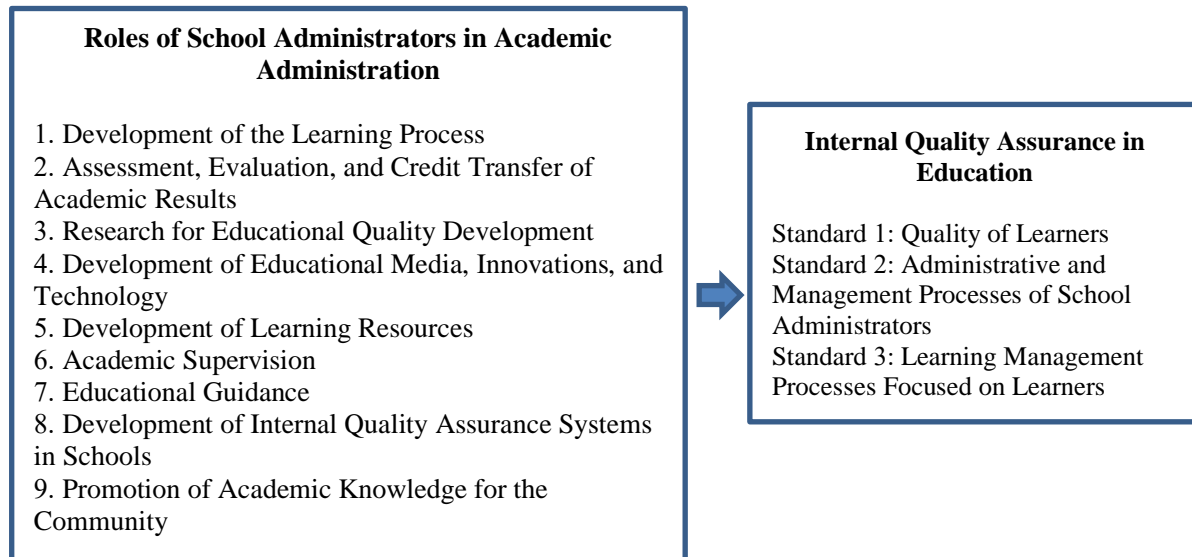
The COVID-19 pandemic has caused numerous challenges and obstacles in education. Online learning has replaced traditional classroom instruction and has become a vital component of modern education. However, certain subjects still require in-person learning due to limitations in facilities and equipment. Moreover, communication and collaborative activities among students play a crucial role in enhancing learning and developing various skills. Therefore, online learning cannot fully address all educational needs. However, having students return to full-time in-person classes amid the ongoing crisis does not seem to be an ideal solution. Practical subjects in various courses often cannot be fully covered through online learning. This leads to a lack of student engagement with online course content and unfamiliarity with internet-based teaching methods. Consequently, online learning has not achieved the desired level of success. In terms of organizing teaching activities, students are not actively engaged in the activities of courses that are conducted online. As a result, online teaching fails to meet the needs of the teachers. School administrators play a crucial role in the management of the institution. They must be leaders, coordinators, and conduct close monitoring. Although Thailand has implemented quality assurance in education, challenges remain in the execution of various tasks. These include a lack of coordination, insufficient support from school administrators, and a lack of understanding and cooperation from teachers and educational staff regarding the quality assurance process.

From the aforementioned problems and significance, it is evident that educational institutions need to ensure the quality and meet educational standards. Management is therefore a crucial component in the development of these institutions. This motivates the researcher to study the role of school administrators in ensuring internal quality assurance in private secondary schools in Nonthaburi province. The findings of this research can be used as information to plan and elevate the roles of school administrators in four academic areas to improve the quality of education. This will enable schools to be managed effectively, enhance the efficiency of internal quality assurance, and ensure the support and promotion of internal quality assurance according to the standards of basic education.

2. Objectives of the Research

1. To study the level of academic management roles of school administrators in private schools in Nonthaburi province.
2. To study the level of academic management by school administrators in private schools in Nonthaburi province.
3. To study the academic management roles of school administrators that impact internal quality assurance in private schools in Nonthaburi province.
4. To explore the strategies for developing the academic management roles of school administrators in private schools in Nonthaburi province.

3. Conceptual Framework of the Research



4. Research Methodology

4.1. Sample Population

The sample population consisted of secondary school teachers from private schools in Nonthaburi Province under the jurisdiction of the Nonthaburi Provincial Education Office during the academic year **2022**. The population included **26** schools with a total of **999** teachers (Nonthaburi Provincial Education Office, **2022**). The sample size was determined using the semi-automatic G*POWER program (Nipitpholt Sanitlou, Watchareeporn Sattaphet, Yada Napaarak, **2019**), resulting in a required sample of **277** participants. The sampling process utilized stratified random sampling, ensuring proportional representation of schools from each district, followed by simple random sampling to select participants within each stratum.

4.2. Research Instruments

The research instruments utilized in this study included: **1.** A questionnaire assessing the roles of school administrators in internal quality assurance for private secondary schools in Nonthaburi Province. **2.** Recommendations regarding the roles of school administrators in internal quality assurance for private secondary schools in Nonthaburi Province. **3.** An interview guide focusing on the roles of school administrators in internal quality assurance for private secondary schools in Nonthaburi Province.

4.3. Data Collection Procedures

1. The researcher requested an official letter from the Dean of the Faculty of Liberal Arts addressed to the directors of private secondary schools in Nonthaburi Province. This letter sought permission to collect data for research purposes.
2. Letters requesting permission for data collection, along with questionnaires, were sent to the selected private secondary schools in Nonthaburi Province. These schools were randomly selected to ensure adequate representation. The researcher provided clear explanations regarding the purpose of the research, as well as detailed instructions for completing the questionnaire. A specific deadline for returning the completed questionnaires was also provided.
3. Upon receiving the completed questionnaires, the researcher carefully reviewed and verified their completeness and accuracy. Only fully completed questionnaires, accounting for 100% of the responses, were included in the data set for statistical analysis.

4.4. Data Analysis

The statistical methods used for data analysis included:

- Calculating the mean and standard deviation.
- Performing a dependent t-test (as per Boontham Kitpreedabrisut, **2000**).
- Analyzing Pearson Product Moment Correlation Coefficient (as per Prasit Suwanraksa, **2012: 314**).
- Conducting Multiple Linear Regression analysis (Multiple Linear Regression Model).

5. Research Findings

Part 1: Results of the Analysis of School Management Roles in Internal Quality Assurance Based on Teachers' Opinions from Private Secondary Schools in Nonthaburi Province

Table 1: Mean and Standard Deviation of the School Management Roles in Internal Quality Assurance of Administrators.

The Role of School Administration in Internal Quality Assurance by Administrators	Level of Opinions			
	\bar{X}	S.D.	Level	Rank
1. Aspect of Learning Process Development (Y_1)	3.63	0.82	High	6
2. Aspect of Assessment, Evaluation, and Credit Transfer of Learning Outcomes (Y_2)	3.67	0.84	High	2
3. Aspect of Research for Educational Quality Development (Y_3)	3.59	0.89	High	9
4. Aspect of Development of Educational Media, Innovations, and Technology (Y_4)	3.63	0.86	High	1
5. Aspect of Development of Learning Resources (Y_5)	3.61	0.86	High	7
6. Aspect of Educational Supervision (Y_6)				
7. Aspect of Educational Guidance (Y_7)	3.64	0.87	High	5
8. Aspect of Developing the Internal Quality Assurance System within Educational Institutions (Y_8)	3.61	0.86	High	7
	3.65	0.86	High	4
9. Aspect of Promoting Academic Knowledge within the Community (Y_9)	3.66	0.88	High	3
Overall Average	3.63	0.82	High	

From Table 1, it is evident that the roles of school administration in internal quality assurance, as perceived by teachers in private schools under the jurisdiction of the Nonthaburi Provincial Education Office, were rated overall and in each aspect at a high level ($\bar{X} = 3.63$, S.D. = 0.82). The aspects, ranked from the highest to the lowest mean, are as follows: development of educational media, innovations, and technology ($\bar{X} = 3.67$, S.D. = 0.86); evaluation, assessment, and credit transfer of learning outcomes ($\bar{X} = 3.67$, S.D. = 0.84); promotion of academic knowledge within the community ($\bar{X} = 3.66$, S.D. = 0.88); development of internal quality assurance systems in schools ($\bar{X} = 3.65$, S.D. = 0.86); educational supervision ($\bar{X} = 3.64$, S.D. = 0.87); improvement of learning processes ($\bar{X} = 3.63$, S.D. = 0.82); educational guidance ($\bar{X} = 3.61$, S.D. = 0.86); development of learning resources ($\bar{X} = 3.61$, S.D. = 0.86); and research for improving educational quality ($\bar{X} = 3.59$, S.D. = 0.89).

Part 2: Analysis of the Effectiveness of Internal Quality Assurance Assessment in Schools by Teachers in Private Schools under the Jurisdiction of the Nonthaburi Provincial Education Office

Table 2: Mean and Standard Deviation of the Effectiveness of Internal Quality Assurance Assessment in Schools Based on Teachers' Opinions in Private Secondary Schools in Nonthaburi Province

Internal Quality Assurance in Educational Institutions	Level of Opinions			
	\bar{X}	S.D.	Level	Rank
1. Standard 1	3.69	0.78	High	2
2. Standard 2	3.71	0.77	High	1
3. Standard 3	3.69	0.80	High	3

Overall Average	3.70	0.77	High
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From Table 2, it was found that the efficiency of internal quality assessment within educational institutions, based on the opinions of teachers from private schools under the Nonthaburi Provincial Education Office, was overall rated at a high level ($\bar{X} = 3.70$, S.D. = 0.77). Ranked from the highest to the lowest average, the results are as follows: Standard 2 ($\bar{X} = 3.71$, S.D. = 0.77), Standard 1 ($\bar{X} = 3.69$, S.D. = 0.78), and Standard 3 ($\bar{X} = 3.69$, S.D. = 0.80).

Part 3: Results of the Comparison of Educational Administrators' Roles Affecting Internal Quality Assurance in Private Secondary Schools in Nonthaburi Province

Table 3: Mean and Standard Deviation of the Comparison of Educational Administrators' Roles Affecting Internal Quality Assurance in Private Secondary Schools in Nonthaburi Province, Categorized by Gender (Overall and by Aspects)

	The Role of Educational Administrators in Influencing Internal Quality Assurance	Gender				t	Sig.
		Male		Female			
		\bar{x}	S.D.	\bar{x}	S.D.		
1	The Development of Learning Processes	3.57	0.88	3.66	0.80	0.807	0.420
2	Assessment, Evaluation, and Credit Transfer of Learning Outcomes	3.57	0.92	3.71	0.81	1.167	0.244
3	Research for Educational Quality Improvement	3.56	0.98	3.60	0.85	0.389	0.697
4	Development of Educational Media, Innovations, and Technology	3.59	0.95	3.65	0.83	0.521	0.603
5	Development of Learning Resources	3.54	0.94	3.63	0.83	0.788	0.432
6	Educational Supervision	3.58	0.92	3.66	0.86	0.611	0.542
7	Educational Guidance	3.57	0.97	3.63	0.83	0.505	0.614
8	Development of Internal Quality Assurance Systems in Educational Institutions	3.62	0.91	3.67	0.84	0.370	0.711
9	Promoting Academic Knowledge in the Community	3.61	0.95	3.68	0.85	0.550	0.582
	รวม	3.58	0.90	3.66	0.79	0.705	0.481

From Table 3, it can be concluded that the role of school administrators in relation to the internal quality assurance does not depend on the gender of the teachers in private schools in Nonthaburi Province at a statistically significant level of .05. In other words, both male and female teachers have similar opinions regarding the role of school administrators in internal quality assurance, with no significant difference between them.

Table 4: Variables Showing the Relationship Between the Role of School Administrators and the Internal Quality Assurance of Private Schools in Nonthaburi Province

Predictor Variables in Order of Entry into the Equation	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	$\hat{\beta}$	Std. Error	Beta		
Constant Value	.528	0.77		6.850	
Development of Learning Processes (X_1)	.162	.049	.174	3.347	.001*
Research for Educational Quality Development (X_3)	.169	.055	.194	3.079	.002*
Educational Supervision (X_6)	.174	.058	.198	3.023	.003*
The Development of Internal Quality Assurance Systems in Educational Institutions (X_8)	.367	.054	.408	6.815	.000*

* Statistically Significant at the .05 Level

From Table 4, it was found that four aspects of the school administrators' academic management roles could predict internal quality assurance, including learning process development (X1), research for educational quality improvement (X3), educational supervision (X6), and the development of internal quality assurance systems (X8), in order of significance. These were statistically significant at the .05 level and collectively accounted for 87.4% of the prediction of internal quality assurance.

The roles that did not have a significant effect included assessment, evaluation, and credit transfer of academic results; the development of media, innovations, and educational technology; the development of learning resources; educational guidance; and the promotion of academic knowledge to the community. The equation can be written as follows:

The multiple regression analysis equation in terms of raw scores is as follows:

$$\hat{Y} = 0.528 + 0.162(a_1) + 0.169(a_3) + 0.174a_6 + 0.367(a_8)$$

The multiple regression analysis equation in terms of standardized scores is as follows:

$$\hat{Z} = 0.174(a_1) + 0.194(a_3) + 0.198(a_6) + 0.408(a_8)$$

Section 4: Comments and Additional Suggestions Regarding the Development of the Academic Management Role of School Administrators and the Implementation of Internal Quality Assurance Operations are presented in the following table.

Table 5: Mean and Standard Deviation Regarding Comments and Additional Suggestions on Participation.

Opinions and additional suggestions regarding the development of the academic management role of school administrators	Frequency (n= 32)	Percentage
1. The institution should involve teachers, educational staff, and the school committee in the development of the school development plan.	11	21.56
2. The institution should incorporate the results of each year's performance into the planning for the following year	5	9.80
3. School administrators should provide opportunities for teachers and education personnel to participate in decision-making regarding the projects and activities they are responsible for	9	17.64
4. The school should involve teachers in developing the criteria for evaluating projects and activities that are related to them	4	7.84
5. The school should design projects and activities that align with the educational standards and the context of the school and community	3	5.88
6. The school administrators should provide opportunities for all teachers to participate in developing the development plan and the annual action plan	5	9.84
7. The school or administrators should establish a clear and flexible timeline for the implementation of projects and activities	6	11.76
8. The implementation of quality assurance should be kept up-to-date, and everyone must be aware that it is a responsibility in which all must participate	2	3.92
9. A committee should be appointed, or the responsible teacher should be assigned to continuously monitor the results and systematically organize the work	3	5.88
10. The school should use the results of the self-assessment to continuously improve	3	5.88

6. Discussion of the Research Findings

1. The level of the role of school administrators in ensuring the internal quality of education in schools under the Nonthaburi Provincial Education Office is generally high. This may be due to the National Education Act, B.E. 2542 (1999) and its amendments (No. 2), which stipulate that all sectors should participate in the management

of education by decentralizing administrative authority to the Educational Service Area and schools directly. This allows school administrators to manage using the school as a base and to operate with legal authority as a corporate entity, resulting in greater flexibility in the management of schools. Furthermore, teachers, as personnel within the school, have the responsibility to manage education, which may involve direct or indirect participation in planning, decision-making, implementation, or evaluation within the school. The results of this research are consistent with the study by Patipon Jamlong (2019: 146), who examined the relationship between participation and the implementation of internal quality assurance in schools under the Secondary Educational Service Area Office 33. The study found that the overall level of participation was high. Deunphen Yollchai (2019: 125) studied the approach to developing participatory management in schools under the Buriram Primary Educational Service Area Office 1. The study found that the overall level of participation was high. Pandungjai Hengkhetu (2016: 159-179) studied the relationship between participation and academic performance in schools under the Sakon Nakhon Primary Educational Service Area Office 1. The study found that the overall level of participation was high. Arunee Sirisukpaiboon (2015: 70-81) studied the participation of teachers in internal quality assurance at a primary school in Wang Wa Subdistrict, Klaeng District, Rayong Primary Educational Service Area Office. The study found that the overall level of participation was high. This is also consistent with the findings of Weerasak Wongin (2014: 66), who studied the involvement of teachers in academic administration in the Trat Primary Educational Service Area Office. The study found that the overall level of participation was high. When considering the data from the research results by category, it was found that the development of media, innovations, and educational technology was rated as high, with the highest average score. This may be because teaching media is considered as a "third hand" for teachers. It helps make teaching more enjoyable and serves as a medium or a tool for conveying information, knowledge, or announcements to students. The administrators also play a part in promoting and providing guidance to teachers, as well as in procuring, supporting, and facilitating teaching media. This research finding aligns with the Basic Education Curriculum, B.E. 2544, which states that learning media is a crucial factor in helping educational institutions achieve the goals of the curriculum. Media serves as a tool to convey knowledge and ideas, as well as to foster moral values, ethics, and experiences for learners. It also aligns with the research findings of Nathchalida Butrdee Wong (2018: 67), who studied the use of innovation and information technology for school management in the 21st century at Saen Suk School, under the Office of Secondary Education Service Area 18. The study found that the use of innovation and information technology for school management in this area was rated highly.

2. The study on the implementation of internal quality assurance in private schools under the Office of the Education Service Area, Nonthaburi, revealed that overall, the performance was rated highly ($\bar{X} = 3.70$). This may be due to the fact that all teachers have become aware that internal quality assurance activities are part of the regular tasks of the institution, aimed at continuously improving the quality of learners. Teachers and all staff in the institution actively participate in setting goals, planning, monitoring, evaluating, developing, and improving the school's quality to meet educational standards. This process aims to ensure confidence among those seeking educational services. Moreover, it serves as a safeguard to prevent the school from managing and delivering education of poor quality. It also helps to create educational quality as a mechanism that empowers the development of high-quality human resources. The findings of this study are consistent with the research of Phanop Jaengphloi (2013:79), who studied the situation of internal quality assurance implementation in schools under the Chantaburi Primary Education Service Area Office. The study found that the overall implementation of internal quality assurance was rated highly. Sukit Kanthahat (2018:73) studied the situation of internal quality assurance management by school administrators under the Buriram Primary Education Service Area Office 2. The study found that the overall implementation of internal quality assurance was rated highly. Sutham Treewiset (2019:104) studied the situation of internal quality assurance operations in schools under the Surin Primary Education Service Area Office 2. The study found that the overall implementation of internal quality assurance was rated highly. Phakwipa Lukngao (2019:75) studied the condition and approach to the implementation of internal quality assurance in schools under the Buriram Primary Education Service Area Office 1. The study found that the overall internal quality assurance operations were rated highly. When analyzing the results by aspect, it was found that Standard 2, related to teachers analyzing individual learners and using data to plan instruction to develop students' potential, was rated highly and had the highest average score. This may be due to the follow-up procedures, which involved a committee responsible for collecting information on projects and activities

throughout the academic year, using educational standards as a framework to monitor, review compliance, identify issues and obstacles, and make improvements in internal quality assurance operations.

These findings align with the research of Janjob Harnklap (2016:144), who studied the factors contributing to the successful implementation of internal quality assurance based on ministerial regulations in private schools in the Bangkok area, and found that follow-up of operations was rated highly. Kritpetcharawat Khempech (2017:52) conducted a study on the condition of internal quality assurance operations in schools under the Buriram Primary Education Service Area Office 3. The study found that the aspect of monitoring and following up on operations was rated highly.

3. The comparison of the roles of school administrators affecting internal quality assurance in private schools in Nonthaburi Province, based on gender (male and female teachers) and categorized by age, position, and work experience, revealed that there was no significant difference in their opinions. This could be due to the involvement of teachers, educational staff, and other stakeholders in all aspects and steps of the operations to enhance the efficiency of school management, particularly in internal quality assurance, which is a key mechanism in driving the development of educational quality at the institution. Therefore, it is crucial to ensure that all parties are involved in the implementation of the internal quality assurance system. The results of this study are consistent with the research conducted by Sunantha Thungsuk, Sakkada Sathapornchana, and Nathee Chalaywaret (2017: 93-99), who studied the relationship between participative management and school effectiveness in schools under the jurisdiction of the Primary Education Service Area Office. They found that participative management had a strong positive relationship with school effectiveness at a statistical significance level of 0.01, with a correlation coefficient of 0.87. Sopida Klainongsuang and Sumet Ngamkanok (2015: 135-146) studied the participative management that affects the effectiveness of schools under the Roi Et Primary Education Service Area Office, District 3. They found that the participative management of school administrators had a strong positive relationship with the effectiveness of schools at a statistical significance level of 0.01. This finding is consistent with the research by Warunee Bamrungsawat, Waro Pengsawat, and Sirida Borachat (2011: 39-46), who studied the factors affecting the effectiveness of internal quality assurance operations of schools under the Education Service Area Office in Nakhon Phanom province. They found that the factors influencing the effectiveness and efficiency of internal quality assurance operations in schools were participation and consultation with stakeholders, as well as teamwork. Additionally, factors that should be promoted to enhance the effectiveness of internal quality assurance operations in schools include participation and consultation with stakeholders, communication, and teamwork.

7. New Knowledge from Research

From this research, it was found that the roles of school administrators in educational quality assurance are as follows:

1. Participative Management - Administrators encourage teachers, staff, and stakeholders to actively engage in every stage of the process, including planning, implementation, and evaluation. This inclusive approach fosters a sense of shared ownership and responsibility, while motivating all parties to contribute meaningfully to the quality improvement process.
2. Systematic Planning - Administrators establish clear and achievable goals through comprehensive planning that addresses all dimensions, including monitoring progress, reviewing processes, and implementing continuous problem-solving measures.
3. Capacity Building - Administrators provide training to enhance skills, such as utilizing quality assessment tools and data analysis programs. They also support lifelong learning for teachers and staff by encouraging further education or participation in academic seminars and conferences.
4. Quality-Oriented Culture - Administrators foster an organizational culture that emphasizes quality and transparency. They create an environment that encourages teamwork and open exchange of ideas, promoting collaboration and continuous improvement.
5. Technology Integration - Administrators utilize technology to enhance evaluation and data management, such as using online systems for tracking and assessment. They also support the development of digital learning resources to expand students' learning opportunities.

6. Networking and Collaboration - Administrators build partnerships with external organizations, such as universities, private sectors, or communities, to exchange resources and knowledge, fostering collaborative efforts to enhance educational quality.
7. Monitoring and Evaluation - Administrators establish clear and transparent systems for monitoring and evaluation, utilizing Key Performance Indicators (KPIs) and conducting regular reviews of performance to ensure continuous progress and improvement.
8. Visionary Leadership - Visionary administrators set clear directions and goals, such as preparing the institution to meet international standards. They inspire teachers and staff to recognize the long-term value of educational quality development.
9. Teamwork Enhancement - Administrators build strong teams to improve operational efficiency. They promote consultation and collaboration at all levels, fostering a cooperative environment that enhances the effectiveness of work processes.
10. Effective Communication - Administrators establish clear and transparent communication systems between administrators, teachers, staff, and parents. This reduces misunderstandings and fosters good cooperation in the quality improvement process.

8. Recommendations

Based on the study of the roles of school administrators in internal quality assurance at private schools in Nonthaburi Province, it was found that approaches to developing administrative skills can be effectively applied to address and enhance internal quality assurance in educational institutions. The researcher therefore offers the following suggestions:

1. Development of Learning Processes - To address the lowest average scores, proactive learning should be promoted. Teachers should be encouraged to adopt learner-centered teaching methods, such as project-based or problem-based learning. Training programs should be organized to enhance teaching skills and the use of technology for creating modern learning materials. There should be regular monitoring and evaluation of learning outcomes, utilizing assessment data to refine teaching processes. Additionally, a Professional Learning Community (PLC) should be fostered within the school by establishing networks for knowledge exchange among teachers to collaboratively improve teaching practices.
2. Assessment, Evaluation, and Credit Transfer - The lowest average scores indicate the need for administrators to develop a comprehensive evaluation system. A variety of appropriate tools should be employed to accurately reflect students' true potential. The assessment process should be improved by setting clear and transparent criteria for credit transfer. Evaluation results should be utilized systematically to enhance curriculum design and school management. Furthermore, collaboration and mutual understanding between teachers and parents regarding assessment and credit transfer standards should be established to ensure alignment and support for the evaluation process.
3. Research for Educational Quality Improvement - The lowest average scores highlight the need for administrators to seek new knowledge to foster research within the institution. Administrators should encourage teachers and staff to conduct classroom and administrative research. Adequate resources, budgets, equipment, and time must be allocated to research activities that aim to improve educational quality. Training sessions or workshops on research should be organized to enhance staff capabilities. Additionally, research findings should be effectively utilized to refine teaching methodologies and administrative processes, ensuring that improvements are evidence-based and aligned with the institution's goals.
4. Development of Educational Media, Innovation, and Technology - The lowest average scores in the use of educational technology suggest a need for appropriate technological advancements. Administrators should invest in media and technology that effectively support learning and management processes. Training sessions should be conducted to equip teachers and staff with the skills to creatively utilize instructional and administrative innovations. Moreover, a monitoring and evaluation system should be established to track the use of media and technology, ensuring its effective implementation and allowing for adjustments as needed to enhance outcomes.
5. Development of Learning Resources - The lowest average scores in this area indicate that administrators should allocate resources and develop learning resources that are modern and align with learners' needs. Efforts should include supporting lifelong learning, promoting the use of technology and digital media to expand learning

opportunities, and fostering collaboration with communities and external organizations to broaden the scope of learning resources. Monitoring and evaluation systems should be implemented to assess the utilization of these resources and ensure continuous improvement for maximum efficiency and impact.

6. Educational Supervision - The lowest average scores in this area suggest that administrators should develop a clear supervision plan with defined goals and guidelines focusing on problem-solving and school improvement. Continuous monitoring and evaluation should be conducted to assess progress, accompanied by constructive feedback for timely adjustments. Administrators should also promote collaborative learning by organizing knowledge-sharing activities among teachers and staff to enhance overall performance and efficiency.

7. Educational Guidance - The lowest average score in this area indicates that administrators should establish clear goals and guidelines for educational guidance that align with the context of the school. Additionally, there should be a focus on developing staff skills by organizing training or skill-enhancement programs related to educational counseling for teachers and relevant personnel.

8. Development of Internal Quality Assurance System - The lowest average score in this area suggests that administrators should set clear goals and measurable quality indicators. Opportunities should be provided for teachers, staff, and parents to participate in the quality assurance process. A monitoring system should be established to track performance and make improvements based on the collected data. Additionally, training or skill development should be organized to equip teachers and staff with knowledge on quality assurance practices.

9. Promotion of Academic Knowledge in the Community - The lowest average score in this area indicates the need for organizing practical workshops. Administrators should arrange training activities to enhance academic knowledge for teachers and staff. An academic network should be established, fostering collaboration with the community, parents, and local experts to promote shared learning. Additionally, knowledge exchange should be encouraged by organizing platforms where teachers and the community can share best practices to address challenges and improve the quality of education.

9. Suggestions for Future Research

1. Promote participation by creating opportunities for teachers, staff, parents, and students to engage in the quality assurance process.

2. Set clear goals, plan, and establish objectives that align with the needs of the students.

3. Continuously monitor and evaluate, track the progress of the operations, and make improvements based on the received data.

4. Support resources and technology by allocating appropriate resources and utilizing technology to enhance the learning process.

5. Create a conducive environment by organizing a learning-friendly, safe, and creativity-stimulating atmosphere.

6. Develop teachers and staff by supporting the enhancement of their skills and knowledge to be ready for change. The role of leadership that focuses on student development and fostering collaboration within the organization will help elevate the quality of education sustainably.

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