

Internal Education Quality Assurance of Basic Educational Schools to Enhance Student Abilities towards Excellence of the Secondary Educational Service Area Office Nonthaburi

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Abstract:

This research article aims to study the current state and guidelines for internal quality assurance in basic education institutions to enhance student competencies towards excellence, under the Nonthaburi Secondary Education Service Area Office. The data providers included 13 school principals, 14 deputy school principals in the academic administration group, and 73 teachers responsible for internal quality assurance, totaling 100 individuals. The sample size was determined using stratified random sampling and the Krejcie–Morgan table. The research instruments were questionnaires and interviews. Statistical analyses included mean, standard deviation, and content analysis. The findings revealed that: 1) The overall current state of internal quality assurance in basic education institutions to enhance student competencies towards excellence was at a high level. 2) The guidelines for internal quality assurance in basic education institutions to enhance student competencies towards excellence showed that institutions focus on systemic management through participatory processes in defining educational standards that link key competencies and 21st-century attributes to the urban community context. This involves strategic planning and resource allocation to drive proactive learning management according to the PDCA quality cycle, integrating digital technology and collaborative networks across all sectors, alongside the development of a robust authentic assessment system and monitoring through Professional Learning Communities (PLCs).

Keywords:

Internal quality assurance, basic education level, learner competencies, excellence.