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The Causal Relationship Model of Effectiveness of Internal Quality Assurance in Primary Educational Service Area Office NO.11

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Abstract

The purposes of this research were: 1) to study the level of effectiveness of quality assurance in Primary Educational Service Area Office 11 and level of causal factors that were studied 2) to examine the causal relationship model of internal quality assurance effectiveness of elementary school, 3) to establish the guidelines for developing factors affecting the effectiveness of quality assurance in Primary Educational Service Area Office 11. The research was divided into 3 phases, consisting of: Phase 1: creating a hypothesis model with the following steps: Step 1: study and analysis of documents was a study of principles, theories, and concepts about factors affecting insurance effectiveness quality assurance within primary schools. Step 2: a study of factors affecting the effectiveness of quality assurance work within primary schools from 5 experts. Phase 2: checking for consistency with empirical data. The sample group consisted of school administrators and teachers responsible for quality assurance within primary schools in Primary Educational Service Area Office 11, academic year 2021, with 1,120 people, consisting of 560 school administrators, 560 teachers responsible for internal quality assurance, who have worked in the same school out of 560 schools. Phase 3: Find ways to develop factors that affect the effectiveness of quality assurance work in Primary Educational Service Area Office 11 by analyzing structural equation modeling (SEM) and linear model analysis using Chi-Square statistics. The data were analyzed using SPSS and LISREL software packages quantitative data by advanced statistics. Conduct a focus group discussion of 10 people. The findings were as follows: 1. The level of Effectiveness of Internal Quality Assurance in Primary Educational Service Area Office 11, the average was at a high level and the causal factors that were studied included executive leadership, school culture, teacher learning management and participative management. All of the factors were averaged at a high level. 2. The Causal Relationship Model of Effectiveness of Internal Quality Assurance in Primary Educational Service Area Office 11 was consistent with the empirical data. The quasi-square (χ^2) is 131.25, the degrees of freedom (df) was 110, the probability (p-value) was 0.08165, the chi-square relative (χ^2/df) was 1.19. That was the model is well harmonized. It showed that the main hypothesis was accepted that the causal relationship model of factors affecting quality assurance effectiveness within primary schools developed harmoniously with empirical data which was consistent with the analysis results, the GFI is 0.99, the adjusted AGFI is 0.97, which was closed to 1, and the root mean square index of the remainder (RMR) had a value of .003, which approached zero and the forecasting coefficient (R2) was .90, (RMSEA) was 0.0131, (CN) was 1252.51, and (CFI) was 1.00. The model was given 10 experts confirmed. It was found that all experts confirmed the model according to the analysis results. 3. This research proposed the guidelines for developing factors that directly affected the effectiveness of quality assurance in Primary Educational Service Area Office 11, 1) Leadership factors of executives developed by executives must have academic leadership. 2) The school culture was developed by administrators and teachers must create awareness among personnel in the organization to see the value and importance of working together, organizing the learning process to be effective and 3) Executives must encourage brainstorming to create diverse opinions.

Keywords: The Causal Relationship Model, Effectiveness of Internal Quality Assurance in Primary Schools.



1. Introduction

The National Education Act of 1999 has given educational management guidelines that education management must adhere to the principle that all learners have the ability to learn and develop themselves and regard learners as the most important. The educational management process must encourage learners to develop naturally and to their full potential emphasizing the importance of knowledge and morality learning processes and integrates them as appropriate, allowing educational institutions to develop effective teaching and learning processes. Including encouraging teachers to research to develop learning that is suitable for learners at each level of study which defines educational standards. It is a feature specification desirable quality and standards that are required to occur in all educational institutions and to be used as the main therefore, comparable for the promotion and supervision, inspection, evaluation and quality assurance of education important educational standards required to occur in educational institutions, thus relating to factors, processes, and outputs from educational management to supervise, monitor, supervise, inspect and guarantee the quality of educational institutions. Therefore, educational standards do not only mean quality in any aspect, but also include educational output that occurs to learners in all aspects. The teaching and learning management process of teachers and the educational management process. (Office of the Basic Education Commission, 2020, page 9-10).

According to the ministerial regulation on educational quality assurance, the meaning educational quality assurance that is an evaluation and monitoring and auditing of quality according to educational standards of educational institutes at each level and type of education, with mechanisms to control and audit the administrative system. Educational quality organized by educational institutions to develop and build confidence among stakeholders and the public that educational institutions are able to provide quality education according to educational standards and achieve their goals of the parent agency or regulatory agency (Office of the Basic Education Commission, 2020, page 55)

Educational quality assurance is divided into 2 types: external quality assurance, which is operated by an independent and impartial external agency, having a role in assessing according to the standards of educational institutions across the country and performing every 5 years; and internal quality assurance is required for each educational institution establishing an educational quality assurance system within educational institutions by setting educational standards for educational institutions as well as making educational management development plans of educational institutions which focuses on quality according to educational standards and implements the plan set out to provide assessment Monitor and inspect the quality of education within educational institutions. To develop educational institutes to meet the quality of educational standards and submit self-assessment reports to the affiliation agencies or agencies that supervise educational institutes annually. (Office of the Basic Education Commission, 2020, page 8-9).

Ministry of Education Has formulated a policy to reform the assessment system and ensuring the quality of education both internally and externally at all levels prior to assessment quality in the next round by having to improve standards and indicators to be less concise And truly reflects the quality, emphasizing the assessment of real conditions, not complicated, establishing standards, assessing bureaucratic systems to reduce the burden of data storage reduce the preparation of assessment documents, adjust the assessment paradigm that aims for development based on the educational institution's context, including developing internal quality assessors to have standards that are more accurate Credible, able to give advice and advice to educational institutions that are in line with the standards basic education for the internal quality assurance of educational institutions is recognized from educational institutions and certified by the Ministry of Education which changes of the educational quality assessment system according to the education reform policy It is a new assessment system that focuses on assessing the overall quality of educational institutions (Holistic rubrics) of educational management of educational institutions. It is not a separate or separate component of the performance or process evaluation, but an overall evaluation of the work or the overview of the operation process that requires knowledge and ability and assessment skills of the assessor. The assessors must study and collect data in total which is an assessment and judgment of educational quality assessment results according to the judgment based on expertise the appraisers need to have knowledge comprehensively based on data analysis together among the assessors to determine the level. Quality is not rated based on individual opinions. Assessors need to understand each other for effective assessment. Therefore, the assessor's standard. It is extremely important and necessary.(Office of the Basic Education Commission, 2017, page 1).

As for the implementation of quality assurance within elementary schools, most personnel do not see the importance. Lack of knowledge and understanding of forms and methods in the implementation of quality assurance



within the school. Lack of cooperation and awareness in developing quality assurance operations within schools and staff with workload too much responsibility. Lack of promotion and support from executives documented knowledge of quality assurance within schools is insufficient. Lack of follow-up supervision Intermittent Performance Reporting Assessment results are not used, personnel are afraid of assessments and the preparation of information. The information is not systematic In addition, it was found that there was a problem in appointing an internal quality assurance committee due to lack of meetings between school administrators. Administrators seriously lack of leadership and vision to develop quality assurance within schools. Personnel are not trained school quality assurance heads and teachers lack of knowledge and understanding about quality assurance operations. Each person will follow their own understanding and lack of facilities for internal quality assurance evaluation have problem, there is no budget to support the implementation, the media, materials, and equipment are inadequate, such as computers, photocopiers. Lack of data collection for quality assurance preparation lack of follow-up supervision and lack of learning resources Lack of technology that facilitates learning. Lack of relationship promotion and cooperation with the community and lack of appropriate community service activities In terms of reporting, personnel do not have the skills to write reports, lack of information storage systematically. There is no written administrative structure and lack of Participation of related persons (Amornrat Chaitamat, 2019, pages 2-3)

An interesting researcher on the implementation of internal quality assurance of primary schools is the research by Poom Praraksa (2015, pp. 128-129) on factors influencing the effectiveness of internal quality assurance operations of small primary schools. In the northeastern region, the research found that there were many factors influencing the effectiveness of internal quality assurance operations of small primary schools. Sorted in descending order of the coefficient of influence as follows: innovative school culture open organization atmosphere and teacher leadership; teamwork open organizational environment 3) The total influence consisted of 5 factors: academic leadership of administrators, Teacher Leadership Open Organizational Atmosphere innovative school culture and teamwork It was found that all factors in the model together explained the variance in the internal quality assurance performance of small primary schools in the Northeast at 85 percent.

The Office of Education Region 11 was established in accordance with the Order of the Head of the National Council for Peace and Order No. 19/2560 on Regional Education Reform of the Ministry of Education, dated April 3, 2017, to perform the mission of the Ministry of Education. in driving education at the regional and provincial levels by facilitating, promoting, supporting and developing cooperative and integrated education with affiliated agencies Ministry of Education and other agencies or sectors involved in the area of responsibility in 3 provinces, namely Sakon Nakhon, Nakhon Phanom and Mukdahan (Office of Education Region 11, 2021, page 1), which all 3 provinces mentioned located in the border special economic development zone It is an area that needs to develop the quality of people or youth to have knowledge, ability, potential and be able to compete. The main infrastructure that can develop personnel is education, whereby educational institutions must provide quality education. And there must be implementation of educational quality assurance to achieve results, especially quality assurance within educational institutions in preparation for being assessed by external organizations. To lead to the certification of the quality of education of educational institutions, which are schools. However, it is found that there are many factors that influence each other in quality assurance work within primary schools. Especially small elementary schools are not as successful as they should be. Whether it's the quality of the students. Administrative and management processes including the process of teaching and learning that focuses on students as well the knowledge of this researcher will greatly benefit in this regard.

From the aforementioned condition therefore, the researcher is interested in studying the causal model of internal quality assurance effectiveness elementary school in the education area, region 11, a causal relationship model can be obtained to identify factors that will drive internal quality assurance operations. And can be used as a guideline for the development of internal quality assurance work to be more efficient and effective.

2. Purposes

In this research the researcher has set the aims of the research as follows.

1. To study the level of effectiveness of internal quality assurance work. elementary school in the educational area, Region 11 and the level of causal factors that were studied.
2. To examine the causal relationship model of internal quality assurance effectiveness elementary school in the educational area of Region 11 developed with empirical data.



3. To find ways to develop factors that directly affect to the effectiveness of internal quality assurance work elementary school in the area of education region 11.

3. Research Methodology

Research on the causal relationship model of effectiveness of internal quality assurance in primary schools area the regional education office no.11, this time, the researcher used the integrated research methodology (Mixed Method Research) Research type, the relationship between cause variables and result variables (Causal Relationship). To create and develop models of causal relationships of effective work, quality assurance in primary schools area the regional education office no.11, in accordance with both theoretical knowledge And empirical research results And in accordance with the preliminary agreement (Assumption) 4, namely 1) the relationship between all variables in the model are linear relationships (Liner) positive (additive) and are causal relationships (Cause Relationship) 2) distribution characteristics of both variables external and internal variables and the discrepancy must be a normal distribution. 3) Independence between variables and tolerances and 4) for time series data analysis (Time series data) with more than 2 measurements variable measurements must not be influenced by the time period inverted (Time lag) between measurements.

4. Results

1. The causal relationship model of effectiveness of internal quality assurance in primary schools area the regional education office no.11, there are the following variables:

1.1 Latent variables outside executive leadership consisted of five variables were observed: 1) having a vision, 2) building motivation, 3) having knowledge and skills, 4) having morality and ethics, and 5) building good relationships with personnel.

1.2 Latent variables outside school culture contains variables five were observed: 1) organizational values, 2) personal behavior, 3) human management, 4) teamwork, and 5) goal striving.

1.3 Latent variables within teacher learning management consist of five variables were observed: 1) knowledge and understanding of learning standards, 2) teaching techniques and methods, 3) use of media and learning resources, 4) assessment of learning skills, and 5) career development.

1.4 Latent variables within participatory management consist of four variables were observed: 1) love and commitment to the school, 2) participation in decentralization, 3) mutual trust, and 4) having common aims and objectives.

1.5 Latent variables within the effectiveness of internal quality assurance elementary school It consisted of 5 observed variables: 1) Academic achievement of learners, 2) Desirable characteristics of learners, 3) Critical competencies of learners, 4) Administrative and management processes, and 5) Student-centered instructional management process study is important

2. The causal relationship model of effectiveness of internal quality assurance in primary schools area the regional education office no.11 is consistent with the empirical data the statistical value for measuring the harmony of the pattern is the Chi-square value of 131.25, the degrees of freedom (df) being 110, the relative chi-square value (χ^2/df) being 1.19, the probability is (p-value) equal to 0.08, root mean square error estimate (RMSEA) equal to 0.01, good fit index (GFI) equal to 0.99, adjusted good fit index (AGFI) equal to 0.97, critical sample size (CN)) was 1252.51, the comparative consistency index (CFI) was 1.00, and the root mean squared index of the remainder (RMR) was 0.003. And the predictive coefficient (R²) of the latent variables was found to be equal to 0.90 indicates that latent variables within the model can explain variance in internal quality assurance effectiveness elementary school in the educational area, Region 11, 90 percent by latent variables outside executive leadership there was a direct influence (0.11) on the internal quality assurance performance variable. Latent variables outside school culture there was a direct influence (0.25) on the internal quality assurance performance variable. Variables within teacher learning management there was a direct influence (0.26) on the internal quality assurance performance variable latent variables within participatory management had a direct influence (0.21) on the variable.

3. Guidelines for developing factors directly influencing the effectiveness of internal quality assurance work elementary school in the area of education region 11

3.1 Guidelines for developing leadership factors of executives. From the group discussion can be summarized as follows.



1. Executives must have academic leadership.
2. Executives must keep pace with technology. Use technology as an administrative tool
3. Executives must have consciousness and consciousness in their duties. Manage under the principles of ethics; be kind, generous, generous, and neutral listen to other people's opinions.
4. Executives should develop and manage alliances, networks, and cooperation from all sectors.

3.2 Guidelines for the development of school culture factors.

From the group discussion can be summarized as follows.

1. Administrators and teachers must raise awareness for personnel in the organization to see the value and importance of working together.
2. Administrators should ensure that the school develops a school culture that is conducive to performance.
3. Encouraging personnel to follow the values of the organization Building a team that drives change in which everyone must participate in every step of the operation. Administrators and personnel within the school must work together to bring change to the organization with the same goal.

3.3 Guidelines for the development of teachers' instructional management factors. From the group discussion can be summarized as follows.

1. Administrators must ensure that schools promote learning process management to be effective.
2. Administrators must encourage teachers to have active learning management with a variety of learning management. Teaching media and technology are used in learning management including various measurements and evaluations.

3.4 Guidelines for the development of participatory management factors. From the group discussion can be summarized as follows.

1. Executives must encourage brainstorming to create diverse opinions.
2. Administrators must encourage participatory management to allow people involved in education management whether School committees, teachers, learners, parents, or other related agencies have participated in decision-making, planning, and co-working.

5. Discussion

1. Latent internal variables on internal quality assurance effectiveness that were outcome variables consisted of 5 observed variables: 1) Academic achievement of learners 2) Desirable characteristics of learners 3) Critical competencies of learners 4) Management and learning processes management and 5) a student-centered teaching and learning process This is the conceptual framework for the effectiveness of the internal quality assurance operation of the school this time. The overall and individual component averages were at a high level. which variables in the teaching and learning process The student-centered variables with administrative processes and management had the highest correlation coefficient among all 25 observed variables, equal to .870, which was positive and approached 1, indicating that the process variables The variables of administrative and management process were in the same direction and had a high relationship, followed by the variables of learners' academic achievement and desirable characteristics of learners with a correlation coefficient of .875 and a strong correlation In addition, the results of the analysis of observed variables Which is a component of latent variables within the effectiveness of internal quality assurance operations. It was found that all five observed variables had a correlation coefficient between .574 - .870, indicating that there was a very strong relationship, consistent with Adul Suchiram (2012, page 108). A study was conducted to develop an effective model for internal quality assurance of basic education institutions. It was found that the effective model for internal quality assurance of basic education institutions regarding the organization of the internal quality assurance system of educational institutions according to the opinions of the administrators and teachers, the overall level was at a high level. Considering individually, it was found that was at a high level in all items and was consistent with Phum Phraraksa (2014, p. 241) which concluded that Effectiveness of Internal Quality Assurance Operations of Small Primary Schools Overall, the average is at a high level and all variables had a high mean level.

2. Latent variables outside executive leadership consisted of 5 observed variables: 1) vision 2) motivation enhancement 3) knowledge and skills. 4) morality and ethics; and 5) building good relationships with personnel. The overall and individual components were averaged at a high level. which variables to increase motivation and have knowledge and skills There was a correlation coefficient and the highest correlation among all 25 observed variables,



equal to .915, which was positive and close to 1, indicating that the vision and knowledge and skill variables were correlated in the same direction and had the most relationship, followed by morality and ethics variables with variables of building good relationships with personnel with a correlation coefficient of .892 and is highly correlated. In addition, the results of the analysis of observed variables, which is a component of latent variables outside executive leadership, found that all five observed variables had a correlation coefficient between .574 - .915, indicating that they had the highest relationship. Chock (2014, page 95 - 108) concluded that Research Analysis of Leadership and Small School Effectiveness. Effective leadership characteristics of outstanding school administrators consist of 1) Vision 2) Knowledge and skills 3) Personality 4) Morality and ethics 5) Learning management 6) Team development and 7) Community development and participation and in accordance with Komsin Prasongsuk (2015, p. 125) has studied the effective leadership development model of small school administrators. Under the Office of the Basic Education Commission in the 11th administrative inspection area, it was found that effective leadership components of small school administrators consisted of 4 components: 1) having a vision, 2) participatory management, 3) building motivation, and 5) focusing. Emphasis on results and also consistent with Sippanont Mung-ana and Witthaya Chansila (2017, pp. 296-303) who studied leadership of basic school administrators in the wilderness on the highlands to study the leadership of administrators of basic educational institutions in the wilderness on the highlands. The results showed that Leadership of basic education school administrators in the wilderness on the highlands consisted of 7 aspects: 1) Ideological Influence 2) Inspiring Inspiration 3) Intellectual Stimulation 4) Consideration individuality, 5) interpersonal aspect, 6) operational aspect, and 7) self-sufficiency aspect.

3. Latent variables outside the school culture consisted of 5 observed variables: 1) organizational values, 2) behavior, 3) personnel management, 4) teamwork, and 5) goal striving. The overall and individual components were averaged at a high level, which variables work as a team with a commitment to the goal. There was a correlation coefficient and the highest correlation among all 25 observed variables, equal to .924, which was positive and close to 1, indicating that the executive decision-making and respect variables had a relationship in direction were the same and were highly related, followed by personnel management variables, with teamwork variables with a correlation coefficient of .909 and is highly correlated. In addition, the results of the analysis of observed variables, which is a component of latent variables within the organizational culture, it was found that all five observed variables had a correlation coefficient between .602 - .924, indicating that they were very related, consistent with Naphonkrit Sapparasa (2019, p. 322) has studied the causal relationship model of factors influencing the effectiveness of internal quality assurance performance of private schools in the Northeast. It was found that organizational culture (OC) directly influenced the effectiveness of internal quality assurance performance of private schools in the Northeast. There was a statistical significance at the .05 level with a coefficient of influence equal to 0.37, indirectly affecting the effectiveness of internal quality assurance operations of private schools in the Northeast with statistical significance at the .05 level, through organizational commitment and personnel participation. The coefficient of influence was 0.14. Organizational culture (OC) had a total influence on the effectiveness of internal quality assurance performance of private schools in the Northeast statistically significant at the .01 level with a coefficient of influence equal to 0.51, indicating that To build a strong organizational culture. Therefore, all factors can be developed in parallel. The process of doing things that changes from the original organization, in whole or in part, and planning various actions to reduce the impact arising from the change and fostering adaptation and acceptance as well as creating new potentials to support changes to occur effectively according to the goals set.

4. Latent variables within teachers' learning management consisted of 5 observed variables: 1) knowledge and understanding of learning standards, 2) teaching techniques and methods, 3) use of media and learning resources, 4) assessment of learning skills and 5) career development as a whole and each component had average values at the high level in which the variables of teaching techniques and methods, and the variables of using media and learning resources. There was a correlation coefficient and the highest correlation among all 25 observed variables, equal to .908, which was positive and close to 1, indicating that the technique and teaching variables, with the variables of using media and learning resources were correlated in the same direction and had a great relationship, followed by the occupational development variable and Variable of love and commitment to school with a correlation coefficient of .879 and a strong correlation. In addition, the results of the analysis of observed variables, which is a component of latent variables within the characteristics of personnel, found that all five variables have a correlation coefficient between .609-.908, indicating that there is a moderate to strong relationship. This is consistent with Napattika Pitilertsirikul (2021, page 144) concluded that the academic leadership of school administrators in the Bannang Sata group of schools Under the jurisdiction of Yala Primary Educational Service Area Office 2 Overall and each aspect



was at a high level. when considering side by side can be sorted by average from the most to the least, namely, teaching management of teachers in terms of setting up an environment conducive to teaching and learning in terms of supervising and monitoring the teaching of teachers and in teaching supervision, respectively, and in line with Sirirat Nojit (2017, p. 197) researching operational factors that affect the effectiveness of internal quality assurance of institutions study according to basic educational standards under the jurisdiction of the Secondary Educational Service Area Office 22 by the operational factors of internal quality assurance of educational institutions It was found that there were 3 factors that could predict the effectiveness of internal quality assurance for educational institutions according to basic education standards: parents, family and community participation; having a common ideology and goals and providing high-quality teaching and learning was statistically significant at the .01 level with a forecasting power of 70.90 percent and an error of $\pm .27237$.

5. Latent variables within participatory management consisted of 4 observed variables: 1) love and commitment to the school, 2) participation in decentralization, 3) mutual trust, 4) purposefulness and common purpose. The overall and individual components were averaged at a high level. which variable participation in decentralization with mutual trust There was a correlation coefficient and the highest correlation among all 25 observed variables, equal to .888, which was positive and close to 1, indicating that the variables involved in decentralization and mutual trust. There was a relationship in the same direction and was very related, followed by variables of love and commitment to school and variables of participation in decentralization with a correlation coefficient of .864 and is highly correlated In addition, the results of the analysis of observed variables which is a component of latent variables within organizational culture. It was found that all four observed variables had a correlation coefficient between .593-.888 indicating that there was a moderate to strong relationship. This is in line with Naponkrit Sanpha-asa (2019, page 322) has studied the causal relationship model of factors influencing the effectiveness of internal quality assurance operations of private schools in the Northeast It was found that personnel participation (COP) directly influenced the effectiveness of the internal quality assurance performance of private schools. in the Northeast with statistical significance at the .05 level, with a coefficient of influence equal to 0.16, having a total influence on the effectiveness of internal quality assurance operations of private schools in the Northeast It was statistically significant at the .05 level with a coefficient of influence equal to 0.16, indicating that The school or administration must allow personnel to participate in decision-making, operations, benefit-sharing and performance evaluations. As a result, personnel will feel the ownership of the school. As a result, operations are more effective. It also corresponds with Methaphan Krasangsornsiri (2021, page 65) conducting research on Administrative important factors affecting the effectiveness of quality assurance outside basic education institutions Under the Office of Primary Educational Service Area in the Northeast It was found that the correlation coefficient within the participation component (paA - paC) was significantly correlated at the .01 level for all pairs and was between 0.50-0.55 with the highest correlation between the parent variables (paA) and related agencies (paB) and related agencies (paB) and social community (paC) ($r=0.55$), which affected the effectiveness of quality assurance outside those basic education institutions. It is also consistent with the Office of the Permanent Secretary for Education (2017, pages 196-198) stating that effective management should use the principle of participation. The management of education to ensure the quality of education basic education committees, parents, communities from all sectors must participate by administrators of basic education institutions create a network of cooperation with personnel, parents and communities to bring knowledge and skills to develop educational institutions and network development Academic cooperation with relevant agencies in both the public and private sectors and integrate local wisdom to develop the quality of education to be effective.

6. Conclusions

1. The effectiveness of quality assurance in primary schools in the Educational Area Region 11, the average was at a high level and the causal factors that were studied consisted of Executive Leadership school culture teacher learning management and participative management which all factors were averaged at a high level.

2. Causal model of quality assurance effectiveness within elementary school in the created educational area 11 is consistent with the empirical data. The quasi-square (χ^2) is 131.25, the degrees of freedom (df) is 110, the probability (p-value) is 0.08165, the chi-square relative (χ^2/df) is 1.19. That is, the model is well harmonized shows that the main hypothesis is accepted that the correlation model causal factors affecting quality assurance effectiveness in primary schools developed harmonize with empirical data which is consistent with the analysis results, the GFI is 0.99, the adjusted GFI is 0.97, which is close to 1, and the root-mean-square-mean-square-index of the remainder



(RMR) has a value of .003, which approaches zero and the predictive coefficient (R2) is .90, (RMSEA) is 0.0131, (CN) is 1252.51, and (CFI) is 1.00 and the model is given. 10 experts confirmed. It was found that all experts confirmed the model according to the analysis results.

3. This research presents an approach to develop factors that directly affect the effectiveness of quality assurance in primary schools in Educational Service Area 11 as follows: 1) Leadership factors of administrators developed by administrators must have academic leadership. 2) The school culture developed by administrators and teachers must create awareness among personnel in the organization to see the value and importance of working together organizing the learning process To be effective and 4) Executives must encourage brainstorming to create diverse opinions.

7. Recommendations

1. The Office of the Basic Education Commission Personnel should be promoted budget and materials for all elementary schools are sufficient, of which the direct, indirect and collective influence of teachers has the highest influence. Therefore, teachers should be encouraged to meet the criteria.

2. School administrators should use participatory management in order to be effective in the administration of various tasks in the school.

3. School administrators should maintain a good school culture to maintain the good values of the organization in the school as well as making the personnel behave virtuously until they are respected subordinates' faith and will help various tasks of the school to achieve its goals.

4. The results of the study should be used to form an educational institution development plan for academic work in the field of internal quality assurance and to make recommendations to various elementary school educational institutions under the Office of the Basic Education Commission.

5. Teachers have to change their roles from giving knowledge to the end each time to teaching. They become a facilitator (Facilitator) in learning for students by emphasizing on learning management.

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