Components and Indicators of Participation in the Implementation of Quality Assurance of Small Schools Under the Office of the Basic Education Commission

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Abstract

The objectives of this research were to: 1) exploring the components and indicators of stakeholder participation in quality assurance practices of small schools under the supervision of the Basic Education Commission, and 2) evaluating and validating these components and indicators. The research consisted of two phases: 1) conducting a theoretical study that involved reviewing relevant literature, documents, and research studies on participation in the educational assurance process, and 2) conducting a focus group discussion with a qualified panel of 9 individuals to assess and validate the components and indicators. The research instruments included recording forms, assessment forms, audio recording devices, and cameras. Data analysis employed descriptive statistics, content analysis, and narrative analysis. The findings of the study revealed the following:

1. The components and indicators of stakeholder participation in quality assurance practices of small schools under the supervision of the Basic Education Commission consisted of five components and thirteen indicators. These components were: 1) strategic planning involvement with three indicators, 2) decision-making involvement with three indicators, 3) operational involvement with two indicators, 4) benefits realization involvement with two indicators, and 5) monitoring involvement with three indicators.

2. The focus group discussion yielded valuable suggestions and evaluations from the panel of 9 qualified individuals. The average scores of the experts' opinions for all components and their respective indicators were rated at the highest level. Based on the feedback received, the researcher refined the components and indicators of educational assurance participation, resulting in a final set of five components and thirteen indicators.

Keywords: stakeholder participation, components and indicators, quality assurance, small schools

1. Introduction

The National Education Act of 1999, amended in 2002 and 2010, emphasizes the significance of direct public participation in educational management. This involves active engagement of individuals with a direct stake in educational institutions, including school administrators, teachers, and education personnel, as owners or shareholders of the schools. The Basic Education Commission, acting as representatives of the community, plays a crucial role in guiding and supporting the operations of educational institutions (Sumeth Ngamkanok, 2021). Education serves as a vital mechanism for fostering critical thinking abilities and enhancing the country's competitiveness. The success of organizational management hinges on the significant factor of "people" (Phacharawit, 2022).

To ensure the quality of education, the Ministry of Education has issued the Ministerial Regulation on Quality Assurance of Education, B.E. 2561. This regulation establishes criteria and methods for ensuring quality and provides educational standards for schools to benchmark their development and instill confidence among stakeholders regarding the school's ability to deliver quality education in accordance with these standards. The process of quality assurance within schools is carried out sequentially, encompassing setting educational standards, developing an educational management plan, implementing the plan, evaluating and monitoring internal quality, monitoring outcomes for improvement, and preparing a self-evaluation report for the school (Office of the Basic Education Commission, 2018). Quality assurance in education is a continuous process that can enhance educational quality.

According to the National Education Act, B.E. 2542, and subsequent amendments, Article 45 stipulates that affiliated agencies and schools should establish an internal quality assurance system and consider it an integral part of the educational management process. All schools are required to declare their own educational standards aligned with the basic educational standards and manage education to achieve specified goals. Essential standards that every school must have include the quality of students, encompassing academic performance and desired characteristics, as well as standards for school management and administration to ensure compliance with prescribed standards (Sangsut & Wijitwanna, 2022).

The development of educational quality relies on a collaborative process that involves all relevant parties. It is widely acknowledged that development should pursue economic prosperity while ensuring the active "participation" of the public. Neglecting public participation in the development process can lead to passive involvement, hindering sustainable development. Currently, the development process aims to foster "participation" as a fundamental human right, allowing people to express their opinions in determining development patterns that enhance their quality of life, communities, and localities (Chalard, 2021).

In the management of small schools, efforts are being made to enhance efficiency and adapt to the current context. It has been observed that parents prefer sending their children to high-quality schools, and policies focus on promoting school integration and strategic planning based on the principle of participation. However, the allocated budget for student support often falls short, presenting management challenges. Therefore, management emphasizes participation and provides opportunities for the school-age population to receive basic education (Office of the Basic Education Commission, 2022).

Given the importance of public involvement in educational management, the researchers conducted a study on the components and indicators of participation in quality assurance within small schools affiliated with the Basic Education Commission office. The aim was to provide guidelines for promoting quality assurance in schools and strengthening the standard of internal quality assurance processes in educational institutions. Importantly, the findings from this research should inform the establishment of policies for the continuous development of educational quality throughout the system.

2. Research Objectives

1) To study the components and indicators of participation in quality assurance of small educational institutions affiliated with the Basic Education Commission office.

2) To evaluate and confirm the components and indicators of participation in quality assurance of small educational institutions affiliated with the Basic Education Commission office.

3. Concepts and Related Literature

To establish a solid foundation for this current research, the researchers gathered essential data from relevant documents and research works conducted both domestically and internationally. The details are presented as follows:

1) Meaning of Participation: Scholars have explored the meaning of participation, which refers to the collaborative actions of individuals in the development process. It can be categorized into two forms: a) Participation as a means of utilizing the economic and social resources of the community towards pre-established development goals. b) Participation as a goal itself, aiming to foster community activities, instill self-confidence, promote unity, and empower individuals to solve problems together (Chalard, 2021).

2) Characteristics of Participation: Scholars emphasize that the characteristics of participation involve processes related to the concerns, needs, and values of the community, with a particular focus on effective decision-making. The defined boundaries of participation are as follows: a) Community participation influences decision-making determined by organizations or agencies. b) Community participation entails more than just providing information to the public; it involves interactions between organizations and people who desire to participate. c) The participatory process should be deliberate and purposeful, rather than occurring by chance. d) Participants have a meaningful influence on ongoing decision-making processes (Creighton, 2005).

3) Importance of Participation: Scholars discuss the significance of teacher participation in school decision-making across various aspects, such as teacher assessment, staff development, and decision-making processes that shape goals and objectives within schools. Examples include teacher development, assessment, and planning (Conley, 1991). However, empirical evidence on the actual conditions of teacher participation is limited due to relatively limited opportunities. Nonetheless, research findings indicate that teachers are willing to actively participate in various decision-making processes within their organizations (Smylie, 1992).

4) Steps for Participation: The process of participation in academic management by teachers includes four directions: participation in decision-making, participation in implementation, participation in receiving benefits, and participation in evaluation (Picha & Bunchan, 2565). The steps of participation mentioned by scholars are as follows: Step 1: Participation in decision-making, Step 2: Participation in implementation, Step 3: Participation in receiving benefits, and Step 4: Participation in evaluation (Cohen & Uphoff, 1980).

5) Components of Participation: Scholars mention five components of participation, which include: (1) Participation in decision-making, (2) Participation in thinking, (3) Participation in operation, (4) Participation in evaluation, and (5) Participation in receiving benefits (Phanphaka, 2560). Scholars also discuss the three dimensions of participation, which are as follows: Dimension 1: Types of participation consisting of four components, namely participation in decision-making, participation in operation, participation in receiving benefits, and participation in measurement and evaluation. Dimension 2: Groups of participation, including four groups: residents, local leaders, government officials, and foreigners. Dimension 3: Causes of participation, including (1) Foundations of participation related to the forces that lead to participation from top-down or bottom-up and the forces that promote participation from various sources, (2) Patterns of participation considering organizational patterns, (3) Scope of participation, considering the time frame of involvement, and (4) Effectiveness of participation, considering the empowerment and interaction of relevant characteristics (Cohen & Uphoff, 1980).

6) Quality Assurance in Education: According to the Ministry of Education's announcement on the use of standards for early childhood education, basic education, and special education centers in the year 2018, schools are required to use these standards as guidelines for ensuring internal quality assurance and preparing for external quality assessments. The aim is to ensure that schools can manage education to meet standardized quality. The details of each level's education standards are as follows: (1) Early Childhood Education Standards: Consisting of 3 standards, as follows: Standard 1: Child Quality, Standard 2: Management and Administration Processes, and Standard 3: Emphasizing Experiences Focused on Children. (2) Basic Education Standards: Consisting of 3 standards, as follows: Standard 1: Learner Quality, including academic performance and desired characteristics, Standard 2: Management and Administration Processes, and Standard 3: Teaching and Learning Processes Focused on Learners (Basic Education Commission Office, 2018).

4. Research Methodology

The research methodologies were designed to address two research questions as outlined below:

1) To investigate the components and indicators of stakeholder involvement in quality assurance activities in small-scale educational institutions under the supervision of the Office of Basic Education Commission, the following steps were implemented:

Step 1: Literature Review and Conceptual Study

- Examining concepts, theories, and relevant research on stakeholder involvement in quality assurance activities in small-scale educational institutions under the supervision of the Office of Basic Education Commission.
- Exploring the meaning, characteristics, significance, processes, and components of stakeholder involvement.
- Understanding quality assurance in education according to the Ministerial Regulation on Quality Assurance in Basic Education, 2018.

Step 2: Group Discussions

- Conducting group discussions with a panel of 9 qualified individuals to validate and confirm the components and indicators of stakeholder involvement in quality assurance activities.
- Coordinating with experts to secure their cooperation.
- Conducting group discussions using a combination of onsite and online methods, such as Google Meet.
- Employing data recording techniques, including note-taking, audio recording, and capturing photographs to document the group discussions.

2) To evaluate and validate the components and indicators of stakeholder involvement in quality assurance activities of small schools under the supervision of the Office of Basic Education Commission, the following processes were implemented:

The researcher employed specific methods to collect and analyze data regarding the components and indicators of stakeholder involvement in quality assurance activities of small-scale educational institutions under the Office

of Basic Education Commission's supervision. The following steps were carried out:

(1) *Development of Research Tools:*

- The researcher created a group discussion recording tool and an assessment tool for capturing data on the components and indicators of stakeholder involvement.

- The development of these tools involved a comprehensive study and analysis of relevant documents, principles, theories, and ideas related to stakeholder involvement.

- The researcher incorporated suggestions and input from qualified individuals to ensure the tools' effectiveness.

(2) *Synthesis and Content Analysis:*

- The components and indicators gathered were synthesized and subjected to content analysis.

- The researcher analyzed the content and performed descriptive analysis, taking into account the suggestions provided by qualified individuals.

(3) *Evaluation and Verification Analysis:*

- The data collected through evaluation and verification of the components and indicators were subjected to analysis.

- Descriptive statistical measures, such as means and standard deviations, were employed to analyze the collected data.

5. Research Results

1) The exploration of information concerning the components and indicators of stakeholders' involvement in educational quality assurance among small schools under the Office of Basic Education Commission's supervision resulted in the development of a model, depicted in Figure 1.
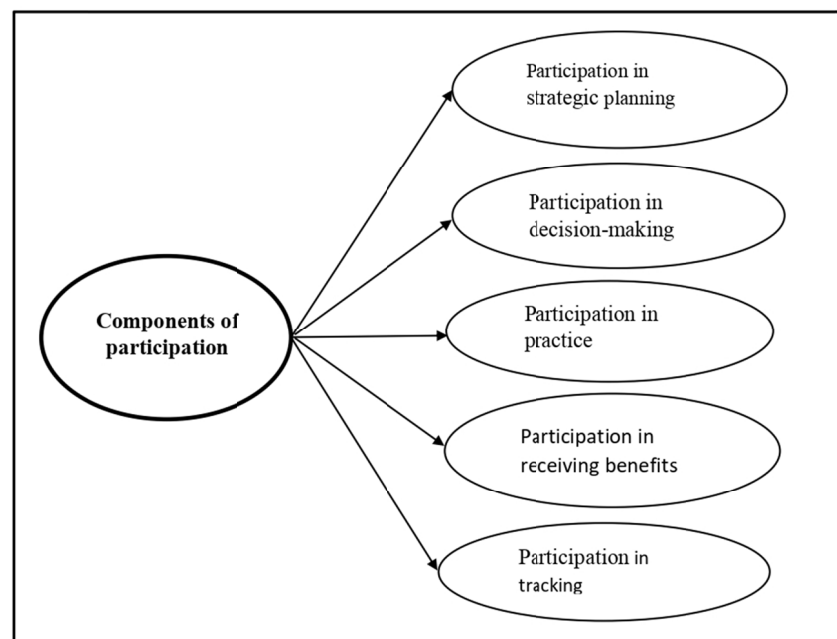

Figure 1. Model of the components of stakeholders' involvement in quality assurance activities of small schools under the supervision of the Office of Basic Education Commission
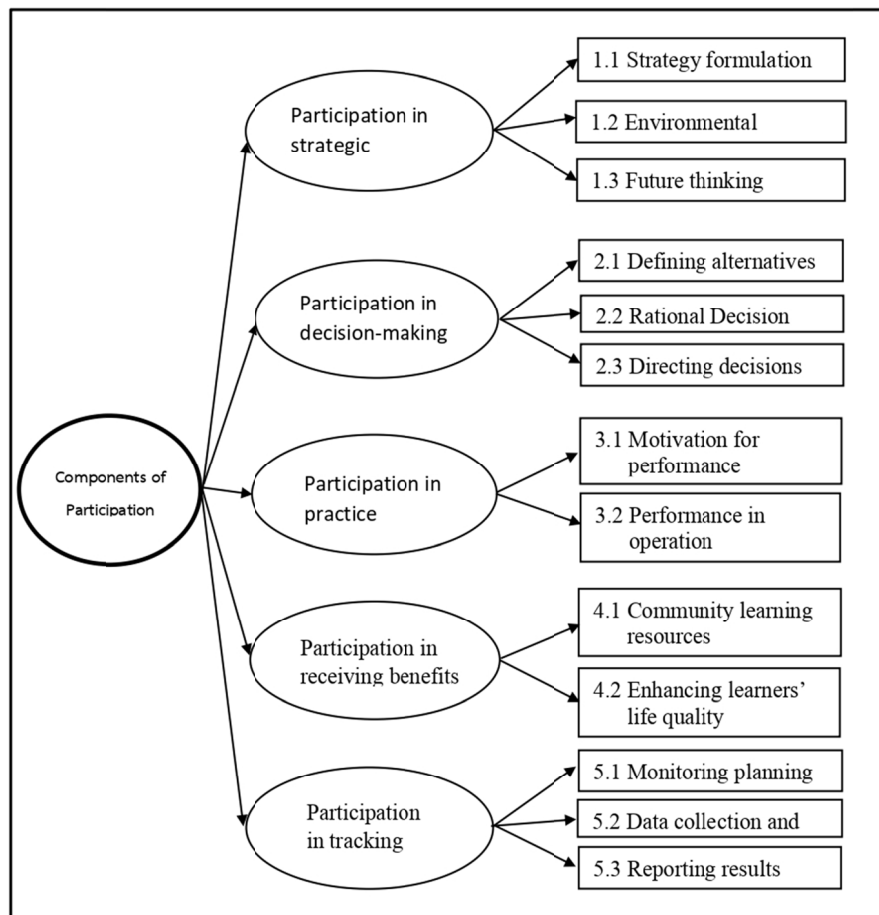
Figure 2. Summary of the model of components and indicators of stakeholder involvement in quality assurance activities of small schools under the supervision of the Office of Basic Education Commission

Based on Figures 1 and 2, the components in the model have the following meanings:

Stakeholder involvement refers to the active participation of individuals or groups in the management activities related to educational standards in small schools under the supervision of the Office of Basic Education Commission. The stakeholders encompass school administrators, teachers, educational personnel, students, parents, communities, and the Basic Education Committee. These stakeholders play a crucial role in helping small schools achieve their educational management goals. The components of stakeholder involvement can be categorized into five areas:

(1) Strategic Planning Involvement: This component involves the participation of stakeholders in strategic planning activities, such as setting goals, developing plans, and establishing directions for educational quality assurance.

(2) Decision-Making Involvement: This component pertains to the active involvement of stakeholders in decision-making processes that influence educational quality assurance, including making important choices, prioritizing actions, and allocating resources.

(3) Operational Involvement: This component focuses on the engagement of stakeholders in practical implementation, including executing plans, carrying out activities, and ensuring the effective delivery of educational programs and services.

(4) Benefits Reception Involvement: This component emphasizes the stakeholders' participation in receiving the benefits resulting from educational quality assurance efforts, such as improved educational outcomes, enhanced resources, and positive impacts on students' learning experiences.

(5) Monitoring Involvement: This component involves the engagement of stakeholders in monitoring and evaluating the effectiveness of quality assurance practices, including assessing progress, identifying areas for

improvement, and ensuring accountability.

The following paragraphs present the researchers' perspectives on the meanings of each component and indicators of educational assurance involvement.

(1) Strategic Planning Involvement: This component refers to the active participation of stakeholders in determining the operational directions of the organization to achieve its designated goals. Schools must consider their capabilities and external trends to effectively plan for the future. The strategic planning component consists of three indicators:

(1.1) Strategy Development: This indicator involves the planning and definition of operational approaches or directions by analyzing the environment and guiding the implementation of the operational plan to lead the organization towards a new image.

(1.2) Environmental Analysis: This indicator focuses on studying the status of the educational institution by analyzing and synthesizing data obtained from studying the internal and external environmental conditions. It aims to identify the strengths and weaknesses of the school, including factors such as personnel, finances, resources, and management processes.

(1.3) Future Thinking: This indicator emphasizes individuals' ability to think about planning, operational approaches, and problem-solving that may arise in the future.

(2) Decision Making Involvement: This component refers to the active participation of stakeholders in the process of selecting the most suitable options from multiple choices that have been carefully considered or evaluated to achieve the organization's objectives. Decision making is closely related to operational tasks and consists of three indicators:

(2.1) Option Generation: This indicator involves the process of developing alternative options based on the organization's policies when faced with a problem. It requires imagination, creativity, and innovation, while considering the feasibility of the options.

(2.2) Reasoning-Based Decision Making: This indicator encompasses the sequential process of problem identification, exploring alternatives, making decisions, and taking action. It involves participants' logical reasoning and deliberation throughout the decision-making process.

(2.3) Decision Directive: This indicator focuses on the process of considering and analyzing alternative options for problem-solving. It includes various steps, such as problem identification, setting the direction for decision making, data collection and analysis, alternative development, and evaluation of options.

These indicators provide a framework for stakeholders' involvement in strategic planning and decision-making processes within small educational institutions under the supervision of the Office of Basic Education Commission.

(3) Operational Involvement: This component refers to the internal drive within an individual's psyche that motivates them to exhibit behaviors aimed at achieving goals or success related to the quality assurance of educational operations in the educational institution. Motivation plays a crucial role in reinforcing individuals' ability to perform work to their fullest potential, leading to efficient and effective performance. Operational involvement consists of two indicators:

(3.1) Motivation for Work: This indicator encompasses the basic human needs individuals have in society. It includes physical and social needs, as well as factors that generate motivation for work. These factors, such as policies, governance methods, rewards, success, acceptance, responsibility, and progress in work, contribute to individuals working with dedication, sacrifice, physical and mental exertion, and motivation.

(3.2) Competence in Work: This indicator refers to the characteristics or behaviors of individuals resulting from knowledge, abilities, skills, and motivation. It enables individuals to creatively perform various tasks and efficiently carry out their assigned duties.

(4) Benefit Receiving Involvement: This component indicates that individuals or groups are involved in proposing development directions, creating plans, and participating in receiving benefits resulting from the development of educational quality in schools. Benefit receiving involvement consists of two indicators:

(4.1) Community Learning Resources: This indicator refers to places that provide information, knowledge, learning activities, learning processes, learning materials, assessment, monitoring, as well as cultural and traditional resources in the local area. These resources are important for individuals' learning experiences.

(4.2) Promoting the Quality of Students' Lives: This indicator focuses on creating a good living environment for

students while they are at school and receiving various services that enhance their physical, emotional, mental, social, and intellectual development. It aims to contribute to their overall quality of life, including aspects such as physical well-being, emotions, social interactions, mental well-being, and the school's internal environment.

(5) Participation in Monitoring and Supervision: This component emphasizes individuals or groups being involved in collecting data, implementing planned projects, and utilizing this data to improve work practices and achieve efficient results. Participation in monitoring and supervision consists of three indicators:

(5.1) Planning for Monitoring: This indicator refers to the process in which organizations or units make decisions in advance, set objectives, determine work procedures, and study the current situation, problems, and needs. It involves creating plans, implementing them, monitoring progress, and evaluating outcomes.

(5.2) Data Collection and Analysis: This indicator involves the decision-making process that uses information through various tools such as questionnaires, interviews, and observations. It emphasizes creating appropriate tools for data collection and analysis, utilizing databases, and potentially involving computers in data management tasks such as recording, categorizing, storing, calculating, summarizing, utilizing, restructuring, and disseminating data.

(5.3) Reporting Results: This indicator focuses on analyzing and synthesizing information in an informative manner, presenting the collected data, and utilizing computers in the reporting process. It includes data recording, storage, processing, and generating reports.

2) The evaluation of the components and indicators of participation in quality assurance among the small schools under the supervision of the Basic Education Commission resulted in the following findings.

A Focus Group Discussion involving 9 qualified researchers was conducted to examine and validate the components and indicators of participation in quality assurance among stakeholders of small schools. The expert discussion led to amendments in the following areas:

(2.1) Further research is recommended on principles and theoretical concepts related to Component 4: Participation in Receiving Benefits.

(2.2) Consideration and improvement of the completeness of specific indicators.

(2.3) Grouping related indicators together for clarity and coherence.

Based on the summary of the group discussion, the elements of participation in the academic assurance of small schools can be categorized into 5 components and 13 indicators, as follows:

Component (1): Strategic Planning Participation

Indicator (1.1): Strategy Establishment

Indicator (1.2): Environmental Analysis

Indicator (1.3): Future-Oriented Thinking

Component (2): Decision-Making Participation

Indicator (2.1): Determination of Alternative Options

Indicator (2.2): Decision-Making Based on Reasoning

Indicator (2.3): Directing Decision-Making

Component (3): Operational Participation

Indicator (3.1): Motivation for Performing Tasks

Indicator (3.2): Competence in Performing Tasks

Component (4): Benefits Receiving Participation

Indicator (4.1): Community Learning Resources

Indicator (4.2): Enhancing the Quality of Learners' Lives

Component (5): Monitoring Participation

Indicator (5.1): Monitoring Planning

Indicator (5.2): Data Collection and Analysis

Indicator (5.3): Reporting

3) The results of the evaluation of the level of opinions of experts on the confirmation of components and

indicators of participation in quality assurance operations of small educational institutions under the Office of the Basic Education Commission

Table 1. Level of opinions of experts on the confirmation of components and indicators of participation in quality assurance operations of small educational institutions under the Office of the Basic Education Commission

Number	Components	Probability	
		$\overline{X}$	S.D.
1	Participation in strategic planning	4.78	0.441
2	Participation in decision-making	4.89	0.333
3	Participation in practice	4.67	0.500
4	Participation in receiving benefits	4.89	0.333
5	Participation in tracking	4.78	0.441
Average		4.80	0.410

Table 1 shows the level of opinions of experts on the components of participation in the implementation of quality assurance of small schools under the jurisdiction of the Basic Education Commission

Table 2. Level of opinions of experts on the indicators of participation in the implementation of the quality assurance of small schools under the jurisdiction of the Basic Education Commission

Number	Indicators	Probability	
		$\overline{X}$	S.D.
1	Indicator 1.1 Strategy formulation	4.89	0.333
2	Indicator 1.2 Environmental analysis	4.89	0.333
3	Indicator 1.3 Future Thinking	4.78	0.441
4	Indicator 2.1 Defining Alternatives	4.67	0.500
5	Indicator 2.2 Rational Decision Making	4.89	0.333
6	Indicator 2.3 Directing Decisions	4.67	0.500
7	Indicator 3.1 Motivation for performance	4.78	0.441
8	Indicator 3.2 Performance in Operation	4.67	0.500
9	Indicator 4.1 Learning resources in the community	4.78	0.441
10	Indicator 4.2 Enhancing the quality of life of learners	4.56	0.527
11	Indicator 5.1 Monitoring Planning	4.56	0.527
12	Indicator 5.2 Data collection and analysis	4.78	0.441
13	Indicator 5.3 Reporting results	4.67	0.500
Average		4.74	0.073

Based on the findings presented in Tables 1 and 2, the following summary can be made:

1) The expert opinions on the 5 components of participation in quality assurance operations averaged at the highest level ($\overline{X}$ = 4.80). In a detailed analysis, all components received ratings at the Highest Level, with the following arrangement based on the opinion scores, ranked from the highest to the lowest: Participation in Decision Making ($\overline{X}$ = 4.89), Participation in Receiving Benefits ($\overline{X}$ = 4.89), Participation in Strategic Planning ($\overline{X}$ = 4.78), and Participation in Monitoring ($\overline{X}$ = 4.78), respectively.

2) The experts' opinions on all indicators of stakeholder participation in quality assurance operations of small schools under the jurisdiction of the Basic Education Commission were rated at the highest level ($\overline{X}$ = 4.74). A detailed examination revealed the following:

Component 1: Participation in Strategic Planning: Indicator 1.1: Strategies Formulation received the highest level of average opinion from the experts ($\overline{X}$ = 4.89). Indicator 1.2: Analysis of the Environment also received the highest level of average opinion ($\overline{X}$ = 4.89). Indicator 1.3: Future-Oriented Thinking was rated at the highest level ($\overline{X}$ = 4.78).

Component 2: Participation in Decision-Making: Indicator 2.1: Defining Alternatives received an average opinion score at the highest level ($\overline{X}$ = 4.67), Indicator 2.2: Rationale Decision Making was rated at the highest level ($\overline{X}$ = 4.89), Indicator 2.3: Directing Decision was also at the highest level ($\overline{X}$ = 4.67).

Component 3: Participation in Practice: Indicator 3.1: Motivation for Performance was reported with the experts'

average opinion score at the highest level ($\overline{X}$ = 4.78), Indicator 3.2: Performance in Operation was rated at the highest level ($\overline{X}$ = 4.67).

Component 4: Participation in Receiving Benefits consisted of 2 indicators and each was rated with the following average scores. Indicator 4.1: Learning resources in the community was rated at the highest level ($\overline{X}$ = 4.78). Indicator 4.2: Enhancing the quality of learners' lives was rated at the highest level ($\overline{X}$ = 4.56).

Component 5: Participation in Tracking consisted of 3 indicators: Indicator 5.1: Monitoring Planning was rated with the average opinion at the highest level ($\overline{X}$ = 4.56). Indicator 5.2: Data collection and analysis was averaged with the experts' opinion at the highest level ($\overline{X}$ = 4.78), Indicator 5.3: Reporting Result was rated with the average experts' opinion at the highest level ($\overline{X}$ = 4.67).

5. Discussion

This research study was about the investigation of components and indicators of participation in educational quality assurance operations of the small schools affiliated to the Office of the Basic Education Commission. The researcher obtained information from the reviewing of documents relating to the principles of educational management participation. Based on this current research, the researchers were able to address the following issues: 1) Meaning of Participation: Participation means a person or a group of people who join together to carry out a certain task to help the schools achieve educational goals. The examples of participation include joining in: operational planning, decision making, task implementing, and monitoring and evaluating of the school missions. 2) Meaning of Characteristic of Participation: The features showing characteristics of participation include; receiving information, providing consultation, taking part in public hearing, joining in public criticism and decision-making. 3) Meaning of the Importance of Participation: Participation is important due to its ability to help people to work together which opens up for job opportunities, interaction, acceptance of individual differences and sense of organizational belonging. 4) Meaning of Participatory Process: This phrase refers to the operation of individuals concerning the participation in the awareness of the problems, involvement in planning, setting goals, participation in decision making. 5) Participation Component refers to participation in organizational development or involvement in quality assurance of small educational institutions under the Office of the Basic Education Commission. There are 5 participation components: Component 1: Participation in strategic planning, Component 2: Participation in decision-making, Component 3: Participation in operations, Component 4: Participation in receiving results Benefits, Component 5: Participation in Tracking. These elements were considered through focus groups discussion that involved 9 experts in verifying the properness of the components and their respective indicators. The results showed that the participation component consisted of 5 components and 13 indicators as listed below. Component 1: Strategic planning participation, including 3 Indicators 1.1) Strategy establishment 1.2) Environmental analysis, and 1.3) Future-oriented thinking. Component 2: Decision-making participation, with 3 indicators including; 2.1) Alternative options determination, 2.2) Decision-making based on reasoning, and 2.3) Directing decision-making. Component 3: Operational participation, with 2 indicators including; 3.1) Motivation for performing tasks, 3.2) Competence in performing tasks. Component 4: Benefits Receiving participation with 2 indicators including; 4.1) Community learning resources, and 4.2) Enhancing the quality of learners' lives. Component 5: Monitoring participation with 3 indicators including; 5.1) Monitoring planning, 5.2) Data collection and analysis, and 5.3) Reporting.

Based on the investigation of expert opinions on the components of participation in quality assurance operations of small schools under the Office of the Basic Education Commission, it was discovered that all five components received an average score at the highest level ($\overline{X}$ = 4.80). In a detailed analysis, it was observed that all components had the highest mean scores. The components, ranked from highest to lowest average scores, are as follows: Participation in decision making ($\overline{X}$ = 4.89), Participation in receiving benefits ($\overline{X}$ = 4.89), Participation in strategic planning ($\overline{X}$ = 4.78), and the follow-up participation aspect ($\overline{X}$ = 4.78).

This finding aligns with the results observed in a study conducted by Sripan, N., Chaowachai, S., and Jansila, V. (2022), who investigated the approaches for developing participation in educational quality assurance among teachers in Lom Sak district, under the Phetchabun Secondary Educational Service Area Office. According to Sripan et al., the level of educational assurance participation in Lom Sak was supported because stakeholders were involved in the planning process. Administrators also organized meetings to clarify assurance objectives, promote understanding, and exchange knowledge with all teachers regarding educational standards. A similar finding was observed in a study by Murphy (2014), who examined educational reform in Chicago Elementary Schools.The study found that visionary administrators, who involved school boards and other stakeholders in decision-making, gained acceptance from parents, students, and children. The effectiveness of directing the school towards educational objectives was enhanced through the participation of all stakeholders, rather than

relying solely on the direction of any individual.

In this research, the components and indicators of participation in quality assurance operations among small schools were thoroughly examined. These elements of participation, consisting of 5 components and 13 indicators, were rigorously evaluated and validated by a panel of 9 experts through a focus group discussion. As a result, these elements of participation can serve as valuable guidelines for other small schools to enhance stakeholder engagement. By implementing these guidelines, small schools with limited resources can strive to achieve higher standards in educational development.

6. Suggestions

1) There should be more research work to investigate the of components and indicators of participation in quality assurance operations in the medium and large school sizes in order to gain all rounded comprehension about the components and indicators for educational participation.

2) Office of the Basic Education Commission should use information technology as a guideline for quality assurance management in its affiliating schools.

Acknowledgments

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