



Journal of Multidisciplinary in Social Sciences

Journal homepage : <http://jmss.dusit.ac.th>



Development of A Utilization-focused internal quality assessment system for Education Quality Development of basic Education Institutions: An Application of Empowerment Evaluation

Worawan Sangsuppun^{a*} Sirichai Kanjanawasee^a & Wisanu Sapsombat^b

^a Faculty of Education, Chulalongkorn University, Bangkok 10330, Thailand

^b Bureau of Educational Testing, Office of the Basic Education Commission, Bangkok 10330, Thailand

Article info

Article history:

Received : 15 March 2018

Revised : 7 June 2018

Accepted : 26 June 2018

Keywords:

Utilization-Focused Evaluation,
Internal Quality Assessment,
Empowerment Evaluation

Abstract

The objectives of the study are 1) to develop a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation, and 2) to conduct and evaluate a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation. Sixty-eight samples were selected through purposive sampling, and research and development methodology was used. Data were analyzed through content analysis, descriptive statistics, Modified Priority Needs Index, and t-test.

The study found that a utilization-focused internal quality assessment system for educational quality development consists of objectives, principles and empowerment evaluation by the supervision team, and mechanisms of the system include 1) input, 2) process, 3) output, and 4) feedback. The quality of the developed internal quality assessment system based on utilization focused evaluation, examined by experts, revealed that the system was appropriate, useful, possible, suitable and extremely accurate. It was further found that four standards of internal quality assessment have extremely high quality.

Introduction

The Ministerial Regulations on Educational Quality Assurance, 2018, Item 3, state that educational institutions must evaluate and check educational quality in educational institutions, follow up on their performance to develop the quality of such educational institutions to match required educational standards, and submit annual self-assessment reports to original affiliates

or agencies in charge of the educational institutions. Those original affiliates or agencies in charge of educational institution must then follow up on performance and improvement and development of the educational quality of the relevant educational institutions.

Clearly, educational institutions are responsible for internal quality assessment and self-assessment reports. The main goal of the evaluation is to acquire useful information for the purpose of meeting defined

objectives. The purpose of implementation is to put the gathered information to use (Kanjawasee, 2011). However, the effectiveness of implementation of educational quality assessments arranges from low to high levels (Sakdee, 2007; Chan-urai, 2011). Baughman, Boyd & Franz (2012) found that non-formal educators made use of motivation at the highest level, followed by positive thinking and practical use, respectively, depending on factors affecting evaluation results -- namely evaluating capacities, evaluation performance and evaluation quality (Yoo, 2010; Kanjanawasee, 2011; Fleischer & Christie, 2009). It was found that practitioners had low understanding of concepts and educational quality assessment, especially concepts and tools for internal assessment use, data collection and data analysis (Waedramae, 2004). Practitioners also had misconceptions about internal educational quality assessment as a specific job, believing that it is meant to find fault with practitioners (Waedramae, 2004; Wongwanich, 2000).

In fact, evaluation performance and capacities necessary for evaluation are primacy factors (Patton, 2012; Fetterman, 2015). Therefore, empowerment evaluation is suitable for internal quality assessment in educational institutions, and is important to the roles of original affiliates or agencies in charge of educational institutions. Empowerment evaluation is the concept of using techniques and evaluation results to help personnel, who should use self-evaluation and self-reflection freely to develop themselves. An important principle in this process is that, after evaluators withdraw from the evaluation, personnel or members in organizations or communities should be able to evaluate themselves, using an evaluation concept focused on using evaluation results. Patton (2012) proposed 17 steps suitable for evaluating quality in educational institutions and supporting the implementation of evaluation results for the purpose of developing educational quality of educational institutions.

Wongwanich (2000) did a research study on an internal quality assessment system in educational institutions and suggested that personnel should have an understanding of internal assessment, and that empowerment evaluation can be used to develop an internal quality assessment system that is suitable for educational institutions. It was found that, in basic educational institutions, different practitioners had different knowledge and concepts of educational institutions, which is an impediment to implementation. In any event, the Ministry of Education announced that

new basic educational standards had to be used in educational institutions.

Thus, the researcher has developed an internal quality assessment system that focuses on improving educational quality of basic education institutions by applying empowerment evaluation. It can be implemented by supervision teams from educational service area offices that specialize in external evaluation using empowerment evaluation together with educational institutions. Administrators, educational institutions and teachers who act as internal evaluators are required to evaluate performance and have other capacities, depending on the internal quality assessment system, that focus on implementation of educational quality on a continuous basis, with the ultimate goal of achieving a culture of internal quality assessment in educational institutions in which results are used to improve educational quality in administration and education.

Objectives

1. to develop a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation.
2. to conduct an experiment to evaluate the developed utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation.

Conceptual Framework

In this research study, the researcher reviewed concepts of internal assessment and found that there are important principles for developing quality in accordance with educational standards. Internal quality assessment must be part of the administration and daily work of all personnel in educational institutions, and it must not be separated from the other routine work of educational institutions. Internal quality assessment is the duty of all personnel in educational institutions (Bureau of Educational Testing, Office of the Basic Education Commission, 2016). The Ministerial Regulations on Educational Quality Assurance, 2018, Item 3, state that educational institutions must submit a self-assessment report annually to original affiliates or agencies in charge of educational institutions. However, investigation into the status of internal quality assessment of educational

institutions revealed that relevant personnel often have misconceptions about internal educational quality assessment (Waedramae, 2004; Wongwanich, 2000). It was also found that the effectiveness of implementation of educational quality assessment arranges from low to high levels (Sakdee, 2007; Chan-urai, 2011) and is dependent on related factors, identified as evaluation capacity, evaluatee cooperation, evaluation resources, and the creation of evidence documents for assessment (Waedramae, 2004; Wongwanich, 2000; Yoo, 2010).

Utilization-Focused Evaluation (UFE), developed by Patton (2012), is an evaluation approach based on the principle that an evaluation should be judged on its usefulness to its intended users. Therefore evaluations should be planned and conducted in ways that enhance the likely utilization of both the findings and of the process itself to inform decisions and improve performance. A UFE consists of a 17-step framework, which is outlined below.

1. Assess and build program and organizational readiness for utilization-focused evaluation
2. Assess and enhance evaluator readiness and competence to undertake a utilization-focused evaluation
3. Identify, organize, and engage primary intended users: the personal factor
4. Conduct situation analysis jointly with primary intended users
5. Identify and prioritize primary intended uses by determining priority purposes
6. Consider and build in process uses if and as appropriate
7. Focus priority evaluation questions
8. Check that fundamental areas for evaluation inquiry are being adequately addressed: implementation, outcomes, and attribution questions
9. Determine what intervention model or theory of change is being evaluated
10. Negotiate appropriate methods to generate credible findings that support intended use by intended users
11. Make sure intended users understand potential method controversies and their implications
12. Simulate use of findings: the evaluation equivalent of a dress rehearsal
13. Gather data with ongoing attention to use
14. Organize and present the data for interpretation and use by primary intended users: analysis, interpretation, judgment, and recommendations
15. Prepare an evaluation report to facilitate use

and disseminate significant findings to expand influence

16. Follow up with primary intended users to facilitate and enhance use

17. Meta-evaluation of use: be accountable, learn, and improve

There were 4 types of use identified for evaluation utilization: Conceptual use, Symbolic use, Legitimate use and Instrumental use (Patton, 2012; Kanjanawasee, 2011). The Ministerial Regulations on Educational Quality Assurance, 2018 promulgated guidelines for the implementation of internal quality assurance for basic education institutions to be integrated with regular work for the purpose of educational quality development.

Empowerment evaluation (EE) is a participatory approach to program evaluation that prioritizes improvement and accountability to enhance the likelihood of program success. Specifically, empowerment evaluation promotes positive outcomes by increasing the capacity of stakeholders to plan, implement, and evaluate new and existing practices. The process of empowerment evaluation has been defined in two ways. The first is the 3-Step Approach: Mission, Taking Stock, Planning for the Future (Fetterman, 2015), while the second is a 10-step approach known as "Getting to Outcomes" (Kanjanawasee, 2016).

Empowerment Assessment (EE) performs the following the main steps and 10 sub-steps. The main step is the 3-Step Approach: Mission, Taking Stock, Planning for the Future (Fetterman, 2015), while the sub-step is a 10-step approach known as "Getting to Outcomes" (Kanjanawasee, 2016).

This leads to the conclusion that UFE is an assessment concept that focuses on the use of findings and processes, and that it relies on having a clear assessment procedure, while EE is a concept of assessment that increases the chances of achieving the project by enhancing the ability of stakeholders to plan, implement and evaluate their own projects. Stakeholders are given the opportunity to seriously participate in the assessment, giving them a feeling of the ownership in of the assessment processes, making EE very useful for organizational development.

The researcher proposed the following research concepts:

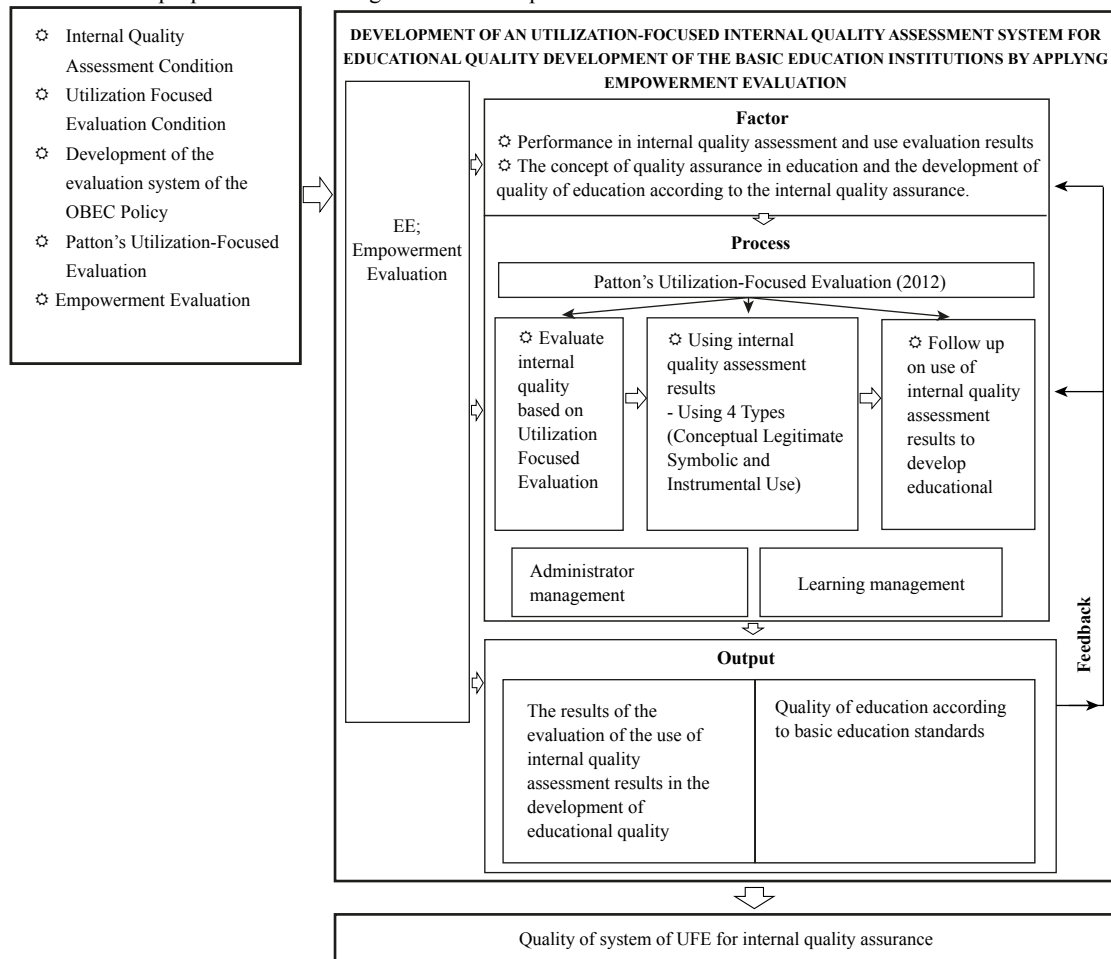


Figure 1 Conceptual Framework

Research Methodology

Research was undertaken into the development of a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation, using Research and Development Methodology. There were 2 phases of research, shown in Figure 2

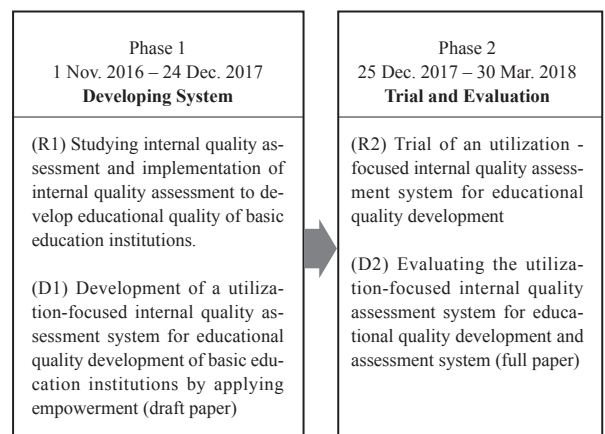


Figure 2 The development a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation

Research Phase 1: Development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation

The researcher conducted this phase of the study in two steps.

Step 1 (R1): Reviewing internal quality assessment and implementation of internal quality assessment to develop educational quality of basic educational institutions

This is quantitative research aimed at studying internal quality assessment and using internal quality assessment results to identify obstacles. The procedure is: 1) reviewing documents and research related to concepts in internal quality assessment, internal quality assessment processes, educational institutions, factors of internal quality assessment, factors of implementation of internal quality assessment and styles/formats/processes of implementation of internal quality assessment and educational quality development; and 2) examining internal quality assessment conditions and use of internal quality assessment by asking questions and studying needs.

There were 55 samples selected by purposive sampling. They comprised 3 administrators, 52 teachers from three differently sized schools (small, medium, and large) from the Nakhon Si Thammarat Primary Educational Service Area Office 3. Informants in the research were chosen according to the following criteria: 1) schools with teachers in all classes, and 2) administrators of educational institutions and teachers willing to participate in the internal quality assessment system. The Office of Educational Service Area is suitable for empowerment evaluation, administrators of educational institutions and teachers.

Needs assessment forms were used for internal quality assessment and utilization focused evaluation. The content validity was reviewed by five experts based on indices of item objective congruence (IOC), and internal consistency reliability by analysis of Cronbach's α coefficients. Data were analyzed by content analysis, descriptive statistics, Modified Priority Needs Index, and t-test.

Step 2 (D1): Development of utilization-focused internal quality assessment system for educational quality development of the basic education institutions

Empowerment evaluation was applied. The researcher performed two steps as follows.

1) Determining of elements of a utilization -

focused internal quality assessment system for educational quality development

The researcher reviewed relevant documents, conditions of internal quality assessment and results of internal quality assessment. The researcher wrote a draft of elements and systems. Then experts determined the sub-component of system.

Informants were 8 experts, including experts in quality assurance in education, area education, administrators, teachers, and academics related to quality assurance education and empowerment evaluation. Focus group questions were used to determine components of the system.

Researchers conducted a focus group study, and then performed content analysis of the data. In order to determine the sub-components of the utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation.

2) Checking the developed utilization-focused internal quality assessment system by experts

Informants were five experts in quality inspection of internal quality assessment systems. A System Quality Assessment form, based on the 4 StandardS of Evaluation developed by Stufflebeam, was used. The content validity for the form ranged from 0.60 to 0.82.

The researcher submitted the system quality assessment form to the experts, including an internal quality assessment system that emphasizes the use of educational quality improvement in basic education through application of the empowerment evaluation (draft), and training course (draft). The evaluation results and recommendations of the experts were used to improve the system. Data were analyzed by descriptive statistics.

Research Phase 2: Trial and evaluation of the developed system

The researcher conducted two steps as follows.

Step 1 (R2): Trial of the utilization-focused internal quality assessment system for educational quality

The informants in Phase 2 were the same as Phase 1. The instruments comprised a training course, a knowledge test in internal quality assessment, and the use of evaluation results. The conceptual test for evaluating and applying the evaluation results and observation behaviors was based on the principle of empowerment evaluation form. The content validity for the form ranged from 0.60 to 1.00.

The researcher tried using the utilization-focused internal quality assessment system for educational

quality. It was studied on a case-by-case basis for its usefulness in developing the system. The researcher acted like an expert in external evaluation conducting empowerment evaluation. Administrators of educational institutions and teachers were internal evaluators, utilizing empowerment evaluation guidelines from the *Three-step approach: Mission, Taking Stock, Planning for the future* and the 10 step Getting to Outcomes approach.

1) Factor evaluation: The sub-elements of *determining attitudes and reinforcement of evaluation performance* were identified to help in the evaluation of performance and capacities necessary for administrators of educational institutions and teachers. The evaluation focused on implementation of educational quality using developed seminars.

2) Factor evaluation: Determining vision and enhancing the capacity to evaluate for the preparation of the components of sub-factors and training course to create competency in assessing and competency needed for school administrators and teachers to conduct assessments that emphasize the use of results in the development of educational quality by using the developed seminar training courses

3) Process evaluation: This process focused on developing internal quality evaluation strategies and use of educational quality development evaluation.

4) Product evaluation: The goal of this step is to evaluate results of evaluation systems that focused on implementation of educational quality.

Data were analyzed by descriptive statistics and content analysis.

Step 2 (D2): Evaluating the utilization-focused internal quality assessment system for educational quality and developing internal quality assessment system (full paper)

Informants were 15 staff from pilot schools that employed the system. A System Quality Assessment Form based on Shufflebeam's 4 standards of evaluation was used. The content validity for the form ranged from 0.60 to 1.00.

Data were analyzed by descriptive statistics and content analysis.

Results

1. Results of determining systems and development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying

empowerment evaluation

The researcher would like to present two topics: the developed systems component, and the mechanisms of system, with the following details.

1) The developed systems consist of 1.1) objectives 1.2) principles and 1.3) empowerment evaluation by the supervision team.

1.1) Objectives of the systems

1.1.1) to evaluate internal quality focus on implementation of educational quality of educational institutions;

1.1.2) to use four types of internal quality assessment results, educational quality for administration and learning;

1.1.3) to follow up on use of internal quality assessment results to develop educational quality;

1.1.4) to promote internal quality assessment focused on implementation of educational quality of educational institutions by the supervision team from the Office of Educational Service Area, based on the empowerment evaluation concepts.

1.2) Principles of the system

1.2.1) inclusion of internal quality assessment focused on implementation based on Patton's Utilization - Focused Evaluation (UFE) (2012)

1.2.2) Fetterman's empowerment evaluation (2015); *Three-Step Approach: Mission, Taking Stock, Planning for the Future* and the 10-step *Getting To Outcomes*.

1.2.3) guidelines for internal quality assessment in accordance with the Basic Education Standards 2016

1.3) Empowerment evaluation: the supervision team of the Office of Educational Service Area followed ten steps, following the empowerment evaluation guidelines based on Fetterman (2015)

First, conduct a needs and resource assessment to determine what the important issues are in the community, school, or agency.

Second, identify the goals, target population, and desired outcomes.

Third, review the literature and similar programs to find best practices.

Fourth, determine how well the program or initiative (selected in step 3) fits the needs of the target population and community.

Fifth, build the capacity that is needed for people involved in the planning of operations and assessments.

Sixth, make a plan to implement the program.

Seventh, collaborate to evaluate work quality.

Eighth, think about how to measure whether or not the program met its goals and produced desired outcomes.

Ninth, plan for continuous quality improvement.

Finally, tenth, review sustainability considerations.

2) The mechanisms of the system included 2.1) input 2.2) process 2.3) output and 2.4) feedback

2.1) Input

2.1.1) knowledge and understanding of educational quality assurance, including legal knowledge related to educational quality assurance.

2.1.2) determination of goals/visions/missions of a utilization-focused internal quality assessment system for educational quality.

2.1.3) capabilities of internal quality assessment and capacities to use internal quality assessment results to develop educational quality at a school level according to quality assurance guidelines and the study level of evaluators and end-users, i.e. all administrators of educational institutions and teachers.

2.1.4) readiness of educational development plans, annual operation plans, learning management plans, evaluation and learning plans. Educational institutions should have documents showing readiness to work normally with complete integration of internal quality assurance.

2.1.5) Duration of internal quality evaluation; and

2.1.6) Participants in the evaluation are the internal quality assessment committee of educational institutions, intended users, informants, the committee that follows and uses internal quality assessment to develop educational quality. Educational institutions appoint the committee and the supervision team from the Office of Educational Service Area.

2.2) Process: internal quality assessment focusing on implementation of educational quality including three phases:

Phase 1: internal quality assessment according to basis educational standards that focused on implementation

Based on an assessment concept that emphasized the use of evaluation results, UFE of Patton (2012), the researcher applied Steps 1 to 15 of Patton (2012), and then conducted 12 further steps, which were to

1) understand the internal quality assessment, focus on the quality of education and define the objectives of the internal quality assessment, emphasizing the use of assessment results to improve the quality of education; 2) evaluate knowledge and understanding of internal quality assessment and use assessment results to improve the quality of education and develop and evaluate performance and competencies; 3) check the availability of the plan / project / activity / resources used for the assessment; 4) study the theory of standards / issues to explain what is happening from the findings in each standard assessment / consideration issue; 5) identify primary intended users; 6) design an internal quality assessment framework to find the right way to build credibility within the internal quality assessment; 7) appoint the committee for internal quality assessment; 8) collect data related to issues / standards; 9) analyze and interpret data according to the issues / standards; 10) discuss the results; 11) prepare a report of the assessment to facilitate the involvement of the executives and teachers; and 12) create a self-assessment report (SAR) for dissemination of important findings in the development of educational quality standard.

Phase 2: use of internal quality assessment results

Four types of educational quality development uses are based on the UFE approach of Patton (2012) and Kanjanawasee (2011): conceptual use, legitimate use, persuasive or symbolic use and instrumental use.

Phase 3: monitoring the use of internal quality assessment results based on the step of Utilization - Focused Evaluation: UFE of Patton (2012)

Follow up occurred with primary intended users to facilitate and enhance use, which included 3 sub-stages: 1) appointment of the board to monitor the use of internal quality assessment results, 2) follow-up on the user's results conducted by the monitoring committee; 3) results of monitoring discussed and summarized to improve output.

2.3) Output

2.3.1) internal quality assessment results used for development of basic educational institution educational quality; and

2.3.2) four aspects of educational quality: learners' quality, administration quality, learning process quality and effective internal quality assurance.

2.4) Feedback

Feedback is provided on implementation of internal quality assessment results to develop education-

al quality and results of internal quality assessment according to basis educational standards focusing on implementation of educational quality for further development.

Results of conducting and evaluating a utilization-focused internal quality assessment system for educational quality development of basic education institutions by applying empowerment evaluation

1) The quality of a utilization-focused internal quality assessment system for educational quality development was examined by the experts, revealing that the system was very appropriate, and extremely accurate, and that it offered usefulness, possibility, and suitability. The opinions from the experts were consistent. The results are shown in Table 1.

2) The results of the trial and evaluation of the utilization-focused internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation:

2.1) Teachers and administrators developed knowledge and understanding of internal quality assessment and the use of internal quality assessment results in the development of higher education quality. The measured understanding of the concepts of internal quality assessment and the use of internal quality assessment were higher than the targeted score of 80%.

2.2) Teachers and school administrators showed ten behaviors based on higher empowerment assessment principles in 80% or more of cases.

2.3) System administrators, teachers, school administrators, and supervisors found that the system was most appropriate. System testers had consistent opinions. The results are shown in Table 2–3

Discussion

A number of interesting research results were identified.

1. The developed system-- The internal quality assessment system for educational quality development of the basic education institutions by applying empowerment evaluation-- consists of sub-elements that show the relationship between inputs and processes that lead to productivity. Inputs focus on the development of teachers and school administrators to become competent in assessing internal quality. Processes comprised an internal quality assessment that emphasizes the use of results in improving the quality of education, followed

by the application of results of the internal quality assessment for management and learning management. Output consisted of the internal quality assessment results for the development of educational quality and the quality of education in accordance with basic education standards, employing the obtained information as feedback for improvement and development, with the following details:

Objectives of the system: the supervision team from the Office of Educational Service Area Administrators of educational institutions and teachers should work together to determine directions of operations in order to set clear goals between the Office of Educational Service Area and educational institutions.

Principles of the system: There are 3 principles of the system:

Principle 1) UFE of Patton (2012) is a guideline that focuses on the utilization of assessment results by relying on the participation of the evaluator. The evaluator collaborates with the direct users, who apply the internal quality assessment of the institution. This principle is in accordance with the assessment model that emphasizes and focuses on responding of the stakeholders.

Principle 2) EE of Fetterman (2015) is a concept of assessment that increases the likelihood of achieving plans / projects by enhancing the ability of stakeholders to plan the operations and evaluate their own plans / projects. The stakeholders have serious involvement and a feeling ownership. EE is an assessment concept that helps agencies / organizations / communities monitor and evaluate their own performance. The agencies / organizations / communities can improve, develop and create their own future after the assessors have left because individual groups or members of the organization or community can conduct self-assessment independently (Fetterman, 2015; Kanjanawasee, 2015).

Principle 3) The guidelines for assessing the quality of the educational institutions include the assessment of educational quality through the use of holistic rubrics. The assessor must have the knowledge, ability and skills for evaluation. The evaluator should judge the results based on his or her expertise (Bureau of Educational Testing, Office of the Basic Education Commission, 2016).

Therefore, the internal quality assessment system that emphasizes utilization of assessment results to improve the quality of education is appropriate for school administrators, teachers and supervision teams.

EE conducted by supervision teams from the

Office of Education Area can be considered a component of a system, which has been defined in 3 phases, that drives other sub-elements, :

Phase 1: This is the evaluation of the input for determining vision and enhancing the capacity of evaluation. It is the preparation of sub-elements, including the competence of evaluation, competence of using assessment results, and other necessary competencies.

Phase 2: The evaluation process for enhancing the development of internal quality assessment strategies is conducted and evaluation results are used to improve the quality of education. Since, the school administrators and teachers have developed competencies in evaluating and using assessment results, they can define, themselves, a utilization-focused internal quality assessment system for educational quality development.

Phase 3: In the evaluation of output and feedback, the supervision team, school administrators and teachers collaborate to evaluate the performance of internal quality assessment by using empirical evidence.

This is consistent with research done by Wongwanich (2000), who found that the work of the supervision team and periodic follow-up (monitoring) will create knowledge and awareness for personnel in educational institutions so that they understand and appreciate the value of evaluation, and are able to carry out internal assessment that creates changes in their work and leads to achievement of their goals.

As for the working mechanism of the developed system, the researcher would like to discuss the work of each component as follows:

1) Inputs

(1) Knowledge and understanding of educational quality assurance, including knowledge on laws related to quality assurance.

(2) capabilities of internal quality assessment and capacities of using internal quality assessment to develop educational quality according to quality assurance guidelines at the school level and class level of evaluators and end-users, who are all administrators of educational institutions and teachers, in accordance to empowerment evaluation. The key success factor for evaluation and implementation of evaluation is evaluation performance.

(3) Goal setting/visions/missions in internal quality assessment for activities and clear methods.

(4) Readiness of educational development plan, annual plans, learning plans, evaluation plans in

accordance to empowerment evaluation and readiness factors of resources for evaluation or documentation for evaluation are important (Wongwanich, 2000; Yoo, 2010).

(5) Duration of internal quality assessment: if duration is limited, it will not be thorough (Jamjan, 2004). For utilization - focused internal quality assessment system for educational quality development required about one week as all school directors and teachers were involved in the assessment.

(6) Participants in the evaluation were evaluators, end-users, the committee that follows and uses internal quality assessment to develop educational quality, and the supervision team from the Office of Educational Service Area, that performs empowerment evaluation to support educational institutions according to the roles stated in ministerial regulations on educational quality assurance.

2) The process of utilization

This process is focused on internal quality assessment system for educational quality development, which includes three stages:

Stage 1: School administrators and teachers were trained to be competent in the skills of assessment, allowing them to be self-dependent and capable of conducting internal quality assessment, which takes approximately one week. The evaluation procedure is carried out in accordance with the UFE of Patton (2012).

Stage 2: The use of internal quality assessment based on an assessment concept -- the Utilization-Focused Evaluation approach -- that Patton (2012) and Kanjanawasee (2011) proposed results in four types of educational quality improvement. At this stage, school administrators and teachers applied the internal quality assessment results in accordance with the Ministerial Regulations on Educational Quality Assurance, 2018.

Stage 3: With regard to monitoring the use of internal quality assessment results, at this stage, school administrators and teachers, themselves, undertake responsibility for the internal quality assessment to improve quality, which involves the practical application of Step 16 of Patton's UFE.

3) Output of the development of a utilization-focused internal quality assessment system for educational quality development of the basic education institutions

The output relies on the application of Step 17 of Patton's UFE (2012), and includes (1) implementation of results of internal quality assessment to develop educational quality of basic educational institutions; and

(2) educational quality according to basis educational standards. This is Meta evaluation with accountability for summary lessons and improvement the quality of education that is consistent with the performance of school administrators and teachers (Tongaram, 2009) in accordance with the National Education Act B.E. 1999.

4) Feedback

Feedback is the mechanism of the developed system used to improve factors of processes so they are consistent with self-assessment reports of educational institutions that focus on educational institutions reflecting internal quality evaluation results (Bureau of Educational Testing, Office of the Basic Education Commission, 2016).

2. The quality of the system was examined by the experts, revealing that the system, developed according to evaluation standards approach proposed by Kanjanawasee (2011) is very appropriate and extremely accurate, and offers usefulness, possibility, suitability to the users. 3. Results show that evaluation of a utilization-focused internal quality assessment system for educational quality development is considered appropriate, where evaluations are done correctly and thoroughly without creating more work, except for small schools, Where the workload was high because the small schools have a small number of teachers. Implementing the system was like creating more jobs for those teachers when they tried to find the right tools to do quality assessment on learners. Assessment reports were developed for convenience and results of assessment according to basis educational standards.

Suggestions

1. The empowerment evaluation facilitated by training provided to school administrators and teachers is one of the important factors that gives school administrators and teachers confidence in their performance; it helps develop common understanding throughout the school. The supervision team conducted periodic assessments during the internal quality assessment, which enhanced the ability of school administrators and teachers to work in unity. They accept opinions from each other fairly and adjusted their attitudes in ways that were perfectly suitable for the working conditions of the school. Therefore, the supervision team should spend time in personal and collective preparation before conducting an empowerment evaluation.

2. The supervision team employed various methods of the empowerment evaluation, such as training, advocacy, donation documents for the internal quality assessment, and illumination via multi-channel communication. The supervision team allowed schools to define themselves liberally in the internal quality assessments that emphasize the use of results in the development of educational quality, leading the school administrators and teachers to perform the ten behaviors of the principle of the empowerment evaluation at a higher level. The schools are continually conducting utilization-focused internal quality assessment system for educational quality development. Therefore, because of teachers and administrators' familiarity with the concepts, the Office of Educational Service Area and the supervisors should be able to apply the empowerment evaluation concept for the development of other educational issues, as well.

3. Assessment tools should be studied and developed in accordance with basic educational standards since this research aims to enable educational institutions to do internal quality assessment that is consistent with normal workloads. However, it was found that learner quality assessment tools differ widely among schools. The administrators and teachers were creative in the development of tools for internal quality assessment, in line with the differing contexts of the schools.

4. The supervision team should do the research and develop online media or electronic media for the enhancement of evaluator competencies in a utilization-focused internal quality assessment system for educational quality development of basic education institutions.

References

- Baughman, S., Boyd, H. H., & Franz, N. K. (2012). Non-formal educator use of evaluation results. *Evaluation and program planning*, 35(3), 329-336.
- Bureau of Educational Testing, Office of the Basic Education Commission. (2016). *A guide to quality assessment in accordance with basic education standards for Internal quality assurance of education institutions*. Bangkok: Rongpibuddha press.
- Chan-urair, N. (2011). *The Development of the Model for Utilization of External Quality Evaluation Results for Quality Improvement of Small-Sized Schools in Northeastern Thailand : An Application of Organization Development Research* (Doctoral's dissertation). Mahasarakham: Mahasarakham University.
- Fetterman, D.M. et al. (2015). *Empowerment Evaluation*. London: Sage.

- Fleischer, D. N. & Christie C. A. (2009). Evaluation Use Results From a Survey of U.S. American Evaluation Association Members. *American Journal of Evaluation*, 30(2), 158-175.
- Jamjan. S. (2004). *A study of educational internal quality assurance process in elementary schools under the jurisdiction of the Bangkok Metropolitan Administration* (Master's Thesis). Bangkok: Chulalongkorn University.
- Kanjanawasee, S. (2011). *Evaluation Theory*. Bangkok: Chulalongkorn University Press.
- Kanjanawasee, S. (2015). CIPP model for change: Meaning, importance, and development. *Social Science Research Association of Thailand Journal*, 2(1), 3-10.
- Kanjanawasee, S. (2016). Empowerment Evaluation: Differential Perspectives. *The Social Research Association of Thailand Journal*, 3(1), 19-25.
- Patton, M.Q. (2012). *Essentials of Utilization-Focused Evaluation*. London: Sage.
- Sakdee, M. (2007). *Strategies affecting the use of internal and external evaluation in teacher practices* (Master's Thesis). Bangkok: Chulalongkorn University.
- Waedramae, M. (2004). *An analysis of misconceptions and practices in educational quality assessment* (Master's Thesis). Bangkok: Chulalongkorn University.
- Wongwanich, S. (2000). *Research and Development of Internal quality assessment system of education institutions*. (Research report). Bangkok: V.T.C. Communication Part., Ltd.
- Yoo, S. H. (2010). Exploring an intergrated model of governmental agency evaluation utilization in KOREA: focusing on executive agency evaluation. *International Review of Public Administration*, 15(1), 35-49.