

Quality Assurance Model for Family Education

By

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Abstract

This research aimed to develop a quality assurance model for family education. The data providers for this research were a group of 240 family education managers, ten educational promoters, and 15 educational experts by specific selection. The research instruments were questionnaires, interview forms, model assessment forms, group conversation recording forms, and user guides. The statistics used to analyze data were mean, standard deviation and percentage. The finding revealed that the quality assurance model for family education was at a moderate level, the self-assessment report was at the highest mean, and the follow-up results for teaching and learning management development were at the lowest. Problems of the quality assurance model for family education included defining activities to improve learners' quality, recording and summarizing assessment results, and lacking development links between family education managers and the educational service area office. The quality assurance model for family education created a four-step model using a research and development process applied to plan-do-check-act management principles (PDCA). The quality assurance model result found that the quality assurance model for family education was at a high level ($\bar{x} = 4.16$, S.D. = 0.37, and had an overall probability at a high level ($\bar{x} = 3.84$, S.D. = 0.38). The results of using the model in the real context found that after using the model, there were 85.45 increased improvement scores. In conclusion, the quality assurance model for family education could be applied and focused on a comprehensive, holistic assessment in line with assessment preparation. It was linked to innovative educational quality assurance and external quality assessments that cover system-wide components.

Keywords: Quality Assurance, Educational Home School, Assurance Model

Introduction

In the past, Thai society had the characteristics of home school education, with homes, temples, and palaces as the centers of educational management and the cornerstone of the Thai way of life (Lao, 2015). However, in 1999, the right to provide primary education to families was initiated as announced in the National Education Act B.E. 2542 (1999) (Commission, 1999). Since then, many families and civil society have driven the exercise of the right to participate in alternative education, focusing on essential resources and the identity of people's way of life in each community context,

and the potential of learners with a variety of differences (Engchun et al., 2018). The government had allowed the family to be the organizer of primary education following the covenants of the Constitution of the Kingdom of Thailand B.E. 2560, section 54, which stipulated that the state promoted lifelong learning and organized cooperation between the state and the private sector (Committee et al., 2007). Furthermore, the primary family education arrangement was outlined in the Ministry Regulation on Educational Quality Assurance B.E. 2561 (2018) by applying the Basic Education Core Curriculum under the criteria and methods for using the Basic Education Core Curriculum B.E. 2551 (2008) to the supervision of Office of the Basic Education (Srisakda et al., 2016).

The family education arrangement was an alternative education that used educational media and scholarly sources (Ren & Phongsatha, 2021). Each family had different conditions, limitations, and factors that differed according to the context of the readiness of each family and the learner (Pedragosa & Katenga, 2022). These conditions, limitations, and factors appeared from various concepts based on demands in the dimensions of race, religion, values, beliefs, culture, and community-based learning, making up for the inappropriateness of government-provided education and cannot help develop individual capacities (Booker & Mitchell, 2011).

There were many problems and obstacles in the family education arrangement in Thailand (Deeod, 2020). Some families from different regions across the country could not manage education following the guidelines of the quality learning process, media, and technology learning resources (Niyom, 2018). Additionally, some families lacked techniques and skills in learning management and had difficulty complying with assessment indicators, such as internal quality assurance standards. It was found that education managers lacked knowledge and competence in curriculum design, and curriculum assessment lacked indicators, measurement protocols, and assessments appropriate for developing learners with special needs. There were also problems from a lack of understanding of family education regulations or readiness (Niyom, 2018). These affected the implementation of family education arrangements had to be canceled. Therefore, parents were responsible for building competencies that enabled learners to live and work in an era that has changed through thinking and information technology (Ren & Phongsatha, 2021).

Family education has to be of quality to develop learners who have the potential to learn through quality processes (Tilhou, 2020). The education manager was responsible for supervising and facilitating learning and reflecting on the quality of learners' development and family education following education goals (Carpenter & Gann, 2016). Therefore, Thailand's education model required a quality assurance model for family education to indicate the quality of education focused on individual learners and to set learning goals to match their developmental learning aptitude, interest, and learning length. Additionally, Thailand's education model had to be highly flexible for learning integration in real life and the environment. This research aimed to study current conditions, problems, and development guidelines for family education quality assurance. From textbooks review, academic documents research, and ideas of academics, we integrated and analyzed it as a conceptual framework for developing a quality assurance model for family education, which could be summarized as shown in Figure 1.

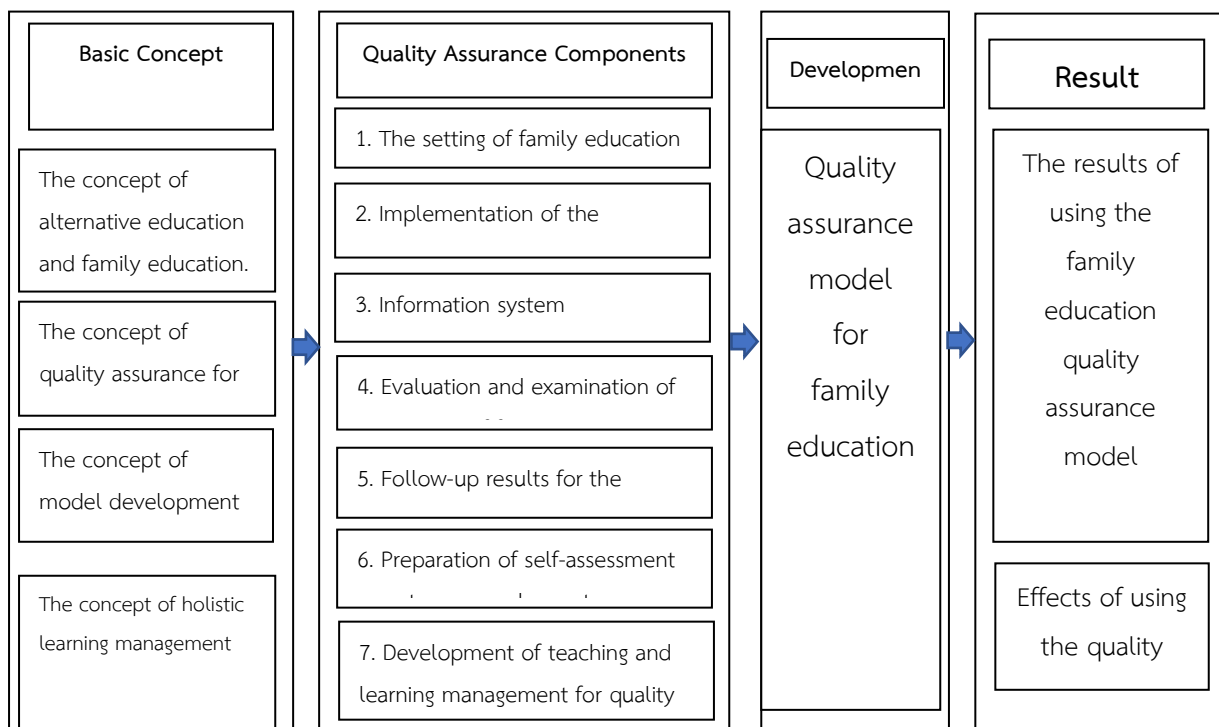


Figure 1 Research conceptual framework.

Methods

This research's educational quality assurance model in home schools proceeded according to four phases.

Phase 1 Studying current conditions, problems, and development guidelines for family education quality assurance

The first phase was a study of current conditions, quality assurance problems, and development guidelines which led to drafting a quality assurance for family education. To create quality assurance for family education, we had to study, analyze, and synthesize by interviewing current conditions, problems, and development guidelines for education quality assurance with questionnaires and interview forms. The respondents consisted of 3 groups of 25: 1) a group of 10 family education managers, 2) 10 educational promoters for family education quality assurance, ten people, and 3) 5 educational experts. A total of 230 participants were recruited using the Krejcie-Morgan formula after sample calculation.

Phase 2 Creating and reviewing a draft of the quality assurance model for family education

The data obtained from Phase 1 were synthesized with the implementation of the family educational quality assurance model, with five family education managers and five experts with best practices, a total of 10 people by interview. Then carried out a draft to review the draft quality assurance model for family education to consider the suitability and feasibility of experts involved in family education with the focus group. The 5-rating scale questionnaire's index of congruence was between 0.60-1.00.

Phase 3 Trying the quality assurance model for family education

We conducted field research to bring a quality assurance model for family education to 9 family education managers, separated into six single-family education managers and three extended families. First, we had each family write a self-assessment report (SAR) during the

half of the academic year after the end of the second semester of the academic year 2021. This form measured the results of the development and implementation of the goals set in each standard based on criteria and adaptation methods of the Basic Education Core Curriculum B.E. 2551 (2008) and the Ministry Regulation on Educational Quality Assurance B.E. 2561 (2018). Additionally, to measure the development result and implementation of the goals, there are seven standards related to family education managers, including standard 2: learners have morals, ethics, and desirable values, standard 3: learners have the skills to seek knowledge on their own, love to learn and continually develop themselves, standard 4: learners have the ability to think systematically, creatively, able to make decisions to solve problems sensibly and rationally, standard 5: learners have the necessary knowledge and skills, standard 6 learners have working skills, love to work, and be able to work with others, and standard 7 education managers can manage education effectively. Field note records were used for the family context survey. Consequently, the development score was calculated as follows.

$$DS = \frac{(Y-X)}{F-X} \times 100$$

Where; DS (%) = Development score

F = full score

X = pre-test score

Y = post-test score

Development score	Level
76 - 100	Very high
51 - 75	High
26 - 50	Moderate
0 - 25	Low

Phase 4 Studying the problems, obstacles, and impacts arising from the use of the quality assurance model for family education

The fourth phase was a study of the results that occurred after the implementation of the insurance model to use in real situations by studying the problems, obstacles, and impacts that happened in the people who tried the insurance model with the family study manager of 9 families. A tool used to record problems and obstacles was summarizing the analytic induction and presenting it as an essay. Problem recording was analyzed using analytic induction and narratives.

Results and Discussion

From the study of current conditions, problems, and development guidelines for family education quality assurance, it was found that the follow-up results for the development of teaching and learning management were at the lowest mean level. The follow-up results would be using learners' development data to continually improve learning management and finally lead to comparison with learning evaluation criteria. The study found that family education managers lacked the knowledge and understanding of the quality improvement of family education management because of the connection between the family education managers and the educational service area office to improve the quality of education. Due to the guidelines of the Office of the Basic Education Commission in the document on the implementation of basic education families arrangement, item 4: quality assurance within basic education families arrangement, the roles, and duties of the family education manager and the educational service area office was identified. It was connected and related in many stages, starting with family

education planning, laying out guidelines for evaluating the development of learners together.

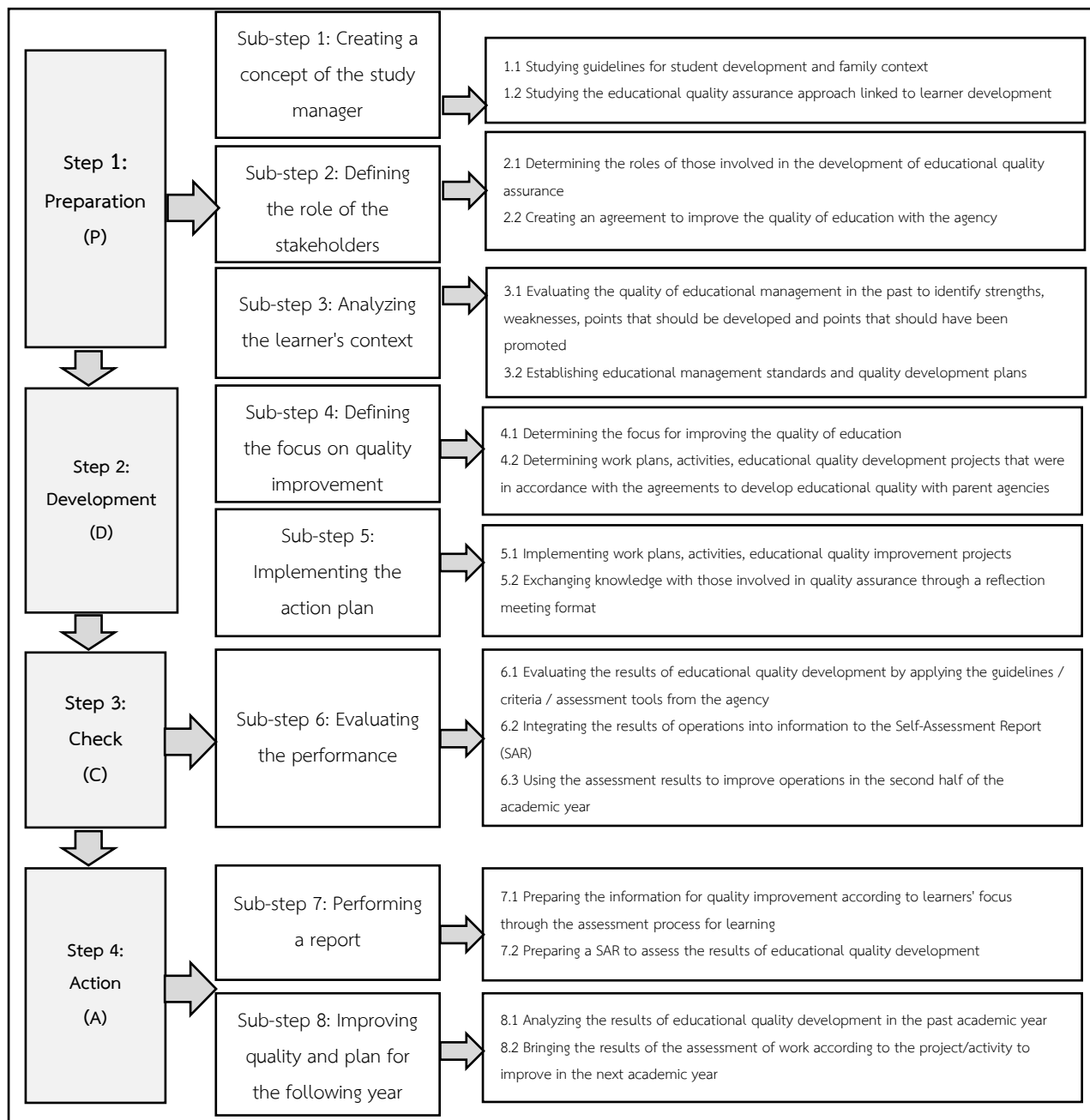


Figure 2 A quality assurance model for family education

The research also found that the guidelines for evaluating learners' development included various educational quality assessment tools, such as the student reflection assessment form, the educational management quality review form, and the student portfolio assessment form. Assessments in various fields were crucial for learner development, as shown in the Ministry Regulation on the Right to Organize Basic Family Education. This required families to assess learning following the criteria and methods for measuring and evaluating the results of the basic education curriculum. The evaluation report was a part of the quality control mechanism following the mission (Doherty, 2012). The quality assurance model for family education has been applied to management principles according to the PDCA process (Maruyama & Inoue, 2016), resulting in a four-step as follows: Step 1: Preparation (P) had

sub-steps: 1) create a concept of the study manager 2) determine the roles of stakeholders 3) analyze the context of the learners. Step 2: Implementing the development (D) had sub-steps: 4) identify the focus on quality improvement 5) implement the action plan. Step 3: Quality Check (C) had sub-steps, including 6) performance assessment. Step 4: Quality Improvement (A) had sub-steps: 7) report on performance and 8) improve quality and plan for the following year. These process steps can be shown as shown in Figure 2. The model development focused on holistic knowledge and the required characteristics of the learners. Results showed that three families had mean pre-test scores of the individual family and grouped family of 41.46 and 39.67, respectively. The post-test scores were 91.06 and 91.22, respectively.

In Figure 2, the quality assurance model for family education was applied to management principles according to the PDCA process, resulting in a 4-step approach. First, we developed the insurance model, which provided family education managers with best practices and experts with experience in family education. The development of this model was consistent with the research of Zinzou and colleagues, who developed a knowledge management model to create educational quality assurance in higher education in Thailand (Zinzou & Doctor, 2020). Our findings would be a guideline for drafting a pattern to make the appropriateness of the model. Subsequently, it might lead to determining the elements of the development process in that model. The assessment of the insurance model found that the overall appropriateness of the quality assurance model for family education management was at a high level. Quality assurance for education abroad and the formation of a model were critical in improving the quality of education. The feasibility of the quality assurance model for family education management was found to be at a high level. Issues, principles, reasons, and creating a pattern were at the highest level. The background and importance of the design made awareness, cooperation, and mutual understanding in improving the quality of education. The research of Engchuan and colleagues identified family education cooperation (Engchun et al., 2018). All parties involved had essential principles that form the basis for mutual understanding: the focus of participation of all parties. There should have been joint research and development on the curriculum by creating an agreement to cooperate between the two parties. The research finding was consistent with Pullmann and colleagues. They found that an external quality assessment model for elementary education was managed by a family and could be assessed based on the actual situation (Pullmann et al., 2013).

Families could apply the findings from the assessment to family education development. Assessment results were possibility, usefulness, suitability, and correctness covered at a high level. This study was consistent with the research of Mehralizadeh and co-workers, who had developed a quality assurance model within educational institutions using empowerment assessment for higher education in Iran (Mehralizadeh et al., 2007). Therefore, the possible and suitability assessment results were at a high level. To perform the procedure, we reviewed the methods and procedures for the assessment according to a quality assurance model designed by studying the concepts and theories about the creation and development of assessment tools. Using the model in the actual context was measured from the quality assessment results according to the quality assurance standards by two groups, including six single-family education managers and three extended families. Before and after using the model, the improvement scores increased by 84.72% and 85.45%, which were higher than the targets. These findings were due to the developed quality assurance model for family education with clear guidelines for educational quality assurance. In addition, there was implementation using new academic development strategies with the characteristics of the overall assessment. It was aimed at evaluating internally related processes. This approach was consistent with the

Office for National Education Standards and Quality Assessment policy, which linked to internal quality assurance and holistic assessment covering system-wide components (Payogo et al., 2020). It was also found that family education managers had knowledge and understanding of educational management development guidelines that could be applied in their context, such as portfolios, academic quality assurance tools, etc. Moreover, since family managers were closely overseeing the process of learning and improving the quality of education, they provided a better understanding of the process of developing family education quality assurance.

The research finding on problems, obstacles, and impacts arising from using the quality assurance model found the participation of all stakeholders. It was of great importance to the development of learners, clear roles, and duties. Determining the appropriate joint points would be a guideline for collaboration and efficiency for collective quality assurance between family education managers and government agencies. Collaborative approaches were essential issues in various activities and appropriate assessment guidelines together.

Conclusion

Quality assurance model for family education, there is a 4-step method of implementation, applied to the principles of management according to the PDCA process and in line with the direction of basic family education arrangement specified in the Ministry Regulation on Educational Quality Assurance B.E. 2561 (2018). The quality assurance model for family education focused on enabling learners to develop their learning potential in academics and learning life skills which were highly flexible and able to integrate learning from real life and environment to natural development. Quality assurance for family education could be achieved based on the participation of all parties and the collaboration between family education managers and government agencies.

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