

Model for the Development of Educational Quality and Standards of Secondary Schools Under Bangkok Under the New Quality Assurance Framework

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ABSTRACT

The purposes of this research were 1) to study the characteristics of educational quality development and standards of secondary schools under the Bangkok Metropolitan Administration. Under the new educational quality assurance framework. 2) Create a model for quality development and educational standards of secondary schools under the Bangkok Metropolitan Administration. Under the new educational quality assurance framework and 3) evaluate the development of educational quality and standards of secondary schools under the Bangkok Metropolitan Administration Under the new educational quality assurance framework, with 4-step research Namely 1) studying new educational quality assurance characteristics 2) adjusting the quality and educational standards of secondary schools under the Bangkok Metropolitan Administration Under the new educational quality assurance framework With Delphi technique From experts, amount 21 3) Analyze the research elements and 4) Assess the feasibility of the model for quality development and educational standards of secondary schools under the new educational quality assurance framework from the secondary school administrators under Krungthep. May And 210 persons responsible for educational quality assurance. Statistics used for data analysis were percentage, quartile range, mean, standard deviation.

Research findings 1. The characteristics of the development of educational quality and standards of secondary schools under Bangkok Metropolis under the new educational quality assurance framework have 5 components which are student result, research and innovation, academic service, art and culture and Thinness and management 2. Model for development of educational quality and standards of secondary schools Ltd. Bangkok, according to a new quality assurance. Must develop the quality and education standards by focusing more on student outcomes and there is research and creation of innovation, academic services management, and quality management. 3. The model for the development of educational quality and standards of secondary schools under the Bangkok Metropolitan Administration under the new framework for educational quality assurance is possible. Yes, and suitable at a high level.

Keywords

Quality and Standards, Secondary school, New Quality Assurance

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Introduction

The present world has rapidly entered the era of globalization with the influence of progress. In telecommunication science and information technology with global networks, such as expressways, information news, including computer networks called "Internet" makes society a society of information, world information is melted into one. At the same time, all activities, whether economic, social, cultural, political, educational, and environmental are linked to each other. World In order to keep pace with the changes and progress in new science, the access to knowledge and the exchange of information occurs quickly. Prepare to face the challenges of global trends, with the key factors to face change and challenges, such as the quality of people, workforce, and national wisdom, are key factors in driving the country towards development and its potential in International competition for this reason has made many countries increasingly focus on education as a tool for effective human development, improving the quality of education, developing skills, thinking processes and processes for solving various problems. Quality will be a key force in the country's sustainable development. Society in which people have quality, have strong knowledge, can compete well in the world because modern society competes

with quality of people. Human resources therefore becoming something valuable it is an important factor that make society able to compete with other societies and can create progress through new technologies. Accessing knowledge and being able to get information about it quickly to stay informed of current world situations and truths (Vesarnatch, 2011).

Accessing and linking information is a problem and the cause of its spread. Such rapidity has created a common or international trend that connects all over the world, major currents affecting the changing of life, society, and environment around the world, which Thai society has been affected by various changing conditions. In today's Thai society context, it has a great impact on higher education, but Thai higher education has not been able to adapt to the rapid changes that have greatly affected the quality problems of Higher Education, together with research results on current conditions, problems and trends, the context of changes in Thai society under the future globalization. 10-20 years, it was found that Thai education may face problems in 6 areas: 1) social aspect 2) economic aspect and nature of production and service 3) environment and energy 4) science, technology and innovation 4) politics Government and 6) population (Sirirangsri, 2012) As a result, the education system cannot be an effective

mechanism for national development and its potential to compete with other countries. By the free economic flows, capitalism, the world economy has become an economic system. Likewise, former socialist countries such as China, Vietnam, and Eastern Europe have increasingly focused on free trade policy; globalization has widened global markets, moving inputs of production and multinational investment. Around the world, there is a fierce commercial competition around the world. The issue of quality education is still a hot topic of debate. Therefore, the goal of the second decade of education reform (2009-2018) focuses on development. quality and standards of education, increasing educational and learning opportunities, and promoting participation of all parts for Thai people to learn throughout their lives with quality, regardless of quality and educational standards are important. All parties involved in the provision of education must realize and finally implement the quality assurance system, which is therefore an important mechanism to effectively develop the quality and standard of education of Thai people.

In the past, secondary schools under Bangkok in Thailand. Has played an important role in human resource development, has been the main institution that has always played a role in guiding society. It is the principle that people, and organizations can rely on when problems must be solved with academics and wisdom, hope of society and existing missions, causing higher education institutions to make every effort to perform their duties fully and maintain their integrity. Believe in the faith of society to remain forever the most important role of secondary schools under Bangkok. It can be said that it is a "change agent" or a society that drives social change that must follow the roles and responsibilities of a secondary school under Bangkok to lead the country to a society that is Finally (Office of the Higher Education Commission, 2008), the aforementioned education management is therefore very aware of the quality and standard of education, as evidenced by the various criteria and measures from various departments. It is the Ministry of Education that organizes teaching and learning to supervise the education management to be carried out with quality, including the quality control of education by assessing the internal assessment of the secondary schools under Bangkok. Therefore, there is a strong awareness of educational quality and standards, which can be seen from the various criteria and measures from various departments to supervise the education management to be carried out in a timely manner. Quality In addition, education quality is controlled by both internal assessments of secondary schools under Bangkok and external assessments.

In addition, the analysis of current conditions, problems, and obstacles of the development of educational quality and standards of secondary schools. Bangkok Metropolitan Administration for implementing such policies and in keeping with the national direction of social development, the urgent achievement of educational reforms in the second decade (2017) 2009-2018) Tertiary Education Quality Development Strategies. The researchers therefore have ideas for developing the educational quality and standards of secondary schools under the new framework for quality assurance in education as a guideline for quality development and Education standards of secondary schools effectively and educational standards to keep pace with

globalization and international standards. The developing educational quality assurance system has the idea to promote and propose guidelines for the development of educational quality by implementing 3 steps as follows:

1. Quality control refers to the quality of education of the school according to as well as the relevant departments to serve as goals and as a development tool, the general practice of the standard is determined by a group of experts or experienced people.

2. Quality inspection is an examination and gives priority to The provision of education that meets the required educational quality standards and procedures to ensure the quality of education.

3. Quality Assessment is the assessment of the quality of the school by personnel within the school or by the institution responsible for school supervision concepts based on educational quality assurance principles.

The concept of education is not familiar with the business because education is not monetary profit but the expect result is quality in various aspects of people. It is a process of producing people, with teachers and administrators as internal personnel must cooperate to develop good quality of children and continue to operate without stopping. Administrators and teachers in schools jointly set the goals to be explicit on how they want to develop their children to qualify. There is a PDCA concept that is used in educational assurance. P refers to plan, D refers to do, C refers to check, and A refers to action which means an adaptation and solving to reach the set purposes and continuously improve the quality by participating in group.

This research is useful to educational agencies such as high school administrators under Bangkok Metropolitan Administration, teachers, students, and the public. This research focuses on applying knowledge to benefit the development of educational quality and standards. Of secondary schools is like transferring the developed knowledge media to personnel to learn for self-development, human development, and job development in accordance with the current social context and to develop trends of the institution for further betterment for example,

1. External situations that is highly competitive and alert and

2. Internal policies need to strengthen weaknesses to develop all aspects to meet the learners. And social needs.

Research Objectives

Research on the development of educational quality and standards of secondary schools under Bangkok under the framework of the new educational quality assurance has the following research objectives.

- 1) To study the quality development characteristics and educational standards of secondary schools under Bangkok under the new educational quality assurance framework.

- 2) Establish a model for developing the educational quality and standards of secondary schools. Under the new education quality assurance framework

- 3) Assess the development of educational quality and standards of secondary schools under Bangkok under the new educational quality assurance framework.

Research Method

Research on the development of educational quality and standards of secondary schools under Bangkok under the framework of the new educational quality assurance was a mixed research consisting of both quantitative research with methods for collecting data by using questionnaires and the qualitative research was collected using in-depth interviews with a total of 21 key informants. With a specific selection method, who are experts with knowledge of education and the quality and standard of education of secondary schools under Bangkok They have direct experience in educational quality assurance, with a total of 210 sample subjects using the ready-made open grid method According to the sample sizing criterion of (Krejcie & Morgan, 1970) at an acceptable tolerance level of 0.5. The statistics used in the qualitative data analysis were median and interquartile range. Statistics used in quantitative data analysis it consists of mean (Mean) and standard deviation (S.D.). The researcher developed the research method, divided into 3 phases.

Phase 1 studied the educational quality and standards of secondary schools under the framework of the new educational quality assurance. Synthesize doctrines, concepts, theories, and related research. From the study visit of the educational quality assurance management of secondary schools and by interviewing 21 experts with direct experience in educational quality assurance to collect the expert opinion data.

Phase 2: Establishment of a Developmental Development and Composition Validation by using the content, information related to the quality assurance of new studies and elements obtained from expert interviews, to create a 5-answer, closed-ended questionnaire. Offer a teacher counselor to check the correctness of the language. After that, the questionnaire was sent back to the same 21 experts, allowing the experts to comment on the appropriate level of rating for each question. When modified according to the advice of experts Therefore inspect the quality of the tools by assessing the validity according to the content, analyzing the Item Objective Congruence Index (IOC) value of the questionnaire individually, then selecting the questions with an IOC value greater than 0.50.

Phase 3 Assessment assesses the feasibility and feasibility of educational quality improvement guidelines and standards developed by introducing questionnaires on the quality development and educational standards of secondary schools under the quality assurance framework. A new kind of education the revised version, then go try out) with a population like a total of 30 samples to analyze the confidence coefficient. (Reliability) of the tool, then a complete questionnaire is published the data were collected from a sample of 210 administrators and participants in the quality assurance of the study, in terms of suitability and usefulness for use. After that, questionnaires were collected from the sample. The results were analyzed for the mean and standard deviation (SD).

Tools Used For Data Collection

Qualitative data collection tool

Including in-depth interview documentation Used in interviews or conversations for supporting information it is a comment on the suitability and consistency of the development of educational quality and standards of secondary schools under the new framework for quality assurance.

Tools used to collect quantitative data

Questionnaires were questionnaires to inquire about the level of opinions on the construction of a model for the quality development and standard of education of secondary schools under the new framework for quality assurance. In terms of suitability and usefulness in their use Divided into 3 parts as follows

Part 1 was a general information questionnaire on the personal factors of the respondents. There is a check list (Check List) classified by personal factors. (General information)

Part 2 is a questionnaire on the development of the quality and standard of education of secondary schools under the new framework for quality assurance, inquiring about the suitability and the usefulness of their implementation. The nature of the questionnaire is a 5-level rating scale.

Part 3 is other recommendations for improving educational quality and standards of secondary schools within the framework of the new educational quality assurance. It is an open-ended questionnaire to write free responses.

Research Results

The development of educational quality and standards of secondary schools under the new education quality assurance framework. The results can be summarized as follows.

Objective 1 the research results were found that from the analysis of opinions of experts, high school administrators under the Bangkok Metropolitan Administration and those responsible for the education quality assurance, the researcher was able to gain the characteristics of improving the quality and standard of education at the level schools. Secondary education under Bangkok under the framework of the new educational quality assurance, which contains all 5 elements of development and 30 development methods, which correspond to Punthai (2009) found that to change the behavior of the leaders, the need to create a change in the working culture in the organization with good practices according to the principles of good governance through the organizational culture elements and the use of internal communication. Which is the factor that leads to the real results of the organization?

Objective 2 the results of the research were found that the elements of building a pattern, developing quality and educational standards of secondary schools. Under Bangkok Under the new framework for educational quality assurance there are 5 components: 1) student outcomes 2) research and innovation 3) academic service 4) arts and culture and Thai culture 5) management with details as follows.

Component 1: Student outcomes consisted of 6 indicators: 1) A policy for quality development and standards for learners with image or focus on the identity of secondary schools under the Bangkok Metropolitan Administration. And innovation to support the performance of educational quality and standard development. 3) Encourage learners to comply with the rules. Regulation and adherence to morality, ethics, maintain and inherit a good culture Such as public relations, dissemination of fame, recognition, praise, and prizes. 5) Provide a system for monitoring learning and student behavior on a regular and continuous basis that is ready for immediate correction and assistance. Completion of the educational quality and standard development plan

Component 2 Research and innovation consists of 6 indicators: 1) a research and innovation policy that is consistent with economic conditions. 2) Develop a research and innovation strategic plan in line with the policy of the secondary school. Under Bangkok as well as giving importance to the challenges and changes of society and the world; 3) support the budget for research and innovation development; 4) Establish capacity and manpower development of support personnel performing research and innovation work; 5) establish a system for monitoring progress and evaluating the success of the research and innovation strategic plan. 6) Establish a systematic search for funding sources for research and innovation from outside.

Component 3: Academic Service consists of 5 indicators: 1) there is a policy on academic service that is clearly in line with the environment and needs of the community, society, and the country, such as setting directions and goals for academic service. Academic or equivalent units have an academic service strategy plan that is consistent with the plans of secondary schools. 3) Secondary schools. Under Bangkok Provide capacity and manpower development of academic service workers. 4) Establish a system to monitor progress and assess the success of the academic service plan covering all major departments. Collaboration with government agencies and private sectors to promote social learning Community and local.

Component 4 Arts, Culture and Thainess consists of 5 indicators: 1) there is a policy on arts, culture and Thai that is clearly consistent with the environment and needs of the community, society, and country. Art, culture, and Thai traditions of secondary schools as well as giving importance to the challenges and changes of society and the world; 3) the budget for the development of arts, culture and Thai as planned adequately; 4) to develop the capacity and manpower of art practitioners. Thai culture and identity 5) Encourage teachers and personnel to study and research. To preserve, create identity standards, and disseminate arts and culture.

Component 5: Management consists of 5 indicators: 1) Short-term Operator Development Policy. 2) Promote and support secondary schools. 3) Arrange to transfer quality assurance policies and strategies for secondary schools. Under Bangkok to lead a comprehensive practice of all parties involved in all hierarchies. 4) Establish a system for monitoring and evaluating the quality assurance progress of secondary schools covering all departments. 5) Establish a dedicated quality assurance supervisory management and agency.

To create a model for the development of educational quality and standards of secondary schools under the new educational quality assurance framework.

Objective 3 the research results were as follows: The consistency of the development of educational quality and standards of secondary schools under the new framework for the quality assurance of education.

The experts obtained concluded that all 5 components were consistent, and feasibility of their implementation was at a higher level. In this order, students' results (3.74), research and innovation (3.89), academic services (3.74), arts and culture and Thai (3.68) and management (3.77).

Knowledge of research

Key features of the management new quality assurance

To achieve the objectives within the framework of the National Qualifications Framework, that is, focus on student results. And must be consistent with the institutional context that must consider the unity of policy and diverse in practice with the distribution of power from Central to the education management section Build the participation of communities, society, and establishments. In policy formulation, course administration, production process and student development Including setting graduate standards and coordination with network partners in the private sector, government, and local sectors, and, importantly, should design a flexible and diverse education management system with a transfer and comparison system. Work experience of individuals for admission to education establishing a mechanism for students to have volunteer activities for society Evangelizing student's morality and encouraging teachers to produce research in the classroom to develop students and manage research-based teaching and learning. Resources are mobilized from both the public and private sectors to provide education in accordance with the tertiary qualification standard framework. With due regard for a thorough and fair coordination there must be a continuous teacher development system for each course. To keep up with Change of technology Modern science and social situations.

Quality assurance in education has 3 important.

1. Allow the public to receive reliable quality education Information build confidence and make decisions about quality services.
2. Preclude an ineffectual quality education. This is a consumer's protecting and create an equality of an opportunity to receive quality educational services thoroughly.
3. Befall the responsible for person in education to focus on educational management to quality and standards seriously, which expect the results in the education to have the power to continuously develop the quality of the people. Therefore, the educational quality assurance is the management and operation of normal activities of the school to continuously improve the quality of the students which can be create confidence for education administrators. Moreover, it also prevents the provision of ineffectively quality education and creates education as a powerful mechanism for the development of higher quality

populations. An important principle of educational quality assurance in primary educational institutions is an educational quality assurance that can cover the mass activities and academic missions and administration management that has an advance planning and a systematic relationship. To create a reasonable assurance that the learners have got the knowledge, ability, and desired characteristics in accordance with the educational standards. The educational quality assurance within the school will focus on the standards of education for learners which are all 7 standards as follows.

Standard 1: Learners have morals, ethics and desirable values, discipline, responsibility. An action that follows the rules and basic principles of each religion. Be honest, benevolent, generous and sacrifice for the public (use both personal and public property and property including natural resources that are economical and worthwhile)

Standard 2: Learners can think critically. Synthetic thinking, judgmental, creative, thoughtful, and visionary. Be able to classify, compare data and get the main idea, assess the reliability of data, knowing of the advantages, disadvantages, correctness, identifying reasons, finding answers, choosing methods, and having an esprit to solve problems and make decisions with peace and accuracy. Have initiative, imagination, be able to predict and decide the goals.

Standard 3: Students have the knowledge and skills required by the curriculum. Have an achievement in the experience group / subject group / major subject not less than the minimum standard criteria (mathematics, science, Thai, English, social sciences, computers, and specialized subjects for vocational education) and the ability to use language as a tool to communicate.

Standard 4: Students are skilled in seeking knowledge for themselves. Keen to learn and develop one continuously. Enthusiastic Interested in learning from various sources, knowing how to ask questions to find reasons. Desire to read, knowing how to use the library for seeking knowledge, sources, and various media, both inside and outside the school. Be able to summarize the points from learning and experienced correctly by one.

Standard 5: Students skilled in work, desire to work, work with others effectively and have a good attitude towards honest careers. Be able to work orderly and effectively, diligent, patient, thorough in work, improving their work properly, work happily, be proud of their work and be able to work as a team. Helping others not taking advantage of cooperation. Accept the opinions and abilities of others. Be responsible for the group work. Have a good attitude towards honest careers.

Standard 6: Having good behavior, good physical and mental health, having both height and weight according to standard criteria. Having physical fitness as standard, cheerful, build a good relationship with teachers, friends, and the public. Knowing of health and prevent oneself from becoming in an accident, having knowledge, and understanding about the dangers of drugs and intoxication. Do not do drugs and be free from bad influence.

Standard 7: Having an aesthetic and artistic character including music and sport, appreciation and participation in arts, music, and sports.

The development of the quality assurance system in the school for learners bringing the results to plan for improvement within the school. To reach the needs. Therefore, educational institutions must be aware of the need to prepare a report. And the use of information to benefit seriously for accuracy and keep it current. According to the process of developing the educational quality assurance system consists of systematic study, stem analysis, system design, system implementation, monitoring and evaluation of the entire system for the most benefit of students.

Discussion of Research Findings

1. Development of educational quality and standards of secondary schools under the new framework for educational quality assurance which consists of 5 components: the results of the learners Research and innovation Academic Service Art, culture and Thai and management Overall, it is at a high level. With indicators having a descending average new educational quality assurance it is an education organization aimed at quality students. The quality assurance of education is an important measure to ensure the quality of the learners. This is because the development of the educational quality and standards of secondary schools under the newly developed educational quality assurance framework. Easy to put into practice, clear, easy to understand objectives cover operations. Quality improvement practice process uses the PDCA cycle that can be used effectively. With an emphasis on social responsibility and accountability and consistent with the results of each higher education standard the course performance is consistent with the tertiary curriculum standards. Resulted students according to DOE (Desired Outcomes of Education) and other standards set by the Ministry of Education standards. This is consistent with the research results of (Phiphatnarathorn and Chirotepinyo, 2018). It was found that: 1. Elements of management towards excellence in secondary schools. There are four components in Bangkok, consisting of personnel management, general management. Academic Management and budget management 2. The level of administration leads to excellence of private schools in Bangkok. Overall and each item Very good.

2. The development model of educational quality and standard of secondary schools under the new educational quality assurance framework was found to be very good. It is suitable for management to improve the educational quality and standards of secondary schools and can raise the quality and standards of educational institutions. This is because the model is developed from the real problem of each secondary school. Can solve the problem and meet the needs of education quality assurance in line with the principles where problems arise, where to solve them. The management process takes place through a process of participation from many parts, whether from within the organization. Especially the cooperation of the institutional personnel and outside the organization is the support from the agency Due to the high school level administrators Who oversees educational quality assurance; is involved in planning quality development strategies or quality assurance at secondary schools. Considering the quality that is given to

learners and key stakeholders. Together with the transmission of quality assurance policies and strategies of secondary schools to all departments and personnel at all levels, comprehensively and across all secondary schools. In line with research, Newton (Newton) studied research on Impact Assessment in Secondary School External Quality Audits in the UK from 1993 to 1998 with the aim of assessing the impact of using a form of external audit. Quality assessment of teaching and learning management and quality monitoring of secondary schools. The results of the study showed that using quantitative data (Quantitative) and qualitative (qualitative) obtained from measurement, practice, or implementation by an external organization. Such as inspection reports and assessments of the Scottish Higher Education Council (SHEFC) and the Higher Education Quality Council (HEQC) and the internal assessment audit. By the committee according to perception the impact of the quality system is as follows: 1) Objectives of the quality system and the methods used in the audit. And the assessment pointed out that the educational quality assurance system needs to be audited and assessed both internally and externally, audits and assessments of various higher education institutions are possible. (Accountability) 2) Quality improvement for personnel is so broad. Therefore, independent improvement cannot be separated from the quality assurance system. 3) Quality improvement for students. It is more important than personnel improvement and development. As it is a product of secondary schools and 4), quality assurance operations should be expanded or expanded. To meet the needs of more and more agencies, Thailand has developed a quality assurance system within the tertiary level. By agencies from the agency Quality assurance operations aim to ensure the confidence builds on students, students in making admission decisions, on the other hand, can be used as a means of recruiting individuals for further admission. It also encourages development in all directions of the secondary school, such as teaching curriculum, research, personnel, and teaching support systems, etc. Chirothphinyo, 2017) found that the relationship between participatory management and the governance of school administrators. They are related components in the school administration process. In the case of linking with other countries it is intended to lead to student exchange. And the credit transfer between secondary schools to create new experiences and knowledge for students both academic and culture of each country. In addition, the quality assurance system also encourages and pays attention to information technology systems Infrastructure and others, SWOT analysis.

3. Assessing the development of educational quality and standards of secondary schools under the new framework for educational quality assurance, it was found that the model of quality development and educational standards of secondary schools under the new educational quality assurance framework. That has been evaluated this indicates that the development of the educational quality and standards of secondary schools under the new framework for the five components of the new quality assurance. This may be due to the model that has been created from the real problem situation of the target group and is correct and consistent with the Ministry of Education. In particular, the development model has been confirmed by experts. And it

was caused by cooperation from all related sectors such as administrators, teachers, and regulators, thus resulting in appropriate and effective forms. To be a way to further improve the quality of education Consistent with the concept of educational quality assessment which identifies guidelines for assessing the quality of education throughout the organization, namely into the process and productivity especially the cooperation of all stakeholders. (Stakeholder) will become the greatest power of all operations. Which corresponds to (Nichakonwong, 2015) However, cooperation in teaching and learning activities should be extended. Between secondary schools Government agencies and private sectors, both within and outside the country to give students opportunities to learn attitude, perspective and various and different experiences is to receive information from outside and course administrators should conduct follow-up reports.

The quality assurance generates the benefits as follow.

- It generates the development of institution quality continually to the international standard.
- Usability of resources for higher education quality development.
- The institution management to be effective will lead the student to be successful at all levels.
- Producing research and academic service to be the most beneficial and be identical to the social and national requirements.
- The students, parents, employers, and the public have the data for planning.
- The institution, educational service institute, and government have the accuracy data and being a system to impose the policy, planning and managing the education that student has the high score of achievement in each subject and receive a standard.
- Students know in advance what they will receive from the institution and achieve as they have acquired.
- Parent, community, teacher, local educational institute participate in imposing the quality that is combined with international standard, national standard and local standard.
- The director is on duty planning to control the quality by binding with the teacher, school committee, parent, and community and to improve the instruction quality to generate the achievement of the student as standard, examining and accepting the plan of instruction management.
- Instructor gains an improvement and inspiration to plan the instruction of student center, emphasize performance procedure for leading them to the standard achievement of learning quality accurately, students can learn completely, director and school committee follow up and investigate in an instruction that aid the quality systematic,
- There is measurement and evaluation as the real state that aims to achieve the quality standard. In addition, there is the working document that directors and teachers examine the studies and note the results to bring them for developing and reporting to the public that how good the instruction achieves the objective of learning quality which is imposed before.

The standard of institution management as a national standard

Educational quality standard As the Ministry of Education announcement of basic education standard suggests using the basic educational standard for internal quality assurance; 15 standards composed of 4 fields 15 standards, namely. Student quality standard: for 6 standards.

The benefit that affects education as a school standard; composed of 3 principles.

1. Learners have a potential to be global citizen, be good at academic excellence, bilingual communication, creative thinking and producing and responsible for global society.

2. Promoting the level of instruction to be as equal as international standard by impose the additional subjects which is universal.

3. Promoting the level of administration by the quality which is international standard.

Suggestions for the next research

From the research results the researcher has the following recommendations.

1. Suggestions from research

1. Educational quality assurance must consist of strategic mechanisms capable of controlling and monitoring, evaluating, and improving the teaching and learning process in relation to learning outcomes in an appropriate relationship.

2. Suggestions for the next research

1. The state of problems in developing the educational quality and standards of secondary schools to know what problems and needs are currently important.

2. A study comparing the development of educational quality and standards among secondary schools with effective administration to find ways to develop further.

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