Guidelines for Developing an Internal Quality Assurance System According to the Standards of the National Early Childhood Development Center, under the local administrative organization of Surin Province

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Abstract

This research aimed to 1) study the current condition and desirable condition of the internal quality assurance system according to the standards of the National Standard for Early Childhood Care Development of early childhood development centers under local administrative organization located in Surin Province. 2) study needs, and 3) create guidelines for developing internal quality assurance regarding National Standard for Early Childhood Care Development. The research has 3 steps as follows: 1) Study the current and desired conditions. The sample group is 122 Child Development Centers, using a multi-stage random sampling method. The research instrument is a questionnaire. And study the multiple cases by in-depth interviews at 3 model child development centers in Surin Province. 2) Study the needs of the sample group of 122 Child Development Centers, using a multi-stage random sampling method. The research instrument used a questionnaire. 3) Create guidelines for developing an internal quality assurance system. Target group: 10 people, choose specifically the research instrument used an assessment form, using statistics such as mean, standard deviation, Priority Needs Index (PNImodified). The research results found 1. Current condition of work operation of internal quality assurance regarding National Standard for Early Childhood Care Development was at medium level to high-level, and desirable condition was in the highest level. 2. Priority needs of operation of internal quality assurance regarding National Standard for Early Childhood Care Development was at highest level, following by creating education development plan for early childhood development center. The third is about following up the work results to develop institutes to reach education quality standards, and the last one is education quality development with continuity. 3. The guideline for developing internal quality assurance regarding National Standard for Early Childhood Care Development consists of 7 compositions with 50 guidelines and quality evaluation results were at highest level in every composition.

Introduction

Early childhood is the beginning of life and developments in every aspect. It is the time where all developments go at highest speed, and it is also the fundamental stage that affects quality and effectiveness of any individual which also gives highest returns. It means that in order to allow children, adolescence, and adults who have good physical health, to learn, work, and be a proud citizen, leading to success in challenging society in 21st century, it is essential for them to receive opportunities in developing at very young age. However, the quality of children at early age is still one of weaknesses of Thailand's and it needs to be solved immediately. The government and every sector, including parents, family, community, society, medical personnel, and public health, teachers, schools, local administrative organizations, public organization, private sector, religion, and business, therefore, need to have knowledge and understanding about the significance of early childhood, and realize the mission and take actions in helping children at early age to develop effectively in safe environment. (Constitution of the Kingdom of Thailand, BE 2017; National Committee on Early Childhood Developmen, 2019).

In present, many children at early age in Thailand from newborn to six years old lack proper development. It is considered a crisis towards the development of human resource quality which is essential for building the nation to be prosperous, stable, wealthy, and sustainable. We are in a society where parents need to take their children to receive care and development in various patterns that have different quality. And inequality is obvious among those who can get more opportunities and those who lack opportunities. There is also a huge difference between an education management that focuses too much on children, and one that overlooks children. Therefore, the development of quality in early childhood development center to fit the development of children needs to have a standard that every sector can use together as guidelines for internal quality assurance in educational institutes. This allows every unit and early childhood development center, both public and private in the nation, to use it for evaluating their work results and improving their quality, including using it as an internal quality assurance tool for receiving assessment from Office for National Education Standards and Quality Assessment (Public Organization) (National Committee on Early Childhood Development. 2019).

According to the third analysis of external quality evaluation of early childhood development center in Surin Province, among children from 2 to 5 years, it was found that there were some factors that its quality needs to be improved or improved immediately.) 1 (The effectiveness of internal quality assurance by educational institute or units that their duties are related to educational institutes, along with indicator 12 which is regarding to the result of educational institute development following the policy of Education Reformation section 12(1). Therefore, the result of educational institute promotion and development that

align with the education reformation is essential (Office for National Education Standards and Quality Assessment (Public Organization). 2022.) It is important to seek guidelines for developing internal quality assurance in early childhood development center under local administrative organizations to reach quality and be able to pass the criteria from Office for National Education Standards and Quality Assessment (Public Organization).

According to the background and the significance of solving problem and developing internal quality assurance of early childhood development center regarding National Standard of early childhood development institutes under local administrative organization, it is obvious that if the issue is not solved, it will affect early childhood which is the age of beginning and developing in every aspect. It may also affect inequality in early childhood education. Therefore, to expand new knowledge on internal quality assurance for local administrative organizations in Surin province, the author realized the significance and was interested in doing research on guidelines of internal quality assurance, starting by studying priority needs in internal quality assurance regarding National Standard of early childhood development under local administrative organizations in Surin province. It allows us to develop guidelines for internal quality assurance regarding National Standard of early childhood development which is accurate to the current situation, and it can be the effective guideline that will help developing early children to be youth with quality in the future.

Research objectives

1. To study current condition and desirable condition of internal quality assurance regarding National Standard for Early Childhood Care Development, under the local administrative organization in Surin Province.

2. To study current condition and desirable condition of internal quality assurance regarding National Standard for Early Childhood Care Development, under the local administrative organization in Surin Province.

3. To create guideline for development of internal quality assurance regarding National Standard for Early Childhood Care Development, under the local administrative organization in Surin Province.

Literature review

Concept for early childhood development

Children from the age of 0 to 5 years are at prime time for their development. It is considered the golden time for brain development. Children that do not receive proper care or developments during this time, when past through the age, become irreversible. Therefore, family, parents, and teachers need to have knowledge and understanding, including the realization of significance of developing children at the age of 0 to 5 years. It is key to raise and motivate children and allow them to learn and develop as much as they can. It is a concept related to child development. And it is stated that human development can grow from the stage of fertilization and remain so for the rest of their lives. This includes the change

in both quantity and quality. The development in physical aspect, emotions, mind, society, and intelligence, are all related and being developed continuously according to age and maturity. (National Committee on Early Childhood Development, 2019)

National Standard for Early Childhood Care Development

To develop human quality and reform education, in the past years in Thailand, there were various sectors from public organizations, local organizations, private sectors that provided care, development, and learning management for early childhood in different patterns. However, each organization has different standard and different evaluation criteria according to its mission. Even though there had been the establishment of National Standard of Early Childhood Development Center in 2011, there were many different standards from different units. And there were also limitations from the previous standards that covered only children from 2 to 5 years old and it did not include early children from newborn to preschool. Many early childhood development centers still use the standard that remains confusing. So, there should be safety standard, integration between 4 core ministries, including a new constitution that focuses on early childhood development and education. It is important to design standard that every sector can use together. There was the cabinet resolution on January 2nd, 2019 to use National Standard for early childhood development center instead of National Standard of children (cabinet resolution on May 3rd, 2011) allowing every unit and every early childhood development center both public and private in the nation to use it as a guideline to evaluate work result and improve quality including using it as a tool for internal quality assurance to receive evaluation from Office for National Education Standards and Quality Assessment (Public Organization) (National early childhood development committee, 2019).

Concepts about internal quality assurance

Education quality assurance is an educational institute administration that allows the institution to reach the standard. It encourages people to be confident in quality educational institutes. The system consists of 3 subsystems: planning, quality control, and education quality improvement. The key principles include (1) Every educational institute helps develop education standard together with the aim to develop students (2) To achieve the first goal, it is important to make the education quality assurance part of the administration and work process. It is essential to plan and act accordingly to it with goals and preciseness, along with evaluation and constant development (3) Quality assurance is duty of every personnel in educational institutes to allow students to have good quality education that also in alignment with needs from parents, society and the nation (Education Quality Assurance 2018, Department of Local Administration. 2019).

Research framework

In this research, the author used the framework of National Standard for Early Childhood Care Development from National Committee on Early Childhood Development

(2019) and internal quality assurance following education quality assurance of Ministry of Education in 2018. The scope of research is as following;
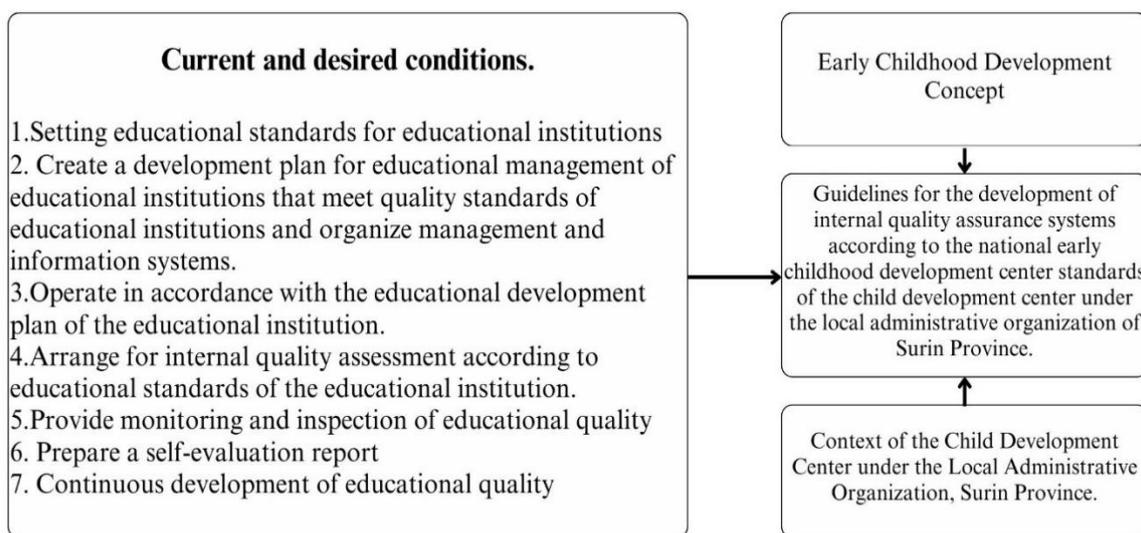

Figure 1 Research framework

Research methodology

This is a Research & Development research, and the methodology was divided into 3 steps using Mixed Method Research. The details are as follows:

Step 1 Survey the current condition and desirable condition of work process of internal quality assurance in early childhood development centers and study priority needs in work process of internal quality assurance in early childhood development centers under local administrative organizations in Surin Province.

1.1 Quantitative Research

The author surveyed the current condition and desirable condition of work process of internal quality assurance in early childhood development center.

1) Population and sample group, population refers to 5 4 9 early childhood development centers under local administrative organizations in Surin Province. Sample group refers to early childhood development centers under local administrative organizations in Surin Province which uses sample calculation table from Yamane (1973) to set the size of the sample group with the confidence interval at 95% and error at ± 10 %. The sample group was selected by a multi-stage sampling method. And the data was collected from the sample group which was 122 individuals who were representatives from early childhood development centers such as heads of the center or teachers. The expected minimum number was 8 5 people, and the exact number was 122.

2) Research tools; The author used 5 - rating scale questionnaires to collect data of current condition of work process following internal quality assurance of early childhood development centers and needs assessment questionnaire for internal quality assurance of early childhood development centers under local administrative organization in Surin

Province. The content validity was from 3 expertise while Index of Item Objective Congruence was between 0.66 -1.00 and reliability from Cronbach's alpha was at 0.98.

       3) Data collection.

        3.1) Sending official letters to local administrative organizations in Surin Province to ask for permission to collect data

        3.2) Collecting data as planned

        3.3) Following up on data collecting from sample group that had not completed the questionnaire

        3.4) Checking completion and validation of the data and preparing it for analysis

       4) Data analysis and statistics used in data analysis.

        4.1) Analyzing current condition and desire condition of internal quality assurance in early childhood development centers using descriptive statistics such as frequency, percentage, average, and standard deviation.

        4.2) Analyzing priority needs in the work process of internal quality assurance in early childhood development centers under local administrative organizations in Surin Province using $PNI_{modifield}$

1.2 qualitative research

       1) The author used multiple-cases study. The population group refers to 18 early childhood development centers in Surin Province. Sample group refers to 3 early childhood development centers in Surin Province using purposive sampling criteria for case study which were (1) being a model of childhood development center in Surin Province (2) having received fourth round (2017-2020) of external quality evaluation with at least good level. Key Informants were 1 director and 1 teacher from 3 different early childhood development centers which equals 6 people in total.

       2) Steps in data collection

       2.1) Planning and setting date and time for data collection

       2.2) Sending official document to the office of local administration in Surin to ask for permission to collect data

       2.3) Proceeding on data collection as planned, using in-depth interview

       2.4) Checking completion and validation of the data and preparing it for analysis and synthesis

       3) The research tool used in this research was semi-structured interview to find context of validity from 3 expertise and it had index of item objective congruence between 0.66-1.00. The author proceeded on the verification on human research ethic from human research ethic committee at Nakhonratchasima Rajaphat University.

       4) Data analysis and statistics used in data analysis. Content analysis focuses on content that aligns with research concept framework and can correctly answer to research objective by analytic induction.

Step 2 Study needs in proceeding internal quality assurance in early childhood development centers under local administrative organizations in Surin Province.

1. Population and sample group from step 1.1 Quantitative research using current condition and desirable condition. The population refers to 549 early childhood development centers under local administrative organizations in Surin Province. Sample group refers to early childhood development centers under local administrative organizations in Surin Province which uses the sample calculation table from Yamane (1973) to set the size of the sample group, with the confidence interval at 95% and error at ± 10 %. The sample group was selected by a multi-stage sampling method. And the data was collected from the sample group which was 122 individuals who were representatives from early childhood development centers such as heads of the center or teachers. The expected minimum number was 85 people, and the exact number was 122.

2. Research tools; The author used 5 rating scale questionnaires to collect data of current condition of work process following internal quality assurance of early childhood development centers and needs assessment questionnaire for internal quality assurance of early childhood development centers under local administrative organization in Surin Province. The content validity was from 3 expertise while Index of Item Objective Congruence was between 0.66 -1.00 and reliability from Cronbach's alpha was at 0.98 and 0.96.

3. Data analysis and statistics used in data analysis; Analyzing needs in internal quality assurance in early childhood development centers under local administrative organizations in Surin province using $PNI_{modifield}$.

Step 3 Design guidelines for developing internal quality assurance National Standard for Early Childhood Care Development under local administrative organizations in Surin Province.

1. Target group was 3 individuals who were expertise on early childhood development, 1 expertise on measurement and evaluation, and 6 individuals who were representatives from early childhood development centers which equal 10 individuals in total.

2. Data collection; Sending official letters to target group as a guideline for developing internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations, along with evaluation form for the guidelines that had been developed to assess its quality 2. Gathering evaluation result and analysis.

3. Evaluation form of accuracy, propriety, feasibility, and utility for guidelines of developing internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin province. The index of item objective congruence was at 0.66-1.00 and the criteria for accuracy, propriety, feasibility, and utility are as follows:

Average result 4.24 – 5.00 refers to accuracy / propriety / feasibility / utility was in highest level.

Average result 3.43 – 4.23 refers to accuracy / propriety / feasibility / utility was in high level.

Average result 2.62 – 3.42 refers to accuracy / propriety / feasibility / utility was in medium level.

Average result 1.81 – 2.61 refers to accuracy / propriety / feasibility / utility was in low level.

Average result 1.00 – 1.80 refers to accuracy / propriety / feasibility / utility was in lowest level.

4. Data analysis and statistics; Quantitative data analysis used descriptive statistics which were average and standard deviation.

Research result

The author reported the research result following research objectives.

1. The result of analysis of current condition and desirable condition of internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province.

Table 1 Average, standard deviation of current condition and desirable condition of internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province (n=122)

Compositions of internal quality assurance	current condition			desirable condition		
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level
Establishing education standard of early childhood development center	3.40	0.61	Medium	4.56	0.51	Highest
Designing an education management plan for early childhood development center	3.41	0.60	Medium	4.55	0.52	Highest
Proceeding accordingly to the education management plan for early childhood development center	3.46	0.61	High	4.50	0.59	Highest
Education quality assessment and check regarding education standard	3.46	0.61	High	4.44	0.59	Highest
Following up on work result to develop the center to reach standard quality	3.40	0.59	Medium	4.46	0.50	Highest
Submitting assessment report to the unit	3.79	0.54	High	4.54	0.50	Highest
Continuously developing education quality according to internal quality assurance	3.47	0.59	High	4.54	0.50	Highest
Total	3.44	0.60	High	4.55	0.54	Highest

From table 1, when considering each composition of internal quality assurance, it was found that desirable condition was in creating education standards for early childhood development center ($\overline{X}$= 4.56), following by designing an education management plan for early childhood development center ($\overline{X}$= 4.55), proceeding accordingly to the education management plan for early childhood development center ($\overline{X}$= 4.50), education quality

assessment and checking regarding education standard ($\overline{X}$= 4.44), following up on work result to develop the center to reach standard quality ($\overline{X}$= 4.46), submitting assessment report to the unit ($\overline{X}$= 4.54), and continuously developing education quality according to internal quality assurance ($\overline{X}$= 4.54). And current condition on establishing education standard of early childhood development center ($\overline{X}$= 3.40), following by designing an education management plan for early childhood development center ($\overline{X}$= 3.41), proceeding accordingly to the education management plan for early childhood development center ($\overline{X}$= 3.46), education quality assessment and checking regarding education standard ($\overline{X}$= 3.46), following up on work result to develop the center to reach standard quality ($\overline{X}$= 3.40), submitting assessment report to the unit ($\overline{X}$= 3.79), and continuously developing education quality according to internal quality assurance ($\overline{X}$= 3.47).

2. Result of needs assessment in developing internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province.

Table 2 Average, standard deviation of current condition and desirable condition and needs of internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province (n=122)

Compositions of internal quality assurance	PNI$_{modified}$	Order
Establishing education standard of early childhood development center	0.34	1
Designing an education management plan for early childhood development center	0.33	2
Proceeding accordingly to the education management plan for early childhood development center	0.30	4
Education quality assessment and check regarding education standard	0.28	5
Following up on work result to develop the center to reach standard quality	0.31	3
Submitting assessment report to the unit	0.20	6
Continuously developing education quality according to internal quality assurance	0.31	3

According to table 2, it can be summarized that needs for work operation of internal quality assurance, establishing education standard for early childhood development center are highest needs with PNI$_{modifield}$ at 0.34., following by designing an education management plan for early childhood development center with PNI$_{modifield}$ at 0.33. The 3rd need was to follow up on work result to develop the center to reach standard quality (PNI$_{modifield}$ at 0.31 which was the same as continuously developing education quality according to internal quality assurance). The 4th was proceeding accordingly to the education management plan for early childhood development center with PNI$_{modifield}$ at 0.30, following by education quality assessment and checking regarding education standard with PNI$_{modifield}$ at 0.28. And no. 6th was submitting assessment report to the unit with PNI$_{modifield}$ at 0.20.

3．The result of quality evaluation for developing internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province

Table 3 Average and standard deviation of accuracy and propriety of participative management for quality of early childhood development center (n=10)

Compositions	Guidelines	Approaches
1. Establishing education standard of early childhood development center (PNI$_{modified}$ = 0.34)	Planning	1. Establishing committee for setting education standards of early childhood development
		2．Analyzing standards and indicators of internal quality assurance within early childhood development centers, following National Standard for Early Childhood Care Development
		3．Considering the core principles that setting the standard and indicator of the centers, following National Standard for Early Childhood Care Development
		4. Considering key performance indicators and milestones of each standard and indicators
		5. Announcing key performance indicators and milestones of each standard and indicators to those who are related internally and externally
2. Designing an education management plan for early childhood development center (PNI$_{modified}$ = 0.33) No.1	Planning	1．Establishing committee for making educational development plan
		2．Gathering information that is related to the internal and external condition of the center
		3．Analyzing information that is related to internal and external condition of the center to make vision, mission, and goals
		4. Gathering, and analyzing the result of internal and external quality assessment to make vision, mission, and goals
		5．Establishing strategies, indicators, and activities that are related to educational standards
		6．Proposing educational development plan to the committee for approval
		7．Proposing educational development plan to council of local administrative organization for approval
		8. Establishing committee for work operation
		9. Setting timeline for work operation
		10．Proposing action plan to council of local administrative organization and the committee for approval
2. Designing an education management plan for early childhood	Planning	11．establishing internal administration structure to be responsible for information
		12. Categorizing the information according to the data which allows the benefit for internal quality assurance

Compositions	Guidelines	Approaches
development center ($PNI_{modified}$ = 0.33) No.2		13．Using information of internal quality assurance to make further benefit
		14．Following up and evaluating the use of information to make further benefits for internal quality assurance by the unit (education division)
3. Proceeding accordingly to the education management plan for early childhood development center ($PNI_{modified}$ = 0.30) No.4	Operation	1. Proceeding on activities that has been planned according to the time frame of the center
		2. Assigning the key person for action plan
		3. The key person acts accordingly to roles and responsibilities that have been assigned
		4. Caregivers can create plans and provide learning activities for children to enhance more effectiveness
		5. Caregivers proceed on evaluating the Improvement of children according to the criteria that has been established
4. Education quality assessment and checking regarding education standard ($PNI_{modified}$ = 0.28) No.5	following up and evaluating	1. Establishing the committee to control and follow up on educational development plan
		2. Monitoring, following up on the plan at least 1 time per semester
		3. Reporting the results of monitoring and following up on the plan
		4. Using the result of following up and evaluating to apply for improvement and development in education quality
		5. Preparing for monitoring, following up, and evaluating the quality of education from the agency
		6. Providing cooperation in monitoring, following up and evaluating the quality from the agency
		7. The agency establishes the committee for internal quality assessment with all compositions and following the standard
		8. The agency evaluates the internal quality of the center at least once a year
		9. The committee proceeds to evaluate internal quality assessment using various approaches and tools
		10. The committee proceeds to evaluate internal quality assessment using proper approaches and tools
5. Following up on work result to develop the center to reach standard quality ($PNI_{modified}$ = 0.31) No.3	quality improvement and development	1．Conducting report on internal quality assessments regarding the standard of the center with preciseness and completion
		2. Presenting the assessment result regarding the standard of the center with preciseness and completion
		3．Applying the result for the improvements and development to reach the standard of the center
		4．Establishing committee for conducting report for the center

Compositions	Guidelines	Approaches
		5 . Adapting the result from the report to apply in practice for the center
		6. Summarizing the report of internal quality assurance
6. Submitting assessment report to the unit (PNI$_{modified}$ = 0.20) No.6	quality improvement and development	1. Submitting annual report of early childhood development center that covers all standards
		2. Proposing the report to the committee for approval
		3. Publishing the report and sending it to the unit and other related units
		4. Displaying the report to public on various platform
7. Continuously developing education quality according to internal quality assurance (PNI$_{modified}$ = 0.31) No.3	Quality improvement and development	1 . Encouraging concept of quality assurance for those who are related and stakeholders
		2. Providing education that focuses on developing education quality for every sector, especially childhood development quality
		3 . Developing early childhood development centers to be learning organizations leading to work culture within the organization
		4 . Using internal quality assessment in early childhood development centers to improve and develop continuously
		5 . Using external quality assessment to develop internal quality assurance
		6. Publishing education quality development continuously

From table 3, the author studied from the current condition and desirable condition of internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province and analyzed priority needs index to prioritize the needs. It will lead to the development of internal quality assurance regarding National Standard for Early Childhood Care Development under local administrative organizations in Surin Province. It consists of 7 compositions, 4 main approaches and 50 sub-approaches; 1) planning, which consists of (1) establishing the education standard of early childhood development center (2) designing an education management plan for early childhood development center. 2) Operation, which includes proceeding accordingly to the education management plan for early childhood development center, and 3)following up and evaluating, they consist of education quality assessment and checking regarding education standard. And 4) quality improvement and development consist of (1) following up on work results to develop the center to reach standard quality (2) submitting assessment report to the unit, and (3) continuously developing education quality according to internal quality assurance.

Table 4 Average and standard deviation of feasibility and utility of participative management for quality of early childhood development center (n=10)

Compositions of internal quality assurance	Level		
	$\overline{X}$	S.D.	level
Validity			
Establishing education standard of early childhood development center	4.80	0.42	Highest
Designing an education management plan for early childhood development center	4.60	0.52	Highest
Proceeding accordingly to the education management plan for early childhood development center	4.60	0.52	Highest
Education quality assessment and checking regarding education standard	4.70	0.48	Highest
Following up on work result to develop the center to reach standard quality	4.60	0.52	Highest
Submitting assessment report to the unit	4.50	0.53	Highest
Continuously developing education quality according to internal quality assurance	4.60	0.52	Highest
Total	**4.63**	**0.49**	**Highest**
Propriety			
Establishing education standard of early childhood development center	4.90	0.48	Highest
Designing an education management plan for early childhood development center	4.70	0.52	Highest
Proceeding accordingly to the education management plan for early childhood development center	4.60	0.42	Highest
Education quality assessment and checking regarding education standard	4.80	0.48	Highest
Following up on work result to develop the center to reach standard quality	4.70	0.48	Highest
Submitting assessment report to the unit	4.70	0.53	Highest
Continuously developing education quality according to internal quality assurance	4.50	0.46	Highest
Total	**4.70**	**0.46**	**Highest**
Feasibility			
Establishing education standard of early childhood development center	4.40	0.52	Highest
Designing an education management plan for early childhood development center	4.50	0.53	Highest
Proceeding accordingly to the education management plan for early childhood development center	4.50	0.53	Highest
Education quality assessment and checking regarding education standard	4.70	0.48	Highest
Following up on work result to develop the center to reach standard quality	4.60	0.52	Highest
Submitting assessment report to the unit	4.60	0.52	Highest

Continuously developing education quality according to internal quality assurance	4.70	0.67	Highest
Total	**4.57**	**0.56**	**Highest**
Utility			
Establishing education standard of early childhood development center	4.90	0.32	Highest
Designing an education management plan for early childhood development center	4.80	0.42	Highest

Compositions of internal quality assurance	Level		
	$\overline{X}$	S.D.	level
Proceeding accordingly to the education management plan for early childhood development center	4.90	0.32	Highest
Education quality assessment and checking regarding education standard	4.80	0.42	Highest
Following up on work result to develop the center to reach standard quality	4.90	0.32	Highest
Submitting assessment report to the unit	4.70	0.48	Highest
Continuously developing education quality according to internal quality assurance	4.70	0.48	Highest
Total	**4.81**	**0.39**	**Highest**

From table 4 guidelines of developing internal quality assurance according to national standard of early childhood development center under local administrative organization in Surin province have 7 compositions with 50 approaches. And according to quality assessments it was found that accuracy in total was at the highest level ($\overline{X}$ = 4.63). And after considered compositions that were at highest level it was found that establishing education standard of early childhood development center ($\overline{X}$ = 4.80)was at the highest, following by designing an education management plan for early childhood development center ($\overline{X}$ = 4.60) , proceeding accordingly to the education management plan for early childhood development center ($\overline{X}$ = 4.60), education quality assessment and checking regarding education standard ($\overline{X}$ = 4.70, following up on work results to develop the center to reach standard quality ($\overline{X}$ = 4.60), submitting assessment report to the unit ($\overline{X}$ = 4.50), and continuously developing education quality according to internal quality assurance ($\overline{X}$ = 4.60).

For propriety, it was at highest level (= 4.70) And after considered compositions that were at highest level it was found that establishing education standard of early childhood development center (= 4.90)was the highest, following by designing an education management plan for early childhood development center (= 4.70), proceeding accordingly to the education management plan for early childhood development center (= 4.60), education quality assessment and checking regarding education standard (= 4.80), following up on work results to develop the center to reach standard quality (= 4.70), submitting assessment report to the unit (= 4.70), and continuously developing education quality (= 4.50). Feasibility was at the highest level (=4.57). And after considered compositions that were

at highest level it was found that establishing education standard of early childhood development center (=4.40) was at the highest, following by designing an education management plan for early childhood development center (= 4.50), proceeding accordingly to the education management plan for early childhood development center (= 4.50), education quality assessment and check regarding education standard (= 4.70), following up on work result to develop the center to reach standard quality (= 4.60), submitting assessment report to the unit (= 4.60), and continuously developing education quality (= 4.70). Utility was at high level (= 4.81), and after considered compositions that were at highest level it was found that establishing education standard of early childhood development center (= 4.90) was at the highest, following by designing an education management plan for early childhood development center (= 4.80) , proceeding accordingly to the education management plan for early childhood development center (= 4.90) , education quality assessment and check regarding education standard (= 4.80), following up on work results to develop the center to reach standard quality (= 2.43), submitting assessment report to the unit (= 4.70), and continuously developing education quality (= 4.70).

Research discussion

According to the research results, the discussion can be conducted according to research objectives as follows:

1. The current condition of work process according to internal quality assurance regarding National Standard of early childhood development center under local administrative organizations in Surin Province was in medium to high level. And desirable condition was at the highest level in every composition. And the current condition in work operation for internal quality assurance was lower than desirable condition. The research results appeared after early childhood development centers evaluated their current condition and agreed that they had not achieved their goals or desirable condition in internal quality assurance regarding National Standard of early childhood development. During the evaluation of current condition, childhood development centers realized weaknesses and needs in developing internal quality assurance and that they need to improve and develop each issue according to their priority and urgency. This is in alignment with the concept of Wongwanich (2007) stated that finding needs is finding information for decision making. It will help solve problem. Therefore, needs assessment is a tool leading to establishing goal that brings solutions for any issues. This is in alignment with the research of Maliwan Piromruk and Chadaporn Senakun (2019) stated that the current condition of work operation regarding standard of early childhood development center under local administrative organizations in Mahasarakham province was at medium level. The desirable condition was at highest level. Nuttaree Singngao and Sumalee Sriputtarin (2021) stated that the current condition of early childhood development center administration was at medium level while desirable condition was at high level. And Nantawan Khanta and Jirawat Warunrot (2021) stated that the current condition of work operation regarding standards of early childhood development center under local administration in Baan Pai

district was at high level, and it aligns with Sripakdee and Srisaard, (2023) stated that the current condition of work operation regarding standard of early childhood development center under local administrative organizations focusing on academic standard and activities by following the curriculum had the highest average and was at high level of desirable condition. While standards of building, locations, environment, and safety had the highest average and were at highest level aligns with Lalita Naka and Wichian Roo-yuenyong. (2024) who stated that 1) The current condition and desirable condition of internal quality assurance of early childhood development center under local administrative organizations in Khon Kaen province was at medium level and desirable condition was at high level.

2. According to the priority needs of work operation of internal quality assurance, it was found that establishing education standard for early childhood development center has the highest need, following by designing education development plan for early childhood development center. And the third is to follow up on work results to reach standard quality and continuously developing education quality. The 4th is proceeding according to the education management plan for early childhood development center. The 5th is education quality assessment and checking regarding education standard and the 6th is submitting assessment report to the unit. According to the result after assessment of current condition and desirable condition, the next step is to analyze the index of needs and prioritize each significance according to the index analyzed. The items that have high index mean they are in high needs and should be fixed or developed immediately. While options that have low index means they have lower needs. After that we will get information for decision making to find solutions that are accurate to the condition leading to setting goals for solving problem. The assessment of needs can ensure that data was collected with accuracy and is systematic. It can create relationship among stakeholders and build support for operation (Sleezer et al., 2014), support assessment of understanding community needs and it can be measured if those needs were met (Rossi et al., 2004) It aligns with the research ofDuangarsong (2015) which found that priority needs index of current condition in participation in internal quality assurance from highest needs to lowest are as following, management and information system, designing learning management that focuses on standard quality, establishing education standard for educational Institutes, annual report of education quality, following up and checking education quality, proceeding according to education development plan, constant development of education quality, internal quality assessment regarding education standard. It is in alignment with Nuttapon Chanpon (2021) stated that priority needs index from highest to lowest are as following, management and information system, establishing education standard for educational institutes, constant development of education quality, internal quality assessment regarding education standard, designing learning management that focuses on standard quality, annual report of education quality, and proceeding according to education development plan, respectively.

3. The guidelines for internal quality assurance regarding National Standard of early childhood development center under local administrative organizations in Surin Province

consist of 7 composition with 50 approaches. The assessment results for accuracy, propriety, feasibility, and utility were at the highest level in every composition. The result came from setting a concept framework of the research that aligns with National standard of early childhood development center for internal quality assurance. And the research was preceded by a mixed methodology that allows the author to receive quantitative data that was accurate to current condition and desirable condition and allowed us to prioritize needs in developing internal quality assurance in early childhood development center to match with current condition with accuracy and preciousness. Moreover, qualitative data from interviews with stakeholders in learning management of early childhood development center provided us with guidelines for practice in developing further guidelines that relates to research result. Maliwan Piromruk and Chadaporn Senakun (2019) found that guidelines for work operation regarding the standard of early childhood development center under local administrative organizations in Mahasarakham Province consist of 6 aspects which follow the standard of standard of early childhood development center under local administrative organizations, 2010. The assessment results of propriety and feasibility of the guidelines were at the highest level. Nutchaya Jiwprasert. (2020) stated that each item of guidelines for developing internal quality assurance regarding PDCA in early childhood development centers under local administrative organizations in Phra Nakhon Si Ayutthaya has evaluation result of propriety and feasibility that can be applied into practice. It aligns with Mayuree Worawan (2020) stated that education quality insurance in schools, totally was in highest level and the guidelines for developing it are 1) opportunities for those who are related to be part of the administration according to structure and context 2) brainstorming session for designing Learning Management plan 3) Promoting activities according to education development plan 4) assigning related personnel to evaluate and check quality within educational Institutes 5) assigning related personnel to follow work result to develop quality of educational institutes 6) establishing committee to report self-assessment as the standard stated. This also aligns with Nuttapon Chanpon (2021) who stated that the guidelines for internal quality insurance for educational institutes in Primary Educational Service Area 2 Office, Mahasarakham province consist of 8 compositions and created guidelines for internal quality assurance, including establishing standards and system for management and information, designing education quality development plan, and following up on internal quality assurance. The result of propriety and feasibility assessment was at a high level.

New Knowledge

Guidelines for developing internal quality assurance regarding National Standard of early childhood development center under local administrative organizations can be applied into practice. It has been developed from needs assessment to use for developing with effectiveness and for gathering information for decision making to seek solution that fit the context. Therefore, needs assessment is essential as a tool to set goals for solution in solving

problems (Wongwanich , 2007). Mixed methods can provide information for data analysis both quantity and quality to find the answer to research hypothesis with preciseness and accuracy by creating concept framework of the research that states the relation among variation that is being studied and to use it as a guideline to collect data or analyze data (Makmee, 2016; Halakbang, 2017; Creswell, 2013).

Suggestions

Suggestion for applying research result

1. Research result was found that, in early childhood development centers under local administrative organizations, establishing standards for early childhood development center is most required, following by designing plans for development in early childhood development centers and the 3rd is to follow up on work result of developing educational institutes regarding education standards. Therefore, early childhood development centers should plan on improving and developing internal quality assurance regarding priorities to be able to develop internal quality assurance regarding National Standard of early childhood development center with effectiveness

2. Research result was found that quality assessment of guidelines for developing internal quality assurance regarding the National Standard of early childhood development was at the highest level. Therefore, early childhood development center should use guidelines that have been developed to apply properly in their context, to ensure the highest benefit in internal quality assurance.

3. Research result was found that following up on work results to develop the center to reach standard quality has priority needs at level 3 and is directly related to education and culture Division. There should be constant plans of controlling and following up on internal quality assurance regarding national standard for early childhood development center that work in Coaching & Mentoring pattern.

Suggestion for future research

1. There should be study about factors that affect development of internal quality assurance in early childhood development center

2. There should be the research about using the evaluation result of internal quality in development of quality assurance in educational institutes to improve quality of early childhood development center

3. There should be research and guidelines for controlling, following up, evaluating the result to use it in developing early childhood development center, along with the result of external quality evaluation.

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