

THESIS TITLE : THE DEVELOPMENT OF INDICATORS OF QUALITY ASSURANCE BY  
ADAPTING ISO 9000 FOR UPPER SECONDARY SCHOOL IN  
KHON KAEN PROVINCE.

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#### ABSTRACT

The purposes of this research were to develop and validate the composite indicators for quality assurance by adapting ISO 9000 for upper secondary school in Khon Kaen province. The three groups of samples were forty-nine school principals, assistant principals, teachers and information officers on educational matters who collected indicators, seventeen experts who selected and weighted the indicators through delphi techniques and eighty-one school principals, assistant principals and department heads from six sample schools that validated the composite indicators. The data were collected by self-administered questionnaires, and analysed to get consensus in the selection indicators by using median, mode and interquartile range. The analyses to obtain the weight of indicators and concordance of ranking among experts were arithmetic mean and the Kendall coefficient of concordance. The composite indicators were validated by the spearman's rank correlation coefficient between ranks obtained from the composite indicators score and from the experts' judgement.

Major results of this study could be summarized as follows :

1. The composite indicators for quality assurance by adapting ISO 9000 consisted of 4 steps, 11 major factors, 18 minor factors and 135 indicators, comprising stage of standard planning with 2 major factors and 2 minor factors. There were 5 and 1 indicators for major

school emphasis and school policy and students' favorable attributes. The stage of providing to produce had 7 major factors and 8 minor factors. There were 9, 11, 14, 3, 4, 4, 18 and 1 indicators for planning, readiness of teachers, readiness of school principals, admission of students, curriculum, building-locality, library and educational resources and budget source. The stage of process had 1 major factor and 6 minor factors. There were 6, 10, 15, 8, 6 and 6 indicators for administration and management, teaching and learning management, teaching load, teachers' development, learning encouragement and budget allotment. The stage of output had 1 major factor and 2 minor factors. There were 6 and 8 indicators for student graduates and their achievements.

2. The developed composite indicators, validated by composite indicators rank and experts' rank, were at high correlation ( $r_s = 0.963$  ;  $p < .05$ ).