Efficiency Of Internal Educational Quality Assurance Operations: College Of Logistics And Supply Chain

Darawan Poungbubpha[1*] and Natpatsaya Setthachotsombut[2]

[1-2]College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Bangkok, Thailand

e-Mail: [1*]darawan.po@ssru.ac.th, [2]natpatsaya.se@ssru.ac.th

*Corresponding author

Abstract

This research aims to 1) study the effectiveness of internal educational quality assurance operations, and 2) examine the problems and obstacles, as well as the approaches to implementing internal educational quality assurance operations at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. The sample size is 60 people. They are the academic support staff of the College of Logistics and Supply Chain. Data was collected with questionnaires and analyzed by descriptive statistics. The finding found that the effectiveness of internal quality assurance operations at the College of Logistics and Supply Chain, according to the PDCA (Plan, Do, Check, Act) was at a high level in all four areas: Planning (Plan), Implementation (Do), Monitoring and Checking (Check), and Improvement (Act), with an overall average of 4.26. Recommendations for improving the effectiveness of internal quality assurance operations at the College of Logistics and Supply Chain include establishing assessment criteria for educational standards, developing a quality improvement plan for the institution, implementing the quality improvement plan as specified, overseeing and monitoring the operations according to the development plan, and evaluating quality and submitting self-assessment reports to the relevant authorities. All these aspects are crucial for ensuring that quality assurance operations achieve their goals and objectives.

Keywords: Efficiency, Educational, Quality assurance operations

1. Introduction

According to the Ministerial Regulation on Educational Quality Assurance B.E. 2561, higher education institutions must develop quality assurance systems based on academic freedom and institutional autonomy. These systems aim to ensure the efficiency and effectiveness of continuous improvement in educational quality and standards in higher education, as well as prepare for external quality assurance evaluations. Institutions have the freedom to develop internal quality assurance systems appropriate to their level of development. These systems may align with widely adopted national or international standards or be specific systems developed by the institution itself. Regardless of the system, the processes must include planning, implementation, evaluation, and improvement to achieve the institution's objectives and ensure ongoing development. At the same time, these systems serve as a public assurance of the institution's capability to produce quality educational outcomes.

Suan Sunandha Rajabhat University, as a higher education institution, has continuously implemented internal quality assurance. The university's policies and guidelines align with the provisions of the Ministerial Regulation on Educational Quality Assurance B.E. 2561 and the announcement by the Higher Education Quality Assurance Committee on the Guidelines and Practices for Internal Quality Assurance in Higher Education B.E. 2557.

The new internal quality assurance system emphasizes program-level quality assurance. It includes establishing quality systems, quality control, quality monitoring and inspection, quality evaluation, and quality improvement to build confidence among employers and stakeholders. The system also supports, monitors, and ensures compliance with the standards and vision established by the institution, reflecting high-quality educational outcomes. The process involves quality control at every stage of graduate production for each academic year. The curriculum committees, faculty committees, and institutional committees regularly evaluate the quality of graduate outcomes annually.

This system is linked to external quality evaluations to ensure alignment with national quality standards. The evaluation process also gathers quantitative and qualitative data to reflect graduate outcomes annually. These efforts aim to instill confidence in the quality of graduates produced by the institution. According to Suan Sunandha Rajabhat University's policy, evaluation criteria have been established in the Quality Assurance Handbook for Internal Quality Assurance at the program, faculty, and institutional levels for the academic years 2020–2024. This handbook provides a framework for implementing the internal quality assurance system at all levels, ensuring compliance with established standards and fostering sustainable confidence in the quality of graduates from Suan Sunandha Rajabhat University.

1.1 Research Objective

1. To study the effectiveness of internal educational quality assurance operations at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.

2. To examine the problems and obstacles, as well as the approaches to implementing internal educational quality assurance operations at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.

2. Literature Reviews

Concept of Operational Efficiency

Efficiency refers to the processes, methods, or actions that lead to successful outcomes by utilizing various resources, such as natural resources, labor, capital, and operational methods, in a way that achieves the highest quality and maximizes potential. However, the effectiveness of these operations also depends on the quality and quantity of the resources available at a given time. High-quality resources require less quantity to be fully utilized and considered efficient. In contrast, when dealing with abundant but low-quality resources, methods must be chosen to maximize their potential, which is also regarded as efficiency.

Efficiency, as defined by the Royal Institute Dictionary (Royal Institute, 2003), refers to the capability to produce results in work and execution. It signifies the process of adhering to rules, procedures, and practices to achieve expertise, performance, service, and support.

John D. Millet (1954) stated that efficiency refers to work outcomes that bring satisfaction and generate benefits from the execution of tasks. Satisfaction, in this context, means ensuring public satisfaction through services that are equitable, timely, adequate, continuous, and progressive.

Peterson and Plowman identified the components of work efficiency as follows:

1. Quality of Work: The output must be of high quality, providing value and satisfaction to both producers and users.

2. Quantity of Work: The outcomes must align with the expectations of the organization.

3. Time: The time taken to complete tasks must be accurate, appropriate, and in line with modern principles.

4. Cost: The overall operational expenses must be reasonable, involving minimal investment while yielding the maximum possible returns.

Certo, Samuel C. (2000) stated that the factors influencing organizational efficiency consist of three key components:

1. Organizational Structure: The efficiency of an organization depends on a suitable structure, involving the following key factors:

1.1 Policy Factors: This includes defining a clear vision, setting missions aligned with the vision, establishing both short-term and long-term objectives and goals, setting operational and performance standards, and determining the processes for implementation.

1.2 Management and Administrative Factors: This covers the structuring of new tasks, complexity, formality, centralization or decentralization of authority, workflow organization, chain of command, grouping of tasks, inter-departmental relationships, planning, directing, work control, resource allocation, monitoring, and evaluation of performance.

2. Human Factors: This is the most critical factor as individuals form the collective group that constitutes the organization. They share common objectives and play interrelated roles to achieve these goals. Personnel at all levels, from top management to operational staff, are integral to the organizational structure. The efficiency of an organization depends on desirable characteristics and qualities, including:

- The number of personnel in each group.
- Basic knowledge and skills.
- Expertise relevant to their responsibilities.
- Leadership abilities.
- Communication skills.
- Technological proficiency.
- Management skills.
- Positive attitudes and values.
- The ability to develop people and tasks.
- Adaptability to align with organizational policies and operational plans.

3. Technological Factors : Technology significantly influences product design, administrative planning, the use of modern tools and equipment in production processes, quality control, and inspection systems. It also plays a crucial role in creating data systems for marketing connectivity and services, facilitating the distribution of products to the market.

(Referenced from Pattamaporn Thochu, Thailand Industry)

Management

Management includes organizing, defining roles, and setting the work scope to get some objectives or results. The work is performed in compliance with methods specified to achieve results or attain goals; it also prescribes the manner in which such work must be carried out. It also involves the coordination and integration of people effectively so that their activities are matched with organizational roles for efficiency (Jitaksorn et al., 2022, Prasoetram, 2023). The management encompasses training and control, apart from the systematic reduction of stimulants, in accomplishing the desired outcomes. In sum, management is considered an instrument to enhance the capacity to achieve effectiveness for an organization. The steps in management are summarized as planning, organizing, staffing, directing, and controlling and coordination and execution (Prasoetram, 2023). In summary, management is the act of integrating persons in an organization to work in a systematic manner, designing the frameworks of the organization, controlling activities in a calculated manner, giving command over activities, and ensuring proper execution towards the stated goals. (Setthachotsombut, N., (2024).)

3. Methods

Population and Sampling

The population and sample scope of this study include academic and academic support staff from the College of Logistics and Supply Chain.

Research Instruments and Instrument Quality Assessment

For this research, the primary instrument was a questionnaire. The questionnaire included both closed-ended questions designed to reflect the respondents' perceptions and open-ended questions for participants to provide opinions and suggestions related to quality assurance practices.

Data Collection

The researcher collected data through document review and collaboration with staff from the College of Logistics and Supply Chain. Data were gathered using online questionnaires distributed via Google Forms. The collected questionnaires were then reviewed for completeness.

Data Analysis

The researcher analyzed the data collected from documents and the completed questionnaires. The analysis aimed to study the development of a data management model for internal quality assurance in the College of Logistics and Supply Chain. The data were processed to calculate percentages, means, and standard deviations.

4. Results and Discussion

From the research findings, the overall performance of the internal quality assurance operations at the College of Logistics and Supply Chain highlights the importance of implementing quality assurance in education, leading to success and the achievement of predetermined goals.

Planning (Plan):

According to the research findings, planning involves the preparation of a quality development plan for the institution. This is followed by monitoring, supervision, and control of the implementation of the development plan, quality evaluation, and submission of self-assessment reports to the relevant authority. It also includes establishing evaluation criteria for the institution's educational standards and implementing the quality development plan as outlined.

Implementation (Do):

According to the research findings, implementation refers to carrying out the quality development plan as established. This is followed by monitoring, supervision, and control of the plan's execution, preparation of the institution's quality development plan, quality evaluation, submission of self-assessment reports to the relevant authority, and establishing evaluation criteria for the institution's educational standards.

Monitoring and Evaluation (Check):

According to the research findings, monitoring and evaluation involve overseeing, tracking, and controlling the implementation of the development plan. This is followed by establishing evaluation criteria for the institution's educational standards, which play a role in collecting data on the outcomes of quality assurance plans. Additionally, it includes implementing the quality development plan as outlined, preparing the institution's quality development plan, and conducting quality assessments and submitting self-assessment reports to the relevant authority.

Improvement and Correction (Action):

According to the research findings, improvement and correction involve quality evaluation and the submission of self-assessment reports to the governing authority. This is followed by setting evaluation criteria for the institution's educational standards, monitoring and controlling the implementation of the development plan, executing the quality development plan as outlined, and preparing the institution's quality development plan.

5. Conclusion

The research study on the "Efficiency of Internal Quality Assurance Operations at the College of Logistics and Supply Chain" presents the evaluation results based on the opinions of the college's personnel, including faculty members and support staff involved in or responsible for tasks related to internal quality assurance. The analysis and presentation of the data are as follows:

According to the study on the efficiency of internal quality assurance operations at the College of Logistics and Supply Chain, this research aimed to examine the efficiency of internal quality assurance operations at the College of Logistics and Supply Chain, Suan

Sunandha Rajabhat University. Additionally, it sought to explore the problems, challenges, and solutions related to internal quality assurance operations at the college, ensuring the achievement of the established goals.

To achieve effective outcomes in quality assurance operations, it is essential for personnel to have knowledge and understanding of the quality assessment criteria. Therefore, emphasizing the importance of quality assurance and supporting staff in gaining a thorough understanding of the evaluation criteria are crucial for ensuring success and meeting the established goals.

Recommendations for improving the effectiveness of educational quality assurance operations at the College of Logistics and Supply Chain include establishing criteria for evaluating educational standards, developing a quality improvement plan for the institution, implementing the specified quality improvement plan, overseeing and monitoring the operations in accordance with the development plan, and conducting quality evaluations along with preparing self-assessment reports to submit to relevant authorities. All these aspects are crucial for ensuring that quality assurance operations achieve their defined goals and objectives.

6. Acknowledgment

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