COLLABORATIVE EFFORTS IN DEVELOPING QUALITY ENHANCEMENT PLAN FOR EDUCATION: A CASE STUDY OF GENERAL EDUCATION DEPARTMENT IN HIGHER EDUCATION

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ABSTRACT

This research aimed to examine, compare, and analyze the status and issues concerning the development of education quality plans within the General Education Department at Suan Sunandha Rajabhat University. The study focused on departmental sizes, educational levels of managerial staff, academic support personnel, their work experiences, and involved a research population of 36 individuals, including operational staff, officers, employees, temporary employees, of the General Education Department and E-Learning Innovations. The research tools employed included questionnaires distributed among the population, yielding 36 sets of analyzable data.The analysis revealed the following: The overall operational implementation of education quality development plans within the General Education Department was found to be at a high level.Issues related to the implementation of education quality development plans were generally at a low level, with the highest problems observed in the aspect of plan documentation and the least in preparation. Regardless of differences in the sizes of departments, educational levels of managerial staff, and work experiences, there were no significant variations observed in the implementation of education quality development plans within the General Education Department. Schools with differences in managerial and academic support staff sizes, educational levels, and work experiences did not display significant differences in the implementation of education quality development plans within the General Education Department.

Keywords: Collaborative University, Quality Development Plan

INTRODUCTION

In the ever-evolving landscape of education, quality assurance stands as a cornerstone in shaping the excellence and effectiveness of academic institutions (National Education Act, 1999). The National Education Act of 1999, Section 6, underscores the paramount importance of maintaining high standards and implementing robust quality assurance systems across all levels of education (National Education Act, 1999). These standards, as mandated by the Act and aligned with the Ministry of Education's regulations, demand that educational institutions establish internal quality assurance systems as an integral part of their educational governance (National Education Act, 1999; Ministry of Education, 2018). These systems serve as a comprehensive framework for aligning educational standards with the specific levels and types of education offered by institutions, ensuring that the educational journey remains focused on excellence and relevancy (Ministry of Education, 2018).

Within the framework of these internal quality assurance systems, educational institutions are tasked with developing comprehensive educational management plans aimed at upholding the prescribed educational benchmarks. These plans encompass a multitude of facets, including curriculum development, assessment strategies, faculty development, and the continuous

improvement of educational processes (Ministry of Education, 2018). Additionally, they necessitate a culture of self-assessment, quality evaluations, and the annual reporting of self-evaluation outcomes to supervising or overseeing authorities, as mandated by the Ministry of Education's 2018 regulations (Ministry of Education, 2018). This comprehensive approach to quality assurance ensures that educational institutions are not only accountable for the quality of education they deliver but also committed to continuous improvement in the pursuit of excellence (Ministry of Education, 2018).

Quality assurance in education extends far beyond mere compliance; it is an ongoing and dynamic process that permeates every aspect of the academic ecosystem (Stake, 2003). At its core, it aims not only to instill confidence among students, parents, communities, and society at large but also to ensure the efficient operation of educational institutions (Stake, 2003). The goal is to produce graduates who are not only academically proficient but also equipped with the skills, knowledge, and values necessary for success in an ever-changing world (Darling-Hammond, 2010). This holistic approach to quality assurance recognizes that the outcomes of education extend far beyond standardized test scores; they encompass the development of critical thinking, problem-solving abilities, creativity, and the cultivation of ethical and responsible citizens (Darling-Hammond, 2010).

Considering these imperatives, the present research embarks on the journey of advancing a collaborative education quality assurance system within the General Education Department of Suan Sunandha Rajabhat University. The selection of this department is not arbitrary; it represents a microcosm of the broader educational landscape. By delving into the challenges and opportunities within this specific context, the research seeks to shed light on the complexities that exist within quality assurance systems and their implications for the broader educational community.

The primary objectives of this study revolve around two key aspects: firstly, to thoroughly examine the operational challenges that exist within the collaborative education quality assurance system within the General Education Department; and secondly, to devise strategies for enhancing this collaborative system. As depicted in the conceptual framework, the study explores the dynamic relationship between the collaborative education quality assurance system, the General Education Department at Suan Sunandha Rajabhat University, and the operational challenges encountered within this context.

By unraveling these complexities and formulating targeted solutions, this research aspires to contribute to the continuous development and refinement of the university's education quality assurance system (Kaewsaiha, P., & Chanchalor, S., 2021). These enhancements are poised to address existing operational challenges and fortify the institution's preparedness for external quality assessments, ultimately fostering a culture of excellence and continuous improvement in the educational sphere. This journey into the heart of education quality assurance invites us to critically examine the systems and processes that underpin the educational experiences of countless students and the broader impact on society.

RESEARCH OBJECTIVES

This research study was aimed to
1) To examine the operational challenges within the collaborative education quality assurance system involving the General Education Department at Suan Sunandha Rajabhat University.
2) To enhance the collaborative education quality assurance system involving the General Education Department at Suan Sunandha Rajabhat University.

CONCEPTUAL FRAMEWORK
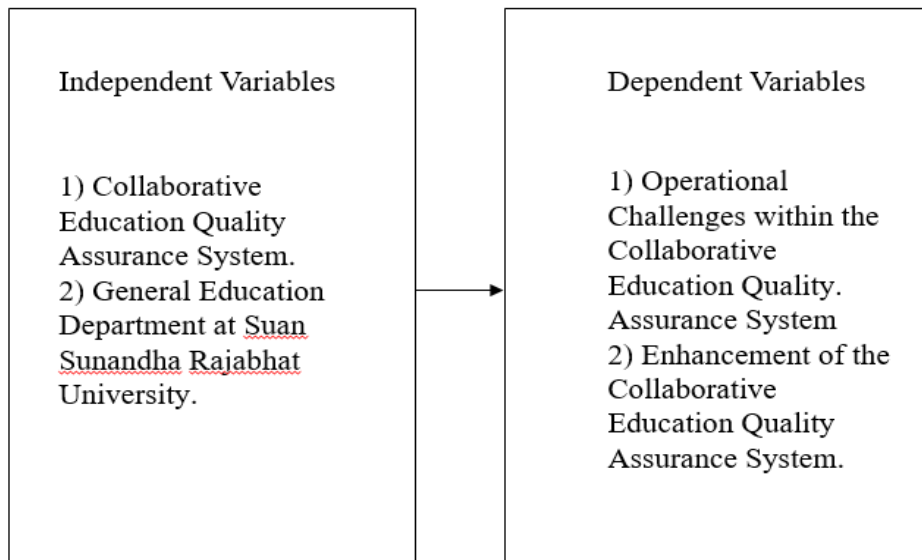
Figure 1. Conceptual Framework of the Study

This conceptual framework illustrates the two main objectives of the study. The first objective is to examine the operational challenges within the collaborative education quality assurance system involving the General Education Department at Suan Sunandha Rajabhat University. The second objective is to enhance the collaborative education quality assurance system involving the General Education Department at Suan Sunandha Rajabhat University.The independent variables in this study are the collaborative education quality assurance system and the General Education Department at Suan Sunandha Rajabhat University. The dependent variables are the operational challenges within the collaborative education quality assurance system and the enhancement of the collaborative education quality assurance system. The collaborative education quality assurance system is a system that involves multiple stakeholders, including the General Education Department, faculty members, and students. This system is designed to ensure the quality of education at Suan Sunandha Rajabhat University.

METHODOLOGY

Data Collection: Utilization of a questionnaire to evaluate satisfaction towards usage, divided into three parts: Part 1: General respondent information - gender, age, job position, education level, current role, tenure. Part 2: Internal control and efficiency of the General Education and E-Learning Innovation Office. Part 3: Relationship between internal control and work efficiency. Data Analysis: Presentation of analysis divided into seven parts: Part 1: Analysis of general data and respondent behavior using statistical analysis like frequency and percentages. Parts 2-6: Analysis of internal control's impact on work efficiency in different aspects (environment, risk assessment, control activities, information and communication, follow-up and evaluation) using statistics like frequency, mean, and standard deviation. Part 7: Overall analysis of the relationship between internal control and work efficiency. Evaluation Criteria: Assessment based on five levels derived from the average value.

4.50 - 5.00: Highly efficient system.
3.50 - 4.49: Very efficient system.
2.50 - 3.49: Moderately efficient system.
1.50 - 2.49: Low efficiency in the system.
0.00 - 1.49: Lowest efficiency in the system.

RESULT

1. Demographics:Predominance of female employees over males within the 22 to 45 age range Majority being single and possessing education levels below or equivalent to a bachelor's degree.Occupying lower operational positions for 1 to 10 years.Most earn an average monthly income ranging from 10,001 to 20,000 Baht.Survey respondents comprised 58.8% females and 41.1% males.Age distribution: primarily 31-35 years old, followed by 26-30 years old, and the fewest respondents were aged 46 and above.

2. Work Environment Analysis: Employee performance within environmental control aspects ranks high in terms of managerial behavior, honesty, and ethical standards Clear policies, strategies, and operational guidelines are valued but slightly less explicit in evaluation criteria.

3. Assessment: Risk assessment in work performance is significantly considered, ensuring appropriate impact evaluation and continuous monitoring The understanding of operational strategies for success is relatively clear among staff.

4. Activities: Controlled activities have a strong emphasis on distributing responsibilities effectively and establishing clear performance indicators and process control methods.

5. Information and Communication: Effective communication and information management are apparent, particularly in analyzing and aligning actual work outcomes with planned objectives.

6. Tracking and Evaluation: Robust evaluation systems ensure accuracy and consistency, facilitating continual assessment of resources and processes.

7. Relationship with Work Performance: Internal controls significantly affect work quality, quantity, time utilization, and expenditure, showcasing their crucial role in organizational efficiency.

CONCLUSION

In summary, this study provides comprehensive insights into the demographics and work environment of the surveyed population. The predominance of young, predominantly female, and lower-educated individuals in operational roles indicates a specific demographic trend within the workforce. The analysis underscores the significance of clear managerial behavior, ethical standards, and the necessity for well-defined operational guidelines and strategies. Furthermore, the emphasis on risk assessment and continuous monitoring in work performance evaluation highlights the proactive approach in ensuring operational success. The study affirms the crucial role of robust internal controls in influencing various aspects of work performance, from quality and quantity to resource utilization and expenditure. These findings collectively underscore the importance of a well-structured work environment, clear communication, and effective internal controls in optimizing organizational efficiency. The insights provided serve as a valuable foundation for further understanding and improving work dynamics, thereby contributing to enhanced productivity and performance within the examined context.

ACKNOWLEDGMENTS

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