

THE FACTORS EFFECTED TO SUCCESS IN EDUCATIONAL ASSURANCE PROCEDURES IN ACADEMIC YEAR 2018, DEMONSTRATION SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY.

Maunkwan Jaronghnu¹ & Tanawat Srisiriwat²

1 Demonstration School, Suan Sunandha Rajabhat University

1 U-thong Nok Road, Dusit, Bangkok, Thailand.

Email: maunkwan.ja@ssru.ac.th

INTRODUCTION

The most recent educational quality developments focus on educational management system which improve and develop all of education levels to standards quality and keep up with changes in educational development. Educational management system aim to have a distinctive identity and responding to the development of the organization, environment and progress of technology social and economic. This development aim to preparing students with the knowledge and skills required for job market. Educational quality assurance is an important role to promote and encourage work processes at all levels of educational staff and related personnel to perform in accordance with the system [3]. Recent educational quality developments is necessary to manage education with educational quality assurance as an important mechanism that enhances and drives every level of work processes and related personnel perform in a systematic manner. All processes must work together toward a defined direction to achieve effectively the aims of education reform. Besides, it require new quality management, and focus on ensuring all related parties that every student will receive a quality education in accordance with the defined standards. This insurance must be based on academic principles, facts, evidence and justification [5].

Educational process allows people to have beneficial knowledge and qualifications for themselves, family and wider society. The educational quality reflects quality of people producing by Thai educational management. Currently, most educational forms are systematic education. Therefore, educational institutions are the primary department performing educational management, especially the basic education level. However, current educational institutions still have inequality in budget, personnel quality and learners factors. Besides, there are inequalities in other factors including cooperation between school boards, supporting of community or nearby organizations, and closely follow-up assistance from the primary educational service area office or jurisdiction. These inequalities impact on the quality of education. Currently, educational institutions are independent in managing their education. There is a curriculum development in accordance with their context and needs. Thus, quality of learners and educational management are different. The National Education Act B.E.2542 (1999) and the amendment (Version 2) B.E. 2545 defined that jurisdiction and educational institutions establish an internal quality assurance system leading to the establishment of an educational standard. In addition, Ministerial Regulations of Education Quality B.E. 2561 and Ministry of Education has been promulgated educational standards, childhood education level, Basic education and basic education Special Education Center B.E. 2561, dated 6 August 2018. These announcement are used as a guideline for internal quality assurance of educational institutions and prepare for external quality assessment. This will give confidence to all involved parties that the educational management is standard quality, and maintain the standards from internal quality assurance of educational institutions of the Office of Basic Education Commission [8].

Educational quality assurance is a system and mechanism for modulation, verification and evaluation of each performance activity according to defined index. In addition, it guarantees to those involved parties, communities and societies that educational institution produced quality student who meets educational standards, and has continuously developed quality [1]. In this regard, educational quality assurance will enable the educational institution have an efficient management system, and work with obvious targets and processing plans. Work process with goals requires internal quality assessments or self-assessments to verify and develop to meet the goals all time, as [4] said that internal quality assessment means the examination and evaluation of work process according to procedures. Assessing the quality of education which determines whether complete work process or not. Post-evaluation of educational quality has been completed as scheduled. How much educational quality assurance result implemented to support the development plan? How much this result is useful in making decision to change? Therefore, educational quality assurance is an important mechanism for improving the quality of educational institution. It ensuring that educational institution will manage the education as quality standards. Educational institutions must perform quality assurance to meet standards. Study of educational quality assurance performance and educational quality assurance factors of educational institutions effecting on internal quality assurance performance. These studied will provide useful information for improving educational quality assurance performance to meet the standards supporting further external quality assessment.

Educational quality assurance is a process which all personnel in educational institutions must collaborate to plan, set goals and do action according to the plan in every step. The information must record to collaborate checking the work and find out the strengths and weak points for working together to improve that plan (Action) with the aim to be effected management that emphasizes on the quality of the learners. These consistent with the research results of [6] found that it is a consequence of the importance of the system and mechanism of educational quality assurance. In this regard, educational quality assurance is require in an educational institutions by integrating it in the normal educational management and teaching process to continually improve the quality of learners.

Therefore, educational institutions require developing strong and effective internal quality assurance systems which rely on many factors including the executive, management, personnel, resource and organizational culture characteristics. The researcher is interested to study about factors that effect on performance of quality assurance in the Demonstration School of Suan Sunandha Rajabhat University. The results of this study will be useful for planning, Establishment of educational quality development policies, strategy formulation and strategies leading to the internal quality assurance performance of Demonstration School of Suan Sunandha Rajabhat University to be more effective.

OBJECTIVES

1. To study the achievement of the educational quality assurance of Demonstration School of Suan Sunandha Rajabhat University.
2. To study the level of factors about leadership and attitudes of executives on educational quality assurance leading awareness and understanding, planning, setting responsible person, supervise and teamwork that affect the achievement of educational quality assurance performance of the Demonstration School of Suan Sunandha Rajabhat University.

Sample

The population used in this research was 50 personnel working at the Demonstration School of Suan Sunandha Rajabhat University, They working on academic and academic support lines. The sample size was estimated by accidental selection method. The tools used to collect data for this research study were questionnaire and rating scale.

CONCLUSION AND DISCUSSION

1. The achievement in educational quality assurance of the Demonstration School of Suan Sunandha Rajabhat University was the highest level in both overall and each aspect. This achievement is regarded awareness about importance of educational quality assurance. It is considered as part of the educational administration process that must be continuously implemented. The educational quality assurance was collaboration between management process and the teaching and learning management. In addition, educational institutions are aware with policies that the justification defines as clearly practices guidelines.

2. The achievement in educational quality assurance of the Demonstration School of Suan Sunandha Rajabhat University was the highest level in both overall and each aspect. The aspect with the highest average value was the attitude on educational quality assurance. When considering each item, it was found that they were at the highest level in every item. According order of the 3 items with the highest average values, the first is the educational quality assurance which aids the school more reliable and accepted by external parties and communities. Secondly, educational quality assurance supported the school administration to change for the better. Thirdly, proud of staff involved in performance in educational quality assurance of school, and followed on educational quality assurance results resulting in performance of educational quality assurance in school meet the goal.

In this regard, the insurance and quality improvement parity of the Demonstration School of Suan Sunandha Rajabhat University created awareness for all personnel staff about importance and requirement to improve the educational quality. Internal quality insurance was used as drive mechanism including meetings to clarify the exchange of knowledge and notification of performance manual. These were consistent with the results of (Chanphen, 2009). This result found that most of personnel of Sirindhorn College of Public Health under the Praboromarajchanok Institute in 7 institutions have good attitude on education quality assurance, and also accordance with (Somluck, 2010) that study about effecting factors on the effectiveness of educational quality assurance of Kamphaeng Phet Rajabhat University. The result found that attitude factors on educational quality assurance were the highest factors among three highest mean. In addition, attitude on educational quality assurance was a factor that has a relationship with effectiveness with statistical significance at the level of .01.

SUGGESTION

1. The achievement in educational quality assurance of the Demonstration School of Suan Sunandha Rajabhat University was the highest level. Therefore, the relevant departments, executives, responsible personnel should develop educational quality assurance for greater success in all aspects. The achievement of the educational quality assurance should be maintained continuously to meet the standards, and encourage learners to have academic achievement as according to the defied goals.

2. Leadership and attitudes factors of executives on educational quality assurance leading awareness and understanding, planning, setting responsible person, supervise and teamwork that affect the achievement of educational quality assurance performance of the Demonstration School of Suan Sunandha Rajabhat University by both overall and each aspect

in the highest level. However, team work is the aspect that has the least average level of opinion. Therefore, administrators should more promote and develop the educational quality assurance performance of the Demonstration School, Suan Sunandha Rajabhat University in this aspect. The administrators must support team work by organize activities to persuade all personnel to participate including organizing group relationship activities to strengthen love and commitment in the organization. These activities result in development of personnel in the organization, especially the unifying relationship. Moreover, these activities aid change the perspective of stepping towards success resulting in love, attachment, reducing conflicts, creating unity, and make it to the goal according to the intention of administrators. The activities emphasize participation and mutual thinking together of administrators, teachers and all personnel.

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