

FACTORS AFFECTING THE SUCCESS OF THE IMPLEMENTATION OF EDUCATIONAL QUALITY ASSURANCE POLICIES OF COLLEGE OF INNOVATION AND MANAGEMENT, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

A study of the factors that affect the successful implementation of the education quality assurance policy in the College of Innovation and Management, Suan Sunandha Rajabhat University. The purpose of this study was to study the factors affecting the success of implementing the educational quality assurance policy of the College of Innovation and Management. Suan Sunandha Rajabhat University. And to recommend the development of educational quality assurance policies for the College of Innovation and Management, Suan Sunandha Rajabhat University. The population used in this study were officers and teachers in the College of Innovation and Management, Suan Sunandha Rajabhat University. Participating in educational quality assurance of 30 people used to collect data by questionnaires and statistics used to analyze the data, including percentage, mean and standard deviation. The study found that. The sample group had opinions about the factors of policy implementation. Factors supporting the practice, the factor of operational unit potential factor and the success of the implementation of the policy was at the high level of agreement.

Keywords: Educational Quality Assurance, College of Innovation and Management, Organization Development.

INTRODUCTION

Basic strategic factors in all areas include increasing investment in research and development; development of science Technology and innovation This must be carried out in conjunction with accelerating the upgrading of skills of workers entering the labor market. and groups currently in the labor market in line with the target production and service fields. and technological changes Including developing people as a whole to be complete people at all ages who can manage changes in the living environment well, especially developing human capital from raising the quality of education. learning skill development (Office of the National Economic and Social Development Board, 2017) Therefore, it is necessary to lay the foundation for systematic human resource development of the country. It is necessary to focus on development. and elevate people in every dimension and at every age to be a good human resource and have quality and are ready to drive the development of the country forward to its

full potential Improving the efficiency of the education management system at all levels and all types Establish minimum school standards at all levels. Structure education management to create accountability for results. and facilitate equal access to education. and use resources efficiently Raising the level of educational institutions in their fields of expertise towards excellence. Reform education finances to increase quality and the efficiency of education management by allocating budgets directly to students Promote participation from the private sector in education. Develop an educational quality assurance system separate from the evaluation system. and quality assurance that focuses on student outcomes. Including the reform of the examination system that leads to the measurement of skills necessary for the 21st century rather than the level of knowledge, as well as research. and use technology to create and manage knowledge in teaching and learning. Providing education to develop career skills that are consistent with the local context (National Defense College (National Defense College) students, class 59, 2017).

The National Education Act of 1999, amended (No. 2) of 2002, Section 1, Section 6, mentions the principles of educational management: Education must be organized in order to develop Thai people into complete human beings in body, mind, intelligence, knowledge, and morality, with ethics and culture in their lives. Able to live happily with others and Section 9: Organizing the structure and the educational management process must adhere to the following principles: (1) there is unity in policy and diversity in practice; (2) there is decentralization to educational areas educational institutions and local government organizations (3) Educational standards are set. and organize an educational quality assurance system at all levels. and all types of education which are set out in Section 6, Standards and Educational Quality Assurance, Section 47, to have an educational quality assurance system in order to develop quality. and educational standards at all levels, consisting of an internal quality assurance system and external quality assurance system Criteria system and methods for ensuring the quality of education in accordance with the Ministerial Regulations, Section 48, for the primary agency and the educational institution has a quality assurance system within the educational institution. and consider internal quality assurance as part of the educational administration process that must be carried out continuously when an annual report is prepared and submitted to the parent agency. Related agencies and disclosed to the public to lead to the development of educational quality and standards and to support external quality assurance, Section 49 requires that there be an Office for Standards Certification and Educational Quality Assessment as a public organization responsible for developing external quality assessment criteria. and evaluate educational management to have the quality of educational institutions examined by taking into account the aims and principles. and guidelines for organizing education at each level as specified in this Act. There shall be an external quality assessment of every educational institution at least once every five years since the last assessment. and present the evaluation results to relevant agencies and the public. Section 50 requires educational institutions to cooperate in preparing various documents and evidence that contain information related to educational institutions, as well as to educational institution committee personnel and parents. and those involved with the educational institution provide additional information in areas considered relevant to the mission of the educational institution at the request of the Office for Educational Standards and Quality Assessment or individuals or external agencies certified by the said office. Section 51. In the case where the results of the external assessment of any educational institution do not meet the standards specified by the Office for Standards Accreditation and Educational Quality Assessment, make recommendations for improvement to the parent agency. To allow educational institutions to make improvements within a specified period of time. If this is not done, the Office for Educational Standards and Quality Assessment shall report to the Basic Education Commission.

Vocational Education Commission or the Higher Education Commission to carry out improvements (Academic Department, The Books Publishing House, 2013).

From such importance there is a connection to the development of educational quality. The Ministry of Education has therefore issued the Ministerial Regulations on Educational Quality Assurance, B.E. 2018, requiring each educational institution to establish an educational quality assurance system within the educational institution. By setting the educational standards of educational institutions in accordance with the educational standards at each level. and type of education The Vocational Education Commission Office, which is the parent agency of vocational education institutions, is responsible for considering and proposing policies. Standard development plan and vocational education curricula at all levels consistent with the needs of the National Economic and Social Development Plan. and the national education plan Promoting and coordinating the management of vocational education in the public and private sectors Resource support monitoring and evaluate the management of vocational education Taking into account quality and professional excellence Therefore, the criteria have been prepared. and guidelines for educational quality assurance for vocational education institutions under the Office of the Vocational Education Commission to use as a guideline for assuring the educational quality of educational institutions in accordance with the Ministerial Regulations on Educational Quality Assurance B.E. 2018 and leading to quality improvement and development. and continuous educational standards of educational institutions, consisting of the intent and essence of educational quality assurance Duties and responsibilities for assuring the quality of education at each level from the Ministry of Education level Parent agency or regulatory agencies and educational institutions, which are extremely beneficial to driving educational quality assurance (Office of the Vocational Education Commission, 2018).

College of Innovation and Management is a department equivalent to a faculty. Has its own management regulations whose main goal is to be independent and high flexibility but under the supervision of the university Suan Sunandha Rajabhat College has the main mission of higher education institutions, which is to produce quality graduates for society, research, and academic services. and the preservation of arts and culture Administration of the College of Innovation and Management Has developed and progress by creating a network Cooperation with both the public and private sectors including the support of executives Participation of university faculty and personnel College of Innovation and Management Everyone is involved in the administration of the college. It is in accordance with the strategy and plans of the college. that is in line with the university's strategy and plans educational management for creating executives. Both public and private entrepreneurs have the ability to compete. By adhering to the principle that "Quality education will develop today's learners. In order to be a good leader in the future." Currently, the College of Innovation and Management has courses offered at both bachelor's, master's and doctoral levels, a total of 17 courses.

With the history and importance of the said problem the researcher is therefore interested in studying the factors affecting the success of implementing the educational quality assurance policy. of the College of Innovation and Management Suan Sunandha Rajabhat University to be used as a guideline for planning the development of internal quality assurance management of educational institutions. To have more quality and continue to serve the mission of the college.

OBJECTIVE

1. To study the factors affecting the success in implementing the educational quality assurance policy of the College of Innovation and Management, Suan Sunandha Rajabhat University.
2. To suggest the development of an educational quality assurance policy for the College of Innovation and Management, Suan Sunandha Rajabhat University.

LITERATURE REVIEW

Suraphon Kanchanachitra and Prapas Silparasamee (1986) studied factors affecting the success of occupational groups. Which has been promoted to carry out career activities according to the policies of the Community Development Department. It was found that there are 6 factors affecting the group's success: the ability to meet the needs of members; Receiving support from government agencies Receiving support from community leaders Follow-up and inspection by officials receiving news and the period of establishment. In addition, the results of the study also found that High ability to respond to member needs Success is higher than a low ability to meet member needs. There is a lot of support from government agencies. Success will be greater than if there is little support from government agencies. As well as having the support of community leaders, extensive monitoring and monitoring by officials was found to have no effect on success. Similar to the period of group formation for receiving more news, success will be greater than for receiving less news.

Chatchai Na Chiang Mai (1988) studied coordination between fields in rural development in public health. By specifying the educational framework Inter- sectoral coordination in public health development Under the Rural Development Administration, the NCPO can be explained by the organizational structure and personnel management process. information system and politics of rural development administration educational information is regulations of the Prime Minister's Office and other policy guidelines of the National Rural Development Commission. and information from interviews.

In the study of the administrative process, the issue studied is planning. Annual rural development project to develop public health Coordination of plans in preparing annual rural development plans of provinces, districts and sub-districts and implementation of rural development projects. The results of the study found that (1) determining annual rural development project plans for annual rural development There is relatively little clarity because the various ministries involved have not yet considered the issue and made a decision. Solve public health problems together. That is, the culture of the bureaucracy and budget system has a great influence on the attitude of civil servants that it is their duty and the matter of the department that owns the project. But information at the department level is considered to be the responsibility of the division that owns the project, and at the division level it is considered to be the matter of the department that is responsible and has expertise in that particular area, even though there is a rural development committee set up. The department level is the screening decision-making organization. and coordinate projects but in reality, it is only a symbol, serving only to acknowledge (2) The coordination of plans in preparing the annual rural development plans of provinces, districts, and sub-districts. The framework for annual rural development guidelines of the main ministries is not clear. The province has received the annual rural development framework late. The Provincial Administrative Organization and the Sub district Council have not yet exchanged information among themselves. Approval of project and budget is under the authority of the department. There is no guarantee that

various projects can actually be implemented in the same area. Because in approving the budget and implementation area for each project, the various departments did not jointly consider the problems of the area in a coordinated manner and then approve the budget and (3) the implementation of rural development. The slow receipt of the master plan from the ministry has prevented the province from preparing a complete annual action plan and projects. It affects the coordination of projects in each locality. There is relatively little coordination at the district and sub-district levels. Civil servants lack project management skills. Not preparing the people to participate and not preparing the community to act.

Woradej Chantarasorn and Likhit Theeravekin (1987) presented an article on “Implementation of policies in the Thai bureaucracy” points to the work of Woradej Chandrasorn and Winit Songprathum, who studied the implementation of policies in the Fisheries Department. The report was written in 1987, studying the coordination of bureaucratic operations at the macro and micro levels. in implementing national development policies and plans View that bureaucracy is the key to success in implementing national development policies and plans. But from the study, four problems were found in the policy implementation process of the Fisheries Department: (1) organizational units Group of people who implement policies, in the regional and local areas, there is a lack of understanding of central policy. or the department's policies (2) operational agencies lack the potential in terms of personnel, tools, equipment, and budgets; (3) lack of systematic monitoring and evaluation of regional and local performance results; and (4) lack of coordination and cooperation between units. The work of provincial departments, such as lack of resource sharing, etc.

Strategies for reducing problems in policy implementation of the Fisheries Department from the proposal of Woradej Chandrasorn and Likhit Theeravekin, there is a meeting to exchange information between each other. The Department's agencies create training plans for personnel to enhance their skills and techniques. To provide technical assistance and understand the department's policies. Provide resource support to increase the capacity of agencies that implement policies in order to alleviate the problem. Prepare manuals, documents, instructions, and materials for lower-level agencies. So that it can be used to meet the standards and goals of the work. There shall be standards for work performance established. There is supervision and evaluation of work performance. Look for practical methods that are not complicated in implementing the policy, avoiding work the nature of cooperation with different agencies with a large number of participating organizations tries to reduce misunderstandings. between agencies by setting up a team consisting of knowledgeable and experienced people to coordinate decision making. and create relationships to exchange benefits Coordinate both within and between organizations in planning. and decide the joint policy of representatives from relevant government agencies.

Thongbai Sudcharee (1993) studied the implementation of teachers' college policies. The study has made 3 assumptions: 1) policy structure variables, resources, cooperation in work political support Communication and Leadership There is a high theoretical relationship with the implementation of the teachers' college policy. 2) The variables of cooperation in work performance and leadership are a set of policy variables. that have the greatest influence on the success of implementing the teachers' college policy, and 3) operational cooperation and leadership variables are the set of policy variables that have the greatest influence on predicting grouping according to level of success. In implementing the policy, the results of the study confirmed all 3 assumptions, that is, every policy variable. (except for political support) is important for implementing the policies of the Teachers College. The variable of cooperation in work performance and leadership is the variable that has the greatest influence on the success of

implementing the teachers' college policy. Moreover, these two variables were the variables that had the greatest influence on predicting the classification of groups according to the level of success in implementing teachers' college policies.

Thepsak Boonyaratphan (1993) studied the factors that influence the creation of effectiveness in implementing public service policies. By making a comparison between 4 independent variables which consist of Variables: Clarity in policy goals availability of resources Structural complexity and service user participation were found to have the greatest influence on resource availability variables and were able to explain effectiveness, followed by structural complexity variables. Variables: Clarity in policy goals and service recipient participation variables, respectively. As for the direction of the relationship, it was found that 3 independent variables were clarity in policy goals availability of resources and the participation of service recipients is positively related to the effectiveness of implementing policies to provide services to the public. Meanwhile, structural complexity is negatively related to the effectiveness of policy implementation.

The effectiveness of the implementation of public service policies includes the satisfaction of service recipients. Speed of service Equality in service and fairness in service provision. It was found that the most influential factor for service recipient satisfaction was the complexity of the structure. It has a negative relationship with the satisfaction of service recipients. In terms of speed of service, it was found that the availability of resources is a variable that influences the speed of service provision. In terms of service equality, it was found that the availability of resources has a positive relationship with the speed of service provision. In terms of equality in service provision, it was found that the availability of resources is positively related to equality in service provision. In terms of fairness in providing services, it was found that the variable clarity of policy goals was the most influential variable, while the remaining variables could not be used as explanations.

Acting Second Lieutenant Wisut Panakun (2007) studied the conditions, problems, and guidelines for developing educational quality assurance at the Institute of Physical Education. By surveying conditions and problems from civil servants and the Educational Quality Assurance Committee. There were 291 people from each campus of the Institute of Physical Education. The results of the study found that the overall and individual educational quality assurance operational conditions and problems are at a moderate level. Comparing conditions and problems classified by campus, they are significantly different at the .05 level. Classified by the Educational Quality Assurance Committee, each region, overall and each aspect, has no different conditions. The overall problem Student Quality and the educational quality assurance system is significantly different at the .05 level. Guidelines for developing the educational quality assurance operations of the Institute of Physical Education. Student quality includes building teachers' awareness of morality and ethics. Research and creative work include training, meetings, seminars, and creating knowledge and understanding for agency personnel. Academic services to society include the establishment of a committee to prepare work plans. Academic services to society shared between the institution and the community. The preservation of arts and culture includes providing budgets and internal and external donations from both the public and private sectors. Organizational and personnel development include developing and supporting the organization of information and communication systems for administration and management. Curriculum and teaching development includes appointing a committee and creating a work plan to follow up on student success. Student development activities include setting up a committee to control quality. Quality check and solve problems encountered by each faculty by organizing training, meetings, and seminars for personnel to

have knowledge and understanding and to instill awareness of the importance of educational quality assurance work.

Thanthikul, J., Chumpon, R., Cholphassorn, S., and Chutikarn, S. , (2021) Human Capital Development Model for Private Higher Education Institutions (HKM Model) is an appropriate model for developing human capital for the development of private higher education institutions. It can be summarized as follows: 5.1) Human Capital Human Capital is divided into 3 things. Intellectual Capital is the knowledge, abilities, specific skills, and experiences of that person. Social Capital is the network. network of relationships This is important in creating opportunities and leading to values such as reliability, trust, and emotional capital (Emotional Capital), which are characteristics that reside within a person. It is a state of mental feeling that changes according to the environment. This is in line with the concept of Lynda Gratton and Sumantra Ghoshal (Gratton & Ghoshal, 2003; Kanata, & Inkum, 2016; Tantrajin, et al., 2016; Padthong, et al., 2020) that “human capital” means 3 The things that come together are: 1) Intellectual Capital (Intellectual Capital) consisting of skills, knowledge, and abilities. Including the skills and experiences accumulated within each person. 2) Social capital (Social Capital) is the environment, relationships and various forms of interaction between people in situations. and that place 3) Emotional capital 4) consists of characteristics such as self-awareness. (Self-Awareness), Dignity (Integrity), Flexibility (Resilience) and Jindarak(2017, pp. 222-223) said Human capital development must be Set clear development policies and create understanding of the mission of higher education institutions To promote and support personnel to have confidence in their own development. 5.2) Knowledge management. Management Knowledge is divided into 2 types: knowledge within an individual (Tacit Knowledge) and explicit knowledge (Explicit Knowledge). There is a process for managing knowledge using the form of Nonaka (1994), namely the SECI Model, consisting of S (Socialization) is the transfer of knowledge within individuals such as academic conferences. and workshops using knowledge individual experience Let's exchange knowledge in the same environment. (Externalization) is the management of knowledge within a person to become explicit knowledge through various media such as publishing articles. Publishing ideas in the form of diagrams or charts that can be easily understood C (Combination) is the transfer of explicit knowledge by using knowledge to create new work. Born into new knowledge and disseminate it to personnel and I (Internalization) is the recognition of explicit knowledge when it is perceived or learned. Explicit knowledge becomes the deep knowledge of personnel. Ultimately, it will become the property of the institution. that can be used as an important part for driving the organization in line with Jindarak (2017) and Tongsamsi, et al. (2017) Knowledge management is The process by which personnel in an organization search, collect, and exchange and use relevant knowledge in performing work In order to achieve this goal, the organization must have support to create a learning atmosphere within the organization (Jindarak, 2017, p. 223;Tongsamsi, et al., 2017, p. 51) and Hsu (as cited in Chaisuwan, 2018, p. 44) found that knowledge management can increase organizational efficiency by developing human capital. To cause the spread of knowledge There is development in the work of personnel, ultimately making it possible to achieve the goals of the organization.

METHODOLOGY

Scope of the Research

1. Population and sample

The population used in the research is staff and teachers. in the College of Innovation and Management Suan Sunandha Rajabhat University There are 30 people involved in educational quality assurance.

2. Content

This research is to find a way to push educational quality assurance to achieve the set goals.

3. Time aspect

The researcher carried out the work between January 2023 - July 2023.

4. Location

College of Innovation and Management Suan Sunandha Rajabhat University.

Expected Benefits

The data can be used as part of developing educational quality assurance work to be more efficient.

RESULT

The majority of the sample were female (76.00%), had a bachelor's degree (22.00%), followed by a master's degree (30.00%). As for age, the majority of the sample were 31 - 40 years old (100 62.00 each), followed by ages 41 - 50 years (20.00 percent), respectively.

Summary of the results of the study of policy implementation factors Practice Support Factors of potential and success in implementing the education quality assurance policy.

1 . Policy implementation factors the sample group had opinions about factors in policy implementation. It is at the level of very much agreement (average 4.17). When considering each item, it was found that the item with the highest average number 1 was that the college clearly defined a philosophy regarding educational quality assurance (average 4.39). 2: The College sees the need for educational quality assurance (mean 4.33). Number 3: The College clearly defines educational quality assurance objectives (mean 4.30). All three rankings the sample group's opinion level was at the level of strongly agree. The item with the last mean value was that the college regularly analyzes and improves strategies to be up to date and consistent with current conditions and future trends (average 3.89). The sample group's opinions were at the high agree level.

2. Factors supporting practice the sample group had opinions about factors supporting practice. It was at the level of agreement (average 3.78). When considering each item, it was found that There were 14 opinions at the high agreement level, 1 moderate agreement level. The item with the highest mean number 1 was the college's rotation of personnel responsible for educational quality assurance every academic year (average 4.20), number 2. Namely, the College has regular supervision of the Education Quality Assurance Operations Unit (meaning 4.04). Number 3 is the College has created an educational quality assurance manual to distribute widely (mean 4.03). All three samples have a high level of understanding. Opinion level: very much agreed the item with the highest average value is: The university continuously organizes study tours on educational quality assurance outside the university (average 3.25), with the sample having a moderate agreement level of opinion.

3. Factors regarding operational unit potential the sample group had opinions about factors regarding operational unit potential. It was at the level of agreement (average 3.75). When considering each item, it was found that Every item has opinions at the level of strong agreement. The item with the highest mean number 1 is that the college has a systematic process for carrying out educational quality assurance activities (average 4.16). Number 2 is that the college has a plan to use resources to be beneficial and worthwhile for the work. Educational Quality Assurance (average 3.98) Ranked 3rd is the College's ability to allocate resources adequately to meet the needs of the Educational Quality Assurance Unit (average 3.92). The item with the lowest average is College administrative structure Helps to carry out educational quality assurance operations efficiently (mean 3.43)

4. Success of policy implementation the sample group's opinions regarding the success of policy implementation were at the high level of agreement (average 3.80). When considering each finding, it was found that There were opinions at the level of strong agreement for every item. The item with the highest average number 1 is that the college has a system to promote and support research and academic work in order to bring results to develop teaching and learning (average 4.19). Number 2 is that the college has a plan. Academic services that are integrated with teaching and learning activities (average 4.02), ranked 3rd, are: The college has a process to encourage faculty to adhere to professional ethics (average 3.97). The item with the lowest average in the last order is the college has support in organizing teaching and learning that is consistent with the needs of the local community (average 3.54).

CONCLUSION AND FUTURE WORK

1. From the research results it was found that Implementation of the college's educational quality assurance policy depends on the policy implementation factors. Practice Support Factors Potential factors of the operating unit and each factor is related to one another. Therefore, the process of implementing policies at other levels, such as universities, should be studied, as well as studying the factors that affect the success of implementing policies in other areas.

2. There should be a comparative study of factors affecting success and failure in policy implementation between domestic universities and foreign universities.

3. Factors affecting the success of providing education outside the location of higher education institutions should be studied.

4. Should study formats or methods to promote the participation process of external agencies for policy making. and implementation of policies in educational institutions.

5. Should study and develop systems and mechanisms to promote and support students, especially student organizations. Students are encouraged to participate in driving educational quality assurance to focus on learners.

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