

**A STUDY OF PERSONNEL PRATICIPATION IN EDUCATIONAL
QUALITY ASSURANCE OF THE COLLEGE OF INNOVATION AND
MANAGEMANT,
SUAN SUNANDHA RAJABHAT UNIVERSITY**

Rujjaret Pinthuwat ¹, Wilailuk Rakbamrung²

¹College of Innovation and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand,

E-Mail: rujjaretpi@ssru.ac.th

²College of Innovation and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand,

E-Mail: wilailukra@ssru.ac.th

ABSTRACT

A Study on the Participation of Personnel in Quality Assurance of Education in the College of Innovation and Management, Suan Sunanda Rajabhat University. The objective of this study was to study the level of involvement of personnel in the quality assurance of education at the College of Innovation and Management. The population group for this study comprises staff and lecturers in the College of Innovation and Management. Suan Sunanda Rajabhat University for participating in education quality assurance. The data were collected by questionnaires, and statistics were used to analyze the data, including percentages, averages, and standard deviations. The results showed that the sample had opinions on the factors of personnel participation in education quality assurance. The factors of support for participation and the factors of the potential of the task force are at a very agreeable level.

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

INTRODUCTION

Educational quality assurance is the management and implementation of activities within an educational institution's regular missions to continuously improve the quality of students. This builds confidence among educational service recipients, prevents poor quality education, and transforms education into a powerful mechanism for improving the quality of the population (Suphawadi Trirat, n.d.). Therefore, the educational quality assurance process is a crucial tool in current educational management and must be implemented continuously (Office of the Basic Education Commission, 2011, p. 2).

Internal quality assurance is a system through which educational institutions assure service recipients— students, parents, communities, and organizations or businesses that accept students for further study or employment—that the institution can provide quality education in accordance with established standards. This is achieved through quality management across the organization, with participation from all personnel within the institution, particularly teachers and administrators, who recognize the primary goal of student benefits (Office of the Basic Education Commission, 2011, p. 9). Therefore, educational quality assurance is a key mechanism that drives continuous educational development and ensures accountability. Management is based on internal participatory management. To achieve the goals of internal quality assurance, educational quality assurance must be integrated into

the management and work processes of all personnel within the institution, not a separate process from the institution's normal operations. Educational institutions must develop and implement development plans and action plans with clear goals, implement plans, monitor and evaluate results, and continuously improve. This system must be transparent and conscious of improving work quality.

The researcher is interested in studying the participation of personnel in quality assurance at the College of Innovation and Management, Suan Sunandha Rajabhat University. This information will provide guidelines for administrators and stakeholders to plan and implement, as well as improve quality assurance for greater efficiency.

OBJECTIVE

To study the level of personnel participation in educational quality assurance of the College of Innovation and Management, Suan Sunandha Rajabhat University.

METHODOLOGY

Scope of the Research

1. Population and sample

The population used in this research consisted of 30 staff and lecturers in the College of Innovation and Management, Suan Sunandha Rajabhat University, who were involved in the quality assurance of education.

2. Content

This research is a study of the level of personnel participation in quality assurance of education at the College of Innovation and Management.

3. Time aspect

The researcher carried out the work between January 2024 - July 2024.

4. Location

College of Innovation and Management Suan Sunandha Rajabhat University.

Expected Benefits

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

RESULT

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

The majority of the sample was female (76.00%) and held a bachelor's degree (22.00%), followed by a master's degree (30.00%). Regarding age, the majority of the sample was 31-40 years old (62.00%), followed by 41-50 years old (20.00%).

The respondents expressed strong agreement regarding participation (average 4.17). Considering each item, the highest mean score was: 1. Clearly defined philosophy regarding educational quality assurance (average 4.39). 2. Recognizing the necessity of educational quality assurance (average 4.33). 3. Clearly defined objectives for educational quality assurance (average 4.30). All three items had strong agreement. The lowest mean score was: Regularly analyze and improve strategies to keep them current and aligned with current conditions and future trends (average 3.89). The respondents strongly agreed.

Comments on Participation Factors The sample group expressed strong agreement (average 3.78). When considering each item, 14 items expressed strong agreement and 1 item expressed moderate agreement. The item with the highest mean score was Rotation of personnel responsible for educational quality assurance every academic year (average 4.20). The second item was Regular supervision of educational quality assurance units (average 4.04). The third item was Development of an educational quality assurance manual for widespread distribution (average 4.03). All three items expressed strong agreement. The last item with the highest mean score was The university continuously organizes study tours on educational quality assurance outside the university (average 3.25). The sample group expressed moderate agreement.

The sample group expressed strong agreement regarding the operational unit's potential (average 3.75). When considering each item, all items expressed strong agreement. The item with the highest mean score was:

1. There is a systematic process for implementing educational quality assurance activities (mean 4.16).
2. There is a plan for using resources to be beneficial and worthwhile for educational quality assurance work (mean 3.98).
3. There is the ability to allocate resources sufficiently to meet the needs of the educational quality assurance unit (mean 3.92). The item with the lowest mean score was: The college's administrative structure helps the educational quality assurance work to be efficient (mean 3.43).

CONCLUSION AND FUTURE WORK

1. The research results indicate that the implementation of the college's educational quality assurance policy depends on policy implementation factors, implementation support factors, and the capacity of implementing units, and each factor is interrelated. Therefore, studies should be conducted on the policy implementation process at other levels, such as universities, as well as on factors affecting the success of policy implementation in other areas. Chanwichian, J. (2024).

2. A comparative study should be conducted on factors affecting the success and failure of policy implementation between domestic and international universities.

3. A study should be conducted on factors affecting the success of off-campus education provision at higher education institutions.

4. A study should be conducted on models or methods to promote participation by external agencies in policy formulation and implementation at educational institutions.

5. A study should be conducted on and development of systems and mechanisms to promote and support students, particularly student organizations, in driving educational quality assurance with a student-centered approach.

ACKNOWLEDGEMENTS

Research Report on A study of personnel participation in educational quality assurance of the College of Innovation and Management, Suan Sunandha Rajabhat University. This was accomplished because many people had kindly provided feedback, advice, opinions, and encouragement.

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research. especially the rector who encourages academic support personnel to conduct research Vice President for Research and Development Director of Research and Development Institute Dean of the College of Innovation and Management Including those who contributed information to respond to the questionnaire that made this research accomplish its objectives. Until this is a complete research report. To thank College of Innovation and Management, Suan Sunandha Rajabhat University. for organizing the 7th International Conference on Management, Innovation, Economics and Social Sciences 2026. And supporting the budget for international presentation. Thank for the research on “Best Practice Guidelines for Quality Assurance at The Course Level: A case Study of The Master of Management Program , College of Innovation and Management, Suan Sunandha Rajabhat University” of Suttinee Chairat, Wilailak Rakbamrung and Poramet Saeng-on.

Finally, I most gratefully acknowledge my parents and my friends for all them support throughout the period of this research.

REFERENCES

- Kla Thongkhao. (1991). Analysis of Factors Affecting the Success of Public Policy Implementation: A Case Study of the National Literacy Campaign Policy. (Doctoral Dissertation). Bangkok: National Institute of Development Administration.
- Thongbai Sudcharee. (1993). Implementation of Teachers College Policy: A Case Study of the Southern Isan Intercollegiate School. (Doctoral Dissertation). Bangkok: National Institute of Development Administration.
- Thepsak Boonyaratphan. (1993). Factors Affecting the Effectiveness of Implementation of Public Service Policy: A Case Study of the Bangkok Metropolitan Administration District Office. (Doctoral Dissertation). Bangkok: National Institute of Development Administration.
- Phasinee Puangwichit. (2003). Implementation of Educational Quality Assurance Policy in Royal Thai Navy Educational Units: A Case Study of the Royal Thai Navy Music School, Royal Thai Navy Band, Bangkok. (Master of Public Administration Thesis). Bangkok: Chulalongkorn University.
- Worawet Chanthasorn. (1989). Development Administration of the Ministry of Public Health. Bangkok: Thailand Development Research Institute Foundation.
- Samret Samatthiya. (1995). Factors Related to the Implementation of the Educational Opportunity Expansion Policy in Primary Schools under the Ubon Ratchathani Provincial Primary Education Office. (Master of Education Thesis). Nonthaburi: Sukhothai Thammathirat Open University.
- Suttinee Chairat, Wilailak Rakbamrung and Poramet Saeng-on. (2023), Best Practice Guidelines for Quality Assurance at The Course Level: A case Study of The Master of Management Program , College of Innovation and Management, Suan Sunandha Rajabhat University. Vol.9 No.2, Pp. 55-63.
- Chanwichian, J. (2024). Case Study: The Developing Moral and Transparency in the Operations of the Faculty of Management Science, Suan Sunandha Rajabhat University. Journal of Arts Management Vol.8 (4).