

The Quality Assurance on the Standard of Private Schools in Bangkok

Autjira Songjan, Poramatdha Chutimant

Abstract—This research aimed to study the operational quality assurance of private schools in Bangkok according to the opinions of administrators and teachers. Second is comparing the opinions of administrators and teachers about operating quality assurance process by gender, job and work experience. The sample consisted of school administrators and teachers in Bangkok area by using the sample proportion technic and questionnaires were used to collect data. The statistics used to analyze data including percentage, mean, and standard deviation and test the difference of the average. The results showed that the different of sex and positions of the management and teachers are not different in the implementation of quality assurance at the statistical significance. 05 level. In additional the different of working experience of the management and teachers are different in the implementation of quality assurance at the statistical significance. 05 level.

Keywords—Educational quality assurance, performance management, private schools in Bangkok, quality of the service.

I. INTRODUCTION

IN The current situation the education is very importance because is based on the development of human resources of the country. The foundation of the country's development is in all aspects. Especially in the age of technology changes, politics, society, culture, etc. For this reason the large schools are come with good quality it become very popular. Therefore, it will create the height competition environment within the admission school. But the government still support the budget to the large school. Therefore as a result form that cause it will affect the survival of the small and medium-sized school in the end.[1]

However, the management of a private school still has to be adjusted according to the national education policy to provide a consistent pace with changes and economic development, social, policy, national education development plans. There is a role for the communities requirements but in operations management have to support by the financial and budget to improve the quality of teaching and support operations of the institution. While all parties that importance for private education and one of the more important issue, it is a matter of quality management, quality impairment compared to the government schools, it will affects the survival of the school and the children indeed.

The Quality assurance of education is so important in the development of a mechanism of quality education, because it is

a system that ensures all executives, teachers and education personnel, parents and community believe with the schools can manage education standards effectively. Graduates must have the knowledge, ability according to a determined of social need, because of that the ministry of education distributed education management role as the unit responsible the organized have to improve the quality of education provided to the confidence and satisfaction of students. Therefore, the community and society agencies and stakeholders need to participate in this situation and review of the implementation of the accountability system and performance to provide students with quality standards. Therefore the understanding and acceptance of the importance and value of quality assurance studies, along with a plan to continue to build the knowledge and understanding must be aware and motivate teachers and staff agreed, and take more obligation to cooperate in the development of quality assurance systems.[2]

II. LITERATURE REVIEW

A. The Concept of Quality Education

There are academics and experts, meaning the concept of quality education as follow

The quality of education mean the factor that perform the teacher and the school come with the high performance and perform the management process and teaching will be given the priority and achievement of pupils, including morals, knowledge, language skills of the students, the discipline, ethics, leadership.

In Education quality education not only aim to the person but including the teaching materials, building, location, especially the teachers have to develop themselves and prepare a well know, duty and integrity. Actually the quality of education is a result of achievement management that come with the clear objectives, planning and implementation of the plan to make the good productivity.

As well as the acceptance of public and community with the quality of education must have the many participation include teachers, students, and any other relevant person to fulfill the desirable condition and the process of school education, which refers to the ability with tally with required by the standard of the community to develop the, intellectual and mental integrity ethics as well.

The Step of the Quality Education Insurance

Autjira Songjan is with Faculty of Management Science, Suan Sunandha Rajabhat University, Bangkok, Thailand (phone: +6621601493, fax: +6621601491; e-mail: autjira.so@ssru.ac.th).

Dr. Poramatdha Chutimant is with Faculty of Management Science, Suan Sunandha Rajabhat University, Bangkok, Thailand (phone: +6621601509, fax: +6621601491; e-mail: poramatdha.ch@ssru.ac.th.).

Step 1: Check (Inspection) by the curriculum interms of breakdown curriculum group, grading and reporting to the item units in the lesson plan.

Stage 2 Quality Control by the audit office or quality control unit should be focus on process control with minimal losses. The worker will need to be checked manually with the test item to provide feedback, and corrections.

Step 3 Quality assurance should be including the training and advice provided it to the worker focus on the process and the quality of the curriculum and either a third-party, monitoring and verification within the universal standard, such as ISO 9000, BS 5750, etc.

Step 4: Quality management across the entire organization total quality management and pay more attention to focus on development and continuous improvement in all processes. Also working as a group, and everyone in the organization is responsible for quality.

In today the education is in the competitive with almost all aspects, not just the import factor or process but released a quality issue that the institution has authority or institution that has a high quality standard need a factor that gives confidence to the surrounding society, called "education quality assurance. Whether any of the activities or practices carried out by the system, and planned it will cause the confidence that it will yield of quality education as a desirable that can be handled effectively and will get the education standards and the acceptance of society.

For the education quality standards the concept there are three reasons. As follows: (1) Readiness factors include side availability of learners, teacher management study of curriculum and course documentation. Instructional media and also building locations and area, communities that related with the practices. (2) Processes include: management, academic management, organizations, personnel, buildings, student affairs and relations with the community and oversight tracking and evaluation. (3) The Characteristic of students according to the curriculum, and social expectations in knowledge ethics, technology should be collaborate with others smoothly. [3]

The Accreditation Step for the Private Education Commission Responsible.

1. Receive a request for certification, and the school's self-evaluation report by assuring that the school has developed a quality management education guidelines, or their quality improvement plans. In accordance with the quality standard at the Office, it will write a summary of developments in the detail.

1. The philosophy and goals of the school.
2. Curriculum and teaching process.
3. Personnel
4. Resources for teaching.
5. Administrative management.
6. Fulfillment of the student's requirement.

2. Appoint a committee to examine the quality of private schools, for 4 – 7 people, depending on the amount of education\courses\subjects at the school filed for certification.

2.1. The education information should gathering evidence and the written inspection report about the condition and

performance of school education then submit it to private education commission.

2.2. Point the highlight, weaknesses and make recommendations to improve the quality, approach to schools but don't saying "over" or "do not pass". Both these quality inspection report, it covers everything that the school used it for guidelines with the exception of the level before the primary.

3. Delegate of the board of the person acting, reading and analysis of the quality of the report of the audit committee of quality private schools to analyze and summarize the basis to consider that the designated office.

4. The Subcommittee on accreditation private education that is appointed by the board of directors of the private education will consider, and analysis to provide accreditation to schools by the summary of proposed to approve the results and advice school/province.

The quality standard certification procedure as mentioned above constitute an external evaluation to be confirmed and confidence all that schools can manage the study quality was acceptable. The criteria for accreditation of the education office of the private education refers to education that must be accepted from students, parents that education made it valid. The education quality management system should be a good quality and simultaneously several aspects, such as

1. The attitude of the words quality and standards need to be in the heart at all times and must be subsequent translations in the form of the philosophy and goals of the school clearly. That is, the students will receive academic training administrator and quality care.

2. Teachers and educational personnel must come with the heart of education quality, teacher quality, then start with teacher compensation should suit with the qualification, experience and responsibilities with the support of other welfare.

3. The building has a sufficient of clean and safe is important and also has some other room, so students have the opportunity to develop and learn through activities based on the aptitudes and their interests, learning outside the classroom is vital and suppose to be not least than learning in the classroom.

4. Instructional media need to have a complete and well-equipped enough media.

5. The critical process of education must come with the professional operation, clear goal and a implementation plan, also continuous improvement to education quality assurance.

III. METHODOLOGY

This research is descriptive research and determined the populations and samples as follow

The population used in this research include executives, executive assistant and teachers at private schools in Bangkok, in the elementary and secondary school for 13 executives, executive assistant, 65 person, workers and teachers for 699 people define the sample size for 256 sample from a population of 777 people by using the purposive random sampling.

Data Collection

The researchers have determined how to collect data from a sample using a query as follows:

1. Research make the request for cooperation to the private school in the diocese of Bangkok district via postal mail and send it back to the researcher and identify the data.

2. When compiling a questionnaire has been recovered, researcher doing verify the integrity of the answers and preparing the data for analysis by using the instant program SPSS\PC * (Statistical Package for the Social Sciences).

Data Analysis

1. Analysis of the respondents about the demogrhiac by frequency (number), and a percentage value.

2. Analysis of the quality assurance practices using the mean and standard deviation (S.D.) by researchers have interpreted the concept of the average level.

The research conceptual framework is shown in Fig. 1.

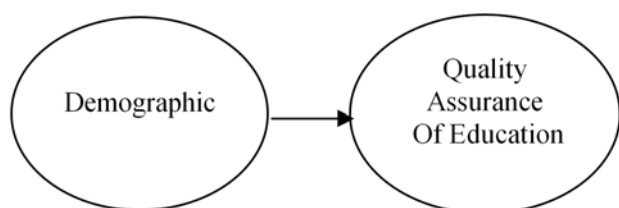


Fig. 1 Research Conceptual Framework

IV. FINDINGS

The result show the gender status of respondents in Bangkok private school as a female rather than male represent by 85.20 percent for males and 14.80 percent for female .The respondent is the executive and administrative assistant for 30.50 percent ,teachers for 69 percent ,50 respondents have experience of more than 15 years represent by 32.30 percent, followed by the experienced for 6 – 10 years represent by 30.50 percent and the minimum is working experienced between 1 – 5 years represent by 18.40 percent. [4]

TABLE I
GENERAL INFORMATION

Status	Frequency	Percentage
Gendee :		
Male	38	14.80
Female	218	85.20
Total	256	100
Position :		
Administrators and assistant administrators.	78	30.50
Teacher	178	69.50
Total	256	100
Experience :		
1. 1-5 years	47	18.40
2. 6-10 years	78	30.50
3. 11-15 years	48	18.80
4. Over 15 years	83	32.30
Total	256	100

TABLE II
THE OPINIONS OF ADMINISTRATORS AND TEACHERS ABOUT THE QUALITY ASSURANCE STANDARDS OF PRIVATE SCHOOLS BY GENDER.

Elements of Quality Assurance	Male			Female		
	\bar{x}	S.D.	Operating level.	\bar{x}	S.D.	Operating level.
1. The efficiency of management and administrative expenses.	4.1060	.5012	High	4.0392	.5391	High
2. The quality of the service provided to students in the school.	4.0269	.5333	High	4.0264	.5493	High
3. The quality level of the actual learners.	3.8586	.5741	High	3.9799	.6061	High
Quality Assurance	3.9971	.4996	High	4.0152	.5267	High

The result found that the quality insurance of the private schools in Bangkok in the overview classified by the male and female of each element that has been performed on the height levels, the elements of the performance management and service is on the height levels with the highest average ($X = 4.1060$),second is the quality of the service that provided to students in school ($X = 4.0269$) and the third is quality of the students have performed on height levels, but come with the lowest average. ($X = 3.8586$), while for the females have the consistency result with male, the element of performance management and the management of compliance come with the height average ($X = 4.0392$), the second is the quality of the service provided to the students is ($X = 4.0264$), and the quality of the student perform in the height level but it has the lowest average ($X = 3.9799$) also.

V. CONCLUSION

Research reviews on operational of quality assurance criteria are the standards of private schools in Bangkok, Summarized as follows:

1. The operational of quality assurance of the private schools in the Bangkok has performed on height levels, and we found the administrators and teachers that have a different positions but not different in elements of performance management and management practices is on the height levels follow by the quality of the students have performed on height levels, but average less than other elements. The administrators and teachers with different work experience there are come with height levels in all elements. The executives and teachers that have working experience with 1 – 5 years. There are comments that the quality assurance of the students have performed on height levels, and the quality of the service provided to students in the school is the highest average ,The Administrators and teachers that have experience working with 6 – 10 years, and executives and instructors with experience in more than 15 years. There are comments that elements of performance management and administration in height levels and teachers think about operating factor in quality assurance is the goals and philosophy of the school factors in the height levels and has the highest average value for the resources to teaching. [5]

ACKNOWLEDGMENT

The author would like to thank Assoc. Prof. Dr. Luedech Girdwichai, The President of Suan Sunandha Rajabhat University, Bangkok, Thailand for financial support. Also, the author would like to thank to Asst. Prof. Dr. Prateep Wajeetongratana, the Dean of Faculty of Management Science for the full support in this research.

REFERENCES

- [1] Kamon Piyapan(2531). An analysis of the effectiveness of the Office of elementary school, Samut sakhon. Thesis studying the Bachelor of University studies, graduate school of management, Silpakorn University.
- [2] The Department of education (2538), The Office of academic tests. Self-assessment for school education. Bangkok: the Office of educational testing. The printing company expanding.
- [3] Kanika Pinyakong.(2543)"Quality assurance of education private school." Journal of replanting aid Fund. 6, 98 (September 2543): 4.
- [4] The Ministry of education.(2542) Quality assurance of Education Department of education volume 1 Bangkok: expanding at 2542.
- [5] .Klahan Wornputhaporn (2527). Quality Group (Japan), Q.C Circle Concept. 3. Edition, imprint, Asian place.