

Performance and participation in operations of the internal education quality assurance assessment for operational excellence

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ABSTRACT

The study aims to examine the performance and involvement in operations of the internal education quality assurance evaluation for operational excellence (EdPEX) standards. This research employed 36 samples through purposive sampling which consisted of executives, department heads, course chairs, and education faculty heads. Data were acquired through a questionnaire and evaluated using the mean and standard deviation. Findings revealed that performance and involvement in internal education quality assurance evaluation for operational excellence (EdPEX) had a minimal score. For operational excellence, attend training and engage in internal education quality assurance evaluation operations. However, cooperation was significant, particularly to accept faculty and university rules and directives. All 7 areas of internal education quality assurance evaluation for operational excellence challenges and impediments showed moderate problems.

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1. INTRODUCTION

The quality assurance is important for service and goods reliable. Internal quality assurance processes have been improved education criteria based on education criteria for performance excellence)EdPEX(. It is a guideline for the development of the educational quality assurance system of universities and faculties for driving and piloting internal educational quality assurance system (Ngosanam, 2020). This is considered as part of the operation that focuses on enabling the committee to raise the quality of organizational

management to be accepted at the national and international levels. Office of the Higher Education Commission has a policy and intention to raise the quality of Thai education to be up to international standards. Education criteria for performance excellence)EdPEX(was a powerful instrumental striving for the development of an effective organization to excellence. It is a framework for educational management of Institution of education. The sub-committee was assigned to develop educational criteria for excellence by translating and editing 2009-2010)Office of Higher Education Standards and Evaluation Office of the Higher Education Commission, 2011(.

It aims to be used by institution of education as a manual and guideline for developing the quality of education management. Mahasarakham University has foreseen the importance of elevating the quality of education of universities and departments to excellence together with the direction of university development that strives for excellence by being recognized nationally and internationally in the academic year 2019. The university has a policy for 21 faculties of teaching and learning have been used Education criteria for performance excellence as a framework and guidelines for various operations according to the components of the assessment criteria in all 7 categories: lead organization, strategic planning, customer focus, measurement, analysis and knowledge management, practitioner focus, process organization, and results.

Faculty of Education Mahasarakham University has developed and upgraded the quality of education to excellence. Therefore, the faculty has reviewed the vision, strategic plan and find strengths, find challenges in driving the organization towards excellence including analyzing and finding ways for personnel to participate in driving and develop the faculty to achieve excellence in accordance with the goals and recommendations (Revees, 2009; Bryson, 2018). Faculty of educational quality assurance work for operational excellence has observed and gained insights from the context of the implementation of benchmarks towards excellence. In addition, participating in the operation and receiving suggestions, it was found that the administrators and personnel had inaccurate understanding of the guidelines and assessment criteria according to the educational quality criteria for operational excellence and no understanding of the roles and responsibilities (Carvalho et al., 2021; Phumpongkhochasorn et al., 2022).

Therefore, the researcher was interested in studying the participation in performance according to the educational quality criteria for operational excellence of personnel of the Faculty of Education aiming to bring research results to be developed and used as information for administrators. This research used as a guideline for solving problems and improving the participation of the Faculty of Education personnel that will be used to develop the performance of the faculty in order to achieve the educational quality criteria for effective excellence to efficiency, effectiveness and better results. This study aims to study the internal educational quality assurance performance according to educational quality criteria for operational excellence.

2. METHOD

Informants

The target group used in this research study is 120 personnels of the Faculty of education, Mahasarakham university in the academic year 2021 who responsible for quality assurance operations according to quality criteria. There were 36 samples which consisted of dean, associate dean, assistant dean, head of department, course chair, head office, group leader and operational staffs.

Research instrument

1. A questionnaire which prepared according to the aims and objectives of the research. It is a research instrument consisting of a series of questions for the purpose of gathering information from respondents that can provide answers related to the problems studied. The contents of the questionnaire were divided into 3 parts:

Part 1: The status of respondents such as status, duration of work and experience of working according to educational quality criteria for operational excellence.

Part 2: The participation in performance according to the internal educational quality criteria for operational excellence of personnel such as participating in training and being a committee for operational excellence, participating in hearings on operational policies with faculties and universities, participation in performance criteria based on education quality criteria for execution excellence. The researcher created a questionnaire as a 5-rating scale

Part 3: Problems and obstacles in performance according to the internal educational quality criteria for operational excellence of personnel.

2. Interview From: The researchers used it as a tool for collecting qualitative data by in-depth interview which clarified the objectives of the interview according to study desired and the structure of the interview form is a question about the participation in the performance according to the educational quality criteria for the implementation of excellence. It is divided into 3 parts as follows:

Part 1: General information of interview respondents. The interview form is a check list question such as status, duration of work and work experience according to educational quality criteria for operational excellence.

Part 2: The participation in performance according to the internal educational quality criteria for operational excellence of personnel classified by the status, the number of listening time to listening to policy broadcasts ,to attend a training, participating in the operation committee and the participation in the performance according to the educational quality criteria for the implementation of excellence.

Part 3: Problems and obstacles in performance according to the internal educational quality criteria for operational excellence of personnel of Faculty of Education, Mahasarakham University; The assessment issues cover problems and obstacles affecting the performance according to the educational quality criteria for operational excellence in all 7 categories: 1(Lead Organization 2(Strategic Planning 3(Customer Focus 4(Measurement, analysis and knowledge management 5(Practitioner focus 6(Process Organization 7(Results.

Data collection and analysis

The researcher spent time collecting data from October 2021-October 2022. The researchers conducted a report of a study of performance and participation in operations of the

internal education quality assurance assessment for operational excellence by using the program to find the sum, mean, percentage, presented in a table format and a brief summary in the form of descriptive statistics.

3. RESULT AND DISCUSSION

The result of a study of performance and participation in operations of the internal education quality assurance assessment for operational excellence can be concluded as follows:

1. The performance and participation in operations of the internal education quality assurance assessment for operational excellence, the overall was in minimum level. In particular, attending training and participating in operations of the internal education quality assurance assessment for operational excellence. But in the collaboration was at a high level, especially to acknowledge the policies and directions of faculties and universities.

2. The problems and obstacles in the performance and participation in operations of the internal education quality assurance assessment for operational excellence, all 7 categories had moderate problems level. When considering each category from the interviews, it was found that: Category 1: the administrators have not defined the strategy of organizational management and supervision and monitoring in the work system does not cover every job. Category 2: faculty administrators/heads are still unclear on the preparation of strategic plans including defining projects and activities for all 7 categories and respond to results indicators. Category 3: they do not have a systematic satisfaction assessment model for information sharing. Category 4: faculty does not have management information systems to serve a purpose and lack of the tool to analyze the evaluation results from the reported results SAR/CAR EdPEx. Category 5: there is no policy to create commitments, to boost morale, listening to opinions and feedback from personnel in the organization including to selecting of qualified personnel competencies match positions in both academic and support fields for the efficiency of the work performed. Category 6: the faculty should give importance to public relations, dissemination, extending, transferring experiences from those who succeed in implementing an integrated community through information systems. Category 7: the research and service to Benefit a community that improves the quality of life are still few.

3. The guidelines of the internal education quality assurance assessment for operational excellence should be formulated a strategy and supervising and monitoring operations periodically; designed communication creatively and develop an information system that can integrate work across the organization. There should have activities to create knowledge and understanding for personnel continuously for personnel to be aware of the policy and strategies for the implementation of long-term and short-term plans. An executives should review and analyze strategic plans, government action plans, policies, visions, missions, highlight agency and the participation of personnel from each department and bring this results to respond to results indicators. Should be create assessment system of the faculty, including the preparation of an MOU to be a database to improve the sustainable operation plan.

However, the problems and obstacles in the performance and participation in operations of the internal education quality assurance assessment for operational excellence with all 7 categories had moderate level that affected the performance of the faculty and departments. Those that have not been successful in accordance with the educational quality criteria

(Rusilowati & Wahyudi, 2020). The faculty personnel do not yet have the knowledge and understanding of the operational guidelines according to all 7 categories assessment criteria.

The guidelines of the internal education quality assurance assessment for operational excellence should be formulated a strategy and supervising and monitoring operations periodically including activities to create knowledge and understanding for personnel continuously. Faculty administrators and supervisors should review and analyze the strategic plan, government action plans, policies, visions, missions, outstanding points of department and personnel participation in each department to bring the results of the review and analysis obtained to form a strategic plan, government action plans, policies, visions and missions which respond to results indicators (Mensah, 2020; Biondi & Russo, 2022). It should create knowledge and understanding for personnel in each department of a strategic plan, government action plans, policies, visions and missions and there are long-term and short-term activities for personnel to adopt the policy to the performance of the organization and each department correctly.

4. CONCLUSION

This research is to take a look at how well the EdPEX standards for internal education quality assurance assessment for operational excellence work and how involved they are in the operations. A low score was found for performance and engagement in the EdPEX examination of operational excellence in education quality assurance. Training and participation in internal education quality assurance assessment activities are essential for operational excellence. But there was a lot of teamwork involved, especially in accepting the norms and instructions of the institution and the professors. There were moderate issues in each of the seven domains examined in the operational excellence challenges and obstacles assessment for internal education quality assurance.

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