



St Theresa International College Management Of Quality Of Education According To The Thai Higher Education Standards 2018

Somjate Waiyakarn^{1*}, Rangsiphon Plianplan²

St Theresa International College, Nakhon Nayok, Thailand.

*Corresponding Author, Email: somjate@stic.ac.th

Received: 20 July 2020, Revised, Accepted: 19 August 2020, and Published: 15 September 2020

ABSTRACT

The objective of this a qualitative research is to study the state of the management of education quality according to the Thai Higher Education Standards of 2014 of St. Theresa International College and the college's management of education quality according to Higher Education Standards 2018. The sample population was 10 groups totaling 154 people of Quality Assessment experts, quality assessors, and administrators, Heads of curriculum managers, instructors, employers of interns, and employers of the graduates, the graduates, and students. The research instrument used was in-depth interview. Data collected was analyzed with the Content Analysis technique. It was found that 1) the state of the college's management of quality of education according to the Thai Higher Educational Standard 2014 placed importance mainly on input factors and processes such as curriculum, instructors, and students. 2) The principles, concepts, and goals for education management were set towards learning outcomes of students and the graduates 3) The quality of education standard of the college was organized into three key levels – curriculum, faculty, and institution 4) The college implementation of its internal quality assurance included the preparation of quality improvement plans, quality control, and internal quality audit. The internal quality audit was conducted once a year yearly by a mix of 66% external assessors and 34% internal assessors 5) the college performed continuous quality improvement by using the results from internal quality audits (all 3 levels) to make improvement and risks management plans as well as drawing best practices from previously effective improvement processes 6) External Quality Assurance Audit was performed on the college by ONESQA from which the quality is accredited for five years since 2022 7) The Contrast Analysis between the college's principles, concepts, and goals of quality management and the results

from the management of quality of the college indicated that students in their final academic year attained the highest levels of desired key learning aspects namely Learner Person, Co-creator, Global Citizen, 21st Century Skills, and English Proficiencies which exceeded the goals of the college's quality improvement plans.

Keywords: Thai Education Quality, Higher Education Quality 2018. Education Quality Management

Rationale

The Thai Education System is a state initiative which allows participation from the private sector in providing education from pe-school to higher education. The Ministry of Higher Education, Science, Research and Innovation (MHESI) is in charge of the management and control of higher education to ensure quality of instructions, learning management, learners, instructors, and educational personnel. It also controls the effectiveness of educational management in order to prepare and develop a workforce that corresponds to the country's need (Krueasaeng, 2015) and to produce workers who are ready to compete in international arena (Kruesang, 2015; Puncreobutr et. al., 2017; Chaisuwan, 2017)

The best measure of control by the state is to strike a balance between supervising and giving freedom to higher education institutions to operate. Furthermore, the supervision that is both challenging and gives assurance that institutions will manage their institutions responsibly as well as to adapt themselves dynamically while going through rapid changes will result in quality educational management. (OECD, 2008; Fielden, 2008)

Thus, higher education institutions have placed importance on quality education management. They have, for example, applied Total Quality Management (TQM) principle to their institutional management (Baldwin, 2022) in order to focus on producing quality output and create a trustworthy production standards (Defeo and Juran, 2010), adapting the Total Quality Management for educational use (Larina, 2015), using Six Sigma on educational quality management (Bloom, 2018), and the adoption of AUN-QA systems or ABET for quality assessment (Danielson, 2016)

The Ministry of Higher Education, Science, Research, and Innovation guideline for Quality Assurance was adapted from various Quality Assurance principles hence created the Higher Education Standards which was also based on the principle of the quality cycle (Office of The Higher Education Commission, 2017), i.e., the Deming Cycle for continuous improvement (Deming, 2009). The MHESRI then published the Higher Education Quality Assurance manual 2014 as the guideline for higher education internal quality audit according to Higher Education Standards (Office of The Higher Education Commission, 2017).

In addition, the Office for National Educational Standards and Quality Assessment (ONESQA), the organization responsible for external education quality assessment in Thailand, has issued the 4th edition of the External Education Quality Assessment Standards with the aim to elevate the quality of Thai education to world class (Office for National Educational Standards and Quality Assessment, 2017). Thus, universities need to accelerate their quality improvement programs to meet both these internal and external quality assurance standards (Puncreobutr, 2018).

Nevertheless, the Ministry of Education has issued the Higher Educational Standards 2018 (Ratchakitcha, 2018) followed by the Office of the Higher Education Commission (OHEC) announcement of the Guidelines for the Implementation of Higher Education Standards 2018 (Higher Education Committee, 2018) to guide universities on quality management from 2018 onwards

In order for St. Theresa International College to attain world class quality in educational administration and for its capability to produce a workforce that fulfills national labor demands as well as to prepare workers with potentials to compete in international arenas, the college needs to establish its own education standards in order to be compliant with the Thai education laws, elevate its quality of education to reflect the characteristics and uniqueness of St. Theresa International College, and to correspond with the external quality assessments standards (St. Theresa International College, 2018). This researcher recommends the college to study the state of its implementation of quality management according to Thai Higher Education Standards 2014 through a 3 years retroactive study from the period between Academic Years 2015-2017. The college should also do a study on the quality management according to Thai Higher Education Standards 2018 with a forward looking study over the period of 3 years, i.e., Academic Years 2018-2020. These studies will help administrators, curriculum managers, and instructors by providing knowledge about the state of the college's quality management before the revision of the Higher Education Standards and the outcome of quality management post revision. The knowledge gained can thus be applied to the implementation of quality improvement at the curriculum, faculty, and institution levels inline with the college's quality improvement plans. These quality improvements according to the national education standards could serve the needs of our country, stakeholders of administration in higher education, and to the society going forward.

Objectives of the Study

1. To study the state of the management of the quality of education according to the Higher Education Quality Standards 2014 of St. Theresa International College
2. To study the management of quality of education according to the Higher Education Quality Standards 2018 of St. Theresa International College

Research Methodology

The research on the quality of education according to the Higher Education Quality Standards 2018 of St. Theresa International College is a qualitative research. This researcher has done a 7 steps study namely 1) the state of the college's management of quality according to Higher Education Standards 2014 2) the setting of principles, concepts, and goals for the management of quality management according to the Higher Education Standards 2018 3) The setting of quality of education standards of the college 4) The colleges implementation of Internal Quality Audit 5) the college's continuous improvement of quality 6) The implementation of External Quality Assurance of the college 7) The Contrast Analysis between principles, concepts and goals of quality management and the outcomes of the management of quality of education of the college.

In depth interviews was performed on 10 respondent groups, a total of 154 respondents. Each group comprises 1) 10 respondents consisting of quality assurance experts from external quality assessment agencies and quality assessment experts from various universities 2) 10 respondents consisting of College administrators namely the College Council Chairman, the President, Vice Presidents, and Deans 3) 10 internal quality assessors 4) 10 respondents consisting of external quality assessors namely external assessors from ONESQA (Office for National Education Standard and Quality Assessments), assessors for the accreditation of private universities, assessors for the clustering of universities, Curriculum Quality assessors from MHESI (Ministry of Higher Education, Science, Research, and Innovation) 5) 19 Head of curriculum management from each academic department 6) 19 College's instructors from each academic department 7) 19 employers of interns from each academic department 8) 19 employers of the graduates from each academic department 9) 19 students from each academic department and 10) 19 graduates from each academic department. The snowball sampling method was used to select the respondents on whom the in depth interviews were performed until data saturation was reached.

The data collection was done during August 2018 – October 2021. Interview data was triangulated, analyzed with the content analysis technique from which the research results were summarized.

Research Results

This research studied the state of the management of quality of education of St. Theresa International College according to the Higher Education Standards 2014 and 2018 in 7 steps. The following are the results from each area

1. The state of the management of quality of education of St. Theresa International College according to the Higher Education Standards 2014

The study performed in this step was a 3 years retroactive study over a period Academic Years 2015-2018 which investigated the state of the management of quality of education from the above mentioned period.

In depth interviews were done on 7 respondent groups, i.e., Internal Assessors, Heads of curriculum management, instructors, employers of interns, employees of the graduates, students, and the graduates regarding the state of the management of quality of education from Academic Years 2015-2018. It was found that:

The Higher Education Quality Standards 2014 at the curriculum level placed importance mostly on education input and process, for example, the components regarding standardization, curriculum, students, instructors, and learning resources. There was only one component in the standard on outputs which are the graduate component. Other parts of the standard concerning output were KPIs under various components on matters affecting students and instructors as well as the KPIs on the outcomes from the Thai Qualifications Framework for Higher Education

The Higher Education Quality Standards 2014 at the faculty level places importance mainly on education input and process such as the components on the production of the graduates, research, academic services, preservation of arts and culture, and administration. Relevant to output, there was only one KPI under a different component on the output from curriculum management at the faculty level and the outcomes of faculty administration at the institution level.

Therefore St. Theresa International College's state of the management of quality was the systematic management of processes starting from the preparation of Freshman to following up on the graduates. The employers of Bachelor Degree graduates were satisfied with the capabilities of the graduates. The employers of Master Degree graduates were satisfied with the graduates' application of knowledge learned to organizational development.

2. The management of quality of education according to Higher Education Standards 2018

This is the study on the management of quality of education according to Higher Education Standards 2018 with a 3 years forward looking study over the period of Academic Years 2018-2020. The 6 steps studied as follows:

2.1. The setting of principles, concepts, and goals for the management of quality according to Higher Education Standards 2018

It was found from the in-depth interviews with 7 respondent groups which comprised experts, college administrators, internal assessors, external assessors, employers of interns, employers of the graduates, and graduates regarding the principles, concepts, and goals for the management of quality of St. Theresa International College:

The principles and concepts of the management of quality are to ensure that the institution's quality standards covers both the Higher Education Standards 2018 and the External Quality Assurance Standards 2016-2020. They were created based on the Quality Circle and TQM principles in order to focus on the learning outcomes of students and the graduates.

The goals for the management of quality according to the Higher Education Standards 2018 have developed students and the graduates to attained the learning outcomes as Learner Persons, Co-creators, and Global Citizens with 21st Century Skills, good English proficiencies, and the ability to successfully adapt the knowledge gained for work in their respective fields.

2.2. The establishment of education quality standards of the college

It was found from the in-depth interviews with the respondent groups which comprised experts, college administrators, internal quality assessors, and external quality assessors regarding education quality standards 2018 of the college as follows:

The college organized its education quality standards 2018 in 3 levels: quality standards at the curriculum level, quality standards at the faculty level, and quality standards at the institution level. It was submitted to the Higher Education Committee for their acknowledgement.

The quality standards at the curriculum level composed of 5 components with 13 KPIs. There were 6 KPIs for the learning outcomes of students and the graduates which includes quality graduates, graduate achievements, quality of students, quality of instructors, academic innovations , curriculum achievements

The quality standards at the faculty level composed of 5 components with 11 KPIs. There were 6 KPIs for the learning outcomes of students and the graduates which includes curriculum management quality, instructor managementz quality, student development results, research and innovation quality, Institution management quality, and education management quality.

The quality standards at the institution level 5 components with 12 KPIs. There were 7 KPIs for the learning outcomes of students and the graduates which includes curriculum management quality, curriculum management quality, instructor management quality, student development results, research and innovation quality, Institution management quality, faculty management quality, and education management quality.

Every respondents from the 4 groups agreed that the education standards of the college was in accordance with the established principles, concepts, and goals of the management of quality. Furthermore, the components and KPIs in the quality standards were sufficient for internal quality assurance assessment.

2.3. The implementation of internal quality assurance assessment by the college

It was found from the in-depth interviews with the 8 respondent groups which comprised administrators, internal quality assessors, heads of curriculum management, instructors, employers of interns, employers of the graduates, students, and graduates regarding the implementation of internal quality assurance assessment as follows:

The college implementation of its internal quality assurance assessment consisted of an St. Theresa International College education quality standards 2018 Orientation, the collaborative preparation the 5 years quality improvement plan, the publication of internal quality assurance manual, quality control by the Chairs of curriculum committee and Deans, quality audits by the quality assurance committee, creation of the STIC-CHE-QA quality assurance database paralleling with the Higher Education Committee's CHE-QA online database. There were also yearly Internal Quality Audit performed by Higher Education Committee certified assessors where 66% were external and 34% internal.

The Internal Quality Audit results were the ratings of moderate to good for all 3 levels.

2.4. The continuous improvement of quality by the college

It was found from the in-depth interviews with the 7 respondent groups which comprised administrators, heads of curriculum management, instructors, employers of interns, employers of the graduates, students, and the graduates regarding the continuous improvement of quality by the college as follows:

The college analyzed the results from the Internal Quality Audit and investigated for the root causes to remedy the moderate results attained by pertinent academic departments and faculties. For example, in Academic Year 2018, some KPIs were not sufficiently clear for quality audit, thus the college's Education Quality Standard 2018 was amended and replaced by the Education Quality Standards revised edition 2019.

For the continuous improvement of quality in the following academic year, the college reviewed internal quality audit results to make improvement plans and apply risks management on all the 3 levels including each KPI that continue to obtain the rating of moderate or good. Consequently, the internal quality audit results to on a continuous upward trend.

The college entered the results with the rating of good in to its Knowledge Manage program for example exchanging the learnings from processes developed with quality among academic departments, faculties, and the Higher Education quality assurance network. Therefore, several Best Practices were generated.

2.5. The implementation of external quality assurance of the college

It was found from the in-depth interviews with 4 respondent groups which comprised external quality assessors, heads of curriculum management, instructors, and students regarding external quality assurance as follows:

In connection with the college's establishment of its quality standards that addresses both the OHEC Higher Education Standards and the ONESQA Higher Education Quality Assessment Standards, it used KPIs from the ONESQA Higher Education Quality Assessment Standards to perform its internal quality assessments from which the resulted in the quality rating of "Good". Based on this result, the college petitioned ONESQA for an external quality audit.

The results from the ONESQA External Quality audit showed that the quality of the graduates is high. Graduates hold the desired attributes and exhibit professional level of English proficiency. They were recruited by several domestic and international organizations and their ability to work in international environments is highly regarded and appreciated by their employers. The college's management of Higher Education quality also included a variety of academic service for communities, the public, or specific cases utilizing research results, innovations and modern academic principles for successful and continuous administration. Furthermore, there were evidences of public recognitions given to the college for its

achievements and important best practices. Based on these External Quality Audit findings, ONESQA certified the college's quality in 2022 for the next 5 years.

2.6. The Contrast Analysis between the principles, concepts and goals of quality management and the results of the college's management of education quality.

It was found from the in-depth interviews with 8 respondent groups which comprised experts, administrators, heads of curriculum management, lecturers, employers of interns, employees of graduates, students, and the graduates regarding the goals of quality management and the results of the management of the quality of education as follows:

The findings from the experts and administrators on the Contrast Analysis between the principles, concepts and goals of quality management and the results of the management of the college's management of education quality were: the college utilized the principle "Creating the institution's quality standards that focus on the learning outcomes based on the quality cycle and Total Quality Management" to clearly define indicators and implemented them in order to continuously manage quality. The college's management of quality complied with the Higher Education Standards 2018 in following criteria : student achievements, research and innovation, academic services, arts & culture and being Thai, and administration. The college has also met the External Quality Assessment Standards 2016-2020 on the Standards for the achievement of management according to the mission that responds to the country's economic and social development, quality of the graduates, research quality, academic service achievements, and internal quality assurance results.

The findings from the college administrators on the Contrast Analysis between the goals and the results of the college's management of education quality indicated that the results of the management of quality met the goals of the college quality management plans by linking together the interactions of internal quality assurance systems that leads to the external quality assurance by ONESQA within 3 academic years. The college, thus, can apply for an external quality assessment at the end of the 2020 academic year

The findings from the heads of curriculum management and the instructors on the Contrast Analysis between the goals of quality management the results of the college's management of education quality indicated that the curriculum quality management met the goals focused on improving students' achievements with the learning management and extra curricular activities. This resulted in the learners

having the following key characteristics: 1) a knowledgeable, well rounded person and a life long learner 2) Have 21st century skills, can integrate the knowledge learned to create opportunities and add value to self and the society 3) morally courageous, being proud of Thai values, preserves Thainess. and cooperated with others for sustainability.

The findings from the employers of interns and graduates on the Contrast Analysis between the goals of quality management the results of the college's management of education quality indicated that the curriculum quality management met the goals focused on improving students' achievements as follows: The interns and the graduates have good level of English proficiency, are knowledgeable in their fields, have the skills to quickly learn new things, have good problem solving skills, are good leaders, and can cooperate with others for success.

The findings from final year students and the graduates on the Contrast Analysis between the goals of quality management and the result of the college's management of education quality indicated that the curriculum quality management met students' own study goals and the announced goals of the college. The final year students were confident about being Learner Person, Co-creator, and Global Citizen who can apply 21st Century skills and English proficiencies to their work. Regarding the graduates, most of those who have graduated for more than 3 years found employment in their fields and have already advanced their careers resulting from their English and 21st Century Skills capabilities, the key drivers of their career success.

Summary of results

The summary of the research results as follows:

1. The state of the management of the quality of education according to the Higher Education Quality Standards 2014

The college's management of the quality of education during Academic Years 2015-2017 focused on the educational inputs and processes for deriving good results, There were various systematic process improvements from the preparation of freshmen to following up the achievements of the graduates. This achieved the key results of the satisfaction of the employers of the graduates. Employers of the Bachelor degree graduates were satisfied with the graduates capabilities as prescribed by the Higher Education quality standards. Employers of the Master degree graduates were satisfied with the graduates ability to apply the knowledge gained to organizational development.

2. The management of education quality according the Higher Education Standards 2018

The college's management of education quality during Academic Year 2018 – 2020 gave importance to systematic quality improvement beginning from setting its education standards in order to comply with the Thai education laws and to elevate education quality to reflect its characteristics and uniqueness. Thus, the implementation of quality management was carried out in 6 steps: 1) the setting of principles, concepts and goals for quality management 2) the setting of its education quality standards 3) Internal Quality Audit 4) continuous quality improvement 5) External Quality Assessment and 6) the Contrast Analysis between the principles, concepts and goals of quality management and the results of the college's management of education quality.

It was found that the concept "Creating the institution's quality standards that focus on the learning outcomes based on the quality cycle and Total Quality Management" was utilized to clearly define indicators and implemented them in order to continuously manage quality. This resulted to the education quality in compliance with the Higher Education Standards 2018 on leaning achievement, research and innovation, academic services, preservation of arts and cultures and Thainess, and administration. The continuous of quality also resulted in education quality per Quality Assurance Standards 2016-2020 on fulfilling the missions corresponding to the national economic and societal development. Additional results includes quality of the graduates, research, academic management, and Internal Quality Audits. Thus the 10 groups of stake holders namely 1) the experts 2) administrators 3) internal assessors 4) external assessor 5) heads of curriculum management 6) instructors 7) employers of interns 8) employers of the graduates 9) students and 10) the graduates gave the highest level of satisfaction over the college's management of quality. That is, the college's management of quality has successfully prepared students in the final academic year and the graduates to completely achieve all learning outcomes namely Learner Person, Co-creator, Global Citizen, 21st Century skills, and English Proficiencies in levels that exceed the goals of the college's quality improvement plans.

The relationship of the college's management of quality is illustrated below in diagram 1

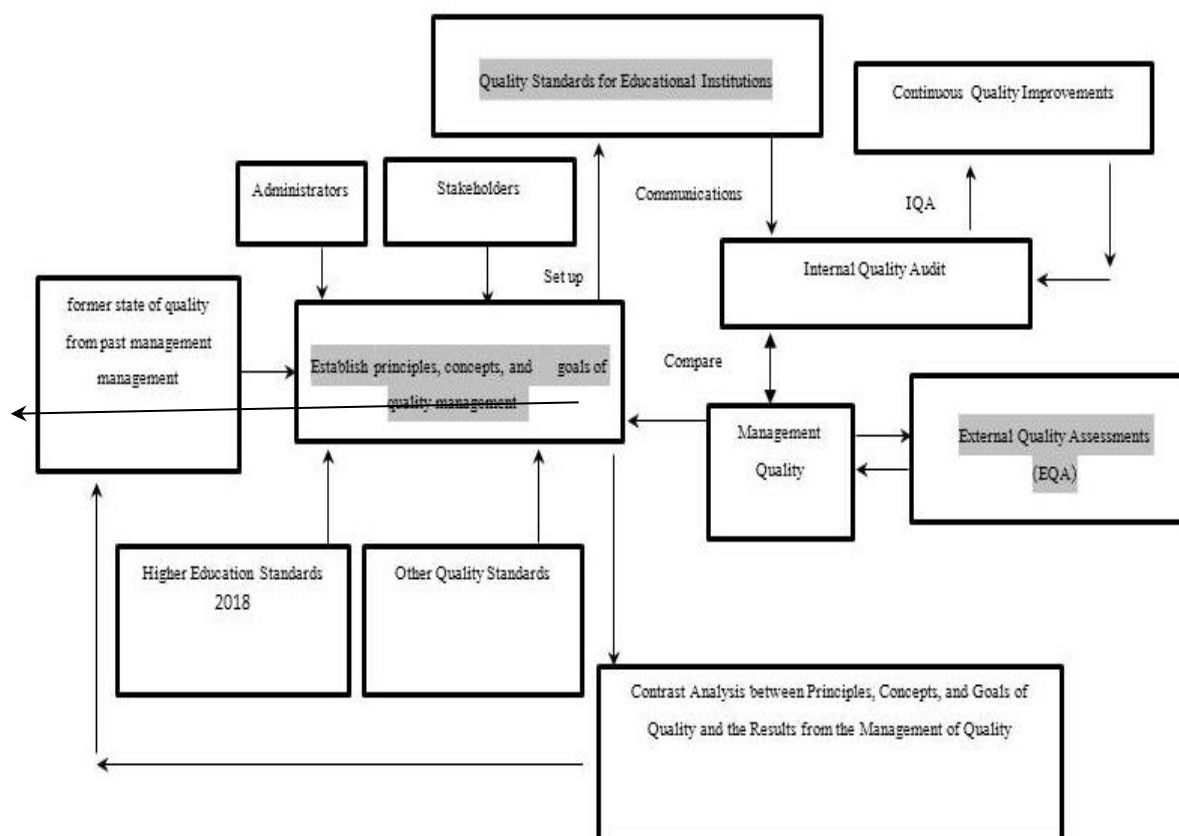


Diagram 1: the College's management of education quality according to the Thai Higher Education Standards 2018

Recommendations

Recommendation for the adaptation of the research results

From the findings of the college's utilization of its continuous education quality standard for the continuous management of quality resulting in the quality as prescribed by Higher Education Standards 2018, it is recommended that the instructors and the administrators review the knowledge gained to further perform continuous improvement of quality for the college.

From the findings of the college's utilization of its internal quality assurance systems resulting in the quality the quality as prescribed by the External Quality Assurance Standards 2016-2020, it is recommended that curriculum managers and administrators to adapt international quality standards such as AUN-QA, EdPEX, etc.

Recommendation for further studies

There might be some research limitations since the results of this research, i.e., the finding of highest level of satisfaction on the college's management of quality from stakeholders and the illustration in diagram 1 of the college's management of quality according to the Higher Education Standard 2018 were derived from in-depth interviews in a qualitative research. Thus further quantitative researches are recommended to further confirm the results of this study and for the continuing the efforts to improve the college's management of education quality as well as the quality of Higher Education going forward.

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