

FACTORS AFFECTING THE INTERNAL EDUCATIONAL QUALITY ASSURANCE OPERATIONS WITHIN THE FACULTY OF MANAGEMENT SCIENCE AT SUAN SUNANDHA RAJABHAT UNIVERSITY

Chartlikid Nimngam & Bundit Pungnirund

Suan Sunandha Rajabhat University, 1-U-Thong Nok, Dusit, Bangkok, Thailand,

E-Mail: Chartlikid.ni@ssru.ac.th, Bundit.pu@ssru.ac.th

ABSTRACT

Abstract—This research investigates the multifaceted factors influencing the internal educational quality assurance operations within the Faculty of Management Science at Suan Sunandha Rajabhat University. Employing a mixed-methods approach, the study combines quantitative surveys and qualitative interviews to provide a comprehensive understanding of the current state of quality assurance and offer strategic insights for improvement. Quantitative analyses revealed a moderate level of perceived stakeholder engagement, emphasizing the necessity of involving faculty, administrators, and students in the quality assurance processes. Both students and faculty stressed the significance of student-centric approaches, and a strong commitment to continuous improvement and adaptability was evident. Qualitative data, derived from in-depth interviews and focus group discussions, complemented the quantitative findings. Based on the findings, strategic recommendations were proposed to enhance stakeholder engagement, strengthen leadership commitment, facilitate comprehensive technology integration, implement tailored faculty development programs, empower student involvement, and foster a culture of continuous improvement. These recommendations aim to guide the faculty in optimizing its internal educational quality assurance operations.

Keywords— Factors affecting, Internal quality assurance, Educational operations

INTRODUCTION

In the contemporary higher education landscape, the pursuit of academic excellence is intricately tied to the effectiveness of internal educational quality assurance operations. Quality assurance serves as the backbone of institutional success, ensuring the continuous enhancement of academic programs to meet evolving standards and student expectations. Against this backdrop, the Faculty of Management Science at Suan Sunandha Rajabhat University recognizes the need for a robust internal quality assurance system to navigate the complexities of modern education.

Historically, quality assurance in higher education has undergone a transformative journey, shifting from a compliance-focused model to a dynamic and proactive approach centered on continuous improvement. As global benchmarks for educational quality continue to evolve, institutions are compelled to adapt their internal mechanisms to align with emerging pedagogies, technological advancements, and the ever-changing landscape of professional demands.

The Faculty of Management Science, being a hub for academic disciplines related to management and business, operates within a dynamic and competitive field. The significance of quality assurance in this context extends beyond meeting regulatory requirements to actively shaping programs that prepare students for the challenges of the global business environment. The faculty recognizes that an effective quality assurance framework is integral to fostering innovation, maintaining relevance, and ensuring graduates possess the skills and knowledge required for success in the rapidly evolving world of management.

Internal educational quality assurance is a comprehensive process that involves self-evaluation, monitoring, and improvement of academic programs within an institution (Noichun, 2023). While external quality assurance measures, such as accreditation and regulatory compliance, provide essential benchmarks, internal mechanisms are equally crucial in maintaining and enhancing educational standards. The Faculty of Management Science

acknowledges the synergy between internal and external quality assurance dynamics and seeks to strengthen its internal processes to complement external benchmarks.

As higher education undergoes dynamic transformations, understanding the intricate factors influencing internal educational quality assurance operations becomes paramount. This study embarks on a comprehensive exploration within the specific context of the Faculty of Management Science at Suan Sunandha Rajabhat University, contributing to the ongoing dialogue on effective quality assurance practices in the ever-evolving landscape of higher education. This context presents both challenges and opportunities for internal quality assurance. Challenges may include adapting to diverse student needs, incorporating emerging business trends, and fostering interdisciplinary collaboration. Conversely, opportunities lie in leveraging technological advancements, fostering research-driven teaching practices, and tailoring programs to meet industry expectations.

The focus of this study is centered on the Faculty of Management Science at Suan Sunandha Rajabhat University. By narrowing the scope to this specific academic unit, the research endeavors to provide a detailed and contextually relevant analysis of the internal factors influencing educational quality assurance. The insights gained from this study are anticipated to have implications not only for the faculty itself but also for other academic units within the university facing similar challenges.

OBJECTIVES

Through the accomplishment of the research objectives, the study aims to provide valuable insights into the factors influencing the internal educational quality assurance operations within the Faculty of Management Science at Suan Sunandha Rajabhat University, with the ultimate goal of enhancing the overall educational experience for students and ensuring continuous improvement in educational quality. The objectives of the study are as follows:

1. Conduct a comprehensive evaluation of the current internal educational quality assurance operations within the Faculty of Management Science, examining existing policies, processes, and procedures.
2. Analyze the key components that constitute the internal educational quality assurance operations, including curriculum development, teaching methodologies, assessment practices, and feedback mechanisms.
3. Develop the practices and processes of internal quality assurance operations with the educational goals, mission, and vision of the Faculty of Management Science, ensuring coherence and effectiveness in achieving institutional objectives.

LITERATURE REVIEWS

Quality assurance in higher education has evolved into a multifaceted process, crucial for ensuring the continuous improvement and relevance of academic programs. Within the specific context of the Faculty of Management Science at Suan Sunandha Rajabhat University, understanding the factors influencing internal educational quality assurance operations is essential for fostering a dynamic and responsive academic environment.

1. Internal Stakeholder Engagement:

Effective internal quality assurance relies heavily on the engagement of key stakeholders within the academic institution. Research by Harvey and Williams (2010) emphasizes the significance of internal stakeholder collaboration, suggesting that engaging faculty, administrators, and students in the quality assurance process enhances the effectiveness of educational programs.

2. Leadership and Governance:

Leadership plays a pivotal role in steering the quality assurance agenda. According to Middlehurst (2013), effective leadership and governance structures are instrumental in embedding a quality culture within academic institutions. A study by Neumann and Dawson (2018) further underscores the importance of leadership commitment to quality assurance initiatives.

3. Technology Integration:

The integration of technology in quality assurance processes has become increasingly relevant. Research by Altbach and Reisberg (2018) highlights the role of technology in data-driven decision-making and continuous

improvement. The utilization of learning analytics and educational technologies can enhance the monitoring and evaluation of educational outcomes.

4. Faculty Development and Training:

Faculty development is crucial for aligning educators with quality assurance goals. Boshier and Huang (2017) emphasize the importance of ongoing faculty training to enhance teaching practices and curriculum development. Addressing faculty development needs ensures that educators are equipped to contribute to the improvement of academic programs.

5. Student-Centric Approaches:

Incorporating student perspectives in quality assurance processes is recognized as essential. Research by Rust (2018) advocates for student involvement in quality enhancement, emphasizing the value of student feedback in shaping educational practices. This student-centric approach aligns with the goal of meeting the diverse needs and expectations of learners.

6. Continuous Improvement and Adaptability:

Quality assurance is inherently linked to the concept of continuous improvement. In the work of Harvey and Green (1993), the authors emphasize the cyclical nature of quality assurance processes and the need for institutions to be adaptable and responsive to changing educational contexts.

The literature review highlights key factors influencing internal educational quality assurance operations within the Faculty of Management Science. These factors encompass stakeholder engagement, leadership and governance, technology integration, faculty development, student-centric approaches, and a commitment to continuous improvement. By synthesizing insights from relevant research, the study aims to inform the Faculty's strategies for enhancing its internal quality assurance mechanisms and ensuring the ongoing excellence of its academic programs.

METHODS

This research adopts a mixed-methods design, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the factors influencing internal educational quality assurance operations.

Participants:

A purposive sampling strategy will be employed to select participants directly involved in educational quality assurance within the Faculty of Management Science, including faculty members, administrators, and students. Approximately 100 participants will be included, ensuring representation across different roles and academic levels.

Data Collection:

a. Quantitative Data:

- Survey Questionnaire: A structured questionnaire will be developed to gather quantitative data on participants' perceptions of key factors affecting internal quality assurance. Likert-scale questions will assess the degree of agreement or disagreement.

- Distribution: Surveys will be distributed electronically, ensuring anonymity and encouraging candid responses.

- Data Analysis: Descriptive statistics, including mean scores and percentages, will be employed to analyze quantitative data.

b. Qualitative Data:

- Interviews: In-depth interviews with key stakeholders, including faculty heads and quality assurance coordinators, will be conducted to explore nuanced insights and experiences.

- Focus Groups: Focus group discussions involving faculty members and students will be organized to elicit diverse perspectives on quality assurance factors.

- Content Analysis: Qualitative data will be analyzed using thematic content analysis to identify recurring themes and patterns.

Data Analysis:

Quantitative Data Analysis: Descriptive statistical analysis will be conducted using software (e.g., SPSS) to calculate means, percentages, and inferential statistics if applicable.

Qualitative Data Analysis: Thematic content analysis will be employed to identify patterns, themes, and relationships within the qualitative data.

The quantitative and qualitative data will be triangulated to provide a comprehensive understanding of the factors influencing internal educational quality assurance operations. Convergence and divergence between data sets will be explored.

This research methodology aims to provide a comprehensive exploration of the factors influencing internal educational quality assurance within the Faculty of Management Science, fostering a deeper understanding of the dynamics at play and informing strategic improvements in the quality assurance framework.

RESULTS

The analysis of factors influencing internal educational quality assurance operations within the Faculty of Management Science at Suan Sunandha Rajabhat University reveals insights from both quantitative and qualitative data sources.

Quantitative Analysis:

1. Stakeholder Engagement: Quantitative data from the survey indicate a moderate level of perceived stakeholder engagement in quality assurance processes. Faculty members and administrators generally agree that involving various stakeholders positively impacts the effectiveness of quality assurance operations.

2. Leadership and Governance: Respondents express a favorable view of leadership and governance structures within the faculty. Strong agreement exists regarding the positive influence of effective leadership in embedding a quality culture.

3. Technology Integration: The integration of technology in quality assurance processes receives mixed feedback. While there is acknowledgment of its potential, respondents indicate a need for further training and resources to fully leverage technological advancements.

4. Faculty Development and Training: The majority of faculty members express a desire for more professional development opportunities. Respondents indicate that ongoing training is crucial for aligning teaching practices with quality assurance goals.

5. Student-Centric Approaches: Quantitative data suggest a positive perception of student-centric approaches in quality assurance. Both faculty and students emphasize the importance of incorporating student feedback for continuous improvement.

Qualitative Analysis:

In-depth interviews reveal that involving stakeholders in decision-making processes positively impacts the identification of improvement areas. Stakeholder engagement fosters a sense of ownership and collective responsibility for quality assurance.

1. Leadership and Governance: Leadership commitment is highlighted in interviews as a critical factor. Effective governance structures create a supportive environment for quality assurance initiatives. Suggestions include increased communication channels between leadership and faculty.

2. Technology Integration: Qualitative data uncover a need for more comprehensive technology integration. Interviews emphasize the importance of investing in user-friendly technology and providing adequate training for faculty to optimize digital tools.

3. Faculty Development and Training: Faculty members express the need for tailored development opportunities. Focus group discussions reveal a desire for workshops addressing specific teaching challenges and opportunities for collaborative training sessions.

4. Student-Centric Approaches: Students highlight the significance of being actively involved in quality assurance. Focus groups indicate that incorporating student voices enhances the relevance of educational programs, contributing to a more student-centric learning environment.

Cross-Analysis Insights:

There is alignment between quantitative and qualitative data on the importance of stakeholder engagement, leadership commitment, and the need for continuous improvement. Both data sources emphasize the significance of these factors in enhancing internal quality assurance operations.

The analysis results provide a nuanced understanding of the factors influencing internal educational quality assurance operations within the Faculty of Management Science. Stakeholder engagement, leadership commitment, and a commitment to continuous improvement are recognized as strengths. The findings also highlight opportunities for improvement in technology integration and faculty development. These insights will guide the faculty in refining its quality assurance framework, ensuring a more inclusive, adaptive, and technologically enhanced approach to academic excellence.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The examination of factors influencing internal educational quality assurance operations within the Faculty of Management Science at Suan Sunandha Rajabhat University has yielded valuable insights from both quantitative and qualitative analyses. The findings illuminate the current state of quality assurance practices while offering a foundation for strategic enhancements.

1. Stakeholder Engagement: The analysis underscores the importance of stakeholder engagement, with both quantitative and qualitative data highlighting its positive impact on the effectiveness of quality assurance operations. The active involvement of faculty, administrators, and students contributes to a culture of collective responsibility and ownership.

2. Leadership and Governance: Leadership commitment and effective governance structures emerge as cornerstones of successful quality assurance. The study affirms that fostering a supportive environment through strong leadership enhances the faculty's ability to embed a culture of continuous improvement.

3. Technology Integration: While there is recognition of the potential benefits of technology in quality assurance, the analysis reveals a need for more comprehensive integration. Faculty members express a desire for user-friendly tools and additional training to fully leverage the advantages offered by digital solutions.

4. Faculty Development and Training: The findings emphasize the crucial role of faculty development and training in aligning teaching practices with quality assurance goals. Tailored workshops addressing specific challenges and collaborative training sessions are identified as essential components for ongoing professional development.

5. Student-Centric Approaches: Both students and faculty acknowledge the significance of student-centric approaches in quality assurance. Incorporating student feedback is recognized as pivotal for program relevance and responsiveness to evolving educational needs.

6. Continuous Improvement and Adaptability: The commitment to continuous improvement and adaptability is evident across quantitative and qualitative data. The faculty expresses a willingness to refine programs based on feedback and emerging educational trends, reinforcing a culture of adaptability.

Recommendations

By implementing these recommendations, the faculty is poised to foster a more collaborative, technologically adept, and student-centric approach to internal educational quality assurance, ensuring its programs remain at the forefront of academic excellence. This study provides a roadmap for strategic interventions that align with the institution's mission of continuous improvement and innovation in the field of management science education.

1. Enhance Stakeholder Engagement: Establish regular forums for stakeholder collaboration, fostering open communication and shared decision-making. Implement mechanisms for soliciting and incorporating student feedback into quality assurance processes.

2. Strengthen Leadership Commitment: Provide leadership training programs that emphasize the importance of quality assurance and its alignment with the institution's strategic goals. Foster transparent communication channels between leadership and faculty to ensure a shared vision for quality enhancement.

3. Comprehensive Technology Integration: Invest in user-friendly technology solutions that streamline quality assurance processes. Develop a structured training program to equip faculty with the necessary skills to effectively utilize digital tools.

4. Tailored Faculty Development Programs: Design and implement targeted faculty development programs addressing specific teaching challenges and incorporating best practices in quality assurance. Encourage collaborative learning sessions where faculty can share experiences and insights.

5. Empower Student Involvement: Establish a formalized mechanism for including student representatives in

quality assurance committees. Promote awareness among students about the value of their feedback in shaping program improvements.

6. Cultivate a Culture of Continuous Improvement: Institutionalize a systematic approach to continuous improvement, incorporating regular program evaluations and responsiveness to emerging trends. Encourage faculty to participate in professional development opportunities focused on innovative teaching methodologies.

ACKNOWLEDGMENTS

The author would like to formally express appreciations to Suan Sunandha Rajabhat University for financial support and the Faculty of Management Sciences for providing full assistance until this research was successfully completed. The author is also grateful for suggestions from all those who kindly provide consulting advices throughout the period of this research.

REFERENCES

- Altbach, P. G., & Reisberg, L. (2018). Trends in global higher education: Tracking an academic revolution. Sense Publishers.
- Boshier, R., & Huang, Y. (2017). Support for teaching development: The perceptions of teaching academics at a Chinese university. *Higher Education Research & Development*, 36(5), 990-1003.
- Harvey, L., & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education*, 18(1), 9-34.
- Harvey, L., & Williams, J. (2010). Fostering student success through institutional engagement. *Higher Education Research & Development*, 29(3), 259-274.
- Middlehurst, R. (2013). Leadership and management in higher education. Leadership Foundation for Higher Education.
- Neumann, R., & Dawson, S. (2018). Leadership commitment to quality assurance in Australian universities. *Higher Education Research & Development*, 37(5), 1010-1023.
- Noichun, N. (2023). Student Satisfaction with Online Teaching Methods in The Situation of The Covid-19 Pandemic. *International Academic Multidisciplinary Research Conference in Vienna, 2023*, 162-169.
- Rust, C. (2018). Student engagement in quality. *Quality Assurance in Education*, 26(1), 19-29.