

The State of Kaizen Internal Quality Assurance Management in Educational Institutions

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ABSTRACT

The purpose of this research was to study the state of Kaizen internal quality assurance management in educational institutions. Quantitative research was designed using 254 samples of administrators, teachers, educational personnel, school board members, parents, and students. Data were collected through questionnaires and analyzed by using descriptive statistics. Results of the research found that the overall quality assurance management of educational institutions is at a high level, with an average score of 3.83, because those involved are very satisfied with the quality assurance. In terms of internal quality assurance at the school level, the highest score was 4.67, indicating high management efficiency. In terms of the Kaizen management strategy, the average score was 4.22, and in terms of student quality management, the average score was 4.17, both aspects were also highly accepted. In terms of the education quality management plan, the average score was 3.83, indicating high-quality operations, although it was at a lower level than other aspects.

Keywords: Quality Assurance Management, Kaizen Model, Educational Institutions

I. INTRODUCTION

Educational quality assurance, which is a management process to achieve the quality of students in accordance with the specified standards until they are trusted, believed in and accepted by society, clearly shows the importance of having an educational quality assurance system. When considering the content of the National Education Act in the section on "Standards and Educational Quality Assurance", the importance of educational quality assurance is evident, namely; to have an educational quality assurance system to develop the quality and standards of education at all levels; to have the parent organization and educational institutions set up an internal quality assurance system in educational institutions that must be

continuously implemented with an annual report disclosed to the public, in order to lead to the development of educational quality and standards; to have the Office for National Education Standards and Quality Assessment (ONESQA) to inspect the quality of educational institutions with the aim that educational institutions operate in accordance with the goals, principles and guidelines for educational management at each level; and to make recommendations and make corrections to the parent organization when it is found that the results of external evaluation of educational institutions do not meet the specified standards and to be a mechanism for management and implementation of activities according to the normal missions of educational institutions to develop students according to educational standards, which will help the public have confidence in the education system. Therefore, educational quality assurance is a system that is operated by personnel in educational institutions and parent organizations in conjunction with inspection and evaluation by external agencies. [2]

In order to develop the quality of an educational institution, internal quality assurance must be included in the educational management process. The guidelines for implementing internal quality assurance are as follows: setting educational standards of the educational institution, creating a development plan for educational management of the educational institution that focuses on quality according to the educational standards of the educational institution, organizing management and information systems, operating according to the educational management development plan of the educational institution, arranging for monitoring and inspecting educational quality, arranging for internal quality assessment according to the educational standards of the educational institution, preparing an annual report that is an internal quality assessment report, arranging for continuous development of educational quality, and the educational institution should be alert to implementing internal quality assurance seriously and continuously.[3]

Internal quality assurance of educational institutions is considered the most important foundation of educational quality assurance, including management, development of educational system, and participation from all parties in educational institutions and communities. In developing educational quality of educational institutions, the concept of quality management can be based on the “Deming Cycle” which consists of 4 steps: planning-implementation-inspection-improvement. The systematic implementation of PDCA activities in a continuous and continuous cycle will result in more efficient and higher quality operations. Educational institutions can therefore use PDCA as a tool for quality management in order to develop the quality of students to meet the desired standards and to assure parents, communities, and society that the products of educational institutions are of the quality as targeted or the missions set.[4]

Because of the quality assurance of education, educational institutions must be directly responsible to parents and students. In the past, it was found that the assessment found 6 main problems: 1) Curriculum and learning process; students are not happy with learning, lack discipline, low academic achievement, content is not consistent with the context of society that changes the learning process and does not develop children. 2) Human resource development and research; it was found that the country lacks professional labor, research cannot be put into practice. 3) Evaluation and development of educational standards; it was found that there are problems in evaluating teacher quality. 4) Information technology for education; it was found that the signal is unstable, the equipment is not up-to-date, not widespread, and the obtained information is not used in decision-making. 5) Management; it

was found that there is a lack of integration of decentralization, ineffective supervision, the budget is not consistent with the implementation of educational quality development, and 6) Teachers; it was found that teachers have a lot of work, teaching is not complete, teaching is not related to the main subject, teachers lack morale and encouragement, which is a problem in evaluating and developing educational standards.[5]

Kaizen means Japanese management strategy, in Japanese means improvement; a concept used in effective management; aims to improve the methods of participation of all employees, personnel at all levels, jointly seeking new ways to improve the working methods to be better continuously, both management and operations are born from management that faced problems that occurred during the 1980s and 1990s. Successful companies often use the concept of Kaizen, which is the recognition that successful management must find ways to satisfy customers and meet customer needs well; is a strategy for improvement that focuses on customers. In addition, the concept of Kaizen also expands the scope to the relationship between employees and employers in terms of production, marketing, distribution, etc. systematically, Kaizen, emphasizes the work process and initiates a process-oriented thinking method and a management system that supports and accepts the ideas of executives and employees. From the principle of Kaizen, it is a concept that will help existing standards (Maintain), improve (Improvement), which has already determined this concept; The existing standards will gradually decline. The importance of the Kaizen process is: using the knowledge and skills of employees to think of work improvements, using a small investment that results in small, gradual improvements that gradually increase over time. This is in contrast to the concept of innovation, which is a large-scale change, requiring high-level complex technology with a huge investment. Therefore, no matter what the economic situation is, the Kaizen method can be used to improve. [6]

Imai Masaaki (1968) [7] said that Kaizen means improvement; continuous improvement in matters related to all people, involving top management, managers and workers. Nittaya Ngernprasertsri (1998) [8] said that Kaizen is a gradual continuous improvement of work methods; emphasizing the participation of employees in the organization to jointly improve work methods to a higher standard all the time and continuously without end. Dusit Srimuang (2008) [9] said that Kaizen is a gradual continuous improvement of work methods; emphasizing the participation of employees in the organization to jointly improve work methods to a higher standard all the time and continuously without end. Kannika Puasriphan (2010) [10] said that Kaizen means making things better continuously, little by little, making an effort to make the work better continuously without end; it is an activity that is carried out from the bottom up, focusing on employees. From all the definitions mentioned above, we can summarize the meaning of Kaizen as Kaizen means gradually improving work to be easier and resulting in better quality work continuously through the participation of all employees in thinking and practicing.

The principle of Kaizen is to analyze and identify the problematic issues and find solutions, then try to practice. After that, review the steps and processes again for the problems that have not been solved well enough to see which steps are important. If they are not important, cancel them and change to a method that takes less time but helps the work to be more efficient. The Kaizen way believes that everything can be improved, and nothing can stay that way forever. In Kaizen, everyone is important, respects people and colleagues, because the key is that “everyone” must participate; strive to work in the same direction. This

method does not require a lot of investment, but comes from small changes continuously until it produces great results. Therefore, researcher interested in conduct the research on “The State of Kaizen Internal Quality Assurance Management in Educational Institutions.”

II. RESEARCH OBJECTIVE

The research on the State of Kaizen Internal Quality Assurance Management in Educational Institutions has set the purpose of this research was to study the state of Kaizen internal quality assurance management in educational institutions.

III. RESEARCH METHOD

Quantitative research was deigned used 254 samples of administrators, teachers, educational personnel, school board members, parents, and students. Data were collected through questionnaires and analyzed by using descriptive statistics.

Population and Sample

1. Population: 719 administrators, teachers, educational personnel, school board members, parents and students at Burapha Pattanasart School, Chonburi Provincial Education Office

2. Sample group: 254 administrators, teachers, educational personnel, school board members, parents and students at Burapha Pattanasart School, Chonburi Provincial Education Office

Research Instruments

Data collection from documents and research works related to internal quality assurance management in educational institutions and good practices were analyzed and synthesized to set a framework for the questionnaire development. The questionnaires were then taken to the consultant for advice on questions that were inconsistent with the conceptual framework and objectives of the research for further improvement.

Questionnaire construction: The researcher has constructed it from the data processing from documents and related research. The nature of the questions is a rating scale, which the researcher has divided into 5 levels, divided into 4 parts as follows:

Part 1, General basic information of the respondents

Part 2, Internal quality assurance management in educational institutions

Part 3, Internal quality assurance management in educational institutions using the Kaizen method according to Buddhist principles

Part 4, Quality of internal quality assurance management in educational institutions using the Kaizen method

Analysis Design

Analysis of the status of general basic information of administrators and teachers as personal information, including: education level, position, and work experience; using percentage statistics (Analysis Frequencies) and analysis of the results of the study of the status of internal quality assurance management in educational institutions using the Kaizen method according to Buddhist principles on the issue of internal quality assurance management in educational institutions by analyzing the Mean, and the Standard Deviation according to the interpretation criteria of the mean score of the 5-level measurement score.

IV. RESULTS

The overall quality assurance management of educational institutions is at a high level, with an average score of 3.83, because those involved are very satisfied with the quality assurance. In terms of internal quality assurance at the school level, the highest score was 4.67, indicating high management efficiency. In terms of the Kaizen management strategy, the average score was 4.22, and in terms of student quality management, the average score was 4.17. Both aspects were also highly accepted. In terms of the education quality management plan, the average score was 3.83, indicating high-quality operations, although it was at a lower level than other aspects. Results of each aspect were shown as below:

1. In Terms of School-Level Internal Quality Assurance Management: it was found that administrators, teachers, educational personnel, school board members, parents, and students had opinions on the results of the Kaizen internal quality assurance management in schools based on Buddhist principles; Burapha Pattanasart School, overall, the school-level internal quality assurance management was at a high level with an average value of 3.83, and for each item, there were 2 items at the highest level, namely: Item 1, The school has clear goals and visions to promote the quality of students with an average value of 4.67, Item 4, The school's curriculum reflects the quality of graduates with an average value of 4.67, and all the remaining items were at a high level, ranked from highest to lowest, namely: Measurement and evaluation of teaching and learning reflects that students have knowledge and abilities according to standards with an average value of 4.42, The school has an efficient quality management system with an average value of 4.33, and the item with the lowest average value was: the school has an educational quality management system that reflects the effectiveness and efficiency of the management with an average value of 4.33, respectively.

2. Educational Quality Management Plan of the Educational Institution: it was found that administrators, teachers, educational personnel, school board members, parents, and students have opinions on the results of internal quality assurance management in the educational institution using the Kaizen method according to the Buddhist principles of Burapha Phatthanasart School, overall, the educational quality management plan of the educational institution is at the highest level with an average value of 4.80, and for each item, there are 3 items at the highest level, namely: Item 6: There is regular monitoring and inspection of the results of operations according to the action plan with an average value of 4.80, Item 1: The educational institution has an annual action plan to be used as a clear guideline with an average value of 4.80, and Item 3: The action plan is clear and has sufficient steps for implementation with an average value of 4.60, and all the remaining items are at a high level, ranked from highest to lowest, namely: Implementing strategies helps the unit achieve its goals effectively with an average value of 4.41, the educational institution adjusts

the action plan according to the changing situation with an average value of 4.40, and the item with the lowest average value is that various units in the educational institution operate in accordance with the annual action plan with an average value of 4.00, respectively.

3. Student Quality Management: it was found that administrators, teachers, educational personnel, school board members, parents, and students have opinions on the results of the Kaizen internal quality assurance management in accordance with the Buddhist principles of Burapha Pattanasart School, overall, student quality management is at a high level; the average is 3.99, and all items are at a high level; ranked from most to least, as follows: the school has communication and student participation in setting goals and evaluation, with an average of 4.45; the school has internal quality assessment to improve and develop the teaching and learning process, with an average of 4.37; the school has regular measurement and evaluation of student learning outcomes, with an average of 4.18; the school has a knowledge management process to continuously develop the quality of education, with an average of 3.99; the school has a clear strategic planning process to develop the quality of learning, with an average of 3.92; and the item with the lowest average is that school administrators are able to provide advice and set operational goals, with an average of 3.85, respectively.

4. Kaizen Management Strategy Based on Buddhist Principles: it was found that administrators, teachers, educational personnel, school board members, parents and students had opinions on the results of Kaizen management of educational institutions based on Buddhist principles of Burapha Pattanasart School, overall, the Kaizen management strategy based on Buddhist principles was at a high level; the mean was 4.38, and all items were at a high level, ranked from highest to lowest as follows: The educational institution has a clear and appropriate problem-solving method with a mean of 4.32, the communication within the team about the use of the PDCA principle is clear and consistent with a mean of 4.25, the performance is checked and the impact of problem solving is assessed with a mean of 4.23, the educational institution uses the PDCA principle in quality management with a mean of 4.22, and the item with the lowest mean was: the problems that occur in the educational institution are systematically analyzed and the problems are clearly identified with a mean of 4.00, respectively.

V. DISCUSSION

Discussion of the results of the study of the internal quality assurance management of educational institutions using the Kaizen method based on Buddhist principles at Burapha Phatthanasat School. The condition of the administration of internal quality assurance in the form of Kaizen based on Buddhist principles of Burapha Pattanasart School as a whole, because the administrators, teachers, and educational personnel of Burapha Pattanasart School, because, there is continuous quality improvement, emphasizing cooperation from all parties to develop students to have quality according to the school's goals because it is the heart of education management. In particular, the Kaizen model based on Buddhist principles emphasizes the application of internal quality assurance management at the school level.

There is an educational quality management plan of the educational institution and a Kaizen management strategy based on Buddhist principles; It is a continuous improvement through the PDCA cycle together with the four powers to develop the organization by emphasizing intention, effort, attention, and review, which Phawida Tharasrisutthi (2007) [11] defines educational quality assurance as the process of developing the quality of education to be in line with the quality standards of education to create confidence in society that the school's education management is of quality according to the objectives of the educational curriculum in all respects, in order of importance, consisting of: 1) School-level internal quality assurance management; Overall, because the administrators, teachers, educational personnel, school board, Burapha Pattanasart School see that internal quality assurance in educational institutions must have clear goals and visions to promote student quality, must have a curriculum of the educational institution to reflect the quality of graduates, including measurement and evaluation of teaching and learning reflecting that students have knowledge and abilities according to the standards, have an efficient quality management system, consistent with the research of Panida Vanpet and Daranee Pimchangthong (2013) [12] who researched on “The Increasing of Performance Efficiency by using Kaizen Concepts : Case Study of Account Payable Non-Merchandise Department”. The research results found that the study results can increase the work efficiency of the expense accounting department staff to support an increase of an average of 1 employee, able to support an increase in work volume in December by 139.99 percent from the original average volume before improving the work process according to the Kaizen concept, and the number of defects decreased to 2.05 percent of the total work volume in December, which decreased from the average of 7.7 percent that occurred between January and October 2012, and 2) In terms of the educational quality management plan of the educational institution: Overall, the internal quality assurance management in educational institutions is at a high level, because the administrators, teachers, educational personnel, school board, Burapha Pattanasart School all There is a system for monitoring and checking the results of the operations according to the action plan regularly. “Educational Quality Management Plan” and annual action plan are used as clear guidelines for implementation and implementation of strategies to help the agency achieve its goals effectively. The action plan is adjusted according to the changing situation together with various units in the educational institution to work in accordance with the annual action plan, in accordance with Brooks’ research (cited in Valit Leeta, 2016) [13] on “Study of Quality Assurance and Promotion of Special Education Planning Process for Students in Illinois”. It was found that the study tested the objectives of quality assurance and promotion of special education planning process for students in Illinois. The objectives are to promote special plans for students, to achieve quality assurance results and promotion of planning processes. 3) Student quality management: Overall, it is at a high level because administrators, teachers, educational personnel, school board members, and parents of Burapha Pattanasart School all agree that the internal quality assurance management in the educational institution using the Kaizen method according to Buddhist principles must plan for development. “Student quality management” should communicate and involve students in setting clear goals and internal quality assessment to improve and develop the teaching and learning process, including measuring and evaluating student learning outcomes regularly. Organize a clear strategic knowledge management process to develop learning quality; School administrators are able

to provide advice and set operational goals, which is consistent with the research of Somprasong Yamuna (2017) [14] who researched on “Development of a Quality Assurance Management Model in Small Educational Institutions under the Office of the Basic Education Commission”. The research results found that the development of a model for managing quality assurance in small schools has 6 components: 1) Model objectives, 2) Model concepts and principles, 3) Model operation mechanisms, 4) Model implementation conditions, 5) Model description, and 6) Model evaluation guidelines.

VI. KNOWLEDGE FROM RESEARCH

Knowledge gained from the research on the state of Kaizen internal quality assurance management in educational institutions consisted of 4 components **I: Internal quality assurance management system** means establishing a clear quality assurance structure, setting goals and internal quality standards, creating a team responsible for quality assurance, periodic quality assessment and inspection, and using evaluation data for continuous development and improvement of the system based on evaluation results. **E: Educational Quality Development Plan** means setting goals to improve the quality of education, analyzing the school's strengths and weaknesses, determining development strategies and guidelines, allocating appropriate resources for development, setting criteria for measuring and evaluating success, and monitoring and improving the plan to be consistent with the situation. **S: Student Quality Management Process** means planning learning that is consistent with students, using practical learning assessment, creating student-centered learning activities, improving teaching based on student assessment results, promoting lifelong learning of students, and developing life skills and good characteristics of students, and **E: Educational Quality Assurance Management Strategy** means using the PDCA (Plan-Do-Check-Act) approach to develop, continuously evaluate performance, create an organizational culture that emphasizes development, encourage teachers and personnel to participate in the process, promote creative thinking to improve quality, and use evaluation data for immediate improvement. The researcher has synthesized it into knowledge as shown in the following figure:

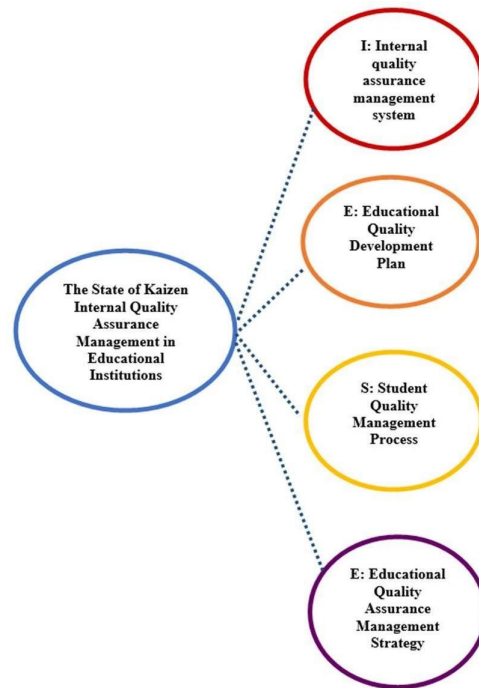


Figure 1 Knowledge from Research

Source: Karuna Piromtam (2024)

VII. RECOMMENDATIONS

A. Recommendations for Policy

- 1) Internal quality assurance management system, administrators should develop a clear and standardized evaluation system for educational quality management in order to be able to effectively monitor and improve quality of internal quality assurance management system
- 2) Educational quality development plan, administrators should set clear goals and be able to continuously monitor the results so that all relevant parties can see the direction and results that are needed to develop the quality of education for students.

B. Recommendations for Implementation

- 1) Developing an internal quality assurance system, school administrators and teachers should urgently develop an education quality assessment system with clear standards and traceability so that quality management is effective and can better respond to student needs.
- 2) Improving the education quality management plan, school administrators and teachers should urgently set clear goals and action plans and continuously track results so that all relevant parties understand and can work together effectively.

C. Recommendations for Further Research

- 1) Researchers should be conducted on the study of the impact of student participation in the educational quality assurance process to analyze whether increased student participation will affect the quality of teaching and learning and academic achievement.

2) Researchers should be conducted on the comparative study of internal quality assurance systems between schools using the Kaizen approach and schools using other approaches to find factors affecting the success of educational quality assurance.

CONCLUSION

This research conducted on the state of Kaizen internal quality assurance management in educational institutions. The research results found that the overall quality assurance management of educational institutions is at a high level, with an average score of 3.83, because those involved are very satisfied with the quality assurance. In terms of internal quality assurance at the school level, the highest score was 4.67, indicating high management efficiency. In terms of the Kaizen management strategy, the average score was 4.22, and in terms of student quality management, the average score was 4.17. Both aspects were also highly accepted. In terms of the education quality management plan, the average score was 3.83, indicating high-quality operations, although it was at a lower level than other aspects. Kaizen management strategy found that input factors, quality assessment data, student and teacher opinions, process found that problem analysis, work process development, using the principle of "stop-reduce-change", results found that the work process was more efficient.

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