

Quality Assurance Management Model within Educational Institutions according to the Kaizen Model based on Buddhist Principles in Burapha Phatthanasart School

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ABSTRACT

The purposes of this research were 1) to study the state of Kaizen internal quality assurance management in educational institutions, 2) to develop quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions, 3) to experiment quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles, and 4) to evaluate quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School. Mixed methods research was designed and used 254 samples of administrators, teachers, educational personnel, school board members, parents, and students. Data were collected through questionnaires, interviews with 10 key informants and focus group discussion with 9 experts. Quantitative data were analyzed by using descriptive statistics whereas qualitative data was analyzed by using content analysis. The results of the research found that: 1. 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. 2. Results of the development of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions indicated that 1) Quality management using Kaizen integrated with Buddhist principles to promote teacher and student participation, 2) Education quality management plan emphasizing Chanda (love of work) and Viriya (diligence) in developing learning activities, 3) Student quality, Citta (concentration), building morality and participation from parents, and 4) Vimaṇsā; uses wisdom, uses data and analysis to develop solutions to problems; Management strategy, analyzing data to improve the quality of education. 3. Results of the experiment of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles found that all aspects were highly satisfied. The average value is 4.15 because administrators, teachers and personnel are attentive to the development of sustainable educational quality. 4. The results of the evaluation of the educational

quality management model found that 1) Educational quality management plan, input factors, government educational policy and quality development plan, process found that analysis, planning, monitoring, evaluation and results have a concrete educational quality management plan, 2) Student quality management found that input factors, student expectations, process found that teaching and learning were developed, results found that academic achievement was higher, and 3) 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.

Keywords: Quality Assurance Management Model, Kaizen Model, Educational Institutions, Buddhist Principles

I. INTRODUCTION

The National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2553 mentioned one important principle, which is to set educational standards and organize a system for educational quality assurance at all levels and types of education, by specifying "standards and educational quality assurance" as an important mission category that educational institutions and related agencies must carry out, and must also comply with the systems, criteria, and methods set by the Ministry of Education. Educational quality assurance aims to be a guideline for work, as well as the implementation of teaching and learning activities to clearly and continuously develop quality, in line with national principles, the National Education Plan, the National Economic and Social Development Plan, national education standards, basic education standards, curriculum standard criteria, basic education levels, while the operations of educational institutions must be in accordance with the philosophy, vision, mission, and strategies set. [1] Educational quality assurance is a system that is operated by personnel in educational institutions and parent agencies, along with inspection and evaluation by external agencies in developing the quality of that educational institution, 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 to make corrections to the parent organization when it is found that the results of external evaluations of educational institutions do not meet the specified standards and to be a management mechanism and to carry out activities according to the normal missions of educational institutions in order to develop learners according to educational standards, which will help the public to have confidence in the education system.

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]

From the results of the internal quality assurance of educational institutions that have not yet achieved success, which can be seen from the internal quality assurance of educational institutions, there are schools that have not yet received the fourth round of external quality assessment from the Office for National Education Standards and Quality Assessment (ONESQA), reporting, the implementation of internal quality assurance in educational institutions, it was found that some educational institutions do not give importance to the internal quality assurance system, the management is not yet complete PDCA; the goals of the educational institutions are not consistent with the quality development plan of the parent organization, resulting in the assessment not achieving the specified criteria, therefore, it is not achieving the results according to the criteria of the Office for National Education Standards and Quality Assessment (ONESQA) [6] and not achieving the results according to the educational quality development plan and the action plan of the educational institution, and should promote assistance, support, supervision, and monitoring of educational institutions closely and continuously to create strength for educational institutions to operate internal quality assurance systematically so that educational institutions can develop their internal quality assurance systems to be most efficient to their full potential.

Burapha Pattanasart School under the Office of Chonburi Provincial Education; is a medium-sized school, operates as a bilingual school, teaching in Thai, English and Chinese. Most students are foreigners living with parents working in Thailand. From this situation, teachers will receive more teaching and special assignments, causing the school's management to have a lot of workloads, and personnel still lack knowledge and understanding of the internal quality assurance system in the educational institution. From the problems of the school, combined with the internal quality assurance, the educational institution is the main guideline for developing the educational institution to have quality according to the standards, both in terms of student quality and educational management quality. It can be seen that the internal quality assurance system in the educational institution is like a map for developing the educational management quality of the educational institution that the administrators of the educational institution must give importance to and use as a guideline for developing the educational institution to have quality according to the educational standards.

The importance of research in developing internal quality assurance in the educational institution to be strong, effective and sustainable. All parties involved in the educational institution must work with themain focus on the benefits that will occur to the students; be aware of and see the value of working systematically; students have quality according to the educational standards of the educational institution. Set goals and implement activities/projects that use the results of self-evaluation, quality assessment results from external organizations or research results conducted by the educational institution to solve problems or develop the students of the educational institution itself. In addition, using other related research results as a basis for setting student quality goals, monitoring andimproving work periodically will help the work achieve good and effective results. The results for students will be satisfactory to parents, communities, and organizations or establishments that take over from the educational institution. With operations where everyone has a sense of responsibility and responsibility like this, quality assurance within the educational institution will be a part of real management and there is continuous development. Continuous improvement (Kaizen or Continuous Improvement) is a small improvement that occurs from continuous efforts to gradually improve from the existing standards, including improving daily work, whether it is Total Quality Management (TQM), Customer Focus (CRM), Total Productivity Management (TPM), Just-in-Time Production (JIT), Productivity Improvement, Zero Defect Management, all of which increase the organization's productivity. If the Kaizen concept is used in the management of educational institutions, it should be another challenge in developing educational institutions to be of better quality using the Four Bases of Iddhipada as support because it is a Buddhist principle that is very important to make leaders who practice it succeed in accordance with their goals. In particular, in terms of work, as Pin Muthukan (1975) said,[7] the four powers are the working principles of the Buddha. They are the principles that led him to achieve great success in both education and worldly work, both in the search for the profound liberation dharma and in the propagation of religion to the world until it was widely accepted and respected.

The researcher, as the director of this school, believes that there should be a development of a quality assurance management model within the educational institution using the Kaizen method, which is a continuous improvement of work and will help reduce the steps of the operation to be easier by using the four powers to support quality work to achieve success according to the objectives. Therefore, the researcher is interested in researching and developing a quality assurance management model within the educational institution using the Kaizen method integrated with the principles of Buddhism (Iddhipāda 4); Burapha Pattanasart School to further develop the quality management system of the educational institution.

II. RESEARCH OBJECTIVES

The purposes of this research were 1) to study the state of Kaizen internal quality assurance management in educational institutions, 2) to develop quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions, 3) to experiment quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles, and 4) to evaluate quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School.

III. CONCEPTUAL FRAMEWORK

Research on the Model of Internal Quality Assurance Management in Educational Institutions by integrating Kaizen with Buddhist Principles, Burapha Pattanasart School. The researcher has defined the concept and theory of internal quality assurance management in educational institutions by Kaizen (KAIZEN) which mainly aims to stop, reduce, and change in management, [8] integrating with Buddhist principles (Iddhipāda 4): Chanda (Contentment), Viriya (Effort), Citta (Concentration), and Vimaṇsā (Investigation) [9] to be consistent with internal quality assurance management in educational institutions, Burapha Pattanasart School. The researcher has synthesized it into a conceptual framework, obtained from the study of documents can show the relationship between the following variables:

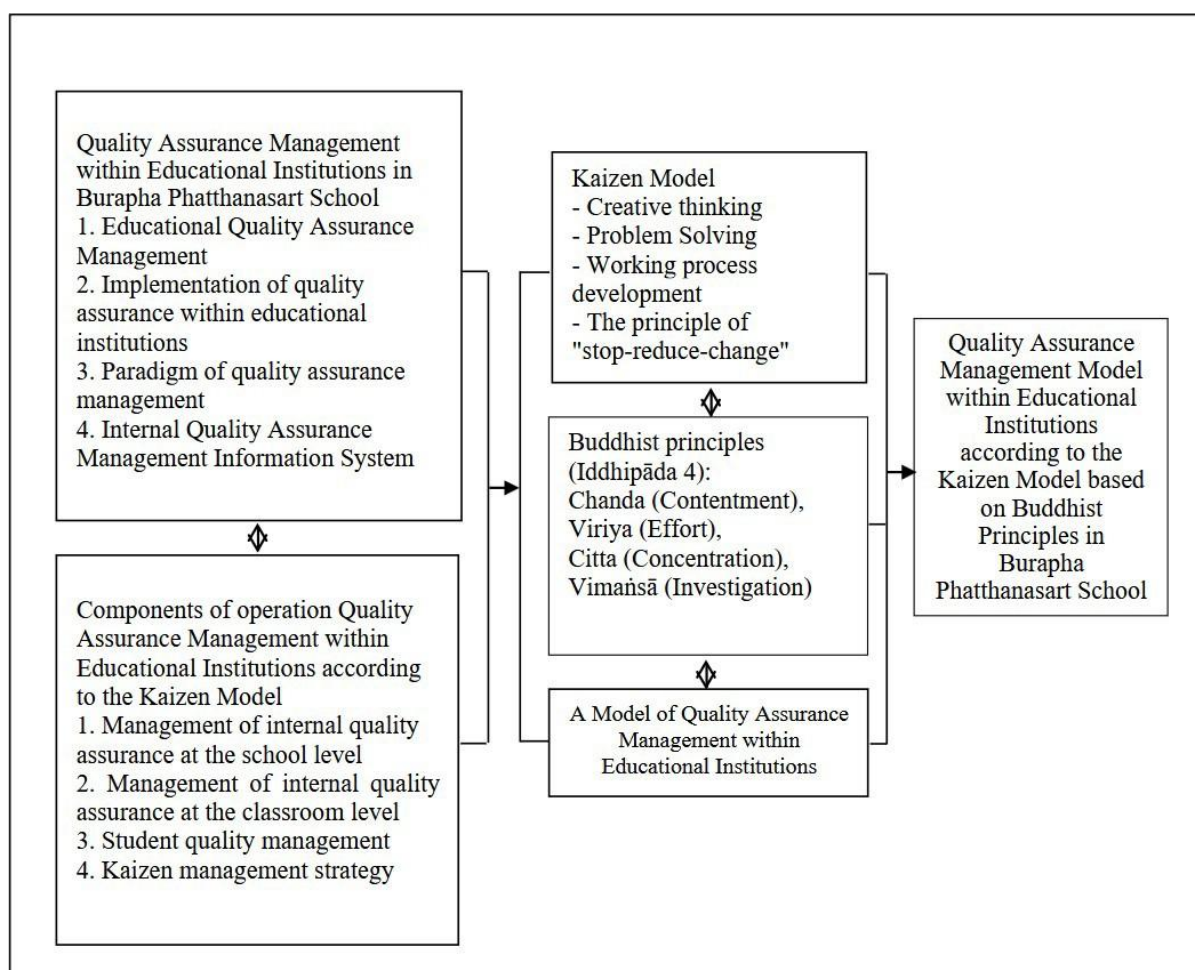


Figure 1 Conceptual Framework

IV. RESEARCH METHOD

Mixed methods research was designed and used 254 samples of administrators, teachers, educational personnel, school board members, parents, and students. Data were collected through questionnaires, interviews with 10 key informants and focus group discussion with the target group of 9 experts by using a focus group manual. Quantitative data were analyzed by using descriptive statistics whereas qualitative data was analyzed by using content analysis.

V. RESULTS

The results of the research found that:

1. The state of Kaizen internal quality assurance management in educational institutions showed 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.

2. Results of the development of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions indicated that 1) Quality management using Kaizen integrated with Buddhist principles to promote teacher and student participation, 2) Education quality management plan emphasizing Chanda (love of work) and Viriya (diligence) in developing learning activities, 3) Student quality, Citta (concentration), building morality and participation from parents, and 4) Vimaṇsā; uses wisdom, uses data and analysis to develop solutions to problems; Management strategy, analyzing data to improve the quality of education.

3. Results of the experiment of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles found that all aspects were highly satisfied. The average value is 4.15 because administrators, teachers and personnel are attentive to the development of sustainable educational quality.

4. Results of the evaluation of the educational quality management model found that 1) Educational quality management plan, input factors, government educational policy and quality development plan, process found that analysis, planning, monitoring, evaluation and results have a concrete educational quality management plan, 2) Student quality management found that input factors, student expectations, process found that teaching and learning were developed, results found that academic achievement was higher, and 3) 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.

VI. DISCUSSION

1. Results of the study of The state of Kaizen internal quality assurance management in educational institutions can be discussed that 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) [10] 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) [11] 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) [12] 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) [13] 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.

2. Results of the development of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions can be discussed that 1) Creativity means creating new ideas to develop and improve work to create satisfaction and love in what you do (Chanda), 2) Problem solving means analyzing problems and finding sustainable solutions through the PDCA process (Plan-Do-Check-Act), requiring diligence: effort and perseverance in solving problems, 3) Improving work methods means changing work methods to reduce losses, increase efficiency and improve work results (Citta), determination and commitment to work development, and 4) The principle of “stop-reduce-change” means eliminating unnecessary processes, reducing steps that do not add value and improving necessary things (Vimaṇsā: contemplating with wisdom to improve and change things, consistent with the research of Phramaha Aissadamad Pabhassaravanno (Suwanna) (2017) [14] who researched on “Quality Assurance According to Iddhipāda 4 Principles of Phrapariyattidhamma Schools General Education Group 1 Bangkok” found that P (Planning) = Iddhipāda 4 found that there were problems and obstacles in terms of frequent and unclear changes in work practices, solutions to accept changes, and work improvement according to the revised plan. D (Doing) = Iddhipāda 4 found that there were problems and obstacles in forming work groups that were quite difficult because some personnel were special lecturers, there was no continuous internal quality assurance, solutions: educational institutions must monitor and inspect the progress of project and activity implementation periodically, have someone responsible for the operation to collect information and monitoring results, and continuously inspect and use them to improve work. The results of developing the internal quality assurance management model in educational institutions according to the Buddhist principles of Burapha Phatthanasat School, PDCA (Plan-Do-Check-Act) model found that 1. Plan (Plan): The educational quality management plan in educational institutions should analyze the current situation and set goals for the quality of education of students, should specify the needs and expectations of students and the development of the curriculum and activities, the Kaizen management strategy should determine the problems that need to be solved and plan improvements, and the Buddhist principles (Iddhipāda 4) promote a love of work (Chanda); Set development goals, 2. Do: educational quality management plan, implement the plan, communicate with personnel, learners, student quality management; use new teaching methods and monitor learners’ progress; Kaizen management strategy, Experiment with new methods, and use the principles of “stop-reduce-change”

and Buddhist principles (4 factors of influence), encourage diligence (Viriya), and promote determination in work (Citta). 3. Check: Educational quality management plan, Evaluate the implementation results, Analyze data and results, Student quality management, Evaluate the improved process, Summarize data and provide recommendations for student quality management review guidelines Kaizen management strategy Evaluate the improved process, summarize data and provide recommendations Kaizen management strategy Buddhist principles (4 factors of influence); use wisdom in analysis (Vimaṇsā), and review the results of development. 4. Act: educational quality management plan, improve the plan according to the evaluation results, and communicate the results to everyone thoroughly, student quality management should improve teaching methods according to the development suggestions, use Kaizen management strategy, develop the process further. And create a learning culture and integrate Buddhism principles (4 Bases of Power); promote learning by using intellectual processes to change management methods (Vimaṇsā), in line with the Japanese management strategy (Kaizen) in Japanese means improvement; is a concept used in effective management. It mainly aims to change the way of working, reduce unnecessary steps, change small things, or problems encountered daily. This is in line with scholars' views on management strategies based on the principle of Kaizen. It mainly aims to change the way of working, reduce unnecessary steps or problems encountered daily and cope with reality, do what can be done first, cope with reality that has limitations with management strategies. [15]

3. Results of the experiment quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School can be discussed that using the Kaizen internal quality assurance management model with Buddhist principles according to the components of the four bases of Dhamma principles in general and in all aspects, namely: Vimangsa; considering and finding reasons for something; Chitta; being devoted to something; Viriya; making an effort to do something; and Chanda; being pleased and loving someone for something. In order of using the principles, Phra Bhramagunabhorn (P.A. Payutto) (2006) [16] said that Iddhipāda means the Dhamma that leads to Iddhi (power or success); or the Dhamma that causes success; or simply put, there are four paths to success: Chanda (contentment), Viriya (effort), Chitta (concentration), and Vimangsa (investigation and reflection). To put it simply, in order, having a loving heart, striving to do, putting the mind intently, using wisdom to investigate. He said that Iddhipāda means the Dhamma that leads to power or success; or the Dhamma that causes success; Or simply translated, there are 4 paths to success: Chanda (contentment), Viriya (effort), Citta (concentration), and Vimaṇsā (investigation), to make it easy to remember, respectively, there is love, perseverance, dedication, and wisdom in investigating.[17] It was found that 1) Chanda aspect: love for someone in that thing It was found that the results of the experiment on the use of an internal quality assurance management model in educational institutions According to the components of the principles of the Four Bases of Dhamma, overall and in all clauses, are at a high level. Because the administrators, teachers, and personnel have a desire for Burapha Pattanakarn School, have worked to achieve the set goals, are proud to tell others that working in this school is with love. Even though other schools are more famous, they still choose to work with this school and feel comfortable while working. 2) Viriya aspect: trying to do that thing, it was found that the results of the experiment on the use of an internal quality assurance management model in educational institutions According to the components of the four principles of Iddhipāda 4 in general and in all aspects, the administrators, teachers, and personnel are very satisfied, because the administrators, teachers, and personnel of Burapha Pattanasart School are diligent in their work continuously; making the work successful according to the project or plan that was set, taking many years to complete, they are not discouraged and when they have free time, they will always seek knowledge. 3) The aspect of the mind: being devoted to that thing, it was found that the results of the experiment using the internal quality assurance management model of the educational institution according to the components of the four principles of Iddhipāda 4 in general and at a high level, because the administrators, teachers, and personnel of Burapha Pattanasart School are all punctual in their work, see it as very necessary, and have a clear division of time. Always understand the details of the work that is responsible for the assigned tasks sincerely and sometimes perform the work until forgetting to do personal missions in the practice, and 4) Inquiry: Considering and finding reasons for that thing. It was found that the results of the experiment using the internal quality assurance management model in educational institutions based on the components of the principles of Iddhipada overall, and all items are at a high level. Because the

administrators, teachers, and personnel of Burapha Phatthanasat School all have ways of working that result in high efficiency in performing internal quality assurance work in educational institutions to their full potential. The administrators, teachers, and personnel have learned new sciences to use to improve their work, consistent with the research of Phra Suriya Mahapunyo (Thaweesak) [18] who researched on “Guidelines for Academic Administration in the Digital Age Based on the Principles of Iddhipada 4 for Educational Institution Administrators, Bang Khun Non-District, Bangkok”. The research results found that: 1) Academic administration in the digital age of educational institution administrators found that the overall average value was at a high level, and when classified by aspect It was found that the average value was at a very high level, 2) Study the guidelines for academic administration in the digital age according to the principle of the Four Bases of Iddhipāda 4 of administrators classified by the scope of academic administration in all 4 areas: curriculum, learning management, innovative educational technology media, measurement and evaluation of education. It was found that overall in each area; there were statistically significant differences at the .01 level, and 3. The guidelines for academic administration in the digital age according to the principle of the Four Bases of Iddhipāda 4 for educational administrators in Bang Khun Non District, Bangkok are as follows: 1) Set policies and plan for academic administration to be modern and clear, 2) Promote integrated teaching and learning for practical application of each subject, 3) Support teachers to use information technology in producing teaching media to promote teaching in all subject groups, 4) Provide documents, manuals, and regulations on measurement and evaluation for teachers to create electronic forms.

4. Results of the evaluation of the use of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School can be discussed that the process and the results found that: 1) In terms of education quality management plan; (1) Input factors are state education policy and plan for the development of educational quality of resources used in education; (2) Process factors are analysis of the current situation, planning and strategy determination, monitoring and evaluating the operation; and (3) Output results are a clear education quality management plan and tangible quality development. 2) Learner quality management: (1) Input factors are learner needs and expectations, academic achievement data; (2) Process factors are development of teaching and learning approaches, improvement of activities and curricula to create a learner support system; and (3) Output results are increased learning quality and higher achievement. 3) Kaizen management strategy; (1) Input factors are data from quality assessment and opinions of learners and teachers; (2) Process factors are analysis of the problems that occur, development of work processes and using the principle of “Stop-Reduce- Change”; (3) Output results are more efficient work processes, creative ideas that are consistent with Sarina Waisupee’s research [19] on “Factors Affecting Employees’ Participation in Kaizen Activity: A Case Study of Sony Technology (Thailand) Co., Ltd.” The results of the study found that the employees’ attitudes towards the activities in all aspects were at a very high level, namely: Objectives, Highlights, Personnel, Benefits, Characteristics, and Attitudes Supporting the Success of Kaizen; Participation in KAIZEN activities was at the highest level in all aspects, namely: Planning, Implementation, Benefit Allocation, and Monitoring and Evaluation. Factors affecting participation were: Age, Education Level, Job Position, and Different Work Experience; Resulting in different participation in planning, implementation, benefit allocation, and monitoring and evaluation.

VII. KNOWLEDGE FROM RESEARCH

Knowledge gained from the research on quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School, the researcher has used the results from the study of the questionnaire on the status of the internal quality assurance management in the educational institution, the interview method, the development method of the Kaizen internal quality assurance management model based on Buddhist principles that affect the quality of the internal quality assurance in the educational institution in 4 areas: School-level internal quality assurance management, educational quality management plan of the educational institution, student quality management and management strategy, and the results of the experiment using the Kaizen internal quality assurance management model based on Buddhist principles, the results of the evaluation of the Kaizen internal quality assurance

management model based on Buddhist principles, Burapha Pattanasart School and the concept of the educational institution administration model, the principles of Kaizen and the four powers in the Kaizen internal quality assurance management in the educational institution based on Buddhist principles, Burapha Pattanasart School. The researcher has synthesized it into knowledge as shown in the following figure:

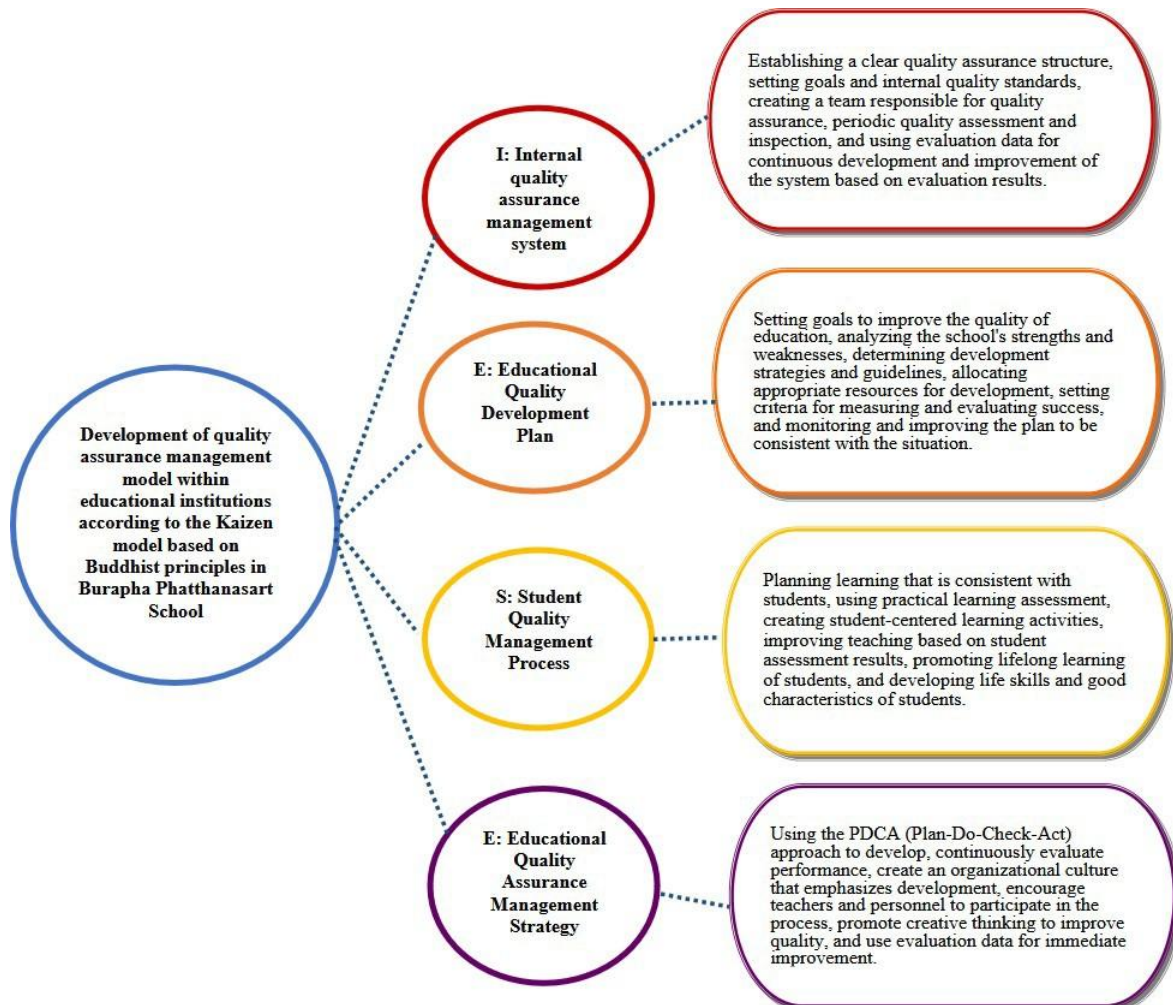


Figure 2 Knowledge from Research of IESE Model

Source: Karuna Piromtam (2024)

From Figure 2, the knowledge gained from IESE research can be explained as follows:

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.

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.

Kaizen is a continuous improvement concept that focuses on both process and quality development. The main principles of Kaizen are:

1) Creativity means encouraging all personnel to participate in proposing new ideas for improving processes and work and providing a platform or activity that provides opportunities to express creativity.

2) Problem solving means using problem analysis techniques such as 5 Why, Fishbone Diagram to examine the real cause of the problem and find effective solutions.

3) Improving work methods means focusing on reducing waste in the work process, improving work procedures to be more efficient, such as using new technology or changing work methods to be more appropriate.

4) The principle of “stop-reduce-change” The word “stop” means to eliminate unnecessary processes or steps. “Reduce” means to reduce the time spent on processes that are still necessary, find ways to make them faster. “Change” means to change the working method or process to suit the changing situation or needs.

5. Management methods are: 1) Create organizational culture; encourage employees to feel that they are involved in improving the organization. 2) Training; organize training to make employees understand the Kaizen concept and the tools used. 3) Monitoring; set up a system for monitoring and evaluating continuous improvement. 4) Communication; communicate the results of improvements and successes to everyone in the organization to create motivation.

Principles of Buddhism refer to the Four Bases of Iddhipāda 4: These are principles that help inspire work and educational development or the implementation of various activities to be successful; 1) Chanda; Love or intention creates motivation to work together to develop educational institutions; 2) Viriya; Diligence develops determination to work even when faced with obstacles in improving education; 3) Citta; Intention, concentration supports teachers and personnel to focus on educational development and create a good atmosphere in the school; and 4) Vimañsā; uses wisdom, uses data and analysis to develop solutions to problems that happen in the school.

VIII. RECOMMENDATIONS

A. Recommendations for Policy

1) For 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. Internal quality assurance management system

2) For 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.

3) For student quality management process: Administrators must create an open communication system for students to participate in the assessment and improvement of educational quality so that students feel they are the owners of the learning process and participate in their own development.

4) For educational quality assurance management strategy: Administrators should use the PDCA (Plan-Do-Check-Act) principle to analyze problems and systematically monitor the results of operations, focusing on creating cooperation between personnel and students in developing the quality of education.

B. Recommendations for Implementation

1) For 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) For 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.

3) For promoting student participation: School administrators and teachers must create a system to support students' participation in the assessment and improvement of education quality so that students feel more involved and motivated to learn.

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.

3) Researchers should be conducted on the study of the effectiveness of the Kaizen management strategy in different educational contexts, such as primary and secondary schools, to see how this approach can be applied at each level of education.

4) Researchers should be conducted on the survey of the results of training and development of educational personnel in the area of internal quality assurance to analyze whether the development of teachers' and personnel's potential will affect educational quality management.

CONCLUSION

This research conducted on quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles in Burapha Phatthanasart School. The research results found that the overall quality assurance management of educational institutions is at a high level because those involved are very satisfied with the quality assurance. In terms of internal quality assurance at the school level was at the highest score, indicating high management efficiency. In terms of the Kaizen management strategy, the average score was at high level and in terms of student quality management, the average score was also at high level. Both aspects were also highly accepted. In terms of the education quality management plan, the average score was also at high level which indicating high-quality operations, although it was at a lower level than other aspects. The development of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles that affects the quality of quality assurance in educational institutions indicated that 1) Quality management using Kaizen integrated with Buddhist principles to promote teacher and student participation, 2) Education quality management plan emphasizing Chanda (love of work) and Viriya (diligence) in developing learning activities, 3) Student quality, Citta (concentration), building morality and participation from parents, and 4) Vimaṇsā; uses wisdom, uses data and analysis to develop solutions to problems; Management strategy, analyzing data to improve the quality of education. The experiment of quality assurance management model within educational institutions according to the Kaizen model based on Buddhist principles found that all aspects were highly satisfied. The average value was at high level because administrators, teachers and personnel are attentive to the development of sustainable educational quality. The evaluation of the educational quality management model found that 1) Educational quality management plan, input factors, government educational policy and quality development plan, process found that analysis, planning, monitoring, evaluation and results have a concrete educational quality management plan, 2) Student quality management found that input factors, student expectations, process found that teaching and

learning were developed, results found that academic achievement was higher, and 3) 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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