Educational Administration Strategy of Rajabhat University According to Criteria of ASEAN University Network Quality Assurance

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Abstract

For this research, the researchers collected data by in-depth interviews with guidelines for determining the development of educational administration of Rajabhat University according to criteria of ASEAN University Network Quality Assurance (AUN-QA). By analyzing the importance of the problem and the relevant theoretical concepts, this research is divided into four phases: Phase 1: To survey data with university representatives, Phase 2: To summarize and analyze the results of subgroup meeting in brainstorming to develop educational administration of Rajabhat University according to ASEAN quality assurance criteria, Phase 3: To make the guidelines for the formulation of strategies from a public discussion forum to summarize lessons learned from research and listen to opinions from personnel working at Rajabhat University, and Phase 4: To conduct survey research with stakeholders to determine strategies which was based on the drafted guidelines in previous phase.

Keywords: Management Strategy, Educational Administration, Rajabhat University, Educational Quality Assurance System, ASEAN University Network

Introduction

Association of South East Asian Nations or ASEAN is an international organization in Southeast Asia under the cooperation of member countries for political co-operation, economic stability, society and culture. Member countries are driven to prepare for becoming the ASEAN community which sets the direction to develop the potential of the organization and personnel within the country to enter the competition on the international stage and have acceptable standards in the region. Thai education, especially in higher education has the role to be respondent with the needs of the labor market. To create quality graduates of Thailand with the knowledge and skills that meet the needs of the labor market in the ASEAN region (Ministry of Education, 2015: 3-5) is necessary and impossible to avoid.

Asean-University Network: AUNwas established in 1995 as a network that promotes and encourages cooperation in the management of higher education in ASEAN (Srinakharinwirot University, 2018: 2-7). In 1998 it continued to develop a quality assurance system that was accepted by higher education institutions in Asia, especially member educational institutions by designing guidelines and methods of quality assurance carried out by each member country expert working with the European Union. In the beginning, the educational quality assurance manual used the idea based from Europe and in 2010 a manual was created that has been adjusted to reflect the basic ideas and situations of ASEAN. Therefore, educational quality assurance is an important mechanism to support the quality of graduates by controlling, checking and evaluating the results of the university's operations according to the specified indicators. The assessment of quality assurance of educational institutions to ensure that educational institutions have produced graduates with quality graduates (Bureau of International Relations, 2012: 7-11)

However, educational quality assurance is not conducted at the national level only but also in the ASEAN region. There are 2 types of quality assurance in ASEAN. ASEAN University Network Quality Assurance (AUNQA) and The ASEAN Quality Assurance Network (AQAN).There are 26 university members from 10 countries. The university was chosen from the name of the university that notified their intention to join as a member. The AUN notified its committee for approving the membership.(ASEAN University Network, 2011: 2-4).

Rajabhat University is an educational institution that has a mission to teach providing academic and professional education, research, academic services to society, improving, transferring and developing technology and maintain arts and culture by teaching and learning. Therefore it must improve the quality of education and meet the standards set forth, especially the preparation of administrative and educational management that is consistent with the indicators of ASEAN quality assurance of education to enable graduates to be able to pursue careers in the ASEAN region. Preparation for entering the ASEAN community and teaching and learning according to the ASEAN quality assurance system (AUN-QA) is important by understanding the forms of quality assurance of ASEAN education (AUN-QA)) (Anuwong and Supasuteekul,2018: 11).This starts with defining the learning outcomes of the graduates and considering the encouragement of learning and let learners be able to develop oneself to achieve lifelong learning communication skills development with the use of information technology and learning for learning with thinking skills. Faculty members in the program come together to formulate strategies for teaching and learning that are varied according to the nature of the subjects that focus on the learners in order to create awareness. Learners are expected to be ready to learn and receive new knowledge on know how to connect old knowledge with new knowledge to apply and how to solve problems, learn from real experiences by the instructors, create a flexible teaching environment and practice lifelong learning in order to create a quality learning desire of learners (Quality Learning) (Office for National Education Standards and Quality Assessment (Public Organization), 2017: 3).

For this rationale, the study of readiness in educational administration of Rajabhat University in entering the ASEAN community and improving education management according to ASEAN quality assurance system is aimed at searching for various supporting factors for readiness in educational administration, determination of educational management development strategies of Rajabhat University in teaching and learning according to the ASEAN quality assurance system (AUN-QA) as well as preparation for receiving evaluation of performance with the same curriculum, both nationally and internationally. Therefore, the implementation of quality assurance courses must be carried out continuously in order to improve the curriculum to be relevant. All of that is to assure that every course has links and benefits to lead to the expected results of quality graduates in the future.

Literature Review

The researchers formulated a framework for conducting research by review of related concepts and literature.

Concepts/Theories related to ASEAN University Network Quality Assurance: AUN-QA

1. The framework for the 15-year long-term higher education plan, No. 2 (2008-2022), designed with consideration of the importance of the integration dimension and the overall development of higher education to determine the strategic direction, can be divided into 2 parts. The first one is an analysis of environmental factors that affect Thailand. The second part is the management of higher education and factors within the higher education system.

2. The concept of educational quality assurance which showed that past education management or Thai education has a lot of quality problems for a long time. The expansion of higher education in quantity has many newly opened private universities, resulting in competition for students to meet the specified amount then resulting in lack of regard for the quality of educational management. As a result of this problem, the concept of educational reform was adopted by applying the concept of higher education quality assurance to be a guideline for educational quality assurance of higher education institutions based on academic freedom and independence in the operation of higher education institutions in order to promote and develop higher education institutions to carry out the main tasks efficiently and effectively.

3. On internal quality assurance system, the essence specified in The National Education Act of 1999 and the amendment (No. 2) BE 2545 is an internal quality assurance that is conducted by educational institutions together with the jurisdiction agencies that are responsible for supervision by considering the independence and academic excellence of degree schools. The Office of the Higher Education Commission therefore has a duty to coordinate with educational institutions to provide an internal quality assurance system and to promote and support public and private higher education institutions to continuously improve the quality and standards of education.

4. Guidelines for developing internal quality assurance systems and mechanisms that consists of the following factors: Quality assurance system for higher education institutions, Standard indicators and quality assessment criteria, Quality assurance mechanism and database and information systems.

5 On external education quality assurance system, the researchers reviewed National Education Act BE 2542 and amended (No. 2) BE 2545 Section 6 regarding standards and quality assurance of education and section 47 that stipulates to have an educational quality assurance system to develop quality and standards at all levels, including internal quality assurance systems and external quality assurance systems. For external quality assessment, the National Education Act BE 2542 requires the Office for National Education Standards and Quality Assessment. (Public Organization) (Assoc. Prof.) by requiring educational institutions to cooperate in preparing various documents of the educational institution as well as allowing those who are involved in the mission of the school.

6. On assessment of higher education quality, the Office for National Education Standards and Quality Assessment (MOE) will assess the quality of educational management of higher education institutions at the institutional level and group level by taking advantage of internal quality assurance. Mostly the assessment will relate to the follow up, inspect, evaluate, quality and supervise the implementation of certification of educational standards of higher education institutions, standards and achievement of graduates and management efficiency of educational institutions and promote support for internal quality assurance together with the agency to prepare for higher education institutions to receive external quality assessments. In this regard, such operations are aimed to develop quality and educational standards of higher education institutions.

7. Quality assessment process outside the tertiary level consists of three main steps: 1) Pre-examination procedures for higher education institutions which is an assessment plan for answering important external quality assessments, namely the Institute of Management Education, quality standards of the Office for National Education Standards and Quality Assessment, 2) Procedures between visits to higher education institutions, which is a case study in order to truly understand and access the standards and quality of higher education institutions; and 3) the post-examination process for higher education institutions which is the preparation of a complete report in the form of long articles in order to meet the assessment and can use the evaluation results to develop the quality and standards continuously. Each step has details in the operation to meet the assessment and can use the evaluation results to develop the quality and standards continuously. Each step has details in the operation.

8. The relationship between internal quality assessment and external quality assessment is aimed for the development of quality and standards of higher education institutions for better quality internal quality assurance which focuses on quality development and checking the quality and standard of input factors .The process is focused on evaluating the "cause". The external quality assessment will focus on the evaluation of "results" of the productivity and results of quality and educational standards in various fields.

9 AUN-QA's quality assurance system AUN-QA's quality assurance system consists of three dimensions. The vision, mission, and goals are determined to contribute to the satisfaction of stakeholders and the quality assurance of AUN-QA institutional quality assessment institutions (QA at Institutional Level) (Office for National Education Standards and Quality Assessment (Public Organization), 2013: 5).

Concept/Theory related to ASEAN Community and social impact of ASEAN integration

1. Related Context to the ASEAN community: On 8 August 1967, with five founding members in Southeast Asia-Thailand, Indonesia, Malaysia, Philippines and Singapore-, "Bangkok Declaration" was established as a cooperative association to increase economic growth, social and cultural development in member countries and maintain peace and security in the area along with an opportunity to resolve disputes between peaceful member countries of the region of various countries. After that, Brunei Darussaram. Socialist Republic of Vietnam, Lao People's Democratic Republic, Myanmar, Cambodia respectively, became member and caused ASEAN to have 10 members (Department of ASEAN Affairs, 2012: 1-5). At present, there is a national integration in ten Asian countries to have mutual economic benefits with similar forms as Euro Zone group which will have various benefits and bargaining power with more partners so that the import of national exports in ASEAN will be free exclusion of certain products in each country that may request to not reduce import tariffs

2. ASEAN origin: When it was first founded in 1967, ASEAN has five members, namely Thailand, Indonesia, Malaysia, Philippines and Singapore with the purpose of establishing ASEAN under the Bangkok Declaration. Bangkok Declaration was consisted of (1) promoting cooperation and mutual assistance in the economy, society, culture, technology, science and administration (2) promoting peace and regional security and cultural development in the region (3) Strengthening economic prosperity, cultural development in the region (4) Encouraging people in ASEAN to have good living and quality of life (5) Helping each other in the form of training and research and promoting education in Southeast Asia (6) Increasing the efficiency of agriculture and trade expansion industries as well as improving transportation and transportation and (7) Strengthening ASEAN cooperation with countries in other regional cooperation organizations and international organizations. The ASEAN community consists of three pillars, namely the ASEAN Political and Security Community (Ministry of Foreign Affairs is the main coordinating unit), ASEAN Economic

Community (Ministry of Commerce is the main coordinating unit) and the ASEAN social and cultural community (Ministry of Social Development and Human Security is the main coordinating unit) (Visalaporn, 2011: 2-5).

3. ASEAN Charter: At the 13th ASEAN Summit in Singapore ASEAN leaders had signed the ASEAN Charter which lays the legal framework and organizational structure. The ASEAN Charter aims to make ASEAN an effective organization .The ASEAN Charter consists of 13 chapters. There are new issues that illustrate the progress of ASEAN as follows: (1) The establishment of the ASEAN Intergovernmental Commission on Human Rights, (2) The granting of powers to the ASEAN Secretariat to monitor and report the actions of the Member States, (3) Establishing mechanisms for resolving disputes between member countries, (4) Decision-making without violating the obligations under the ASEAN Charter, (5) Opening the channel to use other methods to make decisions without consensus, (6) Promotion of consultation discussions between member countries to solve the problems that affect the mutual benefits which makes the interpretation of the principle of interfering in internal affairs more flexible,(7) Increasing the role of the ASEAN Chair to be able to respond to emergency situations in a timely manner, (8) opening up channels for ASEAN to be able to interact with the public sector more,and (9) improving the organizational structure to be more efficient(Department of ASEAN, Ministry of Foreign Affairs, 2012: 5)

4. Three pillars of ASEAN

(1) ASEAN Political Security Community (APSC) has an important goal, which includes rules and common values and norms, unity, peace and strength and dynamic and interacting with outside the ASEAN region

(2) The ASEAN Economic Community (AEC) has the goal of economic integration, including being a single market and production base for a population of 600 million to be equal in economic development and integration with the global economy by focusing on adjusting the economic policies of ASEAN with countries outside the region

(3) The social and cultural community (ASEAN Socio-Cultural Community: ASCC) is aimed for ASEAN to be a people-centered community caring and sharing society t o join and promote ASEAN identity by focusing on operations in six branches, namely human development, protection and social welfare rights and social justice, environmental sustainability, ASEAN identity building and reducing the development gap(Department of ASEAN, Ministry of Foreign Affairs, 2012: 6)

5. The result of the integration into the ASEAN community towards Thailand: As a result of the integration of the ASEAN community towards Thailand, there are at least three points:

1) Political and security issues making that has rules and has developed more common values and norms have created rules and values which will help build understanding and trust between each other, eliminate political conflicts and reduce traditional security problems including helping to promote peace, stability and security in the region more effectively.

(2) ASEAN economy is the most closest economic cooperation framework which, if able to cooperate, will be able to strengthen the bargaining power that will lead to the driving of economic trade. A paramount importance to the integration of the ASEAN Economic Community results in large regional markets. In addition, being an ASEAN Economic Community will help member countries become more solid and help build bargaining power in various platforms.

(3) On social and cultural aspects, any action of the government must be more focused on the people in order to be in line with the goal of creating an ASEAN-centered community. Government needs to encourage people in ASEAN to know each other more with generosity and share in order to create a better understanding between each other, which will stimulate the increase of cooperation to narrow the gap in international development in the region

especially the potential of social policy in order to be effective in the region.(Department of ASEAN, Ministry of Foreign Affairs, 2012: 7-11)

Related Research

Chutiporn Chimphalee and Viroj Jesadakul (2016: 504-505) had studied the subject the readiness of educational management in the curriculum to enter the ASEAN community of Phetchaburi Rajabhat University. According to this study, it has been found that 1) Phetchaburi Rajabhat University has a policy to manage education and promote both academic information technology as a mechanism to drive the organization into the ASEAN community with 6 strategies, namely food and tourism excellence, produce graduates with quality and ready to work, research for spatial development, social responsibility, internationalization and developing the quality of management into a high-performance organization; 2) Phetchaburi Rajabhat University has the potential and readiness of the curriculum by the improvement to support the entry into the ASEAN community, in the development and production of quality graduates There are 5 desirable characteristics, including moral, ethical, intellectual skills. Skills, interpersonal relationships and responsibilities and numerical analysis skills Communication and use of information technology by allowing personnel to participate in the planning process, formulate policies and prepare courses including monitoring to achieve the objectives and 3) The environment for educational management is the lack of English language skills for both personnel and students. Graduates have relatively low knowledge and skills in foreign languages and technology. Higher competition in education and the number of students entering the school tends to decrease. Moral is decreased due to the awareness of information through modern technology to solving problems. To increase research potential that is integrated with teaching and learning and increase the language ability of personnel and students is a must.

Sujitra Chubjai (2014: 269) studied the potential development of support personnel at Silpakorn University, Wang Tha Phra, to support the ASEAN community. According to this study, it was found that 1) Support personnel Silpakorn University, Wang ThaPhra had knowledge and understanding about the ASEAN Community with an average score at 0.55, standard deviation at .421, at a high level. 2) Support personnel at Silpakorn University, Wang ThaPra, had opinions that there were problems and obstacles in developing personnel potential to support the ASEAN community .The most effective way is to communicate in English with an average score at 4.36 standard deviations .984 at a high level and 3) Support personnel at Silpakorn University, Wang ThaPhra had the opinion regarding on the guidelines for human resource development to support the entry into the ASEAN community that the most suitable and highest level is the English language training used in the work, with an average score at 4.54 standard deviation at .724.

Wilawan Samatsahatchai (2014: 153) had studied the subject guidelines for the development of personnel readiness in the Skill Development Institute Region 9, Phitsanulok to enter the ASEAN community. This study was found that the level of readiness of personnel of the skill development institute region 9 Phitsanulok to enter the ASEAN community in the overall level is low in the use of English and knowledge about the ASEAN community with the knowledge of using information technology at a moderate level. Guidelines for the development of personnel readiness was found that personnel should be encouraged to attend training, development, study, view work, assign work according to the department's policy of skill development in accordance with the entry into the ASEAN community and public relations on the issue of ASEAN within the agency.

Research Methodology

The researchers used a qualitative research model to guide this research by studying, collecting, researching and analyzing documents (Documentary Analysis) related to the

guidelines for the development of educational management development strategies of Rajabhat University towards entering the ASEAN community according to the ASEAN quality assurance criteria (AUN-QA), problems and causes of problems in developing guidelines for the development of educational administration strategies of the university Rajabhat University towards entering the ASEAN Community in accordance with the quality assurance criteria of ASEAN (AUN-QA) and find ways to determine the educational management development strategy of Rajabhat University towards entering the ASEAN community to practice Rajabhat University.

Quantitative research model was built to test the hypothesis and find a conclusion about the level of strategic development. The development of educational administration of Rajabhat University towards entering the ASEAN community according to ASEAN quality assurance criteria (AUN-QA) consists of various factors. The model is contained basic factor, organizational factors, modern management factors and supporting factors and the readiness of educational administration of Rajabhat University to enter the ASEAN community according to the ASEAN quality assurance system (AUN-QA).

Research Tool Development

Research tool was developed from the study of related concepts and theories, then created into questions in various fields and then brought to the experts to help verify the accuracy, straightness and overage of the content. Tool was improved and then try out and select the complete questionnaire to rank according to the criteria and then find the confidence value reliability) of the whole questionnaire using the alpha coefficient (-Coefficient) of Cronbach (1990; cited in Tayraukham, 2010: 93)

Data Analysis

Analysis of data was obtained from in-depth interviews, focus group meetings and public forums. The research team analyzed by using content descriptive analysis method by using the information obtained to classify to be compiled into topics according to the issues studied and written descriptive of prose to analyze and summarize further results. The analysis of data was done after collecting the questionnaire on the readiness of educational administration of Rajabhat University towards entering the ASEAN community according to ASEAN quality assurance criteria (AUN-QA) as well as organizational factors Modern management factors and supporting factors that have a rational relationship with the readiness of educational administration of Rajabhat University to enter the ASEAN community according to the quality assurance criteria of ASEAN . Descriptive statistics were employed to analyze. The mean score is based on the best interpretation of JW. (Best, 1981: 179)

Conclusions of Conceptual Analysis

Based on the study of theories about the educational administration strategy of Rajabhat University according to ASEAN quality assurance criteria, the researchers had established a framework for conducting research that is under review of related concepts and literature-concepts, theories related to the quality assurance criteria of the ASEAN Quality Assurance Network, readiness the ASEAN community and the social impact caused by the integration of the ASEAN community, organization and the theory of modern management theory which the researchers had set out as a framework for conducting research as follows
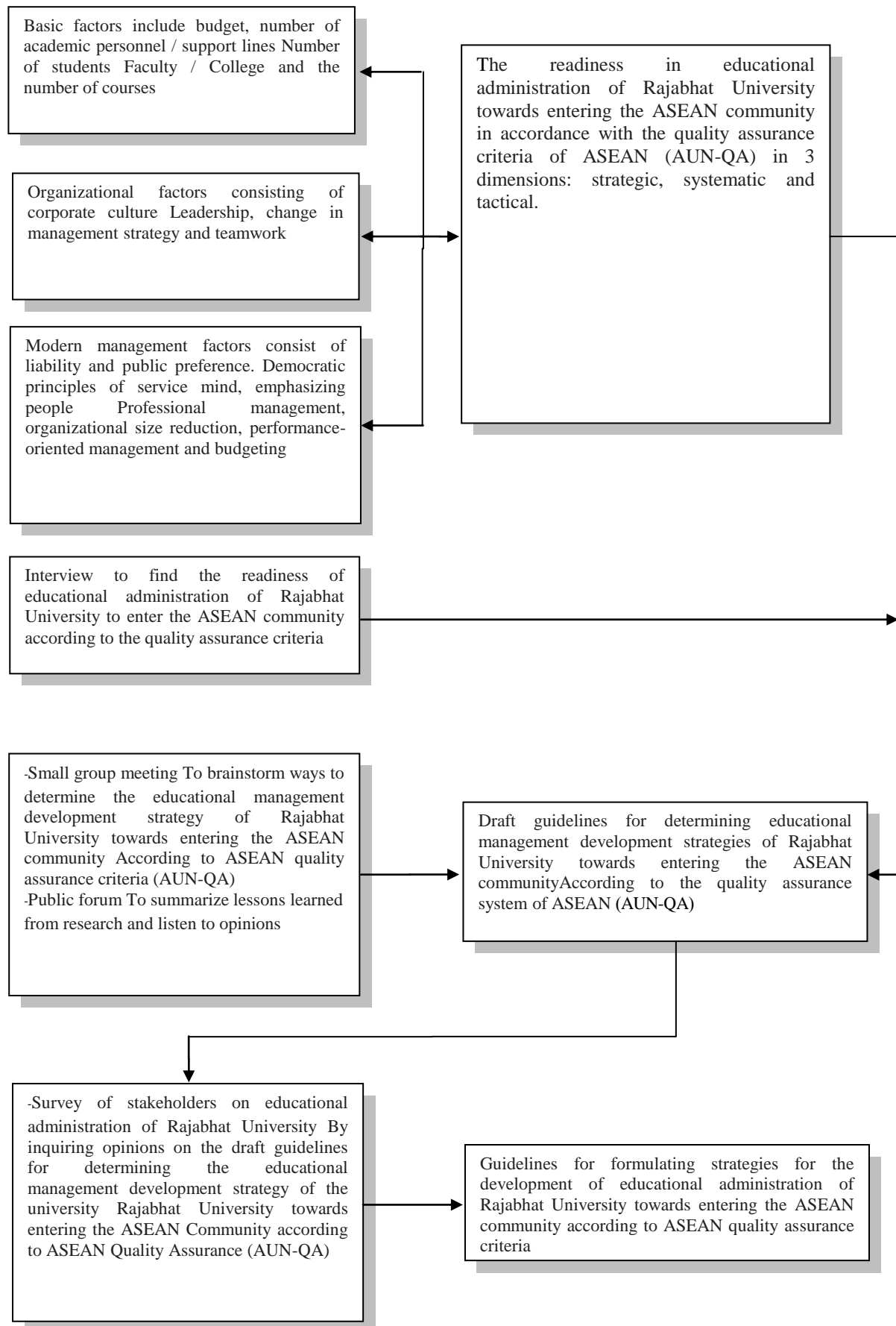
Basic factors include budget, number of academic personnel / support lines Number of students Faculty / College and the number of courses

The readiness in educational administration of Rajabhat University towards entering the ASEAN community in accordance with the quality assurance criteria of ASEAN (AUN-QA) in 3 dimensions: strategic, systematic and tactical.

Organizational factors consisting of corporate culture Leadership, change in management strategy and teamwork

Modern management factors consist of liability and public preference. Democratic principles of service mind, emphasizing people Professional management, organizational size reduction, performance-oriented management and budgeting

Interview to find the readiness of educational administration of Rajabhat University to enter the ASEAN community according to the quality assurance criteria

-Small group meeting To brainstorm ways to determine the educational management development strategy of Rajabhat University towards entering the ASEAN community According to ASEAN quality assurance criteria (AUN-QA)
-Public forum To summarize lessons learned from research and listen to opinions

Draft guidelines for determining educational management development strategies of Rajabhat University towards entering the ASEAN communityAccording to the quality assurance system of ASEAN (AUN-QA)

-Survey of stakeholders on educational administration of Rajabhat University By inquiring opinions on the draft guidelines for determining the educational management development strategy of the university Rajabhat University towards entering the ASEAN Community according to ASEAN Quality Assurance (AUN-QA)

Guidelines for formulating strategies for the development of educational administration of Rajabhat University towards entering the ASEAN community according to ASEAN quality assurance criteria

Figure 1 Conclusions of Conceptual Analysis

Suggestions

1. There should be strategies and development guidelines that support the promotion of the dissemination and utilization of research and personnel development. Therefore, the strategy and development guidelines should be chosen to suit the university environment.

2. There should be the study on the state of problems, needs for utilization of research and development strategies by promoting the use of research to develop other educational institutions, such as vocational education institutions, tertiary level or educational institutions that offer other types or specialized education.

3. Participatory action research should be promoted to create a network of academic and practical networks of society with the aim of driving and guiding the society to realize the importance of the economy, society, culture, way of life and wisdom of Thai society and the ASEAN community.

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