

## Abstracts

### **Development of a Quality Educational Process Management Model for the Basic Schools Level in Thailand: The MalcolmBaldrige National Quality Award, Educational Excellence Framework.**

#### **Background**

Thailand National Education Act of B.E. 2542 (1999) has been totally failed. The results of the major education comprehensive reform and the implementation of external quality assessment have shown that there was no indication significant improvement in Thailand. The quality Thai education have indeed become more critical and crucial, the results of National Institute of Educational Testing Service (NIETS) and The Ordinary National Educational Test (O-NET) students' scores at all levels decreased. In addition the results of the International study such as TIMSS: *Trend in International Mathematics and Science Study* and PISA: *Program for International Student Assessment* showed that Thai students' scores were lower than Asian's countries in mathematics, science and English subjects. One of major failure is a failure of an educational process management in the Basic Schools level.

#### **The objectives of the study**

1. To examine and analyze problems and limitations of management system in the selected Basic Schools Level in Thailand;
2. To examine and analyze the quantitative model of education management system based on principles and philosophy of TQM (Total Quality Management) and MBNQA (Malcolm Baldrige National Quality Award) – Education criteria for performance excellence; and
3. To design and develop a model of educational process management system that can achieve the highest quality based on the principles and philosophy of TQM and MBNQA.

#### **Finding of the study**

The stratified random sampling method was employed in this study. The sample of this research were randomly selected from two stratum: fifteen schools in Smutsongkrarm Province, Ministry of Education and the 14 district schools in Local Promotion Department, Ministry of Interior. The sample units consisted of 163 participants who possess at least ten years of teaching and managing experiences. They were principals, vice-principals, administrators and supervisors. The qualitative method data collection using survey depth interview and focus group were employed in this study.

The research findings found that the participants strongly agreed with the average of 3.6250 (SD=.55358) for the two main quality educational processes management (QEPM) system in the *Teaching & Learning Quality Process Management* (T&L-QPM) and the *Supportive*

*Teaching & Learning Quality Process Management (ST&L-QPM)*. Based on the research findings the participants revealed that they agreed with the eight processes and procedures of T&L-QPM. The **eight processes and procedures of T&L-QPM** were curriculum development; students selection; educational planning; student enrolment; testing and assessment; teaching and learning; measurement and evaluation; and quality audit and assessment. The results from this research also showed that the participants strongly agreed with **the average of 3.6563(SD=.48256)** with the five supporting processes and its procedures. The five supporting processes and its procedures of ST&L-QPM consisted of strategic management; human resource; financing and budgeting; student activities development; and building facilities and resources management.

Based on the research findings the QEPM model consisted of **two** folds T&L-QPM and ST&L-QPM. The results of the interview revealed that the QEPM model could be able to implement in any basic schools and it needs at least three years to clearly make a greatest stride in a QEPM. However, the most essential ingredient of this model is to continuously communicate with all levels, to continuously provide knowledge and training, and to continuously focus on the improving of the quality of education process management in order to be excellent performance school.