

A STUDY OF QUALITY ASSURANCE PROBLEMS WITHIN EXPANDED
EDUCATIONAL OPPORTUNITIES IN SHENBEI DISTRICT LIAONING PROVINCE

การศึกษาปัญหาการประกันคุณภาพภายใน โรงเรียนขยายโอกาสทางการศึกษา
เขตเฉินเป่ย์ มณฑลเหลียวหนิง

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ABSTRACT

This research objectives were: 1) to study the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, and 2) to compare the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, classified by gender, position, and degree holders. This research was survey research. The population used in this research were administrators and teachers of Expanded Educational Opportunities in Shenbei District, Liaoning Province, consisting of 230 people. The researcher used a simple random sampling method of 140 people. The instrument used for collecting the data was a questionnaire with a reliability of 0.89. The statistics used for data analysis were as follows: Mean, percentage, Standard deviation, t-test, and One-Way Analysis of Variance.

The results showed that 1) The level of quality assurance problems within expanded educational opportunities in Shenbei District, Liaoning Province, as a whole and each aspect were at moderate levels; 2) The comparison of the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, overall was not different; Administrators and teachers who had different gender had perception on quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, were not different. Furthermore, administrators and teachers who had different positions had perceptions on quality assurance problems within the expanded

educational opportunities in Shenbei District, Liaoning Province, were not different, and in terms of degree holders, they had a no different perception of quality assurance problems with statistical significance at .05 levels.

Keywords: Problems of quality assurance, Expanded educational opportunities, Liaoning Province

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษา เขตเซินเป่ย มณฑลเหลียวหนิง และ 2) เปรียบเทียบปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษา เขตเซินเป่ย มณฑลเหลียวหนิง จำแนกตาม เพศ ตำแหน่ง และวุฒิการศึกษา การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารและครูโรงเรียนขยายโอกาสทางการศึกษา เขตเซินเป่ย มณฑลเหลียวหนิง จำนวน 230 คน ผู้วิจัยใช้กลุ่มตัวอย่างสุ่มอย่างง่าย จำนวน 140 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามมีค่าความเที่ยงเท่ากับ 0.89 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t และการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า 1) ระดับปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษาในเขตเซินเป่ย มณฑลเหลียวหนิง โดยรวมและรายด้านอยู่ในระดับปานกลาง 2) การเปรียบเทียบปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษาในเขตเซินเป่ย มณฑลเหลียวหนิง โดยรวมไม่แตกต่างกัน ผู้บริหารและครูที่มีเพศต่างกันมีการรับรู้ปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษาในเขตเซินเป่ย มณฑลเหลียวหนิง ไม่แตกต่างกัน นอกจากนี้ ผู้บริหารและครูที่มีตำแหน่งต่างกันมีการรับรู้ปัญหาการประกันคุณภาพภายในโรงเรียนขยายโอกาสทางการศึกษาในเขตเซินเป่ย มณฑลเหลียวหนิง ไม่แตกต่างกัน ส่วนผู้ได้รับปริญญาที่มีการรับรู้ปัญหาการประกันคุณภาพไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ: ปัญหาการประกันคุณภาพ, ขยายโอกาสทางการศึกษา, มณฑลเหลียวหนิง

Introduction

The National Education Act 1999 defined in Section 47, specifying that the quality assurance system for all levels of education to improve the quality and standards of education, consisting of internal quality assurance system and external quality assurance system, and defined in Section 48 to be considered internal quality assurance as part of the educational management process that educational institutions must continue to

operate. In addition, Section 4.9 requires all schools to receive at least one external quality assessment every five years and present the school's quality assessment results to the relevant authorities and the public. Therefore, schools must develop, manage their education, and show the burden of responsibility to the society that the school is effective in two main areas: all students have the knowledge, capabilities, and characteristics that are truly desirable according to the basic curriculum standards, and educational institutions have the potential for learning management Packed according to the true standards (Department of Academic, 2001: 2-3)

Education reforms along the lines of the National Education Act B.E. 1999 stemmed from the need for Chinese society to address weak and inferior education in recent years with a destination to develop human resources to have an utterly desirable feature for people to develop the nation to progress in various changes in the areas of the world, which the key mechanism to help make the results of success in this destination is to have an educational quality assurance system.

The conducting quality assurance of education within educational institutions The school has caused many obstacles in operation in many steps. Therefore, the study students are interested in studying the problems caused by the implementation of quality assurance. Therefore, the school is a way to find problems to find ways to improve, solve and promote the development of educational quality of the school to expand educational opportunities in Shenbei district, Liaoning province with higher quality in the next order.

Research Objectives

1. To study the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province.
2. To compare the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, classified by gender, position, and degree holders.

Research Hypothesis

1. The problems encountered in the quality assurance within the expanded educational opportunities in Shenbei District, Liaoning Province, between school administrators and teachers are not different.

2. The problems encountered in the quality assurance within the expanded educational opportunities in Shenbei District, Liaoning Province, between males and females are not different.

3. The problems encountered in the quality assurance within the expanded educational opportunities in Shenbei District, Liaoning Province, between under degree holder, degree holder, and graduate's degree holders are not different.

Conceptual Framework

The researchers conducted this study to study the condition and problems of quality assurance. The study within the educational institutions of The Expanded Educational Opportunities School, the Shenbei District, Liaoning Province, by the guidelines for quality assurance within the school according to the basic education standards, office of the Basic Education Commission, Ministry of Education (2006) by studying the problems of quality assurance operations. The study within the school of expanding educational opportunities as illustrated in the conceptual framework of research as follows:

Independent Variables

Gender

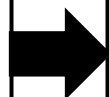
- Male
- Female

Position

- Administrators
- Teachers

Degree holders

- Under the degree
- Bachelor's degree
- Graduate degree



Dependent Variables

The Quality assurance problems within expanded educational opportunities in Shenbei District, Liaoning Province

1. Education and preparation of education quality assurance
2. Educational Quality Assurance Planning
3. Adoption of quality education assurance plans
4. Monitoring and reviewing the quality of education of schools
5. Improving and performing the quality of education
6. Preparing for quality assessment from

Figure 1: Conceptual framework

Research Methodology

This research is a survey aimed at studying the quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province. There are the following educational methods:

1. Population and Sample
2. Research tools
3. Creation of research tools
4. Information Collection
5. Analysis of research data and statistics

Research Findings

Table 1: The mean and standard deviation of the quality assurance within the expanded educational opportunities in Shenbei District, Liaoning Province, overall and each aspect.

Item	Quality Assurance Problems	\bar{X}	S.D.	Levels
1	Education and Preparation of Quality Assurance of Education	2.78	0.69	Moderate
2	The Education Quality Assurance Planning	2.56	0.67	Moderate
3	Implementing the Educational Quality Assurance Plan	2.65	0.75	Moderate
4	The Monitoring and reviewing the quality of education of schools	2.41	0.70	Low
5	The Development and improving the quality of education	2.61	0.69	Moderate
6	The preparing of Quality Assurance from external organizations	2.39	0.69	Low
Total		2.56	0.59	Moderate

Table 1: shows that school administrators and teachers in the expanded educational opportunities in Shenbei District, Liaoning Province, the problems in quality assurance, overall, the average is at a moderate level, and has an average (\bar{X} = 2.56, S.D.= 0.59) When considering each item, Education and preparation of Quality Assurance of Education is the

highest men, it has an average (\bar{X} =2.78, S.D=0.69). Followed by the implementing of the Educational Quality Assurance Plan which has an average (\bar{X} = 2.65, S.D.= 0.75), and the lowest mean was the Preparing for Quality Assurance from external organizations, which has an average (\bar{X} = 2.39, S.D.= 0.69).

Table 2: Comparing the Problems of Educational Quality Assurance within the Expanded Educational Opportunities in Shenbei District, Liaoning Province, classified by the positions.

Quality Assurance Problems	Executive		Teacher		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
1. Education and Preparation of Quality Assurance	2.83	0.73	2.77	0.69	0.36	0.72
2. Education Quality Assurance Planning	2.59	0.50	2.55	0.69	0.23	0.82
3. Implementation of education quality assurance plans to use	2.35	0.42	2.69	0.78	2.83	0.01
4. Monitoring and reviewing the quality of education of schools	2.07	0.42	2.47	0.72	3.37	0.01
5. Development and improving the quality of education	2.47	0.62	2.63	0.69	0.91	0.37
6. Preparing for quality assurance from external organizations	2.13	0.46	2.44	0.71	1.80	0.07
Total	2.41	0.39	2.59	0.62	1.25	0.21

Table 2: compares quality assurance problems within expanded educational opportunities in Shenbei District, Liaoning Province, between school administrators and teachers, which have different positions; there are problems in the implementation of quality assurance within the school. Overall, not difference.

Table 3: Comparing the Problems in Quality Assurance Operations within Expanded Educational Opportunities in Shenbei District, Liaoning Province, classified by gender.

Quality Assurance Problems	Males		Females		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
1. The Education and Preparation Quality Assurance of the Education	2.86	0.69	2.71	0.69	1.34	0.18
2. Education Quality Assurance Planning	2.58	0.66	2.54	0.69	0.36	0.72
3. Implementation of education quality assurance plans	2.65	0.77	2.64	0.74	0.01	0.99
4. Monitoring and reviewing the quality of education of schools	2.45	0.69	2.38	0.71	0.62	0.54
5. Development and improving the quality of education	2.64	0.75	2.58	0.64	0.54	0.59
6. Preparing for Quality Assurance from external organizations	2.42	0.69	2.37	0.69	0.39	0.69
Total	2.60	0.61	2.54	0.58	0.63	0.53

P < .05

Table 3: compares quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, between males and females. Again, overall was not different with statistical significance at the .05 level.

Table 4: Comparing the Problems of Quality Assurance within Expanded Educational Opportunities in Shenbei District, Liaoning Province, classified by degree holders.

Variance Source	Quality Assurance Problems	SS	df	MS	F	p
1. The Education and Preparation of Quality Assurance the Education	Between groups	0.79	2	0.39	0.82	0.44
	Within a group	66.66	137	0.49		
	Total	67.46	139			

Variance Source	Quality Assurance Problems	SS	df	MS	F	p
2. Education Quality Assurance Planning	Between groups	1.79	2	0.82	1.82	0.17
	Within a group	61.44	137	0.45		
	Total	63.08	139			
3. Implementing the Educational Quality Assurance Plan	Between groups	0.27	2	0.14	0.24	0.79
	Within a group	78.67	137	0.57		
	Total	78.94	139			
4. Monitoring and reviewing the quality of education of schools	Between groups	0.96	2			
	Within a group	67.39	137			
	Total	68.36	139			
5. Development and improving the quality of education	Between groups	0.77	2	0.13	0.24	0.31
	Within a group	65.39	137			
	Total	66.16	139			
6. Preparing for Quality Assurance from external organizations	Between groups	1.44	2	0.72	1.53	0.22
	Within a group	64.57	137	0.47		
	Total	66.01	139			
Total Average	Between groups	0.66	2	0.33	0.94	0.39
	Within a group	48.05	137	0.35		
	Total	48.71	139			

P<.05

Table 4 shows the school administrators and teachers within the expanded educational opportunities in Shenbei District, Liaoning Province with different degree holders having problems with quality assurance. Overall was not different with statistical significance of the 0.05 level.

Discussion of Research Findings

1. School administrators and teachers will have difficulty implementing quality assurance of the education within the school, as a whole, was at a moderate level; Still, when considering each aspect, it was found that all aspects were at a moderate and low level, which were arranged in descending order as follows: Education and Preparation of

Quality Assurance, The Educational Quality Assurance Planning, Implementing the Educational Quality Assurance Plan to use, The Development and improving the quality of education, The Preparing for Quality Assurance from external organizations, The Monitoring and reviewing the quality of education of schools.

2. The researcher compares quality assurance problems within expanded educational opportunities in Shenbei District, Liaoning Province, between school administrators and teachers, which have different positions; there are problems in the implementation of quality assurance within the school. Overall, not difference.

3. The researcher compares quality assurance problems within the expanded educational opportunities in Shenbei District, Liaoning Province, between males and females. Again, overall was not different with statistical significance at the .05 level.

4. The school administrators and teachers within the expanded educational opportunities in Shenbei District, Liaoning Province with different degree holders having problems with quality assurance. Overall was not different with statistical significance of the .05 level.

According to the study, problems condition in quality assurance the education of educational institution administrators and teachers regarding education and preparing quality assurance the education found that the widespread problems were moderate. However, when considering each problem, it was found that in this field most have moderate problems. The problem with the descending order as follows: (1) lack of documentation in the study. for the implementation of educational quality assurance (2) The School's Quality Assurance of the education Committee lacks knowledge of quality assurance the education. (3) The Education Quality Assurance Handbook details inadequate operations and does not descend into practice too many theories and practices. (4) The School's Quality Assurance of the education Committee does not understand the performance of roles and responsibilities. (5) Lack of staff and budget to build teams and develop work in quality assurance and problems with education and preparing quality assurance the education with the least level of problems is that school staff do not see the importance of quality assurance which has low levels of problems, which overall is moderate and the level of problems between school administrators and teachers is not different. The implementation of quality assurance has been in operation for some time. All personnel are aware and understand that quality assurance the education is defined in

Section 48 of the National Education Act B.E. 2542 (1999), which ensures that quality assurance within the school is considered part of the educational management process that schools must continue to do. In addition, Section 49 requires all schools to receive at least one external quality assessment every 5 years and to present the results of the school's quality assessment to the relevant authorities and the public. (Department of Academic Affairs, 2001: 2-3). This allows those who are involved to realize the importance of educational quality assurance and again in the past period. continuously monitoring the education quality assurance and have researched awareness of education quality assurance. Consistent with the research results of Chamras (2001), the opinions of executives and teachers on quality assurance of education were studied using the ISO 9000 management system in secondary schools. The results showed that both management and teachers had moderate knowledge, understanding of ISO 9000. Opinions on the current condition in schools are ready. The possibility of implementing the ISO 9000 management system in schools, administrators and teachers on quality assurance using ISO 9000 system found that there were different opinions. When classified by official position, age and qualification, problems and obstacles are a shortage of personnel in personnel operations. Chatchawan (1998) states that personnel did not see the significance and did not cooperate. The suggestion is that the ISO 9000 management system knowledge training for school personnel has been carried out to raise awareness of the importance of quality assurance in schools by training seminars, thus giving staff knowledge and awareness of the importance of quality assurance, thus causing fewer problems in this field. which causes the implementation of educational quality assurance within the educational institutions to be still at a moderate level, which may be due to some personnel not understanding the standard system. Indicator of success of good quality insurance as it should be although quality assurance has been carried out for many years and has been trained many times, because of the lack of an in-service system, continuous monitoring, the quality assurance of education has not been as effective as it should be. This is consistent with the findings of Siam (2018) has researched the implementation process, problems, and quality assurance solutions: A case study of pilot schools, Uthai Thani Province School, aims for education, operational processes, problems, and solutions. Quality Assurance in The Pilot School of Uthai Thani Province Education Office the results showed that pilot schools, Uthai Thani Province School, entered the quality assurance

system in the quality control process of education. Chen Weidong (2010) suggested that the school benchmark has been expanded to suit the local area by making public reports and training personnel to educate them about quality assurance to convey and supervise and monitor the performance of school administrators under the and the problem found was that in transferring the knowledge of supervising education to school administrators, most of the school administrators used the appendix method in normal work, some executives have been taught not clear about the quality of education and also found that the supervision of the transfer is not a system and the working behavior of educational personnel has not changed. In addition, the provincial solution has been conducted by providing advice by opening the performance warning of the school administrators to hasten the implementation of the policy and assisting with a case-by-case basis lack of budget.

The school administrators and teachers within the expanded educational opportunities in Shenbei District, Liaoning Province, with different sexes, positions, and degree holders having problems with quality assurance; Overall was not different with statistical significance of the .05 level. These because of all perceived similar problems and helping each other to encounter them.

Suggestions

Recommendations for findings from the study

According to this study, it was found that the problem of conducting quality assurance within the school was at a moderate level. That shows that the development of educational quality is still developing slowly both the law has been designated for quality assurance for many years. Therefore, all parties must expedite and develop the insurance system effectively, and the study should be conducted in terms of success and problems in quality assurance education. To use the results obtained to improve the quality of education further.

Recommendations in the following study

1. Should study the problem condition of quality assurance of education in small schools, Shenbei District, Liaoning Province.

2. Should study the opinions of civil servants, teachers, and educational personnel should be studied to the implementation of quality assurance of education within educational institutions, Shenbei District, Liaoning Province.

3. Should study the opinions of civil servants, teachers, and educational personnel should be studied. To the implementation of quality assurance from the Office of Accreditation and Quality Assessment of Schools, Shenbei District, Liaoning Province.

4. Should study the satisfaction of school personnel should be studied in the implementation of the Quality Assessment from the Standard certification office and the Quality Assessment of the education on School, Shenbei District, Liaoning Province.

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