The development of supervision for total quality management in basic education institutions in the three southern border provinces

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Abstract

This study aimed to construct media for the development of a system of supervisory operation for total quality management of basic education institutions in the three southern border provinces to correspond to and be appropriate for the context of an educational institution, as well as to develop educational institutions as models of supervisory development of total quality management of the said educational institutions.

The research population consisted of the educational institutions under the Offices of Educational Zones in the three southern border provinces. As the research operation focused on a sample to be drawn from the three southern provinces of Yala, Narathiwat, and Pattani, the researcher selected 30 appropriate and ready educational institutions willing to cooperate, along with nine supervisors from each of the nine Educational Zones.

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Keywords: Total Quality Management, Supervision

Objectives of the Research

1. To develop supervision media for total quality management in basic education institutions in the three Southern border province of Thailand;
2. To develop the education institutions to serve as a model for total quality management in basic education institutions in the three Southern border provinces;

Scope of the Research

Population and Sample

The population for the study consisted of 30 education institutions under the jurisdiction of the Office of Educational Service Area of Yala, Narathiwat and Pattani.

The sample of the study was selected by provinces and schools based on the available budget for the schools in the three Southern provinces of Yala, Narathiwat and Pattani. A total of 30 schools (administrators, teachers and community members) were selected on voluntary and willingness basis. The schools were free to organize activities specified in the Manual. Nine educational supervisors working in the Educational Service Area 9 were included in the sample.

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Research Procedure

1) A survey for information of the basic education schools in the three Southern border provinces was conducted. Schools interested in joining line supervision development project were officially invited and only 30 schools were chosen to take part.

2) A network of participating schools was created by inviting the school administrators from the chosen schools for a meeting with a view to applying total quality management in schools in accordance with the manual created and provided by the researcher.

3) Training was given to the teachers in each school. The administrator set up a quality team, assessment team and supervision team. The procedures for each activity in the manual were followed in line with the objectives of the research.

4) A manifestation of quality policy was made by sending a letter to the Office of Educational Area requesting for the establishment of supervision network for monitoring total quality management in schools. Co-researchers collected data from the Office of Education Area 9 for the three Southern border provinces.

5) Data were analyzed and media (manual) created.

6) Findings of the research were summarized and the report of the project presented to Thaksin University.

7) Research report was disseminated.

The research procedure was divided into 4 phases:

Phase 1: PLAN - This phase consisted of supervision preparation, search for problems, present status analysis, goal setting, modify planning, which included the following:

1. Understanding of supervision and awareness of total quality management were created through meetings and training of school administrators and 9 educational supervisors in nine education areas in the three Southern border provinces.

2. A manifestation of quality policy was made by the highest ranking administrator of the education area. A committee responsible for area and at school level was set up. A master plan for quality management was carried out.

Phase 2: DO – This phase involved the operation of the supervision, which included the following:

1. Supervision design was made by: 1) producing quality manual 2) writing supervision procedure manual and working procedure 3) generating assessment report of quality management

2. The supervision was operated as assigned at the school and educational area level. A post-supervision progress report was made and a meeting of administrative committee was called for a review of the task performance.

Phase 3: CHECK – This stage dealt with auditing the supervision performance assessment and standardization, which included the following:

1. The 1st supervision performance assessment was examined (using quality management performance form in the manual), rectified and improved. Achieved performance was recorded.

2. The 2nd supervision performance assessment was examined.

Phase 4: ACTION – This phase called for summarization of supervision outcome, which included the following:

1. A meeting of the administrative committee and working team was held to report the outcome of the operation.

2. The outcome of the performance was disseminated.

Research Orientation

The orientation of the research was based on the Participatory Action Research, i.e.

1. Unlike formal research, the stress was on the systematic occurrence of development of line supervision. Therefore, a control of variables was not stringent. The researcher had the role in cooperative thinking and in joint planning, making performance and observation of the occurrence and the exchanging of learning and experience.

2. The development of media was made and the educational institutions were allowed to development
activities by project as built-in parts of normal operations. A master plan and major activities were modified. An educational institution could add more activities to fit its context. At the termination of the project, an educational institution involved continued with these activities for further development.

**Key Indicators for Educational Institution’s Achievement**

1. Personnel in an educational institution gained knowledge, understanding and awareness of the necessity for total quality management supervision.
2. An information system for total quality management was instituted.

**Research Instruments**

Instruments for data collection were created in the following procedures.

1) Two levels were designed for data collection: school and educational area level.
2) Data collection chart
   2.1) Achieved activities were listed.
   2.2) Data, sources, informants, instruments used and period of collection were listed, focusing on collecting qualitative data from various sources.
3) List of instruments and construction of instruments
   1. Questionnaire (self-assessment)
   2. Structured Interview (assessment of the administrators’ performance on total quality)
   4) Validity verification of the instruments and of quality of the instruments in terms of language clarity generated from discussions of co-researchers and personnel of educational institutions.
   4.1) Research manual is a document constructed by the researcher to inform about the objectives of the project, strategies and procedures of operation, data collection procedure with a focus on qualitative data collection technique such as in-depth interview, seminar, focus group discussion, usage of manual and development of a complete manual and experts’ deliberation on the document.
   4.2) The questionnaire was developed from the research work carried out by Rungchatchadaporn Vehachart entitled the “Development of Model for Total Quality Management in Basic Education Institutions.”
   4.3) Thirty copies of draft questionnaire were used on a trial basis with the Pattani Educational Area educational supervisors who were not part of the sample. The questionnaires were verified for validity using Cronbach’s alpha-coefficient, with a result of 0.81

**Data Analysis**

The qualitative data were analyzed using the content analysis with a view to developing a complete manual based on designated activities as performed by educational institutions. A quantitative analysis was applied on the questionnaire and interview schedule for determining arithmetic means, standard deviations and percentage.

**Results**

The outcomes of the research can be divided into two parts:

1. **Outcomes of media development and development of supervision for total quality management are reflected in the following activities (Appendix B).**

   1) Activities generating understanding: After going through trainings, involved personnel such as school administrators, teachers and community members were able to understand and realize the importance of supervision for total quality management with clear operational direction and framework. The personnel gained more confidence and showed determination to participate in the project. They jointly put efforts in defining activities, drafted the supervision manual using the activities for formulating the operational plan, and planned for establishing understanding and committee appointment plan.

   2) Modification planning activity: The majority of the schools were able to operate in accordance with normal operational plans with proper regulating and directing system. Personnel were fully aware of the operation
and achievement of the plans/projects by clustering of the tasks of the schools, performing analysis of the tasks, summarizing the tasks, conducting SWOT analysis and formulating schools’ vision, mission, target and key performance indicators (KPI). In addition, development strategies, strategic plans/tasks/projects and detailed tasks/projects were carried out along with outlining schools’ tasks, formulating cooperative thinking and commitment, directing, monitoring and assessing plans. A format for the strategic plans was established.

3) Design and recreating activities: Operational steps taken by the educational institutions can be described in the following: selecting target work system for designing and recreating, summarizing frame of thought for designing system, creating work process path, formulating key indicators for achievement and designing organization based on new work system, manual for effectiveness and manual for developing effective performance.

4) Operation and performance support: In the data collection process, an educational supervisor for each Office of Educational Area where the schools in the project were located was assigned to do the Self Assessment Report (SAR). Suggestions and recommendations were collected in combination with information from SARs and they were used to make improvement on the following activities: selecting effective work system, preparing work assignment and briefing on work commencement and performance support activities.

5) Evaluation of effectiveness promotion: After the completion of the development of supervision for total quality management process, the researcher came up with a final copy of manual suitable to the context of the three Southern border provinces, which is different from that of other provinces where there exists normal operation of supervision. The activities derived from this step are assessment of management and project’s achievement assessment.

2. Results of analyses of quantitative data

Section 1: The outcome of supervision performance for total quality management among the basic educational institutions in the three Southern border provinces:

Overall, the arithmetic means for self-assessment report on total quality assessment is high. By individual items, however, 4 items were at a high level, where the other four items were at an average level. Arranged in descending order for 3 items are factors for total quality management within school as reflected in the school’s general data, the conformity of the school’s vision, mission and policy with the school’s context and the conformity of the plans/projects of quality management with the problems of the schools.

Section 2: The outcome of a follow-up on supervision performed by educational supervisors in the three Southern border provinces:

Overall, the arithmetic means of the operation of internal total quality management is high. By individual items, however, 5 items are at a high level, where the other threes items were at an average level. Arranged in descending order for 3 items are supervision planning that provides suitable alternatives consistent with supervisor’s and supervisees’ status, recommendations for solution of supervision and the operation of quality management, which is feasible and achievable, and clarity of problems and obstacles of the supervision, a major cause for a complete success of quality assurance.

References