

Practical Guidelines for Personnel Development of the Achievement in Internal Education Quality Assurance of the Finance College in Southern Province, Lao People's Democratic Republic

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Abstract

The purposes of the research were to analyze the causal factors and readiness of the personnel for internal education quality assurance of Southern Finance College in Champasak Province, Lao People's Democratic Republic, to design and develop the practical guidelines for personnel development achievement in internal education quality assurance of the finance college, and to assess the implementation results of the guidelines for the achievement in education quality assurance of the college. The mixed research was divided into three phases. In the first phase, the author analyzed the causal factors and readiness of the personnel for internal education quality assurance. The data was collected from three hundred and forty three personnel of Southern Finance College in Champasak Province by a questionnaire. Taro Yamane method was used for calculating the sample size. The sample subjects were selected by stratified random sampling and simple random sampling. Multiple regression analysis was employed for data analysis. In the second phase, practical guidelines for personnel

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development achievement in internal education quality assurance was established through the focus group method of the experts, academicians and representatives from the Southern Finance College in Champasak Province. In the third phase, the practical guidelines were implemented with thirty five lecturers of Southern Finance College, Champasak Province. The achievement of the practical guidelines was evaluated by an evaluation form and an observation form. 1) In the first phase, the research results indicated that the five factors affecting the potentials and readiness for internal education quality assurance consisted of desirable characteristics, knowledge, legality and integrity, expertise and good services. 2) In the second phase, the study showed that the practical guidelines for personnel development included desirable characteristic development, knowledge development, integrity improvement, expertise development and good service improvement. The guidelines consisted of seventeen activities: creating vision, developing knowledge of internal education quality assurance, self-analysis, strategies for assessment, teamwork development, study visit, information service center, recognizing roles and functions of assessors and recipients, role-play of assessors and recipients, assessment, expectation of the customers, strategies for impressive services, workplace, brainstorming, mind mapping, round table discussions and personal information or portfolio. 3) In the third phase, the findings revealed that twelve educational standards of the Southern finance college in Champasak Province were at a high level. The three highest standards were creating vision, missions and goals; administration and academic resource center. The nine high standards of the education quality assurance were personnel, curriculum, instructional efficiency, student development, work environment, an information system, a quality assurance system, creative thinking and services, and satisfaction of the students, graduates and employers. The results indicated that the average score of the indicators for educational standards of Southern Finance College, Champasak Province in 2017 was significantly higher than that of 2016. In conclusion, the practical guidelines regarding twelve indicators are appropriate and

sufficient for personnel development achievement in the internal education quality assurance of Southern Finance College.

Keywords: Practical Guidelines, Personnel Development, Internal Education Quality Assurance, Finance College, Southern Province

Introduction

Education is important for human resource development because quality of citizens is the main factor for national development. Education enables to provide desirable human with physical, mental, intellectual and moral qualities which lead to happy and peaceful society and country (Ministry of Education and Sports, 2011).

Lao People's Democratic Republic also emphasizes educational management for national development by offering basic education and higher education to Lao people. It provides free education from pre-school, primary education and secondary education to Lao people. However, vocational college, and university also offer higher education with tuition fee to people in Lao (PDR). Lao (PDR) reformed the education system to be a 5:3:3 system: five years of primary education, three

years of junior secondary education and three years of senior secondary education in 1975 (Ministry of Education and Sports: 2011). In 2006, Ministry of Education and Sports, Lao People's democratic Republic implemented the national strategies for educational reform of 2006-2015. The basic education has been reformed from 11 years (5:3:3) to 12 years (5:4:3) in 2006-2010. The higher education has been reformed in the second phase of 2011-2016 by offering only vocational education and teaching profession (The 2nd Phase of National Education Reform Plan: 2008).

In 2015, Education Act of Lao was implemented an internal and external education quality assurance system in educational institutes of Lao (PDR). Education quality assurance is an ongoing process of assessing, monitoring, guaranteeing, maintaining, and improving the quality of a higher education system, institutions or

programs. The Center for Education Quality Assurance, Ministry of Education and Sports takes mainly responsibility for establishing criterion for education assurance, assessing, writing an assessment report and presenting the report to related organizations and public (Handbook of Quality Education Assurance in Vocational College: 2006).

Ministry of Education and Sports, Lao (PDR) established the center for education quality assurance in 2008, and created the first system of education quality assurance for vocational college in Lao (PDR). There are ten standards with thirty two indicators for education quality assurance in vocational colleges in Lao. Department of Academy coordinates with the organizations concerned with taking responsibilities for an ongoing process of evaluating, assessing, monitoring, guaranteeing, maintaining, and improving the quality of a higher education system, institutions or programs. The national standard of the educational institutes in Lao (PDR) is a major indicator for ongoing official educational

management of the institutes. The institutes have to be closed if the educational quality is not qualified by the national standards. The vocational colleges in Lao (PDR) have improved the educational management based on twelve national standards with forty five indicators of the education quality assurance in 2016 (Handbook of Vocational Education Quality Assurance: 2016).

The Southern finance college is one of three vocational colleges in the southern province under Ministry of Finance, Lao (PDR). The college was established in 1998 in Champasak Province. The major aim of the finance school was to offer financial training courses to the government officials in the southern provinces of Lao (PDR) in 2001. The institute has been upgraded to be the finance college in 2005. The college has offered educational programs without implementing the education quality system of the national standard, Ministry of Education and Sports.

The Southern Finance College, Pakse District (2016) realizes the importance of education quality.

Consequently, the college has implemented the system for education quality assurance of the center of education quality assurance. Ministry of Education and Sports of Lao (PDR) established and implemented a system of educational quality assurance efficient educational management throughout the country. Therefore, the author aimed to study the problems and obstacles about implementing the national education quality assurance system in the southern finance college, and problem solutions for improving education quality of the college.

Objectives:

1. To analyze the causal factors and readiness of the personnel for implementing the education quality assurance system of the southern finance college, Champasak Province, Lao (PDR)
2. To design and develop practical guidelines of the education quality assurance system for the personnel in the southern finance college

3. To assess the implementation results of the guidelines for the achievement in education quality assurance of the college

Hypothesis

1. The causal factors and readiness of the personnel for an education quality assurance system of the southern finance colleges, Champasak Province, Lao (PDR) is at a moderate level.
2. The achievement of the southern finance college personnel in education quality assurance after implementing the guidelines is higher than before implementing the guidelines.

Research Methodology

1. The research was conducted in the southern finance college, Champasak Province, Lao (PDR).
2. The research contents focused on organizational development, participation, learning organization, motivation achievement, work performance and internal education quality assurance.

3.The research and development method was employed for the study. The research was conducted for nine months with three phases.

3.1 In the first phase, the research analyzed the causal factors affecting the potentials and readiness of the personnel of the Southern finance colleges for implementing the internal education quality assurance system. The sample subjects of the study were three hundred and forty three personnel of the finance colleges in the southern province, Lao (PDR). Taro Yamane method was used for calculating the sample size. The subjects were selected by stratified random sampling and simple random sampling from two thousand three hundred and eighty two personnel.

The variables were readiness of the personnel for implementing the practical guidelines of internal educational quality assurance consisting of knowledge, skills and desirable qualities: achievement, good service, expertise, integrity, and teamwork.

The data was collected by a questionnaire. Multiple linear regression was employed for data analysis.

3.2 In the second phase, practical guidelines for internal education quality assurance of the finance colleges in the southern provinces was designed by twenty participants consisting of specialists, academicians and lecturers and officers from the finance colleges in the southern provinces. They were selected by purposive sampling. Focus group and brainstorming methods were used to design practical guidelines. The guidelines were assessed by the experts before implementing with the target population.

3.3 In the third phase, the guidelines were implemented with thirty five instructors of the southern finance college, Champasak Province, Lao (PDR). They were selected by simple random sampling.

The independent variable was practical guidelines for personnel development of the achievement in education quality assurance in the

southern finance college, Champasak Province.

The dependent variable was the results of the practical guidelines on internal education quality assurance of the southern finance college, Champasak Province. The standards of the internal education quality assurance consisted of: 1) vision, mission, and goals, 2) administration, 3) personnel, 4) curriculum, 5) instructional efficiency,

6) student development, 7) work environment, 8) academic resources, 9) information system, 10) education quality assurance system, 11) invention and social services and 12) satisfaction of students, graduates and employers. The results on the achievement in implementing the guidelines for the internal education quality assurance were evaluated by the evaluation form.

Research Results

Table1: Results of Multiple regression analysis of the factors affecting the potentials and readiness for educational quality assurance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.393	0.25		1.575	0.116
X1	0.183	0.088	0.176	2.077	.039*
X2	0.086	0.074	0.083	1.172	0.242
X3	0.205	0.065	0.211	3.139	.002*
X4	0.07	0.046	0.069	1.531	0.127
X5	0.111	0.037	0.131	2.996	.003*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
X6	0.16	0.044	0.159	3.649	.000*
X7	0.135	0.055	0.173	2.461	.014*
X8	-0.052	0.055	-0.059	-0.945	0.345

Independent variables: characteristics, knowledge, integrity, expertise and good services
 Dependent variable; Potentials and readiness for educational quality assurance

1) The research results indicated that five factors affecting the potentials and readiness for internal education quality assurance consisted of desirable characteristics, knowledge, integrity, expertise and good service. 2) The study showed that the practical guidelines for

personnel included desirable characteristic development, knowledge development, integrity improvement, expertise development and good service improvement. The equation of the factors affecting the potentials is shown as follows.

$$Y = 0.393 + (0.205 \times \text{desirable characteristics}) + (0.183 \times \text{knowledge}) + (0.135 \times \text{integrity}) + (0.160 \times \text{expertise}) + (0.111 \times \text{good services})$$

$$Z = (0.211 \times \text{desirable characteristics}) + (0.176 \times \text{knowledge}) + (0.173 \times \text{integrity}) + (0.159 \times \text{expertise}) + (0.131 \times \text{good services})$$

The results of the second phase, the practical guidelines consisted of seventeen activities: creating vision, developing knowledge of internal education quality assurance, self-analysis, strategies for assessment, teamwork development, study visit, information service center,

roles and functions of assessors and recipients, role-play of assessors and recipients, assessment, expectation of the customers, strategies for impressive services, workplace, brainstorming, mind map, round table discussion and personal information or portfolio. These 17 seventeen activities

of guideline were designed and implementation in phase 3. evaluated by experts before

Table 2: Assesment Results of Internal Education Quality of Southern Finance College in 2017

Standard Indicators		Assessment Results of Standard Indicators				
		1	2	3	4	5
1	Vision, Missions and Goals					5
2	Administration					5
3	Personnel				4	
4	Curriculum				4	
5	Efficiency in Teaching and Learning				4	
6	Student Development				4	
7	Learning Environment				4	
8	Learning Resources					5
9	Information System				4	
10	System of Educationa Quality Assurance				4	
11	Creativity and Services				4	
12	Satisfaction of Students, Graduates and Employers				4	

3) The research results revealed that twelve educational standards of the Southern Finance College in 2017 were at a high level. The three excellent indicators were vision, missions and goals; administration and academic resource center. The nine high standards of the education quality assurance were

personnel, curriculum, instructional efficiency, student development, work environment, an information system, a quality assurance system, creative thinking and services, and satisfaction of the students, graduates and employers. The results indicated that the average score of the indicators for educational

standards in 2017 was significantly higher than that of 2016.

Discussions

1. The five factors affecting the potentials and readiness of the personnel for internal education quality assurance in the southern finance colleges may be caused by

1.1 The desirable qualities are significantly required by the personnel of Southern Finance College for the achievement in internal education quality assurance. The qualities affect strongly the achievement of the personnel development in internal education quality assurance. The desirable qualities are 1) self-confidence, 2) flexibility, 3) organization commitment, and 4) relationship. Suriyong Chuankhayan (2005) states that the main factors for higher education quality consist of professionally-qualified lecturers, properly-qualified administration, efficient and appropriate educational management, and regular participation in activities organized by higher education institutions. Sompong Khamsong (2006) asserts that the five

important factors for higher education quality are curriculum, process for teaching and learning management, teachers and educational personnel and administration.

1.2 Knowledge is closely related to the potentials of the personnel for internal education quality assurance. Krit Uthairat (2002) states that Knowledge refers to abilities in recognizing the desired direction of the southern finance college based on twelve standards: 1) vision, functions and goals; 2) administration, 3) personnel, 4) curriculum, 5) instructional efficiency, 6) student development, 7) work environment, 8) academic resources, 9) an information system, 10) a quality assurance system, 11) creative thinking and services, and 12) satisfaction of the students, graduates and employers..

1.3 Legality and integrity are also major factors or indicators for the readiness and the achievement in internal education quality assurance of the personnel of the southern finance college. Kosol Petsuwan (1991) claims that legality and integrity refer to behave and follow the laws,

regulations and professional ethics strictly. The readiness of the personnel affects strongly the achievement in education quality assurance. Kanjana Pongthong (1990) asserts that readiness refers to the performance of personnel consisting of achievement motivation, good services, professional expertise, integrity, and teamwork. The factors affect the performance of the personnel on the internal education quality assurance of the Southern finance college positively.

1.4 Expertise also affects greatly the performance on the internal education quality assurance of the personnel. Expertise refers to the interest and concentration on searching for knowledge by further study and self-study, and practical application of the knowledge for their work.

1.5 Good service is one major factor for the achievement in the internal education quality assurance. Kosol Petsuwan (1991) states that good service refers the intention and attempt of the officers in giving efficient valuable and adequate services to the customers.

2. The five practical guidelines for personnel development consisted of seventeen activities.

2.1 Three activities of the desirable quality development are 1) creating vision, 2) working like at home, and 3) brainstorming. Suriyong Chuankhayan (2005) asserts that the processes for personnel development of qualified education management are awareness and self-assessment, training, team-building and communication, planning, implementation, evaluation and continuous improvement.

2.2 Four activities of knowledge development consist of 1) internal education quality assurance, 2) self-analysis, 3) strategies for assessment, and 4) mind mapping. Suriyong Chuankhayan (2005) claims that six processes for personnel development of qualified education management are awareness and self-assessment, training, team-building and communication, qualified planning, implementing a process, comprehensive evaluation and continuous improvement.

2.3 Three activities of integrity are 1) personnel and teamwork development, 2) study visit and 3 round table discussions. Supatra Thesanoa (2009) concluded that the practical guidelines for educational standards of basic education should focus on students, learning management, educational management and administration and community-based learning center.

2.4 Five activities of expertise are 1) information center, 2) role-play and roles of assessors and recipients, 3) evaluation and assessment, and 4) personal information or port-folio.

2.5 Two activities of good service are 1) expectations of the customers and 2 impressive services. Wang, Haertel and Walberg cited in Nickson Wangpoa (2005) states that the activities for student development should emphasize student aptitude, classroom instruction and climate, school context, program design and school organization and state and district characteristics.

3. The three highest standards and nine high standards of Southern

Finance College in internal education quality assurance may be caused by precise understanding of their work, 2) expressing opinion or ideas freely at the meetings, 3) fair responsibilities for work, 4) generosity and unity, 5) ,were vision, missions and goals; administration and academic resource center. The nine high standards of the education quality assurance were personnel, curriculum, instructional efficiency, student development, work environment, an information system, a quality assurance system, creative thinking and services, sharing work experiences, 6) more self-confidence. Danucha Saleewong (2013) states that the achievement in education quality assurance depends on the awareness of education quality assurance of school administrators and teachers. European University Association (2005) recommends that the major roles of the school administrators for education quality assurance are creating a practical framework through the focus group and brainstorming methods of the stakeholders for education quality assurance.

Additionally, the findings revealed that the personnel understood their work and colleagues precisely and they are ready to work on internal education quality assurance. They were completely responsible for their work and they finished their work completely on time. They were also happy to evaluate their work performance.

The findings indicated that the personnel became membership of the organization, generosity, helpfulness, sharing work experiences, coordination, and collaboration with the colleague for problem solutions.

The results showed that the personnel improved their personality such as neat dress, polite speech, proper deportment, ability in making a decision, vision for work, self-care, and more confidence in the work performance.

Finally, the results indicated that the personnel improved their services such as public mind, work for others, full responsibility for their work, and abilities in self-care and others.

Suggestions

1. Practical application

1.1 The practical guidelines for the achievement in personnel development of the internal education quality assurance should consist of the potentials and readiness of the personnel such as desirable qualities, knowledge, legality and integrity, expertise and good services.

1.2 The efficient guideline should include proper activities for the achievement in the internal education quality assurance such as creating clear vision, knowledge development of education quality assurance, self-analysis, strategies for evaluation, personnel and teamwork development, study visit, information center, taking roles for assessors and recipients, recognizing the expectation of customers, giving impressive services, brainstorming, round table discussions and port-folio.

2. Further Study

2.1 The future research should focus on a comparative study of public and private educational institutes on the potentials and readiness for the internal education quality assurance. Because the public

and private instates usually have different administration and policies on the education quality assurance.

2.2 The practical guidelines should be implemented with other finance colleges and other educational institutes in Lao (PDR) and assessed the guidelines for improvement.

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