

# STRATEGIC PLAN FOR DEVELOPING QUALITY CULTURE AT EASTERN SCHOOL OF THE OFFICE OF VOCATIONAL EDUCATION COMMISSION, THAILAND

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## Abstract

The purposes of this study are to analyze the factors affecting the quality culture at Eastern School of The Office of Vocational Education Commission, to develop the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission and to assess the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission.

The research methodology is divided into 3 stages: (1) the analysis of the factors of the quality culture at Eastern School of The Office of Vocational Education Commission, (2) how to develop the strategic plan for the quality culture development, and (3) the assessment of strategic plan for developing the quality culture. The sampling groups were the directors and the teachers of 37 Eastern School of The Office of Vocational Education Commission, academic year 2007. The research instruments used for collecting data were 4 questionnaires. The data analysis of the factors of the quality culture was analyzed by the Exploratory Factor Analysis (EFA) with the principal component analysis and the oblique rotation by Covarimin. The data analysis for developing the strategic plan for the quality culture development was the Content Analysis.

Method and the Multi-Attribute Consensus Reaching (MACR) method including the data analysis for the assessment of strategic plan developing the quality culture was Mean and Standard Deviation.

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The results revealed the followings:

1. The quality culture at Eastern School of The Office of Vocational Education Commission in Thailand is composed of 9 factors including 88 variables: manager leadership, management by fact, strategic plan, decentralization, continuous self development, organizational commitment, working team, customer care and continuous improvement. The 9 factors could describe the variances of quality culture at 72.413%.

2. The strategic plan for developing the quality culture is composed of vision, 5 missions, 8 goals and 4 categories of 31 strategies:

3. The director and the vice director of Planning Department at Eastern School of The Office of Vocational Education Commission in Thailand had a good comment on the strategic plan for developing the quality culture which focuses on the high utility, the high feasibility, the high propriety and the high accuracy ( $\bar{X} = 4.03$ ).

## **INTRODUCTION**

Education plays an important roles: conveying the culture, responding to the society's demand and solving the social problems, it produces the advanced knowledge and the related education field supporting Thailand to be the winner in the world competition. (Kasem Wattana-chai. 2002: 1-6) Education has the relationship with the society. (Thamrong Buasri. 1999: 56) With the advantages of education, the society needs the roles of education (Accountability) producing the qualified learners. (Phanuwat Suriyachat. 2007: 1)

Since 1999, the education management has been improved continuously in order to achieve the goal which is "Quality" Among the changes, we should rethat alize the main point which leads to the success is "Culture" (Porter et. al. 1975: 489-490) The organization's culture is like the energy which is invisible. On the other hand, it has the influence to all parts of the organization. The culture is like the nourishment that all

departments of the organization need to grow and have a productive outcome. (Prawet Maharatsakul. 2005: 31) The culture should be proceeded and be developed; on the other hand, its negative sides should be eliminated. It has to be created the new one. (National Education Commission. 2002: 95) The quality culture in working, which should be proceeded and be developed, is the standard and the intention as well as a positive consciousness towards the organization and the colleagues. These will be the energy driving an effective management of the organization. (Prawet Maharatsakul. 2004: 27) Also, culture is the key factors of changes in quality development. (Atkinson and Crouch, Freed et. Al. 1998: 50)

Due to the social requirement for the educational quality, the culture is one factor which should be considered. It can be said that the school needs to form a quality culture. In order to have a quality culture at school, it should be started with the school personnel designing their own image of how their organization should be in the future. For

those who imagine, how could they manage it? They also express their ideas of organizational management leading to the future imagination. (Pramorn Sripanwit 2006: 93-96) Having a quality culture, the organization needs a unity and a cooperation of all personnel (Bunill and Ledolter 1999: 62) With the importance of quality culture and the idea of forming the quality culture, the researcher is interested in the study of forming the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand and believe that the school's quality culture is the main point that can make a development to education of the nation. That means they could produce the qualified learners as the society's requirement.

## **OBJECTIVES OF RESEARCH**

1. To analyze the factors of the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.
2. To develop the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.
3. To assess the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

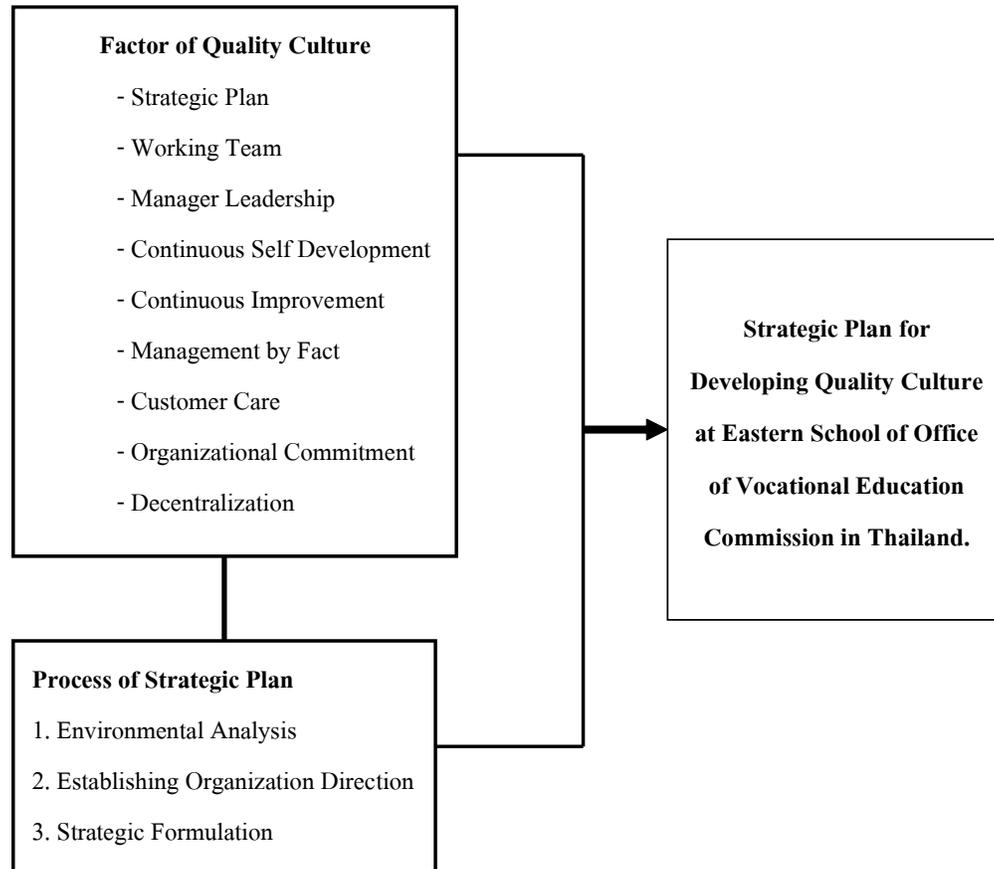
## **CONCEPTUAL FRAMEWORK**

Based on the literature review, the researcher studied the document and thesis related to the quality culture of European

Universities Association (2003), Cameron et. al. (1994), Freed et. al. (1998), Louise Davison (2007), Koul (2007), Office of the National Education Commission (2000) and Ketkanok Uewong (2004). According to the literature review, the quality culture is composed of 9 factors: 1) Strategic Plan 2) Working Team 3) Manager Leadership 4) Continuous Self Development 5) Continuous Improvement 6) Management by Fact 7) Customer Care 8) Organizational Commitment and 9) Decentralization.

According to the theory of quality culture mentioned above, it can be said that the quality culture is finable and workable, so it should be proceeded and could be made a continuous development. (National Education Commission 2002: 95) A good quality culture couldn't be formed without a good management. It comes with the implementation not without the implementation. (Prawet Maharatsakul. 2005: 31) In order to have the good quality culture in the organization, we should start with the thought of what we want our organization will be in the future. What do we have to do for those expectations? Also, we should express their ideas of organizational management leading to the future prospect. (Paramorn Sripanwit. 2006: 93-96) The quality culture could not be formatting without the cooperation of the organization. (Bunill and Ledolter 1999: 62) It is in line with the study of Sadri and Lees (2001: 853-859), which claimed that the breakthrough of quality culture came when the organization have a planning as well as a cooperation.

According to the theory about the quality culture, the good quality culture couldn't be formed without a good management. It comes after making a plan. Therefore, the



**Figure 1: Conceptual Framework**

researcher believes that the quality culture in any organizations could not be implemented without a good management and a planning. That's why the researcher would like to study the theory about strategic plan of Certo and Peter (Wattana Wongkiatirat et.al. 2003: 18-113) in order to make a practical application in developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

By considering the document and thesis, the researcher had the conceptual framework as shown in figure 1.

## **RESEARCH METHODOLOGY**

This study was divided into 3 stages as follows:

### **The First Stage: Having a study about the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.**

#### **1. *Population and Sampling groups***

1.1 The population were 2,339 personnel who are 150 executives and 2,189 teachers from 37 Eastern School of The Of-

Office of Vocational Education Commission in Thailand (academic year 2007).

1.2 The sampling groups were 435 respondents (Krejcie and Morgan, 1970: 608-609) who were 108 executives and 327 teachers from 37 Eastern School of The Office of Vocational Education Commission in Thailand (academic year 2007) and they were selected by means of stratified random sampling.

## 2. *Research Instrument*

The instrument used for studying was questionnaire with IOC at 0.60-1.00. It has the discrimination at 0.50-0.89 and the alpha coefficient of all parts of the questionnaire are at 0.992. The instrument used for studying were the checklist and rating scale questionnaire which was divided into 2 parts:

Part I: The personal data (the checklist questionnaire). This part consists of 5 questions.

Part II: 5-items rating scales questionnaires on the factors of quality culture. This part consists of 88 questions:

## 3. *Data Analysis*

Part I: Statistics used were frequency and percentage.

Part II: Statistics used were mean, standard deviation, the factors of quality culture was analyzed by the exploratory factor analysis (EFA) with the principal component analysis and the oblique rotation by covarimin.

**The Second Stage: Improving the strategic plan in order to have a quality culture development at Eastern School of The Office of Vocational Education Commission in Thailand.**

## 1. *Improving the process and the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand*

### 1.1 Population and Sampling groups

The population was 37 directors from 37 Eastern School of The Office of Vocational Education Commission in Thailand. (academic year 2007).

### 1.2 Research Instrument

Open Ended Questionnaire encouraging the directors to analyze the organizational environment (SWOT) and the tendency of organization in order to improve the quality culture.

### 1.3 Data Analysis

Content Analysis was used to analyze the quality data in order to assess the strength, the weakness, opportunity and obstacles of the organization. The assessment result will illustrate a tendency and 4 situations which the organization is facing. The right strategies were considered. The result of data analysis on factors of quality culture was considered to be the strategies.

## 2. *The strategic plan was investigated by arranging a meeting with MACR (Multi-Attribute Consensus Reaching) in order to have the quality culture development at Eastern School of The Office of Vocational Education Commission in Thailand*

### 2.1 Population and Sampling groups

The population was the expert in the field of the vocational education management and quality management.

The sampling group was the expert in the field of the vocational education management and quality management. There

were 9 experts which were sampling by Purposive Method.

### **3. *Research Instrument***

Close Ended Questionnaire encouraging the expert to express their opinion towards the strategic plan developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand. The scoring of 1-100 was given to weight by the experts.

### **4. *Data Analysis***

Content Analysis was used for quality data and Statistical Analysis was used for quantity data.

## **The Third Stage: The assessment of the strategic plan for develop the quality culture at Schools under The Office of Vocational Education Commission, Eastern part of Thailand.**

### **1. *Population and Sampling groups***

1.1 The population was 74 of directors and the vice directors of planning and corporation department at Eastern School of The Office of Vocational Education Commission in Thailand (academic year 2006). They were from 37 schools.

1.2 The sampling group was 63 directors and vice directors of planning and cooperation department (Krejcie and Morgan. 1970: 608-609) at Eastern School of The Office of Vocational Education Commission in Thailand (academic year 2007) and they are selected by means of simple random sampling.

### **2. *Research Instrument***

The questionnaire was used to asses the strategic plan for developing the quality cul-

ture at Eastern School of The Office of Vocational Education Commission in Thailand. 4 parts were considered in terms of 1) Utility Standard 2) Feasibility Standard 3) Propriety Standard 4) Accuracy Standard. It was divided into 3 parts.

Part 1: Check List questionnaires (4 items of personal information)

Part 2: Rating Scales questionnaires (5 levels of opinion towards the strategic plan for developing the quality culture) There were 20 items.

Part 3: Open Ended Questionnaire encouraging the respondents to make a suggestion and express their opinions towards the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand. There were 4 items.

### **3. *Data Analysis***

Part I: Statistics used were frequency and percentage.

Part II: Statistics used were mean and standard deviation.

Part III: Analysis by content analysis method

## **RESULTS OF THE STUDY**

### **1. *The result of the factors analysis on quality culture***

The quality culture at Eastern School of The Office of Vocational Education Commission in Thailand is composed of 9 factors including with 88 variables: manager leadership, management by fact, strategic plan, decentralization, continuous self development, organizational commitment, working team, customer care and continu-

ous improvement. The 9 factors could describe the variances of quality culture at 72.413 %.

## **2. The result of improving the strategic plan for developing the quality culture at Eastern School of The Office of Vocational Education Commission in Thailand**

2.1 Vision of the strategic plan for developing quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

“The vocational schools are the community’s learning centers providing all levels of vocational educational services. They focus on life long learning, and the benefit for the learners. It has a perfect system and transparent management including a clear objective and a clear policy. Decentralization, teamwork, sharing idea, information technology system and networking are emphasized. Both gainer and loser have a chance to participate in vocational education management. This means that it could become the educational place that provides the international knowledge of technology and the international vocational skills which are qualified to the need of establisher, the community and the society within the next 5 years.

2.2 Mission of the strategic plan for developing quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

2.2.1 Providing all levels of vocational education services in various fields. Students and people in public are given a knowledge, vocational skills, moral and ethic as the need

of establisher, employment market and society.

2.2.2 Having an improvement of curriculum, teaching method and schooling. It also organizes a training course for personnel to have a development. The good environment, which is suitable for learning center and vocational training center, is provided to the community for having standard of living.

2.2.3 Having a practical application of quality management at the educational place and change the previous organizational culture to quality culture.

2.2.4 Networking and encouraging the personnel, learner, guardian, establishment and community to continuously participate the vocational management in various aspects.

2.2.5 Providing services to the community in technical matter and vocation. Joining with the community to preserves the art, culture, tradition, environment and local intellectual.

2.3 Goals of the strategic plan for developing quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

2.3.1 To let the learner gain good health, mentality, good vision, know how to think, can solve the problem, knowledge, ability and basic skill at work to have work, morality and ethical behavior that will correspond to the needs of the educational institution, employment market and society.

2.3.2 The gradutors have an employment and have a further study at higher education level, so they are able to happily exist in the society and are the citizen who makes a merit to the nation.

2.3.3 To assure the establisher that

the gradulators have the correct qualification supporting the stability of the establishment as they need.

2.3.4 To provide the continuous services of the vocational education and technical service to the community. Then, the employment, a good income and a better quality of life will be occurred.

2.3.5 To let the educational institute has more quality development which leads to the sustainability of quality.

2.3.6 To make the cooperation of the vocational management between establishment, community and educational institute.

2.3.7 To give knowledge, understanding, awareness to the community. The cooperation between the educational institute and the community has been emphasized to preserve the arts, culture, tradition, environment and local intellectual.

2.3.8 To make the nation and society has the potentiality, quality and continuous peace.

2.4 Strategies of the strategic plan for developing quality culture at Eastern School of The Office of Vocational Education Commission in Thailand.

2.4.1 The 9 strategies of organization expanding

2.4.2 The 7 strategies of maintaining the potentiality

2.4.3 The 5 strategies of recovering

### **3. The result of assessing the strategic plan for developing quality culture at Eastern School of The Office of Vocational Education Commission in Thailand**

The opinions of the director and vice director of planning department at Eastern School of The Office of Vocational Educa-

tion Commission in Thailand towards the strategic plan for developing the quality culture was at the high utility, high feasibility, high propriety and high accuracy ( $\bar{x} = 4.03$ ).

## **DISCUSSION**

According to the factor analysis of quality culture at Eastern School of The Office of Vocational Education Commission in Thailand, it can be summarized that school management has been affected by 9 factors of quality culture: 1) Manager leadership 2) Management by fact 3) Strategic plan 4) Decentralization 5) Continuous self development 6) Organizational commitment 7) Working team 8) Customer care 9) Continuous improvement. These factors are in line with the conceptual framework that the researcher studied. Each of the factors analysis yielded as follow:

1) Manager leadership- The leaders have to express a clear vision, a clear mission and clear management aims which motivate their staff to have the operation with quality culture. They have to encourage the staff to have an innovation in quality management. They should also set up a returning system for improving quality culture.

2) Management by fact- A good management should be based on the fact, so we can make decision effectively (Asaneeeya Suwansirikul. 2004). All decisions should be made academically (Scientific Approach) and logically (Tasane Phoethisorn. 2007). Avoiding a bias of each person can minimize the argument.

3) A strategic plan - has the advan-

tages in terms of 2 dimensions: organization and members. Making strategic plan is a key instrument which helps the organization and the members to face the future changes with the preparation. The members have clear aims of the organization and take part in aiming as well as planning in order to achieve the aims.

4) Decentralization- The organizational management based on the decentralization which is the base of democracy can encourage the staff to participate in making decision. Therefore, the organization will have a flexibility in work which relates to the economic, the society and the culture. It can also enhance the staff's capacity-building to rely on oneself and have a self development in permanence (UNESCO. 1985).

5) Continuous self development- The teacher should learn during all his life and search the knowledge which can solve the problems and have continuous teaching improvement by learning in the library, the society and making use of local intellectual and internet knowledge to have a self development. They should have a training course by the trainer teacher or the expert with a lot of teaching experience. They should undergo different courses of training and they should have the higher educational course in order to be in line with the world changes.

6) Organizational commitment - The organizational commitment can express the unify and the participation in different activities which make the members having a difficulty to go away. The commitment is the core of organization in terms of making understanding between the organization and the members. The members who have the organizational commitment can achieve the organizational aims and the organizational

value (Decotis et. al. 1987).

7) Working team - Due to the organizational members give the assistant to each other, sharing their knowledge and have a freedom in communication, they can make use of the resources together effectively. With the cooperation in making decision as well as solving the problems, the members will have a strong commitment in team, and they cannot accept the failure in operation. Consequently, they will work with quality. That's why the team work is important to the members and their organization (Quick. 1992).

8) Customer care- "The improvement cannot be valuable if a customer is not satisfied with it". The demand is not only at the time they buy the product but their demand is the satisfaction of the product usage until its expiration date. The quotation mentioned above is the most important idea of quality theory. Thus, the organization should perceive the customer's demand not only at present but in the future in order to have the organizational management based on the customer's standard or beyond their expectation (Banjong Jantharamat. 2001). It can be said that the child center teaching method focuses on the learners' benefits.

9) Continuous improvement - aims to enhance the learners' ability which is a satisfactory of the society. The school personnel have to work according to an action plan and, an investigation plan as well as an assessment plan. The assessment result of all process should be improved continuously. Then, the organizational management with quality culture will be made of use (Saundusit Ratchaphat University. 2007).

## **RECOMMENDATIONS**

1. For the practical applications of the research findings.

1.1 The Eastern School of The Office of Vocational Education Commission in Thailand could make use of the utility of vision, mission, goal and strategy for developing quality culture to be the guideline for making a strategic plan for a sustainability development of quality culture at school.

1.2 Make use of the 9 factors of quality culture at Eastern School of The Office of Vocational Education Commission in Thailand to be the index for investigating the quality culture of school.

1.3 The importance of quality culture should be publicized in order to inspire one's mind at educational institute for the awareness of how importance of the quality that can make life having sustainability in the educational place.

1.4 If the administrators of Eastern School of The Office of Vocational Education Commission in Thailand require the quality culture in their educational place, they should have a power of leadership and have a management based on the information, strategic planning, and decentralization. They should encourage the personnel to have a relationship with the educational place, continuous self development, to have a team work and to think of the benefit gained by the learners. They also have a continuous improvement in operation in order to enhance the quality and sustainability in the educational place.

2. Further research should be conducted:

2.1 To study the other educational institutes affiliated with the Office of Vocational

Education Commission and to study covering the educational places affiliated with the Office of Vocational Education Commission throughout the country or other educational places.

2.2 To study with the Quality Research Method for indept information of other factors of quality culture.

2.3 To study the index point of quality culture applied in the monitoring of quality culture development.

2.4 To design the format of quality culture development or the manual applied for forming the quality culture.

2.5 To study the administrators' leadership styles affecting the quality culture development.

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