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**AN APPLICATION OF "ISO 9001" FOR AN EFFECTIVE
MANAGEMENT OF TRAINING AND SEMINAR SERVICES
IN THAILAND**

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With compliments
of
Faculty of Graduate Studies
.....**MAHIDOL UNIVERSITY**.....

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
1998
ISBN 974-589-624-1
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3938135 SHEM/M : MAJOR : EDUCATIONAL MANAGEMENT ; M.Ed.
(EDUCATIONAL MANAGEMENT)

KEY WORD : BS EN ISO 9001 / QUALITY MANAGEMENT SYSTEMS /
ISO 9004-2 / EN 29000 / BS 5750 / QUALITY ASSURANCE

SUNEE KOTHEERANURAK : AN APPLICATION OF "ISO 9001" FOR
AN EFFECTIVE MANAGEMENT OF TRAINING AND SEMINAR SERVICES IN
THAILAND. THESIS ADVISOR : THAWATCHAI CHAJIRACHAYAKUL, Ph.D.,
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ISBN 974-589-624-1

This study is designed to examine the impact of ISO 9000 standards, in reference to the theory of education and to the implications for educational administrations including schools/training institutions, teachers/lecturers, supportive teams/staff, or students/trainees. The main purpose of this study attempts to propose an idea concerning the possibility of applying the twenty required clauses of the BS EN ISO 9001 quality management system (a model for quality assurance in design, development, production, installation, and servicing, to educational training and seminar services). It highlights the influential concept of global ISO standards for service industries which differs from the initiatives developed for the manufacturing industries, especially as it concerns quality assurance in educational management. The study was conducted by documentary research method.

Applying a quality lens to schooling/educational training institutions allows us to see management as the common work of the school/educational practitioners and of the administrators. Both create and manage environments in which others can work and continually learn from their working experiences. Both are decision-makers who must solve the same basic problem: how to combine what they know with the resources they have to best meet continuing learning needs. Moreover, an attempt to translate the terms, i.e. customer, supplier, or product into schooling/business terminology develops more complex work processes of schooling/educational training institutions. For instance, customers for educational services may not be limited to one particular group.

The results of the study indicate that it is possible to apply the ISO 9000 standards in educational training institutions. Managing effectiveness and efficiency were a major theme for quality control in education. The management of schools/training and seminar institutions must be both effective and efficient; efficient in the use of human and material resources, and effective in providing the best framework in which teaching staff, lecturers, supportive staff, and customers (both trainees and their organizations) can operate to their full potential. A satisfactory theory of educational institutions, therefore, should address the teaching/learning processes as central to the mission of the institution, and it should bring to bear on these processes tools for continuous improvement. Through good processes, students/trainees may enhance not only their knowledge, skills, and good attitudes towards the particular objectives set for the curriculum/program but also can fulfill the general educational aims and needs of autonomy. The theory also addresses the related issues of student-parental participation, school/training institutional administration, teachers/lecturers training, and evaluation. My conclusion is that the theory of education should be based on an understanding of what is good for society and community.