

**Quality Assurance in Thai Private Universities:
The Possible Roles of
Human Resource Development Practices**

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DECLARATION

This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution, except by way of background information and duly acknowledged in the thesis, and, to the best of my knowledge and belief, it contains no material previously published or written by another person except where due acknowledgement is made in the text of the thesis.

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ABSTRACT

Quality Assurance (QA) in higher education is a central issue affecting universities throughout the world. Currently, universities world-wide can be seen as focusing attention on the implementation of QA systems in order to ensure that they enhance academic quality and standards. Thai private universities (TPUs) as part of this trend have been required by government regulations to adopt QA programmes to improve their teaching, research and community services, so that they can produce graduates who satisfy the needs of stakeholders. In the implementation of QA programmes, it is crucial for TPUs to have highly competent and motivated staff to provide high quality performance. Accordingly, university staff need to develop the appropriate skills, knowledge and abilities to ensure the highest possible quality and standards in all activities. Thus, TPUs need comprehensive and appropriate human resource development (HRD) practices to facilitate organisational development and individual career development to ensure the effectiveness of individuals, groups and organisations.

This research is a pioneering study in the field of QA in TPUs, as it is the first to investigate the implementation of QA programmes with a focus on HRD practices in support of QA. The study was conducted to generate new knowledge and theory in the field of QA and to examine the importance of the HRD practices implemented for promoting QA systems. To provide a theoretical framework for the research, an understanding of the extant research in the field of QA and the relevant HRD was sought by reviewing previous studies which have been published in English. This literature has highlighted some common themes, as well as substantial differences between Thai and Western approaches, to provide an understanding of 'how' QA programmes are implemented in TPUs and 'what' HRD practices may be used to promote QA systems in the Thai cultural context. Therefore, the study provides in-depth information about the relationship between QA implementation and the relevant HRD practices, based on previous studies as indicated in the literature.

Three TPUs were selected for detailed examination in the study. Data gathering comprised a combination of qualitative and quantitative approaches and two main research instruments were formulated for data collection. Firstly, a mailed questionnaire survey was administered to provide data from academic administrators

who were involved in QA implementation. A response rate of 58.8 per cent ($n = 158$) was achieved. Secondly, a semi-structured in-depth interview was conducted and a total of 20 administrative staff from the three selected TPUs were interviewed. In the light of the respondents' responsibilities the researcher assumed that they had been involved in the policies and the processes of QA implementation and HRD practices in their institution and thus this gave significant credibility to their responses.

The data indicated a fairly direct relationship between the external factors and policy frameworks, and the institutional responses; it also indicated that these factors and frameworks influenced QA implementation and HRD practices in TPUs. TPUs have responded to the need for change in higher education which involves the development of QA in the following ways: QA policy development and implementation, introduction of QA performance mechanisms, improving governance and management, staff empowerment and leadership. The implementation of QA systems in TPUs requires the integration of HRD practices with institutional strategic policy and administrators' responsibilities to promote successful change and achieve quality performance. To promote the effectiveness of QA initiatives attention needs to be given to systematic staff development planning, involving broad institutional support, academic administrators' commitment, and staff empowerment. The 'best practices' for HRD should focus on developing administrative skills for administrators, professional career development for academic staff and the provision of sufficient resources to support these activities. To ensure long-term improvement of QA practices in higher education, HRD strategies such as institution-based staff development, systematic performance evaluation, a knowledge-sharing approach, and a collegial collaborative approach should be developed. Importantly, these approaches must be articulated and married with institutional activities and routines of individuals and groups within TPUs.

The findings of this study will be of use to educational administrators and academic staff in promoting substantial QA improvement. Furthermore, this study explored the content of QA implementation and HRD practices and allows comparisons to be made between the theory and practice in these areas providing some useful guidelines for other Thai higher education institutions. Finally, the study provides confirmation that for QA and relevant HRD to be implemented successfully in TPUs, it is essential that they 'fit with' Thai cultural norms and values.

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LIST OF ABBREVIATIONS

AAU	Academic Audit Unit
APHEIT	Association of Private Higher Education Institutions of Thailand
AQF	Australian Qualification Framework
AUQA	Australian Universities Quality Agency
DoF	Dean/Senior Representative of Faculty
EQA	External Quality Assurance
HoD	Head of Department
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
IAU	International Academic Community [University]
ICT	Information and Communication Technology
IQA	Internal Quality Assurance
KCUE	Korean Council for University Education
KPI	Key Performance Indicator
MUA	Ministry of University Affairs
NQF	National Qualifications Framework
NZQA	New Zealand Qualifications Authority
NZVCC	New Zealand Vice-Chancellors' Committee
ONEC	Office of the National Education Commission
ONESQA	Office for National Education Standards and Quality Assessment
OSU	Ownership Sponsored University
QA	Quality Assurance
QAA	Quality Assurance Agency
QO	Director of QA Office
RFU	Religious Foundation University
SAR	Self Assessment Report
SWOT	Strengths, Weaknesses, Opportunities and Threats
TPUs	Thai Private Universities
UGC	University Grants Committee [Hong Kong]
UNESCO	United Nations Educational, Scientific and Cultural Organization
VP	Vice President for Academic Affairs

CHAPTER 1

BACKGROUND AND INTRODUCTION

INTRODUCTION

The aim of this chapter is to provide an introduction to the research study, beginning with an overview of the study's background. Secondly, the focus of the research project is presented. In the third section, a brief outline of the context of the study in the area of quality assurance (QA) in higher education is discussed. This section includes details of QA policy development and implementation in Thai higher education, particularly in Thai private universities (TPUs) and then examines how human resource development (HRD) practices can contribute to the success of QA systems. The fourth section addresses the purpose of the study and the research questions. The significance of the study is presented in the fifth section. Finally, the thesis structure is defined.

BACKGROUND OF THE STUDY

QA in higher education has become a global issue (UNESCO, 1998a; 1998b). Universities throughout the world focus special attention on implementing QA systems in order to ensure that they enhance the quality of their teaching, research and the overall institutional academic standards (Craft, 1994).

In 1996, the Ministry of University Affairs (MUA), Thailand, (in 2003 renamed the Commission on Higher Education) announced a policy and implementation guideline for QA in higher education (Bureau of Higher Education Standards, 2002a; 2002b). The aim of QA policy in Thai universities is to upgrade the quality of instruction and academic standards to ensure prescribed minimum standards are achieved and to aspire to international standards. Consequently, Thai universities have been encouraged to develop their own internal QA systems (IQA) for QA implementation, based on the MUA guidelines to facilitate quality management. (More will be said about these aspects of QA implementation in Thai higher education later in this chapter.)

Thai Universities

Thai universities and higher education institutions, which are under the supervision of the MUA (Ministry of University Affairs, 2000), are divided into three categories as follows:

Public Universities/Institutions

Each public university has its own Act empowering the University Council to function as the governing body. Under the University Council is the President who is responsible for university administration. The President operates the university according to the policy laid down by the University Council, comprising: a Chairman, a President, Deans, Directors of Institutes of the university and other external qualified experts. The number of external experts will vary according to the university, but is typically four or five. As specified by the University Act, the University Council has the power and duty to control and supervise the general affairs of the university.

Government-supervised Public Universities or Autonomous Institutions

An innovative type of university administration has been introduced to promote flexibility of university operation and to manage each university outside the control of the central bureaucracy. Such universities have their own administrative structure and budgeting system for self-governance and full autonomy, allowing decision making on administrative and management matters of the university to be handled by the university itself. The University Council has full powers to set its own rules, governing such areas as: academic staff, salary scales, curricula and endowments. Staff are not considered to be government officials, but are hired in the same way as staff in private businesses and receive periodic performance reviews and higher salaries. Currently, Suranaree University of Technology (founded in 1990), Walailak University (founded in 1992), Mae Fah Luang University (founded in 1997) and King Mongkut's University of Technology Thonburi (upgraded to an autonomous university in 1998) are the institutions operating this system (Ministry of University Affairs, 2000).

Private Universities/Institutions

In Thailand each private institution has its own Council, which is the administrative body responsible for the general functioning of the institution as well as for

organising its internal administrative structure. Private higher institutions have formed the Association of Private Higher Education Institutions of Thailand (APHEIT). This organisation seeks to create greater co-operation between individual institutions, as well as between its members and the government. Since 1979, the MUA has been the co-ordinating body between the government and private higher education institutions (Ministry of University Affairs, 2000). The Office of the Permanent Secretary serves as the secretariat to the Private University Committee, which gives advice to the MUA on relevant rules and regulations needed to ensure the standards and accreditation of private higher education institutions. The committee also grants approval to the programmes of study offered by these institutions.

Common Issues Challenging Thai Universities

With respect to academic quality and standards, Thai universities, like their overseas counterparts, can expect to cope with less qualified staff and more difficulties in administration while promoting high quality performance (Harman, 1994; Lim, 1999; Todd, 2002; Vargo, 2000). Most academic staff need more training on a continuous basis both in their professional skills and in understanding the concepts involved in the QA processes (Bureau of Higher Education Standards, 2002a; 2002b). In addition, as a result of the 1997 financial crisis, which impacted on education through a reduction in financial support and increased uncertainty surrounding job security, many faculty staff feel demoralised. In fact, salary increases and administrative promotions often depend more on cooperation with one's superiors and length of service than on teaching quality or research work (Prangpatanporn, 1996). Salaries are tied to the civil service scale and are much lower than those in other areas of the private sector (Vargo, 2000). Some academic staff supplement their income by doing jobs outside their university employment, which can result in inadequate attention to their main career; consequently, the quality of teaching, research and community services appears to be falling. In a context of strong competition for qualified staff, universities need a system of greater accountability, greater motivation and a good working atmosphere to maintain morale. In response to these challenges, the Thai universities need comprehensive and appropriate HRD practices that can enhance individual competencies and the

capabilities of organisations to meet the challenges from competition and, more immediately, from the QA requirements (UNESCO, 2002b).

FOCUS OF THE RESEARCH

The QA programmes investigated in this research were located in Thai private universities (TPUs). This type of university is administered by sponsoring organisations and families, and religious foundation organisations. Some of them are characterised by placing emphasis on being part of the international academic community (Association of Private Higher Education Institutions of Thailand, 1995; Ministry of University Affairs, 2000). There are significant differences between these universities in areas such as; their management systems, organisational structure, internal and external relations, human resource practices, budgeting, staff remuneration and financial aid systems. The TPUs have adopted QA programmes as required by the Government Regulations, to improve the quality of their teaching, research and community services. As presented above, TPUs, in common with their government counterparts, are faced with many challenges regarding quality performance. In response to these it is generally accepted that they will require improved HRD practices to develop and maintain qualified staff and to enhance higher education standards (see for example, Barnett, 1992; Dill and Sporn, 1995b; Lim, 1999).

CONTEXT OF THE RESEARCH

In this study a discussion of the contexts of QA in higher education, both internationally and in Thailand, was considered necessary to develop an understanding of the background to the study. In particular, in the current Thai context, policy development focusing upon QA is being given great attention due to recent change requirements from the government, which followed the passing of the Education Act. This section begins with an overview of QA in higher education generally and QA systems in several countries in particular. Further, a broad view of the QA system in Thai higher education institutions is presented, outlining how QA programmes have been established and implemented in Thai higher education systems, particularly TPUs. This section includes a discussion of the challenges

facing TPUs and examines the importance of HRD practices to the success of QA programmes.

QA in Higher Education

QA is a term used in higher education with a number of somewhat different meanings (Barnett, 1992; Brennan, 1997; van Vught, 1995). Sallis (1996) and van Vught (1995) have asserted that in the past, 'quality' was often used with reference to the academic quality of courses, the maintenance and improvement of levels of teaching and learning, the qualifications of staff and the standards of resources and facilities. Although many of these issues are still significant today, the new quality debate refers to more systematic management concerns about the outputs of an institution, especially in relation to mission and objectives. This debate also addresses the degree to which stakeholders have confidence in the work being done and the achievements of graduates (Harman and Meek, 2000; Yorke, 1999).

Governments in most parts of the world have reviewed their policies for higher education over the last few decades and issues of QA have been a major focus of attention (Craft, 1994; Harman, 1994). Despite differences in the size and stage of development of their higher education sectors, many governments have decided that traditional academic controls are inadequate for today's challenges. There are wide differences among countries in their approaches to QA and the establishment of policy mechanisms to ensure quality and accountability in higher education (Brennan, 1997; Goedegebuure, Kaiser, Maassen, Meek, van Vught and de Weert, 1993; Harman, 1994; Idrus, 1996; van Vught, 1995). The new concern about QA is in part being driven by globalisation, advances in technology and international economic competitiveness, as interdependence in trade is rapidly growing (Altbach and Davis, 1999; Ball, 1998; Porter and Vidovich, 2000; Salmi, 2000). Furthermore, there is more emphasis on QA, arising from increased mobility of professional and skilled labour and the greater need for recognition of qualifications across national boundaries. According to UNESCO (1998b):

Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national culture and circumstances. (p. 8)

International Approaches to QA Management

Since the 1990s, QA has become a key issue for higher education in many countries worldwide (Brennan 1997; Craft, 1994; Goedegebuure et al., 1993; Harman, 1994). As part of this transformation, significant cultural differences have emerged as well as a few common themes within and between countries in respect of: individual mission, policy and systems of higher education. This section will review briefly the approaches and methods of QA systems in the United States, the United Kingdom, New Zealand, Australia and some countries in the Asia-Pacific region. These countries are chosen to provide tangible evidence with which to make some comparisons about the implementation of QA. Also, it is worthwhile to examine the contemporary challenges to institutions from a comparative perspective to develop a more sophisticated understanding, in order to learn from each other about the nature of QA implementation. The main international approaches to QA and methodologies are outlined in Table 1.1 and described in more detail in the following section.

The United States

In the United States, the QA processes in higher education are voluntary. They involve self-evaluation, supplemented by professional accrediting organisations and regional accrediting associations, which are non-governmental (Dill, 1997). There are differences in professional accreditation organisations covering traditional professional areas such as: law, medicine and engineering, as well as many newer professional areas (Crow, 1994). In other words, regional accrediting associations, organised by the geographical regions in the individual States of the US, award accreditation for professional programmes and academic units in particular fields of study (Kanji, Malek and Wallace, 1999). Higher education institutions themselves take the initiative in developing the processes of QA, which involves a process of self-evaluation, including review by peers and followed by a visit of the peer review teams (Dill, 1997; Dill and Sporn, 1995a). The standards for the assessment of institutional quality are applied in the evaluation of universities, with particular attention to how universities measure institutional effectiveness through student achievement. Universities also are evaluated to ensure public disclosure of relevant information on the effectiveness of institutions by certified accrediting agencies (Feigenbaum, 1994; Harman and Meek, 2000; van Vught, 1995).

Table 1.1: Main International Approaches to QA Management

Country QA Approach	The United States of America	The United Kingdom	New Zealand	Australia
Administrative Responsibility	Professional accrediting organisations and regional accrediting associations (Dill, 1997)	Agency established collectively by government and higher education institutions (Kanji and Malek, 1999)	Separate agency established collectively by higher education institutions (Woodhouse, 1997)	Agency established collectively by government and higher education institutions (Harman and Meek, 2000)
Participation in the QA Programme	Voluntary	Voluntary	Voluntary	Voluntary
Methodologies for Assessment	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits
Focus	Institutional reviews, including academic audits of QA processes and outcomes (Harman and Meek, 2000)	Institutional evaluations and reviews of teaching and learning, and separate evaluations for research quality assessment (Quality Assurance Agency of Higher Education, 2003)	Institutional evaluations of their QA processes with regard to maintenance and enhancement of national academic standards (Harman, 1994)	Institutional evaluations of their QA processes in areas such as: admissions, teaching and learning and course curriculum, including regular evaluation of student feedback (Department of Education, Science and Training, 2002)
Purpose	To certify that institutions meet basic criteria, strengthen institutional and educational quality and provide information to the public (Dill, 1997)	To support institutions' self-regulation by auditing the procedures by which they assure themselves of the quality of their academic provision and to inform funding (Harman and Meek, 2000)	To ensure that the quality of courses is consonant with higher academic standards and recognise appropriate quality validation arrangements for government funding (Barker, 1994)	To maintain and enhance the quality of higher education through recognising and rewarding effective QA policies and practices and to receive additional funding under the federal government's QA strategy (Massaro, 1997)

Table 1.1 Main International Approaches to QA Management (cont.)

Country QA Approach	The People's Republic of China	Hong Kong	Korea	The Philippines
Administrative Responsibility	Shared responsibility between the central government and the local government, with the local government involved in overall management of higher institutions (Weiping, 2000)	Separate agency established collectively by a non-statutory advisory body and institutions (UGC, 2002)	Agency established collectively by government and institutions (Harman and Meek, 2000)	Separate agency established collectively by higher education institutions (Valisno, 2000)
Participation in the QA Programme	Voluntary, encouraged by government policy	Voluntary	Voluntary	Voluntary
Methodologies for Assessment	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits	Self-assessment, external peer review and site visits
Focus	Comprehensive reviews including quality of degree, teaching, research, management and QA processes (Weiping, 2000)	Comprehensive reviews of a combination of research, teaching and learning, management and other activities (Tam, 1999)	Comprehensive reviews of a combination of research, teaching and learning, management and other activities (Lee, 2000)	Comprehensive reviews, including quality of course offerings in terms of curriculum, qualifications of faculty and staff, and other support facilities and services (Valisno, 2000)
Purpose	To improve efficiency, quality and equity, aimed at providing the number of well-qualified personnel required in this rapidly developing society (Kerning, 1995)	To maintain, develop and enhance the quality of higher education institutions, in order to maintain an international role and reputation for excellence and to receive additional funding from the government (UGC, 2000)	To improve efficiency and effectiveness of the university and to receive additional funding (Lee, 1994)	To improve the quality of education, using quality as the criteria for allocation of financial support (Harman, 1994)

The United Kingdom

Higher education in the recent past in the United Kingdom has been based on a binary system consisting of universities on the one hand and polytechnics and colleges of higher education on the other (Alexander, 2000; Douglass, 2003). U.K higher education, with regard to national policy, has expanded opportunity for access, changed and adapted to the needs of the students in curricula and pedagogy, introduced new approaches to learning and to QA, and greatly improved its cost-effectiveness. This success has been achieved through a variety of measures some of which have attracted criticism from academics and community members. The government funding is being used in targeted ways to promote excellent teaching and research and to encourage cooperation and interaction with the community and the business sectors (Douglass, 2003; Shattock, 1999). British higher education has long been subjected to rigorous quality assessment to ensure that it offers high standards of teaching and learning as well as research (Kanji and Malek, 1999; Lund and Jackson, 2000). In the United Kingdom the model of QA management conducted by government agencies was first developed for the non-university sector, the polytechnics and colleges, and then became the model adopted in universities (van Vught, 1994). QA was extended to British universities and is now the responsibility of the Quality Assurance Agency for Higher Education (QAA), which was established in 1997 (Kanji and Malek, 1999; Quality Assurance Agency for Higher Education, 2003). This agency is an independent body established to provide an integrated QA service for UK higher education. Its core business is to review the performance of quality and standards of UK higher education. The purpose of QA in higher education institutions in England is to ensure that resources and information are devoted to maintaining and improving the quality and standards of teaching and research, and the learning of students (Quality Assurance Agency for Higher Education, 2003; Williams, 1997). Quality depends on the attainment of programme objectives, based on aspects of teaching and learning, providing students with support and guidance, learning and resources. There is diversity across the system both in the nature of higher education provision and in the systems of internal QA by which institutions choose to assess their own performance. External processes are designed to ensure accountability for the use of public funds and to safeguard academic standards in the public interest. At present there is increasing interest in the

development of a combination of internal and external processes (Quality Assurance Agency for Higher Education, 2003). The integrated system is undertaken by the submission of a self-assessment based on the institutions own aims and objectives, followed by assessment by external assessors, who are academic and professional peers. Moreover, U. K. higher education institutions have been encouraged to take a more rigorous path in their quality assurance and this has resulted in a better understanding and measurement of their practices and performance (Jackson and Lund, 2000; Quality Assurance Agency for Higher Education, 2005). In this regard, a benchmarking process has been undertaken by panels of subject specialists so as to establish what is to be expected in terms of the curriculum in particular subject area (Quality Assurance Agency for Higher Education, 2005). This approach is intended to provide the public with better information about credits needed for qualifications and the levels at which qualifications awarded.

New Zealand

The New Zealand higher education scene currently comprises universities, polytechnics, colleges of education, wananga (providing tertiary education and training, as well as teaching indigenous Maori traditions) and private training organisations (Ministry of Education, 2003). The purposes and goals of higher education in New Zealand are similar to those in the United Kingdom with the institutions typically being devoted to teaching and research, and serving the community in a range of ways (Idrus, 1996, Ministry of Education, 2003). The NZ government continues to play a key role in tertiary education through the provision and maintenance of safeguards to protect students' and taxpayers' interests (Ministry of Education, 2003). In this regard, guidelines for setting and reviewing education standards in New Zealand were established by a national government agency: the New Zealand Qualifications Authority (NZQA) (Barker, 1994; Woodhouse, 1997). It is the responsibility of the NZQA to promote improvement in the quality of educational qualifications in all institutions except universities, through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework (NQF) (NZQA, 2003). In addition, the New Zealand universities established the New Zealand Vice-Chancellors' Committee (NZVCC), which has responsibility for the approval of courses of study, accreditation and monitoring educational standards (Harman, 1994; NZVCC, 2003). The committee

reviews new qualifications and courses of universities, to ensure that the quality of course development is consonant with high academic standards (Woodhouse, 1997). As with course approval, accreditation is vested in the NZVCC (Barker, 1994). In addition, the universities have established the Academic Audit Unit (AAU) which conducts audits of their QA processes and provides advice and assistance with regard to the maintenance and enhancement of national academic standards (Woodhouse, 1997). The accreditation process involves evaluating a self-audit provided by the institutions and also involves site visits by the AAU. Additionally, many higher education institutions now choose to ensure their quality by benchmarking themselves against international quality standards. In this regard, benchmarking has been initiated by some universities at faculty and/or institutional level (Harman and Meek, 2000). Typically, international comparators are being used to focus on academic and administrative processes. This would appear to be a useful method of QA as the institutions, the students and other stakeholders would all be advantaged by ensuring that New Zealand higher education qualifications are world class (Ministry of Education, 2003).

Australia

Australian universities are established under state, territory or commonwealth government legislation, with the power to accredit their own courses (Massaro, 1997). They have used a combination of the British and the New Zealand models to establish their QA systems (Harman and Meek, 2000). The universities have experimented with a number of new quality control measures and quality assurance and improvement mechanisms over recent years. A Committee for Quality Assurance in Higher Education was founded in 1993, to undertake quality assessment and make recommendations to the Minister on the distribution of funds (Harman, 1994; Massaro, 1997). The Committee invited institutions to participate voluntarily in quality reviews, with a view to receiving additional funding under the federal government's quality assurance strategy (Meek & Wood, 1997). The Committee undertook a generic approach in assessing three areas of university activity: teaching and learning, research, and community service activities. The standards also specify national competency standards and assessment guidelines and Australian Qualification Framework (AQF) outcomes. In addition, universities and governments recognised the need for a means of independently verifying these QA

arrangements. Hence they agreed to the establishment of a new audit agency, the Australian Universities Quality Agency (AUQA), to monitor, audit and report on QA in Australian higher education (Harman and Meek, 2000). The new agency commenced its audits in each university over a five-year cycle beginning in 2002 (Department of Education, Science and Training, 2002). The current system of QA operates at a number of levels and includes activities for professional associations and networks which are able to proclaim to the world that Australian degrees are of a good standard and carefully scrutinised (Department of Education, Science and Training, 2002; Harman and Meek, 2000).

The People's Republic of China

The Chinese education system was recognised during China's economic restructuring of the late 1970s as one important element of a strategy to modernise the country (Cheng, 1997; Keming, 1995). A diversified higher education system has adopted a QA policy to improve efficiency, quality and equity, aimed at providing the number of well-qualified personnel required in such a rapidly developing society (Keming, 1995). The People's Republic of China has strong mechanisms for assuring quality in its higher education provision. The systems for QA operate at both state and local government levels. The practice is to share responsibility between the central government and the local government, with the local government involved in the overall management of higher institutions (Weiping, 2000). In 1985, the Academic Degrees Committee of the State Council started to inspect and assess the quality of degrees. The Institute for Assessing the Quality of Degree and Graduate Education in Institutions of Higher Learning and Research was founded in 1994. It has taken on the work of organising and carrying out assessment of the quality of degrees and education of research students. This organisation plays an important role in improving the standard of higher institutions' courses. Another initiative of particular importance to QA systems is the setting up of the assessment system of higher education, in line with the Higher Education Law (1999). The Law asserts that: 'Educational administrative departments should supervise the standard of the institutes of higher learning and organise the assessment of the quality of the teaching' (Weiping, 2000, p. 197).

Hong Kong

The higher education system in Hong Kong is based on the British model, adapted to the colonial situation, and education policies have reflected the policies that have dominated education in Britain (Harman, 1994). Hong Kong's higher education system has undergone three major phases of change in recent years. The first started in the 1970s, when there was an increased awareness of the importance of internal QA, with the focus on internal processes in terms of teaching and learning effectiveness. Since the 1990s, the second reform period has emphasised QA systems in terms of organisational effectiveness to ensure satisfaction and accountability to the stakeholders (Cheng, 2001). New improvements were considered with the return of Hong Kong's sovereignty to the People's Republic of China in 1997. Hong Kong then became known as the Special Administrative Region under the slogan of 'one count—two systems' (Postiglione, 2000). As it turned out, there has been a significant change in autonomy in university governance and research. Institutional productivity is under close scrutiny and there are high expectations for teaching, research and community service. Each of the higher education institutions is an autonomous entity having academic freedom and the power to manage its internal affairs under the direction of the Special Administrative Region Government. The most influential body is the University Grants Committee (UGC), which was established in 1995 to advise the government of the Special Administrative Region on academic development and funding of Hong Kong's institutions of higher education. This organisation also supports the institutions' efforts in reviewing, maintaining, developing and enhancing the quality of their education provision and monitors them through a variety of mechanisms (UGC, 2002). These mechanisms include institutional and academic reviews as well as peer review and visits, and statistical and qualitative reports (Tam, 1999).

Korea

Korea has made great efforts to ensure quality in higher education over the past two decades (Harman, 1994). Modelled on the United States style of higher education and in order to strengthen its competitive position, a new system of university accreditation had been in operation since 1993 (Lee, 1994). This system is run by the Korean Council for University Education (KCUE) which acts as the highest authority on higher education evaluation (Lee, 2000). The KCUE carries out the overall tasks

and processes of university accreditation and decides which universities are evaluated. Self-evaluations by each department or university are followed by on-site visits of specialist teams under the control of the KCUE. The evaluation team prepares a report of the results of evaluation and sends it to the Committee for University Accreditation in the KCUE. Subsequently, the KCUE reviews this, reports on their findings and produces total scores for each department and then classifies all departments according to a grading system classification of good, moderate or poor (Harman and Meek, 2000; Lee, 1994). As a result, a list of universities with high academic standards is published.

The Philippines

In the Philippines, the higher education system exhibits many features of the American model (Jolley, 1997). Higher education institutions have adopted a scheme of voluntary accreditation to upgrade the quality of programme offerings. One of the major reforms, which began in 1994, was the establishment of the Commission on Higher Education as a separate and independent body from the Department of Education, Culture and Sports (Valisno, 2000). The Commission is responsible for approval of all higher education institutions including their establishment, course offerings, curricular development, building specifications and tuition fees (UNESCO, 2002a). In addition, funding assistance is given according to quality and accreditation standards, which are set by the Federation of Accrediting Agencies of the Philippines, in order to facilitate voluntary accreditation of higher education institutions. This body is a mechanism for upgrading the quality of education, using quality as the criteria for allocation of financial support. The quality standards are focused on establishing the minimum requirements for the different programmes in terms of curriculum, qualifications of faculty and staff, and other support facilities and services (Valisno, 2000). Accreditation is based on self-assessment and peer evaluation. Additionally, financial support is granted on the basis of the institution's capacity, the quality of their programmes and their potential for upgrading their quality (Harman, 1994).

Lessons Learned from International Approaches

As indicated earlier, many countries have developed their agenda for QA in higher education. QA is a key issue at the international level and the literature reporting

these developments points to a great variety of approaches and methods (Harman and Meek, 2000). As a consequence, a number of lessons learned from QA approaches in various countries are discussed below.

First, there is the need for a systemic, rather than piecemeal, reorganisation of management structures and approaches to implement successful QA. The new focus on the assurance of quality and standards is aimed at improvement of the quality and standards of teaching, research and community service programmes (Idrus, 1996; Lim, 1999). It is argued that QA in higher education is concerned with systematic management approaches to improve outcomes. This includes the assessment of outputs and monitoring of performance, related to meeting employer and stakeholder needs (Harman and Meek, 2000; van Vught, 1995; Yorke, 1999).

In addition to the need for accountability in relation to quality, institutions are expected to make a contribution to a wider agenda including economic, social and national progress (Barnett, 1992; UNESCO, 1998b). This concern reflects the increasing societal demand that universities must become more responsive to national economic needs and government requirements for increased quality performance and standards of education provision (Craft, 1994; Harman, 1994). Consequently, the development of performance and outcomes measurements to assess and monitor the effectiveness of QA programmes in various countries is usually based on the desire for greater accountability (Altbach and Davis, 1999).

Research has shown that 'top-down' only imposition of QA implementation is only minimally successful. Evidence from the in-country studies cited in this thesis suggests that governments tend to leave most of the decision-making and initiatives related to QA implementation to individual institutions. Each institution is allowed to develop its own internal procedures for assuring and promoting its quality provision, and for ensuring that particular standards are obtained. This means that general readiness and co-operation are required to support the government QA policy (Dill, 1997; Goedegebuure et al., 1993).

Finally, there is a need to focus on long-term rather than short-term goals and missions of institutions. QA in the context of higher education refers to the need for the institution to fulfil its own stated objectives and mission (Harman and Meek, 2000; Meek and Wood, 1997). It appears that QA management approaches in various

countries have brought about substantial management change in higher education institutions (Barnett, 1992; Dill, 1997). A particular change has involved paying more attention at the institutional level to strategic management approaches, which involves formulating long-term plans and institutional missions (Nightingale and O'Neil, 1994; van Vught, 1995). This approach involves changing the nature of tasks and roles of administrative staff to facilitate QA management, so that they can better focus on achieving the goals of their institution (Barnett, 1992; Dill and Sporn, 1995b; Meek and Wood, 1997).

It can be concluded that approaches to QA management in various countries to date have been quite mixed and have employed a variety of methods. Also, these management approaches indicate a significant degree of transplantation of approaches from other countries. While such 'transplanting' is to be commended, it is essential that any methods and approaches should fit well within the culture of the particular system or institution (Harman and Meek, 2000). As Craft (1994) has asserted:

Procedures need to be adopted and adapted with care and sensitivity if the quality assurance/accreditation 'movement' is not to be a new form of cultural imperialism. (p. xi)

The experiences of various countries have identified the importance of placing an emphasis on quality improvement, within systematic management approaches. While most QA programmes quite understandably have accountability as a critical driving requirement, they appear to place most emphasis on strategic management approaches at the institution level, in line with the QA programmes, to achieve performance improvement.

QA Policy Development and Implementation in Thai Higher Education

Thailand is an Asia – Pacific region country facing many intense challenges, particularly in regard to: globalisation, increasing international trade competition and rapid changes in technology which, in turn, affect work practices in Thai higher education institutions. It is experiencing also an economic recovery following the financial crisis of 1997 (Atagi, 1998; Vargo, 1998, 2000). As a result, Thai higher education institutions need to reform and reposition themselves to cope with the changing environment with the aim of making education relevant to national

development needs (Bureau of Higher Education Standards, 2002b; Ministry of University Affairs, 2000). The 1999 Office of the National Education Commission (ONEC) report indicated that Thailand has seen a consistent expansion of higher education since the Second World War. During this period Thai governments have become much more concerned with the development of education as a part of national reconstruction and modernisation. Consequently, Thailand's higher education development plan has been formulated and integrated under five-year National Economic and Social Development Plans since the 1960s. These plans have integrated educational activities with the broader national economic, social and cultural development goals. As a result, higher education institutions in Thailand have expanded since the 1960s, numbers of public universities/institutions have increased nearly 80 per cent and private universities/institutions have increased throughout the country by 100 per cent (Ministry of University Affairs, 2000). Accordingly, in 2003 there were 24 public universities and 53 private universities/institutions under the supervision of the MUA (Ministry of University Affairs, 2004).

The MUA as a central-government agency has a role in promoting QA implementation, by setting policy and models of good practice and providing funding and advice (Bureau of Higher Education Standards, 2002a; 2002b). In the Eighth National Higher Education Development Plan (1997 – 2001), the MUA committed to a five-year programme to upgrade the quality of public and private universities to meet international standards and to produce qualified graduates to meet market demands (Ministry of University Affairs, 2000; ONEC, 1999). New QA policies and guidelines were announced in July, 1996, which stipulated that all universities must improve and enhance their efforts to improve the quality of instruction and academic learning environments (see Appendix A: The Ministry of University Affairs Quality Assurance Policy). The MUA policy required Thai universities to install internal auditing for educational quality systems, as a means to maintain and improve the quality of education. Additionally, the current Ninth Plan (2001 – 2005) stipulates quality as the main emphasis of overall QA implementation (Bureau of Higher Education Standards, 2002b).

These efforts were complemented by the National Education Act 1999, which legislated for extensive and comprehensive educational reform affecting all

education sectors in Thailand (ONEC, 2000b). With the purpose of maintaining and improving educational quality and standards, the Act requires that the processes of internal quality assurance (IQA) and external quality assurance (EQA) are used as the basis for QA operational processes in all organisations and institutions involved (Bureau of Higher Education Standards, 2001, pp. 16 – 17). These QA processes are presented below.

Internal Quality Assurance (IQA) refers to activities to control quality within the institutions, to ensure that their mission will be achieved. IQA consists of the following components:

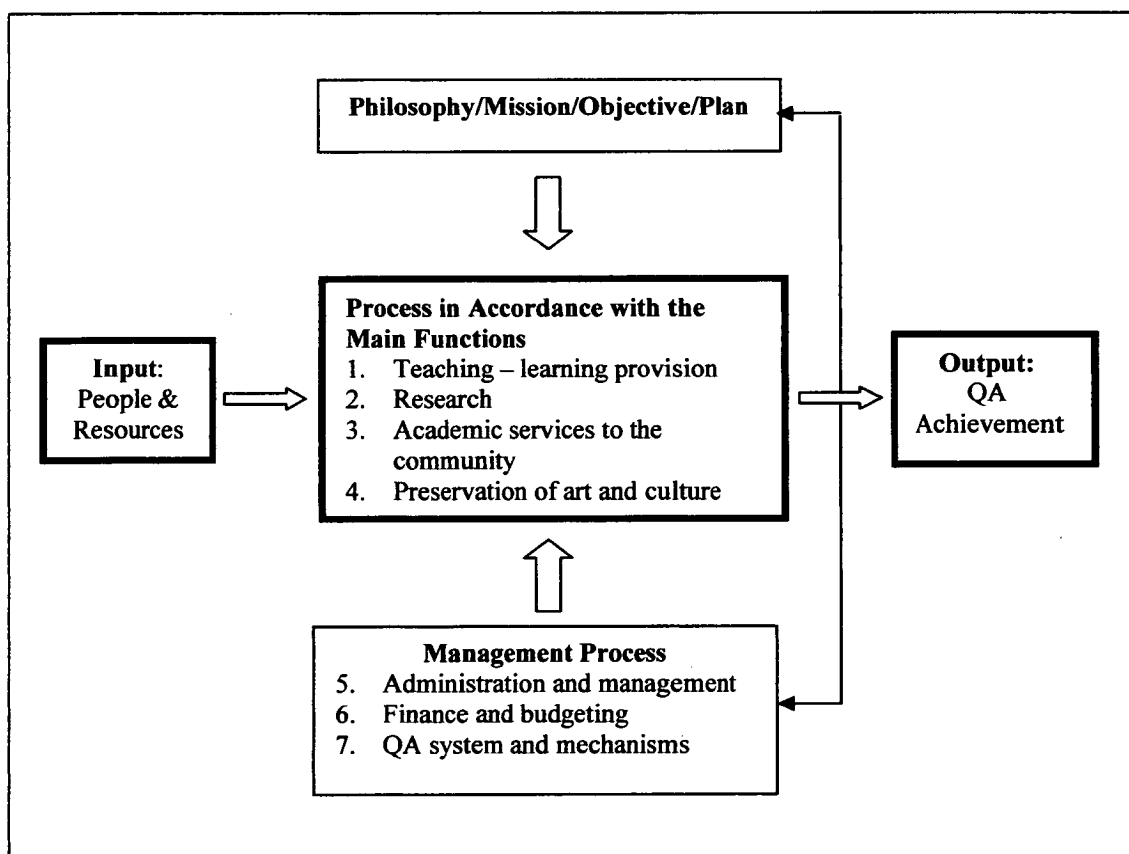
- Quality control – to install the systems and mechanisms under the quality factors in order to monitor the institutional quality and standards to meet quality indicators and criteria.
- Quality auditing – to analyse whether or not institutions have systems and mechanisms to measure their quality control and whether they have taken action and obtained results from such QA implementation.
- Quality assessment – to analyse and compare the implementation results with quality indicators and assessment criteria.

External Quality Assurance (EQA) refers to the assessment and monitoring of the educational quality and standards of the institutions by external agencies. Such measures ensure the quality desired and the future development of educational quality and standards of each institution. This approach, it is argued, will demonstrate to the public how effective the educational process is, through a close monitoring by outsiders

The MUA encourages all higher education institutions to develop their own IQA systems on the basis of nine higher education criteria. These criteria include: philosophy, mission, objectives and planning; teaching and learning; student development activities; research; academics' service to community; preservation of art and culture; administration and management; finance and budgeting; and quality assurance and enhancement. These aspects extensively cover the main functions of higher education in Thailand, including teaching and learning, research, academic services to community, and preservation of art and culture.

It must be noted that each institution has its own unique configuration, including historical background, philosophy and mission. Thus, the use of the same performance indicators across the board could hamper the diversity and uniqueness of each institution. In this regard, most Thai higher education institutions have developed their own QA systems, based on the principles of an ‘Input – Process – Output’ model, including the core processes of the nine quality factors and functional areas of higher education institutions, as shown diagrammatically in Figure 1.1. While the framework outlined in Figure 1.1 has been used by most Thai universities to structure institutional QA systems and mechanisms, the available supporting documentation at this time does not allow for a close understanding of how the model has been explicated at the institutional level.

Figure 1.1: Core Processes and Framework of QA in Thai Higher Education



Source: Adapted from Bureau of Higher Education Standards, 2001, p. 20

As previously described, the Education Act not only emphasises the importance of IQA, but also states that all institutions will be externally assessed. In this regard, an independent external assessment organisation, called the Office for National

Education Standards and Quality Assessment (ONESQA), has been established to serve as the external agency for conducting external quality assessment (Bureau of Higher Education Standards, 2002a, 2002b; Pittayanuwat, 2002). The aim of the office is the development of criteria and methods of external assessment of the outcomes of educational provision, in order to assess the quality of education institutions (see Appendix B: Quality Factors and Indicators for Thai Higher Education). While only recently established and not yet fully transparent, it appears that the operation of the ONESQA is similar to that of the Australian Universities Quality Agency (AUQA), in that it depends on site visits to corroborate and test the self-evaluation so as to assess each institution's IQA.

QA in Thai Private Universities

One of the Thai government's most significant educational achievements is the emergence of private higher education institutions. TPUs are under close supervision by the MUA, in areas which relate to academic standards, curriculum, academic policies, establishment of new departments, approval of new study programmes, overseeing academic staff and administration, and student assessment (Association of Private Higher Education Institutions of Thailand, 1995; Bureau of Private Higher Education, 1995). TPUs are subject to tight control of approval and review by the MUA, based on recommendations by the Private University Committee (Ministry of University Affairs, 2000). Accordingly, for each degree programme, academic standards are set which address quality of curriculum content, number of qualified teachers in proportion to students in the programme, library materials, equipment and other facilities. These factors must conform to standards set for each degree programme by the external Committee (Vargo, 2000). Furthermore, a panel of external examiners, comprising experts in the relevant fields of study, are appointed by the Committee to approve all the exam papers before setting them as official question papers for students (Association of Private Higher Education Institutions of Thailand, 1995). Grading and marking standards also must have the approval of the said external examiners. Recognition of institutional accreditation and degrees is granted by an evaluation team or an assessment team (Harman, 1994). This team, which is also designated by the Committee, visits the institution and evaluates the performance of faculties and departments, for accreditation of a particular degree. An interview with faculty staff and students in the programme is an essential part of the

evaluation and approval process. In addition to the tight control by the MUA, there are other committees of various types to oversee and to recommend approved academic standards, especially in regard to assessing the quality of the key functions of TPUs (Komolmas, 2000).

However the 'old' closed system of quality control in TPUs is not considered sufficient. As mentioned earlier, the new QA policy specifies other issues on which institutions need to focus to understand IQA and EQA. Consequently, this initiative reflects that QA policy is concerned with academic quality in all activities of TPUs (see Figure 1.1). The framework of QA in Thai higher education shows that the QA system covers all aspects of institution functions; through the core process they cover all relevant activities carried out within the quality factors and criteria. Moreover, the Thai government requires that QA committees at university and faculty or departmental levels must be formed to facilitate each institutions development of its own IQA system, as well as to set performance indicators and criteria appropriate for each institution (Bureau of Higher Education Standards, 2002a, 2002b). Although TPUs have had their control systems assessed by the MUA for a long time, the earlier systems typically could not produce sufficient supporting evidence to validate their operation in the institutions. TPUs always had several committees working on how to improve teaching, curriculum and community services (Komolmas, 2000). Some of these activities are related to QA, but when asked to produce a report on how the quality is controlled, most staff did not have formal reports on hand. The evidence for QA tends to be disorganised and sometimes unrecorded. In this regard, it is extremely challenging for TPUs to create a system of educational QA to ensure improvement of education quality and standards. Additionally, the whole QA process reinforces the need to constantly improve the quality and standards of higher education institutions both administratively and academically.

It appears then that there are many new tasks for academic staff to learn involving recent innovations in the 'practice' and 'language and concepts' of QA. These include all of the following: deriving performance indicators and criteria; analysing 'Strengths, Weaknesses, Opportunities and Threats' (SWOT); identifying strengths and weaknesses of an institution's performance via performance indicators and criteria; writing Self Assessment Reports (SARs) for inspection by auditors; and writing quality manuals and running the auditing process.

In implementing QA policy, TPUs are expected to improve their standards of teaching and their academic environments so that they can produce graduates who satisfy the different needs of stakeholders. The aims are to upgrade the quality of instruction and academic standards, to ensure prescribed minimum standards and to aspire to international standards (Bureau of Higher Education Standards, 2002a, 2002b).

Challenges Facing QA in Thai Private Universities

Although greater efforts have been made to raise the quality and standards of Thai higher education institutions the QA implementation is not yet complete. Various studies have documented key aspects of the QA debates in Thai universities (Atagi, 1998; Harman, 1994; Lim, 1999; Todd, 2002; Vargo, 2000). TPUs, like their public counterparts, have had to face their own challenges. The qualifications of academic staff, working conditions and staff workloads, as well as the quality of teaching – learning, research and academic services, are critical issues of concern impacting on QA programmes in TPUs. The following section will examine some challenges impacting on QA programmes and the importance of HRD for achieving QA in TPUs.

According to the Ministry of University Affairs (2004), most academic staff in TPUs hold a Master degree (64.8 %), the next most hold a Bachelor degree (22.5 %) and the least a Doctoral degree (12.7%) (see Appendix C: Number of Students and Academic Staff in Thai Private Universities/Institutions). It is generally accepted that universities with staff holding postgraduate degrees involving research skills are qualified to produce research and quality teaching (Lim, 1999). Most TPUs in fact are undergraduate teaching institutions with very few research graduate students (Ministry of University Affairs, 2000). The postgraduate programmes that are in place are mainly Master degrees by coursework. It is apparent that the main function of TPUs is to provide undergraduate teaching and learning programmes. Most academic staff do not have postgraduate research qualifications so their knowledge and research capacity are often inadequate. Additionally, because of limited available time and funding for research, Thai lecturers often do not feel encouraged to produce research and publish their own studies (Lim, 1999; Todd, 2002). This can lead to teaching which often lacks breadth and depth of knowledge

As the implementation of QA has introduced new work patterns to institutions, university members struggle with their lack of experience in the application of QA procedures. For example, Todd (2002) commented that:

Evaluating the quality of teaching is open to corruption and may lead to excessive paper work for teachers if care is not taken. Situations where universities have to employ three or four staff members simply to cope with quality evaluations should be avoided. Nevertheless, the need to ensure quality in university education means that attempts to assess teaching and research quality must be made. (p. 3)

Another challenge facing TPUs in the implementation of QA is that some academic staff have little understanding of QA concepts and how to apply QA procedures to their existing work practices, thus they find it difficult to play an effective supporting role in QA implementation (Bureau of Higher Education Standards, 2002b; ONEC, 1999). In this regard, similarly to the findings of Wilkinson (1994), QA is seen in the broader context of ‘new quality culture’ and ‘new work practices’, in which staff need to understand why traditional work patterns and practices need to be changed. This refers to the fact that institutions depend on their staff for the successful implementation and delivery of QA services, through initiatives to create change in organisational culture (Oakland, 1993; Wilkinson, 1994). Accordingly, university members should understand what the appropriate skills, knowledge and abilities needed are in order to provide academic quality. Therefore, in order to maintain and enhance the quality of educational provision, QA systems need to stipulate clearer policies and practices for HRD at all levels of an institution to ensure that staff are well prepared, trained and motivated to participate in QA programmes.

Following the economic downturn in Thailand in 1997, TPUs faced great challenges and difficulties related to the tendency of institutions to cut budgets for HRD in response to financial pressure. This occurred in spite of the fact that HRD activities should be seen as an essential rather than an optional service (Atagi, 1998; Vargo, 1998, 2000). In an attempt to control operating costs and salaries, reductions in financial support affected staff training and thus further development and stopped or slowed some research projects. In addition, faculty staff faced challenges to their work patterns when they were being asked to teach a wider range of students in different ways involving new methods and technologies (ONEC, 1999). Awareness and understanding of new teaching – learning processes and teaching technology are

required to raise the level of the quality and efficiency of education provision (Altbach and Davis, 1999). As a result of this changed situation in their professional lives many faculty members feel demoralised. Moreover, salaries are linked to civil service pay scales, which are often low in comparison with other private sector employment (Atagi, 1998; Vargo, 2000). This has led to a 'brain drain' from universities to other areas in the private sector (Harman, 1994). Promotion and salary increases in TPUs are based on seniority rather than merit (Prangpatanporn, 1996). Inadequate salaries mean some academic staff have to earn extra money from doing outside work, resulting in inadequate attention to their main career. In sum, the quality of teaching, research and community services arguably is falling (Atagi, 1998; Charupan, 2002). Additionally, retaining good staff in such circumstances and finding funds, resources and time for staff development are much harder. The pressures of survival limit the time that even the most committed faculty members can devote to activities other than the basic teaching load.

Another issue concerning working atmosphere relates to the staff – student ratio. In TPUs, the average – staff-student ratio is unfavourable (see Appendix C). Faculty staff in TPUs have difficulty seeing students individually and insufficient time to provide a better service. This has resulted in a frustrating situation where staff feel that they have inadequate time to consult with students, as well as being unable to develop themselves professionally.

It is difficult for TPUs to control their operating costs because they are self-funded (Vargo, 1998). TPUs depend on student tuition fees for the large proportion of their incomes. TPUs are also tightly controlled and they are not permitted to make a profit under the MUA policy (Association of Private Higher Education Institutions of Thailand, 1995; Bureau of Private Higher Education, 1995; Ministry of University Affairs, 2000). This is unfortunate, because lack of funding affects QA implementation in TPUs.

The Roles of HRD in Response to Challenging Contexts

In response to the challenging environment, HRD—an integrated and holistic, conscious and proactive approach to changing work-related knowledge and behaviour, through using a wide range of learning strategies—plays a particularly important role to enhance organisational performance (see for example, McGoldrick,

Stewart and Watson, 2001; Nadler and Nadler, 1989; Stewart, 1998; Walton, 1999). Like many organizations, universities have employed HRD programmes which can take many forms, depending on the objectives and goals the universities need to achieve through such programmes. In this context, at a UNESCO World Conference on Higher Education in 1998, the area of staff development in higher education institutions was recommended as a particular target on which a vigorous policy of staff development would focus. Additionally, clear policies should be established concerning higher education instructors: to update and improve their skills, to provide a stimulus for constant innovation in curriculum, teaching and learning methods, to provide an appropriate professional and financial status, and to foster excellence in research and teaching (UNESCO, 1998b). It can be seen that HRD policies have to be derived directly from the broad institutional strategic plan so as to ensure that the universities have the people with the skills, knowledge and abilities required to achieve their strategic objectives. It is argued that the roles of HRD in universities will help staff to improve their capabilities so as to perform various functions associated with their present and future roles (Chadwick, 1996). HRD practices, therefore, are regarded as a major responsibility to 'align strategic objectives in teaching and learning with those of their institution as a whole' (Nightingale and O'Neil, 1994, p. 175). This approach should include policy development and implementation, strategic planning, appropriate resource allocation and ongoing evaluation (Chadwick, 1996).

Regarding educational quality improvement, it is clear that HRD strategies should include comprehensive staff development programmes for both academic administrators and all staff involved in improving quality performance and institutional culture (Barnett, 1992). Creating an organisational culture in which strong supervisor-subordinate relationships, teamwork and collaboration among sub-units exists is important as it can motivate staff to contribute their efforts to improve their professional practices and to respond to the challenging environment (Barnett, 1992; Dill and Sporn, 1995b). Thus, the beneficial effects of HRD roles are expected in terms of acquisition of professional skills and abilities, career development, organisational development, cultural and roles change, commitment in the work place and promoting staff relationships.

TPU's are not isolated from these demands and the broader challenging policy environments. It is essential that TPUs have highly competent and motivated faculty members and a supportive professional culture to 'build up' qualified staff and to facilitate the achievement of QA programmes. Policy on HRD needs to be made at all institutional levels and relate explicitly to QA programmes. The institutions will have to make the most effective use of their human resources in support of QA programmes to improve the operation - and hence the reputation - of the institutions.

Successful achievement of QA in TPUs requires administrative reforms and increased staff empowerment. The key roles such as providing strategic guidance and a vision and maintaining commitment to institutional goals must be included in educational administrators' responsibilities (Dill and Sporn, 1995b; van Vught, 1995). A clear understanding of the relationship between the mission of the institution and HRD policies a key factor in achieving effective QA programmes (Barnett, 1992; Hamzah and Zairi, 1996; Sharples, Slusher and Swaim, 1996; Snape, Wilkinson, Marchington and Redman, 1995). There is a need for university administrators to be aware of how they can promote QA processes in their universities. Academic administrators need higher level competencies because their responsibilities involve an increasingly complex level of decision making. They need to have different and higher level competencies such as people management skills, team building and helping staff to develop themselves academically and professionally (Barnett, 1992; Dill and Sporn, 1995b). Thus, in the implementation of QA programmes the integration of HRD practices into administrators' responsibilities is essential for them to facilitate quality improvement within their staff.

To promote the implementation of QA programmes, the focus of HRD should not only be on the competence of administrative staff but should also aim to improve staff commitment to their institution's mission. Academic staff need to acquire more knowledge and understanding concerning their professional skills' development and the implementation of QA processes on a continuous improvement basis (Altbach and Davis, 1999). In this regard, institutions should provide seminars, conferences, workshops and training courses to develop appropriate attitudes and values relating to quality improvement. Moreover, staff in institutions should be aware of the need

to develop their qualifications and demonstrate their commitment to continuous improvement.

However, as mentioned previously, there are some concerns impacting on the implementation of QA programmes and the subsequent influence on HRD practices in TPUs. Some institutions now provide limited financial support to improve the provision of academic and general staff development. Institutions must be aware of the need to overcome the limitations of budget and use other methods to improve efficiency in the quality and standards of their educational provision. A possible solution is to build a network for sharing knowledge and resources among institutions and public and other organisations (Adireksarn, 2002; Ketudat, 1998; Vargo, 1998). Such an approach throws out a challenge to Thai universities. They must encourage academic staff and students to transmit their knowledge, technology, and other resources to the community in order to improve industrial and agricultural productivity for the well-being of all Thai people (Ministry of University Affairs, 2004). Accordingly, academic staff should experience learning and working with people in community so that they can understand more accurately the real situation of society. Another form of a network development could be a university-private sector joint research project involving universities and industry partners (Srisa-an, 2004). It is argued that this cooperative development would accelerate the transformation of the community into what is termed 'a learning society' where academic staff, students, community people and business organisations can learn together for the better of all concerned (Kirtikara, 2004). In this regard, successful QA requires the unified support of various sectors and key stakeholders in order to improve educational quality and standards (Chandarasorn, 2002). Ultimately, QA implementation requires effective HRD practices and the creation of awareness among all staff of the importance of QA. By training and motivating staff in this area TPUs will be able to implement QA programmes more effectively in the future.

PURPOSE OF THE STUDY AND THE RESEARCH QUESTIONS

The research which follows is an investigation of the implementation of QA programmes and the consequential roles of HRD practices in support of QA in TPUs. The study identifies and describes the relevant theoretical and practical QA approaches employed, including the integrated use of HRD activities, to facilitate

organisational development and individual career development practices, which are designed to improve the effectiveness of individuals and groups in the institutions. These data are employed to guide the study and describe 'how' QA programmes are implemented in TPUs and 'what' HRD practices are used to promote QA processes. Furthermore, the study explores how the institutions maintain and enhance the quality of their staff at all levels of the institutions. In implementing QA programmes, suggested HRD practices will facilitate the achievement of quality performance and build confidence in the ability of TPUs to meet the needs of individuals, workplaces and communities.

In the context of the issues raised in the discussion above, four related research questions were identified, as follows:

1. What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?
2. In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?
3. To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?
4. To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

SIGNIFICANCE OF THE STUDY

In the context of the discussion above this study is significant for several reasons which are presented below.

Firstly, no previous studies have been conducted in the field of QA in TPUs and no investigation of the particular HRD practices used to support QA programmes has been found in the literature in this field published in Thai. Some studies relating to QA in higher education have been conducted in other countries, however, they addressed HR issues generally (e.g., Dill and Sporn, 1995b; Idrus, 1996; Lim, 1999; Meek and Wood, 1997). Therefore, in the context of mandated government change to utilise more rigorous QA processes and procedures, this research was intended to

generate new knowledge and theory focusing on QA programmes and the role of HRD practices in promoting QA in TPUs.

Secondly, in the context of QA implementation in TPUs as government mandated change, a number of specific issues relating to the efficiency and effectiveness of the implementation are important (Bureau of Higher Education Standards, 2002a). There has been an undeniably high level of concern about the practical implications of implementing QA programmes in TPUs (Bureau of Higher Education Standards, 2002b; Todd, 2002). Further, it has been apparent that no clear vision has emerged of how the active involvement and contribution of faculty members might be enlisted to facilitate the change processes inherent in addressing concerns about the quality of teaching and learning in institutions (ONEC, 1999). As mentioned above, there is a need for university administrators to be aware of how they can facilitate staff commitment to QA processes. Herein lies part of the significance of this study: QA implementation and the necessary HRD practices used to promote QA programmes in TPUs must be understood and identified so that 'best practices' in HRD may be implemented.

Finally, in order to explore the issue of QA programmes and how to facilitate the 'best practices' specified for HRD, the literature in these areas has highlighted a number of key factors which impact on the success or otherwise of HRD integration for achieving QA. In this regard educational administrators must play a key role. If these key actors do not understand and support HRD activities and act professionally, this may detract from the role of administrative staff as respected positive contributors to strategic management processes (Oakland and Oakland, 1998; Storey, 2001; Walton, 1999). This research therefore seeks to clarify the above implementation and policy contexts. It also considers other aspects that emerge from the data as well as possible inter-relationships between practical QA management and HRD support for QA programmes in TPUs to effect positive change.

OUTLINE OF THESIS STRUCTURE

Chapter 1 introduces and provides a rationale and background for the study. A review of the literature relevant to QA concepts and HRD practices is presented and discussed in Chapter 2. Particular emphasis is given to issues relevant to the research

questions and some of the Thai cultural values impacting on the quality management practices in TPUs. The research design and methodology of this thesis is detailed in Chapter 3. Chapter 4 reports the results derived from the quantitative and qualitative data which are presented as several major themes emerging from the data related to the research questions. Chapter 5 presents the results and conclusions of the study and discusses them in relation to previous studies and finally, makes suggestions for further research in the area.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

The review of the literature presented in this chapter synthesises information drawn from a range of studies and articles to, inter alia, expand on issues identified in Chapter 1. This information provides a theoretical underpinning for QA in higher education institutions and highlights the relevant HRD practices facilitating QA implementation, particularly in TPUs. Thus, literature related to these areas is reviewed in this chapter in order to identify a background for the study and to link it to associated theory, as well as to construct a conceptual framework for the study (Burns, 2000).

This chapter begins with a brief review of approaches to QA in various countries identified in the extant literature (see for example, Altbach and Davis, 1999; Brennan 1997; Goedegebuure et al. 1993; Harman, 1994). These approaches provide a background for addressing a more comprehensive approach to the analysis of QA implementation. Secondly, an overview of Thai cultural contexts is examined to see how the predominant Thai values impact on management practices in TPUs. Finally, an overview of the major research relevant to the four research questions in this study is presented. A table is presented at the beginning of each section to provide a structured overview of some of the main research conducted in the area and discussed in each section. Less important research, where relevant, is referenced in each section, but not included in the tables.

The review of the literature for this study focused on research published in English and in the Asia – Pacific region, including some from Thailand. This is because the present research is a pioneering study in the field of QA implementation and the consequent HRD practices in TPUs. In a search of the electronic data bases (e.g., ERIC and ProQuest), research studies dealing with the Thai context rarely are found. Another reason for focusing on literature published in English is that debate within the QA and HRD areas in Thai higher education systems traditionally has taken its lead from the themes developed in Western countries (ONEC, 2001). Additionally,

the HRD literature reviewed in this study stresses that human resource management (HRM) is the disciplinary base of HRD. HRM includes planning of human resources, recruitment and retention of quality people, defining and evaluating levels of performance, providing opportunities for training and development and reward systems, and maintenance of effective working relationships (Dowling, Schuler and Welch, 1994; Walton, 1999). The argument, in brief, is that both HRM and HRD practices are aligned and mutually supportive of organisational policies and strategies, in order to produce effective management structures (Bratton and Gold, 2003; Keep, 1989; Walton, 1999). These views and related concepts are a useful framework for considering the needs of the Thai higher education management system. As a consequence, this study also attempts to review relevant literature concerning cultural differences, so as to provide an appropriate and adequate picture regarding the Thai higher education system.

A SUMMARY REVIEW OF THE MAIN INTERNATIONAL APPROACHES TO QUALITY ASSURANCE MANAGEMENT

Table 2.1 Overview of Some Major Research Relevant to the Main International Approaches to QA Management

Author	Date	Title	Major Focus
Altbach and Davis	1998	Global challenge and national response: Notes for an international dialogue on higher education	Main issues facing higher education in several countries.
Brennan	1997	Standards and quality in higher education	Reports on academic standards and QA from the perspective of several international quality initiatives.
Goedegebuure, Kaiser, Maassen, Meek, van Vught and de Weert	1993	International perspectives on trends and issues in higher education policy	Comparative analysis of the principles, structural features and the contextual setting of higher education reform and QA in individual countries.
Harman	1994	Asia and the Pacific	Overview of quality issues and new directions in the Asia – Pacific region.
Harman and Meek	2000	Repositioning quality assurance and accreditation in Australian higher education	Reviews recent international practices in various countries, with regard to the management of QA.

As presented in Chapter 1 a review of recent practices in the management of QA in international contexts shows a variety of approaches and methodologies, which provide a wide range of possible models for QA systems. A review of these contexts from the extant literature is presented below.

It can be noted that QA processes and procedures have been evident in higher education institutions not only in most Western countries but also in the Asia – Pacific region (Brennan, 1997; Craft, 1994; Harman, 1994; Harman and Meek, 2000; Lim, 1999). Stakeholders and educational consumers are concerned about the output of universities, and societies are concerned about obtaining value for their investments in higher education (Harman, 1994). Governments have contributed to this issue, through calling for improved management practices in higher education, insisting on better use of resources for QA, and requiring institutions to submit to quality audits (Brennan, 1997; Craft, 1994; Goedegebuure et al. 1993). It is clear from an international perspective that national commissions or government agencies play a critical role in originating, driving and implementing educational reform. The general goals of any systematic QA programmes are not only to promote international competitiveness in a global economy, but also to respond to diversified individual needs for human development and enhance the enthusiasm for learning of citizens (Barnett, 1992; Craft, 1994; Dill and Sporn, 1995a; Idrus, 1996; Yorke, 1999).

QA systems in higher education institutions in the Asia – Pacific region are based either on American or British approaches (Harman, 1994; Harman and Meek, 2000). QA programmes come in various forms and use various QA mechanisms, such as self-assessment, peer evaluation, and a site visit by a panel of experts, or a combination of these. Common to each practice is the development of standards, the application of those standards to a system by third parties for the purpose of assessment and enhancement, and the improvement of educational facilities and course content. In many cases, assessment of institutional quality involves the ranking of institutions, publication of detailed reports on each institution and performance-based funding. An important difference between QA systems is whether or not participation is on a voluntary or compulsory basis. In a number of countries (e.g., the United States, Korea and the Philippines), voluntary initiatives began with institutions themselves. Generally however, with national reviews of

disciplines, participation is compulsory. Even when participation in such reviews is voluntary, strong moral and professional pressures usually encourage a high level of participation (Harman and Meek, 2000). However, the initiatives generally have come from governments and government agencies based on regulation, control and intervention (Brennan, 1997; Dill and Sporn, 1995a; Harman, 1994).

Currently, QA programmes in most countries are in the process of rapid evolution and change (Lim, 1999; Yorke, 1999). Harman and Meek (2000) argued that a variety of approaches are widely used to ensure quality outcomes and to monitor continuous improvement in higher education. Importantly, lessons learned from the experience of various countries have generated many interesting and valuable perspectives on the issues of Thai QA implementation. In particular, there are common themes reiterated by many studies which include the need for continuity of political and leadership commitment; the importance of participation among stakeholders, and the danger of attempting changes that are too rapid and too sweeping in QA policy (Goedegebuure et al. 1993; Nightingale and O'Neil, 1994; van Vught, 1994). It is very helpful also to learn how some countries have been able to solve some of the problems and difficulties they have encountered in implementing QA. The sharing of approaches to QA management across national boundaries can lead to a better understanding of the basis for QA procedures which will be useful for further analysis related to QA implementation in TPUs.

OVERVIEW OF HUMAN RESOURCE MANAGEMENT PRACTICES IN THE THAI CULTURAL ENVIRONMENT

Table 2.2 Overview of Some Major Research Relevant to HRM Practices in the Thai Cultural Environment

Author	Date	Title	Major Focus
Hallinger and Kantamara	2000	Educational change in Thailand: Opening a window onto leadership as a cultural process	Explores the role of leadership in implementing modern systematic reforms in traditional Thai schools.
Kamoche	2000	From boom to bust: The challenges of managing people in Thailand	Thai managers' views on the practice of human resource management (HRM) in Thailand.
Roongrernsuke and Cheosakul	2001	Overview of HRM in organizations in Thailand	Explores HRM functions of the leading organisation in Thailand, both state and private sectors.
Siengthai and Bechter	2000	Strategic human resource management and firm innovation.	Examines the relationships between strategic HRM and firm innovation within Thai industry sector.

A brief review of HRM approaches in Thai cultural contexts is discussed in this section in order to provide a background to understanding the cultural basis for QA management and the relevant HRD practices in TPUs. This study also employs the term 'organisational culture' as the conceptual framework for understanding how cultural norms influence the implementation of change (Fullan, 1993; Schein, 1992). This concept seems especially important to institutional quality improvement and change because the Thai university administrative system reflects dominant Thai cultural norms and values. This is particularly true with respect to social relationships and the behaviour of administrators. Thus, Thai organisational culture is different from Western organisational culture, on which many of the existing studies are based. In regard to this cultural concern, it should be noted here that there is a distinction drawn by a number of authors (see for example, De Cieri and Dowling, 1999) in cross-cultural research between *emic* and *etic*; where *emic* refers to culture-specific aspects of concepts or behaviours, and *etic* refers to culture-common aspects (Dowling, 1999, p. 5). As Dowling has argued, both are legitimate research approaches but they do not warrant the drawing of universal assumptions from any particular study or corpus of studies. The argument is that although organisations in different countries are becoming more alike—an *etic* approach, the behaviour of individuals within these organisations is maintaining its cultural specificity—an *emic* approach (Child, 1981, cited in Dowling, 1999). Therefore, the relationships between the Thai cultural environment and management approaches adopted from Western countries are considered for further analysis in this study.

According to Kamoche (2000), Roongrernsuke and Cheosakul (2001), and Siengthai and Bechter (2000), the Thai management system in general, and HRM in particular, have been influenced by the traditional Thai cultural environment and the values of an essentially Buddhist society. These predominant Thai values have been complemented by Thai management practices to the extent to which the vertical social structure and the role relationships among those within that structure reflect those traditional values. Researchers such as Kamoche (2000), Hallinger and Kantamara (2000), and Roongrernsuke and Cheosakul (2001) identified some Thai cultural norms and values that are now well recognised as impacting on management practices, particularly in regard to HRM approaches.

- *Kreng jai* is most typically known as a conflict-avoiding value and the consideration of another's feelings.
- *Bunkhun* refers to the reciprocity of goodness and exchange of favours.
- *Nam jai* (kind-heartedness) involves the acts of showing kindness or volunteering to help others, without the expectation of anything in return.
- *Jai yen* (cool heart/take it easy) is a value of patience and the need to maintain social stability.
- *Sanuk* (love of fun) is a typical expression about relaxation and social relations with a need for harmonious interpersonal relationships, as the way to achieve *sabai-sabai* (easy going or comfortable relationships).
- *Face-saving* is the profound value for Thais and it is essentially aimed at avoiding direct strong criticism and doing or saying anything that might embarrass others.

The common feature among these social values is the emphasis on harmonious social relations and consideration for others (Kamoche, 2000). Certainly, these norms and values tend to reinforce the hierarchical structure in Thai society, as well as in the workplace (Siengthai and Bechter, 2000). Kamoche (2000) further argued that these norms and values reveal the relationship between culture and religion, showing the extent to which leadership styles accord with traditional paternalistic approaches to the work environment, which emphasise '*doo lae*' (take care) culture. The need to '*doo lae*' of their staff is considered to be an administrator's important responsibility which, in turn, reflects the importance of personal leadership and relationships and social harmony in the workplace. Within this approach subordinates expect guidance and recognise the responsibility of care from their superiors, who in turn must demonstrate consideration and strong leadership. Roongrernsuke and Cheosakul (2001) indicated that these approaches tend to govern unequal relationships. They also seem to strengthen beliefs emphasising the superiority of seniority and are seen as a top-down mandate, as well as reinforcing the mutual obligations involved in the relationships between superiors and their subordinates.

This also applies in respect of changes in organisational culture, especially those involved in the process of implementing QA in TPUs, where the new circumstances

involve changing people's attitudes and behaviours towards learning new work practices. Generally, cultural norms and values such as 'Thai-style' bureaucracy, relationship-orientation and face-saving influence any change processes aimed at altering roles, relationships, structures and work processes in institutions (Hallinger and Kantamara, 2000; Prangpatanporn, 1996; Roongrernsuke and Cheosakul, 2001). These characteristics of Thai culture, highlight the Thai tendency to prefer to maintain social stability. They also reflect the reluctance of Thais to participate in change processes which could impact on the status of individuals, or their work routines (Hallinger and Kantamara, 2000)

Cultural Contexts of Thai Higher Education Institutions

It is apparent that the cultural environment and predominant Thai values have influenced management approaches in Thai organisations in general and in TPUs in particular. Moreover, as indicated in detail in the Introduction chapter, each TPU has its own distinct characteristics, especially regarding its management systems. Accordingly, The Association of Private Higher Education Institutions of Thailand (APHEIT) and the Bureau of Private Higher Education have argued that the differences that exist in TPUs are due to the legal foundation of the institutions. TPUs are owned by ownership sponsors, families and religious foundation organisations. Additionally, some of them particularly emphasise participation in the international academic community (Association of Private Higher Education Institutions of Thailand, 1995; Ministry of University Affairs, 2000).

Altbach (1998, 2002) argued that the nature of each private institution reflects its own institutional background and the philosophical viewpoints which have significantly affected the organisational culture and management practices of the institution. He presented a view that ownership sponsored institutions, often family dominated and administered by a limited company, have the ability to appoint their own administrators and are able to maintain management control over institutional performance. Religious foundation institutions on the other hand are sponsored by religious organisations, or philanthropic societies or other kinds of service organisations. This kind of institution tends to provide a religious environment for education and emphasise traditional service to the community (Altbach, 1998; Butt, 2002). Unlike the other private universities, international academic community institutions are characterised by providing English as the language of instruction for

teaching and learning, as well as emphasising networking to enhance international collaboration (Ministry of University Affairs, 2000).

It is argued that these distinctive features of TPUs also have influenced change in the institutions, particularly in QA implementation, as influential factors often have a different impact in different settings of educational change (Fullan, 1991). Additionally, the impact is often related to the different stages and environments of the change processes. Therefore, it is particularly important to examine institutional characteristics against the background of the Thai cultural environment in this study, to develop an understanding of QA implementation in individual cultural contexts.

REVIEW OF THE LITERATURE RELEVANT TO THE RESEARCH QUESTIONS

A review of literature in the major areas of relevance to HRD implementation for promoting QA programmes in TPUs will be presented, in order to provide a conceptual framework within which the research questions in Chapter 1 could be answered. Thus, the following section reviews the literature relevant to these aspects and links the literature to the four research questions.

Research Question 1: What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?

Table 2.3 Overview of Some Major Research Relevant to Research Question 1

Author	Date	Title	Major Focus
Altbach and Davis	1999	Global challenge and national response: Notes for an international dialogue on higher education	Main issues facing higher education in several countries.
Barnett	1992	Improving higher education: Total quality care	Examines the meaning of quality and its improvement in higher education.
Bureau of Higher Education Standards	2002b	Thailand's learning experiences on QA	QA policies and practices for Thai higher education institutions.
Dill and Sporn	1995a	The implications of a postindustrial environment for the university	Overview of a revolutionary change in universities.

Table 2.3 Overview of Some Major Research Relevant to Research Question 1 (cont.)

Author	Date	Title	Major Focus
Oakland	1993	Total quality management: The route to improving performance	A model for quality management and the essential steps for the successful implementation of quality management.
Oakland and Oakland	1998	The links between people management, customer satisfaction and business results	Explores the links between people management, people satisfaction, customer satisfaction and business results.
Sallis	1996	Total quality management in education	The key concepts of quality management and a guideline for educational quality improvement.
Wilkinson	1994	Managing human resources for quality	Examines some of human resource issues relating to quality management.

In such a fast-changing era of globalisation, based on a process which is being driven by exponential growth in information technology, the international transformation towards a knowledge-based economy has caused dramatic changes in the character and functions of higher education in most countries around the world (Ball, 1998; Porter and Vidovich, 2000; Salmi, 2000). Similarly, Altbach and Davis (1999) asserted that universities and higher education systems have changed profoundly in the past few decades in regard to the pressure of increasing numbers of students and demographic changes, demand for accountability, reconsideration of the social and economic role of higher education, and the implication and impact of new technologies. It is in such a wider policy context that an increasing number of higher education institutions are being established, with new missions and innovative configuration of training, giving people easier access to higher education (Dill and Sporn, 1995a; Salmi, 2000). Particularly important is the need to demonstrate appropriate educational quality and standards in view of the rapidly expanding demands from stakeholders (Coffield and Williamson, 1997; Dill, 1997; Harman, 2000; Idrus, 1996; Yorke, 1999). Other researchers have similarly noted a concern about the quest for quality in higher education. Barnett (1992) and Harman and Meek (2000), for example, argued that a number of main concerns about the quality issue at present dominate the debates on higher education, including: maintenance and improvement of the level of educational provision, improvement in the quality and adaptability of graduates, defining and measuring quality, management approaches of institutions, using benchmarking and performance indicators, and increasing

public accountability. Eriksen (1995) confirmed that a systematic production process for quality standards is necessary to the success of quality management implementation.

Recognising the urgent need for a positive response to global contexts in higher education and government policy, TPUs have adopted QA policies to improve quality of educational provision. Chandarasorn (2002), Harman (2002), Vargo (2000) and Watanachai (2002) suggest that the need for effective management calls for clearly identifying the main issues affecting QA in higher education institutions. They have identified the following as the main issues of institutional internal concerns: policy development and implementation, performance mechanisms of QA, governance and management, staff empowerment and leadership. These concerns for internal institutional management are discussed in Altbach and Davis (1999), Barnett (1992), Dale, Boaden and Lascelles (1994), Harman and Meek (2000) and Meek and Wood (1997) and can be used as a means to structure the literature review relevant to Research Question 1. Some relevant and applicable insights into these institutional concerns are presented below as they related to Research Question 1.

Policy Development and Implementation

According to Lascelles and Dale (1994), writing specifically on difficulties and barriers to quality improvement, policy development and implementation are generally acknowledged as difficult processes of QA systems. This is due to the fundamental changes in culture and work patterns that QA policy implementation typically brings to organisations (Wilkinson, 1994). Hamzah and Zairi (1996) and Snape et al. (1995) discussed how supporting these changes involve the need to create an awareness in university members of the new concepts and practices of 'quality culture'. Therefore, a crucial factor to the success of QA policy development is that it is introduced in the most effective manner and that staff are aware of its potential implications in their workplace (Oakland, 1993; Sallis, 1996; Simmons, Shadur and Preston, 1995; Wilkinson, 1994).

In TPUs, it is clear that QA implementation reflects the MUA and ONESQA principles. Unfortunately, however, the Bureau of Higher Education Standards (2002b) reported that at the initial stage of QA introduction, the QA policies were not clearly defined, particularly in regard to QA procedures. As a result, there is a

concern that a number of faculties saw QA procedures as a burden and a source of confusion and doubt in many dimensions of the implementation (Bureau of Higher Education Standards, 2002b). Sharples et al. (1996) suggested that this concern could create problems in the area of staff commitment to QA programmes and their implementation in practice. In this regard, Wilkinson (1994) asserted that HRD activities will help to facilitate staff development of skills, positive attitudes and values, regarding new work practices which are required for QA implementation.

Performance Mechanisms of QA

Leading researchers in higher education (see for example, Barnett, 1992; Idrus, 1996; Sallis, 1996; Yorke, 1999) typically comment on performance measurement by placing the focus on student satisfaction. Barnett (1992) concentrated on 'student learning' and noted the concept of 'total quality care'. Yorke (1999) argued that the basis of a judgement about quality is the student's own personal attributes which are important to the satisfaction of their perceived needs. Student-oriented approaches could be regarded as a key factor for institutions to determine how to develop a practical quality system for their own internal QA management (Feigenbaum, 1994; Idrus, 1996; Yorke, 1999). Therefore, the careful process of selecting/setting performance mechanisms must be concerned about a clear articulation of quality management processes and the mechanisms for controlling, auditing and assessing the academic quality and standards of each institution. According to Bailey and Bennet (1996), this process includes constant review for improvement in order to sustain its quality.

According to the guidelines of the MUA and the ONESQA, the internal and external QA systems are designed and put in place to ensure quality management process in each institution. Thus, TPUs have developed and installed their own QA systems (Bureau of Higher Education Standards, 2002b). Key performance indicators based on these guidelines have been developed to measure quality performance and fit with the context of the institutions (see Appendix B: Quality Factors and Indicators for Thai Higher Education). With respect to the guidelines recommended by the MUA and the ONESQA, performance indicators of IQA and EQA must extensively cover the dimensions of input, process and outcomes including aspects of the core functional areas of Thai higher education so as to ensure the quality of graduates and academic services (Bureau of Higher Education Standards, 2002a, 2002b). It can be

seen that the focus includes the process that students undertake as well as the learning output in the forms of qualified graduates. Therefore, this approach reflects the view that institutions must be prepared to change and should be highly aware of the need for a quality model that considers 'student satisfaction' as a crucial performance mechanism in assessing how well QA systems have accomplished QA achievement (Commonwealth Department of Education, Science and Training, 2002; Engwall, 1997; Yorke, 1999).

Governance and Management

There is a clear recognition of the significant role of management in achieving quality excellence. Typical researchers writing in the area of quality management agree on the importance of a strategic planning process, based on QA policy (Barnett, 1992; Sharples et al. 1996; Oakland, 1993; Van Vught, 1995). Thus, QA activities are considered to be processes which relate to the overall functions of the institutions, with the aim of providing stakeholder satisfaction (Lewis and Smith, 1994). As suggested by the MUA guidelines, TPUs' governance and management practices are based on their quality management processes with regard to the core institutional functions linked to meeting outputs or stakeholder needs (see Figure 1.1: Core Processes and Framework of QA in Thai Higher Education). Additionally, QA committees have been set up at the institutional, faculty and departmental level to facilitate quality management. Barnett (1992) and Nightingale and O'Neil (1994) indicated that the establishment of participatory management is an important factor of management for quality, requiring staff at all levels of the institution to take responsibility for their own involvement in QA systems.

It can be seen that management practices of institutions have been changed to support QA implementation. Peterson (1995), Oakland (1993) and van Vught (1995) suggested that the development of new administrative systems and management support are required for successfully implementing QA programmes. In order to assure the efficiency of the institutional quality management systems, each institution needs to increase its management efficiency and to provide sufficient resources such as funding, equipment, training, assistance and other provisions to support the management innovation (Barnett, 1992; Fullan, 1991).

Staff Empowerment

Dale et al. (1994) affirmed the need for individuals in an organisation to be involved in QA processes. Simmons et al. (1995) and Wilkinson (1994) also asserted that the need for staff empowerment is one of the basic principles of QA implementation in an organisation. Thus, in order to implement QA effectively, Ho and Wearn (1995) and Lewis and Smith (1994) indicated that it is essential to ensure that everyone in an institution fully participates in and is committed to the QA processes. Consequently, factors such as teamwork and human resource practices can play a crucial role in the enhancement of quality efforts (Ho and Wearn, 1995; Wilkinson, 1994).

An emphasis on teamwork can be found in various references. According to Oakland (1993), teamwork provides an opportunity for employee recognition and promotes 'bottom-up' participation in quality improvement, through active encouragement in group activities. Sallis (1996) also indicated that working in teams can provide everyone in the institution with the opportunity to express their views and make a contribution to the quality improvement process. In this sense, it is clear that the quality processes would be more likely to succeed if staff could form themselves into teams and take responsibility for improving the institutional culture (Barnett, 1992).

Getting people to work together in groups does not guarantee an achievement outcome (Oakland, 1993). Using teams and encouraging participatory management typically involves fundamental changes in the work patterns of employees (Idrus, 1996; Nightingale and O'Neil, 1994). Institutions intending to promote people involvement through teamwork must create an enabling system which promotes teamwork and eliminates barriers to successful performance (Dale et al. 1994; Sallis, 1996). It can be argued, as Hamzah and Zairi (1996) have emphasised, that the basic concepts behind quality activities are to contribute to personnel and require considerable training at all levels of the organisation. Such quality activities include organisation-wide involvement through quality improvement teams. A well-trained and motivated team involved in change programmes can help members to have a clear understanding of a new culture in the organisation, in line with new ways of thinking and doing, new skills, knowledge and attitudes (Fullan, 1991; Sallis, 1996; Wilkinson, 1994).

As presented previously, TPUs have set up committees dedicated to providing team-building, in line with the MUA guidelines for overseeing QA implementation. Thus, it is evident that each institution has made efforts to develop a culture and work structures that facilitate empowerment of educational administrators and staff, to contribute to QA programmes (Snape et al. 1995). This change brings about a greater focus on people management and enhancement of a shared vision among university members (Bureau of Higher Education Standards, 2002a, 2002b). In this regard, the effective use of quality teamwork and HR practices can be reinforced by training employees in how to work in a team and giving them the responsibility and authority to form quality teams, as they see fit, within their workplace (Fullan, 1991; Wilkinson, 1994).

Leadership

Leadership issues are mentioned frequently as being an important factor in QA implementation (Sallis, 1996). Supporting this view, Dale et al. (1994) and Oakland (1993) saw commitment and leadership of chief executive officers and other senior managers as the means for providing direction and promoting organisational commitment.

The importance of management's commitment and strong leadership is also highlighted in the findings of several studies. For example, in a study conducted using a 'Critical Success Factors' approach, Kanji et al. (1999) reported that leadership issues are ranked highest on the list of criteria necessary for quality excellence. From their observations it can be concluded also that leadership plays an influential role in quality management as the driving force to move institutions towards their goals. Barnett (1992) supported this view in an interesting and useful way where he argued, 'Academic management is more like that of the leadership and direction exerted by an orchestra's conductor than by an army's general' (p. 80).

In TPUs, the integration of QA programmes into the institutions occurs as a result of the adoption and implementation of the new practices and concepts described above. When faced with these challenging new approaches, academic administrators are required to facilitate development and change in their management systems (Hallinger, 1998; Hallinger and Kantamara, 2000). Actions and behaviours of administrators with respect to goal-setting, communication, performance

measurement and encouraging people involvement are critical issues in quality management (Kanji et al. 1999). It is generally recognised that traditional management practices need to change because universities need leaders who have strategic vision as well as managerial skills. These leaders need to be capable of leading a team to perform quality improvement and supporting the change processes (Barnett, 1992). Therefore, as suggested by Fullan (1991) and Wilkinson (1994), personal leadership roles of administrators need to be changed by providing them with appropriate managerial skills and professional development, for promoting QA processes.

In summary, a review of the literature in this section reveals that the relationship between external factors and institutional responses is an important driving force that influences QA programmes in TPUs and actual HRD practices. The institutional external environment includes the challenge of globalisation, technology change, increased competition and, significantly, government policies. To respond to these challenging contexts, TPUs have developed their QA programmes to improve the quality of their educational provision. Accordingly, the 'quality of people' is vital for QA implementation, necessitating the incorporation of HRD practices for quality performance (Hamzah and Zairi, 1996; Wilkinson, 1994). An overview of HRD practices used for promoting QA implementation in TPUs will be presented in the next section.

Research Question 2: In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?

Table 2.4 Overview of Some Major Research Relevant to Research Question 2

Author	Date	Title	Major Focus
Barnett	1992	Improving higher education: Total quality care	Examines the meaning of quality and its improvement in higher education.
Hamzah and Zairi	1996	People management: Where is the evidence of best practice? Part III	Explores the best practices in HRM for effective quality management.
McLagan	1989	Models for HRD practice	A brief summary of model for HRD practice
Sharples, Slusher and Swaim	1996	How TQM can work in education	A case study of how TQM is implemented in education.

Table 2.4 Overview of Some Major Research Relevant to Research Question 2 (cont.)

Author	Date	Title	Major Focus
Simmons, Shadur and Preston	1995	Integrating TQM and HRM	A case study of integration of total quality management (TQM) and strategic HRM.
Snape, Wilkinson, Marchington and Redman	1995	Managing human resources for TQM: Possibilities and pitfalls	The role of HRM in facilitating TQM implementation.
Walton	1999	Strategic human resource development	Provides a thorough examination of current thinking and practice in HRD.
Tann	1995	Managing transformations in university departments	The roles and responsibilities of heads of departments as managers.

Human Resource Development Contexts

The emergence and growth of HRD is now well documented by both researchers and practitioners. However, following a review of empirical evidence investigating the perspective of HRD, it is argued that HRD has come to be used under different circumstances (see for example, Garavan, Heraty and Barnicle, 1999; Lee, 2001; McGoldrick et al. 2001; McLagan, 1989; Nadler and Nadler, 1989; Stewart, 1998; Walton, 1999).

Indeed, McLagan (1989) introduced 'Models for HRD Practice' concerning with the functional management of people including: 'training and development, organization development, and career development to improve individual, group, and organizational effectiveness' (p. 52). Nadler and Nadler (1989) defined HRD as 'Organised learning experiences provided by employers, within a special period of time, to bring about the possibility of performance improvement and/or personal growth' (p. 6). Walton (1999) stated that HRD is seen also as '...the provision of the set of activities that are undertaken to achieve desired individual and organisational outcomes' (p. 52). These views are supported by Bratton and Gold (2003) who asserted that HRD is defined as:

... the procedures and processes that purposely seek to provide learning activities to enhance the skills, knowledge and capabilities of people, teams and the organization so that there is a change in action to achieve the desired outcomes. (p. 317)

These are indeed powerful notions — that practices relating to HRD are seen in a holistic framework and viewed as different from traditional training and development — with the focus being on learning and development at individual and organisational level (McGoldrick et al. 2001; Stewart, 1998; Walton, 1999). Thus, HRD involves the provision of learning experiences in every aspect of the organisation so that through enhancing the skills, knowledge and abilities of staff the organisational goals can be achieved (Nadler and Nadler, 1989; Walton, 1999). Accordingly, McGoldrick et al. (2001, p. 351) asserted that although HRD has no singular identity, such a conception is already presented in the learning organisation discourse, which is depicted as a continuous and never-ending process. In this regard, HRD is used in many different contexts and it can make a distinctive contribution to the development of organisation which in turn lead to benefits for the individuals involved and society as whole (Bratton and Gold, 2003; Lee, 2001)

These debates have highlighted the growing proactive nature of HRD practice and its importance to the successful organisations (Bratton and Gold, 2003; Garavan, et al. 1999). The term ‘Strategic HRD’, comprising the organisational perspective and making the link between organisational goals and objectives, was an outcome of this debate (Garavan, et al. 1999; Walton, 1999). In this context, HRD, therefore, concerns a range of widely differing activities involving the relevant stakeholders in learning processes which refer to a strategic consideration in an organisation (Bratton and Gold, 2003; Lee, 2001; Walton, 1999).

Conceptually, HRD is a strategy related to change in practice and integrated with parallel fields of HRM, business strategy and organisational learning (Garavan, et al. 1999). McGoldrick and Stewart (1996), quoted in Mankin (2001), stated that: ‘it has been argued that HRM and HRD are interrelated concepts, with HRM/HRD interventions being described as an integrated process linking together different combination of organisational variable’ (Mankin, 2001, p. 66). Specifically, this relationship is also demonstrated in the ‘Human Resource Wheel’ (McLagan, 1989, p.53).

QA Processes at the Institutional Level and the Relevant Actual HRD Practices

The notion that HRD plays a crucial role in promoting successful QA programmes is supported by a number of researchers. Wilkinson (1994) asserted that HRD is

concurrent with QA implementation, where encouraging people's commitment to and participation in an organisation's goals are important for quality improvement. Oakland and Oakland (1998) have noted training and development as the key factors in actually improving quality. Accordingly, HRD practices are particularly important because they provide an opportunity for staff and administrators to develop the required skills to respond in environments characterised by continuous improvement and quality culture. Barnett (1992) and van Vught (1995) also argued that in higher education institutions, quality management processes are related to objectives and missions detailed in the strategic plan and towards formal management approaches, which involve all aspects of higher education functions. Barnett (1992) further suggested that to improve quality across higher education institutions, efforts should be aimed at integrated staff development programmes in the institutional strategic plan. In this regard, Hamzah and Zairi (1996), Sharples et al. (1996), Snape et al. (1995), suggested that a call to integrate HRD practices into QA implementation, as well as into the institutional strategic plan, should ensure that all HRD activities are focused on institution needs and facilitate quality improvement across institutions. As a result, HRD activities will be mutually supportive and provide institutions with a quality performance (Sharples et al. 1996; Wilkinson, 1994). Nadler and Nadler (1989), Storey (2001) and Walton (1999) asserted that HRD activities should be integrated into strategic objectives with the full attention of executives and senior management teams, so that there is continuous growth and development for individuals and their organisations.

In this context, the evidence of HRD activities performed to promote QA programmes has been noted elsewhere in the literature. Brown (1995) suggested that introducing quality management requires awareness training, to help develop appropriate attitudes and values relating to quality concepts and the skills for quality improvement, including teamwork. He suggested that HRD activities should focus on an induction programme founded on leadership, team-building and problem identification. Snape et al. (1995) argued that to implement quality management systems, employees require training in the area of continuous improvement principles, problem-solving techniques and individual career development. Additionally, well-designed staff development programmes which incorporate QA implementation training, education, meetings, conferences, workshops, coaching and

counselling, including providing feedback to employees, for continuous improvement (see for example, Hamzah and Zairi, 1996; Simmons et al. 1996; Snape et al. 1995; Wilkinson, 1994).

Researchers such as Barnett (1992), Hamzah and Zairi (1996), Simmons et al. (1995) and Snape et al. (1995) indicated that quality management requires suitable skills, abilities and practical knowledge of staff and managers. In particular, managers should be trained to feel comfortable with the new roles of leadership, coaching, monitoring and team facilitation. Additionally, employees' training programmes should cover specific operational skills and individual development required for quality improvement, as well as co-operative approaches for quality teams.

Thus, it can be seen that HRD practices need to be involved in QA implementation and linked to institutional strategic planning, with extensive staff development activities for all organisation members. HRD approaches, therefore, are regarded as systematic activities for improving quality and performance and increasing an organisation's ability to compete more effectively (Nadler and Nadler, 1989; Walton, 1999).

As previously detailed in the Chapter 1, TPUs have developed their own QA systems, based on the main functions of higher education institutions and linked with quality factors and the key performance indicators provided by the MUA (see Figure 1.1). The key point is particularly in the category 'Administrator and Management' and its sub-criteria, which indicate that issues of HRD practices should be incorporated to promote the QA system (see Appendix B: Quality Factors and Indicators for Thai Higher Education). Therefore, within this management approach it can be seen that HRD practices are being integrated into an institution's mission statement and linked with QA programmes in TPUs. Consequently, the Bureau of Higher Education Standards (2002b) reported that TPUs have provided various HRD activities such as conferences, seminars, meetings and workshops for staff development, at all levels of the institutions, in order to produce a quality culture. It has, however, some particular concerns about linking QA policies to the actual practices, as some staff could not see any proof that such actions could improve educational QA (Bureau of Higher Education Standards, 2002b, p. 50). As a result, this concern reflects the view that the institutions should pay increasing attention to strategic issues regarding articulation from institutional strategic quality planning,

including applying HRD policies to actual practices, in order to promote quality improvement (Chadwick, 1996; Oakland and Oakland, 1998).

Actual Roles of HRD Practices Relevant to Academic Administrators at the Faculty and Departmental Level

Regarding QA implementation, Barnett (1992) and Tann (1995) identified that the role of academic administrators—particularly at the faculty and departmental level—is central to its success or failure, particularly where the articulation of QA policies to actual practices is needed. The responsibility of educational administrators to the achievement of QA programmes has been acknowledged elsewhere as a key feature of management for quality (Barnett, 1992; Sallis, 1996; Sharples et al. 1996; Tann, 1995; van Vught (1995). Barnett (1992) argued that the role of academic managers for quality management is that they are:

... fully justified in leading from the front; for instance, in taking initiatives in attempting to change attitudes, to introduce educational development, or to bring about a shift in an institution's mission. (p. 71)

Hamzah and Zairi (1996), Henninger (1998), Sallis (1996), Simmons et al. (1995) and Tann (1995) suggested that areas in which middle management roles have increased their responsibilities for quality management are communicating quality values and mission statements and emphasising continuous improvement, as well as acting as role models and change agents and providing encouragement for others. Therefore, approaches to management for quality in this regard not only emphasise responsibilities for policy development, but focus on the need for them to provide assistance in clearly communicating the institution's mission to others, which requires a particular approach to HR issues.

In the case study of 'the human resource dimension of quality management' conducted by the Institute of Personnel Management, Marchington, Dale and Wilkinson (1993) reported that HR functions, including HRD, have been central to the whole process of continuous improvement in quality management. The authors further identified that line managers also worked closely with these HR issues to increase employee involvement in quality improvement, as well as to select and develop flexible teams and support training provision. This view is similar to that expressed in the studies of Barnett (1992), Henninger (1998) and Tann (1995) which

indicated that HRM in general, and staff development in particular, have become a part of the responsibilities of deans of faculties and heads of departments in universities. These roles include, for example: change facilitator, coordinator and monitor of self-study, team development, staff development, staff appraisal and professional role modelling. Accordingly, integrating particular HRD practices into academic administrators' responsibilities therefore can provide a way of effectively coping with changing contexts and make successful quality management more effective.

In the review of literature in the areas of actual HRD roles relevant to academic administrators at the faculty and departmental level, several HRD roles are likely to require a particular approach to the proactive roles of administrators. This approach involves an emphasis on strategic management for quality. Regarding these management practices, the 'best practices' specified for HRD are required for academic administrators to support the quality improvement processes.

Research Question 3: To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?

Table 2.5 Overview of Some Major Research Relevant to Research Question 3

Author	Date	Title	Major Focus
Barnett	1992	Improving higher education: Total quality care	Examines the meaning of quality and its improvement in higher education.
Hamzah and Zairi	1996	People management: Where is the evidence of best practice? Part III	Explores the best practices in HRM for effective quality management.
Lascelles and Dale	1994	Difficulties and barriers to quality improvement	Explores the potential barriers to starting and advancing a process of quality improvement
Marchington, Dale and Wilkinson	1993	Who is really taking the lead on quality?	A study of the human resource dimensions of quality management.
Sharples, Slusher and Swaim	1996	How TQM can work in education	A case study of how TQM is implemented in education.
Simmons, Shadur and Preston	1995	Integrating TQM and HRM	A case study of integration of total quality management (TQM) and strategic HRM.
Snape, Wilkinson, Marchington and Redman	1995	Managing human resources for TQM: Possibilities and pitfalls	The role of HRM in facilitating TQM implementation.

Table 2.5 Overview of Some Major Research Relevant to Research Question 3
(cont.)

Author	Date	Title	Major Focus
Walton	1999	Strategic human resource development	Provides a thorough examination of current thinking and practice in HRD.
Wilkinson	1994	Managing human resources for quality	Examines some human resource issues relating to quality management.

From the discussion above, it is clearly in evidence that academic administrators have potentially become the strongest advocates of QA implementation through HRD approaches. In the quality management literature there is evidence, however, that HRD involvement is yet to be fully recognised (see for example, Dale et al. 1994; Feinberg, 1998; Hamzah and Zairi, 1996; Marchington et al. 1993; Roth, 1998; Walton, 1999; Wilkinson, 1994). The following section attempts to identify some key variables in terms of current challenges facing the full integration of HRD practices into academic administrators' responsibilities and to address the need for 'best HRD practices' which should be included to support QA programmes

Current Challenges Facing HRD

In advocating QA implementation, strategy implementation must involve a focused effort on the part of every employee within the organisation (Dale et al. 1994; Oakland and Oakland, 1998). QA programmes cannot be successfully implemented on a piecemeal basis. This view is supported by Wilkinson (1994) who asserted that quality management requires 'wholesale organisational change and a re-examination of production/operations methods and working practices...' (p. 278). The implications of QA therefore impact on the organisation's traditional culture and work practices. QA implementation requires sufficient resources to be focused on HRD activities and depends on the ability of managers to be aware of important environmental changes. Subsequently, this approach can facilitate employees' development, by providing them with appropriate skills to respond in a highly committed way to the challenging changes. In this context, having established the importance of organisational support, administrators' commitment and staff empowerment, it seems then that these issues are in turn affecting the full integration of HRD into administrators' responsibilities (Hamzah and Zairi, 1996; Marchington

et al. 1993). These factors are also discussed in Dale et al. (1994), Idrus (1996), Lascelles and Dale (1994), Walton (1999) and Wilkinson (1994) and have been identified as the crucial current challenges facing HRD in TPUs. These factors are discussed below.

Institutional Support for HRD Policy

The issues discussed earlier indicated that HRD policies need to be aligned with and linked to institutional strategic planning. It would seem apparent, then, that an understanding of the strategic integration within HRD areas may require an administrator with a clear and broad view of management activities (Bratton and Gold, 2003; Storey, 2001; Walton, 1999). Hamzah and Zairi (1996) and Wilkinson (1994) suggested that this concern can result in organisational support such as creating a clear management strategy to facilitate management practices, developing the organisation and infrastructure to support performance improvement, and allocating adequate resources and financial support to implement improvement activities. Given the fact that QA implementation brings about changes in traditional work practices, management styles and organisational structure, Snape et al. (1995) also stated that a restructured and flexible organisation is needed to facilitate participative management, a shared vision approach and effective communication. Nightingale and O'Neil (1994) and Wilkinson (1994) asserted that these approaches may involve a greater degree of involvement in HRD activities, as managers attempt to respond to a new corporate culture. The implication here is that organisations should be providing managers with the skills and knowledge to manage HRD activities and systems via providing resources and funding. Once given this organisational support, managers can make a commitment to take responsibility for HRD practices and help their staff to improve themselves to achieve the aims of QA programmes (Wilkinson, 1994).

Academic Administrators' Commitment

As discussed in the Overview of HRM Practices in the Thai Cultural Environment section of this chapter, in TPUs there are some concerns about how the Thai cultural contexts impact on university management. In this regard, several studies have been designed to study how national culture, including values, norms and beliefs, affect management styles in general, and in HRM/HRD in particular (see for example,

Budhwar, 2004; De Cieri and Dowling, 1999; Hofstede's, 1994). According to Hofstede's (1994) cultural dimensions framework, Thailand demonstrates a *collectivist* culture which shapes the contexts for change by locating it in the group more than individual. This norm reflects the fact that Thais look primarily to their referent social groups with a desire for harmony rather than conflict in work and society (Hallinger and Kantamara, 2000). The high *power distance* implies that managers and subordinates accept their interpersonal relations in the organisational hierarchy and in general decisions should be made by those holding positions of authority (Browell, 2000; Kamoche, 2000). The high *uncertainty avoidance* describes an unwillingness to take risks and to accept organisational change (Hallinger and Kantamara, 2000). Thai culture has high *femininity* leading Thai people to emphasise a good working atmosphere and co-operation with each other. Thailand is known as a *long-term* oriented nation concerned with practising persistence and thriftiness. It is argued here that these national value systems continue to have significant influence on organisational practices, employees working relationships and people management (Browell, 2000; Hallinger and Kantamara, 2000; Hofstede's, 1994; Kamoche, 2000).

This national culture makes it particularly challenging to integrate HRD with academic administrators' responsibilities because the process involves changing people's knowledge, attitudes and behaviours about embracing something new and assuming increasing responsibility. Hallinger and Kantamara (2000), Kamoche (2000) and Roongrernsuke and Cheosakul (2001) suggested that there are concerns that Thai cultural norms and values regarding face-saving and *sabai-sabai* (easy going or comfortable) relationships do not encourage acceptance of any change that affects their roles and responsibilities. This concern is reflected in the findings of Feinberg (1998), Lascelles and Dale (1994) and Roth (1998) that some administrative staff perceived management innovation, in particular HRD practices and QA implementation, as a 'burden', which perhaps reflects their fear of change. Such a negative attitude, combined with lack of commitment to the change process eliminates the chance to create a shared vision of how change will take place, especially where change implies ambiguity and an uncertain situation (Wilkinson, 1994). In this regard the changing contexts in TPUs seem to have resulted in frustration and discontent in some managers. This, in turn, affects their willingness to

be involved and participate in HRD practices (Lascelles and Dale, 1994; Simmons et al. 1995).

Academic Staff Empowerment

Oakland and Oakland, (1998), Simmons et al. (1995), Snape et al. (1995) and Wilkinson (1994) recognised that QA programmes are concerned with promoting organisational effectiveness through the commitment of every member in the organisation. The Bureau of Higher Education Standards (2002b) reported that in Thai universities the substantial changes in work practices required by QA implementation, can cause some academics and administrative staff to be unwilling to change their behaviour and to resist training efforts in response to the new environment. Lascelles and Dale (1994) asserted that people are reluctant to make changes which they consider will threaten on the status quo, increase their responsibilities and also impinge on their traditional work practices. In relation to Thai traditional academic culture, Hallinger (2000), Hallinger and Kantamara (2000), Kamoche (2000) and Roongrernsuke and Cheosakul (2001) identified that there are concerns about the impact on QA of the deeply held values that Thai academics tend to seek, such as harmony (*sanuk* and *sabai-bai*) and maintaining social stability (*jai yen*). These norms and values may hamper the capacity of academic staff to respond innovatively and effectively to emerging changes. Inevitably, these challenges would make it difficult for administrators to encourage their staff to cope with changing environments.

Overall, to be effective people managers in their institution, academic administrators should implement the 'best HRD practices' to manage their staff and to support substantial QA achievement. The following section will present an overview of this issue.

Best Practices Specified for HRD

In order to fully integrate HRD practices into their responsibilities, educational administrators may need greater managerial skills. In particular strong leadership is required as part of the educational administrators' role. In several case studies of quality management, leadership occurring through HRM functions was considered to be the key factor in successful management appointments (see for example, Hamzah and Zairi, 1996; Kanji et al. 1999; Sharples et al. 1996; Simmons, et al. 1995;

Wilkinson, 1994). Underpinning this approach is the management's capacity and commitment to 'lead' and 'change', to develop a quality culture (Hamzah and Zairi, 1996; Wilkinson, 1994). Therefore, broader use of HRM functions should be included in administrators' responsibilities, as the main path to promote quality improvement. As Guest (1989) argued:

High quality refers to all aspects of management behaviour, including management of employees and investment in high-quality employees, which in turn will bear directly upon the quality of goods and services provided.
(p. 42)

In this context, research by Williams, Dobson and Walter (1993, cited in Snape et al. 1995) suggested that five main strategies of HRM are commonly used by management in attempting culture change and facilitating a quality culture. These include:

- Changing the people in the organisation through selective recruitment, with a greater emphasis on selecting people with the desired attitudes, as well as technical skills and experience.
- Moving people into new jobs to break up the old sub-culture.
- Providing employees with training and management role models appropriate to the desired culture.
- Training employees in new skills, thus influencing their job attitudes.
- Changing the work environment, HR policies and management style generally.

From the above discussion it is evident that HRD practices are compatible with HRM issues. It can be argued, then, that attempts to manage organisational change through HRD focus on a high degree of flexibility, adaptability and creativity, related to quality improvement within employees. However, the HRM issues of performance appraisal and rewards system are not included in this context. Indeed, there is a marked emphasis on performance evaluation and performance-based pay in the literature by many of the other well-regarded writers in this field (see for example, Simmons et al. 1995; Snape et al. 1995). Snape et al. (1995) and Wilkinson (1994) suggested that these systems are required also to retain and motivate employees, particularly in the current competitive labour market. Simmons et al. (1995)

examined examples of how performance appraisal contributes to quality management, through promotion of teamwork and the organisation's continuous improvement. The authors argued that a well-designed system which is compatible with quality management would:

- identify and recognise the quality of inputs and processes and not just outputs
- focus on the achievement of individuals, teams and the organisation
- improve future performance through performance planning, coaching and counselling
- reward personal improvement and not just rate performance relative to peers
- provide qualitative feedback to employees.

This type of system poses a significant shift for managers' roles and responsibilities and a number of commentators have expressed concern about the ability of administrative staff to take on this type of management change. Fullan (1991), Hamzah and Zairi (1996), Oakland and Oakland (1998) and Wilkinson (1994) suggested that a broader understanding of people management and a greater improvement in managerial skills are required as part of administrators professional development.

In order to manage people effectively, managers need to be able to understand the processes used to promote employee empowerment and encourage quality improvement. The specific challenge, then, becomes the better provision of staff development programmes and the improvement of work systems and facilities to support the improvement processes (Hamzah and Zairi, 1996; Lascelles and Dale, 1994; Wilkinson, 1994).

An overview of the literature has shown that several researchers on quality management and HR issues are concerned with critical factors in overcoming organisational inertia and getting staff to see the necessity for change (see for example, Hamzah and Zairi, 1996; Lascelles and Dale, 1994; Snape et al. 1995; Sharples et al. 1996; Simmons, et al. 1995; Wilkinson, 1994). The important issue here is that they highlight the integration of HRD practices into management responsibilities, to facilitate organisational changes and continuous improvement. As a guiding principle, the 'best practices' specified for HRD approaches are

presumably relevant and applicable to the strategic direction of TPUs, which is the context of this study.

Research Question 4: To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

Table 2.6 Overview of Some Major Research Relevant to Research Question 4

Author	Date	Title	Major Focus
Dill and Sporn	1995b	University 2001: What will the university of the twenty-first century look like?	Suggests the adaptation necessary in university organisation and management for the new environment of the twenty-first century.
Hamzah and Zairi	1996	People management: Where is the evidence of best practice? Part III	Explores the best practices in HRM for effective quality management.
Marchington, Dale and Wilkinson	1993	Who is really taking the lead on quality?	A study of the human resource dimensions of quality management.
Sharples, Slusher and Swaim	1996	How TQM can work in education	A case study of how TQM is implemented in education.
Simmons, Shadur and Preston	1995	Integrating TQM and HRM	A case study of integration of total quality management (TQM) and strategic HRM.
Snape, Wilkinson, Marchington and Redman	1995	Managing human resources for TQM: Possibilities and pitfalls	The role of HRM in facilitating TQM implementation.
Storey	2001	Human resource management: A critical text	Examines evidence of the link between thoughtful HR practices and effective organisational performance.
Walton	1999	Strategic human resource development	Provides a thorough examination of current thinking and practice in HRD.
Wilkinson	1994	Managing human resources for quality	Examines some human resource issues relating to quality management.

From the discussion in the previous sections it has become clear that higher education environments have changed dramatically and continue to do so. This change has an impact not only on educational quality and standards but also on future HRD practices as they relate to QA. In this section, an overview of future challenges facing QA and institutional responses to these challenging contexts will be presented.

Future Challenges Facing QA Programmes

When reviewing the changes in higher education environments in the context of QA, it is obvious that the Thai higher education environment will continue to undergo rapid change regarding globalisation and Thai education reform (Bureau of Higher Education Standards, 2002b; Chandarasorn, 2002; Ketudat, 1998; Ministry of University Affairs, 2000). Consequently, these changing contexts hold a number of important challenges for future institutional management systems.

Many authors have suggested that in the future, methods for administering higher education will be transformed (Altbach, 2001; Altbach and Davis, 1999; Dill and Sporn, 1995b; Salmi, 2000; Marginson and Considine, 2000; Meek and Wood, 1997; Yorke, 1999). Institutions will be urged to engage in new tasks and assume new responsibilities within the context of higher standards of QA. These authors state that the entire nature of educational provisions is in the process of significant change, in order to produce a highly educated and skilled workforce to facilitate future economic growth. Salmi (2000) also suggested that without these changes the competitive status of universities will substantially deteriorate in the future. In addition, it is argued that while institutions are being asked to serve an increasing number of students, through rapid expansion of higher education institutions, demand for more accountability, more efficiency and more productivity of stakeholders and wider public involvement increasingly will be required (Altbach and Davis, 1999; Dill and Sporn, 1995b; van Vught, 1995; Yorke, 1999).

In this future-oriented context, challenging environments will therefore require TPUs to have an increased understanding of the dynamic and complex nature of educational QA and to design staff development programmes to achieve long-term quality improvement. Burian (2002), Ketudat (1998), Komolmas (2000) and Salmi (2000) argued that in the new era of information technology and world competition, a more diverse and flexible education system must be developed and promoted through an open education system. In this context, the implementation of education change in Thai higher education in the future requires promotion of good governance. Therefore, each institution's managerial effectiveness and autonomy should be structured in accordance with the principles of social responsibility and accountability (Watanachai, 2002). It is argued that:

... all types of higher education institutions need clear characterization and management in order to facilitate 'education for all'. University mapping and systems of expanding education access for our citizens should be set up. Thai universities have to enhance their quality to be able to compare with universities overseas. Realizing our actual position, catching up with current issues, and trying to take advantage of our strengths and remove our weaknesses, are the essential of the strategy to develop Thai higher education. (Watanachai, 2002, p. 2)

It is evident that successful achievement of educational change in Thai higher education institutions in general, and in TPUs in particular, will require a clear understanding of the reasons for the contexts of the challenging environments. Additionally, creating institutional strategies must be based on developing a shared vision of change, among all parties concerned. This will involve providing quality training to university members at all levels, to create a shared vision and improved working environment to support quality performance (Adireksarn, 2002; Chandarasorn, 2002). In particular, as Barnett (1992) suggested, administrative staff will need to have high-level managerial skills to respond the pace of innovation and change.

Future HRD Strategies in Response to Challenging Future Contexts

From the previous review it is obvious that if HRD is to address these changes successfully, the traditional roles it has implemented until now may not work in the future. This is because it is essential for TPUs to have highly competent and motivated faculty staff and to support a professional culture to 'build up' qualified staff capable of responding to changing contexts. Fullan (1991, p. 344) has similarly noted that 'as long as there is the need for improvement, namely, forever', there will be the need for professional development which must be given priority as the premier strategy for coping with the growing complexity of modern society. Thus, management must consider 'how' and 'what' HRD practices would enable staff to improve their professional quality. An effective management practice in this context would involve a strategic approach to HRD (Oakland and Oakland, 1998; Storey, 2001; Walton, 1999).

It has been acknowledged that the importance of strategic HRD integration into an administrator's responsibility is an aspect of HRD practices which needs to be given priority (Walton, 1999; Wilkinson, 1994). Institutions require leaders who have

strategic vision, are skilled in strategic planning and management and capable of developing the skills of others (Barnett, 1992; Henninger, 1998; Meek and Wood, 1997). In this context, Garavan, Heraty and Morley (1998) and Walton (1999) stated that the role of managers can be seen as strategic partnerships for the development of HRD strategies of the organisations, particularly integration of HR issues into managers' roles. Storey (2001) also suggested that line managers should 'drive' as well as 'deliver' HR policies including HRD and that it is a crucial role for the development of strategic HRD that they are involved closely in HR issues. It is argued that:

Line managers are seen as crucial to the effective delivery of HRM policies: conducting team briefings, holding performance appraisal interviews, target setting, encouraging quality circles, managing performance-related pay, and so on. (Storey, 2001, p. 7)

Consequently, management must be modernised by developing advanced managerial skills such as strategy development, effective leadership and HR practices (Barnett, 1992; Meek and Wood, 1997; Snape et al. 1995). Managers need to be proactive and to see themselves in a central and strategic role, as well as being facilitators of change in a quality culture (Henninger, 1998; Wilkinson, 1994).

Having examined HRM issues, it is significant to stress that the functions are not easily separated. They are interlinked and should be complementary and mutually support one another (Nadler and Nadler, 1989; Storey, 2001; Walton, 1999; Wilkinson, 1994). The integration of HRD into management responsibilities is also interrelated with other HR issues. Therefore, a clear understanding of the relationship between HRD practices and other HR issues concerned with promoting quality of work, quality of employees and quality of treatment of employees is required, in accordance with quality management (see for example, Hamzah and Zairi, 1996; Oakland and Oakland, 1998; Simmons et al. 1995; Snape et al. 1995; Walton, 1999; Wilkinson, 1994).

By promoting professional development and modern managerial skills to manage the challenging environments, administrators can help other organisational members to manage future change. Such employees can participate in changing contexts, Dale et al. (1994) suggested that it is necessary to create an overall organisational capacity for change in which employees take personal responsibility for their own quality

improvement. This assumption focuses attention on the effective development of individual skills based on self-control and a high level of employee commitment to, and participation in, organisational change (Oakland and Oakland, 1998; Snape et al. 1995). It is argued that the key element of this approach will require:

...leaders with a fundamental understanding of the nature of the enterprise, individuals who can comprehend the type of reforms necessary, and consequently convincingly present the case for change. (Dill and Sporn, 1995b, p. 232)

Underpinning this assumption is the development of HRD strategies in TPUs regarding future training needs for management and staff, which recognises the importance of; learning opportunities, learning on the job, learning from society, community, business and industry and taking managerial responsibility in terms of setting standards for themselves (Chandarasorn, 2002; Ketudat, 1998; Komolmas, 2000; Ministry of University Affairs, 2000). HRD strategies will also be a means towards 'up skilling' or professional development. Most importantly, they will determine the degree to which individuals learn to work together in teams and the degree to which the teams learn together with the institution—as a learning organisation. This means that there will be a keen need for the university community to recognise their interdependence and the need to collaborate with each other and society, to survive as beneficiaries of the enormous forces of change in the future (Chandarasorn, 2002). Therefore, creating HRD strategies in this regard will be based on developing a shared vision of change between institutions and the public, building support among key stakeholders, providing quality training to staff, and ensuring that staff have access to follow-up support in their institution (Bureau of Higher Education Standards, 2002b; Fullan, 1991, 1993). Importantly, administrators will need to have higher-level competencies such as a view of shared vision and professional skills, especially HRD practices, to support organisational change.

In advocating modern management practices in TPUs it is significant to note that the new management system is a strategy that can be very effective, if applied correctly. However, as Dowling (1999) points out, the relationship between innovation management adopted from Western countries and Thai cultural values must be considered. Thai norms and values such as seniority, *greng jai* (conflict-avoiding), *jai yen* (cool heart/take it easy) and face-saving include an emphasis on harmonious social relations and consideration for others. These cultural imperatives tend to

impact on any change process in the higher education institutions (Hallinger and Kantamara, 2000; Prangpatanporn, 1996; Roongremsuke and Cheosakul, 2001; Siengthai and Bechter, 2000). In particular, this concern occurs to the extent that it affects participation in the change processes, usually in the form of a lower level of commitment to change and a more passive response to change. These reactions emerge when Thai academics see that new approaches impact upon their status and they feel uncertain about what the likely outcomes will be. The argument is that it is important to learn more about how the Thai cultural context impacts on their willingness to make changes, particularly in regard to implementation of the new managerial practices.

SUMMARY

A review of the literature in this chapter has outlined ‘how’ the implementation of the new QA process has been implemented in TPUs and ‘what’ HRD practices are implemented to support QA management. HRD approaches are considered to be well-respected practices at all levels in the institutions, particularly in regard to providing QA by integrating HRD activities into administrators’ responsibilities. Additionally, QA implementation involves a commitment to a more strategic approach to HRD issues, related to organisational strategic planning. Despite the advocacy of QA implementation expressed in the literature, there is speculation concerning the impact of Thai cultural norms and values on QA management practices and the related HRD practices in Thai higher education institutions. The extant literature formed the broad basis of the research conducted in this study. However, no previous research has been conducted which investigates QA programmes in TPUs and how the relevant HRD practices impact on its implementation. Therefore, this research is a pioneering study to explore this area more fully.

CHAPTER 3

METHODOLOGY

INTRODUCTION

The major purpose of this chapter is to describe the research method and design that were used for this study. This chapter is presented in five sections. Firstly, a general overview of the selection of the research approach is provided, detailing the rationale for the research design and methodology. Secondly, the developmental phases of the research methodology are described. Thirdly, the selection of the sample on which the study was based is presented. Fourthly, the procedure used in the study for data gathering is illustrated. Finally, the approaches used to analyse the data obtained from both questionnaire survey and in-depth interview are detailed. The chapter concludes with a brief orientation to the presentation of the findings, generated by the research methods, also outlined in this chapter.

SELECTION OF THE RESEARCH APPROACH

The following section reviews the possible research design approaches for the research project. The key focus in this regard is the rationale for the research design and methodology, which were adopted as the most appropriate combination of methods available to the researcher in the investigation.

Rationale for the Research Design

Burns (2000) described a research design as ‘...essentially a plan or strategy aimed at enabling answers to be obtained to research questions’ (p. 145). Therefore, the starting point for this research design was to focus on the study’s research questions. These were derived from ‘how’ QA programmes are implemented in TPUs and ‘what’ HRD practices are utilised to promote QA programmes. As presented in Chapter 1, the major purpose of this study was to investigate evidence of the current implementation status of QA processes and the relevant HRD practices and to suggest strategies for promoting QA programmes in TPUs in the future. This

clarification of the purpose of the study was helpful in focusing the study goals and seeking answers to the research questions. This focus gave the researcher further confidence that she really understood what was going on (Anderson, 1998; Miles and Huberman, 1994). It also permitted the researcher to set the boundaries for the specific evidence, shape the data collection plan and was very useful in guiding data analysis (Cohen, Manion & Morrison, 2000; Wellington, 2000).

It was necessary to define the research design clearly and restrict it to a unit of analysis that was appropriate for exploring the theoretical issues and related to the way the initial research questions were defined for the study (Burns, 2000; Gall, Borg and Gall, 1996). The key to determining the appropriate unit of analysis was to consider which actual unit should be used and to define the research questions for the study, so that the results of the study could then be interpreted meaningfully (Anderson, 1998; Gall et al., 1996). Given the focus on this aspect, the case studies of QA programmes in TPUs and the relevant HRD activities in support of QA systems were investigated at three private universities located in Bangkok and Chiang Mai, Thailand. Three TPUs were selected as a case study approach for which in-depth investigation and multiple of sources of evidenced were needed. Specifically, this method was chosen because it enabled an explanation into phenomenon under investigation: 'how' QA programmes are implemented in TPUs and 'what' HRD practices may be used to promote QA systems (Burns, 2000; Cohen et al., 2000; Denscombe, 1999; Yin, 2003). Moreover, this case study approach was designed to explain the details from the viewpoints of the participants by using a variety of sources of information for the cases. Data were gathered from academic administrators, who had responsibility for QA programmes, from each university as well as other key stakeholder groups. Thus, this research project was investigated through a multiple-case approach to research design which enhances analytical generalisation through replication that produced consistent results (Burns, 2000; Gall et al., 1996; Yin, 2003).

The multiple-site approach was chosen based on its suitability for the study in order to ensure that the evidence was associated with factors in the context of QA and the roles of HRD activities. It was considered that data to be reported by the participants might be more representative of the experiences of administrative academics at TPUs generally, rather than only of those associated with only one system at their

institution. The choice of the three private universities in two cities as the research sites was logical and advantageous. The three TPUs selected operate in similar educational systems. Their resources do not come from the government budget, ownership is not in government hands and they are under tight control by the MUA, in terms of conditions for their establishment and operation, management policies and regulations, approval of academic standards and enforcement of the MUA's QA principles (Bureau of Higher Education Standards, 2001; Bureau of Private Higher Education, 1995).

Moreover, once theoretical requirements for selection criteria were addressed, the selection was influenced by pragmatic considerations (Denscombe, 1999). The researcher's experience of working in the Thai private university system as both an administrator and academic staff member influenced the reasons for the selection of the unit of analysis, which was partly based on considerations of convenience of access to potential academic administrator participants. However, in regard to the researcher's prior relationship with the institutions, it was possible that the biases and personal characteristics of the researcher might affect the research findings. Selecting a research site on the basis of its being the easiest to access, although it is always relevant, is not the only criterion which should be used to justify the selection of the research sites (Denscombe, 1999). Thus, other factors impacted on the rationale for selection of the research sites, including resources, time-lines, intended depth of the investigation and consideration of the end-users.

Rationale for Research Methodology

The research methodology used in this study was a combination of qualitative and quantitative approaches. The research adopted a two-stage approach. In the first stage, where data were gathered by questionnaire survey, (i.e., a quantitative approach) the aim was to determine with a degree of accuracy in statistical measurements information about QA implementation and the relevant HRD practices in support of QA, as viewed by academic administrators in three TPUs. Consequently, it was thought that this investigation should generate reliable population-based and generalisable data and allow the researcher to make inferences about the quantity of specific attributes in a population, based on measurements derived from a sample (Anderson, 1998; Gall et al., 1996; Wellington, 2000).

The qualitative approach, using in-depth interviews with senior administrators, was conducted in the second stage of data collection. This application allowed participants to express their feelings and offer their perspectives in their own words. Hence, the in-depth interview in this study has provided rich, detailed and valid data, that contribute to a better understanding of the context of the study than may be generated from more quantitative approaches to data gathering.

The use of a multi-method approach in this study is a form of triangulated research strategy. Burns (2000) defined triangulation as: 'the use of two or more methods of data collection in the study of some aspect of human behaviour' (p. 419). He asserted that triangulation can be achieved by checking different data sources with the same method, or when different methods are used in relation to the same object of study. The need for triangulation arises from the ethical need to confirm the reliability and validity of the data and findings.

Moreover, a view expressed by many researchers reveals that while either quantitative or qualitative approaches can be conducted alone in a research study, a more powerful method is to incorporate both approaches in order to detach the limitations and emphasise the benefits that each approach offers (Anderson, 1998; Burns, 2000; Denscombe, 1999; Gall et al., 1996; Miles and Huberman, 1994). This is particularly important because each data collection method is limited by what it can measure effectively. With a combined approach as well as a multi-method approach, one can overcome the problems of each individual method and they can be seen to complement each other. Both of them can create a powerful analysis which a single approach cannot produce alone.

Thus, this research design gains benefit from triangulation and multiple approaches. Using multiple methods permits one to have more complete data on the phenomenon of interest and a broader, richer understanding. The quality data is also enhanced because triangulation is possible.

The rationale for selection of the sites where this research was to be conducted and the processes by which the research instruments were developed into the forms in which they were used in the study will be presented and discussed in more detail in subsequent sections.

DEVELOPMENTAL PHASES OF THE RESEARCH METHODOLOGY

The developmental phase of the research methodology which preceded data collection in this study consisted of four major tasks: development of the research instruments, ethics application, translation of the instruments and pilot study. In Figure 3.1, a proposed time-line for major activities associated with the developmental phase of the research methodology, including data gathering procedure, data analysis and writing-up of the thesis, is illustrated.

The research procedures were conducted during the period between January, 2002, when the research project began, and May 2003, when all data gathered from the investigation had been recorded. Further, data analysis and writing-up of the thesis were done between April 2003 and May 2004. A description of these developmental phases of the research methodology and the research activities mentioned above will be presented and discussed in some detail as follows:

Figure 3.1: Time-line for the Research Activities

Research Activities	2002					2003					2004							
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Design questionnaire and interview guide	→																	
Ethics application				→														
Translation of instruments						→												
Pilot study							→											
Final version of all research instruments								→										
Selection of sample and obtaining permission to conduct research								→										
Questionnaire distribution									→									
Senior administrator interviews										→								
Data from questionnaires coded and entered											→							
Draft transcripts of interviews sent to interviewees amended and returned final transcripts prepared												→						
Data analysis													→					
Writing-up of the thesis														→				

Development of the Research Instruments

As presented earlier, this study used a combination of qualitative and quantitative approaches. Two main research instruments were formulated for data gathering: a questionnaire survey and semi-structured interview schedule. The rationale of their contents and the processes through which they were formulated are presented below.

The questions in the research instruments were developed and reviewed in the context of their relevance to the research questions, following a review of research-related literature on the areas of QA policies and related HRD approaches in higher education institutions. Through this process, appropriate background information for the data-gathering instruments which was grounded in research was provided (Wellington, 2000). The contents of each instrument are described briefly as follows.

Questionnaire Design

The questionnaire was designed to collect data from respondents who are academic administrators from three selected TPUs, and who are involved in the implementation of QA programmes (see Appendix D for the instrument). In this respect, the study intended to survey a large sample of respondents who are in several locations in Thailand. Cohen et al. (2000) concluded that ‘the postal questionnaire is the best form of survey in an educational inquiry’ (p. 262). Additionally, Anderson (1998) and Burns (2000) discussed the many advantages of using a mailed questionnaire: it permits wide coverage at minimum expense, both in money and effort; affords wider geographic coverage; makes for greater validity in the results through promoting the selection of a larger and more representative sample and allows confidentiality which may elicit more truthful responses, in order to ensure greater comparability in the results. For these reasons, a mailed questionnaire survey was appropriate to use for the data gathering phase of this study.

In addition, the design of both the content and the format of the questionnaire are critical factors to a successful survey (Gall et al., 1996). A good design can encourage participants to answer the question fully and accurately, and provide information which can be analysed to generate ‘real knowledge’ (Gay, 1996). To structure a questionnaire to evaluate success, this questionnaire was divided into four

sections, including a mix of closed and open-ended items, as described in some detail below.

Section 1: The first part of the questionnaire consisted of biographical information variables of the respondent profiles, mixing closed and open-ended items. Closed questions included categorical choice items, which were coded to give frequency data used in the data analysis process. These items identified age, gender, institutional establishment, current position, length of current position, length of work experience, and number of years on the QA programme in the institution. Open-ended, items on the other hand, allowed participants to specify their institution's name and other current positions. The data obtained from this section were used to understand the demographics of participants in the study and to ensure that the appropriate individuals were chosen to complete the instrument.

Section 2: The QA approaches used in the TPUs were outlined in this section. It consisted of six sub-sections, which all provided pertinent background information to the study, identified as: *leadership, student satisfaction, institutional strategic quality planning, QA management and institutional QA mechanisms, institutional structures and information systems, and human resource systems*. The closed questions were answered using a Likert scale of 1 to 5 (Burns, 2000; Cohen et al., 2000; Isaac and Michael, 1995), where (1) denoted 'Strongly Disagree' and (5) denoted 'Strongly Agree', to rate the viewpoints of academic administrators about how strongly evident the items of each sub-section were in their institution. Furthermore, open-ended questions were also used at the end of each sub-section. These questions allowed respondents to provide additional comments about the QA approaches in their institutions.

Section 3: To obtain participants' views on HRD practices in their institution, closed questions were formulated, also using a Likert scale from 1 to 5, where (1) denoted 'Strongly Disagree' and (5) denoted 'Strongly Agree'. These questions were intended to provide scores which demonstrated the extent of participants' agreement with each item. These items provided important descriptive information about HRD practices performed to support QA within TPUs at the present time.

Section 4: This part consisted of questions about which HRD practices the respondents thought conformed most closely to their viewpoints, in the three responsibility areas of their actual practice, ideal practice, and forecast future

practice. Closed questions included categorical choice items 1 to 3, which were coded in responsibility areas, in which (1) denoted that HRD practices were an important component of their position; (2) denoted that HRD practices were an important component of their position, but not essential and (3) denoted that HRD practices were not an important component of their position. Open-ended questions were also included at the end of this section, to allow participants to express other opinions relating to their HRD experiences in support of QA programmes, with regard to their position.

Interview Guide Design

The semi-structured interview technique was used in this research to elicit rich, detailed data, drawn from the personal experience of senior academic administrators who had responsibilities for the institutional strategic quality planning, within three selected institutions (see Appendix E for a copy of the interview questions). The participants were invited to participate individually, in a semi-structured in-depth interview, conducted by the researcher.

The in-depth interview used in this study took the form of face-to-face conversations between the researcher and the respondents, in which the researcher made use of a semi-structured set of issues/topics to guide the discussion. The researcher had developed pre-planned questions, as part of an interview guide schedule, to ask during the interviews. This approach allowed questions to flow naturally, based on the information provided by the respondents. This guide helped the researcher pace the interviews and made interviewing more systematic and comprehensive (Cohen et al., 2000). In this study, therefore, the semi-structured in-depth interviews involved not only asking questions but the systematic recording and documenting of responses, linked with intense probing for deeper meaning and increased understanding of the responses.

Further, a combination of qualitative and quantitative components was used in this interview guide. It comprised a set of core questions to be explored by all respondents, covering general perceptions about QA management systems and the roles of HRD practices in support of QA programmes, and a set of corroborative items that were of greater relevance to senior administrators. A mix of closed and open-ended items was formulated in which the interviewees were invited to raise any

issues relevant to their experiences in QA management and HRD activities. This included the perceived challenges, approach and/or practices of QA and the relevant HRD activities, within the institutions in the future. The interview guide was divided into three sections, presented as follows.

Section 1: Following the introduction, which described the aim of the interview approach, the first section of the semi-structured interview guide focused on the background to the position and institution of the interviewees, which was pre-recorded by the researcher. The specific areas of institutional information and QA approaches used in the institutions were outlined by the open-ended questions. The interviews probed the identity of recent changes affecting TPUs and identified which changes have had the strongest impact over the past three years. Factors which determined the effectiveness and difficulties faced in the implementation of QA programmes were identified in this section.

Section 2: Senior administrators were asked closed questions about specific factual issues and a rating scale was used, to determine the relationship between institutional strategic quality planning and the HRD strategy implemented in the institutions. Then, open items were formulated to identify the current challenges facing QA implementation and the relevant HRD practices in support of the QA programmes.

Section 3: To address the key issues of the situation of QA systems and HRD activities relevant to senior administrators, open-ended questions probed the current and future status of QA programmes and HRD implementation, including the potential of HRD practices for the support of QA programmes in TPUs in the future. A rating scale in closed-form was used to specify responses, as the researcher wished to describe the importance of the HRD approaches in which senior administrators were involved to promote effective QA programmes.

Ethics Application

The researcher was aware that as this study deals with human participants, there were ethics requirements to ensure that no one would suffer as a result of participation and that the researcher would avoid disclosing the identities of those involved. The respondents were informed about the purpose of the study, procedures, risks and discomforts, its benefits and their right to withdraw, as suggested by Burns (2000). This ensures that responses to personal questions, scores and tests were confidential

and anonymous and this in fact encouraged them to give more open and honest responses. It is ethical to inform potential participants of the purpose of a study and to obtain their agreement to their participation. Therefore, approval to conduct the investigation was sought from the Northern Tasmania Social Sciences Human Research Ethics Committee. After the research design and methodology was developed, an application was made to the Ethics Committee for formal permission to conduct the research study. This committee acknowledged that the research design and the proposed project procedures complied with the ethics requirement. The researcher was granted formal permission to undertake this research project in late July, 2002.

Translation of the Instrument

As has been described earlier, two research instruments were developed for the purpose of data gathering. The first draft research instruments, both questionnaire and interview guide schedule, were designed first in the English language and they were a product evolved by the researcher and reviewed by the researcher's supervisor. As the researcher conducted this study with Thai academic administrators, it is impossible to say whether or not the original English version of the research instruments was clear and understandable to all respondents. For this reason, the 'back translation' technique, described by Brislin, Lonner and Thorndike (1973) was applied to this process. The English version instruments were reviewed by a group of five experienced academic administrators and QA management in TPUs in order to determine content validity, readability and appropriateness to the Thai context.

After content validity had been approved and verified by a panel of experienced persons, the original English instruments were translated into Thai by the researcher, with the help of a Thai – English professor. It was then translated back into English. This was done by a native speaker of English who is proficient in the Thai language and has taught in Thailand for more than twenty years. Another back translation was also done by a Thai senior lecturer with expertise in HRD practices and international programme administration. The purpose of this approach was to ensure the accuracy of translation and also content validity (Brislin et al., 1973).

Pilot Study

Following the back translation process, a pre-test of the Thai version of both the questionnaire and in-depth interview were conducted in order to examine whether the question items proposed in the questionnaire and interview guide were clear and understandable, whether the instructions for completing the survey and providing data were free of ambiguities, and whether the time allowed to complete the survey was adequate (Burns, 2000; Cohen et al., 2000; Gall et al., 1996). An effort was made in this study to ensure that the instruments developed actually addressed the intended areas and that data collection and analysis procedures employed in this study were appropriate (Isaac and Michael, 1995). The pilot study was conducted among five former academic administrators in a TPU, comprising two former deans and three former department heads. This pilot group was comprised of persons of similar experience to those who would be targeted in the full-scale survey. The recommendations arising from the pre-test procedure provided necessary feedback for the improvement of the question items and instructions. The content validity of the research instruments was established at this stage. Based on the results of this pilot study, the final questionnaire and in-depth interview guide were prepared.

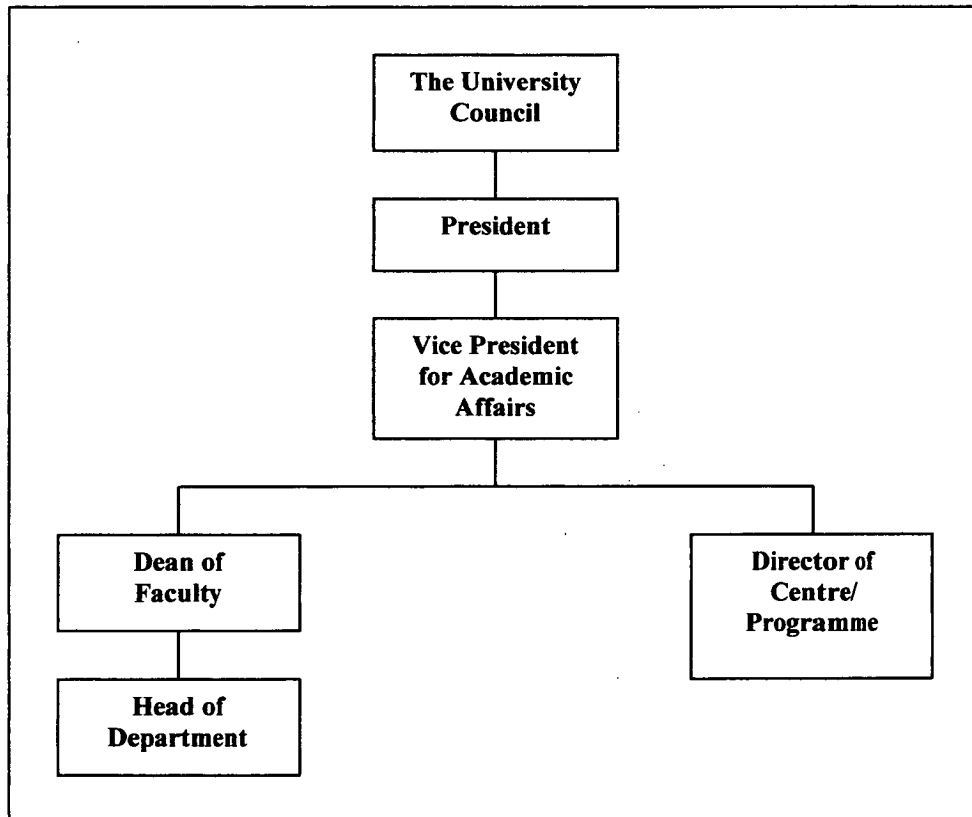
SELECTION OF THE SAMPLE

As presented in the Research Design section, this study identified the unit of analysis through the case investigations of three TPUs. This was an essential approach for data gathering and analysis because data were collected from the intended research sites and the findings could be interpreted meaningfully. As previously detailed in the Background and Introduction chapter (Chapter 1), the three selected universities operate in similar education systems, under tight control by the MUA. However there are a number of notable differences between these universities, in terms of the cultural contexts of each institution. TPUs have been characterised by their legal foundations relating to sponsor ownership and religious foundation organisation. Some of them emphasise a focus on the international academic community. Each of these TPUs may have features, concerns and problems which differ or are similar to those in the three universities selected for this study. Thus, the sample sought for the study was influenced by factors associated with their characteristics, so that each institution chosen would be representative of the range of TPUs and the findings

would be transferable to the larger group from which they were selected (Gay, 1996; Wellington, 2000). As a result, the three selected institutions were categorised as Ownership Sponsored University, Religious Foundation University, and International Academic Community University.

The respondents to this study were academic administrators from different institutional levels in three selected TPUs. This survey therefore targeted those holding key academic administrative and managerial positions, with responsibilities for the implementation of QA programmes within TPUs. These positions were categorised into two main groups: senior administrators, consisting of Vice Presidents for Academic Affairs (or their equivalents) and Deans of Faculty (or their equivalents); and Heads of Department (or their equivalents). This categorisation was based on the structure of private higher education institutions in Thailand, as set out in the Private Higher Education Institution Act of B.E. 2522 (Amended B.E. 2535), as shown in Figure 3.2.

Figure 3.2: Structure of Private Higher Education Institutions in Thailand—Focusing on Key Academic Administrators



Source: Adapted from Bureau of Private Higher Education, (1995) and Ministry of University Affairs, (2000)

DATA COLLECTION

Due to the nature of the research design, it was decided to use a combination of qualitative and quantitative methods of data gathering, via a mailed questionnaire survey and in-depth interview. To add further to the richness of the data, this study employed data gathering procedures that were appropriate for the selected sites studied. The major steps involved in this process are presented below.

Gaining Permission to Conduct the Research

The research design described in the previous section required data to be collected from academic administrators in three selected TPUs. Private universities in Thailand are members of the Association of Private Higher Education Institutions of Thailand (APHEIT). Typically, the APHEIT required that formal permission was sought prior to conducting the research study in TPUs. Thus, application was made to the APHEIT for permission to conduct the research study in selected private universities. After formal approval was given, the researcher began by mailing a letter to the presidents of selected private universities requesting permission to conduct questionnaires and in-depth interviews in their institution. Subsequently, each private university granted formal permission for the researcher to commence the survey.

Administering the Survey Questionnaire

Prior to undertaking this stage, the researcher requested a list of names of administrators holding key academic administrative positions from each institution selected. There were 158 administrators in this role. All 158 administrators were targeted as participants in the investigation proper. Consequently, questionnaires with a covering letter (see Appendix F) were mailed to 158 respondents in late November 2002. A cover letter from the researcher outlined the purpose and significance of the study, guaranteed anonymity, and requested that respondents complete the questionnaire. Respondents were told that their responses would be confidential and that no individual respondent or institution would be identified in the results. Postage-paid return envelopes were provided for respondents. Questionnaires were to be returned in two weeks. Three weeks after the initial distribution, follow-up telephone calls were made to respondents who had not returned the questionnaire. A second follow-up by the visiting institutions was also done five weeks after the initial mailing, and new questionnaires distributed. Of the

158 questionnaires distributed, 96 were returned, giving a 60.7 per cent rate of return. Of the 96 received, 93 were useable, resulting in 58.8 per cent of the initial distribution. A total of 3 incomplete questionnaires were received, with a note that the recipients deemed it inappropriate to participate in the study. However, it is apparent that data from the questionnaire account for totals in some items, particularly in Section 4, were less than 93. This was due to the fact that not all the respondents answered every item on the questionnaire. In this regard, it should be noted that, in the Thai cultural context, Thais are reluctant to make known viewpoints concerning prospects in an unknowable situation; specifically those relating to ideal and possible future contexts (Kamoche, 2000). Accordingly, this cultural reluctance results in missing data in this section of the questionnaire.

Managing the Limitations of the Questionnaire Survey Approach

As described above, the mailed questionnaire survey was used to gather both quantitative and qualitative data, in such a way that all pertinent information expected from the respondents was secured and completed. This approach provided a comprehensive sample of the views of academic administrators working in representative TPUs. The researcher was able to form a representative profile of those working in the administrative positions and to survey a large number of responses about issues associated with QA implementation and HRD practices and trends in the future. This questionnaire contained the appropriate construction and advantages of a questionnaire as described by Burns (2000), Cohen et al. (2000), Gall et al. (1996) and Isaac and Michael (1995). Respondents could complete the questionnaire when it was convenient for them and felt free to answer in their own time, at their own pace. The postal questionnaire was also inexpensive and was anonymous thus assuring confidentiality for respondents, as suggested by Burns (2000) and Gall et al. (1996).

Mailed questionnaires, however, are an unsuitable means to enable the researchers to probe deeply into respondents' opinions and feelings (Cohen et al., 2000). A low response rate can occur, especially with unsolicited and unclearly presented questionnaires (Wellington, 2000). These limitations were acknowledged in this research study. Thus, some strategies, such as careful attention to questionnaire design and distribution, and follow-up procedures, were used to improve response rates. Further, a semi-structured in-depth interview with senior administrators was

employed in the next stage of the research process, in order to produce more powerful results.

Conducting the In-depth Interviews

Following distribution of the questionnaire survey, a group of persons in each selected institution (consisting of the Vice President for Administrative Affairs, the Vice Present for Academic Affairs and the Director of Research and Development Center) were the initial points of contact between the researcher and each interviewee in their institution. Each person was asked to provide the names of other senior academic administrators who had responsibilities for the institutional strategic quality planning and could provide any aspects relevant to their experiences in QA management and HRD activities. On these occasions, this group of persons helped the researcher to set up interviews with participants. It was made clear that the researcher would contact these interviewees personally and arrange a time that would be suitable to the participants. Consequently, this first contact established the research's sample of 20 senior academic administrators, who were also targeted as participants in the questionnaire survey, selected by a stratified random sampling method, based on their position. The research sample of senior administrators in each selected institution included 1 Vice President for Academic Affairs, 5 Faculty Deans/Senior Representative of Faculties and 1 Director of QA Office. The total number of participants was 20, because one senior academic administrator held two positions concurrently: as the Vice President and the Director of QA Office.

Direct contact with 20 senior academic administrators was obtained by personal communication in late January 2003. Telephone contact was made with them to request their assistance in participating individually in an in-depth interview. The purpose of the study was outlined and the researcher explained that they were chosen because of their involvement with QA management and HRD activities. The researcher also arranged a suitable time for them to take part in the interviews. Therefore, the participants were invited based upon their association with the institution, as well as their availability and willingness to participate. After the first such contact had been made by telephone, all 20 senior academic administrators agreed to participate in the study. Formal contact was made by mailing a letter to each participant which explained the aims of the research study and its usefulness,

confirmed the times of interviews, and contained a statement of confidentiality, and thanked the participants for agreeing to be interviewed (see Appendix G).

All interviews were conducted by the researcher herself, at convenient times during the working day, in private rooms at each of the participants' workplaces in February 2003. With the permission of each interviewee, the 20 interviews were recorded by note-taking and audio-tape recorder, for later transcription. The researcher also used the semi-structured interview guide to provide the necessary structure and direction by indicating which questions were to be asked and in which order. The data collected by this approach were consistent in content and indicated that the investigation had appropriate reliability. The format of the interviews followed the interview schedule, as described subsequently.

The interviews began with an outline of the purpose of the study, an overview of the major topics to be discussed, and an assurance that interviews would remain confidential and anonymous. It was indicated that the interview would take an hour and that the conversation was free-flowing, although there were a number of structured questions. Permission to use an audio-tape recorder was asked in each interview and these tapes were subsequently transcribed. The transcriptions were then returned to the interviewees for confirmation of accuracy. A consent form and information sheet were provided for each of the participants, on which to record their agreement to participate in this investigation (see Appendices H and I). At the end of each interview, the researcher requested copies of any policy documents relevant to the investigation, including copies of QA manuals, in order to use them as a secondary data for the study.

Further, the audio-tapes were transcribed verbatim. The transcription was reconciled with the researcher's field notes. Thus, this step involved bringing together all of the information-gathering approaches into one written form. Subsequently, a first draft transcript of the 20 recorded interviews was produced, and mailed to the interviewees. This process, in terms of member-checking, was a check to see whether the essence of the interviews had been accurately and fully captured (Gall et al. 1996). The interviewees were invited to make their own additions, deletions or other amendments to the text of the transcript. This approach resulted in the final data, in which the interviewees included further details and the considered opinions which occurred to them after they had had the opportunity to reflect on the issues raised in

the original interviews. The opportunity to review the first draft transcript for the interviewees was not only to allow them to ensure that it was complete, but also to ensure accuracy. By the end of April 2003, all 20 transcripts were finalised and the data-gathering phase of the study was completed (see Appendix J for a copy of Sample of the Final Interview Transcript).

Managing the Limitations of the Interview Approach

Although interviews provide valuable data which probes issues in depth and in detail, there are some difficulties associated with the use of this method. Burns (2000) pointed out that while interviews have a higher response rate than questionnaires, because participants are more willing to be involved and react verbally than to write responses to questions, they are quite affected by the identity of the interviewer. Also, the validity of the interview process may be impeded by interviewer bias and the inaccuracy of human memory (Cohen et al., 2000; Denscombe, 1999). Anderson (1998), Burns (2000) and Measor (1985) have also argued that interviews require high-level interviewing skills, (particularly interpersonal skills) from the interviewers. In addition, as argued by Cohen et al. (2000) and Isaac and Michael (1995), interviews are expensive and time consuming for the transcribing and coding of interview data.

These limitations were recognised in this study and several activities were undertaken to reduce the effects of these aspects. It was essential that before conducting the interviews, the researcher probed the information to be gathered, including institutional background. This would ensure that accuracy was elicited and that all relevant issues were covered. Moreover, the contact was made through the presidents and senior academic administrators in each institution. The researcher explained that this study was related to the development of institutional performance results. As a result, senior academic administrators could see that their participation in this study was an important contribution to their institution. Additionally, interviewer bias was reduced by the use of a semi-structured interview guideline as a construction schedule and by undertaking multiple interviews on each site. This interview schedule provided reasonably standard data across interviewees and led to improved reliability of data. To deal with human memory limitations, note-taking and audio-tape recordings were used during the interviews, to provide an accurate record for later transcription. Throughout the interview guide, multiple sources of

data and the value of the interpretations helped to ensure the construct reliability and validity of the interview process (Burns, 2000; Gall et al., 1996). Moreover, after the recorded interviews were transcribed and the interviewees were invited to make any amendments for confirmation of accuracy, the researcher considered it useful to write-up a composite summary of the interviews which accurately capture the essence of the phenomenon investigated.

DATA ANALYSIS

As noted earlier, the particular multi-method design used for this study began with quantitative method through the questionnaire survey, and was followed by an in-depth interview used for its qualitative approach. As a result, the study produced two sets of data: the 93 responses from academic administrator questionnaires and the 20 transcripts of senior academic administrator interviews. The approaches taken to the analysis of these data are present below.

Analysis of the Interview Data

The number of interviews was relatively small in terms of statistical sampling. Therefore, the 20 data transcripts containing a mix of qualitative and quantitative data were analysed manually, rather than using computerised analysis. The major steps used in the process of analysing the interview data are described below.

First of all, the transcripts of interviews, field notes and QA policy documents of each institution were analysed based on the principles of 'grounded theory' procedures described by Strauss and Corbin (1998). The texts were initially read many times by the researcher. Sentences and phrases relating to the research questions and purpose of the study were highlighted and coded to identify categories, concepts and themes that emerged from the data. The codes were written beside the text to identify properties of constructs that were interesting a priori and those that emerged through data analysis. Effort was made to identify dimensions along which concepts might vary in order to help specify them more fully and provide insight into meaningful analytical units that occurred within a conceptual category. The process links were then identified between the different codes and sorted into categories based on similarities in meaning. This involved looking for links relating categories and themes to one another and identifying certain categories as sub-themes of others.

The themes that emerged and the inter-relationships between categories were then grouped into the major findings related to the research questions.

Furthermore, as well as using closed questions and a rating scale in many areas of semi-structured interviews, some issues were specifically addressed through eliciting quantifiable replies. The responses were coded and input manually into a spreadsheet format. Descriptive frequency analysis was used to describe these issues. Also, these finding were grouped into themes identified as emerging from the processes used in the analysis, as mentioned above.

In relation to each of the study's four research questions probed in the interview data, the data analysis procedures resulted in the following theme categories:

Research Question 1: What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?

Theme: (i) External factors

Sub-themes: (a) Globalisation
(b) Technological advancement
(c) External stakeholder expectations
(d) Government policy and supervisory organisations

Theme: (ii) Internal factors

Sub-themes: (a) Policy development and implementation
(b) Performance mechanisms of QA
(c) Governance and management
(d) Staff empowerment
(e) Leadership

Research Question 2: In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?

Theme: (i) QA processes at the institutional level and the relevant actual HRD practices

Sub-themes: (a) Linkage of HRD strategy to the institution's mission and the QA programme
(b) Actual HRD practices used in promoting the QA programme

Theme: (ii) Actual roles of HRD practices relevant to academic administrators at the faculty and departmental level

Research Question 3: To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?

Theme: (i) Current challenges facing HRD

Sub-themes: (a) Institutional support for HRD policy
(b) Academic administrators' commitment
(c) Academic staff empowerment

Theme: (ii) Best practices specified for HRD

Research Question 4: To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

Theme: (i) Future challenges facing QA programmes

Theme: (ii) Future HRD strategies in response to future challenging contexts

It can be seen that the major themes are based on the study's research questions and sub-themes became apparent to the researcher through continued analysis of the trends contained in the data.

Analysis of the Questionnaire Data

Data from the questionnaire survey were coded for statistical analysis. The data were analysed using techniques available on Statistical Package for the Social Sciences (SPSS for Windows Version 10). Descriptive statistics, including arithmetic means and correlation coefficient analysis, were applied for data analysis. Demographic and institutional characteristics were analysed, as well as their relationship to the implementation of QA in TPUs and the relevant HRD practices in support of QA programmes.

Moreover, Pearson's Product Movement correlation (r) was applied to the questionnaire data, in order to provide more powerful results and to enable the researcher to compute a correlation in which subjects' scores on a large number of

variables were correlated with each other (Burns, 2000; Cohen et al., 2000; Gall et al., 1996). This correlation analysis was used to assess the relationships between the various sub-groups of respondent categories and factors which have influenced the QA programmes and HRD practices of TPUs.

In a number of cases, questionnaire data were reclassified, according to themes emerging from the processes of the interview data analysis. The criteria used for data reclassification categorises each item of the questionnaire under themes based upon aspects of the literature reviewed and according to the researcher's individual judgement, based on a conceptual understanding of the findings emerging from interview data analysis. In relation to each of the four research questions, the data from the questionnaire were rearranged within the following categories:

Research Question 1: What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?

The items of Section 2 of the questionnaire (see Appendix D) examined the main factors and institutional responses as the *internal factors* affecting operation in a changing environment, which were identified as influencing QA systems and the relevant HRD practices in TPUs. These institutional responses (internal factors) were reclassified as follows:

- (a) Policy development and implementation: Item 4.1 – 4.4
- (b) Performance mechanisms of QA
 - Institutional QA mechanisms: Item 4.5 – 4.7
 - Student satisfaction: Item 2.1 – 2.5
- (c) Governance and management
 - Institutional strategic quality planning: Item 3.1 – 3.5
 - Institutional structures and information systems: Item 5.1 – 5.5
- (d) Staff empowerment
 - Team-building: Item 1.3 – 1.6
 - Human resource systems: Item 6.1 – 6.6
- (e) Leadership: Item 1.1, 1.2, 1.7 and 1.8

Research Question 2: In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?

The items from the questionnaire data (Section 3 and Section 4: Actual HRD Practices) relating to QA processes and HRD policies at the institutional level, are presented in the following data categories:

- (i) QA processes at the institutional level and the relevant actual HRD practices
 - (a) Linkage of HRD strategy to the institution's mission and the QA programme (Section 3; Items 1 and 10)
 - (b) Actual HRD practices used in promoting the QA programme (Section 3; Items 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16 and 17)
- (ii) Actual roles of HRD practices relevant to academic administrators at the faculty and departmental level (Section 4: Actual Roles; Items 1 – 14)

Research Question 3: To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?

Items 1 – 14 from Section 4 (Ideal HRD Practices) of the questionnaire were assigned to provide evidence about how 'best practices' specified for HRD should be used to promote the QA process.

Research Question 4: To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

Items 1 – 14 from Section 4 (Future HRD Practices) of the questionnaire contain items which forecast future HRD practices that could be used by the institutions to support their QA systems.

It is apparent that the questionnaire analysis was conducted through the themes emerging from the process of analysing the interview data. Moreover, a number of factors relating to the demographic characteristics of the various sub-groups of respondents might have some significance for the study. These factors included the

characteristics of the institutions, gender, age group, current position, and the length of work experience for each respondent. It was later revealed when the data was analysed that these factors had impacted on the nature of respondents' responses.

Confidentiality and Security

In order to provide confidentiality and security to the participants of this study, they were all offered the opportunity to remain anonymous and informed that all information from the survey would be treated with the strictest confidentiality. This means that risks to participants are minimised by research procedures because the researcher will in no way expose the participants to risk (Burns, 2000; Cohen et al., 2000). All names of participants, positions and institutions used in the findings and quotations that came from individuals were identified with only a letter code and reference numbers. Table 3.1 provides an example of the letter codes used to refer to participants.

Table 3.1: Letter Codes for Data Analysis

Letter Code	Meaning
IAU	International Academic Community [University]
OSU	Ownership Sponsored University
RFU	Religious Foundation University
VP	Vice President for Academic Affairs
DoF	Dean/Senior Representative of Faculty
QO	Director of QA Office
HoD	Head of Department

This study, therefore, adopted several techniques and a variety of sources of evidence for data gathering and analysis. The method used was triangulation which was provided by data gathering from different points of view including those of the Vice Presidents for Academic Affairs, Deans/Senior Representative of Faculties, Directors of QA Offices and Heads of Departments. Additionally, two main instruments were used for data collection: questionnaire survey and an in-depth interview. Field notes and audio-tape recordings were used during the interviews and stored as part of a database. This study employed many techniques of analysis, such as descriptive statistics, mean value and correlation analysis for quantitative data; and coding and organising the data into themes for qualitative data. Using multiple approaches to

data gathering and analysis can produce more powerful results, leading to interpretation and drawing of justified conclusions as the next step of the study. Moreover, as this study dealt with human recipients, the researcher was aware of the issue of maintaining the anonymity of respondents, to protect the identity of individuals through assuring confidentiality.

SUMMARY

Several conclusions can be drawn from this chapter, dealing with the research design and methodology used in this study. A multiple-case approach was adopted for the research design to clarify the evidence associated with the context of QA implementation and the relevant HRD practices from the perspective of academic administrators in TPUs. A combination of quantitative and qualitative methods was applied, in order to optimise accurate data interpretation and to identify the phenomena focused upon in his research study. As a result, this study created a database which incorporated multiple data sources and went beyond a single approach to data gathering and analysis.

The rationale for using these approaches was the triangulation of evidence. The triangulation technique in this study attempted to explain more fully the complexity of human behaviour by studying it from more than one viewpoint. The use of different methods of data collection in the same study allowed the researcher to be more confident about the findings. This triangulation process led to greater reliability and validity and helped the researcher verify and validate the respondents' interpretations and claims about QA implementation in TPUs and the roles of HR practices in support of QA. Using multiple sources of data and a variety of instruments produces different kinds of data findings which involve more data, and thus is likely to improve the quality of the study.

Accordingly, in the discussion of the research design and methodology processes it became clear that the analysis of the study's research questions was applied and linked to the element of the framework of QA in Thai higher education (see also Figure 1.1) and shown diagrammatically below.

Figure 3.3: The Study's Research Questions Related to the Framework of QA in Thai Higher Education

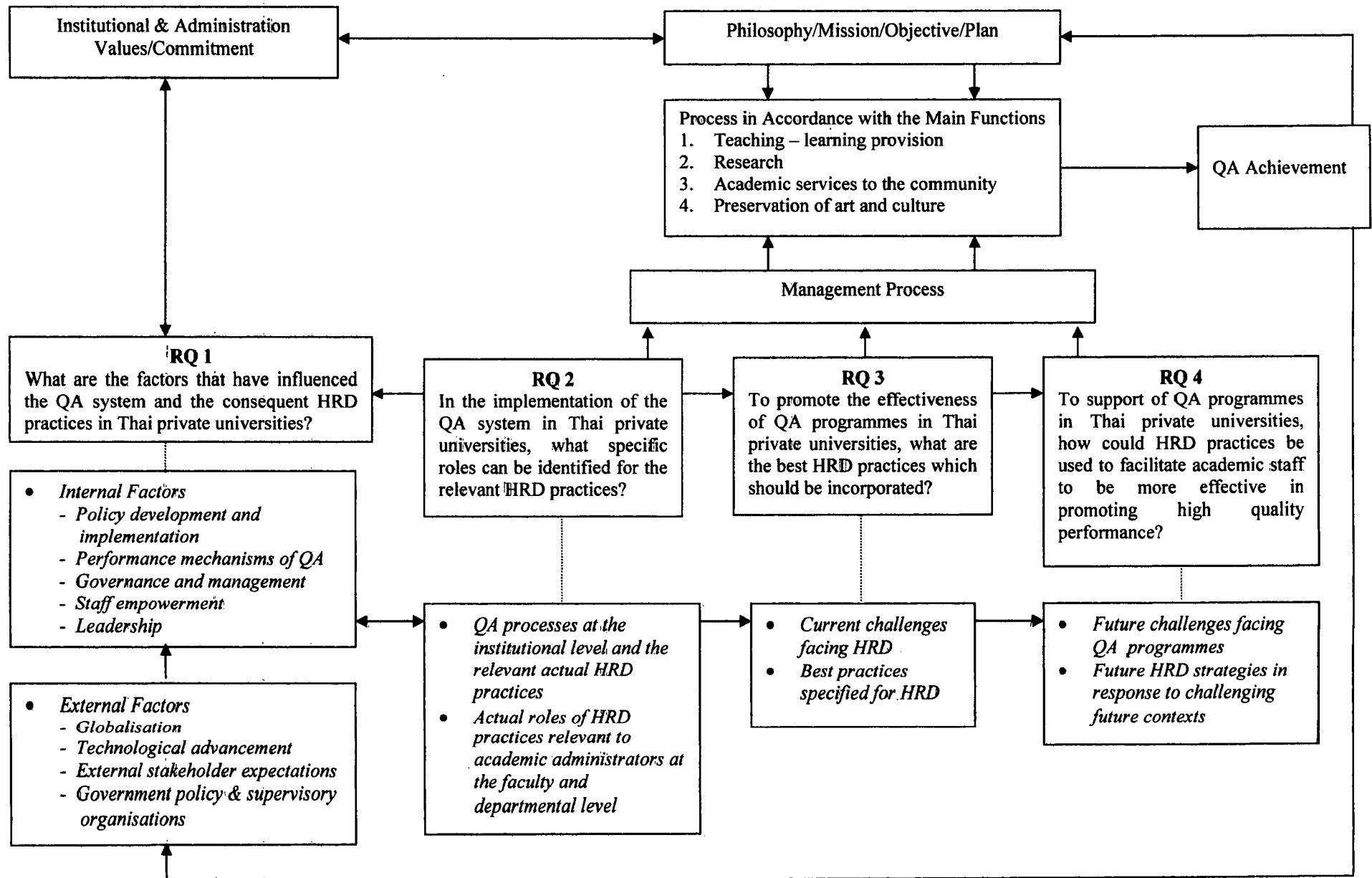


Figure 3.3 presents a diagram of the study's research questions related to the framework of QA in Thai higher education. The diagram reveals that the institutional commitments to quality are driven by external and internal factors. External factors can include the impact of globalisation, technological advancement, external stakeholder expectations and government policy and supervisory organisations. The institutions responded to these challenging environments by expressing their internal concerns for the quality of educational provision, through a new form of QA implementation, in terms of five sub-themes: policy development and implementation, performance mechanisms of QA, governance and management, staff empowerment, and leadership. These changing contexts were, in turn, seen as influencing the institutional administrators' recognition of the need to translate external expectations into a clearly articulated mission and objectives.

In the implementation of QA systems, actual HRD activities used were seen as being affected by and influencing the internal factors, through acting on those five sub-themes. Moreover, the roles of HRD practices were viewed not only as relating to the question of which were the 'best practices' in response to current challenging contexts, but also as impacting on future HRD strategies in response to the future challenges facing QA. The roles of HRD activities were linked to supporting the management processes and, overall, the main functions of any higher education institution to achieve better quality and to meet institutional mission and objectives, as well as to meet external expectations.

The results of the data analysis derived from the theoretical framework shown in Figure 3.3 will be presented in the following chapter. The report will present the findings of the study in a thematic way reflecting the main themes emerging from each research question.

CHAPTER 4

RESULTS

INTRODUCTION

The purpose of this chapter is to report the questionnaire and interview data gathered from the academic administrators from three selected TPUs. The data will be analysed with respect to the four research questions which were employed in the study's investigation into the implementation of QA programmes, considering 'the best practice' for HRD approaches in support of QA processes in TPUs. As mentioned earlier, this study was intended to provide evidence of the current status of QA systems and the relevant HRD practices, and suggest ways of supporting QA programmes in TPUs in the future. The study, therefore, will report perceived reality, as seen from the perspectives of academic administrators involved in their individual situation.

As discussed in detail in the Methodology chapter (Chapter 3), the findings from the questionnaire and interview data will be presented as descriptions of several major themes, identified as emerging from the processes of a modified 'grounded theory' approach (Strauss and Corbin, 1998) used in the analysis of the senior administrator interviews. Throughout this chapter the results will be presented and addressed to each research question. With respect to the study's multi-method approach, both quantitative and qualitative aspects of the findings will be presented and discussed in this chapter.

The report first provides details related to the entire sample, followed by a review of specific responses of academic administrators taken from statistical analysis of primary research questions. The report includes direct quotations associated with the findings, taken from the transcripts of the interview data and open-ended items of the questionnaires. Consequently, a summary of the findings of the study related to the research questions is presented, clustered around the four research questions.

RESPONDENT VARIABLES

The results relating to the demographic characteristics of the various sub-groups of respondents are presented in the following section.

Questionnaire Respondent Details

As described in Chapter 3, of the 158 questionnaires distributed, 96 were returned giving a response rate of 60.7 per cent. Of the 96 returned questionnaires, a total of 93 were usable, representing 58.8 per cent of the questionnaires distributed. A total of three incomplete questionnaires were returned with a note saying that the respondents deemed it inappropriate to participate in the study.

A characteristic of the respondent profiles was that a majority (60.2 per cent) was over 40 years of age and was female (62.4 per cent). The responses from the Ownership Sponsored University, the Religious Foundation University and the International Academic Community University were 37.6%, 36.6% and 25.8%, respectively. The responses also showed that two of the selected institutions were founded in the period 1970 – 1979 and the other was established a decade earlier in the period 1960 – 1969.

In relation to the respondents position level and position duration, head of department represented 45.2 per cent (the largest category); over 74 per cent of academic administrators had occupied their current positions for more than 1 year; and more than 87 per cent of them had been working at their institution for five years or more. This demonstrated that the respondents could reasonably be assumed to be in positions where they had close relationships with academic staff and would be able to express more direct concerns about QA and HRD issues at departmental and faculty level. The details of the positions of the respondents are shown in Table 4.1.

Moreover, a total of 81.6 per cent of academic administrators indicated that their institutions have been implementing QA programmes for three years or more. These responses appear to confirm that, in general, academic administrators in each selected institution have been involved in institutional quality planning and could provide information about any aspects relevant to their experiences in QA management and HRD practices within their institutions.

Table 4.1: Level of Position and Number of Years in Current Position and Work Experience of Respondents

Respondent Position	N = 93	%
Current Position		
Head of Department	42	45.2
Dean	18	19.4
Director	8	8.6
Assistant to the President	2	2.2
Vice President	3	3.2
Other Position (e.g., Acting or Head of Department, Assistant to the Dean and Programme Director)	20	21.5
Number of Years in Current Position		
Less than 1	24	25.8
1 – 4	45	48.4
5 – 8	19	20.4
More than 8	5	5.4
Work Experience (in years)		
Less than 5	12	12.9
5 – 9	29	31.2
10 – 14	18	19.4
15 – 19	12	12.9
20 – 24	15	16.1
More than 24	7	7.5

Interviewee Respondent Details

As detailed in Chapter 3, a total of 20 interviewees chosen from the three selected institutions were senior educational administrators who had responsibility for the QA programmes. Three key academic administrative and managerial positions were represented, including Executive Administrator—Vice President for Academic Affairs, Dean/Senior Representative of Faculty, and Director of QA Office. The positions of interviewees at their institution, along with the letter code used to identify their responses in this report are presented in more detail in Table 4.2 below.

Table 4.2: Level of Position of the Interviewees and their Institution

Type of the Institution	Executive Administrators	Dean/Senior Representative of Faculties	Directors of QA Office
Religious Foundation University (RFU)	Vice President for Academic Affairs (RVP.4)	<p>Dean, Faculty of Science (RD1.1)</p> <p>Acting Asst. Dean, Faculty of Business Administration (RD2.2)</p> <p>Dean, Faculty of Social Science (RD3.3)</p> <p>Acting Dean, Faculty of Nursing Science (RD4.6)</p> <p>Dean, Faculty of Accountancy Finance (RD5.7)</p>	Director, Education Quality Assurance Office (RQO.5)
International Academic Community University (IAU)	Vice President for Academic Affairs, and Director of Center for Excellence (IVP.20)	<p>Acting Dean, School of Nursing Science (ID1.8)</p> <p>Senior Lecturer, Representing the Dean, School of Law (ID2.9)</p> <p>Dean, School of Management (ID3.10)</p> <p>Dean, School of Science and Technology (ID4.11)</p> <p>Dean, School of Engineering (ID5.12)</p>	
Ownership Sponsored University (OSU)	Vice President for Academic Affairs (OVP.13)	<p>Asst. Dean, Faculty of Informatics (OD1.14)</p> <p>Asst. Dean, Faculty of Communication Arts (OD2.16)</p> <p>Dean, Faculty of Accounting (OD3.17)</p> <p>Dean, Faculty of Economics (OD4.18)</p> <p>Dean, Faculty of Business Administration (OD5.19)</p>	Director, Center for Quality Assurance (OQO.15)

The senior administrator participants had held their current position for an average of 4.6 years for Vice President for Academic Affairs, 4.8 years for Deans/Senior Representative of Faculties and 2 years for Directors of QA Office. In terms of their work experience in their institution, they had been employed in their institution for a considerable period of time—the Vice Presidents for Academic Affairs had been employed in their institutions for an average of 18.3 years, Deans/Senior Representatives of Faculties had been in place for an average of 14.6 years, and Directors of QA Office had an average of 16.5 years within subject TPU working experience.

As all interviewees held positions of senior academic responsibility and had worked at their universities for a substantial period of time, the researcher assumed that they had some involvement in the policies and processes of QA systems and HRD approaches in their institutions. This indicated the considerable credibility of their responses.

FINDINGS RELATED TO THE RESEARCH QUESTIONS

Regarding analysis of the questionnaire and interview data, the findings are presented and addressed to the study's research questions.

Research Question 1: What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?

The results which were gathered from the questionnaire and interview data are presented as a major theme identifying the external and internal factors influencing the QA programmes and actual HRD activities performed in TPUs. The findings therefore, are presented in this section under two sub-headings: external factors and then, internal factors.

External Factors

The responses of senior administrators from the interview data identified a number of environmental changes and the driving forces which have affected their institution in the last three years. Also, the results contained comments about the environmental factors which have significantly influenced QA policy implementation in TPUs' policy.

Typically, the reason reported for implementing a new QA policy was in response to key legislative forces in the Thai higher education system. The impact of government policy, legislation (e.g., The National Educational Act 1999) and supervisory organisations (e.g., the MUA and the ONESQA) was raised at various times throughout the interview through relevant administrators' comments:

Our university has made efforts to be actively involved in quality development, following the passage of the National Education Act 1999, which required the establishment of new formal education standards and a QA system for our university. The systems of internal QA and external QA are required to be installed in our institution to ensure our educational QA. (OQO. 15)

The driving force is the policy of the Ministry of University Affairs which requires every university to install a QA system in order to meet the criteria of academic standards announced by the MUA. (RD5.7)

There were a number of comments that identified other external environmental factors which affected QA policy implementation. At the Religious Foundation University, the Vice President for Academic Affairs stated:

The significant driving forces behind the QA implementation are: the growing global pressures, together with the interest in promoting public confidence and a highly competitive environment in higher education. These forces have made it imperative for our university to aim at quality and standards, which are nationally and internationally recognised. (RVP.4)

Other factors associated with globalisation were seen to affect QA policy initiation:

The rapid progress of high technology and the borderless context of globalisation have resulted in an open world market, which has increased the free education market, competition, ranking and benchmarking...only the highest quality education products or services can enjoy prestige and obtain a market share. (OD3.17)

On the other hand, in their responses some interviewees provided considerable detail about the institutions which had themselves initiated and found ways to develop their quality management. At the International Academic Community University, the Vice President for Academic Affairs reported:

Our President began formulating the process of the QA system in 1994 and he provided guidelines that are appropriate to our university and later used them as the basic principles of our QA programme. (IVP.20)

However, when asked to identify why QA was introduced to his institution, he stated:

It is evident that in the globalisation era with its rapid changes, education quality is a must... our quality is increasingly judged by international standards and therefore we needed a QA programme to ensure consistency and external accountability. (IVP.20)

There was also a view expressed that institutions were concerned about quality initiatives in tertiary education; as the Vice President for Academic Affairs at the Ownership Sponsored University commented:

We feel that the survival of our university depends on being able to attract students and offer a quality educational provision that is attractive and fits in with international quality and standards. Our QA system has been established to build up confidence in the quality of our graduates at a level satisfactory to the needs of workplaces and communities... Moreover, we have also adopted and applied ISO 9001 version 2000, in every work unit within our university. (OPV.13)

The Dominance of External Factors

At this point, whether the institutions initiated or were aware of the standards of their QA programmes themselves, the findings show that the rationale for implementing QA programmes in their institution has been dominated by external factors. Four key trends are apparent in the impetus for QA implementation. Through *globalisation* the world is increasingly interconnected and internationalisation of higher education standards is required; this leads to a more intensely competitive world education market. The *advancement in technology* has become a driving force behind the globalisation movement. These global changes require graduates to be a qualified source of manpower to serve *external stakeholder expectations*. Importantly, *government policy* requires higher education institutions to establish a QA system, in order to meet the criteria of verifiable academic standards and to retain public confidence in the institutional provision of tertiary education. It can be seen that institutions respond to these challenging factors by expressing their concerns for implementing new formal education standards and QA systems, in order to ensure improvement of the educational quality and standards of institutions.

Internal Factors

As presented in Chapter 3, the data from the Section 2 questionnaire and the interview data provided evidence of institutional concerns for educational QA around five sub-themes, namely: *policy development and implementation, performance mechanisms of QA, governance and management, staff empowerment, and leadership*. The questionnaire requested participants to respond to the questions by identifying their level of agreement with each item associated with each of these sub-themes, as they occurred in their institution. A Likert scale was used, ranging from 1 to 5, where (1) denoted 'Strongly Disagree' and (5) denoted 'Strongly Agree'. Mean values were used to examine how strongly evident the items of each sub-theme were in each institution.

Pearson's correlation technique (Gall et al., 1996; Burns, 2000; Cohen et al., 2000) was applied to measure the degree of association between variables which influenced QA systems and actual HRD practices. Data transformation from each item of each sub-theme to an average score, by its respective value from 1 to 5, was computed for each sub-theme score overall. The derived scores were then applied to subsequent correlation analysis to examine the relationship between the overall score of each sub-theme and the respondent profiles.

The results of the questionnaire and interview data related to these five sub-themes were identified as internal factors affecting the QA programmes and HRD practices. These results are reported and discussed below.

Policy Development and Implementation

Items 4.1 to 4.4 of Section 2 of the questionnaire gathered data about whether or not the institutions had made efforts to encourage a new formal education standard and QA system, through staff demonstration of activities related to QA policy development and implementation. These items are used to measure the degree to which staff are aware of and committed to the processes of QA policy development and implementation. These data are reported in Table 4.3.

Table 4.3 reports that academic administrators agreed that academic staff were aware about educational quality, as shown through their demonstration of activities related to their responsibility for the QA processes. The results also reveal that, as for academic staff's responsibilities, they were generally more concerned with quality of

institutional functions and less concerned about quality improvement and problem prevention.

Table 4.3: Policy Development and Implementation

Item	Mean
Academics demonstrate that quality of teaching, research and community services are their responsibility.	3.97
Academics demonstrate that continuous improvement is their responsibility.	3.86
Knowledge about improvement is shared with relevant academics.	3.75
Academics focus on prevention of problems rather than reacting to problems.	3.52

These findings can be linked to a comment from the open-ended item from the questionnaire, related to policy development and implementation:

There are some faculty members who are concerned about QA but not enough to support quality improvement and some administrators do not demonstrate as a good role model in terms of scholarly development and research. (RD.13)

When *respondents' variables* were taken into account for correlation analysis, a weak relationship was found between *overall score of policy development and implementation category* and *respondents' variables*, ranging from .029 to .216 (see Appendix K: Table K.1). There was a significant positive correlation between *overall policy development and implementation category* and *administrator's current position*. Although the correlation itself was relatively small, its positive direction indicated that administrators who had a higher-level current position, perceived a stronger agreement than those who had a lower level of current position. Other respondent sub-groups were identified as having no statistically significant relationship with the policy development and implementation theme. Therefore, other respondent sub-groups are not able to be used as a guide to QA policy development and implementation.

Moreover, comments by senior administrators on the interview data provided evidence of QA implementation in TPUs, suggesting that the whole university community needs to learn more about how the concepts of quality operate in practice to create understanding of the processes involved among faculty staff. Therefore, it is necessary that all staff are extremely aware of the QA contexts. In this regard, the

Acting Dean in the School of Nursing Science at the International Academic Community University indicated that important activities had taken place with the aim of creating awareness within the academic community when QA systems needed to be introduced:

Several activities, such as seminars, workshops and training courses were held in our university to convince academic communities of the need to learn about the importance of QA systems and how to make them work. (ID1.8)

A comment by the Dean of the Faculty of Social Science at the Religious Foundation University reported a similar view of the necessity for preparation for QA initiatives, by providing information and support to faculty members:

It is the University's responsibility to initiate and support a vision of quality concepts through seminars and training courses. These activities allow academics to make known their concerns, ideas and reactions to quality initiatives. As a result, academics understand their contribution to quality and are able to assist the University in reaching quality objectives. (RD3.3)

Overall, the responses in this section indicate that the influence of external factors is the major factor which has impacted on new QA programme implementation. It can be seen that TPUs have faced pressures such as the challenges of globalisation, rapid changes in technology, and increased competition, as well as the pressure of new laws and regulations. At the same time, the quest for quality to meet societal changes and stakeholders' needs and expectations has been important. To respond to these challenges, TPUs increasingly recognise the importance of maintaining and enhancing academic standards, and the need for new efforts to be made in order to ensure that their educational provisions meet stakeholders' expectations. Moreover, their survival depends on being able to attract students and offer a quality education product which is attractive and fits in with 'high quality' and 'standards'. TPUs also have expressed their concerns for quality via a new form of QA implementation and sought to 'fit in' with national and international academic standards. Each institution has developed and installed their own QA system, based on the MUA policy and the ONESQA guidelines, as well as designing its own model, appropriate to its contexts.

In regard to institutional support processes for QA, the findings on how institutions have encouraged a new formal QA system are related to policy development and implementation issues, and the need to reinforce and realign QA systems to promote a 'quality culture'. Several activities including seminars, workshops and training

courses were conducted to create awareness by academics about ‘quality culture’ and motivate them towards achieving institutional quality objectives. This support process encourages faculty staff to become involved in sharing their responsibility for QA implementation.

Performance Mechanisms of QA

As can be seen in Table 4.4, two sub-categories, namely institutional mechanisms and student satisfaction, were assigned to the theme of performance mechanisms of QA. Items from these two sub-categories are used to examine how institutions incorporate quality measurements into their QA systems and how well the educational QA programme accomplishes the QA mechanisms, by placing the focus of education on learning and the real needs of students. Respondents were asked to rate the extent to which these items were evident in their university.

The results of the first sub-category (Institutional QA Mechanisms) show that respondents were more likely to agree that institutions used key performance indicators for quality improvement and less likely to agree that mechanisms are well established to measure the achievement of QA programmes.

Table 4.4: Performance Mechanisms of QA

Item	Mean
Institutional QA Mechanisms	
The institution has well established mechanisms to measure the achievement of its QA programme.	3.83
The institution regularly uses detailed performance indicators and criteria to assess quality control, quality audit and quality assessment.	4.22
The institution improves processes to achieve better quality and performance	4.13
Student Satisfaction	
Student requirements now and in the future are publicised and understood throughout the institution.	3.47
The institution provides easy access to students who seek assistance for teaching and learning.	4.28
The institution has processes to monitor the standard of teaching and learning systems.	4.40
The institution proactively seeks and follows-up student feedback for improvement of teaching and learning.	4.14
The institution understands how quality teaching and learning contribute to student satisfaction levels.	4.51

By analysing the relationship between *respondents' variables* and *overall score for institutional QA mechanisms*, the survey results reveal that a weak correlation applies to this relationship, ranging from -.011 to .259 (see Appendix K: Table K.2). In cases where 'institution has well-established mechanisms', as well as an overall score for institutional QA mechanisms, significant positive correlation was identified with *age*, *gender* and *administrator's current position*. This relationship reflects that such respondent characteristics as age, gender and administrator's current position are influential in shaping academic administrators' perspectives on the issue of QA mechanism establishment.

Furthermore, the extent to which institutions incorporate quality measurements into their QA systems was investigated also from the interview data obtained. Senior administrators were asked to identify their views about the key methodologies of the educational QA assessment. Overall, the interviewees indicated that their institution had adopted the nine key performance indicators (KPIs) based on the MUA for their internal QA processes, while the ONESQA eight standards for higher education have been adopted in the external QA processes. One Director of a Quality Centre commented:

The assessment of educational QA is based on the institution's score on the nine key performance indicators specified by the MUA. The mechanisms for controlling and auditing have to be implemented to meet the required standards of internal QA. Moreover, the quality of our university shall be externally assessed once for each five-year period, based on the external quality assessment standards for higher education announced by the ONESQA. (RQO.5)

In order to ensure the efficiency of the institutional QA system, the key points were identified:

The QA system defines and covers all aspects of the four main functions of our university...quality is presented when specified requirements are met, particularly when our university achieves its mission and meets stakeholder expectations, as well as meets the international standards. (ID3.10)

Methodologies for achieving better quality and performance were identified by a respondent:

The key methodologies of both internal QA and external QA systems include: self study, peer review by experts which usually combined with site visits, detailed documentation generated by the department or the faculty being reviewed, and statistical performance data. (OD4.18)

In explaining the extent of QA performance mechanisms, the Vice President for Academic Affairs of the Ownership Sponsored University reported:

We [the University] stress the quality of the educative product, as well as the quality of graduates. These can be measured by the acquired knowledge of graduates, their course completion rates, their ease in finding jobs and their social performance. (OVP.13)

The findings indicate that the interest is focused on the student orientation and indicators of QA performance which cover the dimensions of input, process, output and outcome, to ensure the quality of graduates, academic products and services. TPUs have set their goals to provide the 'best' educational experiences, to ensure that students who graduate from their courses have opportunities to find employment and to earn a living decently and with dignity.

Moreover, from the interview data the following comments were made to support the view that institutions are adopting the new concept of a student-oriented approach to tertiary education in the Thai context:

In our university, a student-centred approach is being emphasised more in order to provide opportunities to share the joy of learning and teaching among academics and students. (OVP.13)

We [The University] focus on students' learning processes and facilitating them to meet their needs and personal characteristics and to develop their potential for the age of globalisation. (ID3.10)

It can be seen that TPUs are attempting to meet students' needs. The following examples describe the new models of teaching and learning which senior administrators indicated that their university had introduced to meet the various demands of students and other stakeholders:

Our Faculty have reviewed and revised teaching methods and courses which were no longer appropriate for students today. If we [the Faculty] do not respond to student needs, we will find ourselves losing students to our more adaptable competitors who offer a new type of teaching and learning. (OD3.17)

Our University decided to invest in infrastructure development projects, particularly ICT systems and education networks, to ensure that our students will have a better chance to gain access to flexible education provision. (RVP.4)

...e-courses as well as e-learning approaches are offered in some departments to provide students with ICT facilities for effective learning of various disciplines. (ID1.8)

In order to enhance student learning and experience, TPUs provide specific opportunities for students to ensure that the quality of graduates would match the current requirements of labour markets. As an example, two senior administrators explained that their universities have developed recently a co-operative framework:

Recently, more emphasis has been placed upon the inclusion of 'co-operative study programmes' into curricula and encouraging co-operation with the private sector and the community to build up co-operative networks... closer links have been made with employers, from planning to internship processes for our students. (OD2.16)

A closer link between institutions and industries, through establishment of education-related activities and research projects have encouraged and allowed students to gain experiences from business and industrial operators. This will be beneficial to the students' future. (ID5.12)

Similarly, there is substantial support in this context for student satisfaction from the second sub-category of the questionnaire data (see Table 4.4). The results indicate survey respondents were more likely to agree that the institutions provided teaching – learning provisions and academic services to students and less likely to agree that knowledge of student requirements now and in the future was understood throughout the institutions.

Based on the correlation analysis, a moderate to low correlation was found between *respondents' variables* and the *overall score of student satisfaction sub-category*, ranging from .015 to .392 (see Appendix K: Table K.2). The results indicate significant positive relationships for *gender*, *institutional characteristics* and *administrator's current position*. Significant inverse relationships were noticed for *institutional establishment* and *work experience*. It appears that age, gender, institutional characteristics, institutional establishment, administrators' current position, and work experience influence academic administrators' viewpoints on the issue of student satisfaction.

Data from the open-ended item of the questionnaire reveals a number of comments relating to student satisfaction. Again, these comments support the view that there is a lack of information about student requirements and expectations, particularly student feedback for quality improvement. The comments included:

Students' suggestions about teaching, learning and other services are ignored and not used for quality improvement. (OH.89)

Student satisfaction not only depends on services from each work unit but all units in the university must be involved. (RH.19)

The University should provide web pages for students to share their ideas and enquiries with top management in order to improve teaching, learning and student activities. (RH.24)

With respect to determining student satisfaction, comments relating to techniques used by institutions for improving student satisfaction levels were evident from the interview data:

The University provides a 'student support centre' for obtaining students' complaints about teaching and learning. (ID2.9)

A survey technique by questionnaire is used to assess student satisfactions. We [the University] used this technique to evaluate the effectiveness of the courses provided to them. (OD4.18)

These data indicate therefore, that one of the key factors or driving forces for the success of educational QA is the improvement of educational quality. The purpose of this educational innovation is to ensure higher standards of educational quality. In order to enhance educational QA, the focus is concerned greatly with improvement in the levels of teaching and learning, as well as the academic services of the institutions. It is important also to put systems in place to maintain this improvement. This involves implementing performance systems and a student focus to improve learning outcomes and ensure quality of educational provision.

Governance and Management

Two sub-categories, namely institutional strategic planning, and institutional structures and information systems, were assigned to the governance and management issue (see Table 4.5). These two sub-categories are used to examine how the institutions integrate the QA planning into overall institutional strategic planning and how institutional structures and information systems support better quality and improved performance. Respondents were asked to indicate their level of agreement with a set of statements related to the governance and management approaches implemented in the institutions.

The findings of the first sub-category show that academic administrators were more likely to agree that their institution had adopted strategic quality planning and linked it with institutional strategic planning. Moreover, when respondents were asked to indicate the extent to which institutional structures and information systems demonstrated support for QA processes, they were more likely to agree that the institutional structures were flexible and designed to facilitate the QA processes and less likely to agree that information management systems supported the QA programmes.

Table 4.5: Governance and Management

Item	Mean
Institutional strategic quality planning	
There is a vision statement which has been communicated throughout the institution.	4.22
There is a strategic statement which has covered all aspects of the institution's educational functions.	4.01
There is comprehensive and structured planning of short- and long-terms goals which are set and reviewed.	3.95
The planning process always incorporates stakeholder and community needs.	3.60
The institution has adequate resources such as financial and personnel, in support of all work units in the QA programme.	3.83
Institutional structures and information systems	
The institutional structures are flexible and designed to facilitate the QA processes.	3.72
Information flows freely between departments and faculties.	3.27
Information is reliable, consistent, timely and easily accessible.	3.35
Data and information are used to inform decisions regarding the improvement of quality performance.	3.47
The institution has effective 'two-way' communication systems.	3.33

In regard to the correlation between *respondents' variables* and the *overall score of the two sub-categories*, the results show moderate- to low-level correlations, with both positive and negative correlations found for this relationship, suggesting that respondent ratings were somewhat differentiated (see Appendix K: Table K.3). When focusing on items of both sub-categories, the findings reveal significant positive relationships between *institutional characteristics* and every item of both sub-categories. Negative relationships were found in almost every item of both sub-categories with *institutional establishment* and *work experience*. This indicates that

these institutional characteristics have a great influence on administrators' perceptions about the governance and management sub-theme.

Further, in the open-ended item of the questionnaire associated with the institutional strategic quality planning, a number of problems were identified by some academic administrators:

The institution lacks an action plan, and some administrators and faculty staff have no vision in their work. (RD.13)

The strategic quality planning process lacked co-operation from top management and this led to a failure to achieve the goals required. (RH.19)

In addition, the responses to the open-ended item of the questionnaire relating to the information systems provided some further insights into the problems surrounding this issue:

The institution's information systems are not good enough and there is no-one who deals with system improvement. (RD.13)

Institution information systems must be improved and developed, particularly the problems of information distribution and communication breakdown. (RH.19)

Institution information systems should be improved, to provide a database which can be used as a source of institutional QA information. (RH.24)

When discussing a general strategic plan for improving quality, interviewees were asked to discuss how the institution incorporates its QA strategic planning process, including identifying key steps in this process. Overall, senior administrators were consistently in general agreement about the successful integration of QA strategic planning into institutional strategy and educational functions.

The comments associated with this issue provide considerable detail about the framework the institutions used, when developing QA systems suitable to their own contexts. The following comments exemplify responses.

To ensure that our QA systems are accomplished, we [the University] have focused on the quality of four main functions of higher education: quality of teaching – learning provision, quality of research, quality of academic services to the community, and quality of preservation of art and culture. (RD1.1)

... our vision, mission and expected outcomes are defined by the needs and expectations of the stakeholders. The four main functions have been

incorporated into a mission statement and linked with the QA programme. (OVP.13)

The new 'practice' and 'concept' of QA is something rather new to everyone. This is because the new practice is concerned with all educational aspects of the university and all relevant institutional functions, as well as requiring involvement from administrators and faculty staff. (ID4.11)

The institutions deployed QA strategic planning in line with strategic policy work processes at an institutional level. The QA systems allow staff at all levels of the institution to make known their concerns, ideas and reactions to quality initiatives. Participation programmes were put in place in the form of formal QA committees within each university. A typical comment was:

The University set up the committees at institutional, faculty and departmental level to be in charge of our internal QA, as well as develop our QA system, performance indicators and criteria appropriate for our university. The committees are divided into four levels, from departmental to institutional level, and so-called 'Quality Teams'. (ID2.9)

However, when considering the implementation by each institution, some seem to be making more progress in their QA system than others. In particular, at the International Academic Community University, the Vice President for Academic Affairs stated that the university had become one of the leading proponents of the Thai higher education QA system. He commented:

The audits and assessments by our internal QA committees were conducted in June, 2002 and we [the University] were the subject of one of the first pilot external QA operations of the ONESQA in September, 2002. (IVP.20)

At the Ownership Sponsored University, the Director of the QA Centre noted that: '*... some faculties will be selected to begin the process of external QA assessment in March, 2003.*' While the Director of the QA Centre at the Religious Foundation University commented that: '*... our university will be beginning internal QA assessment in mid-2003 and be ready for the external assessment in 2004.*'

The status of each university in this regard is affected by the resources available and its administrative policies, as well as its own corporate culture and academic environment. The institution, therefore, must stress the importance of developing a suitable system for each institution.

Moreover, a Director of a Quality Centre provided a good example of the evidence needed to ensure the availability of data and information for quality improvement. The Director noted:

The focus can be very much on a management information system ...success in QA requires an appropriately designed information system to generate information for monitoring and assessing quality continuously, including incorporating academic excellence into all aspects of university performance. (RQO.5)

Several conclusions can be drawn from this section dealing with the design and integration of QA governance and management approaches. Firstly, these management systems are necessary for institutions to support their QA implementation. Also, the data indicate that institutions still require more work on the process of institutional information management systems to support institutional planning and performance improvement.

Staff Empowerment

Two sub-categories, namely team-building and human resource systems, were assigned to the staff empowerment sub-theme. These sub-categories are used to determine how the institutions encouraged their staff to contribute their abilities to improving the quality of the institutions (see Table 4.6). The respondents were asked to rate the extent to which each item within each sub-category was evident in their institution.

In general, the responses show that academic administrators were more likely to agree that their institution emphasised staff empowerment through both team-building and human resource systems. However, on closer examination of the human resource systems, the findings show that respondents were less likely to agree that academics were committed strongly to the QA process and that their institution provided reward systems in support of institutional quality.

With respect to the correlations between the *overall team-building* sub-category and *respondents' variables*, the findings illustrate that a less than medium relationship was found between these variables (see Appendix K: Table K.4). In the cases of 'trust and respect' in the institution and overall team-building, significant positive relationships were found in *gender* and *institutional characteristics*, while significant negative correlations were found in *institutional establishment* and *work experience*.

For the *human resource systems* sub-category, again, moderate to low correlations were found between the *overall score* of this category and *respondents' variables* (see Appendix K: Table K.4). Interestingly, the views about understanding of the concept of 'continuous improvement' and encouraging academics to offer ideas for quality improvement and *overall score of human resource systems* had significant positive relationships with *gender*, *institutional characteristics* and *administrators' current position*. Only *work experience* maintained a significant negative correlation with the *overall human resource systems*.

These correlations reflect the existence of the respondent characteristics *gender*, *institutional characteristics*, *administrators' current position*, and *work experience*, which have a great impact on the viewpoints of respondents about the *overall staff empowerment* category.

Table 4.6: Staff Empowerment

Item	Mean
Team-building	
There is a very high degree of trust and respect throughout the institution.	3.77
Academics understand and are clear about the mission statement of the institution.	3.73
There is a strong focus on team-building and collaboration to motivate high performance among academics.	3.74
There is a system of shared values and a reflection process among academics that supports innovation.	3.60
Human resource systems	
The concept of 'continuous improvement' is well understood in this institution.	3.84
Academics are encouraged to offer ideas for improving the quality of the institution.	3.69
Academics are strongly committed to the QA process in the institution.	3.56
The institution has an ongoing training and development programme including career path planning for its staff.	3.57
The institution provides opportunities for reward systems in support of institutional quality.	3.54
Performance appraisal is regularly measured and used for 'continuous improvement'.	3.66

However, there were responses to the open-ended item of the questionnaire identifying some problems related to human resource practices:

The results of performance evaluation are not used for quality improvement.
(RH.24)

Institution should organise systematic and standardised performance evaluation. (RH.24)

The HRD system is inefficient and reward systems are not clear and often unfair. (RH.13)

There is substantial support in the interview data for the view that the institutions had made efforts to increase empowerment and involvement of administrators and staff, for quality improvement. As mentioned previously this was organised under the QA policy, where participatory management through various committees is emphasised. As a result, a considered approach to team-building and emphasis on empowerment workgroups was instituted. The following comments were made where institutions adopted a team-building approach and reinforced their staff to contribute effectively to the institution's quality and performance objectives, as follows:

...a drive for quality and excellence requires top-down initiative and bottom-up participation ... (IVP.20)

...what I have found is that academic staff have improved their work, particularly in the areas of teaching and research, increased their professional development, and are more willing to participate and more aware of the need for quality improvement. (RD1.1)

We [the University] recognise that academics at all levels are the essence of educational QA and their full involvement is required for the institution's benefit ... we develop positive attitudes and beliefs about QA concepts among our staff to help them become more effective individuals and teams ... (ID1.8)

The results in this section illustrate that a wide range of team-building approaches and HR practices are emphasised and supported for QA implementation, through activities for the development of knowledge, skills, attitudes, values and beliefs, including the behavioural, affective and cognitive aspects of QA concepts.

Leadership

Table 4.7 provides data relating to the leadership's roles in promoting and making decisions on quality management activities. These factors are used to examine how administrators' personal leadership creates and sustains a quality focus in their institution. Respondents were asked to rate the extent to which these factors are evident in their institution.

The data show that respondents strongly agreed that senior administrators encouraged innovation and were involved in the QA processes. Furthermore, when

questioned about how well senior administrators reviewed organisational performance and provided systematic problem-solving strategies, respondents were likely to agree that they did so effectively.

Table 4.7: Leadership

Item	Mean
Senior administrators actively encourage a culture of innovation.	4.35
Senior administrators demonstrate involvement in the QA process.	4.11
Senior administrators assist in the review of the work unit in the QA programmes.	4.06
Senior administrators take action and resolve problems when non-conformity to QA programmes occurs.	4.01

By examining the relationships between the *leadership sub-theme* and *respondents' variables*, moderate- to low-level correlations were found for this relationship, ranging from .024 to .459 (see Appendix K: Table K.5). Medium significant positive correlations were found with *gender* and *institutional characteristics*. Significant inverse relation applied to *institutional establishment* and *work experience*. Thus, respondent characteristics of *gender*, *institutional characteristics*, *institutional establishment*, and *work experience* influence academic administrators' perceptions of the leadership of senior administrators.

Further, the comments from an open-ended item of the questionnaire provide more details about senior administrators' leadership styles used in the university management systems. The respondents commented:

Leaders always use an autocratic style of leadership, as well as a centralisation approach. (IH.48)

Leadership is a result of a self-development process by the leaders themselves, not a result of using rules and orders. (RH.19)

Senior administrators should provide opportunities for staff to participate and share ideas to assist in the problem-solving process. (RH.24)

In the interviewees' responses to the question related to the factors affecting the success of educational QA and the relevant HRD practices, senior administrators acknowledged that one of the key factors is administrative leadership. Comments indicative of this aspect are seen in the following examples:

I reckon the drive for quality and excellence requires serious commitment from institutional leaders at all levels, particularly top management, to build collaborative relationships. (RVP.4)

Our President encourages a shared vision in QA implementation that facilitates high institutional performance. I think she [the President] serves as a 'role model' for quality excellence. (OD2.16)

When inadequate support from leaders is given, quality efforts are not fully implemented. (RQO.5)

Overall, the responses for this issue indicate that institutions' leadership and their actions to create a focus on quality are key factors in promoting high-performance in institutions.

Summary of the Findings Related to Research Question 1

The major findings relating to Research Question 1: '*What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?*' can be summarised briefly as follows.

The data indicate that both external and internal factors are important forces impacting upon QA programmes and the relevant HRD practices in TPUs. TPUs face pressure from the external environment, including the challenge of globalisation, technological change, increased competition, and importantly, new national Laws and Regulations. TPUs responded to these challenging environments by expressing their internal concerns for quality of educational provision, through a new form of QA implementation. It appears that these factors do not have a direct affect on the QA system and HRD activities, but could be acting on internal factors identified by five sub-themes influencing how institutions respond to challenging contexts.

Addressing Research Question 1, the data presented in this section indicates a fairly direct relationship between the external factors and policy frameworks, and the institutional responses and subsequent influence on QA systems and HRD policies.

Accordingly, the issue of the importance of HRD practices to the achievement of QA programmes in TPUs will be examined in more depth in the findings related to Research Question 2. This requires closer examination of current QA processes and the possible roles of HRD practices used in promoting QA in TPUs.

Research Question 2: In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?

As detailed in Chapter 3, the findings which were obtained from the responses for the questionnaire and interview data are reported as two main themes: identifying (i) the QA processes and the relevant HRD policies at the institutional level; and (ii) actual roles of HRD activities use to promote the QA processes in TPUs at the faculty and departmental level. The results therefore, will be presented and discussed under the two headings, the first of which consists of two sub-headings:

- (i) QA processes at the institution level and the relevant actual HRD practices
 - (a) Linkage of HRD strategy to the institution's mission and the QA programme
 - (b) Actual HRD practices used in promoting the QA programme
- (ii) Actual roles of HRD practices relevant to academic administrators at the faculty and departmental level

QA Processes at the Institutional Level and the Relevant Actual HRD Practices

Data gathered from Section 3 of the questionnaire and interview data presented evidence of HRD strategies and practices which were performed at the institutional level. In the questionnaire survey, respondents were asked to identify their level of agreement with each item, associated with a set of statements related to the institution's HRD strategy at the present time. A Likert scale was used, ranging from 1 to 5, where (1) denoted 'Strongly Disagree' and (5) denoted 'Strongly Agree'. Mean values were used to assess how strongly evident the items addressed in the questionnaire were in each institution. A combination of questionnaire and interview analyses, in terms of the two sub-headings mentioned above, are presented and discussed below.

Linkage of HRD Strategy to the Institution's Mission and the QA Programme

Analysis of the questionnaire data from Items 1 and 10 (Section 3) presented the level of agreement associated with each of the two items related to the institutional strategic planning and the QA programme. Academic administrators' viewpoints

agreed that HR plans, including HRD practices, were linked with institutional strategic planning. However, when questioned about the process of translating staff expectations and goals into HRD planning, respondents were less likely to agree about this issue. Table 4.8 shows these results.

Table 4.8: Perceptions of HRD Strategy Related to Institutional Strategic Planning and the QA Programme

HRD Practice	Mean
The human resource plans for issues such as recruitment training, education, development, involvement, empowerment and recognition are derived from institutional strategic planning.	3.92
The institution has a process in place for translating staff expectations and goals into human resource development plans.	3.45

Similarly, there is substantial support in the interview data for the view that each institution links HRD approaches with its institutional mission and the QA programme. The findings are described below.

The data analysis reveals that 18 out of the 20 senior administrators reported that their HRD approaches are linked with the institution's mission and the QA programme (see Appendix L: Table L.1). In two of these responses, data were provided indicating that the respondents felt that the HRD policy of their institution had not been clarified, therefore they were not sure how to identify whether or not the HRD strategy related to the institution's mission statement and the QA programme.

The degree to which HRD practices and the institutional strategic quality plan are linked was next asked to be identified, on a scale from 1 to 5, where (1) represented a low linkage and (5) represented a high linkage. The HRD practices that were identified included training and development, organisational development, and individual career development. The response analysis shows that senior administrators were consistently positive in general about the integration of HRD practices into the institutional strategic quality planning. However, the same two senior administrators consistently provided lower scores for this (see Appendix L: Table L.2).

Moreover, comments by senior administrators provided similar evidence of the linkage of HRD approaches to the institutional strategy and the QA programme. Two Vice Presidents for Academic Affairs, for example, explained:

We [the University] integrate it [HRD] into the strategic plan of the university. ...a wide range of human resource development practices are emphasised and included as part of the university's strategic plan and QA systems. (OVP.13)

Actually our University has recently set both short-term and long-term plans to improve and develop our staff members. Various HRD practices are used to upgrade their [faculty staffs'] professional qualifications and academic position or academic title, to meet the standard required by key performance indicators of the QA system as well as the stakeholders' demands, in line with the mission statement of the University. (RVP.4)

Other comments included that one Director of a Quality Centre felt that HRD planning required greater strategic attention:

One issue that we have been trying to get more strategic about is the development plan of the university. ...The master plan lacks an operational plan and the HRD plan is not clarified ...we [the University] need to consciously plan to develop our people. (RQO.5)

Overall, it appears that academic administrators acknowledged that strategic activities of HRD were generally respected at the institutional level. However, the viewpoints of some academic administrators suggested that there was a need for greater attention to the area of connecting HRD planning to the institutional strategic planning to support QA implementation.

Actual HRD Practices Used in Promoting the QA Programme

Fifteen items from Section 3 of the questionnaire data provide considerable evidence about actual HRD practices at the institutional level, which are performed to promote the QA programme of TPUs. Respondents were asked to indicate their level of agreement with a set of activities performed in their institution, to provide their staff with the necessary skills, knowledge and abilities that contribute to making these individuals more effective at work. These findings are presented in Table 4.9.

Table 4.9: Perceptions of HRD Practices to Support QA within the Institutions at the Present Time

HRD Practice	Mean
The institution strives continually to improve personnel practices and monitor that improvement with key performance indicators.	3.86
The institution uses staff-related data to improve the effectiveness of the staff at all organisational levels.	3.61
The institution has specific mechanisms to promote staff contributions to QA and performance objectives.	3.56
The institution has mechanisms to provide feedback, both individual and group, on QA processes.	3.61
The institution has mechanisms to increase staff empowerment, responsibility and innovation.	3.42
The institution has performance criteria to evaluate and improve staff involvement at all organisational levels.	3.65
The institution conducts skill assessment for academics and uses the results to develop training and development programmes that improve their skills, knowledge and abilities.	3.42
The institution provides quality-related training for new and existing faculty members.	3.95
The institution evaluates effectiveness training and development programmes.	3.54
The institution monitors job performance and delivery systems.	3.42
The institution's performance, recognition, promotion, remuneration, reward and feedback systems support QA and performance objectives.	3.54
The institution encourages cooperation, participation and teamwork in QA processes.	3.84
Staff development efforts support changes in technology, improved quality, change in work processes and institutional restructuring.	3.91
There is an effective system of self-evaluation of the effectiveness of training and development.	3.49
The institution offers support services to academics in order to maintain positive employee relations.	3.82

In general, the responses show that academic administrators agreed that HRD activities were considered to be a valued practice in the institutions. The highest mean was concerned with the institution's provision of quality-related training for their staff. This was followed by staff development approaches to support changes in the institution. However, respondents were less likely to agree about the evidence of HRD mechanisms in regard to increasing staff empowerment, conducting skill assessment for academics, monitoring job performance and implementing self-evaluation systems.

There is substantial support in the interview data for the performance of HRD practices to promote the QA programme. Senior administrators were asked to rate their perceptions of the degree of the importance of HRD to support the QA programmes in their institutions, on a scale of 1 to 5, where (1) represented low importance and (5) represented high importance. The HRD practices identified included training and development, organisational development, and individual career development. The results confirmed that HRD practices have acted as a strong driver to promote the QA programmes (see Appendix L: Table L.3). However, data from two senior administrators indicated that HRD practices were given low importance in promoting the QA programme.

As well as discussing in general the actual roles of HRD practices at the institutional level, senior administrators' views about the importance of aligning the various HRD activities to promote the QA programme were expressed as follows:

We [the University] have had a lot of training and development programmes which aim to empower staff to be competent in teaching and participating in the management of the institutional processes, as well as helping the institution to ensure achievement of specified quality. (ID1.8)

... a lot of the success at this university has probably had to do with the training we put into place...we get on really well and those departments traditionally never communicate with each other. Our staff development programmes can encourage a new culture of more sharing of ideas, experiences and resources, across faculties and departments within the university. (OD2.16)

One Vice President for Academic Affairs stated that important activities for HRD in her institution included programmes for a more formalised system:

We [the University] are in the process of developing a more formalised system which is concerned with overall HRD for upgrading research activity, producing text books and publications, and creating teaching and learning systems to meet the new approach to the educational system...(RVP.4)

It can be seen that to promote QA programmes in TPUs, HRD approaches involved many activities for the development of knowledge, skills and staff abilities. Comments indicative of HRD activities are exemplified in the following:

In this university, activities for staff development can be included in in-house development activities, such as: seminars, conferences, meetings and workshops, as well as outside programmes, such as: education or further

study for higher degrees, certification programmes, seminars, and university networks. (ID5.12)

Our university encourages academic staff to gain professional experience by co-operation between institutions and the private sector, through research, and establishment of work-integrated programmes and practice for faculty staff, which will be beneficial to improve their teaching capacity. (OD2.16)

Staff development plans, such as training programmes in English and technological skills, are provided for our staff, so that they can respond better to the international community's needs and technological changes. (RD5.7)

As we are dealing with a changing world, we [the Faculty] try to motivate our staff to search for knowledge ... by looking at different sides of issues and exploring new ideas in some depth, using various sources such as the Internet, journals and newspapers which might be a valuable tool in helping staff learn more rapidly. (OD3.17)

Other comments indicated HRD practices that had taken place to provide specific opportunities for staff development:

Orientation and induction training are conducted for new staff to learn information about the institution's philosophy and culture; as a result, they become familiar with the new organisation. (OVP.13)

Mentoring and coaching for new staff has been offered by more experienced academic members and heads of departments, in order to facilitate and reinforce effective on-the-job performance in which the new staff need improvement. (ID1.8)

We simply look at the best training and development programmes for our staff... administrators' needs may be more for management, leadership and team-building techniques, while faculty members development concentrates more on classroom teaching, professional development, research skills and team participation. (IVP.20)

It is interesting to note that a wide range of HRD activities provided opportunities for staff development at the individual, group and institutional level. At the individual level, staff may need the knowledge and skills to accomplish their assigned task. At the group level, administrators and faculty staff may need to learn about team-work to contribute their efforts collaboratively. Finally, administrators and faculty members may need to learn to develop a shared vision and to create a whole institution environment for better teaching and learning. HRD activities to achieve these objectives included in-house and outside training in terms of seminars,

conferences, workshops, orientation and induction programmes, mentors and coaching, education, internships, and networking opportunities.

These findings indicate therefore that in the implementation of QA programmes, HRD activities have become an important aspect of institutional strategic planning and are generally acknowledged at the institutional level as promoting the QA systems. Various activities are provided for staff development at all institutional levels, to ensure that individuals can achieve high performance and contribute effectively to institutional quality.

Actual Roles of HRD Practices Relevant to Academic Administrators at the Faculty and Departmental Level

As discussed earlier, in the process of implementing QA programmes there have been various changes in TPUs, particularly in organisational culture, management structures and work environments. These changes include the creation of additional QA committees in the academic management hierarchy between department level and senior management level. These fundamental changes then require HRD roles relevant to academic administrators, especially at the faculty and departmental level, to encourage staff empowerment and ensure that team members undertake responsibility for participating in the QA implementation.

Fourteen items of Section 4 (Actual HRD Practices) of the questionnaire, gathered data about whether academic administrators have been involved in HRD activities. Respondents were asked to address the actual HRD practices relevant to their current position, where (1) denoted that HRD practices were an important component of their position; (2) denoted that HRD practices were an important—but not essential—component of their position, and (3) denoted that HRD practices were not an important component of their position.

The results in Table 4.10 indicate that, in general, academic administrators are willing to agree that HRD practices are important components of their current position. The percentage of academic administrators who reported actual involvement in HRD activities also reported a relatively high rate. The responses show that the activities of identifying the organisational mission related to quality objectives had the highest percentage of responses (73.9 per cent), and that this was an important component for the current position of the respondents. The second most

important role component (65.2 per cent) was providing advice, and supporting teams and academics by the opportunity to analyse and improve internal processes.

Table 4.10: Perceptions of Actual HRD Practices Relevant to Administrators

Actual HRD Practice Relevant to Administrators	An Important Component of their Position		A Component of their Position, But not Essential		Not a Component of their Position	
	N*	%	N*	%	N*	%
Identify the institution/faculty/department's mission related to quality objectives.	68	73.9	18	19.6	6	6.5
Determine the activities required of academics to achieve the QA objectives.	52	57.1	29	31.9	10	11.0
Analyse and list the competencies, such as skills, knowledge and abilities, needed by academics in order to produce workplace behaviours that result in improved quality.	58	63.7	20	22.0	13	14.3
Provide academics with the resources necessary for development, including on-the-job experience, training, and education.	48	52.7	28	30.8	15	16.5
Support professional career development for academics.	51	56.7	20	22.2	19	21.1
Provide advice and support teams and academics with the opportunity to analyse and improve internal processes.	60	65.2	23	25.0	9	9.8
Provide organisational development by determining and implementing strategies for change to influence and support changes in organisational behaviour, and assist in resolving conflicts.	47	51.1	30	32.6	15	16.3
Keep academics informed and involved, and create teams focused on quality improvement projects.	58	63.0	27	29.3	7	7.6
Delegate responsibility and authority downward so that academics are not just doing what they are told, but are taking the initiative to try to improve quality.	42	46.2	33	36.3	16	17.6
Identify differences in quality performance between the institution/faculty/department's interpretation of 'ideal quality', and where the institution/faculty/ department is now.	34	37.4	42	46.2	15	16.5
Design, develop and deliver the necessary quality training to meet the concept of 'continuous improvement'.	38	41.3	36	39.1	18	19.6
Evaluate the impact of quality training that the institution/faculty department has achieved.	38	41.3	38	41.3	16	17.4
Provide a system for maintaining the desired quality performance after training by reinforcement and minimising constraints.	43	47.3	26	28.6	22	24.2
Provide open and honest ongoing performance feedback in terms of quality improvement principles.	51	56.0	33	36.3	7	7.7

Note: Not all respondents answered every item resulting in totals less than 93

N = Responses to each aspect*

However, administrators generally felt that the following practices were components of their current position, but not essential responsibilities: identifying the difference between the organisation's interpretation of 'ideal quality' and where the organisation is now, evaluating the impact of quality training, and designing and delivering the necessary quality training. The scoring of these items shows a relatively high rate (46.2%, 41.3%, and 39.1%, respectively). It was to be expected that although these practices were part of academic administrators' current positions, they would feel that these approaches were not aligned importantly with their responsibilities.

Finally, respondents reported that the activities of providing a system for maintaining the desired quality performance after training and supporting professional career development for academics were not components of administrators' current positions 21.1 per cent and 24.2 per cent. The results indicate that administrators may not have adopted the activities of delivering and evaluating quality training in line with their current position.

The results of the questionnaire data indicate therefore, that HRD practices were considered to be an essential responsibility for academic administrators' current positions. However, the responses of some cases implied that administrators were not confident to act as advocates for the QA system. It seems, then, that respondents are really interested in HRD approaches and are willing to become involved in HRD practices. However a considered approach to designing, delivering and evaluating quality training is hampered by inadequate assumption of responsibility by academic administrators to support staff development.

The findings of the interviews with senior administrators exhibited similarities to the results of the questionnaire data. Comments made by senior administrators about their involvement in HRD helped to develop a richer context for understanding. The Vice President for Academic Affairs of the Religious Foundation University, for example, noted that academic administrators were more likely to be involved in HRD practices for promoting QA programmes:

The role of educational administrators is essential for QA initiation. This is because administrators have to be involved in setting a purpose and strategic direction for education that will facilitate high institutional performance, individual development, and organisational development. (RVP.4)

A Dean of the School of Management at the International Academic Community University similarly provided a good example of the responsibility of academic administrators relevant to HRD practices in support of the QA programme.

With QA programmes... many people can get involved, especially deans and department chairs can help staff members develop their qualifications and demonstrate their commitment to continuous improvement. (ID3.10)

In addition, several respondents explained the change in management systems in respect of the role of academic administrators. Their comments were:

Educational administrators must take on new roles, new values, new behaviours and new approaches to work... providing or creating a vision is basic to these new aspects. (RD2.2)

For any change to happen we (the University) need to have administrators putting pressure to change their staff, managing the environment and using staff ideas to improve our institution... all administrators also need to play a leadership role as part of the top management team. (ID4.11)

These responses indicate that respondents acknowledge the increased role that they are required to play with respect to HRD approaches. In this regard, interviewees remarked that the roles of academic administrators have influenced the achievement of QA implementation. In their comments, senior administrators referred to the role of HRD practices that can be used to support staff development activities as follows:

... what we have been doing is more decentralisation... the responsibilities have been delegated to faculty deans, department heads and QA committees at all levels, including academics ...thus, administrators such as faculty deans and department heads become increasingly responsible for people issues. (OD2.16)

In order to foster overall academic excellence, administrators, especially deans and heads of departments, have encouraged their staff to develop themselves academically and professionally, which is essential for teaching – learning improvement and organisation development. (RQO.5)

To succeed in educational QA requires strong leadership of administrators who take the role of supporting staff and assisting their development. (RD3.3)

Other comments indicate the role that administrators play with respect to HRD approaches:

Role-modelling best practice in teaching, professional expertise and research, as well as management responsibility of educational

administrators, is something that academics can learn via apprenticeship.
(ID1.8)

The results of the interview data report therefore show that to promote QA programmes respondents acknowledged that HRD practices are considered to be respected practices at all levels in the institutions. Also, it is necessary for academic administrators to clarify the new approaches and behaviours that are expected in regard to HRD approaches used to promote the QA processes.

Based on the discussion about the degree of academic administrators' involvement in HRD activities, interviewees were asked to comment on the degree of change in the importance of HRD practices in the last three years (see Appendix M: Table M.1). The results show that 90 per cent of the senior administrators reported an increased level of change in the training and development area, and 75 per cent reported an increased level of change in both organisational development and individual career development. This indicates that there has been a significant change in HRD practices and most respondents acknowledged that these practices had become an important component of their responsibility in the previous three years.

In addition, respondents were asked, on a scale from 1 to 5, about the level of actual involvement in HRD for each practice, where (1) represents low involvement and (5) represents high involvement. The responses detailed show that general HRD involvement is considered to be at a relatively high level (see Appendix M: Table M.2). However, some senior administrators gave a low score for involvement.

The findings within this section above indicate that academic administrators have generally increased their responsibility levels across the roles of HRD practices. To support the QA programmes respondents particularly commented about their roles relating to the HRD practices required of educational administrators. These HRD practices advocate the implementation of the QA system by emphasising new appropriate management practices such as strategic management, leadership, staff supporter, facilitating, and professional practice role modelling. The views of respondents also indicate that although they were actively involved in HRD practices, administrators recognised that their involvement in HRD activities was still limited.

Summary of the Findings Related to Research Question 2

The major findings relating to Research Question 2: *'In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?'* can be summarised briefly as follows.

The results show that in the process of implementing QA system, TPUs were involved in a current commitment to the implementation of HRD approaches. They were attempting to deploy a staff development plan in line with institutional strategic policy. In this regard, various activities were provided to improve the effectiveness of their staff at all organisational levels and to ensure that the institutions have the people with the skills and knowledge required in order to achieve their QA goals.

Further, the responses about actual HRD practices relevant to academic administrators indicated that HRD activities were generally well-respected and performed at each management level in the institutions. However, not all of the discussion about this aspect indicated a high level of academic administrators' involvement in HRD practices. The results revealed that in some cases academic administrators were not fully integrating HRD approaches into their current position.

Evidence concerning the factors that impact on academic administrators' involvement in the roles of HRD practices when promoting the QA programme of TPUs will be considered in more detail in the results section related to Research Question 3. This question requires an in-depth investigation of which HRD best practices should be used to promote the QA programmes.

Research Question 3: To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?

The findings of this research question contained two major themes, identifying the current challenges facing HRD and specifying the best practices in HRD approaches that should be included to support the achievement of QA programme outcomes. The results therefore, will be presented and discussed under the two themes, the first of which is divided into three sub-themes:

- (i) Current challenges facing HRD
 - (a) Institutional support for HRD policy

- (b) Academic administrators' commitment
 - (c) Academic staff empowerment
- (ii) Best practices specified for HRD.

Current Challenges Facing HRD

As reported earlier under Research Question 2, some academic administrators indicated that they did not have full involvement in HRD practices used to promote the QA programmes. To investigate the factors that impact on HRD involvement, interviewees were then asked to address the current challenges facing HRD practices in support of QA implementation. The factors that emerged from the interview analysis suggested that there were some issues concerning the challenges that affected the readiness of academic administrators to integrate HRD activities as part of their responsibility. The comments ranged from concerns about the impact of institutional support for HRD policy, to administrators' commitment, and academic staff empowerment. The following section will present and discuss the findings regarding each factor.

Institutional Support for HRD Policy

The first factor identified as important in ensuring that academic administrators have integrated HRD activities into their responsibilities was the level of institutional support for HRD policy. Some examples of interviewees' comments were:

The capacity of people to cope and manage within such a changing environment is an important element in the success of our university. Without university-wide support, both administrators and faculty members can do little in response to a new environment. (IPV.20)

Sending QA messages across from the MUA to the university community through the academic administrative hierarchy in the institution is not an easy task, because QA is something new, requiring that extensive communication is provided by the university. (OD5.19)

When discussing the area of training and development, one dean commented '...we do not do enough of that...' When asked why, he reported that this was the case:

We [the Faculty] need a budget to initiate and implement QA activities, and to support professional development programmes for our staff. The Faculty is given funds to run staff development programmes, but in most cases, funds are inadequate. (RD5.7)

Similar comments were made by the Dean of the School of Science and Technology in the International Academic Community University:

The thing that impacts on training and development activities is that a staff development plan has not yet been clarified and budgetary support depends on the institution policy. (ID4.11)

These comments confirm the view that institution-wide support for HRD policy, through the actions of academic administrators or the presence of a supportive organisational change, may prove to be a critical factor in determining the success or otherwise of how academic administrators incorporate HRD approaches into their responsibility.

Academic Administrators' Commitment

The second factor that impacted upon the degree of HRD integration into administrators' responsibilities was the personal commitment that administrators had to HRD practices. The following comment highlights this:

One of the most difficult challenges that limit administrators from attending to HRD approaches is that a number of them [administrators] have negative attitudes towards accepting any change and, more importantly, some lack leadership skills. (RQO.5)

There also was a view expressed regarding the implementation of new QA programme that there has been resistance to change:

Resistance was seen, since some administrators could not see any proof that such actions could improve the quality of their work unit, while the QA processes hindered their normal routine with unnecessary paper work and extra hours of meetings. (RD2.2)

Other comments were made by the Dean of the Faculty of Economics in the Ownership Sponsored University, who acknowledged that in support of QA programmes, there were some problems with the responsibility of academic administrators relevant to HRD activities. However, he did not see this as a problem that could not be overcome.

...lack of knowledge, time and motivation...but they [academic administrators] simply have to be trained... I think we have a lot of training programmes...we are always sitting and talking about our work... (OD4.18)

It can be concluded from the above responses that it is difficult to provide full involvement in HRD activities involving the understanding of a systematic QA

approach to the university community as it depends largely upon the commitment at each academic administrative level.

Academic Staff Empowerment

The final factor considered concerning academic administrators' involvement in HRD approaches was the participation of academics through the QA programmes. The following comments are illustrative of some of the impacts of QA programmes on academic staff and indicative of the pressures on academic administrators which hinder their involvement in HRD approaches:

...I find most academics are pretty busy... maintaining a higher teaching workload, thus they cannot allocate time for developing themselves. (RD5.7)

It is time-consuming to write QA manuals and other documents for QA implementation and this results in some faculty staff having insufficient time for preparation of their teaching or improving their professional career. (ID4.11)

There are also some comments that refer to negative attitudes of academic staff towards the QA policy, particularly regarding the impact of HRD implementation:

QA policy was poorly defined, particularly in regard to QA procedures, especially key performance indicators which were implemented inconsistently, initially. As a result, there is a lack of understanding among people involved in QA management. (OQO.5)

It was unacceptable to quite a number of staff, who considered performance assessment, or class evaluation by students, as alien to their traditional practice. (OD3.17)

Due to lack of enforcement and failure to create mutual understanding of the QA policy, anxiety and stress among people was noticeable and some staff seemed to respond to the audit and assessment by focusing on key performance indicators only. (RD2.2)

It is important to recognise that inadequate understanding among the university members, insufficient support for QA procedures, and lack of staff empowerment through performance improvement resulted in some academic staff being reluctant to participate in QA processes. Additionally, there is still a lack of motivation in regard to their professional career development. As a result, it is harder for academic administrators to encourage their staff to improve their professional practice and to respond to the challenging contexts.

Overall, the analysis has shown that strong levels of institutional support for HRD policy can increase the willingness of academic administrators to take responsibility for HRD activities. Also, resistance can be amended when academic administrators have a strong commitment to HRD and academics have sufficient support for QA procedures.

In this regard these findings indicate that in order to gain and sustain substantial QA achievement the best HRD practices should be included in academic administrators' responsibilities. This issue will be addressed in more detail in the next section.

Best Practices Specified for HRD

Fourteen items from Section 4 (Ideal HRD Practices) of the questionnaire survey provide considerable evidence about the ideal HRD practices, relevant to academic administrators. These ideal HRD practices were used to examine the viewpoints of academic administrators related to which HRD activities should be included in support of the QA programmes and how they should be implemented. Respondents were asked to indicate their views, where (1) denoted that ideal HRD practices should be an important component of their position; (2) denoted that ideal HRD practices should be an important—but not essential—component of their position, and (3) denoted that ideal HRD practices should not be an important component of their position. Table 4.11 details these findings.

The responses indicated that academic administrators perceived that every item concerning HRD activities, identified as the 'best practice' to support the QA programmes, should be an important component of their position. The percentage of respondents in agreement with each item in this area was very high. In particular, the responses show that the following practices should be the most important components: identifying the organisational mission related to quality objectives (85.4 per cent); analysing and listing the competencies needed by academics for quality improvement (84.1 per cent); and providing and supporting teams and academics with the opportunity to analyse and improve internal processes (81.5 per cent).

Table 4.11: Perceptions of Ideal HRD Practices Relevant to Administrators

Ideal HRD Practice Relevant to Administrators	An Important Component of their Position		A Component of their Position, But not Essential		Not a Component of their Position	
	N*	%	N*	%	N*	%
Identify the institution/faculty/departments mission related to quality objectives.	70	85.4	7	8.5	5	6.1
Determine the activities required of academics to achieve the QA objectives.	62	76.5	16	19.8	3	3.7
Analyse and list the competencies, such as skills, knowledge and abilities, needed by academics in order to produce workplace behaviours that result in improved quality.	69	84.1	9	11.0	4	4.9
Provide academics with the resources necessary for development, including on-the-job experience, training, and education.	64	78.0	14	17.1	4	4.9
Support professional career development for academics.	56	68.3	19	23.2	7	8.5
Provide advice and support teams and academics with the opportunity to analyse and improve internal processes.	66	81.5	9	11.1	6	7.4
Provide organisational development by determining and implementing strategies for change to influence and support changes in organisational behaviour, and assist in resolving conflicts.	60	73.2	15	18.3	7	8.5
Keep academics informed and involved, and create teams focused on quality improvement projects.	64	78.0	14	17.1	4	4.9
Delegate responsibility and authority downward so that academics are not just doing what they are told, but are taking the initiative to try to improve quality.	53	65.4	20	24.7	8	9.9
Identify differences in quality performance between the institution/faculty/department's interpretation of 'ideal quality', and where the institution/faculty/department is now.	50	60.2	27	32.5	6	7.2
Design, develop and deliver the necessary quality training to meet the concept of 'continuous improvement',	51	63.0	21	25.9	9	11.1
Evaluate the impact of quality training that the institution/faculty/department has achieved.	49	59.8	23	28.0	10	12.2
Provide a system for maintaining the desired quality performance after training by reinforcement and minimising constraints.	52	64.2	20	24.7	9	11.1
Provide open and honest ongoing performance feedback in terms of quality improvement principles.	59	72.8	16	19.8	6	7.4

Note: Not all the respondents answered every item resulting in totals less than 93

N = Responses to each aspect*

When specifying an area where HRD practices should be a component of their position, but not essential responsibilities, the responses were moderate to low. Respondents perceived that the approaches of identifying the difference between the organisation's interpretation of 'ideal quality' and where the organisation is now evaluating the impact of quality training and designing and delivering the necessary quality training were the most significant (32.5%, 28.0%, and 25.9%, respectively).

Finally, the responses show that the activities of evaluating the impact of quality training designing and delivering the necessary quality training, and providing a system for maintaining the desired quality performance after training should not be components of administrators' positions (12.2%, 11.1%, and 11.1%, respectively).

Overall, the questionnaire data reveals that academic administrators considered that HRD practices should be emphasised more and included as part of their responsibility. Although institution-wide HRD activities are provided for quality improvement and academic administrators are increasing their involvement in HRD roles, substantial support for QA processes should require the best practices specified for HRD roles based on their responsibility relevant to ideal HRD practices.

These findings can be linked to the comments expressed by senior administrator interviewees when they were asked to identify their views about the best approaches and/or practices related to HRD roles that should be included in support of the QA programmes in their institution. The interview data reveals that to promote the achievement of QA programmes, interest is not only focused on HRD practices but also covers the dimension of HRM policies. A typical comment was:

We [Academic administrators] should focus more on criteria for recruiting staff with the appropriate background, experience and ethical standards, as well as pay attention to developing and retaining qualified academics. (ID3.10)

When discussing an aspect of QA policies related to HRD approaches, relevant senior administrators' comments were:

The HRD plan should include such support practices as: professional career development, staff-related data, staff involvement in quality improvement, and action to increase staff responsibility and innovation. (RPV.4)

...such record keeping as; participation in orientation of new staff, training in quality concepts and mechanisms, institutional system evaluations and in-

service programmes for new technology, should be provided for the staff development plan. (OQO.15)

Comments regarding views about activities for evaluating quality training included the following:

The university should provide for evaluation of the effectiveness of the provided training and development to ensure that our staff comprehend both the importance of and the relationship between duties and activities that are appropriate to their responsibility. (ID1.8)

There were some respondents who saw staff development programmes as playing a valuable part in improving management skills. Two senior administrators, for example, stated:

Development programmes for academic administrators are needed and should be emphasised, to provide learning about leadership and managerial skills, a shared vision development and the skills of data analysis in the context of management information systems. (OD2.16)

The University should provide administrative training for key staff management positions or give these staff the opportunity to acquire appropriate managerial skills. (RQO.5)

The importance of providing staff with opportunities to develop their professional career development was evident from some of the responses regarding individual staff members' development. Comments included:

Development programmes for new and existing academic staff should concentrate more on their professional development, classroom teaching and evaluating, curriculum design, research skills, team participation and building teacher – student relationships. (OD3.17)

Individual faculty staff, more importantly, should be aware of the need to develop their qualifications and demonstrate their commitment to continuous improvement. (ID4.11)

Academics must be evaluated regularly to improve the quality of teaching and maintain high educational standards. (RD4.6)

Moreover, several comments indicate that individual career development requires substantial support from the institution:

The university should provide modern facilities, funds and information for academic staff for upgrading research activities, and producing textbooks and publications. (RD.1.1)

...giving a reduced teaching workload and time allowance for career development to them [academics], should be a helpful support for them to create new approaches to teaching and learning systems. (ID4.11)

The findings reveal some interesting HRM policies, including HRD practices, which respondents felt should be provided by the institutions for staff members at all institutional levels. Also, respondents indicated that HRD approaches should be more emphasised as a part of QA policies. In this regard, HRD practices, such as better provision of appropriate staff development programs and sufficient resources provided for staff development, are more clearly defined as the ‘best practices’ for HRD roles that should be included for promoting substantial QA achievement.

Summary of the Findings Related to Research Question 3

The major findings relating to Research Question 3: *‘To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated’* can be summarised briefly as follows.

The findings illustrate that institutional support for HRD policies, academic administrators’ commitment, and academic staff empowerment are argued to be important factors impacting on the level of academic administrators’ involvement in HRD practices. In response to these challenges, TPUs should provide specified HRD practices for academic administrators to enable them to develop a higher level of administrative skills, for promoting achievement of QA goals.

It is essential that in order to improve institutional effectiveness, institutions should develop and implement effective policies for recruitment, retention and development of high-quality staff. Moreover, more attention should be paid to providing for the staff systematic development planning identified as the ‘best practices’ for HRD. These practices should be focused more on professional career development for academic staff, administrative skills for academic administrators and the provision of sufficient support for staff development procedures.

As a result of efforts undertaken by the institutions regarding the best practices for HRD roles and strong support for administrative training, the data suggest that academic administrators could wholeheartedly accept the integration of HRD roles into their responsibility.

Research Question 4: To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

The final research question examines the evidence of how HRD activities could be used more effectively to increase the knowledge, skills and abilities of academic staff, thus supporting high quality performance in TPUs. The findings that emerged from the data analysis consist of two main themes: firstly, identifying the future challenges facing QA; and secondly, future HRD strategies for responding to future challenging contexts. In the sections which follow the results from the questionnaire and interview data will be presented and discussed under two sub-headings: future challenges facing QA programmes, and future HRD strategies in response to challenging future contexts.

Future Challenges Facing QA Programmes

Although the results reported in previous sections argued that HRD practices are seen as important aspects to support the QA programmes in TPUs, there are many critical factors in a changing educational environment which institutions must consider as they face the future. Inevitably, these factors will have an effect on QA implementation and related future HRD approaches for promoting substantial QA. In order to find information about the factors which will impact upon QA programmes and future HRD practices in changing contexts, interviewees were asked to indicate the major challenges which they believed would face educational QA in their institution and related HRD approaches in support of the QA programmes in the future.

Overwhelmingly, the respondents reported that the challenges facing QA implementation in the future were due to changes in the higher education environment. In particular, the impact of changing values and increasing expectations of individuals and society to accommodate global competencies, and the rising demand for accountability, were raised at various times throughout the interviews. Some examples of senior administrators' comments relating to these factors follow:

The global economy is a key factor for change in higher education and this will create a strong demand to provide students with global competencies and to network among global educational institutions. (IVP.20)

Regarding the new world of work, there will be a pressing need to make education more diversified, more student-oriented and more skills-based to meet the changing requirements of society and the economy. (RVP. 4)

Employers will be more demanding... graduates will be required to be fully competent, with value-added properties, in terms of professional knowledge and skills, information and technology skills, and desirable personal attributes, such as: communication skills, positive attitude and a sense of social responsibility. (OVP.13)

Other factors associated with globalisation identified a competitive market, which was expected to affect the educational policy of TPUs:

There is a steady shift in higher education towards the provision of educational programmes designed to meet market needs. Every institution nowadays and in the future intends to expand its market share using modern management strategies and ensuring that courses are relevant to market requirements. (RQO.5)

Local and overseas educational investments will be expanded and hence more intensely competitive. (RVP.4)

Reinforcement of international and regional co-operation in the free education market will be a strong trend...competition will become greater and greater. (OD3.17)

In explaining the extent of the internationalisation of higher education, one senior administrator reported:

Internationalisation of education has to be actively promoted through international exchange agreements for staff and students. Our University intends to emphasise more the formation of joint ventures and strategic alliances, joint research programmes, international workshops and conferences, and other collaborative linkages. (ID2.9)

Further, several views were expressed that institutions were concerned about the impact of the new education reforms on Thai higher education. The comments included:

Education and learning under the new education reform will not be time-specific and subject-definite but it will be a journey of ongoing learning and discovery. (OQO.15)

Due to the learning reforms, the future trend of educational services will be to provide life-long education, as well as to make education available to all, at all places, at all times and for all aspects of life. (OVP.13)

The new concept of a student-centred approach will increase the demands on the role of students to help strengthen QA activities within the institution. Students can be responsible for identifying their own learning needs and striving to learn to the best of their ability. (OD2.16)

Overall, it was reported that future challenges for educational environments will be affected by concepts such as global education, market-driven education, internationalisation and regionalisation of higher education, and Thai higher educational reform, and these factors will have an institution-wide impact. It is apparent that there will be a great demand for accountability for quality and standard of educational provision, together with the specified requirements of stakeholders and society. This will increase the importance of HRD practices because of the perceived link between performance and quality of the institutions. As a result, there will be increased demands on staff and academic administrators to acquire new knowledge, skills and abilities to deal with these changes, in order to provide education of high quality to the public.

Future HRD Strategies in Response to Challenging Future Contexts

Fourteen items from Section 4 (Future HRD Practices) of the questionnaire survey, examined evidence about future HRD practices relevant to academic administrators. These future HRD practices are used to examine the viewpoints of respondents in relation to which HRD practices would be included in support of the QA programmes and how they would be implemented. Respondents were asked to indicate their views, where: (1) denoted that in the future, HRD practices would be an important component of their position; (2) denoted that in the future, HRD practices would be an important—but not essential—component of their position, and (3) denoted that in the future, HRD practices would not be an important component of their position. These findings are presented in Table 4.12.

The results indicate that overall, academic administrators believed that HRD activities will be well-integrated as an important component of their position. The rating score for respondents who indicated future involvement in the role of HRD practices was high. The findings show that great interest was expressed in involvement in the following practices: identifying the organisational mission related to quality objectives (86.4 per cent); analysing and listing the competencies needed by academics for quality improvement (80.0 per cent); and providing and supporting

teams and academics with the opportunity to analyse and improve internal processes (81.3 per cent).

Table 4.12: Perceptions of Future HRD Practices Relevant to Administrators

Future HRD Practices Relevant to Administrators	An Important Component of their Position		A Component of their Position, But not Essential		Not a Component of their Position	
	N*	%	N*	%	N*	%
Identify the institution/faculty/department's mission related to quality objectives.	70	86.4	7	8.6	4	4.9
Determine the activities required of academics to achieve the QA objectives.	61	76.3	17	21.3	2	2.5
Analyse and list the competencies, such as skills, knowledge and abilities, needed by academics in order to produce workplace behaviours that result in improved quality.	64	80.0	13	16.3	3	3.8
Provide academics with the resources necessary for development, including on-the-job experience, training, and education.	62	77.5	13	16.3	5	6.3
Support professional career development for academics.	58	70.7	17	20.7	7	8.5
Provide advice and support teams and academics with the opportunity to analyse and improve internal processes.	65	81.3	11	13.8	4	5.0
Provide organisational development by determining and implementing strategies for change to influence and support changes in organisational behaviour, and assist in resolving conflicts.	56	69.1	20	24.7	5	6.2
Keep academics informed and involved, and create teams focused on quality improvement projects.	62	76.5	16	19.8	3	3.7
Delegate responsibility and authority downward so that academics are not just doing what they are told, but are talking the initiative to try to improve quality.	53	67.1	19	24.1	7	8.9
Identify differences in quality performance between the institution/faculty/department's interpretation of 'ideal quality', and where the institution/faculty/ department is now.	51	63.7	23	28.7	6	7.5
Design, develop and deliver the necessary quality training to meet the concept of 'continuous improvement'.	52	65.8	19	24.1	8	10.1
Evaluate the impact of quality training that the institution / faculty department has achieved.	50	62.5	21	26.3	9	11.3
Provide a system for maintaining the desired quality performance after training by reinforcement and minimising constraints.	52	65.8	21	26.6	6	7.6
Provide open and honest ongoing performance feedback in terms of quality improvement principles.	60	75.9	15	19.0	4	5.1

Note: Not all the respondents answered every item resulting in totals less than 93

N = Responses to each aspect*

The responses to the item of whether HRD approaches are a component of their position, but not an essential responsibility, were reported a moderate to low rate. In regard to identifying the difference between the organisation's interpretation of 'ideal quality' and where the organisation is now; evaluating the impact of quality training; and designing and delivering the necessary quality training, academic administrators considered that these practices will be part of their responsibility, but not essential components of their responsibility. (The percentages of responses to these practices were 28.7 per cent, 26.6 per cent, and 26.3 per cent, respectively).

The final aspect was concerned with the practices that will not be a component of administrators' responsibilities. The responses relating to this aspect show a very low rate, providing scores from 4.9 per cent to 12.2 per cent. The responses therefore indicate that respondents generally will be well-pleased to adopt HRD activities in line with their responsibilities.

In addition, comments by senior administrators provide evidence of HRD strategies for responding to future challenging contexts which suggests that the institutions will strongly emphasise the relationship between educational quality and HRD activities.

Firstly, the respondents identified that HRD practices will be designed and managed to contribute to the assurance of institutional quality from the perspective of institutional support policies. A typical comment:

HRD practices will be incorporated continuously at all institutional levels, to bring about staff career development so as to improve the effectiveness of individuals, teams and institution as a whole. (RD3.3)

Other respondents' views provided evidence to support implementation of staff development planning:

Monitoring and evaluating systems will be established at different levels, to provide feedback information for improvement and development of individuals, groups and the whole university. (OD5.19)

A constructive climate among staff for staff appraisal will be created within the university. Thus, more attention will be paid to appraisal training, in order for administrators to carry out performance evaluation of their staff. (RQ0.5)

Thus, the new emphasis of QA in TPUs will be on more systematic monitoring of performance and will incorporate training for administrators in the appraisal of their staff. In order to ensure that performance appraisal will flow into a systematic training needs analysis, one respondent explained:

Processes for translating staff training needs will emphasise that the results of staff performance evaluation must be used to develop training and development programmes. (RD4.6)

As well as discussing future training needs for promoting the QA programmes, comments from senior administrators provided viewpoints referring to some practical considerations for HRD practices:

Staff training needs in the future will place emphasis more on academic, ethical and professional standards, including values of social co-operation, merit and self-discipline. (ID3.10)

Academics will keep their eyes on social and economic developments, both in the country and from the global perspective, to respond better to community and global change. (OD3.17)

Furthermore, one Vice President for Academic Affairs stated that professional development of academic administrators will be given priority:

We have attempted to change traditional educational management...we need to be headed by leaders who have strategic vision, are capable of leading a team, building research capacity, and implementing academic planning and management. (RVP.4)

These responses therefore indicate that TPUs will make an attempt to design and implement institution-based staff development policies for their academics and administrators, with respect to training needs in the future. In order to ensure the effectiveness of institutional support for HRD policies, respondents suggested the necessity of emphasising the importance of quality-related data relating to management based on factual evidence, for continuous quality improvement:

A systematic information base for quality improvement will be established. It will include quality-related data for: student and stakeholder needs, teaching – learning processes, staff-related data and performance measures. These quality data can help staff and administrators obtain specific knowledge for continuous improvement. (RD3.3)

Effective management for administrators is based on the analysis of data and information. Administrators will acquire the competence to develop effective

strategies for institutional improvement, based on the results of data analysis.
(OD5.19)

Moreover, the importance of sharing of information and experience among inter-institutional members, and between institutions and external organisations to facilitate cooperation and networking in relation to QA was an area that several respondents felt required greater attention. Comments included the following:

Academic administrators will create opportunities and an institutional climate for co-operative learning among the university community, as well as create learning environments which meet international standards in Thai universities and tertiary institutions. These activities will result in students and staff being able to have better knowledge-sharing and intercultural understanding, paving the way for them to function more productively in the future. (RVP.4)

We [the University] will encourage more systematic sharing of information and viewpoints, between both internal and external areas, in order to more fully understand the QA issues and expectation of major stakeholders.
(RQO.5)

International co-operation in education will be regarded as an effective means to enhance the quality of higher education, through the sharing of knowledge and experiences, within the region and beyond. (ID2.9)

Benchmarking, through a knowledge-sharing approach, was another issue that attracted comment and therefore was seen as a necessary inclusion in QA procedures:

There will be more interest in QA systems which meet required standards determined by benchmarking between Thai universities. This process has a great value in indicating quality achievement... we will investigate and analyse best practices in other institutions, learn from their experience and apply best practice to our institution, in order to improve the performance.
(IVP.20)

Knowledge-sharing will help each institution and their university members to learn more about themselves and others in order to continue to improve their performance.

Additionally, several respondents indicated that their institutions were aware of the changes in needs and expectations of different stakeholders and would attempt to adapt to these future changes by linkage or partnership with industrial sectors, support of the community, building up their public image, and showing evidence of accountability. Related comments included the following:

To meet employer expectations, the university will keep employers fully informed about institutional approaches to teaching and learning, particularly the way students are taught, which conform to the ethical and moral norms of the community. (ID3.10)

We [the University] will focus more on tasks to make closer links with employers, from planning to internship and a campus recruitment process ensuring that the quality of graduates will match the current needs and changing needs of those in the world of work. (OD1.14)

We [the faculty] are well aware of the needs of the community and intend to provide appropriate services to meet community needs. (RD2.2)

Institutions, the private sector and other community organisations will work together to solve common problems, such as; quality environment and provision of social services. (OD2.16)

The emphasis will be very much on coordination and links between university and business sectors, focusing on: consultancy, problem solving and applied research in such areas as applied science, engineering and management for this sector. (ID5.12)

The proposed closer interaction between institutions and external stakeholders will not only help to bridge the gap between demand and supply, but will also enable institutions and their staff to advance knowledge through training and research relevant to the changing needs and requirements of industrial sectors.

Overall, HRD practices will become a much more important issue for responding to future challenging contexts. To ensure long-term institutional QA, the institutions as a whole must be capable of developing strategies to deal with and learn from the policy and politico-social environment. In addition, academics and administrators, as individuals and as groups, must be empowered to deal with changing contexts. Some particular activities will emphasise the importance of implementing: institutional support policies, systematic performance appraisal, institution-based staff development, management based on data analysis, a knowledge-sharing approach, and a partnership approach. These activities aim to encourage academics and administrators at different levels to learn, develop and acquire the knowledge, skills and abilities to ensure the achievement and maintenance of excellence in their institution.

Summary of the Findings Related to Research Question 4

The major findings relating to Research Question 4: *To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?* can be summarised briefly as follows.

The data revealed that future changes in the educational environment and the expectations of society will require institutions to understand the dynamic and complex nature of educational quality and to design HRD policies to achieve long-term quality and effectiveness. The emphasis will be very much on academics and administrators, as individuals and groups, accepting joint responsibility for the quality of their work. It will be essential that staff at all levels of the institutions will engage actively in training and development, to improve the specific competencies necessary to perform effectively in their jobs. As a result, their skills, knowledge and abilities will be appropriate to deal with the changing environment.

Moreover, the responses about future QA implementation and the relevant HRD practices indicated that academic administrators considered that HRD practices would be more respected in the future and would be included in their responsibilities. New managerial forms and particular strategies that will encourage a culture of evaluation and accountability in higher education institutions, along with a knowledge-sharing approach, would be necessary to meet the future challenges of educational environments. The development of academic communities, individually and through group activities, is a key factor necessary to support high quality performance in TPUs. By cooperating in a challenging context, each institution can demonstrate that it can provide professional support and staff development opportunities.

SUMMARY

This chapter reported the study data which were collected through questionnaire and interview, from academic administrators from three selected TPUs, with respect to the study's four research questions. Data provided the demographic characteristics of respondents, which clearly reflected that they were appropriate participants.

In response to Research Question 1, the data indicated that external factors and policy frameworks have influenced educational management systems and subsequently have had an impact on QA implementation and actual HRD practices in TPUs. Additionally, the issue of QA processes and the relevant HRD activities are examined in more depth in the findings related to Research Question 2, which reflects the perceptions of academic administrators about actual HRD practices used to promote the process of implementing QA programmes. The respondents perceived that HRD roles and activities are acknowledged to be well-respected practices at all levels of the institutions. However, the findings show that in some cases respondents felt that they were not sufficiently involved in HRD practices for promoting the QA programmes.

The factors that impact on academic administrators' involvement in HRD practices were investigated in Research Question 3. Data suggested that institutional support for HRD policies, academic administrators' commitment, and academic staff empowerment are the main factors influencing the level of academic administrators' involvement in HRD practices. In the implementation of QA, the best practices for HRD include better provision of appropriate staff development plans, and sufficient support for staff development, which should be included to promote substantial QA achievement.

Finally, responses to Research Question 4 revealed that the changing policy and politico-social environment will impact on future institutional QA and relevant HRD practices for promoting substantial QA programmes. A strategic HRD approach to support training and development of academics and administrators, and particularly activities that encourage high quality performance would be developed in order to increase the competence of academic staff to be more effective in support of QA policies in TPUs.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

INTRODUCTION

The purpose of this chapter is to discuss the findings of the study in the context of the relevant literature and draw conclusions from the investigation. As presented earlier, this research study is unique in the field of QA systems and the consequent HRD activities in TPUs, as no previous studies have been found in a search of several electronic data/literature bases (e.g., ERIC and ProQuest). The discussion in this chapter therefore links the findings for each research question to most of the previous studies and literature reviews which have been published in English. The findings are particularly important because they link the research done in the area of QA in Western countries to the Thai higher education context. There is much that is relevant and applicable to the Thai context. However, the study employs a cultural analysis of some issues which are likely to require different responses in the Thai context as the underlying cultural norms and environment of Thai society that shape behaviour and administrative systems in TPUs differ significantly from those in Western countries. In this chapter, the results generated by the qualitative and quantitative data gathered in this study are further synthesised, to present important implications appropriate to the Thai culture and situation and to show to what extent the current literature theory has been supported, confirmed, clarified or extended.

This chapter is presented in four sections. Firstly, educational change and institutional management in the three selected universities is discussed. Secondly, the research findings related to the study's four research questions are presented. In the third section, general suggestions for further study are made. Finally, a brief summary of findings and conclusions of this study are drawn.

EDUCATIONAL CHANGE AND INSTITUTIONAL MANAGEMENT

As described in the Methodology chapter (Chapter 3) the three selected institutions in this study have their own distinctive features. They particularly differ in

philosophical outlook, institutional background, and ownership. Moreover, throughout the responses from the questionnaire data, characteristics of the institutions were found to be consistently and significantly correlated with internal factors of the institutions (see Appendix K: Pearson's Correlation for Internal Factors and Selected Respondents' Variables). In particular, the findings revealed that significant positive relationships were found for the correlation between the *overall performance mechanisms of QA, governance and management, staff empowerment and leadership*, and *institutional characteristics*, ranging from .318 to .499 (see Tables K.2, K.3, K.4 and K.5). This indicates that the nature of each institution affects its management approaches in individual contexts. This realisation can be extended to a discussion of educational change towards QA implementation, and its impact in different settings of educational change (Fullan, 1991). Thus, institutional change might be quite different between universities (Marginson and Considine, 2000). Elements of difference between institutions have been highlighted in this study, along with comparisons of mean values between internal factors and institutional characteristics. These elements have been used to examine how strongly each internal factor was reflected in each institution.

Significantly, the data in Table 4.7 (Chapter 4) show that the mean for administrators' perceptions of personal leadership used in the university quality management systems show a very high score, ranging from 4.01 to 4.35. Consistent with the findings of Feinberg (1998), Roth (1998) and Wilkinson (1994), the role of administrators, in particular senior administrators, in this study was viewed by the respondents as being of great importance in promoting quality management activities. This finding can be extended to a discussion of the role of educational administrators towards QA implementation, and its impact on different administrators' current positions. Thus, comparisons of mean values between institutional internal factors and administrators' current position have been considered to examine how strongly the items of each internal factor were reflected in each administrator's current position to create and sustain a quality focus in his/her institution.

To assist in the understanding of the broad context of management approaches, a discussion of institutional management in each university and the role of each administrator's current position is described below.

Religious Foundation University

The Religious Foundation University was founded and is owned by a religious foundation. This university is a non-profit institution, and has funds and endowments from religious organisations (Association of Private Higher Education Institutions of Thailand, 1995; Bureau of Private Higher Education, 1995; Ministry of University Affairs, 2000). Traditionally, religious organisations are concerned with providing a religious environment for education with a strong tradition of service to society (Altbach, 1998; Butt, 2002). Thus, this university has a more traditional orientation than others in this study.

The Religious Foundation University demonstrated comparatively low scores among the three selected universities on the extent to which the nature of the institution influences internal institutional management (see Appendix N: Comparison of Mean Values between Internal Factors and Institutional Characteristics). In particular, the mean scores for administrators' perceptions of the value of institutional structures and information systems (Appendix N: Table N.3) and human resource systems (Appendix N: Table N.4) show relatively moderate scores, ranging from 2.56 to 3.44. This is consistent with the views expressed in response to the open-ended item in the questionnaire data; as a Dean at this university indicated, *'The institution's information systems are not good enough and there is no-one who deals with system improvement.'* Additional responses indicated that there are some concerns about HR issues; for example, a Head of Department commented, *'The results of performance evaluation are not used for quality improvement.'* This reflects the limitations of the policies with regard to its information systems and people.

However, there is much change now taking place in this university. The Vice President for Academic Affairs reported that this institution has attempted to implement QA programmes and reform itself. In response to the driving forces of change in higher education, she noted: *'... These forces have made it imperative for our university to aim at quality and standards, which are nationally and internationally recognised.'* Significantly, the Religious Foundation University also has increased its emphasis on responding to the advancements in technology and new demands of students by providing a new form of teaching – learning environment. According to the Vice President for Academic Affairs:

Our University decided to invest in infrastructure development projects, particularly ICT systems and education networks, to ensure that our students will have a better chance to gain access to flexible education provision. (RVP.4)

Regarding management change, as this university is intended to provide a religious environment for education (Ministry of University Affairs, 2000), there still remain many challenges due to its conservative nature. However, in response to the external pressure to modernise tertiary education, extensive change is increasingly being contemplated. Conservative values however influence any change process aimed at altering structures, work processes, roles and responsibilities of people at this university.

International Academic Community University

The International Academic Community University is a non-profit institution administered by a religious organisation, representing a particular sector of the international community of scholars, as well as using English as the general language of instruction and networking to develop academic international cooperation (Association of Private Higher Education Institutions of Thailand, 1995; Bureau of Private Higher Education, 1995; Ministry of University Affairs, 2000). This university is attempting to combine Western approaches to educational management with religious tradition, through research, teaching and various service offers to the local, national and international communities (Ministry of University Affairs, 2000).

In the process of developing QA systems at this university, the Vice President for Academic Affairs reported:

Our President began formulating the process of the QA system in 1994 and he provided guidelines that are appropriate to our university and later used them as the basic principles of our QA programme. (IPV.20)

This comment is a reference to the research finding that leadership drives policy and strategy through Quality Teams and management practices in implementing QA programmes. In effect, the process has to start with an acceptance of responsibility for quality by senior management and academics. In particular, in this university, the responses reveal that mean scores for administrators' perceptions of strategic quality planning, team-building and leadership were very high, ranging from 3.88 to 4.79 (see Appendix N: Tables N.3, N.4 and N.5). This QA capability has led this

institution to accomplish quality strategic management and to make more progress in its QA system than others in this study. The Vice President for Academic Affairs noted:

The audits and assessments by our internal QA committees were conducted in June, 2002 and we [the University] were the subject of one of the first pilot external QA operations of the ONESQA in September, 2002. (IPV.20)

Regarding the educational management approach mentioned above, the results of this study also reveal that at the International Academic Community University there was generally more emphasis on and interest in student satisfaction. This institution demonstrated the highest mean scores on the extent to which innovative teaching and learning processes are implemented, ranging from 4.38 to 4.67 (see Appendix N: Table N.2). In addition, there are attempts to monitor the quality and standard of its teaching and learning system for educational quality improvement. A common response was given by a senior administrator, who stated that his university ‘... provides a “student support centre” for obtaining students’ complaints about teaching and learning.’ Explaining the extent of the improvement of educational quality, one Dean noted:

A closer link between institutions and industries, through establishment of education-related activities and research projects has encouraged and allowed students to gain experiences from business and industrial operators. This will be beneficial to the students’ future. (ID5.12)

Thus, this university stresses greatly the need to improve student satisfaction levels by improvement in teaching and learning methods as well as educational innovation by the institution. As a result, the university can serve society by producing qualified students and ensure that the quality of educational provision meets the expectations of both students and the global community (Ministry of University Affairs, 2000).

Ownership Sponsored University

The results of this study reveal that in the Ownership Sponsored University there was generally more emphasis on well-established QA policy and quality activities among faculty members than for the other two universities surveyed. Comparatively, this institution demonstrated the highest scores on the extent to which *policy development and implementation, institutional QA mechanisms, institutional information systems, and human resource practices* were implemented, ranging from 3.69 to 4.32 (see

Appendix N: Comparison of Mean Values between Internal Factors and Institutional Characteristics). Typical data suggested that emphasis is placed on businesslike administration, under the direction of the institution's owner. Accordingly, the Vice President for Academic Affairs of this institution stated that business administration techniques had been adopted right from the beginning of the QA process. As she said, '*... we have also adopted and applied ISO 9001 version 2000, in every work unit within our university.*'

While this institution is privately owned it is not permitted to earn a profit under Thai law (Association of Private Higher Education Institutions of Thailand, 1995; Bureau of Private Higher Education, 1995; Ministry of University Affairs, 2000). It is possible, however, that existing regulations could be shifted to allow generated income to provide incentives for more businesslike administration. As a result, a controlled management system over the operational functions may require details of IQA and concentrate more on QA mechanisms than other institutions, particularly in regard to the use of performance measurements which focus on student satisfaction (see Appendix N: Table N.2). The institution reported comparatively high mean scores with respect to the use of institutional QA mechanisms (ranging from 4.03 to 4.32) and for the institution's interests in student requirements (mean = 3.80). This suggested that this institution has made efforts to be active in quality development in order to be client-conscious and to provide excellence in educational provision. Many comments from the interview data agreed with the following statement by a senior administrator at this university:

Our Faculty have reviewed and revised teaching methods and courses which were no longer appropriate for students today. If we [the Faculty] do not respond to student needs, we will find ourselves losing students to our more adaptable competitors who offer a new type of teaching and learning. (OD3.17)

Other respondents also expressed that this institution provides opportunities for students to ensure that those who graduate from this university would meet current labour market demands. As a senior administrator indicated:

Recently, more emphasis has been placed upon the inclusion of 'co-operative study programmes' into curricula and encouraging co-operation with the private sector and the community to build up co-operative networks... closer links have been made with employers, from planning to internship processes for our students. (OD2.16)

Regarding management innovation, the responses indicated that this university's market-oriented emphasis enhances close co-operation between the university and business sectors, and consolidates its reputation. Educational services and institutional programmes in various forms have been offered to satisfy the diverse needs of stakeholders, particularly students, employers and the community (Ministry of University Affairs, 2000).

The Role of Educational Administrators

The role of administrators is central to the success or failure of QA implementation (Feinberg, 1998; Roth, 1998; Wilkinson, 1994). In this study, the role of educational administrators was mentioned frequently as being crucial for implementing QA. For example, as a Vice President for Academic Affairs indicated, '*The role of educational administrators is essential for QA initiation.*' Another senior administrator also commented that, '*When inadequate support from leaders is given, quality efforts are not fully implemented.*' To be successful therefore, a QA system must rely heavily on the administrators' role not just in association with QA implementation but also in guiding institutions with sound strategies for QA sustainability (Tann, 1995).

Management-level positions were examined in isolation, to produce additional information from the questionnaire data (see Appendix O: Comparison of Mean Values between Internal Factors and Current Positions). Information was derived by comparing the mean values of internal factors with the current position of the respondents. The results show that senior administrators (Vice Presidents for Academic Affairs, Assistants to the President, Deans of the Faculties and Directors of QA Offices) were more actively involved in promoting the QA programmes than junior administrators (Heads of Departments and others). Generally, senior administrators demonstrated higher scores than junior administrators on the extent to which the institution's internal factors affected QA implementation. It appears that senior administrators are clearly aware of the value system inherent in their QA processes. It might be expected that senior administrators would be more aware and respond more strongly to changing environments than Heads of Department and others. This finding is supported by Meek and Wood (1997) who stated that particular change in higher education management requires effective management at the institutional level, especially to strengthen the roles of top and senior executives,

speed up decision-making and enhance the capacity of institutions to respond effectively to new needs and opportunities.

Moreover, on closer examination, by comparing mean values of Directors of QA Offices and other senior administrators (Vice Presidents for Academic Affairs, Assistants to the Presidents and Deans of Faculties), the results revealed that the ratings of Directors of QA Offices were somewhat different from those of others (see Appendix O: Comparison of Mean Values between Internal Factors and Current Positions). When focusing on items relating to QA concepts and mechanisms in general (see Appendix O: Table O.2), Directors of QA Offices presented higher scores than others, ranging from 3.75 to 4.63 while the actual range of mean values of activities related to ongoing QA practices (see Appendix O: Tables O.1, O.3 and O.5) seemed relatively lower than others, ranging from 3.38 to 4.38. In this regard, it can be concluded that in the view of Directors of QA Offices the institutions have developed appropriate concepts and mechanisms for their QA processes by setting quality standards and developing measurement systems. However they are less concerned about their potential for success through management practices. It is essential that the institutions should create a climate for quality by adjusting their ongoing management practices to make QA a practical reality.

Overall, the responses revealed that a particular feature of the three institutions is the marked differences in institutional culture between them, in areas such as university management policies and HR systems. Each institution has accumulated diverse experiences and has its own ways of determining a suitable QA system for itself. In addition to educational administrator variables, as indicated previously by the statistics, the results indicated that perceptions of the value of the institutional management practices varied between administrators. It was indicated by the respondents that, in faculties and departments, management practices should be further developed. The results also indicated that the application of QA differs from one situation to another; nevertheless, quality management has a convergent validity by way of a common set of assumptions and practices as being practised in various institutions (van Vught, 1995). The discussion of this finding will be addressed again in more detail in the discussion relevant to the results of the research questions section.

DISCUSSION OF THE STUDY'S RESULTS

The qualitative and quantitative data gathered in this study provided a detailed description of 'how' QA programmes are implemented in TPUs and 'what' HRD practices are used for promoting QA processes. While the full data are shown in Chapter 4, relevant specific materials are presented for each research question. A discussion of the data in relation to the four research questions is presented below.

Research Question 1: What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?

In addressing Research Question 1, firstly, the broad context of external influences will be discussed. Secondly, a discussion of the particular externally influences derived for QA implementation and HRD activities will be presented.

The challenges of rapid globalisation, the impact of information technology, international and regional competition, and strong social development priorities have driven numerous changes in the higher education sector worldwide and in the region (Altbach and Davis, 1999; Ball, 1998; Porter and Vidovich, 2000; Salmi, 2000). The expansion of higher education from elite to mass systems, new trends in teaching and learning, changes in the marketplace and demands for accountability, are some of the consequences of this global context (Altbach, 2001; Dill and Sporn, 1995a; Salmi, 2000; Yorke, 1999). This educational change has not only altered the purposes of higher education but also has brought about concerns for standards and quality (Coffield and Williamson, 1997; Dill, 1997; Idrus, 1996; Yorke, 1999).

Government policies to promote QA systems in different forms and with different names are functioning in several countries (Craft, 1994; Brennan, 1997; Goedegebuure et al., 1993). At the policy level, QA is about power and control of standards, measured in terms of accountability (Alexander, 2000; Dill, 1997). At the institutional level, QA involves a systematic approach to meet those demands (Eriksen, 1995; Goedegebuure et al., 1993). As a result, demands for accountability and QA processes have taken an important role in the drive to change practices in the higher education sector and to make the functioning of institutions more transparent (Nightingale and O'Neil, 1994; Thompson, 1997; Yorke, 1999). It has been acknowledged generally that the first decade of the twenty-first century can be

regarded as the decade with an emphasis on the quality of higher education around the world (UNESCO, 1998a; 1998b).

The Thai government has a policy of reforming higher education, particularly in regard to 'quality' and 'standards' (Ministry of University Affairs, 2000; ONEC, 2000b). Following this intention, the government increasingly has become involved in promoting educational QA policy. Accordingly, the Thai government has asked institutions to provide increased evidence of the efficiency and effectiveness of institutional performance (Bureau of Higher Education Standards, 2002b; Harman, 2002).

In this study, interviewees and questionnaire respondents from three selected TPUs indicated that their institutions have attempted to meet the government's requirement in this area. Higher education institutions in Thailand face organisational challenges as a result of the impetus of globalisation, increasing technological advancement, the competitive world education market and, importantly, new national laws and regulations which inevitably affect their academic functions (see Chapter 4: Research Question 1, External Factors). Additional challenges are produced by the increasing government demands to maximise support for national social and economic development at the tertiary level. TPUs are responding to these challenging contexts by introducing new managerial practices designed to improve the quality of educational provision. As described by a Vice President with responsibility for Academic Affairs:

It is evident that in the globalisation era with its rapid changes, education quality is a must ... our quality is increasingly judged by international standards and therefore we needed a QA programme to ensure consistency and external accountability. (IVP.20)

The data show that TPUs have developed and installed their own QA systems, based on the guidelines and supervision of the MUA and the ONESQA. In an increasingly global tertiary education marketplace, any institution not adjusting its management practices to attain quality, efficiency and effectiveness, may find that it is unable to compete favourably with institutions which implement such practices effectively. For example, a Vice President for Academic Affairs indicated:

The rapid progress of high technology and the borderless context of globalisation have resulted in an open world market, which has increased the

free education market, competition, ranking and benchmarking only the highest quality education products or services can enjoy prestige and obtain a market share. (OD3.17)

Thus, the processes of reviewing and restructuring their management systems have been introduced to respond to these challenging factors, by implementing a new form of QA policy, in order to enhance educational quality and standards of institutions.

The respondents were clear that this challenging environment had brought changes to their practices, creating a new cultural setting and, therefore, had impacted on HRD practices. The responses provided evidence of institutional concerns about QA around five issues: *policy development and implementation, performance mechanisms of QA, governance and management, staff empowerment and leadership*. The discussion of these findings is presented below.

Policy Development and Implementation

With respect to the QA policy development and implementation process, interviewees reported that various staff development activities were conducted to create awareness in faculty staff of the 'new' concept of 'quality culture' and to motivate them to participate in QA systems. A typical response was given by a senior administrator, who indicated that:

Several activities, such as seminars, workshops and training courses were held in our university to convince academic communities of the need to learn about the importance of QA systems and how to make them work. (ID1.8)

Accordingly, the institutions followed—to varying degrees—the suggestions of Hamzah and Zairi (1996) and Snape et al. (1995), that introducing QA policy requires awareness training to help develop appropriate attitudes and values relating to quality, including the skills and techniques of quality improvement. In this regard, those training programmes can make academic staff more aware of the importance of educational QA.

Effective approaches for performance improvement require faculty members to have a greater understanding of the new quality concepts to achieve improvement in performance (Oakland, 1993; Simmons et al., 1995). In particular, a Dean reported:

It is the University's responsibility to initiate and support a vision of quality concepts through seminars and training courses. These activities allow

academics to make known their concerns, ideas and reactions to quality initiatives. (RD3.3)

This is a support process where staff can make contributions to implementing the QA programmes, when they have had adequate training in QA awareness raising and understanding of new work patterns, in order to assure that they understand the possible implications of the provision of educational QA (Sallis, 1996; Wilkinson, 1994). The same Dean stated that, '*... As a result, academics understand their contribution to quality and are able to assist the University in reaching quality objectives.*'

The data reported in Table 4.3 showed that academic staff were well-aware of the quality of institutional functions (mean = 3.97) and less concerned about problem prevention and quality improvement (mean = 3.52). These results indicated that articulation from QA policy to actual practice, that is, QA implementation, is rarely a straight road. Consistent with this, a comment from the open-ended item from the questionnaire identified that:

There are some faculty members who are concerned about QA but not enough to support quality improvement and some administrators do not demonstrate a good role model in terms of scholarly development and research. (RD.13)

This suggests that while university members acknowledged that QA systems are involved in all aspects of the institutional functions, the 'practice' and 'concept' of QA were something rather new to them. Academic administrators are aware that there is inertia or lack of willingness to change to be overcome, owing to the fact that in the Thai environment, traditional collegial and bureaucratic management systems have been in place for many years (Hallinger and Kantamara, 2000; Prangpatanporn, 1996). Additionally, because QA policies differ so much from traditional management practices in TPUs, faculty staff may be uncomfortable with the new QA systems and concerned about how the concepts of quality are to be operationalised in practice without causing offence.

Performance Mechanisms of QA

QA in TPUs also refers to activities such as performance mechanisms, which are used to assess how well QA programmes are implemented, and to ensure that stakeholders are satisfied with the quality and standards of educational provision

(Bureau of Higher Education Standards, 2002a; 2002b). As discussed earlier, each institution has developed a suitable quality management system regarding its own corporate culture and its administrative policies. In regard to this point and in line with the MUA's Policy on QA (see Appendix A: The Ministry of University Affairs Quality Assurance Policy), the findings in this study revealed that each institution has developed its own QA procedures, based on the MUA and the ONESQA guidelines, to evaluate the effectiveness of its QA processes (see Appendix B: Quality Factors and Indicators for Thai Higher Education). For example, a Director of a Quality Office reported:

The assessment of educational QA is based on the institution's score on the nine key performance indicators specified by the MUA. The mechanisms for controlling and auditing have to be implemented to meet the required standards of internal QA. Moreover, the quality of our university shall be externally assessed once for each five-year period, based on the external quality assessment standards for higher education announced by the ONESQA. (RQO.5)

With respect to the efficiency of QA implementation, typical responses indicated that assessment of the QA systems must be made up of identifiable and measurable components. As a senior administrator stated:

The QA system defines and covers all aspects of the four main functions of our university ... quality is presented when specified requirements are met, particularly when our university achieves its mission and meets stakeholder expectations, as well as meets the international standards. (ID3.10)

In this regard, institutional QA mechanisms are seen as closely tied to issues of quality and accountability (Barnett, 1992). Following both IQA and EQA processes (see Table 4.4: Institutional QA Mechanisms), it can be seen that TPUs are concerned with quality management processes (e.g., quality control, quality audit and quality assessment) (mean = 4.22), and improving the processes for quality improvement (mean = 4.13). Thus, this finding confirms that TPUs recognise the need to establish a system of monitoring institutional QA and outcomes. Additionally, another senior administrator asserted that methodologies for assessment and monitoring quality and standards are:

... self study, peer review by experts which usually combined with site visits, detailed documentation generated by the department or the faculty being reviewed, and statistical performance data. (OD4.18)

As a result, these quality management processes enable the public to be assured that institutions and systems provide quality and excellence of educational provision, ensuring quality outputs, usually in the form of qualified graduates (Bureau of Higher Education Standards, 2002a; 2002b).

The Australian Government (Department of Education, Science and Training, 2002) reported that an outcomes-based assessment for monitoring the quality and performance of higher education institutions is crucial, as part of a quality model that considers ‘customer satisfaction’ as a central determinant of quality. This approach focuses on the assessment of quality through educational outcomes. It therefore requires measurement of the outcomes of learning experiences. Consistent with this, the data of this study indicate that in TPUs an important criterion for establishing how well the QA programmes accomplished QA is student satisfaction. For instance, a Dean reported:

We [The University] focus on students’ learning processes and facilitating them, to meet their needs and personal characteristics and to develop their potential for the age of globalisation. (ID3.10)

Accordingly, each institution has set its goals to provide the ‘best’ education provision, to ensure that students who graduate from their institution have the opportunity to find employment and a satisfying career. Moreover, academic administrators clearly perceived that quality activities oriented towards student satisfaction are the prime responsibility of their general management. Academic administrators also accepted that graduate success is a product of quality education services. Consistent with the Quality Factors and Indicators for Thai Higher Education (see Appendix B), the following typical quote specifies the ways in which the attributes of graduates are measured as an indication of the quality of the education provided. As a Vice President for Academic Affairs stated:

We [the University] stress the quality of the educative product, as well as the quality of graduates. These can be measured by the acquired knowledge of graduates, their course completion rates, their ease in finding jobs and their social performance. (OVP.13)

At this point, the quality of education can be measured in terms of what students know and understand and how they apply learning experience to their job (Barnett, 1992). This reflects the view that academic quality and standards refer to student

performance and level of achievement on a particular piece of assessment, either in a programme, or at the end of their education experience (Commonwealth Department of Education, Science and Training, 2002).

This is clearly a necessary element in evaluating quality in education concerned with student satisfaction (see, for example, Barnett, 1992; Yorke, 1999). To produce a quality outcome—thoughtful and knowledgeable graduates—the institutions must have well defined processes to provide the resources and environments to satisfy students' interests and demands (Mergen, Grant and Widrick, 2000). Each institution also equips students with the skills and abilities to be valuable graduates in the marketplace (Yorke, 1999). In order to achieve student satisfaction there needs to be a greater understanding of a connection between outcomes and the institutional processes by which they are achieved (Bailey and Bennet, 1996; Barnett, 1992; Lewis and Smith, 1994).

The data in this study indicated that although the education innovation and the students' evaluation were introduced to ensure higher standards of education quality, a strong awareness of the importance of such information and feedback from students also was required for quality improvement. In particular, the results (see Table 4.4) show that the mean scores for academic administrators' perceptions of interest in knowledge of student requirements is moderate (mean = 3.47).

Generally speaking, respondents indicated that there is a lack of interest in feedback from students. For example, the following comment from the open-ended item from the questionnaire indicated that, '*Students's suggestions about teaching, learning and other services are ignored and not used for quality improvement.*' In regard to this point, the institutions need to pay attention not only to assessing the quality of teaching and learning but also to ensuring that prospective students are informed, in a meaningful way, about policy planning processes and quality improvement (Idrus, 1996; Yorke, 1999). Thus, in order to support continuous improvement, institutions need to find ways to foster and strengthen quality monitoring and evaluate educational outcomes and give further attention to quality information outcomes. In regard to student feedback for quality improvement, the responses to the open-ended item from the questionnaire data suggested a number of ways in which student feedback could be provided to the institutions, such as:

The University should provide web pages for student to share their ideas and enquiries with top management, in order to improve teaching, learning and student activities. (RH.24)

As a result of student participation in the process of teaching and learning evaluation, the student is seen as a partner in developing quality educational provision (Engwall, 1997; Yorke, 1999). Students are encouraged to be responsible for identifying their own learning needs and striving to learn to the best of their ability (Idrus, 1996). In this regard, the institutions not only focus on student outcomes for measuring institutional quality but also concentrate on the necessary QA processes based on the principle of the 'Input – Process – Output' model (Bureau of Higher Education Standards, 2001).

From the above discussion it can be concluded that outcomes-based assessment of quality performance through student satisfaction is increasing in Thai higher education institutions (Bureau of Higher Education Standards, 2002b). However, the findings suggest that there are several concerns about the use of institutional performance measurement as a source of information for quality improvement. Thus, performance mechanisms in TPUs require a clear articulation of the quality and standards and some forms of monitoring of academic standards for the success of educational QA (Bailey and Bennett, 1996; Kanji and Malek, 1999).

Governance and Management

From the governance and management perspective it is noticeable that TPUs deploy QA strategic planning in line with institutional strategic and educational functions to support better quality and performance improvement. In line with previous studies (such as those of Barnett, 1992; Sharples et al., 1996; van Vught, 1995), academic administrators surveyed in this study recognised that modern management and strategic planning tasks have been applied to institutional plans and QA programmes. Many respondents to the questionnaire agreed that management practices such as formulation of mission, strategy and work planning on short-term and long-term bases, application of stakeholder and community focus and satisfaction, structural adjustment, and flexible management systems, have been applied to institutional strategic quality planning and structures (see Table 4.5: mean scores for these aspects were relatively high, ranging from 3.60 to 4.22).

The ways in which core management processes link to the QA Framework in Thai higher education were discussed earlier in the Introduction chapter (Chapter 1) and the Methodology chapter (Chapter 3). The research questions of this study seek to explicate the dynamic system of QA in TPU by emphasising the linkages between the main functional areas of Thai higher education and management processes, and to show the resulting effects on quality achievement (see Figures 1.1 and 3.3). The diagrams show how management processes are linked to QA concepts, which is done through the 'Input – Process – Output' process. Integration of the activities in QA systems is expected to produce the required quality outputs (Lewis and Smith, 1994). Underlining this management process, the results from Table 4.5 show that the mean score for academic administrators' perceptions of whether their institution had developed a strategic statement, which covered all aspects of the institution's educational functions, is high (mean = 4.01). In this respect, many respondents agreed with a Vice President for Academic Affairs who stated:

... our vision, mission and expected outcomes are defined by the needs and expectations of the stakeholders. The four main functions have been incorporated into a mission statement and linked with the QA programme. (OVP.13)

In addition, as a result of the links between an institution's systems, a change in one system will impact on the others, in relation to the particular action by those in roles at all levels of the system (Fullan, 1991). In TPUs, an important aspect of this integration requires new forms of managerial and structural reform appropriate for working on processes and systems, in all functional areas of the institution. A common response was given by a Dean:

... the new practice is concerned with all educational aspects of the university and all relevant institutional functions, as well as requiring involvement from administrators and faculty staff. (ID4.11)

The above discussion reveals that QA programmes in TPUs typically involve the directed efforts of participatory management. As a result, various committees at all levels of the institutions have been developed to encourage staff to work together, across organisational boundaries. Typical comments indicated that QA committees have been put in place in the institutional management systems, as a senior administrator in this study identified:

The University set up the committees at institutional, faculty and departmental level to be in charge of our internal QA, as well as to develop our QA system, performance indicators and criteria appropriate for our university. (ID2.9)

In this context, each institution allows its staff at all levels to take responsibility for participating in QA implementation. This finding is supported by Barnett (1992): a QA system requires the initiation of an institutional debate about quality and each faculty and department should be allowed to own and develop the framework of QA. Similarly, Nightingale and O'Neil (1994) indicated that the members of QA systems are required to establish participative processes for strategic planning and supportive procedures for implementation and evaluation. In this regard, in TPUs this quality management system is important because it ensures ownership, commitment and effective participation in QA implementation.

In these new governance and management contexts, however, a number of responses to open-ended items from the questionnaire indicated that the institutions needed to increase their management efficiency. For example, a Dean argued that: *'The institution lacks an action plan, and some administrators and faculty staff have no vision in their work.'* In addition, as institutions enter the new era of fast-changing technology, redesigning systems of management and organisation becomes more critical than ever before (Peterson, 1995). Typical respondents in this study revealed that there were some issues relating to the evidence of information systems to support their decision-making. For example, a Director of a Quality Centre suggested:

The focus can be very much on a management information system ... success in QA requires an appropriately designed information system to generate information for monitoring and assessing quality continuously, including incorporating academic excellence into all aspects of university performance. (RQO.5)

This concern about the design of institutional information systems supports the view from a Head of Department in the open-ended item in the questionnaire: *'Institution information systems should be improved, to provide a database which can be used as a source of institutional QA information.'* This is consistent with the data in Table 4.5 which indicated that the mean scores for academic administrators' perceptions of evidence about institutional information systems were relatively moderate, ranging

from 3.27 to 3.47. This faculty response reflects the findings of Dill and Sporn (1995b) that if institutions are to fulfil their new missions and functions as outlined above, adequate resources and more emphasis on information management systems is required to support institutional planning and performance improvement.

Staff Empowerment

Another important aspect supporting the work of quality management is that the institutions must focus on promoting the involvement of relevant people, with encouragement of staff contribution to and participation in the process of quality improvement (Simmons et al., 1995; Wilkinson, 1994). Similarly, the findings of Ho and Wearn (1995) and Lewis and Smith (1994), indicated that successful implementation of QA requires that every university member is committed to continuous quality improvement and development of the institution. In this study the respondents reported that their institutions fostered people empowerment and involvement through a wide range of team-building approaches and HR practices (see Table 4.6). Thus, HR systems are mutually interdependent, congruent and directed at supporting QA policy perspectives throughout the institution, by team-building (Sallis, 1996). The implication is that if QA is applied conscientiously, and stresses teamwork and responsibility sharing, it dramatically improves institutional culture (Barnett, 1992; Oakland, 1993). In this study, the data in Table 4.6 indicate that a relatively high mean value was attributed to the way in which the institutions surveyed foster trust and respect, effective communication, a team-building approach, and a shared commitment, with a mean score ranging from 3.60 to 3.77. Accordingly, typical responses identified that quality management must involve the empowerment and involvement of administrators and staff. For instance, a Dean noted that: *'We [the University] recognise that academics at all levels are the essence of educational QA and their full involvement is required for the institution's benefit ...'* Expressing comments supported by other senior administrators, a Vice President for Academic Affairs suggested that *'... a drive for quality and excellence requires top-down initiative and bottom-up participation ...'* Therefore, similarly to the findings of Hamzah and Zairi (1996), TPUs have made efforts to give their staff at all levels greater responsibility, authority and accountability to be involved in quality improvement programmes.

Underlining these co-operative efforts is the challenge to develop a culture that reinforces a QA perspective, where the idea of quality improvement is not only widely understood across departments, but becomes a fundamental value within each function of the institution as well (van Vught, 1995). The essence of QA is teamwork activity and shared vision among administrators and faculty staff, requiring them to reform their work procedure and processes for quality improvement (Snape et al., 1995). A typical response to this issue was given by a Dean who reported that QA processes have brought changes to work patterns and practices for most academic staff:

... academic staff have improved their work, particularly in the areas of teaching and research, increased their professional development, and are more willing to participate and more aware of the need for quality improvement. (RD1.1)

This statement reflects the awareness that a key element in fostering people's involvement in QA in universities involves changing the fundamental nature of academic life, and this fits with the findings of Idrus (1996) and Nightingale and O'Neil (1994).

Fullan (1991) stated that successful implementation of any change programme requires proper training of those who would be involved in the implementation processes. In order to help university members increase their personal involvement and commitment to the process of bringing about improvement, TPUs have attempted to provide staff development activities to help them understand the terminology involved and to increase the ability of those trained to apply QA methodologies in their daily work. Consistent with this, a senior administrator indicated that, *'... we develop positive attitudes and beliefs about QA concepts among our staff to help them become more effective individuals and teams ...'*

In fact, expressions such as 'continuous improvement', 'quality is everybody's job' and 'teamwork' were found to have become bywords of TPUs' conversations nowadays. However, in regard to the HR systems, the responses in Table 4.6 indicated that faculty staff were not sufficiently convinced about evidence of commitment to the QA process, as the mean score on this aspect was 3.56. This reflects that, in practice, there was concern about the limitations of staff participation in QA implementation. Moreover, the responses from the open-ended item in the

questionnaire support the view that there are many critical concerns about people's involvement which institutions must address. In particular, a Head of Department asserted, *'The HRD system is inefficient and reward systems are not clear and often unfair.'* The data in Table 4.6 show that the institutions were not particularly concerned about reward systems and performance appraisal (the mean scores for these concerns were 3.54 and 3.66, respectively). At this point, although the study results revealed that team effort criteria seem to be very much encouraged through participatory management, there seems to be little opportunity for reward systems. Also, there is an urgent need for the process of performance evaluation in support of institutional quality. However, there appear to be QA procedures encouraging faculty staff to develop their self-assessment report (SAR) by collecting data that enabled them to measure their progress in key areas. The data are determined by the quality requirements found in each Institutional QA Manual (Bureau of Higher Education Standards, 2002b). As a consequence, this staff-related data could be used to inform performance appraisals and decisions regarding reward systems and measuring continuous improvement.

Leadership

The role of leadership is an important factor influencing QA management. The respondents in this study clearly indicated that successful implementation of QA policy required the assumption of strong leadership by academic administrators at all levels of the institutions, helping to support quality management activities. The responses revealed that mean values for academic administrators' perceptions of the role of leader in QA implementation were very high, ranging from 4.01 to 4.35 (see Table 4.7). Consistent with Dill and Sporn (1995b) the respondents in this study asserted that the development and implementation of QA programmes required fundamental changes in organisational culture and organisational behaviour and therefore can only be achieved through active leadership provided by top management and academic administrators at all levels. For instance, a Vice President for Academic Affairs stated:

I reckon the drive for quality and excellence requires serious commitment from institutional leaders at all levels, particularly top management, to build collaborative relationships. (RVP.4)

The role of academic leadership in this regard is to motivate people to complete all the necessary tasks and is, therefore, essential for creating quality outcomes (Barnett, 1992; Kanji et al., 1999). This offers an opportunity for encouraging staff empowerment, as a comment from the open-ended item from the questionnaire suggested; *'Senior administrators should provide opportunities for staff to participate and share ideas to assist in the problem-solving process.'* This in turn creates and maintains an internal environment where people are willing to take responsibility for the quality of their own work (Oakland and Oakland, 1998; Snape et al., 1995). In agreement with Dale et al. (1994), Lewis and Smith (1994) and Oakland (1993), the role of leaders in TPUs, particularly the institution top executives, was viewed as crucial. As a Dean stated:

Our President encourages a shared vision in QA implementation that facilitates high level institutional performance. I think she [the President] serves as a 'role model' for quality excellence. (OD2.16)

Thus, it can be concluded from the results of this research that a special type of academic leadership is required and provided through creativity, problem-solving, people management, teamwork, and dedication and commitment to QA implementation. The attributes are similar to those described by Sallis (1996).

It also can be concluded from the results of this research that TPUs are concerned with promoting QA by improving institutional effectiveness in the following ways: policy development and implementation, introduction of QA performance mechanisms, improving governance and management, staff empowerment, and leadership. QA is associated with every aspect of an institution's activities, requiring the total commitment of every member (Oakland and Oakland, 1998; Simmons et al., 1995). Its objectives are to create a quality culture and to develop quality activity by individuals and teams in order to achieve the institution's quality goals (Snape et al., 1995). TPUs therefore have made efforts to seek the participation of all those involved in the process of educational provision to create an environment of collective collegiality, which views with pride the satisfaction of all stakeholders. However, there are still areas in which improvements need to be made. A clearly-articulated QA policy linked to actual practices is required for performance improvement. Information about institutional performance and learning outcomes needs to be augmented by monitoring and improving teaching and learning to

improve institutional performance. Certainly, the maintenance of appropriate QA in TPUs requires management to develop ways of creating a climate for improving quality, by adjusting their management processes, to make QA as successful as it can be.

Thus, the factors that have influenced the QA system and the related actual HRD practices of TPUs were found to be similar to those presented in previous studies (see, for example, Barnett, 1992; Oakland and Oakland, 1998; Simmons et al., 1995; Snape et al., 1995; Wilkinson, 1994). Moreover, in the Thai context, it was found that when aligning management innovation with QA implementation, each institution had to take into consideration its organisational culture, historical background, the vision of administrators, management approaches and other internal conditions. Change in the management methods of TPUs, therefore, have continuously to seek appropriate approaches to 'fit in' with their environment without totally adopting the practices of other institutions.

Research Question 2: In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices?

The second research question extended the investigation into QA programmes and current HRD activities used in promoting QA at the institutional and faculty and departmental level in TPUs. The discussion relevant to this research question is presented below.

QA Processes at the Institutional Level and the Relevant Actual HRD Practices

QA programmes in the TPUs have become a part of the overall institutional strategic planning process which operate within formal management structures and processes, and are associated with every aspect of an institution's activities (Barnett, 1992; van Vught, 1995). Peterson (1995), Sharples et al. (1996) and Snape et al. (1995) suggested that in QA implementation, each institution requires the total commitment of individuals and teams to take responsibility for quality improvements. QA processes call for changes in organisational culture and work environments (Wilkinson, 1994). This has resulted in the need to use HRD activities to develop the training and development programmes necessary for organisational change and increased quality and performance (Sharples et al., 1996; Wilkinson, 1994). HRD

activities for staff development consist of opportunities to attend training, workshops, seminars and further education, to bring about change in staff knowledge, skills and attitudes, in order to improve individual, group and organisational effectiveness (Brown, 1995; Nadler and Nadler, 1989; Walton, 1999).

The responses to Research Question 2 revealed that in TPUs, academic administrators perceived that the roles of HRD practices are seen as a part of institutional strategic planning and are linked with the QA programmes. In particular, the data from Table 4.8 show that the mean scores for academic administrators' perceptions that HR plans (including HRD planning) were derived from institutional strategic planning is relatively high (mean = 3.92). This result was supported by the interviewees, as 90 per cent of respondents ($N = 20$) recognised that HRD practices in their institution are linked with the institution's mission and its QA programmes (see Appendix L: Table L.1). This view is supported by a common response from a Vice President for Academic Affairs:

We [the University] integrate it [HRD] into the strategic plan of the university. ... a wide range of human resource development practices are emphasised and included as part of the university's strategic plan and QA systems. (OVP.13)

Additionally, as discussed earlier, quality factors and indicators of IQA provided by the MUA are based on the main components of higher education institutions' missions (Bureau of Higher Education Standards, 2002a; 2002b). These indicators also provided further impetus for integrating HRD approaches with QA processes, particularly in the category 'Administration and Management' and its sub-criteria (see Appendix B). Subsequently, these sub-criteria provide a direction for integrating QA processes and the consequent HRD approaches in relation to the main components of higher educational missions. Another Vice President for Academic Affairs supported this view that HRD practices are linked to the institution's mission and QA programmes, noting:

Various HRD practices are used to upgrade their [faculty staffs'] professional qualifications and academic position or academic title, to meet the standard required by key performance indicators of the QA system as well as the stakeholders' demands, in line with the mission statement of the University. (RVP.4)

The results confirmed that each institution has formulated its HRD policy linked with its institutional mission to support its QA programmes. In these management approaches TPUs pay attention to their mission statements, using them to underpin strategic management processes and as fundamental criteria for determining quality effectiveness (Sharples et al., 1996). Once top management has established an institutional vision to pursue a quality culture, multiple communication efforts heighten staff acknowledgement of awareness about, and motivation towards, a variety of HRD activities (see Research Question 1: Policy Development and Implementation). But motivation to pursue quality objectives without the requisite abilities can frustrate even the most conscientious staff (Simmons et al., 1995; Wilkinson, 1994).

In this study, the respondents reported that each institution provides opportunities for its staff to develop the skills and abilities necessary to carry out the quality mandate. For instance, this is indicated by the results from Table 4.9 which show the scores for academic administrators' perceptions of their institution's quality-related training for new and existing staff (mean = 3.95); and initiation of staff development approaches to support change in their institution (mean = 3.91). Consistent with this response the interview also confirmed that 85 per cent of respondents represented in this study viewed HRD as a crucial step for promoting QA programmes (see Appendix L: Table L.3). Many respondents agreed that HRD activities were considered to be valued practice in the institutions. For example, a Dean stated that the objective of HRD policies in her institution was.

... to empower staff to be competent in teaching and participating in the management of the institutional processes, as well as helping the institution to ensure achievement of specified quality. (ID1.8)

This view was supported by another Dean, who asserted that her institution uses training and development programmes to encourage, *'... a new culture of more sharing of ideas, experiences and resources, across faculties and departments within the university.'* In this regard, the institutions followed the findings of Idrus (1996) and Snape et al. (1995) that HRD activities provided opportunities for staff development, challenging staff contexts to develop a quality culture and enhance quality improvement programmes.

Actual institutional HRD activities in the interview data included in-house training (e.g., seminars, conferences, meetings and workshops), and outside programmes (e.g., education or further study for higher degrees, certification programmes, seminars, and university networks). These were used to promote the QA systems with suitable activities for staff development (e.g., co-operation between institutions and private sectors).

As regards quality, similarly to the findings of Brown (1995), Hamzah and Zairi (1996) and Simmons et al. (1995), HRD activities in TPUs play an important role in providing staff at all levels with sufficient skills to implement QA successfully. At the individual level opportunities to obtain further qualifications related to their subject field were provided to empower staff working professionally in related areas (Barnett, 1992; Snape et al. 1995). In the context of teams and greater functional integration, staff were provided with a broad base of skills that enabled them to cope with greater responsibilities, including team management (Roth, 1998; Simmons et al., 1995). Accordingly, typical responses indicated that HRD activities are provided for staff at all levels according to their needs. For example, a Vice President for Academic Affairs reported:

... administrators' needs may be more for management, leadership and team-building techniques, while faculty members development concentrates more on classroom teaching, professional development, research skills and team participation. (IVP.20)

These approaches can help staff reach the goals set out for their individual jobs, group tasks and the overall goals of their institution (Simmons et al., 1995; Snape et al., 1995).

In practice, there were some cases from the interview data (see Appendix L: Table L.1), where respondents from two institutions suggested that HRD policies at their institutions had not been clarified and more attention was required to the integration of HRD policies with institutional strategic planning. Moreover, the same two senior administrators consistently asserted that their institutions were not particularly concerned about the integration of HRD practices into institutional strategic quality planning (see Appendix L: Table L.2). This view was supported by a Director of a QA Office who expressed that, '*... The master plan lacks an operational plan and the HRD plan has not been clarified ... we [the University] need to consciously plan*

to develop our people.' This view reflects the findings of Oakland and Oakland (1998) and Chadwick (1996), that articulation from HRD policies to actual practices as an operation plan is required in order to support QA implementation.

Additionally, on closer examination of Table 4.9, the findings revealed that although academic administrators recognised that HRD activities generally are considered to be a well-respected practice in their institution, there was a need for greater attention to the evidence of increasing staff empowerment and responsibility, and the implementation of performance assessment and reward systems. This concern is reflected by moderate mean values, ranging from 3.42 to 3.54. In line with the above discussion it should be explained that in order to enhance quality excellence, the institution must not only provide the various HRD activities for staff development but must create HRD policies and activities that link to actual practices and permit staff to apply their quality skills for quality improvement (Snape et al., 1995). Further, in order to encourage staff empowerment, staff must also be afforded the opportunity to use their skills for quality improvement and to be recognised and rewarded for their actions (Oakland and Oakland, 1998; Sharples et al., 1996)

As mentioned above, the respondents indicated that there was a lack of quality dimensions incorporated into the performance review systems (mean = 3.42). Again, these results revealed that the institutions require staff-related data to develop training and development programmes. As discussed previously, quality culture requires fundamental changes, particularly in the way in which individuals and groups approach their work and their roles in the institutions. Therefore, systems of performance review need to be coupled with forward-looking personal planning and development systems in response to the changing environment (Ashworth and Harvey, 1994).

These findings confirm those of previous studies that found HRD plays a particularly important role in QA processes and links with institutional strategies for promoting QA implementation, as well as providing greater professional capacity and responsibility for staff to be competent in teaching and participating in QA processes (Oakland and Oakland, 1998; Snape et al., 1995; van Vught, 1995). Further, findings indicated that in TPUs support for increasing staff empowerment for QA implementation and conducting performance evaluation and reward systems was required. These findings also confirm the previous discussion that to support quality

improvement, institutions needed to increase their management efficiency, have clear strategic objectives, and link these with an action plan.

Actual Roles of HRD Practices Relevant to Academic Administrators at the Faculty and Departmental Level

To maintain an effective QA process, educational administrators must consider how to articulate from the institutional strategic plans to actual practices (Barnett, 1992; Tann, 1995). Consistent with Tann's (1995) comments, the responsibility of academic administrators in this study was viewed by senior administrators as being crucial in enabling their work units to achieve the mission and goals of their institution. A common response was given by a Vice President for Academic Affairs who noted that:

The role of educational administrators is essential for QA initiation. This is because administrators have to be involved in setting a purpose and strategic direction for education that will facilitate high institutional performance, individual development, and organisational development. (RVP.4)

In this regard, it appears that the respondents believed that the educational administrators are of particular importance for delivering institutional policies to be implemented by staff, since they represent the institutional level that has direct responsibility for the QA implementation (Barnett, 1992; Marchington et al., 1993).

The responses to this study support the view that the management style of educational administrators needs to change, especially in response to individual roles and HRD approaches (see also Sallis, 1996; Tann, 1995). Many comments concurred with the following statement by a Dean, who suggested:

For any change to happen we [the University] need to have administrators putting pressure to change their staff, managing the environment and using staff ideas to improve our institution ... all administrators also need to play a leadership role as part of the top management team. (ID4.11)

Another senior administrator also indicated that:

Educational administrators must take on new roles, new values, new behaviours and new approaches to work ... providing or creating a vision is basic to these new aspects. (RD2.2)

The fact that administrators require a fundamental change in their management practices to promote their organisation effectively and efficiently has been noted elsewhere in the literature. Barnett (1992), Simmons et al. (1995) and Sallis (1996)

noted that quality management requires a change in the role of supervisors and managers to become change agents, leaders, supporters, facilitators, and coaches. Other commentators have cited the need for a change in role-modeling behaviour to serve as a standard for managers' behaviour. This refers to 'leading by example' (Hamzah and Zairi, 1996). Other researchers, such as Henninger (1998) and Tann (1995), cite the need for new standards in modeling management roles and have suggested that deans and heads of department should model their professional expertise for others.

This research has confirmed the importance of the changing roles of educational administrators, particularly deans of faculties and heads of departments, and indicated suitable HRD practices to support QA efforts. Typical comments indicated that the roles of deans of faculties and heads of departments have been changed to include responsibility for managing people, as a Dean identified: *'...administrators such as faculty deans and department heads become increasingly responsible for people issues.'*

Additional comment indicated the importance of the role of administrators with respect to HRD practices. For example, a senior administrator said that:

In order to foster overall academic excellence, administrators, especially deans and heads of departments, have encouraged their staff to develop themselves academically and professionally, which is essential for teaching – learning improvement and organisation development. (RQO.5)

The opinions of these respondents were reflected in further analysis as presented in Appendix M: Table M.1. The results indicate that about 87 per cent of senior administrators in the interview data acknowledged that there had been a significant change in HRD practices at the faculty and departmental level. Moreover, the responses to the questionnaire survey shown in Table 4.10 revealed that academic administrators recognised that HRD practices at the faculty and departmental level, particularly in regard to identifying the organisational mission related to quality objectives (73.9 per cent), providing advice and supporting teams and academics (65.2 per cent), and analysing and listing the competencies needed by academics for quality improvement (63.7 per cent), are important components of their current position. In this regard, many respondents agreed with a Dean who commented: *'To succeed in educational QA requires strong leadership by administrators who take the*

role of supporting staff and assisting their development.' Additionally, other senior administrators indicated that the role of academic administrators in this regard is to serve as a 'role model' for their staff. For instance, a Dean remarked:

Role-modelling best practice in teaching, professional expertise and research, as well as management responsibility of educational administrators, is something that academics can learn, via apprenticeship.
(ID1.8)

Thus, in line with Barnett (1992), Simmons et al. (1995) and Sallis (1996), it can be concluded from the responses in this study that the new approaches and roles which form crucial aspects of HRD roles relevant to academic administrators include strategic management, leadership, support, facilitation, and professional role-modeling. As a result, the faculties and departments could be the central link between the university policies and academic staff, as they work closely with both upper-level administrators and lower-level staff (Barnett, 1992; Tucker and Bryan, 1988). This reflects the view that with appropriately innovative management approaches and integration of the roles of HRD practices into administrators' responsibility, quality excellence will become a reality.

Overall, in the process of implementing QA, any effective practice of HRD in this context therefore has a great impact on institutional performance, empowerment and the development of staff and administrators. The data from this study strongly suggests that more proactive HRD roles should be essential responsibilities for academic administrators' current positions. However, it is suggested that currently in some cases HRD activities (particularly quality performance review and training evaluation) have not been fully integrated into their responsibilities.

Thus, the major findings of this study reveal the need for certain management changes such as integration of HRD roles with management systems, and provision of mechanisms for strategic management for quality. However, further extending these findings relating to TPUs indicated the extent to which this impacts upon academic administrators' involvement in HRD practices. Further discussions of this issue are included in the discussion for Research Question 3, since the best practices specified for HRD are required to promote the achievement of QA programmes.

Research Question 3: To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?

The responses to this research question revealed the current challenges impacting on the integration of HRD practices into academic administrators' responsibilities and the need for best HRD practices in promoting QA programmes. The discussion relevant to these findings is presented in this section. As some of the data relevant to these findings were gathered via other research questions, these data will also be included and cited in this section where they are relevant to this particular research question.

Current Challenges Facing HRD

The discussion relating to the earlier research questions revealed that academic administrators should actively adopt HRD practices as an important factor within their role in the promotion of QA implementation. However, there was some concern about the limited nature of their HRD involvement. The data appears to suggest that this is a critical moderating factor in successful implementation of QA processes. This lack of involvement is an important factor affecting the implementation of quality improvement in TPUs. Similar to the findings of Dale et al. (1994), Hamzah and Zairi (1996), Idrus (1996), Lascelles and Dale (1994), Marchington et al. (1993) and Wilkinson (1994), the responses to this research suggested that factors affecting academic administrators' reluctance to be more fully involved in HRD practices include institutional support for HRD policy, academic administrators' commitment and academic staff empowerment.

Institutional Support for HRD Policy

A low level of quality improvement was attributed to unclear strategic directions and inadequate resources to facilitate managerial activities (see also Atagi, 1998; Dale et al., 1994; Hamzah and Zairi, 1996; Peterson, 1995; Vargo, 1998, 2000; Wilkinson, 1994). The interview data in this area included typical responses of senior administrators and they indicated that institutional support is one of the key factors for administrators and faculty staff in response to the changing contexts. For example, a Vice President for Academic Affairs noted: '*... Without university-wide*

support, both administrators and faculty members can do little in response to a new environment.

Similarly, other respondents suggested that if institutions do not facilitate HRD policy it becomes difficult for administrators to fully integrate HRD roles into their responsibilities. According to senior administrators in this study, though they attempted to support staff development programmes, inadequate funding and lack of clarity about HRD policies impacted on their efforts. Expressing a view supported by others, a Dean said: *'The thing that impacts on training and development activities is that a staff development plan has not yet been clarified and budgetary support depends on the institution policy.'* This comment is supported by the data from Table 4.5 which indicated that the mean score for the question relating to the institutions' provision of adequate resources, such as financial and personnel, in support of the QA programmes was 3.83. Consistent with this finding, the results from Table 4.6 show that the mean scores on an institution's provision of a staff development plan, reward systems and performance appraisal procedures were relatively moderate, ranging from 3.54 to 3.66. This reflects the view that there was concern that to facilitate quality improvement, staff development programmes and staff-related data are needed (Oakland and Oakland, 1998; Wilkinson, 1994).

In this regard, some suggestions were made to improve and enhance administrators' involvement in HRD practices. The respondents also made suggestions that the institutions needed to address the issue of adequate funding to facilitate staff development programmes and to implement QA activities. Many respondents agreed with a Dean who said: *'We [the Faculty] need a budget to initiate and implement QA activities, and to support professional development programmes for our staff.'* This reflects the view that a key element in HRD practices is not only investing in people development, but also encouraging staff to engage with QA activities (Snape et al., 1995; Wilkinson, 1994).

Well thought out HRD practices will not be well applied if they are not supported by adequate management structures to help effective and efficient implementation (Hamzah and Zairi, 1996; Peterson, 1995; Snape et al., 1995). In TPUs, the academic administrative hierarchy was created by the legislature and is considered to be a bureaucratic management system (Bureau of Private Higher Education, 1995; Hallinger, 2000; Prangpatanporn, 1996). The impact of this on the incorporation of

HRD into academic administrators' responsibilities is significant. The status quo in TPUs legitimises the creation of highly centralised organisational structures, which impede information flow and obstruct initiative (Hass, 1979). In line with this, many respondents to the questionnaire supported the view that institutions were not sufficiently concerned about their management information systems, with a mean score ranging from 3.27 to 3.47 (see Table 4.5). Additionally, a common response to the interview was given by a Dean who saw the bureaucratic hierarchy within the institution as an obstacle to conveying QA messages to the university community. He argued that: *'Sending QA messages across from the MUA to the university community through the academic administrative hierarchy in the institution is not an easy task...'* The implicit and explicit reason for this is that many layers of hierarchy and rules within bureaucratic management systems can produce too much 'red-tape', a lack of coordination in both vertical and horizontal dimensions, centralisation, rigid rules, and over-regulation (Roongremsuke and Cheosakul, 2001). This view, which has been reported elsewhere (Oakland, 1993), asserts that information flow between administrators and faculty members is hampered by various management levels and subsequent difficulties in knowledge-sharing, where one may encounter unresponsive managers.

As a result of traditional management structures, such a system of hierarchical bureaucracy leads to potential barriers to innovation and pursuit of knowledge-sharing (Hallinger, 2000). Therefore, in practice, it is even harder for administrators to provide the full coverage of understanding on QA concepts to all university members as well as to encourage staff involvement in quality improvement.

Thus, it can be concluded from the findings of this research that the institutions need increasingly to place more attention on university-wide support. This is particularly in the areas of provision of adequate resource allocations, and the coordination of HRD policies. Additionally, a range of innovative management systems, which relate to organisational change, quality, and staff development activities, need to be implemented. In line with this institutional support, educational administrators could do still more to become involved in HRD roles and help university members to develop themselves and adapt to changing policy and an evolving politico-social environment (Nightingale and O'Neil, 1994; Wilkinson, 1994).

Academic Administrators' Commitment

It is generally accepted that organisations recognise the importance of integrating HRD practices to support QA achievement (Oakland and Oakland, 1998; Snape et al., 1995; Simmons et al., 1995; Wilkinson, 1994). In order to do so, organisations respond by making appropriate management changes in the expectation that their efforts to develop the full potential of their staff to achieve high quality will be successful (Oakland, 1993; Oakland and Oakland, 1998; Simmons et al., 1995).

The above discussion suggests that university management concerns should be addressed by integrating HRD practices into academic administrators' responsibilities. Underlining this administrative challenge, the culture of Thai society in general and the organisational culture of TPUs in particular also has been considered in regard to its impact upon university management. Significantly, the common feature among Thai values and norms is the emphasis on harmonious social relations with a need for face-saving and *sabai-sabai* (easy-going or comfortable) approaches (Kamoche, 2000; Roongrernsuke and Cheosakul, 2001). These concerns reflect the deeply-held value which sees Thais tending to maintain social stability and avoid actions that disrupt and disturb their traditional work practices (Hallinger and Kantamara, 2000).

In this regard, data in this study indicated that some administrators use those cultural tendencies to frustrate the implementation of QA and to resist any change that they felt disturbs and disrupts their traditional working practice. Expressing frustration, a Dean said:

Resistance was seen, since some administrators could not see any proof that such actions could improve the quality of their work unit, while the QA processes hindered their normal routine with unnecessary paperwork and extra hours of meetings. (RD2.2)

This has resulted in administrators perceiving that to bring change would be difficult and thus they are uncertain about how to implement change (see for example, Feinberg, 1998; Lascelles and Dale, 1994; Oakland, 1993; Roth 1998). Thus, resistance or partial commitment to change will impede quality improvement (Oakland, 1993). Also, regarding people management, such individuals may not be prepared to provide the necessary support for HRD practices (Simmons et al., 1995). Similarly, Prangpatanporn (1996) indicated that in most Thai universities,

administrative staff and leaders are professors, who have gained seniority almost exclusively through personal academic achievement. Many of these individuals may have little training in managerial skills.

This concern supports the typical view from the questionnaire data, derived by comparing mean scores of each items related to administrators' personal leadership in promoting quality management activities (see Table 4.7). Comparatively, the results showed that the extent to which senior administrators demonstrated their administrative skills by providing systematic problem-solving and reviewing QA performance was high (mean = 4.01 and 4.06, respectively). However, mean scores for these items were lower than for the other two items in the data on leadership roles. In addition, many comments from the interview agreed with the following statement by a Director of a Quality Assurance Office:

One of the most difficult challenges that limit administrators from attending to HRD approaches is that a number of them [administrators] have negative attitudes towards accepting any change and, more importantly, some lack leadership skills. (RQO.5)

The possibility of leadership style of some academic administrators might shape the management of change in their organisation in a negative direction, which in turn leads to lack of commitment and, in fact, may destroy the credibility of quality improvement in the organisation (Lascelles and Dale, 1994). Consequently, when the institutions come to change, the biggest obstacle for some academic administrators can be to assess the challenges facing the organisations and people they lead.

Academic Staff Empowerment

Another factor affecting people management is the encouragement of staff empowerment (Oakland and Oakland 1998; Simmons et al., 1995; Snape et al., 1995; Wilkinson, 1994). It appears in this study that QA implementation in TPUs should be a participative system, empowering all academics to take responsibility for the quality of their work (see Research Question 1: Staff Empowerment). In regard to enhancing organisational needs for quality improvement, traditional work patterns and practices need to be changed (Marginson, 2000; Wilkinson, 1994). In such a new environment, QA should focus on teamwork, finding better ways to do things, sharing responsibility and dramatically improving institutional culture (Dale et al.,

1994). The essence of QA processes is team-work activities and the democratic sharing of responsibility among staff and administrators (Lewis and Smith, 1994).

This study revealed that some administrators perceived that academics are reluctant and unwilling to change their behaviour to support such a critical organisational change. For example, the mean scores for staff demonstration of activities to QA policy development and implementation were moderate, ranging from 3.52 to 3.97 (see Table 4.3). Generally speaking, respondents to the interview indicated that many academics have been operating in an environment which has dampened their willingness to support QA fully. In line with this, a Dean reported that; '*... most academics are pretty busy ... maintaining a higher teaching workload, thus they cannot allocate time for developing themselves.*' This view was supported by other senior administrators, who stated that the present QA emphasis on documentation takes too much time away from direct teaching practice and professional career development. A typical comment from a Dean was:

It is time-consuming to write QA manuals and other documents for QA implementation and this results in some faculty staff having insufficient time for preparation of their teaching or improving their professional career.
(ID4.11)

Reinforcing these comments, the results from Table 4.6 show that academics were not sufficiently committed to QA programmes and were not encouraged enough to offer their ideas for quality improvement, mean scores ranging from 3.56 to 3.69, respectively. In this regard, similar to the findings of Lascelles and Dale (1994), Lim (1999) and Todd (2002), workloads and time constraints were generally recognised as barriers to quality improvement. These negative factors lead to staff being less likely to become involved in and committed to QA implementation, particularly those offering inadequate attention to self-development.

An unclear definition of what 'quality' is and how to apply QA methodologies in academics' daily work also were found to be critical factors regarding the impact of HRD practices. Moreover, as discussed in the evaluation of responses to Research Question 1, the systematic and management innovations of QA related to the institution's mission is something rather new to Thai higher education. Accordingly, many comments concur with the following statement by a Dean: '*QA policy was poorly defined, particularly in regard to QA procedures ... As a result, there is a lack*

of understanding among people involved in QA management. This view is supported by the data in Table 4.6 which report that the mean score with respect to the extent to which academics understand and were clear about the mission statement of their institution was moderate (mean = 3.73).

In addition, the somewhat complex delegation and decision-making processes caused problems in motivating staff to participate in QA processes. Consequently, those individuals were uncertain because they did not know what would be required and it is possible they may fear the impact of QA implementation on their career. This concern would tend to decrease the level of trust (Schein, 1992). This expression is consistent with the responses shown in Table 4.6, where the mean scores of academic administrators' perceptions of the degree of trust in the institution was moderate (mean = 3.77). Unfortunately, this is particularly acute in higher education institutions where academic staff are expected to analyse, challenge, criticise and substantiate evidence (Barnett, 1992). These factors discourage academics from contributing and committing themselves to an unclear situation (Hamzah and Zairi, 1996; Kamoche, 2000).

As noted previously, Thai-style management may have negative outcomes for Thai higher education institutions as they try to cope with a lot of change concurrently. This concern is reflected in the data from Table 4.6 which indicated that the mean score on processes that support innovation among academics was moderate (mean = 3.60). Previous researchers (see Hallinger, 2000; Hallinger and Kantamara, 2000; Kamoche, 2000; Roongrernsuke and Cheosakul, 2001), support the view that deep-rooted Thai cultural norms and hierarchical features have important implications for acceptance of management concepts such as self-motivation, empowerment, and creativity. A common thread affecting change in TPUs is that work that does not include some *sanuk* (love of fun) and *sabai-sabai* (easy going or comfortable relationship) is rarely seen as worthwhile. Thais usually like to maintain the status quo in regard to work practices and change always disturbs and disrupts them (Hallinger and Kantamara, 2000; Kamoche, 2000). For example, a Dean commented:

It was unacceptable to quite a number of staff, who considered performance assessment, or class evaluation by students, as alien to their traditional practice. (OD3.17)

Accordingly, a common response was given by a Dean who indicated that some academics felt '*anxiety and stress*' and were not sufficiently concerned about implementation of QA processes. This staff behaviour had resulted in a general unwillingness to commit to QA implementation. This has impacted particularly on work pattern changes that QA requires, which are seen as onerous: increasing staff responsibilities and decision-making, as well as disrupting existing pattern of behaviour and producing a stressful atmosphere (Lascelles and Dale, 1994; Oakland and Oakland, 1998).

It is clear, then, that there are several potential concerns regarding encouraging staff empowerment. These challenges have an impact on implementing QA and on how administrators work with their staff to bring about change. In response to this, administrative staff should increase recognition of their responsibility for HRD practices (Simmons et al., 1995; Snape et al., 1995; Wilkinson, 1994).

Best Practices Specified for HRD

It can be seen that management practices which have worked in institutions in the past may no longer serve TPUs well. Academic administrators must adapt the ways they manage their subordinates to promote the effectiveness of QA programmes. The challenge facing academic administrators therefore is to establish leadership styles which can bring about real change and are capable of meeting the challenges of the modern business world and politico-social environment. Administrators need to become 'change agents' by creating visible quality values and employing enlightened management practices, to encourage staff involvement and develop more trust and overall group cohesiveness (Barnett, 1992; Fullan, 1991; 1993).

The evidence of the earlier discussions indicated that substantial changes in organisational culture were required to facilitate quality management. These changes are key factors in the success or otherwise of how administrators integrate HRD practices into their responsibilities. In this study, it was not surprising to find that business management strategies were entrenched in TPUs' management systems. Such changes can be seen as the emergence of a new kind of leadership and new corporate structures, in areas such as relations with the business sector, international education, and worked-based training (see Research Question 1). In this regard,

traditional work practices and management styles of administrative staff are inconsistent with quality management innovation.

Regarding management changes, the data from this study suggested that not only HRD practices but also functional perspectives on HRM should be incorporated into academic administrators' responsibilities to support quality management. As a Dean suggested:

We [Academic administrators] should focus more on criteria for recruiting staff with the appropriate background, experience and ethical standards, as well as pay attention to developing and retaining qualified academics. (ID3.10)

In this context, this study confirms the earlier findings that personal involvement of administrators in people management is an essential precondition for successful quality management (see for example, Hamzah and Zairi, 1996; Henninger, 1998; Marginson; 2000; Oakland and Oakland, 1998; Wilkinson, 1994). In line with this, the responses to the questionnaire items shown in Table 4.11 showed that academic administrators perceived that specified HRD practices should be integrated with their responsibility, particularly the activities of identifying the organisational mission related to quality objectives (85.4 per cent), analysing and listing the competencies needed by academics for quality improvement (84.1 per cent), and providing advice and supporting teams and academics (81.5 per cent). Additionally, many comments from the interviews agreed with a Vice President for Academic Affairs, who noted:

The HRD plan should include such support practices as: professional career development, staff-related data, staff involvement in quality improvement, and action to increase staff responsibility and innovation. (RPV.4)

However, some responses in the questionnaire data (see Table 4.11) indicated that respondents were not sufficiently concerned about whether quality performance had improved after training (12.2 per cent) and did not see the need to provide a system for maintaining the desired quality after training (11.1 per cent). The respondents reported that these roles should not be components of their responsibilities. As discussed earlier, this concern reflects a situation where administrators have inadequate managerial skills related to planning processes. To develop these skills would require an evaluation of past performance and the identification of future development needs (Simmons et al., 1995; Walton, 1999). In this context, there is

some evidence from the interviews suggesting that activities for evaluating quality training should be required. A typical comment was given by a Dean:

The university should provide for evaluation of the effectiveness of the provided training and development to ensure that our staff comprehend both the importance of and the relationship between duties and activities that are appropriate to their responsibility. (ID1.8)

Additional comments suggested that academic assessment should be provided to ensure that high teaching quality was maintained. As a Dean noted; '*Academics must be evaluated regularly to improve the quality of teaching and maintain high educational standards.*'

The data suggest that although various HRD practices are included as part of QA systems; a greater emphasis is needed on integrating HRD practices into administrators' responsibilities. Implementation of HRD approaches could depend on performance evaluation management using systematic performance assessment to help create individually tailored career development plans (see also Oakland and Oakland, 1998). It is clear from the data and extant research that the best practices for HRD is for academic administrators to be more responsible for strategic staff development planning to create a quality culture (Snape et al., 1995). In this study, some senior administrators offered suggestions addressing this concern. A Director of Quality stated;

...such record keeping as; participation in orientation of new staff, training in quality concepts and mechanisms, institutional system evaluations and in-service programmes for new technology, should be provided for the staff development plan. (OQO.15)

In line with the above discussion, it can be seen that the integration of HRD practice into administrators' roles will expand their roles enormously. Inevitably, educational administrators must develop a better understanding of HRD practices and staff-related data; particularly increasing their involvement in monitoring and evaluating of performance (Hamzah and Zairi, 1996; Wilkinson, 1994). Significantly, the data in this study suggest that a well-designed administrative development programme that is compatible with QA systems should be provided for administrators. A common opinion was expressed by a Dean:

Development programmes for academic administrators are needed and should be emphasised, to provide learning about leadership and managerial

skills, a shared vision development and the skills of data analysis in the context of management information systems. (OD2.16)

Similarly to previous studies (e.g., Fullan, 1991; Hamzah and Zairi, 1996; Oakland and Oakland, 1998; Wilkinson, 1994), the results indicate that educational administrators should develop their management skills by improving their performance in strategically important areas such as change agency, leadership and vision, evolutionary planning, monitoring progress, and data analysis.

The data indicated that academic staff development programmes are required as part of professional development. This is a support process which institutions can provide to encourage quality improvement. For example, a Dean stated that the development programmes for staff should

... concentrate more on their professional development, classroom teaching and evaluating, curriculum design, research skills, team participation and building teacher – student relationships. (OD3.17)

In this regard, the 'best HRD practices' not only focus on improvement of teaching effectiveness but also increasingly emphasise a collaborative approach. Some participants, however, argued that professional career development is dependent on staff themselves. As a Dean echoing the views of many others said; '*Individual faculty staff, more importantly, should be aware of the need to develop their qualifications and demonstrate their commitment to continuous improvement.*'

Thus, it can be seen from these data that TPUs should emphasise better provision of staff development programmes for university members at all institutional levels. These practices should be focused on developing appropriate professional skills so as to provide administrators and staff with sufficient knowledge and abilities to implement QA successfully.

As discussed above, fundamental necessary features such as the adequacy of resources and allocation of faculty time have been extremely limited in QA implementation and related HRD approaches. This is in large part true for individual career development as well. Again, the emphasis on greater support from the institution was seen by respondents as one solution to this problem. However, although senior administrators interviewed generally acknowledged this to be practicable, it entails various changes, particularly in the areas of funding and improved staff work systems. This view was supported by a Dean, who suggested

how institutions might provide facilities and resources to facilitate performance improvement, for example:

The university should provide modern facilities, funds and information for academic staff for upgrading research activities, and producing textbooks and publications. (RD.1.1)

In addition, comments suggested that institutions might provide a staff support climate, through allocation of faculty time, to produce individual learning and to enable adaptation to change. As a Dean stated:

... giving a reduced teaching workload and time allowance for career development to them [academics], should be a helpful support for them to create new approaches to teaching and learning systems. (ID4.11)

Strategies for self-development would be better accepted by staff if they can relate to and apply them immediately to their daily work activities, contribute their efforts collaboratively, develop a shared vision, and create a whole institutional environment for better teaching and learning. These factors contribute to the establishment of a well-trained and motivated staff, and are a prerequisite to developing a quality culture and organisational goals (Wilkinson, 1994).

Generally, the above discussion suggests that TPUs are moving towards a more people-oriented system and HRD policies and practices have an important role to play in facilitating QA implementation. In this study, there have been some suggestions that academic administrators should play a major role in QA implementation and relevant HRD practices. This is an important point given that management personnel must be trained, not only in the mechanics of QA but also in the leadership, managerial skills and supervisory behaviours necessary to support QA processes. In addition, the study examined the need for professional career development by offering opportunities and sufficient institutional support to produce a more satisfying work environment. Inclusion of these 'best HRD practices' for both administrators and staff development would ensure that they have the skills, knowledge and abilities to do their job effectively, as well as promoting substantial achievement of QA programmes.

Thus, the data in this study support many of the findings of other researchers (e.g., Fullan, 1991; Hamzah and Zairi, 1996; Oakland and Oakland, 1998; Snape et al., 1995; van Vught, 1995; Wilkinson, 1994), on aspects of the current challenges facing

QA implementation and the 'best practices' specified for HRD. However, these findings also indicated that TPUs' acceptance of many traditional ways of doing things is no longer functional. The increasing pace of change has several specific implications for administrative staff in TPUs. Indeed, their approach to change is an excellent example of the 'old paradigm', that is, bureaucracy-controlled management and personnel that TPUs are supposedly trying to move away from. Yet it must be recognised that the assumptions embedded in almost all of the initiatives of QA implementation and HRD practices are completely opposed to the predominant norms of Thai culture (Hallinger and Kantamara, 2000; Kamoche, 2000; Roongrernsuke and Cheosakul, 2001). Each institution will have to take into consideration its culture and the cultural environment of Thai society in general in regard to implementing management innovation. Stated simply, the challenge is that successful educational change, as well as QA implementation in TPUs, will entail finding appropriate practices which are acceptable to the Thai character to ensure that those implications 'fit into' their culture to the greatest extent possible.

Research Question 4: To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

It is clear that TPUs are facing a challenging environment in which they are concerned with maintaining academic excellence in the future. It is undeniable that future contexts will impact on future QA, demanding promotion of substantial QA programmes. To satisfy this demand, TPUs must consider how they will ensure continuous development of academic quality, entailing full staff compliance for satisfactory achievement of QA implementation. Thus, it might be useful to speculate on what future challenges face QA implementation and how institutions will respond to those challenging contexts. The following section details the discussion relevant to these circumstances. This section contains the data relevant to other research questions as well as to this particular research question.

Future Challenges Facing QA Programmes

The responses to Research Question 4 argued that changes in Thai universities following the Thai higher education reform and through rapid globalisation will continue to accelerate in the future, and subsequently impact on QA systems and

relevant HRD policies in TPUs. For instance, a common response to the interview questions in this study was reported by a Vice President for Academic Affairs:

The global economy is a key factor for change in higher education and this will create a strong demand to provide students with global competencies and to network among global educational institutions. (IVP.20)

This view was supported by another Vice President for Academic Affairs, who identified that widespread concerns over widened access to higher education, accountability, quality and managerial efficiency are perceived as prominent global trends influencing Thai higher education in the future. She stated that, as a global trend,

... there will be a pressing need to make education more diversified, more student-oriented and more skills-based to meet the changing requirements of society and the economy. (RPV.4)

In this context, TPUs will be held accountable to various stakeholders, particularly students, employers and communities. Accordingly, typical responses revealed that the institution will focus on quality outcomes to meet the demands of stakeholders. As a Vice President for Academic Affairs indicated:

... graduates will be required to be fully competent, with value-added properties, in terms of professional knowledge and skills, information and technology skills, and desirable personal attributes, such as communication skills, positive attitude and a sense of social responsibility. (OVP.13)

In line with previous findings (see Altbach, 2001; Salmi, 2000; Yorke, 1999), the present data show that all three Vice Presidents for Academic Affairs in the selected universities argued that the roles of universities will change radically. For example, it was argued that they will act less as critics of society and more as servants. This change entails responding to the needs of the economy, while contracting to provide the main functions of Thai higher education—teaching – learning provision, research, community services and preservation of art and culture—to supply qualified human resources. In addition, more diversified educational provision will be necessary in response to market demands.

In this regard, the higher quality and standards of teaching and learning, as well as the academic services of the institutions, are particularly important educational provisions in the future challenging environment. This is consistent with the results

shown in Table 4.4 which indicated that the institutions particularly emphasise the importance of the quality of teaching and learning systems provided for students. Mean values on this aspect show a very high score, ranging from 4.14 to 4.40. Institutions are well aware of and greatly concerned with educational quality improvement, especially in the interests of promoting public confidence in higher education, and meeting the demand for accountability of universities to the wider public (Yorke, 1999).

The data suggested that the further expansion of TPUs will be based on greater accountability and stronger more competent administration, consistent with the findings of Dill and Sporn (1995b), van Vught (1995) and Watanachai (2002). Explaining the extent of management reform in TPUs, a common response was given by a Director of a QA Office: *'... Every institution nowadays and in the future intends to expand its market share using modern management strategies.'*

Therefore, a well-developed management strategy will be required as a key to responding effectively in a changing educational environment (as argued above). In line with this, many respondents to the questionnaire agreed that in their institution, the focus is concerned greatly with strategic management innovation and structural adjustment (see Table 4.5, the mean scores on this aspect show a relatively high result, ranging from 3.60 to 4.22). This suggests that these management approaches are necessary to support quality management in TPUs. Thus, to ensure substantial educational quality and institutional effectiveness in responding to challenging future contexts, management efficiency needs to be organised and managed in new ways (Dill and Sporn, 1995b).

It can be seen that Thai higher education is taking place in an increasingly international environment, marked by a globalised marketplace and free-trade agreements. Many respondents agreed with the following statement by a Dean: *'Reinforcement of international and regional co-operation in the free education market will be a strong trend ... competition will become greater and greater.'* In addition, the following statements indicate that TPUs have concerns about the impact of the internationalisation of higher education and are responding to this challenge by developing a more co-operative form of management. As a senior administrator asserted:

Internationalisation of education has to be actively promoted through international exchange agreements for staff and students. Our University intends to emphasise more the formation of joint ventures and strategic alliances, joint research programmes, international workshops and conferences, and other collaborative linkages. (ID2.9)

As a result this approach may lead, for example, to a negotiated consensus on core knowledge and competencies and exchange agreement programmes, especially in specific professional fields (see also Burian, 2002; Komolmas, 2000).

In trying to meet the new demands and to improve their position in the future challenging environment, TPUs will be confronted with many new challenges to their traditional academic system, particularly in the new educational reforms in Thai higher education. Typical responses indicated that this new environment will require new forms of educational management systems. For example, a Director of a QA Office argued: *'Education and learning under the new education reform will not be time-specific and subject-definite but it will be a journey of ongoing learning and discovery.'* Other respondents identified that the institutions will pay more attention to their teaching and learning practices, as a Vice President for Academic Affairs reported:

Due to the learning reforms, the future trend of educational services will be to provide life-long education, as well as to make education available to all, at all places, at all times and for all aspects of life. (OVP.13)

In line with the comments by Burian (2002), Komolmas (2000) and Salmi (2000), these new Thai education provisions and services will require more innovation, such as electronic delivery modes and expanded activity in the area of e-learning, to facilitate continuing education and lifelong learning. In this context, however, a number of responses to the questionnaire indicated that institutions were not paying sufficient attention to information systems to support quality performance improvement (see Table 4.5). This concern was reflected by a moderate score, ranging from 3.27 to 3.47. Thus, the institutions require more work on the process of their management information systems to support innovative teaching and learning.

Regardless of this new environment, deliberate management strategies will be needed to achieve the necessary change, identifying what institutions do best, especially in regard to new market needs (Marginson and Considine, 2000). Thus, reform strategies such as co-operative management, professionalised management,

marketing and internationalisation will become increasingly important in TPUs. These needed strategies fit with earlier research (see Altbach and Davis, 1999; Dill and Sporn, 1995b; Marginson and Considine, 2000; Meek and Wood, 1997). Regarding the need for change in management systems and the work environment, there will be a need to change such views and practices of university members characterised by flexibility and ability to adopt or adjust quickly to ever changing environments.

As discussed earlier, several norms and values of Thai society emerge as constraints to organisational reform. For example, consistent with the previous research (Kamoche, 2000; Roongrernsuke and Cheosakul, 2001), Thai culture strongly emphasises *jai yen* (cool heart/take it easy) and individuals are socialised to conform to group norms, traditions and rules. This environment typically makes Thais more passive in response to changes. Thai staff are more likely to move in the direction of change as a group than as individuals (Hallinger and Kantamara, 2000). Therefore, when implementing change, institutions must encourage a 'group spirit' and provide ongoing support for staff as a whole and as individuals. In this regard, all university members must have appropriate training to deal with these changes in order to attain university-wide reform. The data presented here suggested that staff need to have new skills, practices and attitudes to make the change successful. HRD strategies can provide the necessary support and will play a particularly important role in helping staff respond to the future changing environment (Snape et al., 1995)

Future HRD Strategies in Response to Challenging Future Contexts

As mentioned in the previous discussion, high demands have been placed upon universities by the revolution in governance and accountability requirements for quality and standards. These demands are produced by a competitive environment and various other challenges which create tensions in higher education institutions, brought about by the continual need to professionalise and improve management systems (Dill and Sporn, 1995b; Porter and Vidovich, 2000). In response to these challenges, a new form of organisation and management in general, and HRD practices in particular, will be required for academic systems.

In this context, it is interesting to note the comparison of the responses to the questionnaire survey on three aspects: actual, ideal and future HRD roles. These

responses revealed that administrative staff are highly aware of the need to be increasingly involved in HRD implementation in the future (Appendix O: Perception of Actual, Ideal and Future HRD Practices Relevant to Administrators). The data also suggested that a gap exists between actual HRD practices and what is regarded as ideal or desirable. Incongruence was most evident between actual and ideal aspects for the following practices: providing academics with the resources necessary for development (actual practices = 52.7 per cent; ideal practices = 78.0 per cent); the organisation's interpretation of 'ideal quality' and where the organisation is now (actual practices = 37.4 per cent; ideal practices = 60.2 per cent) and providing organisational development (actual practices = 51.1 per cent; ideal practices = 73.2 per cent). The responses suggest that ideally each of these activities would form a more significant component of administrators' responsibilities, but importantly the respondents emphasised the necessity of institutional support of the formation and practices of these HRD approaches.

Greater congruence was evident in the identification of ideal and future practices. The results indicated that the respondents anticipated that increased involvement in HRD would be necessary in the following activities of identifying the organisational mission related to quality objectives (ideal practices = 85.4 per cent; future practices = 86.4 per cent); analysing and listing the competencies needed by academics for quality improvement (ideal practices = 84.1 per cent; future practices = 80.0 per cent); and providing and supporting teams and academics with the opportunity to analyse and improve internal processes (ideal practices = 81.5 per cent; future practices = 81.3 per cent). These results suggested that academic administrators need to have greater involvement with a broader range of people management activities particularly in such areas as HRD policy development, strategic HRD planning, staff performance review and improving staff-related data.

Thus, the responses to this study suggested that academic administrators accepted that HRD practices will be more their responsibility. It is also evident that HRD practices have a significant impact on institutional performance in terms of quality improvement. This view was supported by a typical comment by a Dean:

HRD practices will be incorporated continuously at all institutional levels, to bring about staff career development so as to improve the effectiveness of individuals, teams and the institution as a whole. (RD3.3)

As an additional comment on HRD issues, another Dean stated:

Monitoring and evaluating systems will be established at different levels, to provide feedback information for improvement and development of individuals, groups and the whole university. (OD5.19)

In this discussion it is acknowledged that there are separate attributes which relate to the 'up skilling' or professional development of the relevant administrative staff in HRD, and also to academic staff who ultimately implement the required changes in the organisations. Where appropriate, these will be discussed separately; however given the dynamic, interactive nature of the cycle of change being facilitated, it will be discussed generally in combination.

The data in this study indicated that in order to provide high quality performance in TPUs, HRD strategies are crucial to increase the competence of academic administrators and staff to be more effective and, most importantly, to reform professional practice. Consequently, this is seen as a call for the involvement of administrative staff and in this sense can be seen as requiring a more strategic approach to managing human resources, particularly staff development practices and systematic monitoring of performance. This finding supports the views of Barnett (1992), Henninger (1998), Meek and Wood (1997), Oakland and Oakland (1998) and Wilkinson (1994), who claimed that administrative roles are more crucial in effecting successful change and maintaining and enhancing quality than other factors. These roles involve effective management approaches, such as the roles of professional administrators, change facilitators, motivators, systems designers, financial administrators and staff-developers. In this regard, new forms of administrative behaviours that provide changes in direction and encouragement for academics to take action will be required.

The above-mentioned roles will be an expanded responsibility for administrative staff throughout Thai higher education institutions. However, as discussed earlier, there are concerns about traditional Thai cultural norms and practices that effect changes of behaviour and attitudes of individuals in TPUs (see Kamoche, 2000; Roongrernsuke and Cheosakul, 2001). Certainly, these norms tend to reinforce the hierarchical structure in society as well as in the workplace. Therefore, it can be expected that organisations which are still run by traditional management systems (i.e., strongly hierarchical and autocratic), will tend to be reactive rather than

proactive and systematic, compared to other organisations with more developed management practices where administrators are trained more extensively in modern management approaches.

In line with the findings of Henninger (1998), Meek and Wood (1997) and Wilkinson (1994), senior administrators in this study identified that at the strategic level there was a need to reform the traditional management practices of TPUs. Such reform should recognise the importance of HR policy in fostering a quality culture. Accordingly, a typical comment was given by a Vice President for Academic Affairs:

We have attempted to change traditional educational management ... we need to be headed by leaders who have strategic vision, are capable of leading a team, building research capacity, and implementing academic planning and management. (RVP.4)

In this regard, it appears that the HRD strategies which evolve under this aspect will be those which value commitment and co-operation, focus on participation and mutual accommodation, and seek to create a shared vision among staff and administrators. From this perspective it can be seen that the roles of administrative staff should be considered as a valuable factor which can contribute significantly to changing organisational culture (Meek and Wood, 1997; Oakland and Oakland 1998; Snape et al., 1995; Wilkinson, 1994). Hence, the role of administrators within this interpretive HR approach can be indicated as a key aspect of 'management *for* quality' in pursuit of substantial quality achievement (Barnett, 1992, p. 65).

In practice, as found in the previous studies (see, for example, Barnett, 1992; Meek and Wood, 1997; Snape et al., 1995; Wilkinson, 1994), administrators, particularly top management, are the those who can set the mission, vision and focused strategies for each organisation's growth. Top management's beliefs and values will also help shape the desired organisational culture to encourage innovation. Hence, in accordance with the findings of Snape et al. (1995) and Wilkinson (1994), each institution will need to develop its managerial talent and provide management development programmes for them.

The data in this study also suggested that it is necessary for academic administrators to pay attention to information management systems and quality-related data. Many respondents agreed with the following statement by a Dean:

Effective management for administrators is based on the analysis of data and information. Administrators will acquire the competence to develop effective strategies for institutional improvement, based on the results of data analysis. (OD5.19)

This is an important factor for educational administrators' responsibility to increase the potential for communicating shared values and essential information to improve future performance through performance planning (Dill and Sporn, 1995b; Simmons et al., 1995).

Advocacy for greater responsiveness to demand and the need for public accountability will lead to conflict between academic demands and the new management approaches in higher education. As emphasised in the previous discussion, these challenges can be met by efficient employment of new styles of academic leadership. It is important however to incorporate good management strategies in TPUs. Academic administrators also call for a more professional managerial/corporate approach to the main functions of TPUs. In addition, in this study the use of new managerial approaches through a technique adopted from business models known as 'benchmarking' will be one of the most important methods for measuring institutional quality and performance. Similarly to results from previous research by Cross and Leonard (1994), Epper (1999) and Jackson (1998), the respondents in this study reported that benchmarking involves examining and understanding their internal work procedures, finding best practices in other organisations that match those they identified, and adapting those practices within their institutions for quality improvement. For example, a Vice President for Academic Affairs suggested:

... This process has a great value indicating quality achievement ... we will investigate and analyse best practices in other institutions, learn from their experience and apply best practice to our institution, in order to improve the performance. (IVP.20)

In this regard, each institution and its administrative staff can use benchmarking as a stage in the learning process. Benchmarking therefore will encompass issues of competition and openness, as well as knowledge-sharing and potential benefits, for individuals and institutions (Epper, 1999; Garavan et al., 1998).

For improved future performance the responses suggested that TPUs could place greater emphasis on the linkage of staff development to appraisal and staff career

development planning, including the use of self-assessment reports and performance indicators for continuing professional development. This particular suggestion fits with Harman (2000). Awareness of the importance of professional development information and records will be needed with respect to training needs in the future. In particular, a Dean suggested:

Processes for translating staff training needs will emphasise that the results of staff performance evaluation must be used to develop training and development programmes. (RD4.6)

This is consistent with the results in Table 4.12 which reported that more than 80 per cent of administrative staff need to understand the value of staff-related data and perceive the links between staff development and improved performance and quality. Although, a systematic approach to performance evaluation will be provided for future improvement, Thai cultural norms, which are relationship-oriented and concerned with face-saving, make it uncomfortable for subordinates and administrators to take this approach. These cultural norms also affect the way administrators provide feedback regarding performance to their staff, which is rarely done in a straightforward manner. Many times, information is not specific enough for performance improvement. On this point, typical responses to this study suggest that systematic monitoring of performance should include training for administrators about how to accomplish this system. For example, a Director of a QA Office noted:

A constructive climate among staff for staff appraisal will be created within the university. Thus, more attention will be paid to appraisal training, in order for administrators to carry out performance evaluation of their staff. (RQO.5)

This approach reflects the findings of Roongremsuke and Cheosakul (2002) that the effective management of human performance requires effective performance evaluation, in which the establishment of clear standards of performance are expected. Also, support from the top management to create a nurturing environment for constructive criticism is perceived as essential to the successful practices of this system. This view is consistent with the data in Table 4.12 which show that 75.9 per cent of administrators need to provide open and honest ongoing performance feedback in terms of quality improvement. Consequently, this will help

administrators to evaluate how HR practices relate to both operational and strategic levels of the institutions and to benchmark outcomes with other organisations.

As mentioned in the previous section, this study argues that in the future, academic staff working in TPUs will encounter a sustained period of change which will be both wide-ranging and challenging affecting other areas of their activities. The above discussion also reveals that staff are being forced to look for new and innovative teaching and learning methods. Consistent with the suggestion by Chandarasorn (2002), it appears that in Thai higher education institution, courses will be restructured to enable more student choice and flexibility based on a multidisciplinary approach. Institutions will be required to pursue policies of a collaborative nature. As a result, it is expected that Thai universities will improve and enhance the efforts of quality instruction and academic learning environment. To respond to these circumstances, a Dean indicated that:

Academics will keep their eyes on social and economic developments, both in the country and from the global perspective, to respond better to community and global change. (OD3.17)

In this context, academic staff are regarded as key factors in institution improvement, and they will need continuous self-development, through participation in learning activities, for continual improvement of their work. This assumption focuses attention on the need to create institutional systems in which staff—as individuals—engage in continuous learning. Furthermore, this assumption suggests that an effective change process depends on effective development of individuals, who as a result are able continually to develop the institution (Fullan, 1993).

Regarding effective staff development, Hamzah and Zairi (1996) suggested that organisations must develop their own HRD programmes which cover specific operational skills as well as personal development requirements. The responses to the interviews identified some practical considerations for HRD strategies regarding future training needs for academic staff for promoting high quality performance. For instance, a senior administrator suggested:

Staff training needs in the future will place emphasis more on academic, ethical and professional standards, including values of social co-operation, merit and self-discipline. (ID3.10)

Also, as institutions enter the global competitive market, supporters, administrators and staff TPUs have started to realise that competitiveness in education is heavily dependent on the ability to build links or partnerships with business and industry sectors. It seems appropriate that universities work together with stakeholders, business sectors and communities in order to address the need of the business community, and raise their standards (Altbach and Davis, 1999). In a typical response, a senior administrator in this study indicated:

We [the University] will encourage more systematic sharing of information and viewpoints, between both internal and external areas, in order to more fully understand the QA issues and expectation of major stakeholders. (RQO.5)

This reflects that TPUs will be encouraged to seek the participation of all those involved in the process of education to create an environment of collective collegiality (Chandarasorn, 2002; Fullan, 1991; Ketudat, 1998). This proposed approach is already leading to a radical transformation and a complete reform of educational institutions with emphasis on both internal and external factors. The key element of this approach will require leadership for excellence, as a prerequisite to bringing about the necessary changes. Generally, Thai administrators are familiar with Western management practices but there are some concerns about behavioural responses to new management practices.

Thai managers reflect Thai culture, regarding traditional values such as seniority, *greng jai*, and face-saving as important (see Roongrernsuke and Cheosakul, 2001; Siengthai and Bechter, 2000). Moreover, because decision-making in Thai institutions is more centralised than in the West, the Thai leaders play a similarly critical role at each stage of implementation (Hallinger and Kantamara, 2000). This is particularly so in respect of change and restructuring in terms of loss of power and control, where administrators' new managerial approaches (e.g., participation in decision-making) would eliminate decision-making in isolation. In line with this, two out of three responses in the questionnaire survey reported that in the future, academic administrators should be aware of the need to integrate the role of delegating responsibility and authority downward (see Table 4.12). This result suggests that there are some administrators who try to preserve the status quo.

As argued earlier, traditional Thai management practices are, perhaps, inadequate to meet the needs of future contexts. It appears from this study that Western management innovations have been incorporated into the traditional Thai management system to produce the type of leadership excellence required in the future higher education environment. This does not mean that management approaches from Western countries can be copied with no regard to Thai contexts. The associated implications for cultural adaptation and the impact of new approaches on management practices must be considered, and will require a lot of adjustment and preparation to be successful. Attempts have been made by TPUs to accept new management approaches. It is recognised that implementation of HRD to promote professional development of administrators at all levels of and institution will be increasingly necessary in order to respond to the future challenging environment.

This broad finding is supported by the views of Keep (1989), Nadler and Nadler (1989), Walton, (1999) and Wilkinson, (1994). As these researchers suggest, training and development practices are moving from being viewed as a single process and an independent entity of HRD practices being viewed as an integral part of a whole organisational system. Yet fulfilment of these activities requires sufficient resources as overall academic quality is costly to provide in terms of both human and other resources (Barnett, 1992). As discussed earlier, institutions urgently need to address the issues of adequate resources to support those activities and collaborative developments.

In this context, the Institutional QA Manual of the selected universities in this study report that attempts will be made to provide improved financial management of institutions as follows: preparation of up-to-date data, providing information to administrators to enable rapid and efficient decision-making, development of unit cost control plans, preparation of projects for additional income generation, and creation of allies (e.g., alumni association and community campaigns to raise funds).

In addition, building a collaborative policy based on resource-sharing will entail university members, student communities, business sectors and other stakeholders learning from each other, and resources will be mobilised for improvement (Chandarasorn, 2002; Ketudat, 1998). Regarding this approach, a Vice President for Academic Affairs suggested:

Academic administrators will create opportunities and an institutional climate for co-operative learning among the university community, as well as creating learning environments...(RVP.4)

As a result, with the increasing recognition of the importance of sharing information, the university community can respond better to future contexts. Consistent with this, the same Vice President for Academic Affairs continued:

These activities will result in students and staff being able to have better knowledge-sharing and intercultural understanding, paving the way for them to function more productively in the future. (RVP.4)

It is interesting to note that Thai higher educational institutions have begun implementing the policy to promote collaboration with partner institutions and society (Chandarasorn, 2002; Ketudat, 1998; Ministry of University Affairs, 2000). As a result, business and industry sectors also have become closer partners of higher education institutions as part of the efforts contributing to building a collaborative relationship. Typical comments indicated that co-operative links between universities and business sectors require emphasis in response to the human resource requirements of the labour market. As a Dean in this study identified:

We [the University] will focus more on tasks to make closer links with employers, from planning to internship and a campus recruitment process ensuring that the quality of graduates will match the current needs and changing needs of those in the world of work. (OD1.14)

This view is supported by the data from Table 4.5, which indicated institutional planning processes incorporate stakeholder and community needs. (The mean score on this aspect was 3.60.) Similar to the findings of van Vught (1995) the data showed that each institution is aware of the expectations of stakeholders and shows evidence of accountability by demonstrating responsible actions to its stakeholders. Moreover, other respondents in the interviews supported the view that the institutions are particularly aware of the importance of sharing knowledge and experience between institutions and external organisations to promote quality of educational provision. As a Dean reported:

The emphasis will be very much on coordination and links between university and business sectors, focusing on: consultancy, problem solving and applied research in such areas as applied science, engineering and management for this sector. (ID5.12)

The responses revealed the interviewees' perceptions that the closer coordination with and links between the institutions and society are necessary to ensure the relevance of higher education provision to meet industry needs. These factors will facilitate and enhance the acquisition of knowledge, via training and research, for institutions and staff. These collaborative approaches will foster mutual benefit as the partners learn from each other, producing improved quality performance (Fullan, 1991, 1993).

It is interesting to note that as collaboration between institutions and their partners increases, the external groups have begun to obtain information about what the institutions are doing which, in turn, further stimulated their interest. For example, according to a Dean:

To meet employer expectations, the university will keep employers fully informed about institutional approaches to teaching and learning, particularly the way students are taught, which conform to the ethical and moral norms of the community. (ID3.10)

Thus, the findings of this study fit with those of many previous studies on aspects of innovation management strategies in response to challenging future contexts, particularly in higher education environments. However, the study also asserts that implementation of these modern management approaches will require the sensitive understanding of how Thai cultural norms and values influence the implementation of innovation in TPUs. The major findings, as identified earlier by the quantitative and qualitative data, reveal that achievements in QA programmes appear to be consistent with a move towards regarding HRD as a high-status category within the institutions. These findings have answered the research questions, 'how' QA systems are implemented in TPUs, and 'what' HRD activities could be used to promote QA programmes. HRD strategies such as developing professional policy and emphasising a knowledge-sharing and collaborative approach in any institution must be modified and continuously improved. As administrators obtain feedback on staff needs and evaluate the effectiveness of strategies and the impact of HRD policies on quality performance, they will need to keep staff informed about performance improvement. Moreover, there is awareness among academic administrators of the importance of staff commitment and ensuring that administrative staff at all levels take responsibility for the management of people. This is regarded by academic

administrators as necessary for promoting substantial QA achievement in the institutions.

SUGGESTIONS FOR FUTURE RESEARCH

To support QA programmes in TPUs, the roles of HRD practices have tended to be evolutionary in implementation. Limited experience in applying HRD practice to promote QA programmes has been compounded by the absence of significant Thai research in this area and the lack of any formal system for periodic review and evaluation of HRD practices. Moreover, as this study is an in-depth investigation of small numbers in selected instances, it is difficult to transfer its conclusions to all Thai higher education institutions (Gay, 1996; Wellington, 2000). Consequently, care must be exercised in applying the results of this study to other Thai higher education institutions because each institution has its own distinctive features, in terms of the organisational and socio-cultural context. Importantly, one must recognise that this study was conducted in only three TPUs and therefore they may be unique.

Another limitation of this study is that while it has examined HRD practices used to promote QA in TPUs in detail, it has not been possible to compare HRD implementation in Thai public and private universities. Academic culture in Thailand works quite differently to that in Western countries as there is less open access to information about internal management procedures provided to outsiders. Consequently, in order to obtain the information needed for such a comparison, the researcher would need to establish formal contact with each university and ask for permission at an executive level from Thai public university personnel to obtain HRD statistics. Importantly, information about Human Resources, including HRD implementation, is regarded as highly sensitive and confidential in Thai management systems and therefore is rarely published. Although it may be possible to obtain this information on a personal level the time constraints on this research study prevented the researcher accessing this information. Thus, comparison of QA programmes and the relevant HRD practices implemented in Thai public universities and TPUs has not been included in this research plan. This limitation presents a number of suggestions for future research in order to provide a more representative picture of QA implementation and HRD across Thai higher education institutions.

Suggestion Related to Research Methods

The first area of further research could be to develop a quasi-experimental method for comparison of groups or conditions to identify possible relevant phenomena in connection with any aspect of the investigation (Campbell and Stanley, 1966; Cohen et al., 2000; Isaac and Michael, 1995). The investigation could entail an in-depth observation of the specified HRD activities used in promoting quality improvement in TPUs. A TPU which has implemented specified HRD strategies could be chosen to participate in the investigation. Another TPU which has employed the traditional management system would be selected as a control group for the study. This further study would then measure and compare institutional quality performance between the two universities, as a before and after study, to investigate the effectiveness of specified HRD implementation in improving institutional quality performance.

Suggestion Related to Practice

Another area of future research should address staff assessment of HRD practices. A study should examine faculty members' perceptions of academic administrators' roles and responsibilities relevant to HRD practices. This is an important area since administrative staff are the service providers for academics in terms of integration of HRD practices to support staff development activities. In this regard, the differential performance of administrators who obtain 'up-skilling' or professional development would be compared to those who employ traditional Thai-style management. The results, in conjunction with this study's findings, could be used to evaluate the roles and responsibilities of academic administrators as reflected in their quality management approaches and performance. This future research could examine how effective academic staff themselves perceive the institutions' HRD practices and administrative management styles to be and how they have been affected by the QA implementation.

Suggestion Related to Theory Development

This study has focused on three TPUs. The data they provided, while limited, are unique and add to our understanding of Thai higher education. It would build on the findings here to see whether or not the broad trend of the data, as well as the particular specific findings are replicated in Thai public universities. A study of this kind would use a replication procedure (Burns, 2000) and add breadth to our

theoretical and practical knowledge of higher education. Future research should be conducted to investigate the perceptions of the implementation of QA programmes and the importance of HRD activities to support QA in Thai higher education institutions, as perceived by educational administrators in Thai public universities. This would be interesting because public and private universities in Thailand have both implemented QA programmes and have their own management structures. Each Thai public university has its own individual Act, empowering the university council to function as the governing body. In contrast, every TPU has its own council, which is the administrative body responsible for the general functioning of each institution. Each TPU is tightly controlled by the MUA and the Private Higher Education Institutions Act regarding its internal administrative structure. The proposition is that institutional change might be quite different between institutions, particularly in different organisational cultures, as suggest by Hallinger and Kantamara (2000). As a result, this further research could be enhanced by analytical generalisation through replication. This future research would be especially useful if the additional study findings are found to support a given theory and contradict a well-justified rival theory (Burns, 2000; Denscombe, 2001; Gall et al., 1996; Miles and Huberman, 1999).

CONCLUSIONS

The findings of this study lead to some interesting conclusions and speculation about factors that appear to impact significantly on QA implementation and the successful integration of HRD practices for promoting QA in TPUs. In the implementation of QA programmes, HRD had been considered as a conflation of activities rather than as separate activities in this review. The findings indicate that greater attention needs to be given to strategic approaches to HRD policies if they are to play a significant part in supporting successful change and quality improvement. This study argued that the more widely the factors of institutional support, academic administrators' commitment and staff empowerment are implemented, the greater the impact will be on HRD practices. The study also suggested a number of major factors which impact upon QA implementation and the related HRD approaches in TPUs, including bureaucratic management systems and Thai cultural norms and values.

It appears from this research that institutions are adopting a wide range of management changes to encourage high-quality performance and to deal with a culture of corporate modernisation and the development of co-operative administration policy in response to future challenging contexts. Advocacy for management innovation will lead to greater emphasis on and expansion of the roles and responsibilities of educational administrators for integration of HRD practices to support the changing contexts. Successful educational change also requires the ongoing strong implementation of HRD within strategic approaches. These approaches should be linked to academic administrators' responsibilities at all levels of the institution. Effective HRD strategies, which includes quality training and development, should therefore be closely connected with institutional functions, routines and structures. These factors will facilitate individual career development to improve individual, group and institutional quality performance.

Overall, this study has variously supported, confirmed, clarified and extended earlier research in the area of QA in TPUs and in particular considered HRD activities used in promoting QA programmes. Additionally, and importantly the data from this research provide confirmation that the findings of most international research relates to Thai contexts. This study, therefore, can be considered as a pioneer study in understanding the implementation of QA and the accompanying HRD practices in TPUs. The proposed study was timely in that its advice might provide great opportunity—not only for TPUs in particular, but also more widely in the Thai higher education institutions generally—to identify best practices and provide valuable information for all educational administrators. Certainly, more research studies need to be conducted to provide a more representative picture of QA and HRD in Thai higher education institutions. It is therefore hoped that this study may provide future researchers with some initial ideas.

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APPENDICIES

APPENDIX A

THE MINISTRY OF UNIVERSITY AFFAIRS QUALITY ASSURANCE POLICY

THE MINISTRY OF UNIVERSITY AFFAIRS' QUALITY ASSURANCE POLICY

Since its inception over two decades ago, the Ministry of University Affairs (MUA) has always given prime importance to quality issues in higher education. Nevertheless, the implementation tended to focus more on quality control rather than the overall quality assurance (QA) system.

The endeavours to introduce the QA system were realised during the course of the Eighth National Higher Education Development Plan (1997-2001) which has indicated clearly that one of the six main policies is 'Quality and Excellence'. Along with a number of short and long-term strategies, the MUA announced its quality assurance policy and guiding directions on July 8 1996. The policy has stipulated that all universities improve and enhance their efforts for quality of instruction and the academic learning environment. The Policy Announcement is as follows:

1. The Ministry of University Affairs will develop the quality assurance system and mechanisms as an instrument to maintain institutional academic standards. The main principle is for all the higher educations to have quality control system and to consistently improve the performances of all their functions. Such implementation must be based on academic freedom and autonomy as well as public accountability for internationally recognised standards and heightened competitiveness. A subcommittee of educational standards at the higher education level will be established to monitor and administer education standards and accreditation.
2. The MUA will encourage institutions to develop their own internal quality assurance system in order to be a tool to improve quality of their education management. The emphasis is to create an internal quality control mechanism of all the aspects influencing education quality. This allows flexibility for each institution to set up its own internal audit and assessment systems as seen appropriate.
3. The MUA will formulate guiding principles and directions for the start up of actual procedures. Each institution is able to make adjustments and improvements to fit in with its own conditions as so desired.
4. In order for the institutions to gain recognition for its IQA process by agencies in the wider circle and to demonstrate the quality of educational

provision, the MUA will provide mechanisms for quality audits and assessment at the institutional and faculty levels before granting accreditation subsequently.

5. The MUA will support and encourage both public and private higher education institutions including academic or professional associations to participate in quality assurance activities.
6. The MUA will facilitate institutions to widely disseminate their information and the results of institutional quality assurance activities for the public to acknowledge higher educational standards. Such information will also be helpful for students and parents alike to make decisions on selecting desirable institutions. Additionally, it serves as a useful information source for the Government to consider the allocation of budget and resources for institutions, further stimulating continuous quality improvement.

Source: Bureau of Higher Education Standards. (2001). QA @ MUA Thailand. Bangkok: Kurusapa Press.

APPENDIX B

QUALITY FACTORS AND INDICATORS FOR THAI HIGHER EDUCATION

QUALITY FACTORS AND INDICATORS FOR THAI HIGHER EDUCATION

According to Chapter 6 (Educational Standards and Assurance) of the National Education Act 1999, there is a system of educational QA to ensure improvement of educational quality and standards at all levels. Such a system comprises both internal and external QA (section 47). Internal QA is the processes of assessment and monitoring of quality and standards of education from within which are conducted by personnel of the institutions and the MUA. On the other hand, external QA is the processes of assessment and monitoring of quality and standards of the education from outside which are conducted by the Office for National Education Standards and Quality Assessment (ONESQA). The quality factors and indicators for internal and external QA for higher education are presented below.

Quality Factors and Indicators for Internal QA

The following are nine aspects of quality factors for Thai higher education and their corresponding indicators as approved by the Thai Cabinet on March 21, 2000.

Aspect 1: Philosophy, Commitments, Objectives and Implementation Plan

Universities/institutions shall determine clearly their own philosophy, commitments and objectives so as to serve as implementation guidelines.

1. Philosophy, Commitments, Objectives: Each university/institution has determined its philosophy, commitments and objectives clearly as implementations guidelines.
2. Implementation Plan: Each university/institution has formulated its plan in line with its philosophy, commitments and objectives; and activities are undertaken according to the plan in order to achieve the aims set.
3. Evaluation of plans and projects: Each university/institution has made periodic evaluation of the plan and projects to ensure that they correspond with and are abreast of changes.

Aspect 2: Teaching and Learning

Universities/institutions shall provide quality and effective instruction in relation to curriculum, faculty, instructional process, students and other support resources.

1. Curriculum: Each university/institution has developed its curriculum to be responsive to academic and professional needs. Continual evaluation of the curriculum has to be undertaken while curriculum must be administered effectively with periodic revision.
2. Faculty: Each university/institution has its system to recruit, develop and retain its faculty members, who are of high calibre, possess knowledge, experiences and ethical values. Workloads of faculty have to be clearly specified whereas consistent evaluation of their work performances has been conducted to ensure quality and effectiveness of instruction.
3. Instruction process: Each university/institution has carried out effective and quality instruction. Integral into the process are lesson plans, course syllabi, and use of innovative instruction, evaluation of faculty's instruction and students' learning performance.
4. Students: Each university/institution has set up its system effectively for student recruitment, monitoring of student's learning achievement while evaluation of quality of graduates who either further their studies or enter the labour market should be included.
5. Measurement and evaluation: Each university/institution has its systematic learning measurement and evaluation according to acceptable standards.
6. Supporting resources: Each university/institution provides supporting resources to enhance students' learning. Building facilities should be adequate for various forms of instruction, ranging from large and small groups to independent study. There should also be libraries, textbooks in Thai and other foreign languages, computers and instructional materials ample for research. The surroundings and environment should also enhance learning and creativity of students.

Aspect 3: Student Development Activities

Universities/institutions shall formulate a work plan and projects for student development in addition to classroom instruction.

1. Enhancement Activities: Activities should be undertaken to enhance students' wholesome development, be it intellectual, physical, mental or social. The activities introduced aim to inculcate into students disciplines, love for

democracy, environmental protection, ethical and moral values, and a sense of responsibility toward oneself, family, society and community.

2. Advisor system: Each university/institution develops its advisors system to enable this mechanism to promote all dimensions of student development.
3. Career guidance services: Each university/institution assigns a unit to provide advice to students in relation to career and job placements.

Aspect 4: Research

Universities/institutions shall formulate their policies and plans to encourage research studies to produce a new knowledge for instructional and national development.

1. Research policies and plans: Each university/institution has policies and plans as well as supporting systems for the development of new body of knowledge, instructional improvement and application for national growth.
2. Resources to support research projects: Each university/institution allocates resources sufficient to conduct research according to policies and plans set. Additional resources should be sought from external public and private agencies.
3. Research work: Each university/institution develops its database on research for dissemination and transmission of knowledge to society. Research results should be published in academic journals recognised nationally and internationally. There should be a system to transmit new knowledge for economic and social development of the country.

Aspect 5: Academic Service to the Community

Universities/institutions shall set objectives, and develop a work plan for academic services to be offered to the community.

1. Objectives and work plan: Each university/institution has objectives, work plan and projects to offer its academic services to the community.
2. Work plan: Each university/institution has provided academic services to its community in line with the missions of the institution. Periodic evaluation of the implementation should be made to increase efficiency and effectiveness.

Aspect 6: Preservation of Art and Culture

Universities/institutions shall determine objectives and their work plan for preservation of art and culture and implement them accordingly.

1. Objectives and work plan: Each university/institution has objectives, work plan and projects on preservation of art and culture.
2. Implementation: Each university/institution implements activities in line with the objectives and work plan earlier with periodic evaluation for maximum efficiency and effectiveness.

Aspect 7: Administration and Management

Universities/institutions shall implemented dynamic administrative structures with room for adjustments and changes. Innovation and technology shall be brought in to help with the administration and management. These shall be structure and system supporting the undertaking of the four main missions of the institutions.

1. Administrative structure and system: Each university/institution determines administrative structure and system in correspondence with objectives and mission of the university/institution. There exists an effective system to search for, develop and evaluate administrators. Administrators process leadership qualities and uphold favourable moral and ethical values while having vision, knowledge, skills and experiences.
2. Scope of authority of personnel: Each university/institution clearly specifies scope of authority and job description of each person and work position.
3. Selection Procedures: Each university/institution has its effective and quality system to search for, develop and retain qualified personnel. Fair and transparent evaluation and promotion systems are put in place.
4. Information system for decision-making: Each university/institution has established management information system for implementation, planning and decision-making.
5. Participate in administration: Each university/institution allows its personnel to be involved in the administration. A system will be established for them to have a share in planning and decision-making in important missions of the university/institution.

Aspect 8: Finance and Budgeting

Universities/institutions shall mobilise funding resources from various sources to support their operation. There shall be systematic resource allocation and evaluation of budget utilisation.

1. Funding sources: Each university/institution seeks funding resources from sources other than the government funding.
2. Allocation and audit: Each university/institution has an effective system to allocate resources, analyse expenditure and audit budget spending.

Aspect 9: Quality Assurance and Enhancement

Universities/institutions shall develop their QA system and mechanisms to upgrade the quality of education of their respective university/institution.

1. Internal quality assurance: Each university/institution has its internal QA system and mechanisms, comprising quality control, quality audit and quality assessment.
2. External quality assurance: Each university/institution has established its QA system that facilitates audits and assessments by external bodies.

Source: Bureau of Higher Education Standards. (2002a). QA at the crossroads: Roles of MUA. Bangkok: Kurusapa Press.

Quality Factors and Indicators for External QA

External quality assessment for Thai higher education consists of 8 standards and 28 indicators. The standards and key performance indicators (KPIs) of external QA are presented below.

Standard 1: Quality Standard of Graduates

Graduates' qualities should include: the ability to think and perform, the ability to learn and develop independently and the ability to work and live with others happily.

1. Percentage of graduates who can secure jobs within one year, including self-employment and a percentage of graduates who continue their studies at graduate level.
2. Degree of satisfaction of employees, obtained from a survey within one year of course completion.
3. The ratio of number of papers based on the theses of the PhD graduates published in refereed journals, as against the number of the overall PhD theses.
4. The ratio of number of papers based on Master theses published in refereed journals, as against the number of the overall Master theses.

Standard 2: Quality Standard of Teaching and Learning

The aim of teaching and learning with focus on students, with respect to: interest, aptitude, practice, learning from actual experience is to promote students' ability to develop naturally to the fullest extent of their potential.

1. Evidence of educational reform with emphasis on student-centred teaching and learning and the promotion of real experience.
2. Students' view of lectures: effectiveness of teaching and tutorials.
3. The number of students in each activity/project in student affairs, per total number of students.
4. Evidence of research into the development of learning processes.

Standard 3: Quality Standard of Academic Supports

The utilisation of resources including: personnel, budgets, building, premises and utilities, as well as contributions from various sources, both inside and outside the university, for the purpose of supporting the effective management of education.

1. Full Time Equivalent Students per the number of full-time lectures at all levels.
2. Actual operational budget, per one Full Time Equivalent Student.
3. Percentage of full-time academic staff with a PhD degree or equivalent.
4. The number of computers used in teaching and learning, per one Full Time Equivalent Student.
5. The total expense used in the system of Libraries and Information Centre per Full Time Equivalent Student and/or the expenditure on books/journals/information data, per one full time equivalent students.

Standard 4: Quality Standard of Research and Innovation

The results of the research work can be used extensively, and innovations of quality can be distributed, for the development of society and the country.

1. The number of research papers published in journals and creative works per full-time lecturer.
2. The percentage of research work which has been used for teaching and learning, in industry, or in developing the nation.
3. The amount of research funds from external sources, per full-time lecturer, at all levels.
4. The amount of research funds from internal sources per full-time lecturer at all levels.

Standard 5: Quality Standard of Academic Services

Academic services which are used in the development of Community/Society should encourage the dissemination of wisdom and life-long learning in the form of activities and projects which help improve society and the community.

1. The number of activities/projects undertaken as services to society and community, compare with the total number of activities/projects.
2. The number of staff serving as external members of academic/professional/theses committees, compared with the total number of full time lecturers.

Standard 6: Quality Standard of Preservation of Art and Culture

Arrangement of activities for promotion of Art, Culture and Thai wisdom, and the development and creation of standards in Art and Culture.

1. The number of activities in the Preservation of Art and Culture to the total number of activities.
2. Evidence of development and creation of standards in Art and Culture.

Standard 7: Quality Standard of Management and Administration

1. Percentage of salary of all personnel, in proportion to overall operational budget (but not including the salary of administrators and managers in dormitories, hospitals, etc.)
2. Percentage of salary of personnel in administration and management in proportion to the overall operational budget or the number of full time equivalent students per administrators/manager (not including the salary of personnel in dormitories, hospitals, etc.)
3. The expenditure of the central administration and management, in proportion to the overall operational budget (not including the personnel/expenditure in the administration and management of dormitories, hospitals, etc.)
4. Depreciation per full time equivalent student.
5. The percentage of non-income to operation costs

Standard 8: Quality Standard of Internal Quality Assurance System

1. Evidence of system and mechanism for continuous Internal Quality Assurance
2. Effectiveness of the Internal Quality Assurance.

Source:

1. *ONESQA. (2002). The implementation of external assessment for higher education. Bangkok: Jatuthong (in Thai). Translation from the Thai version by Sompit Thongpan, January 2004.*
2. *Pittiyaniwat, S. (2002). The standards and key performance indicators of external quality assurance in higher education in Thailand. Paper presented at the Second Annual SEAAIR Forum, Kuala Lumpur, Malaysia, 24-26 October, 2002.*

APPENDIX C

NUMBER OF STUDENTS AND ACADEMIC STAFF IN THAI PRIVATE UNIVERSITIES/INSTITUTIONS

Number of Students and Academic Staff in Thai Private Universities/Institutions

Private Universities/Institutions	Course Offered ¹ and No. of Students ²				Education Qualification ¹ and No. of Academic Staff ²			
	B	M	D	Total	B	M	D	Total
Asian University of Science and Technology	178	49	-	227	11	18	41	70
Assumption University	17,394	1,974	39	19,362	132	747	311	1,190
Bangkok Thonburi College	1,078	-	-	1,078	3	13	-	16
Bangkok University	25,742	760	20	26,522	474	575	71	1,120
Bundit Asia College	757	-	-	757	5	99	2	106
Bundit Boriarnthurakit College	1,499	38	-	1,537	4	14	-	18
Chaopraya University	1,291	11	-	1,302	28	48	11	87
Christian University	1,466	88	-	1,554	14	114	22	150
Dhurakijpundit University	19,197	1,693	-	20,890	73	332	53	458
Dusit Thani College	1,584	-	-	1,584	10	35	-	45
Eastern Asia University	3,647	443	-	4,090	31	129	33	193
Far Eastern College	1,858	-	-	1,858	10	23	1	34
Hatyai University	4,092	79	-	4,171	18	97	7	122
Huachiew Chalermprakiet University	7,308	167	-	7,475	47	296	32	375
Kasem Bundit University	11,619	261	-	11,880	167	252	27	446
Krirk University	1,858	-	-	1,858	4	151	67	222
Lumnamping College	223	-	-	223	17	31	1	49
Mahanakorn University of Technology	7,535	557	20	8,130	117	189	61	367
Mission College	665	-	-	665	10	43	16	69
North Bangkok College	1,818	57	-	1,875	16	63	9	88
Nivadhana University	1,458	196	-	1,654	13	55	24	92
North-Chiang Mai College	893	85	-	978	31	55	4	90
North-Eastern Polytechnic College	2,212	-	-	2,212	34	107	4	145
North Eastern University	8,066	312	-	8,378	98	146	3	247
Pathumthani College	1,560	-	-	1,560	17	57	16	90
Payap University	7,504	307	-	7,811	101	294	35	430
Phakklang University	1,583	55	-	1,638	16	43	4	63
Rajapark College	477	-	-	477	6	35	1	42
Rangsit University	12,570	856	4	13,430	105	406	98	609
Ratchatani University	2,200	330	-	2,530	32	76	7	115
Ratchatani Udon College of Technology	1,032	140	-	1,172	35	38	-	73
Rattana Bundit University	15,697	119	-	15,816	92	98	8	198
Saengtham College	276	-	-	276	1	22	5	28
Saint John's University	3,209	210	20	3,439	45	117	23	185
Saint Louis College	552	12	-	564	2	71	15	88
Santapol College	568	-	-	568	16	13	-	29
Shinawatra University	60	51	-	111	-	12	11	23
Siam University	13,642	375	-	14,017	83	267	68	418
South-East Asia University	4,295	231	-	4,526	57	195	25	227
Southeast Bangkok College	1,080	-	-	1,080	1	74	32	107
Southern College of Technology	1,175	-	-	1,175	22	43	2	67

Number of Students and Academic Staff in Thai Private Universities/Institutions
(cont.)

Private Universities/Institutions	Course Offered ¹ and No. of Students ²				Education Qualification ¹ and No. of Academic Staff ²			
	B	M	D	Total	B	M	D	Total
Sripatum University	20,183	606	-	20,789	142	358	49	549
Srisophon College	1,436	-	-	1,436	19	42	1	62
Schiller-Stamford International University	243	-	-	243	18	24	10	52
St Theresa-INTI	42	-	-	42	2	17	4	23
Tapee College	1,011	-	-	1,011	19	37	-	56
Thonburi College of Technology	1,268	-	-	1,268	20	56	2	78
Thongsook College	1,010	-	-	1,010	6	25	6	37
University of the Thai Chamber of Commerce	19,898	1,111	-	21,009	29	401	49	479
Vongchavalitkul University	4,130	111	-	4,241	28	89	6	123
Webster University Thailand	140	36	-	176	3	28	19	
Yala Islamic College	664	-	-	664	4	19	2	25
Yonok College	536	130	-	666	22	65	2	89
Total	242,052	11,450	103	253,605	2,310	6,654	1,300	10,264

Note:

1: B = Bachelor's Degree

M = Master's Degree,

D = Doctoral Degree

2: 2003 Figures

Source: Ministry of University Affairs. (2004). Bureau of Private Higher Education.

Retrieved 20 March, 2004, from <http://www.mua.go.th>

APPENDIX D

SURVEY QUESTIONNAIRE

Appendix D.1: Survey Questionnaire in English

Appendix D.2: Survey Questionnaire in Thai

Appendix D.1: Survey Questionnaire in English

QUESTIONNAIRE

Quality Assurance (QA) in Thai Private Universities: The Possible Roles of Human Resource Development (HRD) Practices

This questionnaire is designed to be answered by academic administrators who are involved in the QA programmes from each institution.

The questionnaire contains 4 sections:

Section 1: Biographical Information

Section 2: Using the QA Approaches

Section 3: The Roles of HRD Practices in Support of QA

Section 4: The Roles of HRD Practices Relevant to Administrators

ALL INFORMATION WILL BE TREATED AS STRICTLY CONFIDENTIAL

Section 1: Biographical Information

Directions:

Please tick (✓) the statement representing the correct response and/or write the response in the appropriate spaces.

1. What is your age group? ☐ Less than 30 years ☐ 30 – 34 years
☐ 35 – 39 years ☐ 40 – 44 years
☐ 45 – 49 years ☐ More than 49 years
2. What is your gender? ☐ Female ☐ Male
3. In which institution do you work?
Please specify.....
4. When was your institution established? ☐ Before 1960 ☐ 1960 – 1969
☐ 1970 – 1979 ☐ After 1979
5. What is your current position? ☐ Head of Department ☐ Dean
☐ Director ☐ Assistant to the President
☐ Vice-President ☐ Other. Please specify
.....
6. How long have you held your current position? ☐ Less than 1 year
☐ 1 – 4 years
☐ 5 – 8 years
☐ More than 8 years
7. How long have you worked at this institution? ☐ Less than 5 years
☐ 5 – 9 years
☐ 10 – 14 years
☐ 15 – 19 years
☐ 20 – 24 years
☐ More than 24 years

8. When was the QA programme first implemented in your institution?

- ☐ Less than 1 year
- ☐ 1 – 2 years
- ☐ 3 – 4 years
- ☐ More than 4 years

Section 2: Using the QA Approaches

Directions:

This section of the questionnaire focuses on the QA approaches used in your institution. Please identify your opinion about how well each statement describes your institution **at the present time**.

Please circle one response for each category, where you:

Strongly Agree (SA)	= 5
Agree (A)	= 4
Not Sure (N/S)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

Please circle one response for each category, where you:

Strongly Agree (SA) = 5; Agree (A) = 4; Not Sure (N/S) = 3; Disagree (D) = 2;

Strongly Disagree (SD) = 1

1. LEADERSHIP

The leadership section examines senior administrators' personal leadership and involvement in creating and sustaining a quality focus and clear and visible quality values. Also examined is how quality values are integrated into the institution's management system.

	SA	A	N/S	D	SD
1.1 Senior administrators actively encourage a culture of innovation.....	1	2	3	4	5
1.2 Senior administrators demonstrate involvement in the QA process.....	1	2	3	4	5
1.3 There is a very high degree of trust and respect throughout the institution.....	1	2	3	4	5
1.4 Academics understand and are clear about the mission statement of the institution.....	1	2	3	4	5
1.5 There is a strong focus on team-building and collaboration to motivate high performance among academics.....	1	2	3	4	5
1.6 There is a system of shared values and a reflection process among academics that supports innovation in the QA process.....	1	2	3	4	5
1.7 Senior administrators assist in the review of work unit in the QA programmes.....	1	2	3	4	5
1.8 Senior administrators take action and resolve problems when non-conformity to QA programmes occurs.....	1	2	3	4	5

Are there any other comments you would like to make about the leaderships?

.....

.....

2. STUDENT SATISFACTION

The student satisfaction section examines the institution's relationships with students and its knowledge of student requirements. Also examined are the institution's methods to determine student satisfaction including current and future trends, and levels of satisfaction.

	SA	A	N/S	D	SD
2.1 Student requirements now and in the future are publicised and understood throughout the institution.....	1	2	3	4	5
2.2 The institution provides easy access to students who seek assistance for teaching and learning	1	2	3	4	5
2.3 The institution has processes to monitor the standard of teaching and learning systems	1	2	3	4	5
2.4 The institution proactively seeks and follows up student feedback for improvement of teaching and learning.....	1	2	3	4	5
2.5 The institution understands how quality teaching and learning contribute to student satisfaction levels.....	1	2	3	4	5

Are there any other comments you would like to make about student satisfaction?

.....
.....

3. INSTITUTIONAL STRATEGIC QUALITY PLANNING

The institutional strategic quality planning section examines the institution's planning processes and how all key quality requirements are integrated into overall institutional planning. Also examined are the institution's short-term and long-term QA plans and how quality and performance requirements are deployed in all work units.

	SA	A	N/S	D	SD
3.1 There is a vision statement which has been communicated throughout the institution.....	1	2	3	4	5
3.2 There is a strategic statement which has covered all aspects of the institution's educational functions.....	1	2	3	4	5
3.3 There is comprehensive and structured planning of short and long-terms goals which are set and reviewed.....	1	2	3	4	5

	SA	A	N/S	D	SD
3.4 The planning process always incorporates stakeholder and community needs.....	1	2	3	4	5
3.5 The institution has adequate resources such as financial and personnel, in support of all work units in the QA programme	1	2	3	4	5

Are there any other comments you would like to make about the institution's strategic quality planning?

.....

.....

4. QA MANAGEMENT and INSTITUTIONAL QA MECHANISMS

The QA management and institutional QA mechanisms section examines the systematic processes used by the institution to conduct the QA programme. Also examined are the key elements of process management, including systematic institutional QA mechanisms consisting of: quality control, quality audit, and quality assessment.

	SA	A	N/S	D	SD
4.1 Academics demonstrate that quality of teaching, research and community services are their responsibility.....	1	2	3	4	5
4.2 Academics demonstrate that continuous improvement is their responsibility.....	1	2	3	4	5
4.3 Knowledge about improvement is shared with relevant academics.....	1	2	3	4	5
4.4 Academics focus on prevention of problems rather than reacting to problems.....	1	2	3	4	5
4.5 The institution has well established mechanisms to measure the achievement of its QA programme.....	1	2	3	4	5
4.6 The institution regularly uses detailed performance indicators and criteria to assess quality control, quality audit and quality assessment.....	1	2	3	4	5
4.7 The institution improves processes to achieve better quality and performance	1	2	3	4	5

Are there any other comments you would like to make about the QA and the institutional mechanisms?

.....

.....

5. INSTITUTIONAL STRUCTURES and INFORMATION SYSTEMS

The institutional structures and information systems section examines the institution's structure and how to use the data and information to achieve better quality and improve performance.

	SA	A	N/S	D	SD
5.1 The institutional structures are flexible and designed to facilitate the QA processes.....	1	2	3	4	5
5.2 Information flows freely between departments and faculties.....	1	2	3	4	5
5.3 Information is reliable, consistent, timely and easily accessible.....	1	2	3	4	5
5.4 Data and information are used to inform decisions regarding the improvement of quality performance.....	1	2	3	4	5
5.5 The institution has effective 'two- way' communication systems.....	1	2	3	4	5

Are there any other comments you would like to make about the institutional structures and/or the quality information systems?

.....

.....

6. HUMAN RESOURCE SYSTEMS

The human resource systems section examines the key elements of how the institution develops and realises the full potential of its staff to facilitate the institution's quality and performance objectives.

	SA	A	N/S	D	SD
6.1 The concept of 'continuous improvement' is well understood in this institution.....	1	2	3	4	5
6.2 Academics are encouraged to offer ideas for improving the quality of the institution.....	1	2	3	4	5
6.3 Academics are strongly committed to the QA process in the institution	1	2	3	4	5
6.4 The institution has an ongoing training and development programme including career path planning for it staff	1	2	3	4	5
6.5 The institution provides opportunities for reward systems in support of institutional quality.....	1	2	3	4	5

	SA	A	N/S	D	SD
6.6 Performance appraisal is regularly measured and used for ‘continuous improvement’	1	2	3	4	5

Are there any other comments you would like to make about the human resource systems?

.....

.....

Section 3: The Roles of HRD Practices in Support of QA

Initial Statement Defining HRD Practices:

The term “HRD practices” should be understood to mean the area of organised learning experiences provided for employees within a specific period of time to bring about the possibility of performance improvement and/or personal growth. It does not refer to the roles of specific HRD practitioners. It can be defined as a set of activities designed by an organisation to provide its staff with the necessary skills, knowledge and abilities that will contribute to making individuals more effective at work. There are three major areas comprising:

Training: Learning focused on the present job

Education: Learning provided to improve performance on a future job or to enable one to accept more responsibility

Development: Learning focused on the growth of the individual and the organisation, that is not related to a present or future job

These practices can be implemented by three functions: training and development, organisation development, and individual’s career development.

Directions:

The purpose of this section of the questionnaire is to obtain your views on HRD practices to support QA within your institution **at the present time.**

Please circle one response for each category, where you:

Strongly Agree (SA) = 5

Agree (A) = 4

Not Sure (N/S) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

Please circle one response for each category, where you:

Strongly Agree (SA) = 5; Agree (A) = 4; Not Sure (N/S) = 3; Disagree (D) = 2;

Strongly Disagree (SD) = 1

	SA	A	N/S	D	SD
1. The human resource plans for issues such as recruitment, training, education, development, involvement, empowerment and recognition are derived from institutional strategic planning.....	1	2	3	4	5
2. The institution strives continually to improve personnel practices and monitor that improvement with key performance indicators.....	1	2	3	4	5
3. The institution uses staff-related data to improve the effectiveness of the staff at all organisational levels.....	1	2	3	4	5
4. The institution has specific mechanisms to promote staff contributions to QA and performance objectives.....	1	2	3	4	5
5. The institution has mechanisms to provide feedback, both individual and group, on QA processes.....	1	2	3	4	5
6. The institution has mechanisms to increase staff empowerment, responsibility and innovation.....	1	2	3	4	5
7. The institution has performance criteria to evaluate and improve staff involvement at all organisational level.....	1	2	3	4	5
8. The institution conducts skill assessment for academics and uses the results to develop training and development programmes that improve their skills, knowledge and abilities.....	1	2	3	4	5
9. The institution provides quality-related training for new and existing faculty members.....	1	2	3	4	5
10. The institution has a process in place for translating staff expectations and goals into human resource development plans.....	1	2	3	4	5
11. The institution evaluates effectiveness training and development programmes.....	1	2	3	4	5
12. The institution monitors job performance and delivery systems.....	1	2	3	4	5
13. The institution's performance, recognition, promotion, remuneration, reward and feedback systems support QA and performance objectives.....	1	2	3	4	5

	SA	A	N/S	D	SD
14. The institution encouraged cooperation, participation and teamwork in QA processes.....	1	2	3	4	5
15. Staff development efforts support changes in technology, improved quality, change in work processes and institutional restructuring.....	1	2	3	4	5
16. There is an effective system of self-evaluation of the effectiveness of training and development.....	1	2	3	4	5
17. The institution support services to academics in order to maintain positive employee relations.....	1	2	3	4	5

Section 4: The Roles of HRD Practices Relevant to Administrators

This section of the questionnaire focuses on the actual, ideal and forecast future responsibilities for your current position and responsibility relevant to HRD practices in support of QA in your institution. For each item please respond with your level of agreement regarding the relationship of the responsibility areas to:

- your current **actual** practices
- the practices you would **ideally** like to be assuming now; and
- your **forecast** on the practices which will be associated with this position in the next 3-5 years

There are three possible responses for each item:

1. Practice is an important component of your position.
2. Practice is a component of your position, but not essential.
3. Practice is not a component of your position.

Directions:

Please read each statement carefully, then circle the response which conforms most closely to your viewpoint in the three responsibility areas of your actual practice, ideal practice and forecast future practice, where the practices are:

An important component of your position	= 1
A component of your position, but not essential	= 2
Not a component of your position	= 3

Please read each statement carefully, then circle the response which conforms most closely to your viewpoint in the three responsibility areas of: your actual role, ideal role and forecast future practice, where the practices are:

An important component your position = 1

A component of your position, but not essential = 2

Not a component of your position = 3

HRD Practices Relevant to Administrators	Actual Practice	Ideal Practice	Future Practice
1. Identify the institution/faculty/department's mission related to quality objectives.	1 2 3	1 2 3	1 2 3
2. Determine the activities required of academics to achieve the QA objectives.	1 2 3	1 2 3	1 2 3
3. Analyse and list the competencies, such as skills, knowledge and abilities, needed by academics in order to produce workplace behaviours that result	1 2 3	1 2 3	1 2 3
4. Provide academics with the resources necessary for development, including on-the-job experience, training, and education.	1 2 3	1 2 3	1 2 3
5. Support professional career development for academics.	1 2 3	1 2 3	1 2 3
6. Provide advice and support teams and academics with the opportunity to analyse and improve internal processes.	1 2 3	1 2 3	1 2 3
7. Provide organisational development by determining and implementing strategies for change to influence and support changes in organisational behaviour, and assist in resolving conflicts.	1 2 3	1 2 3	1 2 3
8. Keep academics informed and involved, and create teams focused on quality improvement projects.	1 2 3	1 2 3	1 2 3
9. Delegate responsibility and authority downward so that academics are not just doing what they are told, but are taking the initiative to try to improve quality.	1 2 3	1 2 3	1 2 3

Please read each statement carefully, then circle the response which conforms most closely to your viewpoint in the three responsibility areas of: your actual role, ideal role and forecast future role, where the roles and activities are:

An important component your position = 1

A component of your position, but not essential = 2

Not a component of your position = 3

HRD Practices Relevant to Administrators	Actual Practice	Ideal Practice	Future Practice
10. Identify differences in quality performance between the institution/faculty/department's interpretation of "ideal quality", and where the institution/faculty/department is now.	1 2 3	1 2 3	1 2 3
11. Design, develop and deliver the necessary quality training to meet the concept of 'continuous improvement'.	1 2 3	1 2 3	1 2 3
12. Evaluate the impact of quality training that the institution /faculty/department has achieved.	1 2 3	1 2 3	1 2 3
13. Provide a system for maintaining the desired quality performance after training by reinforcement and minimising constraints.	1 2 3	1 2 3	1 2 3
14. Provide open and honest ongoing performance feedback in terms of quality improvement principles.	1 2 3	1 2 3	1 2 3
15. Other. (Please specify)			

Thank you for your assistance with this questionnaire. Please place it in the addressed envelope and post it as shown to: Ms Sompit Thongpan, Faculty of Business Administration, Payap University, Chiang Mai, 50000.

Appendix D.2: Survey Questionnaire in Thai

แบบสอบถาม

การประกันคุณภาพการศึกษา ของมหาวิทยาลัยเอกชนในประเทศไทย:
บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคล

Quality Assurance (QA) in Thai Private Universities: The Possible Roles of Human Resource Development (HRD) Practices

แบบสอบถามนี้จัดทำขึ้นเพื่อการตอบคำถามสำหรับผู้บริหารงานด้านวิชาการที่มีหน้าที่เกี่ยวข้องกับการดำเนินงานการประกันคุณภาพการศึกษาของแต่ละสถาบัน

แบบสอบถามนี้แบ่งออกเป็น 4 ส่วน

- ส่วนที่ 1: ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม
- ส่วนที่ 2: การใช้รูปแบบการประกันคุณภาพ (QA Approaches)
- ส่วนที่ 3: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคลในการสนับสนุนการประกันคุณภาพการศึกษา
- ส่วนที่ 4: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคลที่เกี่ยวข้องกับผู้บริหาร

ข้อมูลทั้งหมดจะถูกเก็บเป็นความลับอย่างเข้มงวด

ส่วนที่ 1: ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณาใส่เครื่องหมาย ✓ ลงในข้อที่สอดคล้องกับความเป็นจริง และ/หรือเขียนคำตอบลงในช่องว่างที่จัดเตรียมไว้ให้

1. อายุของท่านอยู่ในช่วงใด
☐ ต่ำกว่า 30 ปี ☐ 30-34 ปี
☐ 35 – 39 ปี ☐ 40 – 44 ปี
☐ 45 – 49 ปี ☐ มากกว่า 49 ปี
2. เพศ
☐ หญิง ☐ ชาย
3. ท่านทำงานอยู่ในสถาบันใด (โปรดระบุ).....
4. สถาบันของท่านก่อตั้งขึ้นเมื่อใด
☐ ก่อนปี 1960 ☐ 1960 – 1969
☐ 1970 – 1979 ☐ หลังปี 1979
5. ตำแหน่งงานในปัจจุบันของท่าน คือตำแหน่งใด
☐ หัวหน้าภาควิชา
☐ คณบดี
☐ ผู้อำนวยการ
☐ ผู้ช่วยอธิการบดี
☐ รองอธิการบดี
☐ อื่นๆ (โปรดระบุ).....
6. ท่านทำงานอยู่ในตำแหน่งปัจจุบัน เป็นเวลานานเท่าใด
☐ น้อยกว่า 1 ปี ☐ 1 – 4 ปี
☐ 5 – 8 ปี ☐ มากกว่า 8 ปี
7. ท่านทำงานที่สถาบันแห่งนี้ เป็นเวลานานเท่าใด
☐ น้อยกว่า 5 ปี ☐ 5 – 9 ปี
☐ 10 – 14 ปี ☐ 15 – 19 ปี
☐ 20 – 24 ปี ☐ มากกว่า 24 ปี
8. สถาบันของท่านเริ่มดำเนินการประกันคุณภาพการศึกษาเป็นเวลานานเท่าใด
☐ น้อยกว่า 1 ปี ☐ 1 – 2 ปี
☐ 3 – 4 ปี ☐ มากกว่า 4 ปี

ส่วนที่ 2: การใช้รูปแบบการประกันคุณภาพ (QA Approaches)

คำชี้แจง: แบบสอบถามในส่วนนี้ จะมุ่งเน้นที่รูปแบบการประกันคุณภาพ (QA Approaches) ที่ใช้ในสถาบันของท่าน กรุณาแสดงความคิดเห็นเกี่ยวกับสถาบันของท่านในสถานการณ์ปัจจุบัน โดยวงกลมคำตอบเพียง 1 คำตอบในแต่ละข้อ เมื่อท่านมีความเห็นว่า

เห็นด้วยอย่างยิ่ง	=	5
เห็นด้วย	=	4
ไม่แน่ใจ	=	3
ไม่เห็นด้วย	=	2
ไม่เห็นด้วยอย่างยิ่ง	=	1

1. ภาวะผู้นำ: จะพิจารณาในเรื่องความเป็นผู้นำของผู้บริหารระดับสูง ซึ่งเกี่ยวข้องกับการสร้างสรรค์ และ ธำรงรักษาไว้ ซึ่งคุณภาพ รวมทั้งมีความเข้าใจอย่างชัดเจนในเรื่องคุณประโยชน์ของคุณภาพ และการ ดำเนินการให้คุณประโยชน์ดังกล่าวผสมผสานเข้ากับการบริหารงานของสถาบัน
 - 1.1 ผู้บริหารระดับสูงมีส่วนร่วมในการกระตุ้นให้เกิด

การพัฒนาแนวคิดใหม่ๆ.....	5	4	3	2	1
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 - 1.2 ผู้บริหารระดับสูงแสดงออกให้เห็นว่ามีส่วนร่วม

ในกระบวนการของการประกันคุณภาพ	5	4	3	2	1
-------------------------------------	---	---	---	---	---
 - 1.3 มีความไว้วางใจ และการยอมรับนับถือซึ่งกันและกันมาก

ในสถาบันแห่งนี้.....	5	4	3	2	1
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 - 1.4 คณาจารย์มีความเข้าใจอย่างชัดเจนเกี่ยวกับ

ภาระกิจ (Mission) ของสถาบัน.....	5	4	3	2	1
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 - 1.5 มีจุดร่วมที่แข็งแกร่งในการสร้างทีมงาน และความร่วมมือ

ระหว่างคณาจารย์เพื่อก่อให้เกิดผลการปฏิบัติงานที่ดีขึ้น.....	5	4	3	2	1
---	---	---	---	---	---
 - 1.6 มีระบบการสร้างคุณค่าร่วม (Shared Values) และ

กระบวนการที่ให้นุมองสะท้อนกลับ (Feedback)					
ระหว่างคณาจารย์ เพื่อเป็นการสนับสนุนให้เกิดการพัฒนา					
แนวคิดใหม่ๆ ในกระบวนการของการประกันคุณภาพ.....	5	4	3	2	1
 - 1.7 ผู้บริหารระดับสูง มีส่วนช่วยเหลือในการวิเคราะห์ตรวจสอบ

หน่วยงานที่อยู่ในการดำเนินงานประกันคุณภาพ.....	5	4	3	2	1
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 - 1.8 ผู้บริหารระดับสูง มีบทบาทในการช่วยแก้ไขปัญหามี

ข้อขัดแย้งที่ตกลงกันไม่ได้เกิดขึ้นในการดำเนินงาน					
ประกันคุณภาพ.....	5	4	3	2	1

หากท่านมีความคิดเห็นอื่นๆ เพิ่มเติมเกี่ยวกับ “ภาวะผู้นำ” กรุณาระบุ

.....

2. ความพึงพอใจของนักศึกษา: จะพิจารณาถึงความสัมพันธ์ระหว่างสถาบันกับนักศึกษาและความรู้ความเข้าใจของสถาบันที่เกี่ยวกับความต้องการของนักศึกษา รวมถึงวิธีการที่ทำให้สถาบันทราบถึงแนวโน้ม และระดับความพึงพอใจของนักศึกษาทั้งในช่วงเวลาปัจจุบันและในอนาคต
- 2.1 ความต้องการของนักศึกษาทั้งในช่วงเวลาปัจจุบัน
และในอนาคต ได้รับการเผยแพร่ และมีความเข้าใจ
อย่างทั่วถึงในสถาบัน..... 5 4 3 2 1
- 2.2 สถาบันพร้อมที่จะให้ความสะดวกแก่นักศึกษาที่ต้องการ
คำแนะนำ และความช่วยเหลือด้านการเรียน การสอน..... 5 4 3 2 1
- 2.3 สถาบันมีกระบวนการในการควบคุมมาตรฐาน
ของระบบการเรียน การสอน..... 5 4 3 2 1
- 2.4 สถาบันมีความมุ่งมั่นที่จะแสวงหา และติดตาม
มุมมองสะท้อนกลับ (Feedback) จากนักศึกษา
เพื่อนำไปใช้ในการปรับปรุงการเรียน การสอน..... 5 4 3 2 1
- 2.5 สถาบันมีความเข้าใจดีว่า คุณภาพของการเรียน การสอน
มีผลต่อระดับความพึงพอใจของนักศึกษา..... 5 4 3 2 1
หากท่านมีความคิดเห็นอื่นๆ เพิ่มเติมเกี่ยวกับ “ความพึงพอใจของนักศึกษา” กรุณาระบุ
.....
3. การวางแผนกลยุทธ์ด้านคุณภาพของสถาบัน: จะพิจารณาถึงกระบวนการวางแผนงานของสถาบัน และวิธีการนำปัจจัยสำคัญที่ทำให้เกิดคุณภาพ มาผสมผสานเข้ากับแผนงานหลักของสถาบัน รวมทั้งการพิจารณาการจัดทำแผนงานด้านการประกันคุณภาพ ทั้งในระยะสั้นและระยะยาว และวิธีการที่จะทำให้เกิดผลงานที่มีคุณภาพในทุกหน่วยงาน
- 3.1 มีการกำหนดวิสัยทัศน์ (Vision) ซึ่งสื่อสารให้ทราบ
อย่างทั่วถึงในสถาบัน..... 5 4 3 2 1
- 3.2 มีการกำหนดกลยุทธ์ซึ่งครอบคลุมภารกิจ
ด้านการศึกษาทุกด้านของสถาบัน..... 5 4 3 2 1
- 3.3 มีแผนงานที่ชัดเจน และครอบคลุมงานทุกด้านโดยประกอบ
ด้วยเป้าหมายซึ่งมีการกำหนดและทบทวนแผนงาน ทั้งในระยะสั้น
และระยะยาว..... 5 4 3 2 1
- 3.4 กระบวนการวางแผนมีความสอดคล้องกับความต้องการ
ของผู้ร่วมผลประโยชน์ (Stakeholder) และชุมชน..... 5 4 3 2 1
- 3.5 สถาบันมีทรัพยากร เช่นทางด้านการเงินและบุคลากรเพียงพอที่จะ
สนับสนุนทุกหน่วยงานในการดำเนินงานประกันคุณภาพ..... 5 4 3 2 1
หากท่านมีความคิดเห็นอื่นๆ เพิ่มเติมเกี่ยวกับ “การวางแผนกลยุทธ์ด้านคุณภาพของสถาบัน” กรุณาระบุ
.....

4. การบริหารงานประกันคุณภาพและกลไกในการประกันคุณภาพของสถาบัน: จะพิจารณาถึงกระบวนการที่ใช้ในการดำเนินงานประกันคุณภาพการศึกษา โดยจะพิจารณาถึงองค์หลักที่ใช้ในกระบวนการบริหาร รวมทั้งกลไกในการประกันคุณภาพของสถาบัน ซึ่งประกอบด้วยการควบคุมคุณภาพ (Quality Control) การตรวจสอบคุณภาพ (Quality Audit) และการประเมินคุณภาพ (Quality Assessment)					
4.1	พิจารณาตรวจสอบให้เห็นว่า คุณภาพของการสอน การวิจัย และการบริการชุมชน คือความรับผิดชอบของคณาจารย์.....	5	4	3	2 1
4.2	คณาจารย์แต่ละคนออกให้เห็นว่า “การปรับปรุงอย่างสม่ำเสมอ” (Continuous Improvement) คือความรับผิดชอบของคณาจารย์.....	5	4	3	2 1
4.3	มีการแบ่งปันความรู้เกี่ยวกับกระบวนการปรับปรุงคุณภาพในหมู่นักอาจารย์.....	5	4	3	2 1
4.4	คณาจารย์ให้ความสามารถในการป้องกันปัญหา มากกว่าที่จะคอยให้เกิดปัญหาแล้วจึงทำการแก้ไข.....	5	4	3	2 1
4.5	สถาบันมีกลไกที่ดีในการประเมินผลสัมฤทธิ์ของการดำเนินงานประกันคุณภาพ.....	5	4	3	2 1
4.6	สถาบันใช้ดัชนีและเกณฑ์ประเมินผลเป็นเครื่องมือในการควบคุมคุณภาพ การตรวจสอบคุณภาพ และการประเมินคุณภาพ.....	5	4	3	2 1
4.7	สถาบันมีการปรับปรุงกระบวนการทำงาน เพื่อนำไปสู่คุณภาพ และผลการทำงานที่ดี.....	5	4	3	2 1
หากท่านมีความเห็นอื่นๆเพิ่มเติมเกี่ยวกับ “การบริหารงานประกันคุณภาพ และกลไกในการประกันคุณภาพของสถาบัน” กรุณาระบุ					
.....					
5. โครงสร้างของสถาบัน และระบบสารสนเทศ: จะพิจารณาถึงโครงสร้างขององค์กร และการใช้ประโยชน์จากสารสนเทศเพื่อการปรับปรุงคุณภาพและผลการทำงานในท้องถิ่น					
5.1	โครงสร้างของสถาบันมีความยืดหยุ่น และออกแบบเพื่อให้สอดคล้องกับกระบวนการประกันคุณภาพ.....	5	4	3	2 1
5.2	สารสนเทศในการให้ข้อมูลมีอยู่อย่างเพียงพอต่อความต้องการต่างๆ.....	5	4	3	2 1
5.3	สารสนเทศมีความน่าเชื่อถือ ง่ายต่อที่คนในสถาบันและคณะต่างๆ.....	5	4	3	2 1
5.4	ข้อมูลและสารสนเทศถูกนำมาใช้ในการตัดสินใจเพื่อนำไปสู่การปรับปรุงคุณภาพของการปฏิบัติงาน.....	5	4	3	2 1
5.5	สถาบันมีระบบการสื่อสารแบบ “สองทาง” (Two-way Communication) ที่มีประสิทธิภาพ.....	5	4	3	2 1
หากท่านมีความเห็นอื่นๆเพิ่มเติมเกี่ยวกับ “โครงสร้างของสถาบัน และระบบสารสนเทศ” กรุณาระบุ					
.....					

6. ระบบทรัพยากรบุคคล: จะพิจารณาในเรื่องปัจจัยหลักที่สถาบันใช้ในการพัฒนา และ เพิ่มศักยภาพของคณาจารย์ เพื่อให้เป็นผู้มีความรู้ ความสามารถและมีส่วนช่วยให้บรรลุเป้าหมายในการพัฒนาคุณภาพของสถาบัน

6.1 ในสถาบันมีความเข้าใจในเรื่อง “การปรับปรุงอย่างต่อเนื่อง”

(Continuous Improvement) เป็นอย่างดี..... 5 4 3 2 1

6.2 คณาจารย์ได้รับการกระตุ้นให้มีการนำเสนอแนวความคิด

เพื่อการปรับปรุงคุณภาพของสถาบัน..... 5 4 3 2 1

6.3 คณาจารย์มีความเต็มใจที่จะทุ่มเทการทำงานให้กับ

การดำเนินงานประกันคุณภาพของสถาบัน..... 5 4 3 2 1

6.4 สถาบันมีแผนงานด้านการฝึกอบรมและพัฒนาบุคลากร

รวมทั้งการวางแผนการพัฒนาอาชีพ (Career Path)

สำหรับคณาจารย์..... 5 4 3 2 1

6.5 สถาบันมีระบบการให้รางวัลตอบแทน เพื่อเป็นการสนับสนุน

ให้เกิดคุณภาพของงานในสถาบัน..... 5 4 3 2 1

6.6 มีการประเมินผลการปฏิบัติงานอย่างสม่ำเสมอ และนำผล

การประเมินดังกล่าวไปใช้เพื่อ “การปรับปรุงอย่างต่อเนื่อง”..... 5 4 3 2 1

หากท่านมีความคิดเห็นอื่นๆ เพิ่มเติม เกี่ยวกับ “ระบบทรัพยากรบุคคล” กรุณาระบุ

.....

ส่วนที่ 3: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคลในการสนับสนุนการประกันคุณภาพการศึกษา

ความหมายเบื้องต้นของ “กิจกรรมด้านการพัฒนาทรัพยากรบุคคล”

“กิจกรรมด้านการพัฒนาทรัพยากรบุคคล” หมายถึงวิธีการและรูปแบบที่องค์กรนำมาใช้เพื่อการสร้างประสบการณ์การเรียนรู้ให้เกิดขึ้นกับบุคลากรภายในช่วงเวลาหนึ่งๆ เพื่อนำไปปรับปรุงพัฒนาการทำงาน และ/หรือเพื่อ การพัฒนาตัวบุคลากรเอง ทั้งนี้ความหมายดังกล่าวไม่ได้เจาะจงถึงบทบาทของผู้ปฏิบัติงานด้านการพัฒนาทรัพยากรบุคคลโดยตรง แต่หมายถึงกิจกรรมที่กำหนดโดยองค์กร เพื่อเป็นการเตรียมการให้บุคลากรขององค์กรนั้นมีทักษะ ความรู้ ความสามารถที่จำเป็น ซึ่งจะทำให้บุคลากรสามารถทำงาน ได้อย่างมีประสิทธิภาพ

ขอบเขตของกิจกรรมด้านการพัฒนาทรัพยากรบุคคล ประกอบด้วย

การฝึกอบรม (Training)	หมายถึง การเรียนรู้ที่เกี่ยวข้องกับงานปัจจุบัน
การศึกษา (Education)	หมายถึง การเรียนรู้ เพื่อเป็นการเตรียมการสำหรับงานในอนาคต หรือเพื่อให้มีความพร้อมที่จะรับผิดชอบในตำแหน่งที่สูงขึ้น
การพัฒนา (Development)	หมายถึง การเรียนรู้ที่เน้นการพัฒนาที่ตัวของบุคลากร และองค์กร ซึ่ง ไม่เกี่ยวข้องกับงานปัจจุบัน หรืออนาคต

แนวปฏิบัติเหล่านี้ สามารถที่จะดำเนินการ โดยภาระกิจ 3 ด้านคือ การฝึกอบรม และการพัฒนา (Training and Development) การพัฒนาองค์การ (Organisation Development) และการพัฒนาวิชาชีพของบุคลากร (Individual Career Development)

คำชี้แจง: แบบสอบถามในส่วนนี้มีวัตถุประสงค์เพื่อทราบความคิดเห็นของท่าน เกี่ยวกับบทบาทของกิจกรรม
ด้านการพัฒนาทรัพยากรบุคคลในการสนับสนุนการประกันคุณภาพการศึกษาในสถาบันของท่าน
ในสถานการณ์ปัจจุบัน

กรุณาวางกลมคำตอบเพียง 1 คำตอบในแต่ละข้อ เมื่อท่านมีความเห็นว่า

เห็นด้วยอย่างยิ่ง	=	5
เห็นด้วย	=	4
ไม่แน่ใจ	=	3
ไม่เห็นด้วย	=	2
ไม่เห็นด้วยอย่างยิ่ง	=	1

1. แผนงานด้านทรัพยากรบุคคล เช่นการสรรหา การฝึกอบรม
การศึกษา การพัฒนา การให้บุคลากรมีส่วนร่วมในการตัดสินใจ
และการยอมรับในตัวบุคลากร เป็นส่วนหนึ่งของการวางแผนกลยุทธ์
ของสถาบัน..... 5 4 3 2 1
2. สถาบันมีความพยายามอยู่ตลอดเวลาที่จะปรับปรุง
วิธีการทำงานของคณาจารย์ โดยมีการตรวจสอบการทำงาน
ภายใต้ดัชนีบ่งชี้คุณภาพ (Key Performance Indicators)
เพื่อการปรับปรุงและพัฒนางาน 5 4 3 2 1
3. สถาบันได้ใช้ข้อมูลที่เกี่ยวข้องกับคณาจารย์ เพื่อปรับปรุง
ประสิทธิภาพการทำงานของคณาจารย์ในทุกระดับขององค์กร..... 5 4 3 2 1
4. สถาบันมีกลไกที่ช่วยส่งเสริมให้คณาจารย์ได้ทุ่มเทให้กับ
การทำงาน เพื่อให้บรรลุเป้าหมายของการประกันคุณภาพ..... 5 4 3 2 1
5. สถาบันมีกลไกที่ช่วยในการให้มุมมองสะท้อนกลับ (Feedback)
แก่คณาจารย์และกลุ่มทำงาน ในกระบวนการดำเนินงาน
ประกันคุณภาพ..... 5 4 3 2 1
6. สถาบันมีกลไกที่เพิ่มการกระจายอำนาจการตัดสินใจ
ความรับผิดชอบ และความคิดริเริ่มใหม่ๆ ให้แก่คณาจารย์..... 5 4 3 2 1
7. สถาบันมีมาตรฐานการปฏิบัติงาน ที่นำมาใช้เพื่อการประเมินผล
และการปรับปรุงการทำงานของคณาจารย์ในทุกระดับขององค์กร..... 5 4 3 2 1
8. สถาบันมีการประเมินทักษะความสามารถ (Skill Assessment)
ของคณาจารย์ และ ใช้ผลการประเมินดังกล่าวเป็นส่วนหนึ่ง
ในการจัดทำแผนพัฒนาและฝึกอบรม เพื่อที่จะพัฒนาทักษะ
ความรู้ ความสามารถ ของคณาจารย์..... 5 4 3 2 1
9. สถาบันจัดให้มีการฝึกอบรมเรื่องเกี่ยวกับ “คุณภาพ”
แก่คณาจารย์ทั้งเก่าและใหม่..... 5 4 3 2 1

10. สถาบันมีกระบวนการที่ช่วยในการถ่ายทอดความต้องการ และจุดมุ่งหมายของคณาจารย์ มาสู่แผนงานด้านการพัฒนา ทรัพยากรบุคคล.....	5	4	3	2	1
11. สถาบันมีการประเมินผลสัมฤทธิ์ของการฝึกอบรมและพัฒนา.....	5	4	3	2	1
12. สถาบันมีระบบการติดตาม และประเมินผลการปฏิบัติงาน	5	4	3	2	1
13. สถาบันมีระบบของการยอมรับในตัวคณาจารย์ การเลื่อนตำแหน่ง การให้ค่าตอบแทน การให้รางวัล และการให้มุมมองสะท้อนกลับ (Feedback) เพื่อสนับสนุน ให้บรรลุเป้าหมายของการประกันคุณภาพ.....	5	4	3	2	1
14. สถาบันกระตุ้นให้เกิดความร่วมมือ การมีส่วนร่วม และการทำงานเป็นทีม ในกระบวนการของการประกันคุณภาพ.....	5	4	3	2	1
15. การพัฒนาบุคลากรมีส่วนช่วยให้เกิดการเปลี่ยนแปลงด้านวิชาการใหม่ๆ การปรับปรุงคุณภาพ การเปลี่ยนแปลงของกระบวนการทำงาน และการปรับเปลี่ยนโครงสร้างของสถาบัน.....	5	4	3	2	1
16. มีระบบการประเมินผลตนเอง (Self-evaluation) ที่มีประสิทธิภาพ เพื่อผลสัมฤทธิ์ของการฝึกอบรมและพัฒนา.....	5	4	3	2	1
17. สถาบันให้การบริการ สนับสนุนในด้านต่างๆ แก่คณาจารย์ เพื่อที่จะธำรงรักษาไว้ซึ่งความสัมพันธ์ที่ดีของคณาจารย์.....	5	4	3	2	1

ส่วนที่ 4: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคลที่เกี่ยวข้องกับผู้บริหาร

แบบสอบถามในส่วนนี้ จะมุ่งเน้นวิเคราะห์ความรับผิดชอบของท่านในส่วนที่เกี่ยวข้องกับกิจกรรมด้าน

การพัฒนาทรัพยากรบุคคลในการสนับสนุนการประกันคุณภาพการศึกษาในสถาบันของท่าน ทั้งนี้ กิจกรรมดังกล่าว จะพิจารณาจากสิ่งที่ท่านปฏิบัติอยู่ในปัจจุบัน สิ่งที่จะปฏิบัติในอุดมคติซึ่งท่านคิดว่าควรจะเป็น และสิ่งที่ท่านคาดการณ์ว่าควรจะปฏิบัติในอนาคต

โปรดประเมินว่า ระดับความสำคัญของความรับผิดชอบของท่านมีเพียงใด ในขอบเขตของแนวปฏิบัติต่อไปนี้:

- แนวปฏิบัติที่ท่านปฏิบัติอยู่ในปัจจุบัน
- แนวปฏิบัติที่เป็นแนวคิดในอุดมคติที่ท่านคิดว่าท่านควรจะปฏิบัติ
- แนวปฏิบัติที่ท่านคาดการณ์ว่าจะมีส่วนเกี่ยวข้องกับงานของท่านในอีก 3 – 5 ปี ข้างหน้า

น้ำหนักของสำคัญของกิจกรรมด้านการพัฒนาทรัพยากรบุคคลที่เกี่ยวข้องกับท่านแบ่งเป็น

1. กิจกรรมที่เป็นส่วนประกอบสำคัญของตำแหน่งงานของท่าน
2. กิจกรรมที่เป็นส่วนประกอบของตำแหน่งงานของท่าน แต่ไม่มีความสำคัญ
3. กิจกรรมที่ไม่เป็นส่วนประกอบสำคัญของตำแหน่งงานของท่าน

คำชี้แจง: กรุณาอ่านแต่ละข้อโดยละเอียด และเลือกวงกลมคำตอบที่สอดคล้องกับความเห็นของท่านมากที่สุด

ในขอบเขตของความรับผิดชอบของตำแหน่งงานของท่านซึ่งเกี่ยวข้องกับ “กิจกรรมด้านการพัฒนาทรัพยากรบุคคล” ที่ท่านปฏิบัติอยู่ในปัจจุบัน ที่เป็นแนวคิดในอุดมคติที่ท่านคิดว่าควรจะเป็น

ในปัจจุบัน และการคาดการณ์ในอนาคต โดยมีน้ำหนักความสำคัญดังนี้

เป็นส่วนประกอบสำคัญของตำแหน่งงานของท่าน = 1

เป็นส่วนประกอบของตำแหน่งงานของท่าน แต่ไม่มีความสำคัญ = 2

ไม่เป็นส่วนประกอบสำคัญของตำแหน่งงานของท่าน = 3

กิจกรรมด้านการพัฒนาทรัพยากรบุคคล ที่เกี่ยวข้องกับผู้บริหาร	แนวปฏิบัติ ในปัจจุบัน	แนวปฏิบัติ ในอุดมคติ	แนวปฏิบัติ ในอนาคต
1. ระบุภาระกิจ (Mission) ของสถาบัน/คณะ/ภาควิชาที่สอดคล้องกับเป้าหมายด้านคุณภาพ	1 2 3	1 2 3	1 2 3
2. กำหนดกิจกรรมตามความต้องการของคณาจารย์ เพื่อนำไปสู่ความสำเร็จตามเป้าหมายของการประกันคุณภาพ	1 2 3	1 2 3	1 2 3
3. วิเคราะห์และนำเสนอความต้องการของคณาจารย์ ในเรื่องทักษะความรู้ ความสามารถ และนำไปใช้เป็นแนวทางในการปรับเปลี่ยนพฤติกรรมในการทำงาน เพื่อก่อให้เกิดการปรับปรุงคุณภาพ	1 2 3	1 2 3	1 2 3
4. จัดเตรียมปัจจัยเกื้อหนุนต่างๆ ที่จำเป็นสำหรับการพัฒนาซึ่งรวมทั้งการเรียนรู้ประสบการณ์จากการทำงานจริง (On-the-job Experience) การฝึกอบรม และการศึกษา	1 2 3	1 2 3	1 2 3
5. สนับสนุนการพัฒนาด้านวิชาชีพ (Professional Career Development) ให้แก่คณาจารย์	1 2 3	1 2 3	1 2 3
6. ให้คำปรึกษาหารือ รวมทั้งให้การสนับสนุนแก่ทีมงาน และตัวบุคคล ด้วยการให้โอกาสในการวิเคราะห์และปรับปรุงกระบวนการทำงาน	1 2 3	1 2 3	1 2 3
7. มีการพัฒนาองค์การ ด้วยการกำหนดกลยุทธ์และการนำไปปฏิบัติ เพื่อนำไปสู่การเปลี่ยนแปลงพฤติกรรมองค์การ และช่วยแก้ปัญหาความขัดแย้ง	1 2 3	1 2 3	1 2 3
8. ให้คณาจารย์ได้รับรู้ข่าวสารและมีส่วนร่วม รวมทั้งสร้างเสริมทีมงานเพื่อการปรับปรุงคุณภาพ	1 2 3	1 2 3	1 2 3

กิจกรรมด้านการพัฒนาทรัพยากรบุคคล ที่เกี่ยวข้องกับผู้บริหาร	บทบาท ในปัจจุบัน	บทบาท ในอุดมคติ	บทบาท ในอนาคต
9. มอบหมายหน้าที่และความรับผิดชอบให้กับคณาจารย์ โดยที่ คณาจารย์ไม่ได้ปฏิบัติตามเพราะเป็นแค่เพียงคำสั่ง แต่เป็น เพราะคณาจารย์มีความคิดริเริ่มที่จะปรับปรุงคุณภาพเอง	1 2 3	1 2 3	1 2 3
10. ระบุความแตกต่างของคุณภาพของการปฏิบัติงานระหว่าง คุณภาพที่ควรจะเป็นในอุดมคติ (Ideal Quality) กับสิ่งที่เกิดขึ้นจริงในปัจจุบันของสถาบัน/คณะ/ภาควิชา	1 2 3	1 2 3	1 2 3
11. ออกแบบ พัฒนา และดำเนินการจัดการฝึกอบรมที่มีคุณภาพ เพื่อนำไปสู่การปรับปรุงอย่างต่อเนื่อง	1 2 3	1 2 3	1 2 3
12. ประเมินคุณภาพของการฝึกอบรม ซึ่งสถาบัน/ภาควิชา/คณะ ได้ดำเนินการเสร็จสิ้นไปแล้ว	1 2 3	1 2 3	1 2 3
13. มีระบบที่ธำรงรักษาไว้ซึ่งคุณภาพของงานที่เกิดขึ้นหลังจากที่ ได้มีการฝึกอบรมแล้ว ด้วยการสนับสนุนส่งเสริม และลดข้อ จำกัดในการทำงาน	1 2 3	1 2 3	1 2 3
14. เปิดเผยมุมมองสะท้อนกลับ (Feedback) ที่เกี่ยวข้องกับงาน อย่างตรงไปตรงมา เพื่อเป็นแนวทางในการปรับปรุงคุณภาพ	1 2 3	1 2 3	1 2 3
15. อื่นๆ (โปรดระบุ)	1 2 3	1 2 3	1 2 3

ขอขอบพระคุณในความร่วมมือของท่านในการตอบแบบสอบถาม

กรุณาส่งคืนแบบสอบถามโดยใช้ซองจดหมายที่เจ้าหน้าที่ผู้วิจัย ซึ่งแนบมาพร้อมกับแบบสอบถามนี้

APPENDIX E

INTERVIEW GUIDE

INTERVIEW GUIDE

Quality Assurance (QA) in Thai Private Universities: The Possible Roles of Human Resource Development (HRD) Practices

Introduction

The purpose of the interview with senior administrators responsible for the QA programmes from each institution is to gather some in-depth information about the QA implementation in Thai private universities and the relevant HRD practices in support of QA. This interview will address the following issues:

1. What are the factors that have influenced the QA system and the consequent HRD practices in Thai private universities?
2. What are the factors determining the effectiveness of the QA systems in Thai private universities?
3. In the implementation of the QA system in Thai private universities, what specific roles can be identified for the relevant HRD practices and are these practices under going change?
4. To promote the effectiveness of QA programmes in Thai private universities, what are the best HRD practices which should be incorporated?
5. To support QA programmes in Thai private universities, how could HRD practices be used to facilitate academic staff to be more effective in promoting high quality performance?

Section 1: Institutional Information and Using the QA Approaches

Background Details (Pre-recorded)

Position:

Institution:

Institutional Information and Using the QA Approaches (Tape Recording)

Questions:

1. Briefly what are the responsibilities in your current position?
2. Over the past 3 years, what have been the five major changes in your institution?
3. What is your view of the QA programme implemented in your institution?
4. What do you consider to be the most important factors determining the effectiveness of the QA programme in your institution?
5. What problems (if any) do you encounter in implementing the QA programme in your institution?

Section 2: The Roles of HRD Practices in Support of QA (Tape Recording)

Questions:

1. Is the HRD strategy linked with the institution's mission statement?
2. Is the HRD strategy linked with the QA programme?
3. How important are the following HRD practices to promote the QA programme?

HRD Practices	Importance to QA Programme				
	Low			High	
Training & Development	1	2	3	4	5
Organisational Development	1	2	3	4	5
Individual Career Development	1	2	3	4	5

4. How closely are HRD roles and activities linked with the institutional strategic quality planning?

HRD Practices	Linkage to Institutional Strategy				
	Low			High	
Training & Development	1	2	3	4	5
Organisational Development	1	2	3	4	5
Individual Career Development	1	2	3	4	5

5. In the implementation of the QA programmes in your institution, have there been any difficulties in the implementation of HRD practices in support of QA?
6. What are the major challenges facing HRD practices to support the QA programme at the present time?

Section 3: The Roles of HRD Practices Relevant to Administrators

(Tape Recording)

Questions:

1. To promote the effectiveness of QA programmes, what are the specific HRD practices associated with your responsibilities in your current position?
2. How much of the following HRD practices are you involved with?

HRD Practices	Senior Administrator's Involvement				
	Low		High		
Training & Development	1	2	3	4	5
Organisational Development	1	2	3	4	5
Individual Career Development	1	2	3	4	5

3. How has the importance of HRD practices changed over the last three years?

HRD Practices	Change in the Last 3 Years		
	Increased	Same	Decreased
Training & Development			
Organisational Development			
Individual Career Development			

4. What do you use HRD practices for?
5. In the implementation of QA systems, what mechanisms/techniques do you use to develop your staff to support the successful QA programmes?

6. Which HRD activities have been successful in support of QA programmes in your work place?
7. Which HRD activities have been less successfully implemented?
8. What are the best HRD practices should be used to promote the effectiveness of QA programmes?
9. What do you consider will be the major challenges facing QA programmes and the relevant HRD practices within this institution in the next three years?
10. What do you consider will be the major changes in QA programmes and the relevant HRD practices within this institution in the next three years?
11. To support the QA programme, what do you consider will be the training needs for your staff in the next three years?
12. Are there any other comments you would like to make on QA implementation and the relevant HRD practices to promote QA in you institution?

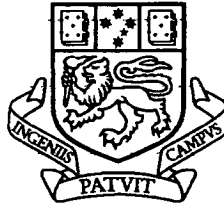
APPENDIX F

COVER LETTER FOR QUESTIONNAIRE

Appendix F.1: Cover Letter for Questionnaire in English

Appendix F.2: Cover Letter for Questionnaire in Thai

Appendix F.1: Cover Letter for Questionnaire in English



UNIVERSITY OF TASMANIA

Insert address

Insert date

Dear Academic Administrator,

I am an instructor in Human Resource Department, Faculty of Business Administration, Payap University, Chiang Mai. I am currently a doctoral candidate at the University of Tasmania, Australia. As part of the requirement for my doctoral study, I am conducting a research project with the proposed title, 'Quality Assurance in Thai Private Universities: The Possible Roles of Human Resource Development Practices'. This study is aimed at investigating the implementation of quality assurance (QA) programmes and the consequential roles of human resource development (HRD) practices for developing and maintaining qualified staff and enhancing the need for well developed strategies for staff development to support the QA systems in Thai private universities. These suggested HRD approaches will facilitate the achievement of quality performance and build confidence in the ability of Thai private universities to meet the needs of individuals, workplaces and communities.

In order to complete this study, I request your assistance. I would ask you please to spend about 30 minutes to complete the questionnaire attached to this letter. You will be asked questions about your views relating to the QA implementation and HRD practices used to promote QA in your institution.

Your participation is voluntary and you can withdraw at any time, for any reason, without penalty.

Your answers will be stored securely and kept confidential. Access to the information will be controlled and the information you provide will be used solely for the purpose of writing a research report. To ensure that your data is kept confidential and anonymous, your real name will not be revealed in the study. All data will be coded to ensure this.

This study has been approved by the Northern Tasmania Social Sciences Human Research Ethics Committee. If you have any ethical concerns or complaints about the manner in which the study is conducted, please contact the Chair of Northern Tasmania Social Sciences Human Research Ethics Committee, Professor Roger Fay (61 3 6234 3576) or the Executive Officer, Amanda McAully (61 3 6226 2763).

If you need more information relating to the study, please contact me by email: <sompitt@postoffice.newnham.utas.edu.au> or my supervisor, Professor John Williamson, by email: <John.Williamson@utas.edu.au>.

When you have completed the questionnaire would you please return it in the reply paid addressed envelope provided by (*Specific Date*)

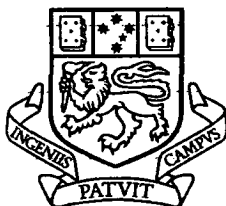
Thank you very much for your co-operation.

Yours sincerely,

Sompit Thongpan

Faculty of Business Administration
Payap University
Amphur Muang, Chiang Mai, 50000
Thailand

Appendix F.2: Cover Letter for Questionnaire in Thai



UNIVERSITY OF TASMANIA

28 พฤศจิกายน 2545

เรื่อง ขอความอนุเคราะห์ตอบแบบสอบถามเพื่อการวิจัย

เรียน ท่านผู้บริหารสถาบันการศึกษา/ท่านบริหารงานวิชาการ

สิ่งที่ส่งมาด้วย แบบสอบถามการวิจัยเรื่อง “การประกันคุณภาพการศึกษาของมหาวิทยาลัยเอกชนในประเทศไทย: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคล”
(Quality Assurance in Thai Private Universities: The Possible Roles of Human Resource Development Practices)

ด้วยดิฉัน นางสาวสมพิศ ทองปาน อาจารย์ประจำภาควิชาการบริหารทรัพยากรมนุษย์ คณะบริหารธุรกิจ มหาวิทยาลัยพายัพ ปัจจุบันศึกษาในระดับปริญญาเอกที่มหาวิทยาลัยแทสมาเนีย ประเทศออสเตรเลีย มีความสนใจจะศึกษาวิจัยเรื่อง “การประกันคุณภาพการศึกษาของมหาวิทยาลัยเอกชนในประเทศไทย: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคล” โดยมีวัตถุประสงค์เพื่อให้ทราบถึงแนวปฏิบัติด้านการประกันคุณภาพการศึกษา และบทบาทของการพัฒนาทรัพยากรบุคคล เพื่อการพัฒนาคณาจารย์และข้าราชการบุคลากรที่มีคุณภาพ รวมทั้งการพัฒนาหลักสูตรด้านการพัฒนาทรัพยากรบุคคล อันจะนำไปสู่การมีส่วนร่วมในการประกันคุณภาพการศึกษาของมหาวิทยาลัยเอกชนในประเทศไทย ซึ่งแนวปฏิบัติด้านการพัฒนาทรัพยากรบุคคลดังกล่าวจะมีส่วนช่วยให้สถาบันบรรลุความสำเร็จในการประกันคุณภาพการศึกษา และสร้างความเชื่อมั่นในด้านคุณภาพให้เกิดขึ้นกับมหาวิทยาลัยเอกชนในประเทศไทย

เพื่อให้การดำเนินการวิจัยเป็นไปอย่างมีประสิทธิภาพ บรรลุตามวัตถุประสงค์ที่ได้กำหนดไว้ ดิฉันจึงใคร่ขอความอนุเคราะห์จากท่าน โปรดตอบแบบสอบถามที่ส่งมาพร้อมกันนี้ ซึ่งคำถามเหล่านี้จะเกี่ยวข้องกับความคิดเห็นของท่านในเรื่องการใช้รูปแบบของการประกันคุณภาพ

การศึกษา รวมทั้งกิจกรรมด้านการพัฒนาทรัพยากรบุคคลที่เกี่ยวข้องกับการประกันคุณภาพใน
สถาบันของท่าน

การมีส่วนร่วมในการตอบแบบสอบถามของท่านในครั้งนี้เป็นความสมัครใจของท่าน การใช้ข้อมูลจะใช้เพื่อการรายงานผลการศึกษาในภาพรวมมิได้จำแนกออกเป็นรายกรณี คำตอบของท่านจะเก็บไว้เป็นความลับและจะไม่นำไปอ้างอิงถึงแหล่งที่มาแต่อย่างใด

การวิจัยนี้ได้รับการอนุญาตให้เก็บรวบรวมข้อมูลเพื่อการวิจัยจากสมาคมสถาบันการศึกษา
เอกชนแห่งประเทศไทยแล้ว รวมทั้งได้รับการอนุมัติจาก The Northern Tasmania Social Sciences
Human Research Ethics Committee หากท่านมีข้อสงสัยหรือข้อร้องเรียนประการใดที่เกี่ยวกับการ
วิจัยครั้งนี้ กรุณาติดต่อที่ The Chair of Northern Tasmania Social Sciences Human Research
Ethics Committee: Professor Roger Fay หมายเลขโทรศัพท์ 61 3 6234 3576 หรือ The Executive
Officer: Amanda McAully หมายเลขโทรศัพท์ 61 3 6226 2763

หากท่านต้องการรายละเอียดเพิ่มเติมหรือให้ข้อเสนอแนะที่เป็นประโยชน์ต่อการวิจัยครั้งนี้
กรุณาติดต่อฉันได้ที่ sompitt@postoffice.newnham.utas.edu.au หรือติดต่อไปยังอาจารย์
ที่ปรึกษาของฉันคือ Professor John Williamson ได้ที่ John.Williamson@utas.edu.au

เมื่อท่านตอบแบบสอบถามเสร็จแล้ว กรุณาส่งคืนแบบสอบถาม โดยใช้ซองตอบกลับที่
เตรียมไว้ให้ท่านแล้ว กรุณาตอบและส่งคืนแบบสอบถามภายในวันที่ 13 ธันวาคม 2545

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นางสาวสมพิศ ทองปาน)

ผู้ดำเนินการวิจัย

ภาควิชาการบริหารทรัพยากรมนุษย์
คณะบริหารธุรกิจ มหาวิทยาลัยพายัพ
อ.เมือง จ.เชียงใหม่ 50000

APPENDIX G

INVITATION LETTER FOR IN-DEPTH INTERVIEW

Appendix G.1: Invitation Letter for In-depth Interview in English

Appendix G.2: Invitation Letter for In-depth Interview in Thai

Appendix G.1: Invitation Letter for In-depth Interview in English



UNIVERSITY OF TASMANIA

Insert address

Insert date

Dear Academic Administrator,

I am an instructor in Human Resource Department, Faculty of Business Administration, Payap University, Chiang Mai. I am currently a doctoral candidate at the University of Tasmania, Australia. As part of the requirement for my doctoral study, I am conducting a research project with the proposed title, 'Quality Assurance in Thai Private Universities: The Possible Roles of Human Resource Development Practices'. This study is aimed at investigating the implementation of quality assurance (QA) programmes and the consequential roles of human resource development (HRD) practices for developing and maintaining qualified staff and enhancing the need for well developed strategies for staff development to support the QA systems in Thai private universities. These suggested HRD approaches will facilitate the achievement of quality performance and build confidence in the ability of Thai private universities to meet the needs of individuals, workplaces and communities.

In order to complete this study, I request your assistance. I would ask you please to participate individually in a one-hour interview. You will be asked questions about your views relating to the QA implementation and the relevant HRD practices used to promote QA in your institution. This interview will be conducted on..... (*Date, Time and Place*).

Your participation is voluntary and you can withdraw at any time, for any reason, without penalty.

Your answers will be stored securely and kept confidential. Access to the information will be controlled and the information you provide will be used solely for the purpose of writing a research report. To ensure that your data is kept confidential and anonymous, your real name will not be revealed in the study. All data will be coded to ensure this.

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If you need more information relating to the study, please contact me by email: <sompitt@postoffice.newnham.utas.edu.au> or my supervisor, Professor John Williamson, by email: <John.Williamson@utas.edu.au>.

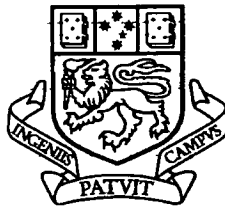
Thank you very much for your co-operation.

Yours sincerely,

Sompit Thongpan

Faculty of Business Administration
Payap University
Amphur Muang, Chiang Mai, 50000
Thailand

Appendix G 2: Cover Letter for In-depth Interview in Thai



UNIVERSITY OF TASMANIA

15 มกราคม 2546

เรื่อง ขอความอนุเคราะห์ในการสัมภาษณ์เพื่อการวิจัย

เรียน ท่านผู้บริหารสถาบันการศึกษา/ท่านผู้บริหารงานวิชาการ

ด้วยดิฉัน นางสาวสมพิศ ทองปาน อาจารย์ประจำภาควิชาการบริหารทรัพยากรมนุษย์ คณะบริหารธุรกิจ มหาวิทยาลัยพายัพ ปัจจุบันศึกษาในระดับปริญญาเอกที่มหาวิทยาลัยแทสมาเนีย ประเทศออสเตรเลีย มีความสนใจจะศึกษาวิจัยเรื่อง “การประกันคุณภาพการศึกษาของ มหาวิทยาลัยเอกชนในประเทศไทย: บทบาทของกิจกรรมด้านการพัฒนาทรัพยากรบุคคล” โดยมีวัตถุประสงค์เพื่อให้ทราบถึงแนวปฏิบัติด้านการประกันคุณภาพการศึกษา และบทบาทของการพัฒนาทรัพยากรบุคคล เพื่อการพัฒนานุคลากรและธำรงรักษานุคลากรที่มีคุณภาพ รวมทั้งการพัฒนากลยุทธ์ด้านการพัฒนาทรัพยากรบุคคล อันจะนำไปสู่การมีส่วนร่วมในการประกันคุณภาพการศึกษาของมหาวิทยาลัยเอกชนในประเทศไทย ซึ่งแนวปฏิบัติด้านการพัฒนาทรัพยากรบุคคล ดังกล่าวจะมีส่วนช่วยให้สถาบันบรรลุความสำเร็จในการประกันคุณภาพการศึกษา และสร้างความเชื่อมั่นในด้านคุณภาพให้เกิดขึ้นกับมหาวิทยาลัยเอกชนในประเทศไทย

เพื่อให้การดำเนินการวิจัยเป็นไปอย่างมีประสิทธิภาพ บรรลุตามวัตถุประสงค์ที่ได้กำหนดไว้ ดิฉันจึงใคร่ขอความอนุเคราะห์ในการสัมภาษณ์ท่านใน.....(วัน/เวลา/สถานที่) ซึ่งข้อมูลในการสัมภาษณ์ท่านในครั้งนี้จะเกี่ยวข้องกับความคิดเห็นของท่าน ในเรื่องการใช้รูปแบบของการประกันคุณภาพการศึกษา รวมทั้งกิจกรรมด้านการพัฒนาทรัพยากรบุคคลที่เกี่ยวข้องกับการประกันคุณภาพในสถาบันของท่าน

การมีส่วนร่วมในการสัมภาษณ์ของท่านในครั้งนี้เป็นความสมัครใจของท่าน การใช้ข้อมูล
จะใช้เพื่อการรายงานผลการศึกษาในภาพรวมมิได้จำแนกออกเป็นรายกรณี คำตอบของท่านจะเก็บ
ไว้เป็นความลับและจะไม่นำไปอ้างอิงถึงแหล่งที่มาแต่อย่างใด

การวิจัยนี้ได้รับการอนุญาตให้เก็บรวบรวมข้อมูลเพื่อการวิจัยจากสมาคมสถาบันการศึกษา
เอกชนแห่งประเทศไทยแล้ว รวมทั้งได้รับการอนุมัติจาก The Northern Tasmania Social Sciences
Human Research Ethics Committee หากท่านมีข้อสงสัยหรือข้อร้องเรียนประการใด ที่เกี่ยวกับการ
วิจัยครั้งนี้ กรุณาติดต่อที่ The Chair of Northern Tasmania Social Sciences Human Research
Ethics Committee: Professor Roger Fay หมายเลขโทรศัพท์ 61 3 6234 3576 หรือ The Executive
Officer: Amanda McAully หมายเลขโทรศัพท์ 61 3 6226 2763

หากท่านต้องการรายละเอียดเพิ่มเติมหรือให้ข้อเสนอแนะที่เป็นประโยชน์ต่อการวิจัยครั้ง
นี้ กรุณาติดต่อดิฉันได้ที่ sompitt@postoffice.newnham.utas.edu.au หรือติดต่อไปยังอาจารย์
ที่ปรึกษาของดิฉันคือ Professor John Williamson ได้ที่ John.Williamson@utas.edu.au

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นางสาวสมพิศ ทองปาน)

ผู้ดำเนินการวิจัย

ภาควิชาการบริหารทรัพยากรมนุษย์
คณะบริหารธุรกิจ มหาวิทยาลัยพายัพ
อ. เมือง จ. เชียงใหม่ 50000

APPENDIX H

INFORMATION SHEET



UNIVERSITY OF TASMANIA

Title of Investigation

Quality Assurance in Thai Private Universities: The Possible Roles of Human Resource Development Practices

Name of investigator

The Chief Researcher is Professor John Williamson, Faculty of Education, University of Tasmania. The Field Researcher is Ms Sompit Thongpan, EdD (Research) candidate, University of Tasmania.

Purpose of the study

This research is being undertaken as part of the requirements for Ms Sompit Thongpan's EdD (Research) course in this particular discipline. This study is aimed at investigating the implementation of quality assurance (QA) programmes and the consequential roles of human resource development (HRD) practices in support of QA in Thai private universities. The study will identify and describe the relevant theoretical and practical QA approaches employed in universities, including the integrated use of HRD activities, to facilitate organisational development and individual career development practices to improve the effectiveness of individuals, groups and organisations. These suggested HRD approaches will facilitate the achievement of quality performance and build confidence in the ability of Thai private universities to meet the needs of individuals, workplaces and communities.

Criteria of inclusion/exclusion

The participants in this study will be administrators from private universities in Thailand who are involved in implementing QA programmes. There will be no special populations including anyone with selected characteristics. The participants

will be recruited based upon their association with the institution, their availability to participate and their willingness to participate.

Study procedures

The research procedures will be conducted in two stages: first, via questionnaire and second, via in-depth interview instruments. The sample in this research will be three Thai private universities which are involved in implementing QA programmes. The three institutions will be chosen on the basis of their QA programmes. The researcher will request permission from the Association of Private Higher Education Institutions of Thailand to conduct questionnaires and in-depth interviews in selected private universities. The data will be interpreted, analysed, discussed and presented using the descriptive-analytical method.

Stage 1: Questionnaires will be sent to administrators in Thai private universities who are involved in QA programmes. Participants will be asked questions to determine their views relating to the use of the QA approaches and HRD practices relevant to administrators in support of QA in their institutions. The questionnaires will be written in Thai, which has been translated from the original English version. A questionnaire will be sent to each invited participant with a letter of invitation. Returned questionnaires will not be identified with any individual. An addressed envelope will be provided for questionnaire return.

Stage 2: After the questionnaires are completed, an in-depth interview will be conducted with senior administrators who have responsibility for QA programmes. These senior administrators will be selected by stratified random sampling from the three private universities. They will be invited to participate individually in a one-hour semi-structured interview. Note-taking and audio-tape recording will be used during the interviews for later transcription. The content of the interviews deal with information about QA implementation and HRD practices relevant to senior administrators in support of QA in their institutions. This includes the challenges, approaches and/or practices to QA and related HRD within the institutions in the future.

Payment to subjects

No payment will be paid to subjects.

Possible risks or discomforts

The risks associated with this research are minimal and mainly concerned breach of confidentiality as there may be a risk of social harm if information is disclosed. If any discomfort should arise during the study, participants will be informed of their right to cease the activity.

Confidentiality

Every effort will be made to maintain confidentiality of research data. To ensure that no one suffers as a result of participation, researchers will avoid disclosing the identities of those involved. Careful treatment will be given to ensure that there is no specific information which could be used to identify people and institutions mentioned in the study. Coding will be used to refer to the subjects, particularly institutions and participants. All data and information will be stored securely and kept confidential. Access to the information, including documents gathered, tapes, notes and transcripts, will be controlled and used to construct a final report result, examining what has been learned through the research project.

Freedom to refuse or withdraw

The participants will be given sufficient information about the purpose of the study and the procedures by which a session is conducted. The participants will be clearly advised that their participation is entirely voluntary and that they can withdraw at any time, for any reason, without prejudice.

Contact persons

The Chief Investigator, Professor John Williamson, Faculty of Education, University of Tasmania, can be contacted for questions relating to the study. He can be contacted by email <John.Williamson@utas.edu.au> or by letter at: Faculty of Education, University of Tasmania, Launceston, 7250, Australia.

Concerns or complaints

The Chair or Executive Officer of the Northern Tasmania Social Sciences Human Research Ethics Committee can be contacted for concerns of an ethical nature or complaints about the manner in which the study is conducted. The Chair of Northern

Tasmania Social Sciences Human Research Ethics Committee is Professor Roger Fay (6234 3576) and the Executive Officer is Amanda McAully (6226 2763).

Statement regarding approval

This study has been approved by the Northern Tasmania Social Sciences Human Research Ethics Committee (Number H 6834).

Results of investigation

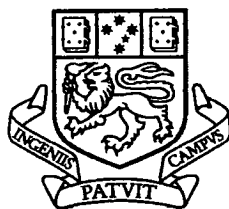
The result of the investigation should be forwarded to the participants or the institutions involved in this study if requested.

Information sheet and consent form

The subjects will be given copies of the information sheet and statements of informed consent will be kept secure and remain confidential.

APPENDIX I

CONSENT FORM FOR SENIOR ADMINISTRATORS



UNIVERSITY OF TASMANIA

STATEMENT OF INFORMED CONSENT FOR SENIOR ADMINISTRATORS' PARTICIPATION IN THE RESEARCH PROJECT

Title of project

Quality Assurance in Thai Private Universities: The Possible Roles of Human Resource Development Practices

A statement by the subject

This study involves an investigation of the implementation of quality assurance (QA) programmes and the consequential roles of human resource development (HRD) practices in support of QA in Thai private universities. It is performed as part of the requirement for Ms Sompit Thongpan's doctoral study at the University of Tasmania.

I agree to participate in this research project and I understand that:

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. I understand the study involves the following procedures:
'During this session, I am invited to participate individually in an interview. The time required for this interview is about one hour. The nature of my participation includes answering questions verbally which will be audio-recorded and notes will be taken by the researcher'.
4. I understand that the risks associated with this research are minimal and mainly concerned breach of confidentiality or possible risk of social harm if information is disclosed. My participation is entirely voluntary. If any discomfort should arise during the interviews, I have the right to cease the activity.

5. I understand that all research data will be treated as strictly confidential.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.
8. I agree to participate in this investigation and understand that I may withdraw at any time without prejudice.

Name of subject.....

Signature of subject..... Date.....

A statement by the investigator

I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Name of investigator Ms Sompit Thongpan

Signature of investigator..... Date.....

APPENDIX J

SAMPLE OF THE FINAL INTERVIEW TRANSCRIPT

INTRODUCTION

This section presents the final interview transcript of one of the interviewees of this study, after the interviewee was requested to make any amendments she thought necessary to the first draft transcript. This final transcript was then translated from Thai into English by the researcher and used in the study. In this final transcript, the interviewer's questions are produced in bold text, while the interviewee's answers are in the regular text.

SAMPLE OF THE FINAL INTERVIEW TRANSCRIPT

Could you briefly describe the responsibilities in your current position?

According to my current position, I have quite a lot of responsibilities, such as:

1. To be responsible for co-ordinating the departmental management with regard to the objectives of the university.
2. To be responsible for curriculum management and monitoring of teaching and learning, in order to ensure that they are in line with the faculty's vision and mission.
3. To support staff development, provide seminars and develop the existing curricula.
4. To be responsible for the development of teaching staff, in line with the University's development plan, such as: support for further study and study tours.
5. To be responsible for the administration of faculty members and students, in accordance with the university's policies and regulations.
6. To promote research projects and publications.
7. To perform duties assigned by the President or other superiors.

Could you identify five major changes in this institution over the past 3 years?

I think I have seen many changes: for example, there are new curricula, new departments, new graduate schools and international programmes. There are also physical changes since a number of new buildings are undergoing construction, such as: the laboratory building of the Communication Arts Department, the Central

Library and the Graduate School. This includes renovation of existed buildings, to create a better environment. The existing curricula and educational provision of some faculties and departments need to be improved, regarding the results of educational quality assessment. For example, the Faculty of Business Administration has improved the laboratory of the Hotel and Tourism Management Department by standardising it. Additionally, in line with the suggestion of the Academic Standards Committee, the Communication Arts Department has just improved its teaching facilities, which has potential and standards required by the MUA.

As you have mentioned ‘educational quality and standards’, what is your view of the QA programme, being implemented in your institution?

The QA programme is a part of the institutional change which was undertaken consciously in 1999. In fact, at the policy level, we have had quality improvement policies since 1996 and the whole matter was handled by the Academic Affairs’ Office. However, the more conscious QA programmes began being performed in 1999. As a result, it was a starting point for people to be aware of the need to improve the quality of teaching and learning processes. QA is not a new thing, but something rather new is that everyone has to co-operate and become involved. ‘Quality’ is something that we cannot see by ourselves, but it can be seen or perceived by others. Therefore, when our staff recognise this importance, full awareness follows. This point can be said to be one of the significant changes in our institution.

Since the QA programme was implemented in your institution, in your view, what changes have taken place there?

I think there are a lot of changes, particularly in ‘clarity’. I mean the clarity of our own direction and purpose and clarity in terms of doing our own task, as well as clarity about other duties. That is, to develop our mutual understanding for educational quality improvement. Therefore, in order to help people develop this mutual understanding, it is the University’s responsibility to initiate and support a vision of quality concepts, through seminars and training courses. These activities allow academic staff to make known their concerns, ideas and reactions to quality initiatives. As a result, academic staff understand their contribution to quality and are

able to assist the University in reaching quality objectives. Importantly, knowledge and understanding from these approaches must be brought into practices and applied to academics' daily work. This therefore, results in a significant development in terms of keeping records of work performance, establishing a database for quality audit and assessment, and finally, leading to quality improvement which would take place after the assessment processes.

What do you consider to be the most important factors determining the effectiveness of the QA program at your institution?

The success of the university does not come only from the QA system. QA is one of the tools which enables the university to be accepted by external communities. All the university members at all levels should be involved. For instance, at the teaching level, QA encourages faculty staff to be aware of the need to develop their knowledge. At the non-teaching level, QA leads work proficiency to the right direction and in line with the University's policy and vision. In addition, at the administrative level, QA ensures that administrators know their roles and know how to support the quality improvement of all institutional functions such as: staff development, teaching development and development in doing research, with regard to University quality and standards. Such development reflects the institution's acceptance by society or the external community, including building public confidence in the quality of the university, as well as signalling this to other organizations and the international community.

You have mentioned 'staff development' which would be a part of these changes. According to your opinion, do you think the University has any staff development strategies to help academic staff to be ready for QA implementation?

I think our University has many strategies. From my point of view, I believe that the University provides opportunities for staff development. Regarding the University annual meeting, once or twice a year, the President always reports on the great number of staff who are studying in the home country and overseas. At the same time, reports from the Research Institute show that more research is being done.

Therefore, it can be seen that the University facilitates its staff to do further study and every one has an opportunity for their career development.

About staff development that you have identified above, how closely is it related to the University’s mission?

It must refer to at the University’s mission. The University’s aims at being a private university, offering various quality services to national and producing intellectual graduates who have strongly developed ethics, diversified capacities and different levels of skills. Additionally, the vision of the University is to create new knowledge in response to the needs of society and to develop itself in the international arena. Therefore, implementation of staff development plans or HRD policy should be aligned with this vision, which can be seen as by the number of staff who are given grants for further study in each year. Moreover, we can see that the University encourages staff to develop their knowledge base, by providing opportunities for them to attend seminars, training courses and conferences. As a result, university members can improve their qualifications, so that they can teach their students more effectively and make their contribution to institutional quality improvement. This HRD policy thus relates to the University’s mission and QA programmes.

Could you indicate on a scale from 1 to 5, which term best describes how closely these HRD practices are linked with your institutional strategic quality planning?

I give high scores of 4 for all practices.

HRD Practices	Linkage to Institution Strategy				
	Low			High	
Training & Development	1	2	3	④	5
Organisational Development	1	2	3	④	5
Individual Career Development	1	2	3	④	5

(Note: Data from the Interview Guide)

How important are these practices in promoting the QA programme in your institution?

I give high score of 4 for the roles of training and development and individual career development, and assign the highest score of 5 for the role of organisational development.

HRD Practices	Importance to QA Programme				
	Low		High		
Training & Development	1	2	3	④	5
Organisational Development	1	2	3	4	⑤
Individual Career Development	1	2	3	④	5

(Note: Data from the Interview Guide)

At the present time, what do you think are the major challenges facing staff development in your institution?

Currently, one of the major issues concerning staff development is that the staff-student ratio in some departments is not in line with the MUA’s standards, that is these staff maintain a higher teaching workload. Therefore, they cannot allocate time for developing themselves. Regarding further study, we encourage our staff to study abroad, in order to gain more experience in different fields. However, there is another problem concerning the preparation and the readiness of staff themselves. For example, staff who may want to study abroad but cannot pass the English test or lack some qualifications which are required by international institutions. In this regard, staff must go on developing themselves, which takes time. Then there is the problem of the budget. University members wishing to further their study, usually apply or ask for scholarships which come from the sources which have relationships with the University. In some cases, a person can pass The English test with good scores and gain approval from the international university. However, funding allocation is a problem and then a person cannot go to study or is requires to change his/her programme to some other cheaper university. These are some of the main problems of staff development.

According to the present situation, what do you consider to be the factors impacting on the effectiveness of QA implementation and HRD practices in support of QA in your institution?

There are a lot of factors affecting QA programmes and HRD activities which the University should pay more attention to, particularly the IT systems. The achievement of QA programmes depends on information and the database, therefore information should be collected and stored systematically. The above tasks are accomplished through adequate equipment and qualified staff to support the IT systems. The University should be aware of the importance of information from different areas used to support the QA programme. This includes information such as: human resources, teaching-learning processes, data about graduates and the University itself. All of the above-mentioned information is now scattered around the University. If the University acknowledges the importance of the QA programme, IT should be given priority as an area to improve. Regarding IT staff, there is no problem about their support for QA programmes, because they are ready and willing to help us. However, the important thing is that the IT systems must be improved and developed, particularly the management and mechanisms of the systems. A systematic information base for quality improvement will be established. It will include quality-related data for: student and stakeholder needs, teaching-learning processes, staff-related data and performance measures. These quality data can help staff and administrators obtain specific knowledge for continuous improvement.

As you mentioned, the IT system is a crucial factor in support of the QA programme. Is there any information, available related to the faculty members which could be used as database for HRD?

Certainly, we have this kind of information. The heads of departments provide this. When the Faculty gets information about training programmes which are appropriate or essential for our staff, we will send this information to the departments to consider who should attend these training courses. As for the staff themselves, they are eager to make efforts to improve themselves, according to their interests, including their further study.

How do the administrators know which areas of knowledge faculty members need to develop?

The faculty do not know at all. Normally, the staff themselves must know what they need to develop, so they themselves inform their head of department about their training needs. Consequently, each Department will make its staff development plan to identify who, when and how development should occur. The Faculty then provides support for HRD policy by asking any faculty member who is interesting undertaking in further study or training programmes. Then, for further study, staff should prepare themselves and the Departments will then discuss in more detail with their staff about the areas of knowledge that they need to improve. Regarding the HRD plan, we integrate this plan into an annual plan and a 5-year plan at Faculty and Departmental level.

My next question is going to focus on HRD activities used in your Faculty. What methods do you use to develop your staff to support the successful QA programmes?

The first thing is that staff need to develop an understanding about 'quality improvement'. This is most important. To create the understanding here, means that we convince our staff to recognise and understand that educational QA should be done systematically. They also need to know what the system is and how it operates. Moreover, we try to encourage our staff to participate in every aspect of QA systems.

What techniques do the Faculty use to create an understanding about QA concepts or to encourage staff participate in QA programme?

Actually, we have our system and mechanisms which we have already create. In this regard, we have employed QA committees, which are comprised of staff at all levels of the institution, such as the departmental and faculty level. These committees help us to achieve QA successfully. We provide opportunities for staff to discuss and exchange their ideas about QA implementation, through meetings and seminars. Additionally, the Faculty should keep following and monitoring QA implementation for continuous quality improvement. If we do not monitor, support and facilitate it, staff will be not concerned enough about QA practices. Therefore, we always '*doo lae*' (take care), encourage and give them assistance, if they have any problems. We

recognise that to succeed in educational QA requires strong leadership of administrators who take the role of supporting staff and assisting their development. We encourage them by saying that: 'QA is not too difficult and it can be done with everyone's involvement'. If we encourage and provide opportunities to our staff, they will willingly co-operate. We use various techniques to encourage them at both departmental and faculty level, such as: meetings, seminars, work assignments, motivations, consultation and resource/assistance support. Everything necessary should be provided to support our staff to participate in QA programmes.

You have identified a number of HRD practices and techniques used in your Faculty. Which technique is the 'best practice' to be used in developing staff to support QA programmes?

Sincerity, honesty and earnestness are the first priority, followed by democratic work practices and having respect for each other's views. These approaches can provide everyone with a means of expressing their ideas, developing their knowledge and making a contribution to quality improvement processes.

In this context, it can be seen that the educational administrators, like you, now have more roles in facilitating staff to develop themselves. How are these roles relevant to your responsibilities?

We must do that. We cannot ignore this role. We have to be a leader, a motivator and a facilitator. We should play these three roles to enhance co-operation, in which everyone will have mutual benefit rather than individually. Also democracy in work practices depends upon recognising other people's ideas. We should talk to each other straightforwardly and reasonably.

On a scale from 1 to 5, what is the level of your involvement of HRD practices?

The level of my involvement in the roles of training and development and organisation development are moderate; (3), while on the role of individual career development it is relatively high; (4).

HRD Practices	Senior Administrator's Involvement				
	Low			High	
Training & Development	1	2	③	4	5
Organisational Development	1	2	③	4	5
Individual Career Development	1	2	3	④	5

(Note: Data from the Interview Guide)

By comparing the situation now and in the past, how has the importance of HRD practices changed over the last three years?

I think these practices have changed a great deal since we implemented the QA programmes.

HRD Practices	Change in the Last 3 Years		
	Increased	Same	Decreased
Training & Development	✓		
Organisational Development	✓		
Individual Career Development	✓		

(Note: Data from the Interview Guide)

Do you think these HRD activities will change in the future?

Actually, current methods and techniques are fine. The changes will occur in the staff themselves! For example, when they participate in the QA programmes, it means they learn that particular QA practice quite well. These staff have been developed and will achieve a better performance.

Have there been any difficulties in the implementation of HRD activities in support of the QA programmes?

Anyone can face problems in his/her job. So, if you ask is there any problem when implementing QA programmes in our workplace, the answer is 'Yes'! For example, I find a number of staff have a high teaching workload, so they can not allocate sufficient time to participate in QA programmes. For example by attending meetings, writing SAR and becoming involved in other QA activities. This problem affects

their work practices regarding inefficient teaching, insufficient time for preparation of their teaching or developing themselves.

So, in order to support the QA programme, what do you consider will be the training needs for your staff in the future?

In the future, we plan that some Departments will be upgraded to form new Faculties. When we have a new Faculty, there should be new administrative staff, therefore some people should be promoted to those positions. These new administrative staff should have appropriate managerial skills in general, and skills in human resource management in particular. Moreover, in response to this change, some faculty staff need to upgrade their professional qualifications and academic position or academic title, to meet the standard required by the MUA.

Do you have any additional comments you would like to make on QA implementation and the relevant HRD practices to promote QA in you institution?

No additional comments at all. But I am thinking about one of your questions which related to QA programmes and training needs in the future. My own question is that: 'Is it still necessary to have training and development in the future if staff development has been done well?' I would like to say 'Yes, it is'. Although we could pass the internal and external QA assessment or we would have accreditation already, HRD cannot be disregarded. HRD practices will be incorporated continuously at all institutional levels, to bring about staff career development so as to improve the effectiveness of individuals, teams and institution as a whole. Moreover, there are future challenges which will affect on our University, such as a more intensely global competitive education market. We have to compete for survival as education providers for of the University's future, therefore maintaining and improving 'quality and standards' are a must!

APPENDIX K

PEARSON'S CORRELATION FOR INTERNAL FACTORS AND SELECTED RESPONDENTS' VARIABLE

Table K.1: Pearson's Correlation for Policy Development and Implementation and Selected Respondents' Variables

Policy Development and Implementation Items	Respondents' Variables							
	Age	Gender	Institu. Charact.	Institu. Establis.	Current Position	Num. of yrs. in Current Position	Work Exp.	Num. of yrs. in QA Progr.
Policy Development and Implementation								
Academics demonstrate that quality of teaching, research and community services are their responsibility.	.177	.199	.066	.007	.126	.020	-.016	.190
Academics demonstrate that continuous improvement is their responsibility.	.069	.146	.104	.021	.191	.048	-.121	.101
Knowledge about improvement is shared with relevant academics.	.086	.136	.078	.040	.159	.048	-.154	-.018
Academics focus on prevention of problems rather than reacting to problems.	.133	.184	.183	.011	.249*	.022	-.172	.080
Overall Correlation: Policy Development and Implementation	.131	.172	.137	.029	.216*	.040	-.148	.099

** Significant at the 0.01 level

* Significant at the 0.05 level

Table K.2: Pearson's Correlation for Performance Mechanism of QA and Selected Respondents' Variables

Performance Mechanism of QA Items	Respondents' Variables							
	Age	Gender	Institu. Charact.	Institu. Establis.	Current Position	Num. of yrs. in Current Position	Work Exp.	Num. of yrs. in QA Progr.
<i>Institutional QA Mechanisms</i>								
The institution has well established mechanisms to measure the achievement of its QA programme.	.270**	.267**	.192	-.042	.221*	.076	-.142	.135
The institution regularly uses detailed performance indicators and criteria to assess quality control, quality audit and quality assessment.	.154	.108	-.055	.108	.191	.017	-.061	.197
The institution improves processes to achieve better quality and performance	.079	.275**	.221*	-.092	.136	.107	-.191	.070
<i>Overall Correlation: Institutional QA mechanisms</i>	.196*	.259*	.143	-.011	.216*	.080	-.159	.159
<i>Student Satisfaction</i>								
Student requirements now and in the future are publicised and understood throughout the institution.	.028	.243*	.370**	-.148	.085	.028	-.257*	.056
The institution provides easy access to students who seek assistance for teaching and learning.	.013	.301**	.343**	-.205*	.190	.010	-.235*	.048
The institution has processes to monitor the standard of teaching and learning systems.	.074	.236*	.120	-.106	.033	.046	-.100	.159
The institution proactively seeks and follows up student feedback for improvement of teaching and learning.	-.076	.147	.328**	-.180	.188	-.029	-.272**	.022
The institution understands how quality teaching and learning contribution to student satisfaction levels.	.146	.083	.247*	-.155	.256*	.010	-.175	.015
<i>Overall Correlation: Student Satisfaction</i>	.024	.275**	.392**	-.217*	.205*	.015	-.289**	.068
Overall Correlation: Performance Mechanisms of QA	.109	.298**	.318**	-.148	.233*	.050	-.257*	.115

** Significant at the 0.01 level

* Significant at the 0.05 level

Table K.3: Pearson's Correlation for Governance and Management and Selected Respondents' Variables

Governance and Management Items	Respondents' Variables							
	Age	Gender	Institu. Charact.	Institu. Establis.	Current Position	Num. of yrs. in Current Position	Work Exp.	Num. of yrs. in QA Progr.
<i>Institutional Strategic Quality Planning</i>								
There is a vision statement which has been communicated throughout the institution.	-.099	.142	.550*	-.399**	.110	-.032	-.311**	.098
There is a strategic statement which has covered all aspects of the institution's educational functions.	-.068	.216*	.483*	-.326**	.069	.117	-.251*	.171
There is comprehensive and structured planning of short and long-terms goals which are set and reviewed.	-.007	.242*	.275*	-.180	.121	-.013	-.202	.198
The planning process always incorporates stakeholder and community needs.	.132	.188	.336*	-.227*	.082	.272**	-.149	.257*
The institution has adequate resources such as financial and personnel, in support of all work units in the QA programme.	.0133	.256*	.219**	-.080	.193	-.002	-.166	.133
<i>Overall: Institutional Strategic Quality Planning</i>	.025	.260*	.485**	-.300**	.145	.085	-.269**	.211*
<i>Institutional Structures and Information Systems</i>								
The institutional structures are flexible and designed to facilitate the QA processes.	.115	.135	.275**	-.176	.262*	-.010	-.088	.125
Information flows freely between departments and faculties.	-.070	.305**	.550**	-.256**	.030	.052	-.301**	.099
Information is reliable, consistent, timely and easily accessible.	.023	.319**	.429**	-.142	.103	-.080	-.336**	.029
Data and information are used to inform decisions regarding the improvement of quality performance.	.091	.357**	.321**	-.133	.064	.033	-.252**	.006
The institution has effective 'two-way' communication systems.	.063	.242*	.349**	-.112	.120	-.014	-.208*	.047
<i>Overall: Institutional Structures and Information Systems</i>	.043	.308**	.448**	-.196	.111	.008	-.284**	.059
Total: Governance and Management	.037	.294**	.499**	-.265	.121	.057	.297**	132

** Significant at the 0.01 level

* Significant at the 0.05 level

Table K.4: Pearson's Correlation for Staff Empowerment and Selected Respondents' Variables

Staff Empowerment Items	Respondents' Variables							
	Age	Gender	Institu. Charact.	Institu. Establis.	Current Position	Num. of yrs. in Current Position	Work Exp.	Num. of yrs. in QA Progr.
<i>Team-building</i>								
There is a very high degree of trust and respect throughout the institution.	.014	.249*	.365**	-.244	-.082	-.090	-.220*	.037
Academics understand and are clear about the mission statement of the institution.	-.102	.077	.265*	-.123	.148	-.126	-.272**	.057
There is a strong focus on team-building and collaboration to motivate high performance among academics.	.043	.216*	.297**	-.206*	.011	.069	.143	.066
There is a system of shared values and a reflection process among academics that supports innovation.	.007	.162	.347**	-.312**	.084	.097	.244**	.145
<i>Overall Correlation: Team-building</i>	-.019	.229*	.417**	-.282**	.052	-.021	-.290**	.099
<i>Human Resource Systems</i>								
The concept of 'continuous improvement' is well understood in this institution.	.046	.245*	.275**	-.107	.223*	.010	-.174	.126
Academics are encouraged to offer ideas for improving the quality of the institution.	.139	.302**	.255*	-.107	.211*	.009	-.115	.136
Academics are strongly committed to the QA process in the institution.	.051	.171	.240*	-.046	.168	.082	-.176	.156
The institution has an ongoing training and development programme including career path planning for its staff.	.205*	.045	.159	.041	.190	.041	-.139	.055
The institution provides opportunities for reward systems in support of institutional quality.	.188	.100	.346**	-.145	.235*	.159	-.111	.126
Performance appraisal is regularly measured and used for 'continuous improvement'.	.070	.207*	.296**	-.036	.153	-.065	-.204	.055
<i>Overall Correlation: Human Resource Systems</i>	.133	.211*	.337**	-.103	.223**	.063	-.180	.133
Overall Correlation: Staff Empowerment	.087	.235*	.400**	-.182	.176	.041	-.232*	.133

** Significant at the 0.01 level

* Significant at the 0.05 level

Table K.5: Pearson's Correlation for Leadership and Selected Respondents' Variables

Leadership Items	Respondents' Variables							
	Age	Gender	Institu. Charact.	Institu. Establis.	Current Position	Num. of yrs. in Current Position	Work Exp.	Num. of yrs. in QA Progr.
Leadership								
Senior administrators actively encourage a culture of innovation.	.152	.161	.251*	-.135	.086	.108	-.153	-.044
Senior administrators demonstrate involvement in the QA process.	-.092	.208*	.408**	-.371**	.061	.150	-.224*	-.003
Senior administrators assist in the review of work unit in the QA programmes.	.144	.285**	.392**	-.306**	.137	-.040	-.138	.109
Senior administrators take action and resolve problems when non-conformity to QA programmes occurs.	.030	.348**	.392**	-.257*	.134	-.054	-.252*	.000
Overall Correlation: Leadership	.079	.324**	.459**	-.339**	.136	.041	-.242*	.024

** Significant at the 0.01 level

* Significant at the 0.05 level

APPENDIX L

LINKAGE OF HRD STRATEGY TO THE INSTITUTION'S MISSION AND THE QA PROGRAMME

Table L.1: Perceived HRD Strategy Related to the Institution's Mission Statement and the QA Programme

Senior Administrator	Links Between HRD Strategy and the Institution's Mission Statement	Links Between HRD Strategy and the QA Programme
RD1.1	Yes	Yes
RD2.2	Yes	Yes
RD3.3	Yes	Yes
RVP.4	Yes	Yes
RQA.5	Not Sure	Not Sure
RD4.6	Yes	Yes
RD5.7	Yes	Yes
ID1.8	Yes	Yes
ID2.9	Yes	Yes
ID3.10	Yes	Yes
ID4.11	Not Sure	Not Sure
ID5.12	Yes	Yes
OVP.13	Yes	Yes
OD1.14	Yes	Yes
OQA.15	Yes	Yes
OD2.16	Yes	Yes
OD3.17	Yes	Yes
OD4.18	Yes	Yes
OD5.19	Yes	Yes
IVP.20	Yes	Yes

Table L.2: Perceived Links between HRD Practices and Institutional Strategic Quality Planning

Senior Administrator	HRD Linkage to Institutional Strategic Quality Planning		
	Training & Development	Organisation Development	Individual's Career Development
RD1.1	5	5	5
RD2.2	3	4	4
RD3.3	4	4	4
RVP.4	4	4	4
RQA.5	2	2	2
RD4.6	4	3	4
RD5.7	4	4	4
ID1.8	5	5	5
ID2.9	5	5	4
ID3.10	4	4	4
ID4.11	1	1	1
ID5.12	4	4	4
OVP.13	5	5	5
OD1.14	4	4	4
OQA.15	5	5	5
OD2.16	5	5	5
OD3.17	5	5	5
OD4.18	4	4	4
OD5.19	5	5	5
IVP.20	5	5	5

Key: 1 = Low Linkage; 5 = High Linkage

Table L.3: Perceived Importance of HRD Practices for Promoting the QA Programme

Senior Administrator	Importance of HRD to QA Programme		
	Training & Development	Organisation Development	Individual Career Development
RD1.1	5	5	5
RD2.2	3	4	4
RD3.3	4	5	4
RVP.4	3	3	3
RQA.5	5	5	2
RD4.6	5	5	5
RD5.7	5	5	5
ID1.8	5	5	5
ID2.9	5	5	3
ID3.10	4	4	4
ID4.11	1	1	1
ID5.12	4	4	4
OVP.13	5	5	5
OD1.14	4	4	4
OQA.15	5	5	5
OD2.16	5	5	5
OD3.17	5	5	5
OD4.18	4	4	4
OD5.19	5	5	5
IVP.20	5	5	5

Key: 1 = Low Importance; 5 = High Importance

APPENDIX M

ACTUAL HRD PRACTICES RELEVANT TO ACADEMIC ADMINISTRATORS AT THE FACULTY AND DEPARTMENTAL LEVEL

Table M.1: Perceived Change in HRD Practices in the Last Three Years

Senior Administrator	Change in HRD Practices in the Last Three Years		
	Training & Development	Organisation Development	Individual Career Development
RD1.1	I	I	I
RD2.2	S	S	S
RD3.3	I	I	I
RVP.4	I	I	I
RVP.5	I	S	S
RD4.6	I	I	I
RD5.7	I	I	I
ID1.8	I	I	I
ID2.9	I	I	I
ID3.10	I	I	I
ID4.11	S	S	S
ID5.12	I	I	I
OVP.13	I	I	I
OD1.14	I	I	I
OQA.15	I	I	I
OD2.16	I	I	I
OD3.17	I	I	I
OD4.18	I	I	I
OD5.19	I	I	I
IVP.20	I	I	I

Key: I = Increase; S = Same; D = Decreased

Table M.2: Perceptions of Senior Administrator's Involvement in HRD Practices

Senior Administrator	Senior Administrator's Involvement in HRD Practices		
	Training & Development	Organisation Development	Individual Career Development
RD1.1	5	5	5
RD2.2	4	4	4
RD3.3	3	3	4
RVP.4	5	5	5
RQA.5	4	3	2
RD4.6	3	3	3
RD5.7	3	3	3
ID1.8	5	5	5
ID2.9	4	4	4
ID3.10	5	5	5
ID4.11	2	2	2
ID5.12	5	5	5
OVP.13	5	5	5
OD1.14	4	4	4
OQA.15	4	4	4
OD2.16	5	5	5
OD3.17	5	5	5
OD4.18	3	3	3
OD5.19	4	4	4
IVP.20	5	5	5

Key: 1 = Low Involvement; 5 = High Involvement

APPENDIX N

**COMPARISON OF MEAN VALUES BETWEEN INTERNAL FACTORS
AND INSTITUTIONAL CHARACTERISTICS**

Table N.1: Comparison of Mean Values between Policy Development and Implementation and Institutional Characteristics

Policy Development and Implementation Items	Institutional Characteristics Mean Values		
	RFU	IAU	OSU
Academics demonstrate that quality of teaching, research and community services are their responsibility.	3.85	3.96	4.09
Academics demonstrate that continuous improvement is their responsibility.	3.68	3.83	4.06
Knowledge about improvement is shared with relevant academics.	3.62	3.71	3.91
Academics focus on prevention of problems rather than reacting to problems.	3.18	3.50	3.86

Table N.2: Comparison of Mean Values between Performance Mechanisms of QA and Institutional Characteristics

Performance Mechanisms of QA Items	Institutional Characteristics Mean Values		
	RFU	IAU	OSU
Institutional QA Mechanisms			
The institution has well established mechanisms to measure the achievement of its QA programme.	3.59	3.88	4.03
The institution regularly uses detailed performance indicators and criteria to assess quality control, quality audit and quality assessment.	4.21	4.08	4.31
The institution improves processes to achieve better quality and performance	3.85	4.25	4.32
Student Satisfaction			
Student requirements now and in the future are publicised and understood throughout the institution.	3.00	3.67	3.80
The institution provides easy access to students who seek assistance for teaching and learning.	3.91	4.54	4.46
The institution has processes to monitor the standard of teaching and learning systems.	4.32	4.50	4.40
The institution proactively seeks and follows up student feedback for improvement of teaching and learning.	3.76	4.38	4.34
The institution understands how quality teaching and learning contribute to student satisfaction levels.	4.29	4.67	4.60

Key: RFU = Religious Foundation University
IAU = International Academic Community [University]
OSU = Ownership Sponsored University

Table N.3: Comparison of Mean Values between Governance and Management and Institutional Characteristics

Governance and Management Items	Institutional Characteristics Mean Values		
	RFU	IAU	OSU
Institutional Strategic Quality Planning			
There is a vision statement which has been communicated throughout the institution.	3.62	4.79	4.40
There is a strategic statement which has covered all aspects of the institution's educational functions.	3.44	4.50	4.23
There is comprehensive and structured planning of short and long-terms goals which are set and reviewed.	3.68	4.17	4.06
The planning process always incorporates stakeholder and community needs.	3.24	3.92	3.74
The institution has adequate resources such as financial and personnel, in support of all work units in the QA programme.	3.32	3.96	4.23
Institutional Structures and Information Systems			
The institutional structures are flexible and designed to facilitate the QA processes.	3.41	3.96	3.85
Information flows freely between departments and faculties.	2.56	3.67	3.69
Information is reliable, consistent, timely and easily accessible.	2.65	3.58	3.89
Data and information are used to inform decisions regarding the improvement of quality performance.	3.00	3.67	3.79
The institution has effective 'two-way' communication systems.	2.76	3.50	3.76

Key: RFU = Religious Foundation University
IAU = International Academic Community [University]
OSU = Ownership Sponsored University

Table N.4: Comparison of Mean Values between Staff Empowerment and Institutional Characteristics

Staff Empowerment Items	Institutional Characteristics Mean Values		
	RFU	IAU	OSU
Team-building			
There is a very high degree of trust and respect throughout the institution.	3.41	4.04	3.94
Academics understand and are clear about the mission statement of the institution.	3.44	3.88	3.91
There is a strong focus on team-building and collaboration to motivate high performance among academics.	3.50	3.96	3.83
There is a system of shared values and a reflection process among academics that supports innovation.	3.35	3.96	3.60
Human Resource Systems			
The concept of 'continuous improvement' is well understood in this institution.	3.44	4.00	4.11
Academics are encouraged to offer ideas for improving the quality of the institution.	3.35	3.83	3.91
Academics are strongly committed to the QA process in the institution.	3.18	3.63	3.89
The institution has an ongoing training and development programme including career path planning for its staff.	3.18	3.50	4.00
The institution provides opportunities for reward systems in support of institutional quality.	2.97	3.79	3.94
Performance appraisal is regularly measured and used for 'continuous improvement'.	3.15	3.71	4.11

Table N.5: Comparison of Mean Values between Leadership and Institutional Characteristics

Leadership Items	Institutional Characteristics Mean Values		
	RFU	IAU	OSU
Senior administrators actively encourage a culture of innovation.	4.12	4.50	4.49
Senior administrators demonstrate involvement in the QA process.	4.15	4.79	4.40
Senior administrators assist in the review of work unit in the QA programmes.	3.71	4.46	4.14
Senior administrators take action and resolve problems when non-conformity to QA programmes occurs.	3.62	4.33	4.17

Key: RFU = Religious Foundation University
IAU = International Academic Community [University]
OSU = Ownership Sponsored University

APPENDIX O

COMPARISION MEAN VALUES BETWEEN INTERNAL FACTORS AND CURRENT POSITIONS

Table O.1: Comparison of Mean Values between Policy Development and Implementation and Current Positions

Policy Development and Implementation Items	Current Positions Mean Values					
	HoD	DoF	QO	AP	VP	Oth
Academics demonstrate that quality of teaching, research and community services are their responsibility.	3.76	4.22	4.13	4.50	4.33	4.00
Academics demonstrate that continuous improvement is their responsibility.	3.69	4.00	3.88	3.50	4.00	4.10
Knowledge about improvement is shared with relevant academics.	3.61	3.89	3.75	4.00	3.67	3.90
Academics focus on prevention of problems rather than reacting to problems.	3.26	3.78	3.38	3.00	4.00	3.85

Key: *HoD* = *Head of Department*
 DoF = *Dean of Faculty*
 QO = *Director of QA Office*
 AP = *Assistant to the President*
 VP = *Vice President for Academic Affairs*
 Oth = *Other Position (eg. Acting of Head Department, Assistant to the Dean and Programme Director)*

Table O.2: Comparison of Mean Values between Performance Mechanisms of QA and Current Positions

Performance Mechanisms of QA Items	Current Positions Mean Values					
	HoD	DoF	QO	AP	VP	Oth
Institutional QA Mechanisms						
The institution has well established mechanisms to measure the achievement of its QA programme.	3.57	4.11	4.00	4.00	4.33	3.95
The institution regularly uses detailed performance indicators and criteria to assess quality control, quality audit and quality assessment.	3.95	4.50	4.63	4.00	4.33	4.35
The institution improves processes to achieve better quality and performance	3.88	4.50	4.38	4.00	4.33	4.20
Student Satisfaction						
Student requirements now and in the future are publicised and understood throughout the institution.	3.36	3.56	3.75	3.00	4.00	3.50
The institution provides easy access to students who seek assistance for teaching and learning.	4.10	4.39	4.50	4.00	4.33	4.50
The institution has processes to monitor the standard of teaching and learning systems.	4.31	4.56	4.50	4.50	4.67	4.35
The institution proactively seeks and follows up student feedback for improvement of teaching and learning.	4.00	4.17	4.25	3.50	4.33	4.40
The institution understands how quality teaching and learning contribute to student satisfaction levels.	4.26	4.72	4.75	4.50	4.67	4.70

Table O.3: Comparison of Mean Values between Governance and Management and Current Positions

Governance and Management Items	Current Positions Mean Values					
	HoD	DoF	QO	AP	VP	Oth
Institutional Strategic Quality Planning						
There is a vision statement which has been communicated throughout the institution.	4.07	4.39	4.25	4.00	4.33	4.35
There is a strategic statement which has covered all aspects of the institution's educational functions.	3.90	4.17	4.13	3.00	4.33	4.10
There is comprehensive and structured planning of short and long-terms goals which are set and reviewed.	3.83	4.06	4.00	3.50	4.00	4.10
The planning process always incorporates stakeholder and community needs.	3.45	3.78	3.88	3.00	4.33	3.60
The institution has adequate resources such as financial and personnel, in support of all work units in the QA programme.	3.52	4.00	4.38	4.50	4.33	3.95
Institutional Structures and Information Systems						
The institutional structures are flexible and designed to facilitate the QA processes.	3.46	3.89	3.75	3.50	4.00	4.05
Information flows freely between departments and faculties.	3.19	3.33	3.63	2.50	3.67	3.25
Information is reliable, consistent, timely and easily accessible.	3.19	3.44	3.75	3.00	4.00	3.40
Data and information are used to inform decisions regarding the improvement of quality performance.	3.33	3.61	3.88	2.50	4.00	3.47
The institution has effective 'two-way' communication systems.	3.10	3.61	3.63	3.00	4.00	3.37

Table O.4: Comparison of Mean Values between Staff Empowerment and Current Positions

Staff Empowerment Items	Current Positions Mean Values					
	HoD	DoF	QO	AP	VP	Oth
Team-building						
There is a very high degree of trust and respect throughout the institution.	3.76	4.00	3.63	4.00	3.67	36.5
Academics understand and are clear about the mission statement of the institution.	3.64	3.67	4.00	3.00	4.00	3.90
There is a strong focus on team-building and collaboration to motivate high performance among academics.	3.62	4.06	3.88	3.50	3.67	3.70
There is a system of shared values and a reflection process among academics that supports innovation.	3.50	3.72	3.75	3.00	4.00	3.65
Human resource systems						
The concept of 'continuous improvement' is well understood in this institution.	3.51	4.22	3.88	4.00	4.33	4.05
Academics are encouraged to offer ideas for improving the quality of the institution.	3.33	4.11	4.13	4.00	4.00	3.80
Academics are strongly committed to the QA process in the institution.	3.33	3.67	4.00	4.00	4.00	3.65
The institution has an ongoing training and development programme including career path planning for its staff.	3.24	3.94	3.75	3.50	4.67	3.70
The institution provides opportunities for reward systems in support of institutional quality.	3.19	3.78	4.00	4.00	4.00	3.79
Performance appraisal is regularly measured and used for 'continuous improvement'.	3.45	3.83	3.88	3.50	4.00	3.80

Table O.5: Comparison of Mean Values between Leadership and Current Positions

Leadership Items	Current Positions Mean Values					
	HoD	DoF	QO	AP	VP	Oth
Senior administrators actively encourage a culture of innovation.	4.26	4.50	4.25	4.50	4.67	4.40
Senior administrators demonstrate involvement in the QA process.	4.38	4.44	4.25	4.50	4.33	4.50
Senior administrators assist in the review of work unit in the QA programmes.	3.90	4.33	4.00	3.00	4.33	4.25
Senior administrators take action and resolve problems when non-conformity to QA programmes occurs.	3.80	4.11	4.25	4.00	4.33	4.10

APPENDIX P

PERCEPTIONS OF ACTUAL, IDEAL AND FUTURE HRD PRACTICES RELEVANT TO ADMINISTRATORS

Perceptions of Actual, Ideal and Future HRD Practices Relevant to Administrators

HRD Practices Relevant to Administrators	Actual Pract. (%)			Ideal Pract. (%)			Future Pract. (%)		
	1	2	3	1	2	3	1	2	3
Identify the institution / faculty / department's mission related to quality objectives.	73.9	19.6	6.5	85.4	8.5	6.1	86.4	8.6	4.9
Determine the activities required of academics to achieve the QA objectives.	57.1	31.9	11.0	76.5	19.8	3.7	76.3	21.3	2.5
Analyse and list the competencies, such as skills, knowledge and abilities, needed by academics in order to produce workplace behaviours that result in improved quality.	63.7	22.0	14.3	84.1	11.0	4.9	80.0	16.3	3.8
Provide academics with the resources necessary for development, including on-the-job experience, training, and education.	52.7	30.8	16.5	78.0	17.1	4.9	77.5	16.3	6.3
Support professional career development for academics.	56.7	22.2	21.1	68.3	23.2	8.5	70.7	20.7	8.5
Provide advice and support teams and academics with the opportunity to analyse and improve internal processes.	65.2	25.0	9.8	81.5	11.1	7.4	81.3	13.8	5.0
Provide organisational development by determining and implementing strategies for change to influence and support changes in organisational behaviour, and assist in resolving conflicts.	51.1	32.6	16.3	73.2	18.3	8.5	69.1	24.7	6.2
Keep academics informed and involved, and create teams focused on quality improvement projects.	63.0	29.3	7.6	78.0	17.1	4.9	76.5	19.8	3.7
Delegate responsibility and authority downward so that academics are not just doing what they are told, but are talking the initiative to try to improve quality.	46.2	36.3	17.6	65.4	24.7	9.9	67.1	24.1	8.9
Identify differences in quality performance between the institution / faculty / department's interpretation of 'ideal quality', and where the institution/faculty/ department is now.	37.4	46.2	16.5	60.2	32.5	7.2	63.7	28.7	7.5
Design, develop and deliver the necessary quality training to meet the concept of 'continuous improvement'.	41.3	39.1	19.6	63.0	25.9	11.1	65.8	24.1	10.1
Evaluate the impact of quality training that the institution / faculty department has achieved.	41.3	41.3	17.4	59.8	28.0	12.2	62.5	26.3	11.3
Provide a system for maintaining the desired quality performance after training by reinforcement and minimising constraints.	47.3	28.6	24.2	64.2	24.7	11.1	65.8	26.6	7.6
Provide open and honest ongoing performance feedback in terms of quality improvement principles.	56.0	36.3	7.7	72.8	19.8	7.4	79.5	19.0	5.1

Key: 1 = HRD practices are an important component of their position
2 = HRD practices are a component of their position, but not essential
3 = HRD practices are not a component of their position