Initial Impact of Organization Development Interventions on Lecturer's
Commitment to TQF, QA and Quality of Teaching: A Case Study of Susan Dusit
Rajabhat University

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A Dissertation Submitted in Partial Fulfillment of the Requirements
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By	Pornchanit Kaew-Nate
Major	Doctor of Philosophy in Organization Development (Ph.DOD)
Dissertation Advisor	Colin Knapp, Ph.D.
Dissertation Co-advisor	Program Director of OD, Perla Rizalina Maturan Tayko, Ph.D.
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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this dissertation as a partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Organization Development.

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Dean of Graduate School of Business, Kitti Phothikitti, Ph.D

DISSERTATION EXAMINATION COMMITTEE

.... Chairman

Program Director of OD, Perla Rizalina Maturan Tayko, Ph.D.

.... Dissertation Advisor

Colin Knapp, Ph.D.

.... External Member

Somchai Tantasanee, Ph.D.

.... Member

Kitikorn Dowpiset, Ph.D.

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Abstract

As UNESCO has stated that the higher education is the fastest expansion sections of the education sector, the globalization, area integration and the growing of mobility of students and academics bring higher education need for internationally acknowledged quality and standards. In Thailand context, to accomplish the main missions which are teaching and researching, a Quality Assurance (QA) takes an important role. The QA is now also related to the Thailand Qualification Framework (TQF) which was established as a policy leading tool in the Section 4 of the National Education Act B.E. 2543(2000) and the Amendments second National Education Act B.E. 2545(2002). The dissertation aims to identify, design and implement appropriate Organization Development Intervention that enhances and improves TQF, QA and Teaching Quality which has the Suan Dusit Rajabhat University as a focal area of study. The action research framework has employed both qualitative and quantitative approach for the deeper investigation. The researcher collects the data on elements of TQF and QA which are awareness, understanding, commitment and Teaching Quality before run the ODI program. After that data has been collected again to determine differentiates between pre and post-ODI. The researcher sets up the TQF and QA coaching and training group to support the TQF and QA's elements on awareness, understanding and commitment. The results show that the independent variables which are TQF and QA significance to dependent variable which is teaching quality at the 0.01 and 0.05 level and there are difference between pre-ODI and post-ODI on Faculty's commitment to TQF, QA and teaching quality at the 0.01 and 0.05 level. The results prove that TQF and QA have to be supportive together and the awareness of TQF and QA is underpinned to TQF and QA understanding and commitment.

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Chapter 1

The Challenge – The Problem/Potential for Change

1. Context of the Study

Higher Education has become one of the fastest growing segments of the education sector (UNESCO, 2009). Globalization, regional integration, and the ever-increasing mobility of students and scholars have made the need for internationally recognized standards among and between nations more urgent (Altbach, Reisberg, & Rumbley, 2009). The long-established and new higher education institutions raised questions in regard to standards of quality. Logically, "customers" of education who named as students, parents and labor market are requesting some kinds of certification of institutions and qualifications they gain from institutions.

1.1 Quality assurance, accountability and qualification frameworks

In many countries, quality assurance in higher education has been concerned as the top priority in policy agenda. They need to prepare graduates with new skills, knowledge and a range of competencies to be ready for a more complex environment. It is difficult to define a meaning goal that can be used across borders and cultures.

A pattern for evaluating higher education has been established in most of the countries, though the quality assurance is complex. The emphasis is currently placed on outcomes of higher education and evaluators are searching for new indicators that demonstrate oriented result of students from their education.

As students and programs are moving across borders, the comparability of educational qualifications has become an important subject in international discussion. UNESCO has facilitated the elaboration of conventions in terms of common policy and practice to ease the mobility of students within regions. Many countries are trying to bring uniformity and quality assurance across their regions.

- Recently, European countries use Bologna process which reflects remarkable progress regarding the integration of higher education by creating a common degree structure and qualification across Europe. While in Australia, the Australian Qualification Framework provides a comprehensive framework for all qualification in post-compulsory education and training and importantly the framework also links to the quality assurance process. The Australian universities are authorized to accredit their own courses and areas of responsible for their academic standards. Hence, they must give highly attention to their quality assurance process, including peer assessment processes and external feedback through periodic surveys. It has been determined in some institutions that participation in Australian and/or international higher education networks and the benchmarking project is a significant part of their quality management process.

In Asia, Regional Qualification Framework (RQF) has been discussed in various meetings among Southeast Asian countries. It provides a reference point for all qualifications that benefit employers, education providers and job seekers in terms of recognizing qualifications issued within the region. However, the agreement status has not been reached as some countries defined as "sending" such as Brunei Malaysia, and Singapore, have less motivated to implement RQF than the countries called "receiving", such as Cambodia, Lao PDR, Indonesia, Myanmar, Philippines, and Vietnam in terms of labor forces. Thailand is considered as both sending and receiving labor forces.

In Thailand context, higher education institutions in Thailand have four main missions which are: 1) to organize teaching and learning process, 2) to conduct research studies, 3) to provide academic services to the society, and 4) to preserve arts and culture. To achieve these missions, a quality assurance system is needed for higher education institutions, considering both short-term and long-term objectives of the country's development plan. A quality assurance is also in relation with the Thailand Qualification Framework for Higher Education (TQF:Hed). TQF established as a policy leading tool in section 4 of the National Education Act B.E. 2543 (2000), the Amendments second National Education Act B.E. 2545 (2002) and standard policy of national education, including standard of higher education.

Thailand Qualification Framework (TQF) aims to assure quality of graduates by measurement of Learning Outcomes. Not only skills, knowledge and competencies that TQF expects from graduates but also virtue, morality, acumen, interpersonal skill, responsibility, analytical skill, communication skill, use of information technology and other skills. These will relatively be perceived by community including higher education institutes in both Thailand and International where can be confident in the comparative standard. TQF has come into force in 2009 in the form of notification from Ministry of Education to all higher education institutes in Thailand.

The National Education Act, section 6 suggests to set up a system to assure the education quality in order to maintain education quality and standards among all educational levels. This system comprises two sub systems which are internal and external quality assurance systems. The internal quality assurance should be maintained on an ongoing basis as a mandatory part of education administration process. It emphasizes on creating a system and mechanism to control, audit and assess operations of institutions to comply with each institution's policies of quality established by the institution and/or governing authorities. Whereas the external quality assurance is the assessment performed by the Office for

National Education Standards and Quality Assessment. All education institutions are required to receive the assessment the externals at least once every 5 years.

It can be seen that countries in the region of Europe, Australia, and Asia are focusing on the quality assurance process in higher education and aim to create a qualification standard framework. Thailand has been executing many of education acts aiming to control and assure quality of higher education management. Accordingly, Thailand Qualification Framework for Higher Education Notification has been announced and consequently all higher educations are aware that they are expected to have their roles and responsibilities in producing the quality assurance process to meet the requirement of Ministry of Education of Thailand.

However, External Quality Assurance (EQA) does not make an indication to student's learning outcomes. Since most of researches tend to focus on effectiveness of system and process of EQA, there is a need to conduct a research that study the relationship of EQA system toward learning outcomes and quality of teaching and learning. This kind of research, which is rarely conducted, will help reminding people about the effects and genuine benefits of EQA instead of using it as a framework for universities to follow without knowing the purpose and effects of EQA, for whom EQA is made and for what EQA is. According to the situation given, the researchers have recommendation as follows:

1. Significance of EQA is needed to be clarified. It should be realized that EQA exists not just because the law says so, or not just because it is a burden that has to be done or not just because the university needs to survive, but it exists because it has collective target on the learning of students and because it is a pride of academic and educator career.

2. As for Internal Quality Assurance (IQA), there is a need to emphasize on the learning process so that it can ensure the learning outcome of students since EQA may not be able to get into details.

3. Every unit has to prepare for transnational education by establishing a 360° study in order to learn about the change that occurs around and cooperate with each other at the same time.

4. Building and expanding networks will be a short cut to the learning and exchanging of experiences of individuals, among groups and countries. The networks will also expand opportunities to get into abundant sources of knowledge.

It is worth noting that if everyone cooperates, works together with strong determination and keep improving constantly, the higher education system in Thailand will be able to stand firmly in both regional and international arena. To reach this position, it is going to need more than just an effort to survive.

By considering recent adaption of the higher education institution, it is found that there are efforts to develop staff competencies on several aspects such as qualification framework understanding and commitment, the quality assurance, teamwork and communication within organization. Besides, there is also an effort to generate motivation which will contribute to good result of student learning outcomes.
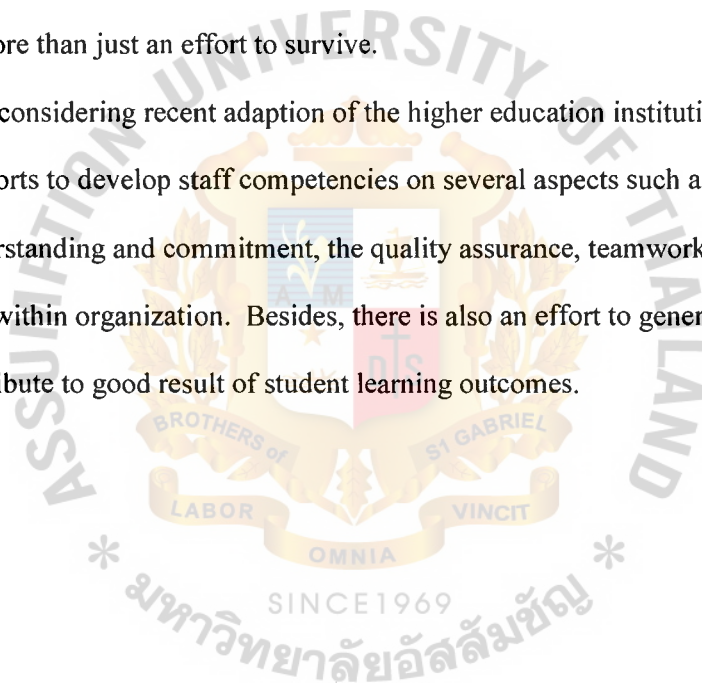
2. The Focal System

2.1 Suan Dusit Rajabhat University Situation

Suan Dusit Rajabhat University has background from Hospitality School since 1934. It has developed itself for 75 years on the basis of academic potency which is unique from others. It was granted new status as "Suan Dusit Rajabhat University (SDU)" by the Ministry of Education, which was followed by the Rajabhat University Act, B.E.2004. According to the changed status, SDU has to realize more on *survival* of organization than in the past. The university has to transform the administration and academic structures, rules, principles, and regulations in order to make them consistent with the Nation Policy which determines the characteristic of university. To be accessible by giving more chances to students, to form the courses which are conformed to the demand side strategy and to manage in the accountabilities way, are the features that SDU has to amend it to be.

SDU envisions itself as specific university by focusing on fields and programs that are proficient and excellent. Those fields can make the body of knowledge and innovations which are accepted both domestically and abroad. In addition, SDU tries to apply the Information Communication Technology (ICT) to teaching and learning systems. IT is also utilized in administration system so that it can be the most efficient and effective organization. It also spots on developing and creating staffs to be knowledge workers in order to be human capital for making intellectual wealth of university.

2.1.1 *Philosophy:* "The University is capable of survivability"

The university realizes that the university organization is very different from many other industries for a number of reasons due to the fact that it covers the whole spectrum of customers from individuals. As a result it is not easy to focus on single market especially as they are often related.

2.1.2 Vision

SDU is an especial university which has the very distinctive identities, to be exact, food industry, childhood education, service industry and nursing science. The management of the university is dynamic, widely acceptable in ASEAN region and able to compete sustainably.

2.1.3 Mission

To bring about the graduates who are extensively acknowledged and needed by society with the emphasis on SDU culture and characters. In addition, it aims to build up, develop and distribute knowledge and innovation for developing the quality of the graduates and the strengths of community, society and country by providing academic service, preserving culture, enhancing the sustainability of environmental management, encouraging the concept of sufficiency economy and developing the strength of teacher profession. These practices are based on management principle which could also be prepared for the future changes and the capability to compete in ASEAN level.

As double selling, the value chain of the university is quite complex caused by customers who are often supplier at the same time. In definition by it, the university sells knowledge to students and then sells graduate student to labor market, as shown in the *Figure 1:*
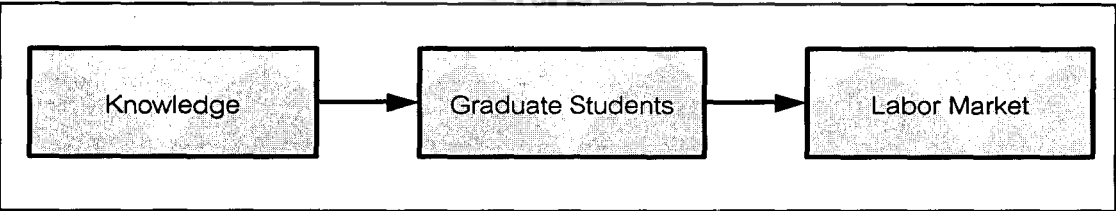
Figure 1.1 The double selling in university, own analysis

The university should recognize on the survival which is the main point of stating in the strong competition of educational industry nowadays. For its own survival, the university has to stay closely with the customer and administer in autonomy and entrepreneurship style and focuses on its own existing competence.

The university can effectively attract students by having identities which are different from other university. For example, SDU has distinctive position on the Elementary Education program, Aviation Program, and all missions in developing teachers as it formerly was a teacher training college, etc. In addition, it focuses and applies the quality assurance processes in every department. Student as a customer can see it as an indicator, to have full of confidence to study at SDU. Importantly, it helps the labor market to assure the quality of graduates from the university.

There are many researchers discussed about the idea of students as "customers" at institutions of higher learning. Boria Sax stated that the idea of students as customers seem to be contrast but it can be simply understood (Sax, 2004). The relationship between a customer and provider has been changed as today it is not just superficial but new technologies help to build it more lasting and closer. While the research from Lynne Eagle and Ross Brennan found that the question about "Are students customers?" is polarized, with advocates regarding it as self-evident that students are customers and should be treated as such (Eagle & Brennan, 2007). While critics regard it as self-evident that the incursion of the "customer" concept into higher education degrades educational standards and damages the educators/student relationships.

While Emery, Kramera, & Tian (2001) compared the benefits and consequences of two different educational philosophies adopted by business schools: the customer-oriented approach and the product-oriented approach. The customer approach suggests that faculty treat the students as their customers and the product approach requires

that faculty treat the students as their products. Under a student-customer program, enrollment and levels of student satisfaction increase at the expense of learning and program quality. The product approach shifts the focus from student satisfaction to student capabilities and holds business programs responsible for producing knowledgeable, effective students who possess skills and talents valued by public and private corporations.

The university should try hard to do well in both production and administration processes. All arrangements are set up for customers' satisfaction which will show in the increasing of number of new students in each year and also show pleasure of current students. Consequently, satisfaction of students will lead to loyalty of students.

Anyway, gaining loyalty from students means all parts of university are going in the same ways and thoughts. It has to concern in up-to-date curricula, body of knowledge, research, the quality assurance, and even the environment. All of components are significantly performed together.

According to Kotler and Fox theories, SDU exist at least six respects of stakeholders/customers which customers and stakeholders can be substituted each others. In term of customers, it is always used in business context, means someone who makes use of the paid products or services as an individual or organization. While the term of stakeholders used in ordinary non-profit organization context, means someone who involve with organization both direct and indirect ways (Kotler & Fox, 1995). *First,* and most apparent, it serves as a producer of educational products and services for its client population of students. It seeks to market those services to those who would seek educational offerings. *Second,* it seeks to attract donations of value. In many cases the donations come from alumni who want to show their gratefulness to the former university. *Third,* it seeks approval and general support from a larger community and the society at large, touching on social and cultural environments and relationships. *Fourth,* it exists in a market relationship with their suppliers

and personnel. *Fifth,* as double selling, it offers knowledge-based services to students and then offers graduates to labor market. Hence it has to develop curricula that meet demands of the labor market. *Sixth,* it has to follow the regulations and principles indicated by the government due to its supervision. It can be said that many times the government becomes one of customers of SDU indirectly. The stakeholders/customers of SDU are as presented in the following figure 2:
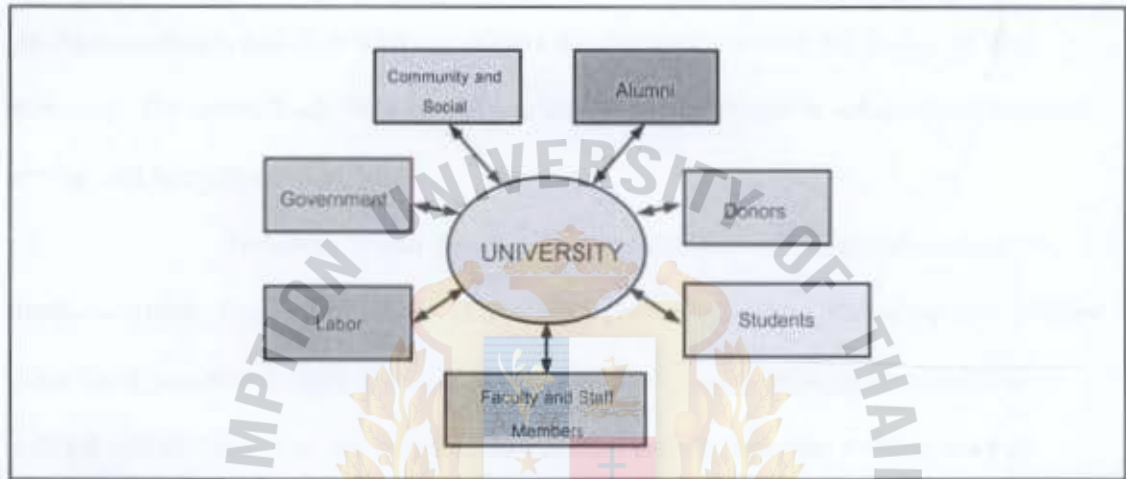
Figure 1.2 Stakeholders/Customers of Suan Dusit Rajabhat University, own analysis

Success in SDU's core mission of teaching and research has to underpin by stakeholders' perspective and satisfying stakeholders relationship management. "Customers" and "Stakeholders" can be substituted each others. In term of "Customers", always used in business context, means someone who makes use of the paid products or services as an individual or organization. While the term of "Stakeholders", used in ordinary non-profit organization context, means someone who involve with organization both direct and indirect ways. In higher education, students are "customers". To know what customers are thinking and what is the most suitable for them is essential if the university is to provide the right thing to students. Simply to teach with "talk and chalk" fails as a recipe for success. Figure 2 shows

the stakeholders of SDU, which can be divided into "internal and external" customers. SDU will not be successful on acquiring satisfaction of the external customers if it has not firstly taken a good care of its internal customers. A positive relationship should involve between employee and customer satisfaction.

The activities and feelings of the SDU's personnel are engaged in the relationships between customers and the university. SDU itself is only a structure, but persons are the embodiment of the university. All those who are in contact with customers are part-time marketers and their behavior affects the customer's overall perception of the university. The internal customer system can identify various ways to reduce costs, improve service, and become more efficient.

However, unlike the other industries, SDU itself must be based on academic quality. Hence, some types of university personnel such as professors have no need to act like a customer service person in every case. They must contribute knowledge to students and perform in proper way that they are suitable for departing to labor market.

2.2 SDU's Organizational Structure and Culture

After its status became Suan Dusit Rajabhat University, its structure was the organization hierarchy which was fully a modernist's concept. As shown in Figure 3, the organization chart is tall. The university needs to be more flexible and be able to adapt well to the environment. It needs to focus on organization network and relationship of every unit in organization. It is because environment is changed rapidly and there are much more requirements from customers and society. The ability to adapt itself and make a strong network can assist SDU to achieve the mission and vision.
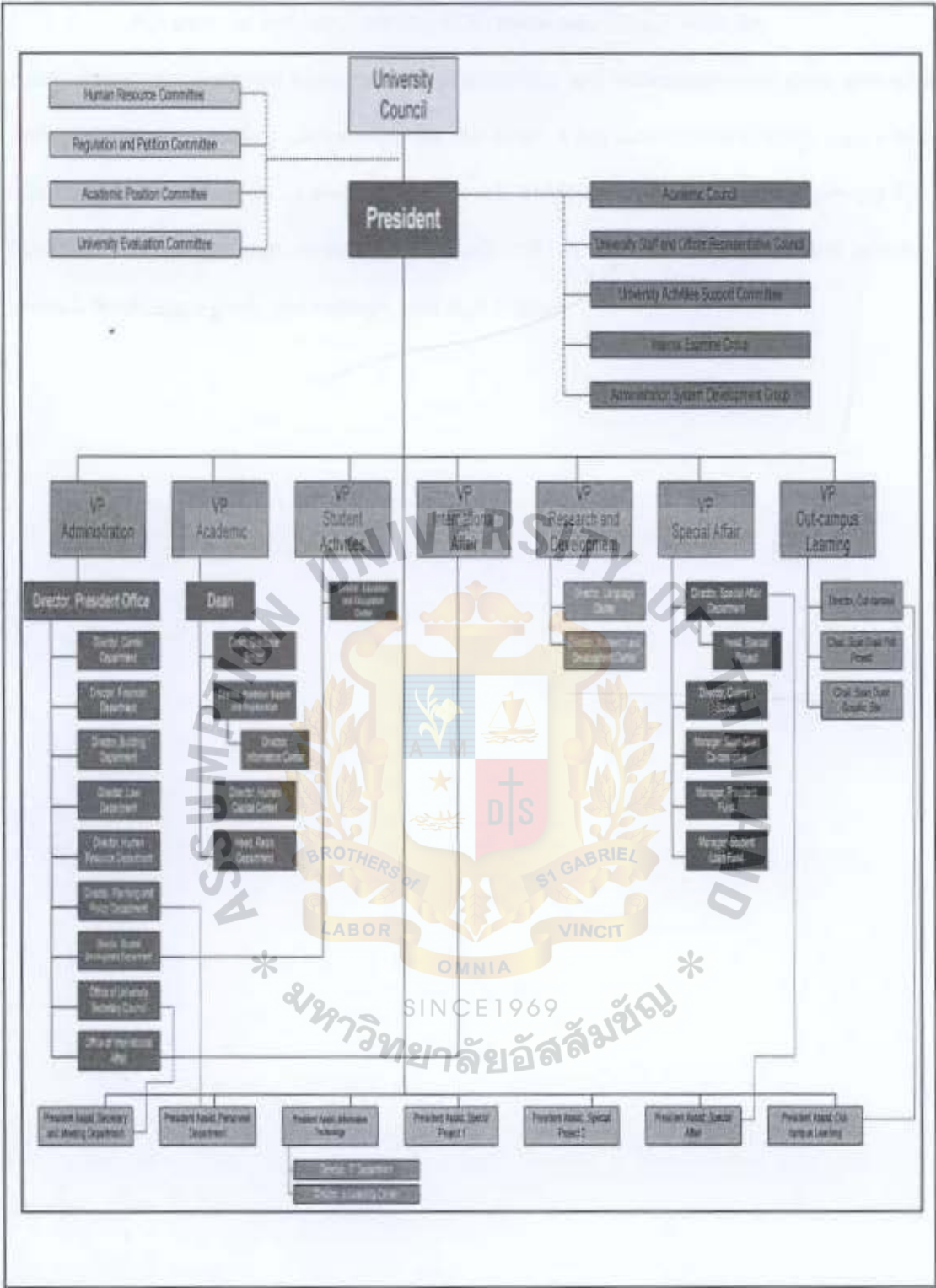
Figure 1.3 SDU Organization Chart (Suan Dusit Rajabhat University, 2009)

For survival and survivability, SDU has to stay closely with the stakeholders/customers and administrators in autonomy and entrepreneurship style, as well as focuses on its own existing competence. By this point, it has developed a strategy map which contains four perspectives: 1) learning and growth, 2) internal process, 3) customers and 4) financial. The strategy map can strategically help SDU to walk to the right direction in order to reach its ultimate goal. The strategy map is as follow:
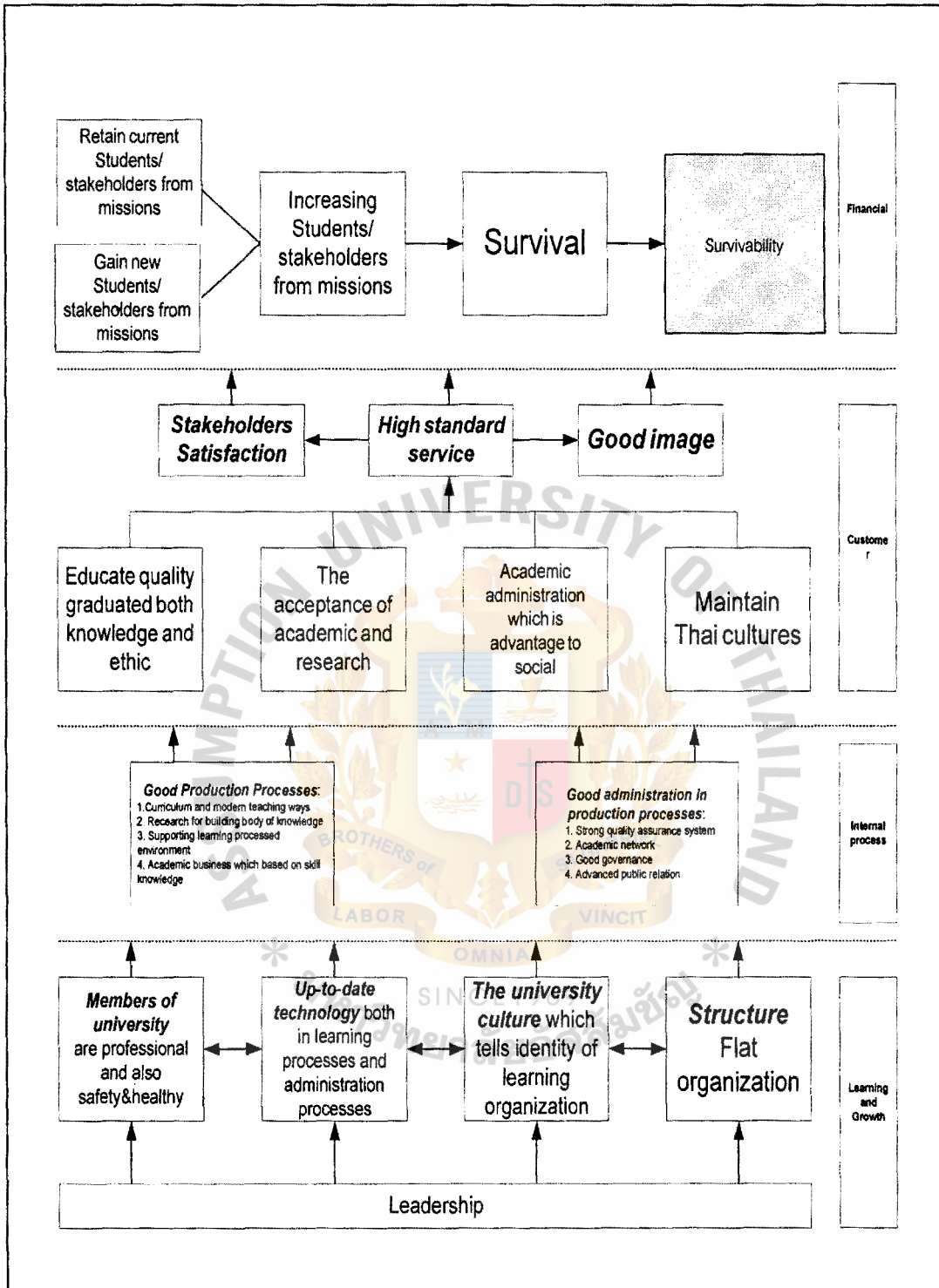
Figure 1.4 Strategy Map of Suan Dusit Rajabhat University (Pholpuntin, 2005).

According to its strategy map, there are a number of issues that have to be concerned. From learning and growth to financial perspective, the base of strategy is the leadership of leaders in all levels. All elements of strategy are linked together. Although financial status is the top of the strategy, what it needs firstly is to build up safety and health professional members, the up-to-date technologies and the culture that tells identity of the learning organization as well as the structure of flat organization. Although SDU is one of the public universities but it can be seen that it attempts hardly to push itself to be business-centric, especially in management and administration side. In business term, a university can be defined as one kind of business organization that has its own mission, vision and objective for doing business. The difference in objective between universities and business organizations is that universities do not have maximum profit as their ultimate goal. Whereas what they want is excellence in their academic field.

Tools for analyzing SDU using in this research are 7s Mckinsey and SWOT analysis. The 7s Mckinsey model is premised that there are seven internal aspects of an organization that need to be aligned if it is to be successful. The 7S model can be used in a wide variety of situations where an alignment perspective is useful. It can examine the likely effects of future changes within SDU and determine how best to implement a proposed strategy. The SWOT analysis is a technique for understanding SDU' strengths and weaknesses, and for looking at the opportunities and threats SDU faces. It can help SDU uncover opportunities that it is well placed to exploit. And by understanding the weaknesses of SDU, it can manage and eliminate threats that would otherwise catch SDU unaware of its pitfalls.

2.3 SDU 7s Mckinsey Analysis

Palmer, Dunford, & Akin (2006) describe that the 7s Mckinsey Framework was developed by McKinsey & Company consultants. It is based on the propositions that organizational effectiveness comes from the interaction of multiple factors and the successful change requires attention to the interconnectedness of the variables. They characterize the factors into seven categories: Strategy, Structure, System, Skill, Staff, Style, and Shared Values. These seven elements need to be aligned and mutually reinforcing. So, the model can be used to help identify what needs to be realigned to improve performance, or to maintain alignment and performance during other types of change.
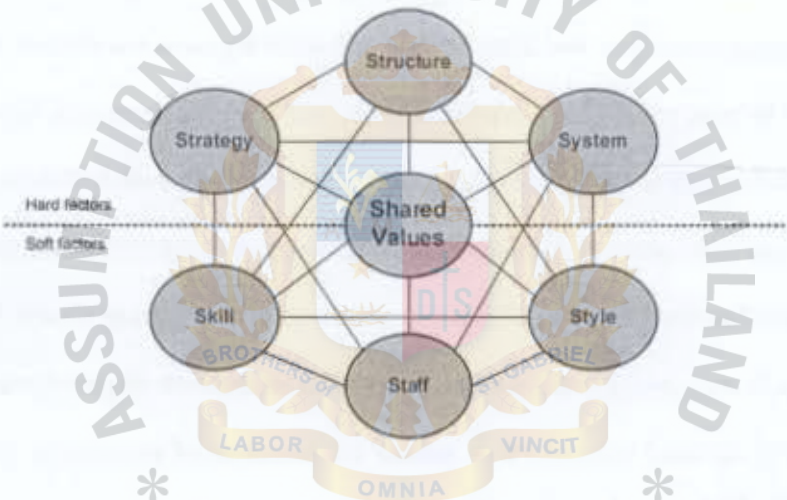
Figure 1.5 The 7-S Mckinsey Framework (Palmer, Dunford, & Akin, 2006)

2.3.1 Strategy

The strategic goal of SDU is to be entire quality organization. In order to reach that goal, SDU sets up four strategies which are 1) to increase the quality of academic staff to an acceptable level in the international arena. 2) to apply student – centered education, to increase the quality of education by improving students' knowledge and ability

to analyze and express their thoughts. 3) to activate the research infrastructure and scientific

activities and 4) to enrich the relationship of shareholders/customers.

The tactical plans/goals in SDU is to be quality in every level. The ISO

certificates are applied in every academic supportive units and the quality assessment by

government be applied to every faculty in SDU.

In the strongly competitive environment, SDU has close parallels with the

strategic management in the private sector especially in relation to the flexibility, bottom-up

approaches and ensuring that the strategy and direction are distributed between the centre and

the operating units.

However, universities have changed greatly since the 1980s and the most

successful universities are amongst those that have adapted best to the new environment. The

diversification of income sources and the intensification of competition provide universities

much closer parallels with the private sector organizational objectives than would have been

true in the past. This is not because universities are, or should, become more business

orientated in a strictly managerial sense, or because they have simply entered a market

situation and are driven by the need to sell a range of products in a commercial environment,

or because they should now be measured for success on the basis of financial criteria but

because some of the organizational characteristics and strategic management required for

success mirror best practice in progressive private sector organizations.

2.3.2 Structure

Job design of SDU is great depth and range. SDU has a very "depth" job

design. It is a government service organization, hence, the main type of decision-making is a

bureaucratic style which has a certain degree of standardization and has a lot of red tape

involved. That means, for a single thing to be done it has to be passed through the different

heads of departments. Accordingly, it will go from the president to the vice president, to subordinates under the vice president and continuously to the persons who are listed.

At the same time, SDU has a very "wide" job design. According to its big size, the number of job duties is large. From the organization chart, it has 7 vice-presidents, 7 president assistants, 26 directors and deans. This is because the SDU has different kinds of customers. It serves students from its teaching and at the same time it provides research and other supports to serve society and other markets.

SDU is a "tall" organization. Although it has faced to the low-certainty situations which are the economic decline in Thailand, unemployment condition and the deduction of money support from the government, SDU, in overall, does not adapt itself much in the structure, while some departments such as the IT department, have to use high budget and need to change their department structures to be more flat.

The subunits for overall of SDU are matrix. SDU realizes that different structures create different benefits. Hence, the subunits are matrix. The jobs are normally grouped by function, for example; student affairs, academic affairs, faculties, however, some jobs are grouped by areas.

SDU introduced new curricula in other provinces in Thailand. Each province and the subjects of teaching are matched together in different aspects. For example, Petchaburi province, SDU introduced the Airline Business course because the province is the center of central and southern part of Thailand where the needs of this course are high. In Lampang, the north part of Thailand, SDU introduced the elementary education program. It is because there are a number of customers requesting SDU to open the elementary school to serve the community. These are sample of subunit grouped by areas. SDU has a demonstration of elementary school, which is the first elementary school in Thailand.

2.3.3 System

The systems are divided in two, selection and development systems. The selection system is normally and very simple such as interview and hire. SDU selects its members by interviewing method while the selection method of President and Dean Positions is the "examine" method conducted by the specific committees. The development systems is also simple, SDU uses cross-divisional job rotation in development system for its personnel but not for Dean Position.

Lecturer in one faculty can be a lecturer in the other faculties provided that knowledge and skills are matched to the opening program. The measurement system is performance appraisal systems which measures individual on their competencies in each job position. For example, for lecturer position, the measurement is by using classroom evaluation and published research, for dean position, the measurement is on leadership style and the like.

The management control system is like to measure subunits on the alignment between faculties' doings and the SDU policies.

The reward system offers monetary type by paying salary, fringe benefits while a non-monetary type offers recognition, praise, and office space. There is no bonus in SDU. According to its bureaucracy status, the monetary reward is referred to the government rule which is called "stage of salary". The allocation criteria is measured by current performance, for salaries and non-salaries they offered by performance evaluations.

2.3.4 Skill

Core competencies of lecturers are to be interpersonal communication, establishing supportive learning environment, flexible and open-minded with respect to learning styles, serves as a role model to students, establishing close relationships with

students, parents, guardians, and community members, and research development including

with teaching instrument development competency. Such competencies will hence bring all

lecturers to possess to higher academic positions which are being promoting to Assistant

Professor, Associate Professor and Professor accordingly.

2.3.5 Staff

SDU selects its members by interviewing method while the selection

method of President and Dean Positions is the "examine" method conducted by the specific

committees.

The development systems is also simple, SDU uses cross-divisional job

rotation in development system for its personnel but not for Dean Position. Lecturer in one

faculty can be a lecturer in the other faculties provided that knowledge and skills are matched

to the opening program.

The most highly impact of SDU condition is the performance of lecturers.

The lecturers are the most important persons who have to adapt best in the context change

from global level to Thailand and to SDU level. This change results in the university's

higher demand on multifunctional skill persons who have skills to adapt and develop

themselves in managing the new environment of the university.

SDU needs to have multi-skilled lecturers. In order to succeed in the SDU's

core mission of teaching and research, the lecturers have to understand "students" as

"customers". To know what customers are thinking and what is the most suitable for them are

essential. Simply to teach with "talk and chalk" fails as a recipe for success.

At present situation, the lecturers do not want to change. There is no

innovation of teaching that will be advantage to students and there are not enough researches

that prove the quality of the teaching. SDU finds that teaching and learning process involves

not only a commitment to knowledge, but also appreciates an influences of diverse of

thoughts, values, processes, resources, and structures as it seeks to organize and plan lifelong

learning experiences.

Furthermore, SDU needs to open to new target groups of customers. New

curriculums that come from mixture between programs are required in order to serve

demands from the labor market. This means that lecturers must be intelligent in the

combination fields.

2.3.6 Style

SDU is bureaucratic style organization. Which reflection of its large size

and context of public organization, SDU's characteristics are imposing strictly and

systematically discipline via official position power and government regulation.

2.3.7 Shared Values

SDU has set up its shared value which is "SURVIVABILITY". The

survivability itself means to the ability to survive and thrive, no matter what life throws at the

organization. It is mindset, a way of thinking based on self-reliance and resilience. The

"SURVIVABILITY" confirms the SDU experiences from last five years that it has to face

and change itself for survival due to decreasing number of students and money support from

government.

2.4 SDU' SWOT Analysis

Aside from the 7s Mckinsey Model, the SWOT analysis is also used in assessing

SDU organization more deeply. The SWOT analysis as a tool used to state the SDU actual

fact. The figure below is SDU'SWOT analysis.

Strength	Weakness
S_1: Strong Leader	W_1: Low level of commitment on Thailand Qualification Framework (TQF) and the Quality Assurance (QA)
S_2: Strong identities	
	W_2: Unclear organization communication
	W_3: Bureaucratic organization, red tape
	W_4: Quality of teaching not at par
Opportunities	**Threat**
O_1: Opportunity to serve Thai society	T_1: Reduction of financial support from the government
O_2: Supportive policy from the government	

Figure 1.6 SWOT Analysis, own Analysis

The strong leader of SDU means the current president who is the great leadership. All members of SDU respect and keep him to be a model. He leads SDU to have strong identities which are food sciences, childhood education, hospitality science and nursing science. However, members of SDU have low level of commitment of TQF and QA hence it bring to be problem of teaching quality. SDU is very red tape organization therefore the internal communication is as well trouble.

However, the opportunities of SDU are to have chance to serve Thai society as it is one mission of university in Thailand and the supportive policy from the government to be serving Thai and manage learning and teaching process. Anyway, tendency to be reduced financial support from government is also thread. It is because the economic crisis of Thailand and the aim to bring universities to be autonomous.

The SWOT analysis shows that the strength and opportunity (SO) can define how SDU can use its strengths on having a strong leader and strong identities to take advantage of the opportunity on serving Thai society and on the supportive policy from the government. The strength and threats (ST) show that how SDU can take advantage of its strength on having a strong leader and strong identities to avoid real and potential threats on deduction of financial support from the government. The weaknesses and opportunities (WO) show that how SDU can use its opportunities on having channel to serve Thai society and containing the supportive policy from the government to overcome the weaknesses SDU on the commitment on Thailand Qualification Framework (TQF) and the Quality Assurance (QA), organization communication, the red tape organization and quality of teaching. And weakness and threats (WT) show that how SDU can minimize its weakness and avoid threats.

From the 7s Mckinsey and the SWOT analyses the problems of SDU are identified that require attention which gave rise to the need for this research. The factors that facilitate the success of SDU are its students, quality of teaching, quality of research, quality of academic support services, and good studying conditions. A well-managed academic and social environment can contribute good learning experiences and effective education to SDU. Such benefits are long-lasting and inspire trust and loyalty from students towards the institution. To support the organization design, the task of organization and importantly people in the organization can make the SDU to be a healthy organization. Lastly, students who are claimed as customers are the persons who directly gain the advantages, thus this research focused on quality teaching as a main concern.

3. Research Objectives

3.1 To assess, analyze and identify the current levels of commitment to Thailand Qualification Framework (TQF), Quality Assurance (QA), and teaching quality at SDU.

3.2 To identify, design, and implement appropriate ODI that enhances and improves Thailand Qualification Framework (TQF), Quality Assurance (QA), and teaching quality at SDU.

3.3 To determine the relationship of lecturers' commitment to TQF and QA to Quality of teaching.

3.4 To determine the impact of ODI on commitment to Thailand Qualification Framework (TQF), Quality Assurance (QA), and teaching quality at SDU.

4. Research Questions

4.1 What is the level of lecturers' commitment to Thailand Qualification Framework (TQF) and Quality Assurance (QA) and teaching quality?

4.2 Is there a difference between pre-ODI and post-ODI on lecturers' commitment to Thailand Qualification Framework (TQF), Quality Assurance (QA), and teaching quality at SDU?

4.3 What is the relationship between lecturers' commitment to TQF and QA to Quality of teaching?

4.4 Does ODI impact on lecturers' commitment to Thailand Qualification Framework (TQF), Quality Assurance (QA) and teaching quality?

5. Research Hypothesis

Ho1: There is no significant relationship between lecturers' commitment to TQF, QA with teaching quality.

Ha1: There is significant relationship between lecturers' commitment to TQF, QA with teaching quality.

Ho2: There is no difference between pre-ODI and post-ODI on lectures' commitment to TQF, QA and teaching quality.

Ha2: There is difference between pre-ODI and post-ODI on lecturers' commitment to TQF, QA and teaching quality.

6. Scope and Limitations of the Study

6.1 The Scope of the Study

6.1.1 Scope of Respondents/Population: Members of SDU who are working as lecturers in the period of Academic year of 2009 (June 2009 – May 2010). These areas are included members working at 6 out-campuses located in Lampang, Pissanulok, Nakornnayok, Suphanburi, Petchaburi, Trang Province. The total numbers of population are 850 persons.

6.1.2 Scope of Time Frame: The action research period is in Academic year of 2009 (June 2009 – June 2010)

6.2 The Limitation of the Study

This dissertation attempts to use the appropriate organization development interventions on quality of teaching in SDU. However, within the time and resources available, in addition to the complexity nature of the university, the study will not be able to

comprehensively use the appropriate organization development intervention to all of perspective of SDU, but has drawn the scope of the study as follow:

6.2.1 The impact of appropriate organization development interventions will only limit to quality of teaching

6.2.2 Student evaluation is limited by time of semester. The data of student evaluation of Pre-ODI takes place at the end of the first semester. After ODI, the data of student evaluation of Post-ODI takes place on the middle of the second semester. The researcher systematizes reliability of data collection by which selects the same lecturers and the same students group. Only the subjects that have been changed which it cannot be controlled from the period of student evaluation.

6.2.3 The measurement of students' satisfactions is one significant part of the reflection of universities' long-term sustainable. Anyway, there are maybe other factors towards this measurement that the researcher cannot control. For example, reputation of Ivy League university will satisfy students much more the new university.

7. Significance of the Study

The study helps gaining better understanding on SDU lecturers' perception towards key factors influencing TQF understanding and commitment and also the Quality Assurance. It is the first time after the new law of Thailand Qualification Framework has been launch on mid 2009. The critical areas are improved in SDU in order to generate more quality of teaching form lecturers. As one of open-systems organization, SDU is affected by its outside environment. Understanding how the external environment forces affect SDU can help explaining some of its internal behavior. This dissertation will show the main factors that SDU has to think about for best managing change in teaching quality which is the key factors of the university's success.

8. Definition of Terms

Awareness - Having knowledge and recognize on TQF and QA

Coaching - The activity of a coacher in development the abilities of lecturers on TQF and QA. It focuses on the achievement of lecturers on a goal of commitment on TQF and QA. The sessions of coaching are one-to-one or a group setting, in-person, over the telephone, by mail and also in term coaching.

Commitment - The assurance to fulfill the assigned duties and responsibilities containing the employee commitment, the affective commitment, the continuance commitment and the normative commitment (Meyer & Allen, 1997 and Mowday, Steers, & Porter, 1979)

Quality Assurance (QA) - Planned and systematic actions necessary to provide adequate confidence that the education provided will meet the needs of clients, a way of evaluating the effectiveness of structures and processes required to achieve outcomes. (Cuttance, 1994)

Quality Teaching - Activity which brings about the most productive and beneficial learning experience for students and promotes their development as learners.

Satisfaction - The act of satisfying, or the state of being satisfied. Repose of mind resulting from compliance with its desires or demands.

Thailand Qualification Framework (TQF) - An instrument for the classification of qualifications according to set of criteria for specified levels of learning achieved, which aims to integrate and coordinate qualifications subsystems and improve the transparency, access, progression, comparability and quality of qualifications in relation to the labor market and civil society.

Training - The acquisition of TQF and QA knowledge, skills and competencies to lecturers

Understanding- Characterized by or having comprehension, good sense, or discernment on TQF and QA

Chapter 2

The Literature Review and the Theoretical, Conceptual and Research Frameworks

1. Theoretical Term of University

Universities are remarkably flexible organizations. But financial stringency and conflicting demands on their resources have produced serious new stresses within them (Frederick, 1995). In the past, these institutions could grow in many directions without having to assess mission or scope and without being specifically accountable, financially or otherwise, to funding agencies, the taxpaying public, faculty, or students. That period has ended, and universities are now asked to justify themselves. Accountability is difficult to achieve. The problems of identifying and measuring the components of such complex organizations or of analyzing and evaluating performance are enormous. These problems are further complicated by uncertainties about how to identify and demonstrate the quality and quantity of education, research, and public service.

Historically, the university grew as an institution, not as an enterprise or service agency (Frederick, 1995). It is an institution in the sense that it makes strong claims of loyalty and effort on those involved with it, while it defends its distinctive, autonomous place in society and the right to choose its members settle its aims, and operate in its own way. But now the university has become a mixture of institution, enterprise, and agency. This is partly because it has assembled a broad and confusing range of activities and operations, but a further reason is the major parties of interest view it in different ways: the faculty and students, as an institution; the trustees and some administrators, as an enterprise; and the

governmental sponsors, as an agency. Conflicts of purpose, law, motivation, and style flow from these differing views (Frederick, 1995).

1.1 Mission of University on Teaching and Research

The mission of the university is traditionally defined as "teaching, research, and public service." (Frederick, 1995). The full-scale university offers curricula leading to the most advanced degrees in a variety of fields. University may also offer non-degree instruction, such as short courses, certificate programs, and informal education for specialized, frequently classified under the head of public service because they do not lead to formal academic degrees. At the same view, Michael (2003), he has stated that universities are successful because of their teaching quality and research, not because of their management. However, management style also plays an essential part (Michael, 2003). Good management can lead and support teaching and research to succeed. Conversely, poor management can damage teaching and research and lead to organizational decline. However, university is multi-faceted, multi-product organization which today increasingly its additional roles, particularly with reference to the knowledge economy and social inclusion. Teaching and research support to broaden of a university's role, however, represent a significant new dimension in university and are concerned the way that university is now regarded by government. It has important implications for university to pursue its management (Michael, 2003). No scale that can rate the value to society of a university that scores remarkably highly in teaching and research against one that concentrates on a social inclusion subject. There should be diversity of mission in a mass higher education system and that university should be encouraged and funded to use their strengths to compete with others. Today, however, *social expect that a university which aims to address itself to one or many aspects of the wider agenda should expect for a good performance in teaching and research.* At the

theoretical level, Castells (1994) has stated that there are three major functions of university system and the specific task of each university within the overall university system (Castells, 1994). *First, universities have historically played a major role as ideological tools,* rooted in the European tradition of Church-based universities. The formation and diffusion of ideology has been, and still is, a fundamental role of universities.

Second, universities have always been mechanisms of selection of dominant elite, (Castells, 1994) including in such mechanisms, beyond selection in the strict sense, the socialization process of these elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between there elites and the rest of society. Without substitution for the ideological role of universities, elite selection and the formation of social networks became the backbone of the leading institutions of the university system. The English system, built around the unquestionable dominance of Oxford and Cambridge is probably the perfect example of this elitist role of university, an extremely important function in any society. But the role played by Ivy League universities in the United States by the University of Louvain, based on the influence of the Catholic Church in Belgium, or by the University of Moscow in the Russia, is in fact very similar, and reproduces the process of elite selection and formation, while adapting it to the historical and cultural characteristics of each society.

Third, universities are science-orientated (Castells, 1994). The science-oriented university came in fact very late in history, in spite of the practice of science in universities in all times. Including the achievement of fundamental scientific discoveries in universities that At the dissimilar view, the Australian Government has issued a protocol which is about the importance of teaching and learning that; The demand for skilled and professional workers has been increased as a result of the transformation of higher education from elite to a mass system recently (Australian Government, 2005). This demand is expected to continue in the

future. This means that the student number in higher education will become increase and more diverse as people with a wider range of backgrounds, abilities and needs prefer to seek for upgrading their skills. Relatively, students are now under greater pressure to learn and absorb knowledge, especially student who undertakes work and study simultaneously. As the need of higher education increases, universities have responded in various ways including changes in teaching practices and improved services to assist student learning. However, there are still concerns regarding the perceived status of teaching within universities. The quality of teaching is always asked from society and labor market. An announcement goes out to the universities that from now on the university will operate with closely concerning of quality assurance and quality assessment. All academic, business, and service functions will be assessed regularly, and quality teams will plan ways to improve teaching quality. Not only quality assurance system, the qualification framework is set up for making direct impact to quality of teaching. It is to answer that graduates are quality enough to serve the market goes developing.

1.2 The Rationales Higher Education Institutions have to Concern about Quality

As lecturers, heads of faculties, planners and policy makers in higher education institution may have this question in mind - why worry about quality? Some of the reasons are:

1.2.1 *Competition and partners*: higher education institutions are incoming a new systems, where competition among higher education institutions for students and funds will be extremely important. With globalization and the Free Trade in Services, the higher education institutions' environment will be apprehended by increased competitions and partners. In order to survive in such a situation, higher education institutions require concerning regard to their quality.

1.2.2 *Customers and stakeholders' satisfaction*: there are at least seven groups of higher education institutions. The major group is students, parents and labor market. They are now highly aware of their rights to get value for their spending, money and time. They are now demanding good quality teaching and receiving necessary competencies skill sets, and thus higher education organizations have to be constantly concerned about the significance of programs and curriculum to the customers and stakeholders' need and want.

1.2.3 *Sustain standards*: Higher education institutions are always concerned about putting their standard and maintaining it continuously. In order to maintain the standard, they have to intentionally make efforts to develop quality of the educational transactions and also the educational provisions and facilities.

1.2.4 *Responsibility*: Higher education institutions are accountable to its customers and stakeholders in terms of the funds used on it. Concern for quality will ensure accountability and responsibilities of money support utilized and inform customers and stakeholders about taking appropriate decisions. Thus, quality can be considered as a examining instrument.

1.2.5 *Develop lecturers and staff motivation and self-esteem*: The apprehension for quality will develop the motivation and self-esteem of lecturers and staff in achieving their duties and responsibilities. If a quality system is in place, the internal processes would be systematic making every department complementing each others service domain and helping in developing internal customer satisfaction leading to high motivation and self-esteem

1.2.6 *Trustworthiness, reputation and ranking*: The quality continuously concerning can bring in trustworthiness to customers and stakeholders. It is because of consistency leading to practice, status and brand value.

There are three important contributors in quality, W.Edwards Deming, Joseph Juran, and Philip B.Crosby. Although they are firstly focusing on quality in industrial and manufacturing sector, but this concept of quality can be also well apply in other industrial, including academic sector.

The first concept of quality is come from W. Edwards Deming who is named as father of quality improvement. He wrote a famous book "Out of the Crisis" in 1982. The book explained about failure of future plan management and foresee problem before they arise. According to him fire-fighting and short-term thinking bring in waste and raises costs. He stressed that the responsibility for quality remains with the top management. He emphasized on prevention rather than cure as the key to quality (Deming, 1986). Deming's theory of quality management is frequently summarized as 14 points. There are 1) generate reliability of purpose for improvement of product and service, aiming to develop into competitiveness. 2) implement the new attitude that organizations cannot stay longer if they behave in the old way of accepting defects and mistakes. They have to concern about new way of quality focus. 3) members of organization have to be trained in monitoring and developing their own quality, instead of inspection at the end. 4) End the practice of awarding business on the basis of price tag alone (Deming, 1986) 5) continuously improvement on quality and productivity to the final objective in decreasing cost. 6) it is necessary to train members of organizations because training is a significant tool to improve quality. 7) take an important on leader, not manager. Leader can help members of organization to a better job. 8) drive out fear, so that everyone may work effectively for the company (Deming, 1986) 9) break down the barriers between departments (Deming, 1986) 10) eliminate slogans, exhortations, and targets, asking for new levels of productivity without providing the workforce with the methods to do the job better (Deming, 1986) 11) eliminate work standards that prescribe numerical quotas (Deming, 1986). 12) remove the barriers that rob

people of their right to pride of workmanship. This is to remove the appraisal system that

encourages competition among staff (Deming, 1986). 13) institute a vigorous program of

education and self-improvement (Deming, 1986). And 14) put everyone in the company to

work to accomplish the transformation (Deming, 1986).

Another expert on quality is Joseph Juran. According to him, quality is 'fitness

for purpose'. He stated that although a product or service met its specification, it might not be

fit for its purpose. The specification is possible to be imperfect but it should meet the

customer satisfaction. Juran established three procedures for quality improvement. First of

all, structural annual improvement plans have to be initiated. Secondly, the whole

organization has to be trained. The last procedure is that quality is treated as a key direction

to lead the organization.

Same as Deming, Juran gets eminently admiration in Japan. He was awarded with the

prestigious Order of the Sacred Treasure in Japan in 1981. Juran identified poor quality as the

consequence of the management's deterioration. According to Juran, 85% of the troubles in

an organization are owing to systems failure and the rest which is 15% is because of

individuals (J.M.Juran, 1989). Juran also pointed out that the secret of quality management

is teamwork. Moreover, he recommended a ten-step-approach to quality improvement as

follows.

The first step is to create awareness of the need as well as opportunity for

improvement. The second one is to set straightforward goals in order to improve quality.

Next is to develop an organizational arrangement to motivate the quality improvement

process. Another important step is to implement appropriate and necessary training. The fifth

step in this approach is to use a project approach to solve any problems arouse. The sixth one

is to analyze the progress of the quality improvement and make a report. The following step

is to acknowledge success and strengthen it. To communicate the outcome of the approach

throughout the organization is the next step to follow. The ninth step is to accumulate the observed records of changes. The last step of this ten-step-approach is to embed an annual quality improvement structural plan for all company processes.

Philip B. Crosby is the third master on quality. He is presumably the most influential management expert in the field of quality in United States and Europe. His main focus is on the upper level management and his two well known statements are "Quality is Free" and "Zero defects". According to Crosby, quality is neither luxury nor goodness, neither intangible nor unaffordable. He also pointed that quality does not originate from the workers but have to originate from the quality department.

Crosby has developed the well known four absolutes of quality management which are 1) the definition of quality is congruity to customer specifications; 2) the system to accomplish quality is to prevent and not to detect; 3) the standard of performance is zero defects; 4) the measurement of quality is the price of non-conformance (B.Crosby, 1984).

Crosby has listed his 14 steps of the quality management as 1) Management should be aware of the needs for quality improvement, and should be fully committed. 2) A quality team is set up to be in charge of the program. 3) Quality management procedures must be introduced. 4) Principle and cost of quality must be defined and applied. 5) A quality awareness program must be initiated. 6) Corrective action procedures should be introduced. 7) Implementation of zero defects should be planned and launched. 8) Supervisory training must be implemented. 9) Zero defects day must be announced to commence the process. 10) Explicit goals should be set to generate action. 11) Employee-management communication systems must be set up. 12) Actively participated employees must be recognized and rewarded. 13) Quality councils should be assembled to maintain the process. 14) Cycle must be repeated.

Deming, Juran and Crosby, all are greatly recognized in developing the ideas and vocabulary words in quality management field. The ideas have generated great impacts for learners in higher education institutions. Here are some points of their conceptions:

1. Commitment and leadership of top management are main keys in quality improvement.

2. An appropriate environment for learning and staff training are significant for employees to perform tasks right every time.

3. New philosophies and technologies should be adopted to improve the quality.

4. Teamwork and participatory management must be encouraged.

5. A communication strategy should be developed to report progress and results of the improvement.

6. Effortful employees should be recognized and rewarded without creating a competitive environment.

7. Appropriate systems and processes must be initiated to accommodate the needs of the stakeholders.

8. Quality cycles and a culture of quality improvement must be encouraged.

2. Concepts of 'Quality'

The definition of 'Quality' is debatable. 'Relativists' viewed quality as 'beauty' lying in the eye of the beholder. However, 'objectivists' thought that quality is a specific qualification that can be identified. The word 'Quality' comes from the Latin word *quails* meaning what kind of. With a variety of meanings and connotations, it has been referred to as a 'slippery concept' (Pfeffer, 1991). To illustrate the slippery and elusive nature of quality and the confusion associated with it many authors (Nigvekar, 1996; (Warren, McManus, & Nnazor, 1994; E., 1996) have referred to the highly cited words of Pirsig (Pirsig, 1974).

"Quality you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof! There s nothing to talk about it. But if you can't say what Quality is, how do you know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes, it doesn't exist at all. But for all practical purposes it really does exist.... So round and round you go, spinning mental wheels and nowhere finding anyplace to get traction. What the hell is Quality? What is it?"

Thus, this implies that quality means different things to different people.

2.1 Defining Quality

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). (Harvey & Green, 1993) identified five different approaches to defining quality: Firstly, in terms of exceptional (exceeding high standards and passing a required standard); Secondly, in terms of consistency (exhibited through zero defects and getting right the first time, making quality a culture); The third approach, quality is as *fitness* for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction); The fourth one, quality is defined as value for money (through efficiency and effectiveness); and the final approach is that quality is viewed as transformative (in term of qualitative change).

These different vague ideas of quality have led Reeves & Bedner (1994) to conclude "... The search for a universal definition of quality and a statement of law like relationship has been unsuccessful". (Gummesson, 1990) suggested that it might be useful to create an insight into the many dimensions that form an ambiguity entity referred to as quality through social consensus rather than defining it.

(Garvin, 1988) classified the various definitions of quality into five major groups:

1) Transcendent definitions. These definitions are subjective and personal. They are boundless but go beyond measurement and logical description. They are related to certain concepts such as beauty and love.

2) Product-based definitions. In this group, quality is defined as a measurable variable. The fundamental of measurement is objective characteristic of the product.

3) User-based definitions. Quality is viewed as a mean for customer satisfaction. These definitions are individual and partly subjective.

4) Manufacturing-based definitions. Quality is defined as conformance to requirements and specifications.

5) Value-based definitions. Quality is seen as providing good value for costs. These definitions define quality in relation to costs (Lagrosen, Seyed-Hashemi, & Leitner, 2004).

There are more concepts revolving around quality namely: quality as absolute, quality as relative, quality as a process, and quality as culture. In terms of quality as absolute, it refers to the highest possible standard. For instance, the picture of "Mona Lisa" by Leonardo da Vinci, the Egyptian Pyramids and the Taj Mahal are works of high standards and quality. In case of products, they are committed to high 'brand' values, status and positional advantages. This absolute quality standard can also be observed in case of education or in educational institutions such as Oxford, Cambridge and Stanford.

When considering quality as relative, the quality of a product or service can be described in relative terms and can be measured in terms of certain specifications. Mukhopadhyay (2005) described the adherence to product specification as "actually the minimum conditions for quality, but not the sufficient condition". The sufficient condition is customer satisfaction and beyond (p.19).

In view of quality as a process, there is a suggestion that certain processes must be undergone and conformed to the procedural requirements in order to achieve quality of a product or service. Consequently, quality is the outcome of systems and procedures that meet the specified purpose.

The last concept is quality as a culture. This concept views quality as a process of transformation and recognizes the importance of organizational view of quality as well as acknowledges the importance of quality in each entity. Although all ideas of quality have their respective places, the latter concept is particularly concerned in educational institutions. In order to embrace a wide range of discussions, R.(1992) quotes a 'suggestive' definition by Barrow (1991) to define 'quality' in higher education:

> "...a high evaluation accorded to an educative process, where it has been demonstrated that, through the process, the students' educational development has been enhanced ... not only have they achieved the particular objectives set for the course but, in doing so, they have also fulfilled the general educational aims of autonomy of the ability to participate in reasoned discourse, of critical self-evaluation, and of coming to a proper awareness of the ultimate contingency of all thought and action."

From the above discussions, the concept of quality can be seen as contextualized and indefinite. Quality can be described ranging from meaning 'standard' to 'excellence'. Both are deeply embedded in their respective values in individual, institutional, and national practice. According to (K. & L, 1996), Standard can be defined in terms of a minimum "threshold" by which performance is judged (Ashcroft & Foreman-Peck, 1996). In this perception, quality is assessed in terms of a set of norm-referenced standards (such as the NAAC Criteria) that are brought about what is expected at the minimum and beyond. On the other side, quality is viewed in consideration of excellence. Excellence is a term describing a performance stage of exclusiveness that is distinctive from many others, stands out as demonstration of 'zero defect', and is at the highest level of satisfaction of the stakeholders.

This term is similar to what Green and Harvey calls exceptional. The objective in higher education is to accomplish the 'standard' and move towards 'excellence'.

3. Dimensions of Quality in Higher Education

Quality was originally and continually developed in the manufacturing industry. In the field of higher education, quality control has been inactively adopted without analytical process because of the exercise of academic freedom (Lagrosen, Seyed-Hashemi, & Leitner, 2004). Moreover, the predominating culture of universities is usually based on individual autonomy, which is seriously guarded (C & L, 1995). In addition, applying the features of quality to higher education requires teamwork which is considered to be problematic (R.J.Boaden & B.G., 1992). However, the quality of higher education is very important for its stakeholders, remarkably, providers (funding bodies and the community at large), students, staff and employers of graduates (Srikanthan & Dalrymple, 2003).

4. How to Assess the Quality

Like quality, there are different meanings and interpretations of quality assurance. Institutions all over the world have followed different models of quality assurance, in particular country specific and institution specific models. These models are process oriented and emphasize on the development of a quality assurance as a system. Next are three popular models of quality assurance namely, Baldrige criteria, ISO 9000-2000, and Total Quality Management.

4.1 Baldrige Criteria

The Malcolm Baldrige National Quality Award is the greatest award for performance excellence in the United States of America and is managed by the National Institute of

Standards and Technology (NIST) with the assistance in administration from the American Society for Quality. The Congress has established this award since the year 1987 in order to promote and recognize quality awareness as well as quality achievements. The criteria for performance excellence are designed to urge organizations to apply an integrated approach to organizational performance management in order to have the following particular outcomes

4.1.1 Delivery of ever-improving value to students and stakeholders, contributing to education quality and organizational stability.

4.1.2 Improvement of overall organizational effectiveness and capabilities.

4.1.3 Organizational and personal learning (NIST, 2006).

The 2007 criteria for performance excellence in education have seven major categories and several sub-categories that primarily focus on learner-centered excellence. These are summarized along with the point values/weight in Table 11. A brief description of the categories is as follows (NIST, 2006):

1. *Leadership*: This category focuses on the role of an organization's senior leaders on how they guide and sustain the organization. The way an organization's governance addresses the ethical, legal and public responsibilities is also examined.

2. *Strategic Planning*: This category assesses an organization's strategic objectives and action plans. The way strategic objectives and action plans are deployed changed and progress is measured and analyzed.

3. *Student, Stakeholder, and Markets Focus*: In this category, the way an organization determines the requirements, expectations, and preferences of students, stakeholders, and markets are examined. The relationship with students and stakeholders is focused in this category. Moreover, factors attracting students and leading to student and stakeholder satisfaction and loyalty are also examined.

4. *Measurement, Analysis and Knowledge Management*: This category focuses on how an organization selects, gathers, analyses and improves its data, information and knowledge assets. The way the organization reviews organizational performance is also assessed.

5. *Workforce Focus*: An organization's ability to organize, manage and develop workforce to utilize their full potential is examined in this category. Also workforce capabilities and capacity to build an environment for high performance are assessed.

6. *Process Management*: This category assesses an organization's core competencies and work systems, and focuses on how it designs, manages and improves its key processes to achieve organizational success and sustainability. Institutional readiness to face emergency situations is also examined.

7. *Results*: This category examines an outcome of an organization's performance in all the above six categories and improvements in key areas namely, student learning, budgetary provisions, faculty and staff results, leadership.

4.2 ISO 9000:2000

'Isos' is a term in Greek which means uniform, homogeneous-equal. ISO may be a shortened version of this word (E. S. , 1992). The International Organization for Standardization (IOS, but referred as ISO) was founded in 1946 in order to develop international standards. IOS has issued quality system management standards in 1987. The ISO 9000 standards were originally projected for companies in the manufacturing industry to assure the reliability of the products and the quality control. Since the 1990s, the application of this standard has expanded to other sectors including education and training.

The ISO 9000, which was firstly issued in 1987, is a common label that consists of ISO 9001, ISO 9002, ISO 9003, ISO 9004 and their subsets. The revised version of ISO 9000 was issued in 1994 and in 2000. The current version is ISO 9000:2000. The ISO 9001 and

9002 are quality system standards that allow certification by a third party. The ISO 9000 certification signifies that the organization is in capable of meeting the needs and requirements of its customers in a planned and controlled process. However, the certification does not necessarily indicate the quality of the products themselves.

4.3 Total Quality Management

R. B. (1992), the contemporary thinker and expert of higher education and total quality management, opines "Quality in higher education demands the establishment of an institutional culture, not so much a matter of total quality management but rather one of total quality care, in which each professional is seized of his or her responsibilities and takes care over all his or her own professional efforts" (p. 133). According to Barnett, quality is a process of crucial exchange of ideas within an institution, where ownership is accepted in order to facilitate student engagement towards learning and development, and where self-critical culture of continuous concern for the students' quality of course experience is developed. He also recommended four core activities in order to support quality in higher education namely (1) teaching and learning; (2) student assessment; (3) staff development; and (4) curriculum/courses. These activities assemble to form a 'protective belt' for the student development and experience that is core of quality in higher education. Although there are activities within 'auxiliary belt', which are research and publication, institution policy towards access and recruitment, institution's academic development plans, and link with industry, business and the professional community, they have less explicit direction on the quality of student experiences. By working with this framework accordingly, quality in higher education institutions can be viewed in terms of both qualitative and quantitative.
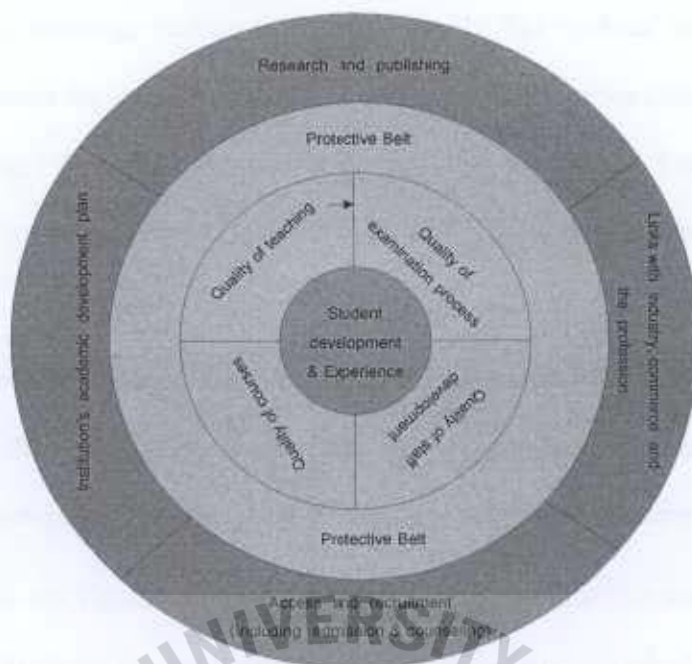
Figure 2.1 Barnett's Quality Framework, (R. B. , 1992)

5. What is teaching quality?

There are many academicians state about teaching quality issues. Most of them argue that teaching quality is ability of lecturers who can manage properly in classroom since communication skill, interactive skill, classroom environment management skill etc. The main points of teaching quality can be verified below;

1. Communication skill of lecturers. Lecturers have to take advanced knowledge and make it easily reached to students. They have to let students to understand teaching instruments and materials. Some saying, "Give me a fish and I eat for a day, teach me to fish and I eat for a lifetime." This is a philosophy of a good teacher (Brain, 1998). Lecturers have to give students techniques of solving problem, rather than give them answers. Students hence can find the answer for themselves and they can become self-sufficient in the field (Brain, 1998).

2. Ability to challenge students to think analytically. The teachers' main task is to guide students through the learning process, not to dispense information (What good teacher says about teaching, 1994). Teaching is not about imparting information. Teaching is about giving students room to learn how to think for themselves (What good teacher says about teaching, 1994).

3. Ability to foster student-to-student interaction. Lecturers who foster positive relationships with their students create classroom environments more conductive to learn and meet students' development, emotional and academic needs (Rimm-Kaufman, 2010).

4. Ability to use visuals and handouts where appropriate to accompany verbal presentation. The handouts are met the demands and needs of students which it should be related to the visual element of teaching (Sasson, 2010). Visuals and handouts help formalizing the structure of teaching and can help for future reference and teaching aid (Sasson, 2010).

5. Ability to manage overall atmosphere in classroom such as students are comfortable asking questions and actively participate in class activities and discussion. There are some evidences of teaching effectiveness in classroom. The major one is atmosphere of classroom which means the attitude toward students, encouragement of participation (Counselman, 2010). Such as, "great, very friendly, easy to talk to", "very helpful to students", "fun, alert, comfortable", etc (Counselman, 2010). The appropriate atmosphere can help learning process of students.

6. What and How to Assess Teaching Quality

Similar to other countries in Asia, the teacher-student relationship in Thailand has experienced fundamental changes during the past few decades. Regardless of the traditional

Thailand culture, the country has gradually absorbed the Western values, ideas, and practices. In the past, students treated their teachers respectfully and did not criticize them. But the rise of democratic visions and the circulation of consumerism today have presented a serious challenge to such a relationship, especially in the higher education sector.

Formerly, measuring teaching quality according to students' opinions was unacceptable for the reason that students should respect the teachers as they respect their own fathers. However, nowadays universities in Thailand have begun to adopt course evaluation as a routine exercise to assess teaching quality in order to fulfill the growing demand for public accountability. Furthermore, the traditional criteria for assessing teachers are different from those which now apply. Due to this change in relationship, teachers in higher education institutions have to reconsider their roles and duties, and pay more attention to other concerns such as presentation style, curriculum designs and strategies, and grading schemes.

Most institutions rely only on the end-of-course student surveys in order to evaluate the teaching quality; however, Felder and Brent (1999) have argued that the assessment should include learning outcomes and other aspects because the students' perceptions have limitation in that they are not able to make accurate judgments (Felder and Brent, 1999). The aspects involved the appropriateness of course goals, content, course design, materials, and evaluation of student work (Theall et.al., 1990). In addition, a variety of techniques such as peer observations and lecturers self-assessment should be used to address the gaps and shortcomings in the student rating data.

5.1 Student Rating of Teaching

Student evaluations or student rating of teaching are the most commonly used source of data for both summative and formative assessment. A mandatory, standardized questionnaire evaluating all teaching aspects on a common basis is used to analyze and assess teachers, courses and academic units. Questionnaire is one of the most prevalent methods

because it is relatively economical to administer, summarize and interpret. Moreover, questionnaire has been found to be valid owing to be equipped with items that students are asked to comment on the particular subjects which they have direct experience. However, recent research revealed that possible biases on gender, race, discipline, and teaching approach, particularly for those using non-traditional teaching methods and curriculum should be taken care of as well. Additionally, there are several factors affecting the rating and they are difficult to control, such as student motivation, complexity of material, level of course, and class size. To this extent, in order to ensure equity and fairness, teacher peer observations should be carried out and this can offer critical insights of an instructor's performance, complementing student rating and other forms of evaluation.

5.2 Peer Observations

Peer observation may be executed for both summative and formative purpose. According to Felder and Brent, in summative assessment, the prior consensus should be reached about what constitutes quality teaching within the discipline, what the observers will looking for, and the process for carrying out and recording the observations (Felder and Brent, 1999). Some observers may use checklists and some departments may choose to designate a committee to take responsibility of making classroom observations in order to ensure that a full picture of an instructor's strengths and weaknesses is perceived.

For summative purpose, there are limitations to use peer observations. First of all, unless protective instruments are installed to control for sources of bias, conflicting definitions of teaching quality and idiosyncrasies in practice, classroom observations' results can be unfair (Deborah, 1999). For example, lecturers tend to find observations threatening thus they and their students may behave differently when there is an observation. As a result, it is essential that observers receive training before becoming involved in the process to

protect the integrity of this technique. This can help to minimize inequities and improve the effectiveness of peer observation.

7. Thailand Qualification Framework in Higher Education (TQF:Hed)

The Qualifications Framework for Thailand's higher education system is designed to support implementation of the educational guidelines set out in the National Education Act, to ensure consistency in both standards and award titles for higher education qualifications, and to make clear the equivalence of academic awards with those granted by higher education institutions in other parts of the world. The Framework will help to provide appropriate points of comparison in academic standards for institutions in their planning and internal quality assurance processes, for evaluators involved in external reviews, and for employers, in understanding the skills and capabilities of graduates they may employ. Programs developed within this Framework should not only lead to the knowledge, generic skills and professional expertise normally associated with studies leading to comparable awards throughout the world, but should also include particular emphases reflecting the policy priorities of Thailand. These priorities include emphasis on the transfer and application of cognitive skills in problem solving, creative thinking, and entrepreneurship; familiarity with and support for national culture and traditions; and reconciliation of those traditions with requirements for competitiveness in the international knowledge economy. Graduates should have the ability and commitment to engage in lifelong learning, capacity for effective communication including communication through use of information technology and the ability to take the initiative in individual and group activities.   The framework describes the expected increasing levels of knowledge and skill in these areas for each qualification. Developing these abilities requires use of methods of instruction that take students well

beyond the acquisition of knowledge and skills and emphasizes their use in practical situations on a continuing basis.

6.1 Levels of Qualifications

Levels describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards. The qualifications framework begins at an entry level which is the successful completion of basic education, and culminates with the degree of doctor. The levels in the framework are:

Level 1 Advanced Diploma

Level 2 Bachelor

Level 3 Graduate Diploma

Level 4 Master

Level 5 Higher Graduate Diploma

Level 6 Doctor

Satisfactory completion of studies at any level does not necessarily qualify a person to enter studies at the next level. Entry requirements may be set based on grades or other criteria to ensure that applicants have a reasonable chance of successfully undertaking the more advanced and complex studies leading to a higher qualification.

6.2 Credit Points

A system of credit points is used to describe the amount or volume of learning expected for qualifications at each level. Thirty credit points representing the minimum amount of learning normally expected of undergraduate students in one academic year of study. The same system of credit points is used for regulations governing major components

of study such as the scale of a thesis requirement, the amount of general studies required in an

undergraduate program, and equivalent credits for formal instruction, laboratory work or field

work. *Details of these requirements are set out in Standard Criteria for Thai Higher Education*

published by the Commission of Higher Education. The length of programs and the number

of credit points given may differ for programs with the same or similar titles. For example a

bachelor degree may be four or five or even six years in length depending on the amount of

learning expected at the level of complexity expected for bachelor degree studies. A similar

period of study in different programs could lead to a bachelor and a master degree, but only if

the study for the master degree component was taken at the more advanced level required for

that degree. The title is based on the level or complexity of learning rather than the time

taken, though there are minimum credit requirements.

6.3 Domains of Learning

The framework groups the kinds of learning expected of students into five

domains and describes learning outcomes at each level in each of these groupings. The

domains are: Ethical and Moral Development: knowledge: cognitive skills: interpersonal

skills and responsibility and information and communication technology skill. These domains

and the learning outcomes associated with them apply to all fields of study. In addition there

are some fields in which highly developed physical s skills are also necessary. Examples can

be found in the Arts where skills of dance, music, painting or sculpture are essential, in

physical education, and in the medical and health sciences. For programs in these fields

learning outcomes should be specified in an additional domain of Psychomotor Skills, with

the level of skill required for each qualification accurately described and appropriate

strategies for teaching and student assessment included in program and course specifications.

6.4 Academic and Professional Standard

The framework has two general standard representing different orientations in programs. One of these is described as academic with a general focus on research and transmission of knowledge in fields that are not directly related to professional occupations. The other is described as professional, and programs in this standard have a more practical orientation to provide students with the high levels of knowledge and skill required for professional occupations. The two strands are not mutually exclusive. Academic studies should develop abilities that will be of significant value in employment as well as in everyday life. Professional programs should involve thorough understanding of research and theoretical knowledge in their field and in related areas, and develop general thinking and problem solving abilities that are applicable in any context. However there is a difference in emphasis between these two types of programs that should be reflected in their detailed content and in the titles of awards.
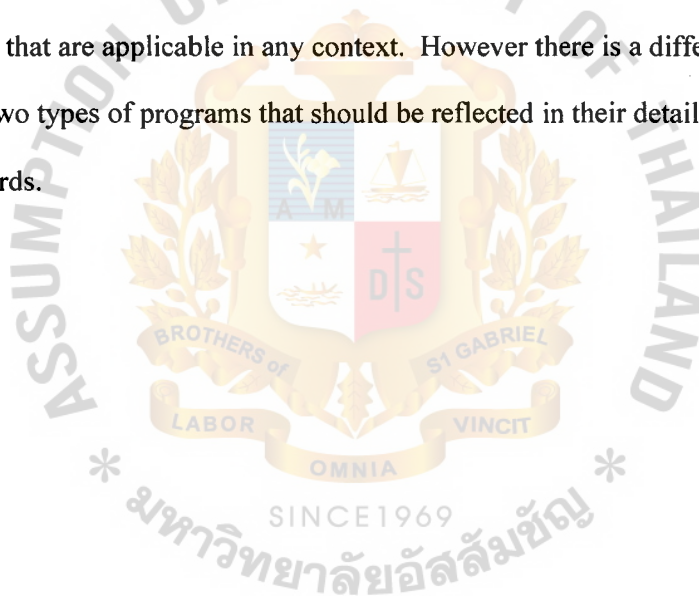
7. The Relationship between Teaching Quality, TQF and QA
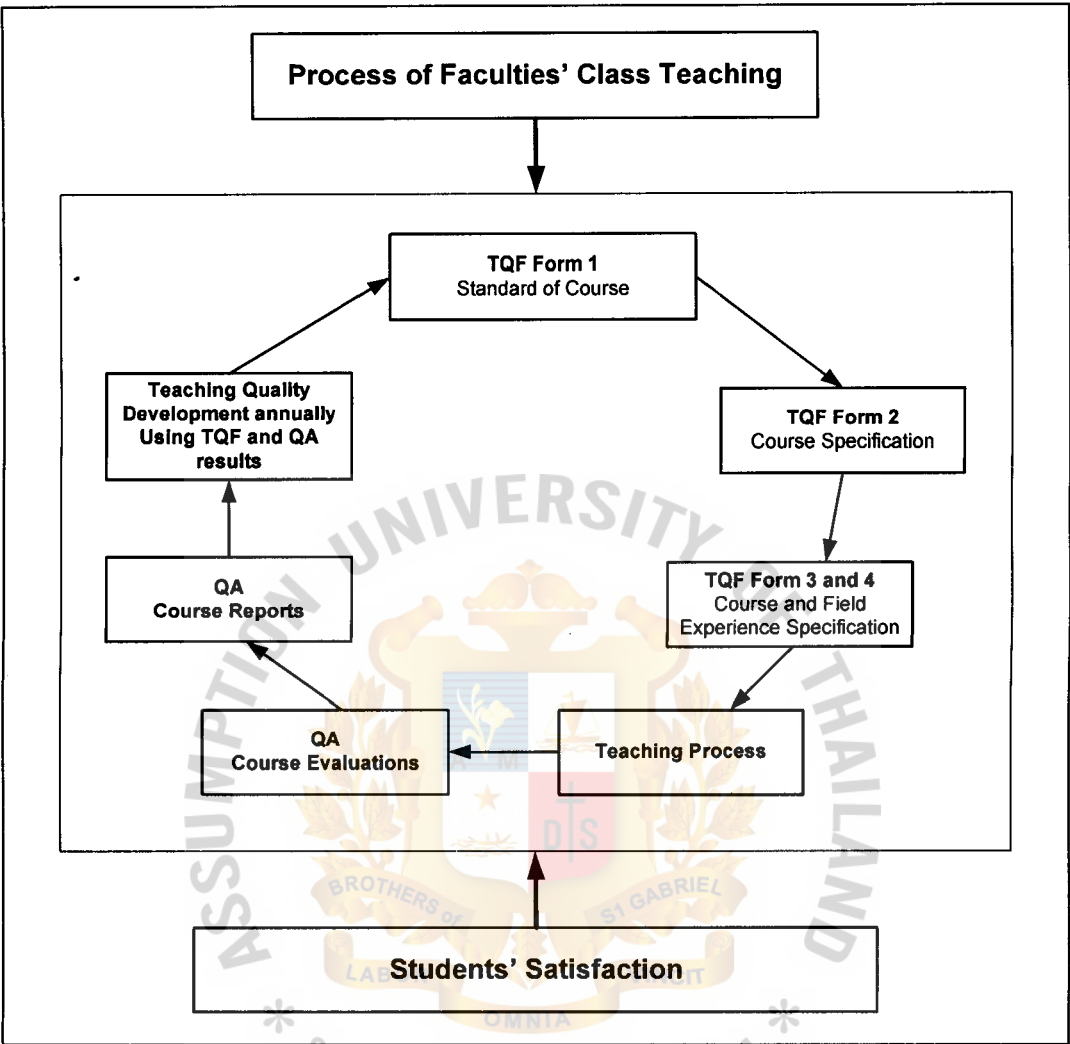
Figure 2.2 Process of Faculties' class Teaching, adapted from Wichian (2009)

According to faculties' class teaching processes, teaching quality, QA and TQF are suspending together in many ways. The intention of TQF is as a tool for making the standardized national university education act concrete. TQF is emphasized on students' learning outcomes which should consist of at least 5 factors: 1) morality, 2) knowledge, 3) intellectual skills, 4) interpersonal relation skills and responsibility and 5) numerical analysis, communication and IT use skills. Apart from that 5 outcomes, some curriculum require high

physical skills such as the faculty of Health Science, Physical Education, Music and Dancing all require more skills. Each curriculum must clearly specify that all of the courses must serve each 5 factors of learning outcome. This process is called curriculum mapping: responsibly dispelling from the curriculum to the courses strategy. The important principle of the TQF is producing highly qualified graduates serving to the specified 5 learning outcomes.

The faculties need to do the curriculum details (TQF Form 2) which is similar to the thing faculties have done with the curriculum but there are some differences. The curriculum needs to submit to the Office of the Higher Education Commission within 30 days after having been approved by the university. Apart from that, all of the lecturers must do the course details (TQF Form 3) and field experience details (TQF Form 4) which are course syllabus. The TQF Form 3 and TQF Form 4 must be handed in to the faculty office within 2 weeks and then submitted to the university within 1 week before beginning of the courses. After finishing the course in every semester, all of the lecturers are entirely required to do the TQF Form 5 and /or TQF Form 6 within 30 days and then submit them to the faculty offices and the university later. Moreover, the programs need to do the TQF Form 7 within 60 days after the end of the semester. The TQF Form 7 must be submitted to the university's board. The TQF Form 5 and TQF Form 6 as well as TQF Form 7, yet some topics such as lecturer evaluation, course evaluation and ranking are the same. Some topics, at first, are new for the lecturers but they will get used to them later.

Quality Assurance (QA) is set up in section 5 in the National Education Act 1999 (the 2nd amendment in 2002) which regarding the educational administration and management states in article 31. The details state that the Ministry of Education is authorized to promote and supervise education in all categories and levels as well as to set policy, plans and education standards. The cabinet approved the National Education Standards suggested by the Ministry on October 26, 2004 to specify the preferred qualifications and standards

in all education institutions. These are used as the basis for promoting, supervising, auditing, assessing, and assuring the quality of education system. Standards as the guideline to set policies and standards of practice for higher education institutions. The Higher Education Standards describes the purposes and principles of the education administration among higher education institutions in Thailand. It is created in such a way to support the diverse groups and categories of higher education institutions so that all institutions can utilize the standards and set their own missions and standards of operations. The Higher Education Standards published in the announcement of the Ministry of Education on August 7, 2006 consists of 3 standards which are (a) standard for the quality of graduates, (b) standard for administration in higher education, and (c) standard for establishing and developing knowledge based and learning based society. Each higher education standards is related to the National Education Standards so that it can fulfill the purposes and principles of the national education administration program. Furthermore, the Commission on Higher Education has set other standards that are extended to cover other areas such as standard criteria of higher education curriculum, standard criteria for student affairs, criteria for asking permission to offer and manage degree program in the distance education system, and higher education qualification framework. These standards would assist higher education institutions to develop academic arena and professions as well as to promote the quality and standards of the education administration in the higher education level to the global standard.

An achievement of QA and TQF will influence quality of teaching.

8. An Achievement of Quality Assurance (QA) and Thailand Qualification Framework (TQF)

8.1 QA and TQF awareness and understanding

Although the Quality Assurance and Thailand Qualification Framework has distinctive application, but little has been said about how one can actually measure teachers' awareness and understanding of them. Taylor (1995) found that awareness of ISO 9000 was very high among executives in his study in Northern Ireland (Vouzas and Psychogios, 2007). Almost nine out of ten executives (88 percent) had heard of the quality systems, whereas an earlier study revealed only 32 percent awareness. He also mentioned that activities related to quality were frequently misunderstood and often, quality was equated with the checking activity of quality control, or interpreted in the context of product grade or excellence.

Particular interest on the awareness and perceptions of managers on quality assurance is related to middle management level (Dopson et al., 1992; Vouzas, 1997). Ishikawa (1985) considers middle managers to be the key people in quality management and the key players in breaking the status quo. He calls this layer of management "traffic policemen". He believes that middle managers are at the crossroads; they have to obtain crucial information and acquire the ability to make judgment based on a broad perspective.

Chin and Pun (2002) critique that key success factor of quality assurance in organization or qualification framework has to come from all level of organization. There are five steps of describing quality assurance status in organization as shown in figure 2.3
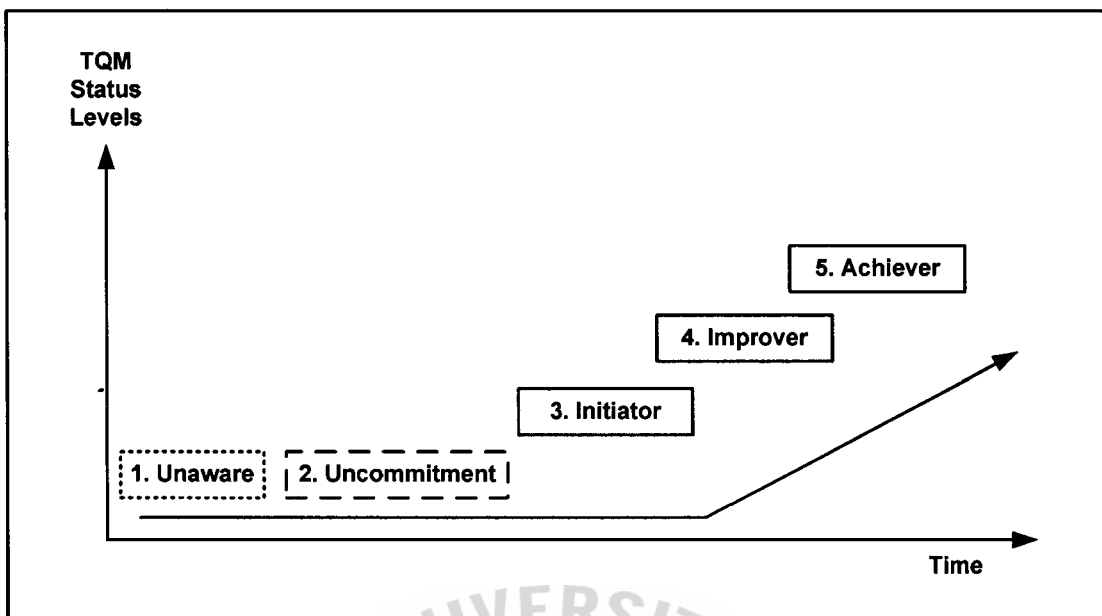
Figure 2.3 A five-level assessment of TQM implementation,

Abstracted from Chin et al. (2000), pp. 37-8

Level 1: Unaware organizations: This refers to those who are not familiar with

the concept, practices, tools and technique of quality assurance. For instance, some may be

registered to ISO 9001 or ISO 9002, but they are unaware of the broader issues and

mechanisms.

Level 2: Uncommitted organizations: This refers to the organizations with some

points of understanding or maybe misunderstanding of quality assurance. They have decided

that the principles and practices underlying the concept are not suitable for them. For

example, they may give an impression that they have adopted quality assurance, but no real

changes have been made.

Level 3: Initiator organizations: This is the organizations that have some

awareness of continuous improvement, but they are still in the earlier stages of assembling

the basic elements of quality assurance.

Level 4: Improver organizations: This refers to those who are moving towards the right direction and have made some real progress, but there is still a long way to go for them. These organizations are often sensitive to short-term pressures and unexpected difficulties.

Level 5: Achiever organizations: The organizations that have reached a point of quality assurance. The organizations have developed culture, values, trust, capabilities, relationships and employee involvement required to attain the internationally recognized standards or specific quality excellence awards. Continuous improvement has become total in nature.

8.2 QA and TQF Commitment

QA and TQF commitment will come accordingly from awareness and understanding. It means faculties are willing to contribute to the successful implementation of QA and TQF knowledge to improve teaching quality. According to Meyer and Allen's (1991) three-component model of commitment, prior research indicated that there are three "mind sets" which can characterize an QA and TQF's commitment to the organization. The affective commitment is defined as the faculties' positive emotional attachment to the QA and TQF. A lecture who is affectively committed strongly identifies with the goals of the QA and TQF. Lecturers commit to the QA and TQF because he/she "wants to". There are five guidelines which help to enhance QA and TQF commitment. The first is to commit to lecturer-first values. The second is to clarify and communicate QA and TQF mission, clarify the mission and ideology. The third is to guarantee QA and TQF justice. The fourth is to set up community of practice on QA and TQF like change agent group and the last is to support lecturers development, commit to actualizing.

Conceptual Framework
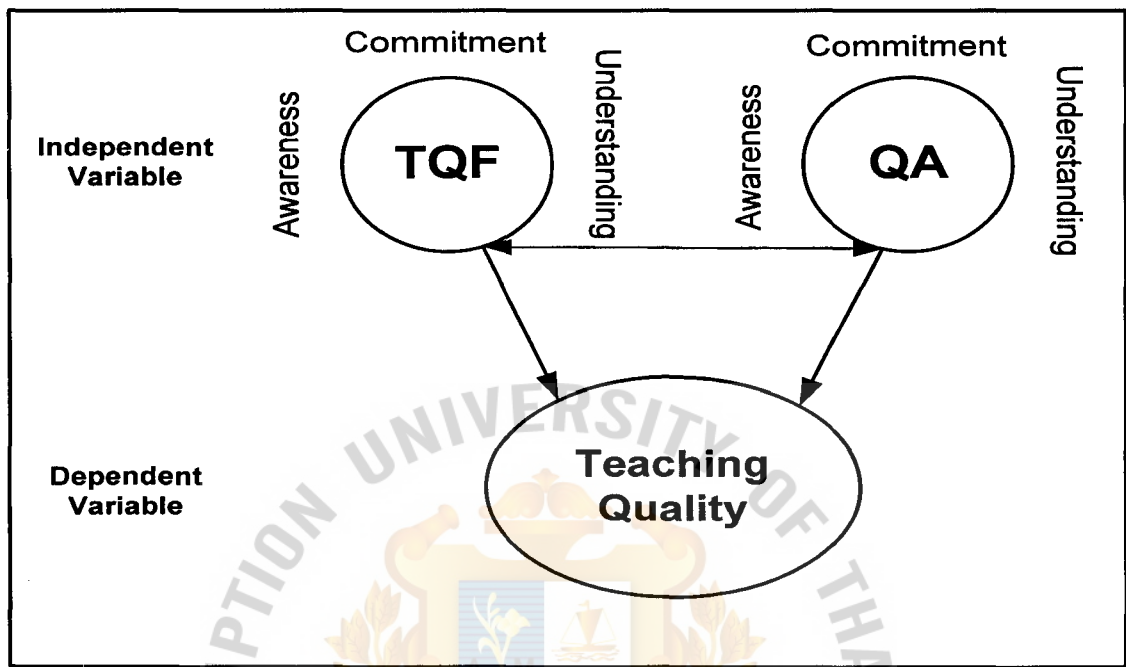
Figure 2.4 Conceptual Framework

The Lecturers' awareness, understanding and commitment of TQF and QA as independent variables are expected to reflect and influence the quality of teaching, the dependent variable. When lecturers are fully aware, have deep understanding and high commitment to TQF and QA in higher education, it is expected that these qualities would translate to high quality of teaching/learning processes and therefore quality of teaching in the university. This quality of teaching is experienced by students as would assess the experience as such.

The Action Research Framework
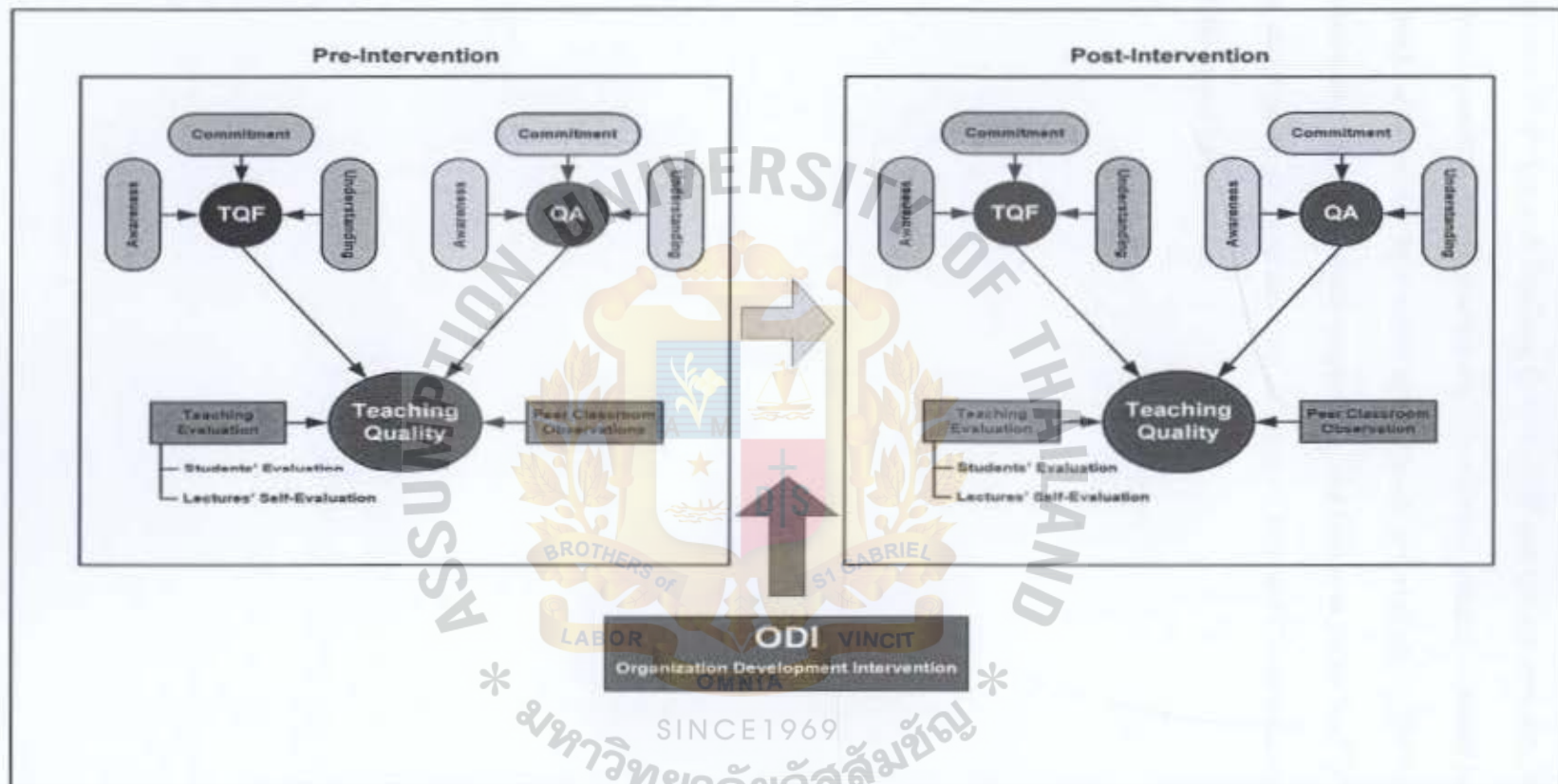
Figure 2.5 The Action Research Framework

According to the Figure 2.5, the action research framework is comprised of three main elements, TQF, QA and Teaching Quality. TQF and QA are measured by assessing the level of their awareness, understanding and commitment. Teaching Quality is determined through teaching evaluation by students and lecturers' self evaluation. The peer classroom observation is also used as qualitative approach. The ODI is to set up the TQF and QA coaching and training group to serve the elements of TQF and QA on awareness, understanding and commitment.

Chapter 3

Research Methodology

1. Research Design

In order to make the research design, it is necessary to examine the Planned Change Model. The planned change model at this time focuses on how change can be implemented in organizations. This is because the frameworks of planned change model describe the activities that must take place to initiate and carry out successful organizational change. There are three planned change models. The first one is "Lewin's Change Model", which is one of the early fundamental models of planned change stated by Kurt Lewin. Lewin's model provides a general framework for understanding organizational change. Since the three steps of Lewin, which are "Unfreezing-Movement-Refreezing", are relatively broad, considerable effort has gone into elaborating them. Please see the picture below:
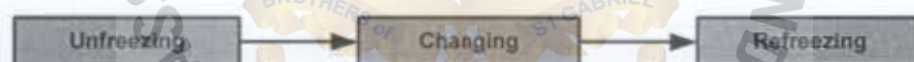
Figure 3.1 Lewin's Change Model, Cummings and Worley (2005)

According to Lewin's Change Model, it is believed that the motivation to change was strongly related to action, and people are more likely to adopt new ways if they are active in decision affecting them .Hence, the Action Research Model has been stated. Since the action research is problem centered, client centered, and action oriented, it involves the client system in a diagnostic, active-learning, problem-finding and problem-solving process. Data are not simply returned in the form of a written report but instead are fed back in open joint

sessions, and the client and the change agent collaborate in identifying and ranking specific

problems, in devising methods for finding their real causes, and in developing plans for

managing with them realistically and practically. Please see the picture below:
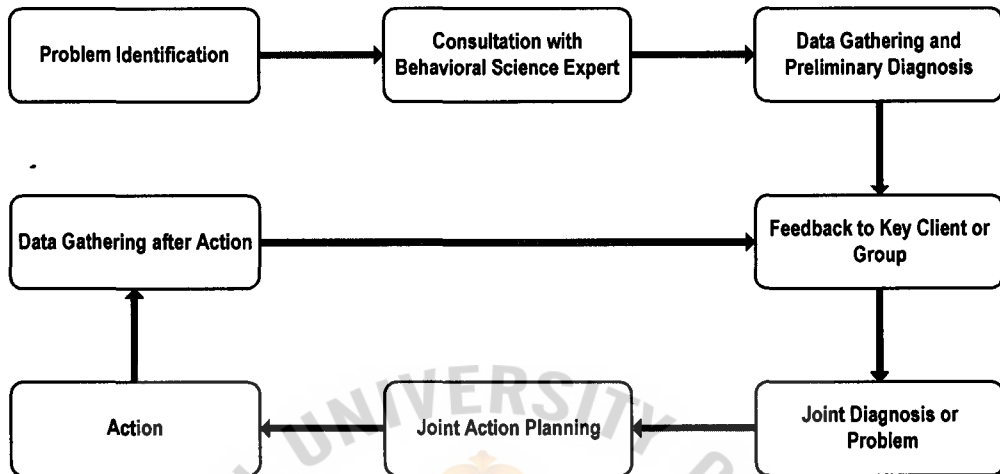
Figure 3.2 Action Research Model, Cummings and Worley (2005)

1. *Problem Identification* –Someone with power and influence realizes that the

organization has one or more problems that might be solved with the help of an OD

practitioner.

2. *Consultation with a Behavioral Science Expert* – During the initial contact, the OD

practitioner and the client carefully assess each other to establish an open and collaborative

atmosphere.

3. *Data Gathering and Preliminary Diagnosis* – OD practitioner and the organization

members work together to gather appropriate information and analyze it in order to identify

the underlying causes of organizational problems. Four basic methods of gathering data are

Interviews, Process Observation, Questionnaires, and Organizational Performance Data.

4. *Feedback to a key client or group* – The diagnostic data are fed back to the client in

a group or working-team meeting. This step helps them determine the strengths and

weaknesses of the organization.

5. *Joint Diagnosis of the Problem* – Members discuss the feedback and explore with the OD Practitioner whether they want to work on identified problems.

6. *Joint Action Planning* – OD Practitioner and the members jointly agree on further actions to be taken.

7. *Action* – The actual change from one organizational state to another.

8. *Data Gathering after Action* – Data must be gathered after the action in order to measure and determine the effects of the action and to feed the result back to the organization which leads to re-diagnosis and new action.

In order to see the broad and depth picture of planned change design for BOT, the proposal of both Lewin's Change Model and the Action Research Model can be united to be the one map as follows:
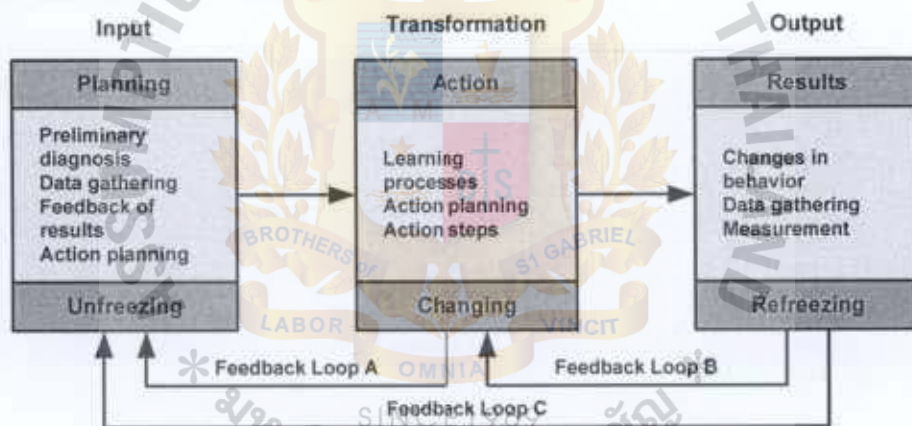
Figure 3.3 The united Lewin's Change Model and The Action Research Model, Lewin (1958).

2. Research Methodology

At present, the action research has significantly impacted to academic organizations since John Collier, Kurt Lewin, and William Whyte discovered in 1940s that if organization needed to be changed, the research needed to be close linked to action. The action research is done by collecting research data on organization's particular functioning in order to analyze causes of organization problems and to formulate and implement solutions. After that, the analyzed data will be collected to review the results, and the cycle of data collection and action often continued.

The action research involves four categories which are *planning, implementing or acting, observing and reflection.* The involvement is known as "action research cycle" which is stated by McNiff and Whitehead (2002)
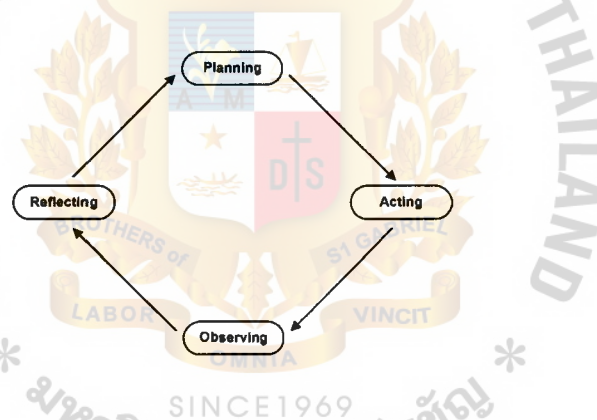
Figure 3.4 The Four Categories of Action Research, McNiff and Whitehead (2002)

However, the action research is not ended when the circle is rounded to all four categories. It reflects back to the first result of circle and continues as the previous steps. This can help the researcher to learn and see new problem or to understand more on the previous problem. Accordingly, the action research circle should be adapted as the figure below. (McNiff and Whitehead, 2002)
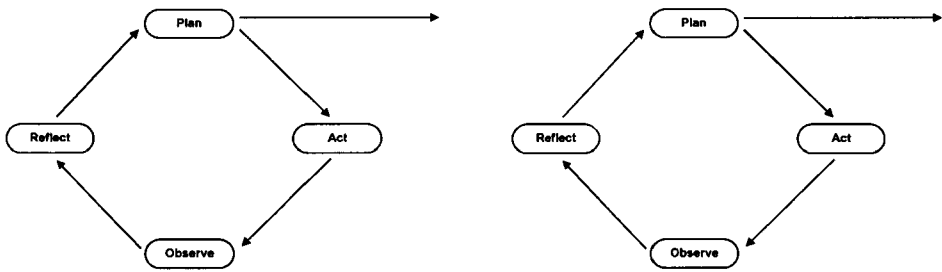
Figure 3.5 The Adapted Action Research Circle, McNiff and Whitehead (2002)

The result of action research can be seen in two approaches. Firstly the members of organization will be able to use research by themselves to conduct action and change. The second approach is for the social scientists who are able to study the process and can further develop new knowledge that could be used elsewhere. It can be said that the action research fits for the purpose of SDU with regard to distinguishing the quality of teaching factors toward the TQM intervention. The main concerning points are to gain the lecturer motivation, lecturer satisfaction and lecturer engagement. The action research presents the necessary factors to SDU and finally can produce the SDU solution for solving the problem of teaching quality.

The Action Research Framework
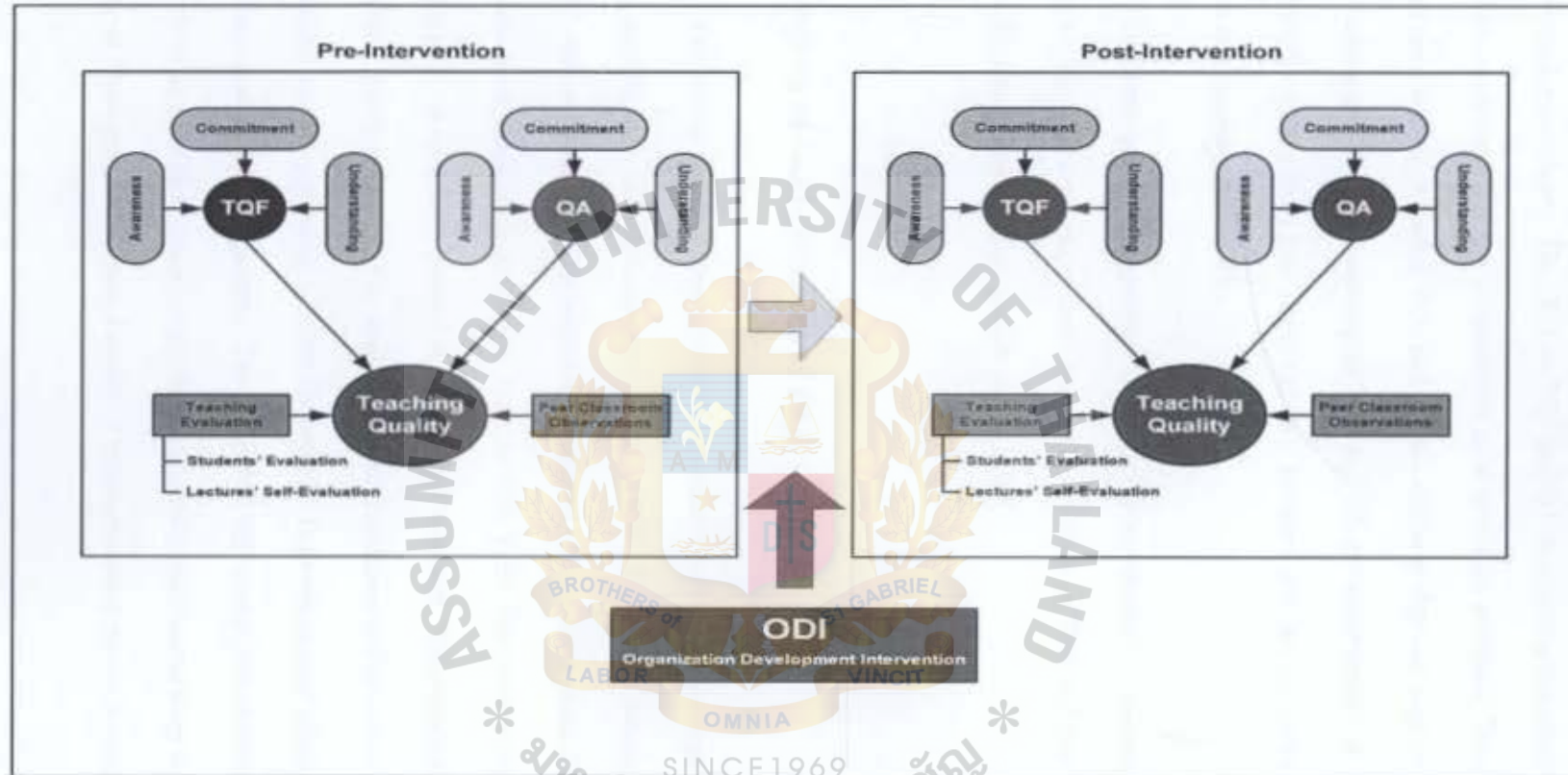
Figure 3.6 The Action Research Framework

As shown on Figure 3.6, the action research frameworks in three phases the activities are indicated accordingly. The ODI on TQF and QA on training and coaching for formation awareness, understanding and commitment to lecturers are arranged. The training on TQF and QA aims to describe what TQF and QA are and how they can help lecturers improve their teaching quality. The coaching on TQF and QA are involvement on which the change agents work on their daily job. These can help lecturers who are not comfortable on TQF and QA can inquire them personally.

Teaching quality is dependent variable that is evaluated in two ways, teaching evaluation and peer classroom observation. The effective of TQF and QA under the work of ODI make change on teaching quality more or less.

3. Subjects of Study/Sources of Data

This action research employed both qualitative and quantitative approach for the deeper investigation and for long-term change of SDU. Subjects of the study are all members of SDU who are working in the period of Academic year of 2009 (June 2009 – May 2010) from executive, management, lecturer and operation level. These areas are included members working at 6 out-campuses located in Lampang, Pissanulok, Nakornnayok, Suphanburi, Petchaburi, Trang Province. The total number of population is 850 persons. The researcher use random sampling method to select the sample. The total sample selection for launching the questionnaires are 300 persons. The qualitative way using peer observation method, the researcher use stratified random sampling to select the classrooms from five Faculties, Faculty of Management Science, Faculty of Humanities and Social Science, Faculty of

Education, Faculty of Sciences and Faculty of Nursing Science. The total classrooms being observed are 20 classrooms.

3.1 Demographic Information of Respondents

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In table 3.1, the percentage number of the gender of respondents is indicated. Of the 300 lecturers as respondents, there are 120 males (40%), 180 females (60%).

Table 3.1 *Gender of respondents*

		Frequency	Percent	Valid Percent
Valid	Male	120	40.0	40.0
	Female	180	60.0	60.0
	Total	300	100.0	100.0

In table 3.2, ages of respondents.100 of respondents are less than 35 years old and between 35-45 years old (33.33%). While 70 respondents are 45-55 years old (23.3%) and 30 respondents are more than 55 years old (10%).

Table 3.2 *Age*

		Frequency	Percent	Valid Percent
Valid	Less than 35 years	100	33.3	33.3
	35-45 years	100	33.3	33.3
	45-55 years	70	23.3	23.3
	more than 55 years	30	10.0	10.0
	Total	300	100.0	100.0

In table 3.3, marital status.110 of respondents are single (36.7%). While 160 respondents are married (53.3%), 10 respondents are divorces (3.3%) and 20 are relation in partnered (6.7%).

Table 3.3 *Marital status*

		Frequency	Percent	Valid Percent
Valid	single	110	36.7	36.7
	Married	160	53.3	53.3
	Divorces	10	3.3	3.3
	Partnered	20	6.7	6.7
	Total	300	100.0	100.0

In table 3.4, education.10 of respondents are lower than master degree (3.3%). 290 respondents are master degree or higher (96.7%).

Table 3.4 *Education*

		Frequency	Percent	Valid Percent
Valid	lower than master degree	10	3.3	3.3
	master degree or higher	290	96.7	96.7
	Total	300	100.0	100.0

In table 3.5, work position.40 of respondents are management level (13.3%). 260 respondents are not management level (86.7%).

Table 3.5 *Work position*

		Frequency	Percent	Valid Percent
Valid	management	40	13.3	13.3
	not management	260	86.7	86.7
	Total	300	100.0	100.0

In table 3.6, work tenure.100 of respondents work at SDU less than 5 years (33.3%). 50 respondents work between 5-10 years, 120 respondents work between 11-20 years (40%) and 30 respondents work more than 20 years (10%).

Table 3.6 *Work tenure*

		Frequency	Percent	Valid Percent
Valid	less than 5 years	100	33.3	33.3
	5-10 years	50	16.7	16.7
	11-20 years	120	40.0	40.0
	more than 20 years	30	10.0	10.0
	Total	300	100.0	100.0

4. Research Instruments, Tools and Other Data-Gathering Techniques and Procedures

The action research is more of a holistic approach to solve the problems; it can use more than a single method for collecting and analyzing data. Hence, several different research tools were conducted. This dissertation utilized both qualitative and quantitative tools, include: keeping a research journal, document collection and analysis, focus-group recordings, questionnaires, and in-dept interviews. All instruments are developed from the literature study aimed to serve the research objective

4.1 Instrumentation – design or formulation, check for content validity pilot tested of pre-test for reliability

All of the instrument designs or formulations are involved from the literature reviews in various sources such as textbooks, related researches, journals, and articles. Main variables, sub variable and their objective functions of the questionnaires are shown.

The questionnaires are transmitted to content experts for examining the content validity and linguistics. Moreover, the pilot-tested of pre-test are also used for examining the reliability of the questions.

Pretest is conducted with similar nature of samples in organization based on Coefficient or Cronbach's Alpha Coefficient (Cronbach, 1951) with the following equation;

$$\alpha = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum S_i^2}{S_t^2}\right]$$

α = Reliability of the questionnaire

k = numbers of items of the questionnaire

S_i^2 = Variance of a single item

S_t^2 = Sum of variance of total respondents' score

The value of Alpha (α) is fixed at 0.05

4.2 Tools for Qualitative and Quantitative Analysis

4.2.1 Peer Classroom Observation Checklist

For the peer classroom observation method with the random 20 classrooms from five Faculties, Faculty of Management Science, Faculty of Humanities and Social

Science, Faculty of Education, Faculty of Sciences and Faculty of Nursing Science, the peer observation checklist is divided into three sections. The first part is to self-introduce the faculty member being observed, name, course and date. The second part will follow the twelve questions with the results show in term of "yes" or "no". The other comments are also provided for observer. The third part is additional comments or observations.

4.2.1.1 Checklist for Peer Classroom Observations

The formulated checklist is divided into three parts as follows:

Part I: Faculty and observer information

Part II: Topics of observation

Part III: Additional comments

Table 3.7 *Checklist for Peer Classroom Observation*

Part	Main Variables	Sub-variables	Number of questions	Objectives
1	Faculty and Observer information	- Name	1-2	To provide faculty and observer information
		- Course	3	
		- Date	4	
2	Topic of observation	Lecturer communication, material, activities, student interaction, participation etc.	1-12	To evaluate quality of teaching
3	Additional Comments	The other opinions of observer		

4.2.2 Questionnaires

4.2.2.1 Questionnaires for lecturers on TQF, QA and Teaching Quality

The formulated questionnaires are divided into three parts as follows:

Part I: The respondents' demographic information which contains 6 questions

Part II: The levels of lecturers' awareness, understanding, commitment on TQF, QA. And the level of lecturers to teaching quality.

Part III: The additional suggestion which is an open-ended question.

Table 3.8 *Questionnaires for lecturers on TQF, QA and Teaching Quality*

Part	Main Variables	Sub-variables	Number of questions	Objectives
1	Demographic variables	- Gender	1	Demographic variables give individual reactions to performance effectiveness. The information can help the SDU to readjust strategic management matching the employees' demographic convergences.
		- Age	2	
		- Marital status	3	
		- Education	4	
		- Work position	5	
		- Work tenure	6	

Part	Main Variables	Sub-variables	Number of questions	Objectives
2	**Thailand Qualification Framework (TQF)**	There are factors for quality of teaching in SDU		It ensures to fulfill the key success factors of lecturers on TQF and QA
	I. TQF Awareness		1,2	
	II. TQF Understanding		3,4	
	III. TQF Commitment		5,6	
	Quality Assurance (QA)			
	I. QA Awareness		1	
	II. QA Understanding		2,3	
	III. QA Commitment		4,5	
	Teaching Quality			
	I. quality commitment		1-2	
	II. Organization commitment		3-5	
3	**The open-ended questions**	Commitment on TQF, QA and Quality of Teaching		Given liberty to recommend for the goal achievement of the organization in case that the questionnaires might not totally cover what lecturers would like to express.

4.2.2.2 Questionnaires for evaluating teaching quality

In this part it has two tiers for evaluating teaching quality: 1) student evaluate lecturers and 2) lecturers self-evaluation

4.2.2.2.1 Questionnaires for students evaluate lecturers

The formulated questionnaires are divided into five parts as follows:

Part I: The respondents' demographic information which contains 5 questions

Part II: The levels of attitude on subjects

Part III: The level of teaching quality

Part IV: The level of lecturer's qualification

Part V: The open-ended question

Table 3.9 *Questionnaires for students evaluate lecturers*

Part	Main Variables	Sub-variables	Number of questions	Objectives
1	Demographic variables	- Class of study	1	Students information
		- Academic year	2	
		- Academic semester	3	
		- GPA	4	
		- Class attendance	5	
2	Level of attitude on subject	- Realize of subjects importance	1	Reliability of student opinion
		- Thinking development on subject	2	
		- Subject application	3	
3	Level of teaching quality	- Ability to structure a systematic teaching plan towards the subject purpose	1.1-1.6	Lecturers plan systematically in their teaching in order to have the desirable results.

Part	Main Variables	Sub-variables	Number of questions	Objectives
		- Ability to enhance students to develop analytical and critical skills on the subject	2.1-2.3	
		- Ability to use techniques and teaching methods to attract student attention.	3.1-3.3	
		- Ability to enhance students to understand relationship between the taken subject and other related subjects	4.1-4.2	
		- Ability to enable students to know how to find knowledge resources	5.1-5.2	
		- Ability to create opinion and experience sharing among students	6.1-6.3	
		- Ability to use appropriate resources/teaching materials	7.1-7.2	
		- Ability to conduct classroom assessment	8.1-8.3	
		- Other essential concerning abilities	9.1-9.2	
4	Professional attitudes	- Lecturers' qualification	1-4	Lecturers have properly qualification
5	The open-ended questions	- Other opinion of students		

4.2.2.2.2 Questionnaires for lecturers' self evaluation on teaching quality

The formulated questionnaires are divided into two parts as follows:

Part I: Teaching condition

Part II: Problem and obstructed in teaching

Table 3.10 *Questionnaires for lecturers' self evaluation on teaching quality*

Part	Main Variables	Sub-variables	Number of questions	Objectives
1	**Teaching condition**	- Subject planning and teaching preparing	1-4	Lecturer has plan and has good prepare for teaching
		- Teaching activities	1-14	
		- Teaching technology and equipment	1-3	
		- Teaching evaluation and assess learning outcome	1-5	
		- Classroom research	1-2	
		- Teaching efficiency	1-2	
2	**Problem and obstructed in teaching (Open-ended question)**	The other opinion of lecturers		

5. Data Analysis

5.1 Qualitative Analysis is the peer classroom observation. The researcher as observer arrives at least 10 minutes before class and introduces briefly to students, with an equally brief explanation of why the observer is present. Observer is not to ask questions or participate in activities during class such behavior can detract from and invalidate the observations. The observer uses "Peer Observation Checklist" to collect data on the observations. The researcher has set two-point scale, 1 = yes and 0 = no, to assess the peer classroom observation results.

5.2 Quantitative Analysis is the questionnaires which contain questions investigate the levels of lecturers' awareness, understanding and commitment on TQF, QA and teaching quality. It is also the attempt to find answers to the research questions and to prove the research hypotheses. Findings are presented in tables with descriptions. Part I (Respondents' Demographic Information) will be presented in frequency and percentage. The researcher has set five-point scale below to assess the perception of lecturers on TQF and QA for the purpose of interpreting data gained from Part II, whereas Part III (additional suggestions) is rearranged by frequency and percentage.

Table 3.11 *Arbitrary level*

Arbitrary Level	Descriptive Rating
1.00 – 1.80	Strongly Disagree (SD)
1.81 – 2.80	Disagree (D)
2.81 – 3.25	Neither Agree or Disagree (N)
3.26 – 4.24	Agree (A)
4.25 – 5.00	Strongly Agree (SA)

6. Design of the ODI

The appropriate designed ODI activities have been set up to serve the independent variable on TQF and QA. The TQF and QA workshop have its details for expected outcomes. Table 3.12 show that components of the ODI

Table 3.12 *Design of the ODI*

ODI activities	Details of Activities	For variables	Expected outcomes
TQF workshop	1. TQF experts describe about TQF aspects and elements from TQF form 1 to TQF form 7.	TQF awareness TQF understanding TQF commitment	Lecturers have awareness, understanding and commitment in TQF
	2. TQF experts describe TQF activities sheet which are designed to cover all details of TQF elements. They are about teaching strategy and classroom evaluation, curriculum mapping to learning outcome, indicators of curriculum, ways to improve teaching, role and responsibilities of lecturers.		
	3. Participants are divided into 13 groups to work on TQF activities. In each group has a TQF change agent to support the activities. The activities starts from each member of group introduce oneself and mutually select		

ODI activities	Details of Activities	For variables	Expected outcomes
	for chair and secretary of group. And then they collectively study the TQF activities sheet to finally present to other groups to share information together. 4. Question and answer session.		
QA workshop	1. QA experts describe about QA policy, document, activities and indicators 2. QA experts explain in details on QA indicators and indicators objective. Then they clarify linkage between QA indicators and lecturers' activities. 3. Lecturers practice to write up the QA indicators reports and then present to other faculties. 4. Question and answer session.	QA awareness QA understanding QA commitment	Lecturers have awareness, understanding and commitment in QA

7. Schedule of Implementation

Schedule of activities for implementation and completion of TQF and QA is set up. The TQF and QA workshop has been held in three periods for three target groups. There are in period of November, January, and May. However, the TQF and QA coaching group has worked all time as they are coaching in their work place. The ODI schedule shows in table 3.13 .

Table 3.13 *ODI schedule*

Workshop/action	Details of workshop	Target	Date	For variable
TQF workshop	Details of Thailand Qualification Framework, the TQF policy, TQF activities and workshop	1. bachelor's degree curriculum administrators and lecturers, 230 persons	3-4 November, 2009	TQF awareness, understanding and commitment
		2. master's degree curriculum administrator and lecturers, 83 persons	26-27 January, 2010	TQF awareness, understanding and commitment
		3. off-campus administrator and lecturers, 80 persons	2-3 May, 2010	TQF awareness, understanding and commitment
QA workshop	Details of Quality Assurance, QA policy, QA documents and activities, QA indicators and workshop	1. bachelor's degree curriculum administrators and lecturers, 200 persons	10 November, 2009	QA awareness, understanding and commitment
		2. master's degree curriculum administrator and lecturers, 80 persons	31 January, 2010	

3. off-campus   15 May, 2010
administrator
and lecturers, 80
persons

Chapter 4

Presentation and Analysis of Results

The purpose of this chapter is to present the findings, analysis, interpretations and insights to report, describe and discuss the findings, observations, analysis and synthesis based on the research objectives, research questions, hypothesis and research framework. Since SDU has implemented the appropriate OD intervention, which are TQF coaching group set up, TQF training to lecturers, Quality Assurance coaching group set up, and Quality Assurance training to lecturers.

1. Pre and Post Organization Development Intervention

1.1 Results of Questionnaire

The overall research showed that pre-ODI on TQF, QA and teaching quality both students evaluate lecturers and their self-evaluation are with middle score ($\bar{x}$ = 2.89). The overall score for post-ODI on TQF, QA and teaching quality both students evaluate lecturers and their self-evaluation are high score ($\bar{x}$ = 3.83). The TQF awareness, pre-ODI, $\bar{x}$ is 1.66, post-ODI, $\bar{x}$ is 3.47. The TQF understanding, pre-ODI, $\bar{x}$ is 1.32, post-ODI, $\bar{x}$ is 3.93. The TQF commitment, pre-ODI, $\bar{x}$ is 1.52, post-ODI, $\bar{x}$ is 3.68. The QA awareness, pre-ODI, $\bar{x}$ is 3.00, post-ODI, $\bar{x}$ is 3.66. The QA understanding, pre-ODI, $\bar{x}$ is 3.06, post-ODI, $\bar{x}$ is 3.51. The QA commitment, pre-ODI, $\bar{x}$ is 3.61, post-ODI, $\bar{x}$ is 3.80. The teaching quality, pre-ODI, $\bar{x}$ is 3.63, post-ODI, $\bar{x}$ is 3.85. Students' evaluation lecturers, pre-ODI, $\bar{x}$ is 4.17,

post-ODI, $\bar{x}$ is 4.24. And lecturers' self evaluation, pre-ODI, $\bar{x}$ is 4.04, post-ODI, $\bar{x}$ is 4.35. The details of results of questionnaires show in table below.

Table 4.1 *TQF, QA and Teaching Quality Evaluation*

| Topic	Pre-ODI		Post-ODI		Differences of $\bar{x}$
	($\bar{x}$)	*SD*	($\bar{x}$)	*SD*	
TQF awareness	1.66	0.74	3.47	1.25	1.81
TQF understanding	1.32	0.71	3.92	1.14	2.60
TQF commitment	1.52	0.83	3.68	1.22	2.16
QA awareness	3.00	0.89	3.66	0.97	0.66
QA understanding	3.06	0.66	3.51	0.80	0.45
QA commitment	3.61	0.63	3.80	0.64	0.19
Teaching quality	3.63	0.75	3.85	0.72	0.22
Students' evaluation lecturers	4.17	0.60	4.24	0.56	0.07
Lecturers' self evaluation	4.04	0.63	4.35	0.64	0.21
Overall	**2.89**	**0.71**	**3.83**	**0.88**	**0.94**
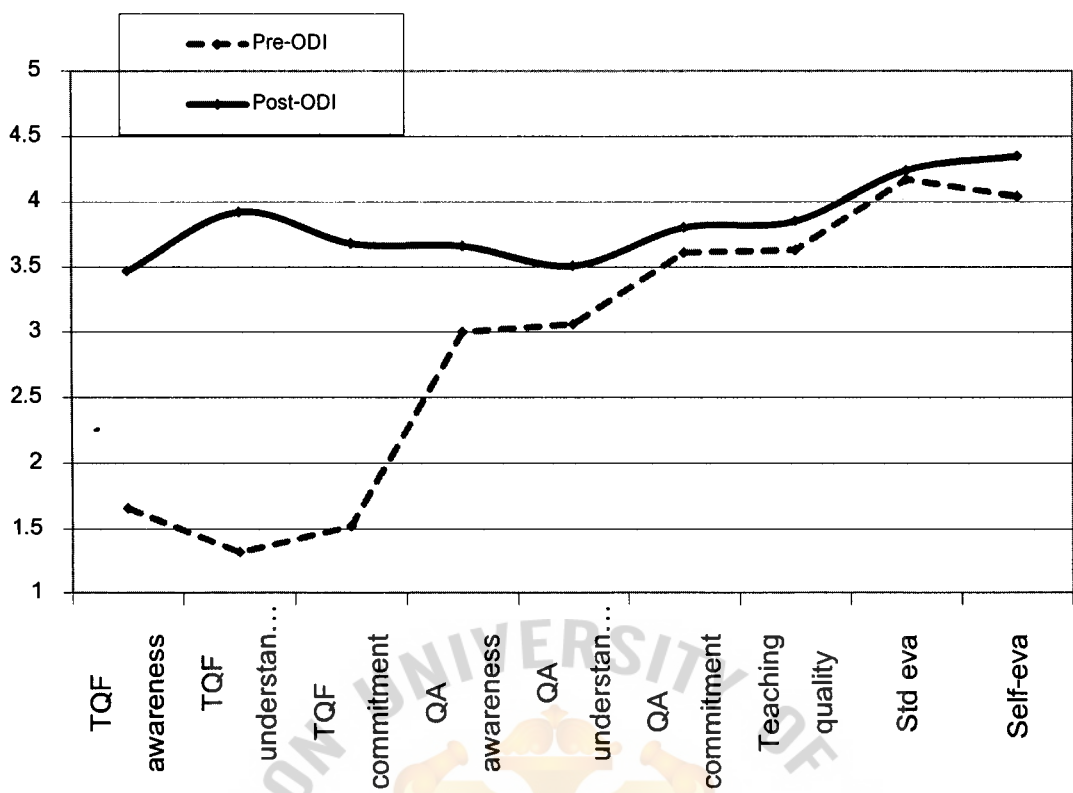
Figure 4.1 TQF, QA and teaching quality evaluation

1.2 Results of Peer Classroom Observation

There were 20 classrooms chosen by stratified random sampling, that were

being observed from five Faculties, Faculty of Management Science, Faculty of Humanities

and Social Science, Faculty of Education, Faculty of Sciences and Faculty of Nursing

Science, the peer observation checklist is divided into three sections. Each faculty is as

sampling classrooms for 4 classes.

Pre-ODI, there are 3 lecturers who clearly communicate the purpose of class

session and instructional activities. There are 8 lecturers who use concrete examples and

illustrations that clarify the material. There are 9 lecturers who use a variety of activities to

ensure all students are engaged. There are 7 lecturers who challenge students to think analytically. There are 8 lecturers who use activities in class to determine whether students understand course material. There are 5 lecturers who foster student-to-student interaction. There are 9 lecturers who link new material to previously learned concepts. There are 18 lecturers who use visuals and handouts where appropriate to accompany verbal presentation. There are 12 lecturers who require students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening). There are 15 lecturers who students are comfortable asking questions. There are 13 lecturers who students actively participate in class activities and discussion. And there are 7 lecturers who students are able to connect course material to other relevant topics.

Post-ODI, there are 15 lecturers who clearly communicate the purpose of class session and instructional activities. There are 11 lecturers who use concrete examples and illustrations that clarify the material. There are 15 lecturers who use a variety of activities to ensure all students are engaged. There are 18 lecturers who challenge students to think analytically. There are 14 lecturers who use activities in class to determine whether students understand course material. There are 12 lecturers who foster student-to-student interaction.

There are 16 lecturers who link new material to previously learned concepts. There are 20 lecturers who use visuals and handouts where appropriate to accompany verbal presentation. There are 16 lecturers who require students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening). There are 19 lecturers who students are comfortable asking questions. There are 17 lecturers who students actively participate in class activities and discussion. And there are 13 lecturers who students are able to connect course material to other relevant topics.

Table 4.2 *Results of Peer Classroom Observation*

| Topic	Pre-ODI		Post-ODI		Differences
	n (N = 20)	percent	n (N = 20)	percent	
1. Instructor clearly communicates the purpose of class session and instructional activities.	3	15	15	75	12
2. Instructor uses concrete examples and illustrations that clarify the material.	8	40	11	55	3
3. Instructor uses a variety of activities to ensure all students are engaged.	9	45	15	75	6
4. Instructor challenges students to think analytically.	7	35	18	90	11
5. Instructor uses activities in class to determine whether students understand course material.	8	40	14	70	6
6. Instructor fosters student-to-student interaction.	5	25	12	60	7
7. Instructor links new material to previously learned concepts.	9	45	16	80	7
8. Instructor uses visuals and handouts where appropriate to accompany verbal presentation.	18	90	20	100	2
9. Instructor requires students to be active e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).	12	60	16	80	4
10. Students are comfortable asking questions.	15	75	19	95	4
11. Students actively participate in class activities and discussion.	13	65	17	85	4
12. Students are able to connect course material to other relevant topics.	7	35	13	65	6
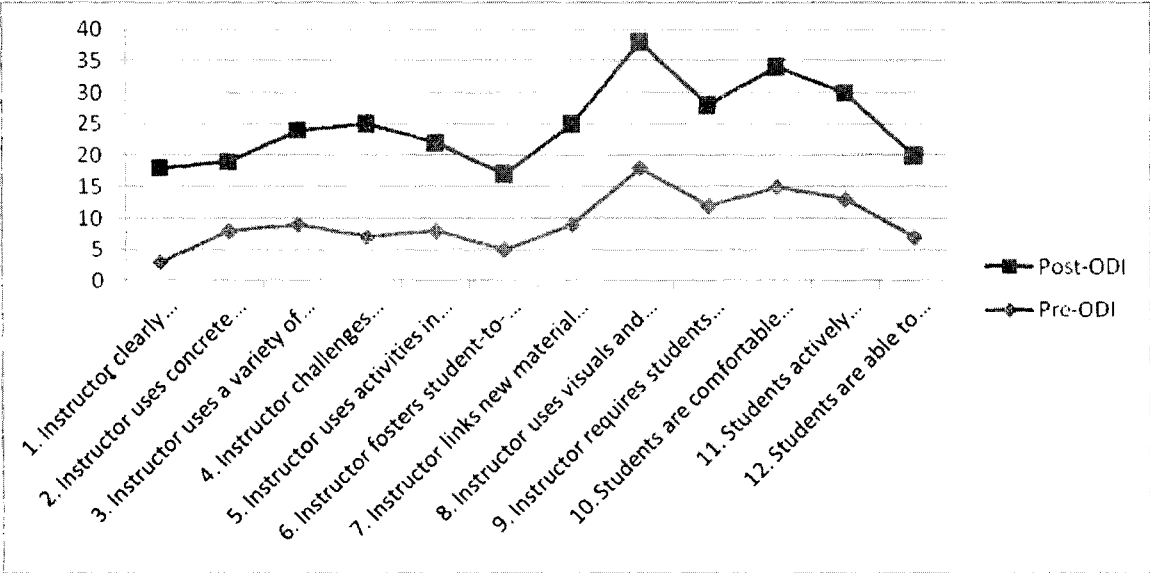
Figure 4.2: Results of peer classroom observation

2. Correlation (2-tailed) between TQF, QA and Teaching Quality

Table 4.3 shows the correlations between TQF and teaching quality at the Pre-ODI, found that the TQF awareness, understanding and commitment are significant to lecturers to challenge students to think analytically. TQF awareness and understanding are significant to lecturers to foster student-to-student interaction.

Table 4.3 *Pre-ODI Correlations between TQF and Teaching Quality*

	Purpose of class session	Challenge to think analytically	Student-to-student interaction	Appropriate presentation	Actively participation
TQF Awareness	.018	.142[*]	-.206[**]	-.055	-.047
TQF Understanding	.018	.197[**]	-.133[*]	-.059	-.048
TQF Commitment	.048	.292[**]	-.106	-.046	-.075

*p<.05, two-tailed. **p<.01, two-tailed.

Table 4.4 shows the correlations between QA and teaching quality at the Pre-ODI, found that the QA awareness, understanding and commitment are significant to lecturers to communicate clearly the purpose of class session and instructional activities as well to challenge student to think analytically hence make students actively participate in class activities and discussion. While QA commitment is moreover significant to lecturers to foster student-to-student interaction.

Table 4.4 *Pre-ODI Correlations between QA and Teaching Quality*

	Purpose of class session	Challenge to think analytically	Student-to-student interaction	Appropriate presentation	Actively participation
QA Awareness	.294**	.332**	.055	.047	.204**
QA Understanding	.223**	.142*	.007	-.004	.288**
QA Commitment	.423**	.174**	.170**	.113	.361**

*$p<.05$, two-tailed. **$p<.01$, two-tailed.*

Table 4.5 shows the correlations between TQF and QA at the Pre-ODI, found that the QA awareness, understanding and commitment are significant to TQF commitment while the QA commitment is additionally significant to TQF understanding.

Table 4.5 *Pre-ODI Correlations between TQF and QA*

	TQF Awareness	TQF Understanding	TQF Commitment
QA Awareness	.010	.025	.291**
QA Understanding	-.029	-.068	.222**
QA Commitment	.031	.131*	.203**

*$p<.05$, two-tailed. **$p<.01$, two-tailed.*

Table 4.6 shows the correlations between TQF and teaching quality at the Post-ODI, found that the TQF awareness is significant to all elements of teaching quality, which are, lecturers have clearly communications on purpose of class session and instructional activities, they can challenge student to think analytically, they can foster student-to-student interaction, they use visuals and handouts where appropriate to accompany verbal presentation and students actively participate in class activities and discussion. The TQF understanding and commitment are significant to lecturers that they can challenge student to think analytically, they use visuals and handouts where appropriate to accompany verbal presentation and students actively participate in class activities and discussion.

Table 4.6 *Post-ODI Correlations between TQF and Teaching Quality*

	Purpose of class session	Challenge to think analytically	Student-to-student interaction	Appropriate presentation	Actively participation
TQF Awareness	-.471**	-.163**	-.401**	-.228**	-.420**
TQF Understanding	.067	.243**	-.040	-.287**	-.249**
TQF Commitment	.064	.243**	-.046	-.396**	-.153**

*p<.05, two-tailed. **p<.01, two-tailed.*

Table 4.7 shows the correlations between QA and teaching quality at the Post-ODI, found that the QA awareness, understanding and commitment are significant to all elements of teaching quality which are, lecturers have clearly communications on purpose of class session and instructional activities, they can challenge student to think analytically, they can foster student-to-student interaction, they use visuals and handouts where appropriate to accompany verbal presentation and students actively participate in class activities and discussion.

Table 4.7 *Post-ODI Correlations between QA and Teaching Quality*

	Purpose of class session	Challenge to think analytically	Student-to-student interaction	Appropriate presentation	Actively participation
QA Awareness	.840**	.516**	.587**	.087**	.575**
QA Understanding	.497**	.214**	.382**	.216**	.513**
QA Commitment	.522**	.206**	.343**	.178**	.483**

*p<.05, two-tailed. **p<.01, two-tailed.

Table 4.8 shows the correlations between TQF and QA at the Post-ODI, found that

the QA awareness, understanding and commitment are significant to all elements of TQF

which are TQF awareness, understanding and commitment.

Table 4.8 *Post-ODI Correlations between TQF and QA*

	TQF Awareness	TQF Understanding	TQF Commitment
QA Awareness	-.474**	.053**	.040**
QA Understanding	-.520**	-.172**	-.163**
QA Commitment	-.310**	-.141*	-.201**

*p<.05, two-tailed. **p<.01, two-tailed.

3. Statistical Hypotheses Testing

Ho1: There is no significant relationship between lecturers' commitments to TQF, QA with teaching quality.

Ha1: There is significant relationship between lecturers' commitments to TQF, QA with teaching quality.

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After proving correlations between lecturers' success to TQF, QA with teaching quality, found that independent variables which are TQF and QA significance to dependent variable which is teaching quality at the 0.01 and 0.05 level. Thus, researcher accepts Ha1: There is significant relationship between lecturers' commitments to TQF, QA with teaching quality.

Ho2: There is no difference between pre-ODI and post-ODI on lecturers' commitment to TQF, QA and teaching quality.

Ha2: There is difference between pre-ODI and post-ODI on lecturers' commitment to TQF, QA and teaching quality.

After proving correlations between pre-ODI and post-ODI on lecturers' commitment to TQF, QA and teaching quality, found that there are difference between pre-ODI and post-ODI on lecturers' commitment to TQF, QA and teaching quality at the 0.01 and 0.05 level. Thus, researcher accepts Ha2: There is difference between pre-ODI and post-ODI on lecturers' success to TQF, QA and teaching quality.

4. The Organization Development Interventions

Workshop/action	Details of workshop	Target	Date	For variable
TQF workshop	Details of Thailand Qualification Framework, the TQF policy, TQF activities and workshop	1. bachelor's degree curriculum administrators and lecturers, 230 persons	3-4 November, 2009	TQF awareness, understanding and commitment
		2. master's degree curriculum administrator and lecturers, 83 persons	26-27 January, 2010	TQF awareness, understanding and commitment
		3. off-campus administrator and lecturers, 80 persons	2-3 May, 2010	TQF awareness, understanding and commitment
QA workshop	Details of Quality Assurance, QA policy, QA documents and activities, QA indicators and workshop	1. bachelor's degree curriculum administrators and lecturers, 200 persons	10 November, 2009	QA awareness, understanding and commitment
		2. master's degree curriculum administrator and lecturers, 80 persons	31 January, 2010	
		3. off-campus administrator and lecturers, 80 persons	15 May, 2010	

4.1 TQF coaching group and TQF training

The researcher has initiated TQF training group and coaching group headed by researcher. The groups consist of the 12 Deputy Deans of Academic Section from all of the faculties in the university. The group put high effort to develop universities' quality of curriculum serving the TQF concept. The 12 committees work as a 'change agent' in TQF which is new and too complicated because there are many criteria, documents and forms.

4.1.1 Ways TQF's change agents worked

4.1.1.1 They has been joined the TQF program provided by the government in order that they all will have good knowledge and understand about TQF well. Then the committees transfer all the knowledge about TQF to all of the SDU's lecturers. This group has participated in the TQF seminar held by government for 3 times including 3 days workshops. So the understanding and the feeling to commit has been fulfilled and prompt to be back to SDU to cascade such knowledge to the community of SDU.

4.1.1.2 Then, SDU appointed the committees to be the Board of Academic Committee to consider curriculum and hold seminar and workshop about TQF which are like the ones held by the Ministry of Education but in SDU context. The seminar and workshop held on 3 phrases: 1) seminar for bachelor's degree curriculum administrator and lecturers 2) seminar for master's degree curriculum administrator and lecturers and 3) seminar for off-campus administrator and lecturers.

4.1.1.3 As the committees work as 'Change Agent', they work as trainer and coacher for the university. Although, they understand about TQF well, they all show to all the lecturers that they keen to learn about TQF together with the entire lecturers. Both training and coaching are applied friendly approach: working together in order to achieve the scheme that is producing highly qualified graduates. The training and coaching isn't rule

keeper or fault finder, hence the way to transfer knowledge in the organization runs quite smoothly. There is no terrible conflict. Even though, at first there were a lot of doubts showing that the lecturers were not pleased since they wondered why they need to do more paper works. However, every problem can be solved by explanation.

      4.1.1.4 Since the 12 Change Agents are all the Deputy Dean come from faculties, TQF is effectively pushed forward immediately after seminar. Lecturers sometime find problems when they come back to faculties, the change agents coaching them directly.

4.1.2 The Experiences from TQF Intervention

      Since the researcher launched the intervention, TQF has been broadening to all faculties member. Teaching quality evaluated by students has also been increase. The internal factors of TQF which are TQF awareness, understanding and commitment are confirmed to be effected to teaching quality. However, the researcher found that it is necessary to emphasis the TQF knowledge by enlarging the TQF change agent among faculties member. The results of intervention show that the ability to transfer TQF knowledge to others is significant to their feeling on caring about future of the university. And they will proud to be a member of organization. Moreover, the interventions results show that the significant of TQF awareness, understanding and commitment is increased comparing before and after the intervention, from 0.05 to 0.01 levels. This is related to the open-end opinion that some lectures need more TQF training because they agree that TQF helps them to improve their teaching.

4.2 Quality Assurance coaching group and Quality Assurance training to lecturers

The QA committee has been set up to make all staffs understand about QA. Although, the QA is controlled by the Office of Public Sector Development Commission and the Office of the Higher Education Commission which consist of a lot of indicators. However, this set of committee works as supporters and facilitators for the lecturers to enhance their teaching and student's quality.

4.2.1 Ways QA's change agents worked

4.2.1.1 Propose a model and a system for quality assurance which is appropriate with the university development level. And develop the intra QA system.

4.2.1.2 Emphasizes on the change of policy to be quality culture. The researcher has held 3 seminars and 17 meetings which provide QA awareness, understanding, and commitment to all staffs.

4.2.1.3 Researcher starts formally developing the QA system. There are a 2008 manual for QA, curriculum designing, teaching manual etc. Those can lower anxiety about curriculum evaluation of the lecturers.

4.2.2 The Experiences from QA Intervention

Before the intervention, lecturers have not low rate of QA awareness, understanding and commitment, however, the QA change agent put emphasis them to relate the QA to teaching quality, not only working QA on paper. The QA change agent points to faculties that QA, as a tool, to check and recheck themselves how efficiency they teach and what is a gap between now and goal and how to reduce that gap. Like TQF, it is necessary to emphasis the QA knowledge by enlarging the QA change agent among faculties member.

The results of intervention show that the ability to transfer QA knowledge to others is significant to their feeling on caring about future of the university. And they will proud to be a member of SDU and have self-motivation to improve teaching quality.

Chapter 5

Summary of Findings, Conclusions and Recommendations

1. Summary of Findings

The intentions of this research is to assess, analyze and identify the current levels of commitment to TQF, QA and teaching quality, to identify, design, and implement appropriate ODI that enhances and improves TQF, QA, and teaching quality, to determine the relationship of Faculty's commitment to TQF and QA to quality of teaching, and to determine the impact of ODI on commitment to TQF, QA and teaching quality at SDU.

As a human social, SDU has been stated to adapt best in the new context about higher education qualification framework as many countries has set up for the advantage of quality assurance in their countries. TQF established as a policy leading tool in section 4 of the National Education Act B.E. 2543 (2000), the Amendments second National Education Act B.E. 2545 (2002) and standard policy of national education, including standard of higher education. The TQF aims to assure quality of graduates by measurement of Learning Outcomes. Not only skills, knowledge and competencies that TQF expects from graduates but also ethical and moral development, knowledge, cognitive skills, interpersonal skill and responsibility, and communication technology skill. These will relatively be perceived by community including higher education institutes in both Thailand and international where can be confident in the comparative standard. So the TQF and Quality Assurance have come strongly relatively in the way that cannot deny. In the way that TQF and QA can be the organization development intervention for SDU, the quality of teaching has been declared as root cause of problem of misfit in the organization. The measurement of the quality of teaching is showing in term of teaching evaluation which both comes from student's

evaluation and lecturers' self-evaluation. The peer classroom observations are also set for qualitative method for teaching quality.

The researcher has tried to solve such root cause of problem by setting up the TQF "change agent" group or official called "TQF training and coaching group". And also set up the "QA training and coaching group" which aim to increase the lecturers' awareness, understanding and commitment on TQF and QA which finally be effected directly to quality of teaching. The "change agent" group do many activities to make lecturers have more TQF and QA awareness and understanding, more ability to apply such knowledge and have more commitment on TQF and QA. With the great optimism to meet the optimal objective of TQF and QA, such both commitment will increase teaching quality in SDU.

The Pre-ODI, the average point of TQF awareness, understanding and commitment are 1.5 while the average point of QA awareness, understanding, and commitment are 3.22 Lecturers think they are not confident in TQF and QA. The Pre-ODI in teaching quality. The score is at 3.63, students' evaluation lecturers' score is at 4.17 and lecturers' self evaluation is at 4.04. While the post-ODI, the Post-ODI, the overall score of TQF is at 3.69 while the QA is at 3.66. Lecturers agree that they are aware, understand and committed to TQF and QA. The Post-ODI on teaching quality indicated the score at 3.85, students' evaluation lecturers' score is at 4.24 and lecturers' self evaluation is at 4.35.

Before the ODI, the level of TQF awareness, understanding, and commitment is quite low, most of lecturers in SDU do not know what is TQF and how it can help them to improve the quality of teaching. It is because the TQF has a lot of details. The misunderstanding of TQF leads to be omit to apply and hence less of commitment. After the effective working of TQF training and coaching group, the degree of awareness, understanding, and commitment is higher. However, the success of TQF training and coaching group or change agent group comes from the understanding of nature of organization's culture and nature of educational

organization. The way change agent group approach to lecturers is not as a "controllers" but acting like "supporters", "facilitators" and "are friendly". So, the TQF is in mind to lecturers in small time.

Contrasting to the TQF side, most of lecturers understand what QA is stand for but most of them cannot well apply QA to teaching work and also cannot transfer the QA knowledge to others. The QA is not new for them but the attitude on QA is like burden that load them from routine work. The QA training and working group work hard on changing their attitudes and commitment on QA. The change agent group points the advantage on how QA can improve quality of teaching that impact directly to students.

The correlation analysis, TQF, QA and teaching quality is correlated which significant at 0.01 and 0.05. TQF awareness is significant to SDU both pre and post-ODI but in different value. Only awareness of TQF is not enough for improve quality of teaching, TQF understanding, lecturers' ability to apply TQF knowledge to improve their own teaching, lecturers' ability to transfer TQF knowledge to others and TQF commitment are significant to teaching quality on the lecturers' willingness to put efforts to help students achieves their goals. And that is the impact to future of the university. The results show that they are proud to be a part of SDU.

QA awareness, understanding and commitment are impact to all elements of teaching quality since lecturers' willingness to put efforts to help students achieves their goals, SDU's values, they are care about future of the organization and they are proud to be a member of SDU.

QA and TQF have to linkage together as correlation statistic test showed the results. The awareness of TQF is significant to awareness of QA and also QA understanding, procedure and commitment. The TQF commitment and ability to apply TQF knowledge to

others is strongly linkage to ability lecturers have to apply QA knowledge to improve teaching quality.

The research results show that QA is proved superior vision in quality while TQF is proved vision of quality focus on teaching. Both of them could be closely related each other. Furthermore, the outcome of ODI is the awareness of quality towards sustainability within SDU. Then such the awareness bring about taking action in quality in a way lecturers teaching in classroom, researching or developing curricula etc. Without awareness, understanding and commitment cannot happen. The awareness is underpinned of success in improving teaching quality. As the data analysis shown, the awareness has high correlation with teaching quality comparing with other elements. Lecturers aware to the importance of TQF and QA, hence understanding and commitment will then follow.

In addition, it is significant in considering the continual implementation and the involvement of management in implementing the TQF and QA. From researcher observation, the success factor in applying the TQF is the leadership which is to focus on building long term value and sustainability for stakeholders, especially students. Another important factor is to respect human value or to create valued human being and inner motivation. However, TQF and QA is not an instant program for the university to select and use it in solving every case of problems. Success of TQF and QA must come from united cooperation of all members and leadership style of organization leaders. It is found that TQF and QA can be a guideline that helps the university to run to the right direction, while behavior and personal competencies of members need to be simultaneously developed as they cannot be changed overnight. The lecturers could well understand the TQF and QA, however, their good attitudes towards TQF and QA may come together with the quality culture of the organization. Corporate Culture is significant in leading the organization to excellence, surviving and sustainability. The strengths or weaknesses of the organization culture that are

currently followed by all staffs and being seen as a future direction will represent the Quality

culture of the organization and guide to the development of Quality Man which relatively

resulting in having a learning organization that will significantly become a quality

organization. The TQF and QA is an intervention that stimulates other factors to work. They

are supportive each others. The university has to respond to the use of TQF and QA

intervention and relatively expects that all members will change their behaviors in the right

way to keep organization well going forward base on underpin of TQF and QA awareness. So

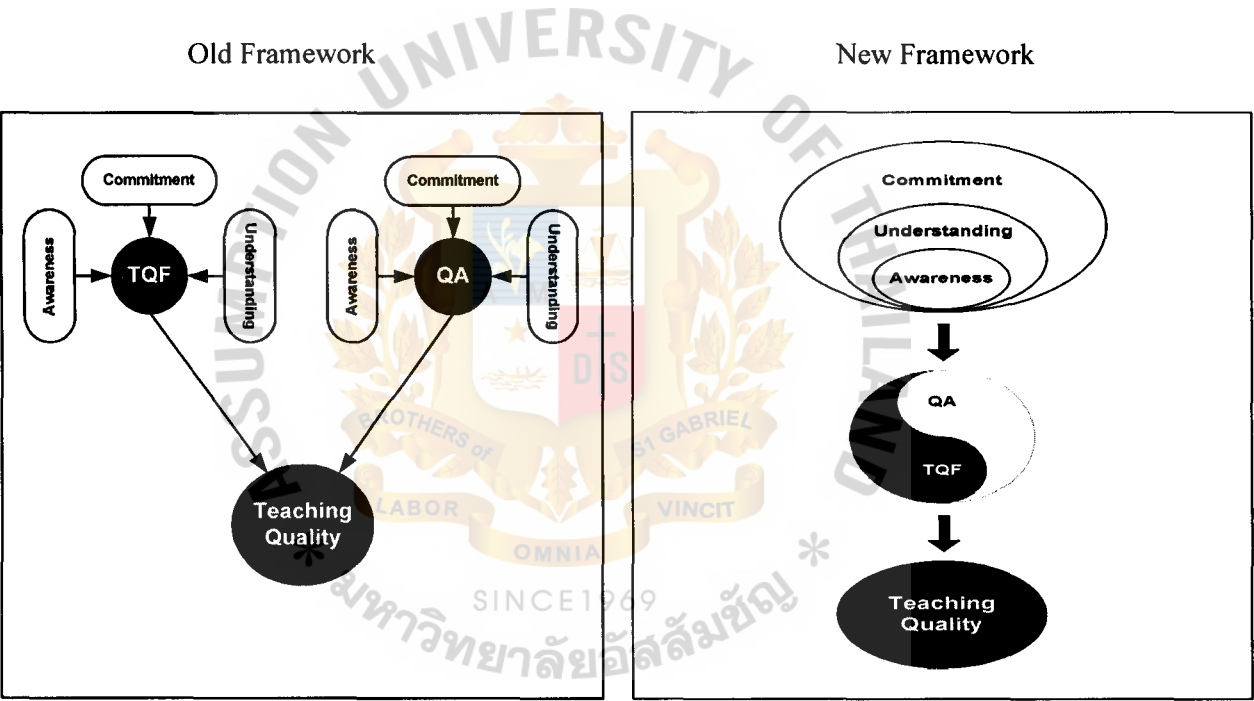the conceptual framework should be changed to be new as follow:

Figure 5.1 Teaching Quality framework

TQF and QA are influence to teaching quality in which way they cannot separate

from each other. TQF as a tool for lecturers to development their teaching in classroom while

the QA helps to recheck that quality which results of using TQF is satisfactory for

stakeholders. QA needs TQF results for developing teaching quality while TQF needs quality guideline from QA to advance teaching. The elements of TQF and QA needs to be changed from separate to be combined. The awareness is supportive to the understanding and commitment.

2. Conclusions

The results from the lecturers' assessment specify that the ODI impact make changes in teaching quality of lecturers by which impact prior on TQF and QA awareness, understanding and commitment. The ODI impact on TQF and QA helps lecturers aware on their way of teaching that force directly to students and they can improve such quality of teaching by themselves.

The perfect TQF and QA are comprised of lecturers' awareness, their fully understanding of the content as well as their commitment which cannot be separated from each other. The research findings have revealed that awareness, understanding and commitment are blended and coincided with each other at all time. Commitment is the last element to demonstrate the effectiveness of TQF and QA toward the quality of teaching and learning whereas awareness of the significance of TQF and QA is the beginning component. Therefore, in order to develop quality in education is not only to enable lecturers to understand and commit to TQF and QA, but also to evolve those understanding into fully recognition of the significance of quality. To summarize, quality of education of a university emerges from the quality of individual teacher which originates from particular recognition of the significance of the quality itself.

3. Recommendation

From the research discoveries and the researcher's experiences from organization development intervention, the researcher suggests on TQF and QA that the university should prioritize these two elements in the significant level considering that the elements have a great influence directly to the quality of both lecturer and students. Besides, the university must perceive that TQF and QA are the most significant instruments in compelling the change in educational system. Moreover, due to the fact that many research findings have revealed that both TQF and QA play an important role in supporting each other and they cannot be disconnected, the university administration should consider the specification structure of these two elements in order to decide which areas of the two can be gradually developed simultaneously and which areas must be developed independently. However, one of the most important circumstances is to initiate lecturers' inspiration in order to encourage change and awareness of quality among them. The significant entity who plays an important role in development is the faculty change agent who will act as a coach or a mentor in developing both TQF and QA simultaneously.

There are several interesting parts to follow in further research of teaching quality in universities both further ODI and further research. The further ODI could be focus on how to make faculties have more aware on the TQF and QA and what factors that influence the awareness of faculties are. The advance intervention should be built up the TQF and QA change agent in each sub-unit of organization. The studies of faculties' motivation and leadership style that support the progress of quality of teaching is also waiting for advanced research in greater detail to serve the new form of conceptual framework of teaching quality for the greater benefit of society.

4. Epilogue

As an internal consultant practitioner, the researcher ascertains that the efficiency of OD practitioner depends on one own point of view towards staff in the organization with sensitivity and desire to observe the success of the quality development following the objectives of the research accordingly. In this research, apart from acquiring knowledge and methods in each step of the research process, the researcher has learned to understand the human nature and the meaning of humanity. Besides, the researcher has practiced the critical thinking and looked deeply at the ways of my own thinking especially the positive attitude toward individual. In the intervention of this research, the researcher has used TQF and QA which are new to SDU; however, the outcome apparently turned to be positive as this challenging intervention would prepare the researcher for the most appropriate and successful intervention in the future.

Being a change agent of the researcher, the researcher has given suggestions on education management and curriculum development. Consequently, the researcher found that to aim for success, one must have positive attitude towards other people with the clear picture of the future achievement in mind. These are the picture of better teaching and learning environment, the picture of teachers with fully awareness of quality and the picture of cooperation from many sectors to improve the quality of education resulting in the quality of the students. With these pictures in mind, motivation will significantly arise and drive us to the accomplishment. Additionally, the teachers participating in the training course would definitely perceive that powerful energy of success.

Furthermore, in addition to fully achieving research objectives, the researcher has a self-developed in many aspects including the own ways of thinking and the relationship with the lecturers through every steps the researcher has done since the beginning of the research, along with the planning stage of ODI, the stage of the training and development of lecturers

both TQF and QA, and the stage of self evaluation on effectiveness as an OD practitioner. Finally, for being an internal consultant, the most significant factors to the achievement are the positive attitude and the good relationship with others.

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Appendix

Lecturers Questionnaire (Quantitative)

Objective: This questionnaire is a tool to obtain data from lecturers on level of commitment to TQF, QA and Teaching Quality. Please help us by answering questions. Do not give your name because all individual results will be kept anonymous and grouped.

Part I: **Respondents' Demographic Information**

1. Gender

☐ Male   ☐ Female   ☐ Not Specified

2. Age

☐ Less than 35 years   ☐ 35-45 years

☐ 45-55 years   ☐ more than 55 years

3. Marital status

☐ Single   ☐ Married

☐ Divorces   ☐ Partnered

4. Education

☐ Lower than master degree   ☐ Master degree or higher

5. Work position

☐ Management   ☐ Not Management

6. Work tenure

☐ Less than 5 years   ☐ 5-10 years

☐ 11-20 years   ☐ more than 20 years

Part II: Levels of understanding, application, commitment on Thailand Qualification Framework (TQF) and Quality Assurance (QA)

Performance: Please indicate the extent to which you agree or disagree with the following statement by putting a ✓ in the best fit box.

	Descriptions	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I	**Thailand Qualification Framework (TQF)**					
1	You aware the course development policy in relation to TQF.	☐	☐	☐	☐	☐
2	You are able to transfer the TQF knowledge to others.	☐	☐	☐	☐	☐
3	You receive more knowledge and understanding of TQF.	☐	☐	☐	☐	☐
4	You understand the procedure of TQF.	☐	☐	☐	☐	☐
5	You are able to apply the knowledge of TQF to improve your teaching quality.	☐	☐	☐	☐	☐
6	You are committed to TQF concept	☐	☐	☐	☐	☐
II	**The Quality Assurance System (QA)**					
1	You are aware and able to transfer the quality assurance knowledge to others.	☐	☐	☐	☐	☐
2	You understand the policy of quality assurance in SDU	☐	☐	☐	☐	☐

		Descriptions	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	3	You understand the procedure of quality assurance.	☐	☐	☐	☐	☐
	4	You are able to apply the knowledge of quality assurance to improve your teaching quality.	☐	☐	☐	☐	☐
	5	You are committed to QA concept	☐	☐	☐	☐	☐
III		Teaching Quality					
	1	You communicate clearly on purpose of class session and instructional activities to students.	☐	☐	☐	☐	☐
	2	You challenge students to think analytically.	☐	☐	☐	☐	☐
	3	You foster student-to-student interaction.	☐	☐	☐	☐	☐
	4	You use visuals and handouts where appropriate to accompany verbal presentation.	☐	☐	☐	☐	☐
	5	Your students are comfortable asking questions and actively participate in class activities and discussion.	☐	☐	☐	☐	☐

Part III: **What suggestion would you give SDU to improve itself under any above categories? (TQF and QA, Commitment)**

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Peer Observation Checklist

Faculty member being observed …………………….. Course…………

Observer …………………………………………… Date……………

	Question Guideline	Observed?	Comments
1	Instructor clearly communicates the purpose of class session and instructional activities.	○Yes ○No	
2	Instructor uses concrete examples and illustrations that clarify the material.	○Yes ○No	
3	Instructor uses a variety of activities to ensure all students are engaged.	○Yes ○No	
4	Instructor challenges students to think analytically.	○Yes ○No	
5	Instructor uses activities in class to determine whether students understand course material.	○Yes ○No	
6	Instructor fosters student-to-student interaction.	○Yes ○No	
7	Instructor links new material to previously learned concepts.	○Yes ○No	
8	Instructor uses visuals and handouts where appropriate to accompany verbal presentation.	○Yes ○No	

9	Instructor requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).	◯Yes ◯No	
10	Students are comfortable asking questions.	◯Yes ◯No	
11	Students actively participate in class activities and discussion.	◯Yes ◯No	
12	Students are able to connect course material to other relevant topics.	◯Yes ◯No	

Pornchanit Kaew-Nate

Curriculum Vitae

…………………………………………………………………………..………..

Personal

Date of Birth :   May 23, 1976

Place of Birth :   Bangkok, Thailand

Nationality   :   Thai

Phone   :   02 244 507-8, 086 883 2307

e-Mail   :   pornchanit_kae@dusit.ac.th, pornchanit.kaewnate@gmail.com

Education

1999 – 2002   Master Degree, Business Administration (MBA) , major Marketing

Suan Dusit Rajabhat University, Bangkok, Thailand

1993 – 1996   Becholor Degree, Business Administration (BA), major Financial and

Banking Chulalongkorn University, Bangkok,Thailand

1991 – 1993   High School, major Maths-English

Trium Udom Suksa School, Bangkok,Thailand

Research

2009 – Present   1. Quality Culture: Way to Develop Academic Administration to

Create a Sustainable Survivability of Suan Dusit Rajabhat University

2. Academics Service Database Development, focus on the Identities

of Suan Dusit Rajabhat University

Work Experiences

2008 – Present   1. Assistant President for Academic Affairs, Suan Dusit Rajabhat

University, Bangkok, Thailand

2. Dean, School of Tourism and Hopitality, Suan Dusit Rajabhat University, Bangkok, Thailand

1999 – 2004   1. Deputy-Director, Office of the President, Rajabhat Institute Suan Dusit, Bangkok, Thailand

2. Head, Secretarial Staff, Office of the President, Rajabhat Institute Suan Dusit, Bangkok, Thailand

1997 – 1998   Financial officer of Boonthawee Garment Company Limited, Bangkok, Thailand

1996 – 1997   Provident Fund officer of Financial One Company Limited (Fin One), Bangkok, Thailand

Training/Seminar

1. Thailand Professional and Organizational Development Network in Topic "Role of University Administration in improving teaching and learning in Higher Education", April 2010, University of Durham, UK

2. Professional Certificate of Achievement in topic "Organizational Development Executive Program", September 2009, Stanford Center for Professional Development, Stanford University, USA

3. Certificate of Achievement in Seminar topic "Grid Instructor Preparation Seminar", Grid International Inc, USA, May 2009, Thailand

4. Certificate of Achievement in Seminar topic "The Leadership Grid", Grid International, Inc, USA, April 2009, Thailand

5. Colombo Plan Staff College for Technician Education (CPSC) in Topic "Building Capacity on Education Leadership and Management", October – December 2008, Philippines