

**INITIAL IMPACT OF ORGANIZATION DEVELOPMENT INTERVENTIONS ON
LECTURER'S COMMITMENT TO THAILAND QUALIFICATION FRAMEWORK (TQF),
QUALITY ASSURANCE (QA) AND QUALITY OF TEACHING: A CASE STUDY OF SUAN
DUSIT RAJABHAT UNIVERSITY**

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Abstract: *To accomplish the main missions of higher education, which are teaching and researching, Quality Assurance (QA) plays an important role. QA is now also related to the Thailand Qualification Framework (TQF) which was established as a policy leading tool in Section 4 of the National Education Act B.E. 2543(2000) and the Amendments to the Second National Education Act B.E. 2545(2002). This article aims to identify, design and implement the appropriate ODI that enhances and improves TQF and QA. Suan Dusit Rajabhat University is the focus of this study. The action research framework employed both qualitative and quantitative approaches for deeper investigation. The researcher set up TQF and QA coaching and training groups to support the TQF and QA's elements on awareness, understanding and commitment. The results show that the independent variables, TQF and QA, are significant to the dependent variable, which is teaching quality, at the 0.01 and 0.05 levels and there are differences between pre- and post-ODIs on Faculty's commitment to TQF, QA and teaching quality at the 0.01 and 0.05 levels. The results prove that TQF and QA have to be supportive of each other. The awareness of TQF and QA is underpinned to TQF and QA understanding and commitment.*

Key words: *ODI, Action Research, Awareness, Understanding, Commitment, Quality Assurance (QA), Quality Teaching, Thailand Qualification Framework (TQF)*

Introduction

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). Both long-established and new higher education institutions raised questions in regard to standards of quality. Fairly enough, "customers" of education, be they students, parents, or the labor market, want some kinds of certification of the institutions and qualifications they gain from them.

A pattern for evaluating higher education has been established in most countries, though the quality assurance process can be 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. Many countries are trying to bring uniformity and quality assurance across their regions.

European countries have been using the Bologna process which reflects remarkable progress regarding the integration of higher education by creating a common degree structure and qualification across Europe. In Australia, the Australian Qualification Framework provides a comprehensive framework for all qualification in post-compulsory education and training and most importantly the framework also links to the quality assurance process. In Asia, a 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.

In Thailand, higher education institutions have four main missions which are: 1) to

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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. Quality assurance also relates to the Thailand Qualification Framework for Higher Education (TQF) which was 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 came into force in 2009 in the form of a notification from Ministry of Education to all higher education institutes in Thailand.

The TQF aims to assure quality of graduates by measuring Learning Outcomes; not only the skills, knowledge and competencies that the TQF expects from graduates but also virtue, morality, acumen, interpersonal skills responsibility, analytical skills, communication skills, and use of information technology skills. Apart from serving institutions at home, quality assurance procedures are also useful to higher education institutes abroad in that they can provide comparative standards.

This paper focuses on one higher education institution; Suan Dusit Rajabhat University (SDU), established in 1934 as a Hospitality School. It was granted the status of 'University' by the Ministry of Education, in 2004.

There is abundant literature on the concept of students as "customers" at institutions of higher learning. Sax (2004), for example, stated that the customer-provider relationship has been changed. Today, it is not superficial as new technologies help to build a more lasting and closer one. Eagle and Brennan (2007) found that the question "Are students customers?" is polarized, with advocates regarding it as self-evident that students are customers and should be treated as such 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.

Emery et al. (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 (Emery et al. (2001).

Part of gaining loyalty from students means that all parts of university are thinking and acting in the same direction. This includes up-to-date curricula, body of knowledge, research, quality assurance, and even the environment.

Kotler's and Fox' (1995) argued that the terms stakeholders/customers can substitute each other. The term 'customers,' which is always used in the business context, refers to someone who makes use of the paid products or services as an individual or organization. As to the term 'stakeholders,' it is used in the ordinary non-profit organization context and means someone who is involved with the organization both in direct and indirect ways (Kotler & Fox, 1995). First, it serves as a producer of educational products and services for its client population of students.

The success of SDU's core mission of teaching and research has to take into account the stakeholders/customers' perspectives. 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. SDU stakeholders can be divided into "internal and external" customers. SDU will not successfully draw satisfaction from its external customers if it does not first take good care of its internal customers.

After assessing SDU, the key concepts used in this research will be considered in light of the relevant literature.

1. Organizational Assessment

- SDU 7s Mckinsey Analysis

i) *Strategy*: The strategic goal of SDU is to be a full quality organization. In order to reach that goal, SDU has set up four strategies: 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 shareholder/customer relationship.

ii) *Structure*: SDU job design has great depth and range. 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. At the same time, SDU has a very "wide and tall" job design. Due to its big size, the number of job duties is large.

iii) *System*: The selection system is normal and very simple, such as interview and hire. SDU selects its members by interviewing them while the selection method for President and Dean Positions is the "examine" method conducted by specific committees. The development system is also simple; SDU uses cross-divisional job rotation in its development system for its personnel but not for Dean Position. A lecturer in one faculty can be a lecturer in the other faculties provided that his/her knowledge and skills are suitable for the other programs. The measurement system consists of performance appraisals which measure individuals on their competencies with regard to each job position.

iv) *Skills*: The core competencies of lecturers are: interpersonal communication, establishing a supportive learning environment, flexibility and open-minded with respect to learning styles, serving 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 thus ensure that all lecturers have access to higher academic positions and can be promoted to Assistant Professorship, Associate Professorship and Professorship accordingly.

v) *Staff*: The development system is simple; SDU uses cross-divisional job rotation for its personnel but not for Dean Positions. Lecturers are the ones who have to adapt best to context changes. The university thus makes higher demand on multifunctional skill persons who have the skills to adapt and develop themselves in managing the new environment of the university.

vi) *Style*: SDU is a bureaucratic style organization, which reflects its large size and the fact that it is a public organization. These characteristics require strict and systematic discipline via official position power and government regulation.

vii) *Shared Values*: SDU's shared value which is "Survivability," which means the ability to survive and thrive, no matter what life throws at the organization. It is a mindset, a way of thinking based on self-reliance and resilience.

"Survivability" confirms SDU's experience in the last five years in that it has had to face changes and transform itself for survival as a result of the decreasing number of students and financial support from the government.

- SDU' SWOT Analysis

Aside from the 7s Mckinsey Model, a SWOT analysis was also conducted to assess SDU.

Figure 2 - SDU' SWOT Analysis

Strength S ₁ : Strong Leader S ₂ : Strong identity	Weakness W ₁ : Low level of commitment on Thailand Qualification Framework (TQF) and Quality Assurance (QA) W ₂ : Unclear organization communication W ₃ : Bureaucratic organization, red tape W ₄ : Quality of teaching not on par
Opportunities O ₁ : Opportunity to serve Thai society O ₂ : Supportive policy from the government	Threat T ₁ : Reduction of financial support from the government

The strong leader at SDU refers to the current president who has shown great leadership. All members of SDU respect and look at him as a model. He has greatly contributed to establishing SDU's strong identity and being recognized as great school for food sciences, childhood education, hospitality science and nursing science.

One of the weaknesses listed is SDU members' low level of commitment of TQF and QA, which may account for some of the teaching quality issues. SDU is a red tape organization, which means its internal communication can be troublesome.

In term of opportunities, SDU can serve Thai society as it is one of the main missions of Thai universities. This, however, requires a supportive policy from the government. Yet, there is a tendency to reduce financial support, a real threat to the ability of SDU to conduct its mission successfully. These financial restrictions are due in part to the economic crisis and also to the current effort to bring universities to be autonomous.

Through the 7s Mckinsey and SWOT analyses, the problems at SDU that require attention - and give rise to this research - have been identified. The factors that facilitate the success of SDU are its students, quality of teaching, research, and academic support services, and its good studying conditions. A well-managed academic and social environment can ensure a good learning experience and effective education. Such benefits are long-lasting, inspire trust, and generate loyalty from students toward the institution.

The author focuses on quality teaching as SDU's main concern. The appropriate ODI has been identified and implemented in order to enhance and improve Thailand Qualification Framework (TQF), Quality Assurance (QA), and the teaching quality at SDU. The author determined the impact of the lecturers' commitment to TQF and QA on the Quality of teaching as well as the impact of the ODI on commitment to Thailand Qualification Framework (TQF), Quality Assurance (QA), and teaching quality at SDU.

2. Theories related to the key variables

- Dimensions of Quality in Higher Education

Quality as a concept was originally developed in the manufacturing industry. In

the field of higher education, quality control has been inactively adopted and failed to follow an analytical process because of the exercise of academic freedom (Largosen, *et al*, 2004). Moreover, the predominating culture of universities is usually based on individual autonomy, which is seriously guarded (Colling and Harvey, 1995). In addition, applying the features of quality to higher education requires teamwork which is considered to be problematic (Boaden and Dale, 1992). Still, the quality of higher education is very important for its stakeholders, providers (funding bodies and the community at large), students, staff and employers of graduates (Srikanthan and Dalrymple, 2003).

- What is quality teaching?

While there is no set answer to this question, many scholars argue that quality teaching is the ability to manage the classroom properly in terms of communication skills, interactive skills, classroom environment management skills etc. The following are key abilities for teachers to develop;

i) Communication skills of lecturers - Lecturers have to have advanced knowledge of their subject and make it easily reachable to students. They have to let students understand the teaching instruments and materials. (Brain, 1998). They need to provide students with problem-solving techniques rather than give them answers. Students hence can find the answers for themselves and they can become self-sufficient in the field (Brain, 1998).

ii) 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).

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

iv) Ability to use visuals and handouts where appropriate to accompany verbal presentation. - The handouts meet the demands and needs of students which 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).

v) Ability to manage the overall atmosphere in the classroom, for example, students are comfortable asking questions and actively participate in class activities and discussion. - There is some evidence of teaching effectiveness in the classroom. The major one is the atmosphere in the classroom; that is the attitude toward students and encouragement to participate (Counselman, 2010). In evaluations, this translates into statements such as: “great, very friendly, easy to talk to”, “very helpful to students”, “fun, alert, comfortable”, etc (Counselman, 2010).

- Teaching Quality: What and How to Assess?

Most institutions rely only on the end-of-course student surveys to evaluate teaching quality. Felder and Brent (1999), however, 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. These aspects involve 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.

- Student Rating of Teaching

Student evaluations or student rating of teaching are the most commonly used source of data for both summative and formative assessments. A mandatory, standardized questionnaire evaluating all teaching aspects on a common basis is often used to analyze and assess teachers, courses and academic units. A questionnaire is one of the most prevalent methods because it is relatively economical to administer, summarize and interpret. Moreover, a questionnaire has been found to be valid as it contains items that require students to comment on the particular subjects with 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 addressed as well.

Additionally, there are several factors affecting the rating that are difficult to control, such as student motivation, complexity of material, level of course, and class size. Thus, in order to ensure equity and fairness, teacher peer observations should be carried out since they offer critical insights of an instructor’s performance and complement student rating and other forms of evaluation.

- Peer Observations

Peer observation may be executed for both summative and formative purposes. According to Felder and Brent (1999) in summative assessment, the prior consensus should be reached about what constitutes quality teaching within the discipline, what the observers will be looking for, and the process for carrying out and recording the observations. Some observers may use checklists and some departments may choose to designate a committee to take responsibility for 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 the 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.

- 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.

- 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. They include: ethical and moral development: knowledge: cognitive skills: interpersonal skills and responsibility and information and communication technology skills. 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 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.

- Academic and Professional Standard

The framework has two general standards 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.

- Achievement of Quality Assurance (QA) and Thailand Qualification Framework (TQF)

The Quality Assurance and Thailand Qualification Frameworks have distinctive applications. Still, little has been said about how one can actually measure lecturers' awareness and understanding of them. Particular interest in the awareness and perceptions of managers on quality assurance is related to middle management level (Dopson et al., 1992; Vouzas, 1997). And Ishikawa (1985) considered 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) argued that key the success factor of quality assurance in organization or qualification framework has to come from all levels of the organization.

QA and TQF commitment will come accordingly from awareness and

understanding, which means the faculty is willing to contribute to the successful implementation of QA and TQF knowledge to improve teaching quality.

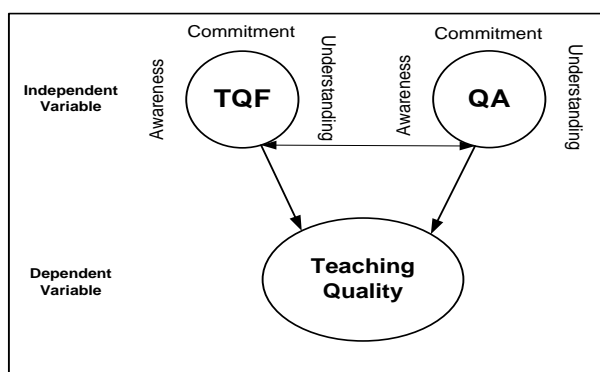
According to Meyer and Allen's (1991) three-component model of commitment, prior research indicates that there are three "mind sets" which can characterize an QA and TQF's commitment to the organization. The affective commitment is defined as the faculties' positive emotional attachment to the QA and TQF. A lecturer 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, and commit to actualizing.

3. Conceptual Framework and Methodology

Based on the aforementioned literature reviewed, the conceptual framework for this study is as follows:

Figure 3 - Conceptual Framework



As independent variables, the Lecturers' awareness, understanding and commitment of TQF and QA are expected to reflect and influence the quality of teaching, which is the dependent variable in this study. 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 into high quality teaching/learning processes and therefore into the overall quality of teaching at the university.

The author employed both a qualitative and quantitative approach for the deeper investigation and for long-term change at SDU. The subjects of the study are all members of SDU working during the 2009 Academic year (June 2009 – May 2010), either executive, management, lecturers and people at the operational level; 850 persons in total.

The researcher used random sampling method to select the sample. The total sample selection for launching the questionnaires included 300 persons. And the researcher used stratified random sampling to select five Faculties: Faculty of Management Science, Faculty of Humanities and Social Science, Faculty of Education, Faculty of Sciences and Faculty of Nursing Science. A total of 20 classrooms were to be observed.

The author, as the leader of the TQF and QA change agent group, and the deputy deans of each faculty, joined the TQF program. SDU appointed the Academic Committee to consider the curriculum and hold seminars and workshops on TQF, which are similar to the ones held by the Ministry of Education. These seminars and workshops were held 3 times, each one for 2 days, to help lecturers become aware, understand and commit to TQF and QA. The first day detailed the TQF and QA, with lecturers taking notes and the last period provided for a question-and-answer session. The second day is for group activities. The lecturers were divided into groups by faculties or programs and worked together on TQF and QA documents and practices. The last period was for group presentation. Both training and coaching applied a friendly approach: working together in order to achieve the goal of producing highly qualified graduates.

4. Summary of Findings

The TQF aims to ensure the quality of graduates through the measurement of Learning Outcomes, which include not only skills, knowledge and competencies but also ethical and moral development, knowledge, cognitive, interpersonal, and communication technology 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. The quality of teaching central to this research has been assessed through evaluations of the lecturers both by students and the lecturers themselves (self-evaluations) and through peer classroom observations. The ODI conducted at SDU has identified the quality of teaching as a root cause problem in the organization.

Consequently, the researcher has tried to solve this root cause problem by setting up a TQF “change agent” group, officially called “TQF training and coaching group,” as well as a “QA training and coaching group” whose goal is to increase the lecturers’ awareness, understanding of and commitment to TQF and QA which can directly affect the quality of teaching. The “change agent” group conducted many activities to raise the lecturers’ level of TQF and QA awareness and understanding and have them develop their ability to apply such knowledge and show more commitment to TQF and QA.

At Pre-ODI, the average TQF awareness, understanding and commitment score was 1.5 and the average QA awareness, understanding, and commitment score was 3.22. Clearly, lecturers had no confidence in the TQF and QA. Regarding the Pre-ODI teaching quality score, it stood at 3.63. The score for students’ evaluations of lecturers was 4.17 and that of lecturers’ self evaluation 4.04.

On the other hand, the post-ODI overall score of the TQF is 3.69 and the QA 3.66. Lecturers agree that they are aware of, understand, and are committed to TQF and QA. The Post-ODI on teaching quality shows a score of 3.85, students’ evaluation of lecturers a score of 4.24 and lecturers’ self evaluation one at 4.35.

The pre-ODI level of TQF awareness, understanding, and commitment is quite low. Most of SDU lecturers do not know what TQF is and how it can help them improve the quality of teaching. It is largely because the TQF has a lot of details. The misunderstanding of the TQF affected their commitment. After effective TQF training and coaching, the degree of awareness, understanding, and commitment went up significantly. The success of the TQF training and change agent group comes from a greater understanding of the nature of the

organization’s culture and the very specific nature of an educational organization. The change agent group approached lecturers not as “controllers” but like “supporters”, “facilitators” and “in a friendly way” instead. So, the TQF did not seem coercive.

Unlike with the TQF, most lecturers understood what QA stand for most of them could not apply QA well to teaching and also transfer the QA knowledge to others. Though the QA was not new for them, their attitude toward the QA was not. It showed that they looked at it as a burden that imposed itself on them and distracted them from their routine work. The QA training and working group worked hard to change their attitude toward and commitment to the QA. The change agent group pointed the advantages of the QA and how it could improve the quality of teaching that impacts directly on students.

The correlation analysis reveals that the TQF, QA and teaching quality are correlated at significance levels of 0.01 and 0.05. The TQF awareness is significant to SDU both pre- and post-ODI but the values differ. Only the TQF awareness is too low to improve the 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 in terms of teaching quality in that the lecturers are willing to put more efforts to help students achieve their goals. This will obviously impact the future of the university. These results show that they are proud to be part of SDU.

QA awareness, understanding and commitment impact all elements of teaching quality thanks to the lecturers’ willingness to put more efforts to help students achieve their goals and SDU’s values, and their care about future of the organization.

QA and TQF are linked together as the correlation statistic test show. The TQF awareness is significant as is QA awareness and also QA understanding, procedure and commitment. The TQF commitment and ability to apply TQF knowledge to others is strongly connected to the ability lecturers have to apply QA knowledge to improve teaching quality.

The research results show that the QA is especially relevant to quality while the TQF impacts teaching greatly. Both of them are

closely related to each other. Another ODI outcome is the awareness of quality with regard to sustainability within SDU. This awareness leads to action in terms of improving quality with regard to lecturers' teaching, researching or developing curricula etc. Without awareness, understanding and commitment this cannot happen. Awareness is key to success and to improving teaching quality. Awareness has a higher correlation with teaching quality as compared with other elements. Once lecturers become aware of the importance of TQF and QA, their understanding of and commitment to them increase.

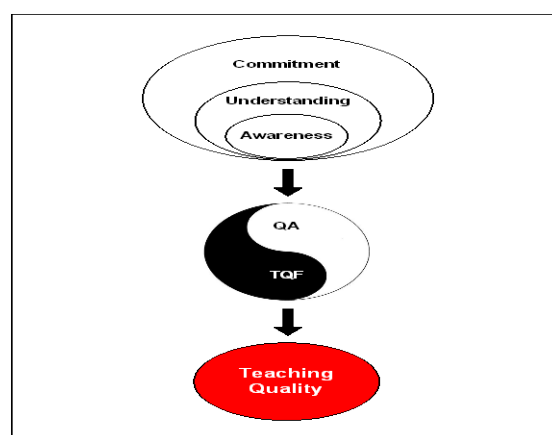
In addition, it is significant to consider the continuous involvement of management in implementing the TQF and QA. The researcher's observations show that the success factor in applying the TQF is leadership, which, in this case, is the focus on building long term value and sustainability for all stakeholders, especially students. Another important factor is to respect human values and to create inner motivation. The TQF and QA are not, however, an instant program for the university to select and use to solve every kind of problems. The success of the TQF and QA comes largely from united cooperation within all the members and from the leadership style of the organization's leaders. The TQF and QA can be guidelines that help the university move in the right direction but the behavior and personal competencies of the members need to be simultaneously developed as they cannot be changed overnight.

Although the lecturers could well understand the TQF and QA, their good attitudes towards them stemmed from the quality culture of the organization. Corporate Culture is significant in leading the organization to excellence, surviving and sustainability. The strengths and weaknesses of the organization culture that are currently being followed by all staff members and seen as the future direction will represent the Quality culture of the organization and lead to the development of Quality Man which in turn will result in having a learning organization that will significantly become a quality organization. In other words, the TQF and QA is an intervention that stimulates other factors to work. They mutually support. The university has to respond to the use of TQF

and QA intervention and expect that all members will change their behaviors in the right way to keep organization moving forward on the basis of the TQF and QA awareness. So the conceptual framework should be changed as follows:

TQF and QA influence teaching quality in such ways that they cannot be separated from each other. TQF is a tool for lecturers to develop their teaching in the classroom while the QA helps to recheck that quality. Using TQF satisfies stakeholders. QA relies on the TQF results for developing teaching quality while TQF needs the quality guideline which the QA provides to advance teaching. The TQF and QA needs to be seen not as separate elements but as ones to be combined. Awareness is the necessary underlying support to understanding and commitment.

Figure 2 - Teaching Quality framework



Source: created by the author for this study

Conclusion and Recommendations

The results from the lecturers' assessment show that the ODI has had an impact on the teaching quality of lecturers thanks to TQF and QA awareness, understanding and commitment. The TQF and QA have helped lecturers to be more aware of their way of teaching and its impact on students and improve their teaching by themselves.

Ideal TQF and QA consist of lecturers' awareness, their full understanding of their content as well as their commitment, both which cannot be separated from one other. The findings show that awareness, understanding and commitment are inextricably blended, fit together and are interdependent. Commitment

is the last of these three components to demonstrate the effectiveness of TQF and QA in respect of the quality of teaching and learning with awareness of the significance of TQF and QA as the first component; the one with which to start. Therefore, developing quality in education comes down to not only enable lecturers to understand and commit to TQF and QA, but also to ensure that their understanding of those evolve into a full recognition of the significance of quality. To summarize, the quality of education of a university emerges from the quality of its individual teacher which in turn originates in the particular recognition of the significance of quality itself.

Based on the findings and the researcher's experiences with ODIs, one recommendation is that the university prioritizes TQF and QA considering that these two elements directly influence the quality of both lecturers and students. Besides, the university should make sure it perceives TQF and QA as the most significant instruments compelling changes in the educational system.

Moreover, given that many research findings have revealed that both TQF and QA function at best when supporting each other and thus cannot be disconnected, the university administration should consider articulating a specification structure of these two elements in order to decide which areas of the two can be gradually developed simultaneously and which ones must be developed independently.

In light of all these initiatives, steps should also be taken to generate lecturers' inspiration as their drive, enthusiasm and eagerness are necessary to encourage change and quality awareness among them. A significant entity with an important role to play in this development is the faculty change agent who will act as a coach or a mentor in developing both TQF and QA simultaneously.

In terms of future studies, there are several interesting leads to follow: the teaching quality at universities is open for further ODIs and research. An ODI could focus on how to make the faculties be more aware of the TQF and QA and what factors influence their awareness. The advance intervention should build up the TQF and QA change agent in each sub-unit of the organization. Studies of

the faculties' motivation and leadership style that support the progress of quality of teaching are also waiting for advanced research in greater details.

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