

## A STUDY OF RESEARCH VALUES FOR PRIVATE UNIVERSITY FACULTY

**Janejira Rattanapian<sup>1</sup>**

**Onjaree Natakatoong<sup>2</sup>**

**Naowanit Songkram<sup>3</sup>**

**Abstract:** Conducting research is considered another important obligation of both private and public university lecturers apart from teaching. Concerning conducting research, good researchers satisfactorily need to have research values. The objectives of this research were 1) to determine research values needed for private university faculty and 2) to identify research values for private universities across the research process. The samples comprised 15 research lecturers and professional researchers with more than five years of research experience. The interviews as the core research data collection of this study were conducted based on the research values synthesized from published documents and academic journals. The findings of this study revealed that research values for private university faculty include 13 core values categorized under three categories as follows: *Category 1 – Creativity Values* consisting of three sub-core values: 1) generating new research ideas, 2) daring to face research challenges, and 3) conducting research beneficial to society; *Category 2 – Professional Researcher Values* consisting of six sub-core values: 4) working systematically, 5) having good human relations, 6) having no prejudice, 7) having high responsibility, 8) thinking logically and 9) not violating human rights; and *Category 3 –Adherence to the Truth Values* comprising four sub-core values: 10) being competent in searching for information, 11) being truthful to the data observed 12) avoiding committing plagiarism and 13) presenting quality research. It was also found that Creativity Values were most frequently used in the phase of determining research problems. Professional Researcher Values were most frequently used in the phases of designing research methodology, creating research instruments, collecting the data, analyzing the data and discussing and concluding the results of the study. Adherence to the Truth Values were most frequently used in summary, discussion and research presentation phases.

---

<sup>1</sup> Ph.D. Candidate in Department of Educational, Technology and Communications, Faculty of Education, Chulalongkorn University, Thailand.  
jane\_rbac@hotmail.com

<sup>2</sup> Ph.D., Associate Professor, Department of Educational Technology and Communications, Faculty of Education, Chulalongkorn University, Thailand.  
nonjaree@chula.ac.th

<sup>3</sup> Ph.D., Associate Professor, Department of Educational Technology and Communications, Faculty of Education, Chulalongkorn University, Thailand.  
noawanit\_s @ chula.ac.th

**Keywords:** Research Values/Creativity, Professional, Adherence to The Truth, Private University Faculty.

## Introduction

Article 34 of the National Education Act of B.E. 2542 (1999 A.D.) and Amendments (2<sup>nd</sup> Edition) of B.E. 2545 (2002 A.D.) requires university faculty to have the primary obligation to conduct research with the belief that research shall expand knowledge and promote the working capacity of faculties to obtain high quality and useful research, new inventions and creative work in response to national development strategies and wide-ranging social demands in order for generating benefits to the public (Ministry of Education, 2008). The Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA, 2010) requires higher education institutions to build academic intensity, conduct high quality research and pieces of work as far as make oneself be accepted to a particular academic field. Thus, university faculty in higher education need to conduct research abiding by institutions' research obligations and are further required to have their research published in national and international academic journals. The research and development produced shall be applicable by those who wish to make use of it. Research findings and creative works are therefore important factors for developing desired quality and boosting capability and efficiency of Thai citizens, in line with national development strategies while further developing the nation into a society of learning, knowledge and wisdom (National Research Council of Thailand, 2012).

The Office of the Higher Education Commission (OHEC) launched and supported research conduction and university development project in 2009, in line with the government's policy in order to raise higher education standard to be excellent. OHEC grouped higher education institutions based on their potentials and capacity and reinforced knowledge management and innovations by increasing research and development capacity (Office of the Higher Education Commission, 2011). The OHEC's university ranking, which was assessed during the third education quality assurance, includes 23 universities to be under Group 1 (Research Excellence Institutions). The list comprises 20 public universities and three private universities. With respect to such division, it is seen that the difference in numbers between research oriented public universities and private universities is strikingly high. Consequently, private universities were found to produce fewer internationally accepted pieces of researches than public universities. This also included the amount of new innovative and creative research findings, journals and creations, utilization of findings and the number of registered intellectual properties. ONESQA has expressed great concern about this issue (Office for National Education Standards and Quality Assessment, 2011). Furthermore, according to reports from the second education quality assurance by the Office for National Education Standards and Quality Assessment, ONESQA has advised private institutes of higher education to urgently solve the problem of lack of quality research by suggesting private institutes of higher education to carefully plan, allocate budgets, support research funding, adopt remuneration systems, reduce teaching workloads and integrate researches with missions in other areas in order to concretely promote faculty and education personnel development (Pornroongroj, 2015).

The development of university faculty in the research aspect is, therefore, an important task in elevating and developing educational quality. According to a review of various studies, the researcher found that in order for the learning process to be sustainable, values must first be created for learners. This concurs with the Thailand Research Fund (2012), which stated that researchers need to develop personal research values first. Therefore, if private university lecturers have research values in developing oneself, they will feel the need for personal development with research work. This will result in generating benefits for not only the researchers, but also universities in elevating research quality.

## **Literature Review**

### *Value*

Rokeach (1979) defined value as a belief which lasts long by nature. This belief is considered conduct or the aim to live one's life, which is deemed righteous by individuals or society and is worthy of living standard as well as a way of life that can influence human behavior. Buasri (1984) defined value as some of the conditions (or actions) in which we believe (or favor) that adhering to such action will help achieve social or personal aims. In other words, values are considered important for a person's behavioral expressions and the person's behaviors which have been performed because some changes to the society. Psychologists, sociologists and anthropologists believe that values are highly important to the lifestyles of people in society because values guide and provide ways for persons to behave and perform actions or choose any ideals (Salayachiwin, 1983)

A number of studies have examined values in various professions. For example, Shahriari et. al. (2013) studied the ethical values of professional nurses in Iran by studying nurses at the Nursing Midwifery Care Research Center, Isfahan University of Medical Sciences, and they found that nurses should have a total of ten values, namely, human dignity, privacy, justice, autonomy in decision-making, precision and accuracy in caring, commitment, interpersonal relationships, sympathy, honesty and individual and professional competency. The United States Army (2012) set the Seven Core Army Values consisting of loyalty, duty, respect, selfless service, honor, integrity and personal courage. Apparently, value is necessary for people in various professional settings and thus should be attentively adhered to for behavioral practice.

### *Research Values*

Pratt (1999) defined research values as belief towards research that has been reflected through every phase of research conduction, starting from research policy, research planning and research management at all levels. Creating research values is quite time consuming and needs a careful planning. There were many associations, agencies and researchers have placed importance on research values, including the research values for researchers in general and those for university faculty who usually conduct research. One such example is The National Academies of Sciences Engineering Medicine (2001), which published a book on Issues for Science and Engineering Researchers in the Digital Age. It emphasizes that the traditional values of research i.e. working together, communicating openly or being patience, must be existent and

passed on from experienced researchers to new generations of researchers. Another important concept raised by this institution is that interpersonal values must remain in the researchers themselves and such values will never be replaced by digital technology. Furthermore, based on the findings of Watt (2007), qualitative researchers most frequently require the value of reflexivity. The EECERA Working Group (2015) presented the EECERA Ethical Code for Early Childhood Researches Revised Version 1.2: May 2015 by using the words “Ethical Code”. The aforementioned work spoke of researchers’ democratic values. The Inter Academy Council (2012) presented research values made of general human values. However, when implementing them in the context of research, researchers were required to have seven research values, namely, honesty, fairness, objectivity, reliability, skepticism, accountability and openness. O’Reilly, Johnson and Sanborn (2012) found that research values usually occur following the lifecycle stages for research. This means that researchers need to have the same and different research values throughout the research process together with each of its phases in order that they can utilize those research values in conducting quality research.

Considering domestic studies, Putwattana (2002) studied the strategic development of research culture of public university faculty of higher education by studying their research beliefs, attitudes and values of research conduction. However, no studies touching upon research values for private university faculty have been conducted so far.

Saihoo (1979) mentioned the ways to reinforce and promote research conduction and publication of the university lecturers suggesting them building intrinsic motivation; that is, encouraging teachers to be aware of and perceive the real meanings and necessity of conducting research. Another intrinsic motivation is to encourage university teachers to feel that there are some problems and issues that need to be answered and tackled by them; they need to desire to know the answer. All of which can be successfully done by conducting research studies.

### *Value Creation*

When thoroughly studying the term “values” it is discovered that it is basically one form of belief which may be abided by an individual or might be taken by members in a particular society. Such values taken is seen to demonstrate and exhibit an obvious standpoint of the value holder towards something probably viewing it as good or bad, like or dislike, and agree or disagree. The values are normally further brought to use as an accepted norm for the purpose of behaving and living one’s life (Kulrattanamaneepon et. al, 2012)

Interestingly, Kohlberg’s study (1976, cited in Crain, 1985) adds to the conceptual descriptions of values stating that differences in the level of values in which a person is holding can influence on and affect an ethically-based decision. Thus, understanding different types of value and enhancing and supporting taking different values seriously and correctly will help increase and boost potentiality and potency in managing human resource more effectively. This is because a human being naturally has personal values personally taken. They can noticeably influence and affect the decision to be made by corporate leaders and personnel in each of the different professional communities

To raise an example, International Federation of Accountants (2003) specifies that the must-have professional values for any accountant are intention to work morally, fairness, honesty, independence along with professional standard, courtesy in the profession, consciousness of responsibility for the society, an awareness of public benefits, and constant intention to learn. Therefore, in educating, shaping and honing valued professional accountants, there is a need for the professional accountants to be aware of and realize their professional values and act on their duties morally in order for the benefits to the society and their profession.

Moreover, Tanathuttakam (1984) studied the perception of basic values for military police students including police cadets, naval cadets and air force cadets, and the results showed that five basic values had been practiced and trained by these four groups of cadets; they are: 1) self-reliance, diligence and having responsibility; 2) being self-sufficiency and economical; 3) having discipline and respect for laws 4) acting in religious morality 5) conducting patriotism

All in all, considering related research work, documents and review of the literature, it was found that imposing research values can only be executed by an imposer imposing them to different groups of people, or an imposer can be a person in a particular professional community imposing particular research values for people in the same community. In addition, values may be established basing on the lifestyles of people in a particular community that have been accumulated from generation to generation until the values have become an accepted behaviors and norms. Thus, this study employed the research values advised by the university faculty with research experience for the purpose of jointly imposing the research values for private university faculty whose teaching and learning contexts are different from public universities. Therefore, the researcher recognizes and realize the need for studying research values so that private universities particularly their administrative members launch and promote a policy emphasizing and imposing research values for private university lecturers. This will consequently improve and elevate the private university lecturers' research capacity.

### **Purpose of The Study**

The purpose of this research is to determine research values needed for private university faculty and to identify research values for private universities across the research process.

### **Methodology**

The methodological procedures of this exploratory research comprise sampling methods, research instruments, data collection and data analysis, all of which are explained below:

#### *Participants*

The samples used in the in-depth interviews comprised 15 government and private university faculty obtained by the judgmental sampling 'the Snowball Technique'. The criteria for selecting the participants of this research are the following: 1) being university lecturers; 2) being research lecturers whose pieces of research work have been accepted at both international and national levels.; 3) receiving national research

fund and/or support at least once; 4) presenting their research studies at national and/or international academic conferences; 5) being able to link research experience with research values, and 6) being experienced in giving research consultation and advice.

### *Instrument*

The instrument of this research was an in-depth interview with the experts in order to obtain appropriate research values for private university lecturers. The aforementioned instrument was composed of ten questions and the table which was obtained from reviewing the related work. The table comprises value names together with synthesized explanations.

### *Data Collection*

Data collection of this research study can be divided into 3 phases, each of which is explained as follows;

Phase I: The researcher reviewed documents and related research studies to specify the definitions for the word “value” by means of comparing similarities and differences of the words similar to the term ‘values’ such as ethics, morality, morals and culture. Then, the researcher studied general professional values or groups of people, studied the research values of regular researchers in organizations or institutes, and studied research studies and different sources of data which discuss research values for university faculty. The table for an analysis was then established by means of synthesizing descriptions and meanings and of comparing different tables from the given sources which discuss general values and research values. To add reliability to the research process, the researcher reviewed the explanations for the characteristics or behaviors caused by each individual research value. In this step, the researcher presented the table which comprises explanations and descriptive characteristics, together with the interview questions, to three experts who were senior university lecturers with research experience to evaluate content validity of the instrument.

Phase II: After conducting an interview with the experts which lasted for two months, the researcher synthesized the interview and used the information and the headings for research values suggested by the experts to organize three-category research values and sub-groups of each of them. This was executed by adhering to the principles obtained from reviewing different sets of values from various data sources. These studies revealed that the imposers setting their values by using the principle of deciding what areas are related to the desired values such as personal characteristics, morals, customers, life or services, etc. Finally, the researcher came up with the research values for private university faculty which comprise 13 values altogether, and they are grouped under the following three main categories: Creativity Values, Professional Researcher Values and Adherence to the Truth Values.

Phase III:., the researcher further studied, analyzed and synthesized the procedures of research conduction and obtained the following eight main steps : 1) determining research problems; 2) searching for related studies; 3) designing research methodology; 4) constructing researcher instruments; 5) collecting data; 6) analyzing data; 7) discussing and concluding the research results ,and 8) presenting a research

study. Then, the researcher tabulated the values obtained by categorizing them according to the 8 research steps aforesaid using black circles to display necessary core values and blank circles to present the core values recommended for researchers.

To validate all the established values for private universities faculty, the table containing such values was validated and evaluated by research experts who involve directly with research management and research courses. One expert was simultaneously both a private university lecturer teaching research courses and a private university researcher. Another two experts were, at the same time, research lecturers and executives of the research division who provide research funds and research support for university teachers. The last expert was a researcher and an executive of researchers' association. All of the experts checked the accuracy and suitability of the research values in conjunction with each of the research process proposed.

## **Results**

The research values which need to be attended by private university faculty as reminding tools for good research practice comprised 13 research values which belong to three main categories as follows:

### *Category 1 Creativity Values*

Consisting of three core values:

1. "Generating new research ideas" refers to researcher's willingness to conduct new studies with open mind and being aware of external factors at all times, desiring to learn new knowledge and ability to independently select and approach research problem issues based on interest.
2. "Daring to face research's challenge" refers to researcher's motivation to challenge oneself. Researcher should have courage to experiment new things, ability to think outside the box and develop research into new innovations.
3. "Conducting research beneficial to society" refers to researcher's awareness of the importance of conducting research with benefits for the society in mind. The researcher should also strive to achieve unambiguous results and take public benefits into serious consideration.

### *Category 2 Professional Researcher Values*

Consisting of six core values:

4. "Working systematically" refers to researcher's ability to systematically conduct research with emphasis on research achievements as planned.
5. "Having good human relations" refers to researcher's interpersonal skills. Strong human relation, love and compassion for colleagues, society and communities, willingness to sacrifice, kindness, generosity and an open to opinions and criticisms from others are all desired traits for researcher.
6. "Having no prejudice" refers to researcher's adherence to conducting research fairly and equally without favoring one side without reasons and within the code of ethics and moral philosophy.

7. “Having high responsibility” refers to researcher’s conscientiousness to conduct research with full capacity and willingness to take responsibility when errors occur and make corrections accordingly.
8. “Thinking logically” refers to researcher’s adherence to accuracy, being observant and solving problems by identifying the problems’ causes and effects. Researchers should also exercise appropriate discretion in decision making process.
9. “Not violating human rights” refers to researcher’s respect for human rights. Researchers should keep confidentiality of research participants at best and should consider professional ethics

### *Category 3 Adherence to the Truth Values*

Consisting of four core values:

10. “Being competent in searching for information” refers to researcher’s ability to acquire relevant data from domestic and foreign databases to facilitate research conduction.
11. “Being truthful to the data observed” refers to researcher’s duty to conduct research based on factual findings without any bias or prejudice. Researcher should present the findings with honesty, in both positive and negative aspects of the work, so that data users are well advised when interpreting the data.
12. “Avoiding committing plagiarism” refers to researcher’s honesty quality when conducting a research. Researcher must not claim the results of others as his or her own and not copy others’ research as his or her own. Research should be conducted with transparency, accountability and adherence to ethics.
13. “Presenting quality research” refers to researcher’s ability to present data obtained from research studies with high quality. Information should be limited in scopes. Great emphasis should be placed on clear and complete communication.

Based on the aforementioned 13 values, the researcher studied and synthesized the research procedures to determine the consistency of values in relation to quality research production, and it was found that all eight of the research procedures synthesized by the researcher—comprising 1) determining research problems; 2) searching for related studies; 3) designing research methodology; 4) constructing researcher instruments; 5) collecting the data; 6) analyzing the data; 7) discussing and concluding the results, and 8) presenting a research study, differently concord with different research values as previously presented. Table 1 below represents the research values for private university faculty; they were categorized into their corresponding research phases by using black circles to represent necessary values and blank circles to represent core values recommended for private university faculty as shown in Table.



**Table 1: Values Categorized by Research Procedures**

Research Process	Values												
	Creativity			Professional Researcher				Adherence to the Truth					
	Generating New Research Ideas	Daring to Face Research's Challenges	Conducting Research Beneficial to the Society	Work systematically	Having Good Human Relations	Having No Prejudice	Having High Responsibility	Thinking Logically	Not Violating Human Rights	Being Competent in Searching for Information	Being Truthful to the Data Observed	Avoiding Committing Plagiarism	Presenting Quality Research
1. Determining research problems	●	●	●	●			○	○	○	○	○	○	○
2. Searching for related studies										●	●	●	●
3. Designing research methodology		○	○	●	●	●	●	●	●		○		
4. Constructing research instruments				●	●	●	●	●	●	○			
5. Collecting data				●	●	●	●	●	●		○	○	○
6. Analyzing data				●	●	●	●	●	●		○	○	○
7. Discussing and concluding the results		○	○	●	●	●	●	●	●	●	●	●	●
8. Presenting a research study			○		○			○	○	●	●	●	●

According to Table 1, it is seen that there is a need for encouraging the university faculty to possess all three creativity values together with the value of working systematically in the area of Professional Research. The process of searching for data and presenting the research findings requires an adherence to all of the sub-units of Adherence to Truth Values; that is, being competent in searching for information, being truthful to the data observed, avoiding committing plagiarism, and presenting quality research. With regards to the steps of designing research methodology, creating research instruments, collecting and analyzing the data, and discussing and concluding the results of the study, there is a need to promote the value of Professional Researcher.

In addition to the compulsory research values, university faculty should be encouraged to possess other recommended values. The step of determining research problems appeared to be reinforced more seven additional values followed by the step of presenting research which requires four more additional values.

## Discussion and Conclusion

According to the findings of this research study with respect to research values for private university faculty obtained from in-depth interviews with the experts in the areas being studied, it is found that the research values for private university lecturers comprised 13 values categorized into the following three main heading categories: 1) Creativity Values consisting of three sub-core values: 1.1) generating new research ideas, 1.2) daring to face research's challenges, 1.3) conducting research beneficial to the society; 2) Professional Researcher Values consisting of six sub-core values: 2.1) working systematically, 2.2) having good human relations, 2.3) having no prejudice, 2.4) having high responsibility, 2.5) thinking logically, 2.6) not violating human rights violations and 3) Adherence to the Truth Values consisting of four sub-core values: 3.1) being competent in searching for information, 3.2) being truthful to the data observed, 3.3) avoiding committing plagiarism, 3.4) presenting quality research. All three categories of research values are considered main important values and value groupings in this study aimed at creating consistent values. The aforementioned findings were similar to the concept of Sota, et. al. (2002) who stated that values can be created in a system to promote changes in human behaviors and attitudes. In addition, Rokeach's concept (1973) further supported that values can be categorized into the following two types: 1) Terminal Values comprising 18 values and 2) Instrumental Values containing 60 – 70 Values. Komin and Samakkan (1979) categorized values which led to two groups of desirable outcomes i.e. Moral Values and Competency Values. Rokeach (1973), Komin and Samakkan (1979) presented guidelines for creating personal values based on the assertion that a person's behaviors are not determined by any single value. The behavior of a person will be established when being forced or acted on by a group of values. A value is learned and coordinated with other values within the model of that value system. This was similar to the study of Schwartz (2005) studying work values and categorizing the work values into the following four groups: 1) adaptation to change, 2) conservation, 3) self-development, and 4) understanding others. All of the four values showed a person's behaviors apparent in and characterize each value group.

Creativity Values comprise the following three core values: 1) generating new research ideas, 2) daring to face research's challenges and 3) conducting research beneficial to the society, all of which were found to be essential core values in determining researchers' research problems. This concurred with the researchers' essential characteristics of Sripairoj (2013), which confirmed that considering the essential characteristics of researchers in conducting any research the researcher himself or herself is the most important factor because success in research is primarily dependent on the researcher. Therefore, researchers are required to have good basic knowledge in the field of study, curiosity, creative thinking and endurance when confronting with obstacles and failure and also have the ability to make decisions. Similarly, the National Committee on Secondary Education of the United States (2003) specified that good researchers should have curiosity, be persons who are happy and enjoy creating new work with motivation. Besides, they always hope or desire to achieve great success with the belief that his or her achievements in research will benefit the researcher and others in the society. Furthermore, in the steps of designing research methodology and discussing and concluding the findings the

researchers should be encouraged to own research values in the aspect of challenging and of considering benefits to the society. This is for enabling researchers to design and summarize his or her findings for the implementation and utilization of the work by others people further leading to the maximum use of research results.

Professional Researcher Values consist of the following six core values: 1) working systematically, 2) having good human relations, 3) having no prejudice, 4) having high responsibility, 5) thinking logically, and 6) not violating human rights violations, all of which are core values required for conducting research in the process of designing research methodology, creating research instruments, collecting and analyzing data as far as concluding and discussing the findings. This is because these steps were seen to be related to researching successfully and these coincide with the definitions of good researchers given by the National Research Council of Thailand (2012), stating that researchers are persons required to systematically search for knowledge in response to the query issues by ways of accepted rules and methods in each related field. The means include concepts, views and methods used in data collection and data analysis. Researchers are also required to conduct proper behaviors in order to be able to research on the basis of proper ethical and academic principles as far as qualifying researching and studying standards with full dignity and honors. The aforementioned findings were similar to the findings of Siripairoj's study in 2003 who stated that researchers require volition control. That is to say, researchers must also be humble, not be arrogant, thorough and polite to the general public without using emotions to make decisions. What is more, researchers should exercise intelligence and thoroughness in making decisions with adherence to good and fair principles of knowledge in addition to having the mental power to exercise highly logical intelligence and thoughts.

Adherence to the Truth Values consisting of four core values: 1) being competent in searching for information, 2) being truthful to the data observed, 3) avoiding committing plagiarism, and 4) presenting quality research, which were found to be core values at the phases of searching for data, conclusion and discussion of the results, and presentation of the findings. Due to the fact that all the three research phases were considered steps in which the abilities of researchers is required; that is, the ability to search, analyze, synthesize, conclude and to present the real essence of the findings which is considerably beneficial to the public. Thus, researchers must be a person whose ability to search, analyze, synthesize and summarize the data is of high quality. This finding concurred with the National Research Council of Thailand's (2012) statement avowing that researchers can have independence but in every step of research conduction they must conduct it without prejudice which includes personal or academic prejudices potentially causing distortion of information and of academic discoveries. These result in research damage. Research findings must be presented based on the facts without intention to distort the findings for personal gain, or with the desire to damage others. This concurs with the concept proposed by Wiratchai (2001) who stated that principles for presenting the findings require straightforward, clear, and accurate presentation of significant research findings in order for the listeners to fully gain knowledge and benefit from the research. Suwanwela, an outstanding TRF Researcher of 1985, added that researchers require the ability to exercise logic and to consider things so that they

can distinguish what to believe or not to believe. In exercising judgment, researchers need to have basic knowledge of the issue under consideration in addition to the ability to use reasons to consider things in views of logic and other areas of thinking focusing on causes and effects (Suwanwela, 1985).

Overall, the knowledge gained from this study was the 13 research values necessary for private university faculty; they can be grouped and arranged under the three main categories. All 13 research values must be inherent in the private university faculty, and each value must coordinate with one another in order to guide and urge the private university faculty to become research lecturers with desired research behaviors in line with general research process. Persons involved in developing private university faculty can implement core values in all the three areas aforesaid as a goal for self-development. The researcher believes that many private universities aim to develop their lecturers specifically in the area of research knowledge and skills without the inclusion of research values. Therefore, setting clear research values will significantly and beneficially influence the designs of activities for the project to develop research faculty. Promoting and encouraging private university faculty to possess all 13 research values will help establish learning process in those lecturers, establish the ability to develop themselves independently, and, consequently, help make conducting research with better quality. With respect to the limitation of this research study, it must be noted that the values obtained from this research were generated in a holistic fashion; that is, an overall comprehensive study of values without considering and categorizing the research values based on different research types. With reference to the study of related documents and research articles, it has said that researchers who employ different types of research paradigm have different behaviors in working on their research. Accordingly, this is considered a new challenge for future research to investigate the extent to which the similarities and differences are between the private university faculty using one research paradigm and those using another paradigm and methodology. Does the research type determine or affect research values?

## References

- Buasri, S. (1984). *Moral student*. Bangkok: Khurusapha Lat Phrao Printing House.
- Buasri, S. (2012). *Ethics Education*. Bangkok: Bangkok Teachers.
- Crain, W.C. (1985). *Theories of Development*. New York: Prentice-Hall.
- EECERA Working Group. (2015). *EECERA ethical code for early childhood research: Revised version 1.2*. Retrieved from <http://www.eecera.org/documents/pdf/organisation/EECERA-Ethical-Code.pdf>
- Inter Academy Council. (2012). *Responsible conduct in the global research enterprise, A policy report*. Amsterdam: Inter Academy Council, IAP.
- International Federation of Accountants. (2003). *International Education Standards for Professional Accountants*. New York: International Federation of Accountants.
- Komin, S., and Samakkarn, S. (1979). *Research report for values and Thai value system: Investigation Instruments*. Bangkok Research Center: National Institute of Development Administration.

- Kulrattanamaneeporn, S., et. al. (2012). *Strengthening of Social Value: An Extensive Review Literature and Research Approach of Thai Values in the Future*. Bangkok: Department of Culture, Ministry of Culture.
- Ministry of Education. (2008). *Education Act of 2542, as amended (No. 2) Act 2545*. Bangkok: Ministry of Education.
- National Research Council (U.S.). (2001). *Issues for Science and Engineering Researchers in the Digital Age*. Washington, D.C.: National Academy Press.
- The National Academies of Sciences Engineering Medicine. (2001). *Issues for Science and Engineering Researchers in the Digital Age*. National Academies Press: Open Book.
- National Research Council of Thailand. (2012). *Researcher ethic*. Retrieved from [http://www1.nrct.go.th/downloads/rm/4th\\_project2555/Researcher\\_ethics.pdf](http://www1.nrct.go.th/downloads/rm/4th_project2555/Researcher_ethics.pdf)
- Office for National Education Standards and Quality Assessment (ONESQA). (2011). *Manual for Assessors The Third-Round of External Quality Assessment for Higher Education 2011-2015*. Bangkok: Office for National Education Standards and Quality Assessment (ONESQA).
- O'Reilly, K., Johnson, J., and Sanborn, G. (2012). *Improving University research value: A case study, 1-13*. Retrieved from <http://sgo.sagepub.com/content/2/3/2158244012452576>.
- Panit, Wijan. (2003). *Knowledge management in the knowledge-based society and economy*. Bangkok: Institute for Social Knowledge Management.
- Parnit, W. (2004). *Education and knowledge to society*. Bangkok: The Fine Print.
- Pornroongroj, C. (2015). *Breaking barriers towards a millennium of quality*. Bangkok: The Office for National Education Standards and Quality Assessment (ONESQA).
- Pratt, M., Margaritis, D. and Coy, D. (1999). Developing a Research Culture in a University Faculty. *Journal of higher education policy and management* 21 (1).
- Putwattana, P. (2002). *Strategies for developing faculty research culture in public higher education institutions*. Doctoral Dissertation, Chulalongkorn University, Bangkok, Thailand.
- Rokeach, M. (1979). *Understanding human values: Individual and societal*. New York: Free Press.
- Saihoo, P. (1979). *The understanding of the mechanisms of society*. Print No. 22. Bangkok Metropolis, Siam printing.
- Salayachiwin, S. (1983). *Psychology for adult education*. Chiang Mai: Lanna printing.
- Schwartz, S. H. (2005). Basic human values: Their content and structure across countries. In A. Tamayo & J. B. Porto (Eds.), *Values and Behavior in Organizations* (pp. 21-55). Petropolis, Brazil: Vozes.
- Shahriari M., et al. (2013). Nursing ethical values and definitions: A literature review. *Iran Journal of Nursing & Midwifery Research*, 18 (1), 1-8.
- Sota, J., Bancharahattakij, P. and Pookabkao, A. (2002). Community potential development to encourage healthy life in working age people. *Research Magazine MorKor* 7(1), 72-69.
- Sripairoj, N. (2013). *Introduction to research*. Retrieve from <http://www.watpon.com/Elearning/res10.htm>

- Suwanwela, J. (1985). *On the way to research university*. Bangkok: Chulalongkorn University Press.
- Tanathuttakam, A. (1984). *Perception on basic values of cadets in the royal Thai armed force academies and the police academy*. Bangkok: Chulalongkorn University Press.
- The National Committee on Secondary Education of the United States. (2003). *Institutional strategies to link teaching and research*. Retrieved from [https://www.heacademy.ac.uk/system/files/resources/id585\\_institutional\\_strategies\\_to\\_link\\_teaching\\_and\\_research\\_2.pdf](https://www.heacademy.ac.uk/system/files/resources/id585_institutional_strategies_to_link_teaching_and_research_2.pdf)
- The Office for Standards and Quality Assessment (ITD). (2010). *A Guide to the third round of external quality assessment (2554-2558 BC) higher education*. Bangkok: Standards and Quality Assessment. (ITD).
- The United States Army. (2012). *Army strong: Army Core Values*. Retrieved from [http://coyotes.nhl.com/ext/corporate/ARMY/Army\\_Core\\_Values.pdf](http://coyotes.nhl.com/ext/corporate/ARMY/Army_Core_Values.pdf)
- Wiratchai, N. (2001). *Research presentation technic*. Retrieved from [http://management.aru.ac.th/mnge/images/km/km\\_technique.pdf](http://management.aru.ac.th/mnge/images/km/km_technique.pdf)
- Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report*, 12(1), 82-101.