

# Chapter 1

## Introduction

### 1.1 Background and Significance of Problems

There are four key missions of institutions of education: produce graduate, research, provide academic service to society and maintain culture. It is necessary to follow these four missions for the short-term and long-term development of the country (Manual of Quality Assurance in Education in Institution of Education, 2010 p.1). Likewise, private institution of education should implement the same missions with all institution of education. Mission to conduct research, which is one of the four missions, is very significant as the research is a tool of creating knowledge and technological development to develop the country. That is to say research is the valuable knowledge. Therefore, the developed countries dedicate to support resources for research constantly. This is considered the important government policy to provide special support to move forward the country and to be self-reliant sustainable as well as to enhance the competitiveness in international level (Division of Research Policy and Plan, 2004 p.1).

Research mission is the important mission of all institution of education, including private institution education. The study of Jaras Suwanwela (2002) on the direction of research in Thai institution of education indicated that at first, the universities only emphasized on research for the academic progress and the excellence. Later, there were researches that aimed to resolve problem. Nowadays, institutions of education give the equal importance of research to instructional planning since research creates knowledge. Further, the society expects that the institution of education will be the national knowledge source to monitor, analyze, caution, resolve and guide society, community and nation in order to strengthen Thai society (Siroj Pholphanthin, 2004). The role of instructional development, production and development of graduate, the national social and economic development as well as the development of other aspects base on research as the fundamental knowledge. As a result, there is the idea to implement research to the development in the institution of education. As long as the

research is important to the society, knowledge development by producing useful research for responding to government, private and public sector requirement will be more important as well. Jaras Suwanwela (2002) had said when he was the Director of Division of Research Administration, Mahidol University that research management was the important method to create research potential and the crucial factor of the research success.

Research management of private institution of education has the central division that is responsible for research in different title such as Research and Development Institute, Research Office, Office of Academic Affairs, Research Center and Research Institution. Some institutions decentralize to faculties by having faculty research center. Problems of government and private institution of education regarding research management are the policy is too board, the unclear research direction, the weak research and the less use of research result. Besides, the government policy does not focus on research development because there is small budget of research provided and the problem of low proportion of researcher to population. In research management perspective, there is the lack of clear research direction, the small numbers of results that can be applied to develop the country; most are the individual research management which cannot be applied to the large scale research management. Moreover, there is the lack of cooperation in research management network so research cannot be produce to be consistent with the requirement of the country. Furthermore, there is the problem of resources, insufficient budget, the complicated regulation or process of disbursement, including the support of insufficient and non-quality of research equipment and material. Another main problems are the insufficient of human resource, the small number of researcher, the lack of skillful and knowledgeable personnel, researchers have low motivation to do research, have not enough time for research and have workload. From the mentioned problems, all university should develop the research management innovation to become efficient system for the success in quality and quantity of research in order to develop the efficiency of research management development. The problems of research management of general institution of education are not different from those of private institution of education; problem of policy, organizational structure, personnel, budget and research system connection. These problems are concerned with management of research unit (Jaras Suwanwela, 2002).

At present, government and private organizations give important to the performance assessment focusing on the quality assurance and determine the quality index. It aims to be used as the tool to determine the performance. Components and indicator will measure the achievement. The assessment reflects the performance to see the worthiness of performance and to improve work process (Satianphak Mukdee, 2011 p. 3-4). It is consistent with the statement says the assessment has the philosophy to develop what it assesses. Thus, assessment is the key mechanism of improvement, not the auditing to criticize as the old concept. Consequently, benefits of assessment are regarded (Pisanu Fongsri, 2006 p.1). Therefore, the relationship between the assessment and quality assurance can be explained that quality assurance requires the assessment as the tool by applying assessment result to set operation plan. It is to say assessment enhance the quality of management (Ratana Buason, 2000 p. 35-40). External quality assessment is the quality assessment in education to monitor, examine and evaluate quality and standard of education by the external auditor qualified by Office of Nation Education Standards and Quality Assessment (Public Organization) or ONESQA. It is independent and neutral without the conflict of interest with external quality assessment that finally leads to the actual development of education. External quality assessment is the key tool to upgrade educational quality to be excellent. From the second external quality assessment by ONESQA and from the information summarized by the executive, almost of private universities are classified as Group B. Institution of Bachelor's degree refers to the institution produces the graduate with Bachelor's degree who is capable and knowledgeable to become the key person to drive the development and change in regional level. Institution has the role to strengthen the agency, business and personnel in the region to support the living. Besides, institution may have the instructional plan for graduate level, particularly in Master's degree. The assessment result in Standard 4: research and creativity showed that the improvement was required such as Bangkokthonburi University, The Far Eastern University, Siam University and Phitsanulok University. Most assessment results were in moderate level such as Kasem Bundit University, North Bangkok University, North Chiang Mai University, Nation University, Pathumtani University, Payap University and Rattana Bundit University. From all information, it can be concluded that the assessment result of Standard 4: research and creativity indicated that most private universities were in moderate level

and improvement level, accounted for 61.11%. Only the minority were in high and the highest level, accounted for 38.89%.

Furthermore, the conclusion from the executives proposed the aspects that should be developed. The researcher synthesized and agreed that it was in line with the components of research management in ten aspects which were 1) research policy and plan, 2) organizational structure and management, 3) research budget, 4) research personnel, 5) research equipment and material, 6) research production and quality control, 7) monitoring and assessment, 8) publishing and utility, 9) creating research network and 10) supportive system and mechanism. All suggestions related to the research management which is consistent with the research system of the country determined by National Research Council of Thailand (NRCT). It is obvious that the assessment of research management should be done in all components that is in line with the assessment philosophy to develop what it assesses and to be the important mechanism that finally lead to the improvement and development.

The 15-year Plan for Higher Education No. 2 (2008-2022) determines the guidelines for development and resolves the problems of higher education using quality assessment and educational standard mechanism as the principle; it is to say to create the mechanism for quality assessment of the institution of education bases on the institution mission, focusing on the different educational level and having mission and roles in social and educational development of the country based on the diversity. Institution of education in this groups share the mechanism in quality assurance, research in particular. Theoretically, each institutional of education may have different focus on research depending on the environment and preparedness which is consistent with national educational standard that considers the independence and academic excellence of each institution of education. The main content includes the standard goal and principle which consider the group diversity or the category of institution. However, quality assurance of educational institution consists of four steps: planning, implementation, assessment and improvement. Each step has sub-step so it is the complex and difficult assessment (Boonma Pornchai, 2008 p. 4).

From the study on documents and researches relevant to the development of evaluation model, the researcher synthesized and summarized the seven components of evaluation model (Sirichai Kanjanawasee, 2009 and Satianphak Mukdee, 2011) which

were 1) objective of assessment, 2) assessed aspect, 3) evaluator, 4) assessment method, 5) assessment indicator, 6) assessment criteria and 7) giving feedback, which would be useful for the assessment of research management. From all mentioned above, it was found that the assessment of research management was necessary because it would allow the executives of research organization to learn the performance and to make decision in strategic and operational level. Besides, the conclusion of the executives from the external quality assessment indicated that most private universities was aware of and gave more importance to research management. Assessment would be the tool for upgrade the quality. With this reason, the researcher was interested in the study on the current situation and the need for the assessment of research management of private universities in order to find the guidelines for research management development of private university. Moreover, the researcher regarded the importance of the development of evaluation model of research management of private universities, which was suitable for the private universities context and applied the research results to develop the system and mechanism to drive efficient and concrete research mission of the private universities.

## **1.2 Objectives of Research**

1. To study the current situation and need for the assessment of research management for private universities.
2. To examine the components, indicators and criteria for the assessment of research management for private universities.
3. To create and monitor the quality of evaluation model of research management for private universities.
4. To study the results of using the the evaluation model of research management for private universities.

## **1.3 Scope of Research**

### **Scope of Population**

Population of this research was divided into four groups.

**Group 1** The group for study the current situation and need for the assessment of research management for private universities. They were the people who were

concerned with research system of private universities that were classified into three levels. The first level was policy level i.e. Vice-Rector for Academic, Vice-Rector for Research, Director of Research Office and Research Committee. The second level was the operation level i.e. the researchers. The third level was the coordinate level i.e. personnel of research unit of 40 private universities in Thailand.

**Group 2** The group for the development of components, indicators and criteria for research management for private universities i.e. the experts in research management and relevant people.

**Group 3** The group for create and monitor the quality of evaluation model of research management for private universities i.e. the experts in assessment and research management and relevant people.

**Group 4** The group for trial and study the results of the implementation of evaluation model of research management for private universities by selecting two private universities and the trial group i.e. the relevant people to research system of private university which were from 1) policy level: executives, 2) operation level: the researchers and 3) coordination level: personnel of research unit.

#### **1.4 Scope of Content**

This research determined the scope of content to lead to the research objectives as follows.

1. Current state and the need for the assessment of research management for private universities.
2. Components of research management for private universities in ten aspects, which were:
  - 2.1 Research policy and scenery
  - 2.2 Organizational structure and management in research
  - 2.3 Budget of research
  - 2.4 Research personnel
  - 2.5 Research equipment, material and facilities
  - 2.6 Production and control of research result quality
  - 2.7 Monitoring and assessment
  - 2.8 Publishing, publication and the utility of research result

2.9 Creating research network

2.10 Supportive system and mechanism such as motivation

3. Evaluation model of research management for private universities that was appropriate to the context of private universities had seven aspects as the components of evaluation model as follows.

3.1 Objective of assessment

3.2 Assessed aspect

3.3 Assessor

3.4 Assessment method

3.5 Indicator of assessment

3.6 Assessment criteria

3.7 Feedback

4. To verify the quality of evaluation model of research management for private universities it based on the standard of assessment in four aspects as follows.

4.1 Utility - To consider whether the evaluation model of research management for private universities responded to the need of relevant persons who implemented assessment results.

4.2 Feasibility - To consider whether the implementation of the evaluation model of research management for private universities was possible.

4.3 Propriety - To consider whether the evaluation model of research management for private universities was appropriate to the context of private universities without violating law and morality.

4.4 Accuracy – To consider whether the evaluation model of research management for private universities provided the accurate and complete information according to the need of relevant persons.

5. Result of implementation of the evaluation model of research management for private universities considered from the quality of assessment, which comprised of:

5.1 Aspect determination i.e. need analysis and the participation of person who needed the information.

5.2 Assessment method i.e. the clear objective and purpose of assessment which was consistent with experience and value of the relevant person and assessment environment.

5.3 Assessment result i.e. the good relationship between the assessor and who was being assessed, the validity and acceptance of criteria of the relevant person, including the proficiency of the assessor, the content being assessed and the ethics.

## 1.5 Definitions

**Evaluation model** refers to the systematic process of the relationship between the components of assessment which are objective of assessment, aspect to be assessed, the assessor, assessment method, assessment criteria and feedback.

**Research Management** refers to research management and operation of private university in various aspects which are research policy and planning, organizational structure and management, budget of research, research personnel, research equipment and material, production and control of research quality, publishing, publication and the utility of research result, creating research network and supportive system and mechanism such as motivation.

**Assessment of evaluation model** refers to the value assessment of the evaluation model considering four aspects of assessment standard: Propriety, Feasibility, accuracy and utility.

**Propriety of evaluation model** refers to the evaluation model of research management for private university that is appropriate to the context of private university without violating law and ethics.

**Feasibility of evaluation model** refers to the evaluation model of research management for private university that is possible to be implemented.

**Accuracy of the evaluation model** refers to the evaluation model of research management for private university that provides the accurate information according to the need of relevant persons.

**Utility of evaluation model** refers to the evaluation model of research management for private university that responds to the need of relevant persons to research management to implement the model.

## 1.6 Expected benefits and application

1. To know the current state and the need for research management for private universities.

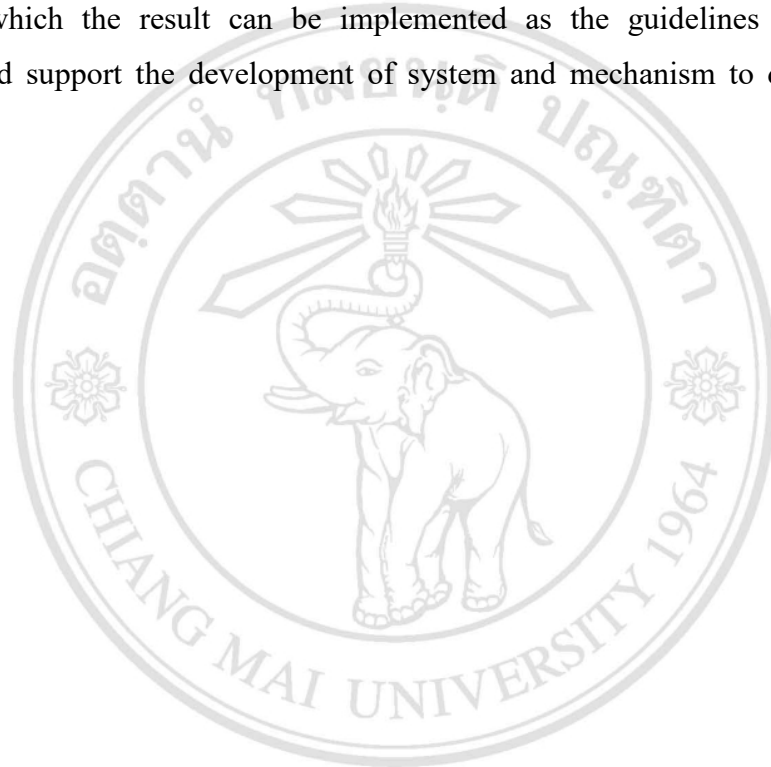


2. To know the components, indicators and criteria for research management for private universities.

3. To obtain the evaluation model of research management for private universities that is appropriate to the context of the private university.

4. To acknowledge the result of using the evaluation model of research management for private universities.

5. To have the guidelines for the efficient research management for private universities which the result can be implemented as the guidelines for planning, promoting and support the development of system and mechanism to drive research system.



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