

Realization of Key Performance Indicators for Quality Assurance in Education (Academic Year 2014-2018) among Private University Lecturers in International Programs

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Abstract

The study aims to find if the curriculums and time duration used for the Quality Assurance (QA) has relations to the realization of Key Performance Indicators (KPIs) of QA (academic year 2014-2018) among 4 private university lecturers of international programs. This study is a quantitative study composed of 270 private university lecturers during December 2014-January 2015. Statistical tools and two-way ANOVA were used for descriptive analysis. Finally, the research discover that private university lecturers strongly realized the KPIs for QA but there was no relationships between curriculums and time duration taken during QA, only for the students aspects which showed significant relation at 0.05.

Keywords: *Key Important Indicators (KPIs), Quality Assurance (QA), Private University Lecturers, International Program and Office of the Higher Education Commission (OHEC)*

1. Introduction

Higher education generates economic growth as well as the human development of the country. The universities have 4 roles which are teaching, researching, supporting arts & cultures and supporting social development. However, every university must be evaluated through Quality Assurance, especially international universities have strong competition in terms of academic quality, and with an increase of international students which ferment ideas and innovation accompanies proliferating exchanges of faculty and students is necessary globally and the reach of universities must be so as well (Munklapruk, 2009).

When QA is the necessary process which effects the quality of education as well as the individual success of graduated; therefore QA has to continue to achieve the education excellence (Silapakorn University, 2013). However, Office of the Higher Education Commission (OHEC) has revised the new KPIs for QA (2014-2018) through public hearing, distributed the (informal) revision which will be effective in the academic year 2014.

International Quality Assurance Networks (IQAN) consists of researchers from 4 International institutions who have formed the research team to study about the preparations, preparedness of each institutions respond to the new KPIs done by OHEC. IQAN keep our lecturers informed constantly especially program directors/head departments who responsibly direct curriculums to prepare for the first QA evaluation for the new KPIs. Therefore, the researchers aim to share

information for planning and management among network institutions to achieve excellence.

Research Objectives

1. To study the level of realization of each KPIs (for QA academic year 2014-2018) among university lecturers in International Programs
2. To compare the different levels of realization of the importance of KPIs (for academic year 2014-2018) between Thai and Foreign lecturers as QA trainings were conducted in Thai rather than in English in Thailand.
3. To find the factors that has significance relations in realization of each KPIs (for QA academic year 2014-2018) among university lecturers in International Programs

2. Scope of the research

1. Population and sampling

Populations are 900 university lecturers from 4 International Institutions namely Rangsit University International College, St Theresa International College, Asia-Pacific University and Stamford University which responsible on curriculums or QA process.

Sampling is Stratified Sampling of 270 lecturers from these 4 institutions through Krasey and Morgan Table which divided by time duration of each lecturer involved in QA.

2. Variables

2.1 Independence Variables

- 1) Undergraduate Program
- 2) Graduate Program
- 3) Both undergraduate and graduate programs

2.1.2 work experience related in QA

- 1) less than 1 year
- 2) 1 -2 years
- 3) over 2 years

2.1.3 Nationality of lecturers

- 1) Thai lecturers
- 2) Foreign lecturers

2.2 Dependent Variables

Dependent Variables are the realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs consist of followings attributes 1). Academic Standard 2). Graduated/Students 3). Lecturers 4). Curriculums 5). Evaluation and 6). Education Services.

3. Research tools are questionnaires with confidence level of 0.87 reliability of 0.49-0.85 reliability 0.87 and discrimination 0.49-0.85

4. Descriptive Analysis is used through percentage, mean, t-Test and two-way ANOVA Standard Variation

5. Duration of the research is December 2014-January 2015

3. Results

The results are present in following 4 steps

Step 1 General Information of the Respondents

Related lecturers who are responsible in all curriculums or QA area from IQAN are shown in the following tables 1-3

Table 1 No of University Lecturers from International Institutions divided by curriculum level

Curriculum Level	No. of Lecturers	Percentage
Undergraduate Programs	151	55.9
Graduated Programs	66	24.5
Both undergraduate and graduate programs	53	19.6
Total	270	100.0

From the table 1, It was found that 55.9 % of majority lecturers are responsible in undergraduate programs and 24.5 % of lecturers responsible in graduate programs respectively.

Table 2 No. of University Lecturers from International Institutions divided by work experience related in QA area

No. working year in QA	No. of lecturers	Percentage
Less than 1 year	62	23.0
1 – 2 Years	61	22.6
More than 2 years	147	54.4
Total	270	100.0

From the Table 2, work experience in QA of Lecturers from Private International Universities, it was found that 54.4 % of lecturers have more than 2 years experience in QA, 23.0 % of lecturers have less than a year experience in QA and 22.6% of lecturers have more than 2 years experience in QA, 23.0 % of lecturers have less than a year experience in QA respectively.

Table 3 University Lecturers from International Institutions divided by Nationalities

Nationalities	No. of Lecturers	Percentage
Thai Nationalities	104	38.5
Foreign Nationalities	166	61.5
Total	270	100.0

From the table 3: Majority of University Lecturers from International Institutions, 61.5% are Foreign Lecturers while 38.5% are Thai Lecturers

Step 2 The Study about the Level of Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs

Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs are shown in the Table 4. Table 4 shows the Level of Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs (N=270).

Dependent Variables are the realization of each KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs consist of followings attributes 1). Academic Standard 2). Graduated 3). Students 4). Lecturers 5). Curriculums, Teachings and Evaluation and 6). Education Services.

Table 4: The realization of KPIs for QA in Education (academic year 2014-2018) among private university in International Programs

KPIs in Education Quality	Average Mean	SD	Level of Realization
Academic Standard	4.2491	.6143	Very Much
Graduated Students	3.9148	.6599	Very Much
Lecturers	3.9562	.6762	Very Much
Curriculums, Teachings and Evaluation	4.0543	.6949	Very Much
Education Services.	4.2074	.7166	Very Much
Overview of Realization of each KPIs	4.0119	.7608	Very Much
	4.0846	.5741	Very Much

From Table 4: the realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs are shown in the Table 4. Researchers discover that the overall university lecturers from International Programs have very high level of realization of each KPIs which 'Academic Standard' is the most importance indicator of realization among lecturers. The later, 'Curriculums, Teachings and Education' and 'Lecturers' have the lesser level of realization among lecturers respectively.

Step 3 Compare the level of differences of realization of each KPIs among University Lecturers from International Institutions divided by Nationalities

Table 5 Compare the level of differences of realization of each KPIs among University Lecturers from International Institutions divided by Nationalities

KPIs in Education Quality	Thai Nationality (N=104)		Foreigners(N=166)		t	p
	Average Mean	SD	Average Mean	SD		
Academic Standard	4.1987	.63426	4.2806	.60137	-1.053	.293
Graduated Students	3.9952	.69322	3.8645	.63521	1.557	.121
Lecturers	4.0994	.64047	3.8665	.68442	2.788**	.006
Curriculum s etc	4.0385	.63623	4.0643	.73097	-.296	.767
Education Services.	4.1851	.70796	4.2214	.72374	-.404	.686
Overview of	4.1036	.72411	3.9545	.77956	1.572	.117
Realization of each KPIs	4.1084	.60106	4.0696	.55797	.540	.590

** p < .01

From Table 5: The Level of Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by nationalities. Researchers found that different nationalities affect the level of realization in overall and each aspect but no significant meaning in statistic except on student aspects; Thai lecturers have higher level of realization of this KPI than foreign lecturers at 0.01.

Step 4 In an effort to find out the influential factors of the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs. We are studying the numerous variances (ie. Curriculums,

Teachings and Evaluation' and 'work experience related in QA').

Whether or not 'responsible curriculums' and 'work experience related in QA' among Private University Lecturers in International Programs have significant association on the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) are shown in Table 6-12

Table 6: Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on academic standard aspect.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	5.294	2	2.647	7.367**	.001
Work experience in QA	.483	2	.242	.672	.511
Interaction (Curriculums/QA)	1.774	4	.443	1.234	.297
Error	93.789	261	.359		
รวม	4976.285	270			

* p < .05 ** p < .01

Table 7. Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on graduated aspect.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	.231	2	.115	.272	.762
Work experience in QA	.381	2	.191	.449	.638
Interaction (Curriculums/QA)	3.072	4	.768	1.810	.127
Error	110.766	261	.424		
Total	4255.125	270			

* p < .05 ** p < .01

Table 8. Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on Students aspect.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	1.826	2	.913	2.087	.126
Work experience in QA	.678	2	.339	.775	.462
Interaction (Curriculums/QA)	4.753	4	1.188	2.716*	.030
Error	114.182	261	.437		
Total	4348.861	270			

* p < .05 ** p < .01

Table 9. Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on Lecturers aspect.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	1.076	2	.538	1.131	.324
Work experience in QA	.277	2	.139	.291	.747
Interaction (Curriculums/QA)	3.315	4	.829	1.741	.141
Error	124.215	261	.476		
Total	4568.028	270			

* p < .05 ** p < .01

Table 10 Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on 'Curriculums, Teachings and Education' aspect.

Source of Variance	SS.	df.	MS.	F	p
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Responsible Curriculum	.762	2	.381	.802	.450
Work experience in QA	6.272	2	3.136	6.603**	.002
Interaction (Curriculums/QA)	.389	4	.097	.205	.936
Error	123.958	261	.475		
Total	4917.750	270			

* p < .05 ** p < .01

Table 11 Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA :focus on Education Services aspect.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	.003	2	.001	.003	.997
Work experience in QA	.048	2	.024	.042	.959
Interaction (Curriculums/QA)	5.191	4	1.298	2.301	.059
Error	147.184	261	.564		
Total	4501.519	270			

* p < .05 ** p < .01

Table 12 Analysis of Variance by comparing the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs divided by responsible curriculums, work experience in QA in overall.

Source of Variance	SS.	df.	MS.	F	p
Responsible Curriculum	.533	2	.266	.829	.438
Work experience in QA	.166	2	.083	.258	.773
Interaction (Curriculums/QA)	2.659	4	.665	2.069	.085

Error	83.870	261	.321
Total	4593.246	270	

* $p < .05$ ** $p < .01$

From the table 6-Table 12, They show that Responsible Curriculum and Work Experience in QA in overall and in each of aspect has no interaction which effect to the level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs except students in which responsible curriculum, and work experience in QA, have associate with level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) at 0.05

4. Conclusion

From the study, we can conclude that

1. The level of realization of KPIs for Quality Assurance in Education (academic year 2014-2018) among Private University Lecturers in International Programs are very high in overall aspects. As for each aspect, the level of highest of realization of each KPIs for Quality Assurance in Education (academic year 2014-2018) are 'Academic Standard', 'Curriculum, Teachings and Education' and 'Lecturers' respectively.
2. Different nationalities of University Lecturers affect different Level of Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) in overall and in each aspect but no significant meaning in statistics except on

student aspects; Thai lecturers have higher level of realization of this KPI than foreign lecturers at 0.01.

3. Responsible curriculum and work experience in QA in overview and in each aspect have no interaction which effect on the level of Realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) except on student aspect in which responsible curriculum and work experience in QA have an association on the level of Realization of Key Performance Indicators for QA in Education which has significant meaning in statistic at 0.05.

5. Discussion

From the above results we can interpret that:

1. Private University Lecturers in International Programs have a very high level of realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018). They are ready to complete all requirements of OHEC to achieve excellence.
2. Thai university lecturers have a higher level of realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) with significant meaning in statistic at 0.01. We can interpret that Thai lecturers clearly understand the KPIs more than foreigners. One important reason, QA was adopted from Western philosophy is because it has become a crucial mechanism in Thailand's Educational system. Recently, Thai academics put a lot of effort in QA and some become experts who can conduct both Thai/English seminars in QA trainings at other

Educational institutions. Although, QA was adopted from Western philosophy, there are fewer numbers of foreign experts who can conduct QA trainings. Finally, QA trainings are conducted in Thai rather than in English in Thailand. This may result in fewer opportunities for foreign lecturers to have access to QA trainings compared to Thai lecturers.

Furthermore, some factors are out of control and difficult to manage such as maintaining the students in the program, graduation rate by curriculum, building knowledge for graduated and qualified work produced by graduated etc.

3. Responsible curriculums and work experience in QA have association with the level of realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018) only for student aspects which have significant meaning in statistic at 0.05. This can be interpreted that KPI on student aspect requires more knowledge than curriculum administration. KPI on student aspect has to combine many aspects together to achieve academic excellence.

6. Recommendation for the Research Application

1. From the research results, private university lecturers in International Programs have the very high level of realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018). They are clear for all KPIs for 'Academic Standard', 'Graduated', 'Students', 'Lecturers', 'Curriculums, Teachings and Evaluation' and 'Education Services'. They are ready to complete all requirements of OHEC to achieve excellence. This can be interpreted that

executives from all 4 international institutions pay attention to QA including supporting the policy, mechanism, building network and knowledge. However, IQAN shall support and expand or network with other international institutions in an effort to have a leading role in QA trainings in English. This can be the best practices for other institutions to complete all requirements for QA in Education.

2. Director of Quality Assurance Office for all 4 international intuitions shall increase the potential in supporting QA mechanism especially on KPI for student's aspect. This will motivate lecturers of each curriculum to increase their own potential for better educational administration.

The future research direction is the study of other factors/variables that may have association on the level of realization of Key Performance Indicators for Quality Assurance in Education (academic year 2014-2018).

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