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Lecturer Views of Performance Evaluation and Research Capacity: Implications for Private Universities in Bangkok

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Abstract

This is a study focused on the opinions of lecturer evaluations and research capacity implications for Private Universities in Bangkok, Thailand. The scope for this research were authoritive opinions from academics at professor level. A qualitative methodology was utilised using grounded theory to enable an understanding of the views and practices concerning lecturer performance and research capability. The targeted population of interest was made up of fourteen (14) professorial-level respondents, one from a single department, located across private universities in Bangkok. The research outcomes comprised of four 4 main-themes - Research Capacity; Performance Management; System Qualities; and Work Features; and the corresponding 13 sub-themes, with 294 discussion targets.

Major outcomes from the research raises a range of issues associated with lecturer performance and research capacity building, where inadequate and biased lecturer performance mechanisms, which in turn, create pressures on lecturers to publish research, without funding or support processes. There would appear to be little university research commitment and orientation, leading to an impoverished research climate, with particular reliance on in-country publications, of ambiguous quality.

Keywords: lecturer performance, evaluation, research capacity, private universities, Thailand

1. Introduction

Assessing lecturer performance has undergone recent transformations, showing aspirations of developing an appropriate application of evaluation (Popham, 2008). This includes teaching performance appraisal (Cochran-Smith, 2021) that reflects the need to demonstrate classroom teaching effectiveness (Atkins and Brown, 2002), student-centred learning (Devlin and Samarawickrema, 2010) which has become a major focus at universities world-wide (So and Lee, 2011). This has led to notions of university "constructive alignment" (Huet et al., 2009). Further, teaching evaluations continue to be required by most universities, as they have been adopted and subsist for their exploitation of student satisfaction and loyalty (Helgesen and Nesset, 2007). These are often challenged by researchers, as inadequate and failing the educational process, through lack of consensus by being imposed unilaterally (Hornstein and Law, 2017), with a lack of alignment to teaching effectiveness (Kember and McNaught, 2007). The posited main reason for conducting lecturer evaluations of teaching capability (Cashin, 1999; Clayson, 2009) were normally associated with lecturer teaching in terms of enhancing teaching performance (Galbraith, Merrill and Kline, 2012) and separately, often for tenure decisions (Boring, Ottoboni, and Stark, 2016; Spooren, Brockx and Mortelmans, 2013). Thus, the outcomes mostly provide formative assessments of teaching capability (Berk, 2005).

2. Literature Review

2.1 Lecturer Performance

Mainstream classroom lecturer teaching evaluations have been considered wholly unreliable (Mukherji and Rustagi, 2008), inadequate (Hornstein and Law, 2017) and inaccurate (Simpson and Siguaw, 2000) that do not focus on what works for student learning in universities (Hattie, 2009). However, universities have focused on lecturer performance evaluation often because of external pressures that have been brought about by government funding rationalisation, underpinned by a focus on the embodiment of greater effectiveness for teaching staff (Sangster and Wilson, 2013). Consequently, lecturer evaluations continue to be required, as they have been adopted for their positive support of student satisfaction and loyalty (Helgesen and Nesset, 2007) but are often challenged by researchers as deficient and failing the educational process, through lack of consensus by being imposed unilaterally (Hornstein and Law, 2017). However, teaching/course evaluations, as part of internal quality assessment for Thai universities, was introduced by the Ministry of Education (QA, 2010). Cave, et al., (1991) do not appear to think that learner evaluations provide for effective comparisons between institutions or between different subject areas. Further, the validity of student evaluations has also been challenged repeatedly (Beecham, 2009; Spooren, Brockx, and Mortelmans, 2013), as they see them as illegitimate measures of faculty instructional effectiveness/capability (Wright and Jenkins-Guarnieri, 2012) and therefore wrongly applied.

There does appear to be some confusion between course assessment and lecturer evaluation (Cave, et al., 1991) and how these provide for different outcomes from the same instrument

presentation (Ory, 2001). However, over time, this has led to internal quality measures designed specifically to show the level of effectiveness of tutorial provision in relation to stakeholder requirements. These two areas, though, do not always meet effectively, as stakeholder influences negatively impinge, as subsequent constraints on lecturer's job role (through applied efficiency measures) and this in turn affects the lecturers required skills and knowledge matrix as experienced by students (Abrami, 2001). This creates barriers to the assessment and development of lecturer competencies, as university stakeholder functional requirements take precedence over normalised personal lecturer needs (Berk, 2013).

2.2 Research Capacity

University research capacity building revolves around targeted research output, underpinned by a focus on equating the level of quality of research output as scientific capital (Bourdieu, 1988). In Thailand, this reflects an attempt at reconciling university standards of research capital with international research standards (QA Manual, 2017) that are deemed valuable and beneficial (Grange, et al., 2005). Consequently, Thailand has moved recently to impose research building requirements in all universities – whether public or private (QA, 2010) - thus creating a substantive externally imposed structural imperative (Biesta, Allan and Edwards, 2011; Kyvik, 2004). This has had an effect to operationalise academic engagement towards greater research orientations (Ellis, McNicholl and Pendry, 2012) and consequent research publishing output (Levine, et al., 2013). The question to raise as to why it is so necessary that every higher education institution should engage so profoundly in research – especially since most universities in Thailand prior to 2010 were teaching-only institutes and also that most universities in major blocks of the world do not have 100% research oriented universities - for example, EU and the US (European Commission, 2017). The research requirement is so profound, that failure to meet publication targets can risk government financial provisions and/or loss of operating licence (QA, 2010). This is especially an issue for private universities who receive no funding from the government nor any funding for research conducted.

Underpinning the above, is the notion that research capacity appears to be utilised to ensure appropriate research competencies are developed by university personnel (Koster, et al., 2005). However, this conflicts with the focus for the university (Austin, 1996), especially in a Thai setting. Utilising the policy of research capacity creates the need to represent the task characteristics or required roles of the professional lecturer (Douglas, 2012). Consequently, there is a developing narrative associated with the nexus between teaching and research development (Grant and Wakelin 2009). Further, the work of Kloot (2009) also suggests that a change in designation and requirements by external entities (for example, Thai regulations in 2014) has enacted considerable change on how Thai universities should behave, and also in terms of internal assessment processes. This university administrative process, predominantly reflects student valuations as the singular performance "effects" of teaching (Cochran-Smith and Lytle, 1990). This nexus, forms considerable academic and professional tensions that emphasise "appropriate" performance developments relating to exploring research with students (Neumann, 1994) and strengthens the basis and need for conducting contemporary lecturer performance evaluation (Locke, 2004).

This raises the prospect of moving the "concept forward" (Bennett, 2011) by making sure that a lecturer's full professional activities are measured and assessed, rather than just limited in scope, in the form of untested targeted summative assessment (Boring, Ottoboni and Stark, 2016; Cochran-Smith and Lytle, 1990). It's importance and effect on the student learning take-up appears to be critical and paramount because the lecturer brings to bear the "professional knowledge" that make up the structured and deliberate professional lecturer standing (Black and Wiliam, 1998). Consequently, this research is focused on assessing a variety of underpinning issues, that create the context for the research question - *In What Ways are Lecturer Performance Evaluations and Research Capacity Building characterized and what are their Implications for private universities in Bangkok?*

3. Methodology

Exploring personal lecturer performance within private universities, requires a qualitative inquiry to help tease out the various issues (Hill, Thompson and Williams, 1997; Walsh, White and Young, 2008). This prioritises qualitative methods over quantitative requirements in a performance oriented, neo-liberalised economic climate (Cheek 2008). Consequently, this research scope targets authoritive opinions from academics at professor level that reflect an informed 'knowledge agent' (Benn, Buckingham, Domingue and Mancini, 2008; Sbaraini, Carter, Evans and Blinkhorn, 2011) in terms of current experiences (Sutton & Austin, 2015). A semi-structured interview design was employed utilising a subjective knowledge view (Kvale, 1996), whilst engaging an inductive approach (Glaser and Strauss, 1967). There is a substantiated need for constructing appropriate contextual data outcomes (Qu and Dumay, 2011) thus underpinning focused theory development and applying the notions of reflexivity (Malterud, 2001).

Fourteen (14) professorial-level respondents, each from a single university department, were carefully targeted which represented a closed sample, consistent with an integrated research frame involving 9 private universities (Ritchie and Lewis, 2003; Fink, 2000; Carman, 1990) whilst justifying empirical fitness (Spanos, 1990).

A pilot study was carried out with two (2) respondents from the identified population and subsequently excluded from the main interview process (Maxwell (2013). This helped to inform an understanding of the language and question logic (Kim, 2011) which helped to initiate a more structured and rationalised interview engagement (James and James, 2011).

Each of the 12 interviews were conducted through the medium of English and took approximately one hour (Ward, et al., 2015; Sbaraini et al., 2011), and was audio-recorded with explicit written permission (Duranti, 2007; Orb, Eisenhauer and Wynaden, 2004). All respondents faced the same set of open questions (Gray and Wilcox, 1995; Kvale, 1996), rationally adapted to expedite any probing questions (Balshem, 1991; Punch, 2014). Each respondent's verbatim interview transcription (after Bailey, 2008) was returned for review, appraisal and accuracy (Harris and Brown, 2010). Process "validity" (Denzin and Lincoln, 1998) was advanced through methodological logic (Altheide and Johnson, 1998) by

connecting the major research question to the data descriptions and subsequent analysis (Stenbacka, 2001).

For the data analysis procedure, the interviews were manually interrogated for evident codes (Dey, 2005) underpinning the thematic analysis outcome (Glaser, 1992; Walsh, White and Young, 2008) using NVivo 14. No dialogue occurrence was left uncoded (Rubin and Rubin, 2005; James and James, 2011) and the complete outcome fully represented the respondent's views through cyclic-progressive coding-sequences (Seale and Silverman, 1997) and were further analysed to create robust rigour (James and James, 2011). Themes were developed out of the data interrogation where validity was increased using triangulation processes (Onwuegbuzie and Leech, 2007) associated with linked media from independent sources (Harwood & Garry, 2003). Applying 'credibility' (Johnson, 1997) and 'dependability' (Lincoln & Guba, 1985) in place of 'reliability' (Strauss and Corbin, 1990) helped to increase the robustness of the applied method (James and James, 2011).

Table 1. Research Question, Themes and Discussion Targets

Research Question			
In What Ways are Lecturer Performance Evaluations and Research Capacity Building characterized and what are their Implications for private universities in Bangkok?			
Main-Themes	**Sub-Themes**	**Respondent Citations**	**Discussion Targets**
	Teaching Load	7	26
Performance Management	Teaching Performance	5	32
30.76%	Student Consultations	12	19
	Management Culture	9	14
		Total	**91**
System Qualities	Regulatory	3	17
15.38%	Technology	6	19
		Total	**36**
Work Features	Teams	8	18
23.01%	Mentoring and Support	11	21
	Administration	2	17
		Total	**56**
Research Capacity	Contractual Performance	4	31
30.76%	Criteria	11	34
	Publishing Bias	2	22
	Training	9	24
	Funding		
		Total	**111**
Total			
Total No. Discussion Targets		**294**	
Total wordage of Interviews		≈105000	

The above figures do not provide any scope to conclude that more is better than less. Further, the metrics shown are to indicate the context of useable returns through theme development and not perceived as indicative of the level of importance given by the respondent or of less persuasive significance (Murray and Moore, 2006). It also is a result of the configuration of the level of saturation designed into the methodology used (Glaser and Strauss, 1967).

Figure 1 below shows the theme relationships centred against the Research Question:

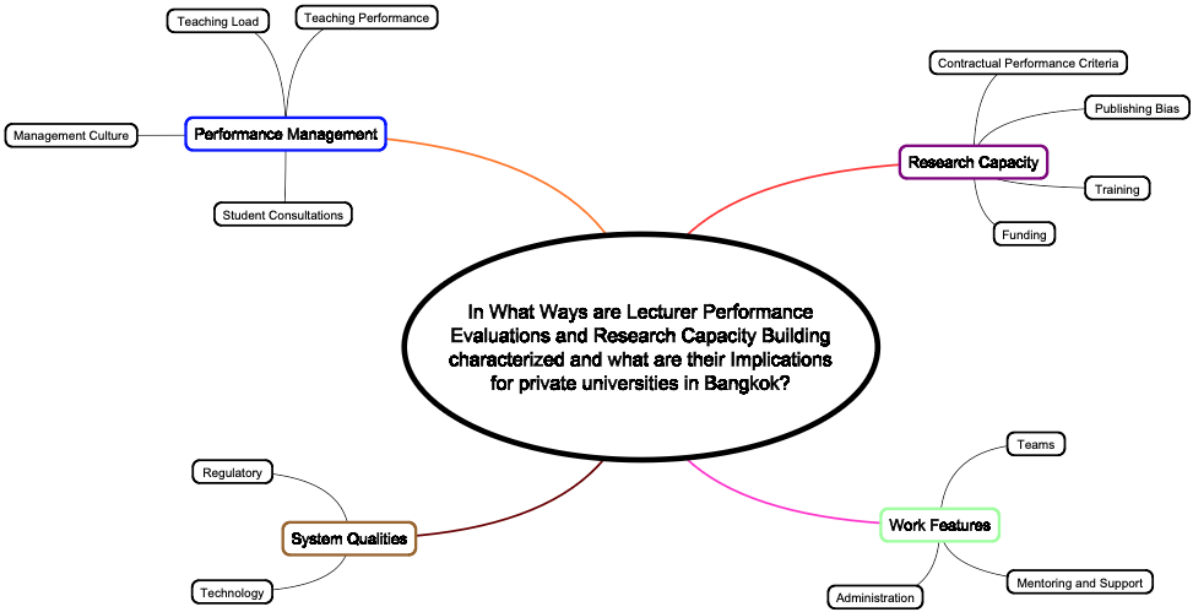

Figure 1. Themes and Sub-Theme Connections

4. Results

The research outcomes are shown in Table 1 and Figure 1, above, and populated with the themes, respondent citations and discussion targets. The outcomes were integrated according to descriptions and resultant themes (Ryan & Bernard, 2003) related to the explicit scope (Polit & Beck, 2010). The stated outcomes consist of Four Main Themes (4) - Performance Management; System Qualities; Work Features; and Research Capacity; and thirteen sub-themes (13) - with 294 dialogue targets.

This discussion focuses on the developed 4 Main-themes, where representative ad verbatim dialogue are stated (Cassell & Symon, 2004), according to the reporting format of Gonzalez (2008) and Daniels, et al. (2007). These explanations provide robust "internal coherency" (Coombs, 2017) adding to raised respondent confidentiality (Kaiser, 2009). The results are stated according to the Main-theme, underpinned with the sub-themes, to build a more informed understanding (Bradley, Curry & Devers, 2007) and the focused narrative is stated below:

4.1 Main Theme – Performance Management

In terms of Teaching Load, one respondent (7) suggested that, "…*Oh yes, we work very hard and with little pay. I am performing at a teaching load 3 times more than my contract requires, and they don't pay me anything additional for it. It makes nonsense about performance management. What am I supposed to do? If I say something, they won't renew my contract*…"

In terms of Teaching Performance, one respondent (5) suggested that, "…*The teaching evaluation is so poorly constructed, and there is no discussion on how to improve them. None. There is no feedback to students on the outcomes of teaching evaluations, and that is very difficult*…"

In terms of Student Consultations, one respondent (9) advocated that, "…*Nope. We don't do any of those unless order to*…" Another respondent (4) suggested that, "…*It is clear that the university has a different purpose for them, and it is not to help us. It is to follow the process. It is just nothing, but a paper-chase towards something the uni must do, I think*…"

In terms of Management Culture, one respondent (10) suggested that, "…*They tell us nothing. Do what they like. This is not good for an organisation in the knowledge business. They just breed fear, not develop people. Sad, very sad…"* Another respondent (7) advised that, "…*They act like they know what they are doing. They have done it for years. Now their strategies are unravelling, and they blame everyone else for it. Small minds with too much power affecting everyone – including students*…"

4.2 Main Theme – System Qualities

In terms of Regulatory, one respondent (3) suggested that, "…*Outside agencies impose a "reality" that is not appropriate, tested or functional. Another respondent (11) advocated, "…I think the system is biased to government universities, who don't want to be creative, just follow what they are told. It's obvious they do this because they are funded by them*…"

In terms of Facilities, one respondent (6) suggested that, "…*Our facilities are bad. There has been no investment. Management are just not interested in providing what students need. It is a real shame. It should never be like this…" Another respondent (1) suggested that, "…As a professional I expect more. Sadly, management don't seem to care*…"

4.3 Main Theme – Work Features

In terms of Teams, one respondent (8) intimated that, "…*No there are no real teams. Managers do not like sharing. We just get told to do something. No discussion. Very autocratic. They treat us like we shouldn't know what they are upto. I guess they run this place...*"

In terms of Mentoring and Support, one respondent (11) tendered that, "…*There is no support for staff, and even less support to help with writing for publications. Surely, if the university is serious about this, they would provide the training required to conduct such research. Poor really. Very poor*…"

In terms of Administration, one respondent (2) suggested that, "…*No. It can't be. They have no idea how to manage. It is sad. Very sad. I am expected to do certain things in my job. But they don't know or don't want to know how to develop people.* Another respondent (5) indicated that, "…*They provide no support. HR reflects an autocratic management culture. It is demeaning today. It is downright unacceptable*…"

4.4 Main Theme – Research Capacity

In terms of Contractual Performance Criteria, one respondent (4) opined that, "…*I think HR makes it up. There is no other rational way to think about it. They say we should perform with 100 graduate students, the same way as some lecturer's do for classes with only 3. How can they say that? I also take issue with pay that is so poor when you use FTEs or per student taught. If you complain they will not renew the contract*…"

In terms of Publishing Bias, one respondent (11) proposed that, "…*There does appear to be an issue, as most overseas journals are ignored by the QA requirements in Thai universities. The problem is that when a foreigner tries to publish in these home journals 80% are in Thai and the instructions to format the document are only in Thai. No so good. How can overseas journals be considered so inferior to the Thai QA system? It is just not right, they're biased, and they need to recognise that this is a big issue*…"

In terms of Training, one respondent (2) suggested that, "…*No. No one gets any training, even for our online systems. They are just imposed, and they are mostly in Thai.* Another respondent (6) indicated that, *"...No one provides any training to write or publish research. It's frightening really. They don't understand what professional development is about. Management are so severely short-sighted and arrogant*…"

In terms of Funding, one respondent (9) suggested that, "…*No. The university does not pay any publishing costs. We've asked. But the QA guidance to universities state clearly that any publishing costs must be paid for, by the university. We just use our salary to subsidise the university's publishing output*…".

5. Discussion

The research discussion for this study concentrates on the final theme outcomes as below:

5.1 Performance Management

It was reported, that the established teaching loads of 24 hours/week are focused on teaching requirements, which is added to with research capacity requirements. This is a huge challenge, as a lack of effective research contribution outside Thailand significantly hampers serious research development in private universities (Cain and Allan, 2017). Consequently, the teaching loads were considered by many respondents as excessive and ill-focused (Whetton, 2009), and clearly represent a focus on teaching and not research requirements. This illustrates that university teaching has a real policy problem (Mayer, 2017). This problem further increases, due to a conflict of roles - usually contractual (Huenneke, et al., 2017).

For mission critical assessments, the university adopted focus is on inspecting quality into the classroom using a single indicator, to attain ranking which is fraught with problems (Olds and Robertson, 2011), as previous research has clearly indicated, that the method does not work in higher education (Melia, 1994). Consequently, the application of internal QA is not about standards or improvement, but towards registering responses to an imposed quality doctrine (Wachter, et al., 2015). This results in an evaluation against administrative configurations (Trow, 1994). How private universities separate out course assessments from lecturer evaluations, is particularly difficult to determine, which leads to confusion for the student - as well for the lecturer (Lodge, et al., 2018).

Many of the performance characteristics that underpin 'good to excellent' in teaching appraisals (Byrne and Flood, 2003), the same as that used in Thailand, appear to be attributed to a small core of aspects targeted to a part of the lecturer's overall performance outcomes (Hornstein and Law, 2017). Subsequently, these have been determined by many as routine (Abrami, d'Apollonia and Rosenfield, 1996) using narrow descriptions of unrelated multidimensions (Marsh and Roche, 1997). Consequently, the internal quality process of teaching evaluation appears to weaken the quality product of higher education (Osterlind and Wang, 2018), as the outcome represents an indifferent, authority driven, compliance notion of quality management (Harvey and Newton, 2004). As a consequence, lecturer contracts appear to have become shorter-term and targets very specific outcomes - all specifically under the control of the institution. The lecturer assessment outcome is thus narrow and precise, where judgements are unrepresentative of actual lecturer performance requirements and are likely to create ineffective platforms for longer-term institutional development, without recognising the changing environment of universities in the 21st Century. This restricts the professionalism of lecturers and also their scope of interest and research occupation, by using the classical paradigm of educational measurement (Michell, 1997) underpinned by an authoritarian rule, restricting objectivity (Huot, 1996) as lecturers lose teaching autonomy, and remuneration, if failing to perform (Pratt and Alderton 2019), and only teach to a test (Coe, et al., 2020). This creates conflict due to accountability requirements, where the evaluation system uses data sets to accommodate simple ranking outcomes (Van Vught, and Ziegele, 2012). Subsequently, knowledge production and creativity is buried and curtailed, and is altered to what research is publishable in Thailand (Edwards, 2020). This gives a false research focus, where a small number of publications - controlled by a small number of university staff, control what is deemed appropriate.

It was reported that no student consultations were planned or conducted - which takes away from what some would see as an essential change development and learning outcome ((So and Lee, 2011) - both for the lecturer and for the students. Thus, the necessary learning outcome has been ignored by the management system (Penny and Coe, 2004) and replaced by an unconditioned performance assessment (Perry and Smart, 2007) - with little support for lecturer development (Hedges and Webber, 2014). Thus, the positive effects on the student learning outcome has been lost. This raises issues surrounding student direction, learning orientation, and the lack of lecturer engagement, in what student perceive are required for building a more positive teaching environment resulting from a poor system of lecturer

evaluation (Nicholls, 2002) and ignores the multi-cultural student base that is more predominant in private universities.

Further, the lack of appropriate interpretation or use for the student evaluations suggest that for students it's an evaluation of teaching capability; and for the lecturer an assessment of teaching provision; and for the university, an assessment of the level of lecturer capability (Kreitzer and Sweet-Cushman, 2022). These are three orientations all wrapped into one assessment, where the overriding orientation will be the lecturer capability. However, the only outcome that is reported to be used is the university orientation.

There does not appear to be a "fitness for purpose" notion applied, as the outcomes clearly show that it contradicts the accountability approach (Harvey and Newton, 2004), denies inclusivity in budgeting for research (Olive, 2017) and only explores internal processes. This, then suggests that since the audit exposes whether the university meets its own standards and assures the processes underpinning this, that the original standards and orientations are flawed. This is because no examination checks nor certification or conduct of independent assessments are made (Harvey, 2002) making the internal quality process assessments procedurally unsafe and ineffective (Kristensen, 1997). Thus, the management culture appears internally adversarial, autocratic, closed and non-communicative.

5.2 System Qualities

Whilst university lecturers appear to understand the need for transparent governance, there does seem to be resistance (Lucas, 2014), based on a lack of mutual understanding related to the imposed QA processes in their present form (Borch, 2020). Thus, the imposed requirements for targeting a narrow facet of performance, does little to help lecturers feel that their overall work characteristics are valued (Ball, 2003). This imposition appears to structurally change the way programmes are delivered and which appears to illustrate that some courses survive because they are easier to assess, not because the student can use the learning more effectively at work. The system suffers from an ideologically constructed problem that does not clearly lead to a disconnect affecting research capability (Mayer, 2021).

Technologies that assist learning do not appear to feature effectively or university management does not understand it (Haleem, et al., 2022). This means that provision is focused more on large class sizes, affecting personalised learning (Major, Francis and Tsapali, 2021) - where less costly environments, reflecting cheap furniture and basic box rooms, become the norm. Such use of technologies appears to reflect the lack of an engaged development environment with respect to teaching facilities. The data further indicates that no video reviews of teaching or peer teaching or peer reviews of teaching or group reviews of teaching development (Sullivan, et al., 2012) are conducted. There is no consistent or structured lecturer development programme reported in operation for any lecturer.

5.3 Work Features

The data clearly suggests that teamwork appears to be anathema amongst lecturers favouring teaching (Bennis and O'Toole, 2005). This has implications for integration (Mathieson, 2019)

as managers, who are doing more than just administration, are negatively affecting the rationale of teaching and research capability (Ridde, 2009). In this respect, managers appear to be down-skilling, and controlling or ignoring many nominal lecturer aspects. University toxic and autocratic managers, also appear to be taking the lead, on all aspects of administration and teaching, so that no one gains any positive experience beyond teaching (Acuna and Male, 2022). The data indicates that there is no university support for any personal development. This misses the opportunity for the use of a professional development plan (Beausaert, Segers and Gijselaers, 2011). There is, therefore, no cohesive approach to building research capacity, nor teaching capability (Compagnucci and Spigarelli, 2020). This reflects on difficult decisions that university management must make, but it also reflects an autocratic notion of not providing support for such requirements (Heller, 2021).

Further, the decision-making has risen so high in the organisation, that it is for many, that the council makes the every-day decisions - which reflects an organisational culture of non-commitment to appropriate leadership (Klein, Wallace and Cooke, 2013). This has the effect of reducing organisational capability and represents a coherent, stressful and negative influence on the classroom management and administration, resulting from managers who demonstrate little capability, competency and empathy (Fuller, Kamans and de Jong, 2021). The quality management system applied to higher education institutions does not appear to be anything more than a paper trail that has yielded few, if any, structural performance improvements (Shah and Do, 2017).

5.4 Research Capacity

An example of a way forward to build research capacity has been initialised through the Thai - UK World Class University Consortium (British Council, 2024). However, no Thai private universities are admitted to this, which indicates a discriminatory approach, where even multiple areas of the consortium tasks are taken up by the same university. However, the "global focus" is only with UK universities. This shows a lack of institutional coverage and illustrates the narrow focus of the university educational system and its research orientation - leading to educational inequality (Heller, 2021) through impoverished leadership (Ingersoll, Sirinides and Dougherty). This raises the failing notion of any contribution to society and the university's "third mission" (Compagnucci and Spigarelli, 2020) via an entrepreneurial "pathway" (Vorley and Nelles, 2009) created out of responses to uncertainty (Martin, 2019). This also has the effect of reducing choice and competition (QAA, 2023), ignoring teacher agency (Priestley, Biesta and Robinson, 2015) through attention to ineffective internal quality measures.

The research outcome points to a "biased" recognition of publication orientation in Thailand, that signifies a clear journal quality issue (Svastia and Asavisanu, 2007), which has affected foreign lecturer's capability to engage in research publications - especially as publications are necessary for professional and for educational reasons. It is to note that no further open research has been conducted in Thailand and where in 2007, 54% of Thai journals had a citation factor of zero (0). Further, such barriers may be considered by some as discriminatory, as many Thai journals under the present quality system, are posited "as equivalent" (Curry

and Lillis, 2010) to foreign journals in SCOPUS, for example, which are demonstrably superior academically in quality, to most Thai journals. International journals provide the benchmark for article quality and citations and influence, and it is difficult to understand how this can be ignored by the IQA system in Thailand. For example, there appears to be a systemic requirement to give home journals and their respective articles more assessment points in the IQA system than for articles published in overseas journals, that result in much more influence and subsequent citations. Further, it was reported that such citations and the impact factor of international journals are completely ignored in the Thai IQA, which raises the issue of inadequate understanding of appropriate levels of quality. This outcome is considered at the heart of research capability, where the IQA "games" the research quality outcome in favour of disputed quality of subsequent published research.

This is structural research bias is one of the reasons why Thai university research are so underrepresented in overseas publications (Zuengler and Carroll, 2010). Building this kind of research capacity should therefore not be dependent upon a talented few (Griffioen, 2018) nor on home-grown publication influences, of questionable impact and demonstrated less research significance. It was also reported that foreigner involvement in research requires approval (NRCT, 2008 - only for protected areas) which clearly restricts the outcome of the research, especially when the research focus is contestable. This was further reported as being used to control foreigners conducting other research focus.

The data indicates clearly that little or no research training or training to enhance teaching capability is provided or conducted, and less is provided externally. Thus, the university management appears to ignore consistent research training, as a teaching requirement (Lewin and Stuart, 2016). It was also reported that financial support for professional development, would only be provided to local lecturers. This has been recognised and the effect is that foreign faculty have to support themselves. The data presented indicates that the overall university operating quality management system is not "fit for purpose" (Chaiya and Ahmad, 2021), engagement (Stoll, 2009), increases stakeholders risks to the university for failure (EUA, 2008). The outcome therefore draws on data collected within non-accountable frameworks (QAA, 2023) with no improvement since the adoption of a quality assurance system in 1999 (Chaiya and Ahmad, 2021). This is demonstrated through the inadequate training opportunities provided by universities for lecturer development and that building research capital is not a strategic focus – especially in research preparation and publishing.

The data indicates that publication costs (minimal in Thailand) are only borne by the university for authorised and approved "home" researchers or for delivery of research to a conference - irrespective of the requirement within their working contract. This is not only problematic of the academic culture - but does little to engage foreign research talent who are not allowed to request such financial assistance (Smith and Delamont, 2019). Consequently, costs are not borne fairly by lecturers. There is little funding within private universities, and this is seen by respondents, as another failure of private university provision to equitably build research capacity. The rankings-based pursuit, without adequate and equitable funding, is a recipe for perversive elements such as "buying" papers (Lem, 2023) or gaining "external approval" (local administration) for publication (Seneviratne, 2023), signifying strong

academic integrity issues, throughout the Thai publishing system (Bowen and Nanni, 2021).

6. Conclusions

It is clear however, that teaching evaluations - reflecting in this context as an "imposed" standardised process (Briggs and Dadey, 2017), should not be the only metric used to assess lecturer performance (Baker, et al., 2010). Lecturers conduct many other tasks within their lecturing practice and therefore lack adding "academic" value (Skedsmo and Huber, 2017). These "important" added value practices appear to be overlooked or disregarded (Hallinger, Heck and Murphy, 2014) and illustrates the narrow focus for quality and lecturer assessment engagement, in private universities in Bangkok.

However, research commitment appears to be poorly developed, as there is little in support mechanisms (Marzano, Rains and Warrick, 2020) - especially since the costs of publishing is often borne by the individual researcher (Feldman and Sandoval, 2018), rather than the institution. Further, institutions appear to "enforce" or "require" publications through contractual requirements, without underpinning the resourcing for such. In this way, outcomes indicate that lecturers appear to be self-funding their publication profiles and subsidising the university research capacity - which is conveniently ignored by the institution.

The "classroom ecology" (Shulman, 1986), signifies a classroom directed to establish narrow performance outcomes related to research and teaching practices. Subsequently, the need for building research capacity has not been accepted by the institutions, whom do not appear to support research activities (no payments or allowing time for such practices) which is contra to the outcomes of Grange, et al. (2005).

The imposed research requirement suggests clearly that it is perceived by many university lecturers as draconian, especially when applied to private universities. This also goes against the academic ethos of publishing research outcomes. This also serves as a reminder that the private universities in Thailand are treated as higher extensions of school management (QA Manual, 2017) lacking credible underpinnings for scholarly activity (Edwards, 2022) through a "forcing" structural modifier (Thanosawan, 2018) on lecturers to engage in change, who take-up an unfavourable research orientation, with little gain, and huge expense. This deflects from providing appropriate provision to students under the implausible notion, that more research will align private university's capability with government funded universities. This rationale appears to be a completely false narrative, bordering on the proposition, that the government "knows best" for private university provision.

Since formative assessments are considered widely, as conceptually as a work-in-progress, the claims associated and use of such processes (Popham, 2008) need to be readjusted to account for their undeveloped and untested outcomes (Bennett, 2011). Relying solely on summative assessments from students - most of which have no idea about what the university requires from its learning dictum - is a dangerous and ineffective way to measure lecturer's performance outcomes (Bingham, Heywood and White, 1991).

Further, having no lecturer development process – formative assessment (Crossouard, 2011) - lecturers are therefore not considered agents of student-based learning (Wiliam and Thompson. 2008) by university management. It is also perceived as an anachronism as it precludes that there will be a movement to teaching (Locke, 2004), as part of the research activity (Griffioen, 2018), rather than be considered specifically "research" as an externalised notion associated "with" teaching but not "in" teaching (Barnett, 1992).

The overly protectionist Thai home-publishing provision underpinned by inflating the research capability of Thai journals and authors in-line with leading overseas journals does not in any way create a better environment to develop or lead research as often, own language research provision ultimately will not be reviewed by anyone beyond local borders (Altbach, 2013). This will lead to an impoverished research climate, culminating with a movement towards "*academic drift*" (Griffioen and De Jong, 2013) that appears to be a slow and very difficult process for private universities in Bangkok, as the feeble research-teaching nexus, remains authentically problematic (Locke, 2004).

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