

CHAPTER 6

CONCLUSION

In 1997 Thailand's economy faced a crisis, primarily due to a foreign exchange induced recession. At this time, Thailand approached the International Monetary Fund (IMF) for financial assistance (Phongpaichit & Baker, 1998). As a condition of granting financial assistance, the IMF imposed conditions on the Thai Government including reducing public spending, downsizing the civil service, eliminating some of the regulations designed to restrict foreign investment and ownership, and increasing the privatisation of public enterprise. As a result of this, Thailand changed in many ways in order for the economy to be restructured.

Traditionally, Thai people do not like to use the word 'change' as it brings with it negative connotations. However, in this study it was found that some Presidents and Vice-Presidents had a different attitude. They accepted that change was necessary, and that staff must change in order for the university to survive. Other Presidents accepted the necessity for change, but did not think that all staff were ready to accept transformational change. They implemented policies designed to make change more incremental than transformative.

Thai people understand that they have to respond but change in education is something that is beyond their expectations. It was accepted that education is important for the development of the country and every person should have the same right to access to education. The National Education Act (1999) was intended to transform Thailand into a learning society and to provide all Thai people with an opportunity for equal access to lifelong learning (Thailand. Office of the National Education Commission, 2000).

The new policies of education reform were designed to force the higher education sector to function with more freedom and each higher education institution was intended to become an autonomous legal entity. The Office of the Education Council (2004a) explains that "this means that each higher education institution can develop its own administration and management system with flexibility and academic

freedom under the supervision of the institutional council empowered by its own act” (p.46).

As one part of the reforms introduced by the National Education Act (1999) the former Rajabhat Institutes were to become Rajabhat Universities and to provide an increased range and variety of higher education opportunities for the people of Thailand (Thailand. Office of the National Education Commission, 2002). Every Rajabhat University accepted that there was a need to become a good quality university for Thailand and its people. They know that they have to improve their quality of teaching but also to provide different programmes that respond to the demands of the labour market.

Before 2004, all Rajabhat Universities were public institutions and received all their funding and policies from the government. Every Rajabhat Institute had the same organisational structure and used the same curriculum. All staff were government officers who were guaranteed life-long employment. In June, 2004 the government changed the status of every Rajabhat Institute to that of a Rajabhat University. The government declared that Rajabhat Universities should focus on local knowledge and become a university for the community, and that they should find their own way to serve local people (Thailand. Office of the Education Council, 2004a).

The Rajabhat University Act (2004) provided the main guideline for every Rajabhat University to transform and implement policies to become a new university. The six Rajabhat Universities in Bangkok were selected for study to identify ways in which change was implemented and what changes were made after they became universities. Although they were administered by the same Act and realised that they have to provide higher education for local people, each Rajabhat University has developed its own way and is now different from the others.

Three important factors related to the changes introduced have been identified in this study. First is the role of the leadership of the Presidents and the Vice-Presidents in bringing about change. Second is the process of change and change management that was introduced after they became universities. Finally are the results of the changes that have been implemented in the six Rajabhat Universities. Most of the Rajabhat Universities have accepted that change is necessary and acknowledge that they have

to compete with other universities. However, it is difficult for many staff and other people to understand and implement change.

Research Questions

Three questions formed the focus of this study:

1. How have the Acts changed the way that the Rajabhat Universities operate?
2. How did the senior management team of the new Rajabhat Universities respond to meet the requirements of the Acts? Why did they implement these changes?
3. How will these changes impact on the Rajabhat Universities in the future?

The Presidents and the Vice-Presidents of each of the six Rajabhat Universities in Bangkok have cooperated and provided information to answer these questions. The responses indicated that each Rajabhat University considered their options and prepared themselves for change.

Question 1: How have the Acts changed the way that the Rajabhat Universities operate?

In 2002 the Ministry of University Affairs sought to move public institutions out of a bureaucratic system to become more autonomous. Autonomous universities would have a more flexible funding allocation, competitive personnel management and greater accountability for higher education quality. New staff would be hired on a contractual basis with the status of employees. They would not be government officers and would not get the same benefits and pension funds as those who were employed formerly.

Many government officers who work in these universities feel worried about and disagree with these policies, but the government has given reasons that when the administration and management have adjusted to the new environment, they will have increased flexibility and provide a heightened quality of employment for their staff. Such changes in the practice and nature of their employment will provide increased salaries and benefits (Thailand. Office of the Education Council, 2004b).

This policy has made a big impact on the attitude of Thai people. In Thai society it is believed that working for the government provides secure lifelong employment. The government officers or the government employees are mostly people who have been used to working with these organisations until they retire (Kamoche, 2000). They have seen this as a lifetime career and do not expect to lose their jobs as long as they do not do anything wrong, or that the government organisations do not become bankrupt (Sundarasaradula, Hasan, Walker, & Tobias, 2005).

Under the National Education Act (1999), the government is obliged to provide 12 years of basic education free of charge (Phongpaichit & Baker, 1998). As a consequence, demand for higher education will be even greater every year with a higher flow of high school graduates into tertiary education (Thailand. National Identity Board, 2000; Thailand. Office of the National Education Commission, 2003). It can be seen that not only does every university have a big opportunity to take on more students, but this also increases the competition in the higher education sector between competing providers more than has ever been seen before.

To further complicate the issue and to further increase competition among higher education providers, many foreign universities from developed countries look at Thailand as a big market to expand their student base. Many of them have more advanced skills in teaching and learning than staff in Thai universities. This situation will make Thai universities pay more attention to how they construct strategic plans to secure their future (Thailand. Office of the Education Council, 2004a).

The Rajabhat University Act (2004) provided for Rajabhat Universities to become autonomous institutions. However, all Rajabhat Universities, including the six in Bangkok, have chosen to continue to abide by Ministry requirements and receive government funding while accepting autonomy in some aspects of their administration (Thailand. Office of the Education Council, 2004a). It is difficult for them to change into something that they have not been prepared for, and in the situation where a market becomes highly competitive. Forward thinking institutions have to have sound business strategies to expand their business opportunities and be financially responsible. If the universities do not have good business plans they will find it difficult to survive in a less regulated higher education sector.

Rajabhat Universities attract mainly students from the lower socioeconomic strata of Thai society who are less likely to be able to pay for their studies. The main objective of Rajabhat Universities is to work closely with their communities through problem-based research (Thailand. Office of the Education Council, 2004b). Each Rajabhat University has to improve their strategy and adapt to become a university for local people and to change their policies to respond to the demands of their communities. Every person who works in the Rajabhat Universities understands that the word ‘Rajabhat’ means people who serve the King and the King has a major responsibility to look after his people. According to this, Rajabhat Universities are the universities that take good care of the local people who are lacking opportunities in higher education and provide support to develop local communities (Phranakhon Rajabhat University, 2005).

When the Rajabhat University Act (2004) was enacted, every Rajabhat University had the right to become an autonomous university. They developed new organisational structures. They had greater freedom to make their own decisions by submitting every project to their University Councils for approval. The role of leaders became an important factor for the new universities. Complexity leadership theory and associated leadership dimensions have been adopted by the researcher to interpret the way in which different styles of leadership have been used by Presidents and Vice-Presidents to manage changes in the six Rajabhat Universities. The six Presidents in this study used different characteristics of complexity leadership theory and a number of leadership dimensions, depending on the environment and background of each Rajabhat University. Most of the Presidents have used aspects of more than one style of complexity leadership and numerous leadership dimensions. All of the Presidents have a strong belief that they know how to change and understand the behaviour of staff; especially that they are able to support staff to implement changes in the Rajabhat Universities better than other people in the organisations.

Leadership has become very important in changing organisational behaviour. All the Presidents and administrators have to understand how to encourage their members to accept continuous change and to continue to improve their qualifications. The impact of the Rajabhat University Act (2004) had changed the scheme through which Rajabhat Universities received their income. Before 2004, all Rajabhat Universities

were supported by the government. There was no problem to manage their budget or to pay for their expenses. Now, the Presidents and the Vice-Presidents confirmed that they have to think about how to increase their income and to fund themselves, and this places greater pressure upon them.

After the Rajabhat Institutes became Rajabhat Universities, the government reduced financial support. It is difficult and challenging for the Presidents to overcome this funding problem. Many Rajabhat Universities have introduced different kinds of projects in order to increase their income. However, many of them are not able to generate sufficient income as they were expected they would. It is surprising to find that most Rajabhat Universities believe that if they cannot survive financially, the government will help and support them.

However, if the Thai Government cannot support the Rajabhat Universities, the universities themselves will have to generate their own solutions to achieve their missions. It is possible that in the future the government will cut much of the funding to the higher educational institutions and every university has to prepare for that. One of the major concerns is that all the Rajabhat Universities are newly formed universities when compared with the other universities in Thailand and most of them cannot yet reach the same standards of teaching and research as other older universities.

Question 2: How did the senior management team of the new Rajabhat Universities respond to meet the requirements of the Acts? Why did they implement these changes?

Question 3: How will these changes impact on the Rajabhat Universities in the future?

Question two and Question three can be answered together. The six Rajabhat Universities have changed and implemented change management in a number of different ways. Because they have introduced different techniques, in the future they will continue to move in different directions. Most of them have changed their organisational structures by empowering deans and encouraging staff to participate in policy making of their universities. Many Rajabhat Universities motivate staff to change by setting rewards and promotion criteria for people who can achieve the university's goals. Some leaders apply both reward motivation and punishment

techniques if staff cannot achieve the university's goals. The Presidents and the Vice-Presidents play an important role in change management and create the environment that is suitable for change processes.

The Presidents of the six Rajabhat Universities accepted that change is difficult and required the use of many techniques and the experience of leaders to make change happen. Two-way communication techniques have been used in six Rajabhat Universities and the Presidents believe that they will not achieve any change if they cannot understand and work with other members of their universities. Change cannot happen to only one group of members in the organisation; change needs to involve everyone.

Information and Communication Technology (ICT) and modern computer software programmes have been used to replace the traditional ways of operation and management in six Rajabhat Universities. Attempts have been made to improve infrastructure such as classrooms, libraries, and resources for teaching and learning to reach the same standard as that of established universities in Thailand. Moreover, staff have to conduct research and produce their own textbooks. It is important that each Rajabhat University increases the amount of research and the qualifications of staff to reach the minimum standards set by the Office of the Higher Education Commission in Thailand.

Competition with other higher educational institutions is a new idea in Thailand. Most staff realise that they need to improve their qualifications and create new knowledge. If they still work in the old ways and do not want to change, it is unlikely that they will reach the new universities' standards and might not be able to keep their positions in the future. Staff have been frightened by the new policies which some Rajabhat Universities have introduced, which includes the evaluation of staff performance. If staff cannot pass the evaluating processes, the University Councils will demote them to lower positions and salaries, or in the worst case, they may have to find new jobs.

In the past, staff have had to undertake administration and teaching jobs at the same time, but after the former institutes became universities, many universities separated teaching roles from administration roles, and if anyone wanted to conduct research they could reduce the number of teaching hours to focus solely on their research.

Salaries and benefits have been changed to a pay by negotiation system rather than by government standards in some Rajabhat Universities. If staff want higher salaries or positions and greater benefits, they have to show what they can achieve. Many people working in Rajabhat Universities feel uncomfortable with the new salary scales, but a number of people agree with this concept.

In order to gain a good reputation and creditability equivalent to established universities, the new universities as Rajabhat Universities need to respond to the demands of the labour market and to target new students. Interviews with the Presidents and the Vice-Presidents of the six Rajabhat Universities led to the identification of four key areas in which major changes were taking place. These were human resource management and development, the introduction of new degree programmes, the development of international relationships, and financial considerations.

Overall, the six Rajabhat Universities responded to change through the same four major areas. They want to improve the quality of their staff by: ensuring that more of them have doctoral qualifications; by having more staff with the highest level of academic positions; and by ensuring that staff are highly respected by Thais in teaching and conducting research. Most universities were concerned about introducing new degree programmes and adjusted their degree programmes to meet perceived labour market trends. International relationships with overseas universities have been encouraged since they became universities and most of them focus on opening combined degree programmes with foreign universities. Most Rajabhat Universities are concerned about funding and financial issues for their future. Only one Rajabhat University has found a solution for effective financial management. The others are still trying to find the best way and preparing for all possibilities.

According to the results of this study, the future of the six Rajabhat Universities is very much dependent on the attitude and character of the Presidents. The procedure that each President selected to manage and respond to change became the most essential technique in changing staff behaviour and organisational culture. The seven major leadership dimensions of complexity leadership theory have been observed by the researcher in all six of the Rajabhat Universities studied. The Presidents and the Vice-Presidents have confirmed that the characters and roles of leaders are the most

important and necessary in relation to effecting change. Most of them have unknowingly used a mixture of leadership dimensions (as described by complexity leadership theory), to make change happen.

Aspects of transformational leadership (Leithwood & Jantzi, 2005) have been applied by the Presidents who believe that change is necessary. Every Rajabhat University wants to change to become a successful university, but staff cannot change immediately and they need to understand how to achieve and respond to change. It is important to give them enough time to adjust their behaviour and move forward into the new environment. Every President considers that they know how to create and implement policies and practices for responding to change, but they introduce change management in a number of different ways.

Qualities of strategic leadership (Davies & Davies, 2005) have been supported by many Presidents and the development of strategic plans has become very important. Creating a proper channel of communication with staff is one of the most important ways to promote a clear vision about their universities' future and to get every staff member involved with writing strategic plans. The greater the number of participants, the better the plans that they can create. The Presidents who use strategic leadership (Davies & Davies, 2005) have to understand the strengths and weaknesses of their universities as well as the opportunities and threats.

Distributed leadership (Harris, 2005) is more popular in democratic organisational structures. If the Presidents want to empower deans and other people to participate in the university's business, distributed leadership (Harris, 2005) is the first technique that they need to apply. However, Thai culture and Thai styles of management have to be understood when introducing any leadership policies. Western concepts cannot be adopted into the Thai organisational structure without recognising Thai values about work and Thai society. However, within the constraints of Thai culture a form of distributed leadership in which decision making has been shared among the President, Vice-Presidents and deans of faculties has been adopted in most instances.

Sustainable leadership (Hargreaves, 2005b) has been used after other leadership dimensions were applied. The Presidents and the Vice-Presidents change their organisations and once everything is going well, they are likely to apply sustainable leadership (Hargreaves, 2005b) as part of the final process of change. The Presidents

who are going to use sustainable leadership (Hargreaves, 2005b) should have experience of change management and many of their members need to understand and realise their roles and responsibilities to their universities.

Aspects of political (Deal, 2005) and ethical leadership (Starratt, 2005) are the most popular leadership dimensions observed among the six Rajabhat Universities. It is accepted that Thai culture, which focuses on interpersonal relationships and face-saving values more than anything else (Komin, 1990), has been influential on the styles of management used and the characters of the leaders. Every President knows that they have to rely on staff support and avoid making anyone lose face as much as they can. A few Presidents indicated that they were not concerned about this, which is very unusual in Thai society.

Entrepreneurial leadership (Hentschke & Caldwell, 2005) has been introduced in one Rajabhat University. It is a new style of management that differs from the Thai concept of educational administration. Most government officers are not familiar with this style of management. However, entrepreneurial leadership (Hentschke & Caldwell, 2005) has proved that it can be successful in changing staff behaviour and has resulted in one university moving to respond to the new environment of higher educational institutions in a most effective manner.

The Presidents of the six Rajabhat Universities have successfully applied and combined complexity leadership theory (Uhl-Bien, Marion, & McKelvey, 2007) with seven leadership dimensions (Davies, 2005). Moreover, Thai culture and Thai values of working have supported the complexity leadership theory (Uhl-Bien et al., 2007) concept. Administrative leadership (Uhl-Bien et al., 2007), which has been implemented by political (Deal, 2005) and ethical leadership dimensions (Starratt, 2005) is working well with Thai culture that has high Power Distance, high Uncertainty Avoidance, and high Femininity (Hofstede, 1980). It can be seen that the Presidents have to avoid any conflict and arguments as much as they can and be concerned about the personal relationships between staff and administrators during the processes of change. At the same time, staff have accepted that the Presidents have more power and authority than other people in the universities. It is common for staff to have respect to the Presidents' decisions and to obey directives.

After the universities have been through the first step of change which is called 'unfreezing' the Presidents have used adaptive leadership (Uhl-Bien et al., 2007) by selecting from three leadership dimensions; entrepreneurial leadership (Hentschke & Caldwell, 2005), transformational leadership (Leithwood & Jantzi, 2005) and distributed leadership dimension (Harris, 2005). Which leadership dimensions were used depended on the environment and the background of each Rajabhat University and the experience of the Presidents. From the six case studies, only RA has applied the entrepreneurial leadership (Hentschke & Caldwell, 2005); three of them applied distributed leadership (Harris, 2005) and all six of them applied transformational leadership (Leithwood & Jantzi, 2005), but not exactly in the same ways.

Some Rajabhat Universities from the case studies have arrived at the last state of change which is called 'refreezing' and the Presidents have already introduced enabling leadership (Uhl-Bien et al., 2007) with expression in the form of strategic leadership (Davies & Davies, 2005) and sustainable leadership dimensions (Hargreaves, 2005b). Thai culture is high on the scale of Collectivism and focus on face-saving as the major social etiquette (Komin, 1990). If the Presidents select to use strategic leadership (Davies & Davies, 2005) or sustainable leadership dimensions (Hargreaves, 2005b) to refreeze change processes, the Presidents have to train staff for new roles of behaviour, which will ensure that they get involved with every part of the university's plan. Staff have to share the feeling of 'we' or to work as a team. Thai culture has played a significant role and staff are ready to increase their knowledge and skills in order to move the universities in the desired directions.

It can be seen that there is no best solution for change and change management. By using chaos theory (Patton, 2002; Wheatley, 2006) and complex adaptive systems (Bunge, 2000; Dooley, 1997; Eijnatten & Putnik, 2004) to understand change management and the impact of the new environmental changes in the Thai higher educations, the researcher has assumed that change is unpredictable and a variety of results might occur in nonlinear ways (Eijnatten, 2004). As mentioned before, change is a continuous process and every change agent can introduce it in many different ways (Mellahi, Frynas, & Finlay, 2005), and most surprisingly, the results can be different also. It depends on the leaders and the environment of each situation during the change (Maani & Cavana, 2007).

Western Style of Change in Thai Higher Education

The impetus for change in the six Rajabhat Universities was initiated more from external rather than internal factors. Everyone who was involved with the six Rajabhat Universities could not avoid this impact. They need to adopt and adjust to the new environments to be employable and to survive in the future. The three steps model of Lewin (1952) can be used to explain the way that the six universities responded to change. The unfreezing (Lewin, 1947a, 1947b) had been performed by the Presidents by introducing new policies and using personal skills and experiences to persuade and control staff. The moving processes (Lewin, 1947a, 1947b) have been done by providing resources and many workshops to change staff attitudes and to increase their knowledge. The refreezing process (Lewin, 1947a, 1947b) has been done by giving rewards or punishment to staff who can or cannot achieve the goals of the universities.

It is important to combine Lewin's model with Thai culture. Within the three steps, unfreezing, moving and refreezing (Lewin, 1952), the Presidents need the strong support of staff. Working in Thai organisations it is important to combine change with fun and happiness (Embree, 1950; Komin, 1990). Staff need to feel excited about work and to achieve their goals. RA and RF have created competitive environments and strong discipline for their staff, but staff have confirmed that they are feeling positive about that environment. The other Rajabhat Universities have created a family atmosphere and friendly relationships in their workplaces. It is interesting to note that the core idea of having fun has been inserted in every strategic plan.

The four types of change strategies which have been explained by Dunphy and Stace (1992) can be seen in the role of leaders from the six Rajabhat Universities. Charismatic transformation and dictatorial transformation (Dunphy & Stace, 1992) are introduced through the personalities of the Presidents. RA and RF have applied dictatorial transformation strategies (Dunphy, Benveniste, Griffiths & Sutton, 2000) and in keeping with Thai concepts, the Presidents became the most important person with the highest power in the university. Both universities use the same style, but RA focuses on a business model of management and RF focuses on a bureaucratic model.

It is not common for leaders to use dictatorial transformation strategies (Dunphy, Benveniste, Griffiths & Sutton, 2000), if they have other choices. However, RA and RF believe that this is the best way to change staff behaviour. Most Thai leaders prefer to use a charismatic transformation strategy (Dunphy & Stace, 1993) in which considerate personal relationships are the most important characteristics of management. RB, RC, RD and RE have adopted the charismatic transformation concept (Dunphy & Stace, 1993) and some of them focus on cooperation with staff as the most critical way to change.

The important research that has been conducted by Geert Hofstede in 1980 states that Thai culture has shown high Power Distance, high Uncertainty Avoidance, high Collectivism and high Femininity and these are still applicable and can be seen in every organisation around the country. However, the impact of Western culture and a globalisational style of management have changed the attitude of Thai academic executive administrators. Many Thai traditional cultural values have been gradually changed and new generations of academic people who graduated from overseas universities have adopted a more Western style culture.

In the future, it is difficult to identify whether the six Rajabhat Universities will follow the same patterns of culture found in Hofstede's study. Therefore the Presidents have to be concerned about Thai culture as a major factor in changing staff behaviour at all times. The one certainty that has been accepted is that change is chaotic and people's minds and behaviour are unpredictable. One leadership dimension might work well in one Rajabhat University at a certain time; however when the environments or other factors change, the same leadership dimension might not work anymore even though it has been implemented at the same Rajabhat University.

Limitations and Opportunities for Further Research

This research involved six case studies conducted in Rajabhat Universities located in Bangkok. As case studies it was not intended to be able to generalise the findings to all Rajabhat Universities throughout Thailand. However, the findings of this study can be used to explain the process of change and how new universities coped and dealt with change.

The decision to study Rajabhat Universities instead of other universities was made because the charter of these universities was to focus on developing local communities and addressing issues at the local level. Currently, there are more than 64 universities located in Bangkok. However, it was only the Rajabhat Universities that were changed to universities in 2004. The other universities became universities before that time and have operated as universities for a number of years. Other universities did not undergo such a transformative change as a result of the changes to laws. It has been a complex and complicated time for all Rajabhat Universities to get through this process of change from teacher colleges in 1892, to Rajabhat Institutes in 1995, and to Rajabhat Universities in 2004.

This thesis collected data from six Rajabhat Universities in Bangkok. The decision to focus on these universities in Bangkok when Rajabhat Universities are located throughout Thailand was made because universities in Bangkok face similar issues, whereas Rajabhat Universities in other parts of Thailand have different cultures, values, social norms, local languages, and demands of their labour markets. Although it would be interesting to study how these other Rajabhat Universities responded to the changes, the process would be complicated by their different histories and local environments.

This study only involved interviews with the senior executive team of each of the six universities. It can be assumed that there are a number of other perspectives that would have been revealed if interviews had been conducted with the University Council members, deans, academic staff, students, or key people in the local communities. The study of these other perspectives will await on-going research into the issues revealed in this study.

Change is unpredictable and every leader creates a unique style of management. The data from the six case studies have shown that different leaders and the different ways of working with people and addressing the issues they considered important, led them to respond in a number of special ways.

The study reveals that some factors, not considered important in all of the universities, were very important in bringing about change in other universities. Change is complicated and difficult to identify and manage. Only experienced

leaders and change agents who have skills in motivating others working in the university can become successful at leading change.

The six Presidents interviewed revealed themselves as highly skilled leaders in higher educational institutions. They know how and when they have to introduce change. They know and understand their new environment and staff behaviour. It is a big step for Rajabhat Universities to walk on the road of change and the highly competitive path of the higher education market. Regardless of the types of changes they implemented and future success or otherwise of these changes, their commitment to their institutions and their concern for their institutions and their staff cannot be questioned.

Conclusion

After interviewing, analysing the data from documents and strategic plans of six Rajabhat Universities the information has shown that in the future, the six Rajabhat Universities will develop their own identities, which will be different and unique. It is surprising that every Rajabhat University was originally the same. However, when they became universities they wanted to be different. Six of them came from the same parent organisation - the Office of the Rajabhat Institute Council (ORIC). When they grew up and moved out, they created their new characters and became new personalities beyond the expectation of their parents.

RA became a university that focused on business education and highly quality in teaching hospitality subjects. RB wants to maintain Thai culture and gain its reputation in Buddhist studies. RC has developed to be a well-known social research university and has incorporated work with universities in China. RD focuses on international programmes, combined degrees with overseas universities and business education. RE wants to promote tourist education and supports everyone in their university staff to go overseas. And RF is concerned about ethical education of Thai society. Students who graduate from RF will be acknowledged as people who have high morality.

As the parents of six Rajabhat Universities, the Office of the Rajabhat Institute Council (ORIC) should be proud of them. Each has developed to become a university for local communities and supports local students. They have followed the

main concepts of the Rajabhat University Act (2004) and strive for continuous improvement. Their future might be unpredictable, but they have planned carefully and are prepared to deliver the highest quality of higher education for Thai people.