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The Effects of Miscommunication in HR Practices on Performance: A Cultural Exploration of Foreign Lecturers in Thailand's Universities.

by

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Abstract

The issue of miscommunication in HR practices remains a critical barrier in Thailand's higher education sector, particularly for foreign lecturers whose effectiveness is shaped by cultural, linguistic, and structural challenges. While HR departments design policies, the execution of processes such as training, performance appraisal, and feedback is largely carried out by line managers, often without formal acknowledgement in policy frameworks. This creates gaps that affect lecturer performance at task, contextual, and adaptive levels. The objectives of this research are: 1) to study the causal factors of miscommunication in the execution of HR practices affecting performance, 2) to study the influence of miscommunication in the execution of HR practices affecting performance, and 3) to develop a model of the causal factors of miscommunication in the execution of HR practices affecting performance.

The researcher collected qualitative data through open-ended questionnaires and interviews, which were thematically analyzed to design the survey instrument. The quantitative phase will collect data from at least 400 foreign lecturers across Thai universities between October and December 2025, with results analyzed using Structural Equation Modelling (SEM). The anticipated outcomes will provide both academic contributions, by clarifying the role of line managers in the execution of HR processes, and professional benefits, by offering practical strategies to strengthen teaching quality, lecturer engagement, and institutional competitiveness in Thailand's higher education sector.

Keywords: Communication structures, Language, Culture, HR practices, Performance, Foreign lecturers, Thailand

1. Introduction

1.1 Background and Importance of the Problem

Globalisation has significantly transformed the operations of modern organisations, creating diverse workforces and blurring the boundaries between domestic and international contexts (Rathee et al., 2024; Siengthai & Bechter, 2005). As institutions increasingly expand across borders, managing multicultural staff effectively has become a strategic priority (Lai & Yang, 2017). Human Resource Management (HRM) plays a central role in this process, providing systems for recruitment, onboarding, training, and performance management (Tangthong, 2014; Napathorn, 2018). At the same time, insights from Organisational Behaviour (OB) highlight how communication, culture, and leadership styles shape workplace dynamics and performance outcomes (Andrews & Chompusri, 2013; Luthans, 1998).

In Thailand's higher education sector, these global dynamics intersect with local realities. Foreign lecturers are essential for strengthening international competitiveness, delivering instruction in English, and enhancing cross-cultural knowledge exchange (Walsh, 2013). However, their effectiveness is often undermined by miscommunication within HR practices, which are commonly rooted in domestic cultural traditions, conducted in Thai, and mediated through informal channels (Yamamoto et al., 2020; Chaisilwattana & Punnakitikashem, 2017). As a result, foreign staff frequently face unclear performance expectations, limited access to feedback, and reduced opportunities for professional development, leading to disengagement and weakened performance (Andrews & Chompusri, 2013).

A structural factor aggravating this situation is the division of HR responsibilities. While central HR departments manage administrative systems such as contracts and policies, daily HR execution—including feedback, workload allocation, and support—is left to line managers and department heads. This bifurcation often results in inconsistent expectations, especially when supervisors lack intercultural communication skills or formal training in managing international staff (Walsh, 2013). The gap between HR policy and managerial practice increases the risk of misunderstanding, misalignment, and exclusion.

Culture and language further compound these problems. Thai universities often reflect cultural traits such as high power distance, collectivism, and uncertainty avoidance (Hofstede, 1980, 2010; Vlad & Stan, 2018). These values discourage open dialogue, limit opportunities to question instructions, and reinforce hierarchical relationships, creating an environment where miscommunication is rarely corrected. At the same time, language differences remain a major barrier: HR processes are typically conducted in Thai, leaving foreign lecturers dependent on informal translation or incomplete interpretations (Ramlan et al., 2018; Phumphet & Nornian, 2019). Even when translation tools are used, they frequently fail to capture cultural nuance or managerial intent, leading to distortions and further misunderstanding.

Although research has acknowledged the importance of HR practices for performance outcomes, culture, language, and communication are too often examined separately rather than as interconnected mechanisms. Few empirical studies explore how these variables jointly shape the HR experiences of foreign lecturers in Thai universities, or how miscommunication arising from them influences performance quality (Walsh, 2013; Yamamoto et al., 2020). Existing literature tends to view HRM as a uniform administrative function, overlooking how frontline managers and local cultural norms reshape HR execution in practice.

The importance of addressing this problem is clear. For individual lecturers, unresolved miscommunication results in unclear expectations, limited integration, and diminished performance.

For institutions, it contributes to staff turnover, reduced teaching quality, and reputational risk in an increasingly competitive higher education market. At the national level, ineffective HR systems threaten Thailand's ability to attract and retain foreign talent, a cornerstone of its internationalisation strategy.

This study therefore investigates how communication structures, language, and culture influence the execution of HR practices and, in turn, affect the performance of foreign lecturers in Thailand's universities. By focusing on miscommunication as an invisible but powerful barrier, the research aims to generate insights that can strengthen HR policies and practices, enhance lecturer performance, and support Thailand's broader efforts to remain competitive in the global higher education landscape.

1.2 Research Question

- 1) What are the causal factors of miscommunication in the execution of HR practices on the performance?
- 2) What form does the influence of these factors of miscommunication take in shaping the execution of HR practices, and how does this, in turn, affect performance?
- 3) What is the causal model that explains how miscommunication in the execution of HR practices by line managers affect the performance of foreign lecturers in Thai Universities?

1.3 Research Objective

- 1) To study the causal factors of miscommunication in the execution of HR practices affecting performance.
- 2) To study the influence of miscommunication in the execution of HR practices affecting performance.
- 3) To develop a model of the causal factors of miscommunication in the execution of HR practices affecting performance.

1.4 Research Framework

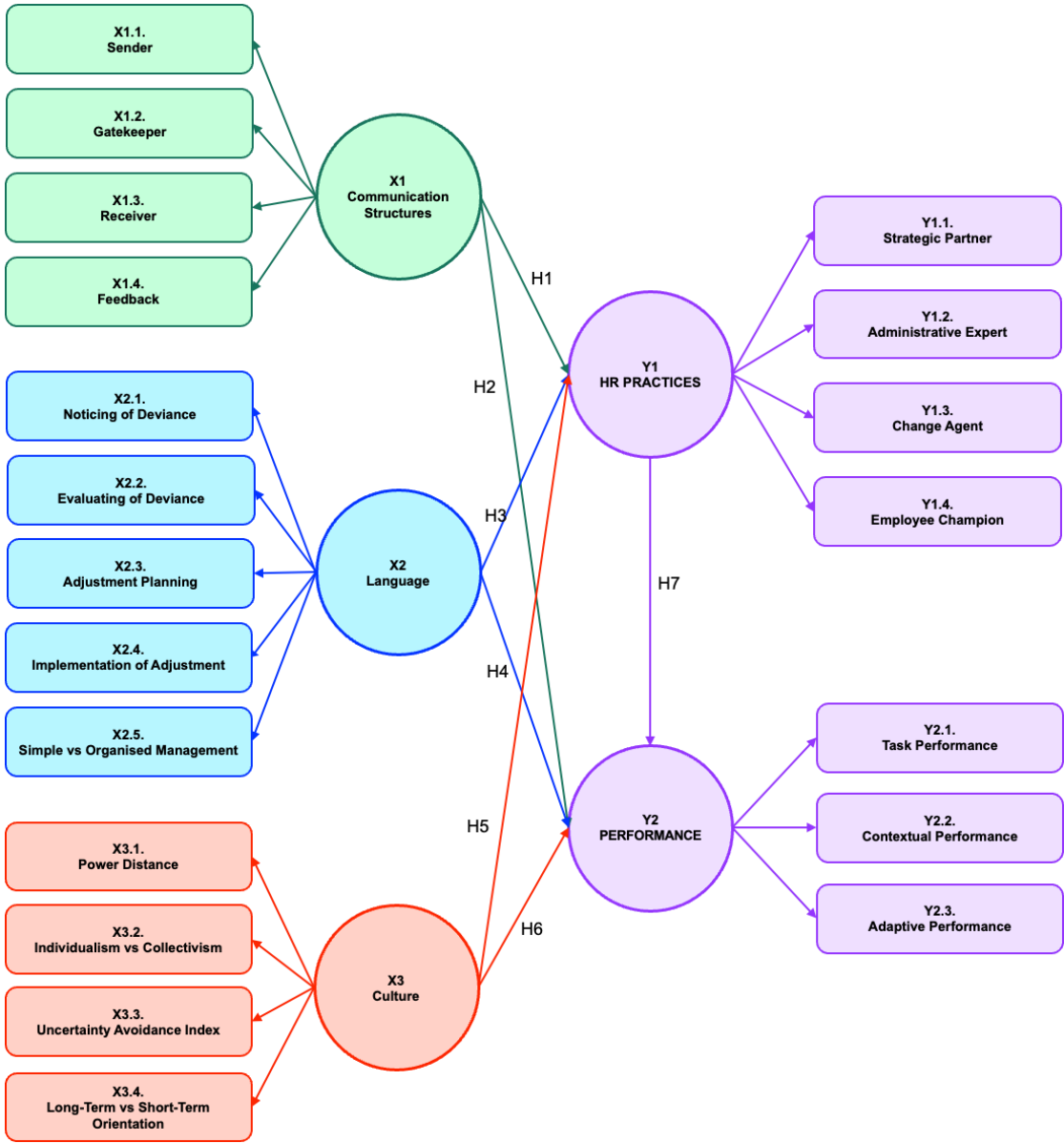


Figure 2 Research Framework

1.5 Research Hypothesis

- Hypothesis 1: Communication structures have a direct effect on HR Practices.
- Hypothesis 2: Communication structures have a direct effect on Performance.
- Hypothesis 3: Language has a direct effect on HR Practices.
- Hypothesis 4: Language has a direct effect on Performance.
- Hypothesis 5: Culture has a direct effect on HR Practices.
- Hypothesis 6: Culture has a direct effect on Performance.
- Hypothesis 7: HR Practices has a direct effect on performance.

2. Literature Review

2.1 Concepts, Theories and Related Research Results

2.1.1 Communication Structures

Communication structures refer to the formal and informal systems through which information is created, filtered, transmitted, and interpreted within organizations. Classical communication theories provide the foundation for this construct. Shannon and Weaver's (1949) model emphasized the importance of channels and accuracy in message transmission, while Berlo's SMCR model (1960) highlighted the role of source, message, channel, and receiver in shaping understanding. Building on these linear models, Westley and MacLean (1957) proposed a more dynamic framework, positioning communication as a continuous process influenced by external stimuli, gatekeepers, and feedback loops. This perspective is especially relevant in higher education institutions, where information about policies, expectations, and performance standards must pass through multiple layers of administration before reaching foreign lecturers. Research shows that when communication channels are fragmented or gatekeepers fail to adapt messages for diverse recipients, misunderstandings are likely to occur, leading to uncertainty and reduced performance (Marschan-Piekkari et al., 1999; Christensen, 2014). In Thai universities, these challenges are intensified by the use of multiple channels—such as Thai-language portals, official announcements, and informal messaging—which foreign lecturers may not fully access or interpret. Without clear structures and reliable feedback mechanisms, the risk of miscommunication increases, reinforcing barriers to effective HR practice and weakening individual, group, and institutional performance (Walsh, 2013; Yamao et al., 2020).

2.1.2 Language

Language is more than a medium of expression; it is the principal mechanism through which meaning is conveyed, expectations are aligned, and performance is managed in organizations. In intercultural workplaces, language differences can both enable and constrain the execution of HR practices, shaping access to knowledge, collaboration, and trust. Theories of language management emphasize processes such as noticing deviations, evaluating meaning, and planning or implementing adjustments when misalignment occurs (Neustupný & Nekvapil, 2003). When these processes fail, misunderstandings remain invisible until they manifest as errors in teaching, administration, or performance-related tasks. Prior research highlights that language barriers reduce efficiency, foster dependency on informal networks, and undermine confidence in institutional fairness (Aichhorn & Puck, 2017; Angouri, 2013). In Thai higher education, HR procedures such as onboarding, performance appraisal, or training are frequently delivered in Thai, leaving foreign lecturers to navigate informally through peers or partial translations (Chaisilwattana & Punnakitikhem, 2017). Even when translation technologies are used, they often fail to capture nuance or cultural intent, further distorting communication (Ramlan et al., 2018; Phumpho & Nomnian, 2019). As a result, language differences create inequitable access to institutional processes, weaken engagement, and constrain both individual and organizational performance.

2.1.3 Culture

Culture is the shared system of values, norms, and assumptions that shapes how individuals interpret authority, manage uncertainty, and interact within organizations. Foundational frameworks such as Hofstede's cultural dimensions (1980, 2010) highlight differences in power distance, collectivism, uncertainty avoidance, and time orientation, all of which strongly influence workplace communication and behavior. Organizational culture, as defined by Schein (2010), further describe the role of leadership practices, rituals, and embedded values in shaping employee expectations and performance. In Thai universities, high power distance and collectivist traditions encourage compliance and discourage questioning, limiting opportunities for foreign lecturers to clarify instructions or challenge unclear expectations (Walsh, 2013; Andrews & Chompusri, 2013). Research shows that such dynamics can reinforce exclusion from feedback processes, reduce adaptability, and hinder integration into institutional life (Lai & Yang, 2017; Vlad & Stan, 2018). When combined with rigid procedural norms rooted in uncertainty avoidance, these cultural traits make foreign lecturers more vulnerable to disengagement and marginalization. Studies across intercultural HRM confirm that culture not only frames how policies are interpreted but also determines how effectively performance systems function in practice (Kirkman et al., 2006; Chaisilwattana & Punnakitikashem, 2017). Consequently, culture emerges as a critical mechanism through which HR practices either succeed or fail in supporting the performance of international staff.

2.1.4 HR Practices

Human Resource (HR) practices are the systems and processes organizations use to recruit, onboard, develop, and manage employees, with the aim of aligning individual performance with institutional goals. Ulrich (1997) identifies four key roles for HR: strategic partner, administrative expert, change agent, and employee champion. These roles frame how HR delivers value both administratively and strategically, shaping employee outcomes and organizational effectiveness. In higher education, HR practices include performance management, training and development, and employee relations, yet their execution is often delegated to line managers rather than central HR departments (Tangthong, 2014; Napathorn, 2018). This creates gaps between policy and practice, particularly in intercultural environments where supervisors may lack training in managing foreign staff (Walsh, 2013). Research shows that effective HR practices are associated with higher task, contextual, and adaptive performance (Schuler et al., 2011). However, when these practices are delivered only in local languages or embedded in cultural assumptions, they can unintentionally exclude international employees, limiting engagement and development opportunities (Chaisilwattana & Punnakitikashem, 2017). In Thai universities, this tension is acute: recruitment and appraisal processes are often domestically oriented, onboarding is informal, and training resources are presented in Thai, reducing their accessibility for foreign lecturers. As a result, HR practices—intended as enablers of performance—may instead act as mechanisms of miscommunication and marginalization, weakening their effectiveness in supporting institutional goals.

2.1.5 Performance

Performance refers to the extent to which individuals and organizations achieve intended goals, and it is commonly conceptualized across multiple dimensions. Campbell (1990) and later frameworks distinguish between task performance (the execution of core duties), contextual performance (extra-role behaviors such as teamwork and cooperation), and adaptive performance (the ability to adjust to change and uncertainty). Organizational Behavior research further recognizes performance as a product of both individual capability and the institutional systems that support or constrain it (Robbins & Judge, 2019; Mullins, 2016). In higher education, lecturer performance encompasses not only teaching quality but also participation in teamwork, engagement in institutional life, and the capacity to adapt to shifting academic requirements. Prior studies confirm that HR practices directly influence performance outcomes, particularly when they provide clarity, development opportunities,

and continuous feedback (Walsh, 2013; Yamao et al., 2020). However, in Thai universities, foreign lecturers often face unclear expectations, limited access to training, and fragmented feedback, all of which undermine their professional contributions. Research also highlights that performance is sensitive to cultural and linguistic barriers, as these factors shape whether employees can access and interpret institutional expectations effectively (Marschan-Piekkari et al., 1999; Vlad & Stan, 2018). Thus, performance in this study is treated not simply as an outcome variable but as the cumulative result of how communication structures, language, culture, and HR practices intersect to support or hinder the success of foreign lecturers.

2.2 Research Variable

2.2.1 Concepts and Theories about Communication Structure

2.2.1.1 Meaning of Communication Structures

Shannon and Weaver (1949) describe communication as the process of transmitting messages from a sender to a receiver through a channel, with potential interference or “noise” affecting accuracy. Their model highlights the technical function of communication, emphasizing clarity of channels and fidelity of messages as essential to reducing misinterpretation.

Building on this, Berlo (1960) and Westley and MacLean (1957) expand the concept to include the role of the source, the characteristics of the receiver, and the influence of gatekeepers who filter and shape information flows. These perspectives position communication structure not only as a linear transmission process but as an interactive system of messages, filters, and feedback loops that determine how meaning is created and understood within organizations.

2.2.1.2 Composition of Inputs and Expenditures

Communication structure contains important components from the literature review. By choosing these variables, sender, gatekeeper, receiver and feedback, the communication structures have the following components:

1) Sender: The originator of information whose credibility, clarity, and intent directly influence how the message is received and interpreted (Berlo, 1960).

2) Gatekeeper: The individual or mechanism that filters, modifies, or controls the flow of messages before they reach the receiver. Gatekeeping is especially influential in hierarchical organizations where information passes through multiple layers (Westley & MacLean, 1957).

3) Receiver: The target of communication, whose background, cultural context, and language proficiency affect how messages are interpreted and acted upon (Westley & MacLean, 1957).

4) Feedback: The response provided by the receiver, completing the communication loop. Feedback ensures mutual understanding and allows for corrections when miscommunication occurs, yet it may be limited in high power-distance cultures (Shannon & Weaver, 1949; Hofstede, 1980).

2.2.2 Concepts and Theories about Language

2.2.2.1 Meaning of Language

Language is not only a medium of communication but also a structured process through which understanding is negotiated, and meaning is aligned between individuals. In organizational contexts, language plays a critical role in shaping access to knowledge, clarity of expectations, and the overall effectiveness of human resource practices (Spolsky, 2009). Miscommunication in language can create barriers that lead to disengagement, reduced performance, and a cycle of exclusion, especially in multicultural workplaces such as higher education in Thailand.

Language Management Theory (Jernudd & Neustupný, 1987; Neustupný, 2012) conceptualizes language as a dynamic process involving the identification of deviations, the evaluation of their significance, and the adjustment of communication to restore clarity. This theoretical approach highlights that language is not a static code, but a constantly managed interaction shaped by institutional norms, cultural perceptions, and individual cognition (Fairbrother & Kimura, 2020).

2.2.2.2 Composition of Language

Language contains important components from the literature review. By choosing these variables, noticing of deviance, evaluating of deviance, adjustment planning, implementation of adjustment and simple vs organized management, language have the following components:

1) Noticing of Deviance: The recognition of a discrepancy between expected and actual language use in communication (Marriott & Nekvapil, 2012).

2) Evaluating of Deviance: The assessment of the seriousness and relevance of the observed deviation, determining whether further action is necessary (Spolsky, 2009).

3) Adjustment Planning: The process of considering possible responses or solutions to the language problem, either at the individual or organisational level (Nekvapil, 2007).

4)Implementation of Adjustment: The concrete application of planned measures, such as rephrasing, translation, or training interventions, to restore shared understanding (Neustupný, 2012).

5) Simple vs Organised Management: The distinction between informal, spontaneous corrections made during interaction and more systematic, institutionalised language management policies or practices (Fairbrother & Kimura, 2020).

2.2.3 Concepts and Theories about Culture

2.2.3.1 Meaning of Culture

Culture refers to the shared values, norms, and assumptions that guide behaviour and interaction within societies and organisations. Hofstede (1980, 2010) defines culture as “the collective programming of the mind,” emphasising that individuals interpret authority, uncertainty, and relationships through deep-rooted cultural frameworks. Organisational culture, as Schein (2010) further explains, operates at different levels — from visible artefacts to underlying assumptions — shaping how employees understand expectations and engage with institutional systems.

In internationalised workplaces, culture becomes a decisive factor in shaping the execution and perception of HR practices. Differences in cultural orientation influence how feedback is delivered, how authority is respected, and how collaboration is fostered (Kirkman et al., 2006). In Thailand, high power distance and collectivist values encourage hierarchical decision-making and indirect communication, which may conflict with the expectations of foreign lecturers from low power distance or individualist backgrounds (Walsh, 2013; Andrews & Chompusri, 2013). These mismatches can create misunderstanding, limit feedback, and ultimately weaken performance outcomes.

2.2.3.2 Composition of Culture

Culture contains important components from the literature review. By choosing these variables, power distance, individualism vs Collectivism, uncertainty avoidance, and Long-term vs Short-term orientation, culture have the following components:

1) Power Distance: The degree to which inequality and hierarchical order are accepted within an organisation or society. In high power-distance contexts such as Thailand, employees may hesitate to question authority or clarify unclear expectations (Hofstede, 1980).

2) Individualism vs. Collectivism: The extent to which people prioritise personal goals over group harmony. Thai culture tends to favour collectivism, where loyalty and group cohesion are valued, while foreign lecturers from individualist cultures may emphasise independence and self-expression (Hofstede et al., 2010).

3) Uncertainty Avoidance: The degree to which members of a culture feel uncomfortable with ambiguity and prefer structured rules or procedures. High uncertainty avoidance can lead to rigid adherence to processes, limiting flexibility in adapting HR practices for foreign staff (Schein, 2010).

4) Long-Term vs. Short-Term Orientation: The balance between future-oriented values such as perseverance and planning versus a focus on immediate results. Differences in this orientation can influence how performance, feedback, and professional growth are prioritised within universities (Hofstede, 2010).

2.2.4 Concepts and Theories about HR Practices

2.2.4.1 Meaning of HR Practices

Human Resource (HR) practices are the structured systems and processes organisations use to attract, develop, manage, and retain employees in alignment with institutional goals. They include functions such as recruitment, onboarding, training, performance management, and employee relations, all of which directly influence workforce capability and organisational success (Schuler et al., 2011; Tangthong, 2014). In higher education, effective HR practices are particularly important as they affect teaching quality, research output, and the ability to attract international talent.

Ulrich (1997) reconceptualised HR roles to emphasise both administrative efficiency and strategic contribution. He argued that HR should not be viewed solely as an operational function but as a source of value creation through its influence on organisational change, leadership, and employee engagement. This perspective highlights HR practices as mechanisms that shape employee

performance and organisational adaptability, especially in contexts where intercultural challenges must be managed.

2.2.4.2 Composition of HR Practices

HR Practices contains important components from the literature review. By choosing these variables, strategic partner, administrative expert, change agent and employee champion, HR Practices have the following components, as per Ulrich (1997):

1) Strategic Partner: Aligning HR policies and practices with the overall strategy of the organisation to ensure that talent management supports long-term institutional goals.

2) Administrative Expert: Delivering efficient HR operations such as contracts, payroll, and policy implementation, thereby ensuring compliance and consistency in workforce management.

3) Change Agent: Supporting organisational transformation by facilitating adaptation, building readiness for change, and addressing cultural or structural barriers that affect performance.

4) Employee Champion: Advocating for employee needs and ensuring their voices are heard, particularly by providing support, development opportunities, and mechanisms for inclusion.

2.2.5 Concepts and Theories about Performance

2.2.5.1 Meaning of Performance

Performance in organisational studies is commonly defined as the degree to which individuals and groups achieve outcomes that contribute to institutional goals. Campbell (1990) identifies performance as a multidimensional construct, emphasising that it cannot be reduced to a single measure of output but must include various behavioural and contextual elements. In higher education, lecturer performance reflects not only teaching quality but also participation in teamwork, adaptability to change, and integration into organisational life.

Recent research distinguishes between core duties and broader contributions, showing that effective HR practices, communication clarity, and supportive organisational cultures are central to sustaining performance across multiple dimensions (Walsh, 2013; Yamao et al., 2020). In intercultural contexts such as Thai universities, performance is highly sensitive to cultural norms, language barriers, and the quality of HR systems, making it an essential outcome variable in this study.

2.2.5.2 Composition of Performance

Performance contains important components from the literature review. By choosing these variables, task performance, contextual performance, and adaptive performance, performance have the following components:

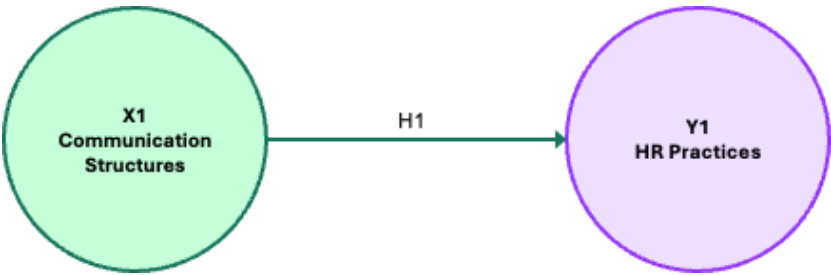
1) Task Performance: The execution of core job responsibilities, such as teaching, curriculum delivery, and assessment, which directly reflect an employee's technical competence and ability to meet formal expectations (Campbell, 1990).

2) Contextual Performance: Extra-role behaviours that support the social and organisational environment, including teamwork, cooperation, and participation in institutional activities. These behaviours strengthen collaboration and contribute to overall organisational effectiveness (Walsh, 2013).

3) Adaptive Performance: The ability to respond effectively to change, uncertainty, or new demands, such as adjusting to evolving teaching technologies, institutional reforms, or intercultural challenges. Adaptive performance is increasingly recognised as essential in dynamic higher education environments (Yamao et al., 2020).

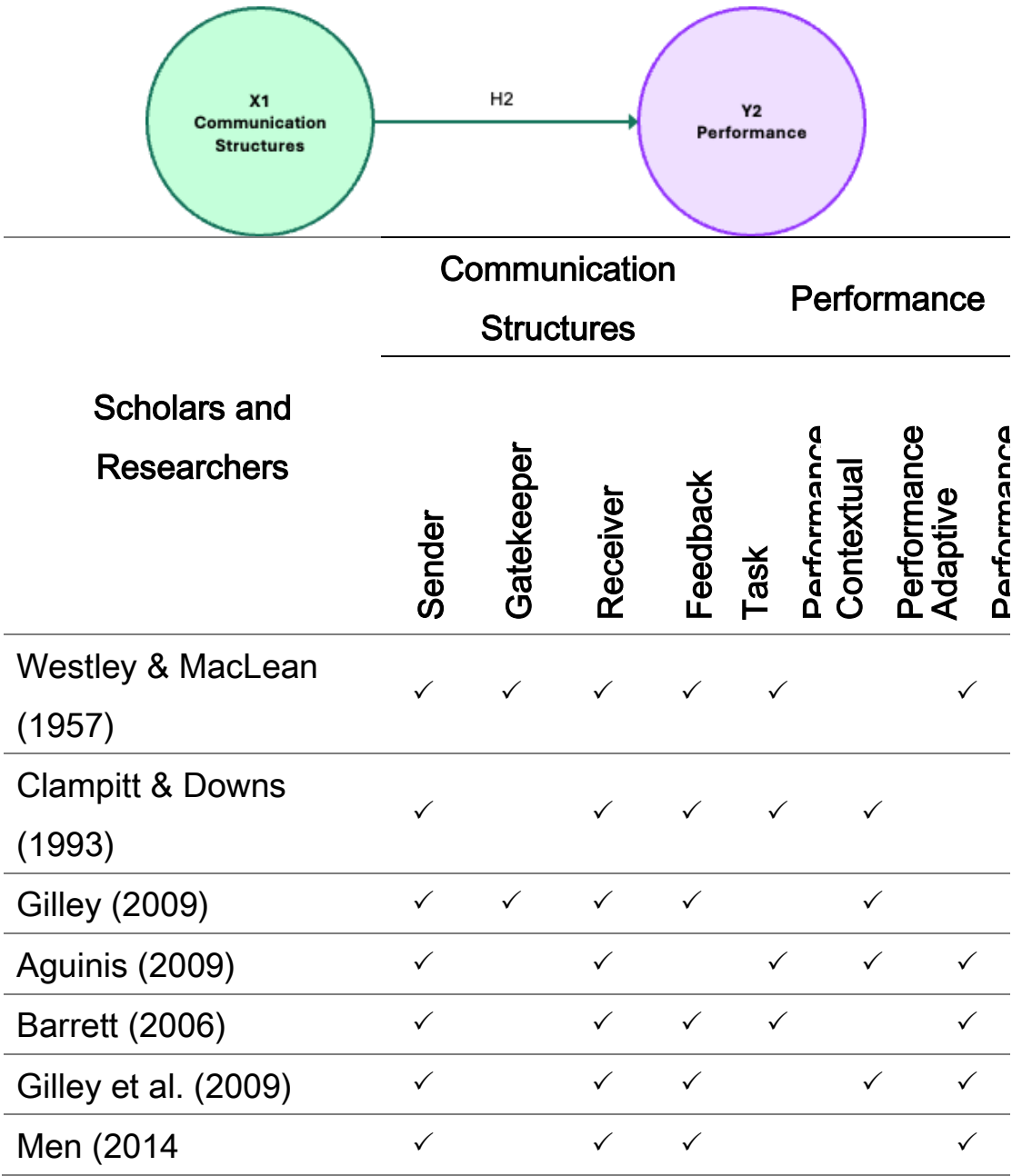
2.3 Relationship between Variables and Hypothesis

2.3.1 Hypothesis 1

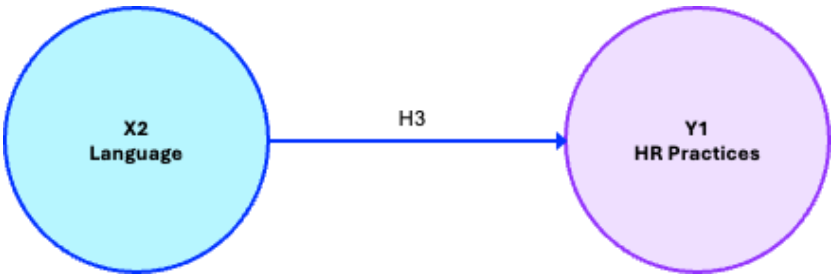


Scholars and Researchers	Communication Structures				HR Practices			
	Sender	Gatekeeper	Receiver	Feedback	Strategic	Administrative	Change Agent	Employee
Westley & MacLean (1957)	✓	✓	✓	✓	✓	✓		✓
Clampitt & Downs (1993)	✓		✓	✓		✓		✓
Gilley (2009)	✓	✓	✓	✓	✓		✓	✓
Barrett (2006)	✓		✓	✓	✓		✓	
Men (2014)	✓		✓	✓	✓			✓

2.3.2 Hypothesis 2

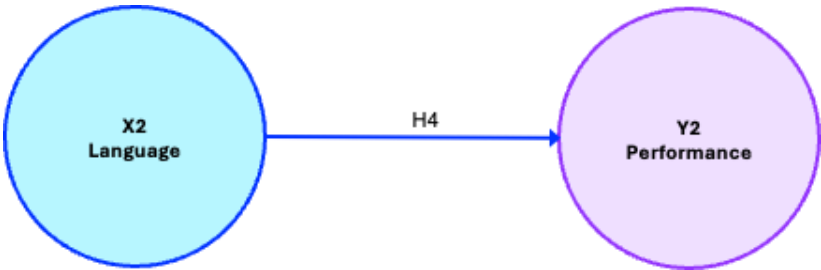


2.3.3 Hypothesis 3



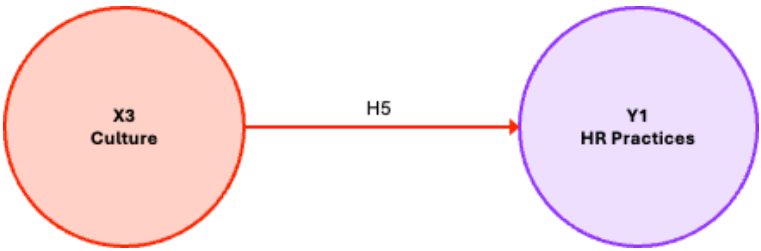
Scholars and Researchers	Language				HR Practices				
	Noticing of Deviance	Evaluating of Deviance	Adjustment Planning	Implementation of Adjustment	Simple vs Organised	Strategic Partner	Administrative Expert	Change Agent	Employee Champion
Jernudd & Neustupný (1987)	✓	✓	✓	✓	✓		✓	✓	✓
Ulrich (1997)						✓	✓	✓	✓
Marschan-Piekkari et al. (1999)	✓	✓		✓	✓		✓		✓
Van den Born & Peltokorpi (2011)	✓	✓	✓		✓	✓	✓	✓	
Peltokorpi & Vaara (2014)	✓	✓	✓	✓	✓	✓	✓		✓

2.3.4 Hypothesis 4



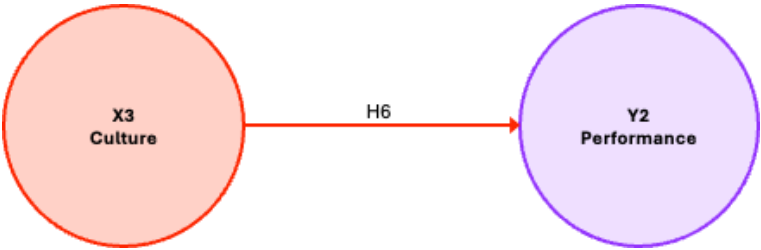
Scholars and Researchers	Language				Performance			
	Noticing of Deviance	Evaluating of	Adjustment Planning	Implementation of	Simple vs Organised	Task Performance	Contextual Performance	Adaptive Performance
Jernudd & Neustupny (1987)	✓	✓	✓	✓	✓	✓		✓
Marschan-Piekkari et al. (1999)	✓				✓		✓	
Griffin et al. (2007)							✓	✓
Aguinis (2009)						✓	✓	✓
Angouri (2013)		✓					✓	
Selmer & Luring (2015)		✓		✓		✓		✓
Yanaprasart (2016)				✓	✓		✓	✓
Peltokorpi (2017)			✓	✓	✓	✓		✓
Peltokorpi & Vaara (2017)			✓	✓	✓	✓		✓
Ramlan et al (2018)	✓	✓		✓		✓	✓	
Vulchanov (2020)	✓	✓	✓	✓	✓	✓	✓	✓

2.3.5 Hypothesis 5



Scholars and Researchers	Culture				HR Practices			
	Power Distance Individualism vs Collectivism	Uncertainty Avoidance	Long-term vs Short-term Orientation	Gender Equity	Strategic Partner	Administrative Expert	Change Agent	Employee Champion
Hofstede (1980)	✓	✓	✓	✓	✓	✓	✓	✓
Ulrich (1997)					✓	✓	✓	✓
Schuler & Rogovsky (1998)	✓	✓	✓	✓	✓	✓	✓	✓
Budhwar & Sparrow (2002)	✓	✓	✓		✓	✓		✓
Aycan (2005)	✓	✓	✓		✓	✓		✓
Schuler, et al. (2011)	✓		✓	✓			✓	✓
Dartey-Baah (2013)	✓	✓	✓	✓	✓	✓	✓	✓
Darawong & Igel (2017)	✓	✓				✓	✓	✓
Napathorn (2018)	✓		✓			✓		✓

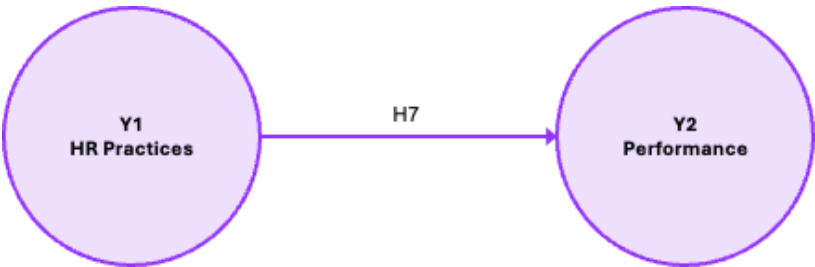
2.3.6 Hypothesis 6



Scholars and Researchers	Culture	Performance
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	Noticing of Deviance Evaluating of Deviance		Adjustment Planning Implementation of Adjustment		Task Performance Contextual Performance	Adaptive Performance
Hofstede (2011)	✓	✓	✓	✓		
Dartey-Baah (2013)	✓	✓	✓	✓	✓	✓
Budhwar & Sparrow (2002)	✓	✓	✓		✓	✓
Aycan (2005)	✓	✓	✓		✓	✓
Darawong & Igel (2017)	✓	✓			✓	✓
Napathorn (2018)	✓		✓		✓	✓
Schuler, et al. (2011)	✓		✓	✓	✓	✓
Aguinis (2009)					✓	✓

2.3.7 Hypothesis 7



Scholars and Researchers	HR Practices	Performance
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	Strategic	Administrative	Task	Change Agent Employee	Task	Contextual	Adaptive
Ulrich (1997)	✓	✓	✓	✓	✓	✓	✓
Budhwar & Sparrow (2002)	✓			✓	✓	✓	
Aycan (2005)	✓	✓		✓	✓	✓	✓
Aguinis (2009)					✓	✓	✓
Schuler, et al. (2011)	✓			✓	✓		✓
Napathorn (2018)	✓	✓	✓	✓		✓	✓
Armstrong (2021)	✓	✓	✓	✓	✓	✓	✓

3. Research Methodology

3.1 Research Design

A review of the variables and their components was conducted to ensure alignment with the conceptual framework of this study. The questionnaires based on these variables and components were analyzed to design a preliminary instrument that reflects the effects of communication structures, language, culture, in HR practices affecting performance of foreign lecturers in Thailand’s Universities. A qualitative research phase was first employed to develop and refine the questionnaire items, ensuring that they captured the intercultural challenges and HR processes identified in the literature and exploratory findings. The results of the content analysis were then used to generate a structured study tool, with items grouped and organized to comprehensively represent each variable and its components in a reliable and valid manner.

3.2 Population and Sample

Due to the varying number of Thai Universities in each category, the researcher used a proportional stratified random sampling method to ensure a proportional allocation of sample sizes.

The research conceptual framework outlined Structural Equation Modelling (SEM) as the data analysis technique. SEM requires 5 latent variables and 20 observed variables. According to Hair et al. (2010), the sample size should be 15 to 20 times the number of observable variables to be considered appropriate for variable analysis. Therefore, the appropriate and sufficient sample size range from 15 x 20 = 300 to 20 x 20 = 400.

3.3 Research Instruments

A semi-structured in-depth interview involves preparing questions about specific elements or variables at a certain level. If the interview uncovers other interesting issues, the researcher can conduct additional interviews or ask additional questions. The researcher then analyses the interview results using content analysis to summarize the content issues or individual findings, which can be considered for building a questionnaire tool.

3.4 Data Collection

The researcher collected data from interviews and online questionnaires conducted at universities in Thailand between October and December 2025.

3.5 Statistics Used for Data Analysis

1) Descriptive statistical analysis

This study used descriptive statistics to describe data or outcomes from questionnaires and survey collections. The statistics used included frequency (Frequency), percentage (Percentage), statistical mean (Mean), and standard deviation (Standard Deviation, SD) to measure the level of variable data, such as communication structures, language, culture, HR practices, and performance.

2) Inferential Statistics

Inferential statistics were used to test the study hypothesis on the causal factors of miscommunication in HR practices affecting performance, specifically among foreign lecturers in Thai universities.

Pearson Correlation Analysis Statistics

A Pearson Correlation statistical analysis was performed to determine the relationship between the 22 components. This analysis confirmed that there is a certain correlation, enabling the proper analysis of the Structural Equation Model (SEM) in the next phase.

Confirmative Elemental Analysis Statistics (CFA)

The researcher performed the KMO and Bartlett's Test to determine the suitability of the variables and elements before the confirmation element analysis. The KMO must be greater than 0.5, and the Bartlett's Test must be greater than 0.05, before the confirmation element analysis can be performed. This ensures that the elements found from the literature review and data collection from the questionnaire are consistent and can measure the variables (latent variables) appropriately.

Structural Equation Model (SEM) Statistics

This study used structural equation analysis to examine the coherence of the model obtained from the literature review with the empirical data (Model Fit) and assess its fit (Assessment of Model Fit).

4. Anticipated Results

The researcher anticipates that the results of this study will be of significant value to administrators of higher education institutions as well as to academics, researchers, and policymakers who seek to improve institutional performance in international contexts. The findings are expected to

provide empirical evidence on how miscommunication, arising from cultural, linguistic, and structural barriers, causally affects HR practices and, in turn, lecturer performance. For academic contributions, the study will extend current knowledge in strategic human resource management and organizational behavior by integrating communication structures, language management, and cultural dynamics into models of HR effectiveness.

The researcher anticipates that the findings of this study will demonstrate that HR processes, while formally designed by HR departments, are largely executed by line managers, whose role requires greater recognition in policy design. Managers, as the first point of contact in practices such as training, performance appraisal, and feedback discussions, directly shape the experience and performance of foreign lecturers. It is therefore expected that the study will provide theoretical insights into the clarification of roles between HR departments and line management in the execution of HR practices, while also offering practical strategies to strengthen teaching quality, engagement, and overall performance in Thai universities.

5. Conclusion and Recommendation

5.1 Conclusion

The researcher presented the study's results to draw conclusions for easier understanding. They discussed the results to demonstrate consistency with literature reviews and provided suggestions for enhancing foreign lecturer performance in universities. Additionally, they recommended further research.

5.2 Recommendation

Higher education institutions can use research study results to develop research and a progressive HR practice executed by line management to more effectively manage foreign lecturers, leading to better performance.

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