A STUDY OF INCENTIVES FOR DEPARTMENT HEADS AT REGIONAL PUBLIC UNIVERSITIES IN THAILAND

By

RAPEEPUN SUWANNATACHOTE

Bachelor of Science in Education
Philipine Women's University
Manila, The Philippines
1969

Master of Arts
University of South Florida
Tampa, Florida
1971

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Thesis Approved:

John C. Gardiner
Thesis Adviser

Thomas Berman

Dianna L. Newman

Robert B. Kamm

Norman N. Durham
Dean of the Graduate College

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CHAPTER I

INTRODUCTION

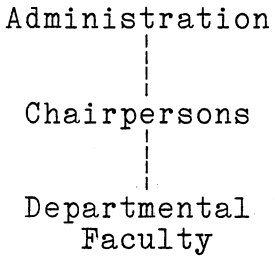
The academic department in the modern university is influenced by the interaction of a number of forces (Andersen, 1968; Dressel and Reichard, 1970). The first American college departments were established at Harvard University in 1739 (Andersen, 1968). Departmentalization became necessary in those early years when it was no longer possible for one tutor to teach all subjects. Even after assigning a particular subject to a single tutor, the increase in enrollment brought together several professors who were engaged in teaching a particular discipline (Thwing, 1906) thus leading to the creation of the academic department.

Andersen (1968, p. 206) defined the academic department as the "basic administrative unit of the college, housing a community of scholars that is relatively autonomous and responsible for instruction and research within a specialized field of knowledge." Huges (1976) stated,

> The academic department is the focal point for social interaction, identity, power, special interests, status, professional affiliation, institutional change, and most importantly, it has responsibility for the persuit and transmission of knowledge which has traditionally been the outstanding public purpose of academic institutions (p. 60).

Smart and Montgomery (1976) believed that in order to understand and enhance the organizational effectiveness of colleges and universities one had to recognize the importance of academic departments, since they constituted the fundamental organizational unit of the institution.

Reeves and Russell (1929) revealed that in all institutions surveyed, the faculty as a whole was organized into departments on the basis of subject-matter offerings. The departmental concept, as a way of organizing educational institutions into homogeneous groups, was widely accepted in the Anglo-Saxon nations (Van de Graaff, 1980). Anderson (1976) stated that disciplinary departments were at the heart of a modern comprehensive university. Department chairpersons occupied status leadership positions within the organizational structure (The terms department head, department chairperson, and department chairman are used interchangably throughout this research project.). They were directly responsible for the operations of their departments. Mobley (1971) indicated that department chairpersons held line responsibility, and were the pivots or middlepersons at the points where administration most directly contacted faculty. Bergman and O'Malley (1979) also suggested that the positions of department chairpersons should be perceived as being located hierarchically between the operating faculty (rank and file) and the full-time administrators (upper level manager). The hierarchy was illustrated as follows:



In Thailand, the administration of public universities was also arranged in the hierarchy of authority shown above. Department chairpersons were the key personnel for administrative relations with faculty members and with students (Hongam, 1981). Nevertheless for her study, Hongam categorized department chairpersons as faculty members.

Bergman and O'Malley (1976) further stated that the hierarchical positions of department chairpersons were generally not in question. There were roles to be played by the occupants of the positions that were problematic. The problem was illustrated by Roach (1976),

> The academic department chairperson is frequently compared to a blue collar foreman in a plant, because he is a person who sees that the job is done. While both jobs are difficult, the foreman has a well-defined job description, while the department chairperson's job is often ambiguous and ill-defined. Often there is no job description, and when the description does exist, it may be largely seen as a hodge-podge of duties described by some as a "laundry list" of undone duties and responsibilities pulled from throughout the school (p. 13).

Studies show clearly that the roles of department chairpersons in higher education may be the least understood, the least rewarding and the least desirable in Ameri-

can higher education. Andersen (1968) concluded that no administrative unit within the college or university had been so important, misunderstood, and maligned as the academic department. Dressel et al. (1970, p. 84) concluded that "the position of department chairperson is vague, often misunderstood, and not clearly perceived". Booth (1972) revealed that in interviews with each new chairperson in a major western university, each stated that he or she took the job because no one else would. Further, each chairperson said that there were few rewards for his or her work, but substantial risks of professional obsolescence since each had less time for his or her research and teaching. Thus, the position of the department chairperson seemed to be one which few sought, few enjoyed, and few retained for extended periods of time (Cawthon, 1977).

Need for the Study

As the growth of colleges and universities progressed, so that more students attended institutions of higher learning, the importance of academic departments, as well as the significance of the roles and responsibilities of the department chairpersons increased. Heimler (1967) indicated that 80 percent of all administrative decisions took place at the departmental rather than higher levels of educational administration. Corson (1975) noted,

> The department is the basic organizational building block of a college or university. The work

> for which the institution exists is carried out in a principal part through the departments. It exerts a major influence on decisions that determine the character of the institution, i.e., such decisions as determine the content of courses, who shall teach them, requirements for majors, the compensation and status of each faculty member, and what students shall be admitted to graduate programs (p. 250).

Trow (1977) indicated that the academic department was the central link between the university and discipline. Waltzer (1975) pointed out that a university's success depended on the success of its academic departments. Chairpersons were the key to success or failure of departmental programs (Mobley, 1971). McKeachie (1972), however, pointed out,

> Although the department chairpersons in most colleges and universities are key individuals in determining the educational success of the institution, they are generally ill-prepared, inadequately supported, and more to be pitied than censured (p. 43).

The duties of department heads are not clearly defined. Brann (1972) referred to these duties as difficult and ambiguous roles and so ill-defined that in many colleges no description of department heads' duties appeared on paper. In fact, department heads, the faculty they serve, and the administrators who depend on them often cannot agree as to what the heads should do on a daily basis. Falk (1979) pointed out that the first issue was the question of loyalty. Were chairpersons representative of faculty vis-a-vis administrators and other outsiders or administrators who

represented the interests of "management"? Lee (1972) said that the roles or the postures of department chairpersons were exceedingly difficult. In their own eyes, they were still primarily teachers who had assumed certain administrative tasks and responsibilities; they had not "sold out" completely by becoming heads. They were, therefore, quite often in conflict as to whether their roles were spokespersons for colleagues in the departments or the administrators who had to make decisions for the welfare of the college and university as a whole. Thus, the leadership roles of the department chairpersons in many universities were vague and enigmatic (Lutz and Garberina, 1979). As leaders, the department chairpersons represented the values and goals of administration. As Jennerich (1981) noted,

> Our mythology tells us, on the one hand, that chairpersons are collegial peers; yet in many departments that is not the case at all, despite the rhetoric to the contrary. On the other hand, we are told that chairpersons are first-line administrators; yet on many campuses they are not treated as such (p. 46).

Moreover, Brann (1972) noted,

> The department chairman is caught between students who want relevant education and sense they are being short-changed, faculty who believe he should provide them with ever-increasing salaries, decreasing teaching loads and such benefits as secretaries, space, books, and travel funds and above him is a dean a central administration who wants every penny pinched and accounted for and who produces a myraid of rules and regulations which limit the chairman's flexibility and options (p. 6).

Ahmann (1972) stated that each department chairperson was faced with a number of significant choices which had to be made with regard to one's perceived role. There were two critical choices: (1) Chairpersons might consider themselves primarily faculty members or academic administrators, and (2) Chairpersons might consider themselves primarily conveners and coordinators or educational leaders.

The decisions to be made with regard to those two choices may depend on variations in the life style of the individual, on one hand, and variations in the size and maturity of the department, on the other. The American Association of University Professors viewed department heads/-chairpersons as part of faculty. Despite the ambivalence and the vagueness of the roles, department chairpersons were the people who made the institution run (Brann, 1972).

Studies showed clearly that for many people, motivation to achieve in the chairpersonship was minimal (Bullen, 1969; Booth, 1972; Waltzer, 1975). The chairpersonship was perceived by many as "a drag, not a career opportunity" (Booth, 1972, p. 73). For example, Monson (1972, p. 37) contended that he took the chairpersonship with some reluctance because he thought of it as a "housekeeping job". In addition, it would seem that many chairpersons are not satisfied with their situations. Those surveyed in the McLaughlin study (McLaughlin et al., 1975) expressed contentment in teaching, research, and advising, but not in administrative responsibilities. Uehling (1977) found that a large percen-

tage of chairpersons did not intend to remain in positions due to lack of job fulfillment.

Waltzer (1975) noted that rarely was sufficient monetary compensation awarded to department chairpersons. Most felt that they could do equally well as able and productive faculty members and that, in many instances, they could make more money in other professional ways through extension teaching, writing, and/or consulting. Moreover, department chairpersons received little support or encouragement from their faculty. According to McKeachie (1972, p. 43), in many departments the attitude of the faculty toward a colleague who accepted the position was much like that of "nuns towards a sister who moves into a house of prostitution".

The lack of adequate time and sufficient compensation for the department chairpersons posed a basic problem to the functioning of institutions of higher learning. Heimler (1967) stated that the problem was that too often the positions of department chairpersons were held by faculty members who lacked the requisite qualifications for discharging the responsibilities of the offices. Moreover, the problem was compounded by the relatively rapid turnover of chairpersons in some colleges. Heimler (1967) provided an excellent review of the reasons for chairpersons' resignations,

> 1. An unwillingness to bear the burden of responsibility for the development and success of the department's program.
>
> 2. A dislike of the administrative details and clerical tasks associated with the position.

> 3. The greater degree of freedom and personal time associated with a full-time teaching assignment provides more opportunity for earning additional income through consulting, writing, and other off-campus activities.
>
> 4. The lack of an administrative frame of reference. College faculty are educated as teachers and scholars with a strong commitment to their discipline. Thus a department chairman often experiences role conflict. He finds the administrative tasks and leadership responsibilities of the chairmanship to be out of harmony and incompatible with his basic values, self-concept, and academic commitments.
>
> 5. The low status that administration has on campus relative to teaching, research, and scholarship.
>
> 6. The frustrations associated with administration of a department through existing personnel procedures.
>
> 7. The lack of administrative time and assistance to handle the position in accordance with the expectations of the chairman himself and of the departmental staff.
>
> 8. Heavy administrative responsibility without commensurate authority in the decision-making process.
>
> 9. The belief that there is no future in college administration (p. 160).

Dissonance and dissatisfaction have existed with regard to the department chairpersons and their roles in higher education. Uehling (1977) indicated that there was a great need to retain competent people in the chair positions. In order to accomplish this, an understanding of the factors which made the positions desirable, merely tolerable or undesirable was needed. Abbott (1965) suggested that an incentive system could eliminate this dissonance and produce

consonance. He stated,

> ... as long as individual elects to remain in an organization, he will perform to some extent according to the way his position has been defined for him. In doing so, he anticipates a relationship between the expected performance and the rewards which the organization has to offer. Whether these rewards are in the form of promotion, increased pay, or some other type of recognition, they are expected to be forthcoming when performance is in keeping with what the individual conceives his role to be.
>
> If the anticipated rewards are not forthcoming following performance, or if the rewards are perceived by the employee to be negative rather than positive for him, a condition of dissonance may be said to exist. In seeking an explanation for the condition of dissonance, the individual will tend to question the accuracy of his perceptions of the situation. Any shift in perceptions which occurs as a result of this questioning constitutes an altering of the cognitive orientation to accommodate the perceived disparities (p. 10).

Clark and Wilson (1961, p. 130) proposed that "the incentive system may be regarded as the principal variable affecting organizational behavior." In addition, Heimler (1967, p. 161) suggested that in order to attract and retain the ablest faculty members as department chairpersons, "sufficient incentives and rewards must be offered." The most obvious of these was the provision of stipends for those who served as chairpersons. Another way of attracting outstanding people was to promote to the top rank those selected from the lower ranks to serve as chairpersons of their departments (Heimler, 1967). Waltzer (1975) also suggested that, if the university was to be successful in recruiting and retaining competent department heads, it had to deal

directly with the incentives and rewards of the position.

Accordingly, Barnard (1950) suggested,

> It needs no further introduction to suggest that the subject of incentive is fundamental in formal organizations and in conscious efforts to organize. Inadequate incentives mean dissolution, or changes of organization purpose, or failure of cooperation. Hence, in sorts of organizations the affording of adequate incentives become the most definitely emphasized in their existance. It is probably in this aspect of executive work that failure is most pronounced, though the success may be due either to inadequate understanding or to the breakdown of the effecttiveness of organization (p. 139).
>
> .....
>
> Hence, from the viewpoint of the organization requiring or seeking contributions from individuals, the problem of effective incentives may be either one of finding positive incentives or of reducing or eliminating negatives or burdens (p. 140).

Statement of the Problem

The purpose of this study was to focus on incentives available to department heads at the three regional, public universities in Thailand. Only universities offering comprehensive curricula were used. The following research questions were considered:

1. What incentives do department heads perceive as currently being available?
2. What incentives do department heads perceive as ideally being available?
3. Do differences exist between department heads' perceptions of incentives that are available and their

perceptions of what should be available?

Definition of Terms

For the purpose of this study, the following definitions were used:

1. Academic Department refers to a division within college/faculty which is usually responsible for instruction, research, and service within a specific discipline.
2. Department Head refers to the person designated by the university as the official administrative head of department. The terms department head, department chairman, and department chairperson have been used interchangably throughout this thesis.
3. Regional public universities in Thailand refer to the three universities which are controlled by the government and offer comprehensive curricula. All are located in different provinces in Thailand. The three regional public universities are: (1) Chiangmai University--at Chiangmai Province, northern part of Thailand; (2) Khon Kaen University--at Khon Kaen Province, northeastern part of Thailand; (3) Prince of Songkla University--at Songkla and Pattanee Provinces, southern part of Thailand.
4. Tenure in Position refers to number of years that a department head anticipates serving as leader of a department.

5. Incentive refers to any object or event that tends to attract a person (or, in the case of negative incentives, to repel one). It may be something one expects to attain in the future, or something one is enjoying right now (Klingler, 1977). For the purposes of this research, incentives are used in two broad categories:
   1) Material Incentives refer to tangible rewards, which have monetary values or can easily be translated into ones that do (Clark and Wilson, 1962).
   2) Solidary Incentives refer to rewards which are basically intangible, that is, the rewards have no monetary values and cannot easily be translated into ones that do (Clark and Wilson, 1962).

Assumptions and Limitations

The study was based on the following assumptions and limitations:

1. Practicing department heads recorded their perceptions honestly as related to the actual incentives offered to them by their universities and the rewards they received.
2. Samples were randomly drawn from normal populations with the same variance.

3. The results of this study was limited in generalizability since only three regional public universities in Thailand were involved.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of the literature is divided into three sections. The first section presents an overview of the academic department, and a review of the research findings on role, power, and responsibilities of the department head. The second section describes the function of incentives. The third section provides a review of the incentives used in business and industry; however, more focus is on incentives used in education including higher education, and the incentives used for department head.

The Academic Department: An Overview

The historical development of the university department or division was not entirely clear in the literature. Dressel et al.(1970) explained,

> This lack of clarity is not surprising in view of the many forces that have helped to shape the modern university and that have resulted in individual departments which, in number, in size, in resources, and in range of functions, far exceed the departments of most colleges and universities existing prior to 1900 (p. 1).

They further indicated that specialization, the first factor leading to the modern departmental structure, was a gradual result of the increasing amount and organization of knowledge. The early American college was not departmentalized; however, the trend toward specialization in college and university curriculum, the needs of students, and the increase in enrollments were usually regarded as the basis for the development of the department in the American organization of higher education. Dressel and Reichard (1970) noted,

> It is apparent that the department in American higher education is not the result of any single force. Specifically, it is not drawn entirely from the German university, nor is it a result of emphasis on graduate education and research. Departmentalization of the undergraduate program was evident in numerous instance before graduate education had achieved any foothold. The departmental system was not forced upon the university by a well-defined organization of knowledge; rather, it resulted from a combination of orientations to social problems, vocational preparation, disciplinary interest, personal aspirations, and management concerns (p. 396).

Accordingly, Corson (1960) described,

> Departments have been created, schools have been formed, as initiative has come from each subject matter discipline or professional field. The growth has not come from institutional leadership so much as from the need to satisfy the requirements of individual area of teaching and scholarship and of growing professional fields (p. 85).

Moreover, Rudolph (1962) stated,

> Size alone requires departmentalization....It was

> not only a method of organizing an otherwise unwieldly number of academic specialists into the framework of university government; it was also a development that unleashed all of that competitiveness, that currying of favor, that attention to public relations, that scrambling for students, that pettiness and jealousy which in some of its manifestations made the university and college indistinguishable from other organizations (pp. 399-400).

Brubacher and Rudy (1976) indicated that the beginning of departmental organization was easily discernible at both Harvard and the University of Virginia in the second quarter of the nineteenth century. Andersen (1977) quoted Josiah Quincy's History of Harvard University which referred to something called a department at Harvard college in 1739,

> The zeal and anxiety of the Board of Overseers at this period extended not only to the religious principles held by the Professors and Tutors at the time of election, but also to the spirit and mode in which they afterwards conducted their respective departments (pp. 2-3)

By 1767, Harvard had four departments: Latin, Greek, Logic and Metaphysics, and Mathematics and Natural Philosophy. Dressel et al. (1970), however, noted that formal recognition of departments came nearly a century later. In 1825, the Harvard University was reorganized into six departments, this resulted from a student rebellion at Harvard in 1823.

During the same year, the University of Virginia began its instructions, and was organized into eight schools headed by professors. These schools were essentially the

equivalents of departments (Dressel et al., 1970). A year later, in 1826, James Marsh, the President of the University of Vermont, divided that institution into four departments and permitted students who were not seeking degrees to pursue the studies of a single department (Rudolph, 1962). Dressel et al. (1970) indicated,

> By the 1880s Cornell and Johns Hopkins had succeeded in establishing autonomous departments, but the real solidification of departmental structure and the academic rank system came in the 1890s. Harvard moved decidedly toward departmentalization about 1891-1892. Columbia was thoroughly departmentalized by the late nineties, with Yale and Princeton only somewhat slower in adopting this organizational style (p. 4).

With the development of the new specializations and increasing size, departmentalization had continued (Dressel et al.,1970). The department, then, was as much organizational as intellectual necessity. It was an efficient unit for making decisions about the curricula, student careers, and the appointments and promotion of staff--decisions that could no longer be made effectively or credibly by the president (Trow, 1977). Dressel et al. (1970) indicated that the department was both the refuge and support of the professor. The department provided his working space: an office, an adjacent classroom or seminar, and (for the scientist) a well equipped laboratory. Millett (1962, pp. 82-83) noted that "in every college or university the customary first grouping of faculty members is the department. It is the department which brings together all persons with

a common subject-matter interest. It is the department which expresses the common professional allegiance of the faculty." He further stated,

> Under the guidance or leadership of a chairman or executive officer, each deparment has a number of vital decisions to make. Ordinarily it is the department as a group which decides the general scope and specialization of subject matter to be undertaken in the course offerings. Ordinarily it is the department which determines the individual member who shall be invited to join the group, within the staffing limits established by the dean or the president of the college or university. Ordinarily it is the department collectively or through consultation of its senior members which decides whom to recommend for promotion in rank and for increases in salary. These recommendations may be reviewed by another group of academic personnel, but departmental recommendation is usually a vital first step in the process (p. 83).

Dressel and Reichard (1970) observed in their historical review that the department had become a potent force, both in determining the stature of the university and in hampering the attempts of the university to improve its effectiveness and adapt to changing social and economic requirements. They further pointed out,

> ... it soon became apparent that the reputation of a university depend upon the reputation of its departments and the scholars within them. Autonomy in the development of a department became necessity if the university was to achieve a national reputation (p. 387).

The academic department is not universally accepted as the best of all possible modes of academic organization (McHenry, 1977). Nevertheless, on many campuses, depart-

ments played an important role in determining action on personnel, curriculum, and research facilities (Brubacher and Rudy, 1976). According to Millett (1979), he indicated,

> I see no effective organizational arrangement for the learning process other than the academic department in a discipline or in a field of professional practices (p. 249).

He further insisted that the basic organizational unit of a college or university was the department, representing either an academic discipline or specialized field of professional practice. There were alternatives to the academic department, such as divisions of related discipline or schools and colleges without formalized subdivisions, but the fact remained that the academic department constituted the prevailing pattern of organization for the planning and management of the learning process and of research, creative activities and public services. Hughes (1976) agreed with him that the academic departments were the basic administrative unit in institutions of higher education.

Waltzer (1975, p. 4) stated that the academic department was "where the action is." Thus, the department is the key unit for the academic, as is reflected in a number of missions. Some of these missions are: instruction and advising of undergraduate and graduate students; postdoctoral fellowships; advising or consulting with professors from other disciplines; basic and applied researches; promoting departmental views and interests in the college and univer-

sity; promoting the discipline and professional nationa exploring interfaces of the disciplines; attaining natic recognition for the department; servicing business, industry, and governmental units. Some of these missions are of much greater concern to department faculties than others, and there is some variation among departments (Dressel et al., 1970). In order to understand colleges and universities, one had to understand the academic department.

Academic departments, which vary in their missions, are the primary management units of colleges or universities. Each department sets the work plan of a group of faculty to carry out desired work plans. The scope of departmental management includes departmental planning (policies and programs), academic affairs, faculty affairs, student affairs, budgetary affairs, and the evaluation of departmental performance (Millett, 1979).

Millett (1979) further stated that some departmental officers were more adept in departmental management and leadership than others. It was fair to say that too little attention was paid to the academic education and academic experience to the management role of individual faculty member and the academic department. A "successful" department almost certainly meant the presence of a competent executive officer. The effective performance of instruction, research, and public service reflected the effective management of an academic department.

The organizational structure of the university, as viewed by Perkins (1965), was the hierarchial structure which ranged upward from department through college, to university, state coordinating body, regional compact, national institution, and international body. Such hierarchial structure was also apparent in the organization of the university in Thailand. As noted in her doctoral dissertation, Hongham (1981) stated that the administration of Thai public universities was arranged in the hierarchy of authority as follows: the government, the rector, the vice-rector, the deans, the department chairpersons, and the faculty members. Deans and the department chairpersons were middle university leaders.

The Academic Department Head

The concerns for departmental governance and leadership emerged at the same time as departments did. President Eliot (1908) insisted that each department needed a chairperson, and a secretary. The policy to be followed in selecting the chairperson was a matter of grave consequence. Eliot noted that in small colleges which had one professor for each subject, as natural that he/she should always be treated as the head of his/her department; but in large colleges or universities which had many faculty members in a department, the principle of seniority was a dangerous one for determining the selection of the department head. He proposed that the selection was best made from time to time

either by the president, or by a faculty committee of which the president was a chairperson.

Hill (1911) agreed with Eliot that each department should have a chairperson. In his paper, "Departmental Organization," presented at the National Association of State Universities meeting in 1911, he stated "the type of organization quite common today is based upon the notion that only one man should have anything to do with the policies and the administration of a department and that all teachers in the department are to be regarded as his assistant" (p. 134). Hill (1911), however, believed that this was not proper role for the department head and he favored the chairpersonship leadership organization. Among the advantages seen by Hill (1911) to a chairpersonship structure were the following:

> 1. It is consistent with the organization of the larger groups of teachers to which the department faculties belong. They can vote on all questions of university policy, and on matters affecting the interests of the school or college to which their work especially belongs. If they vote, it is rational that they should vote on departmental policy.
>
> 2. It would tend to bring out in departmental discussions more than one educational opinion or viewpoint. It is a mistake to suppose that all wisdom in a department centers in its head or chairperson. His administrative or executive ability may have won him his position; but in scholarship, educational insight, and ideas, he may be inferior to other professors of the same department.
>
> 3. It would tend to give each teacher of professional rank a feeling of responsibility for the work of the department as a whole, that cannot

> be expected of him when all matters except those affecting the conduct of his own courses are settled for him by a colleagues designated "the head of department."
>
> 4. It would tend to encourage a loyalty to department and to the institution on the part of every teacher on the permanent staff, which is a highly important factor in the success of a university.
>
> 5. It would tend to set free every teacher's power of initiative, give greater essential harmony in departmental effort and provide greater flexibility of organization.
>
> 6. It would prevent a members of the faculty from getting the notion that the university is primarily a business corporation, and that the man held in greatest esteem is the one who can do administrative work rather than teach and investigate. The emphasis would remain on the educational ideals (pp. 135-137).

Also in 1911, Greene presented his paper, "Departmental Administration in American Universities," to the Association of American Universities in their annual conference. He made the following general recommendations concerning university departmental organization:

> 1. The department chairman should be a scholar of sufficient standing to justify his holding full professorial rank. Moreover, he should be chosen with a view to getting something more than the smooth running of departmental routine. He should be expected to take the initiative in the consideration of larger problems which concern the development and the efficiency of the department.
>
> 2. Assignment to a chairmanship should be quite independent of seniority, and for a limited term. The assignment should be made by the president after informal conferences with members of the department concerned.

> 3. In large departments, the chairmanship may prove a serious burden for the man who desires to continue his distinctly scholarly activities. Thus, a junior member should be assigned to the routine tasks with some definite recognition of the service performed, perhaps through the title of secretary and a special stipend.
>
> 4. Questions involving general policy should be considered in departmental meetings (pp. 25-26).

Reeves and Russell (1929) surveyed various institutions and concluded the duties of a department chairperson which could be summarized as follows:

> 1. To recommend the courses to be offered by the department, subject to approval of the dean or the president.
>
> 2. To recommend the time schedule of the courses to be offered during any given semester or term.
>
> 3. To make recommendations, subject to approval of the dean or president, regarding work offered and required for a departmental major or field of concentration.
>
> 4. To make recommendations to the president of persons to be employed as instructors in the department.
>
> 5. To make recommendations to the president regarding salary changes for all instructors in the department below the rank of the department head (pp. 76-78).

In 1952, Mevey and Hughes referred to the chairperson of a department as the presiding officer at departmental meeting who was held responsible for routine work. On the other hand, the head of a department was usually regarded as the leader of the department, set the space and maintained

the standards. When department heads were elected, occasionally an associate professor and sometimes an assistant professor were chosen. Where department heads were appointed or selected, it was exceptional for any other rank other than that of a full professor to be chosen.

Whether the position be "head" or "chairperson" of a department, it is one of the most important positions in the administrative structure of the college or university. The role of the department head/chairperson has never been clearly defined. On many campuses, chairpersons are perceived by the faculty as their representatives, both in managing the internal affairs of the departments and in handling departmental relations with deans, vice presidents, the president, other departments and the faculty as a whole. On the other hand, administrative officers would like to regard chairpersons as administration's firstline supervisors, ones who carry out institutional policies within departments and are concerned with budgets, faculty appointments, teaching and reserach assignments (Douglass and others, 1980).

Not only is there little agreement concerning the role of the department head, there is ambiguity concerning methods of selection. As Mobley (1971, p. 321) stated that there was much debate over the appropriate procedures for selecting chairpersons. "Traditionally, in many universities, this position was filled by an appointed department head who frequently served for life. But in recent years, many colleges and universities have adopted a system that

provides for greater faculty participation in the selection." He concluded that, the characters, status, and functions of department heads or chairpersons seemed to influence the choice of selection methods. He further noted that selection methods spanned a continuum ranging from the autocratic head appointed by the dean with no input from the faculty to the head elected by the faculty with no input from the dean. If the head was appointed by the dean without consultation with the faculty, he tended to assume an administrative posture. If elected by the faculty without consultation with the dean, he would assume the posture of a faculty member.

R. K. Murray (1964), after completing his visits to twenty-two institutions, most of them under state control, concluded,

> Obviously they possessed no common departmental structure or modus operandi. Yet, collectively they displayed a discernible pattern of departmental development which was intimately connected with university size, general campus administrative complexity, and institutional prestige (p. 288).

He proceeded to describe his five stages of departmental development, in which the roles of chairpersons ranged from the "dictatorial" (stage 1) to "virtually nonexistent" (stage 5). In addition, Dressel et al. (1970) indicated that the roles and power of the department chairpersons had received some systematic investigation. They felt that perhaps, in 1953, the most extensive empirical work was

done by Rev. Edward Doyle on the department chairpersons in thirty-three small private colleges. Dressel stated that in Corson's (1960) book, Governance of Colleges and Universities, his comments on the role of academic department were based largely on Doyle's study. In his study, Doyle (1953) concluded that most department chairpersons were selected on the basis of three criteria: (1) teaching experience, (2) teaching ability (3) administrative talent. He also found that only two of the thirty-three colleges had rotating chairpersons; and only four specified the term of the office. These chairpersons spent most of their time teaching but not on administrative details. Least time was spent in supervising new professors, although about half felt it was important (Dressel et al., 1970).

Corson (1975) pointed out that either the department chairperson was selected by the dean, the academic vice president, or the president, or elected by members of the department; in most institutions, the tenure of the chairperson was indefinite but occasionally limited to three to five years. The selection was usually based more on teaching ability and seniority than on any demonstrated capacity for administrative leadership.

Falk (1979) indicated that the most definitive study of the role of the department chairperson yet made was conducted by Charles H. Heimler in 1967. The study listed sixteen tasks which Heimler thought the department chairperson should have had carried out. These ranged all the way

from "improving instruction" to "writing students' records for employment."

Attempts to measure the power of the chairperson as perceived by the faculty were made by Hill and French (1967). They found that chairpersons were perceived to have less power collectively than any other administrative or faculty group. They reported, however, that there was great variability for individual chairpersons; in departments where the faculty reported relatively great power for the chairperson, the faculty satisfaction and productivity were also relatively higher.

Leslie (1973) cited the work of Gross and Grambsch to indicate that the power of the department chairperson was low. The only power the chairperson had was over clerical and maintenance functions of the department, not the managerial function. He further stated,

> Department chairmen are usually hemmed in on both sides by conflicting modes of decision-making authority. They are bound on the one hand to respond to the formal organization authority exercised by institutional officials, while on the other hand they are bound to respond to the expertise on professional competence of the faculty with whom they work (p. 425).

Heimler (1967) pointed out that chairpersons were part-time administrators. Teaching, research, and scholarship were their main interests. The responsibilities of chairpersons fell into three categories: administration, faculty leadership, and student advising. Johnson (1976)

also stated that the three major roles of the department chairpersons were those of administrators, faculty colleagues, and student mentors.

A study at the University of Alabama by Bullen (1969) was designed to determine the perceptions of selected deans, department chairpersons, and faculty members regarding the department system and chairperson's role. The most significant findings were that (1) teaching faculty generally had no ambitions toward becoming department chairperson; (2) the opportunity to incorporate personal ideas was a major factor in an acceptance of a chairperson's position; (3) development of a composite profile of desirable characteristics should be utilized in the selection process of a chairperson; (4) respondents favored a defined term of office for the chairperson; (5) too much of a chairperson's time was absorbed in clerical tasks; (6) respondents interpreted the chairperson's role in faculty-administration conflicts as one of an arbitrator and meditator of disputes; (7) considerable departmental isolation existed; (8) respondents generally opposed the use of the committee system as the main method of disposing of all departmental business; (9) efforts were almost non-existent to define departmental objectives in quantitative terms; (10) considerable autonomy existed in the colleges and departments investigated with regard to the development of academic programs; (11) standardization of staff recruitment procedures was generally non-existent; (12) respondents generally felt that teaching

could not be adequately evaluated by the chairperson; (13) budgetary controls appeared to be the most restricting factor in a chairperson's performance and plan for department development.

In the study conducted in 1970 at four large midwestern universities, Novick investigated the chairperson's governance role as perceived by faculty, officers of central administration, and chairpersons. Some of his findings and conclusions were as follow: (1) in the chairperson selection process, chairpersons, faculty, and administrators felt that administrative ability and previous departmental administrative experience were highly important selection criteria; (2) faculty had only a limited concern for departmental affairs unless the faculty members perceived some encroachment on their personal areas of interests; (3) most administrators stated that chairperson membership on the university policy committees, other than the budget committee, was unimportant; faculty, on the contrary, urged that chairpersons' participation should have increased; (4) a majority of chairpersons responding expressed preferences for continuing with their own teaching responsibilities; however, faculty and administrators preferred that chairpersons spent more time on administrative functions; (5) administrators believed that chairpersons had substantial influence in instructional matters, while faculty said that their influences were minimal; (6) chairpersons were rarely consulted by the officers of central administration on all-university

academic matters; (7) staffing, planning, and organizing were considered the most important chairpersons' responsibilities by all respondents.

Mclaughlin et al. (1975) surveyed department chairpersons in thirty-eight state universities which awarded the Ph.D. degree. The study suggested that the department chairpersonship should be viewed from two perspectives: (1) the role required for the position, and (2) the development of individuals for these roles. The duties of the department chairpersons were found in three major areas: academic, administrative, and leadership roles. The authors concluded:

> The 1,198 respondents to the questionnaire indicated that they feel most comfortable in the role of the academician, although frustration occurs because of competing demands on their time by administrative and leadership functions they are required to fulfil. Although they state they derive the least enjoyment from the administrative role, they recognize the importance of the activities associated with it. Leadership and decision-making incorporate both positive and negative aspects; but, in general, the department chairpersons surveyed felt both are important functions from which they derive satisfaction, if not pleasure (p. 259).

Zucker (1978), in surveying department heads, concluded that the most important tasks as perceived by the heads were as follows: (1) leadership by persuasion within their institutions, (2) evaluating faculty and staff, (3) recruiting faculty, (4) developing programs, and (5) improving instruction. Mclaughlin and Montgomery (1976, p. 79) noted that

"the department chairperson may or may not have wide powers, but the person certainly is a part of a potentially powerful group within the college." As Hill and French (1967, p. 549) observed, "the real power in colleges is not centered in the administrative authority system, but in the departments where all important decisions are made by the colleguim, or community of scholar." McKeachie (1976, p. 117) noted "the acquisition of power depends partly on the length of the chairperson's term."

The higher education community is coming to the realization that the role of the department head is probably one of the most important in the governance of colleges and universities. Thus, there has been a growing awareness of the importance of research on university department heads. Heimler (1967) indicated,

> Considering the major role that department chairmen play in college administration and faculty leadership, it is likely that systematic research in this area of higher education can contribute materially to improving the effectiveness of college programs and services (p. 163).

The Function of Incentives

Barnard (1950) stated that an essential element of organization was the willingness of persons to contribute their individual efforts to the cooperative system. He added,

> The contribution of personal efforts which constitute the energies of organizations are yielded by

> individuals because of incentives. The egoistical motives of self-preservation and of self-satisfaction are dominating forces; on the whole, organizations can exist only when consistent with the satisfaction of these motives, unless, alternatively, they can change these motives. The individual is always the basic strategic factor in organization. Regardless of his history or his obligations he must be induced to cooperate, or there can be no cooperation (p. 139).

Clark and Wilson (1961, p. 130) noted that "all viable organization must provide tangible or intangible incentives to individuals in exchange for contributions of individual activity to the organization." Langsner and Zollitsch (1961) indicated that no other reward, no other incentive could be so effective as a continuous financial reward. Leaders in commerce and industry recognized the philosophy as commented by Mr. Greenwalt, President of E. I. duPont deNemours & Company,

> Human nature is motivated by several types of incentives, some by the desire for prestige and recognition, some by pride of accomplishment or the knowledge that they have done their best and others by the desire for power and the ability to command the services of others, but the strongest and most widely accepted of all is financial incentives (p. 464).

Incentive systems vary, not only within organizations, but also among organizations and organizational types (Cawthon, 1977). Clark and Wilson (1961) described three types of incentive systems: (1) material incentive systems in which the organization's rewards were tangible, i.e., the rewards that had monetary values or could easily be trans-

lated into ones that had; (2) solidary incentive systems in which rewards were basically intangible, i. e., the rewards that had no monetary values and could not easily be translated into ones that had. These inducements varied widely, and they derived in the main from the act of associating and included such rewards as socializing, congeniality, the senses of group membership and identification, the status resulting from membership, and the maintenance of social distinction; (3) purposive incentive systems in which rewards were also intangible, but derived in the main from the stated ends of the association rather than from the simple act of associating.

According to Barnard (1950), he termed the process of offering objective incentive "the method of incentive," and the process of changing subjective attitudes "the method of persuasion." He noted that in commercial organizations the professed emphasis was apparently almost wholly on the side of the method of incentive. In religious and political organizations, however, the professed emphasis was on the side of persuasion. In fact, especially if account be taken of the different kinds of contributions required from different individuals, both methods were used in all types of organizations.

Barnard (1950) distinguished two types of incentive methods: (1) specific, those that could be specifically offered to an individual; and (2) general, those that were not personal, i.e., that could not be specifically offered.

Specific incentives were, for example, material inducements, personal non-material opportunities, desirable physical conditions, and ideal benefactions. General incentives included associational attractiveness, adaptation of conditions to habitual methods and attitudes, the opportunity of enlarged participation, and the condition of communion.

The method of persuasion was based on the following assumption. If an organization was unable to afford adequate incentives to the personal contributions it required, it would perish unless it could by persuasion so change the desires of enough people that the incentives it could offer would be adequate. Persuasion included the creation of coercive conditions, the rationalization of opportunity, and the inculcation of motives.

Simon (1976) noted that to the employees of a non-volunteer organization the most obvious personal incentive that the organization offered was a salary or a wage. He further stated,

> What determines the breadth of the area of acceptance within which the employee will accept the authority of the organization? It certainly depends on the nature and magtitude of the incentives the organization offers. In addition to the salary he receives, he may value the status and prestige that his position in the organization gives him, and he may value his relations with the working group of which he is part (p. 116).

Thus, in setting the employees' task, the organization must take into consideration the effect that its orders might have upon their realization of these value.

Incentives Used in Business and Industry

There is a growing awareness of the use of incentive and recognition programs to promote safe work practices, increase factory output, decrease absences, decrease employee turnover, attract able employee, and increase learning in the early day. As incentives became more and more popular, various plans were offered to business and industry such as bonus systems, profit sharing, group profit sharing, increased wages, and employee contests. Bass and Barrett (1981) noted that it was very difficult to determine which incentive system was preferred by the workers, since most evidence suggested that workers tended to favor whatever system they were working under at the time of interview or survey.

In a doctoral dissertation completed at Stanford University in 1973, McCusker studied the underutilization of university graduates that arose from an inappropriate incentive system in Thailand. He sampled and interviewed two groups of university-educated Thais: (a) 150 former civil servants from the Ministry of National Development who were then working outside the government, and (b) 150 civil servants in the same ministry who had always worked in the government. The survey revealed that underutilization of manpower in the Thai Government manifested itself in one of two ways: (1) the individual civil servants worked in positions that were outside their fields of training; or (2) the civil

servants worked in their fields of training but did not utilize their trainings to adequate degrees. Other available data indicated that the first type of underutilization existed throughout the Thai Government.

An analysis of the historical evolution and the present structure of incentives in Thai Government showed that underutilization of the first type was associated with cultural factors such as prestige and rank, as well as with deference to superiors. As for the second type of underutilization, the analysis indicated that low salary, slow promotion, inadequate supporting facilities, and outmoded administrative practice were the major contributing factors.

A comparison of the incentive structures in the government and nongovernment (private) sectors revealed that a wage gap existed: the private sector paid from two to four times more than the government for Thai university graduates in certain fields. This wage gap was widened rather than narrowed when salary supplements and fringe benefits were incorporated in the comparison. The gap enhanced mobility of some university graduates from government to nongovernment employment notably private firms, state-owned enterprises, and international organizations.

Although monetary factors were important in explaining the occupational choices and mobility of Thai graduates, other incentives were also identified. These included prestige, security, and professional expression. Thai university graduates, in deciding to leave or to stay in the Min-

istry of National Development, appeared to make trade offs between one or more of these major incentives. In general, the person who resigned appeared to trade off security and prestige for financial gain and opportunities to develop themselves professionally.

His recommendations were made directly toward modifications and improvements in civil service administration and educational planning. His recommendations included: increased salary, increased numbers of upper grade positions, and more equitable distribution of such positions among government ministries; improvements in supporting facilities to increase the productivity of government employees. Regarding the educational plan, his recommendations included: equating starting salaries of local and foreign Bachelor's and Master's degree holders; increasing the contacts between schools, universities and employers; fostering the expansion and improvement of professional associations; and integrating educational planning with labor market planning.

Training (1980) recently surveyed more than 500 human resources development people. Almost half (49%) reported that their organization had a program(s) for non-sales employees in some tangible fashion, in recognition and/or rewards for good performance or increased productivity.

Various attempts have been made to spur managerial employees to achieve managerial goals. Every company has a compensation plan for its managerial personnel. The objective of supervisors' (foremen's) compensation is similar to

those of compensating nonmanagerial employees, that is, to pay an adequate equitable salary that will not only attract and hold competent employees, but also motivate them to perform according to their capabilities and in turn to reward them accordingly (Langsner and Zollitsch, 1961).

Langsner and Zollitsch (1961) noted that in designing an incentive plan for supervisors, it was important to keep in mind that there was no ideal single plan that would fit all organizations. They proposed,

> Each plan should be tailored to the specific requirements of the company concerned. Each plan needs to be integrated into the total compensation picture as it is only one of all the aspects of wage and salary administration. Every plan needs to be reviewed and evaluated periodically so that it may be adjusted to changing conditions, thereby maintaining its effectiveness in the long run (pp. 644-645).

Bonus, profit sharing, and commission were known as incentive plans. Most supervisory incentive plans were referred to as bonus; however, no matter what the incentive plan was called, the basic objectives and principles were the same.

In 1962, Doge, Harry Robert examined the non-financial incentives motivating first-level sales executives. The information for their works were gathered from personal interviews with sixty-five first-level and thirty-four top-level sales executives in thirty manufacturing firms. The findings indicated that first-level sales executives were conscious of six non-financial incentives in their current job

environment. These were status, achievement, opportunity, loyalty, recognition, and security. The same incentives were predominant in promotion, related to the promotional experience or what was envisioned once the individual had attained the position.

In 1976, McClelland and Burnham examined the motive scores of over 50 managers of both high and low morale units in all sections of a large company. They found that most of the managers (over 70%) were high in power motivation compared with people in general.

Incentives Used in Education

The use of incentives in educational practice was universal. Incentives, whether or not they were identified as such, existed for all participants in the educational process (Jung et al., 1971). A great deal of research attention, however, has been directed at the problem related to the design of rewards and incentive structures for teachers rather than administrators (Bruno, 1981). Isherwood and Tallboy (1979, p. 160) pointed out that "comparatively little is known about the inducements or rewards in the school system which attract teachers to, and keep them in, the role of principal." While a number of studies had been made for worker rewards in industry at all levels, the few studies that existed in education tended to concentrate on students and teachers not administrators (Isherwood and Tallboy, 1979). Wilson (1980) explained that merit pay was

incentive pay that encouraged the optimum performance of all individuals within an institution. It was a positive oriented approach, rewarding those who surpassed the minimum level of performance, but in no way penalizing those who chose to function at the "entry level." Wilson (1980) added,

> A system of merit pay rewards the industrious teacher. Without rewards, there can be little incentive for teachers to give themselves beyond "maintaining" the classroom. Failure to reward those persons who do go beyond the minimum level of performance can only breed a system of inequities (p. 25).

Wagoner (1969) believed that competition was the best incentive for education. He further reported that the current orientation was that better pay for all teachers would eventually make all teachers better. He argued that excellence could be achieved only by placing teachers on a competitive basis with a salary based on merit.

A study at the University of Southern California, in 1972, conducted by Sewell, indicated that both the inner-city and suburban teachers considered "reduced class size," "bonus salary," and "larger raises for inner-city teacher" most likely to encourage tenured teachers to teach in inner-city schools. Also in 1972, Lubinsky and Mitchell suggested implementing industry's Scanlon Plan in education. This plan had three essential aspects: (1) group incentives for all employees in the organization, (2) a negotiated objective basis for distribution of rewards, and (3) a for-

mal system by which employees participated in decisions concerning the management of the organization. The incentive was monetary: a bonus distributed as a proportion of wages and salary to all employees.

Lortie (1975) found that psychic rewards such as enjoyment of one's work was far more important to classroom teachers than was an extrinsic reward like wages.

In 1979, Isherwood and Tallboy investigated the work related rewards of elementary school principals. The results revealed that for the principals, the most rewarding item was "working with young people," followed by "interpersonal relations with students," "being part of the school team," and "developing the school curriculum." Moreover, the data suggested that "a principal's reward system is characterized by a series of dilemma." Acceptance by staff might mean that the opportunity for advancement, was not seen as a reward. Or, conversely, if a principal sought advancement, then he might have to put some distance between himself and the staff. Furthermore, they found that a principal's age was related to his perception of the position plan as a reward; for example, it seemed that younger principals would seek rewards more from students and superiors.

Recently, a large urban school district, under court order to desegregate its schools, implemented an incentive program by offering an eleven percent salary increase for teachers willing to serve at racially isolated school sites. The goals of this pecuniary benefit type of the incentive

plan were to increase staff stability at the school sites and improve instructional quality (Bruno, 1981). Bruno (1981) indicated that nonpecuniary benefits were at least as important as pecuniary ones. He further noted that an emphasis on pecuniary benefits without consideration of nonpecuiary might lead to designs which were not only ineffectual but counterproductive to meeting stated school objectives.

Incentives Used in Higher Education

Clark and Wilson(1961) classified three types of organizations on the basis of those three types of incentive systems they described. They classified universities among "solidary organizations" because in their opinion, universities principally relied upon solidary incentives to motivate their employees. Hoenack (1977), however, pointed out,

> Given the non-authoritarian traditions of universities, the complexities of their operations, and the diversity of their personnel, incentives must meet a number of criteria if they are to be effective in academic planning (p. 202).

Wilson (1980) proposed that if colleges and universities were to remain quality institutions in our society, professors had to be encouraged to go beyond the mere holding of classes. There had to be some incentives, sufficiently attractive, to entice them into other arenas of professional growth.

The concept of "incentive analysis" is often regarded as distasteful and inappropriate when it is applied to professionals in a university environment. Some faculty argued that dedication, professional standards, and self-selection factors influenced the quality and quantity of their works to a greater extent than did any external system of rewards or incentives. They said that the attempt to reduce complex motivations such as "scholarly dedication" or personal rewards associated with effective teaching to an elementary "stick-carrot" system was futile and non-productive. On the other hand, most faculty would agree that certain types of tangible "rewards" (raise, promotions, research funding) were desirable and did at least contribute to an admittedly complex set of personal motivations (Fenker, 1977).

In his doctoral dissertation completed in 1959, Goff interviewed 72 engineers--12 from each of three leading unversities and three leading companies. The purpose of this study was to determine what incentives were operative in attracting and retaining engineering teachers. The study revealed that there was a significant difference in the feeling of the two groups regarding the importance of fringe benefits, free time, opportunities for self-improvement, earnings, general atmosphere on the job, prestige, and working conditions. A majority of each sample felt that the university teaching career offered greater advantages than did industry in all aspects--free time, opportunities for self-improvement, opportunities for research service to

society, freedom to plan and carry out job, a feeling of security, general atmosphere, prestige, working conditions and type of associates--but earning.

Patton (1975) concluded that incentives designed to attract individual faculty members and encourage departmental participation in extended degree programs had to emphasize financial prerequisites as well as enhance promotional opportunities.

In 1976, Kaufman analyzed the incentives and rewards offered to faculty in order to induce their participation in higher education consortia. He found that specific incentives and rewards for faculty participation varied widely among consortia and member institutions. These incentives ranged from released time, travel funds and special payments to specific recognition regarding salary, promotion and tenure. A number of institutions were found to offer no incentives at all. Kaufman concluded that it was the responsibility of institutional administrators as well as consortium personnel to support their nominal commitments to inter-institutional cooperation by creating a climate which supported faculty initiatives and participation by recognizing these efforts in the institution's own structure. The nature of specific rewards should be considered secondarily important as compared with the creation and maintenance of an institutional climate where cooperation was to be of high value.

In 1977, Fenker studied university incentive structure. The major results could be summarized as follows: (1) it was possible to define and rate the relative importance of the major institutional incentives at a private university; (2) differences in preference for the incentives existed across faculty ranks and across the various colleges of the universities; (3) certain monetary incentives such as recognition for teaching or research excellence received high rating on the preference scale; (4) major professional incentives such as promotion, tenure, or sabbatical leave were rated highly by all faculty ranks and colleges; (5) there was a considerable discrepancy between the perceived probability of receiving any of the incentives for a variety of work behaviors and the ideal correlation between work and reception of incentives; and (6) although the discrepancies mentioned in (5) were generally greater for teaching-related behaviors, they could still exist to some degree for research activities. Also in 1977, Hoyt and Reed found that there was a modest but significant correlation between ratings of teaching effectiveness and percent salary increased.

Danskin (1979) reported that the problem faced by the regional universities in Thailand resulted from the difficulty in attracting qualified staff members. Teachers were reluctant to move out to the provinces which were seen as a backwater, even when the teachers were offered added incentives, such as housing subsidies. In 1979, Dorn, studied the staff attitude at a vocational technical institution

regarding the concept of merit pay. The results indicated that: (1) the administrators' group was most supportive of an incentive pay plan; (2) $1,001-3,000 was the amount considered most appropriate for encouraging participation in a merit system; (3) personal characteristics was most frequently chosen to determine eligibility for merit pay; and (4) most respondents did favor some forms of merit pay. In 1980, McAler found that additional compensation might be operated as an initial incentive for participation in extended duration.

Incentives Used for Department Head

In 1977, Cawthon reported that no literature dealing specifically with incentives for the department head in higher education had been found. His study, "An Analysis of Incentives for Department Head in Higher Education," focused on a population of ten state-controlled, doctoral-granting universities in the Southwest; 210 department heads and 28 college deans were identified as two sample groups in the study. One of his major findings was that there were significant differences between the perceptions of the two groups as these perceptions related to attractiveness of possible rewards for the department heads. College deans, as attractive to department heads, rewards which were usually identified with administrators in higher education: salary, autonomy, clerical support, promotion, and understanding by their subordinates (faculty). Department heads,

on the other hand, perceived as attractive rewards which were traditionally identified with the faculty: academic development, research opportunities, salary, teaching opportunities, and understanding by their superordinates (administration).

During the same year, Uehling (1977) stated that there had not been any study related to factors which influence a chairperson's willingness to remain in the position or move to another institution in the same or another administrative position. She studied the perceptions of department chairpersons in three types of institutions regarding condition of their employment, future career expectations, and conditions under which they might change position or institutional affiliation. The results revealed that a large percentage of respondents from all three institutional types did not intend to remain as chairpersons more than five years. The two most common reasons given as the likely factor for discontinuance as chairpersons were the end of a pre-set term and a personal desire to teach and to do research. A substantial portion of respondents checked "other" as likely factor for determination. Half of these cited retirement as the expected cause for leaving the position. The other reasons given included a variety of dissatisfactions, and the conviction that leadership change would be good. Examples of the dissatisfaction were frustration with higher administration, faculty dissatisfaction, erosion of departmental autonomy, institutional red tape, and

exhaustion.

In examining the important factors which influenced chairpersons to move in from one chairperson position to that in another institution of either greater or lesser prestige, Uehling came up with three general findings: (1) there was a greater willingness to move in institutions of greater prestige than lesser; (2) there was a relative unwillingness to move to either less or more prestigious institutions under any of the three employment conditions of no tenure, unimproved salary, renewable or nonrenewable terms; (3) tenure and salary were much more important considerations than terms of office.

In 1977, Booth pointed out that it was necessary to look for and encourage development of people within departments who could move into chairpersonship and assume positions of responsibility and educational leaderships. He suggested,

> We must broaden faculty perceptions of what a department can be and how a competent chairman can help it move ahead. We must ensure that those with readership potential read or have access to administrative and educational publications which evoke a generalized interest in the role of the chairman. This interest gains focus when faculty members meet with or observe distinguished chairmen on or off campus. While these activities will have some effect, the major influence on recruitment may be the perceived quality of the concepts administrators hold. If administrators feel what they do is important, it should be obvious to the faculty (p. 85).

Booth (1977) noted that there should be a reward for department chairpersons. Some suggested financial compensation, additional secretarial staff, or assistance. An equally appropriate incentive would be to count each year of service as two years toward an early sabbatical leave. He noted that this method was the current policy of the University of Windsor.

Snyder et al. (1978) indicated that academic faculty members who were department chairpersons differed from their colleague who involved exclusively in teaching and research by being primarily attracted by the power and formal authority vested in the administrative position.

Smith (1979), in his survey of workload and compensation among department heads at category IIA institutions, found that the administrative workload for heads was obviously related to the extent of their teaching-load reduction and to the amount of help they received. Only two heads, who represented very small departments, reported no teaching reduction. The most common reduction by far was 50%--the figure which was reported by almost half of the heads. Smith, however, pointed out that dealing with monetary compensation had been the most problematic part of the survey and report because of the variety of arrangements and the lack of standard measurements. Heads might received added compensation in the form of higher raises and/or faster promotions than they might have expected had they limited themselves to teaching. In fact, 53 percent of the responses

indicated that their pays and/or ranks had increased as the results of their becoming heads. It was quite clear from the responses that very few institutions had any systematic way of deciding these matters. Most heads indicated that practices had been established before they assumed office or were set by the dean or vice-president, either arbitrarily or in negotiation with the individual. Some indicated that released time and/or extra compensation were fixed by board policy.

In 1980, Douglas and others, studied 273 faculty contracts regarding the chairperson's collective bargaining status with respect to released time and compensation. They found that, twenty-nine percent of the agreements provided for released time while nineteen defined the specific reduction in credit hours chairpersons were entitle to. The majority of these agreements provided for a reduction of five to seven credit hours per academic year. Others specified that released time was to be based on either the number of faculty in the department and/or the number of full time equivalent students generated by that department.

Regarding the extra compensation for department chairperson duties, twenty-two percent of the agreements specifically contracted additional compensation. Nearly seventeen percent included that compensation factor of $651-1,050 was most prevalent.

Bennett (1982) pointed out that the typical responsibilities of the chairperson seemed to cancel out features which attracted many people to be the professoriate in the first place, such as maximum freedom from deadlines, budgetary demands, and various forms of accountability. The chairperson lost most of such freedoms, at least in the degree that other faculty members enjoyed. Thus, he believed that it might be instructive to learn what chairpersons regarded as some of the compensating factors. In 1982, he surveyed a variety of chairpersons, who were participants in workshop for department chairpersons conducted by the American Council on Education. His first open-ended questionnaire item, to which participants responded anonymously, was a request for the reason for their accepting the positions of department or division heads. Bennett (1982) revealed that results could be grouped into two major areas: one related to personal, and the other to institutional or disciplinary concerns and interests.

The first area involved a variety of personal and individual concerns. One common refrain was a felt need to increase personal responsibilities such as "the position offered much opportunity for personal growth," "I felt that I had some administrative or management abilities and I wanted to try them out." A number of individuals commented on the need for a change in their daily routines such as "I was out from teaching a full load." Further, several individuals indicated that when asked to serve by their fellow

faculty members, they felt it difficult to refuse. Some responses indicated that serving in the department or division chairpersonship was part of a long term professional career plan. Other personal considerations such as salary also played roles. Some indicated that the sense of promotion was important.

Others, however, viewed the move as an obligation than a promotion. These respondents viewed the position of chairperson as a shared responsibility, an inevitable task falling to senior faculty members. Thus, some responses were: "The chair rotates among our faculty, and I thought it was my time."

The second major area of Bennett's response emphasized institutional and departmental opportunity and responsibility. Many chairpersons wrote about a need to correct existing problems. some indicated more broadly that the main inducement was the opportunity to influence the future of the department and to break new ground. Others emphasized the importance of maintaining and reviewing as well as developing programs.

In addition, Bennett found that not all individuals were happy in the position. When asking respondents to complete the sentence "If asked to serve another term I ----." Some indicated that the rewards were incommensurate with the duties: "The responsibilities and the accountability requirements seem to outweigh the emotional rewards. If financial 'rewards' continue to decrease proportionately and

someone else arises who could take the position, why should I stay?"

Bennett (1982) proposed that institution needed to be sensitive to those concerned. Additional released time could compensate for modest stipends. Clarifying the requirements for promotion was essential and credit ought to be provided for the contributions one made as a chairperson.

No literature was found which dealt with the incentives used for department heads at regional public universities in Thailand. This research project is an initial attempt to conduct such study.

Summary

In the first section of the review, it was pointed out that the academic department was the basic administrative unit for most institutions of higher education. It was the main unit for planning and management of the learning process, as well as for research, creative activities and public service. Academic department heads/chairpersons were directly responsible for the operations of their units. Although, there have been many studies conducted on the roles, responsibilities and powers of department heads, there have never been clearly defined. Not only is there little agreement on the head/chairperson's role, but there is also ambiguity concerning the method of his or her selection.

In the second section, the researcher reviewed the function of incentives. In summary, incentives varied not only within organizations, but also among organizational types.

In the third section, it was indicated that incentives had become more and more popular as various plans were offered to business and industry. In education, attempts had been made to provide incentives similar to those used by business and industry, primarily monetary rewards for performance. Very little research had been conducted on rewards for department heads in higher education. The few related studies were cited. There is no known investigation completed or in progress which hopes to consider the incentives used for department heads in the regional, public universities of Thailand.

CHAPTER III

METHODOLOGY

This chapter reviews the procedures which are used in conducting this research study. It is divided into five areas: (1) design of the study; (2) population and sample; (3) research instrument; (4) data collection; and (5) data analysis.

Design of the Study

The descriptive-survey method was chosen as a technique for gathering the needed data. Van Dalen (1966) described three types of information obtainable from such a survey:

(1) Existing status;

(2) Comparisons of the status and standards; and

(3) Methods and means of improving status.

A descriptive study determines and reports the way things are (Gay, 1981). A useful function of descriptive studies is to gather practical information which may be relavant for the improvement or justification of an existing situation. Such studies can also provide a foundation upon which further research can be conducted (Van Dalen, 1966).

Population and Sample

There are fourteen public universities and equivalent degree granting institutions in Thailand. Each institution was established by a seperate Act of Parliament and has been under the supervision of the Ministry of the University. Most of these universities are located in Bangkok; however, three of them which offer comprehensive curricula are located in the provinces. These three universities were created to generate agricultural and economic development and to stimulate local employment opportunities, as well as to provide trained manpower for these opportunities. They were also developed to answer the criticism that an excessive concentration of higher educational opportunities existed in Bangkok (Watson, 1981). The three regional universities are located in different provinces. They are: (1) Chiangmai University which is located at Chiangmai Province; (2) Khon Kaen University at Khon Kaen Province; and (3) Prince of Songkla University at Songkla and Pattanee Provinces.

The population for the study consisted of 223 department heads who served in their positions during the 1983-1984 academic year at the three regional public universities. The names of academic departments were obtained from the Organization Structure of State Universities/Institutes, Bangkok, 1981. The sample for this study was stratified randomly and drawn from the total population of each university. A table of random numbers was used. One hundred

(100) department heads--40 from Chiangmai University, 30 from Khon Kaen University, and 30 from Prince of Songkla University--were selected to participate in the study (see Appendix A).

Research Instrument

The instrument for collection of the data had three parts: (1) Background Information; (2) the Incentive Inventory--a list of 30 incentives which respondents were asked to record their perceptions on a five-point Likert Scale, in terms of the actual incentives they received; and (3) the Incentive Inventory--the same list as in (2) but in which respondents were asked to record their ideal incentives (see Appendix D).

Background Information was designed to obtain data related to academic position, i.e., sex, age, highest educational degree level, academic area, number of years in the position, number of time spent on administrative duties, number of credit hours of classroom teaching and the total number of faculty in the department. A total of thirteen items was included.

Based on a review of current literature, 30 items were selected as possible incentives for department heads (see, for example, Cawthon, 1977; Fenker, 1977; Isherwood and Tallboy, 1979). The incentives were categorized into two types: material incentives (e.g., bonus salary, clerical support, time for administrative activities) and solidary

incentives (e.g., prestige, pride in work, and influencing faculty members) (see Appendix C).

Translation of the Questionnaire

The researcher used a Thai questionnaire version of the instrument (see Appendix E) which was needed for the Thai department heads who were responding to the questionnaires. It is expected that use of the Thai questionnaire version would increase face validity of the questionnaire for the Thai department heads, since it would be more understandable and practical than the English version. Pilot studies conducted in Thailand and at Oklahoma State University with the Thai version were used to determine whether the questionnaire was valid and reliable.

Validity of the Instrument

Determining whether the instrument measures what is indicated that it will measure is a prime necessity and concern. Gay (1981, p. 109) insisted that "validity is the most important quality of any test." If content validity ("... how well the test items in a test represent the total content of that which is desired to measure" Sheehan, 1971, p. 48) is to be established, then a choice of the method of determining validity has to be made. Gay (1981) suggested that content validity be determined by expert judgment, because there was no formula by which it could be computed nor was there a way to express it quantitatively.

To provide content validity, ten authorities were asked to examine the instrument. All of these individuals were faculty members in various academic departments at Prince of Songkla University, who had previous experiences as academic department heads. These ten faculty members were asked to rate each item on each questionnaire on a scale from one to five (1 = Most Negative to 5 = Most Positive) in terms of appropriateness to the study and lack of ambiguity. They suggested changes in wording and in substance.

The questionnaire was sent to faculty members in Thailand on April 18, 1983. The participants rated and commented on the test and returned to the researcher. The researcher received all the returned questionnaires on June 4, 1983. Some of the statements or items receiving an average rating below "3.5" on any of the above criteria were revised as suggested.

Reliability

Payne (1974, p. 503) stated that reliability was "the extent to which a test is accurate or consistent in measuring whatever it measures." In seeking to establish the dependability of the chosen instrument, test-retest reliability was used to determine the stability of the Incentive Inventory.

Twelve Thai graduate students at Oklahoma State University, who had teaching experiences in higher education, were the participants in this pilot study. Procedures, as sug-

gested by Gay (1981), were used for determining test-retest reliability. The test was administered to these twelve Thai graduate students on June 20, 1983. After two weeks had passed, on July 4, 1983, the same test was administered to the same group.

Pearson r method was used to determine the correlation between the two administrations of the tests. The results are shown in Table I.

Since the resulting coefficient, referred to as the coefficient of stability, was rather high, the test seemed to be sufficiently reliable for the purposes of the study. In addition, the researcher also tested the internal consistency reliability of the instrument. The results are shown in Table II. The resulting coefficients alpha were high, thus the test seemed to be sufficiently reliable.

Data Collection

Permission to Administer the Questionnaire

On January 26, 1983, letters requesting permission to administer the questionnaires to department heads were sent to the Rectors of the Chiangmai University, Khon Kean University, and Prince of Songkla University. By March, 1983, the researcher received the letters from the rectors of those three universities indicating their supports of the study (see Appendix B).

TABLE I

MEAN, STANDARD DEVIATION, CORRELATION COEFFICIENTS FOR TEST/RETEST OF THE PILOT STUDY

Variable	No. of Items	No. of Samples	Mean	SD	r
Test (actual)	30	12	2.81	.47	94*
Retest (actual)	30	12	2.88	.46	
Test (ideal)	30	12	3.48	.45	91*
Retest (ideal)	30	12	3.40	.42	
Test (M[1],actual)	20	12	2.71	.49	95*
Retest (M,actual)	20	12	2.76	.50	
Test (S[2],actual)	10	12	3.00	.36	92*
Retest (S,actual)	10	12	3.10	.27	
Test (M,ideal)	20	12	3.43	.50	93*
Retest (M,ideal)	20	12	3.37	.48	
Test (S,ideal)	10	12	3.56	.35	.77*
Retest (S,ideal)	10	12	3.45	.29	

Note: 1 = Material Incentives $P \leq 0.05$

2 = Solidary Incentives

TABLE II

INTERNAL CONSISTENCY RELIABILITY OF THE INSTRUMENT

Group	Number of item	Reliability
Totals Actual Material Incentives	20	.90
Totals Actual Solidary Incentives	10	.88
Totals Actual Incentives	30	.93
Totals Ideal Material Incentives	20	.93
Totals Ideal Solidary Incentives	10	.91
Totals Ideal Incentives	30	.95

Procedures for Collection of Data

The questionnaires for the academic department heads consisted of:

(1) A cover letter from the researcher to the department head explaining the purposes and procedures of the study (see Appendix B);

(2) A copy of the questionnaires for the department head (see Appendix E); and

(3) A stamped envelope provided for each department head to return the instrument to the researcher's data-coordinator in Thailand.

Udsanee Wannitikul, an instructor at Prince of Songkla University and the researcher's data-coordinator in Thailand, prepared the packages of the questionnaires, according to the instructions and materials given by the researcher. The data-coordinator started mailing the packages of questionnaires to the 100 department heads at the three regional public universities on August 4, 1983. It was expected that all questionnaires would be returned to the data-coordinator not later than August 25, 1983.

On September 5, 1983, the data-coordinator sent the researcher's follow-up letters (see Appendix B) to all department heads who did not respond to the questionnaires. The latest date for the data-coordinator to receive the returned questionnaires was set as September 30, 1983. By October 14, 1983 the researcher received all returned questionnaires from the data-coordinator.

On October 17, 1983 the collection of data was concluded as indicated in Table III. Of 100 department heads, 93 (93%) responded--40 (100%) out of 40 from Chiangmai University, 26 (87%) out of 30 from Khon Kaen University, and 27 (90%) out of 30 from Prince of Songkla University; only 83 (83%)--37 (93%) from Chiangmai University, 23 (77%) from Khon Kaen University, and 23 (77%) from Prince of Songkla University of those responses were sufficiently complete to include in the analysis of data.

TABLE III

QUESTIONNAIRES RESPONSES

Sample	Mailed	Returned	%	Completed	%
Chiangmai Univ.	40	40	100	37	93
Khon Kaen Univ.	30	26	87	23	77
Prince of Songkla Univ.	30	26	90	23	77
Totals	100	93	93	83	83

Data Analysis

The analysis of data took place in two parts. First, to answer questions one and two regarding material and solidary incentives that department heads perceived as currently being available and ideally available, descriptive statistics were used. Second, to answer question three regarding comparisons between ideal and actual perceptions, dependent t-tests at the .05 level were used to compare the two sets of scores (actual incentives and ideal incentives). Total scores for material incentives and solidary incentives were calculated. The analysis of data was reported in narrative and tabular forms.

Summary

From a review of current literature, the researcher identified thirty statements or items as possible incentives for department heads. Using the descriptive-survey method, the researcher developed a questionnaire to gather the needed data. Subjects responded to a call for background information in part one and a Likert-Scale for each incentive in the questionnaires part two and part three. One hundred department heads--forty from Chiangmai University, thirty each from Khon Kean University and Prince of songkla university--participated in the study. The questionnaires were returned by 100% of Chiangmai University, 87% of Khon Kaen University, and 90% of Prince of Songkla University. For all universities, the return rate was 93%, or 93 returns from a potential of 100. Of 93 responded, however, only 83 or 83% were completed for purposes of analysis. The analysis of data took place in two parts. First, to answer questions one and two regarding material and solidary incentives that department heads perceived as currently being available and ideally available, descriptive statistics were used. Second, to answer question three regarding comparisons between ideal and actual perceptions, dependent t-tests at the .05 level were used to compare the two sets of scores (actual incentives and ideal incentives). Total scores for material and solidary incentives were calculated. The data analysis was reported in narrative and tabular forms.

CHAPTER IV

ANALYSIS OF DATA

Introduction

An analysis of the data is presented in this chapter. That analysis was based on the responses to the research instrument by a sample of 83 department heads at the three regional public universities in Thailand. The research instrument used for collection of the data was composed of three sections: (1) Background Information; (2) the Incentive Inventory--a list of 30 incentives regarding which respondents recorded their perceptions on a five-point Likert Scale, in terms of the actual incentives they received; and (3) the Incentive Inventory--the same list as in (2) but in which respondents were asked to record their perceptions in terms of ideal incentives. Respondents were asked to complete all parts of the instrument.

Characteristics of the Sample

The Background Information section provided information regarding characteristics of the sample. These data are presented in Tables XVIII to XXIX, Appendix F.

The distribution of department heads by academic rank (see Table XVIII, Appendix F) revealed that a large percentage of the department heads were instructors (N=35, 42%) and assistant professors (N=33, 40%). The distribution of department heads by sex (see Table XIX, Appendix F) revealed that 60 percent (N=50) of the respondents were male, 40 percent (N=33) were female. When department heads were considered by age (see Table XX, Appendix F), it was found that a majority (N=44, 53%) of department heads were in the range of "35 - 44 years old," only six percent (N=5) were in the range of "over 50 years old." When department heads were considered by the highest level of education (see Table XXI, Appendix F), it was found that most department heads held master's degrees. This group included 51 percent (N=42) of the sample. Regarding years in positions (see Table XXII, Appendix F), of the 82 respondents (one department head did not respond to the question), 51 percent (N=48) reported that they have been in the positions less than two years. Only four percent (N=3) reported that they have been in the positions more than eight years. According to their academic areas (see Table XXIII, Appendix F), 50 percent (N=41) of the department heads reported that they were in the areas of Medical Science. Respondents were asked to indicate whether they identified themselves primarily as administrators or as faculty members (see Table XXIV, Appendix F). A majority of the department heads (N=46, 57%) identified themselves primarily as faculty members, 23 percent (N=19)

identified themselves primarily as administrators. The distribution of department heads by time spent on administrative duties (see Table XXV, Appendix F) revealed that 50 percent (N=40) felt they spent 50 to 74 percent of their time during an academic year on administrative duties. Only five percent (N=4) indicated that they had spent less than 25 percent of their time on administrative duties. With regard to the fraction of time department heads should spend on administrative duties during the academic year (see Table XXVI, Appendix F), 48 percent (N=38) preferred to spend 25 to 49 percent of their time on administrative duties while 42 percent (N=33) preferred to spend 50 to 74 percent of their time on these responsibilities. Respondents were asked to indicate the number of years a department head should serve in a position (see Table XXVII, Appendix F). Forty-five percent (N=36) indicated that a department head should serve in the position for four years. Only one percent (N=1) indicated that a department head should serve in a position for eight years. With regard to credit hours of classroom teaching that department heads had during a typical academic year (see Appendix F, Table XXVIII), 44 percent (N=36) indicated that they taught six to ten credit hours, 33 percent (N=27) indicated two to five credit hours. Only five percent (N=4) specified that they had more than 20 credit hours of classroom teaching during a typical academic year. Regarding number of faculty members in a department (see Table XXIX, Appendix F), 43 percent (N=35) indicated

that they had ten or less faculty members, while 39 percent (N=32) reported that they had eleven to twenty faculty members in their departments.

Responses to the Research Questions

The collected scores derived from responses to the research instrument--the Incentive Inventory Part II (Actual Incentives) and Part III (Ideal Incentives)--generated six group scores:

1. Perceived totals Actual Material Incentives (ACINCM) for department heads as perceived by self. The grouped score of totals Actual Material Incentives was derived from 20 Actual Material Incentives items.

2. Perceived totals Actual Solidary Incentives (ACINCS) for department heads as perceived by self. The grouped score of totals Actual Solidary Incentives was derived from 10 Actual Solidary Incentives items.

3. Perceived totals Actual Incentives (ACINC) for department heads as perceived by self. The grouped score of totals Actual Incentives was derived from 20 Actual Material Incentives items and 10 Actual Solidary Incentives items.

4. Perceived totals Ideal Material Incentives (EXINCM) for department heads as perceived by self. The grouped score of totals Ideal Material Incentives was derived from 20 Ideal Material Incentives items.

5. Perceived totals Ideal Solidary Incentives (EXINCS) for department heads as perceived by self. The grouped score of totals Ideal Solidary Incentives was derived from 10 Ideal Solidary Incentives items.

6. Perceived totals Ideal Incentives (EXINC) for department heads as perceived by self. The grouped score of totals Ideal Incentives was derived from 20 Ideal Material Incentives items and 10 Ideal Solidary Incentives items.

A summary of the variables may be found in Table IV.

TABLE IV

GROUPS OF THE SCORES DERIVED FROM THE RESPONSES TO THE INCENTIVE INVENTORY

Number of Item	Incentive Inventory Part II (Actual Incentives)	Incentive Inventory Part III (Ideal Incentives)
20	ACINCM (Totals Actual Material Incentives)	EXINCM (Totals Ideal Material Incentives)
10	ACINCS (Totals Actual Solidary Incentives)	EXINCS (Totals Ideal Solidary Incentives)
30	ACINC (Totals Actual Incentives)	EXINC (Totals Ideal Incentives)

The analysis of data provided an empirical method to use in answering the research questions. The first goal of the research was to describe the incentives department heads perceived as currently being available. The second goal was to describe the incentives department heads perceived as ideally being available and the third goal was to determine whether differences existed between department heads' perceptions of incentives that were available and their perceptions of incentives that should be made available.

Question Number One: What incentives do department heads perceive as currently being available? Analysis for this question involved an examination of the means, standard deviations, percents of responses, and correlations of scores for each item on the Actual Material Incentives and Actual Solidary Incentives for department heads as perceived by themselves. These data are presented in Table V, pages 74-75, and Table VI, page 78. The total values of Actual Material Incentives, totals Actual Solidary Incentives, and totals Actual Incentives are also presented in Table VII, page 79.

An examination of Table V revealed differences in mean, standard deviation, percent of response, and item-total correlation of score of each Actual Material Incentives items. Only the five highest mean score items and the three lowest mean scores were discussed. Of 83 respondents, 82 department heads responded to Actual Incentives items R, B, Y, Ad, and W; only 81 department heads responded to item D; the

TABLE V

MEAN, STANDARD DEVIATION, PERCENT OF RESPONSE AND CORRELATION OF SCORES OF EACH ACTUAL MATERIAL INCENTIVES ITEM AS PERCIEVED BY DEPARTMENT HEADS

Actual Material Incentives Item	Mean	S.D.	% of Response[3] SD	D	U	A	SA	r[4]
K. Arranging own work schedule	3.76	.97	4	7	18	52	19	.53
L. Opp. for prof'l devel in admin.	3.66	.95	6	5	17	61	11	.50
V. Opp. for self improv. and personal growth	3.52	1.03	5	11	27	43	14	.32
U. Being part of the univ. team	3.43	.95	5	12	24	53	6	.35
R. Opp. for prof'l devel in acad discipline[1]	3.37	1.21	6	19	17	41	16	.71
D. Time for admin. activities[2]	3.22	1.09	5	16	29	42	6	.59
B. Clerical support[1]	3.06	1.30	12	23	22	18	14	.54
C. Time to teach and work with student	3.07	1.17	14	14	27	39	6	.68
F. Desirable physical plant environment	3.04	1.37	19	17	20	28	16	.66
Y. More supplies and facilities[1]	2.76	1.20	13	34	17	30	5	.36
I. Reduced course load	2.61	1.23	23	28	19	25	5	.58
H. Travel funds	2.61	1.44	33	18	18	18	13	.81

TABLE V (Continued)

Actual Material Incentives Item	Mean	S.D.	% of Response[3] SD	D	U	A	SA	r[4]
J. Research grant	2.49	1.37	29	33	10	18	11	.82
Ab. Admin. promotion	2.33	1.05	28	28	29	16	0	.68
A. Bonus salary	2.33	1.31	35	29	12	17	7	.50
Ad. Special consideration w.r.t. promotion[1]	2.30	1.23	35	19	24	18	2	.41
E. Promotion in acad rank	2.28	1.33	40	24	11	19	6	.80
G. Time for research activities	2.19	1.33	43	23	12	14	7	.75
W. Early sabbatical leave[1]	1.75	.88	47	31	17	4	0	.64
Ac. A car for personal use	1.30	.54	73	23	4	0	0	.56

Note: 1 One department head did not respond to the question.
2 Two department heads did not respond to the question.

3 SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Disagree

4 r = Correlation between the scores of each item to the total material incentive test scores.

rest of the Actual Material Incentives items were responded to by all subjects. The mean score of each Actual Material Incentives item ranged from 1.30 (item Ac) to 3.76 (item K). Almost all correlations were high except for items V(.32), U(.35), and Y(.36). Nunnally (1970, p. 202) noted that "correlations above .20 are usually considered good."

The highest mean score was item K, "Arranging own work schedule," (X=3.76). Fifty-two percent of the respondents agreed that the item was an actual material incentive they had received. Only four percent rated it as "Strongly Disagree." The second highest mean score was item L, "Opportunities for professional development in administration," (X=3.66). Sixty percent of the respondents rated "Agree" for the item.

The third highest mean score was item V, "Opportunities for self-improvement and personal growth," (X=3.52). The fourth highest mean score was item U, "Being part of the university team," (X=3.43). Twenty-four percent of the respondents rated "Undecided" while 53 percent of them agreed that the item was an incentive currently available. The fifth highest mean score of the Actual Material Incentives was 3.37 on item R, "Opportunities for professional development in our academic discipline." The three lowest ranked were item Ac, "A car for personal use," (X=1.30), item W, "Early sabbatical leave," (X=1.77), and item G, "Time for research activities," (X=2.19).

Table VI presented the mean, standard deviation, percent of response, and the item-total correlation for each Actual Solidary Incentive by order of ranking of the mean scores. Only the first three highest mean scores items and the lowest mean score item were discussed.

The first highest mean score of Actual Solidary Incentives items was 3.76 on item Q, "Carrying out the university and departmental policy." The second and third highest mean scores on Actual Solidary Incentives items were item T, "Pride in work," and item M, "Autonomy as a department head," which had mean scores of 3.72 and 3.40 respectively. The lowest mean score of Actual Solidary Incentives item was 2.55 on item X, "Recognition for being an outstanding head."

The findings displayed in Table VII show the mean, standard deviation, minimum value, maximum value, and the reliability on totals for Actual Material Incentives, Actual Solidary Incentives and totals Actual Incentives. The coefficient alpha, or internal consistency reliability (Nunnally, 1970), was high, thus the test seemed to be sufficiently reliable.

Question Number Two: What incentives do department heads perceive as ideally being available? Analysis for this question involved an examination of the means, standard deviations, percents of responses, and correlations of scores for each item on the Ideal Material Incentives and Ideal

TABLE VI

MEAN, STANDARD DEVIATION, PERCENT OF RESPONSE AND CORRELATION OF SCORES OF EACH ACTUAL SOLIDARY INCENTIVES ITEM AS PERCIEVED BY DEPARTMENT HEADS

Actual Solidary Incentives Item	Mean	S.D.	% of Response[1] SD	D	U	A	SA	r[2]
Q. Carrying out policy	3.76	.91	4	5	19	57	16	.71
T. Pride in work	3.72	.99	5	6	19	52	18	.60
M. Autonomy as a dept. head	3.40	1.19	8	14	24	35	18	.73
P. Influencing faculty member	3.27	1.06	7	17	25	43	7	.78
N. Serving the community	3.25	1.16	6	24	23	23	14	.56
Z. A word of support for brave decision	3.20	1.02	10	11	33	43	4	.73
O. Affecting the univ.	3.20	1.15	11	13	31	34	11	.78
S. Prestige	3.18	1.14	11	14	30	35	10	.69
Aa. A word of understanding	2.93	1.16	18	11	36	30	5	.70
X. Recognition as an outstanding head	2.55	.99	19	22	45	13	1	.69

Note: 1 SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Disagree

2 r = Correlation between the scores of each item to the total solidary incentive test scores.

TABLE VII

MEAN, STANDARD DEVIATION, MINIMUM VALUE, MAXIMUM VALUE, AND RELIABILITY OF SCORES ON TOTALS ACTUAL MATERIAL INCENTIVES, TOTALS ACTUAL SOLIDARY INCENTIVES, AND TOTALS ACTUAL INCENTIVES AS PERCEIVED AS PERCIEVED BY DEPARTMENT HEADS

Group	Number of item	Mean	S.D.	Minimum Value	Maximum Value	Reliability
ACINCM (Totals Actual Material)	20	55.08	13.52	27.00	83.00	.90
ACINCS (Totals Actual Solidary)	10	32.47	7.47	10.00	48.00	.88
ACINC (Totals Actual)	30	87.55	19.78	37.00	125.00	.93

Solidary Incentives for department heads as perceived by self. These data are presented in Table VIII, pages 80-81, and Table IX, page 83. The total values of Ideal Material Incentives, totals Ideal Solidary Incentives, and totals Ideal Incentives are also found in Table X, page 84. Of 83 respondents, 82 responded to items B, C, S, X, and W; 81 responded to item G; the rest of the items were considered by all respondents.

In Table VIII, the Ideal Material Incentives items are presented in rank order of mean scores. Only the five

TABLE VIII

MEAN, STANDARD DEVIATION, PERCENT OF RESPONSE AND CORRELATION OF SCORES OF EACH IDEAL MATERIAL INCENTIVES ITEM AS PERCIEVED BY DEPARTMENT HEADS

Ideal Material Incentives Item	Mean	S.D.	% of Response[3] SD	D	U	A	SA	r[4]
R. Opp. for prof'l devel in acad discipline	4.01	1.13	7	4	8	42	39	.54
V. Opp. for self improv. and personal growth	3.94	.99	5	4	12	52	28	.66
L. Opp. for prof'l devel in admin.	3.83	1.02	5	7	11	54	23	.65
F. Desirable physical plant environment	3.82	1.07	6	6	13	49	25	.79
K. Arranging own work schedule	3.78	1.14	5	13	8	46	28	.61
D. Time for admin. activities	3.70	.93	5	6	16	61	12	.68
U. Being part of the univ. team	3.70	.97	4	11	12	59	14	.64
B. Clerical support[1]	3.63	1.35	8	13	13	31	33	.79
C. Time to teach and work with student[1]	3.36	1.22	6	14	23	45	11	.67
H. Travel funds	3.34	1.36	16	13	13	37	20	.80
Ad. Special consideration w.r.t. promotion	3.13	1.41	20	12	20	28	19	.58
I. Reduced course load	3.10	1.31	14	23	16	33	14	.61

TABLE VIII (Continued)

Ideal Material Incentives Item	Mean	S.D.	% of Response[3] SD	D	U	A	SA	r[4]
J. Research grant	3.06	1.37	17	22	18	25	18	.81
G. Time for research activities[2]	3.00	1.41	18	17	16	34	13	.69
A. Bonus salary	2.98	1.39	22	18	14	33	13	.81
Ab. Admin. promotion	2.96	1.29	19	16	25	29	11	.70
E. Promotion in acad rank	2.95	1.30	22	12	24	34	8	.69
Y. More supplies and facilities	2.80	1.33	23	19	25	20	12	.67
W. Early sabbatical leave[1]	2.00	1.07	40	28	23	6	2	.53
Ac. A car for personal use	1.67	.99	59	23	12	4	2	.48

Note: 1 One department head did not respond to the question.
2 Two department heads did not respond to the question.

3 SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Disagree

4 r = Correlation between the scores of each item to the total material incentive test scores.

highest mean score items and the three lowest mean scores were discussed. The mean scores for Ideal Material Incentives item ranged from 1.67 (item Ac) to 4.01 (item R).

The highest mean score for the Ideal Material Incentives items was 4.01 on item R, "Opportunities for professional development in my academic discipline." The second highest mean score was 3.94 on item V, "Opportunities for self-improvement and personal growth." The third and fourth highest mean scores were 3.83 and 3.82, for item L, "Opportunities for professional development in administration," and for item F, "Desirable physical plant environment," respectively. The fifth highest mean score for the Ideal Material Incentives was 3.78 on item K, "Arranging own work schedule."

The three lowest mean scores of the Ideal Material Incentives were 1.67, 2.00, and 2.80 on item Ac, "A car for personal use," item W, "Early sabbatical leave," and item Y, "Promotion in academic rank," respectively.

An examinataion of Table IX revealed that the highest mean score of the Ideal Solidary Incentives items was 4.04 on item t, "Pride in work,"; the second and third highest mean scores were 4.00 and 3.80 on item Q, "Carrying out the university and departmental policy," and item O, "Affecting the university," respectively.

The lowest mean scores of the Ideal Solidary Incentives item was 3.12 on item X, "Recognition as being an outstanding head."

TABLE IX

MEAN, STANDARD DEVIATION, PERCENT OF RESPONSE AND CORRELATION OF SCORES OF EACH IDEAL SOLIDARY INCENTIVES ITEM AS PERCIEVED BY DEPARTMENT HEADS

Ideal Solidary Incentives Item	Mean	S.D.	% of Response[2]					r[3]
			SD	D	U	A	SA	
T. Pride in work	4.04	.98	4	5	10	48	34	.69
Q. Carrying out policy	4.00	1.00	5	4	10	51	31	.84
O. Affecting the univ.	3.80	1.15	5	11	16	37	31	.80
M. Autonomy as a dept. head	3.77	1.17	7	8	13	42	29	.74
N. Serving the community	3.70	1.10	6	7	22	41	24	.63
S. Prestige[1]	3.57	1.10	5	8	24	45	17	.76
Aa. A word of understanding	3.52	1.15	10	7	22	45	17	.72
P. Influencing faculty member	3.51	1.14	8	12	14	51	14	.74
Z. A word of support for brave decision	3.45	1.17	11	7	24	42	16	.78
X. Recognition as an outstanding head[1]	3.12	1.33	14	16	24	29	16	.75

Note: 1 One department head did not respond to the question.

2 SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Disagree

3 r = Correlation between the scores of each item to the total solidary incentive test scores.

The findings displayed in Table X show the mean, standard deviation, minimum value, maximum value, and reliability of the totals Ideal Material Incentives, Ideal Solidary Incentives and totals Ideal Incentives. Since the coefficients alpha for these three groups were high, the test seemed to be sufficiently reliable.

TABLE X

MEAN, STANDARD DEVIATION, MINIMUM VALUE, MAXIMUM VALUE, AND RELIABILITY OF SCORES ON TOTALS IDEAL MATERIAL INCENTIVES, TOTALS IDEAL SOLIDARY INCENTIVES, AND TOTALS IDEAL INCENTIVES AS PERCIEVED BY DEPARTMENT HEADS

Group	Number of item	Mean	S.D.	Minimum Value	Maximum Value	Reliability
EXINCM (Totals Ideal Material)	20	64.76	15.88	20.00	100.00	.93
EXINCS (Totals Ideal Solidary)	10	36.46	8.41	10.00	50.00	.91
EXINC (Totals Ideal)	30	101.22	23.33	30.00	149.00	.95

Question Number Three: Do differences exist between department heads' perceptions of the incentives that are available

and their perceptions of what incentives should be made available? Responses to this research question were presented in Tables XI to XVII.

The paired t-test of the totals Actual Material Incentives and the Totals Ideal Material Incentives are presented in Table XI. The result revealed that the department heads' perceptions of Ideal Material Incentives were significantly higher than their perceptions of Material Incentives currently available to them ($t = -6.37$, $df = 82$, $p < .05$).

TABLE XI

MEAN, STANDARD DEVIATION, AND THE PAIRED COMPARISON T-TEST OF TOTALS ACTUAL/TOTALS IDEAL MATERIAL INCENTIVES

Group	Mean	S.D.	d.f.	t
ACINCM (Totals Actual Material)	55.08	13.52	82	-6.37*
EXINCM (Totals Ideal Material)	64.76	15.88		

$P \leq .05$

A study of the paired t-test of the totals Actual Solidary Incentives and the totals Ideal Solidary Incentives displayed in table XII revealed that department heads' perceptions of Ideal Solidary Incentives were significantly higher than their perceptions of Solidary Incentives currently available to them ($t = -4.87$, $df = 82$, $p < .05$).

TABLE XII

MEAN, STANDARD DEVIATION, AND THE PAIRED COMPARISON T-TEST OF TOTALS ACTUAL/TOTALS IDEAL SOLIDARY INCENTIVES

Group	Mean	S.D.	d.f.	t
ACINCS (Totals Actual Solidary)	32.47	7.47		
			82	-4.87*
EXINCS (Totals Ideal Solidary)	36.46	8.41		

$P \leq .05$

A study of the paired t-test of the totals for all Actual Incentives and the totals for all Ideal Incentives are presented in Table XIII indicated that department heads' perceptions of all Ideal Incentives were significantly higher than their perceptions of the all Incentives current-

ly available to them ($t = -6.18$, $df = 82$, $p < .05$).

TABLE XIII

MEAN, STANDARD DEVIATION, AND THE PAIRED COMPARISON T-TEST OF TOTALS ACTUAL/TOTALS IDEAL INCENTIVES

Group	Mean	S.D.	d.f.	t
ACINC (Totals Actual)	87.55	19.78	82	-6.18*
EXINC (Totals Ideal)	101.22	22.33		

$P \leq .05$

The five highest mean scores of Actual Material Incentives items and Ideal Material Incentives items are displayed in Table XIV. An examination of this table indicated that department heads' perceptions on the five highest Ideal Material Incentives items were relatively similar to their perceptions on the five highest Material Incentives items currently available to them. The only two items that department heads perceived differently were item U, "Being part of the university," on the Actual Material Incentives list, and item F, "Desirable physical plant environment," on

the Ideal Material Incentives list. This indicated that universities were providing most of the material incentives which department heads perceived to be important and attractive to them.

TABLE XIV

THE FIRST FIVE HIGHEST MEAN SCORES OF ACTUAL MATERIAL INCENTIVES ITEMS AND IDEAL MATERIAL INCENTIVES ITEMS

Actual Material Incentives item	Mean	Ideal Material Incentives item	Mean
K. Arranging own work schedule	3.76	R. Opp. for prof'l devel in acad dis.	4.01
L. Opp. for prof'l devel in admin.	3.66	V. Opp. for self improv. and personal growth	3.94
V. Opp. for self improv. and personal growth	3.52	L. Opp. for prof'l devel in admin.	3.83
U. Being part of the univ. team	3.43	F. Desirable physical plant enviroment	3.82
R. Opp. for prof'l devel in acad dis.	3.37	K. Arranging own work schedule	3.78

A comparison of the three highest mean scores of Actual Solidary Incentives items and of the Ideal Solidary Incentives items, presented in Table XV, indicated that depart-

ment heads' perceptions of the three highest mean scores of Ideal Solidary Incentives items were relatively similar to their perceptions on the three highest mean scores of Solidary Incentives currently available to them. This result indicated that most of solidary incentives items department heads perceived as most important and attractive to them were being provided by the universities.

TABLE XV

THE FIRST THREE HIGHEST MEAN SCORES OF ACTUAL SOLIDARY INCENTIVES ITEMS AND IDEAL SOLIDARY INCENTIVES ITEMS

Actual Solidary Incentives item	Mean	Ideal Solidary Incentives item	Mean
Q. Carrying out policy	3.76	T. Pride in work	4.04
T. Pride in work	3.72	Q. Carrying out policy	4.00
M. Autonomy as a dept head	3.40	O. Affecting the univ.	3.77

The Actual Material Incentives items and the Ideal Material Incentives items that had the largest differences in mean scores are presented in Table XVI.

TABLE XVI

MEAN DIFFERENCE OF THE ACTUAL MATERIAL INCENTIVES AND THE IDEAL MATERIAL INCENTIVES ITEMS

Incentives item	Mean Actual	Mean Ideal	Mean Difference
Ad. Special consideration w.r.t. promotion	2.30	3.13	0.83
G. Time for research activities	2.19	3.00	0.81
F. Desirable physical plant environment	3.04	3.82	0.78
H. Travel funds	2.61	3.34	0.73
A. Bonus salary	2.33	2.98	0.65
R. Opp. for prof'l devel in academic discipline	3.37	4.01	0.64
Ab. Administrative promotion	2.33	2.96	0.63
D. Time for admin. activities	3.22	3.70	0.48

An examination of Table XVI indicated that the largest mean difference was 0.83 on item Ad, "Special consideration with regard to promotion." The smallest difference was item D, "Time for administrative activities," which had the mean difference of 0.48. Most of the mean scores of Ideal Material Incentives shown in the table revealed that department heads agreed to select these items as their Ideal Ma-

terial Incentives. This indicated that the department heads perceived those items as important and attractive to them. Nevertheless, it seemed that some of these incentives had been provided for department heads by the universities but were provided at inadequate levels. Some incentive items were not provided at all.

The Actual Solidary Incentives items and the Ideal Solidary Incentives items that resulted in large differences in mean scores are presented in Table XVII.

TABLE XVII

MEAN DIFFERENCE OF THE ACTUAL SOLIDARY INCENTIVES AND THE IDEAL SOLIDARY INCENTIVES ITEMS

Incentives item	Mean Actual	Mean Ideal	Mean Difference
O. Affecting the univ.	3.20	3.80	0.60
Aa. A word of understanding	2.93	3.52	0.59
X. Recognition as an outstanding head	2.55	3.12	0.57

The findings displayed in Table XVII revealed that item O, "Affecting the university," had the largest mean difference of 0.60. The smallest mean difference was on item X, "Recognition as being an outstanding head." All three Ideal Solidary items but one Actual Incentives item received high ratings on a Likert Scale from department heads. This indicated that department heads perceived these items as important and attractive to them, though not provided, or, not provided at adequate levels.

Summary

The findings presented in this chapter included descriptive information regarding selected personal characteristics of department heads, incentives currently available for department heads, incentives department heads perceived as ideally being available to them, as well as the statistical testing of the differences between department heads' perceptions on Actual Incentives and Ideal Incentives.

In Chapter V, findings, conclusions, and recommendations will be identified and discussed.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The academic department is the basic organizational unit for most institutions of higher education. It has been the main unit for planning and management of the learning process, as well as for research and public service. Academic department heads/chairpersons are directly responsible for their units. They are key individuals in determining the educational success of the institution. The literature, however, indicated that dissonance and dissatisfaction existed among those who held the positions of department heads in higher education. It appeared that anxiety could be changed into consonance and satisfaction through effective use of incentives.

This study was undertaken in an attempt to identify the incentives that department heads perceived to be most important and attractive to them at the three regional public universities in Thailand. The following research questions were considered:

1. What incentives do department heads perceive as currently being available?

2. What incentives do department heads perceive as ideally being available?
3. Do differences exist between department heads' perceptions of incentives that are available and their perceptions of what should be available?

The population for this study consisted of academic department heads who served in those positions during the 1983-1984 academic year at the three regional public universities of Thailand. The sample for this study was stratified and randomly drawn from the total number of department heads within that university. A total of 83 department heads--37 from Chiangmai University, 23 each from Khon Kaen University and Prince of Songkla University--participated in the study.

The instrument for collection of the data included three sections: background information, the Incentive Inventory (Actual Incentives), and the Incentive Inventory (Ideal Incentives). The researcher used a Thai version of the instrument for the Thai department heads. It was expected that the use of a Thai version of the questionnaire would increase face validity of the questionnaires for the Thai department heads, since it would be more understandable than the English version.

In responding to questions one and two, what are the material and solidary incentives department heads perceived as currently being available and ideally being available,

descriptive statistics were used. In responding to question three, dependent t-tests at the 0.05 level were used to compare the two sets of scores (Actual Incentives and Ideal Incentives).

Findings

The following findings resulted from the study:

1. Department heads' level of perceptions on totals Ideal Material Incentives was significantly higher at the 0.05 level than were their perceptions on totals Actual Material Incentives (see Table XI, page 85).

2. Department heads' level of perceptions on totals Ideal Solidary Incentives was significantly higher at the 0.05 level than were their perceptions on totals Actual Solidary Incentives (see Table XII, page 86).

3. Department heads' level of perceptions on totals Ideal Incentives was significantly higher at the 0.05 level than were their perceptions on totals Actual Incentives (see Table XIII, page 87).

4. The top five material incentives items that the universities provided for department heads in Thailand were:

   (1) Arranging own work schedule;

   (2) Opportunities for professional development in administration;

   (3) Opportunities for self-improvement and personal growth;

(4) Being part of the university team; and

(5) Opportunities for professional development in own academic discipline (see Table V, pages 74-75).

5. The top three solidary incentives items that the universities provided for department heads were:

(1) Carrying out the university and departmental policy;

(2) Pride in work; and

(3) Autonomy as a department head (see Table VI, page 78).

6. The top five material incentives items that the department heads perceived as most important and attractive to them were:

(1) Opportunities for professional development in own academic discipline (This findings reinforced conclusions readied in Cawthon's (1977) research.);

(2) Opportunities for self-improvement and personal growth;

(3) Opportunities for professional development in administration;

(4) Desirable physical plant environment; and

(5) Arranging own work schedule (see Table VIII, pages 80-81).

7. The top three solidary incentives items that the department heads perceived as most important and attractive

to them were:

(1) Pride in work;

(2) Carrying out the university and departmental policy; and

(3) Affecting the university (see Table IX, page 83).

8. All of the Ideal Solidary Incentives items received high ratings on a Likert Scale from department heads; this indicated that department heads strongly agreed to select these items as their ideal incentives (see Table IX, page 83).

9. Most of Actual Solidary Incentives items except for item Aa, "A word of general support along with counsel when a specific matter has been handled badly," and item XI, "Recognition for being an outstanding head," received high ratings on a Likert Scale from department heads (see Table VI, page 78).

10. There was a need identified by department heads regarding some Material Incentives items that the universities had not provided or had not adequately provided. These material incentives were:

(1) Special consideration with regard to promotion;

(2) Time for research activities;

(3) Desirable physical plant environment;

(4) Travel funds;

(5) Bonus salary;

(6) Opportunities for professional development in own academic discipline;

(7) Administrative promotion; and

(8) Time for administrative activities (see Table XVI, page 90).

11. There was a need identified by department heads on Solidary Incentives that the universities had not provided or had not adequately provided. These solidary incentives were:

(1) Affecting the university;

(2) Recognition for being an outstanding head; and

(3) A word of support and gratitude for a brave and wise decision (see Table XVII, page 91).

12. The two Ideal Material Incentives for department heads that were rated lowest were:

(1) A car for personal use; and

(2) Early sabbatical leave (see Table VIII, pages 80-81).

Conclusions

The following conclusions seemed appropriate from the findings of the study:

1. Department heads expected to receive more incentives than currently provided. This conclusion was based on findings regarding the department heads' perceptions on the

totals Ideal Incentives and totals Actual Incentives (see Tables XI, XII, and XIII).

2. Universities had been providing some material incentives as well as some solidary incentives for department heads, but at the current time more emphasis was placed on solidary incentives. This conclusion was derived from the findings presented in Tables V, VI, XI, and XII. In Table VI, it appeared that department heads agreed that almost all of these items were incentives currently available to them. In addition, according to Tables XI and XII, it appeared that the mean difference of the totals Actual Material Incentives and Ideal Material Incentives was greater than the mean difference of the totals Actual Solidary Incentives and Ideal Solidary Incentives. This finding supported Clark and Wilson's research conclusion that universities principally relied on solidary incentives (Clark and Wilson, 1961).

3. Academic department heads considered all solidary incentives items as important and attractive to them. This conclusion is supported by findings that indicated that all Ideal Solidary Incentives items received high ratings on a Likert Scale from department heads (see Table IX, page 83).

4. Department heads agreed that universities should provide additional material incentives and solidary incentives as noted in Tables XVI and XVII.

Recommendations

The following recommendations were based on the findings of this study:

1. Through these analyses, it appeared that significant differences existed in academic department heads' perceptions of ideal incentives and incentives currently available to them. In many instances, these differences were fundamental sources of dissatisfaction among department heads within the sample. Immediate attention should be given to the factors which result in these differences in perception.

2. Incentive programs for department heads should be developed that respond to the perceived needs of academic department heads. These programs should be reviewed from time to time in order to meet the needs of academic department heads.

3. In order to improve the effectiveness of regional public institutions in Thailand, these universities should use the findings of the study in planning changes that would result in attracting and retaining the ablest people in department heads' positions. This would contribute to effective institutional management.

4. This study was conducted at the three regional public universities that offer comprehensive curricula in Thailand. A similar study should be conducted within other institutions in that country and in other national systems.

5. This study did not consider such variables as age, sex, length of tenure in position, and/or academic area of emphasis. Future studies might consider these variables, as well as others, in determining whether or not these variables are significant with regard to the results obtained through this study.

6. This study addressed itself to the perceptions of department heads. Future study might address itself to the perceptions of college deans and of faculty members concerning the incentives available to department heads that are perceived as currently available and that should be made available in order to broaden the base to include perceptions of related personnel.

7. Some of the problem of high turnover for department heads may be related to the academic rank of instructor and assistant professor associated with most department heads in the study. Consideration must be given to selecting department heads of higher rank if the problem of high turnover is to be adequately addressed.

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APPENDICES

APPENDIX A

UNIVERSITY PARTICIPATION BY FACULTY AND DEPARTMENT

UNIVERSITY PARTICIPATION BY FACULTY AND DEPARTMENT

CHIANGMAI UNIVERSITY

01-01-00	Faculty of Agriculture
01-01-01	Department of Entomology
01-01-02	Department of Soil Science and Conservation
01-01-03	Department of Plant Pathology
01-01-04	Department of Animal Husbandary
01-02-00	Faculty of Dentistry
01-02-01	Department of Community Dentistry and Pedodontics
01-02-02	Department of Prosthodontics
01-02-03	Department of Dental Radiology
01-02-04	Department of Odontology and Oral Pathology
01-02-05	Department of Periodontology
01-02-06	Department of Oral Surgery
01-03-00	Faculty of Associated Medical Sciences
01-03-01	Department of Clinical Chemistry
01-03-02	Department of Clinical Microbiology
01-03-03	Department of Immunology
01-04-00	Faculty of Nursing
01-04-01	Department of Psychiatric Nursing
01-04-02	Department of Obstetrical and Gynaecological Nursing
01-05-00	Faculty of Medicine
01-05-01	Department of Pediatrics
01-05-02	Department of Ophthalmology
01-05-03	Department of Biochemistry
01-05-04	Department of Forensic Medicine
01-05-05	Department of Pathology

01-05-06	Department of Pharmacology
01-05-07	Department of Preventive Medicine
01-05-08	Department of Obstetrics and Gynaecology
01-05-09	Department of Otolaryngology
01-06-00	Faculty of Pharmacy
01-06-01	Department of Pharmaceutics
01-06-02	Department of Industrial Pharmacy
01-07-00	Faculty of Humanities
01-07-01	Department of History
01-07-02	Department of English
01-08-00	Faculty of Science
01-08-01	Department of Chemistry
01-08-02	Department of Geological Science
01-08-03	Department of Physics
01-09-00	Faculty of Engineering
01-09-01	Department of Civil Engineering
01-10-00	Faculty of Education
01-10-01	Department of Educational Administration
01-10-02	Department of Elementary Education
01-10-03	Department of Educational Research and Evaluation
01-10-04	Department of Foundations of education
01-10-05	Department of Secondary Education
01-10-06	Department of Practical Arts
01-11-00	Faculty of Social Science
01-11-11	Department of Geography
01-11-02	Department of Sociology and Anthropology

KHON KAEN UNIVERSITY

02-01-00	Faculty of Agriculture
02-01-01	Department of Agricultural Products
02-01-02	Department of Agricultural Economics
02-01-03	Department of Animal Science
02-02-00	Faculty of Dentistry
02-02-01	Department of Oral Biology
02-02-02	Department of Restorative Dentistry
02-02-03	Department of Prosthetic Dentistry
02-03-00	Faculty of Associated Medical Sciences
02-03-01	Department of Clinical Chemistry
02-03-02	Department of Immunology
02-04-00	Faculty of Nursing
02-04-01	Department of Psychiatric Nursing
02-04-02	Department of Midwifery Nursing
02-04-03	Department of Nursing Foundation
02-05-00	Faculty of Medicine
02-05-01	Department of Psychiatry
02-05-02	Department of Biochemistry
02-05-03	Department of Forensic Medicine
02-05-04	Department of Parasitology
02-05-05	Department of Community Medicine
02-05-06	Department of Physiology
02-05-07	Department of Otolaryngology
02-06-00	Faculty of Pharmaceutical Sciences
02-06-01	Department of Community Pharmacy
02-06-02	Department of Pharmaceutical Chemistry

02-07-00	Faculty of Humanities and Social Sciences
02-07-01	Department of Library Science
02-07-02	Department of Humanities
02-08-00	Faculty of Science
02-08-01	Department of Mathematics and Statistics
02-08-02	Department of Geology
02-09-00	Faculty of Engineering
02-09-01	Department of Mechanical Engineering
02-09-02	Department of Civil Engineering
02-10-00	Faculty of Education
02-10-01	Department of Educational Psychology
02-10-02	Department of Foundation of Education
02-11-00	Faculty of Public Health
02-11-01	Department of Epideminology
02-11-02	Department of Sanitary Science

PRINCE OF SONGKLA UNIVERSITY

03-01-00	Faculty of Natural Resources
03-01-01	Department of Agricultural Development
03-01-02	Department of Plant Science
03-01-03	Department of Animal Science
03-02-00	Faculty of Nursing
03-02-01	Department of Psychiatric Nursing
03-02-02	Department of Fundamental Nursing
03-02-03	Department of Surgical Nursing
03-02-04	Department of Medical Nursing
03-03-00	Faculty of Medicine
03-03-01	Department of Pediatrics
03-03-02	Department of Pathology
03-03-03	Department of Anesthesiology
03-03-04	Department of Obstetrics and Gynaecology
03-04-00	Faculty of Pharmacy
03-04-01	Department of Pharmacy Administration
03-04-02	Department of Pharmacy
03-05-00	Faculty of Humanities and Social Sciences
03-05-01	Department of Western Languages
03-05-02	Department of Social Science
03-06-00	Faculty of Management sciences
03-06-01	Department of Business Administration

03-07-00	Faculty of Science
03-07-01	Department of Anatomy
03-07-02	Department of Mathematics
03-07-03	Department of Chemistry
03-07-04	Department of Biochemistry
03-07-05	Department of Biology
03-07-06	Department of Physics
03-07-07	Department of Pharmacology
03-08-00	Faculty of Engineering
03-08-01	Department of Chemical Engineering
03-08-02	Department of Mechanical Engineering
03-08-03	Department of Electrical Engineering
03-08-04	Department of Civil Engineering
03-08-05	Department of Mining and Metallurgical Engineering
03-09-00	Faculty of Education
03-09-01	Department of Education
03-09-02	Department of Physical Education

APPENDIX B

CORRESPONDENCE

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

วันที่ ๒๖ มกราคม ๒๕๒๖

เรื่อง ขอความร่วมมือในการวิจัย

เรียน ท่านอธิการบดี

ด้วยข้าพเจ้า นางสาวรพีพรรณ สุวรรณมัฐโชติ ตำแหน่งผู้ช่วยศาสตราจารย์ คณะวิทยาการจัดการ มหาวิทยาลัยสงขลานครินทร์ ได้ลามาศึกษาชั้นปริญญาเอกสาขาบริหารการอุดมศึกษา ณ Oklahoma State University ขณะนี้กำลังดำเนินการเสนอโครงร่างวิทยานิพนธ์เกี่ยวกับหัวหน้าภาควิชาซึ่งถือว่าเป็นบุคคลที่มีความสำคัญต่อการดำเนินงานของมหาวิทยาลัยทั้งในด้านบริหารและวิชาการ ข้าพเจ้าเห็นว่าการวิจัยเกี่ยวกับความคิดเห็นของหัวหน้าภาคเป็นเรื่องที่สำคัญและจำเป็นอันจะเป็นผลประโยชน์ต่อคณะและมหาวิทยาลัยโดยส่วนรวม ข้าพเจ้าจึงได้เสนอโครงร่างวิทยานิพนธ์เรื่อง "A Study of Incentives for Department Heads at Regional Public Universities in Thailand" ต่อคณะอาจารย์ที่ปรึกษา ซึ่งได้รับความเห็นชอบและสนับสนุนเป็นอย่างมาก อย่างไรก็ดีคณะอาจารย์ที่ปรึกษาได้ให้คำแนะนำว่าการเก็บข้อมูลจะกระทำได้ลำบากหากไม่ได้รับความเห็นชอบและสนับสนุนจากท่านอธิการบดี

ข้าพเจ้าหวังเป็นอย่างยิ่งว่าท่านอธิการบดีคงจะได้เห็นความสำคัญและสนับสนุนในการศึกษาเรื่องนี้ จึงใคร่ขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้ ในชั้นนี้ใคร่ขอความกรุณาท่านอธิการบดีได้ส่งคำรับรองไปยัง Dr. John J. Gardiner ซึ่งเป็น Major Advisor ตามที่อยู่ข้างล่างนี้ ส่วนการเก็บข้อมูลจะได้กระทำในโอกาสต่อไป

ขอแสดงความนับถืออย่างสูง

รพีพรรณ สุวรรณมัฐโชติ

(นางสาวรพีพรรณ สุวรรณมัฐโชติ)

Dr. John J. Gardiner
309 B. Gundersen Hall
Oklahoma State University
Stillwater, OK 74078

Office of the Rector

Khon Kaen University, Khon Kaen, Thailand
Telephone: 236499 Cable address: "KKU"

your ref.
our ref. 0501/347

February 16, 1983

Dr. John J. Gardiner
309 B. Gundersen Hall
Oklahoma State University
Stillwater, OK 74078
U.S.A.

Dear Dr. Gardiner:

I have received a letter from Ms. R. Suwannatachote who is now studying in the Ph.D.'s program at the Oklahoma State University informing that she is going to undertake the thesis on "A Study of Incentives for Department Heads at Regional Public Universities in Thailand". As the whole context of the studies relates to informations from universities in Thailand, she asks for our assistance in this respect. In responding to her request, I am delighted to write to you in support of her proposed thesis. We shall be pleased to assist her regarding informations from Khon Kaen University.

Sincerely yours,

T. Charoenwatana

Assoc.Prof.Dr. Terd Charoenwatana
Acting Rector

RECTOR'S OFFICE
PRINCE OF SONGKLA UNIVERSITY

สำนักงานอธิการบดี
มหาวิทยาลัยสงขลานครินทร์

15th February 1983.

Dr. John J. Gardiner
309 B. Gundersen Hall,
Oklahoma State University,
Stillwater, OK 74078.

Re : Miss. R. Suwannatachote's dissertation.

Dear Dr. Gardiner.

I am pleased to inform you of my support and approval of the proposed topic "A Study of Incentives for Department Heads of Regional Public Universities in Thailand" for the doctoral dissertation of Miss Rapeepun Suwannatachote, A Phd candidate at the Oklahoma State University.

I am certain that the proposed study will be useful and relevant to us and other provincial universities. Please convey to her my best wishes for her study.

Yours sincerely,

Tongchan Hongladarom.

(Associate Professor Thongchan Hongladarom)
Rector

สำนักงานอธิการบดี มหาวิทยาลัยเชียงใหม่
OFFICE OF THE RECTOR CHIANG MAI UNIVERSITY

No.0601(1)/[illegible] March [illegible], 1983

Dr. John J Gardiner
309 B Gunderson Hall
Oklahoma State University
Stillwater, OK 74078

Dear Sir:

Re: Miss Rapeeparn Suwannatchote

As you have known Miss Rapeeparn Suwannatchote is a Ph.D. candidate at Oklahoma State University and your advisee who is planning to complete her thesis entitled "A Study of Incentive for Department Heads at Regional Public Universities in Thailand" and the project is being submitted to you for consideration and she asks us for any assistance and cooperation in doing her research work at Chiang Mai University. We are happy to assist her in her work because the project is not only useful to her Ph.D. program, but also to the Thai Universities and regional communities in general.

Sincerely,

C. Saengdao

CHIANG MAI UNIVERSITY . CHIANG MAI . THAILAND . TELEPHONE 221699

Oklahoma State University
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

วันที่ ๔ มิถุนายน ๒๕๒๖

เรื่อง ขอความอนุเคราะห์ตอบแบบสอบถามเพื่อทำการวิจัยเรื่อง "A Study of Incentives for Department Heads at Regional Public Universities in Thailand"

เรียน หัวหน้าภาควิชา

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ชุด

ข้าพเจ้า นางสาวรพีพรรณ สุวรรณณัฐโชติ อาจารย์คณะวิทยาการจัดการ มหาวิทยาลัยสงขลานครินทร์ ขณะนี้กำลังศึกษาขั้นปริญญาเอก สาขาบริหารการอุดมศึกษา ณ Oklahoma State University ข้าพเจ้ามีความประสงค์จะทำการวิจัยเรื่อง "A Study of Incentives for Department Heads at Regional Public Universities in Thailand" เพราะเห็นว่าการวิจัยครั้งนี้จะเป็นประโยชน์ต่อการบริหารมหาวิทยาลัย ในการนี้ข้าพเจ้าได้มีจดหมายมายังท่านอธิการบดีเพื่อขอความร่วมมือในการทำวิจัยครั้งนี้ ซึ่งท่านอธิการบดียินดีให้ความสนับสนุนตามหนังสือลงวันที่ ๑๔ กุมภาพันธ์ ๒๕๒๖

ข้าพเจ้าใคร่ขอความร่วมมือท่านหัวหน้าภาควิชาได้กรุณาตอบแบบสอบถามตามที่แนบมานี้ และพับส่งกลับคืนไปยัง อาจารย์อุษณีย์ วรรณนิธิกุล คณะวิทยาการจัดการ มหาวิทยาลัยสงขลานครินทร์ เพื่อสะดวกในการรวบรวมส่งคืนข้าพเจ้า ข้าพเจ้าขอรับรองว่าข้อมูลในการวิจัยครั้งนี้จะไม่มีผลกระทบกระเทือนต่อท่านไม่ว่ากรณีใด ๆ ทั้งสิ้น

จึงเรียนมาเพื่อได้โปรดอนุเคราะห์ต่อการวิจัยครั้งนี้ และใคร่ขอขอบพระคุณล่วงหน้ามา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

รพีพรรณ สุวรรณณัฐโชติ

(นางสาวรพีพรรณ สุวรรณณัฐโชติ)

Oklahoma State University
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

วันที่ ๓๐ สิงหาคม ๒๕๒๖

เรื่อง ขอความอนุเคราะห์ตอบแบบสอบถามเพื่อทำการวิจัยเรื่อง "A Study of Incentives for Department Heads at Regional Public Universities in Thailand".

เรียน หัวหน้าภาควิชา

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ชุด

ตามที่ข้าพเจ้าได้ส่งแบบสอบถามในการทำวิจัยเรื่อง "A Study of Incentives for Department Heads at Regional Public Universities in Thailand" มาให้ท่านและหัวหน้าภาควิชาอื่น ๆ ในมหาวิทยาลัยส่วนภูมิภาคได้กรุณาช่วยตอบนั้น ขณะนี้ข้าพเจ้าได้รับแบบสอบถามคืนเป็นส่วนใหญ่แล้ว อย่างไรก็ตามข้าพเจ้ายังไม่ได้รับแบบสอบถามคืนจากท่านอาจเป็นเพราะแบบสอบถามยังไม่ถึงมือท่าน หรือ ท่านยังไม่มีเวลาตอบ หรือ กำลังดำเนินการอยู่ ข้าพเจ้าจึงได้แนบแบบสอบถามมาอีกครั้งหนึ่งเพื่อท่านได้กรุณาตอบ (ในกรณีที่ท่านยังไม่ได้ตอบ) และกรุณาส่งคืนไปยังอาจารย์อุษณีย์ วรรณนิธิกุล คณะวิทยาการจัดการ มหาวิทยาลัยสงขลานครินทร์ เพื่อสะดวกในการรวบรวมส่งคืนข้าพเจ้า

แบบสอบถามที่ท่านตอบมีความสำคัญยิ่งต่อผลการวิจัยซึ่งจะเป็นประโยชน์ต่อการบริหารมหาวิทยาลัยในส่วนภูมิภาคเป็นส่วนรวม

จึงเรียนมาเพื่อได้โปรดอนุเคราะห์ต่อการวิจัยครั้งนี้และใคร่ขอขอบพระคุณต่อการวิจัยครั้งนี้ และใคร่ขอขอบพระคุณมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

พรรณ สุวรรณรัฐโชติ

(นางสาวรพีพรรณ สุวรรณรัฐโชติ)

APPENDIX C

TYPES OF INCENTIVES

TYPES OF INCENTIVES

For the purpose of this study, incentives are used in two broad categories:

1. Material Incentives. They are:

   Bonus salary

   Clerical support

   Time for teaching and working with students

   Time for administrative activities

   Promotion in academic rank

   Desirable physical plant environment

   Time for research activities

   Travel funds to professional or departmental conferences

   Reduce course load

   Research grant

   Arranging own work schedule

   Opportunities for professional development in administration

   Opportunities for professional development in own academic discipline

   Being part of the university team

   Opportunities for self-improvement and personal growth

   Early sabbatical leave

   More supplies and facilities

Administrative promotion

A car for personal use

Special consideration with regard to promotion

2. Solidary Incentives. They are:

Autonomy as a department head

Serving the community

Affecting the university

Influencing faculty members

Carrying out the university and department policy

Prestige

Pride in Work

Recognition for being an outstanding head

A word of support and gratitude for a brave and wise decision

A word of general support along with counsel when a specific matter has been handled badly

APPENDIX D

RESEARCH INSTRUMENT (ENGLISH VERSION)

THE QUESTIONNAIRE

PART I

Background Information

Direction: For each of the following questions select the one most appropriate answer. Place an X in the space in front of your selection.

1. Name of institution _____

2. Your current academic rank:

____Professor ____Assisstant professor

____Associate Professor ____Instructor

____Other(Please specify)_____

3. Sex:

____Male ____Female

4. Age:

____Under 25 years ____35 - 44 years

____25 - 34 years ____45 - 50 years

____Over 50 years

5. Your highest level of education:

____Baccalaureate Degree

____Specialist's Certificate (one year above Bachelor's degree)

____Master's Degree

____Specialist's Degree (One year above Master's degree)

____Doctoral Degree

____Other (specify) _____

6. Total number of years that you have been in the position:

____0 - 2 years ____5 - 6 years

____3 - 4 years ____7 - 8 years

____More than 8 years

7. Your academic area:

____Humanities ____Agriculture

____Social Sciences ____Engineering

____Education ____Physical Science

____Mathematics ____Biological Science

____Medical Sciences and Related fields

____Other (specify)_____

8. I identify myself primarily as:

____An administrator ____A faculty member

9. What fraction of time do you think you do spend on your administrative duties during the academic year?

____75 - 100 % ____25 - 49 %

____50 - 74 % ____less than 25 %

10. What fraction of time do you think you should spend on your administrative duties during the academic year?

____75 - 100 % ____25 - 49 %

____50 - 74 % ____less than 25 %

11. How long do you think a person should serve in the position of department head?

____One year ____Two years

____Three years ____Four years

____Five years ____Six years

____Seven years ____Eight years

____More than eight years (specify) _____

12. How many credit hours of classroom teaching do you have during a typical academic year?

____2 - 5 credits ____11 - 15 credits

____6 - 10 credits ____16 - 20 credits

____Other (specify) _____

13. Number of faculty members in your department: _____

PLEASE GO TO NEXT PAGE

PART II

The Incentive Inventory

The purpose of this section is to find out what the incentives available to you, as a department head, are.

Directions: Listed below are 30 incentive items for department heads in higher education. To the right of each item, please record your response as you perceive that item to be a reflection of present reality(is). Record your responses by circling the number which best represents your perceptions. Please answer all items.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

		This item is currently an important incentive				
A.	Bonus salary	5	4	3	2	1
B.	Clerical support	5	4	3	2	1
C.	Time for teaching and working with students	5	4	3	2	1
D.	Time for administrative activities	5	4	3	2	1
E.	Promotion in academic rank	5	4	3	2	1
F.	Desirable physical plant environment	5	4	3	2	1
G.	Time for research activities	5	4	3	2	1
H.	Travel funds to professional or departmental conferences	5	4	3	2	1
I.	Reduced course load	5	4	3	2	1
J.	Research grant	5	4	3	2	1
K.	Arranging own work schedule	5	4	3	2	1
L.	Opportunities for professional development in administration	5	4	3	2	1

M.	Autonomy as a department head	5	4	3	2	1
N.	Serving the community	5	4	3	2	1
O.	Affecting the university	5	4	3	2	1
P.	Influencing faculty members	5	4	3	2	1
Q.	Carrying out the university and departmental policy	5	4	3	2	1
R.	Opportunities for professional development in own academic discipline	5	4	3	2	1
S.	Prestige	5	4	3	2	1
T.	Pride in work	5	4	3	2	1
U.	Being part of the university team	5	4	3	2	1
V.	Opportunities for self-improvement and personal growth	5	4	3	2	1
W.	Early sabbatical leave	5	4	3	2	1
X.	Recognition for being an outstanding head	5	4	3	2	1
Y.	More supplies and facilities	5	4	3	2	1
Z.	A word of support and gratitude for a brave and wise decision	5	4	3	2	1
Aa.	A word of general support along with counsel when a specific matter has been handled badly	5	4	3	2	1
Ab.	Administrative promotion	5	4	3	2	1
Ac.	A car for personal use	5	4	3	2	1
Ad.	Special consideration with regard to promotion	5	4	3	2	1

Ae. Other (specify)_____

PART III

The Incentive Inventory

The purpose of this section is to find out which of these incentives meet your expectations, and are most attractive to you.

Directions: Listed below are 30 incentive items for department heads in higher education. To the right of each item, please record your response as you perceive that item to be a reflection of your expectations(should be). Record your responses by circling the number which best represents your perceptions. Please answer all items.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

		This item should be an important incentive				
A.	Bonus salary	5	4	3	2	1
B.	Clerical support	5	4	3	2	1
C.	Time for teaching and working with students	5	4	3	2	1
D.	Time for administrative activities	5	4	3	2	1
E.	Promotion in academic rank	5	4	3	2	1
F.	Desirable physical plant environment	5	4	3	2	1
G.	Time for research activities	5	4	3	2	1
H.	Travel funds to professional or departmental conferences	5	4	3	2	1
I.	Reduced course load	5	4	3	2	1
J.	Research grant	5	4	3	2	1
K.	Arranging own work schedule	5	4	3	2	1

L.	Opportunities for professional development in administration	5	4	3	2	1
M.	Autonomy as a department head	5	4	3	2	1
N.	Serving the community	5	4	3	2	1
O.	Affecting the university	5	4	3	2	1
P.	Influencing faculty members	5	4	3	2	1
Q.	Carrying out the university and departmental policy	5	4	3	2	1
R.	Opportunities for professional development in own academic discipline	5	4	3	2	1
S.	Prestige	5	4	3	2	1
T.	Pride in work	5	4	3	2	1
U.	Being part of the university team	5	4	3	2	1
V.	Opportunities for self-improvement and personal growth	5	4	3	2	1
W.	Early sabbatical leave	5	4	3	2	1
X.	Recognition for being an outstanding head	5	4	3	2	1
Y.	More supplies and facilities	5	4	3	2	1
Z.	A word of support and gratitude for a brave and wise decision	5	4	3	2	1
Aa.	A word of general support along with counsel when a specific matter has been handled badly	5	4	3	2	1
Ab.	Administrative promotion	5	4	3	2	1
Ac.	A car for personal use	5	4	3	2	1
Ad.	Special consideration with regard to promotion	5	4	3	2	1

Ae. Other (specify)_____

APPENDIX E

RESEARCH INSTRUMENT (THAI VERSION)

แบบสอบถาม ตอนที่ ๑

ข้อมูลทั่วไป

คำชี้แจง แบบสอบถามชุดนี้เป็นแบบสอบถามที่เกี่ยวกับตัวท่าน ขอให้ท่านโปรดทำเครื่องหมายกากบาท (X) ลงในช่องว่างหน้าคำตอบ (หรือเติมข้อความ) ที่ท่านคิดว่าเหมาะสมที่สุด

๑. ชื่อมหาวิทยาลัย _____

๒. ตำแหน่งทางวิชาการ

_____ ศาสตราจารย์ _____ ผู้ช่วยศาสตราจารย์

_____ รองศาสตราจารย์ _____ อาจารย์

_____ อื่น ๆ (ระบุ) _____

๓. เพศ

_____ ชาย _____ หญิง

๔. อายุ

_____ ต่ำกว่า ๒๕ ปี _____ ๔๕ - ๕๐ ปี

_____ ๒๕ - ๓๕ ปี _____ มากกว่า ๕๐ ปี

_____ ๓๕ - ๔๕ ปี

๕. ระดับการศึกษาสูงสุด

_____ ปริญญาตรี

_____ ประกาศนียบัตรวิชาเฉพาะ (๑ ปี หลังปริญญาตรี)

_____ ปริญญาโท

_____ ประกาศนียบัตรวิชาเฉพาะ (๓๐ หน่วยกิตหลังปริญญาโท)

_____ ปริญญาเอก

_____ อื่น ๆ (ระบุ) _____

๖. ท่านดำรงตำแหน่งหัวหน้าภาควิชามาเป็นเวลา

_____ ๐ - ๒ ปี _____ ๗ - ๘ ปี

_____ ๓ - ๔ ปี _____ มากกว่า ๘ ปี

_____ ๕ - ๖ ปี

๗. ท่านเป็นหัวหน้าภาควิชาในสาขา

_____ มนุษยศาสตร์ _____ ทันตแพทย์ศาสตร์

_____ สังคมศาสตร์ _____ สัตวแพทย์ศาสตร์

_____ การศึกษา _____ เภสัชศาสตร์

_____ วิทยาศาสตร์ _____ วิศวกรรมศาสตร์

_____ คณิตศาสตร์ _____ เกษตรศาสตร์

_____ คอมพิวเตอร์ _____ พยาบาลศาสตร์

_____ แพทย์ศาสตร์

_____ วิทยาศาสตร์การแพทย์และสาขาอื่นที่เกี่ยวข้อง

๘. ข้าพเจ้าบองตัวเองอยู่ในฐานะ

_____ ผู้บริหาร

_____ อาจารย์

๙. ท่านใช้เวลาในการทำหน้าที่ด้านบริหารเท่าไรในปีการศึกษา

_____ ๗๕ - ๑๐๐% _____ ๒๕ - ๔๔%

_____ ๕๐ - ๗๔% _____ ต่ำกว่า ๒๕ %

๑๐. ท่านคิดว่าหัวหน้าภาควิชา ควรจะ ใช้เวลาในการทำหน้าที่ด้านบริหารเท่าไรในปีการศึกษา

_____ ๗๕ - ๑๐๐% _____ ๒๕ - ๔๔%

_____ ๕๐ - ๗๔% _____ ต่ำกว่า ๒๕%

๑๑. ท่านคิดว่าหัวหน้าภาควิชาควรจะดำรงอยู่ในตำแหน่งกี่ปี?

_____ ๑ ปี _____ ๕ ปี

_____ ๒ ปี _____ ๖ ปี

_____ ๓ ปี _____ ๗ ปี

_____ ๔ ปี _____ ๘ ปี

_____ มากกว่า ๘ ปี

๑๒. ในแต่ละปีการศึกษา ท่านต้องทำการสอนเป็นจำนวนกี่หน่วยกิต (โดยประมาณไม่นับรวมภาค-ฤดูร้อน)

_____ ๒ - ๕ หน่วยกิต

_____ ๖ - ๑๐ หน่วยกิต

_____ ๑๑ - ๑๕ หน่วยกิต

_____ ๑๖ - ๒๐ หน่วยกิต

_____ อื่น ๆ (ระบุ) _____

๑๓. จำนวนอาจารย์ในภาควิชาของท่าน _____ คน

แบบสอบถามตอนที่ ๒

The Incentive Inventory

วัตถุประสงค์ของแบบสอบถามตอนนี้เพื่อต้องการทราบว่าในขณะที่ท่านปฏิบัติหน้าที่ในตำแหน่งหัวหน้าภาควิชา ท่านได้รับสิ่งจูงใจ (incentives) อะไรบ้าง?

คำชี้แจง ข้อความแต่ละข้อข้างล่างนี้เป็นสิ่งจูงใจ (incentives) สำหรับหัวหน้าภาควิชา ท่านเห็นด้วยหรือไม่ว่า ในขณะที่ท่านดำรงตำแหน่งหัวหน้าภาควิชา ท่านได้รับสิ่งจูงใจ (incentives) เหล่านี้ กรุณาตอบโดยวงกลมรอบตัวเลขที่กำหนดไว้ในแต่ละข้อ (เลือกคำตอบที่ท่านเห็นว่าดีที่สุดในแต่ละข้อเพียงคำตอบเดียว) โปรดตอบให้ครบทุกข้อ

๔ = เห็นด้วยอย่างยิ่ง
๔ = เห็นด้วย
๓ = ตัดสินไม่ได้ (ไม่แน่ใจ)
๒ = ไม่เห็นด้วย
๑ = ไม่เห็นด้วยอย่างยิ่ง

ก.	เงินเพิ่มพิเศษ	๔	๔	๓	๒	๑
ข.	สำนักงานและเจ้าหน้าที่ประจำภาควิชา	๔	๔	๓	๒	๑
ค.	เวลาในการสอนและทำงานร่วมกับนักศึกษา	๔	๔	๓	๒	๑
ฆ.	เวลาสำหรับงานบริหาร	๔	๔	๓	๒	๑
ง.	การเลื่อนตำแหน่งทางวิชาการ	๔	๔	๓	๒	๑
จ.	สถานที่และบรรยากาศในการทำงาน	๔	๔	๓	๒	๑
ฉ.	เวลาสำหรับงานวิจัย	๔	๔	๓	๒	๑
ช.	ค่าใช้จ่ายและเบี้ยเลี้ยงในการเดินทางเพื่อเข้าร่วมประชุมทางวิชาการหรือเกี่ยวกับงานของภาควิชา	๔	๔	๓	๒	๑
ซ.	การลดชั่วโมงการสอน	๔	๔	๓	๒	๑
ฌ.	เงินทุนสำหรับงานวิจัย	๔	๔	๓	๒	๑
ญ.	สิทธิในการกำหนดกิจกรรมด้านบริหารในภาควิชาด้วยตนเอง	๔	๔	๓	๒	๑
ฏ.	โอกาสในการพัฒนาตนเองด้านบริหาร	๔	๔	๓	๒	๑
ฐ.	สิทธิสมบูรณ์ในฐานะหัวหน้าภาควิชา	๔	๔	๓	๒	๑
ฑ.	โอกาสในการได้บริการชุมชน	๔	๔	๓	๒	๑

ฬ.	การยอมรับว่าเป็นบุคคลสำคัญต่อการดำเนินงานของมหาวิทยาลัย	๔	๔	๓	๒	๑
ญ.	มีอิทธิพลต่อความคิดเห็นและการปฏิบัติงานของอาจารย์ในภาควิชา	๔	๔	๓	๒	๑
ฐ.	สามารถดำเนินงานตามนโยบายของมหาวิทยาลัยและภาควิชา	๔	๔	๓	๒	๑
ฑ.	โอกาสในการพัฒนาวิชาการในสาขาของตนเอง	๔	๔	๓	๒	๑
ฒ.	เกียรติ	๔	๔	๓	๒	๑
ณ.	ความภาคภูมิใจในงาน	๔	๔	๓	๒	๑
ด.	เป็นส่วนหนึ่งของผู้บริหาร	๔	๔	๓	๒	๑
ต.	โอกาสในการพัฒนาตนเอง (Personal Growth)	๔	๔	๓	๒	๑
ถ.	สิทธิ Sabbatical leave ก่อนผู้อื่นในภาควิชา	๔	๔	๓	๒	๑
ท.	ได้รับคำนิยมในการบริหารงานดีเด่น	๔	๔	๓	๒	๑
ธ.	สิทธิในการใช้วัสดุและเครื่องอำนวยความสะดวกของภาควิชา	๔	๔	๓	๒	๑
น.	การยกย่องและสนับสนุนเมื่อมีการตัดสินใจที่ถูกต้องและเฉียบขาด	๔	๔	๓	๒	๑
บ.	การแนะนำและให้กำลังใจจากผู้บริหารเมื่อมีการตัดสินใจผิดพลาดเกิดขึ้น	๔	๔	๓	๒	๑
ป.	โอกาสในการเลื่อนตำแหน่งด้านบริหาร	๔	๔	๓	๒	๑
ผ.	รถประจำตำแหน่ง	๔	๔	๓	๒	๑
ฝ.	การพิจารณาความดีความชอบเป็นพิเศษ	๔	๔	๓	๒	๑
พ.	อื่น ๆ (ระบุ) _____					

แบบสอบถามตอนที่ ๓

The Incentive Inventory

วัตถุประสงค์ของแบบสอบถามตอนนี้ เพื่อต้องการทราบว่ามีสิ่งจูงใจ (incentives) อะไรบ้าง? ที่ดึงดูดใจและท่านคาดหวังว่าท่านควรจะได้รับในการดำรงตำแหน่งหัวหน้าภาควิชา

คำชี้แจง ข้อความแต่ละข้อข้างล่างนี้เป็นสิ่งจูงใจ (incentives) สำหรับหัวหน้าภาควิชา ท่านเห็นด้วยหรือไม่ว่า สิ่งจูงใจ (incentives) เหล่านี้ดึงดูดใจท่านและท่านคาดหวังว่าท่านควรจะได้รับในขณะที่ท่านดำรงตำแหน่งหัวหน้าภาควิชา (กรุณาตอบโดยวงกลมรอบตัวเลขที่กำหนดไว้ในแต่ละข้อเพียงคำตอบเดียว) โปรดตอบให้ครบทุกข้อ

๔ = เห็นด้วยอย่างยิ่ง
๔ = เห็นด้วย
๓ = ตัดสินไม่ได้ (ไม่แน่ใจ)
๒ = ไม่เห็นด้วย
๑ = ไม่เห็นด้วยอย่างยิ่ง

ก.	เงินเพิ่มพิเศษ	๕	๔	๓	๒	๑
ข.	สำนักงานและเจ้าหน้าที่ประจำภาควิชา	๕	๔	๓	๒	๑
ค.	เวลาในการสอนและทำงานร่วมกับนักศึกษา	๕	๔	๓	๒	๑
ฆ.	เวลาสำหรับงานบริหาร	๕	๔	๓	๒	๑
ง.	การเลื่อนตำแหน่งทางวิชาการ	๕	๔	๓	๒	๑
จ.	สถานที่และบรรยากาศในการทำงาน	๕	๔	๓	๒	๑
ฉ.	เวลาสำหรับงานวิจัย	๕	๔	๓	๒	๑
ช.	ค่าใช้จ่ายและเบี้ยเลี้ยงในการเดินทางเพื่อเข้าร่วมประชุมทางวิชาการหรือเกี่ยวกับงานของภาควิชา	๕	๔	๓	๒	๑
ซ.	การลดชั่วโมงการสอน	๕	๔	๓	๒	๑
ฌ.	เงินทุนสำหรับงานวิจัย	๕	๔	๓	๒	๑
ญ.	สิทธิในการกำหนดกิจกรรมด้านบริหารในภาควิชาด้วยตนเอง	๕	๔	๓	๒	๑
ฎ.	โอกาสในการพัฒนาตนเองด้านบริหาร	๕	๔	๓	๒	๑
ฐ.	สิทธิสมบูรณ์ในฐานะหัวหน้าภาควิชา	๕	๔	๓	๒	๑
ฑ.	โอกาสในการได้บริการชุมชน	๕	๔	๓	๒	๑

ฆ.	การยอมรับว่าเป็นบุคคลสำคัญต่อการดำเนินงานของมหาวิทยาลัย	๕	๔	๓	๒	๑
ง.	มีอิทธิพลต่อความคิดเห็นและการปฏิบัติงานของอาจารย์ในภาควิชา	๕	๔	๓	๒	๑
จ.	สามารถดำเนินงานตามนโยบายของมหาวิทยาลัยและภาควิชา	๕	๔	๓	๒	๑
ฉ.	โอกาสในการพัฒนาวิชาการในสาขาของตนเอง	๕	๔	๓	๒	๑
ช.	เกียรติ	๕	๔	๓	๒	๑
ซ.	ความภาคภูมิใจในงาน	๕	๔	๓	๒	๑
ฌ.	เป็นส่วนหนึ่งของผู้บริหาร	๕	๔	๓	๒	๑
ญ.	โอกาสในการพัฒนาตนเอง (Personal Growth)	๕	๔	๓	๒	๑
ฎ.	สิทธิ Sabbatical leave ก่อนผู้อื่นในภาควิชา	๕	๔	๓	๒	๑
ฏ.	ได้รับคำนิยมในการบริหารงานดีเด่น	๕	๔	๓	๒	๑
ฐ.	สิทธิในการใช้วัสดุและเครื่องอำนวยความสะดวกของภาควิชา	๕	๔	๓	๒	๑
ฑ.	การยกย่องและสนับสนุนเมื่อมีการตัดสินใจที่ถูกต้องและเฉียบขาด	๕	๔	๓	๒	๑
ฒ.	การแนะนำและให้กำลังใจจากผู้บริหารเมื่อมีการตัดสินใจผิดพลาดเกิดขึ้น	๕	๔	๓	๒	๑
ณ.	โอกาสในการเลื่อนตำแหน่งด้านบริหาร	๕	๔	๓	๒	๑
ด.	รถประจำตำแหน่ง	๕	๔	๓	๒	๑
ต.	การพิจารณาความดีความชอบเป็นพิเศษ	๕	๔	๓	๒	๑
ถ.	อื่น ๆ (ระบุ) _____					

APPENDIX F

CHARACTERISTICS OF THE SAMPLE

TABLE XVIII

DISTRIBUTION OF DEPARTMENT HEADS
BY ACADEMIC RANK

Academic Rank	Number	Percent
Professor	0	0
Associate Professor	15	18
Assistant Professor	33	40
Instructor	35	42
Other	0	0
TOTAL	83	100

TABLE XIX

DISTRIBUTION OF DEPARTMENT HEADS BY SEX

Sex	Number	Percent
Male	50	60
Female	33	40
TOTAL	83	100

TABLE XX

DISTRIBUTION OF DEPARTMENT HEADS BY AGE

Age Range	Number	Percent
Under 25 years old	0	0
25 - 34 years old	25	30
35 - 44 years old	44	53
45 - 50 years old	9	11
Over 50 years old	5	6
TOTAL	83	100

TABLE XXI

DISTRIBUTION OF DEPARTMENT HEADS
BY EDUCATIONAL LEVEL

Educational Level	Number	Percent
Baccalaureate	7	8
Specialists's Certificate	2	2
Master's	42	51
Specialist's Degree	0	0
Doctorate	29	35
Other	3	4
TOTAL	83	100

TABLE XXII

DISTRIBUTION OF DEPARTMENT HEADS BY NUMBER OF YEARS IN THE POSITION

Number of Years	Number*	Percent
Less than 2 years	48	59
3 - 4 years	22	27
5 - 6 years	5	6
7 - 8 years	4	5
More than 8 years	3	4
TOTAL	82	100

Note: * One department head did not respond to the question. A missing value was excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXIII

DISTRIBUTION OF DEPARTMENT HEADS BY ACADEMIC AREA

Academic Area	Number*	Percent
Humanities	4	5
Social Sciences	4	5
Education	8	10
Physical and Biological Sciences	8	10
Mathematics	2	2
Medical Science and Related Fields	41	50
Engineering	7	9
Agriculture	8	10
TOTAL	82	100

Note: * One department head did not respond to the question. A missing value was excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXIV

DISTRIBUTION OF DEPARTMENT HEADS
BY TYPE OF WORK

Type of Work	Number*	Percent
An administrator	19	23
A faculty member	46	57
Both	16	20
TOTAL	81	100

Note: * Two department heads did not respond to the question. Missing values were excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXV

DISTRIBUTION OF DEPARTMENT HEADS BY FRACTION OF
TIME SPENT ON ADMINISTRATIVE DUTIES

Fraction of Time	Number*	Percent
75 - 100%	8	10
50 - 74%	40	50
25 - 49%	28	35
Less than 25%	4	5
TOTAL	80	100

Note: * Three department heads did not respond to the question. Missing values were excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXVI

DISTRIBUTION OF DEPARTMENT HEADS BY FRACTION OF TIME SHOULD SPEND ON ADMINISTRATIVE DUTIES

Fraction of Time	Number*	Percent
75 - 100%	5	6
50 - 74%	33	42
25 - 49%	38	48
Less than 25%	3	4
TOTAL	79	100

Note: * Four department heads did not respond to the question. Missing values were excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXVII

DISTRIBUTION OF DEPARTMENT HEADS BY NUMBER OF YEARS DEPARTMENT HEAD SHOULD SERVE IN A POSITION

Number of years	Number*	Percent
1 years	0	0
2 years	20	25
3 years	22	27
4 years	36	45
5 years	1	1
6 years	0	0
7 years	0	0
8 years	1	1
More than 8 years	0	0
TOTAL	80	100

Note: * Three department heads did not respond to the question. Missing values were excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXVIII

DISTRIBUTION OF DEPARTMENT HEADS BY CREDIT HOURS OF CLASSROOM TEACHING

Credit Hours	Number*	Percent
2 - 5 credit hours	27	33
6 - 10 credit hours	36	44
11 - 15 credit hours	7	9
16 - 20 credit hours	8	10
Other	4	5
TOTAL	82	100

Note: * One department head did not respond to the question. A missing value was excluded from the percentage base. Percentages were rounded to the nearest whole number.

TABLE XXIX

DISTRIBUTION OF DEPARTMENT HEADS BY NUMBER OF FACULTY MEMBERS IN DEPARTMENT

Number of Faculty	Number*	Percent
1 - 10 people	35	43
11 - 20 people	32	39
Over 20 people	15	18
TOTAL	82	100

Note: * One department head did not respond to the question. A missing value was excluded from the percentage base. Percentages were rounded to the nearest whole number.

VITA 2

Rapeepun Suwannatachote

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF INCENTIVES FOR DEPARTMENT HEADS AT REGIONAL PUBLIC UNIVERSITIES IN THAILAND

Major Field: Higher Education

Biographical:

Personal Data: Born in Songkla, Thailand, Feb 1, 1948, the daughter of Mr. and Mrs. C. Suwannatachote.

Education: Graduated from Varanareechalearm High School, Songkla, Thailand in 1963; received Higher Certification of Education from Songkla Teachers' College, Songkla, Thailand in 1967; received the Bachelor of Science in Education degree from Philippine Women's University, Manila, The Philippines, in 1969; received the Master of Arts in Social Science Education degree from the University of South Florida, Tampa, in 1971; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1984;

Professional Experience: Sociology and Psychology Instructor at Prince of Songkla University, Haad Yai, 1972-81; Registrar, Prince of Songkla University, Haad Yai, 1975-77; Chairman, Board of Academic Affairs, Faculty of Management Science, Prince of Songkla University, 1978-80; Head, Department of Educational Foundation, Faculty of Management Science, 1978-80.