LEADERSHIP BEHAVIOR OF THE DIRECTORS: PERCEPTIONS

AND EXPECTATIONS OF DEPARTMENT HEADS AND

FACULTY MEMBERS AT THE INSTITUTE

OF TECHNOLOGY AND VOCATIONAL

EDUCATION, METROPOLITAN

AREA, THAILAND

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1983

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ACKNOWLEDGMENTS

The author is extremely appreciative of the valuable assistance and guidance of, and contributions made to this study and dissertation by her advisory committee: Dr. Robert B. Kamm, Dr. Kenneth St. Clair, Dr. William B. Adrian, Dr. Thomas A. Karman, and Dr. Ravi Sheorey.

Special recognition is extended to Dr. Robert B. Kamm for his interest and encouragement.

Gratitude is expressed for the interest and cooperation of the respondents who provided the data in this investigation and to Dr. W. D. Warde for his suggestion in statistical process.

I am indebted finally to my father, Thamchai Sittitrai, my mother, Penpun Sittitrai, and my husband, Dr. Ong-Arg, who helped relentlessly in collecting the data and who provided encouragement and moral support throughout the preparation of this dissertation.

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CHAPTER I

INTRODUCTION

The changing society makes new demands on leadership behavior in the organization. A changing workforce, a shifting political climate, and a puzzling economy all put pressures on leaders to manage in new ways. A population that demands a greater share of power and a louder voice in decisions makes it difficult to maintain the same, stable, traditional style of leadership. The need for the study of leadership is called from everywhere, according to Kanter (1981, p. 219).

The Institute of Technology and Vocational Education, Metropolitan Area, Thailand--with its mission to educate, train, guide and serve all persons who seek to develop knowledge, skills and behavioral characteristics that are necessary for employment and further studies--is designed to have an enormous growth in the future, according to the Service Department of the Institute of Technology and Vocational Education (1979, p.1).

Response to the changing society, however, in a period of rapid transition, has created another problem. This is evident in the area of vocational and technical education. The expanding vocational area to meet present society's need has created problems and shortages in competent vocational administrators. The number of qualified administrators in the vocational area is extremely small, according to Roney (1968, p. 36). Moreover, London (1969) indicated that the real problem in the

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establishment and effective operation of the institution has been that of securing competent leaders knowledgeable of the purpose and administrative function of vocational and technical education, and to identify what type of leadership behavior is needed for the job is quite a serious one. Furthermore, as stated by Wright and Allen (1962, p. 9) "most of the misunderstandings and the confusion of the job can be traced back to the lack of identifying the clear function of the leader." As a matter of fact, not many attempts have been made to clarify specifically administrative work in the area of vocational education.

Recognizing this need, research has now been focused on leadership behavior: the perception and the expectation. This study, too, is focused on leadership behavior, in the hope that more understanding and clarification will be obtained to benefit the administration of vocational and technical education as a whole.

Statement of the Problem

"The director of a vocational and technical institution is responsible for the mission, grand design and the institution progress," according to Koble and Newton (1976, p. 8). Educators and outsiders will assess the role of the director in an effort to determine how the institution can best serve the vocational needs at present and in the future. Schmidt (1970, p. ii) referred to the administrative role as "the balance wheel upon whose steadiness depended the smooth functioning of the entire mechanism." Paxton and Thomas (1977, p. 342) went further in this concept by stating that "while everyone agrees that the administrator needs to lead in an effective manner and help that balance, there is little agreement on how he should lead."

What the director should do is a problem. Should he/she satisfy his/her need, following his/her style, or fulfill the expectations of the department heads and faculty members? The situation is quite complicated because not many accepted criteria exist to identify the major dimensions of the leader's behavior. Even more as Benson (1978, p. 2) stated "there is a lack of information relative to the determination of the actual and preferred roles."

Without such knowledge, the effectiveness and efficiency of the director is in doubt. Therefore, there is a need to determine what the perceptions of the actual performance of the directors are, as perceived by their department heads and faculty members. It is also necessary to find out what both groups expect of the leadership behavior of the directors. Do their perceptions and expectations differ in each group? It is also vital to compare whether both groups differ from each other in their perceptions and expectations of the directors' behavior.

Need for the Study

The call for study of the office of the chief executive comes from numerous authorities in the field, even individuals who hold or have held the office themselves, according to Paxton and Thomas (1977, p. 343).

It would seem that it is time for educators to serve the need for a clear understanding of leadership behavior, both the actual and expected roles. Koble (1973) supported this by saying:

> Vocational education, in its catalytic role requires dynamic
> and viable leadership. To provide this, leaders require futur-
> istic preparation and continuous upgrading. Present programs
> for the preparation and upgrading of leaders are not adequate
> since there has been the lack of a dynamic knowledge base re-
> garding roles and functions of leaders (p. 10).

In addition, Ruktham (1974, p. 195) suggested that vocational administrators play an important role in leading faculty members, staff, and students in the institution toward the common goal. Thus, studies and surveys of leadership behavior of the vocational administrators should be more encouraged.

Although many attempts have been made to answer this question, the quest still continues. One reason is that throughout history both the perceived and expected roles of the leader have been in constant change, according to Park (1973, p. 40). As a result, Gwynn (1961) explained that those engaged in leadership activity are confronted with confused and overwhelming duties and lack of appreciation and understanding from the people with whom they work. Morphet, Johns and Reller (1965, pp. 11-12) suggested that the organization must study and provide for the clearer determination of behavior.

It is important that research on leadership behavior of the directors in vocational and technical education be carried out. Such research could add to the empirical knowledge regarding two dimensions of directors' leadership behavior as defined by Halpin (1966). These are "Initiating Structure" and "Consideration" as perceived by department heads and faculty members. Halpin (1966) defined the two dimensions as follows:

> Initiating Structure refers to the leader behavior in delineating the relationship between himself and members of the work group, and in endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure.
>
> Consideration refers to behavior indicative of friendly, mutual trust, respect and warmth in relationship between the leader and the members of his staff (p. 86).

Objectives of the Study

The objectives of this study are indicated by the following questions:

1. What are department heads' and faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of directors?

2. What are department heads' and faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

3. Do department heads differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

4. Do department heads differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

5. Do faculty members differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

6. Do faculty members differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

7. Do department heads and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the directors?

8. Do department heads and faculty members differ significantly in their perceptions with regard to the Consideration dimension of the

leadership behavior of the directors?

9. Do department heads and faculty members differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the directors?

10. Do department heads and faculty members differ significantly in their expectations with regard to Consideration dimension of the leadership behavior of the directors?

Assumptions and Limitations

This is a study of vocational technical education leadership behavior, in which department heads and faculty members in the Institute of Technology and Vocational Education in Metropolitan Area, Thailand, evaluate their directors. Forty-two department heads and ninety-eight faculty members were randomly selected from 14 campuses of the Institute to participate in the study. From this group, forty department heads and ninety-five faculty members completed the research questionnaires. This study is further limited by the following assumptions:

1. Each respondent's knowledge of and experience with the academic structure of the Institute are adequate to enable him/her to describe the leadership behavior of the directors in terms of Initiating Structure and Consideration dimensions.

2. Each respondent's perceptions and expectations of the leadership behavior of the directors are related primarily to the position that he/she occupies in the academic structure of the Institute.

3. Each respondent taking part in this study is able to respond in a threat-free environment that allows him/her to answer the questions honestly and authentically.

Definitions and Critical Terms

For the purpose of the study, the following definitions and terms
are applied:

1. Leadership behavior of the directors is defined in this study in
terms of the Leader Behavior Description Questionnaire (LBDQ). The LBDQ
was used to describe both the Real and Ideal Leader Behavior. The LBDQ-
Real was used to describe the actual directors, and the LBDQ-Ideal was
used to describe the behavior of the ideal directors. Two fundamental
dimensions are:

First, "Initiating Structure" which refers to leader behavior in de-
lineating the relationship between a leader and group members in trying
to establish well-defined patterns of organization, channels of communi-
cation, and methods of procedure; second, "Consideration" refers to behav-
ior that indicates friendship, mutual trust, respect, and warmth in the
relationship between the director and his group members--both definitions
according to Stogdill and Coon (1957, pp. 38-39), and Halpin (1966, p.
86).

2. The director is the chief administrative official or the person
with ultimate authority in the campus (college) system.

3. Perception is regarded as a global phenomenon of the total cog-
nitive registration of the world in its conceptual, value-oriented, as
well as in its sensory aspects, according to Dolores (1965, pp. 3-15).
In this study, department heads and faculty members describe the leader-
ship behavior of the director in terms of how he/she actually behaves as
a leader.

4. Expectation is an evaluative standard applied to an incumbent of

a position, according to Verbeke (1966, p. 16). In this study, department heads and faculty members describe the leadership behavior of the director in terms of how they believe he/she should behave as a leader.

5. The department head is the person designated by the institution as the official administrative head of an academic department. He/she is responsible for the performance of the academic unit and its members, both faculty and students.

6. A faculty member is one who is engaged in instruction, research, and service for the academic unit.

7. Vocational and Technical Education, frequently referred to as "occupational education" and "career education," is a broad generic term used to include various educational programs which include integrated occupational and general education curriculum content for a resulting "unified approach" to the preparation of individuals for career employment and for continued study, according to Briggs (1971, p. 7). As the terms imply, vocational and technical education consists of two major categories: vocational education and technical education which are differentiated primarily by the educational level at which they are offered.

8. Vocational Education is specialized to a certain extent in that it prepares individuals to become immediately productive, upon graduation from the program, in entry level jobs as non-professional specialists in business and industry and in the service areas.

9. Technical/Technology Education is known as semi-professional or para-professional which is less specialized than vocational education in that it is designed to prepare individuals for employment as para-professionals (professional support personnel) in any one of several entry-level jobs within a particular field of technology.

10. The Institute of Technology and Vocational Education, Metropolitan Area, Thailand, is the public institution in Thailand which is composed of 14 campuses offering certificates, diplomas, and associate and baccalaureate degrees in vocational and technical programs in the areas of concentration of Agriculture, Business Administration and Commerce, Home Economics and Fine Arts, and Industry.

11. Metropolitan Area refers to the central part of Thailand which includes Bangkok, the capital, and provinces that cluster around the capital area. The 14 campuses are scattered in this area.

CHAPTER II

REVIEW OF LITERATURE

Introduction

To develop the basis for studying the leadership behavior of the directors of the Institute of Technology and Vocational Education, a study of literature is presented in three sections. The first section gives an overview of leadership behavior. The second section discusses the role of vocational and technical education and the organization of the Institute of Technology and Vocational Education, Metropolitan Area, Thailand. The third section concentrates on leadership behavior of the vocational and technical directors: the roles of the directors, competencies needed, and the perceptions and expectations of the leadership behavior of the directors.

Leadership Behavior

According to Kiser (1954):

Leadership is probably the most discussed subject and the most needed human quality. Without true leadership, our organization may not be able to survive the impact of forces of discord that threatens us in this new age (p. 3).

As important as it is, leadership is the most widely treated topic among other qualities. The study of leadership behavior began with its various definitions. The following are quite widely known:

Pigors (1935, p. 16) defined leadership as "a process of mutual stim-ulation which, by successful interplay of relevant differences, controls human energy in the pursuit of a common cause."

Tead (1935, p. 20) described leadership as a process of helping the group to achieve goals which seems desirable to the group.

Hemphill (1949, p. 96) assumed that "leadership was the behavior of an individual who was involved in directing group activities."

Kiser (1954, p. 10) said that "to lead, one must lead in harmony. It is only when men are in harmony with their leader that superior accom-plishment is possible."

Campbell, Corbally and Ramseyer (1966) suggested that:

Leadership is action or behavior among individuals and groups which assists them in moving toward goals that are increasingly mutually accomplished. Leaders serve also as catalysts to help stimulate the activities of all those who contribute to an or-ganization (p. 177).

Hoy and Miskel (1978, p. 181) conceptualized leadership as a set of functions, or behaviors carried out by individuals to assure that tasks, group climate, and individual satisfaction relate to the organization's objectives.

Leadership is the ability to lead. "In order to lead, there must be achieved on the parts of followers, an acceptance of, and a belief and a faith in the one who would lead," according to Kamm (1982, p. 5).

Along with the definitions of leadership, the attempts to identify an effective leader have also been emphasized.

Knickerbocker (1948, p. 33) identified an effective leader as "one who . . . is perceived by a group as controlling the means for satisfaction of their needs."

Weber and Weber (1961, p. 232) interpreted efficiency of leadership

as "a quality of an act or pattern of acts which will produce desired results with the least expenditure of human energy and materials."

Hollander (1964, p. 226) spoke of the leader's effectiveness as "his competence, his fulfillment of certain group expectancies for structure and actions, his perceived motivation and his adaptability to changing requirements of the situation."

Sullins (1981, pp. 27-29) indicated that effective leadership in the 1980's should result in positivism, high quality of programs and services, and in maintaining and encouraging productive institutions.

The study of leadership has been developed in different ways. The typical theories are as follows.

Once leadership was considered as a science. It was then based on the science of positive and negative ideas, principles and rules that governed this effect upon thought and behavior. While considering leadership as an art, it was then due to an impulse, emotion and judgment expected for the best results, according to Kiser (1954, p. 9).

The prime theory of leadership began with a trait study within the individual leader. Ross and Hendry (1957, p. 18) noted, "for centuries, leadership was considered in the nature of an inheritance." Studies on personality traits and leadership implied that the qualitative components that make for effective leadership were consistent. The leader might have been born with these traits or might have acquired them, but in either case, the person possesses the traits of leadership. It is thought that if these traits can be determined, then we can create leadership effectiveness, according to Napier and Gershenfeld (1981, p. 239).

Much research stated that there were unsatisfactory common traits to

identify the behavior of leaders. Bird (1940) conducted an extensive re-
view of relevant studies, compiling a list of traits that seemed to dif-
ferentiate leaders from nonleaders. Only five percent of the traits
listed appeared in four or more studies, and many of the other traits ap-
peared only in a single study. Mann (1959, pp. 214-270) reviewed 125
leadership studies looking for a relationship between personality and
performance in groups. His study yielded 750 cases of personality
traits, but no definitive traits were identified. He found a lack of
consistency among traits ascribed as significant for leaders.

Stogdill (1948, pp. 35-71) came to the conclusion that leadership
was not the possession of some combination of traits. Gibb (1954) sup-
ported that:

> Rather in every instance, the relation of the traits to the
> leadership role is more meaningful if consideration is given to
> the detailed nature of the role. Since traits of an effective
> leader are so closely related to the functions that person will
> perform . . . (p. 878).

Thus, more recent studies of leadership have been shifted to the
"behavior" and "performance" of the leader, rather than "traits." It was
perceived that "successful leaders are those who can adapt their leader-
ship behavior to meet the needs of their followers," according to Napier
and Gershenfeld (1981, p. 269).

The weight of evidence led to the suggestion that more can be
learned about leadership "behavior" than about the "leader." "The es-
sential element in leadership is that acts take place which affect be-
havior," according to Campbell, Corbally and Ramseyer (1966, p. 169).

The most renowned studies that concentrated on behavior of the
leader were the Ohio State Leadership Studies begun in 1945. The studies

were concerned primarily with the relationship of leader behavior to follower satisfaction and group performance. One result of these studies was the development of the Leadership Behavior Description Questionnaire (LBDQ). It has been the most widely used instrument to identify the critical factors or "dimensions" of leadership behavior: "Initiating Structure" and "Consideration" dimensions, (Hemphill, 1958). As previously indicated , Halpin (1966) defined the two dimensions as follows:

> Initiating Structure refers to the leader behavior in delineating the relationship between himself and members of the work group, and in endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure.

> Consideration refers to behavior indicative of friendly, mutual trust, respect and warmth in relationships between the leader and members of his staff (p. 86).

The LBDQ measures the two basic dimensions of leader behavior. It is composed of thirty items listed randomly on the Leadership Behavior Description Questionnaire. It provides for all members of an organization to describe a leader's behavior. The subjects are asked to identify the behavior of the leader on a five-point Likert scale: "always," "often," "occasionally," "seldom" or "never." Separate scores for Initiating Structure and Consideration are determined by summing the items responses relating to each subscale. The form on which the group members described their leader's actual behavior is referred to as the "LBDQ-Real Staff." In addition, the LBDQ with some modifications can be used to measure how a leader should behave. This is called the "Ideal Leader" behavior, according to Halpin (1966, pp. 88-90).

Some major findings of the Ohio State University Studies involving the LBDQ show that the Initiating Structure and Consideration dimensions measured by the LBDQ are fundamental dimensions of leader behavior.

Effective leader behavior is most often associated with high performance on both dimensions which also relate to group characteristics such as harmony, intimacy, procedural clarity and favorable changes in group attitude. It is also reported that different institutional settings tend to foster different leadership styles, according to Halpin (1966, pp. 97-98)

In determining an effective leader, Halpin explained that:

One who delineates clearly the relationship between himself and the members of the group and establishes well-defined patterns of organization, channels of communication and ways of getting the job done (Initiating Structure). At the same time, his behavior reflects friendship, mutual trust, respect and warmth in the relation between himself and the members of the group (Consideration dimension) (p. 118).

Napier and Gershenfeld (1981), in discussing an effective leader in Initiating Structure and Consideration dimensions observed that:

There are two central dimensions of any leadership situation, that is a task (goal, production, product, or initiating structure) dimension, and a relationship (social-emotional, consideration for others, interpersonal relations) dimension . . .

In this formulation, task behavior is illustrated on the horizontal axis. Task (production) becomes more important to the leader as his or her rating advances on the horizontal scale. A leader with a high rating on initiating structure has a maximum concern for production.

Concern for people is illustrated on the vertical axis. People become more important to the leader as his or her rating progresses up the vertical axis. A leader with a high rating on the vertical axis has a maximum concern for people.

After identifying task (Initiating Structure) and relationships (Consideration) as the two central dimensions, most of the writers supported an integrated leader behavior (high task and high relationship) as the best style (pp. 267-269).

Sergiovanni, Melcus, and Burden (1969, pp. 62-79) concluded that, upon analysis, research generally suggested that effective leadership behavior depended on a high rating on the two dimensions: on the job and on the people.

It is conceived that the study of the behavior of the leader can be conducted using the two dimensions of the LBDQ, Initiating Structure and Consideration dimensions.

The Role of Vocational and Technical Education

In 1944, Dewey said:

A truly liberal and liberating education would refuse today to isolate vocational training on any of its level from a continuous education in the social, moral and scientific context which wisely administered callings . . . must perform (p. 156).

The concept of vocational and technical education finds a great deal of support in the Dewey philosophy which was based upon the idea of the total organism interacting with its environment. Foshay (1970) supported that:

One aspect of the confrontation of the school with external reality is often overlooked: the relationship of school to real work -real, productive work. There is every good reason to encourage the young to begin the process of being productive in the world as early as they are capable of. Work experience for them could be kept under control of the educational authorities in such a way as to ensure its educative value. If we are to respond to Dewey's injunctive that education be life, not preparation for life, we should take at least the one small step to encourage work experience (pp.33-34).

The rationale for vocational and technical education as stated by Wenrich and Wenrich (1974) lies in:

The people's need to work and need to be helped to appreciate the value of work and its function in the total life. The total educational system should be involved in the process of helping children, youth and adults develop their potential for satisfying and productive work (p. 25).

Vocational and Technical Education was defined earlier as the provision of programs of specialized studies designed to prepare the learner

for employment in a particular occupation or family of occupations. It is a phase of the total process of discovering and developing the individual's potential for work. Vocational and technical education is found in many different kinds of institutions--both public and private--and takes many different forms. The specific content for any particular vocational curriculum is determined by the requirements of that occupation. Consequently, the content or subject matter can be just as broad as the world of work itself. Instruction in a foreign language might be included in a vocational curriculum, if competence in another language is required for successful participation in a particular occupation, according to Wenrich and Wenrich (1974, p. 38). The Association for Supervision and Curriculum Development of the NEA (1959, p. 9) stated that the program for each individual in vocational and technical education must contain general education and specialized education. General education is essential to equip an individual for the common responsibilities of free citizenship. Specialized education is equally essential to promote the development of individual abilities and sensibilities.

Evans (1971, p. 2) identified three basic objectives of vocational and technical education as: meeting the manpower needs of society; increasing the option available to each student; and serving as a motivation force to enhance all types of learning. Wenrich and Wenrich (1974, p. 38) pointed out that the primary objective of vocational and technical education is to prepare the learner for entry into employment and advancement in his chosen career according to the needs of the economy, his interest and his ability.

The role of vocational and technical education is defined by Garner (1957, p. 14) as "a provision for a broad general education and the development of useful occupational skills inseparably interwoven in the fabric of the educational structure."

Hopke (1968, p. 16) indicated that the role of vocational and technical education should be "the preparation for entrance into a specific vocation, or for upgrading of persons already employed."

Venn (1970) added that its role is considered to be:

. . . a process that involves the development of the individual for social, economic and occupational competence. The activities that take place in educational institutions are planned, organized and distinguished as a program. Such programs have their objectives either preparatory or supplementary in nature (p. 473).

Briggs (1971, p. 8) clarified the role of vocational and technical education as follows: to provide both general and specialized education; to enable individuals for initial employment; to upgrade skills from their present jobs; to retrain for career changes; and to prepare them for further education at the college and university level. Wenrich and Wenrich (1974, p. 7) went further than Briggs' clarification and indicated that it should be as broad as the world of work, be offered on the secondary and post secondary level, and emphasize vocational and technical education on both manipulative and mental skills.

The Office of Vocational and Adult Education (1981, pp. 42-44) in its 1981 annual report suggested that the role of vocational and technical education should respond to national needs for economic revitalization, defense preparedness, high technology, inner-city and rural initiatives, agriculture, domestic energy and mineral production, and entrepreneurship.

Leach (1981, pp. 30-35) suggested an expansion role of vocational and technical education in the productivity of the work force as: shaping policies that reflect changes in the work force, teaching of entrepreneurship in education, and encouraging research and development in vocational education.

Pautler (1981) made a survey of how vocational educators perceive the role of vocational and technical education in the coming decade. He summarized that:

> Vocational training is one part of vocational education. Vocational education makes the content of general education more relevant and applicable. Employability is the major goal of vocational education. Vocational education is concerned with the total individual and his/her educational needs. The education environment for vocational education is the work environment itself, or a replica of the work environment. Vocational education is based upon systematic assessment of social, economic, and employment needs of the vocation and society. The subject matter to be taught in vocational education must relate directly to the functions in the occupational area. Vocational education gives the student the ability to serve and hold employment. Vocational education gives the student the ability to go on to more advanced education. Vocational education finally is designed specifically to improve the efficiency of an individual for a specific occupation (p. 69).

In essence, the role of vocational and technical education is an indispensable mechanism in the dynamic of the world of work in our society.

In order to have a general background of the Institute of Technology and Vocational Education, Thailand, an overview of its organization follows:

The Institute of Technology and Vocational Education in Thailand, according to the Service Department of The Institute of Technology and Vocational Education (1979, pp. 1-2) is a public educational institution set

up by the Institute of Technology and Vocational Act in 1975. This Institute is under the supervision of the Ministry of Education. Its objective is to provide vocational and technical education in secondary and post secondary levels all over Thailand. The Institute offers certificates, diplomas, and associate and baccalaureate degrees in the areas of concentration of Agriculture, Business Administration and Commerce, Home Economics and Fine Arts, and Industry. It is composed of 28 campuses: 14 campuses are categorized in the Metropolitan Area, and the other 14 are included in the Rural Areas. Each Metropolitan campus is hierarchically administered by a Director with the aid of four Assistant Directors: an Assistant Academic Director, an Assistant Director of Business and Operations, an Assistant Director of Education Aids, and an Assistant Director of Student Personnel Services. Under the line of organization, each discipline is operated by different academic department heads who are responsible for their faculty members and students.

Leadership Behavior of Vocational and Technical
Education Directors

Vocational and Technical education is at a point where its leadership demands have increased in both quantity and quality. The bold expansion of vocational programs and the number of people being served has intensified the need for leaders at all levels, according to Miller (1972, p. 1).

In order to satisfy this increasing demand for leaders, studies began to examine the roles, competencies needed, and the perceptions and expectations of the behavior of the director.

As stated by Edmunds (1967, p. 38) the roles and responsibilites of

the director of vocational and technical education are: budgeting, re-
porting, directing work study and adult programs, contracting employees
and employment services, recommending advisory committee appointments
holding conferences, conducting in-service training programs, maintaining
public relations, and recommending facility improvements.

Koble and Newton (1976, pp. 8-9) clarified that the roles of the
director are not only to fulfill the mission of the institution but also
to be a leader in planning, implementation, development, service, manage-
ment and evaluation.

Martin (1980, p. 4874-A) studied the functions of the roles of the
vocational director in California, ranking them in the following order:
administrative and executive functions, instructional program duties,
professional improvement responsibilities, equipment, and supply func-
tions.

Johnson (1980, pp. 30-33) included the following activities as roles
and responsibilities of the director: establishing programs within
guidelines to meet students' needs; keeping abreast of trends, develop-
ments and research as they pertain to educational operation; assisting in
the formulation of programs and other objectives of institution develop-
ment; and cementing positive relationships between professional staff
members.

To complete such roles and responsibilites, Wright and Allen (1962)
identified the competencies needed for the director as follows:

> . . . general education adequate to enable him to associate on
> a basis of equality to those with whom he must work. He must
> posses professional ability in education, supervision and ad-
> ministration; experiences in teaching, administering and voca-
> tional education; and personal factors in leadership, intel-
> ligence and presence (p. 16).

Butcher (1968, p. 7) provided data on desirable characteristics of vocational leadership as: vocational background, general education background, technical knowledge, student-centered approach, and an understanding of principles of learning.

A leadership development seminar was conducted by Arnold (1970) at Ohio State University in which a list of needed skills and knowledge included: curriculum and instruction, evaluation, fiscal responsibilty, legislative influence and authority, program and facility planning, public relation and liaison, research and development, staff development and improvement, and student affairs.

Briggs (1971, pp. 69-72) studied the basic competencies necessary for administrators of vocational and technical education as rated by chief school officers and vocational and technical administrators. It was concluded that there was considerable agreement and an indication of consistency between the two levels of administrators in terms of values and rank order. The competency item "Establishing Effective School Relations with Business and Industry" resulted in rank number one. Both groups agreed that the second order competency was "Developing Effective School and Community Relations." The item "Curriculum Development and Evaluation" was rated in third order by the vocational and technical administrators, whereas the item "Development and Organization was rated third by the chief school officers."

Harrington (1973, p. 5818-A) investigated the essential competencies needed by administrators of vocational and technical education in Illinois. He reported that competencies dealing with knowledge were

frequently judged as being more essential than were competencies dealing with attitudes and skills.

Mckenzie (1977, p. 5167-A) examined the competencies needed for vocational administrators in Kentucky, Tennessee, North Carolina, and Virginia. It was summarized that the competencies needed are: relationships between other college divisions and with the community; planning, developing and organizing instruction programs; conducting and evaluating research to determine the need for new programs and to improve existing programs; professional development and legal responsibilities; and selecting and supervising instructional and supportive staff.

Martin (1980, p. 4874-A) examined the competencies needed by vocational directors in California school districts. He found that competencies in the areas of management, program development and operation, public relations, human relations and communications are necessary for the position of vocational and technical directors.

In addition to the competencies needed by a vocational and technical director, some studies presented the effective behavior of the director.

Kasper (1975, pp. 6051-2-A) investigated the effective and ineffective behavior of vocational and technical directors as reported by local vocational administrators. His findings revealed that the requirements critical to effective performance are primarily related to the stimulating, coordinating and allocating processes, and to a lesser extent, the planning and evaluating processes.

Turner (1979, p. 5028-A) categorized the effectiveness of county vocational directors as rated by the directors themselves in the state of Florida. Three major variables items used to determine effectiveness are

as follows:

1. Behavioral variables consisted of: concern for production, concern for employees, visibility, use of planning, number of professional organization memberships, number of conferences attended annually, number of times the director either spoke or performed some other major functions at conferences annually, and rate of return of nomination request forms.

2. Background variables included: possession of trade experience, number of years of trade experience, number of years of vocational administrator experience, and number of years of experience as a director.

3. Situational variables are: county population, number of area centers in comparison with the number of comprehensive high schools, and number of supervisors.

Some researchers focused on the perceptions and expectations of the roles of vocational and technical directors. Some typical studies are:

Holt (1973, p. 2472-A) investigated the ideal and actual roles of vocational directors as perceived by their reference groups. He concluded that the ideal director was a person with at least a master's degree qualification, six to ten years teaching experience, three to five years of occupational experience, and secondary certification with one or more vocational endorsement of the same type, plus related training for the position. It was also reported that significant differences existed between the means of the actual and ideal roles in: administration and supervision, curriculum and instruction, community interaction, and professional activities. The most important functions in the ideal roles were administration and supervision.

Perkins (1975, p. 7379-A) directed a comparative analysis of the expectations and perceptions of the role of vocational administrators as

perceived by administrators and superintendents. His findings revealed that: superintendents expected the vocational administrators to be loyal team members who work cooperatively within the organizational structure for the benefit of faculty, of the students, the community, and the school. Vocational administrators generally perceived their tasks to be more important than did superintendents. The variety of ideal tasks that superintendents identified as important, required skill in the areas of human relations, working with business and industry, curriculum construction and evaluation, personnel facilities and equipment, and fiscal management.

In the same year, Ruby (1975, p. 6643-A) conducted research to investigate the actual and ideal roles of vocational education directors as perceived by role incumbents, superordinates and subordinates. It was concluded that there was only one difference between the ideal and the actual role in the area of management components.

Bell, also in 1975, studied the existing and desirable roles for secondary area vocational directors in the perceptions of superintendents, principals and state vocational administrators as compared to the perceptions of area center directors. Data were reported that the ideal category appeared to indicate a need for inservice programs to inform educators of the appropriate role for area center directors. The data also appeared to indicate that the area center directors should be more cognizant of the perception of superintendents, principals, and state vocational administrators. Finally, the area center directors should place more importance on school and community relations (p. 3611-A).

In 1977, Schneider directed a study to compare the actual and desired authority roles of vocational directors as perceived by local

superintendents, vocational directors, principals, vocational department chairpersons, and vocational teachers. The major conclusions drawn from the findings were: there was a lack of clarity regarding the actual authority role of vocational directors, providing an environment suitable for conflict and friction; there was little indication that the traditional staff authority role of advising others upon request was practiced or desired for concurring authority (the most desired type of authority); there were substantial differences between actual and desired authority perceptions for vocational directors in staff positions; and there was less confusion and disagreement concerning the desired authority than the actual (p. 1806-A).

Dampman (1979, p. 2625-A) investigated the role of the area vocational and technical school directors as perceived by the directors and instructors. It was concluded that there was no significant relationship between inter-reference role and intra-reference role of conflict and organizational climate. There was a significant difference between instructors' expectations and the directors' perceptions of their role performance.

Not many studies were found in the area of vocational and technical education using the LBDQ questionnaire to investigate leadership behavior, although a few were found.

Straub (1973, p. 4658-A) studied the perceptions of leadership behavior of the vocational education directors as seen by superintendents, vocational directors, vocational coordinators, and vocational principals. It was reported that as a total group, the mean level with which the directors described themselves differed markedly from the mean level obtained from the other administrative group in the perception of the

actual behavior regarding to both dimensions of Initiating Structure and Consideration. Directors also exhibited different behavior patterns in interacting with the administrative groups.

Aiken (1976, p. 5074-A) examined the perceptions and expectations of leadership behavior of the vocational education directors as perceived by subordinates and the directors. It was concluded that using the LBDQ-Real and Ideal, a comparison of the subordinates' and the directors' description of the actual and ideal behavior revealed basic association on both dimensions. On the LBDQ-Real the directors rated their actual behavior consistently higher than did their subordinates. On the LBDQ-Ideal, there was significant association on each dimension between the expectations of the directors and their subordinates. A comparison of the actual and ideal dimensions of the directors' behavior revealed that the ideal directors should possess a higher degree of Initiating Structure and Consideration than the actual directors had demonstrated in their ratings. Furthermore, the major findings reflected that the directors needed to upgrade their job performance, since ideal behavior was rated consistently higher than actual behavior. In addition, it was reported that the directors were more effective in accomplishing tasks than interpersonal skills.

Nakasingh (1979, p. 5225-A) investigated the expectations of leadership behavior of the vocational school directors as perceived by superintendents, directors, and teachers. It was concluded that all participants were in basic agreement in relation to the desired leader behavior expected of the vocational directors. If conflicts arise it would likely be due to the extent of the educational level of the individual, which could be a significant factor accounting for differenct expectations

among raters.

Although the studies of leadership behavior of vocational and technical education were focused in different ways, all served to some extent as a background for this study.

Summary

Leadership behavior has been a main topic of investigation over the years. Many efforts have been set forth to study, examine and analyze its nature. In this chapter, the first section provided an overview of leadership behavior, including its definitions. Early studies were of traits, followed by the study of "behavior," not the "leader." The development of the LBDQ allowed us to investigate empirically the two dimensions of leader behavior: Initiating Structure and Consideration. It was noted that high task (Initiating Structure) and high relationship (Consideration) identifies effective leadership.

The second section dealt with the role of vocational and technical education. Its scope included the rationale, objectives, roles, and the general background of the organization of the Institute of Technology and Vocational Education, Metropolitan Area, Thailand.

The third part concentrated specifically on leadership behavior of the director in vocational and technical education area. The role of the director was presented, followed by reports of studies of the competencies needed for a vocational and technical director. The perception and expectation roles of the vocational and technical director were described, using different kinds of instruments, and concluded with some studies of leadership behavior, including the perceptions and expec-

tations of the vocational and technical director as perceived by different groups using only the LBDQ form.

CHAPTER III

METHODOLOGY

Introduction

This chapter presents the methodology used to reach the stated ob-
jectives of the study and is organized as follows: (1) research instru-
ments; (2) population and sample; (3) procedure for collecting data; and
(4) data analysis.

The following questions indicate the research objectives of this
study:

1. What are department heads' and faculty members' perceptions and
expectations of the Initiating Structure dimension of the leadership
behavior of the directors?

2. What are department heads' and faculty members' perceptions and
expectations of the Consideration dimension of the leadership behavior of
the directors?

3. Do department heads differ significantly in their perceptions
and expectations of the Initiating Structure dimension of the leadership
behavior of the directors?

4. Do department heads differ significantly in their perceptions
and expectations of the Consideration dimension of the leadership
behavior of the directors?

5. Do faculty members differ significantly in their perceptions and
expectations of the Initiating Structure dimension of the leadership

behavior of the directors?

6. Do faculty members differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

7. Do department heads and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the directors?

8. Do department heads and faculty members differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the directors?

9. Do department heads and faculty members differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the directors?

10. Do department heads and faculty members differ significantly in their expectations with regard to Consideration dimension of the leadership behavior of the directors?

Research Instruments

Instruments used to collect the data were developed in two sections:

1. A biographical questionnaire designed to obtain data from respondents (department heads and faculty members) related to sex, age, highest educational degree earned, current position, and number of years served (see Appendix D for English version and Appendix E for Thai version).

2. The Leader Behavior Description Questionnaire (LBDQ). This instrument was developed by the Personnel Research Board of Ohio State University to measure the two major dimensions: Initiating Structure and

Consideration of leadership behavior. The LBDQ-Real and Ideal is useful for research purposes, and is the most widely used measure of leader behavior, according to Dipboye (1978, pp. 1174-1178). This questionnaire is composed of 30 items of the LBDQ-Real and 30 items of the LBDQ-Ideal in descriptive statements of the behavior of a leader operating in a given situation.

The responses to the LBDQ provide scores that can be used in empirical studies. According to Halpin (1966, p. 88), the reliability of the LBDQ using the Spearman Brown formula has been high, yielding split half coefficients of .83 and .86 on Initiating Structure, and .92 and .93 on Consideration.

Regarding validity, the LBDQ appears to possess validity as a measure of leader behavior. In terms of face validity, the items are straightforward and seem to match commonsense descriptions of leader behavior in a variety of settings, according to Dipboye (1978, pp. 1174-1178). Although there is limited evidence on construct validity, concurrent criterion validity has been provided. In a study conducted under well-controlled laboratory conditions, the validity of the LBDQ subtests of Initiating Structure and Consideration was also supported, according to Stogdill (1969, pp. 153-158).

As suggested by Halpin (1956, p. 1), the LBDQ (with some modifications in wording and instructions) can be applied in both Ideal and Real forms:

1. LBDQ-Real describing actual leadership behavior.

2. LBDQ-Ideal describing how the respondent expects the leader to behave.

The items in the questionnaire which correspond to each dimension are as follows:

Initiating Structure

1. Making attitudes clear to the group.

2. Trying out new ideas with the group.

3. Ruling with an iron hand.*

4. Criticizing poor work.

5. Speaking in a manner not to be questioned.

6. Assigning group members to particular tasks.

7. Working without a plan.*

8. Maintaining definite standards of performance.

9. Emphasizing the meeting of deadlines.

10. Encouraging the use of uniform procedures.

11. Making sure that one's part in the organization is understood by group members.

12. Asking that group members follow standard rules and regulations.

13. Letting group members know what is expected of them.

14. Seeing to it that group members are working up to capacity.

15. Seeing to it that the work of group members is coordinated.

Consideration

1. Doing personal favors for group members.

2. Doing little things to make it pleasant to be a member of the group.

3. Being easy to understand.

4. Finding time to listen to group members.

*These items are scored negatively.

5. Keeping to oneself.*

6. Looking out for the personal welfare of individual group members.

7. Refusing to explain one's actions.*

8. Acting without consulting the group.*

9. Slowly accepting new ideas.*

10. Treating all group members as one's equal.

11. Being willing to make changes.

12. Being friendly and approachable.

13. Making group members feel at ease when talking with them.

14. Putting suggestions by the goup members into operation.

15. Getting group approval on important matters before going ahead.

*These items are scored negatively.

As this questionnaire was completed by respondents in Thailand, Hongham's translation from English into the Thai version made the study more meaningful because the Thai version was more understandable to the Thai respondents, according to Hongham (1981, p. 23). Hongham made a pilot study of the Thai version in 1981 and reported that:

> Since there was only one slightly significant difference between pre-test/post-test on the Consideration dimension of the translation LBDQ at the .05 level of significance, the items seemed to be sufficiently reliable for the purpose of the study (p. 43).

Therefore this translation form appears to be a reliable instrument to be used in this study.

Two copies of the LBDQ-Real and Ideal in English and Thai version as worded and used for this study are found in Appendix D and Appendix E respectively.

Population and Sample

The population of this study consisted of department heads and full-time faculty members on 14 campuses during the 1982 academic year of the Institute of Technology and Vocational Education, Metropolitan Area, in Thailand.

From each campus, 3 department heads and 7 faculty members were selected from a list of names provided by the Institute of Technology and Vocational Education, Thailand. Using the random sample technique from a table of random numbers, as suggested by Gay (1981, pp. 408-411), the researcher chose a total sample of 42 department heads and 98 faculty members. However, the number of respondents who participated in this study were 40 department heads and 95 faculty members, which represented 96% of the returned questionnaires distributed . The number of department heads and faculty members participating in this study from each of the 14 campuses is indicated in Table I, on page 36.

Procedures for Collecting Data

To collect the data, the letters and questionnaires were prepared as follows:

1. A letter from the researcher was sent to the director of each campus explaining the purpose of the study and asking his/her permission and cooperation with the research project (see Appendix B).

2. A cover letter explaining the nature of the study was sent, along with a biographical data form and the LBDQ-Real and Ideal questionnaire, to each department head and faculty member on each campus (see the cover letter in Appendix C).

TABLE I

NUMBER OF DEPARTMENT HEADS AND FACULTY MEMBERS INCLUDED
IN THE SAMPLE FROM EACH CAMPUS OF THE INSTITUTE
OF TECHNOLOGY AND VOCATIONAL EDUCATION,
GROUPED BY CAMPUS-TYPE

T y p e	Campuses	No. of Department Heads	No. of Faculty Members
I.	Agriculture		
	1. Pathumthani Agricultural	3	7
	2. Pranakornsri-Ayuthaya Agricultural	3	6
II.	Business Administration and Commerce		
	1. Bangkok Commercial	2	7
	2. Borpitpimuk	3	7
	3. Chakrapongphuvanart	3	7
III.	Home Economics and Fine Arts		
	1. Chotiwet	3	7
	2. Chumporn Khet Udomsak	3	5
	3. Pochang	3	7
	4. Pranakorn Tai	2	7
IV.	Industry		
	1. Bangkok Technical	3	7
	2. Nonthaburi Technical	3	7
	3. Northern Bangok	3	7
	4. Thewes	3	7
	5. Uthen Thawai	3	7
4	14	40	95

3. A stamped envelope was provided for each respondent to seal his/ her answered questionnaire and to return to the researcher's data coordinators in Thailand.

As these questionnaires were completed in Thailand, Dr. Ong-Arj Amornkool and Penpun Sittitrai were selected as the researcher's data coordinators in Thailand. They prepared the questionnaire packets, distributed and collected them, and sent all returned questionnaires to be analyzed by the researcher.

On December 5, 1982, the questionnaires were distributed to 42 department heads and 98 faculty members. A second mailing and telephone follow-ups were made by the researcher's coordinators on January 10, 1983. The latest date for the coordinators to receive the returned questionnaires was February 14, 1983.

The researcher received the returned questionnaires collected by the coordinators on February 25, 1983. Of the 140 subjects chosen for this study, 135 respondents completed and returned the questionnaires. Of the 42 department heads' sample, 40 (95%) responded. Of the 98 faculty members, 95 (97%) replied. This indicated a total response rate of 135 (96%).

<div align="center">Biographical Information</div>

Department Heads

Of the 40 department heads who completed the questionnaires, twenty-three (57.5%) were female and the rest, seventeen (42.5%) were male. Fifteen (37.5%) were between the age of 45-50, fourteen (35%) were between 35-44, six (15%) were under 35, and the remaining five (12.5%)

were older than 50 years. Fourteen (35%) of department heads held degrees higher than the Baccalaureate, twenty-six (65%) had Baccalaureate degrees, and no department heads had a level of education below the Baccalaureate degree or higher than the Master's degree. Thirteen (32.5%) had served on campuses more than 20 years, fifteen (37.5%) had served between 11-20 years, and the remaining twelve (30%) had served less than 10 years. Twenty-seven percent of department heads served in Industry, seventeen percent in Home Economics and Fine Arts, twelve percent in Languages, ten percent in Agriculture, in Business Administration and Commerce, in Sciences, and two percent in Mathematics and in Social Sciences. (See Table II, pages 39 and 40.)

Faculty Members

Of the 95 faculty members who participated in this study, fifty-eight (61%) were female and thirty-seven (39%) were male. Forty-five (47%) were below 34 years old, forty-four (46%) were between the age of 35-50, and only six (6%) were over 50 years. Sixty-three (66%) faculty members had Baccalaureate degrees, twenty-nine (30%) had degrees higher than the Baccalaureate, and the remaining three (3%) had degrees below the Baccalaureate. Thirty-four (36%) had served on campuses less than 5 years, forty-eight (50.5%) had served between 5-20 years, and the remaining thirteen (14%) had served more than 20 years. Twenty-seven percent of faculty members served in Home Economics and Fine Arts, twenty-one percent in Industry, thirteen percent in Languages, eleven percent in Agriculture, five percent in Business Administration and Commerce, and in Mathematics, and the remaining four percent in Social Sciences (see Table II, pages 39 and 40.)

TABLE II

BIOGRAPHICAL INFORMATION IN FREQUENCY, FREQUENCY PERCENTAGE, AND CUMULATIVE
FREQUENCY PERCENTAGE REGARDING DEPARTMENT HEADS AND FACULTY MEMBERS

Area	Department Heads			Faculty Members		
	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %
SEX						
Male	17	42.50	42.50	37	38.95	38.95
Female	23	57.50	100.00	58	61.05	100.00
AGE						
Under 25 years	0	0.00	0.00	3	3.16	3.16
25-34 years	6	15.00	15.00	42	44.21	47.37
35-44 years	14	35.00	50.00	26	27.37	74.74
45-50 years	15	37.00	87.50	18	18.95	93.69
Over 50 years	5	12.50	100.00	6	6.31	100.00
DEGREE						
Below Baccalaureate	0	0.00	0.00	3	3.16	3.16
Baccalaureate	26	65.00	65.00	63	66.31	69.47
Higher than Baccalaureate	2	5.00	70.00	6	6.32	75.79
Master's Degree	12	30.00	100.00	20	21.05	96.84
Higher than Master's Degree	0	0.00	100.00	3	3.16	100.00

TABLE II (Continued)

Area	Department Heads			Faculty Members		
	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %
SERVICE						
Less than 5 years	4	10.00	10.00	34	35.79	35.79
5-10 years	8	20.00	30.00	21	22.11	57.90
11-15 years	11	27.50	57.50	16	16.84	74.74
16-20 years	4	10.00	67.50	11	11.58	86.32
More than 20 years	13	32.50	100.00	13	13.68	100.00
ACADEMIC AREA						
Agriculture	4	10.00	10.00	11	11.58	11.58
Business Administration and Commerce	4	10.00	20.00	5	5.26	16.84
Home Economics and Fine Arts	7	17.50	37.50	26	27.37	44.21
Industry	11	27.50	65.00	20	21.05	65.26
Languages	5	12.50	77.50	12	12.63	77.89
Mathematics	1	2.50	80.00	5	5.26	83.15
Sciences	4	10.00	90.00	0	0.00	83.15
Social Studies	1	2.50·	92.50	4	4.21	87.36

Analysis of Data

The data were analyzed as follows:

I. Scoring. Each item of the LBDQ was scored on a Likert-type scale of 0 to 4. Most of the items were scored positively, such as: Always = 4; Often = 3; Occasionally = 2; Seldom = 1; and Never = 0. Only six items were scored negatively, such as: Always = 0; Often = 1; Occasionally = 2; Seldom = 3; and Never = 4. (Please refer to the two items on Initiating Structure and the four items on Consideration marked with asterisk signs on pp. 33 and 34.)

II. Eight scores were derived from the LBDQ as follows:

1. Perceived Initiating Structure behavior of the directors as indicated by department heads.

2. Perceived Initiating Structure behavior of the directors as indicated by faculty members.

3. Perceived Consideration behavior of the directors as indicated by department heads.

4. Perceived Consideration behavior of the directors as indicated by faculty members.

5. Expected Initiating Structure behavior of the directors as indicated by department heads.

6. Expected Initiating Structure behavior of the directors as indicated by faculty members.

7. Expected Consideration behavior of the directors as indicated by department heads.

8. Expected Consideration behavior of the directors as indicated by faculty members.

III. Analyses of the data included the following in relation to the
objectives of the research:

1. The first two research questions were answered by com-
puting range, mean ($\bar{X}$), and variance (S^2) to describe the
performance of the group as a whole, since the mean is the
most stable measure of central tendency. It is used most
often due to the fact that it fluctuates the least from
sample to sample, according to Bartz (1981, p. 56).

2. To answer the research questions from three through six,
the Paired Comparison T-test was used to compare the
scores between the perceptions and expectations within
each group of department heads and faculty members, using
the Statistical Analysis System (SAS) procedure. "The
Paired Comparison T-test is designed to test the signifi-
cant difference between the means of two matched, or non-
independent samples or between the means for one sample at
two different times," according to Gay (1981, p. 320). T
ratios indicating statistically significant differences
between mean scores were called at the .05 and .01 levels
of significance.

3. To answer the research questions from seven through ten,
the Analysis of Variance (One-Way ANOVA) was used to
compare the scores of the perceptions and expectations
between the two groups of department heads and faculty
members, using the Statistical Anlalysis System (SAS)
procedure. "The One-Way ANOVA, one of the most useful
techniques in statistics, allows us to compare two or

more means to determine if there are significant dif-

ferences between or among them," according to Bartz (1981,

p. 272). F ratios, indicating statistically significant

differences between group mean scores, were called at the

.05 and .01 levels of significance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the data, describing and comparing the perceptions and expectations of department heads and faculty members in regard to the leadership behavior of the directors of the Institute of Technology and Vocational Education, Metropolitan Area, Thailand.

Analysis was made of the data secured from a sample of 40 department heads and 95 faculty members randomly selected from 14 campuses of the Institute. Respondents were asked to complete two questionnaires: the LBDQ-Real in which they described the actual leadership behavior of the directors, and the LBDQ-Ideal in which they stated their expectations of how the directors should behave.

In addition, selected demographic information of the respondents was examined, in relation to their perceptions and expectations of leadership behavior of the directors.

The data from each respondent were generated into four scores: (1) the perceived Initiating Structure score; (2) the perceived Consideration score; (3) the expected Intitating Structure score; and (4) the expected Consideration score of the leadership behavior of the directors. The range of scores was from 0 to 60 points for each dimension from each respondent.

The Statistical Analysis System (SAS) procedure was used to analyze

the data. Research objective items 1 to 2 were presented through ranges, means and variances to describe the perceptions and expectations of department heads and faculty members concerning leadership behavior of the directors. The Paired Comparison T-test was used to compare the perceptions and the expectations of the directors' leadership behavior within each group, in dealing with research objective items 3 to 6. The Analysis of Variance was used to compare the perceptions and the expectations between two groups to deal with research objective items 7 to 10. In addition, One Way Analysis of Variance was used to examine the perceptions and expectations of the respondents in relation to their demographic data regarding leadership behavior of the directors.

The analysis of the data is presented in descriptive and tabular form.

<div align="center">

Presentation and Analysis of the Data

Regarding Research Objectives

One to Two

</div>

Research Objective 1: What are department heads' and faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

The scores of the perceived and expected Initiating Structure dimension are presented in Table III on page 46.

As noted before, the range of scores was from 0 to 60 points for each dimension of each respondent. The department heads' scores for the perceived Initiating Structure ranged from 18-57, and the faculty members' scores for the perceived same dimension ranged from 22-57. For the expected Initiating Structure, the department heads' scores ranged

TABLE III

RANGES, MEANS, AND VARIANCES OF DEPARTMENT HEADS'
AND FACULTY MEMBERS' SCORES FOR PERCEIVED AND
EXPECTED INITIATING STRUCTURE DIMENSION

	Department Heads		Faculty Members	
	P.IS.	E.IS.	P.IS.	E.IS.
Ranges	18-57	31-57	22-57	33-60
Means	39.80	49.05	39.88	47.68
Variances	77.09	42.66	62.15	28.73

Note: The initials P.IS. and E.IS denote Perceived
Initiating Structure and Expected Initiating Structure
respectively.

from 31-57, and the faculty members' expected scores ranged from 33-60.

As presented in the table, the means of the expected scores for the Initiating Structure, in both groups, were greater than the means of the perceived scores. The mean of the expected scores for the department heads was higher than the faculty members', but the mean of the perceived scores for the department heads was less than the faculty members'.

In regard to the variances, the expected set of scores in both groups varied less from their respective mean scores than did the perceived set of scores. This seemed to indicate that each group tended to be more homogeneous with the expectations than with the perceptions of the Initiating Structure dimension.

Research Objective 2: What are department heads' and faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

The scores of the perceived and expected Consideration dimension are presented in Table IV on page 48.

In Table IV, the department heads' scores for the perceived Consideration dimension ranged from 22-59, and the faculty members' scores for the perceived same dimension ranged from 6-60. For the expected Consideration dimension, the department heads' scores ranged from 35-60, and the faculty members' expected scores ranged from 32-60.

As indicated in Table IV, the means of the expected scores for the Consideration dimension, in both groups, were greater than the means of the perceived scores. The mean of the expected scores for the department heads was higher than the faculty members' and the mean of the perceived scores for the department heads was higher than the faculty

TABLE IV

RANGES, MEANS, AND VARIANCES OF DEPARTMENT HEADS'
AND FACULTY MEMBERS' SCORES FOR PERCEIVED AND
EXPECTED CONSIDERATION DIMENSION

	Department Heads		Faculty Members	
	P.CD.	E.CD.	P.CD.	E.CD.
Ranges	22-59	35-60	6-60	32-60
Means	43.15	51.40	42.03	49.26
Variances	76.90	46.81	128.78	43.45

Note: The initials P.CD. and E.CD. denote Perceived Consideration
Dimension and Expected Consideration Dimension respectively.

members'.

Concerning the variances, the expected set of scores in both groups varied less from their respective mean scores than did the perceived set of scores. This seemed to indicate that each group tended to be more homogeneous with the expectations than with the perceptions of the Initiating Structure dimension.

Analysis of the Data Concerning Research
Objectives Three through Six

The Paired Comparison T-test was the statistical method used in dealing with each of the following research objectives. Results of each analysis are presented in the summary data in Tables V, VI, VII, and VIII.

Research Objective 3: Do department heads differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors? (See Table V on page 50.)

The T-test was performed to examine Research Objective 3. The computed T ratio was 5.52 which was significant at the .01 level. It was determined that there did exist a statistically significant difference between the perceived and the expected scores of the department heads on the Initiating Structure dimension. Since the respective mean of the perceived scores (39.80) was smaller than the expected mean scores (49.05), it was inferred that the department heads' perceptions differed significantly from their expectations with regard to the Initiating Structure dimension of the leadership behavior of the directors.

TABLE V

MEANS, VARIANCES, DIFFERENCE MEANS, AND THE PAIRED
COMPARISON T-TEST FOR PERCEIVED AND EXPECTED
INITIATING STRUCTURE DIMENSION
OF THE DEPARTMENT HEADS

	Number of Cases	Means	Variances	Difference Means	T
P.IS.		39.80	77.09		
	40			9.25	5.52**
E.IS.		49.05	42.66		

**Significant at the .01 level.
Note: The initials P.IS. and E.IS. denote Perceived Initiating
Structure and Expected Initiating Structure respectively.

Research Objective 4: Do faculty members differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors? (See Table VI which follows.)

TABLE VI

MEANS, VARIANCES, DIFFERENCE MEANS, AND THE PAIRED
COMPARISON T-TEST FOR PERCEIVED AND EXPECTED
INITIATING STRUCTURE DIMENSION
OF THE FACULTY MEMBERS

	Number of Cases	Means	Variances	Difference Means	T
P.IS.	95	39.88	62.15	7.80	8.44**
E.IS.		47.68	28.73		

**Significant at the .01 level.

The computed T ratio was 8.44 which was significant at the .01 level. It was determined that there did exist a statistically significant difference between the Initiating Structure of the perceived and the expected scores of the faculty members. Since the respective mean of the scores (39.88) was smaller than the expected mean scores (47.68), it was inferred that the faculty members' perceptions differed significantly from their expectations with regard to the Initiating Structure of the leadership behavior of the directors.

Research Objective 5: Do department heads differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors? (See Table VII which follows).

TABLE VII

MEANS, VARIANCES, DIFFERENCE MEANS, AND THE PAIRED
COMPARISON T-TEST FOR PERCEIVED AND EXPECTED
CONSIDERATION DIMENSION OF
THE DEPARTMENT HEADS

	Number of Cases	Means	Variances	Difference Means	T
P.CD.		43.15	76.90		
	40			8.25	4.89**
E.CD.		51.40	46.81		

**Significant at the .01 level.
Note: The initials P.CD. and E.CD. denote Perceived Consideration Dimension and Expected Consideration Dimension respectively.

The computed T ratio was 4.89 which was significant at the .01 level. It was determined that there did exist a statistically significant difference between the Consideration of the perceived and the expected scores of the department heads. Since the respective mean of the perceived scores (43.15) was smaller than the expected mean scores (51.40), it was inferred that the department heads' perceptions differed significantly from their expectations with regard to the Consideration dimension of the leadership behavior of the directors.

Research Objective 6: Do faculty members differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors? (See Table VIII which follows.)

TABLE VIII

MEANS, VARIANCES, DIFFERENCE MEANS, AND THE PAIRED
COMPARISON T-TEST FOR PERCEIVED AND EXPECTED
CONSIDERATION DIMENSION OF
THE FACULTY MEMBERS

	Number of Cases	Means	Variances	Difference Means	T
P.CD.		42.03	128.78		
	95			7.23	5.44**
E.CD.		49.26	43.45		

**Significant at the .01 level.

The computed T ratio was 5.44 which was significant at the .01 level. It was determined that there did exist a statistically significant difference between the perceived and the expected Consideration scores of the faculty members. Since the respective mean of the perceived scores (42.03) was smaller than the expected mean scores (49.26), it was inferred that the faculty members' perceptions differed significantly from their expectations with regard to the Consideration dimension of the leadership behavior of the directors.

Analysis of the Data Concerning Research

Objectives Seven through Ten

One-way Analysis of Variance was the statistical method used in relation to each of the following research objectives. Results of each analysis are shown in Tables IX, X, XI, and XII.

Research Objective 7: Do department heads and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the directors? (See Table IX which follows.)

TABLE IX

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES
OF DEPARTMENT HEADS AND FACULTY MEMBERS FOR
PERCEIVED INITIATING STRUCTURE DIMENSION

Score	df	SS	MS	F
Between	1	0.20	0.20	0.00
Within	133	8848.13	66.53	
Total	134	8848.33		

Note: The initials df, SS, and MS denote Degrees of Freedom, Sum of Squares, and Mean Square respectively.

No statistically significant difference was found between the department heads' and the faculty members' scores. Therefore, the department heads' perceptions were determined to be the same as the perceptions of the faculty members with regard to the Initiating Structure dimension of

the leadership behavior of the directors.

Research Objective 8: Do department heads and faculty members differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the directors? (See Table X which follows.)

TABLE X

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES
OF DEPARTMENT HEADS AND FACULTY MEMBERS FOR
PERCEIVED CONSIDERATION DIMENSION

Score	df	SS	MS	F
Between	1	35.21	35.21	0.31
Within	133	15104.01	113.56	
Total	134	15139.22		

The department heads' perceived scores were not found to be significantly different from the faculty members' perceived scores. Therefore, the perceptions of the department heads were determined to be the same as the faculty members' perceptions with regard to the Consideration dimension of the leadership behavior of the directors.

Research Objective 9: Do department heads and faculty members differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the directors? (See Table XI on page 56.)

No statistically significant difference was found between the department heads' and faculty members' scores. Therefore, the department heads' expectations were determined to be the same as the expectations of the faculty members with regard to the Initiating Structure dimension of the leadership behavior of the directors.

TABLE XI

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES
OF DEPARTMENT HEADS AND FACULTY MEMBERS FOR
EXPECTED INITIATING STRUCTURE DIMENSION

Score	df	SS	MS	F
Between	1	52.51	52.51	1.60
Within	133	4364.43	32.82	
Total	134	4416.94		

Research Objective 10: Do department heads and faculty members differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the directors? (See Table XII on page 57.)

As presented in Table XII, the department heads' expected scores were not found to be significantly different from the faculty members' expected scores. Therefore, the expectations of the department heads were determined to be the same as the faculty members' expectations with regard to the Consideration dimension of the leadership behavior of the directors.

TABLE XII

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES
OF DEPARTMENT HEADS AND FACULTY MEMBERS FOR
EXPECTED CONSIDERATION DIMENSION

Score	df	SS	MS	F
Between	1	128.53	128.53	2.68
Within	133	6380.02	47.97	
Total	134	6508.55		

In addition to the above analyses, the relationships between the perception and expectation scores were explored, using a number of demographic variables of department heads and faculty members. Using One-Way Analysis of Variance, results of each analysis are presented in Tables XIII, XIV, XV, and XVI respectively.

In Table XIII on page 58, showing the perceived Initiating Structure scores of department heads and faculty members, only one statistically significant difference was found to exist between the Initiating Structure perceived by the faculty members when they were grouped by age. The means of the perceived Initiating Structure dimension of the faculty members who were between 35-44 years and over 50 years were higher than the faculty members who were under 35 years. The perceived Initiating Structure of the faculty members was found to be related to their age, but the perceived Initiating Structure of the department heads was not found related to their sex, age, degree, or campus-type.

TABLE XIII

ONE-WAY ANLAYSIS OF VARIANCE FOR RELATIONSHIPS BETWEEN
THE PERCEIVED INITIATING STRUCTURE AND DEMOGRAPHIC
DATA OF DEPARTMENT HEADS AND FACULTY MEMBERS:
SEX, AGE, DEGREE, AND CAMPUS-TYPE

Area	Department Heads				Faculty Members		
	Number of cases	Means	F		Number of cases	Means	F
Sex							
Male	17	39.00	0.24		37	39.57	0.10
Female	23	40.39			58	40.08	
Age				Group			
Under 25 years	0	0.00	0.52	B	3	30.67	5.75**
25-34 years	6	38.17		B	42	37.43	
35-44 years	14	40.43		A	26	44.08	
45-50 years	15	38.40		AB	18	39.11	
Over 50 years	5	44.20		A	6	45.83	
Degree							
Below Baccalaureate	0	0.00	0.38		3	31.33	1.34
Baccalaureate	26	38.96			63	40.44	
Higher than Bacca-laureate	2	39.50			6	36.17	
Master's Degree	12	41.67			20	40.45	
Higher than Master's Degree	0	0.00			3	40.33	
Campus-Type							
Agriculture	6	37.50	0.97		13	41.23	0.29
Business Administration and Commerce	8	42.00			21	29.81	
Home Economics and Fine Arts	11	38.82			26	19.58	
Industry	15	41.73			35	40.26	

**Significant at the .01 level.
Note: Means with the same letter are not significantly different
(refer to page 57.)

In Table XIV on page 60, showing the perceived Consideration dimension scores of department heads and faculty members, only two statistically significant differences were found to exist, these being between faculty members' perceptions of the Consideration dimension when grouped by sex and age. The perceived Consideration dimension of the department heads was not found to be related to their sex, age, degree, or campus-type. The mean of the perceived Consideration dimension of the female faculty members was higher than the males'. Further, the means of the perceived Consideration dimension of the faculty members who were between 35-44 years and over 50 years were higher than the faculty members who were under 35 years.

In Table XV on page 61, showing the expected Initiating Structure scores of department heads and faculty members, only two statistically significant differences were found to exist, these being between department heads' expectations of the Initiating Structure dimension when grouped by sex and degree. The expected Initiating Structure of the faculty members was not found to be related to their sex, age, degree, or campus-type. The mean of the expected Initiating Structure of the female department heads was higher than the males'. Further, the mean of the expected Initiating Structure of the department heads who had a Master's degree was higher than the department heads who held a Baccalaureate degree and a degree higher than Baccalaureate.

In Table XVI on page 62, showing the expected Consideration dimension scores of department heads and faculty members, only one statistically significant difference was found to exist, that being between department heads' expectations of the Consideration dimension when grouped by degree. The mean of the expected Consideration dimension of

TABLE XIV

ONE-WAY ANLAYSIS OF VARIANCE FOR RELATIONSHIPS BETWEEN
THE PERCEIVED CONSIDERATION DIMENSION AND DEMOGRAPHIC
DATA OF DEPARTMENT HEADS AND FACULTY MEMBERS:
SEX, AGE, DEGREE, AND CAMPUS-TYPE

Area	Department Heads			Faculty Members			
	Number of cases	Means	F		Number of cases	Means	F
Sex							
Male	17	41.18	1.52		37	39.08	4.24*
Female	23	44.61			58	43.91	
Age				Group			
Under 25 years	0	0.00	1.58	B	3	32.67	2.71*
25-34 years	6	39.00		B	42	39.17	
35-44 years	14	43.36		A	26	45.23	
45-50 years	15	42.33		AB	18	42.89	
Over 50 years	5	50.00		A	6	50.33	
Degree							
Below Baccalaureate	0	0.00	0.16		3	39.67	0.45
Baccalaureate	26	42.85			63	42.81	
Higher than Bacca-laureate	2	46.50			6	37.67	
Master's Degree	12	43.25			20	41.95	
Higher than Master's Degree	0	0.00			3	37.33	
Campus-Type							
Agriculture	6	40.83	0.81		13	29.92	0.27
Business Administration and Commerce	8	47.38			21	43.29	
Home Economics and Fine Arts	11	42.36			26	42.62	
Industry	15	42.40			35	41.63	

*Significant at the .05 level.
Note: Means with the same letter are not significantly different
(refer to p. 59.)

TABLE XV

ONE-WAY ANLAYSIS OF VARIANCE FOR RELATIONSHIPS BETWEEN
THE EXPECTED INITIATING STRUCTURE AND DEMOGRAPHIC
DATA OF DEPARTMENT HEADS AND FACULTY MEMBERS:
SEX, AGE, DEGREE, AND CAMPUS-TYPE

Area		Department Heads			Faculty Members		
		Number of cases	Means	F	Number of cases	Means	F
Sex							
Male		17	46.12	6.85*	37	47.43	0.13
Female		23	51.22		58	47.84	
Age							
Under 25 years		0	0.00	1.47	3	45.67	0.98
25-34 years		6	44.67		42	47.48	
35-44 years		14	48.71		26	47.31	
45-50 years		15	51.13		18	47.72	
Over 50 years		5	49.00		6	51.67	
Degree	Group						
Below Baccalaureate		0	0.00	5.62**	3	47.33	2.17
Baccalaureate	B	26	47.19		63	46.83	
Higher than Bacca-laureate	B	2	45.00		6	47.17	
Master's Degree	A	12	53.75		20	49.70	
Higher than Master's Degree		0	0.00		3	53.67	
Campus-Type							
Agriculture		6	49.33	0.47	13	48.31	0.62
Business Administration and Commerce		8	47.63		21	48.19	
Home Economics and Fine Arts		11	50.91		26	46.46	
Industry		15	48.33		35	48.06	

*Significant at the .05 level.
**Significant at the .01 level.
Note: Means with the same letter are not significantly different (refer to p. 59.)

TABLE XVI

ONE-WAY ANLAYSIS OF VARIANCE FOR RELATIONSHIPS BETWEEN
THE EXPECTED CONSIDERATION DIMENSION AND DEMOGRAPHIC
DATA OF DEPARTMENT HEADS AND FACULTY MEMBERS:
SEX, AGE, DEGREE, AND CAMPUS-TYPE

Area		Department Heads			Faculty Members		
		Number of cases	Means	F	Number of cases	Means	F
Sex							
Male		17	49.24	3.12	37	49.38	0.02
Female		23	53.00		58	49.19	
Age							
Under 25 years		0	0.00	2.15	3	49.33	2.48
25-34 years		6	45.83		42	47.93	
35-44 years		14	50.86		26	48.58	
45-50 years		15	53.67		18	50.94	
Over 50 years		5	52.80		6	56.50	
Degree	Group						
Below Baccalaureate		0	0.00	3.41*	3	55.00	2.33
Baccalaureate	B	26	49.46		63	47.97	
Higher than Bacca-laureate	AB	2	53.50		6	53.00	
Master's Degree	A	12	55.25		20	50.45	
Higher than Master's Degree		0	0.00		3	55.33	
Campus-Type							
Agriculture		6	54.17	0.69	13	47.69	0.35
Business Administration and Commerce		8	50.88		21	49.38	
Home Economics and Fine Arts		11	52.45		26	50.12	
Industry		15	49.80		35	49.14	

*Significant at the .05 level.
Note: Means with the same letter are not significantly different
(refer to p. 59.)

the department heads who had a Master's degree was higher than the department heads who held a Baccalaureate degree. Therefore, the expected Consideration dimension of the department heads was related to the degree held, while the expected Consideration dimension of the faculty members was not found to be related to their sex, age, degree, or campus-type.

Summary

The major findings in this chapter may be summarized as follows: First, the expected scores were higher than the perceived scores of both department heads and faculty members; second, statistically significant differences were found between the perceptions and expectations regarding leadership behavior of the directors within each group of department heads and faculty members; third, there was no statistically significant difference in the perceptions and expectations between the department heads and faculty members concerning the directors' leadership behavior.

Additional findings revealed that sex, age, and level of education significantly related to the perceptions and expectations of the department heads and faculty members as follows: first, the perceived Consideration dimension scores of the faculty members and the expected Initiating Structure dimension scores of the department heads significantly related to their sex; second, the perceived Initiating structure scores and Consideration dimension scores of faculty members significantly related to their age; finally, the expected Initiating Structure scores and consideration dimension scores of department heads significantly related to their level of education.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The first part of this chapter contains a summary of the research, including the findings of the study. The second section presents conclusions drawn from the findings, and the last part of the chapter focuses on recommendations for further study.

Summary

The purpose of this study was, first, to describe the perceptions and expectations of department heads and faculty members regarding leadership behavior of their directors. The second purpose of the study was to determine if there is a significant difference between the perceptions and expectations within each group of department heads and faculty members. The third purpose was to examine whether there is a significant difference of the perceptions and expectations between the department heads and faculty members concerning the directors' leadership behavior.

The instruments used in this study consisted of a biographical information questionnaire and the Leader Behavior Description Questionnaire (LBDQ-Real and Ideal) to measure the perceptions and expectations of the directors' leadership behavior by their department heads and faculty members. The LBDQ (Thai version) was used in this study to facilitate a better understanding for the Thai respondents. The sample for this study consisted of 40 department heads and 95 faculty

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members randomly selected from 14 campuses of the Institute of Technology and Vocational Education, Metropolitan Area in Thailand. The analysis of data was achieved by using the Statistical Analysis System (SAS) procedure. Means, Variances, Paired Comparison T-test, and Analysis of Variance were statistical methods used to deal with the research objectives of this study. Significant findings in this study were reported at the .05 and .01 levels.

In order to accomplish the first purpose of this study, two research objectives were developed. The data concerning the first two objectives were treated by means of descriptive statistics, Means and Variances.

Two major findings obtained from descriptive analysis of the data in response to the first purpose of the study are as follows:

Research Objective 1: What are department heads' and faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

The findings related to the first research objective indicated that the means of the expected scores for the Initiating Structure in both groups were greater than the means of the respective perceived scores. The mean of the expected scores of the department heads was higher than the faculty members' but the mean of the perceived scores of the department heads was less than the faculty members' regarding the Initiating Structure dimension.

Research Objective 2: What are department heads' and faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

The findings of the second research objective indicated that the

means of the expected scores of the Consideration dimension in both groups were greater than the means of the respective perceived scores. The mean of the expected scores of the department heads was higher than the faculty members' and the mean of the perceived scores of the department heads was higher than the faculty members' regarding the Consideration dimension.

In order to accomplish the second purpose of this study, four research objectives were developed. The data concerning these four objectives were treated by the Paired Comparison T-test. The T ratio was called at the .01 level of significance.

Four major findings resulted from the Paired Comparison T-test in relation to the second purpose of the study and are as follows:

Research Objective 3: Do department heads differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

The findings of the third research objective indicated that there was a significant difference at the .01 level between the perceptions and expectations of department heads with regard to the Initiating Structure dimension. The mean of the expected Initiating Structure scores was higher than the respective mean of the perceived scores.

Research Objective 4: Do faculty members differ significantly in their perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the directors?

The findings of the fourth research objective indicated that there was a significant difference at the .01 level between the perceptions and expectations of faculty members with regard to the Initiating Structure dimension. The mean of the expected Initiating Structure scores was

higher than the respective mean of the perceived scores.

Research Objective 5: Do department heads differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

The findings of the fifth research objective indicated that there was a significant difference at the .01 level between the perceptions and expectations of department heads with regard to the Consideration dimension. The mean of the expected Consideration dimension scores was higher than the respective mean of the perceived scores.

Research Objective 6: Do faculty members differ significantly in their perceptions and expectations of the Consideration dimension of the leadership behavior of the directors?

The findings of the sixth research objective indicated that there was a significant difference at the .01 level between the perceptions and expectations of faculty members with regard to the Consideration dimension. The mean of the expected Consideration dimension scores was higher than the respective mean of the perceived scores.

In order to accomplish the third purpose of the study, four research objectives were developed. The data concerning these four objectives were treated by the One-Way Analysis of Variance. The four resultant major findings are as follows:

Research Objective 7: Do department heads and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the directors?

The findings of the seventh research objective indicated that there was no significant difference between the department heads' perceptions

and faculty members' perceptions with regard to the Initiating Structure.

Research Objective 8: Do department heads and faculty members differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the directors?

The findings of the eighth research objective indicated that there was no significant difference between the department heads' perceptions and the faculty members' perceptions with regard to the Consideration dimension.

Research Objective 9: Do department heads and faculty members differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the directors?

The findings of the ninth research objective indicated that there was no significant difference between the department heads' and faculty members' expectations with regard to the Initiating Structure.

Research Objective 10: Do department heads and faculty members differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the directors?

The findings of the tenth research objective indicated that there was no significant difference between the department heads' and faculty members' expectations with regard to the Consideration dimension.

Additional findings in relation to sex, age, level of education, and campus-type are summarized as follows:

1. The perceived Initiating Structure as reported by the faculty members was found to be significantly related only to their age. The means of the perceived Initiating Structure of the faculty members who were between 35-44 years and over 50 years were higher than the faculty

members who were under 35 years. The perceived Initiating Structure of the department heads was not found to be significantly related to their sex, age, degree, or campus type.

2. The perceived Consideration dimension as reported by the faculty members was found to be significantly related to their sex and age. Regarding sex, the mean of the perceived Consideration of the female faculty members was higher than the males'. Regarding age, the means of the perceived Consideration of the faculty members who were between 35-44 years and over 50 years were higher than the faculty members who were under 35 years. The perceived Consideration dimension of the department heads was not found to be significantly related to their sex, age, degree, or campus-type.

3. The expected Initiating Structure as reported by the department heads was found to be significantly related to their sex and degree. Regarding sex, the mean of the expected Initiating Structure of the female department heads was higher than the males'. Regarding degree, the mean of the expected Initiating Structure of the department heads who had a Master's degree was higher than the department heads who held a Baccalaureate and a degree higher than Baccalaureate. The expected Initiating Structure of the faculty members was not found to be significantly related to their sex, age, degree, or campus-type.

4. The expected Consideration dimension as reported by the department heads was found to be significantly related only to their degree. The mean of the expected Consideration dimension of the department heads who had a Master's degree was higher than the department heads who held a Baccalaureate. The expected Consideration dimension of the faculty

members was not found to be significantly related to their sex, age, degree, or campus-type.

Conclusions

The findings presented in response to the ten research objectives revealed that the expected scores of the department heads and faculty members were higher than their perceived scores in both the Initiating Structure and Consideration dimensions of the leadership behavior of the directors. As indicated in the research objectives three through six, there were significant differences between their expectations and perceptions. It was therefore implied that both groups impose expectations upon directors regarding how they should behave as leaders. As observed in the last four research objectives, no statistically significant differences were found between the department heads' and faculty members' perceptions or expectations. However, it was noted that the perceived and expected Consideration scores tended to be higher than the perceived and expected Initiating Structure scores in both groups. Therefore, it was concluded that the directors can lead more effectively if they: first, concentrate on the expectations of their department heads and faculty members; second, since the perceptions and expectations between both groups were not significantly different, the directors are placed in a position of less role conflict, encountering little difficulty in determining their leadership behavior; third, since the perceived and expected Consideration scores tended to be consistently higher than the perceived and expected Initiating Structure scores in both groups, it was further implied that the directors should have more concern in relation to the Consideration dimension (friendship, mutual trust, and

warmth in the relationship between the directors and their group members), in order to satisfy department heads and faculty members.

This was supported by Stogdill (1974) who reviewed 52 factor analytic studies of leadership behavior from 1945 to 1974. He concluded that the first quality in the list was interpersonal skill which enables the leader to be of value to his group or organization. It also allows him to maintain satisfactory levels of group cohesiveness, drive and productivity (pp. 96-97).

Additional findings relative to some demographic data revealed that the perceptions and expectations of department heads and faculty members were significantly related to their sex, age, and level of education. Regarding sex, the female faculty members perceived their directors as more concerned in the Consideration dimension than did the male faculty members, while the female department heads expected their directors to be more concerned in the Initiating Structure than did the male department heads. Regarding age, the faculty members who were older than 50 years perceived their directors as more concerned in the Initiating Structure and in the Consideration dimension than did the other faculty members of different ages. Regarding level of education, the department heads who held the Master's degree expected their directors as more concerned in the Initiating Structure and in the Consideration dimension than did the other department heads of different levels of education.

Recommendations

The following recommendations are proposed:

1. The findings of this study should be used as recommendations in planning leadership training programs.

2. They may be used as guidelines in assessing, reassigning, and encouraging leadership behavior in the desired direction toward achieving effective institutional goals.

3. In order to assign the right person for the job, the Institute may review the position description of the directors, applying the results of this study as guidelines.

4. The results of this study may be applicable also as guidelines in designing a graduate program for the development of leadership personnel in vocational and technical education.

5. To improve and increase the Institute's effectiveness, the directors should play a more active role in achieving better channels of communication and in improving interpersonal relationships in the institution.

Further recommendations for the study may include:

1. A replication of this study using different self-constructed or standardized instruments should be encouraged to further validate these findings and to provide particular information concerning leadership behavior of the directors needed by the Institute.

2. A similar study may be developed enlarging the sample size to verify the findings and to permit a higher degree of generalizability of the study since the number of department heads and faculty members involved in this research was small.

3. Since this study was carried out in the public Institute of a metropolitan area, further studies should be conducted in the public or private rural areas, or in the private metropolitan areas, which might provide further insight to the study of leadership behavior.

4. A replication of the study should be conducted to compare the

perceptions and expectations of the leadership behavior of the vocational directors in relation to other variables, such as: professional zone of acceptance, bureaucratic structure of the institution, or organizational climate. Such a study could reveal some significant findings of the leadership behavior as related to those variables.

5. Since some significant findings related to sex, age, and level of education were revealed in this study, more attention should be placed on details concerning leadership behavior and such demographic data.

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APPENDICES

APPENDIX A

PERMISSION LETTER TO USE THE

LBDQ THAI VERSION

(THAI VERSION)

บันทึกข้อความ

ส่วนราชการ _____ คณะศึกษาศาสตร์ มหาวิทยาลัยรามคำแหง _____

ที่ _____ พิเศษ _____ วันที่ _____ 21 กุมภาพันธ์ 2526 _____

เรื่อง _____ อนุญาตให้ใช้แบบสอบถาม LBDQ ชุดภาษาไทย _____

เรียน นางมณีรัตน์ อมรกุล

   ข้าพเจ้า น.ส. สมพิศ โห้งาม ข้าราชการ สังกัดคณะศึกษาศาสตร์
มหาวิทยาลัยรามคำแหง มีความยินดีและเต็มใจเป็นอย่างยิ่ง ในการอนุญาตให้ท่านใช้
แบบสอบถาม LBDQ ชุดภาษาไทย ซึ่งข้าพเจ้าได้ทำการแปลและทดสอบความเชื่อมั่นและ
ความเที่ยงตรงไว้แล้วในวิทยานิพนธ์ปริญญาเอกของข้าพเจ้า

    จึงเรียนมาเพื่อทราบ

          (ดร. สมพิศ โห้งาม)

APPENDIX B

LETTER TO DIRECTOR

(THAI VERSION)

OKLAHOMA STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

AND HIGHER EDUCATION

STILLWATER, OK 74078, 309 GUNDERSON HALL, (405) 624-7244

ธันวาคม ๒๕๒๔
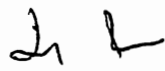
เรื่อง   ขออำนวยความสะดวกในการตอบแบบสอบถาม

เรียน   ท่านผู้อำนวยการ, คณบดีวิทยาเขต

        ข้าพเจ้า นางมณีรัตน์ อมรกูล ข้าราชการสังกัดวิทยาเขตพณิชยการพระนคร
ได้ศึกษาต่อปริญญาเอก ณ OKLAHOMA STATE UNIVERSITY สหรัฐอเมริกา กำลังทำการ
วิจัยเรื่อง "LEADERSHIP BEHAVIOR OF THE DIRECTORS : PERCEPTIONS AND
EXPEOTATIONS OF DEPARTMENT HEADS AND FACULTY MEMBERS AT THE INSTITUTE
OF TECHNOLOGY   AND VOCATIONAL EDUCATION, METROPOLITAN AREA, THAILAND"
ในการนี้จำเป็นจะต้องขอความร่วมมือจากท่านในการอำนวยความสะดวกให้มีการตอบแบบสอบถาม
ในวิทยาเขตของท่าน   ซึ่งจะเป็นประโยชน์ต่อการวิจัยและต่อวงการศึกษาเป็นอย่างมาก

        ข้าพเจ้าหวังเป็นอย่างยิ่งว่า คงจะได้รับความอนุเคราะห์จากท่าน   และขอขอบ
พระคุณมาในโอกาสนี้ด้วย

                                        ขอแสดงความนับถืออย่างสูง

                                        (นางมณีรัตน์ อมรกูล)

APPENDIX C

COVER LETTER TO RESPONDENT

(THAI VERSION)

OKLAHOMA STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

AND HIGHER EDUCATION

STILLWATER, OK 74078, 309 GUNDERSON HALL, (405) 624-7244

ธันวาคม ๒๕๒๔
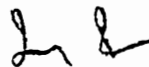
เรื่อง ขอความร่วมมือในการตอบแบบสอบถาม

เรียน ท่านผู้ตอบแบบสอบถาม

ข้าพเจ้า นางมณีรัตน์ อมรกูล ข้าราชการสังกัดวิทยา เขตพณิชยการพระนคร ได้ศึกษาต่อปริญญาเอก ณ OKLAHOMA STATE UNIVERSITY สหรัฐอเมริกา กำลังทำการวิจัยเรื่อง "LEADERSHIP BEHAVIOR OF THE DIRECTORS : PERCEPTIONS AND EXPECTATIONS OF DEPARTMENT HEADS AND FACULTY MEMBERS AT THE INSTITUTE OF TECHNOLOGY   AND VOCATIONAL EDUCATION, METROPOLITAN AREA, THAILAND" ในการนี้จำเป็นจะต้องขอความร่วมมือจากท่านหัวหน้าแผนกวิชาและท่านคณาจารย์ในการ ตอบแบบสอบถามพฤติกรรมของผู้บริหาร ซึ่งจะเป็นประโยชน์ต่อการวิจัยและวงการศึกษา เป็นอย่างมาก ข้าพเจ้า ขอรับรองว่าข้อมูลในการวิจัยครั้งนี้จะไม่มีผลกระทบกระเทือนต่อท่านไม่ว่าในกรณีใด ๆ ทั้งสิ้น

ข้าพเจ้าหวังเป็นอย่างยิ่งว่า คงจะได้รับความอนุเคราะห์จากท่าน และขอขอบพระคุณมาในโอกาส นี้ด้วย

ขอแสดงความนับถืออย่างสูง

(นางมณีรัตน์ อมรกูล)

APPENDIX D

DATA COLLECTION INSTRUMENT

(ENGLISH VERSION)

PART I

BIOGRAPHICAL QUESTIONNAIRE

Directions: For each of the following questions, select the <u>most</u>

appropriate answer. Put a mark (X) in the space in

front of your selection.

1. Sex

_____Male

_____Female

2. Age

_____under 25 years

_____25-34 years

_____35-44 years

_____45-50 years

_____over 50 years

3. The highest level of education degree

_____below Baccalaureate

_____Baccalaureate

_____higher than Baccalaureate

_____Master's degree

_____higher than Master's degree

4. Present position

_____Department head

_____Faculty member

5. Number of years served on your campus

    _____less than 5 years

    _____5-10 years

    _____11-15 years

    _____16-20 years

    _____more than 20 years

6. Please indicate your teaching field

    _____

PART II

THE LBDQ-REAL FORM

Directions:

1. Read each item carefully and think about how frequently the
   <u>actual behavior</u> of your director happens as described by:

   A - Always   D - Seldom

   B - Often   E - Never

   C - Occasionally

2. Put (X) in the area between the slash marks beneath the most
   appropriate response for each item.

DIRECTOR'S ACTUAL BEHAVIOR:

		A	B	C	D	E
1.	Your director makes his/her attitude clear to the group members.	//	//	//	//	//
2.	Your director tries out his/her new ideas with the group members.	//	//	//	//	//
3.	Your director rules with an iron hand.	//	//	//	//	//
4.	Your director criticizes poor work.	//	//	//	//	//
5.	Your director speaks in a manner not to be questioned.	//	//	//	//	//
6.	Your director assigned group members to particular tasks.	//	//	//	//	//
7.	Your director works without a plan.	//	//	//	//	//

		A	B	C	D	E
8.	Your director maintains definite standards of performance.	/ /	/ /	/ /	/ /	/ /
9.	Your director emphasizes the meeting of deadlines.	/ /	/ /	/ /	/ /	/ /
10.	Your director encourages the use of uniform procedures.	/ /	/ /	/ /	/ /	/ /
11.	Your director makes sure that his/her part in the organization is understood by group members.	/ /	/ /	/ /	/ /	/ /
12.	Your director asks that group members follow standard rules and regulations.	/ /	/ /	/ /	/ /	/ /
13.	Your director lets group members know what is expected of them.	/ /	/ /	/ /	/ /	/ /
14.	Your director sees to it that group members work up to capacity.	/ /	/ /	/ /	/ /	/ /
15.	Your director sees to it that the work of group members is coordinated.	/ /	/ /	/ /	/ /	/ /
16.	Your director does personal favors for group members.	/ /	/ /	/ /	/ /	/ /
17.	Your director does little things to make it pleasant to be a member of the group.	/ /	/ /	/ /	/ /	/ /
18.	Your director is easy to understand.	/ /	/ /	/ /	/ /	/ /
19.	Your director finds time to listen to group members.	/ /	/ /	/ /	/ /	/ /
20.	Your director keeps to himself/herself.	/ /	/ /	/ /	/ /	/ /

	A	B	C	D	E
21. Your director looks out for the personal welfare of individual group members.	/ /	/ /	/ /	/ /	/ /
22. Your director refuses to explain his/her actions.	/ /	/ /	/ /	/ /	/ /
23. Your director acts without consulting the group.	/ /	/ /	/ /	/ /	/ /
24. Your director is slow to accept new ideas.	/ /	/ /	/ /	/ /	/ /
25. Your director treats all group members as his/her equal.	/ /	/ /	/ /	/ /	/ /
26. Your director is willing to make changes.	/ /	/ /	/ /	/ /	/ /
27. Your director is friendly and approachable.	/ /	/ /	/ /	/ /	/ /
28. Your director makes group members feel at ease when talking with them.	/ /	/ /	/ /	/ /	/ /
29. Your director puts suggestions made by the group members into operation.	/ /	/ /	/ /	/ /	/ /
30. Your director gets group approval on important matters before going ahead.	/ /	/ /	/ /	/ /	/ /

THE LBDQ-IDEAL FORM

Directions:

1. Read each item carefully and think about how your director
    should behave as described by:

    A - Always   D - Seldom

    B - Often   E - Never

    C - Occasionally

2. Put (X) in the area between the slash marks beneath the most
    appropriate response for each item.

YOUR DIRECTOR SHOULD:

		A	B	C	D	E
1.	Your director should make his/her attitude clear to the group members.	/ /	/ /	/ /	/ /	/ /
2.	Your director should try out his/her new ideas with the group members.	/ /	/ /	/ /	/ /	/ /
3.	Your director should rule with an iron hand.	/ /	/ /	/ /	/ /	/ /
4.	Your director should criticize poor work.	/ /	/ /	/ /	/ /	/ /
5.	Your director should speak in a manner not to be questioned.	/ /	/ /	/ /	/ /	/ /
6.	Your director should assign group members to particular tasks.	/ /	/ /	/ /	/ /	/ /
7.	Your director should work without a plan.	/ /	/ /	/ /	/ /	/ /

		A	B	C	D	E
8.	Your director should maintain definite standards of performance.	/ /	/ /	/ /	/ /	/ /
9.	Your director should emphasize the meeting of deadlines.	/ /	/ /	/ /	/ /	/ /
10.	Your director should encourage the use of uniform procedures.	/ /	/ /	/ /	/ /	/ /
11.	Your director should make sure that his/her part in the organization is understood by group members.	/ /	/ /	/ /	/ /	/ /
12.	Your director should ask that group members follow standard rules and regulations.	/ /	/ /	/ /	/ /	/ /
13.	Your director should let group members know what is expected of them.	/ /	/ /	/ /	/ /	/ /
14.	Your director should see to it that group members work up to capacity.	/ /	/ /	/ /	/ /	/ /
15.	Your director should see to it that the work of group members is coordinated.	/ /	/ /	/ /	/ /	/ /
16.	Your director should do personal favors for group members.	/ /	/ /	/ /	/ /	/ /
17.	Your director should do little things to make it pleasant to be a member of the group.	/ /	/ /	/ /	/ /	/ /
18.	Your director should be easy to understand.	/ /	/ /	/ /	/ /	/ /

	A	B	C	D	E
19. Your director should find time to listen to group members.	//	//	//	//	//
20. Your director should keep to himself/ herself.	//	//	//	//	//
21. Your director should look out for the personal welfare of individual group members.	//	//	//	//	//
22. Your director should refuse to explain his/her actions.	//	//	//	//	//
23. Your director should act without consulting the groups.	//	//	//	//	//
24. Your director should be slow to accept new ideas.	//	//	//	//	//
25. Your director should treat all group members as his/her equal.	//	//	//	//	//
26. Your director should be willing to make changes.	//	//	//	//	//
27. Your director should be friendly and approachable.	//	//	//	//	//
28. Your director should make group members feel at ease when talking with them.	//	//	//	//	//
29. Your director should put suggestions made by the group members into operation.	//	//	//	//	//
30. Your director should get approval on important matters before going ahead.	//	//	//	//	//

APPENDIX E

DATA COLLECTION INSTRUMENT

(THAI VERSION)

ส่วนที่ ๑

แบบสอบถามสถานภาพ

คำแนะนำ - แบบสอบถามชุดนี้เป็นแบบสอบถามเกี่ยวกับตัวท่าน แต่ละคำถามต่อไปนี้โปรดทำเครื่องหมาย
(X) ลงในช่องว่างหน้าคำตอบที่ท่านเห็นว่าถูกต้องและเหมาะสม เพียงคำตอบเดียวในแต่ละข้อ

๑. เพศ

.... ชาย

.... หญิง

๒. อายุ

.... ต่ำกว่า ๒๕ ปี

.... ๒๕-๓๕ ปี

.... ๓๕-๔๕ ปี

.... ๔๕-๕๐ ปี

.... มากกว่า ๕๐ ปี

๓. ระดับการศึกษาสูงสุด

.... ต่ำกว่าปริญญาตรี

.... ปริญญาตรี

.... สูงกว่าปริญญาตรี

.... ปริญญาโท

.... สูงกว่าปริญญาโท

๔. ตำแหน่งปัจจุบัน

.... หัวหน้าแผนกวิชา

.... อาจารย์

๕. จำนวนปีที่ท่านอยู่ในวิทยาเขตนี้

.... ต่ำกว่า ๕ ปี

.... ๕-๑๐ ปี

.... ๑๑-๑๕ ปี

.... ๑๖-๒๐ ปี

.... มากกว่า ๒๐ ปี

๖. โปรดระบุวิชาที่สอน

....

ส่วนที่ ๒

แบบสอบถามพฤติกรรมจริงของผู้นำ

(THE LBDQ-REAL FORM)

คำแนะนำ - ๑. โปรดอ่านคำถามแต่ละข้ออย่างละเอียดและพิจารณาว่าผู้อำนวยการของท่าน
<u>มีพฤติกรรมจริงแบบนี้</u> คือ

ก. หมายถึง บ่อยที่สุดหรือตลอดเวลา

ข. หมายถึง ค่อนข้างบ่อย

ค. หมายถึง เป็นบางครั้งบางคราว

ง. หมายถึง เกิดขึ้นเป็นส่วนน้อย

จ. หมายถึง เกิดขึ้นน้อยที่สุดหรือไม่เกิดขึ้นเลย

๒. เลือกคำตอบที่ท่านเห็นว่าสอดคล้องกับพฤติกรรมจริงของผู้อำนวยการของท่านมากที่สุด
เพียงคำตอบเดียวในแต่ละข้อโดยการทำเครื่องหมาย (X) ลงในช่อง / / ได้ ก,
ข, ค, ง, หรือ จ ที่ท่านเลือก

	ก	ข	ค	ง	จ
๑. ผู้อำนวยการแสดงให้ผู้ร่วมงานเข้าใจในทัศนคติของตนอย่างชัดแจ้ง	/ /	/ /	/ /	/ /	/ /
๒. ผู้อำนวยการนำความคิดใหม่ ๆ ไปหารือกับผู้ร่วมงาน	/ /	/ /	/ /	/ /	/ /
๓. ผู้อำนวยการปกครองผู้ร่วมงานด้วยมาตรการเฉียบขาด	/ /	/ /	/ /	/ /	/ /
๔. ผู้อำนวยการวิจารณ์ผลงานที่มีคุณภาพต่ำ	/ /	/ /	/ /	/ /	/ /
๕. ผู้อำนวยการเป็นผู้ที่ผู้ร่วมงานเข้าใจได้ง่าย	/ /	/ /	/ /	/ /	/ /
๖. ผู้อำนวยการมอบงานให้ผู้ร่วมงานทำตามความถนัดและความ สามารถของแต่ละคน	/ /	/ /	/ /	/ /	/ /
๗. ผู้อำนวยการทำงานโดยไม่มีการวางแผน	/ /	/ /	/ /	/ /	/ /
๘. ผู้อำนวยการมีมาตรฐานการปฏิบัติงานที่แน่นอนแจ่มแจ้ง	/ /	/ /	/ /	/ /	/ /
๙. ผู้อำนวยการเห็นความสำคัญของการทำงานให้ทันตามกำหนดเวลา	/ /	/ /	/ /	/ /	/ /
๑๐. ผู้อำนวยการกำหนดระเบียบและแบบอย่างให้ผู้ร่วมงานปฏิบัติตาม	/ /	/ /	/ /	/ /	/ /
๑๑. ผู้อำนวยการแจ้งให้ผู้ร่วมงานเข้าใจบทบาทของแต่ละคนใน หน่วยงาน	/ /	/ /	/ /	/ /	/ /
๑๒. ผู้อำนวยการขอร้องให้ผู้ร่วมงานปฏิบัติตามกฎและข้อบังคับต่าง ๆ	/ /	/ /	/ /	/ /	/ /
๑๓. ผู้อำนวยการได้แจ้งให้ผู้ร่วมงานทราบว่าแต่ละคนจะต้องทำอะไร และอย่างไร	/ /	/ /	/ /	/ /	/ /
๑๔. ผู้อำนวยการคอยเอาใจใส่ดูแลผู้ร่วมงานให้ทำงานอย่างเต็มกำลัง ความสามารถ	/ /	/ /	/ /	/ /	/ /

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	ก	ข	ค	ง	จ
๑๕. ผู้อำนวยการคอยเอาใจใส่ดูแลให้ผู้ร่วมงานมีการประสานงานกัน อย่างใกล้ชิด	/ /	/ /	/ /	/ /	/ /
๑๖. ผู้อำนวยการให้ความช่วยเหลือเกื้อกูลผู้ร่วมงานเป็นอย่างดี	/ /	/ /	/ /	/ /	/ /
๑๗. ผู้อำนวยการกระทำสิ่งเล็ก ๆ น้อย ๆ ให้กับผู้ร่วมงานเพื่อเป็น กำลังใจในการทำงาน	/ /	/ /	/ /	/ /	/ /
๑๘. ผู้อำนวยการประพฤติตนเป็นคนเปิดเผยเข้าใจง่าย	/ /	/ /	/ /	/ /	/ /
๑๙. ผู้อำนวยการหาโอกาสฟังความคิดเห็นจากผู้ร่วมงาน	/ /	/ /	/ /	/ /	/ /
๒๐. ผู้อำนวยการหลีกเลี่ยงการคบหาสมาคมกับผู้ร่วมงาน	/ /	/ /	/ /	/ /	/ /
๒๑. ผู้อำนวยการคอยเอาใจใส่ดูแลเรื่องสวัสดิการของผู้ร่วมงาน แต่ละคน	/ /	/ /	/ /	/ /	/ /
๒๒. ผู้อำนวยการปฏิเสธที่จะอธิบายถึงการปฏิบัติงานของตน	/ /	/ /	/ /	/ /	/ /
๒๓. ผู้อำนวยการปฏิบัติงานโดยไม่ปรึกษาผู้ร่วมงาน	/ /	/ /	/ /	/ /	/ /
๒๔. ผู้อำนวยการเป็นบุคคลที่ไม่กระตือรือร้นกับแนวคิดใหม่ ๆ	/ /	/ /	/ /	/ /	/ /
๒๔. ผู้อำนวยการปฏิบัติต่อผู้ร่วมงานอย่างเพื่อนร่วมงาน	/ /	/ /	/ /	/ /	/ /
๒๖. ผู้อำนวยการยินดีที่จะให้มีการปรับปรุงเปลี่ยนแปลงในหน่วยงาน	/ /	/ /	/ /	/ /	/ /
๒๗. ผู้อำนวยการมีอัธยาศัยดีและไม่ถือตัว	/ /	/ /	/ /	/ /	/ /
๒๘. ผู้อำนวยการทำให้ผู้ร่วมงานเกิดความรู้สึกเป็นกันเองและ สะดวกใจที่จะสนทนาด้วย	/ /	/ /	/ /	/ /	/ /
๒๙. ผู้อำนวยการนำข้อเสนอแนะของผู้ร่วมงานที่ยอมรับแล้วไป ปฏิบัติอย่างจริงจัง	/ /	/ /	/ /	/ /	/ /
๓๐. ผู้อำนวยการขอความเห็นชอบจากผู้ร่วมงานในเรื่องที่สำคัญ ๆ ก่อนจะดำเนินงานต่อไป	/ /	/ /	/ /	/ /	/ /

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	ก	ข	ค	ง	จ

๑๔. ผู้อำนวยการควรเอาใจใส่ดูแลผู้ร่วมงานให้ทำงานอย่าง
เต็มกำลังความสามารถ // // // // //

๑๕. ผู้อำนวยการควรเอาใจใส่ดูแลให้ผู้ร่วมงานมีการประสานงาน
กันอย่างใกล้ชิด // // // // //

๑๖. ผู้อำนวยการควรให้ความช่วยเหลือเกื้อกูลผู้ร่วมงานเป็นอย่างดี // // // // //

๑๗. ผู้อำนวยการควรกระทำสิ่งเล็ก ๆ น้อย ๆ ให้กับผู้ร่วมงานเพื่อ
เป็นกำลังใจในการทำงาน // // // // //

๑๘. ผู้อำนวยการควรประพฤติตนเป็นคนเปิดเผยเข้าใจง่าย // // // // //

๑๙. ผู้อำนวยการควรหาโอกาสฟังความคิดเห็นจากผู้ร่วมงาน // // // // //

๒๐. ผู้อำนวยการควรหลีกเลี่ยงการคบหาสมาคมกับผู้ร่วมงาน // // // // //

๒๑. ผู้อำนวยการควรเอาใจใส่ดูแลเรื่องสวัสดิการของผู้ร่วมงาน
แต่ละคน // // // // //

๒๒. ผู้อำนวยการควรปฏิเสธที่จะอธิบายถึงการปฏิบัติงานของตน // // // // //

๒๓. ผู้อำนวยการควรปฏิบัติงานโดยไม่ปรึกษาผู้ร่วมงาน // // // // //

๒๔. ผู้อำนวยการควรเป็นบุคคลที่ไม่กระตือรือร้นกับแนวคิดใหม่ ๆ // // // // //

๒๕. ผู้อำนวยการควรปฏิบัติต่อผู้ร่วมงานอย่างเพื่อนร่วมงาน // // // // //

๒๖. ผู้อำนวยการควรยินดีที่จะให้มีการปรับปรุงเปลี่ยนแปลงใน
หน่วยงาน // // // // //

๒๗. ผู้อำนวยการควรมีอัธยาศัยดีและไม่ถือตัว // // // // //

๒๘. ผู้อำนวยการควรทำให้ผู้ร่วมงานเกิดความรู้สึกเป็นกันเอง
และสะดวกใจที่จะสนทนาด้วย // // // // //

๒๙. ผู้อำนวยการควรนำข้อเสนอแนะของผู้ร่วมงานที่ยอมรับแล้ว
ไปปฏิบัติอย่างจริงจัง // // // // //

๓๐. ผู้อำนวยการควรขอความเห็นชอบจากผู้ร่วมงานในเรื่องที่
สำคัญ ๆ ก่อนที่จะดำเนินงานต่อไป // // // // //

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VITA   2

Maneerat Amornkool

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Doctor of Education

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         EXPECTATIONS OF DEPARTMENT HEADS AND FACULTY MEMBERS AT
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