A CROSS-CULTURAL STUDY OF LEADER BEHAVIOR AND

EXPECTATIONS AS PERCEIVED BY EDUCATORS

IN THAILAND AND THE UNITED STATES

By

SAMUSA NAKASINGH

Bachelor of Arts
Chulalongkorn University
Bangkok, Thailand
1965

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1971

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
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Thesis Approved:

Kenneth H. Clair

Lloyd Wiggins

Craig W. Auegger

_____

James P. Key

N. N. Durham
Dean of the Graduate College

867543

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Leadership and the Administrator

Practical men know that the leader must lead--must initiate action
and get things done. But because he must accomplish his purposes
through other people, and without jeopardizing the intactness or integ-
rity of the group, the skilled executive knows that he must maintain
good "human relations" if he is to succeed in furthering the purposes
of the group.[1]

"Effective leadership," in this context, "will refer to the acti-
vities of a designated leader of an organized group with respect to
setting and achieving goals."[2] In other words, the primary aim of the
leader is to facilitate achievement of system goals through human
agents.

An educational institution is perceived as a human organization;
an administrator is designated leader of the organization, and adminis-
tration is viewed as a social process which takes place within the
context of a social system where a social service is performed.

Educational administration is a social process which can be viewed
structurally as the hierarchy of superordinate-subordinate relationships
is the locus for allocating and integrating roles and facilities in

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order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interaction.

The social system involves two classes of phenomena that are both conceptually independent and phenomenally interactive: "a) the institutions, with certain roles and expectations, that will fulfill the goals of the system; and b) the individuals, with certain personalities and dispositions inhabiting the system, whose observed interactions comprise what we call social behavior."[2]

Administration, then, involves the process which helps the organization operate its mechanisms for achieving goals.[4] The administrator, thus, is expected to be both administrator and leader: as the administrator, he is to play a stabilizing force in the educational organization as to clarify its goals; as a leader, he is to lead, and guide the efforts of his subordinates toward achieving organizational goals. Castetter explains leadership role of the leader:

> ...The leader is one who is able to communicate to others
> the nature of system plans that are to be put into effect
> and the methods designed to achieve them. When plans are
> put into effect, the leader must enlist the voluntary
> cooperation of subordinates; interpret their work roles
> for them; make modifications in plans where conflicts
> arise between goals and plans for achieving them; assess
> the results of plans; adjust plans to fit changing condi-
> tions; and throughout this process seek to satisfy the
> needs of both the organizations and subordinates.[5]

In short, "leadership", as defined by Francis Chase, is the function performed by a person in terms of influencing group decision and action by way of contributions to attainment of group goals and satisfactions.[6]

Professional leaders need to understand, therefore, the expectations

of teachers in order to bring about effective group action and achieving organizational goals. Chase also concluded from numerous studies that:

1. There is an exceedingly close relationship between teachers' evaluation of the leadership given by administrative officers and the extent of their satisfaction in working in a given school or school system.

2. Teachers' expectations of leadership are determined largely by the degree to which leaders conform to expected roles.

3. Teachers' expectations with respect to the roles of leaders arise from their own needs, their basic concepts of respective roles of teachers, administrators, and their response to leadership past and present.[7]

The administrators' performance, in either Thailand or in the U.S., is carried on between flesh-and-blood individuals; the discussion between the expectations of the Thai and the American teachers would not be possible without considering some other determinants, from the point of view of differences in organizational settings and in the socio-psychological, econo-political and anthropological factors between the two contrasting countries. Either put as a background or foreground of the administrative context, there will still be significant differences.

Organizational Environment of Thailand Educational Institutions

Thailand's organizational environment, its present transitional society has been transformed from the traditional Siam of a one-authority absolute monarchy into the present centralized military dictatorship which still prevails.

Even though the form of "Democracy" was introduced to Thailand more

than 30 years ago, yet the democratic system or its prerequisite charac-
teristics are still not present in any of the Thai organizations, neither
in the public administration nor educational administration. These well-
recognized organizational dilemmas, even to the Thais themselves and to
the foreign eyes, are found everywhere in Thailand educational adminis-
tration.

1. Monarchical form of business: the tacit pattern of actual
authority governing day-to-day administration was largely the consequence
of several characteristics of the bureaucratic system, which reinforced
each other to produce a stable, inertial apparatus responsive to speci-
fic and explicit commands from above. The normal behavioral character-
istics of the bureaucracy were largely the product of these factors:
the hierarchical system for defining and differentiating status and
role, the diffuseness of the goals in the system and of the roles of its
participants, and the arrangements for procuring and motivating and
organizing them into units of action.[8]

While Thai roles are in general diffuse and ambiguous, there is one
feature which is extremely clear-cut: the statuses associated with
roles can almost always be unambigously distinguished in terms of higher
or lower. This seems to be the one guidepost which helps the Thai make
his way through an otherwise unstructured world. In a sense, Mosel[9]
concluded, in Thai society there are two highly generalized roles:
superior and subordinate. Given any two statuses or clusters of social
characteristics, the average Thai can easily and consistently make
paired comparison judgments. As he says:

> ...In a survey study of a random sample of 88 Bangkok
> government employees, I found that these judgments for the
> most part are also transitive; that is, if status A is

judged higher than B, and B higher than C, then A will
be judged higher than C.[10]

Because of highly transitive and consensual nature of status judg-
ments, statuses can be considered to form a "linear hierarchy"[11] and
personal identity is largely determined by reference to this hierarchi-
cal matrix. The emphasis in the system was profoundly vertical and has
focused mainly on patterns of respect and leadership. As Siffin says,
"A superior was entitled to deference and obedience; a subordinate was
expected to defer and obey...Thus the essential quality of an effective
personal relationship in this system was "pleasing a superior" rather
than "doing a good job."[12]

Mosel viewed the behavioral implications of the distinction be-
tween the roles of the superiors and the subordinates that the superior
is expected to be benevolent, calmly self-assured, authoritative (rather
than authoritarian), while the subordinate is respectful, attentive,
helpful, but not necessarily obedient (although face-to-face disobed-
ience would be unthinkable).[13]

The Thai socialization process which is not normally found in
American society, is the kinship or quasi-kinship, a family-like rela-
tionship in which the Thais have learned since their childhood till the
end of their life, (wherever they start socializing process.) This
emotional involvement, rather than rationale, between members of the
society leads to the most compelling expectation of particularistic-
and personalized-oriented, rather than universalistic- and imperson-
alized-oriented expectations which are the basic functions of the
modern bureaucracy.

Since "absolute" kingship transformed the king's office into one
of the superior or senior, his main function, in a word of the

traditional monarchy was "system maintenance."[14] This forced the sub-
ordinates to be passive to innovation or creativity, and to be only the
receiver of the superior's orders to be fulfilled. Wilson commented
that although it is true that Western-trained Thai tend to suffer frus-
tration in trying to implement new techniques in their work, they have
few economic or social frustrations to stimulate politically signifi-
cant discontents.[15] They perceived that authority is the right and
privilege of the leader who is holding the highest status in the organi-
zation or the higher position in the hierarchical relationship.

2. Another dilemma of the Thai educational administration is the
inability to share responsibilities among the organizational members.
The co-workers have negative attitudes toward the jobs that are not
specifically assigned to them. The problems about "insufficient" teach-
ers and other personnel-functions-inefficiency in educational institu-
tions appear to be a striking persistence to educational progress: all
originate from the problem of incompetent leaders. The effective
leaders recognize the importance of human resources in developing effec-
tive educational systems; they facilitate organizational goals and make
personnel functions at ease.[16]

3. Any administration is a system of a clique which focuses on
the person of a leader and is bound together by emotional relationships,
lines of loyalty more or less deeply felt. This behavior leads to more
organizational ills, bribery, corruption, nepotism and "the favor-
itism"[17] or "the nearer-kinship-folks" in every level of the organiza-
tion.[18] Organizational goals can be disregarded; or if there is any,
it's just a day-to-day maintenance or a very short organizational goal.
Organizational positions can be changed to fit these influential clique

and kin-folks, since specialization and technical competence are only
loosely emphasized.

The patronage, instead of a merit system, on the other hand, can
result in many other deficiencies of the organizations. Mutual rivalry,
jealousy, bribery, non-competitive, non-cooperative, non-involvement
attitudes, inertia, passiveness, etc., all are subconsciously unnotice-
able but distinctly well recognized by all the Thais themselves who are
not part of the clique and therefore do not receive their fair share
of quality for a high position.

If "societies differ greatly in the degree to which they control
their economies, the same holds for their control of organizations, both
in economic and other spheres."[19] The Thai teachers receive salaries
that are extremely inadequate to meet the modern standard of living, and
the requirement and enforcement of dues and donations, whether for edu-
cational activities or not, cause teachers to be deeply in debt.
Another problem is that there are more female teachers than males. It
is almost physically impossible for a teacher with a large family to
support that family on an inadequate salary. There are many other socio-
economic problems of teaching personnels that can have a profound behav-
ioral consequence on the Thai educational behavior and a total impact on
teachers' expectations of their leaders' behavior.[20]

Organizational Environment of American Educational Institutions

American society is a society of organizations; it is a modern
society which is composed "more and more of larger and larger organiza-
tions". Within the organization, social and personal considerations
have gained in importance, as compared to the traditional concern for

production and administrative efficiency. It is thought important for the staff to be socially compatible as well as good work team.[21]

In contrast to the Thai society which is characterized by "a loosely structured social system, by which is meant that the social roles on the whole are cognitively unclear, undemanding, permissive, and give great leeway to personal idiosyncracy,"[22] American society has placed a high moral value on rationality, effectiveness and efficiency. "By coordinating a large number of human actions, the organization creates a powerful social tool. It combines its personnel with its resources, weaving together leaders, experts, workers, machines, and raw materials. At the same time it continually evaluates how well it is performing and tries to adjust itself accordingly in order to achieve its goals. As we shall see, all this allows organizations to serve the various needs of society and its citizens more efficiently than smaller and more natural human groupings, such as families, friendship groups, and communities.[23]

Apparent differences between American organizations and the Thai is, perhaps according to the writer's point of view, that the former is system-oriented, characterized by long-range planning toward goal-achievement, friendly cooperation but also great competition, impersonal but equal service to every individual of its society, strong emphasis on technical competence and level of specialization. All these are American characteristics of the people and their organizational society which cannot be found in any traditional countries including Thailand. Etzioni also said that without well-run organizations our standard of living, our level of culture, and our democratic life could not be maintained. Thus, to a degree,

"...organizational rationality and human happiness go hand
in hand."[24]

Three unique basic elements are what make America and American

organizational society the foremost leading nation among all the world.

This law is also applied to educational organization. If as Weber sug-

gested that to be effective and efficient as an organizational instru-

ment, a modern organization requires bureaucratic authority, American

school and educational organization are then the best type of organiza-

tion, since they can be accurately described as a highly developed

bureaucracy. Max Abbot applied essential bureaucratic rules to American

school organization; he said it is clearly influenced by five factors,

division of labor, hierarchical authority, rules and regulations, for-

malistic impersonality, and technical competence of members of profes-

sional career.[25]

American cultural conditions have offered psychological prerequi-

sites of "an effective organization man" toward achievement-orientation

for the American society in which the far eastern countries including

Thailand, is less advantaged as Etzioni says:

> Religions, philosophies, and ideologies differ in the
> degree to which they orient human thoughts and efforts
> toward this world rather than the next, whether it be
> in the Christian ideal of heaven or the state of nirvana.[26]

He also concluded that rational behavior is encouraged by worldli-

ness and discouraged by other-worldliness; it is encouraged by asceti-

cism; it can only be found only in this world. Protestantism combined

these two values which are considered as provision to cultural context

for the organization revolution and growth. The middle-class values

which are the foundation of the qualities which facilitate adjustment to

organizational demands are strongly emphasized, such as ambition,

efficiency, punctuality, neatness, integrity, consistency, the accent on conformity, group-mindedness, ability to plan, nationalism and above all achievement, as distinct representative traits of the modern organization-man. It is the right kind of participants that produce organizational effectiveness; it's not the organization making deliberate efforts to shape personalities according to its needs. Above all, the social environment plays the most crucial part in providing its organizational participants for each society.

Democracy, authoritarian or dictatorship, in terms of social value system can be functioned effectively in different climate and environments. Differences between them can be influential factors of psychological traits and "ideal" personality or mode of leadership style in any organizational system. Thus, American democratic principles which regard the individual personality as of the highest value can lead to possible situations in which the participants look up to their leaders differently from other societies in which elements of democracy are absent.

Francis Chase concluded from his study that American teachers' expectations of leadership no longer expected the administrators to be primarily a maintainer of authority. His new role, in their thinking, was that of a counselor and group leader.[27]

On viewing Thailand, James Mosel says, "When it comes to the role-expectations of the administrator, three significant features stand out: (1) there is a very high degree of cultural concensus on what his behavior should be, (2) these role-expectations are not differentiated very much from other "superior" roles in the culture, and (3) the content of these expectations is strongly oriented toward Buddhist-

ethics, as Riggs concludes:

> The imagery suggests a benevolent paternalism which gives
> the ancient system a romantic aura in the mind of
> contemporary Siamese.[29]

Also most of the administrative function of the country in which the

traditional monarch was transformed, "system-maintenance" will also pre-

vail and the innate love of the absolute power of the Thai is still

buried in their subconscious mind.

Purpose of the Study

The purpose of this study has been twofold: (1) it was to review

literature on educational administration of Thailand and the U.S., of

their teachers' and educators' expectations of their leaders' behavior.

The specific question asked in this study was, "Is there any

apparent difference in expectations of leader behavior as perceived by

the American and Thai vocational-technical teachers and educators?"

In other words, the aim is to discover if and how leadership expecta-

tions differ by the organizational societal and cultural setting; and

what are the distinguished differences between the American and Thai

teachers and staff members from their viewpoints of their expectations

and perceptions of their leaders' behavior. The study has been intended

to be analytic and descriptive.

Definition of Terms

The following are terms within this study each of them has a

specific meaning:

<u>Vocational-Technical Institute</u>. An institution whose purpose is to

educate and train persons for career in vocational and technical field

at levels beyond twelfth grade.

Thailand Provincial - Vocational - Technical Institution. A vocational - technical institute in provincial area outside Bangkok, the capital of the country. It is under the control of the Department of Vocational-Technical Education, under the Thai Ministry of Education.

Thailand Vocational-Technical Teachers College. A teacher - training institution, supported by the Department of Vocational-Technical Education, under the Thai Ministry of Education, for the purpose of training teachers for its vocational-technical schools.

Teacher-Educator (teacher-trainer). A professional person in the field of education responsible for the preparation and in-service training of vocational - technical teachers.

Extension Vocational - Technical Institute. A vocational - technical institution given for the purpose of increasing or extending vocational-technical education and teachers - training programs. In this study, it is undertaken by Oklahoma State University, Oklahoma.

Leader Behavior. The behavior of the formally designated leader of a specified work-group. For example, all principals or directors of schools, college department heads, are designated leaders. Their work-group are those members who work under him, such as, teachers, staff-members and other personnel. In this study, leader-behavior will be focused on Halpin's two dimensions of leader behavior, "Initiating Structure", and "Consideration."

Initiating Structure. Halpin referred to leader's 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. It is referred to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.

L.B.D.Q. (The Leader Behavior Description Questionnaire). An instrument which was developed by Halpin and the Personnel Research Board, at the Ohio State University, to measure leader behavior.

Limitations of the Study

The instrument: there was a problem in translating the instrument from the original L.B.D.Q. into Thai, because the words might be misconstrued and the true sense of the original concepts might be misinterpreted in translating from one language to another, but the manner of translating the original research work had to be maintained. These factors alone would be able to influence the Thai group samples in answering the questionnaires differently. Also the impossibility of the writer to be present in Thailand while the instrument was given, to clear some misunderstanding or difficulties which might arise, could also bias the results of the study.

The samples: due to the limited time of the instruments given, the immediate need for as many samples as possible in Thailand and the U.S.A., led to the problems of heterogeneous group-samples which were small and this factor might also bias the result of the study.

Plan of the Study

Chapter I has provided the general background of the study including the contrasting environmental factors of the educational organizations in Thailand and the U.S., the purpose of the study, definition of

terms, and limitations of the study.

Chapter II will contain a review of literature, focusing on certain salient factors contributed to the study and understanding educational organizations which perceived as social systems. The chapter covers the present framework for the study of administrative behavior of leadership style.

Chapter III, the procedures of the study, the selection of the sample, data gathering and data treating, including instruments explaining and translating will be presented.

Chapter IV will contain the report of the data presentation and analysis, and Chapter V will be the presentation of a summary of findings, discussion and recommendations for further study.

FOOTNOTES

[1]Andrew W. Halpin, The Leadership Behavior of School Superintendents (The University of Chicago: Midwest Administration Center, 1959), p. 5.

[2]William Castetter, The Personnel Function in Educational Administration (New York: Macmillan Co., 1971), p. 16.

[3]Jacob W. Getzels et al., Educational Administration as a Social Process, Theory, Research, Practice (New York: Harper & Row, Publishers, 1968), pp. 52-56.

[4]Robert G. Owens, Organizational Behavior in Schools (Englewood Cliff: Prentice Hall: 1970), p. 127.

[5]Ibid., pp. 30-31.

[6]Francis S. Chase, "How To Meet Teachers' Expectations of Leadership," Administrator's Notebook, 1:9, (April, 1953), pp. 1-4.

[7]Ibid.

[8]William Siffin, The Thai Bureaucracy: Institutional Change and Development (Honolulu: East-West Center Press, 1966), pp. 30-31.

[9]James N. Mosel, "Self, Role, and Role Behavior of Thai Administrators," A paper presented at the Annual Meeting of the Eastern Psychological Association, Philadelphia, 1964.

[10]Ibid., p. 5.

[11]Ibid.

[12]Siffin, Ibid.

[13]Mosel, Ibid.

[14]Fred W. Riggs, Thailand: The Modernization of a Bureaucratic Polity (Honolulu: East-West Center Press, 1966), p. 85.

[15]David A. Wilson, Politics in Thailand (Ithaca, New York: Cornell University Press: 1962), p. 64.

[16]Grieng Iamsakul, Director General, Department of Education, "The Personnel Function in Educational Administration," Theory and Concept in Education Administration (Bangkok: The Education Society of Thailand, 1966), pp. 66-78.

[17]Ibid.

[18]Ibid.

[19]Amitai Etzioni, Modern Organizations, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964), p. 110.

[20]Adapted from Grieng Iamsakul, "The Personnel Function in Educational Administration," Ibid.

[21]Etzioni, Ibid., p. 112.

[22]Mosel, Ibid., p. 4.

[23]Etzioni, Ibid., p. 1.

[24]Ibid., p. 2.

[25]Max G. Abbot, "Hierarchical Impediments to Innovation in Education in Educational Organizations," Organizations and Human Behavior: Focus on Schools, eds. Fred D. Carver and Thomas Sergiovanni, (New York: McGraw-Hill Book Co., 1969), pp. 42-50.

[26]Etzioni, Ibid., p. 108.

[27]Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, Vol. 1, No. 3 (April 1953), p. 4.

[28]Mosel, Ibid., p. 6.

[29]Riggs, Ibid., p. 80.

CHAPTER II

REVIEW OF LITERATURE

Leadership and Educational Administration in United States

Its Historical Movement (1950-1970)

Since its beginning in 1950, one of the significant aspects of the research program at the Midwest Administration Center has been the emphasis placed upon improving the professional leadership of educational administrators.[1] A series of studies conducted under the Centers, for example by Charles Bidwell,[2] Francis Chase,[3] and Donald Moyer[4] have shed the light considerably upon administrative behavior and its effect upon the satisfaction of teachers and school staff members rating the effectiveness of their administrators. The ratings of teacher satisfaction have been found to depend upon the extent that their perceptions of the behavior of their administrators meet their expectations. Conversely, the administrators' ratings of teachers' effectiveness of their performances are done in the same way. So as Halpin concluded the behavior of the leader and the behavior of group members are inextricably interwoven, and the behavior of both is determined to a great degree by formal requirements imposed by the institution of which the group is a part.[5]

It is quite impossible to avoid discussing "leadership" in this thesis, just like it is quite impossible to talk about effectiveness

without saying something about efficiency.

Today, leadership theory and leadership research, for one thing, have been moving away from the idea of universal leadership traits and the "one best way" to lead. In place of these earlier oversimplifications, leadership effectiveness is now generally conceded to involve an interaction between the leader's characteristics, his behavior, the nature of the followers, and the characteristics of the particular leadership situation, including the nature of the task and the organization setting.[6]

In educational administration, as well as in other business and public, hospital and military administration, concepts of leadership have been readily changed since 1925. In examining the leadership phenomena of educational organization and administration, we are concerned primarily with concepts and theories of leadership that are applicable to those who hold decision-making positions in the various hierarchies of educational organizations and in informal organizations that interact with formal educational organizations. These persons include superintendents of schools, school principals, college and university presidents, leaders in teacher organizations, leaders in parent-teacher organizations, and leaders in informal organizations. Educational organizations commonly include suprasystems, subsystems, and numerous informal organizations or groups. Educational administrators not only deal with a complex of systems within the educational organization but also with a complex of social systems in the environment of the school system, all of which are exchanging inputs and outputs of information, energy, and matter with each other.[7]

School administrators as well as other managers in industry,

business, military, and all kinds of organizations are now admonished to pay more attention to the "human side of enterprise"[8] than ever before. This is to say that individuals are the most important part of an organization, and the constant task of those who administer it is to look to their motivation and to the satisfaction of their wants and aspirations.[9]

Since Homan's remarkable study on "The Human Group"[10] in 1950 has become a landmark of the shifting point of theory of leadership, it is an interesting fact that the human relations movement had far more impact on all kinds of administrations, and needless to say that educational administration was included.

The shift from the classical theory of organizational behavior to the human relations approach represented a breakthrough of "new" knowledge, new insight, new understanding, in short, new theory. Robert Owens[11] has summarized the growth of administrative theory from 1900-1970, as following:

Approximate Time-Period	Labels Applied To The Theory	Representative Concepts
1900-1930	Classical Theory	Line and staff Span of control Unity of command
1930-1950	Human Relations Theory	Morale Group dynamics Participative Supervision
1950-1970	Behavioral Theory	Role Reference groups Leader behavior

. . . Just as classical theory included a theory of motivation, namely, the simplistic notion of "economic man," and group dynamics looked upon motivation as a function of group membership, behavioral theory has an

explanation about why people join organizations, stay in them, and seek to attain their goals.[12]

Trends in Studies of Leadership

Prior to 1945, most of the studies of leadership were devoted primarily to the identification of the traits or qualities of leaders. These studies were based in part on the assumption that human beings could be divided into two groups--the leaders and the followers. Therefore, leaders must be possessed by followers. Some persons in each generation since the dawn of recorded history have believed that "leaders are born, not made."[13]

After the LBDQ, a product of the Ohio State Leadership Studies, a research program started in 1946, conducted by the staff of the Personnel Research Board of Ohio State University, the leadership phenomena has been abandoned from the understanding of leadership as a trait, and has been concentrated instead upon an analysis of "the behavior of leaders."[14] The investigators used the LBDQ to analyze the behavior of persons in leadership positions in industrial, educational, and governmental organizations; one line of endeavor resulted in the construction of the LBDQ in which two major dimensions of leadership behavior were identified--"Consideration" and "Initiating Structure-in-Interaction".[15]

In 1948, however, Stogdill concluded from his research that a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of the interactions of variables which are in constant flux and change.[16]

Many authorities in administration have contributed the interactional conception of leadership to its general acceptance in recent years, such as, Stogdill (1948), Hemphill (1949), Flanagan (1949), and many others like, Gibb (1954), Fleishman, Harris and Burtt (1955), Stogdill and Shartle (1955) and Andrew Halpin (1956) have prominently featured interaction models of leadership effectiveness.[17]

"Leadership" may be defined and used in different ways since it cannot be encompassed by a single definition. To Morphet, Johns and Reller, for example, the concept of "leadership" means "the influence of one actor in a social system on another actor in that system with the willing cooperation of the actor being influenced."[18] To Castetter,[19] it is a much-abused word; it is the prerequisite for related process, such as planning, organizing, and controlling. To lead, as the term is used here, is to guide the efforts of subordinates toward attainment of organizational objectives.[20] To Hemphill, the concept was classified into a well form for increasing better understanding and creating deeper thought and more effective actions for the administrators as the following:

1. Attempted leadership acts accompanied by an intention of initiating structure-in-interaction for solving a mutual problem.

2. Successful leadership acts: acts that have initiating structure-in-interaction during the process of mutual problem solution. An attempted leadership act may or may not become a successful leadership act depending upon subsequent observation of its effect upon the structure of interaction.

3. Effective leadership acts: are acts that have initiated structure-in-interaction and that have contributed to the solution of a mutual problem. An effective leadership act is always also a successful leadership act, but a leadership act may be successful without being effective for solving mutual problems.[21]

Educational Institution: A Human, Complex Organization

> Our society is an organizational society. We are born in
> organizations, educated by organizations, and most of us
> spend much of our lives working for organizations. We
> spend much of our leisure time paying, playing, and praying
> in organizations. Most of us will die in an organization
> of all--the state--must grant official permission.
>   -Amitai Etzioni[22]

American schools of educational administration cannot forget a

well-advised suggestion of Bobbit[23] made sixty years ago: that the

school administrators should do in education as industry does in the

industrial organization. His forethought and concerns for the impact

of the growth of educational organizations and the better product of the

schooling business have had a profound and valuable effect on systema-

tization of scientific management in educational administration. The

early distinguished authorities in educational administration, such as,

Cubberly,[24] and Reeder,[25] had spelled those magic words into an effec-

tive action for the concerned American administrators as organizers,

supervisors, managers, and executives.

For a good many years organizational emphasis in educational admin-

istration following the classical theorists was the dominant concept in

administrative thinking. Those familiar concepts must still be of con-

cern to the administrators, concepts such as, authority, leader power,

a clear-cut hierarchy with centralized control, definite functions of

labor and responsibilities and orderly channels of communication.

Today there are two distinct schools of thought concerning the

nature of organizational life, "the organicists" and the "ration-

alists."[26]

Chester Barnard's classical "The Functions of the Executive"[27] and

Herbert Simon's[28] national view of a system in equilibrium are the best representations of rationalism; and Phillip Selznick's "Foundations of the Theory of Organization" represents the group of the "organicists".

While Barnard was dealing with formal and informal organization, their structure and function, efficiency and effectiveness are primary; Simon was asserting that the most fruitful and effective approach to improving administrative behavior is through the process of "decision making" framework; the individualistic, personalistic and the humanistic side of the organization has been profoundly expounded by Argyris, Bennis, Likert, Roethlisberger, Abraham Zaleznik and many others. These later researchers, Boyan, Corwin, Katz and Kahn, and Sergiovanni[29] shared the approach and philosophy of the earlier ones.

The Present Framework for the Study of Administrative Behavior and Leadership Style

Contributing theoretically, the present trends of school administration are all extensive researches of Getzels, Guba, Argyris, Lipham and Campbell.[30]

The modern educational system is viewed as a human organization within which a social service is performed. Education administration is a social process which takes place within the context of a social system. The social system involves two classes of phenomena that are both conceptually independent and phenomenally interactive: 1) The Normative (Nomothetic) Dimension, and 2) The Personal (Idiographic) Dimension. Social behavior may be comprehended as a function of the two major dimensions.[31]

Nomothetic Dimension
Institution→Role→Role-Expectations

Social
Systems

Observed-
Behavior

Individual→Personality→Need-Disposition
Idiographic Dimension
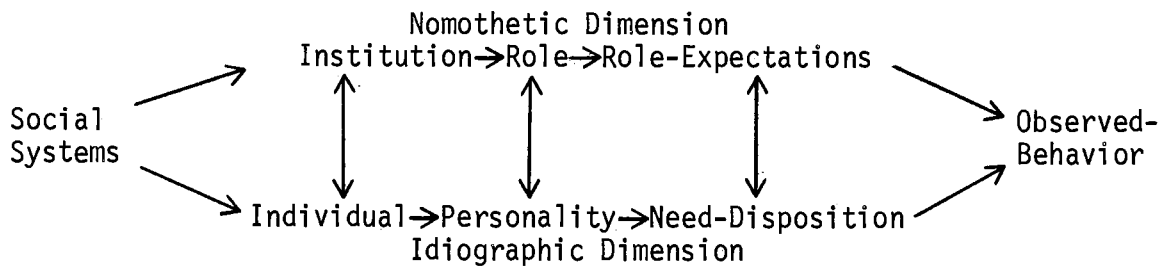
Figure 1. Nomothetic-Idiographic Dimensions[32]

Each individual in the organization brings to his work certain needs which he seeks to satisfy. When the needs of the individual and the demands of the organization are not compatible, problems arise which affect both the individual and the organization. Unfortunately, organizational expectations and individual needs are seldom completely compatible. Causes of the disparity reside both in the individual and the system. The practicing administrator must understand the impact of the total system and its parts on the individual, as well as the response of the individual to the system.[33]

"Factors which affect satisfaction and dissatisfaction of teachers,[34] which based on the study of "hierarchy of needs" developed by Maslow,[35] has long been an area of interest to researchers and administrators. However, the voluminous research in the field to date appears to be lacking in conceptual perspective and may, in fact, be misleading.[36]

Studies and researches had been done in depth by Getzels and Guba and their colleagues, Getzels and Thelen,[37] James, Thomas and Dyck[38] and many other authorities in other sciences, sociological, psycho and anthropological sciences, for example, and they found that the

expectations for behavior in a given institution not only derive from
the requirements of the social system of which the institution is a part
but also are related to the values of the culture which is the context
for the particular social system...

The Five Dimensions "General Model" of the major dimensions of
behavior in a social system:
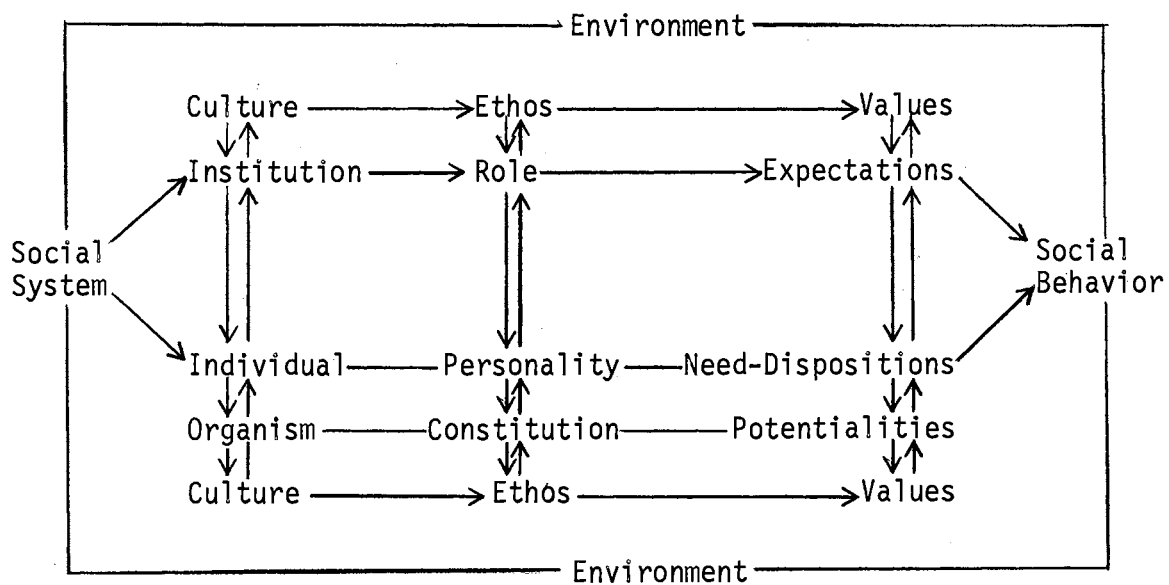

Figure 2. "General model" of the major dimensions of
behavior in a social system

The salient factors for the study and understanding of behavior in a
social system, then, are organismic, personalistic, institutional, and
cultural.

Getzels, Lipham and Campbell concluded explicitly on the model's
characterization as the following:

...But, as we have insisted all along and wish to reiterate,
even this formidable array of biological psychological,
sociological, and anthropological dimensions is not all
inclusive. A number of potentially significant variables
have been omitted. Perhaps most obviously we have failed
to say anything about the self-evident circumstance that
behavior functions not only in a particular social context
but also in a particular physical and economic environment.
Surely geographic location, natural resources, and actual
available wealth make a difference in the nature of behavior
in a social system, and more specifically in the educational
system.[39]

Getzels and Thelen also added that in order to better understand

behavior in a social system, we must recognize that "not only is per-

sonality related to its biological substratum, which we have already

considered, but it is also fundamentally and integrally related to the

values of the culture in which the organisms grows up."[40]

All these conceptual relationships in the present framework lead

to the basic issues in administration which have hitherto been treated

in varied terms, for example, the problems of conflict, of satisfaction,

efficiency, effectiveness, and morale, of leadership style, and of

organizational change.

Cross-Cultural Studies in
Educational Organization

It is possible to say that there is not yet a bridge across the

educational organization pool of research between Thailand and the U.S.A.

There are very few extensive studies in some specific sciences, such as,

socio-psychological, economical, and political sciences, and public

administration. These are the most important sources of information

which could be drawn on for historical and cultural values and other

empirical data on organizational characterization for this study. The

temptation to organize the review of literature on differences by
organizational settings, environment and backgrounds of Thailand and
the U.S.A. has been gathered around such distinguished researchers in
which Thailand's political organization and its bureaucracy play a
prominent part, for example, the work of Wilson, Siffin, Riggs and James
Mosel.[41]

Amitai Etzioni's "Modern Organizations" (and with his colleagues on
the most important volume of complex organizations in the modern socie-
ties and the universal contradiction of "cross-cultural studies or
organization", i.e. by Fallers, Bayley and Udy),[42] gave extensive atten-
tion on differences between the modern, traditional and the transitional
elements of organizations in different societies.

Thus, there would seem to be ample grounds for hypothesizing that
different organizational elements and different levels of dimensions
demand somewhat different expectations and perceptions of administrators'
behavior.

<div align="center">Summary</div>

It has been the purpose of the study to identify and uncover signi-
ficant variables about which hypotheses may be formulated. It has also
been the writer's intention to review the literature on educational
administration of Thailand and the United States of America.

On reviewing the literature, it was found that given salient signi-
ficant polarizational factors for the study and the understanding of
behavior in educational organizations of the two countries perceived as
social systems, then, were organismic, personalistic, institutional and
cultural. Thus, it was suggested that apparent differences existed

between Thailand's and the United States' vocational-technical teachers' expectations and perceptions of their administrators' leadership behavior.

FOOTNOTES

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CHAPTER III

PROCEDURE

Identification of the Sample

Introduction

It must be emphasized that the purpose of this study has not been a
hypothesis-testing but a descriptive one, or what is called by Paul
Lazarsfeld an "existential research" which is designed to identify and
uncover significant variables about which hypothesis may be formulated.
Therefore an attempt was made to include in the sample of the population
as many as possible, but still the main similar characteristics of
group-comparisons between the American and Thai samples were retained

The samples as drawn from the population, in Thailand and Oklahoma,
were classified into 6 major groups. They are:

Group A -   Teachers, educators, and staff-members of the
            Thai Vocational-Technical Teachers College.

Group B -   Teachers, educators, and staff-members of the
            American Vocational-Technical Institution.

Group C -   Teachers, educators, and staff-members of the
            Thai Provincial Vocational-Technical Institute.

Group D -   Teachers, educators, and staff-members of the
            U.S. Extension Vocational-Technical Institute.

Group E - The Thai Vocational-Technical graduates,

        Oklahoma State University, Summer '72.

Group F - The American Vocational-Technical graduates,

        Oklahoma State University Extension classes,

        Fall '72.

The first consideration was made to select the sample from the Vocational Teachers' College in Bangkok, Thailand. An attempt was made to include very instructor, faculty-and-staff member, and every administrator and department head of the institution, to make as random a sample as possible. The same consideration was made to select the second group sample of the American Vocational-Technical Institution, teachers, educators and staff-members, in Oklahoma.

The third group that was made up for sample consisted of all staff-members of one of the provincial vocational-technical schools in Thailand. The writer had contacted the administrator personally for the cooperation for this study before his leaving for Thailand, and after A.I.D. program was terminated in August 1972. During summer semester 1972, the questionnaires were returned to the writer and the promise that the answers would be kept highly confidential.

Then, there was a need for an American group-sample of one of the Area Vocational-Technical schools in Oklahoma to meet with the above criteria of the Thai provincial vocational-technical school. With the special help of the writer's thesis adviser, Professor Dr. St. Clair, by writing and telephoning, the permission to use one of the Area Vocational-Technical Schools in Oklahoma as a selected sample in the study was obtained. The arrangement was then made for the questionnaires to be administered at the school selected in Oklahoma City as

to make up the fourth group-sample.

The fifth group-samples of the Thai graduate students were selected only from those who had vocational-technical education backgrounds and those who were contracted with the A.I.D. program. The total number of this group of subjects was 45 at the end of spring semester 1972. Subjects excluded in the study were those students who were not on the vocational-technical educational program and the undergraduate. At the time of this study, all of these graduate-students had working experience of at least two years.

The consideration was made to select the last group-sample, the American graduate-students from the vocational-technical extension-classes in Oklahoma City, during fall semester 1972, to be paralleled with the Thai graduates' group. Selection was made on the basis of graduate level of vocational-technical background and working experiences in the field for at least the same length of time. One of the Americans in the sample was a minister. He was also included in the sample since he was taking a Vocational-Technical Extension class, working on his graduate program and was also teaching an adult class in the community.

Data Collection

Several considerations have been included in this study; the time, the cost, the trip, and most of all, how to get all or nearly all of the responses returned, especially from Thailand while the writer could not be there.

Fortunately, in all the institutions included in the sample from Thailand, three qualified personnel who are also good friends of the writer helped cooperate in corresponding, and gathering all the

responses and mailing them back to the writer.

For the group of the Thai graduates on campus, the writer made
personal contact, made group arrangement, and home visits and asked
them to cooperate by expressing their opinion for research data. None
of them denied this request. So were the groups of the instructors,
staff-members and educators of the American Vocational-Technical
Institutions and the U.S. Extension Vocational-Technical Institute;
they were willing to extend their hands for help when their help was
sorely needed.

From all of the American Vocational-Technical Education graduate
groups, all responses were collected by the writer and one of the
Oklahoma State University associate-professors who had an extension-
class in one of the Vocational-Technical Institutions in Oklahoma City.

All of the questionnaires administered, about 71 percent returned
and collected which was considered adequate for this study.

<p style="text-align:center">Treatment of Data</p>

Scoring the Instruments

Responses to the Leader Behavior Description Questionnaire were
punched on I.B.M. Cards and were scored on the I.B.M. 360/65 computer
at Oklahoma State Computer Center. L.B.D.Q. responses were adapted from
the original L.B.D.Q. by Andrew Halpin as the following:

The numbers in the questionnaire (Appendix) stand for:

1	- Never	4	- Often
2	- Seldom	5	- Always
3	- Occasionally		

These numbers were deducted one point of each to make the total of a maximum score of 60 and the minimum of 0 of each dimension of both Real and Ideal forms as in the original scoring of Andrew Halpin.

Response	Positively Scored	Negatively Scored
5	4	0
4	3	1
3	2	2
2	1	3
1	0	4

After Initiating Structure and the Consideration scores for each respondent on both Real and Ideal of each group were computed, a mean score is used to determine each teacher's relative expectation and perception of their administrators' behavior.

The Instrumentation

The Leader Behavior Description Questionnaire (LBDQ) was used as the instrument to describe the administrator's behavior in this study. This instrument has had world-wide recognition and is widely used within this nation and other foreign countries by different schools of administration, such as education, industries and military as well. Its distinct valuable characteristics of reliability, validity, careful structure and good revision has already been proven by different authorities in the fields.[1]

The LBDQ used in this study was originally constructed by Hemphill and Coons; and Halpin and Winer have modified this instrument in their research of an Air Force commander's leadership behavior, and identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior.[2]

The questionnaire that was used in this study was developed by the Personnel Research Board at The Ohio State University, as described by Andrew Halpin:

> ...The questionnaire is composed of a series of short, descriptive statements of ways in which leaders may behave. The members of a leader's group indicate the frequency with which he engages in each form of behavior by checking one of five adverbs: always, often, occasionally, seldom, or never. Each of the keys to the dimensions contains 15 items, and each item is scored on a scale from 4 to 0. Consequently, the theoretical range of scores on each dimensions is from 0 to 60...[3]

"Because we can never measure all the behavior of an individual, whatever measurement procedure we adopt, we entail some form of selection," explains Halpin. So, in the present instance the instrument was adapted to measure two specific dimensions of leader behavior, "Initiating Structure" and "Consideration."

(1) Initiating Structure refers to the leader's 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.

(2) Consideration refers to behavior indicative of mutual trust, respect, and warmth in the relationship between the leader and the members of this staff.[4]

St. Clair[5] says that the instrument has been refined from the original form of 150 items, resulting in a forty-item form which was determined to be sufficiently reliable for further use in research findings. Split-half reliabilities for a sample of 100 responses were .93 for Consideration and .86 for Initiating Structure. Fifteen of the forty items contributed to the Consideration dimension, and fifteen others contributed to Initiating Structure, while ten items served as

"buffers" and were not scored.[6]

The 15 items of each dimension are listed as the following:

INITIATING STRUCTURE

1. He makes his attitudes clear to the staff.

2. He tries out his new ideas with the staff.

3. He rules with an iron hand.

4. He criticizes poor work.

5. He speaks in a manner not to be questioned.

6. He assigns staff members to particular tasks.

7. He works without a plan.*

8. He maintains definite standards of performance.

9. He emphasizes the meeting of deadlines.

10. He encourages the use of uniform procedures

11. He makes sure that his part in the organization is understood by all members.

12. He asks that staff members follow standard rules and regulations.

13. He lets staff members know what is expected of them.

14. He sees to it that staff members are working up to capacity.

15. He sees to it that the work of staff members is co-ordinated.

CONSIDERATION

1. He does personal favors for staff members.

2. He does little things to make it pleasant to be a member of the staff.

3. He is easy to understand.

4. He finds time to listen to staff members.

5. He keeps to himself.*

6. He looks out for the personal welfare of individual staff members.

7. He refuses to explain his actions.*

8. He acts without consulting the staff.*

9. He is slow to accept new ideas.*

10. He treats all staff members as his equals.

11. He is willing to make changes.

12. He is friendly and approachable.

13. He makes staff members feel at ease when talking with them.

14. He puts suggestions made by the staff into operation.

15. He gets staff approval on important matters before going ahead.

*Scored negatively.

In this study, the "Real" and "Ideal" forms of the questionnaires has been put together to be completed at one time for the purpose of saving time and mailing costs and for the convenience and interest of the persons who responded. A copy of this instrument is in Appendix A.

The Thai LBDQ

Translation of the LBDQ into Thai

As already mentioned the significant importance of the Leader Behavior Description Questionnaire as a redefined, redevised and standardized work of different distinguished educational administrative authorities of the U.S.A. is recognized. Its influences and educational

benefits in American Schools of Administration have been so very attractive and impressive to the writer. A wish that Thailand educational administrators should have some opportunity to learn how to become more effective and efficient administrators and to achieve better results in the education of the country has overcome the writer's feelings of inadequacy and knowledge and experiences in translating the work of researchers.

However, the LBDQ was translated into Thai for this study for the first time. The main focus in translating was to keep the content of the original copy accurate. At the same time, to translate exact word by word from one language does not always make sense in another language. Therefore, some items were adapted to a more colloquial and familiar expression but the content and purposeful meanings of the original remained. For example, "He rules with an 'iron hand'; He keeps to himself and He is approachable" cannot be translated exactly word by word.

It is hoped that there will be further revision of the Thai LBDQ in the near future.

FOOTNOTES

[1]Andrew Halpin, <u>The Leadership Behavior of School Superintendents</u> (Chicago: The University of Chicago, 1959), p. 4.

[2]Ibid., pp. 33-35.

[3]Ibid., p. 4.

[4]Ibid.

[5]James Kenneth St. Clair, "An Evaluation of a Clinical Procedure for Predicting on-the-job Administrative Behaviors of Elementary School Principles" (Unpub. Ed.D. dissertation, The University of Texas, 1962), p. 94.

[6]Ibid., p. 94.

CHAPTER IV

PRESENTATION AND DESCRIPTION OF DATA

Introduction

The first part of this chapter will be a report of the data find-
ings and the second part will be a presentation of a demography of the
data collected.

In order to better understand the data findings of this study,
"Halpin's Quadrant Scheme"[1] for describing leaders' behavior on the
Initiating Structure and Consideration Dimensions is illustrated, as
this study was planned to group the data analysis into the quadrant
scheme in a similar fashion.

Consideration

Initiating Structure	C- S+ (IV)	C+ S+ (I)
	C- S- (III)	C+ S- (II)

Mean of
← Initiating
Scores

↑
Mean of
Consideration
Scores
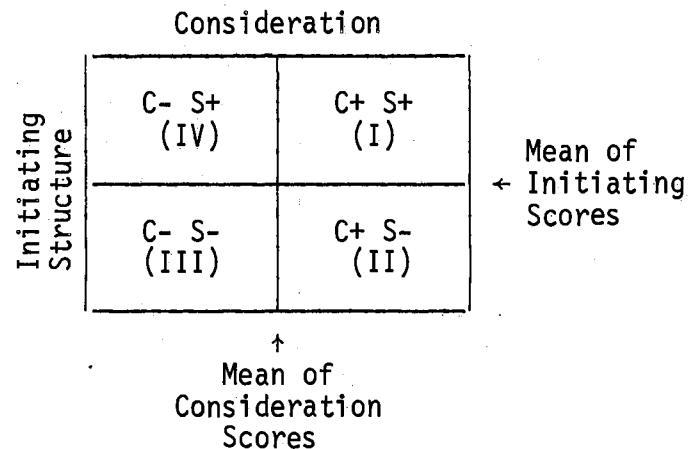
From the earlier studies by Halpin and Hemphill,[2] the most "effective" leaders, whether they are the air-craft commanders or the college department-heads, are those who scored high or above average on both dimensions, "Initiating Structure" and "Consideration" of leader behavior. The dimensions were shown in the diagram; the ordinates are defined by the averages of the respective dimensions, and the four quadrants are designated by roman numerals.

The leaders described in Quadrant I are evaluated as highly "effective," whereas those in Quadrant III, whose behavior is ordinarily accompanied by group chaos, are characterized as most "ineffective." The leaders in Quadrant IV are the martinets and the "cold fish" so intent upon getting a job done that they forget they are dealing with human beings, not with cogs in a machine. The individuals described in Quadrant II are also "ineffective" leaders. They may ooze with the milk of human kindness, but this contributes little to "effective" performance unless their Consideration behavior is accompanied by a necessary minimum of Initiating Structure behavior.[3]

In short, there are four groups of the administrators, in both "ideal" and "real":

I. The administrators rated high in both dimensions of the LBDQ, "Consideration" and "Initiating Structure".

II. The administrators rated high in "Consideration" and low in "Initiating Structure."

III. Those rated low in both dimensions of the LBDQ, and,

IV. The administrators rated low in "Consideration" dimension and high in the "Initiating Structure" dimension.

In this study, each group of the sample, Thai and American, in both "real" and "ideal" were scored and designated as the following:

a.   Quadrant I scored above "the mean" of both dimensions.

b.   Quadrant II scored "below the mean on Initiating Structure" and "above the mean on Consideration."

c.   Quadrant III scored "below the mean on Initiating Structure" and "below the mean on Consideration."

d.   Quadrant IV scored "above the mean on Initiating Structure" and "below the mean on Consideration." The means are based on the total sample of each group.

For this study the data showing the LBDQ "Real" and "Ideal" result of each group sample are summarized in the following tables:

TABLE I

GROUP A - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT
FROM THE THAI VOCATIONAL-TECHNICAL TEACHERS COLLEGE

"Ideal"				"Real"		
C- S+ 11.11%	C+ S+ 38.89%			C- S+ 7.41%	C+ S+ 42.59%	
C- S- 22.22%	C+ S- 27.78%			C- S- 18.52%	C+ S- 31.48%	

The Mean of Initiating Structure = 40.31	The Mean of Initiating Structure = 33.39
The Mean of Consideration = 46.81	The Mean of Consideration = 38.74
A Range of Initiating Structure = 29 to 52	A Range of Initiating Structure = 12 to 42
A Range of Consideration = 31 to 58	A Range of Consideration = 7 to 56

From the study of Group A Sample, total of 60 responses, 38.89 percent of all teachers, staff-members and administrators expressed the expectation of their administrators to be in Quadrant I, 27.78 percent in Quadrant II, 22.22 percent in Quadrant III, and 11.11 percent in Quadrant IV whereas on the LBDQ "Real", of the same respondents, their perceptions showed that 42.59 percent in their administrators fell in Quadrant I, 31.48 percent in Quadrant II, 18.52 percent in Quadrant III, and 7.41 percent fell in Quadrant IV. Standard deviation of Initiating Structure and Consideration were 4.984 and 5.67 in "Ideal"; 6.646 and 9.002 in "Real".

TABLE II

GROUP B - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT
FROM THE AMERICAN VOCATIONAL-TECHNICAL INSTITUTION

"Ideal"				"Real"		
C- S+ 20.00%	C+ S+ 40.00%			C- S+ 11.25%	C+ S+ 46.25%	
C- S- 11.25%	C+ S- 28.75%			C- S- 6.25%	C+ S- 36.25%	

The Mean of Initiating Structure = 44.42	The Mean of Initiating Structure = 35.42
The Mean of Consideration = 46.50	The Mean of Consideration = 37.67
A Range of Initiating Structure = 29 to 55	A Range of Initiating Structure = 13 to 50
A Range of Consideration = 33 to 60	A Range of Consideration = 17 to 53

From the study of Group B Sample, total of 80 responses, 40.00 percent of all teachers, staff-members and administrators the expectations of their administrators to be in Quadrant I, 28.75 percent in Quadrant II, 11.25 percent in Quadrant III, and 20.00 percent in Quadrant IV whereas on the LBDQ "Real", of the same responses, their perceptions showed that 46.25 percent of their administrators fell in Quadrant I, 36.25 percent in Quadrant II, 6.25% in Quadrant III and 11.25 percent in Quadrant IV. Standard deviation of Initiating Structure and Consideration were 5.811 and 5.872 in "Ideal"; 10.876 and 8.83 in "Real".

TABLE III

GROUP C - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT
FROM THE THAI PROVINCIAL VOCATIONAL-TECHNICAL INSTITUTION

"Ideal"				"Real"		
C- S+ 22.64%	C+ S+ 37.74%			C- S+ 7.43%	C+ S+ 35.85%	
C- S- 11.32%	C+ S- 28.30%			C- S- 11.32%	C+ S- 43.40%	

The Mean of Initiating
Structure = 41.83

The Mean of Consideration
= 44.19

A Range of Initiating
Structure = 12 to 57

A Range of Consideration
= 14 to 50

The Mean of Initiating
Structure = 32.02

The Mean of Consideration
= 34.66

A Range of Initiating
Structure = 16 to 48

A Range of Consideration
= 24 to 48

From the study of Group C Sample, total of 55 responses, 37.74 percent of them expressed their expectations that their administrators should be in Quadrant I, 28.30 percent in Quadrant II, 11.32 percent in Quadrant II, and 22.64 percent should be in Quadrant IV whereas on the LBDQ "Real", of the same respondents, their perceptions showed that 35.85 percent of their administrators fell in Quadrant I, 43.40 percent in Quadrant II, 11.32 percent in Quadrant III, and 9.43 percent fell in Quadrant IV. Standard deviation of Initiating Structure and Consideration were 7.983 and 8.746 in "Ideal"; and 8.6 and 7.073 in "Real".

TABLE IV

GROUP D - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT FROM THE UNITED STATES EXTENSION VOCATIONAL-TECHNICAL INSTITUTION

"Ideal"				"Real"		
C- S+ 12.50%	C+ S+ 37.50%			C- S+ 6.25%	C+ S+ 50.00%	
C- S- 18.75%	C+ S- 31.25%			C- S- 6.25%	C+ S- 37.50%	

The Mean of Initiating Structure = 44.44	The Mean of Initiating Structure = 32.69
The Mean of Consideration = 46.88	The Mean of Consideration = 37.50
A Range of Initiating Structure = 34 to 51	A Range of Initiating Structure = 9 to 50
A Range of Consideration = 37 to 54	A Range of Consideration = 21 to 52

From the study of Group D Sample, total of 40 responses, 37.50 percent expressed their expectations of their administrators should be in Quadrant I, 31.25 percent in Quadrant II, 18.75 percent in Quadrant III, and 12.50 percent fell in Quadrant IV whereas on the LBDQ "Real", of the same respondents showed that their perceptions of their administrators of 50.00 percent fell in Quadrant I, 37.50 percent in Quadrant II, 6.25 percent in Quadrant III and 6.25 percent fell in Quadrant IV. Standard deviation of Initiating Structure and Considerations were 4.885 and 5.00 in "Ideal"; 11.569 and 9.862 in "Real".

TABLE V

GROUP E - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT
FROM THE THAI VOCATIONAL-TECHNICAL GRADUATES, O.S.U.

"Ideal"				"Real"		
C- S+ 10.00%	C+ S+ 40.00%			C- S+ 13.33%	C+ S+ 46.67%	
C- S- 13.33%	C+ S- 36.67%			C- S- 0.00%	C+ S- 40.00%	

The Mean of Initiating Structure = 41.63	The Mean of Initiating Structure = 31.93
The Mean of Consideration = 46.43	The Mean of Consideration = 32.10
A Range of Initiating Structure = 24 to 52	A Range of Initiating Structure = 20 to 43
A Range of Consideration = 32 to 54	A Range of Consideration = 11 to 53

From the study of Group E Sample, total of 45 responses, 40.00 percent expressed their expectations of their administrators should be in Quadrant I, 36.67 percent in Quadrant II, 13.33 percent in Quadrant III, and 10.00 percent in Quadrant IV whereas on the LBDQ "Real", of the same respondents showed that their perceptions of their administrators of 46.67 percent fell in Quadrant I, 40.00 percent in Quadrant II, none in Quadrant III and 13.33 percent in Quadrant IV. Standard deviation of Initiating Structure and Consideration were 6.183 and 6.27 in "Ideal"; 6.25 and 11.539 in "Real".

TABLE VI

GROUP F - SUMMARY DATA OF THE LBDQ "IDEAL" AND "REAL" RESULT
FROM THE AMERICAN VOCATIONAL-TECHNICAL GRADUATES
OF O.S.U. EXTENSION CLASSES

"Ideal"				"Real"		
C- S+ 7.69%	C+ S+ 38.46%			C- S+ 7.69%	C+ S+ 38.46%	
C- S- 15.18%	C+ S- 38.46%			C- S- 7.69%	C+ S- 46.15%	

"Ideal"	"Real"
The Mean of Initiating Structure = 43.31	The Mean of Initiating Structure = 35.00
The Mean of Consideration = 45.92	The Mean of Consideration = 34.00
A Range of Initiating Structure = 38 to 51	A Range of Initiating Structure = 21 to 49
A Range of Consideration = 31 to 55	A Range of Consideration = 20 to 51

From the study of Group F Sample, total of 40 responses, 38.46 percent expressed their expectations of their administrators to be in Quadrant I, 38.46 percent in Quadrant II, 15.38 percent in Quadrant III, and 7.69 percent in Quadrant IV whereas on the LBDQ "Real", the same respondents expressed their perceptions that 38.46 percent of their administrators fell in Quadrant I, 46.15 percent in Quadrant II, 7.69 percent in Quadrant III, and also the same percent (7.69) fell in Quadrant IV. Standard deviation of Initiating Structure and Consideration were 4.286 and 6.019 in "Ideal", 9.148 and 9.224 in "Real".

Demographic Data

The demographic data of this study is for the sample description. The sample are divided into groups as following:

Group A - The Thai Vocational-Technical Teachers College,

Group B - The American Vocational-Technical Institution,

Group C - The Thai Provincial Vocational-Technical Institute,

Group D - The United States Extension Vocational-Technical Institution,

Group E - The Thai Vocational-Technical Graduates, O.S.U. '72,

Group F - The American Vocational-Technical Graduates, of O.S.U. Extension Classes, '72.

TABLE VII

SEX AND AVERAGE AGE OF DATA SAMPLE

Group	Male	Female	Average Age
	Percent		
A	77.78	22.22	35.6
B	85.00	15.00	42.27
C	50.00	50.00	34.9
D	75.00	25.00	35.2
E	83.34	16.66	32.4
F	85.72	14.28	40.2

TABLE VIII

EDUCATIONAL LEVEL OF DATA SAMPLE

Group	Voc. Cert.	B.S. (Thai)	B.S. (U.S.)	B.S. (Thai + U.S.)	M.S. (Thai)	M.S. (U.S.)	M.S. (Thai + U.S.)	M.S. +	Ed.D.
A	21.66	41.67	11.33	13.34	0	11.66	8.33	3.34	0
B			70.00			20.00		6.12	3.88
C	23.33	60.00		13.34	a		3.33		
D			50.00			40.00		10.00	0
E		*40.00				*60.00			
F	*25.00		*75.00						

* The graduates who were working toward the Master's and/or those who were finishing the last semester-hour for their Master's.

a Only one teacher indicated that she had earned her Master's in Thailand.

TABLE IX

YEARS OF EXPERIENCES OF DATA SAMPLE

Group	0-5	6-10	11-15	16-20	20-	Average years in present position
	Percent of each group sample					
A	30.00	35.00	23.33	8.34	3.33	6.40
B	27.50	38.75	25.00	8.75	0	7.86
C	33.33	23.67	33.66	13.34	0	6.10
D	50.00	31.29	12.50	6.21	0	4.30
E	60.00	20.00	6.67	13.33	0	5.53
F	38.25	38.45	15.26	7.84	0	4.20

It is very interesting to note that there were more American than Thai teachers expressed that they had spent some years of experience in industries and had been leaders in either industrial organizations or in their community.

FOOTNOTES

[1]Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, VII (October, 1958), p. 1.

[2]John K. Hemphill, "Patterns of Leadership Behavior Associated With the Administrative Reputation of the Department of a College," Journal of Educational Psychology, No. 7 (1955), pp. 385-401.

[3]Halpin, Ibid.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The purpose of this study has been twofold: (1) it was to review literature on educational administration of Thailand and the United States, and (2) it was to identify differences between the two cultures, Thailand and the United States, of their teachers' and educators' expectations of their leaders' behavior.

The review of literature, illustrating the development of American educational administration, the only leading nation school administration, set the mood and tempo of the study and sufficiently bring about some ideas for this research.

It was found, on reviewing the literature, given salient significant contrasting factors for the study and the understanding of behavior in educational organizations of the two polarizational countries perceived as social systems, then, were organismic, personalistic, institutional and cultural. Thus, it was suggested that apparent differences existed between Thailand's and the United States' vocational-technical teachers' expectations and perceptions of their leadership behavior. Specifically, an attempt was made primarily to answer the following question, "Is there any apparent difference in expectations of leader behavior as perceived by the American and Thai vocational-

technical teachers and educators? The methodology is an analytical
and descriptive one.

The sample for this study was vocational-technical educators,
teachers, staff-members, administrators, and graduate-students with
vocational-technical education majors oh Oklahoma State University
campus, 1972. All 320 persons were grouped as the following:

> Group A - The Thai Vocational-Technical Teachers College:
>
> > teachers, educators, staff-members, and administrators.
>
> Group B - The American Vocational-Technical Institution:
>
> > teachers, educators, staff-members, and administrators.
>
> Group C - The Thai Provincial Vocational-Technical Institute:
>
> > teachers, educators, staff-members, and administrators.
>
> Group D - The U.S. Extension Vocational-Technical Institute:
>
> > teachers, educators, staff-members, and administrators.
>
> Group E - The Thai Vocational-Technical graduate-students,
>
> > Oklahoma State University campus, summer '72.
>
> Group F - The American Vocational-Technical graduate-students,
>
> > Oklahoma State University, fall '72.

The LBDQ, Leadership Behavior Description Questionnaire, developed
by the Personnel Research Board at the Ohio State University, was used
as the instrument to determine the perceptions and expectations of
leadership behavior of the administrators of the vocational-technical
teachers in this study. The instrument was designed to measure two
dimensions of leadership behavior: Initiating Structure, and Consider-
ation. Respectively, these two dimensions refer to the leader's
behavior in delineating the relationship between himself and members of
the work-group, in which he endeavors to establish well-defined patterns

of organization, channels of communications, and methods of procedure, and to leader behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and members of his staff.

The instrument was translated into Thai for the Thai samples. All responses from Thailand were collected by qualifying personnel and the respondents in the United States were contacted by mail except the graduate groups on campus who were contacted personally.

By using the IBM, 360/65 computer at Oklahoma State University Computer Center, all data were then scored and computed.

Findings

The findings of the study are listed as follows:

1. It is very interesting to learn that all group samples, both American and Thai, tended to agree in their expectations of how their administrators' leadership behavior should be, as they scored highly in Quadrant I, (highly in both dimensions). This might imply that there is no difference in the expectations of how the ideal leaders should behave between teachers of the two countries, regardless of differences in cultural , personal and other environmental institutional factors. This result tended to support Halpin's earlier studies that ideal effective leaders are to perform highly in both dimensions, "Initiating Structure" as well as "Consideration."

2. Although all teachers and group-members of the two cultures tended to agree extensively on what their administrators and leaders' expectations were, still there was a great variation within each group and between the groups on what their expectations and perceptions were.

But again this result might originate from the fact that this study was placed on too many small variables of uncontrollable group samples who were reviewing their perceptions of different leaders and administrators, even if they were in the same institution. But this study, however, yielded a piece of an valuable information in finding that even though each group sample had tendency to describe how an effective leader or administrator that they really admired should behave (highly in both dimensions), still they perceived that their leaders and administrators were satisfactorily reaching the levels of effectiveness which they expected. Thus, it was clearly seen that they revealed the scores on the "real" descriptions (drawn in Quadrant I), much higher than on the "ideal" one. This might also confirm that they positively believed that their administrators were very effective as leaders should be.

3. An interesting exception prevailed in the reversal scores expressed by the sample group C, (the Thai Provincial Vocational-Technical Institution) in that there was a switch of the highest percentage in that it fell in to Quadrant II, on the real description, instead of in Quadrant I. This might imply that institutional setting has some influence on the LBDQ results. There were more female teachers and staff-members in this group sample than in the other groups. Interestingly, the result reversed in a similar fashion in the sample of Group F (American Vocational-Technical Graduates). This might also be an implication that female teachers of the two countries expressed their expectations and perceptions in a similar fashion, and/or the administrators and leaders in such organizational settings had a tendency to demonstrate their leadership style with the accent

on "Consideration" rather than on "Initiating Structure." Further than that, in similar fashion of reversing scores, this later group, however, yielded the same percent of Quadrant I in both "ideal" and "real". These exceptional results might lead to a heartening appreciation that those female teachers or group-members might be confirming that they expected their administrators to score positively high on both dimensions. They also perceived them satisfactorily in so performing, especially since they rated them highly in their effectiveness when their leaders' behavior appeared to be at the maximum of "Consideration" (Quadrant II). Again, there is a need for further study to see whether the sex of the group members had any influence over their leaders' style of behavior or revealed any difference in their group-members' expectations and perceptions.

4.   Again, even though they expressed how their leaders should behave and how they perceived them performing effectively, they still revealed the "mean" of the scores in the "real" description much lower than on the ideal. And this might lead to another conclusion that the separation between teachers' perceptions and their expectations might result in conflicts because of a disparity between role-expectations and the real leaders' behavior, and often can lead to dissatisfaction in the organization.

5.   Finally, it was concluded that an apparent difference existed between the ranges of the "real" descriptions and the "ideal" of every group sample; in every case the range was greater on the "real" description than on the "ideal". This implies that respondents in both cultures are more alike in describing the ideal leader than they are in describing their real leader. This will be much more

interesting for future hypothesis-testing research of the two comparable groups. Again, another challenging question is, "will the leaders of both countries be willing to allow research in leadership aspects of school-administration without personal or national bias?"

Summary of Findings

1. There was no notable difference between the Thai and American Vocational-Technical teachers in the expectations and perceptions of their administrators' leadership behavior. It was concluded that all the groups expected the "ideal" effective administrators to perform relatively high in both dimensions, "Consideration" and "Initiating Structure." This result tended to support Halpin's earlier studies.

2. In spite of the fact that there was a great variation within each group and between the groups on what their expectations and perceptions were, every group-sample, American and Thai, tended to believe that their leaders and administrators were satisfactorily reaching the levels of effectiveness which they expected.

3. An interesting implication was that institutional setting had some influence on the LBDQ results. This was clearly seen especially in the result of the institution where there were more female teachers and staff-members in the group-samples than in the other groups.

4. It was found that there was a separation between teachers' perceptions and their expectations which might result in conflicts because of a disparity between role-expectations and the real leaders' behavior and often can lead to dissatisfaction between them.

5.   Finally, it was concluded that the respondents of the two cultures were more alike in describing their ideal leader than they were in describing their real leader.

Discussion and Recommendations

This was the first pilot study of this kind of the Thai and American School Administration. It is recommended that more research in depth should be encouraged and initiated. A more defined, valid instrument translated into Thai should be developed and sought for. This difficulty is obviously seen and easily observed; for example, when a Thai says that he wants his administrator to be more "considerate" to him "personally", he may not mean "considerate in a personal fashion" that American teachers may so desire in their American administrators.

It is worthy to note that the study showed there was a great variation between the group samples in the findings of the study for both American and Thai. Therefore, a comparative study to solve such a problem is a challenging implication.

Another significant point of interest that cannot be ignored is that not only the Thais but also the American group-samples expressed emphatically that they perceived the behavior of their administrators to be much better than they really expected. Even though it signifies a sensational news for school-administration of the two countries that they are now having some effective leaders, and administrators in education, but, is it possible to be led to some conclusion that the group-samples, either the Thai or the American, unconsciously biased their expressed results because their patriotism was strongly loyal to their own countrymen administrators?

Again, a more accurate, experimental research in a comparative
fashion is recommended in order to eliminate those factors that can
bias the "national" and "personal" emotions of the samples. The only
problem is: are the leaders of the two countries ready to allow such
research in leadership aspects of school-administration? In another
thought, equally important, the result could be an indicative and
supportive piece of information, distinctly confirmed, that in the
present generation of school administration, there is still a lack of
administrative theories and recipes of how to become a successful
administrator. Each group of each organization expressed their expec-
tations and perceptions differently. There is a call for the adminis-
trators to pay more attention to their teachers' needs, desires and
expectations and to make a fuller effort to meet these. Also in the
present and future generation, while female-teachers are on the move,
should or should not an administrator or leader pay attention to his
female subordinates and group-members under his educational organiza-
tion? A study or research in depth on the aspect of female-teachers'
needs and satisfactions are strongly recommended and hopefully would be
done in the near future.

Finally, as it has been well-known that the American School of
Administration has long searched for the solutions of these problems,
the present problem is whether or not it is now time for the Thai
Ministry of Education and administrative leaders in education to start
striving for betterment and improvement of the educational system and
organizations in the country. Teachers, regardless of their sex,
should be taken into consideration of what their needs and their
satisfactions should be. Changes will not be initiated immediately and

effectively unless they are derived from the top. Therefore, a more active program involving administrative personnel and school administrators in Thailand should be initiated so that the administrators' functions and responsibilities can be recognized and external and internal problematic factors can be analyzed and accordingly identified. Theories that can illuminate and guide the administrators to be more effective and successful in order to bring about better educational organizations are strongly recommended to be developed.

In order to create a better understanding and bridge the gap between the United States and other cultures, more foreign perspective studies of American administration should be encouraged. This would be helpful as a tool to American experts in understanding the needs and desires of the educators of other countries.

Finally, recruiting programs and follow-up studies of the Thai educators and administrators who had received their training, education and experiences abroad are also strongly recommended so that innovative effort in preparing a training and history-developing program for the Thai school of administration would be originated. Obviously, some factors need to be adopted or adapted, and some need to be assimilated from the administrative knowledge abroad. Still other factors must be based on the culture and environment of Thailand's own soil only.

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APPENDIX A

LETTERS AND INSTRUMENTS (ENGLISH)

September 27, 1972

As part of my program for the Education Specialist Degree at Oklahoma State University, I am doing a study of leader behavior expectations held by vocational-technical teachers in the United States and Thailand. I hope to obtain your permission to gather some of the necessary data from faculty members in your institution. Not only is your institution an outstanding one, it is especially suited for the comparisons we hope to make.

The enclosed "Leadership Behavior" questionnaire is for you to look over. It is planned to be given to faculty and staff in your school, if you can grant permission. Ten to twenty minutes of a respondent's time would be required for administration. I would plan to come to your school and administer it to faculty members at their most convenient time.

Your name, your institution's name and the respondent's names would be kept strictly confidential. The purpose of the study is only for group comparison and cross-cultural research which can be beneficial to all.

If you could grant permission, my graduate committee and I would be most grateful. Would you please use the enclosed self-addressed envelope for your reply?

Sincerely yours,

Samusa Nakasingh
Graduate student from
 Thailand

Dr. Kenneth St. Clair
Thesis Advisor

KS:hjb
Enclosures (2)

617 S. Duck
Stillwater, Oklahoma
74074

November 10, 1972

My deep appreciation is to learn that you are willing to cooperate
and participate in my research study. Your initiation and consideration
for this program will be forever memorable.

Again, Mr. Vice-President, with this letter, I'm sending you 150
copies of the research-questionnaires for all teachers and staff members
in your school. It's only you who could grant me another favor by having
the questionnaires distributed to all of them. I'll be happy to have
the answers back by November 25, 1972.

At this venture, I do realize that it'll take up some of your
valuable time. But, Mr. Vice-President, please let me express my sin-
cere gratitude and gratefullness to you, and just simply say that without
your help, this research cannot absolutely be done at all.

Sincerely yours,

(Miss Samusa Nakasingh)
Graduate Student from
 Thailand

October 30, 1972

Miss Samusa Nakasingh
617 South Duck
Stillwater, Oklahoma 74074

Dear Miss Nakasingh:

The Faculty Council was asked to consider your request as stated in your letter of September 27, 1972.

The Faculty Council met on October 27, 1972 and voted to approve your request. The following stipulation was made that each individual instructor reserves the right to decide whether he/she will participate in your study.

For your information, the next Faculty Council meeting will be at 9:00 A.M., November 17, 1972.

Sincerely yours,

Secretary, Faculty Council

617 S. Duck
Stillwater, Oklahoma
74074

November 7, 1972

Thank you very much for your letter of information, October 30, 1972.

I've been advised that you are the most valuable resource of communication in this study, by just distributing these questionnaires I am sending you with this letter to all the instructors and staff members in your school for me.

Again I do realize that this process will take up, of course, your valuable time but I really appreciate your kindness and your great contribution for this study, and will never forget it at all.

Sincerely yours,

(Miss Samusa Nakasingh)
Graduate Student from
Thailand

29 June 1972

Department of Psychology
George Washington University
Washington, D.C.   20006

Gentlemen:

    I very much need to obtain for a patron a copy of your paper "Self, Role and Role Behavior of Thai Administrators," which was presented at the 1964 annual meeting of the Eastern Psychological Association.

    Could you either please send a gratis copy or notify me the cost and source for ordering it.

    This will be very much appreciated.

                              Sincerely,

                              Education Librarian

July 6, 1972

Educational Librarian
Oklahoma State University
Stillwater, OK 74074

Dear

     Thank you for your letter of June 29, 1972. Enclosed is a copy
of my paper "Self, Role, and Role Behavior of Thai Administrators"
as requested. Please let us know if we may be of any further assis-
tance.

                                   Sincerely yours,

                                   Chairman

Enclosure

617 S. Duck
Stillwater, Oklahoma
74074

July 25, 1972

Dear Sir:

Would you mind contributing 15-20 minutes of your valuable time
for me? Your kindness for the requests granted will be very much appre-
ciated and make this venture forever memorable.

It is from Samusa Nakasingh, a student from Thailand, in Voc.-
Tech.-Ed. Administration, asking you to fill out the enclosed question-
naire for her thesis' information. 20 MINUTES (OR LESS) OF YOUR TIME
PLUS OPINION-SACRIFICED IS ALL IT TAKES!

Your name will not be mentioned on the questionnaire. All res-
ponses are confidential, and answers will be used for group comparisons
between American and Thai teachers' trainers' expectations of their
administrator's leadership behavior only.

Also a returned self-addressed envelope is enclosed for your con-
venience. Please leave your answered-questionnaire with your secretary.
I will be more than willing to come back and collect it myself within
these coming few days.

I'm sure that you will never turn down your student's requesting
for help and cooperation which is sorely needed. And I do hope to see
it granted from you.

Thank you very much indeed for your kindness,

Sincerely yours,

Samusa Nakasingh

DIRECTIONS

NOTICE: This is NOT AN EVALUATION, only your accurate description is needed.

a. Read each item carefully.

b. Think about how an "ideal administrator or department-head" should be, as described by the item.

c. Circling any of the following numbers, 1, 2, 3, 4, 5, to indicate your appropriate opinion, in COLUMN A, under the "IDEAL" form.

d. Remember that those numbers stand for:

1 - Never   4 - Often
2 - Seldom   5 - Always
3 - Occasionally

e. Do similar, in COLUMN B, under the "REAL" form, to indicate your description of how he really behaves.

"LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE"

Developed by staff members of

The Ohio State Leadership Studies, 1957

Descriptions	(A) "IDEAL"	(B) "REAL"
1. He does personal favors for group members.	1 2 3 4 5	1 2 3 4 5
2. He makes his attitudes clear to the group.	1 2 3 4 5	1 2 3 4 5
3. He does little things to make it pleasant to be a member of the group.	1 2 3 4 5	1 2 3 4 5
4. He tries out his new ideas with the group.	1 2 3 4 5	1 2 3 4 5
5. He acts as the real leader of the group.	1 2 3 4 5	1 2 3 4 5
6. He is easy to understand.	1 2 3 4 5	1 2 3 4 5
7. He rules with an iron hand.	1 2 3 4 5	1 2 3 4 5

Descriptions	(A) "IDEAL"	(B) "REAL"
8. He finds time to listen to group-members.	1 2 3 4 5	1 2 3 4 5
9. He criticizes poor work.	1 2 3 4 5	1 2 3 4 5
10. He gives advance notice of changes.	1 2 3 4 5	1 2 3 4 5
11. He speaks in a manner not to be questioned.	1 2 3 4 5	1 2 3 4 5
12. He keeps to himself.	1 2 3 4 5	1 2 3 4 5
13. He looks out for the personal welfare of individual group members.	1 2 3 4 5	1 2 3 4 5
14. He assigns group members to particular tasks.	1 2 3 4 5	1 2 3 4 5
15. He is the spokesman of the group.	1 2 3 4 5	1 2 3 4 5
16. He schedules the work to be done.	1 2 3 4 5	1 2 3 4 5
17. He maintains definite standards of performance.	1 2 3 4 5	1 2 3 4 5
18. He refuses to explain his actions.	1 2 3 4 5	1 2 3 4 5
19. He keeps the group informed.	1 2 3 4 5	1 2 3 4 5
20. He acts without consulting the group.	1 2 3 4 5	1 2 3 4 5
21. He backs up the members in their action.	1 2 3 4 5	1 2 3 4 5
22. He emphasizes the meeting of deadlines.	1 2 3 4 5	1 2 3 4 5
23. He treats all group members as his equals.	1 2 3 4 5	1 2 3 4 5
24. He encourages the use of uniform procedures.	1 2 3 4 5	1 2 3 4 5

Descriptions	(A) "IDEAL"	(B) "REAL"
25. He is willing to make changes.	1 2 3 4 5	1 2 3 4 5
26. He gets what he asks for from his supervisors.	1 2 3 4 5	1 2 3 4 5
27. He makes sure that his part in the organization is understood by group members.	1 2 3 4 5	1 2 3 4 5
28. He is friendly and approachable.	1 2 3 4 5	1 2 3 4 5
29. He asks that group members follow standard rules and regulations.	1 2 3 4 5	1 2 3 4 5
30. He fails to take necessary action.	1 2 3 4 5	1 2 3 4 5
31. He makes group members feel at ease when talking with them.	1 2 3 4 5	1 2 3 4 5
32. He lets group members know what is expected of them.	1 2 3 4 5	1 2 3 4 5
33. He speaks as the representative of the group.	1 2 3 4 5	1 2 3 4 5
34. He puts suggestions made by the group into operation.	1 2 3 4 5	1 2 3 4 5
35. He sees to it that group members are working up to capacity.	1 2 3 4 5	1 2 3 4 5
36. He lets other people take away his leadership in the group.	1 2 3 4 5	1 2 3 4 5
37. He gets his superiors to act for the welfare of the group members.	1 2 3 4 5	1 2 3 4 5
38. He gets group approval in important matters before going ahead.	1 2 3 4 5	1 2 3 4 5
39. He sees to it that the work of group members is coordinated.	1 2 3 4 5	1 2 3 4 5
40. He keeps the group working together as a team.	1 2 3 4 5	1 2 3 4 5

BIOGRAPHICAL DATA

1. Age (to the nearest year) _____

2. Sex _____(male)   _____(female)

3. Position _____(instructor) _____(administrator)

   and/or _____(others)

4. Formal Education:

   Vocational Certificate _____ Bachelor's _____

   Master's _____   Master's + 16 _____ or more _____

   Ed.S _____   Ed.D. _____ Others _____

5. Experiences:

   Total years in teaching, (0 - 5) ___ (6 - 10)____

                                       (11 - 15) ___ (16 - 20)____

                                       (20 -) ___

6. Years in this position _____

7. Other administrative training or experiences, if any,

   _____

APPENDIX B

LETTERS AND INSTRUMENTS (THAI)

(Letter to Thailand vocational-technical education administrators)

๓ มิถุนายน ๒๕๑๕

เรื่อง

เรียน

      ข้าพเจ้า น.ส. โสมอุษา นาคะสิงห์ นักเรียนไทยใน -
สหรัฐฯ แห่ง Oklahoma State University, Oklaho-
ma. แผนกบริหารสถาบันอาชีวศึกษา (Vocational-
Technical- Educational- Administration)
กำลังรวบรวมข้อมูลเพื่อเปรียบเทียบความคิดเห็นและความ
ต้องการของคณาจารย์อาชีวศึกษาแห่งประเทศไทย และสหรัฐฯ

      ในขณะที่การศึกษาทางด้านปรับปรุงการบริหารและ
ขยายแผนงานอาชีวศึกษา กำลังเป็นที่แพร่หลายในวงการศึกษา
ของสหรัฐอเมริกา ข้าพเจ้ามีความเห็นว่าจะนำมาซึ่งผลประโยชน์
ให้แก่ประเทศไทยเช่นเดียวกัน

      สถาบันที่จะใช้เป็นตัวอย่างในการค้นคว้าเปรียบ
เทียบ คือ สถาบันอาชีวศึกษาของท่าน และของรัฐ Okla-
homa เนื่องจากวิทยาลัยอาชีวศึกษามีบทบาท
และความสำคัญในการผลิตครูอาชีวะเพื่อให้ทันกับความ
ต้องการของประเทศชาติ วงการอาชีวศึกษาขยายตัวขึ้น

บทบาทและความสำคัญของนักบริหารและวิชาการบริหาร
ย่อมทวีความสำคัญขึ้นเป็นลำดับเช่นเดียวกัน และในขณะ
ที่มีการแลกเปลี่ยนวิทยาการ ผู้เชี่ยวชาญ ผู้บริหาร และ
นักศึกษา กับประเทศสหรัฐฯ ในแผนการปรับปรุงอาชีวศึกษาของ
กรมอาชีวศึกษานี้ อนึ่งเป็นที่ยอมรับกันแล้วว่าวิทยาลัยครู
อาชีวะแห่งนี้เป็นที่รู้จักรับรองกันดีในหมู่คณาจารย์ชาวอเมริกัน
โดยเฉพาะอย่างยิ่งที่สถาบัน O. S. U. - และชาวอาชีวะของ
O. S. U. ก็มีความรู้สึกเช่นเดียวกัน

เพียงแต่คำอนุมัติของท่าน_____เพียงคำเดียวจะ
เป็นก้าวแรกของความก้าวหน้าทางวิชาการบริหารต่อๆ ไป

พร้อมกันนี้ ข้าพเจ้าได้แนบตัวอย่าง Questionn-
aires มาให้ท่านผู้อำนวยการพิจารณาด้วย ถ้าท่าน
กรุณาสละเวลาอันมีค่าของท่านตอบปัญหาเพื่อการศึกษาครั้งนี้
ด้วยแล้ว ข้าพเจ้าจะตระหนักในพระคุณของท่านผู้เป็นทั้ง
นักบริหาร นักปกครอง และนักการศึกษา ชั้นสูงสุดของสถาบัน
นี้อย่างไม่มีวันลืมเลือน

อนึ่ง ข้อมูลที่เก็บรวบรวม ข้าพเจ้าขอร้องให้ ดร.
_____ ผู้ซึ่งรู้จักดีทางส่วนตัวกับข้าพเจ้า และ
เป็นศิษย์เก่าของ O. S. U. เป็นผู้เก็บรวบรวมข้อมูลที่ส่งมาถึง
ข้าพเจ้าโดยตรง

ข้าพเจ้าขอฝากความหวังทั้งหมดไว้ในความกรุณาของท่าน
หวังเป็นอย่างยิ่งว่าท่านคงไม่ปฏิเสธและให้ความร่วมมือเต็มที่

(Cover letter and the Thai questionnaire)

ขอแสดงความนับถืออย่างสูง

โสมอุบา นาคะสิงห์

(นส. โสมอุบา นาคะสิงห์)

๓ มิถุนายน ๒๕๑๕

เรียน อาจารย์ _____ ที่นับถือ

  ข้าพเจ้า นางสาว โสมอุบา นาคะสิงห์ นักเรียนไทย แผนก บริหาร อาชีวศึกษา แห่ง *Oklahoma State University*, รัฐ *Oklahoma*, ประเทศสหรัฐอเมริกา มีความ ประสงค์ใคร่ขอความกรุณาจากคณาจารย์วิทยาลัย _____ ร่วมมือและร่วมใจสละเวลาอันมีค่าของท่านสัก ๑๕-๒๐ นาที ตอบปัญหาที่แนบมาพร้อมกับจดหมายนี้ เพื่อประโยชน์ในการ- ศึกษาเปรียบเทียบแนวความคิดเห็นของคณาจารย์วิทยาลัยครูอาชีว- ศึกษา แห่งประเทศไทย และของ *Oklahoma State University*, สหรัฐอเมริกา

  การสละ เวลาเพียง ๑๕ นาทีของท่านในการตอบปัญหานี้จะ เป็นพระคุณอย่างยิ่งต่อข้าพเจ้าอย่าง ไม่มีวันลืมเลือน

ท่านจะเห็นได้ว่าปัญหาที่ส่งมานี้ เป็นเพียงข้อความที่ต้องการความคิดเห็น มิใช่ว่าเป็นการตัดสินอะไรดีหรือไม่ดี ผิดหรือถูก ขอเรียนให้ท่านแน่ใจ และไว้วางใจได้ว่าความร่วมมือของท่านในครั้งนี้ จะนำไปเป็นประโยชน์ในการศึกษาเปรียบเทียบความคิดเห็นระหว่าง คณาจารย์อาชีวศึกษาแห่งประเทศไทย และ U.S.A. เท่านั้น

อนึ่ง นักบริหาร และคณาจารย์ชาวอาชีวะทุกคนทั้งในประเทศไทยและในสหรัฐอเมริกา มีส่วนได้รับผลประโยชน์จากการทำวิทยานิพนธ์นี้โดยทั่วกัน

เมื่อท่านตอบปัญหาเรียบร้อยแล้ว กรุณาใส่ซองซึ่งจ่าหน้าซองถึงข้าพเจ้าแล้ว และที่ได้แนบมานี้ ปิดผนึก ส่งผ่านทาง _____ ด้วย เพื่อความสะดวกในการรวบรวมส่งทางไปรษณีย์ถึงข้าพเจ้าโดยตรง

ข้าพเจ้ามีความหวังอย่างยิ่ง ในความร่วมมือของท่าน และขอขอบพระคุณอย่างสูงในความกรุณาของท่านร่วมมือในการศึกษานี้

ขอแสดงความนับถือ

โสมอุบา นาคะสิงห์

(นางสาว โสมอุบา นาคะสิงห์)

ข้อแนะนำเกี่ยวกับการตอบปัญหา

1. กรุณา อ่าน ข้อความอย่างละเอียด

2. พิจารณา อย่างรอบคอบว่าผู้ที่เป็นหัวหน้า หรือผู้บริหารหน่วยงาน ควรจะปฏิบัติตน ตนอย่างไร สม่ำเสมอแค่ไหน หรือไม่ควรกระทำเลย

3. ในคอลัมน์ ก, ภายใต้หมวด "ควรจะปฏิบัติ" ใส่เครื่องหมาย x บนตัวเลขตัวใดตัวหนึ่ง ตามลำดับความต้องการของท่าน

4. ตัวเลขเหล่านั้น มีความหมายดังต่อไปนี้ :-

   1. ไม่ควรเลย ; ไม่เคยเลย   4. ค่อนข้างบ่อย
   2. นานๆ จะมีสักครั้งหนึ่ง   5. เสมอๆ ; เป็นประจำ
   3. เป็นบางครั้งบางคราว

5. ในทำนองเดียวกัน ในคอลัมน์ ข, ภายใต้หมวด "ที่ปฏิบัติตนจริงๆ" ใส่เครื่องหมาย x ตามลำดับตัวเลขที่แสดงความคิดเห็นและจากประสพการณ์อันแท้จริงของท่าน

จากต้นฉบับของ "LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE"
Developed by staff members of
The Ohio State Leadership Studies, 1957.

	ก					ข				
ข้อความที่บรรยายการกระทำของหัวหน้า, ผู้บริหารหน่วยงานต่างๆ	"ควรจะปฏิบัติ"					"ที่ปฏิบัติตนจริงๆ"				
1. ช่วยเหลือเอื้อเฟื้อสมาชิก, ลูกน้อง ในเรื่องส่วนตัว	1	2	3	4	5	1	2	3	4	5
2. มีท่าทีเป็นที่เข้าใจดีต่อลูกน้องฯ สมาชิกว่าเป็นคนอย่างไร	1	2	3	4	5	1	2	3	4	5
3. ทำอะไรเล็กๆน้อยๆ เพื่อความสุขของหมู่คณะ ดังว่าตนก็เป็นสมาชิกคนหนึ่งของหมู่คณะนั้น	1	2	3	4	5	1	2	3	4	5
4. พยายามดำริและทดลองความคิดใหม่ๆ ต่อหมู่คณะ	1	2	3	4	5	1	2	3	4	5
5. กระทำตัวเป็นผู้นำอย่างแท้จริง	1	2	3	4	5	1	2	3	4	5
6. เป็นคนที่ลูกน้องและสมาชิกเข้าใจง่าย	1	2	3	4	5	1	2	3	4	5
7. เป็นผู้ปกครองที่มีอำนาจเฉียบขาด	1	2	3	4	5	1	2	3	4	5
8. แสวงหาเวลาเพื่อรับฟังเรื่องราวต่างๆของสมาชิกฯลูกน้อง	1	2	3	4	5	1	2	3	4	5

ข้อความบรรยายการกระทำของหัวหน้าผู้บริหารหน่วยงานต่างๆ	"ควรจะปฏิบัติ"	"ที่ปฏิบัติจริงๆ"
9. วิจารณ์ผลงานที่ไม่ดี	1 2 3 4 5	1 2 3 4 5
10. ประกาศล่วงหน้าก่อนมีการเปลี่ยนแปลงใดๆ	1 2 3 4 5	1 2 3 4 5
11. เมื่อพูดอะไรแล้วเป็นที่เข้าใจว่าไม่อยากให้มีใครมาถาม	1 2 3 4 5	1 2 3 4 5
12. วางตัวห่างๆ (ไม่เป็นกันเอง) กับลูกน้องฯสมาชิก	1 2 3 4 5	1 2 3 4 5
13. คอยดูแลความทุกข์สุขส่วนตัวของลูกน้องฯสมาชิกแต่ละคน	1 2 3 4 5	1 2 3 4 5
14. กำหนดงานแต่ละอย่างให้แก่สมาชิกแต่ละคน, แต่ละพวก	1 2 3 4 5	1 2 3 4 5
15. เป็นปากเสียงให้แก่หมู่คณะ, สมาชิก และลูกน้อง	1 2 3 4 5	1 2 3 4 5
16. วางกำหนด วัน, เวลาอันแน่นอนว่าผลงานนั้นๆต้องสำเร็จ	1 2 3 4 5	1 2 3 4 5
17. ดำรงระดับมาตรฐานของการทำงานและผลงานที่ดี	1 2 3 4 5	1 2 3 4 5
18. ไม่ยอมอธิบายในการกระทำนั้นๆของตนเอง	1 2 3 4 5	1 2 3 4 5
19. แถลงนโยบาย ประกาศระเบียบวินัย แนะนำ อบรมสั่งสอน รักษาความเป็นระเบียบเรียบร้อยของหมู่คณะ	1 2 3 4 5	1 2 3 4 5
20. กระทำการใดๆโดยยึดรักษาหน้าหรือหมู่คณะ	1 2 3 4 5	1 2 3 4 5
21. ช่วยเหลือฯป้องกันลูกน้องและสมาชิกไม่ช้ำเติมในเหตุการณ์ผิดพลาดเกิดขึ้น	1 2 3 4 5	1 2 3 4 5
22. ประกาศอย่างแน่นอน หนักแน่น และเน้นว่า "เส้นตาย" วันสุดท้ายของงานที่กำหนดให้ควรจะส่งเมื่อไร	1 2 3 4 5	1 2 3 4 5
23. ปฏิบัติตนต่อสมาชิกทุกคน ประดุจดังเป็นบุคคลระดับเดียวกัน	1 2 3 4 5	1 2 3 4 5
24. สนับสนุนการกระทำใดๆที่เข้ารูป,ฟอร์ม เป็นไปตามระเบียบแบบแผนที่กำหนดไว้	1 2 3 4 5	1 2 3 4 5
25. เต็มใจและสนับสนุนการเปลี่ยนแปลงใหม่ๆ	1 2 3 4 5	1 2 3 4 5
26. เมื่อเสนอขอสิ่งใดจากเจ้านาย, ผู้บังคับบัญชาที่เหนือกว่า มักจะประสบผลสำเร็จ	1 2 3 4 5	1 2 3 4 5
27. ทำตนให้ลูกน้องและสมาชิกเข้าใจอย่างแจ่มแจ้งว่าตนเองเป็นส่วนใดของสถาบันนั้นๆ	1 2 3 4 5	1 2 3 4 5
28. เป็นกันเอง และเป็นสุภาพบุรุษ (สุภาพสตรี), รู้จักการพูดจาปราศรัย	1 2 3 4 5	1 2 3 4 5
29. ขอให้ลูกน้องฯสมาชิกปฏิบัติตนตามกฎข้อบังคับของสถาบัน	1 2 3 4 5	1 2 3 4 5

	ข้อความบรรยายการกระทำของหัวหน้า, ผู้บริหารหน่วยงานต่างๆ	ควรจะปฏิบัติ	ที่ปฏิบัติตนจริงๆ
30.	พลาดในการกระทำที่ควรจะลงมือทำอย่างฉับพลันทันที	1 2 3 4 5	1 2 3 4 5
31.	เมื่อพูดทายากาศรียกับลูกน้อง ฯ สมาชิกคนใดก็ทำให้ผู้นั้นรู้สึกสบายใจ ไม่อึดอัด,หลาดหวั่นที่จะโต้ตอบด้วย.	1 2 3 4 5	1 2 3 4 5
32.	ประกาศเน้นแจ้งต่อทุกคนว่าตนมีความหวัง และความต้องการที่จะให้ลูกน้อง ฯ สมาชิกปฏิบัติงานและมีผลงานอย่างไร.	1 2 3 4 5	1 2 3 4 5
33.	แสดงตนเป็น "ตัวแทน" ของหมู่คณะในการพูดจา	1 2 3 4 5	1 2 3 4 5
34.	รับฟังความคิดเห็น และคำแนะนำของหมู่คณะไปปฏิบัติ	1 2 3 4 5	1 2 3 4 5
35.	ดำริพิจารณา และตรวจตราว่า ลูกน้อง และสมาชิกทุกคนปฏิบัติงาน จนเต็มความสามารถ	1 2 3 4 5	1 2 3 4 5
36.	ยินยอม "ความเป็นผู้นำ" ของหมู่คณะให้แก่ผู้อื่น	1 2 3 4 5	1 2 3 4 5
37.	เชิญผู้บังคับบัญชาที่สูงกว่า มาปฏิบัติ การเกี่ยวกับความเป็นอยู่ของหมู่คณะ	1 2 3 4 5	1 2 3 4 5
38.	รับความเห็นชอบของหมู่คณะก่อนที่จะทำกรณีย์สำคัญๆ	1 2 3 4 5	1 2 3 4 5
39.	พิจารณา อย่างดีว่ามีการประสานงานที่ดี ของลูกน้อง ฯ สมาชิก	1 2 3 4 5	1 2 3 4 5
40.	รักษาการทำงานอย่างสมัครสมาน เป็นหมวดหมู่ของสมาชิก	1 2 3 4 5	1 2 3 4 5

บันทึกข้อมูลของผู้ตอบปัญหา

1. ตำแหน่ง ( ) อาจารย์ ( ) หัวหน้าฝ่ายการสอน แผนก _____
   ( ) อ.จ. ผู้สอน
   ( ) อ.จ. ฝ่ายธุรการ ( ) หัวหน้าฝ่ายธุรการ

2. เพศ ( ) หญิง ( ) ชาย ชาย _____

3. การศึกษา
   ( ) ประกาศนียบัตรชั้นสูงทางการศึกษา หรือวิชาช่าง ( ) ปริญญาตรี + ปริญญาโท (ในประเทศ)
   ( ) ประกาศนียบัตรมากกว่า 1 ขึ้นไป ( ) ปริญญาตรี + ปริญญาโท (ต่างประเทศ)
   ( ) ประกาศนียบัตรชั้นสูง + ปริญญาตรีทางการศึกษา(ในประเทศ) ( ) ปริญญาตรี + 2 ปริญญาโท (ในประเทศฯ ต่างประเทศ)
   ( ) ปริญญาตรี หรือเทียบเท่า ( ) ปริญญาตรี + 2 ปริญญาโท (ต่างประเทศ)
   ( ) ปริญญาตรี + ประกาศนียบัตร (ต่างประเทศ) ( ) การศึกษาสูงจากปริญญาโท (ไม่ใช่ปริญญาเอก)
   ( ) ปริญญาตรี + ปริญญาครูทางการศึกษา (ในประเทศ) ( ) ปริญญาเอก
   ( ) ปริญญาเอก และ ทำงานค้นคว้าทางวิทยาการ

   (วิชาการบริหารอื่นถ้ามี) _____

4. ทำงานในสถาบันนี้มาเป็นระยะเวลา ( ) 0-5 ปี ( ) 6-10 ปี ( ) 11-15 ปี
   ( ) 16-20 ปี ( ) 20-

5. ดำรงตำแหน่งปัจจุบันมาเป็นระยะเวลา _____ ปี

ขอขอบคุณในความร่วมมือของท่านอีกครั้งหนึ่ง
วัฒนา นาคะสิงห์

VITA

Samusa Nakasingh

Candidate for the Degree of

Specialist in Education

Thesis: A CROSS-CULTURAL STUDY OF LEADER BEHAVIOR AND EXPECTATIONS AS PERCEIVED BY EDUCATORS IN THAILAND AND THE UNITED STATES

Major Field: Educational Administration

Biographical:

Personal Data: Born in Pitsanulok, Thailand, April 1, 1943, the daughter of Captain and Mrs. Chinorot Nakasingh.

Education: Graduated from Rajini School, Bangkok, Thailand, in 1960; received the Bachelor of Arts degree from Chulalongkorn University, Bangkok, Thailand, in 1965; received the Master of Science degree from Oklahoma State University, in 1971; completed requirements for the Specialist of Education degree at Oklahoma State University in July, 1973.

Professional Experience: Classroom teacher and teaching English of the 9th graders, Rajini School, Bangkok, Thailand in 1965 and 1966.