

A STUDY OF ADMINISTRATIVE BEHAVIOR AND FACTORS  
RELATED TO UPWARD MOBILITY IN THE  
TEACHERS' COLLEGE SYSTEM,  
THAILAND

By

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DOCTOR OF EDUCATION  
July, 1977

Thesis  
1977D  
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1988



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## ACKNOWLEDGMENTS

We cannot choose to be born in wealth or riches or have a choice of color. We are born in different economic backgrounds and different cultures. When every country has its own culture, that culture must be preserved. Many problems arise when someone leaves home to go abroad. Understanding, help, warmth, and respect help to solve this problem. I have been more than 12,500 miles away from home to study and exchange ideas. The knowledge, inspiration, joy, happiness, loneliness, anxiety, fear, and frustration that I have had at Oklahoma State University and in some parts of the United States will never be forgotten.

There are many persons who have been an inspiration, provided encouragement, guidance, and financial support. Without these people, I could not have been able to complete my education. Hence, I wish to convey my profound gratitude and sincere appreciation to the following persons:

Dr. Kenneth St. Clair, Committee Chairman, for his invaluable suggestions, constructive criticism, generosity, inspiration, encouragement, and thoughtful guidance throughout my education and the dissertation.

Dr. Deke Johnson, dissertation adviser, for his concern, suggestions, generosity, and patience throughout the writing of the dissertation.

Dr. Carl R. Anderson and Dr. William E. Segal, for their penetra-

ting and helpful questioning during committee meetings.

Dr. W. Davis and Dr. Don Holbert, who extended valuable statistical advice with my research data.

Dr. Sayud Jampathong, the Director General of the Department of Teacher Training, Thailand, for permission, cooperation, and helpfulness in sending my questionnaires.

Le Ann Snavely, for her patience and a spirit of helpfulness in editing and typing my dissertation.

All teachers' college directors, assistant directors, department heads, assistant department heads, and teachers, for devotion, cooperation, and helpfulness for responding to my questionnaires.

Miss Jarintr Chatirung, the Director of Nakornpathom Teachers' College, for her great encouragement, inspiration, and helpfulness throughout my education.

Mr. Naronk Sengpracha, the researcher's data-coordinator, for his suggestions, sincere helpfulness, and patience throughout my dissertation.

My beloved father, for his moral and financial support and my great beloved mother, who died five years ago. Her spirit is still strong in encouragement and inspiration.

Finally, to my wife, Supis, daughter, Dalena, and son, Koramit, whose understanding, patience, and sacrifices have served as inducements to the completion of my education.

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

Trade unions, governments, business corporations, political parties, schools, and the like are formal structures in the sense that they represent rationally ordered instruments for the achievement of stated goals. "Organization," we are told, "is the arrangement of personnel for facilitating the accomplishment of some agreed purpose through the allocation of functions and responsibilities."<sup>1</sup> Or, defined more generally, formal organization is "a system of consciously coordinated activities or forces of two or more persons."<sup>2</sup> Viewed in this light, formal organization is the structural expression of rational action. The mobilization of technical and managerial skills requires a pattern of coordination, a systematic ordering of positions and duties which defines a chain of command and makes possible the administrative integration of specialized functions.

Rational action systems are characteristic of both individuals and organizations. The conscious attempt to mobilize available internal resources (e.g., self-discipline) for the achievement of a stated goal—referred to here as an economy or a formal system—is one aspect of individual psychology. But the personality considered as a dynamic system of interacting wishes, compulsions, and restraints defines a

system which is at once essential and yet potentially deleterious to what may be thought of as the "economy of learning" or to individual rational action. At the same time, the individual personality is an adaptive structure, and this, too requires a broader frame of reference for analysis than the categories of rationality. On a different level, although analogously, we have pointed to the need to consider organizations as cooperative systems and adaptive structures in order to explain the context of and deviations from the formal systems of delegation and coordination.

In order that the goals may be reached efficiently, many organizations have acquired the accoutrements of a bureaucracy, which generally are referred to as a specialization of tasks, an adherence to rules and regulations, performance based on expertise, and a hierarchy of authority. In such organizations, information and directives usually flow downward from management to middle management, to superintendents, to foremen, to line supervisors, and finally to the workers themselves.

Most bureaucratic offices involve the expectation of lifelong tenure, in the absence of disturbing factors which may decrease the size of the organization. Bureaucracy maximizes vocational security.<sup>3</sup> The function of security of tenure, pensions, incremental salaries and regularized procedures for promotion is to ensure the devoted performance of official duties, without regard for extraneous pressures.<sup>4</sup> The chief merit of bureaucracy is its technical efficiency, with a premium placed on precision, speed, expert control, continuity, discretion, and optimal returns on input. The structure is one which approaches the complete elimination of personalized relationships and nonrational considerations (hostility, anxiety, affectual involvements,

etc.)

Organizations usually present greater rewards to those who occupy positions higher on the hierarchical ladder. Thus, within most institutions there are aspirants for roles of greater responsibility who are referred in such ways as ambitious, restless, energetic, and dynamic. The matter of just which qualities are to be considered in promotional procedures and who will be promoted are problems frequently confronting organizations. The issue is particularly acute when there are several candidates of nearly equal ability.

Schools have a hierarchical design which by the very nature of its pyramidal structure presents some problems. One revolves around the matter of upward mobility in the respect that there usually are more personnel within an organization aspiring for advancement than there are positions available. Some administrators possess a strong need to move continually upward; others who are quite competent apparently do not care to change positions; while yet others in a third group would prefer a move upward but are unable to secure such promotion.

Thomas E. Powers has classified role-incumbents according to whether they:

Aspire for high position, but have as yet been neither rejected nor accepted for advancement.

Aspire for higher position, but have been formally rejected for advancement.

Do not aspire for higher position, but prefer to remain in their present roles.<sup>5</sup>

These descriptions may be used to refer to three types of administrators, defined as mobiles, immobiles, and non-mobiles, respec-

tively.<sup>6</sup> These terms are used to describe the teachers' college assistant directors in this research.

Incumbents in the mobility role differ with respect to behavior and personal characteristics. Whereas one administrator may be more oriented to the needs of the institution, another may give priority to the desires of individual teachers. One assistant director may be warm and empathetic when working with his faculty, while another may remain aloof and unapproachable, preferring to accomplish his tasks by issuing memoranda. Further, one director will likely be promoted soon, but the other is unlikely to receive promotion even though he desires it.

In view of these considerations several questions may be raised. In particular, what behavioral and personal qualities of assistant directors are related to upward mobility? Are there basic differences in behavior between the mobile and immobile? If so, what are they? These are some of the queries the investigator sought to answer. The basic question, however, with which this research was concerned was, "Are the findings meaningful that have been gained from a study of seventy-two assistant directors in thirty-six teachers' college systems?"

The present study follows the general approach of Powers, who studied the upward mobility of secondary school principals in a large southern school system. Some of the findings on which the comparisons of the two studies were based involved (1) motives for upward mobility, (2) differences in behavior as perceived by the principals, and (3) differences between mobiles and immobiles with respect toward role, present and future job plans, and needs for job satisfaction.<sup>7</sup>

Job satisfaction is a crucial concern for those who have been unsuccessful in their attempts at advancement. The reason is that it is inversely proportional to an individual's search for alternative programs. This, in turn, is directly related to the expected value of rewards and to levels of aspiration.<sup>8</sup> This variable was also studied.

Following Powers' design, the investigator examined certain personality variables and items of personal history with respect to the mobiles and immobiles. Several empirical studies have revealed that these variables differ among subjects. Wald and Doty found six facets of personality to be associated with administrative success: seriousness, firmness, tranquility, frankness, stability, and tolerance.<sup>9</sup> Henry discovered that fear of failure, the idea of authority, decisiveness, and achievement desires were associated with the "successful" business executive.<sup>10</sup> Lipham found that achieving success, relating well to others, and being secure in the face of adversity were discriminating traits among principals.<sup>11</sup> These variables were explored and compared with the same traits in Powers' study.

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

Administration, then, involves the process which helps the organization operate its mechanisms for achieving goals.<sup>12</sup> 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 so 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 the 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 conditions; and throughout this process seek to satisfy the needs of both the organization and subordinates.<sup>13</sup>

### Objectives of Study

Thailand, like many developing countries, is searching for better educational administrators to improve the effectiveness of the present and future educational system to help the people. It is therefore hoped that the findings of this study will determine if the effectiveness of an assistant director is related to upward mobility. The search was guided by the following objectives:

1. To find out the basic differences in behavior between the mobile and the immobile as perceived by the Directors.
2. To find out if certain behavioral qualities of Assistant Directors are related to upward mobility as perceived by the Directors.
3. To find out the basic differences in a number of factual and personal variables between the mobile and immobile.

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

This study was concerned with differences among the two types,



mobiles and immobiles, since no non-mobiles were identified according to the definition; those satisfied to remain in their position. It was expected that the "upward mobiles", as defined by Presthus, who are denied promotion would behave differently from those who were granted promotion, thus justifying the use of two distinct categories.

Two specific dimensions of administrative behavior were related to upward mobility in Powers' study, and of course, were used in this one. They have been given wide publicity in the literature and have served as the framework of a host of empirical studies of formal organizations. Getzels and Guba's general model based on the nomothetic and idiographic dimensions of social behavior is illustrated below.

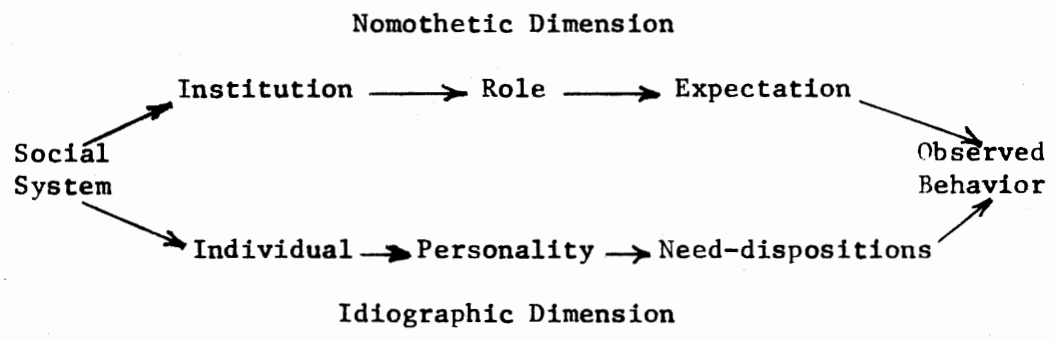


Figure 1. Nomothetic-Idiographic Dimensions<sup>14</sup>

The behavior of the subjects in this investigation will be studied with reference to the two major dimensions portrayed in the Getzels-Guba model. On each axis each term is the analytical unit for the term immediately preceding it. The elements of the nomothetic dimension have been defined as follows:

The term institution has received a variety of definitions. For our purposes it is sufficient to say that all social systems have certain imperative functions that come in time to be carried out in certain routinized patterns; the agencies established to carry out these functions for the social system as a whole may be termed institutions. The most important analytical units of the institution are the roles, which to use Linton's terminology are the "dynamic aspects" of positions, offices, and statuses, and may be defined in terms of the role expectations, that is the rights, privileges, and obligations to which any incumbent of the role must adhere.<sup>15</sup>

The major elements of the idiographic dimension have been defined as follows:

The term personality has received a variety of definitions. For our purposes it is sufficient to conceive of it as the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment and to the expectations in the environment. The central analytic elements of personality are the need-dispositions, which we may define with Parsons and Shils as "individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions."<sup>16</sup>

From the basic model, Getzels and Guba conceptualized two constructs of administrative behavior: nomothetic and idiographic, sometimes referred to as "normative" and "personal", respectively. The descriptions are as follows:

The nomothetic style emphasizes the nomothetic dimension of behavior and accordingly places emphasis on the requirements of the institution, the role, and the expectations rather than on the requirements of the individual, the personality, and the need-disposition.

The idiographic style of leadership-followership emphasizes the idiographic dimension of behavior and accordingly places emphasis on the requirements of the individual, the personality, and the need-disposition rather than on the requirements of the institution, the role, and the expectations.<sup>17</sup>

Two instruments designed to measure administrative behavior have been developed that are consistent with the two major dimensions of the Getzels-Guba framework. Willower developed the T-G form, which

gives a brief description for the nomothetic and idiographic styles in terms of the principal-teacher relationship in a school situation. These may be defined respectively as the "normative" and "personal" descriptions of a school administrator's behavior.<sup>18</sup>

Research had been done in-depth by Getzels and Guba and their colleagues. For example, they found that the expectations for behavior in a given institution came not only from the requirements of the social system but also were related to the cultural terms since the institution is embedded in a culture with certain morals and values. The expectations of the roles must in some way be related to the ethos or cultural values.

The five-dimension "General Model" of the major dimensions of behavior in a social system is as follows:

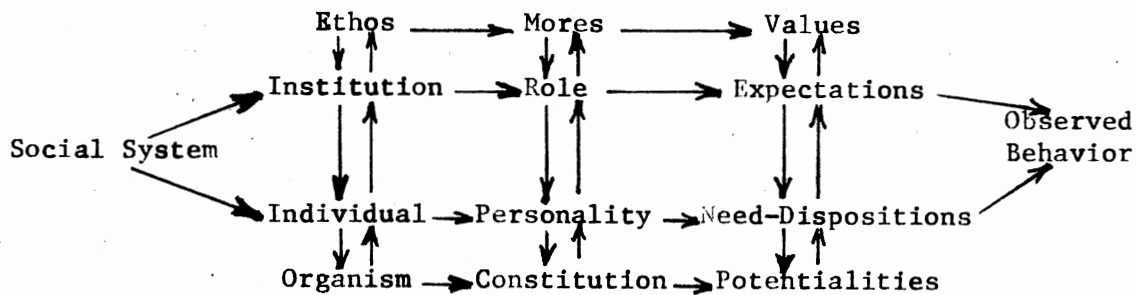


Figure 2. "General Model" of the major dimensions of behavior in a social system<sup>19</sup>

Getzels, Lipham, and Campbell concluded the model's characterization as the formidable array of biological, psychological, sociological, and anthropological dimensions was not all that inclusive. There were

a number of potentially significant variables that were omitted. The most obvious was the failure to say anything about the self-evident circumstance that behavior functions not only in a particular social context but also in a particular economic and physical environment. The natural resources, geographic location, and actual wealth make a specific difference in the education and the nature of behavior in a social system.<sup>20</sup>

Getzels and Thelen also added that in order to better understand behavior in a social system, we must recognize that "not only is personality 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 grow up."<sup>21</sup>

The Leadership Behavior Description Questionnaire, which originated at Ohio State University, is another instrument used in this study. It is especially suitable for obtaining information regarding perceptions of leadership behavior. The LBDQ identifies two major dimensions of leader behavior: "Initiating Structure" and "Consideration." The two concepts are compatible with Getzel's nomothetic and idiographic dimensions. Halpin, who originated the instrument, describes its two principal dimensions as follows:

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.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.<sup>22</sup>

Both of these instruments were used in this investigation. Two instruments rather than one were expected to provide a more comprehen-

sive insight into the behavioral characteristics of the mobiles and immobiles. Concentration on these two main dimensions of administrative behavior was prompted by Halpin's findings of fifty school superintendents which revealed that their descriptions of an ideal administrator embraced those who were high on both Consideration and Initiating structure; however, they perceived the administrators who were less than ideal as differing on their scores with respect to the two variables.<sup>23</sup>

#### Hypotheses of the Study

The literature on characteristics of upward mobiles is useful in developing hypotheses about the mobiles and immobiles.

The mobile role-incumbent is depicted by Henry, and Wald and Doty as an individual vitally interested in people. Henry,<sup>24</sup> Wald and Doty,<sup>25</sup> and Gardner<sup>26</sup> reveal the successful administrator as imbued with high achievement drive. In order for him to achieve a higher position, the mobile may be perceived as being oriented to the need-dispositions of the individual, much in the manner of Lipham's "promotables", performing personal tasks such as adjusting blinds and serving refreshments. Even mentioning that the mobile is impersonal<sup>27</sup> does not preclude his being interested in individual needs, particularly if by taking action on those needs, he ultimately fulfills his high achievement desires. To be coldly dispassionate and unconcerned for the needs of a number of employees would be dysfunctional to organizational goal attainment. Presthus states that the "upward-mobile" looks to his subordinates in an impersonal way, but "This does not mean that he is cold and treats them casually. In fact, he tends to be rather sympathetic to their problems."<sup>28</sup>

Portrayed as such, the mobile was seen as more aligned with the idiographic sphere than with the nomothetic. Thus it is predicted:

Hypothesis 1. The mobile role-incumbent will exhibit administrative behavior which is perceived as personal rather than normative and higher on "consideration" than on "initiating structure."

The immobile, not exhibiting interpersonal skills and having been denied promotion by his organization, would be more inclined to take refuge in the mechanical manipulations of his office. Lipham,<sup>29</sup> Henry,<sup>30</sup> and Wald and Doty<sup>31</sup> point out that the executive who is unsuccessful in achieving desired advancement is deliberate and preoccupied, is not an active participant, is not as interested in people as the two "upward-mobiles" and engages in self-sympathy in conflict situations. He displays what Weber calls "strictly traditionalist behavior." Frequently, it is simply a dull-reaction--almost automatic--to accustomed stimuli that have led behavior repeatedly along a routine course.<sup>32</sup>

Presthus indicates that since "upward-mobiles" are desirous of advancement, they might resort to inauthentic behavior, recognizing that "getting along with people" has career utility.<sup>33</sup> If the sympathetic relationships manifested by the "upward-mobile" toward his subordinates were not genuine, he could be expected to cast aside the facade upon being denied advancement by his organization.

As a result of the arguments just presented, the immobile was seen as being more closely identified with the nomothetic dimension of behavior, prompting the following:

Hypothesis 2. The immobile role-incumbent will exhibit administrative behavior which is perceived as normative rather than personal and higher on "initiating structure" than on "consideration".

The immobile will perceive of himself as having been rebuffed by the organization for which he worked hard. His behavior will most likely lend support to Homan's statement that "...the frequency with which a man emits an activity is ... a positive function of the frequency with it is rewarded."<sup>34</sup> Hence, the immobile would not be highly active in his role. He is not perceived by Barnard as adequately performing the functions of the executive such as: (1) providing the system of communication, (2) promoting the securing of essential efforts, and (3) formulating and defining purpose.<sup>35</sup> Therefore, it was predicted that:

Hypothesis 3. The immobile role-incumbent will be significantly lower than the mobile on "initiating structure".

Hypothesis 3 of this study is identical to that made by Powers; it was substantiated by his results. Hypothesis 1 and 2, however, are based on Powers' findings which refuted his two hypotheses that mobiles would be perceived as normative rather than personal and that immobiles would be perceived as personal rather than normative.

#### Definition of Terms

For a better understanding of the meanings of a number of terms used in this study and order that their technical meanings be fixed as points of reference with variation as to interpretation, the following words and phrases are here defined:

PKSS.-- Higher Certificate of Education. A culmination of two years' further training after the 12th grade of education.

B. Ed.-- Bachelor of Education. Culmination of four years' further training after the 12th grade or two years of training after

the PKSS.

Teachers College.-- A four-year teacher training institution which has on the whole a two-year plan after the twelfth grade for PKSS and a four-year plan after the twelfth grade or two-year plan after PKSS for B.Ed.

Rural Teacher Education Project.-- A project designed to establish a pilot center to train rural school teachers who will be competent to carry out the double role of educator and community leader. The training will combine the techniques of fundamental education and appropriate methods for teaching children, and should enable teachers to relate their teaching of the subjects to the concerns and needs of school children of different ages.<sup>36</sup>

The general program is to have the student teacher go for four months or one semester to a selected school in a remote village for his student-teacher training. The people in that community work closely with the student, the latter assisting in the improvement of the school and the village.<sup>37</sup>

Twilight Class Programs.-- The extension program in the teachers' colleges was established in 1968 in two institutions in Bangkok. This program has since spread to all thirty teachers' colleges. The class periods take place during the weekdays from 4:00 p.m. to 8:00 p.m. or 5:00 p.m. to 9:00 p.m. There is an additional five-hour class period on Saturday or Sunday. The teaching program is similar to that offered during the day and also leads to PKSS and B.Ed. programs.

Head Start Project.-- Primarily it is a pilot project serving pre-school children residing in rural areas. The project reflects



the view which attaches importance to the pre-school period as essential to the physical, intellectual and emotional development of the child. The project brings into focus the problems of children who are deprived of care, attention, and appropriate experiences, which is the case of many Thai children who live in the rural areas. It is expected that this project will serve as a model for future programs aimed at helping pre-school children in the rural areas to overcome basic handicaps inherent to their social and economic environment.<sup>38</sup>

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

Initiating Structure.-- Halpin referred 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.

Consideration.-- The behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff, as defined by Halpin.

The T-G Form.-- A form developed by Willower which contains

global descriptions of two dimensions of administrative behavior based specifically on the Getzels-Guba construct of social behavior.

The Leadership Behavior Description Questionnaire (LBDQ).--

An instrument devised by Halpin and the Personnel Research Board at the Ohio State University, which measures leader behavior.

The Personal History Inventory.-- A personal history inventory devised by Powers which explores a number of factual and personal variables about the assistant directors.

The mobile.-- The mobile is one who aspires to a higher position in the organization, but has as yet been neither accepted nor rejected for advancement.

The immobile.-- The immobile is one who aspires to a higher position in the organization, but has been formally rejected for advancement.

The non-mobile.-- The non-mobile is one who does NOT aspire to a higher position in the organization, preferring to remain in his present role.

#### Organization of the Study

Chapter II will describe the Department of Teacher Training and the present organization in the administration of teachers' college system in Thailand. This chapter will also provide the literature related to the concepts of administrative behavior.

Chapter III will present the methodology of the present study, the selection of subjects, the population considered, procedures for gathering the data, and the instrumentation.

Chapter IV will analyze the findings from the T.G. Form and the

LBDQ.

Chapter V will present tabulations and analyses of the personal history inventories between the mobile and the immobile.

Chapter VI will present a summary of the findings, discussion, conclusions of this study, and its implications for administration.

## FOOTNOTES

<sup>1</sup>John M. Gaus, "A Theory of Organization in Public Administration," in the Frontiers of Public Administration, (Chicago: University of Chicago Press, 1936), p. 66.

<sup>2</sup>Chester I. Barnard, The Function of the Executive (Cambridge, Mass: Harvard University Press, 1938), p. 73.

<sup>3</sup>E. G. Cahen-Salvador suggests that the personnel of bureaucracies is largely constituted by those who value security above all else. See his "La situation materielle et morale des fonctionnaires," Revue politique et parlementaire (1926), p. 319.

<sup>4</sup>H. J. Laski, "Bureaucracy," Encyclopedia of the Social Sciences. This article is written primarily from the standpoint of the political scientist rather than that of the sociologist.

<sup>5</sup>Thomas E. Powers, "Administrative Behavior and Factors Related to Upward Mobility" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1966), p. 7.

<sup>6</sup>Ibid., p. 1.

<sup>7</sup>Ibid., p. 2.

<sup>8</sup>James G. March and Herbert A. Simon, Organizations (New York, 1958), p. 49.

<sup>9</sup>Robert M. Wald and Roy A. Doty, "The Top Executive--A First Hand Profile," Harvard Business Review, XXXII (1954), pp. 51-52.

<sup>10</sup>William E. Henry, "The Business Executive: The Psychodynamics of a Social Role," American Journal of Sociology, LIV (1949), pp. 286-289.

<sup>11</sup>James M. Lipham, "Personal Variables of Effective Administrators," Administrators Notebook, IX (1960), pp. 1-4.

<sup>12</sup>Robert G. Owens, Organizational Behavior in Schools (Englewood Cliff: Prentice Hall, 1970), p. 127.

<sup>13</sup>Ibid., pp. 30-31.

<sup>14</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (1957), pp. 423-441.

<sup>15</sup>J. W. Getzels, "Theory and Practice in Education Administration. An Old Question Revisited," Administrative Theory as Guide to Action, ed. Roald F. Campbell and James Lipham (Chicago, 1960), p. 54.

<sup>16</sup>Ibid., p. 56.

<sup>17</sup>Getzels and Guba, Ibid., pp. 436-437.

<sup>18</sup>Donald J. Willower, "The Development of Hypotheses from a Framework and a Test of Certain of Them Concerning Idiographic and Nomothetic Leaders' Perceptions of Subordinates" (unpublished Ed.D. dissertation, University of Buffalo, 1959), pp. 93-97.

<sup>19</sup>J. W. Getzels and H. A. Thelen, "The Classroom as a Unique Social System," in N. B. Henry, (ed.), The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1960), pp. 53-82.

<sup>20</sup>Getzels et. al., Ibid., pp. 102-103.

<sup>21</sup>Getzels and Thelen, Ibid.

<sup>22</sup>Andrew Halpin, The Leadership Behavior of School Superintendents (Chicago, 1959), p. 4.

<sup>23</sup>Ibid., p. 78.

<sup>24</sup>Henry, Ibid., pp. 286-291.

<sup>25</sup>Wald and Doty, Ibid., p. 53.

<sup>26</sup>Burleigh B. Gardner, "What Makes Successful and Unsuccessful Executives," Advanced Management, XIII (1948), p. 116.

<sup>27</sup>Gardner, Ibid., p. 118.

<sup>28</sup>Robert Presthus, The Organizational Society (New York, 1962), p. 178.

<sup>29</sup>Lipham, Ibid., p. 3.

<sup>30</sup>Henry, Ibid., p. 289.

<sup>31</sup>Wald and Doty, Ibid., pp. 53-55.

<sup>32</sup>Max Weber, Basic Concepts in Sociology (New York, 1962), p. 59.

<sup>33</sup>Presthus, Ibid., p. 169.

<sup>34</sup>George C. Homans, Social Behavior: Its Elementary Forms (New York, 1961), p. 278.

<sup>35</sup> Barnard, *Ibid.*, p. 217.

<sup>36</sup> \_\_\_\_\_ . "Rural Teacher Education in Thailand," in Amnuay Tapingkae and Louis J. Setti, *Education in Thailand* (Washington: U. S. Government Printing Office, 1973), pp. 62-65.

<sup>37</sup> \_\_\_\_\_ . Department of Teacher Training. The Department of Teacher Training: Its Work and Organization. Bangkok: 1969.

<sup>38</sup> \_\_\_\_\_ . Education in Thailand: A Century of Experience. Bangkok: 1970.

## CHAPTER II

### THE DEPARTMENT OF TEACHER TRAINING: ITS ADMINISTRATIVE STRUCTURE AND REVIEW OF LITERATURE RELATED TO THE CONCEPTS OF ADMINISTRATIVE BEHAVIOR

#### Overview

This chapter is divided into two sections. Section I will be concerned with the Department of Teacher Training and its structure and functions. One part of this section will discuss the teachers' college and its administrative structure. The main purpose of the section will be to describe the Department of Teacher Training regarding organization in the administration of teacher education and to describe the tasks of the teachers' college. The teachers' college is responsible for training and instructing teacher-students to develop free, rational, and responsible individuals in a world-wide setting and to develop the cultural enrichment of teacher-students with the community.

Section II contains a review of the literature related to the concepts of administrative behavior. The purpose of this section is to review research studies in which professional behavior and personal characteristics of administrators are identified and described. This research study was confined to those in which general behavior and

characteristics of administrators were observed and judged to be effective in their activities or administrative roles.

## Section I: The Department of Teacher Training

### Introduction

It is always appropriate to say that education takes place out where the people are. But it can only take place through structural arrangements of human and material resources. These arrangements are administrative. They may be centrally controlled, widely dispersed, or some combination of the two.

In Thailand it is common to hear that all institutions are operated largely as bureaucratic organizations. Some of the major criteria of a bureaucracy as stated by Weber are evident in the administrative structure. In the Ministry of Education, for instance, the organization of offices follows the principle of hierarchy, rules and regulations, and the like.<sup>1</sup>

Section I of this chapter describes the Department of Teacher Training's present organization in the administration of teacher education in Thailand. It should be noted here that the chief concern of this study was on the structure and function of the Department of Teacher Training (DTT).

The responsibility for educational administration in Thailand is divided among three government ministries: The University Bureau for Higher Education, the Ministry of Interior for Elementary Education, and the Ministry of Education for Secondary Education, Vocational



Education, and pedagogic aspects of the whole system.

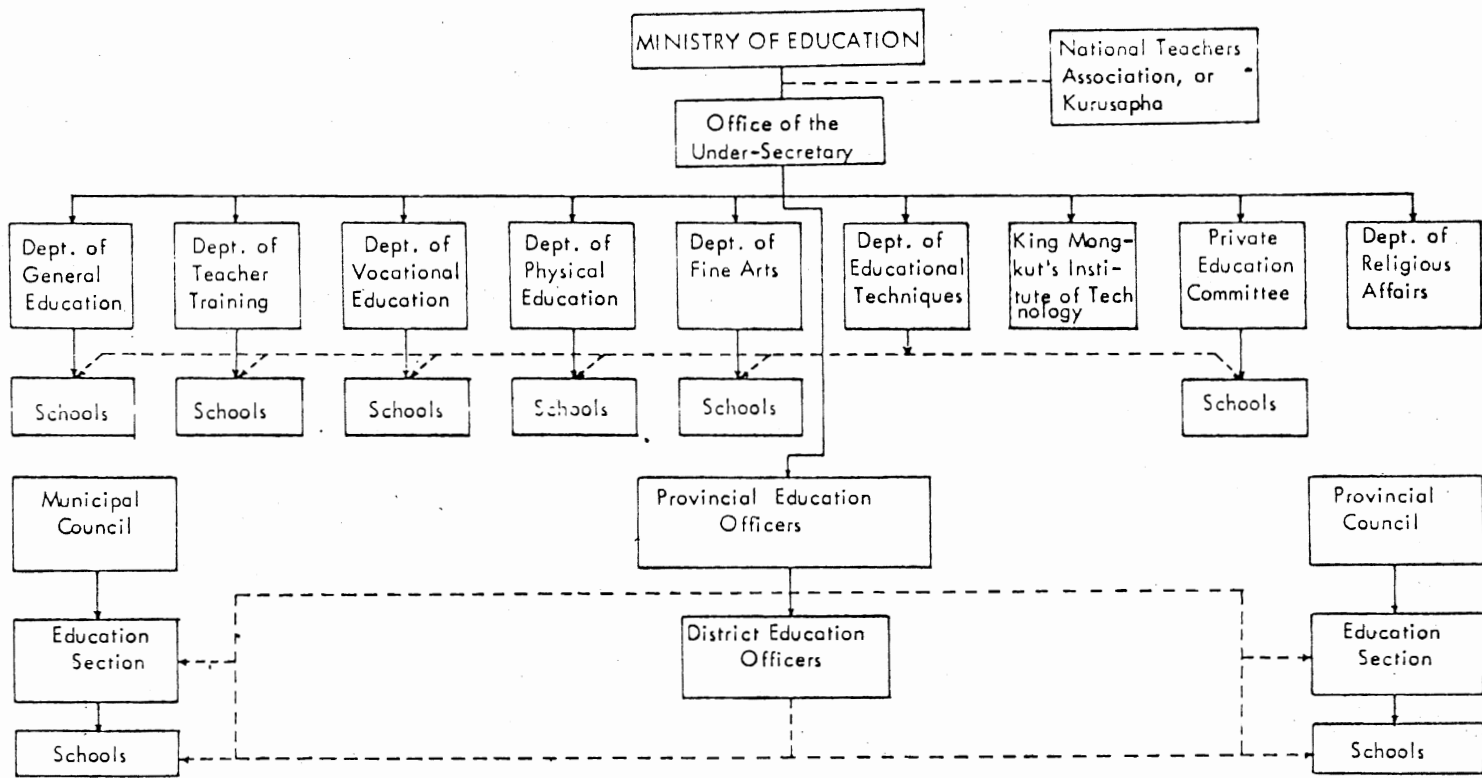
### Ministry of Education

The Ministry of Education contains one administrative unit (Office of the Under-Secretary), seven departments (Vocational Education, Teacher Training, Physical Education, Religious Affairs, Educational Techniques, General Education, and Fine Arts), one degree-granting institution (King Mongkut's Institute of Technology), and one departmental level committee (the Private Education Committee). All these departments except the Department of Educational Techniques, Department of Religious Affairs, and Office of the Under-Secretary, are directly responsible for operating schools of various types and providing administrative and support services to the entire educational system. The Department of Religious Affairs is charged with administering government subsidies to religious organizations.<sup>2</sup>

To gain a quick overview, see Figure 3: The Organization and Administrative Structure of the Ministry of Education.

### The Department of Teacher Training: Its Structure and Functions

The Department of Teacher Training is responsible for training the vast majority of degree and sub-degree teachers needed by the general education system, to conduct research, promote the vocation and teachers' and administrators' statuses, cultivate cultural heritage and give educational service to the society. A large number of elementary teachers are associated with teachers' colleges in other training programs for upgrading their academic competencies in several fields. The basic aims of the Department of Teacher Training may be



Source: United Nations Educational, Scientific and Cultural Organization, World Survey of Education V: Educational Policy, Legislation and Administration. Tournai, Belgium: Casterman Co., 1971, p. 1125.

Figure 3. The Organization and Administrative Structure of the Ministry of Education

summarized as follows:

To train prospective teachers to teach in the primary and lower secondary classes as needed by government, municipal, and private schools.

To organize and supervise in-service training programs as well as to conduct qualifying examinations for teachers who seek to upgrade their academic and professional status.<sup>3</sup>

In the Department of Teacher Training, the Director-General is assisted by two deputies, one in academic affairs and another in business affairs. The function of each unit in the Department may be clearly understood from the following explanation: (Figure 4 will assist the readers in a better understanding of the operation of the Department of Teacher Training Organization.)

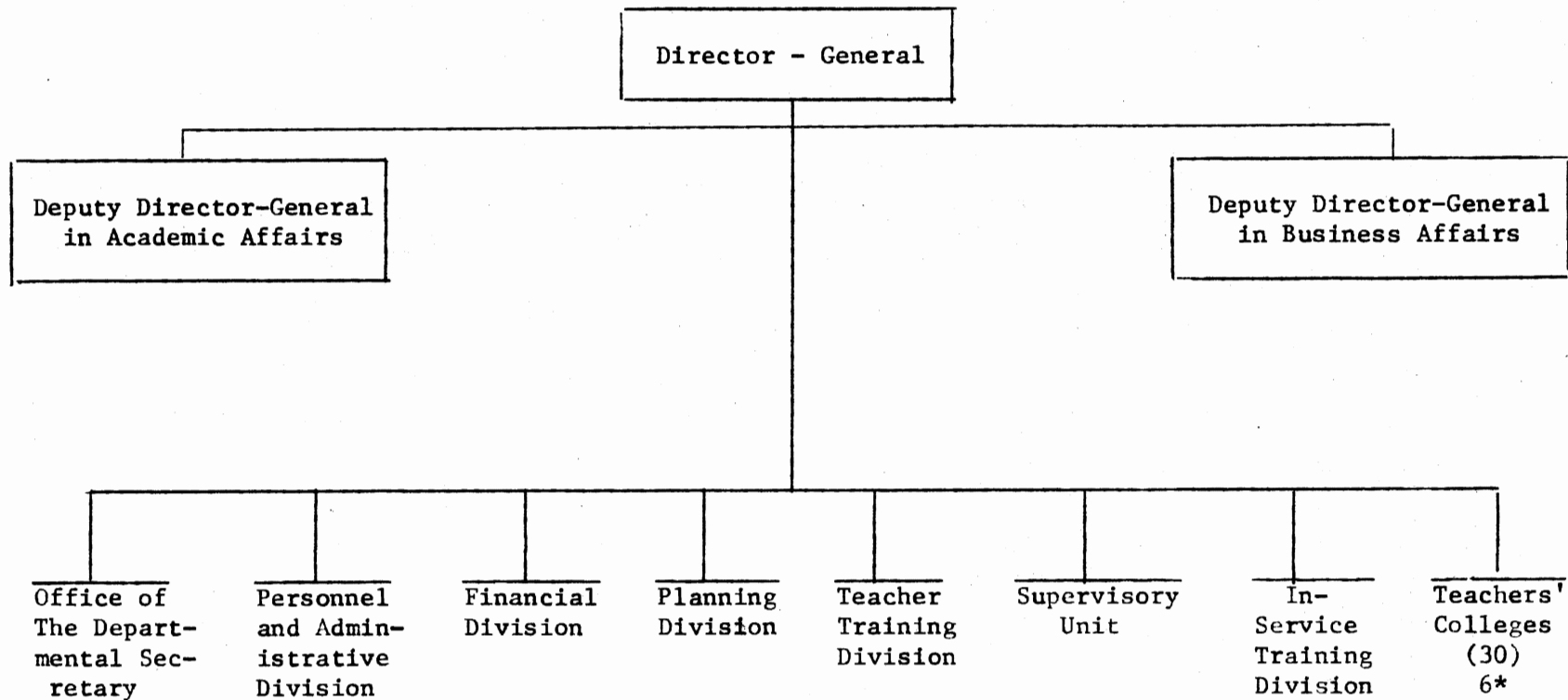
Office of the Secretary. For the convenience of administrative purposes, all correspondence from outside the Department is channeled through and processed by the Office of the Departmental Secretary.

Personnel and Administrative Division. This division is responsible for the following:

1. To recruit and allocate teaching personnel for the teachers' colleges under the control of the Department.
2. To process requests for transfer, retirement, and disciplinary actions.
3. To organize grade-promotion examinations held on a yearly basis for all civil servants serving the Department.
4. To keep official cumulative records for personnel work.

Financial Division. This division is responsible for the following:

1. To authorize payments by the Department, and teachers' colleges, from budgetary and other sources concerned.
2. To procure equipment and furniture for the Department's central office, including provision of proper maintenance.
3. To draft and examine legal contracts involving construction and procurement of equipment and supplies.
4. To provide welfare services and assistance to the personnel of the Department.



\*Under construction

Figure 4. The Department of Teacher Training Organization. Developed from: Thailand, Ministry of Education, The Department of Teacher Training: Its Work and Organization. Bangkok, 1973, p. 3.

5. To provide liaison services and facilities to foreign personnel and governments having special arrangements with the Thai Government via the Department of Teacher Training.
6. To help select personnel for scholarships awarded by international agencies or other sources.

Teacher Training Division. This division is responsible for the following:

1. To procure and develop sites for teachers' colleges.
2. To prepare plans for enlarging or merging teachers' colleges.
3. To procure equipment and furniture for teachers' colleges.
4. To organize the entrance examination, analyze examination questions, and make follow-up studies of the graduates.
5. To administer scholarships and grants for teachers' colleges.
6. To promote joint recreational and cultural activities for students from various teachers' colleges.

Supervisory Unit. The unit is responsible for the following:

1. To develop curricula consistent with the aims of the Department of Teacher Training, and the National Scheme of Education.
2. To organize seminars and conferences for the purpose of promoting cooperation and professional competency among teaching personnel of teachers' colleges.
3. To prepare teachers' manuals and teachers' guides for the teachers of teachers' colleges.
4. To cooperate with the Department of Educational Techniques in the field of research, and activities related to the learning and teaching process.

In-Service Training Division. This division is responsible for organizing in-service training programs for primary and secondary school teachers who wish to upgrade their academic and professional status. As a rule, examinations are set up by the Division of In-Service Training for teachers who study on their own. Successful candidates are awarded the lower certificate in education, or the higher certificate in education, depending on the level of the examination.

Teachers' Colleges. The teachers' college is responsible for the following:

1. To train prospective teachers to teach in the primary and secondary schools.

2. To educate in-service training programs for teachers who seek to upgrade their academic and professional status.<sup>4</sup>

### Teachers' College

The Department of Teacher Training is responsible for setting up the teacher educational policy in accordance with the demand for teachers of the nation. The educational policy, its objectives and its tasks, are carried out by all thirty-six teacher institutions. The administration is centralized and controlled by the Department in Bangkok. Teachers' colleges have been given some autonomy to accomplish their tasks, but a majority of the important problems depend on the Department for their final resolution. Such problems include recruitment, transfer, tenure approval, promotion, post-study, and granting scholarships, finances and budgeting allocations, purchase of teaching facilities, capital-outlay planning and budgeting, and admission-examinations for students. The centralized system of administration, uniform curriculum for all teachers' colleges, and a uniform school calendar make for uniformity in the programs offered by the teacher preparation institutions. However, the education success of each college is unique and depends on the efficiency of the college's teaching staff, which in turn depends on the director and his leadership. It is normal to expect that the same goals and the same instruction lead to varied degrees of success. This variation may be explained by differences in approach as well as individual differences.

The main function of teaching institutions is to responsibly train and provide for all types of teacher-students: day (or regular, full-time students) and twilight (or part-time) students. Two teacher

programs are currently offered in teachers' colleges: PKSS and B.L.D. Figure 5 and Tables I-V are furnished for a better understanding of certain aspects of the programs.

Dr. Nched Suntornpithug, the former director of Nakornpathom Teachers' College, wrote about the task of a teacher institution and the responsibilities of the instructors of the teachers' college and teacher-students in Fueng-Fah, a Nakornpathom Teachers' College quarterly magazine:

Every teachers' college in the country has for its purpose the responsible and the systematic training and instruction of all those accepted as teacher-students so that they may become teachers. The teacher institutions should be able to provide appropriate instructions and extra activities for growth in knowledge and in moral principles which are necessary if they are to become good teachers. A good teacher provides the real basic power of a nation. Because a teacher's job is to prepare the growing seed of all professions, only a fine teacher can produce the personnel necessary in nurturing a strong and prosperous nation. It is generally accepted that education is a weapon, and an invisible and powerful one for the progress and prosperity of a nation. A well-planned educational system suitable to the needs of a country is vital. A good working plan, well prepared, well organized, well intentioned, and with a careful follow-up program will be the main source of highly successful men and women, who in turn will work for the growth of the nation. Therefore, without question, a good teacher is very useful for the growth of the country.

If all the teachers of would-be teachers and the teacher-students in all teachers' colleges realize clearly the true nature of their responsibility, then they can do their best with courage and patience, and without hesitation for the country and the future generations. Would that the teachers' colleges create excellent teachers for the nation?<sup>5</sup>

#### Administrative Structure of the Teachers' College

The teachers' colleges are organized in hierarchical offices. The director is the head of all administrative officers, has supervisory responsibility for all staff-members, and is the manager of college

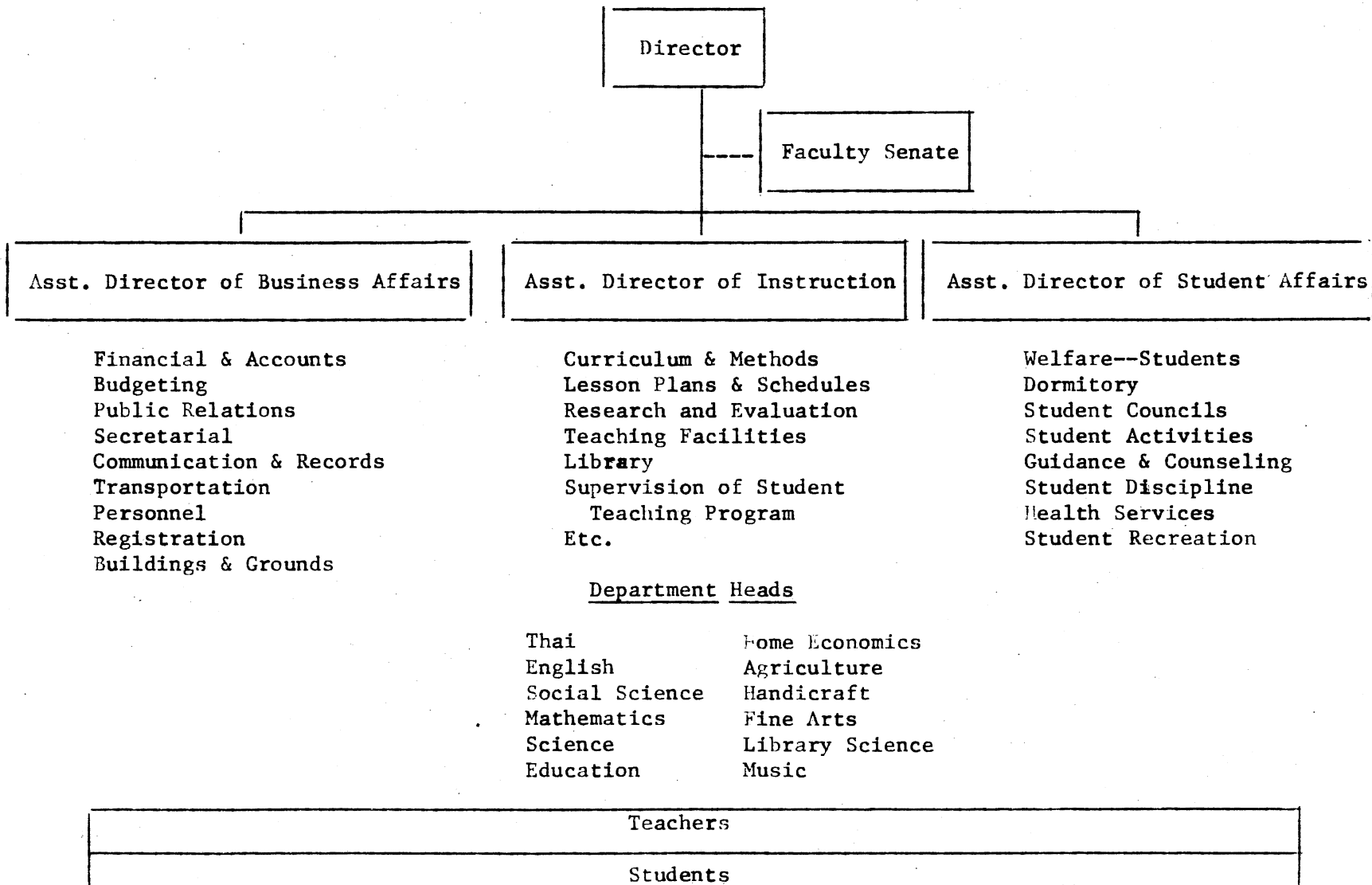


Figure 5. Line and Staff Organization of a Typical Teachers' College



TABLE I  
TOTAL POPULATION OF TEACHERS' COLLEGES

	Female	Male	Total
Directors	9	27	36
Faculty	2,336	2,090	4,426
Non-teaching Staff (permanent and temporary)	889	1,258	2,147
Total Enrollment	77,156	68,541	145,697
Enrollment: Regular Students	35,044	32,271	67,315
Enrollment: Twilight Students	42,112	36,270	78,382
Residential Students (regular students only)	7,928	4,447	12,375

Source: \_\_\_\_\_ . Department of Teacher Training. Ministry of Education: Educational Statistics. Bangkok, Thailand. 1975 pp. 10-11.

TABLE II  
COMPARISON OF TEACHERS' COLLEGES, CLASSROOMS,  
TEACHERS, AND STUDENT NUMBERS

Lists	Numbers
Teachers' Colleges	30*
Classrooms	1,659
Faculty Members	4,426
Regular Students	67,315
<u>Comparing</u>	
Teachers' Colleges : Classrooms	1:55
Teachers' Colleges : Faculties	1:148
Teachers' Colleges : Students	1:2244
Classrooms : Students	1:41
Faculties : Students	1:15

\*Six Teachers' Colleges are under construction

Source: Department of Teacher Training. Ministry of Education: Educational Statistics. Bangkok, Thailand. 1975, p. 1.

TABLE III  
 QUALIFICATION OF FACULTIES OF THE TEACHERS' COLLEGES

Degree	Thailand			Overseas			Total of 36 Teachers' Colleges
	Female	Male	Total	Female	Male	Total	
Doctor	-	-	-	1	3	4	4
Masters	288	202	490	183	167	350	840
Advanced Specialized Subject	37	34	71	-	-	-	71
Baccalaureate	1,574	1,554	3,128	17	14	31	3,159
Below Baccalaureate	248	143	388	-	-	-	388
Total	2,144	1,933	4,077	201	184	385	4,462

Source: Ministry of Education, Department of Teacher Training. Educational Statistics. Bangkok, Thailand 1975, pp. 14-15.

TABLE IV

SHOWING THE HOURS OF TEACHING IN TEACHERS' COLLEGES

#	Hours Per Week for the Teachers' Colleges	Secretarial and Supervisory	1-4	5-8	9-12	13-16	17-20	More than 20	Total
1	Chandarakaseam	18	5	44	68	13	1	-	149
2	Bansomdej	9	1	14	197	1	-	-	222
3	Suansunanta	54	12	37	74	32	5	7	221
4	Suandusit	38	5	17	85	64	2	16	227
5	Pranakorn	10	9	24	93	52	8	4	200
6	Thonburi	10	2	38	39	8	1	-	98
7	Pethchaburivithayalongkorn	15	10	24	42	42	6	9	148
8	Nakornpathom	52	2	15	83	36	1	-	189
9	Yala	4	1	19	71	40	1	1	137
10	Songkla	30	7	14	56	48	3	-	158
11	Nakornsithammarat	7	-	20	57	44	11	-	139
12	Surathani	5	-	-	-	-	-	-	5
13	Phuket	12	-	14	40	25	9	1	101
14	Mouban jombung	16	2	4	9	64	18	13	126
15	Kanchanaburi	4	-	-	-	-	-	-	4
16	Petchaburi	13	5	21	80	29	7	13	168
17	Tepsatri	32	9	43	59	24	-	-	167
18	Pranakornsriayudhaya	7	4	17	52	73	9	3	165
19	Piboonsongkram	10	19	64	66	12	1	-	172
20	Petchabun	5	-	-	-	-	-	-	5
21	Kamphaengphet	8	-	-	-	-	-	-	8
22	Nakornsawan	14	1	5	75	46	3	-	144
23	Uttaradit	36	6	22	44	27	11	1	147
24	Chiangmai	36	5	9	68	55	2	1	176
25	Chiengrai	5	1	6	17	4	-	-	33
26	Lampang	7	2	10	22	29	12	33	115

TABLE IV (CONTINUED)

#	Hours Per Week for the Teachers' Colleges	Secretarial and Supervisory	1-4	5-8	9-12	13-16	17-20	More than 20	Total
27	Udonthani	17	6	6	18	75	20	1	143
28	Sakonnakhon	7	2	10	21	61	9	5	115
29	Loei	5	-	-	-	-	-	-	5
30	Ubonratchathani	5	2	2	5	16	34	91	155
31	Mahasarakham	14	4	20	54	30	18	11	151
32	Nakhonratchasima	22	3	11	33	68	21	2	160
33	Buriram	3	-	4	59	24	7	8	105
34	Surin	6	-	-	-	-	-	-	6
35	Chachoengsao	19	2	13	63	21	-	-	118
36	Chanthaburi	6	6	15	23	21	6	3	80
	Total	561	133	562	1673	1084	226	223	4462

Source: Department of Teacher Training. Ministry of Education: Educational Statistics. Bangkok, Thailand. 1975, pp. 20-21.

TABLE V  
TOTAL ENROLLMENT COMPARING REGULAR AND  
TWILIGHT PROGRAMS JUNE 20, 1975

#	Teachers' Colleges	Regular			Twilight			Total
		Boy	Girl	Total	Boy	Girl	Total	
1	Chandarakaseam	1117	1637	2754	2335	1863	4198	6952
2	Bansomdej	1195	1689	2884	2563	3753	6316	9200
3	Suansunanta	727	1737	2464	1500	1329	2829	5293
4	Suandusit	-	2171	2171	-	1874	1874	4045
5	Pranakorn	1237	1126	2363	1224	1103	2327	4690
6	Thonburi	517	645	1162	854	827	1681	2843
7	Pethchaburividha- yalongkorn	927	1112	2039	1353	960	2313	4352
8	Nakornpathom	1033	1079	2112	1170	1511	2681	4793
9	Yala	1089	1297	2386	820	1371	2191	4577
10	Songkla	1348	1269	2617	1147	1726	2873	5490
11	Nakornsithammarat	1328	1182	2510	1154	1419	2573	5083
12	Phuket	788	852	1640	481	876	1357	2997
13	Moubanjombung	1339	947	2286	1257	1133	2390	4676
14	Petchaburi	1434	1344	2778	1422	1850	3272	6050
15	Tepsatri	1074	1119	2193	1229	1585	2814	5007
16	Pranakornsriayu- dhaya	1253	1245	2498	1418	1864	3286	5784
17	Piboonsongkram	1308	1164	2472	2026	2169	4195	6667
18	Nakornsawan	1532	1319	2851	1426	1408	2834	5685
19	Uttaradit	1166	1188	2354	1026	1350	2376	4730
20	Cheingmai	1196	1171	2367	883	1528	2411	4778
21	Cheingrai	243	197	440	-	-	-	440
22	Lampang	950	881	1831	545	724	1269	3100
23	Udonthani	1453	1287	2740	1597	1235	2832	5572
24	Sakonnakhon	1358	1094	2452	1904	1929	3833	6285
25	Ubonratchathani	1394	1274	2668	1497	1182	2679	5347
26	Mahasarakham	1319	1261	2580	1791	1692	3483	6063
27	Nakhonratchasima	1378	1271	2649	1355	1296	2651	5300
28	Buriram	1141	941	2082	1136	928	2064	4146
29	Chachoengsao	877	843	1720	818	1038	1856	3576
30	Chanthaburi	550	702	1252	339	582	921	2173
	Total	32271	35044	67315	36270	42112	78382	145697

Source: Ministry of Education, Department of Teacher Training. Educational Statistics. Bangkok, Thailand. 1975. pp. 26-27.

buildings. He receives the policies, rules, and regulations from the upper-level officers, the Director-General and the Under-Secretary, and is responsible for implementing them. Working closely with the college director in day-to-day activities are the assistant directors, teaching staffs, and non-teaching staffs.

There are normally at least three assistant directors in each college. Each assistant director is responsible for a specific area. For example, there may be an assistant director for academic affairs, an assistant director for business affairs, and an assistant director for student affairs.

The administrative structure of the teachers' college (see Figure 5 on page 30) helps in understanding the teachers' college administrative structure and its personnel. Only assistant directors and their responsibilities are briefly mentioned as follows:

The Assistant Director of Academic Affairs' responsibility relates to the college's schedule, new teacher orientation, educational exhibitions, teacher supervision, and teacher-learning process evaluation. He is also responsible for curriculum and methods, lesson plans and schedules, teaching facilities, and supervision of the student teaching program. He works closely with the Department Heads and cooperates with all other officers and students in the college.

The Assistant Director of Business Affairs is responsible for matters involving finance such as accounts, budgeting, public relations, secretarial, communication and records, transportation, and registration. He also assumes responsibility for the buildings and grounds, purchasing all materials for the college, operates the printing office, and provides welfare to all teachers and staff members.

The Assistant Director of Student Affairs is responsible for student activities, student councils, student discipline, student recreation, guidance and counseling. His duties entail welfare services, dormitory, health services, and students' security.

### Special Programs

Aside from the direct function stated in the aims of the Department of Teacher Training (DTT), the Department has still created many meaningful educational projects for the teacher-students to be trained for helping their communities. These educational projects will help teachers and students to develop a balanced personal and social adjustment, cultural heritage, problem solving, communications, moral values, and creative activities. All of these projects are operated by many teachers' colleges under the direction of the DTT. Some of the special programs are as follows:

Rural Teacher Training Program. This program was first tested in 1956 at Ubol Teacher Training School. Ubol is located in the northeastern part of Thailand. Following its success, the program was extended to teacher training institutions in the provinces of the north and south as well as of the central part.<sup>8</sup> By 1967, all teacher training institutions had adopted the principle, with very satisfactory results.<sup>9</sup> Its main idea is to provide second year student teachers with teaching and working experience by spending a quarter (three months) practice teaching in rural elementary schools. The knowledge they have from the classroom, the real problems of rural life that they confront in school, their living units, the community, the attempt to succeed in the task, the desire to do a better job and to persuade

the children and the people to improve their lives, and the supervision from the supervisory staff--all of these work together in the training of the kind of teacher who will lead the community and will be the devoted teacher who understands and lives with the rural problems. It is also hoped that with such programs the number of certified teachers who are willing to take teaching jobs in the rural areas will increase.

The program is concerned with improving the following: a) the school: improvement will be in teaching methods, the use of teaching facilities, health programs, plant development, student recreation, reading programs, lunch programs, sports, etc., and b) the community: activities will be recommended for improving roads, a general civic plan for the village, water purification, public health, remodeling a sample house to serve as a model, participation in community activities, etc.

Mr. Bhunthin Attagara, writing about the scope of the process, said that there were 25 teacher training schools and colleges, 190 cooperating rural elementary schools, and 420 villages participating in this project.<sup>10</sup> Mr. Attagara also felt that the significance of the project for rural teacher education was to provide professional guidance, advice, techniques, skills, and ideas for the rural schools and communities to improve themselves.<sup>11</sup>

Head-Start Project. Each teacher institution selects an appropriate village pre-school center to be a demonstration or laboratory school. The project requires each institution to have an elementary school attached to it for the same purpose.<sup>12</sup> The teacher with special training will set up the original program with the cooperation of the



practice teaching students and village aides. The educational process is similar to the kindergarten idea. The aims of the project are:

To provide an opportunity to better prepare the children living in rural communities before they begin their formal education.

To make the community realize the need for educational development for their children.<sup>13</sup>

It is financially prohibitive to have kindergarten programs in rural communities like those in urban areas without the support of the government. The Head-Start Project is a project that cuts time and makes possible training programs in rural communities for child readiness before the first regular class. The project started in 1967-68 and has gradually grown. In 1972 there were 63 schools and 1,883 children involved in the project.<sup>14</sup>

Teacher Training for the Hill Tribes Project. Lack of communication between the hill tribe people in the northern mountains and the Thais has caused misunderstanding and made their two worlds so far apart. The attempt to create better understanding and relationships with hill tribe people has led to the use of education as a key element. Teachers who would serve in this important role must have special training and be specially selected from that area. The aims of the project are: a) to develop courses of study for prospective teachers in the hill tribe schools, and b) to prepare teachers for hill tribe schools by recruiting hill tribe students who have already received the necessary basic education.

Grants are made available for hill tribe students. They participate in a two-year plan leading to the PKS at Moubanjombung Teachers' College.

More details of the growing enrollment, budget, and personnel of the Department are shown in Appendix N.

In summary, the DTT is one of the nine Departments under the Ministry of Education. Its responsibility is for training prospective elementary and secondary teachers for the nation, to conduct the research, promote the vocation and teachers' and administrators' statuses, cultivate cultural traditions, and give educational service to the society. The Department's form of administration is centralized. Most of the main problems of the teachers' college program about budget and personnel are dealt with in Bangkok by the Department. For the last four years, according to the Department's recommendation, a new unit has existed in some colleges' governance by the name of Faculty Senate. However, there is no change of the administrative structure on the DDT level. It should be noted here that there is no outside agency participating in any kind of administrative activities. Besides the training program in teachers' colleges, the Department of Teacher Training is making an attempt to originate many outstanding special education programs, such as the Rural Education Project, Head-Start Project, and the Teacher Training for the Hill Tribes Project.

## Section II: Review of Literature Related to the Concepts of Administrative Behavior

### Introduction

The great task which faces education administration today is the formulation of a theory of administrative behavior which will provide practicing administrators with (1) a set of guidelines for action,

(2) a guide for the collection of facts, (3) a framework within which researchers can find new knowledge, and (4) also describe the nature of administration. The foremost requirement is to provide guides for action. This should be the lodestar to those developing theory in educational administration. Although action must be the goal, careful concept development, systematic analysis, and logical organization cannot be slighted.

In the study of administrative behavior it seems important to consider the behavioral concepts and personal characteristics of administrator. Lipham, in discussing this approach to the study of leadership, stated that:

Attempts to substantiate these beliefs were based upon studies which were focused on the identification of psychological constructs required for effective leadership.<sup>15</sup>

Success of the personal qualities approach depended upon being able to identify characteristics of persons which affected behavior and then to establish their relationships to administrative behavior. Pierce and Merrill cited the following three assumptions which were basic to this method of analyzing behavior:

It was assumed that specific elements of behavior could be isolated and examined as entities within themselves.

It was assumed that personal elements or factors of behavior act with such a degree on each other that their impact can be measured and their effect predicted.

It was assumed that the nature of the influence or behavior of a particular trait was predictable within limitations.<sup>16</sup>

The following definitions and criteria of the administration, personal characteristics, and behavioral concepts of administration, are identified and briefly described.

### Definitions and Criterion of Administrative Effectiveness

A number of empirical investigations have been conducted with regard to isolating those characteristics indicative of "effective" and "ineffective" administrative types. This is of particular importance to those formal organizations that have more aspirants for a position than there are positions available. In a practical sense, a knowledge of behavioral and psychological characteristics of administrators more nearly assures the organization of employing a candidate that will be effective in the role.

"Effective Leadership," in this context, "will refer to the activities of a designated leader of an organized group with respect to setting and achieving goals."<sup>17</sup> In other words, the primary aim of the leader is to facilitate achievement of system goals through human agents.

Administrative effectiveness has been evaluated by various methods in which numerous criteria were used. Schutz stated that, "Investigations into criteria of effectiveness often seek the single best criterion. Examination of the various administrative situations suggests that this search may be fruitless."<sup>18</sup> He purported that, in given situations, different criteria are used to determine administrative effectiveness.

Halpin also stated that, "The ultimate criteria of administrative effectiveness should be expressed in terms of group or organization achievement, in respect to the change in the organization's accomplishments that can be attributed to the behavior of the administrator."<sup>19</sup> He developed a paradigm that attempts to empirically determine the

administrator's effectiveness by focusing "... upon the behavior of administrators rather than upon either administrative behavior or the totality referred to as administration."<sup>20</sup> Through the use of the paradigm, task variables are isolated, the administrator's behavior is observed, and the organization's achievement is measured.

Barnard, in his excellent analysis of the functions of the executive, has distinguished between the effectiveness and the efficiency of co-operative action:

The persistence of co-operation depends upon two conditions: (a) its effectiveness; and (b) its efficiency. Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character. The test of effectiveness is the accomplishment of a common purpose or purposes; effectiveness can be measured. The test of efficiency is the eliciting of sufficient individual wills to co-operate.

The survival of co-operation, therefore, depends upon two interrelated and interdependent classes of processes: (a) those which relate to the system of co-operation as a whole in relation to the environment; and (b) those which relate to the creation or distribution of satisfactions among individuals.

The instability and failures of co-operation arise from defects in each of these classes of processes separately and from defects in their combination. The functions of the executive are those of securing effective adaptation of these processes.<sup>21</sup>

In short, if a leader--whether he is a teachers' college director or a business executive--is to be successful, he must contribute to both major group objectives, goal achievement and group maintenance; or in Barnard's terms, he must facilitate co-operative group action that is both effective and efficient.

Halpin used the Leadership Behavior Description Questionnaire, constructed by Hemphill and Coons, for identifying "Consideration" and

"Initiating Structure" as the two global dimensions of leader behavior. Halpin stated that, "By measuring the behavior of leaders on the Initiating Structure and the Consideration dimensions, we can determine by objective and reliable means how specific leaders differ in leadership style, and whether these differences are related significantly to independent criteria of the leader's effectiveness and efficiency."<sup>22</sup>

Willower developed the T-G Form and it contains global descriptions of two dimensions of administrative behavior based specifically on the Getzels-Guba construct of social behavior. The T-G Form distinguishes personal and normative dimensions which, collectively, may be referred to as leadership style. Powers<sup>23</sup> found that this instrument provided a statistically significant relationship between leadership style and their counterparts of the Leadership Behavior Description Questionnaire.

### Personal Characteristics

The psychological approach is based upon the recognition that an individual's behavior is determined at least in part by his personality structure. James Lipham states that the personality prerequisite for effective performance in a given role has become an area of increasing concern in behavioral research.<sup>24</sup>

Lipham and Franke explored the non-verbal behavior of forty-two principals classified on the basis of effectiveness ratings by central office personnel because they were concerned with the behavior and personal characteristics of administrators and were aware of the frequent discrepancy between what an administrator professes to believe

and what his actions are. The administrators were divided into two equal groups of "promotables" and "non-promotables." There was a significant difference in the types of interaction between the two groups. The "promotables" left their desks when greeting visitors, took care of their hats and coats, adjusted blinds and sat within three or four feet of their guests; whereas, the "non-promotables" sat behind their desks, greeted visitors only verbally, and sat as far as twelve feet away from them. Also, there were differences between the two groups with respect to concluding conferences with visitors and in the amount of variety of personal items in the office. The "promotables" took visitors on tours, got them coffee, and saw them to the door of an office containing pictures, paintings, mountings, etc. The "non-promotables" literally perspired during the interview, longing for its termination.<sup>25</sup>

Reavis revealed that the effective and successful school executive should rate high in the following characteristics: 1) unselfish motivation, 2) scholarly ability, 3) industry, 4) ability to get along with people, and 5) executive capacity.<sup>26</sup>

Gross, Giacuinta, Napior, and Pederson were interested in the satisfaction of principals who desired to attain higher administrative positions. Their National Principalship Studies involved a cross-section of 501 principals in 41 cities in all regions of the United States. From the 382 men principals in the sample, they found that the level of aspiration of a principal was indirectly related to his satisfaction with (1) the income rewards, (2) the social status, and (3) the higher administration. On the other hand, factors that were directly related to intrinsic job satisfaction were the principal's

perception that (1) the decision-making machinery of the higher administration was effective, (2) the communication he receives from his subordinates was adequate, and (3) his administrative superiors gave him adequate social-emotional support.<sup>27</sup>

Henry was concerned with identifying personal characteristics of executives. He studied one hundred business executives in various types of business houses, using the Thematic Apperception test and a number of personality tests, as well as conducting a short undirected interview. He found that successful executives have high achievement desires; have mobility drives, utilize authority as a controlling but helpful relationship to superiors; have a high degree of ability to organize unstructured situations; have decisiveness; have fear of failure; are strongly oriented to reality; look to their superiors with a feeling of personal attachment; and have broken emotional ties to their parents.<sup>28</sup>

Another empirical investigation relating personality variables to administrative effectiveness was conducted by Lipham. Specifically, he sought to answer the question, "Which personality need-dispositions are relevant to the role of the principal?" He found that the effective principal was (1) inclined to engage in strong and purposeful activity, (2) concerned with achieving success and positions of higher status, (3) able to relate well to others, (4) secure in interpersonal relationships, and (5) stable in the face of adversity. On the other hand, the ineffective principal was described as deliberate and preoccupied, as accepting with servile attitude his present level of achievement, as lacking skills essential for working with adults, as highly dependent on others for support, and as likely to become highly emotional in



upsetting situations.<sup>29</sup>

One development concerned with the relationship between personal characteristics and administrative success was reported by Wald and Doty. They studied 33 top level executives who each earned at least \$20,000 a year with companies that each maintained more than \$5,000,000 worth of business annually. The subjects were given the Wonderlic Personnel Test, the Adams-Lepley Personnel Audit, and the Kuder Preference Record from which, along with a questionnaire and an extensive interview, the following information was revealed:

The successful or likely-to-be-successful executive has experienced a happy home life in his earlier years, conducive to the development of security and self-confidence.

He is extremely interested in and very much attached to his present family unit.

The educational level completed by the typical executive is far above the average of the general population.

He takes full advantage of varied educational opportunities.

He is an active participant in and leader of social organizations during childhood and throughout his career as a worker.

He is interested in religion as a force toward developing high moral and ethical standards.

He has experienced and continues to experience good health.

He is interested in people - particularly in selling them on the idea of fundamental cooperation.

He possesses very superior mental and analytical ability.

He is serious and conscientious in his approach to work and willing to take risks only after full consideration of the available facts.

He is forceful and intense...

He is objective in facing his personal problems, frank and straightforward in his dealings with people, and spontaneous in his interpersonal relationships.

He is ambitious and able to identify his ambitions with those of his company...<sup>30</sup>

Magnuson studied the professional and personal characteristics of successful school business managers, and reported the following:<sup>31</sup>

Professional

Communicates well with others  
 Knowledgeable in the field  
 Delegates  
 Works well with others  
 Involves staff in decisions  
 Approachable and available  
 Interested in others  
 Plans and organizes  
 Ability to listen to others  
 Uses channels of authority

Personal

Just, fair  
 Faithful, loyal  
 Broad knowledge  
 Poised, even tempered  
 Honest, sincere  
 Friendly  
 Sense of humor  
 Open-minded  
 Consistent  
 Considerate

Administrator's Behavior

The School-Community Development Study Project identified nine areas of critical behavior of educational administrators as follows:

1) setting goals, 2) making policy, 3) determining roles, 4) appraising effectiveness, 5) coordinating administrative function and structure, 6) working with community leadership to promote improvement, 7) using the educational resources of the community, 8) involving people, and 9) communicating. These nine areas were identified for the purpose of classifying observations of administrative behavior with respect to inter-personal and environmental factors that have been found to make a difference in administrator behavior.<sup>32</sup>

Gardner was also concerned with the behavior of executives within an organization and their relations with others on the job. He studied 473 executives from fourteen firms, determining that the successful ones differed according to eleven traits, including high achievement desires, strong mobility drives, decisiveness, firmness of conviction, realism,

and organizational ability.<sup>33</sup>

The Leadership Behavior Description Questionnaire was devised by the Personnel Research Board at the Ohio State University. It is especially suitable for obtaining information regarding perceptions of leadership behavior. This instrument identifies two major dimensions of leader behavior: "Initiating Structure" and "Consideration." Halpin, who originated the instrument, describes its two principal dimensions as follows:

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.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.<sup>34</sup>

Sternloff analyzed and developed basic general behaviors of the effective school administrators. A sample of those basic general behaviors of the effective school administrators are listed below:

Interprets adequately the status, needs, problems, policies, and plans of the school.

Provides pertinent information concerning school problems, and suspends judgment until the pertinent facts have been examined.

Conducts all school affairs in an honest, ethical, and tactful manner.

Utilizes consultants and specialists outside the school and cooperates with them in solving educational problems.

Encourages all persons who will be affected to participate in policy development, and stimulates cooperative planning.

Administers discipline effectively.

Deals impartially and equitably with all individuals and groups.

Shows a sincere interest in the welfare of school personnel.

Organizes citizen or parent advisory groups, and cooperates with them in study and solution of school problems.

Willingly devotes extra time to important school affairs.<sup>35</sup>

Smith studied the effective and ineffective behavior of secondary school principals. He reported that effective school principals should exhibit the following behaviors:

Develop positive relationships with superintendents and the Board of Education.

Work and plan cooperatively with their staffs.

Stimulate personal and professional growth and development of their staffs.

Develop an emotional climate within their schools which fosters security and self-respect for the staff members.

Conduct themselves in a professional manner.

Build organization, unity, and cooperation within their staffs.

Promote positive working relationships with patrons and parent-community organizations.

Demonstrate competence and administrative ability in school organization.

Maintain desirable student behavior patterns and resolve individual and group discipline problems.<sup>36</sup>

#### Summary

In summary, this section was concerned with those concepts related to administrative behavior. Such concepts have been eyed and criticized by several different groups and individuals. The effectiveness of administrators is situational, and is dependent upon who is doing the evaluation, the evaluator's expectations for the administrator's role, and the criteria used for evaluation. The administrator's

behavior and personal characteristics are considered to be important factors for administrative effectiveness. The literature also indicated that scholarship, intelligence, experience in educational administration, and a positive attitude toward role and duties, are common factors highly correlated with educational leaders' administrative effectiveness.

## FOOTNOTES

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<sup>2</sup>Thailand, Ministry of Education. Education in Thailand 1971. Bangkok: 1973, p. 11.

<sup>3</sup>\_\_\_\_\_. Department of Teacher Training. The Department of Teacher Training: Its Work and Organization. Bangkok: 1973, p. 3.

<sup>4</sup>Ibid., p. 6.

<sup>5</sup>Niched Suntornpithug, "Teacher: Our Responsibility." Fuang-Fah: Nakornpathom Teachers' College Magazine. Nakornpathom, Thailand, 1971, pp. 4-5.

<sup>6</sup>Department of Teacher Training, Ibid., pp. 5-6.

<sup>7</sup>\_\_\_\_\_. Department of Teacher Training. Ministry of Education: Educational Statistics. Bangkok, Thailand. 1975. pp. 10-11.

<sup>8</sup>\_\_\_\_\_. Department of Teacher Training. The Department of Teacher Training: Its Work and Organization. Bangkok: 1969, pp. 4-5.

<sup>9</sup>\_\_\_\_\_. "Rural Teacher Education in Thailand," in Amnuay Tapingkae and Louis J. Setti, Education in Thailand. Washington: U. S. Government Printing Office, 1973, pp. 62-65.

<sup>10</sup>Tapingkae Amnuay, and Louis J. Setti, Ibid.

<sup>11</sup>Tapingkae Amnuay, and Louis J. Setti, Ibid., p. 66.

<sup>12</sup>Department of Teacher Training, Ibid., p. 12.

<sup>13</sup>Department of Teacher Training, Ibid.

<sup>14</sup>Department of Teacher Training, Ibid., pp. 12-13.

<sup>15</sup>James M. Lipham, "Leadership and Administration", Behavioral Science and Educational Administration; Sixty-third Yearbook of the National Society for the Study of Education, Chicago: University of

Chicago, 1946, p. 126.

<sup>16</sup>Truman M. Pierce and E. C. Merrill, Jr., "The Individual Administrative Behavior", in Roald F. Campbell and Russell T. Gredd, (eds.), Administrative Behavior in Education. New York, Harper Brothers, 1957, p. 321.

<sup>17</sup>William Castetter, The Personnel Function in Education Administration (New York: Macmillan Co., 1971), p. 16

<sup>18</sup>William C. Schutz, Leaders in School, Berkeley: The University of California Press, 1966, p. 8.

<sup>19</sup>Andrew W. Halpin, "Paradigm for Research on Administrator Behavior", in Roald Campbell and Russell Gregg (eds.), Administrative Behavior in Education. New York: Harper and Brothers Co., 1957, p. 179.

<sup>20</sup>Ibid., p. 159.

<sup>21</sup>Chester I. Barnard, The Function of the Executive. Cambridge, Massachusetts: Harvard University Press, 1938, pp. 60-61.

<sup>22</sup>Andrew W. Halpin, The Leadership Behavior of School Superintendents (Columbus: Ohio State University, 1956), p. 6.

<sup>23</sup>Thomas E. Powers, "Administrative Behavior and Factors Related to Upward Mobility" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1966), p. 9.

<sup>24</sup>James M. Lipham, "Personal Variables of Effective Administrators," Administrators Notebook, IX (1960), p. 1.

<sup>25</sup>James Lipham and Donald Franke, "Non-Verbal Behavior of Administrators," Educational Administration Quarterly, II (1966) pp. 101-109.

<sup>26</sup>William C. Reavis, "Personal Characteristic Desired in Public School Executives," The Elementary School Journal, Vol. 40 (February, 1940), pp. 417-423.

<sup>27</sup>Neal Gross et al., The Job and Career Satisfaction of Men School Principals and The Level of Occupational Aspiration of Men School Principals, Cooperative Research Project No. 2536 (Cambridge, 1967), chapter 8, pp. 2-4; chapter 11, pp. 2-5.

<sup>28</sup>William E. Henry, "The Business Executive: The Psychodynamics of Social Role," American Journal of Sociology, LIV (1949), pp. 286-289.

<sup>29</sup>Lipham, "Personal Variable.....," pp. 1-4.

<sup>30</sup>Robert M. Wald and Roy A. Doty, "The Top Executive--A First Hand Profile," Harvard Business Review, XXXII (1954), pp. 51-52.

<sup>31</sup>Walter C. Magnuson, "The Characteristics of Successful School Business Managers," (unpublished Doctoral dissertation, University of Southern California, Los Angeles, 1971), p. 7.

<sup>32</sup>John A. Ramseyer, Lewis E. Harris, Millard Z. Pond, and Howard Wakefield, Factors Affecting Education Administration, Monograph No. 2. The Ohio State University, 1955, p. 20.

<sup>33</sup>Burleigh B. Gardner, "What Makes Successful and Unsuccessful Executives," Advanced Management, XIII (1948), pp. 116-125.

<sup>34</sup>Andrew Halpin, The Leadership Behavior of School Superintendents (Chicago, 1959), p. 4.

<sup>35</sup>Robert E. Sternloff, "The Critical Requirements for School Administrators Based Upon an Analysis of Critical Incidents," (unpublished Ph.D. dissertation, School of Education, University of Wisconsin, Madison, 1953), p. 16.

<sup>36</sup>Harold B. Smith, "Descriptions of Effective and Ineffective Behavior of School Principals," (unpublished Doctoral Dissertation, University of Virginia, 1974), p. 25.



## CHAPTER III

### METHODOLOGY

#### Introduction

Laws governing the operation of teachers' colleges in Thailand make provision for organizational structure and staffing. These laws provide that each teachers' college be led by one director and up to three assistant directors. Only in the case of new teachers' colleges are there less than three assistant directors. In situations where there was only one assistant director, the researcher considered this person as a "mobile". In situations where there were three assistant directors, it was necessary to identify the mobile assistant director and the immobile assistant director. This chapter discusses mobiles and immobiles and also describes: 1) population considered; 2) procedures for gathering the data; 3) treatment of data; 4) instrumentation; 5) statistical treatment of the data; and 6) translation of the questionnaires.

#### The Population Considered

In order to conduct this research, it was necessary to deal with the entire teachers' college system in Thailand which consists of thirty-six teachers' colleges. Each teachers' college normally has one director and three assistant directors. The communities in which

the various teachers' colleges are located are listed in Table VI. The map showing the location of the teachers' colleges is also shown in Appendix L.

TABLE VI  
LOCATION OF THE TEACHERS' COLLEGES

---

1. Suansunanta	19. Piboonsongkram
2. Bansomdej	20. Phetchabun
3. Chandarakaseam	21. Kamphaengphet
4. Suandusit	22. Nakornsawan
5. Pranakorn	23. Uttaradit
6. Thonburi	24. Chiangmai
7. Pethchaburividhayalongkorn	25. Chiengrai
8. Nakornpathom	26. Lampang
9. Yala	27. Udonthani
10. Songkla	28. Sakonnakhon
11. Nakornsithammarat	29. Loei
12. Surathani	30. Ubonratchathani
13. Phuket	31. Mahasarakham
14. Moubanjombung	32. Nakhonratchasima
15. Kanchanaburi	33. Buriram
16. Pathchaburi	34. Surin
17. Tepsatri	35. Chachoengsao
18. Pranakornsriayudhaya	36. Chanthaburi

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The thirty-six colleges employed one-hundred-and-six assistant directors, which indicates that most colleges have three assistant directors. With a ratio of one-hundred-and-six assistant directors to thirty-six directors, it seemed possible that an immobile group could be identified.

### Selection of Subjects

In most teachers' colleges, there are three assistant directors. In order to find out which assistant directors were considered mobile or immobile, the researcher sent twenty copies of one questionnaire to the director of each teachers' college and asked him to have the department heads, assistant department heads, and teachers to identify those considered most qualified (mobile) and those considered least qualified (immobile).

### Procedures for Gathering the Data

The researcher realized that it would be difficult to get all or nearly all of the responses returned from Thailand since the researcher was unable to be there. Because the researcher realized that this study may be useful to his beloved country, qualified individuals helped cooperate in corresponding and gathering all the responses and mailing them back to the researcher.

The researcher also had good cooperation from the Director General, Department of Teacher Training in sending the questionnaires to each teachers' college director. All questionnaires were sent to the directors, assistant directors, and teachers. A set of materials for the directors contained:

1. A letter from the researcher to the directors explaining the purpose and procedures of the study, including an explanation of the process for selecting the assistant directors who are mobile and immobile. (See Appendix I).
2. A letter from the Director General of the Department of Teacher Training indicating his support of the study. (See Appendix F).
3. A copy of the Directors' Questionnaires; both the T.G.

Form and the Leadership Behavior Description Questionnaire (LBDQ). (See Appendix G ).

Materials for the assistant directors were also prepared; they consisted of the following:

1. A letter from the researcher to the assistant directors explaining the purpose and procedures of the study. (See Appendix H ).
2. A copy of the Assistant Directors' Questionnaire, or the Personal History Inventory (P.H.I.). (See Appendix H ).

The Teachers' Questionnaire consisted of the following materials:

1. A letter from the researcher to the teachers explaining the purpose and procedures of the study. (See Appendix I).
2. A copy of the Teachers' Questionnaire, or the Mobile and Immobile Form. (See Appendix I ).

The packets of the questionnaires were prepared by Mrs. Supis Itchayanan, the researcher's wife, and Mr. Naronk Sengpracha, the researcher's data-coordinator in Thailand, in accord with instructions and materials given by the researcher. Each packet of the questionnaire contained the following materials:

1. A set of the questionnaires for the director.
2. A set of the questionnaires for the assistant directors.
3. A set of the questionnaires for the teachers.
4. Twenty stamped envelopes were provided for the director and the teachers in each college to seal his/her answer sheet and return back to the researcher's data-coordinators in Thailand.

The data-coordinators sent the second questionnaires directly to the director and the assistant directors in each college. A stamped envelope was prepared for returning answer sheets to the researcher's data-coordinators.

The Director General of the Department of Teacher Training then

mailed his letter and the researcher's first questionnaire (Mobile and Immobile Form) to the thirty-six teachers' college directors on October 27, 1976. (See Appendix F).

Upon receipt of the questionnaire, the data-coordinators analyzed the responses from each college under instructions given by the researcher. After identifying the mobile and immobile assistant director in each college, the data-coordinators immediately sent the T-G Form and the LBDQ to the director and the Personal History Inventory to the assistant directors. The data-coordinators had also written the first and last names of the assistant directors who are mobile and immobile on the top of both questionnaires for identifying them to the director, so the director would know who they were.

Some teachers' colleges did not return the researcher's questionnaires, so the data-coordinators sent letters of reminder. Almost all directors, assistant directors, and teachers were willing to cooperate and returned the questionnaires.

The data-coordinators collected all returned questionnaires and sent them back to the researcher on January 17, 1977. The researcher received the completed questionnaires on January 28, 1977.

Upon receipt of the completed questionnaires, the researcher analyzed the data. It was expected that there would be seventy-two individuals in the sample group. However, of the seventy-two in the sample group, two assistant directors were eliminated because one director chose not to complete the T-G Form and the LBDQ. Two other assistant directors in different colleges withdrew because of their reluctance to take the Personal History Inventory. Four more in two teachers' colleges were eliminated because the directors

and assistant directors reported a lack of understanding of the researcher's request.

After elimination of the ten assistant directors representing five teachers' colleges, the sample consisted of sixty-one in thirty-one teachers' colleges; one teachers' college had only one assistant director, classified as mobile; so, thirty-one were classified as mobile and thirty as immobile. The percentage of returned and completed questionnaires was 86.11.

#### Instrumentation

Four forms of instruments were used to gather data for this research:

1. The Mobile and Immobile Form determines the assistant director who is most qualified and the one who is least qualified to be a director in teachers' college.
2. The T-G Form operationalizes the concepts presented previously.
3. The Leadership Behavior Description Questionnaire (LBDQ) Forms 2 and 3, reveals the administrator's perceptions of his subordinate, were administered to the director, unknown to the assistant director.
4. The Personal History Inventory which was completed by the assistant director himself.

These four instruments are described as follows:

#### The Mobile and Immobile Form

The researcher developed the Mobile and Immobile Form in order to find out the assistant director who was the most qualified and the one who was the least qualified to be a director in the teachers' college. This form was sent to the department heads, assistant department heads,

and teachers in each college; they were asked to list the first and the last name of the assistant directors who was the most qualified (mobile) and the one who was least qualified (immobile). (See Appendix I).

### The T-G Form

The T-G Form developed by Willower<sup>1</sup>, contains global descriptions of two dimensions of administrative behavior based specifically on the Getzels-Guba construct of social behavior. The T-G Form distinguishes personal and normative dimensions which, collectively, may be referred to as leadership style. Powers found that this instrument provided a statistically significant relationship between leadership style and their counterparts of the LBDQ. Specifically, "personal" correlated well with "consideration", while "normative" related well to "initiating structure".

A chi square table was constructed to arrive at the significance of the relationship. The analysis yielded a very high chi square value of 21.2 for a P of less than .001.<sup>2</sup> Willower validated the instrument by two means:

In the first test, three faculty members at the University of Buffalo unanimously agreed that the descriptions did correspond to the basic dimensions (of the Getzels-Guba model).

In the other test, nine principals were identified by four chief school administrators as either normative or personal. Five teachers randomly chosen from the staff of each principal were asked to respond to the descriptions of each style, in terms of whether they believed either style described their assistant principal. At least a majority of the teachers on the staff of each principal selected the same classification as the chief school administrator.<sup>3</sup>

On the instrument "Style T" refers to the normative style, while

"Style G" refers to the personal style. The global descriptions of each follow.

#### "Style T"

Principal \_\_\_\_\_ expects teachers to do things "by the book." He wants teachers to behave in conformity to the things the school system expects of them. He is especially concerned if teachers have trouble doing their jobs because of the expectations other persons or groups have for them. Principal \_\_\_\_\_ sees his office as a center of authority and he believes that the same rules and procedures should apply to all teachers. He is concerned that teachers behave in a "proper" manner in all their activities. He usually relies, for teacher control, on rewards and penalties which are spelled out in school district regulations.

#### "Style G"

Principal \_\_\_\_\_ expects teachers to work things out by themselves, each in his own way. He wants teachers to behave in ways which meet their personal needs. He is especially concerned if teachers have trouble doing their jobs because of the kind of personality they have. Principal \_\_\_\_\_ sees his authority delegated and he believes that rules and procedures have to be tailored to the personality of the individual teacher. He is concerned only with how teachers behave on the job. He usually relies, for teacher control, on appeal to the teacher's sense of right and wrong.<sup>4</sup>

So as not to elicit a forced response, the instrument also contains the following alternative: " \_\_\_\_\_ Neither of the above descriptions is more representative of my principal's leadership style."

#### The Leadership Behavior Description Questionnaire

The LBDQ was devised by the Personnel Research Board at the Ohio State University. The original instrument was constructed by Hemphill and Coons. Halpin and Winer, by a process of factor analysis of the responses of three hundred Air Force crew members, identified "Consideration" and "Initiating Structure" as the two global dimensions



of leader behavior. Halpin used the Spearman-Brown formula for split-half reliability in order to establish the reliability of the instrument, arriving at a figure of .83 for the initiating structure scores and .92 for the consideration scores. Pertaining to the validity of the instrument, Halpin states:

It has been found in previous research with the LBDQ-Real that though group members may differ in their perception of the leader's behavior, they nevertheless agree sufficiently to warrant the use of the crew mean score on each dimension as a succinct and dependable index of the leader's behavior.<sup>5</sup>

The two dimensions of administrator behavior are described as follows:

#### Initiating Structure

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

#### Consideration

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.<sup>6</sup>

St. Clair<sup>7</sup> 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. Fifteen of the forty items contributed to the Initiating Structure, and fifteen others contributed to Consideration dimension, while ten items served as "buffers" and were not scored.<sup>8</sup>

The fifteen items defining each dimension are listed below:

#### Initiating Structure

1. He makes his attitudes clear to his 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 coordinated.

\*Scored negatively

#### 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 the 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 change.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions by the staff into operation.
15. He gets staff approval on important matters before going ahead.<sup>9</sup>

\*Scored negatively

Powers presents several reasons for choosing the LBDQ as a measure appropriate to this type of study: (1) It has been used extensively in investigations of public schools, (2) it was developed specifically to measure behavior of leaders, (3) the two dimensions are congruent with the two dimensions of the Getzels-Guba model, and (4) the specific

items of leadership behavior encompass reasonable forms of the behavior of principals.<sup>10</sup>

### The Personal History Inventory

This questionnaire is similar to that which Powers devised,<sup>11</sup> based on one constructed by Lipham. It is designed to elicit from the subjects information regarding (1) demographic factors, (2) education, (3) employment, (4) professional affiliations, and (5) activities participated in. Reason for success, motives for mobility, and immediate and ultimate goals were explored in the study. A copy of the instrument is included in Appendix H.

### Treatment of Data

#### Scoring the Instruments

The Leadership Behavior Description Questionnaire that was used in this study was developed by the Personnel Research Board at the Ohio State University, as described by 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 dimension is from 0 to 60.....<sup>12</sup>

Andrew Halpin also explains that "because we can never measure all the behavior of an individual, whatever measurement procedure we adopt, we entail some form of selection."<sup>13</sup> So, in the present instance the instrument was adapted to measure two specific dimensions

of leader behavior, "Initiating Structure" and "Consideration". The LBDQ responses were adapted from the original LBDQ by Halpin as the following:

The numbers in the questionnaire (Appendix C) stand for:

5 = Always

4 = Often

3 = Occasionally

2 = Seldom

1 = Never

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, as in the original scoring of Halpin.<sup>14</sup>

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

After the Initiating Structure and the Consideration scores for each response of each group of items were computed, a total score for each dimension was used to determine the directors' description of the behavior of their assistant directors.

#### Translation of the Questionnaires

These questionnaires were translated from English to Thai as a courtesy to the directors, assistant directors, and teachers in Thailand.

The translation of the questionnaires made it more convenient for the Thai college directors, assistant directors, and teachers to respond to the questionnaires. It was also felt that the translation would make this study more valid.

Every attempt was made to translate from English to Thai in order to maintain the same meaning. English-speaking professors were used to help with the details of that language and the faculty of the English Department at Nakornpathom Teachers' College in Thailand was used to review the translation. The researcher was aware that much of the validity and reliability of the instruments depended on the accuracy of the translation provided.

#### Summary

Sixty-one assistant directors were identified by the directors and teachers according to the researcher's criteria of mobility. The sample consisted of sixty-one assistant directors in thirty-one teachers' colleges. One teachers' college had only one assistant director classified as mobile, therefore, thirty-one assistant directors were classified as mobile and thirty as immobile. Four forms of instruments were used in collecting the data: 1) The Mobile and Immobile Form developed by the researcher in order to find out who was qualified as mobile and who was not qualified as immobile. 2) The T-G Form developed by Willower, contains global descriptions of two dimensions on "personal" and "normative", which referred to leadership style. 3) The Leadership Behavior Description Questionnaire (LBDQ) was constructed by Hemphill and Coons. Later, this form was devised by the Personnel Research Board at the Ohio State University. The LBDQ contains two

global dimensions of leader behavior, identified as "consideration" and "initiating structure". 4) The Personal History Inventory is designed to elicit from the subjects information regarding (a) demographic factors, (b) education, (c) employment, (d) professional affiliations, and (e) activities participated in. This instrument was constructed by Lipham and devised by Powers. The study explored reasons for success, motives for mobility, and immediate and ultimate goals.

The following chapter will reveal the result of two of those instruments, the T-G Form and the Leadership Behavior Description Questionnaire, the ones dealing with administrative behavior.

#### FOOTNOTES

<sup>1</sup>Donald J. Willower, "The Development of Hypotheses from a Theoretical Framework and a Test of Certain of Them Concerning Idiographic and Nomothetic Leaders' Perceptions of Subordinates" (unpublished Ed.D. dissertation, University of Buffalo, 1959), quoted in Thomas E. Powers, "Administrative Behavior and Factors Related to Upward Mobility" (unpublished Ph.D. dissertation, University of Chicago, 1966), pp. 28-30.

<sup>2</sup>Thomas E. Powers, "Administrative Behavior and Factors Related to Upward Mobility" (unpublished Ph.D. dissertation, University of Chicago, 1966), p. 14.

<sup>3</sup>Willower, Ibid., pp. 91-92.

<sup>4</sup>Willower, Ibid., pp. 94-96.

<sup>5</sup>Andrew Halpin, The Leadership Behavior of School Superintendents (Chicago, 1959), p. 9.

<sup>6</sup>Ibid., p. 4.

<sup>7</sup>James Kenneth St. Clair, "An Evaluation of a Clinical Procedure for Predicting on-the-job Administrative Behaviors of Elementary School Principals" (unpublished Ed.D. dissertation, University of Texas, 1962), p. 94.

<sup>8</sup>Ibid., p. 94.

<sup>9</sup>Halpin, pp. 7-8.

<sup>10</sup>Powers, p. 15.

<sup>11</sup>Powers, pp. 124-126.

<sup>12</sup>Halpin, p. 4.

<sup>13</sup>Ibid., p. 4.

<sup>14</sup>Ibid., p. 5.

## CHAPTER IV

### FINDINGS FROM THE DESCRIPTIONS OF ADMINISTRATIVE BEHAVIOR

#### Introduction

This chapter focuses on an analysis of administrative behavior indicated in the data obtained from administering two of the instruments associated with this study: (1) the T-G Form, developed by Willower, and (2) the Leadership Behavior Description Questionnaire (LBDQ). Both were administered to the assistant directors.

Three hypotheses were developed by the investigator in terms of behavior one might expect of the mobiles and immobiles, based on the dimensions described by the instruments employed. It was predicted that the mobile role-incumbents would be perceived as exhibiting "personal" rather than "normative" behavior and that they would be higher on "consideration" than on "initiating structure". Conversely, it was predicted that the immobile role-incumbents would be perceived as exhibiting "normative" rather than "personal" behavior and that they would be higher on "initiating structure" than on "consideration". The third hypothesis predicted that the immobile role-incumbents would be lower than the mobile role-incumbents on "initiating structure".



## The T-G Form

The T-G Form was completed by the directors of the sixty-one assistant directors in thirty-one teachers' colleges included in the study. The directors simply checked the global description that best fit the behavior of their assistants. In addition to the descriptions of "normative" and "personal" behavior, the statement, "Neither of the above descriptions is more representative of my assistant director's leadership style," was included, so that no director would feel that he had to make a forced choice between the two forms of behavior. Ten of the assistant directors' leadership styles could not be identified as either "normative" or "personal". Table VII indicates that the directors ascribed either a "personal" or "normative" style to their assistant directors with the ratio being very close between the two.

TABLE VII

NUMBER OF SUBJECTS DESCRIBED AS EXHIBITTING  
PERSONAL OR NORMATIVE LEADERSHIP STYLES

Style	Number of Subjects
Personal	26
Normative	25
Unclassified	<u>10</u>
Total	61

An analysis of the sample divided according to age, however, was made to determine whether leadership style varied with that factor. The analysis was statistically significant. The Chi Square computed was equal 14.66, with the younger role-incumbents tending to be associated with a "normative" identification. Further age comparisons between the younger and older unclassified assistant directors were made to determine whether unclassified assistant directors varied with that level. The analysis was statistically significant. When the correction for small cell frequencies was applied, the Chi Square computed was equal 15.08, with the younger assistant directors tending to be more unclassified than the older assistant directors. Table VIII presents the leadership styles and unclassified assistant directors distributed between the two age groups of the subjects.

Analysis of the leadership styles between the mobiles and immobiles showed that the mobiles were perceived to exhibit "personal" behavior, and the immobiles were perceived to exhibit "normative" behavior. The analysis was not statistically significant. The Chi Square computed was equal 2.37. The distribution of the two styles between the two administrative types is given in Table IX.

Since one cell frequency was zero, the analysis could not be completed. It was noted that the directors described their assistants as slightly higher on "personal" rather than the "normative" style. The investigator also found that the younger assistant directors were rated higher on "normative" style than the older assistant directors in the mobile role-incumbents. When the numbers of the younger and older assistant directors are combined, "personal" style rated the

the highest with "normative" second. The distribution of "personal" and "normative" leadership styles by age is indicated in Table X.

TABLE VIII  
DISTRIBUTION OF NORMATIVE AND PERSONAL  
LEADERSHIP STYLES BY AGE  
FOR ALL SUBJECTS

Age	Normative	Personal	Unclassified	Total
Younger (25-40)	24	11	8	43
Older (41-54)	<u>1</u>	<u>15</u>	<u>2</u>	<u>18</u>
Total	25	26	10	61

$$x^2 = 14.66 \text{ (2x2 classification)}$$

$$x^2_{\text{sig.05}} = 3.84$$

$$x^2 = 15.08 \text{ (2x3 classification)}$$

$$x^2_{\text{sig.05}} = 6.00$$

The younger assistant directors classified as immobiles were rated more often than the older assistant directors as exhibiting a "normative" leadership style. When the number of the younger and older assistant directors are pooled, the "normative" style is also exhibited more often than the "personal" style. Table XI shows the distribution of "normative" and "personal" leadership styles and

TABLE IX  
 DISTRIBUTION OF NORMATIVE AND PERSONAL  
 LEADERSHIP STYLES BETWEEN SUBJECTS  
 DEFINED AS MOBILE AND IMMOBILE

Style	Mobiles	Immobiles	Total
Normative	10	15	25
Personal	16	10	26
Unclassified	<u>5</u>	<u>5</u>	<u>10</u>
Total	31	30	61

$$x^2 = 2.37$$

$$x^2_{sig.05} = 3.84$$

TABLE X  
 DISTRIBUTION OF PERSONAL AND NORMATIVE  
 LEADERSHIP STYLES BY AGE OF  
 MOBILE SUBJECTS

Age	Normative	Personal	Unclassified	Total
Younger (25-40)	10	7	4	21
Older (41-54)	<u>-</u>	<u>9</u>	<u>1</u>	<u>10</u>
Total	10	16	5	31

unclassified assistant directors by age. The tendency of younger assistant directors, as exhibiting "normative" style and older as exhibiting "personal" style was significant. The Chi Square computed was equal 6.03. Further comparisons between the younger and older unclassified assistant were made to determine whether unclassified assistant directors varied with that level. The younger assistant directors tended to be more often unclassified than the older assistant directors. The analysis was significant. The Chi Square computed was equal 6.00.

TABLE XI  
DISTRIBUTION OF NORMATIVE AND PERSONAL  
LEADERSHIP STYLES BY AGE OF THE  
IMMOBILE SUBJECTS

Age	Normative	Personal	Unclassified	Total
Younger (25-40)	14	4	4	22
Older (41-54)	<u>1</u>	<u>6</u>	<u>1</u>	<u>8</u>
Total	15	10	5	30

$$x^2 = 6.03 \text{ (2x2 classification)}$$

$$x^2_{\text{sig.05}} = 3.84$$

$$x^2 = 6.00 \text{ (2x3 classification)}$$

$$x^2_{\text{sig.05}} = 6.00$$

In summary, for those assistant directors identified as mobiles, directors were more inclined to describe their leadership behavior as "personal" rather than "normative". Those identified as immobiles were more often described as having a "normative" rather than "personal" leadership style. It was noted that 90% of the older assistant directors of the two groups were described as "personal". The tendency for directors to perceive mobile role-incumbents as exhibiting "personal" behavior and immobile as evidencing "normative" behavior was not significant. The Chi Square computed was equal 2.37. Further comparisons between the unclassified assistant directors of the mobiles and immobiles were made. The younger assistant directors tended to be more often unclassified than the older assistant directors. The analysis was statistically significant. The Chi Square computed was equal 15.08.

#### The Leadership Behavior Description

##### Questionnaire

The other instrument used by the directors to describe the behavior of their assistant directors was the Leadership Behavior Description Questionnaire (LBDQ). The directors' responses were scored in terms of the two dimensions, "consideration" and "initiating structure". The maximum score for each component was 60. The frequency of scores for the two administrative groups is presented in Table XII.

The individual scores were slightly higher on "consideration" than on "initiating structure". The mean scores for the entire sample were 46.19 and 43.32 for "consideration" and "initiating

TABLE XII  
 FREQUENCY OF SCORES ON THE LBDQ

Score	Mobile		Immobile		Total	
	Consid- eration	Initiating Structure	Consid- eration	Initiating Structure	Consid- eration	Initiating Structure
58	2	-	1	-	3	-
57	-	-	1	-	1	-
56	2	-	-	-	2	-
55	1	1	2	-	3	1
54	1	-	-	1	1	1
53	2	1	2	1	4	2
52	-	2	-	2	-	4
51	1	2	-	-	1	2
50	2	1	2	1	4	2
49	1	-	-	1	1	1
48	2	2	1	-	3	2
47	3	1	1	1	4	2
46	3	4	3	1	6	5
45	1	-	2	4	3	4
44	3	2	2	1	5	3
43	2	1	2	1	4	2
42	1	5	-	4	1	9
41	1	-	1	-	2	-
40	-	4	3	1	3	5
39	-	1	2	2	2	3
38	1	1	-	2	1	3
37	-	1	2	1	2	2
36	1	1	-	1	1	2
35	1	-	2	1	3	1
34	-	1	1	2	1	3
33	-	-	-	1	-	1
32	-	-	-	-	-	-
31	-	-	-	-	-	-
30	-	-	-	-	-	-
29	-	-	-	1	-	1

structure", respectively. Each of the two components was analyzed to determine whether age accounted for any differences in the Leadership Behavior Description Questionnaire scores. The data in Table XIII

disclosed that the difference on "consideration" between the younger and older groups of assistant administrators was not statistically significant at the 0.05 level, but on "initiating structure" there was a statistical significance of 3.72.

TABLE XIII  
MEANS AND STANDARD DEVIATIONS OF SCORES ON  
"CONSIDERATION" AND "INITIATING  
STRUCTURE" BY AGE OF  
SUBJECTS

Component	Younger <sup>x</sup>		Older <sup>y</sup>		Total <sup>z</sup>	
	Mean	SD	Mean	SD	Mean	SD
Consideration	46.25	6.69	46.05	5.22	46.19	6.29
Initiating Structure	45.04	5.63	39.38	3.77	43.32	5.15

<sup>x</sup>N = 43, age 25-40.

<sup>y</sup>N = 18, age 41-54.

<sup>z</sup>N = 61

Consideration:  $t = 0.10$  (df = 59),  $t$  sig.05 = 2.00

Initiating Structure:  $t = 3.72$  (df = 59)  $t$  sig.05 = 2.00

A t-test analysis of the mean scores for "consideration" and "initiating structure" for the mobiles and immobiles revealed some interesting differences on both the components. The mobiles were



significantly higher than the immobiles on both dimensions of the LBDQ.

However, both groups were rated higher on "consideration" than on "initiating structure".

Although the mobile group was significantly higher than the immobile group on both dimensions of the LBDQ, these differences were more sharply drawn on "consideration" than on "initiating structure". These results are consistent with the findings from the T-G Form in which the mobiles tended to be described as "personal". Also consistent with the T-G Form findings was the fact that mobiles tended to be rated higher on "consideration" than on "initiating structure". Table XIV contains the means and standard deviation scores on "consideration" and "initiating structure" for the two administrative groups.

The mean scores on the LBDQ components were derived for the younger and older sub-groups to determine whether age affected the scores. This analysis for the entire sample revealed no statistically significant differences.

Further age comparisons were made between groups. Significant differences were not found between mobiles and immobiles when the comparison of the scores on "consideration" and "initiating structure" were made. This information is divulged in Table XV and Table XVI.

"Consideration" scores tended to be higher than "initiating structure" scores for both mobiles and immobiles, nevertheless, the difference between the number scoring higher on "consideration" than "initiating structure" was greater for the mobile than the immobile group. The difference was not statistically significant, as indicated in Table XVII. The Chi Square computed was equal 1.10.

TABLE XIV  
 MEANS AND STANDARD DEVIATIONS OF SCORES ON  
 "CONSIDERATION" AND "INITIATING  
 STRUCTURE" BETWEEN SUBJECTS  
 DEFINED AS MOBILE AND  
 IMMOBILE

Component	Mobiles <sup>x</sup>		Immobiles <sup>y</sup>	
	Mean	SD	Mean	SD
Consideration	47.51 <sup>a</sup>	5.93	44.83 <sup>a</sup>	6.65
Initiating Structure	44.38 <sup>b</sup>	5.36	42.33 <sup>b</sup>	6.32

<sup>x</sup>N = 31

<sup>y</sup>N = 30

<sup>a</sup>Consideration: t = 1.63 (df = 59), t sig.05 = 2.00

<sup>b</sup>Initiating Structure: t = 1.35 (df = 59), t sig.05 = 2.00

TABLE XV  
 MEANS AND STANDARD DEVIATION OF SCORES ON  
 "CONSIDERATION" BETWEEN MOBILES AND  
 IMMOBILES DIVIDED BY AGE

Variable	Mobiles		Immobiles		Total	
	Mean	SD	Mean	SD	Mean	SD
Younger <sup>x</sup>	47.47 <sup>a</sup>	6.3	45.09 <sup>a</sup>	7.03	46.25	6.69
Older <sup>y</sup>	47.6 <sup>b</sup>	5.08	44.12 <sup>b</sup>	5.39	46.05	5.22
Total <sup>z</sup>	47.51	5.93	44.83	6.32	46.19	6.29

<sup>x</sup><sub>N</sub> = 43 (21 mobiles and 22 immobiles)

<sup>y</sup><sub>N</sub> = 18 (10 mobiles and 8 immobiles)

<sup>z</sup><sub>N</sub> = 61 (31 mobiles and 30 immobiles)

<sup>a</sup>Younger:  $t = 1.11$  (df = 41),  $t$  sig.05 = 2.02

<sup>b</sup>Older:  $t = 1.32$  (df = 16),  $t$  sig.05 = 2.12

In summary, the Leadership Behavior Description Questionnaire findings revealed that the mobiles were significantly higher than the immobiles on both "consideration" and "initiating structure". There was no significant difference in the mean scores on each dimension of the LBDQ when the entire sample was divided by age. Directors were inclined to rate both the mobiles and immobiles higher on "consideration" than on "initiating structure". However, there was some

TABLE XVI  
 MEANS AND STANDARD DEVIATION OF SCORES ON  
 "INITIATING STRUCTURE" BETWEEN  
 MOBILES AND IMMOBILES  
 DIVIDED BY AGE

Variable	Mobiles		Immobiles		Total	
	Mean	SD	Mean	SD	Mean	SD
Younger <sup>x</sup>	46.52 <sup>a</sup>	4.64	43.63 <sup>a</sup>	6.43	45.04	5.63
Older <sup>y</sup>	39.9 <sup>b</sup>	3.53	38.75 <sup>b</sup>	4.05	39.38	3.77
Total <sup>z</sup>	44.38	5.36	42.33	6.32	43.32	5.15

<sup>x</sup>N = 43 (21 mobiles and 22 immobiles)

<sup>y</sup>N = 18 (10 mobiles and 8 immobiles)

<sup>z</sup>N = 61 (31 mobiles and 30 immobiles)

<sup>a</sup>Younger:  $t = 1.63$  (df = 41),  $t$  sig.05 = 2.02

<sup>b</sup>Older:  $t = 0.60$  (df = 16),  $t$  sig.05 = 2.12

TABLE XVII  
 THE HIGHER SCORE ON THE LBDQ: "CONSIDERATION"  
 VERSUS "INITIATING STRUCTURE"

Variable	Number of Subjects		Total
	Mobiles	Immobiles	
Higher on "Consideration"	18	14	32
Higher on "Initiating Structure"	7	12	19

TABLE XVII (Continued)

Variable	Number of Subjects		
	Mobiles	Immobiles	Total
Total	25 <sup>a</sup>	26 <sup>b</sup>	51

$$x^2 = 1.10$$

$$x^2_{\text{sig.05}} = 3.84$$

<sup>a</sup>Six mobiles received identical scores on "consideration" and "initiating structure".

<sup>b</sup>Four immobiles received identical scores on "consideration" and "initiating structure".

evidence that, when the comparisons of the scores on "initiating structure" between the younger and older of both groups were made. Mean scores of younger assistant directors were higher than those of older assistant directors. This was further supported by the finding that the younger assistant directors tended to be rated more often as exhibiting on "normative" rather than "personal" leadership styles.

#### The Results of Hypotheses

Three hypotheses were made by the investigator before gathering data. Two of them were confirmed, while one was not. The hypothesis that was not verified was, "The immobile role-incumbent will exhibit administrative behavior which is perceived as "normative" rather than "personal", and higher on "Initiating Structure" than on "Consideration".

A greater number of the immobiles were perceived as exhibiting "normative" styles, but not at a significant level. The LBDQ scores for the immobiles were higher on "Consideration" than on "Initiating Structure". This finding is compatible with the research of Henry<sup>1</sup>, Coats and Pellegrin<sup>2</sup>, and Gouldner<sup>3</sup>. They point out that "non-promotables" tend to be oriented to the needs of the people within the organization rather than to the values of the organization. Equating the immobile with the "non-promotable", it is explainable why the findings of the present study revealed the immobiles as being rated higher on "consideration" than "initiating structure".

The two hypotheses supported by the findings were (1) that the mobile role-incumbents would be perceived as exhibiting "personal" behavior, and would be higher on "consideration" than "initiating structure", and (2) that the immobiles would be significantly lower than mobiles on "initiating structure".

There is some evidence that, in describing their assistants as "normative", the directors associated this global description with "inconsiderate" behavior rather than with behavior stressing the values of the organization. Specifically, the assistant directors identified as "normative" had no greater percentage of their group making scores above the sample mean on "initiating structure" than did the group identified as "personal". Table XVIII illustrates this point and lends support to the suggestion that directors associated the "normative" style with less considerate assistant directors.

TABLE XVIII  
 NUMBER OF SUBJECTS DESCRIBED AS "PERSONAL" OR  
 "NORMATIVE" WITH SCORES ON "INITIATING  
 STRUCTURE" AND "CONSIDERATION"  
 ABOVE OR BELOW SAMPLE  
 MEAN SCORES

Style	Consideration		Initiating Structure	
	Above <sup>x</sup>	Below <sup>y</sup>	Above <sup>x</sup>	Below <sup>y</sup>
Described as:				
Normative	10	6	5	7
Personal	17	12	15	13

<sup>x</sup>Above the mean score for the entire sample

<sup>y</sup>Below the mean score for the entire sample

#### Summary

The mobile assistant directors were perceived more frequently by their directors as "personal" in leadership style, while the immobiles were perceived as "normative". When age was compared between groups, the younger assistant directors were more often exhibiting the "normative" style than the older assistant directors in both mobile and immobile role-incumbent groups.

Immobile assistant directors were rated significantly lower than the mobiles on both dimensions of the LBDQ. However, both groups were rated higher on "consideration" than on "initiating structure". The difference in mean scores of the two dimensions of the LBDQ was greater

for the mobiles than the immobiles. When age comparisons were made between groups, the significant differences of the scores on "consideration" and "initiating structure" were not found between mobiles and immobiles.

The succeeding chapter compares the two administrative groups with the Personal History Inventory instrument. This data will indicate whether there are differences between mobiles and immobiles regarding to a number of factual and personal variables.



FOOTNOTES

<sup>1</sup>William E. Henry, "The Business Executive: The Psychodynamics of a Social Role," American Journal of Sociology, LIV (1949), pp. 386-391.

<sup>2</sup>Charles H. Coates and Roland J. Pellegrin, "Executives and Supervisors: Informal Factors in Differential Bureaucratic Promotion," Administrative Science Quarterly, II (1957), pp. 204-208.

<sup>3</sup>Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, III (1958), pp. 444-480.

## CHAPTER V

### FINDINGS FROM A PERSONAL HISTORY INSTRUMENT

During this investigation the researcher gathered personal information about the assistant directors in addition to the behavioral data. The purpose of this chapter is to find out whether there are differences in teaching experiences, education, attitudes, and aims in life between the mobiles and immobiles. The researcher believes that these personal variables can effect upward mobility and have an effect on performance in the teachers' college system. The instrument used for this purpose was adapted from Powers Personal History Inventory. The personal characteristics listed on this instrument helped obtain data which revealed significant differences among the subjects.

#### Personal History Inventory

The personal history inventory was used to explore a number of factual and personal variables about the assistant directors. Modeled after one developed by Powers, this inventory contained factual questions pertaining to marital status, education, and activities, plus a number of affective questions regarding attitudes, aims, plans, and opinions.

#### Factual Data

The age of the assistant directors was fairly evenly distributed

among mobiles and immobiles. In the twenty-five to forty age group, there were twenty-one mobile assistant directors and twenty-two immobile assistant directors. In the forty-one to fifty-four age group, there were ten mobile assistant directors and eight immobile assistant directors. The analysis was not statistically significant between the two groups. The Chi Square computed was equal .04. Since the investigation was concerned with potential for promotion, it was expected even before the research began that the mobile group would generally be older than the immobile group. The actual distribution is shown in Table XIX.

TABLE XIX  
DISTRIBUTION OF THE SAMPLE BY AGE

Age	Mobiles	Immobiles	Total
25-40 Years Old	21	22	43
41-54 Years Old	<u>10</u>	<u>8</u>	<u>18</u>
Total	31	30	61

$$x^2 = .04$$

$$x^2_{sig.05} = 3.84$$

The average age of the two groups, the total number of teaching experience years, the total number of years in the college, and the

total number of years worked with the present director are given in Table XX. The mobiles had a higher average in all categories than the immobiles except for the average number of years that an assistant director had worked with the present director.

TABLE XX  
DISTRIBUTION OF THE SAMPLE BY AVERAGE AGE,  
EXPERIENCE, YEARS IN COLLEGE, AND YEARS  
WORKED WITH THE PRESENT DIRECTOR

Factor	Mobiles	Immobiles
Average Age	39.03	37.81
Average Years Teaching Experience	14.97	13.92
Average Years in this College	9.94	8.55
Average Years Worked with the Present Director	4.53	4.85

Sex was not a significant variable with which to contend, since the subject group in the present study had only four females of the sixty-one assistant directors. Of the four females, three were mobile and one immobile. This tabulation revealed a possible significant difference between the two groups.

The respondents had earned different degrees in both the mobile and immobile categories. The mobiles, however, tended to hold higher

degrees than immobiles. The amount of formal education that an assistant director had received also had a bearing on the position he held, as all doctorates were considered mobiles. Table XXI illustrates the frequency for each group engaged in the degree programs. This investigation also found that in both groups there were only ten of the sixty-one assistant directors who had graduate work in administration and supervision. There were seven and three for the mobiles and immobiles, respectively.

TABLE XXI  
HIGHEST DEGREES HELD BY MOBILES AND IMMOBILES

Highest Degree Held	Mobiles	Immobiles	Total
Doctorate	3	-	3
Master's Degree	18	13	31
Graduate Work (No Advanced degree)	3	1	4
Baccalaureate Degree	<u>7</u>	<u>16</u>	<u>23</u>
Total	31	30	61

The subjects were asked to check the activity to which they devoted most of their free time in the past five years. Both groups indicated the difference in their preference for the various activities. Reading and outdoor recreation had the first and second highest

frequencies for the mobiles. Sports and club activities had the first and second highest frequencies for the immobiles. This information is illustrated in Table XXII.

TABLE XXII  
THE RECREATIONAL ACTIVITY TO WHICH SUBJECTS  
HAVE DEVOTED MOST OF THEIR SPARE TIME  
IN THE PAST FIVE YEARS

Activity	Mobiles	Immobiles	Total
Amusements	1	4	5
Club Activities	3	7	10
Viewing Television	1	4	5
Outdoor Recreation	5	2	7
Reading	17	4	21
Sports	2	8	10
Traveling	2	-	2
Music Performance	-	<u>1</u>	<u>1</u>
Total	31	30	61

Mobiles were more likely to join professional organizations. The subjects indicated a number of organizational memberships. The frequency of social memberships exceeded that of the other categories. The second highest mean frequencies for the mobiles and immobiles regarded

professional memberships. The mobiles had a higher mean frequency than the immobiles in all organizations except social memberships. The data are given in Table XXIII.

TABLE XXIII  
NUMBER AND TYPES OF ORGANIZATIONAL  
MEMBERSHIPS AMONG THE SUBJECTS

Type of Organization	Mobiles		Immobiles		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
Social	42	1.35	57	1.9	99	1.62
Professional	39	1.25	17	0.56	56	0.91
Religious	15	0.48	11	0.36	26	0.42
Total	96	3.09	85	2.83	181	2.96

#### Affective and Opinion Data

The question regarding aims of the assistant directors elicited a number of responses, all of which are revealed in Table XXIV. The aim to "continue my education" received the greatest frequency of replies with thirty-eight of the fifty-eight subjects responding in that manner. This aim was rated high both by mobiles and immobiles. The second highest frequency for the mobiles and immobiles was "to keep advancing". The aims of the subjects are listed in verbatim in

the table.

TABLE XXIV  
AIMS IN LIFE STATED BY THE MOBILES AND IMMOBILES

Aims <sup>*</sup>	Frequency Among		
	Mobiles	Immobiles	Total
Continue my education	21	17	38
To keep advancing	10	7	17
Try to work hard and have responsibility	8	5	13
Be of service to mankind	7	2	9
To improve the college admin- istration	5	2	7
To be a good administrator	4	1	5
To provide for myself and family	2	6	8
To work in best interest of students	2	5	7
To improve the standards of education	2	1	3
To be happy in my work	1	1	2
After retirement, to be a business man	1	1	2
After retirement, to be a farmer	1	-	1
No answer	1	-	1
To be a member of the House of Representatives	-	1	1
To become a director	-	1	1
Unknown	-	1	1

\*Some subjects listed more than one aim

Fifty of the respondents stated certain obstacles that they thought might prevent the attainment of their goals. The lack of cooperation and lack of professional training were the obstacles mentioned the most frequently. The second highest mean frequencies



for the immobiles and mobiles was the lack of finances and lack of responsibility for group members. The results are shown in Table XXV.

TABLE XXV  
OBSTACLES STATED BY SUBJECTS WHICH MIGHT  
PREVENT ATTAINMENT OF AIMS

Obstacles*	Frequency Among		
	Mobiles	Immobiles	Total
Lack of cooperation	8	5	13
Lack of professional training	5	6	11
Lack of finances	2	5	7
Lack of reliability of group members	4	2	6
No answer	3	5	8
None	2	3	5
Physical limitations	2	1	3
No sponsor	2	1	3
No chance to get the work done	2	1	3
Lack of motivation	1	1	2
Unfairness in the Teachers College system	1	-	1
Have a heavy work load	1	-	1
Too much flexibility in college policy	1	-	1
Invasion from the Communists	-	1	1
Individuals selfish in the college	-	1	1
Teachers College has old fashioned administration system	-	1	1
Have a conflict with superior	-	1	1

\*Some subjects listed more than one obstacle.

The question regarding "what do you plan to do first when you are a director" revealed many different responses, as seen in Table XXVI.

TABLE XXVI

PLANS FOR IMPROVING THE TEACHERS' COLLEGE SYSTEM  
STATED BY THE MOBILES AND IMMOBILES

Plans*	Mobiles	Immobiles	Total
Plan for a clear policy	7	5	12
Improvement of the efficiency of personnel	5	9	14
Distribute assignments equally to all teachers	3	7	10
Improve academic affairs	4	2	6
Improve teacher morale	4	2	6
Provide welfare and security for all teachers	3	1	4
Implement teachers' accountability system	3	-	3
Reorganize and structure system	1	2	3
Encourage teachers' unity	1	-	1
Improve the methods of teaching	1	-	1
Improve college sanitation	1	-	1
Improve teachers' behavior	1	1	2
No answer	1	1	2
Improve the students' discipline	-	1	1
No idea	-	1	1
Require certain uniforms for teachers and students	-	1	1

\*Some subjects listed more than one plan

The statements "plan for a clear policy" and "improve the efficiency of personnel" were the first and second highest frequencies for the mobiles. While the plan for "improvement of the efficiency of personnel" and "distribution of teacher's works" were the first and the second highest frequencies for the immobiles. The plans of the subjects are listed in Table XXVI.

One question on the inventory was concerned with the assistant

directors' attitudes toward: (1) getting along with co-workers and subordinates, or (2) getting along with superiors. The actual distribution, presented in Table XXVII was not statistically significant. The Chi Square computed was equal .001. Both the mobiles and immobiles tended to favor getting along with co-workers and subordinates. The mobiles favored that factor to a greater extent than did the immobiles.

TABLE XXVII  
 FACTOR STATED BY THE SUBJECTS AS MOST IMPORTANT  
 FOR THEIR SUCCESS: GETTING ALONG WITH  
 CO-WORKERS AND SUBORDINATES  
 OR SUPERIORS

Factor	Mobiles	Immobiles	Total
Getting along with:			
Co-workers and Subordinates	29	27	56
Superiors	<u>2</u>	<u>3</u>	<u>5</u>
Total	31	30	61

$$x^2 = .001$$

$$x^2 \text{ sig.05} = 3.84$$

In an opinion question, each subject was asked to select one characteristic that he especially appreciated in a director under whom he had served. "implementing or following through with plans, requests,

and activities" was the most frequent response in both groups. "Maintaining clear communication" and "structuring the organization" were the second highest frequencies for the mobiles and immobiles. The response frequencies are given in Table XXVIII.

TABLE XXVIII  
MOST LIKED CHARACTERISTIC OF A DIRECTOR

Characteristic	Mobiles	Immobiles	Total
Implementing or following through with plans, requests, and activities	20	13	13
Structuring the organization	2	8	10
Maintaining clear communication	7	2	9
Showing consideration	2	5	7
Others (specified)	<u>-</u>	<u>2</u>	<u>2</u>
Total	31	30	61

In a query dealing with orientations, the respondents were asked to select the person or persons whose advice was found to be the most valuable with respect to a college problem. The check-list consisted of (1) teachers, (2) the director, and (3) supervisors or directors from the Department of Teacher Training. The total group and both mobiles and immobiles decidedly favored the teachers as the source providing

the most valuable advice. The distribution is illustrated in Table XXIX.

TABLE XXIX  
PERSON(S) IN COLLEGE SYSTEM WHOSE ADVICE  
IS MOST VALUED BY SUBJECTS

Person(s)	Mobiles	Immobiles	Total
Teachers	20	18	38
Directors	10	11	21
Others (specified)	<u>1</u>	<u>1</u>	<u>2</u>
Total	31	30	61

An attitudinal question sought information regarding the manner in which a problem should be resolved in a college. Did the assistant directors believe one should abide by rules and policies; or should he take "reasonable" action, even if not in accord with rules and policies? The immobiles slightly favored "abiding by rules and policies", while the mobiles tended to favor "taking reasonable action". The actual distribution was not a statistically significant. The Chi Square computed was equal .01. The frequency distribution is given in Table XXX.

TABLE XXX  
 SUBJECTS' FEELINGS ABOUT HOW A PROBLEM  
 SHOULD BE RESOLVED IN A COLLEGE

Factor	Mobiles	Immobiles	Total
Take Reasonable Action	20	14	34
Abide by Rules and Policies	<u>11</u>	<u>16</u>	<u>27</u>
Total	31	30	61

$$x^2 = .01$$

$$x^2_{sig.05} = 3.84$$

#### Summary

In summary, the Personal History Inventory revealed many similarities and differences between the mobiles and immobiles. There was little difference between the two groups regarding marital status and number of children. Sex was not a significant variable with which to contend, since the number of female assistant directors was small. There was a difference in degrees held by mobiles and immobiles. The mobiles held more graduate degrees than the immobiles. There were only three doctorates in the mobiles, while there were none in the immobiles. Only a small number of assistant directors have graduate work in administration and supervision.

The subjects indicated a number of organizational memberships. The frequency of social memberships far exceeded the memberships in

the other categories. Professional memberships was the second highest mean frequency for both mobiles and immobiles. The mobiles had a higher mean frequency than the immobiles in all organizations except social memberships. As for activities, the mobiles preferred reading and outdoor activities, while the immobiles preferred sports and club activities.

The aim in life preferred by both groups were to "continue my education" and "keep advancing". While many in both groups perceived certain obstacles to reaching their desired aims in life, both groups reported "lack of cooperation" and "lack of professional training" as possible barriers. The immobiles were also concerned about "lack of training".

Both groups planned to exhibit different behavior when they became college directors. "Clear policy" and "improve the efficiency of the personnel" were recognized as important by the mobiles. The immobiles mentioned "improve the efficiency of the personnel" and "distribute assignments equally to all teachers".

The immobiles rather than the mobiles had a tendency to embrace the organizational values in preference to personal values. Both groups esteemed "implementing or following through with plans, requests, and activities" more highly than the others. Both groups, however, preferred getting along with co-workers and subordinates rather than superiors, and they valued the advice of their teachers more highly than that of others in solving college problems. The mobiles preferred taking "reasonable" action when solving problems; whereas, the immobiles chose "abiding by rules and policies".

FOOTNOTE

<sup>1</sup>Thomas E. Powers, "Administrative Behavior and Factors Related to Upward Mobility" (unpublished Ph.D. dissertation, University of Chicago, 1966), pp. 124-126.



## CHAPTER VI

### OVERVIEW, CONCLUSIONS, AND IMPLICATIONS

The first two chapters mentioned the purpose and the objectives of the study, described the Department of Teacher Training, and outlined the structure and functions of the teachers' college. Chapter III records the methodology, finds the administrative behavior and leadership style, and determines personal characteristics of assistant college directors who differed in factors related to upward mobility. Chapter IV and V describes behavioral and personal characteristics of the subjects defined as mobile and immobile. The final chapter summarizes the most important results of the study. In it also are the conclusions which were drawn from this research. Finally, recommendations are made with regard to the instruments, practice, and further research.

#### Overview

A number of the studies dealing with the behavior, leadership style, and personal characteristics of administrators have revealed some important differences between "types" of administrators. For this research the investigator sought to determine whether certain behavior, type of leadership, and personal characteristics of assistant college directors were related to upward mobility.

The investigator followed Powers' conceptualization of two "types"

of administrators: (1) mobiles, who aspire to higher positions, but have been neither rejected nor accepted for advancement, and (2) immobiles, who aspire to higher positions but have been rejected for advancement.

The main purposes of this study were to: (1) investigate the basic differences in behavior between the two types of administrators as perceived by the directors, (2) investigate the basic differences in a number of factual and personal variables between mobiles and immobiles, and (3) find out if certain behavioral qualities and personal characteristics of assistant college directors were related to upward mobility as perceived by the directors.

Several previous empirical studies have some bearing on the exploratory questions of this study. The basic differences in behavior and personal characteristics of two types of administrators were found to be important. The age, level of education, aims in life, and attitudes appeared to be related to promotion. They were also revealed as differences in characteristics between the two administrative groups.

### Selection of Subjects

The study included thirty-six teachers' colleges in Thailand. Since the thirty-six colleges employed one hundred and six assistant directors, it appeared possible that an immobile group could be identified.

In most teachers' colleges, there are three assistant directors. In order to find out which assistant directors were considered mobile or immobile, the researcher sent twenty copies of one questionnaire to

the director of each teachers' college and asked him to have the department heads, assistant department heads, and teachers to identify those considered most qualified (mobile) and those considered least qualified (immobile).

#### Procedures for Gathering the Data

The researcher realized that it would be difficult to get all of the responses returned from Thailand since the researcher was in the United States of America. The researcher had excellent cooperation from the Director General, Department of Teacher Training, who sent his support letter and the researcher's first questionnaire to each teachers college directors. Invaluable aid was also received from Mrs. Supis Itchayanan, the researcher's wife, and Mr. Naronk Sengpracha, the researcher's data-coordinators for collecting returned questionnaires. All questionnaires were sent to the directors, assistant directors, and teachers. The questionnaires were sent to different persons as follows:

1. The director's questionnaires include:
  - a. The T-G Form.
  - b. The Leadership Behavior Description Questionnaire (LBDQ).
2. The assistant directors' questionnaire is a Personal History Inventory (P.H.I.).
3. The teachers' questionnaire is the Mobile and Immobile Form.

The Director General of the Department of Teacher Training mailed his letter and the researcher's first questionnaire (Mobile and Immobile Form) to the thirty-six teachers' college directors on October 27, 1976.

Upon receipt of the first questionnaire, the researcher's data-

coordinators analyzed the data responses from each college in accord with the instructions by the researcher. After knowing who are mobile and immobile in each college, the data-coordinators immediately sent the T-G Form and the LBDQ to the director and the P.H.I. to the assistant directors.

The data-coordinators collected all returned questionnaires and sent them back to the researcher on January 17, 1977. The researcher received the completed questionnaires on January 28, 1977.

The researcher began to analyze the data. Of the seventy-two in the sample group, ten assistant directors or five teachers' colleges were eliminated because the directors chose not to complete the T-G Form and the LBDQ and the assistant directors were reluctant to take the P.H.I. The sample group consisted of sixty-two in thirty-one teachers' colleges. One teachers' college had only one assistant director, who was classified as mobile. Finally, the sample consisted of sixty-one: thirty-one mobiles and thirty immobiles. The percentage of returned completed questionnaires was 86.11.

### Instrumentation

The T-G Form and the Leadership Behavior Description Questionnaire (LBDQ) were used to describe the administrative behavior of the mobile and immobile. Both instruments were completed by the college directors who worked most closely with the assistant directors selected. The information gained described administrative behavior commensurate with the basic dimensions of the Getzels-Guba model.

The subjects themselves completed the personal history instrument. The Personal History Inventory was designed to elicit information from

the subjects regarding: (1) demographic factors, (2) education, (3) employment, (4) professional affiliations, and (5) activities participated in.

### Hypotheses

Three hypothesis were made regarding the administrative behavior of the respondents. They were as follows:

1. The mobile role-incumbent will exhibit administrative behavior which is perceived as "personal" rather than "normative", and higher on "consideration" than "initiating structure".
2. The immobile role-incumbent will exhibit administrative behavior which is perceived as "normative" rather than "personal", and higher on "initiating structure" than on "consideration".
3. The immobile role-incumbent will be significantly lower than the mobile on "initiating structure".

### Findings

The Description of Administrative Behavior.--Probably the most significant finding of this research is related to the administrative behavior of personnel who are denied promotion. Defined as immobiles, they were found to vary significantly from the mobiles regarding the descriptions of behavior as perceived by their directors.

The mobiles were perceived to exhibit a "personal" leadership style rather than a "normative" one while the immobiles were viewed as "normative" on the T-G Form. It was found that the younger assistant directors of both groups more frequently exhibited a "normative" leadership style, than the older assistant directors. Regarding the LBDQ, the mobile assistant directors were rated significantly higher than the

immobiles on "consideration" and on "initiating structure". Both administrative groups, however, were rated higher on "consideration" than on "initiating structure".

The information reported on the Personal History Inventory.--The personal history instrument presented some interesting findings:

First, the two administrative groups differed on several demographic variable. There were only four females of the sixty-one assistant directors of which three were considered mobiles and one was considered immobile. There was a greater number of married mobiles than immobiles, but the immobiles had the greater number of children than the mobiles.

Second, the mobiles had a higher average age, more years of teaching experience, and averaged more years in college than did the immobiles. The immobiles, however, averaged more years in working experience with the director.

Third, the educational profile for both administrative groups was different. The mobiles generally held higher degrees than the immobiles. There were three doctorates for the mobiles, while there were none for the immobiles. According to current regulations, all college administrators should have met the requirements of a degree in administration and supervision. This investigation found, however, that only ten of the sixty-one assistant directors held this degree. The mobiles held more degrees in administration and supervision than the immobiles by a ratio of seven to three.

Fourth, an inquiry about organizational memberships revealed that, for the total sample, membership in social organizations exceeded membership in professional and religious groups in the three types of

voluntary membership groups that were identified for mobiles and immobiles. Total membership for the mobiles was only slightly higher than that for the immobiles. The immobiles had lower membership than the mobiles of each of the three groups, except social organizations.

Fifth, an inventory item about activities to which the subjects devoted their free time found both groups devoted to different activities. Reading and outdoor recreation were preferred by the mobiles, while sports and club activities were preferred by the immobiles.

Sixth, a question regarding aims in life revealed that the preferred response for both groups were "continue my education" and "keep advancing". The mobiles revealed that "lack of cooperation" and "lack of professional training" were obstacles for their aims. While "lack of professional training" and "lack of finances" prevented the immobiles from their goals.

Seventh, when a question was raised "if you are a director, what will you plan to do first?" The mobiles tended to "plan for a clear policy" and "improve the efficiency of personnel" more than the others. In contrast, the immobiles planned for "improvement of the efficiency of personnel" and to "distribute assignments equally to all teachers" more than the others.

Finally certain non-significant differences between the two administrative groups with respect to attitudes, opinions, and orientations were explored by the questionnaire. Several of those directional differences follow:

1. Mobiles, to a greater extent than the immobiles, tended to state that getting along with co-workers and subordinates was more important to success than getting along with superiors. However, this response was preferred by both administrative groups.

2. In selecting a characteristic particularly appreciated in superiors, both groups favored "implementing or following through with plans, requests, and activities."
3. Both administrative groups reported that the advice of the teachers was most valuable in solving college problems.
4. An attitudinal question regarding how a college problem should be resolved was asked of the subjects. The mobiles preferred "taking 'reasonable' action", while the immobiles preferred "abiding by rules and policies."

### Conclusions

There were some conclusions about the instruments used in the study that were reached by the investigator. First, the investigator found that the study suggests that the T-G Form does not identify assistant directors with a truly "normative" leadership style. It appears that directors associated "normative" behavior as opposite to "personal" behavior, perceiving it to mean "inconsiderate". The directors did not consider assistant directors' behavior as "normative". They tended to evaluate their assistant directors as "normative" if the individual differed from the "personal". This judgment is based on the findings that subjects described as "normative" tended to be rated low on "consideration", while there was no relationship between being described as "normative" and obtaining a high "initiating structure" score. In other words, these variables were seen as describing only one dimension, rather than two.

A second conclusion is that the "personal" and "normative" dimensions of the T-G Form did not appear to be consonant with the respective components of the "consideration" and "initiating structure" of



the LBDQ.

A third conclusion is that neither global description of the T-G Form seemed to describe the behavior of a number of assistant college directors. Ten of the sixty-one subjects' behavior was listed as "unclassified" by their college directors.

A further limitation applied to the T-G Form and the LBDQ. The administrative behavior of the assistant directors was measured only through the perception of their directors.

Certain conclusions, subject to the procedural limitation just mentioned, were reached from an analysis of the findings of this study. Probably the most important was that by dividing upward mobile assistant directors according to their apparent chances of achieving career goals is a useful variable in studying the behavioral and personal characteristics of incumbents of the same role. This study might be useful to the college administration for improving the efficiency of the personnel and attaining college goals. In the present investigation, the mobiles differed significantly from immobiles with regard to: a) the director's perception of administrative behavior, b) engagement of role-incumbents in degree programs, and c) attitudes, orientations, and opinions to the role of assistant directors. In this study, those subjects who had been denied promotion were described by their directors as behaving differently from those who apparently still had a chance at promotion.

One hypothesis about the administrative behavior of the immobile was not substantiated by the findings. Immobiles tended to be higher on "consideration" than on "initiating structure". This was just the reverse of the prediction.

The results from the T-G Form and the LBDQ suggest that mobile administrators exhibit a high degree of "personal" behavior. At the same time, they are high on "initiating structure". In the present study, the mobiles were significantly higher than the immobiles on both dimensions. These results suggest that the mobile is interested in both the needs of the individual and the goals of the institution.

The immobile which emerges from the directors' descriptions of their assistant directors could be misleading on "normative" profile of the immobile. The immobiles in this study were high on "normative" but had low scores on "initiating structure", therefore, it can hardly be concluded that they exhibit behavior which stresses organizational values, especially since they could not easily find anything that they particularly liked about their college systems. So it could be concluded that their concern was for both the needs of the individual and the organizational goals.

The findings from the personal history inventories suggested that those role-incumbents that were low in degrees held were highly dissatisfied workers. They appeared to wish for advancement in their careers, to gain more obvious structuring of the organization, and to have more professional training. As a group, they make significantly more negative comments about their roles than did the mobiles.

#### Implications and Suggestions

Several implications which may be applied to the practice of administration emerge from this investigation. Also many suggestions arose from the study which could indicate the need for further research on mobility.

One important implication concerns the number of immobiles working within an organization. This study revealed that the immobiles are lower than mobiles on several characteristics considered important in administration. Furthermore, immobiles appear to be experiencing little job satisfaction, since they have lower educational levels, teaching experiences, professional training, and want to keep advancing. This potentially frustrating situation will have adverse effects on performance.

Certain features of an organization having a large number of immobiles may be conducive to an increase of an even larger number of immobiles. First, the pyramidal design of the hierarchy restricts the number of role-incumbents who can advance. Second, the situation may worsen if personnel are hired for the higher positions from outside the organization rather than inside. Third, those advanced positions are restricted from personal characteristics of personnel, such as age, sex, experience, and education.

Since an immobile group will normally exist in any organization, ways should be found to keep them satisfied, and thus more effective, in their roles. Organizations should satisfy those physical and psychological needs of the immobile that the mobile satisfies by moving higher in the organization.

The finding that the immobiles were low on both "consideration" and "initiating structure" should be of concern to organizations since this would indicate that they are "ineffective". The very fact that they are repeatedly overlooked for promotion lends additional support to such an argument.

Information from the personal history inventory revealed an

important plus for the mobiles, who held a higher number of degree programs than did the immobiles. In order that the same advantages might accrue to both groups, organizations should consider an in-service training program so that the "ineffectiveness" of the immobiles could be diminished. In turn, their job satisfaction would increase, as well as their number of positive comments about the organization employing them.

Further implications with regard to educational background were found. Since the investigation found that both administrative groups had few who held degrees in administration and supervision, the college administrators should have a relevant educational background. The researcher believes that experience alone would not make college assistant directors meet the maximal level of administrative effectiveness. It was thought that the combination of the theory combined with educational background and experience would allow college assistant directors a better opportunity to meet the maximal level of effectiveness as administrators.

The data from the personal history inventory also indicated that certain personal characteristics differed according to the administrative type. Thus, it could be expected that job satisfaction for a worker will vary according to his attitude toward mobility.

There are several suggestions arising from this study which may serve as the basis for further research. The most important of these follow:

1. The perceptions of administrative behavior as perceived by the directors, as well as by the teachers, should be studied in regard to the assistant directors. The differences between the perceptions of the two groups could be valuable to organizations in that the assistant

director at times is caught between the desires of the director and the opposite desires of teachers. This investigation was concerned with the behavior of assistant directors only as viewed by the superior.

2. Somewhat related to the first suggestion would be a study of the actual behavior of the assistant director as viewed by his different reference groups. The results could be compared with what behavior his reference groups think should be displayed. The difference between "what is" and "what ought to be" should be of importance to the assistant director who desires to be effective in his role.
3. Pursuit of job satisfaction by the immobile could be an entire study that might have great importance for organizations. Since promotions come slowly because of the pyramidal shape of the hierarchy, administrators should be concerned with maintaining high morale during times of few advancements.
4. Does behavior change when a subject's upward mobility is thwarted? This study did not consider this point. It is suggested that there is a need to pursue how the behavior of a role-incumbent is changed as he passes from the mobile to the immobile.
5. The mobiles who were promoted should be studied. A study could include the mobiles' administrative behavior, attitudes, and orientations after they were promoted.
6. The administrative behavior of mobiles and immobiles should be studied more intensively. The different kinds of administrative duties were not explored in this study, for example, the duties of assistant department heads. These basic responsibilities should be studied in relation to mobility.

#### Summary

Several differences between the two administrative types were studied in this research. Some information gained was the fact that the mobiles and immobiles wished to pursue an advanced degree even though it was not required. Since the immobiles have the least chance to be promoted, they should be given more of a chance to climb the

higher hierarchy ranks by education. The immobiles, desiring to continue education, but denied advancement by many factors, really should be promoted. Education is one factor that the immobiles felt to be a low reason for nonadvancement. The researcher and the immobiles might think the same way in that the director's position may be required by the degree attained, or cultural value in the institution. For this case, the education should be opened to all personnel in the institution, especially for the immobiles. Since the efficiency is related to the satisfaction of the individual motive and personal in character, in-service training would be another way to improve the immobiles' efficiency. Training in administrative skill involves many subtleties and is a complex process. The researcher believes that one cannot "innoculate" a trainee with high consideration and high skill in initiating structure in any reasonable fashion. So the required administrative skills must be learned, and as with all learning, ample opportunity for practice must be provided. A high position in the teachers' college is as a bottleneck, so the immobiles are rarely able to reach this position. One of the best ways is to let the immobiles remain satisfied with their work and to maintain morale during times of few advancements.

Since the present study of the researcher approaches the study of the assistant directors in the teachers' colleges in Thailand, in regard to upward mobility, other studies are needed to supplement the point of view presented here and more research should be conducted. The researcher hopes that perhaps others will explore further implications and follow the researcher's suggestions based on the present findings.

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APPENDIX A

MOBILE AND IMMOBILE FORM

## MOBILE AND IMMOBILE FORM

In order to find out which assistant directors are most qualified and are least qualified to be selected as director in the teachers' college, the researcher needs to know your assistant directors that are qualified and the ones that are not. Please list the first and the last name of your assistant directors in the following table.

No.	First and Last Name	Asst. Director of Business Affairs	Asst. Director of Instruction	Asst. Director Student Affairs
1.				
2.				
3.				
4.				

APPENDIX B

THE T-G FORM

## THE T-G FORM

The T. G. Form contains global descriptions of two dimensions of administrative behavior based specifically on the Getzels-Guba construct of social behavior. This form distinguishes personal and normative dimensions which, collectively, may be referred to as leadership style.

Two styles of leadership are briefly described below. Neither style is more "correct" than the other, but rather, both styles are legitimate forms of behavior.

Please read both descriptions carefully. Then check the description that more nearly describes the behavior of your assistant director.

If, after carefully considering the matter, you cannot choose between the two styles, please check the statement at number three.

---

Please select only one of the following:

       1. My assistant director expects teachers to do things "by the book." He wants teachers to behave in conformity to the things the teachers' college system expects of them. He is especially concerned if teachers have trouble doing their jobs because of the expectations other persons or groups have for them. He sees his office as a center of authority and he believes that the same rules and procedures should apply to all teachers. He is concerned that teachers behave in a "proper" manner in all their activities. He usually relies, for teachers control, in rewards and penalties which are spelled out in the teachers' college regulations.

2. My assistant director expects teachers to work things out by themselves, each in his own way. He wants teachers to behave in ways which meet their personal needs. He is especially concerned if teachers have trouble doing their jobs because of the kind of personality they have. He sees his authority as delegated and he believes that rules and procedures have to be tailored to the personality of the individual teacher. He is concerned only with how teachers behave on the job. He usually relies, for teacher control, on appeal to the individual teacher's sense of right and wrong.

3. Neither of the above descriptions is more representative of my assistant director's leadership style.

APPENDIX C

THE LEADERSHIP BEHAVIOR DESCRIPTION

QUESTIONNAIRE (LBDQ)

## THE LBDQ FORM

Directions:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he always, often, occasionally, seldom or never acts as described by the item.
- d. MAKE A CHECK (✓) following the item to show the answer you have selected.

A = Always  
 B = Often  
 C = Occasionally  
 D = Seldom  
 E = Never

No.	Assistant Director's Behavior	Frequency of Behavior				
		A	B	C	D	E
1.	He makes his attitudes clear to his 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 <u>uniform procedures</u> .					
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.					



No.	Assistant Director's Behavior	Frequency of Behavior				
		A	B	C	D	E
15						
16.	He does <u>personal favors</u> for staff members.					
17.	He does <u>little things</u> to make it pleasant to be a member of the staff.					
18.	He is easy to understand.					
19.	He <u>finds time</u> to listen to staff members.					
20.	He <u>keeps to himself</u> .*					
21.	He looks out for the personal welfare of the individual staff members.					
22.	He refuses to explain his actions.*					
23.	He acts without consulting the staff.					
24.	He is slow to accept new ideas.*					
25.	He treats all staff members as his equals.					
26.	He is willing to make change.					
27.	He is friendly and approachable.					
28.	He makes staff members feel at ease when talking with them.					
29.	He puts suggestions by the staff into operation.					
30.	He gets staff approval on important matters before going ahead.					
31.	He acts as the <u>real leader</u> of the group.					
32.	He gives advance notice of changes.					
33.	He is the spokesman of the group.					
34.	He keeps the group informed.					
35.	He gets what he asks for from his superiors.					
36.	He fails to take necessary action.					
37.	He speaks as the representative of the group.					
38.	He lets other people take away his leadership in the group.					
39.	He <u>gets his superiors</u> to act for the welfare of the group members.					
40.	He <u>keeps the group</u> working together as a team.					

\*Scored Negatively

APPENDIX D

THE PERSONAL HISTORY INVENTORY

## PERSONAL HISTORY INVENTORY

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Marital Status \_\_\_\_\_ Number of Children \_\_\_\_\_

1. Total number years teaching and administrative experience (including this year) \_\_\_\_\_
2. Total number years in this Teachers' College (including this year) \_\_\_\_\_
3. Total number years worked with the present director \_\_\_\_\_

EDUCATION

4. ( ) Diploma  
( ) Baccalaureate Degree  
( ) Graduate work (no advanced degree)  
( ) Master's Degree (or equivalent)  
( ) Doctorate
5. What was your undergraduate major? \_\_\_\_\_
6. Has your graduate work been in (1) administration and supervision\_\_\_\_\_, (2) another field\_\_\_\_\_, (3) no graduate work has been pursued\_\_\_\_\_?
7. Toward what degree or program objective, if any are you presently engaged? \_\_\_\_\_
8. Toward what degree of program objective, if any, do you plan to do additional study in the future? \_\_\_\_\_
9. How many teachers are under your supervision and administration? \_\_\_\_\_
10. From your past experience, what do you think has been the most important for your success? (check one)
  - a. \_\_\_ ability to get along with co-workers and/or subordinates
  - b. \_\_\_ ability to get along with superiors: e.g., director, supervisors, and/or other central personnel
11. What characteristics have you liked most in superintendents, supervisors, or directors under whom you have served? (check one)
  - a. \_\_\_ showing consideration for other members of the organization
  - b. \_\_\_ maintaining clear communication channels with personnel
  - c. \_\_\_ structuring the organization to get the job done
  - d. \_\_\_ implementing or following through with plans, requests, and activities
  - e. \_\_\_ something else (specify): \_\_\_\_\_



19. To which of the following activities have you devoted most of your free time in the past five years? (check one)
- a.  Amusements (dancing, shows, movies, etc.)
  - b.  Club activities (fraternity, lectures, politics, religious, etc.)
  - c.  Viewing television (or listening to the radio)
  - d.  Outdoor recreation (hunting, fishing, gardening, photography, etc.)
  - e.  Reading (newspapers, books, magazines, etc.)
  - f.  Sports (soccer, basketball, golf, tennis, badminton, table-tennis, etc.)
20. When you have a free afternoon or evening, what are you most likely to do? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

APPENDIX E

LETTER REQUESTING PERMISSION  
AND COOPERATION

Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSON HALL  
(405) 372-6211, FAX: 6245

14 ตุลาคม 2519

เรื่อง ขออนุมัติการวิจัย เรื่อง A STUDY OF ADMINISTRATIVE BEHAVIOR AND FACTORS RELATED TO UPWARD MOBILITY IN THE TEACHERS' COLLEGE SYSTEM, THAILAND

เรียน หัวหน้ากองการฝึกศึกษา

ข้าพเจ้านายเกียรติศักดิ์ อธิยานันท์ อาจารย์วิทยาลัยครูนครปฐม ขณะนี้กำลังศึกษาวิชาบริหารการศึกษา ชั้นปริญญา เอก ณ Oklahoma State University สหรัฐอเมริกา ข้าพเจ้ามีความประสงค์จะทำการวิจัยเกี่ยวกับพฤติกรรมทางบริหาร ระเบียบรองอธิการวิทยาลัยครูที่วราวุฒาจักร การวิจัยนี้ จำกัดอยู่เฉพาะพฤติกรรมผู้ว่าในส่วนที่เกี่ยวข้องกับความสัมพันธ์ระหว่างผู้ว่ากับสมาชิกในหน่วยงาน รูปแบบที่จัดของหน่วยงาน กระบวนการจัดการต่างๆ ในการดำเนินงานและพฤติกรรมผู้ว่าที่แสดงออกซึ่งความเป็นมิตร ความไว้วางใจซึ่งกันและกัน ตลอดจนการสร้างความสัมพันธ์ที่ดีระหว่างผู้ว่ากับผู้ร่วมงาน

ข้าพเจ้าขอรับรองว่า ผลการวิจัยนี้ไม่มีผลเสียหายแก่บุคคลหรือส่วนราชการใดทั้งสิ้น

อนึ่ง ในการดำเนินการวิจัยครั้งนี้ ข้าพเจ้าเกรงว่าจะไม่ได้รับความร่วมมือจากวิทยาลัยครูต่าง ๆ เท่าที่ควร จึงवे้เคยมาเพื่อขอความอนุเคราะห์จากท่านให้กรุณาช่วยออกหนังสือถึงอธิการวิทยาลัยครูต่าง ๆ ด้วย จะ เ้เป็นพระคุณยิ่ง

จึงเว้เคยมาเพื่อขอความช่วยเหลือ ขอให้ไปขอความช่วยเหลือในการดำเนินการวิจัยครั้งนี้ด้วย

ขอแสดงความนับถืออย่างสูง  
*(Signature)*  
( นายเกียรติศักดิ์ อธิยานันท์ )

APPENDIX F

A LETTER FROM THE DIRECTOR GENERAL OF  
THE DEPARTMENT OF TEACHER TRAINING



วันที่รับ	1839
วันที่ส่ง	1.19
เวลา	15.30 น.

ที่ ศษ.0306/ว. 19298

กรมการฝึกหัดครู

27 ตุลาคม 2519

เรื่อง ขอความร่วมมือกรอกแบบสอบถามเพื่อทำการวิจัย

เรียน อธิการและบุคลากรวิชาวชิครุทุกแห่ง

สิ่งที่ส่งมาด้วย แบบสอบถาม

ควมหมายเพียรศักดิ์ อิชยามันท์ อาจารย์วิชาวชิครุนครปฐม สังกัดกรมการฝึกหัดครู ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาบริหารการศึกษา ณ Oklahoma State University ประเทศสหรัฐอเมริกา มีความประสงค์จะทำการวิจัยเกี่ยวกับพฤติกรรมทางบริหารระดับรองอธิการบดีวิชาวชิครุทั่วประเทศ การวิจัยนี้จำกัดอยู่เฉพาะพฤติกรรมผู้นำในส่วนที่เกี่ยวข้องกับความสัมพันธ์ระหว่างผู้นำกับสมาชิกในหน่วยงาน รูปแบบที่ีของหน่วยงาน กระบวนการปฏิกรทาง ๆ ในการดำเนินงาน และพฤติกรรมผู้นำที่แสดงออกซึ่งความไม่ยุติธรรม ความไว้วางใจซึ่งกันและกัน ตลอดจนการสร้างความสัมพันธ์อันดีระหว่างผู้นำกับผู้ร่วมงาน จึงรบกวนขอความร่วมมือในแบบสอบถามที่แนบมา

กรมการฝึกหัดครู เห็นว่า การวิจัยครั้งนี้จะมีประโยชน์อย่างยิ่งต่อการปฏิบัติงานด้านการบริหารการศึกษา ในการที่จะถ่ายทอดของการวิจัยมาใช้ในการปฏิบัติหน้าที่ไม่อย่างถึง และเพื่อเป็นการสนับสนุนให้บุคลากรวิจัยประสบความสำเร็จทางด้านการศึกษา จึงใคร่ขอความอนุเคราะห์จากท่านอธิการ บัคลากรวิชาวชิครุ และหัวหน้าภาควิชาทุกแห่ง โปรดส่งแบบสอบถามที่แนบมา แล้วส่งคืนไปยัง นางสุณี อิชยามันท์ วิชาวชิครุนครปฐม จังหวัดนครปฐม เพื่อรวบรวมส่งผู้ทำการวิจัยต่อไป และหลังจากผู้วิจัยได้รับแบบสอบถามชุดนี้แล้ว จะได้นำแบบสอบถามในชุดที่ 2 ชุด มาให้เพื่อหาข้อมูลสำหรับการวิจัยขั้นต่อไป

จึงเรียนมาเพื่อให้ความร่วมมือและดำเนินการต่อไปด้วย จะขอบคุณยิ่ง

ขอแสดงความนับถือทางสูง  
 สันติสุข น.ป.ว

ขอเรียนขอรับ  
 ๑๐๑/๒๕๑๙  
 (ร่าง) จ.๑๐๑/๒๕๑๙  
 กองการฝึกหัดครู  
 โทร. 2822571

(นายสาขมุกด์ จำปาทอง)  
 อธิบดีกรมการฝึกหัดครู

๓๐ ต.ค. ๒๕๑๙

๑๐๑/๒๕๑๙  
 ๒๙ ต.ค. ๒๕๑๙

APPENDIX G

A SET OF QUESTIONNAIRES FOR THE DIRECTORS

มหาวิทยาลัยศรีนครินทรวิโรฒ  
1839  
วันที่ 28 / 10 / 19  
เวลา 15:30 น.

ที่ ศธ.0306/ว. 19298

กรมการฝึกหัดครู

27 ตุลาคม 2519

เรื่อง ขอความร่วมมือกรอกแบบสอบถามเพื่อทำการวิจัย

เรียน อธิการและผู้อำนวยการวิทยาลัยครูทุกแห่ง

สิ่งที่ส่งมาด้วย แบบสอบถาม

ควมหมายเกียรติศักดิ์ อิชยานันท์ อาจารย์วิทยาลัยครูนครปฐม สังกัดกรมการฝึกหัดครู ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาบริหารการศึกษา ณ Oklahoma State University ประเทศสหรัฐอเมริกา มีความประสงค์จะทำการวิจัยเกี่ยวกับพฤติกรรมทางบริหารระดับรองอธิการวิทยาลัยครูทั่วราชอาณาจักร การวิจัยนี้จำกัดอยู่เฉพาะพฤติกรรมผู้นำในส่วนที่เกี่ยวกับความสัมพันธ์ระหว่างผู้นำกับสมาชิกในหน่วยงาน รูปแบบสื่อของหน่วยงาน กระบวนการวิธีการต่าง ๆ ในการดำเนินงาน และพฤติกรรมผู้นำที่แสดงออกซึ่งความเป็นมิตร ความไว้วางใจซึ่งกันและกัน ตลอดจนการสร้างความสัมพันธ์อันดีระหว่างผู้นำกับผู้ร่วมงาน ทั้งรายละเอียดในแบบสอบถามที่แนบมา

กรมการฝึกหัดครูเห็นว่า การวิจัยครั้งนี้จะเป็นประโยชน์สำหรับผู้ที่เกี่ยวข้องกับการปฏิบัติงานด้านการบริหารการศึกษา ในการที่จะช่วยของการวิจัยมาใช้ในการปฏิบัติหน้าที่เป็นอย่างดี และเพื่อเป็นการสนับสนุนให้บุคลากรวิจัยประสบผลสำเร็จทางด้านการศึกษา จึงใคร่ขอความอนุเคราะห์จากท่านอธิการ ผู้อำนวยการ หัวหน้าภาควิชา และหัวหน้าภาควิชาทุกท่าน ในส่วนศึกษาแห่งนั้น กรอกแบบสอบถามที่แนบมา แล้วส่งคืนไปยัง นางสุภัท อิชยานันท์ วิทยาลัยครูนครปฐม จังหวัดนครปฐม เพื่อรวบรวมส่งผู้ทำการวิจัยต่อไป และหลังจากผู้วิจัยได้รับแบบสอบถามกลับแล้ว จะได้นำแบบสอบถามในข้อ 2 ชุด มาให้เพื่อหาข้อมูลสำหรับการวิจัยที่แนบมา

จึงเรียนมาเพื่อให้ความร่วมมือและดำเนินการต่อไปด้วย จะขอบคุณยิ่ง

ขอแสดงความนับถือ

อริบดี กรมการฝึกหัดครู

(นายสายหยุด จำปาทอง)

อธิบดีกรมการฝึกหัดครู

ขอรับทราบแล้ว

อธิการบดีวิทยาลัยครูนครปฐม

อธิการบดีวิทยาลัยครูนครปฐม

กรมการฝึกหัดครู

โทร. 2822571

30 ต.ค. 19

รับทราบแล้ว... 29 ต.ค. 19

[ O ] [ I ]

*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

SHILWATER, OKLAHOMA 74074  
GUNDERSIN HALL  
(405) 372-6211, EXT. 6245.

10 พฤศจิกายน 2519

เรื่อง ขอความอนุเคราะห์ในการตอบแบบสอบถาม เพื่อทำการวิจัยเรื่อง A STUDY OF ADMINISTRATIVE BEHAVIOR AND FACTORS RELATED TO UPWARD MOBILITY IN THE TEACHERS' COLLEGE SYSTEM, THAILAND

เรียน อธิการวิทยาลัย

สิ่งที่ส่งมาด้วย 1. The T.G. Form จำนวน 2 ชุด  
2. The L.B.D.Q. Form จำนวน 2 ชุด

ข้าพเจ้าได้รับเห็นแบบสอบถามชุดแรกจากท่านและคณะอาจารย์เรียบร้อยแล้ว ขอขอบพระคุณที่กรุณาให้ความร่วมมือด้วยดี จกหมายฉบับนี้ ข้าพเจ้าได้แนบแบบสอบถามมาให้ท่านกรุณาช่วยตอบอีก 2 ชุด คือ The T.G. Form และ The L.B.D.Q. Form แบบสอบถามทั้งสองชุดนี้ ข้าพเจ้าจำเป็นต้องเขียนชื่อและนามสกุลรองอธิการบดีทั่วกระดานเพื่อแสดงให้ท่านทราบและเพื่อความถูกต้องในการกรอกแบบสอบถามที่ตรงกับลักษณะความเป็นจริงของรองอธิการทั้ง 2 ท่าน ข้าพเจ้าขอรับรองอีกครั้งหนึ่งว่า ผลของการวิจัยครั้งนี้ ไม่มีผลเสียแก่รองอธิการทั้ง 2 ท่าน ถึงแม้ขอให้ท่านกรุณาพิจารณาและกรอกแบบสอบถามตามความเป็นจริง

อนึ่ง เมื่อท่านกรอกแบบสอบถามทั้ง 2 ชุดเรียบร้อยแล้ว กรุณาส่งคืนไปยัง อาจารย์ สุทธิ อธิยานันท์ วิทยาลัยนครปฐม จังหวัดนครปฐม เพื่อสะดวกในการรวบรวมส่งคืนข้าพเจ้า

จึงเรียนมาเพื่อโปรดอนุเคราะห์ต่อการวิจัยครั้งนี้ และขอขอบพระคุณล่วงหน้ามา ณ

นี้  
พร้อม

ขอแสดงความนับถืออย่างสูง

*สุทธิ อธิยานันท์*

(นายเกียรติศักดิ์ อธิยานันท์)

## The T.G. Form

ข้อแนะนำในการตอบแบบสอบถาม

1. ลักษณะความเป็นผู้นำ 2 แบบนี้ มีได้แสดงว่าแบบหนึ่งแบบใดจะถูกตองกว่ากัน แต่ทั้ง 2 แบบเป็นแบบที่ถูกตองตามเหตุระของผู้นำ
2. กรุณาอ่านลักษณะความเป็นผู้นำทั้ง 2 แบบนี้อย่างละเอียด จนกระทั่งท่านสามารถที่จะแยกลักษณะความแตกต่างของผู้นำทั้ง 2 แบบได้
3. พิจารณาถึงลักษณะความเป็นผู้นำของรองอธิการ ของแต่ละท่านว่ามีลักษณะตรงกับลักษณะความเป็นผู้นำแบบใด แล้วกรุณาใส่เครื่องหมาย ✓ ลงในช่องว่างที่เว้นไว้
4. ถ้า หลังจากพิจารณาอย่างละเอียดแล้ว รองอธิการท่านหนึ่งท่านใด หรือ ทั้ง 2 ท่าน มีลักษณะไม่ตรงกับลักษณะความเป็นผู้นำทั้ง 2 แบบ กรุณาใส่เครื่องหมาย ✓ ลงในช่องว่างท้ายสุด

กรุณาเลือกตอบ เพียงข้อ เดียว

..... รองอธิการมีความมุ่งหวังอย่างยิ่งที่จะให้อาจารย์ทุกคนปฏิบัติงาน เป็นไปตามกฎ ข้อมบังคับ เขาต้องการให้อาจารย์ทุกคนประพฤติตามระเบียบข้อมบังคับของวิทยาลัยที่ได้ตั้งไว้ ถ้ามีปัญหาเกี่ยวกับการปฏิบัติงานเขาถือว่า เป็นเพราะความผิดพลาดของอาจารย์ทั้งหมด เขาเห็นว่าอำนาจการบังคับมีผู้เขา ควรจะอยู่ที่ตัว เขาคนเดียว และมีความเชื่อว่าอาจารย์ทุกท่านควรอยู่ภายใต้กฎข้อมบังคับเดียวกัน มารยาทที่เหมาะสมของอาจารย์ทุกคน เป็นเรื่องที่เขาจะต้องคอยสอดส่องดูแลอยู่เสมอ เขาให้ความไว้วางใจสำหรับอาจารย์ที่มีความรับผิดชอบเท่านั้น เขามีความเห็นว่า วิทยาลัยควรมีอำนาจวางระเบียบเกี่ยวกับการให้ ความดีความชอบและการส่งเสริมอาจารย์ในวิทยาลัย

..... รองอธิการมีเจตนาที่จะให้อาจารย์หยุดทำปฏบัติงานด้วยตัวเอง และเข้าไปหา  
 วิศวกรของเขา เขาคงถามว่า อาจารย์ประพฤติตามบุคคลิกลักษณะของตัวเอง  
 ตามที่เขารู้เกี่ยวกับการทำงาน เขาถือว่า เป็นเพราะบุคคลิกลักษณะของแต่ละ  
 บุคคล เขาเห็นว่า ควรจะมีการมอบหมายอำนาจหน้าที่ให้กับบุคคลอื่นได้ และมี  
 ความเชื่อว่า กฎและระเบียบข้อบังคับควรจะได้มีการปรับปรุงให้เหมาะสมกับ  
 บุคคลิกลักษณะของอาจารย์แต่ละท่าน เขาจะคอยสอส่งข้อมูลและความประพฤติของ  
 อาจารย์เฉพาะ เรื่องเกี่ยวกับการปฏิบัติงานเท่านั้น เขาจะมอบความไว้วางใจสำหรับ  
 ให้อาจารย์ที่รู้ว่าสิ่งใดถูกและสิ่งใดผิด

..... รองอธิการไม่มีติด-และตรงกับลักษณะความเป็นผู้นำของทั้ง 2 แบบ นี้เลย

## The L.S.D.Q. Form

## ข้อเสนอแนะในการกรอกแบบสอบถาม

1. กรุณา อ่าน แบบสอบถามแต่ละข้ออย่างละเอียด
2. พิจารณา อย่างรอบคอบ ถึงพฤติกรรมของรองอธิการ เพื่อที่เคยเป็นมาตามแบบสอบถามแต่ละข้อ
3. ในแบบสอบถามแต่ละข้อ คัดลึนใจ ว่ารองอธิการมีพฤติกรรมแบบใดมากที่สุด หรือ ตลอดเวลา ค่อนข้างน้อย หรือ เกือบตลอดเวลา เป็นบางครั้งบางคราว เกิดขึ้นเป็นส่วนน้อย เกิดขึ้นน้อยที่สุด หรือไม่เกิดขึ้นเลย
4. จงขีดเครื่องหมาย ✓ ลงในช่องว่าง เพียงตัวเดียว ตามความเห็นของท่าน
  - ก. หมายถึงมากที่สุด หรือตลอดเวลา
  - ข. หมายถึง ค่อนข้างน้อย หรือ เกือบตลอดเวลา
  - ค. หมายถึง เป็นบางครั้งบางคราว
  - ง. หมายถึง เกิดขึ้นเป็นส่วนน้อย
  - จ. หมายถึง เกิดขึ้นน้อยที่สุด หรือไม่เกิดขึ้นเลย

ข้อที่	รองอธิการได้ปฏิบัติสิ่งต่อไปนี้มากน้อยเพียงใด	ระดับความถี่ของพฤติกรรม				
		ก	ข	ค	ง	จ
1	แสดงให้ผู้ร่วมงานเข้าใจในทัศนคติของตนอย่างชัดเจน					
2	นำความถี่ใหม่ ๆ ไปหารือกับผู้ร่วมงาน					
3	ปกครองผู้ร่วมงานด้วยมาตรการที่เฉียบขาด					
4	วิจารณ์ผลงานที่ไม่ดี					
5	พูดในลักษณะที่ผู้ร่วมงานไม่ระแวงใจ					

ข้อที่	ร่องรอยการ ใ้ปฏิบัติสิ่งต่อไปนี้เป็นอย่างดี เพียงใด	ระดับความถี่ของพฤติกรรม				
		ก	ข	ค	ง	จ
6	มีการมอบหมายงานเฉพาะอย่างให้ผู้ร่วมงานทำ					
7	ทำงานโดยไม่มีการวางแผน *					
8	รักษามาตรฐานการปฏิบัติงาน					
9	เน้นการทำงานให้ทันตามกำหนดเวลา					
10	ส่งเสริมการให้รู้เห็นปฏิบัติอย่างเดียวกันในเวลาทำงาน					
11	แจ้งให้ผู้ร่วมงานเข้าใจถึงจุดมุ่งหมายของหน่วยงานที่ทำงาน <u>×</u>					
12	จัดให้ผู้ร่วมงานปฏิบัติตามกฎระเบียบข้อบังคับที่วางไว้					
13	แจ้งให้ผู้ร่วมงานได้ทราบถึงความมุ่งหวังที่พวกเขาจะได้รับ <u>×</u>					
14	คอยสอดส่องดูแลผู้ร่วมงานให้ทำงานอย่างเต็มกำลังความสามารถ					
15	สอดส่องดูแลให้มีการประสานงานกันเป็นอย่างดี					
16	ให้ความช่วยเหลือแก่ผู้ร่วมงานด้วยดี					
17	ช่วยงานเล็กๆน้อยๆ เพื่อให้ผู้ร่วมงานชื่นชมในกร เป็นสมาชิกของหน่วยงาน					
18	ประพฤติตนเป็นแบบอย่างที่ดีแก่ผู้ร่วมงาน					
19	หาโอกาสฟังความคิดเห็นจากผู้ร่วมงาน					
20	หลีกเลี่ยงการคบหาสมาคมกับผู้ร่วมงาน *					
21	ดูแลเอาใจใส่เรื่องสวัสดิการของผู้ร่วมงานแต่ละคน					
22	ปฏิบัติที่จะอธิบายถึงการปฏิบัติงานของตน *					
23	ปฏิบัติงานตามคำสั่งโดยไม่มีการประท้วงหรือ					
24	เป็นบุคคลที่ไม่ยอมรับความผิดใดๆ *					
25	ปฏิบัติกับผู้ร่วมงานอย่างเท่าเทียมกัน					
26	แสดงความเต็มใจที่จะให้มีการปรับปรุงเปลี่ยนแปลงในหน่วยงาน					
27	แสดงความเห็นผิดและโม้เถียง					
28	พยายามทำให้ผู้ร่วมงานเกิดความรู้สึกสบายใจในขณะทำงานอยู่ด้วย					



ข้อที่	ร่องรอยการไต่สวนที่ส่งต่อไปยังนักสืบเพียงใจ	ระดับความถี่ของพฤติกรรม				
		ก	ข	ค	ง	จ
29	นำชื่อ เสนอแนะของผู้ร่วมงานไปปฏิบัติ					
30	ขอความเห็นชอบจากผู้ร่วมงานในเรื่องที่สำคัญก่อนที่จะมีการดำเนินงานต่อไป					
31	แสดงที่ทำงานแก่กรรมการผู้ร่วมงาน					
32	ประกาศล่วงหน้าก่อนที่จะมีการเปลี่ยนแปลงใดๆ					
33	แจ้งภาค เสียงให้แก่ผู้ร่วมงาน					
34	มีการบอกกล่าวเรื่องราวต่างๆ แก่ผู้ร่วมงาน					
35	เป็นบุคคลที่ผู้บังคับบัญชาไว้วางใจ					
36	ทำงานไว้หน้าเกี่ยวกับงานที่ต้องใช้ความมั่นใจ *					
37	พิจารณาประเมินว่าเป็นตัวแทนของกลุ่ม *					
38	ยินยอมให้ผู้อื่นเป็นผู้นำแทนตน					
39	ยินยอมให้ผู้อื่นมีอำนาจพิจารณาเกี่ยวกับสวัสดิการแก่ผู้ร่วมงาน					
40	สนับสนุนการทำงานเป็นกลุ่ม					

\* ค-แบบไปทางลบ

APPENDIX H

A SET OF QUESTIONNAIRES FOR THE  
ASSISTANT DIRECTORS

*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74034  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

10 พฤศจิกายน 2519

เรื่อง ขอความอนุเคราะห์ที่ตอบแบบสอบถามเพื่อทำการวิจัยเรื่อง A STUDY OF ADMINISTRATIVE BEHAVIOR AND FACTORS RELATED TO UPWARD MOBILITY IN THE TEACHERS' COLLEGE SYSTEM, THAILAND

เรียน อาจารย์

สิ่งที่ส่งมาด้วย The P.H.I. Form

ข้าพเจ้า นายเกียรติศักดิ์ อิชยานันท์ ข้าราชการสังกัดกรมการฝึกหัดครูเป็นอาจารย์สอนอยู่ที่วิทยาลัยครูนครปฐม ขณะนี้กำลังศึกษาวิชาบริหารการศึกษา ชั้นปริญญาเอก ณ Oklahoma State University สหรัฐอเมริกา ข้าพเจ้ามีความประสงค์จะทำการวิจัยพฤติกรรมของผู้บริหารระดับรองอธิการวิทยาลัยครูที่วราชนาจักร ดึงเก็บ จึงได้ส่งแบบสอบถาม The P.H.I. Form มาให้ท่าน กรุณาช่วยตอบ ข้าพเจ้าขอรับรองว่า ข้อมูลในการวิจัยครั้งนี้จะไม่ส่งผลกระทบต่อท่านไม่ว่ากรณีใด ๆ ทั้งสิ้น

สิ่งที่ส่งมาด้วย หลังจากท่านได้กรุณากรอกแบบสอบถามเรียบร้อยแล้ว โปรดส่งคืนไปยังอาจารย์สุพิศ อิชยานันท์ วิทยาลัยครูนครปฐม จังหวัดนครปฐม เพื่อสะดวกในการรวบรวมส่งคืนข้าพเจ้า

จึงเรียนมาเพื่อโปรดอนุเคราะห์ตอบการวิจัยครั้งนี้ และขอขอบพระคุณล่วงหน้า มา ณ โอกาสนี้ด้วย

ขอแสดงความนับถืออย่างสูง

*เกียรติศักดิ์ อิชยานันท์*

(นายเกียรติศักดิ์ อิชยานันท์)

## The P.H.I. Form

(แบบสอบถามรองอธิการ)

ข้อแนะนำในการตอบแบบสอบถาม

กรุณาออกข้อมูลที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่าน โดยกาเครื่องหมาย ✓  
ลงในวง เติมหรือเติมคำในช่องว่าง

1. ชื่อ..... นามสกุล..... อายุ.....ปี  
เพศ..... สถานภาพทางการสมรส  
จำนวนบุตร.....คน อธิกา.....คน
2. ท่านมีประสบการณ์ในการสอนมาแล้วทั้งหมด (รวมทั้งปีในวัย)..... ปี
3. ท่านทำงานอยู่ที่วิทยาลัยแห่งมานาน (รวมทั้งปีในวัย)..... ปี
4. ท่านทำงานร่วมกับอธิการคนปัจจุบันมานาน (รวมทั้งปีในวัย)..... ปี
5. วุฒิสูงสุดทางการศึกษาของท่านขณะนี้เป็น  
 ต่ำกว่าปริญญาตรี  
 ปริญญาตรี  
 ประกาศนียบัตรชั้นสูงวิชาเฉพาะ  
 ปริญญาโท  
 ปริญญาเอก
6. ท่านจบการศึกษาต่ำกว่าปริญญาตรีหรือปริญญาตรีวิชาเอก.....
7. ท่านจบการศึกษาปริญญาโททางสาขาวิชา.....  
  1. บริหารและบริหารการศึกษา.....
  2. สาขาวิชาอื่นๆ (โปรดระบุ).....
8. ขณะนี้ท่านกำลังศึกษาปริญญา..... สาขาวิชา.....
9. ท่านมีแผนที่จะศึกษาศาสตรบัณฑิต..... สาขาวิชา.....
10. ในสายงานของท่าน ท่านมีอาจารย์ที่อยู่ที่ปรึกษาจำนวน..... คน

11. จากประสบการณ์ในการทำงานของท่าน ท่านคิดว่าสิ่งสำคัญที่สุดที่ทำให้ท่านประสบความสำเร็จในการปฏิบัติงานคือ (เลือกตอบเพียงข้อเดียว)
- ก. ( ) สามารถเข้ากับผู้ร่วมงานหรือผู้ผู้ใต้บังคับบัญชาได้
- ข. ( ) สามารถเข้ากับผู้บังคับบัญชาได้ เช่น อธิการวิทยาลัย ศึกษาธิการกรม หรือ เจ้าหน้าที่ของกรมการฝึกหัดครู
12. ท่านชอบลักษณะการปฏิบัติงานของหัวหน้ากองการฝึกหัดครู ศึกษาธิการกรมการฝึกหัดครู หรือ อธิการวิทยาลัยครู ในรูปใด (เลือกตอบเพียงข้อเดียว)
- ก. ( ) ให้ความผดของนับถือแก่สมาชิกทุกคน
- ข. ( ) ทักท้อชี้แจงการปฏิบัติงานแก่เจ้าหน้าที่อย่างซื่อสัตย์
- ค. ( ) วางระเบียบแบบแผนเพื่อการปฏิบัติงาน
- ง. ( ) สนับสนุนหรือติดตามผลงานตามแผนที่ได้วางไว้
- จ. ( ) อย่างเป็นกันเอง (โปรดระบุ)
13. เมื่อท่านต้องการคำแนะนำเกี่ยวกับการแก้ไขปัญหา หรือการตัดสินใจ บุคคลใดที่เคยให้คำแนะนำที่เป็นประโยชน์แก่ท่านมากที่สุด (เลือกตอบเพียงข้อเดียว)
- ก. ( ) คณะอาจารย์ในวิทยาลัยมีหน้าที่เกี่ยวข้อง
- ข. ( ) อธิการวิทยาลัย
- ค. ( ) ศึกษาธิการกรม หรือ เจ้าหน้าที่กรมการฝึกหัดครู
- ง. ( ) บุคคลอื่น (โปรดระบุ)
14. ถ้าท่านมีวิธีการแก้ไขปัญหาคือ แต่จำเป็นต้องขัดกับกฎข้อบังคับและนโยบายของวิทยาลัย ท่านจะตัดสินใจอย่างไร (เลือกตอบเพียงข้อเดียว)
- ก. ( ) ปฏิบัติตามกฎข้อบังคับและนโยบายของวิทยาลัยตลอด
- ข. ( ) ปฏิบัติตามกฎข้อบังคับและนโยบายของวิทยาลัย เป็นบางครั้งบางคราว
- ค. ( ) ถึงแม้จะขัดกับกฎข้อบังคับ และนโยบายของวิทยาลัย แต่จากการแก้ไขปัญหานี้มีเหตุผลและเหมาะสม จะปฏิบัติตามบางครั้ง
- ง. ( ) ถึงแม้จะขัดกับกฎข้อบังคับ และนโยบายของวิทยาลัย แต่หากการแก้ไขปัญหานั้นมีเหตุผลและเหมาะสม จะปฏิบัติตามตลอด

15. ท่านมีมุมมองความเป็นชีวิตอย่างไร (เกี่ยวข้องกับอาชีพและอื่นๆ ชีวิตในปัจจุบัน และที่นั่นไปตายชีวิต)

.....

.....

16. ผู้สำรวจคาดหวังหน้าที่ของท่านอย่างไร โปรดแสดงความสำเร็จความมุ่งหมายที่ทั้งไว้คือ.....

17. ท่านมีโรคประจำตัว เป็นกษัตริย์ วิทยาลัย สิ่งแรก ที่ท่านจะทำในวิทยาลัยของท่าน คือ

.....

.....

18. กรุณาเขียนชื่อของสมาคมต่างๆ ที่ท่านเป็นสมาชิกอยู่ในปัจจุบัน (เช่น ทางบ้าน อาชีพ, สโมสร อาสนา วิชาการ ฯลฯ)

ชื่อสมาคม	สถานที่ทำงาน	จำนวนรวมกิจกรรม		
		บ่อยที่สุด	ค่อนข้างบ่อย	บางครั้ง
1.				
2.				
3.				
4.				
5.				
6.				

19. ในระยะเวลา 5 ปีที่ผ่านมา เมื่อท่านมีเวลาว่าง ท่านได้ใช้เวลาให้กับกิจกรรมใดมากที่สุด  
(เลือกตอบเพียงข้อเดียว)

- ก. (      ) การพักผ่อนหย่อนใจ (เช่น ว่ายน้ำ ขับรถ ดูภาพยนตร์ ฯลฯ)
- ข. (      ) กิจกรรมสโมสรร (เพื่อนฝูง ให้คำบรรยาย ตามสถานศึกษาต่างๆ รวมกลุ่ม)  
          ทางการ เมือง รวมกลุ่มทางศาสนา ฯลฯ)
- ค. (      ) คุุโทรทัศน์ หรือฟังวิทยุ
- ง. (      ) กิจกรรมกลางแจ้ง (ล่าสัตว์ ตกปลา ทำสวน ถ่ายภาพ ฯลฯ)
- จ. (      ) อ่านหนังสือ (หนังสือพิมพ์ แมกกาซีน หนังสือต่างๆ ฯลฯ)
- ฉ. (      ) กีฬา (ฟุตบอล บาสเกตบอล กอล์ฟ เทนนิส ตะกร้อ ฯลฯ)
- ช. (      ) อื่นๆ (โปรดระบุ)

20. เมื่อท่านมีเวลาว่างไปสอนขาย หรือ ค่า ท่านชอบทำอะไรมากที่สุด

.....

.....

.....

APPENDIX I

A SET OF QUESTIONNAIRES FOR THE TEACHERS





Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
CUNDERSIN HALL  
(405) 372-6211, EXT. 6245

25 ตุลาคม 2519

เรียน อธิการ หัวหน้าคณะวิชาและหัวหน้าภาควิชา

ข้าพเจ้า นายเกียรติศักดิ์ อิชยานันท์ รัชมารชการอยู่ที่วิทยาลัยครูนครปฐม ขณะนี้กำลังศึกษาชั้น  
ปริญญาเอก ณ Oklahoma State University สหรัฐอเมริกา ข้าพเจ้ามีความประสงค์จะ  
ทำการวิจัยในหัวข้อเรื่อง A STUDY OF ADMINISTRATIVE BEHAVIOR AND FACTORS

RELATED TO UPWARD MOBILITY IN THE TEACHERS' COLLEGE SYSTEM, THAILAND  
การวิจัยครั้งนี้ จากที่มุ่งเฉพาะพฤติกรรมหัวหน้า ในส่วนที่เกี่ยวกับความสัมพันธ์ระหว่างผู้นำกับสมาชิกในหน่วย  
งาน วิธีการดำเนินงาน และความเข้าใจอันดี ระหว่างผู้นำกับผู้ร่วมงาน

ข้าพเจ้าต้องการวิจัยเกี่ยวกับพฤติกรรมทางบริหารระดับรองอธิการวิทยาลัยที่ราชอาณาจักร โดย  
วัดรองอธิการวิทยาลัยออกเป็น 2 กลุ่ม กลุ่มแรก เพาะถึงรองอธิการที่มีโอกาสมากที่สุดที่จะได้เลื่อนตำแหน่ง  
สูงขึ้น หรือได้เป็นอธิการวิทยาลัยในโอกาสหน้า กลุ่มหลัง เพาะถึง รองอธิการที่มีโอกาสน้อย ข้าพเจ้าขอรับ  
รองว่าผลจากการวิจัยครั้งนี้ จะไม่มีผลเสียหายแก่บุคคลใด หรือวิทยาลัยของท่าน แต่อาจจะมีประโยชน์  
ทางด้านการศึกษาเป็นส่วนรวมในโอกาสหน้าได้

อนึ่ง ข้าพเจ้ายังขาดข้อมูลในการจัดกลุ่มรองอธิการวิทยาลัย ดังที่กล่าวมาแล้ว ข้าพเจ้าจึงเรียน  
มา เพื่อขอความกรุณาจากท่านอธิการ หัวหน้าคณะวิชา และหัวหน้าภาควิชาทุกท่าน กรุณากรอกแบบสอบถามตามที่  
ได้แนบมาด้วย และกรุณาส่งคืนที่อาจารย์สุพิศ อิชยานันท์ วิทยาลัยครูนครปฐม จังหวัดนครปฐม เพื่อสะดวก  
ในการรวบรวมส่งคืนข้าพเจ้า และหลังจากข้าพเจ้าได้รับแบบสอบถามคืนแล้ว ข้าพเจ้าจะจัดส่งแบบสอบถามมา  
ใหม่อีก 2 ชุด เพื่อหาข้อมูลสำหรับการวิจัยขั้นต่อไป

จึงเรียนมาเพื่อขอฝากไปรบกวนกรอกแบบสอบถาม และกรุณาทำใบเินการเพื่อให้หัวหน้าคณะวิชา และ  
หัวหน้าภาควิชาต่าง ๆ ในวิทยาลัยของท่านกรอกแบบสอบถาม และส่งแบบสอบถามคืนที่ อาจารย์สุพิศ อิชยานันท์  
ตามที่อยู่ที่กล่าวแล้ว โดยเร็วด้วย ข้าพเจ้าหวังอย่างยิ่งในความร่วมมือที่ดีและขอขอบพระคุณในการให้ความ  
ร่วมมือ มา ณ โอกาสนี้ด้วย

ขอแสดงความนับถืออย่างสูง

*(ลายเซ็น)*

(นายเกียรติศักดิ์ อิชยานันท์)

## The Mobile and Immobile Form

## ข้อเสนอแนะ

1. กรุณาไตร่ตรอง อย่างรอบคอบ
2. ให้ท่านพิจารณาว่า ร่องอชการท่านใด มีคุณสมบัติเหมาะสมมากที่สุด และ ร่องอชการท่านใดมีคุณสมบัติเหมาะสมน้อย ที่จะได้รับการแต่งตั้ง เป็นอชการ วิทยาลัย ในโอกาสหน้า
3. กรุณา เขียนชื่อ และนามสกุล ร่องอชการวิทยาลัย เรียงตามคุณสมบัติความ เหมาะสมจากมากไปหาน้อย

โอกาสที่จะได้ เป็นอชการ ของร่องอชการ ฝ่ายต่างๆ

ลำดับที่	ชื่อ - สกุล	ร่องอชการ ฝ่ายบริหาร	วิชาการ	กิจกรรมนักศึกษา
1.				
2.				
3.				
4.				

หมายเหตุ กรุณาใส่ชื่อของ ตนเอง และส่งทางไปรษณีย์ด้วยตัวของท่านเอง

APPENDIX J

A LETTER OF THANKS FROM THE RESEARCHER  
TO THE PARTICIPANTS



Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

8 กุมภาพันธ์ 2520

เรื่อง ขอขอบคุณ

เรียน อธิการวิทยาลัยครู

ตามที่กระผมได้ขอความอนุเคราะห์ท่านอธิการ และคณะอาจารย์ให้ช่วยตอบ  
แบบสอบถาม เพื่อทำการวิจัยเรื่อง A STUDY OF ADMINISTRATIVE BEHAVIOR  
AND FACTORS RELATED TO UPWARD MOBILITY IN THE TEACHERS'

COLLEGE SYSTEM, THAILAND และท่านได้กรุณาให้ความอนุเคราะห์เป็นอย่างดี  
ที่ยังนั้น กระผมได้รับแบบสอบถามดังกล่าวเรียบร้อยแล้ว และจะได้นำใช้ในการศึกษาวิจัยต่อไป

จึงเวียนมาเพื่อไปกราบ และขอกราบขอบพระคุณเป็นอย่างสูงมา ณ โอกาส

นี้ควย

ขอแสดงความนับถืออย่างสูง

(นายเกียรติศักดิ์ อิชยามันท์)

APPENDIX K

THE RESEARCH DATA

## DISTRIBUTION OF THE SAMPLE BY AGE

Age	Mobiles	Immobiles	Total
25-40 Years Old	21	22	43
41-54 Years Old	10	8	18
Total	31	30	61

DISTRIBUTION OF THE SAMPLE BY AVERAGE AGE,  
EXPERIENCE, AND YEARS IN THIS COLLEGE

Factor	Mobiles	Immobiles
Average Age	39.03	37.81
Average Years Teaching Experience	14.97	13.92
Average Years in This College	9.94	8.55

## DISTRIBUTION OF THE SAMPLE BY SEX

Sex	Mobiles	Immobiles	Total
Female	3	1	4
Male	28	29	57
Total	31	30	61

## HIGHEST DEGREES HELD BY MOBILES AND IMMOBILES

Highest Degree Held	Mobiles	Immobiles	Total
Doctorate	3	-	3
Master's Degree	18	13	31
Graduate Work (No Advanced Degree)	3	1	4
Baccalaureate	7	16	23
Total	31	30	61

DISTRIBUTION OF GRADUATE WORK IN  
ADMINISTRATION AND SUPERVISION

Major	Mobiles	Immobiles	Total
Administration and Supervision	7	3	10
Others	24	27	51
Total	31	30	61

APPENDIX L

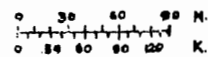
MAP OF THE TEACHERS' COLLEGES



MAP OF THE TEACHERS' COLLEGES



- |                              |                      |
|------------------------------|----------------------|
| 1. Suansunanta               | 19. Piboonsongkram   |
| 2. Bansomdej                 | 20. Phetchabun       |
| 3. Chandarakaseam            | 21. Kamphaengphet    |
| 4. Suandusit                 | 22. Nakornsawan      |
| 5. Pranakorn                 | 23. Uttaradit        |
| 6. Thonburi                  | 24. Chiangmai        |
| 7. Petchaburivithayalongkorn | 25. Chiangrai        |
| 8. Nakornpathom              | 26. Lampang          |
| 9. Yala                      | 27. Udonthani        |
| 10. Songkla                  | 28. Sakonnakhon      |
| 11. Nakornsithammarat        | 29. Loei             |
| 12. Surathani                | 30. Ubonratchathani  |
| 13. Phuket                   | 31. Mahasarakham     |
| 14. Moubanjombung            | 32. Nakhonratchasima |
| 15. Kanchanaburi             | 33. Buriram          |
| 16. Petchaburi               | 34. Surin            |
| 17. Tepsatri                 | 35. Chachoengsao     |
| 18. Pranakornsiyudhaya       | 36. Chanthaburi      |



100°

105°

APPENDIX M

SUGGESTIONS TO DIRECTORS OF TEACHER  
TRAINING INSTITUTIONS

## SUGGESTIONS TO DIRECTORS OF TEACHER

## TRAINING INSTITUTIONS

By Harry A. Little

(NOTE: These suggestions may not fit any one situation. They are used only as suggestive ideas to think about.)

1. You have the responsibility for success or failure of your college. You cannot evade this responsibility nor delegate it to anyone else.
2. You will surely want to work democratically with your staff and your students. This does not mean that you can let them run the college. There are times when you must make decisions. These decisions may not always be what your students and staff want.
3. You must see to it that your staff and students do a high quality of work. The nation is paying them to work at their jobs. You are their supervisor.
4. You are the custodian of college property and equipment. You must protect it, but you must see to it also that it is used effectively.
5. One of your big tasks is the planning of maximum use from your buildings and equipment. Make sure they serve the greatest good for the greatest number.
6. Generally, if several rooms or much equipment is idle a great part of the time, you are not getting the best use of it.
7. You are given an outline program. With this as a guide you must help your teachers adapt it to meet the needs of your students.
8. You must help your teachers do the best possible teaching. You have broader training and more experience than most of them. You can help each one be a better teacher. In doing this, you must HELP the teachers, not direct them.
9. You have the task of providing the kind of facilities, equipment, and materials which the teachers and students need to do their best work. You must make every effort to secure this, and then see that it is used to the best advantage.

10. You must know each teacher, his qualifications, strengths, and weaknesses, so you can assign him where he will do his best work and where he will render best service to the college.
11. You must know your students and their needs. The college exists to help students learn the things they need in order to be a good teacher. You must plan the kind of a program that will do this.
12. You have the responsibility for keeping the kinds of records and making the reports needed by your college and by the Ministry.
13. You are the representative of your college for the Ministry of Education for other educational officials.
14. You represent your college in the community and build the kind of goodwill in the community that your college must have if it is to be successful.
15. The appearance of the college will be largely what you make it. It can be attractive or unattractive by what you desire to do.
16. The extra-class, social, and recreational programs of your college are very important in the education of teachers. You have the responsibility for these programs.
17. You must see to it that the students have a sanitary, attractive and comfortable place to sleep, and a sufficient quantity of the right kind of food, well prepared and attractively served.
18. Your college program must help to build and strengthen the right kinds of character traits in your students.
19. There will be times when you must severely discipline some student or staff member for his own good. This will be unpleasant but you cannot evade this responsibility.
20. You must be fair and just with all persons at all times. Do not act hastily. Get all the facts, and then act firmly, calmly and decisively.
21. You are trying to build wholesome and attractive personalities in all students. Plan your total program accordingly. You want every community where your students go to teach to be proud of them, to respect them, and to follow their leadership.
22. You must be concerned with the physical, mental and emotional health of your students. This cannot be left to chance.
23. Do all you can to help your students and staff enjoy their work in your college. A friendly greeting, a pleasant smile, or a word of commendation will help much.
24. You are the person who must know about everything that is happening in your college. You, too, must help to do everything better.

25. You must read widely to keep up-to-date on every phase of teacher education. Many times you can help a teacher by calling attention to some article in his field, by suggesting how the work is handled elsewhere, or by citing some new development in his field.
26. You should try to help every student learn all he should. If he does not learn a sufficient amount to pass the work, he has failed and your college has also failed.
27. Make yourself available so that all students and staff will feel free to come to talk with you at any time. Be a good listener.
28. You must make sure that you, yourself, enjoy living. If you do not, you can hardly be the leader your college needs. Develop a sense of humor, so that others will enjoy being around you.
29. Never forget that you are a human being and that you are working with human beings. Give freely of the 'milk of human kindness' and of the friendly spirit of one person to another.
30. You will make mistakes, as everyone does. Admit them, but try not to repeat them.
31. A good director should be a good listener. Quite often all that is needed to solve some problem is to listen to it. Listen much, talk little.
32. Correct scheduling of classes is difficult and requires much thought. Make classes of reasonable size, and so scheduled that they can do the best work.
33. You need some privacy every day when you can get off to yourself and think things through. You also need time for your own recreational life. These are important to you as a person. They are also important for your staff and students.
34. Your students are away from home, some for the first time. You will serve as their parents as well as their teacher. Treat them as you would want someone else to treat your child far away from you.
35. You are to broaden the horizons of your students. You can't take them all over the world, but you can bring much of the world to your campus, through pictures, books, articles, and persons. A student who has not heard good music, has not seen beautiful things, has not read of great things in other parts of the world, or who has never associated with great persons, may profit more from these things than from a lesson in some academic subject.
36. Students learn from what they themselves do, not from what others do. You will provide many types of activities in which the students may engage.

37. The world has been built through hard work. This must continue if we continue to make progress. Teachers need to have a love for all kinds of work and skill in doing many types. You can develop that in your college. Your students profit from work on the campus, in the dormitories, from making and caring for their own clothes, from preparing and serving their own food, and from building their own furniture and equipment.
38. No college can be better than its director. It is not an easy job, but the rewards are many, especially in seeing the development of good teachers.
39. If your students are to be good teachers, they must be the kind of persons who can be trusted. You can help develop this by trusting them in the college—with books, with equipment, with tools. You can also give them training in managing themselves by letting them share in their own management and by letting them help plan their work and their social activities.
40. The best way for students to learn to be good citizens is by being good citizens. The college that does not give students a chance to participate in citizenship activities in college is not giving them the training they need.
41. Never forget that students are grown persons. They are no longer babies. Treat them as men and women.
42. Just as you will help your staff, there are others in the Ministry, etc. who will help you, if you let them. Use all the help you can.
43. Take time to visit other teacher training institutions and observe what is being done. You will get many good ideas. Ask other persons to visit your college. You and your staff should visit elementary and secondary schools in your area to help the teachers there, and to keep informed about the conditions your student will face as a teacher.
44. It has been proven that students learn more about teaching from student teaching than from any other activity. You will plan a good program of student teaching, under expert supervision from your own staff.
45. You should have a long-term plan for the development of your college. This should include a plan for: (a) buildings and grounds, (b) equipment needed, (c) staff development, (d) the college program, and (3) the students. This plan should be worked out in conference with your staff, but under your leadership. You should decide on a priority for doing the things. Not everything can be done at once. Things must be done a few at a time. Just make sure that everything that is done fits in with your plan.

If the above seems like a big job, just remember that you were selected as director because someone thought you could do it. If you can't do everything, you can at least plan your work every day, so that you get as much done as possible.

APPENDIX N

ENROLLMENT AND BUDGET

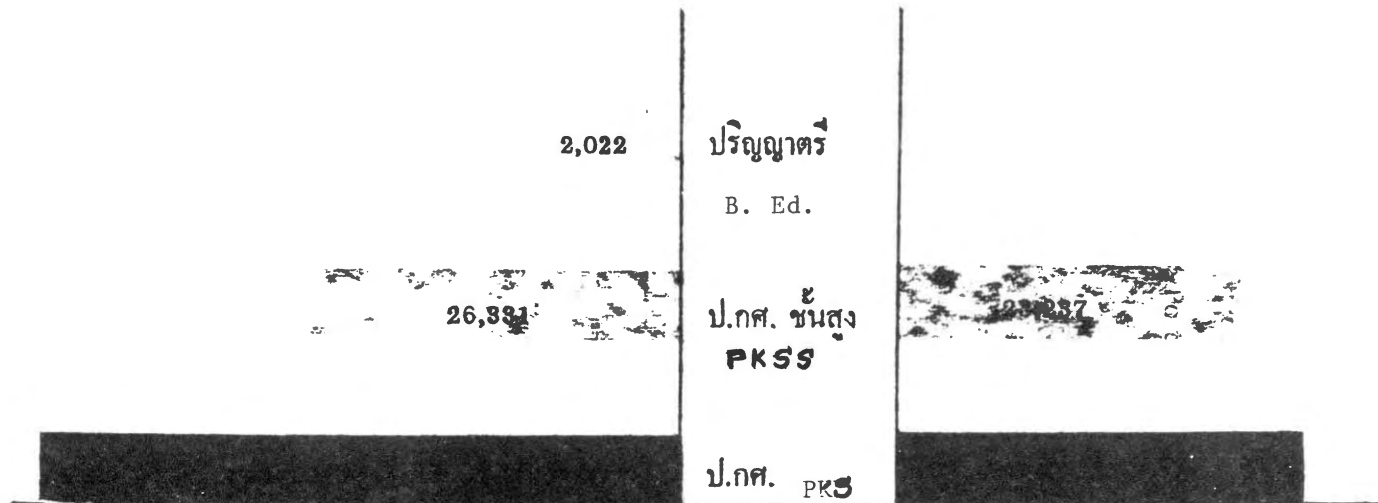


Comparison Between Regular and Twilight Students -- 1976  
**แผนภาพที่ 3** เปรียบเทียบจำนวนนักศึกษา ระดับต่างๆ

Ratio, 1 cm: 5,000 students  
 อัตราส่วน 1 ซม. : 5,000 คน

ภาคปกติ  
 (Regular Students)

ภาคนอกเวลาและ  
 ภาคต่อเนื่อง  
 (Twilight Students)

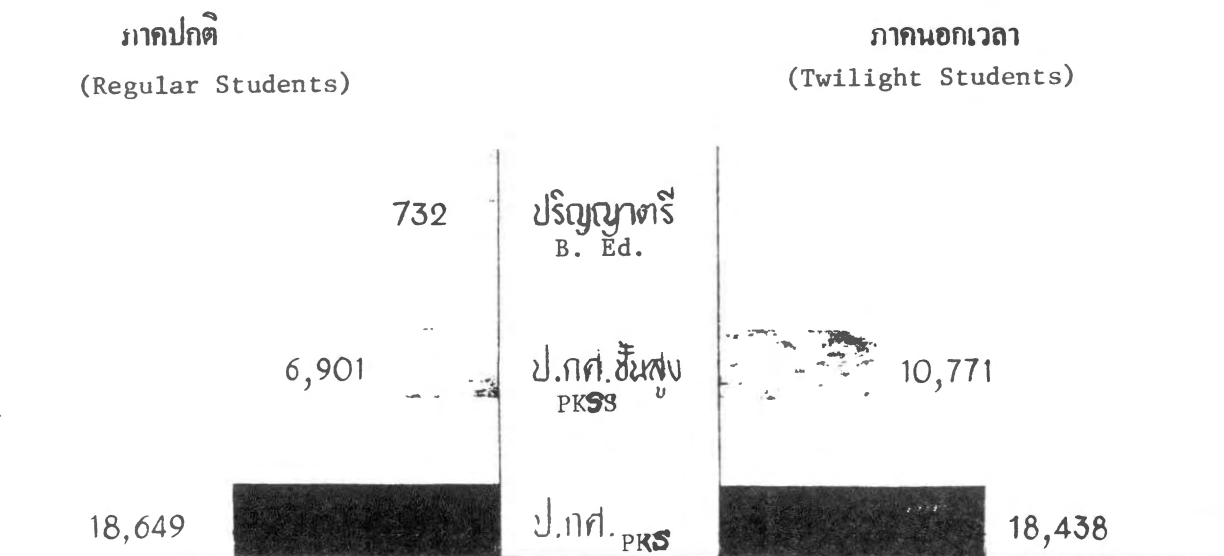


Comparison of Graduate Students -- 1975

แผนภาพที่ 4 เปรียบเทียบจำนวนผู้สำเร็จการศึกษา ในปีการศึกษา 2518

Ratio 1 cm: 5,000 students

อัตราส่วน 1 ซม. : 5,000 คน



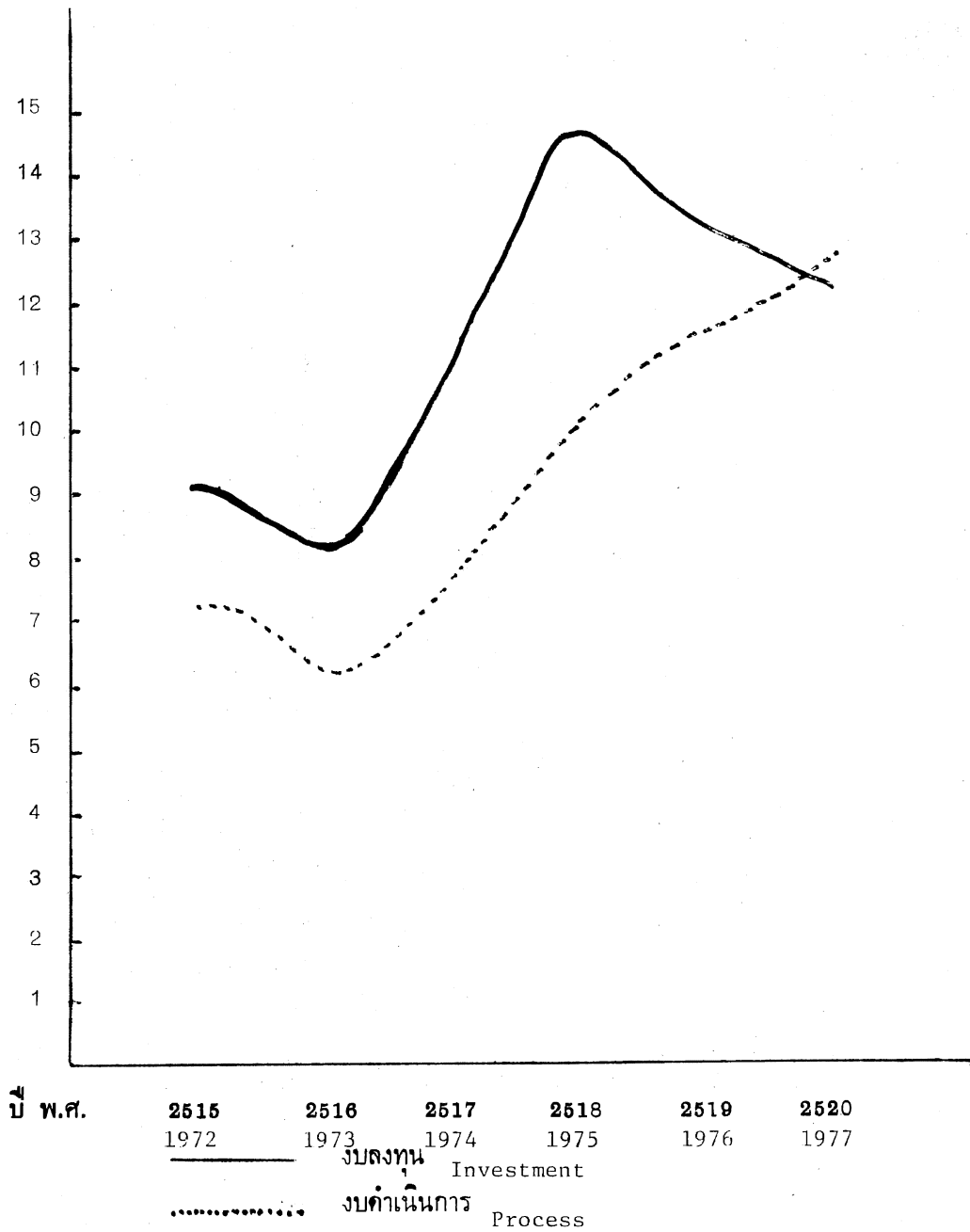
(Budget for investment and process for the Department of Teacher Training)

**แผนภาพที่ 5 แสดงงบดำเนินการและงบลงทุน ของกรมการฝึกหัดครู**

(Budget)  
งบประมาณ

ปี พ.ศ. 2515 - 2520  
(1972-1977)

Ratio 1 cm: 20,000,000 Baht  
อัตราส่วน 1 ซม. : 20,000,000 บาท



VITA

Kietisak Itchayanan

Candidate for the Degree of

Doctor of Education

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