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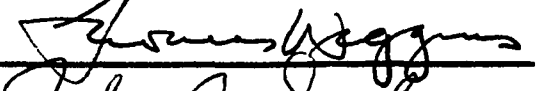
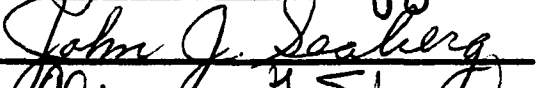
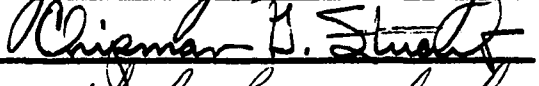

A STUDY OF FACULTY PROMOTION IN  
HIGHER EDUCATION IN THAILAND

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF PHILOSOPHY

BY  
WICHIAN SANSOPONE  
1975

**A STUDY OF FACULTY PROMOTION IN  
HIGHER EDUCATION IN THAILAND**

**APPROVED BY**

**DISSERTATION COMMITTEE**

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## CHAPTER I

### THE PROBLEM

#### Introduction

The nature of faculty involvement is of the greatest importance to an institution. The programs of an academic institution are directly related to the quality of the faculty. It is through faculty activities that an institution fulfills its basic functions. Thus, the problem of identifying, recognizing, and rewarding faculty members who enhance the reputation of the school is a challenge to academic personnel administration. The primary mechanism through which this identification-recognition-reward system operates is the faculty promotion process.

Decisions as to advancement in salary and rank, have significant implications for both the faculty members and the institution. To the faculty member who is promoted, the advancement will probably mean an improvement in his economic status as well as an elevation in his professional status. The promotion mechanism, while serving as an incentive to the faculty

member, acts as an administrative control through which the quality of the institution can be maintained and enhanced.

One of the most challenging tasks facing teacher education in Thailand is the need for the design and development of policies and procedures for appraising teachers' performance in connection with promotion decision in higher education.

All teachers' institutions in Thailand already use civil service regulations as the broad guidelines for promotion decision, but adequate methods to evaluate the teachers' performance are needed. Consequently, this research is designed to study existing promotion practices, and develop guidelines or recommendations for faculty promotion procedures at the teachers' college level in Thailand by focusing on the problem: How do faculty members actually get promoted?

### Statement of the Problem

The problem for this research is: What is the difference in faculty perceptions of the importance of teaching, research, and service as factors in promotion?

The writer proposed to show if differences in faculty perceptions of the importance of factors in promotion were due

to methods of evaluation, evaluators, and formal and informal factors affecting the decision.

Four questions were investigated:

1. How is the performance of faculty members evaluated in promotion decisions?

This question sought to determine how the evaluation was performed in the areas of teaching, research, and service to the college, and whether the appraisals were informal in practice.

2. Who evaluates the performance of faculty members?

The question attempted to identify the issue of who was evaluating. Was the judgment of contribution made by the department head, a committee of faculty colleagues, or by some other party?

3. Is the actual faculty promotion practice consistent with the stated promotion policy or civil service regulation?

This inquiry probed the extent to which policy guidelines were observed in making promotion decision.

4. What are the factors, both formal and informal, that affect the promotion of faculty members?

This question was of interest in determining whether there were any observable trends among institutions in their weighting of these factors.

### Definition of Terms

Formal factors. The factors listed as criteria for promotion in the stated policy of an academic institution, e.g., research, teaching, and service.

Informal factors. The factors that may influence the promotion of faculty but are not listed as criteria in the stated policy, e.g., kinship relations, and influence of spouse.

Research. Since research is rarely done in the teachers' colleges, the term is used to include both research and publication of articles or textbooks.

Promotion. The increase of salary of faculty member, which is sometimes accompanied by the upward movement of rank.

Teachers' colleges. The teachers' colleges in Thailand which are run by the Department of Teacher Training. These colleges have offered either a certificate in education alone or a certificate and bachelor's degree in education.

Administrators. In this study the term is used to denote the college officials who are responsible for the

administration of the college and of promotion policies in a direct or indirect manner. These officials are:

Director. The director is the administrative leader of the institution. He is ultimately responsible to the Department of Teacher Training for academic promotion.

Assistant Director. The administrator who is responsible for a certain unit of work, e.g., assistant director for administration and personnel, assistant director for academic affairs, and assistant director for student affairs. He is usually less involved in the actual promotion decision than is the director.

### Hypotheses

The specific hypotheses to be tested are stated as follows:

Hypothesis I: There is no significant difference in faculty perceptions of the importance of teaching as a factor in promotion among colleges which offer different levels of education.



Hypothesis II: There is no significant difference in perceptions of the importance of teaching as a factor in promotion among administrators and faculty.

Hypothesis III: There is no significant difference in faculty perceptions of the importance of research and publication as a factor in promotion among colleges which offer different levels of education.

Hypothesis IV: There is no significant difference in perceptions of the importance of research and publication as a factor in promotion among administrators and faculty.

Hypothesis V: There is no significant difference in faculty perceptions of the importance of service as a factor in promotion among colleges which offer different levels of education.

Hypothesis VI: There is no significant difference in perceptions of the importance of service as a factor in promotion among administrators and faculty.

In addition to the above specific hypotheses, the propositions regarding faculty perceptions of the importance of personal characteristics, informal associations, kinship relations, and influence of spouse will also be investigated and tested.

### Limitation of the Study

This investigation had certain restrictions, boundaries, and accompanying disadvantages. The following is the listing of them.

1. The study included only teachers' colleges which are the higher institutions under the authority of the Department of Teacher Training, Ministry of Education of Thailand. The government universities are operated under the Ministry of University; they use other regulations in addition to those of the Civil Service Commission, and they are the only higher institutions of the nation whose teachers are offered professorships. Private institutions, on the other hand, are independent of the Civil Service Commission; their teachers usually receive a fixed salary for a longer period of time. Because of these differences, the findings might not be applied to all other higher institutions in Thailand, since their problems, faculty attitudes, etc., might be different.

2. This was an ideographic study concerned only with individual faculty opinion; it did not deal with organization goals.

3. The questionnaire results in this study were largely restricted to faculty opinion. Opinion surveys have their

accompanying disadvantages. For example, the survey question can temporarily lift the respondent out of his own social context, which may make the results of the survey invalid.

4. A limitation of this study is that the results cannot be applied to non-academic college personnel.

5. This study was concerned with promotion in only a specific type of college. Any use of the conclusions and/or recommendations of this study should be made with this in mind.

#### Significance of the Study

Higher educational institutions are being challenged to make organizational adaptations that allow for greater freedom and participation in the bureaucratic process. This study of faculty promotion as it functions in the decision-making process of an institution is an effort to provide empirical data on one aspect of the challenge.

A lack of existing research in Thailand is one bit of evidence which helps to establish the importance of this particular study. The study may provide an empirical base for the study, evaluation, and improvement of existing faculty promotion practices. It may also assist both the faculty and administrators in the formulation of future faculty promotion

policies. Finally, for the institution, administrator, the study may furnish an empirical basis for decisions concerning organizational adjustments to involve greater participation in decision-making.

### Organization of the Remainder of the Study

The study is composed of five chapters. Chapter I contains the research problem, hypotheses, and the significance of the study.

Chapter II is a theoretical framework and review of the literature related to college and university faculty promotion.

Chapter III includes the design of the study. The details of the population selection, conducting the survey, and the development and distribution of the instruments are given. A description of the statistical procedures that were utilized, and the treatment of the findings, are presented at the closing of the chapter.

Chapter IV deals with the findings of the study.

Chapter V presents the summary, conclusions, and guideline recommendations. Copies of the questionnaire, both in English and in Thai versions, are shown in Appendix.

## CHAPTER II

### THE THEORETICAL FRAMEWORK AND THE REVIEW OF RELATED LITERATURE

The theoretical framework for the study is based on the work of Getzels and his colleagues, Simon, Barnard, and McGregor. It is also based upon the assumption that administration is the process of decision-making. If any institution has an appropriate decision-making structure, the achievement of higher education goals will be facilitated through the involvement of greater participation in that decision-making.

This important function of administration is well stated by Simon: "The anatomy of the organization is to be found in the distribution and allocation of decision-making functions. The physiology of the organization is to be found in the processes whereby the organization influences the decisions of each of its members."<sup>1</sup> Decision-making is said to

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<sup>1</sup>Herbert A. Simon, Administrative Behavior, 2nd ed. (New York: Macmillan, 1957), p. 220.

be related to morale in the organization. Morale is considered to be present when group goals are fused with those of the individual, when there is confidence in leadership.

Barnard stated that a distinguishing mark of executive responsibility is securing, creating, and inspiring morale in an organization.<sup>2</sup> In describing the fine art of executive decision-making, he said that the preservation of morale depends upon not making a decision that others should make.<sup>3</sup> He was implying, for example, in the case of promotion in colleges and universities, that a dangerous situation would be created if a dean made a decision which the departmental chairman was in a better position to make, or a departmental chairman made a decision which the faculty was the most capable of making. There was also the suggestion by Barnard of shared decision-making, a necessity in democratic leadership.

McGregor wrote that symptoms of low morale, such as arguments, friction, and countermeasures, can be reduced in the extent that economic rewards can be determined by

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<sup>2</sup>Chester I. Barnard, The Functions of Executive (Cambridge, Massachusetts: Harvard University Press, 1964), 279.

<sup>3</sup>Ibid., p. 194.

"impersonal and objective methods".<sup>4</sup> He also stated in his Theory Y that there is no implication in the conclusion that economic rewards are unimportant. The implication is that an equitable salary structure furnishes the major economic rewards, but that the attempts to get greater "productivity" through the use of small increments of economic reward within such a structure have not been particularly effective.<sup>5</sup>

It is believed that the process of administration deals essentially with the social behavior in a hierarchical setting. In such setting, it is inevitable that conflicts are non-existent. Role conflict is one example. Getzels said that role conflicts may arise in a number of ways. One of them is that of disagreement among several groups, each defining expectations for the same role. He illustrated this type of conflict by an instance from the university setting. The university member may be expected by his department head to emphasize research, and scholarship. Although the two sets of expectations for the same role are not necessarily opposed in any sense, it is clear that the time and energy devoted to implementing one

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<sup>4</sup>Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1935), p. 92.

<sup>5</sup>Ibid., p. 98.

set takes away time and energy from implementing the other.<sup>6</sup>

The studies mentioned above provide the theoretical basis for this study. It would appear that the solution to any given specific institutional problem of improving faculty promotion procedures would best be accomplished by utilizing transactional leadership in which a blending of individual desires with organization goals would take place.

#### Faculty Evaluation

Logan Wilson, former President of the University of Texas, wrote over thirty years ago in The Academic Man:

"Indeed, it is no exaggeration to say that the most critical problem confronted in the social organization of any university is the proper evaluation of faculty services, and giving due recognition through the impartial assignment of status."<sup>7</sup>

Today faculty evaluation remains one of the most complex aspects of academic world.

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<sup>6</sup>Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper & Row Publishers, 1968), pp. 113-14.

<sup>7</sup>Logan Wilson, The Academic Man (New York: Oxford University Press, 1942), p. 112.



Why is evaluation necessary? To make this problem clear, Knezevich stated: "Teachers are evaluated to ascertain their effectiveness in promoting learning. Evaluation is necessary to determine whether the teacher deserves a merit increase or a special salary increase. More important, it is useful in determining overall accomplishments of the institution."<sup>8</sup> Kolevzon also succinctly exposes this viewpoint with his statement: "In all institutions of higher learning, effectiveness as a teacher is more or less explicitly a part of the evaluation of a faculty for appointment or promotion."<sup>9</sup>

Teacher evaluation is also said to be linked with the control in the organization. Control is one of the functions of management in almost any organization. It is rooted in the basic elements of classic organization theory:

The control function includes those activities which are designed to compel events to conform to plans. It is thus the measurement and correction of activities of subordinates to assure the accomplishment of the plans.<sup>10</sup>

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<sup>8</sup>Stephen J. Knezevich, Administration of Public Education, 2nd ed. (New York: Harper & Row, Publishers, 1962), p. 347.

<sup>9</sup>Michael S. Kolevzon, and Kermit T. Wiltse, "Student Ratings and Teacher Effectiveness: A Reappraisal," Journal of Education for Social Work 9 (Spring 1973): 24.

<sup>10</sup>Harold Koontz, and Cyril O'Donnell, Principles of Management (New York: McGraw-Hill Book Co. Inc., 1964), p. 59.

The optimum control situation for organizational accountability is one in which rewards and sanctions are distributed so that those whose performance deviates from the plan will be punished.<sup>11</sup> Holding organizations and their actors accountable for performance is one of the prime purpose of managerial control.

The current interest in evaluation is related to accountability, a word that does a disservice by implying that education has not been accountable in the past, and which may be used to justify reduced support of education generally. But there is, admittedly, a great deal of overlap between the concepts of accountability and evaluation as they are used in the literature.

As Harnett summarized:

Evaluation is concerned primarily with education effectiveness, whereas accountability is concerned with effectiveness and efficiency. Effectiveness is the degree to which the organization succeeds in whatever it is trying to do; efficiency is an organization's capacity to achieve results with a given expenditure of resources.<sup>12</sup>

Thus, the purpose of faculty evaluation is to: (a) improve faculty performance; (b) promote and appoint faculty

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<sup>11</sup>Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 59.

<sup>12</sup>Rodney T. Hartnett, Accountability in Higher Education (Bethesda, Md.: ERIC Document Reproduction Service, ED 054 754, 1971).

members; and (c) let the public know how its money is being spent. To this viewpoint, Hodgkinson adds his comments:

"The central purpose of the evaluation should be to help a person improve his performance. It appears, however, that most evaluation systems work primarily to reject people rather than to help them retain better performance."<sup>13</sup>

### Evaluation for Promotion

Faculty members involved both in judging and in being judged face an internal conflict between attachment to the informal and imprecise procedures they deem to be appropriate to academic life and the need for objective and precise measures. It is reminded that teachers generally do not fear evaluation itself; what they fear, and quite legitimately, is that the evaluation will not be fair or appropriate.<sup>14</sup>

The primary criticism of the evaluation for promotion is based on its policy and instrument. Neeley stated that teachers have been rated and evaluated since the beginning of

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<sup>13</sup>Harold L. Hodgkinson, How to Evaluate Faculty When You Don't Know Much About Them (Bethesda, Md.: ERIC Document Reproduction Service, ED 067 007, 1972).

<sup>14</sup>American Association of School Administrators, Teacher Tenure Ain't the Problem (Arlington, Virginia: AASA, 1973), p. 20.

teaching and may expect to be evaluated in the future. But there was not, even in this day of standardized tests, a new objective way of evaluating teachers. There was lack of agreement among authorities as to what constitutes a good teacher. Even a review of the literature over the past thirty years indicated no objective usable criterion for identifying effective teachers.<sup>15</sup>

Kossoff criticizes the mechanistic of evaluation and the alleged pseudo-scientific nature of evaluation instruments: "Only human thought can provide answers to the problems of evaluation. Human beings--not questionnaires, not evaluation instruction instruments, not computers--produce evaluations." He further stated that there is no objection to evaluation of teachers by human observers. Only criticism of humans by humans should be considered fair play.<sup>16</sup>

As to the policies, Luthans' study of promotion policies at forty-six large state universities found that almost all had central promotion policies. However, only half of the central

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<sup>15</sup>Melvin Neeley, "A Teacher's View of Teacher Evaluation," Improving College and University Teaching 16 (Summer 1968): 207.

<sup>16</sup>E. Kossoff, "Evaluating College Professors by 'Scientific' Methods," The American Scholar 41 (Winter 1971-1972): 93.

administrators reported policies which were spelled out and known by everyone, and only a third of the faculty members so regarded them.<sup>17</sup>

Reexamination of central promotion policies indicated that in many cases faculty do not understand these policies. This lack of comprehension may result from poor communication between top administrators and faculty about advancement in rank or from ambiguous policies.<sup>18</sup>

#### Criteria for Evaluation

One of the most pressing problems facing any profession is that of the evaluation of the work of the members. Education, like many other professions, has difficulty establishing the criteria of good performance. The criteria often employed seem rather gross and indirect measures of the real behaviors being sought.<sup>19</sup>

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<sup>17</sup>Fred Luthans, The Faculty Promotion Process (Iowa City: University of Iowa Bureau of Business and Economic Research, 1967), pp. 44-47, 60-63.

<sup>18</sup>Ibid., p. 62.

<sup>19</sup>John W. Wick, and Donald L. Beggs, Evaluation for Decision-Making in the Schools (Boston: Houghton Mifflin Company, 1971), p. 193.

In his study at Western Washington State College, French found that the five most important criteria for the "ideal professor" were: (1) has knowledge of subject; (2) has interest in subject; (3) has flexibility; (4) has course preparations (has daily lessons well organized, provides an outline of the course and its objectives and a list of basic references); and (5) has good vocabulary (uses appropriate language, has ability to explain clearly, presents material at the students' level of comprehension). In the list of twenty-five characteristics, the five least important criteria were: writer, participator in community, researcher, appearance, and punctuality.<sup>20</sup> It was concluded that the criteria selected by students describe the ideal professor's most important role as teaching and learning; namely, that he is well-informed on the subject he teaches, is interested in it, and is able to inspire those he teaches.<sup>21</sup>

Ryans found in his extensive research on teacher effectiveness three prominent patterns of observable classroom

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<sup>20</sup>G. M. French, "College Students' Views and Ratings of an Ideal Professor," College and University 44 (Fall 1968): 92-94.

<sup>21</sup>Ibid., p. 95.

behavior; Pattern X--friendly, understanding, sympathetic behavior; Pattern Y--responsible, businesslike, systematic behavior; and Pattern Z--stimulating, imaginative behavior.<sup>22</sup>

A detailed review of the literature regarding what should be included in faculty performance indicated that teaching and research are the main duties. But evaluating faculty performance suggests that evaluation of overall faculty performance should consider nine categories: classroom teaching, advising, faculty service and relations, management (administration), performing and visual arts, professional services, publications, public service, and research.<sup>23</sup>

Another suggestion is from the University of Chicago Committee on the Criteria of Academic Appointment:

The standards to be applied by any appointive body should be those which assess the quality of performance in (1) research; (2) teaching and training, including the supervision of graduate students; (3) contribution to intellectual community; and (4) services.<sup>24</sup>

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<sup>22</sup>D. C. Ryans, "Teacher Behavior Can Be Evaluated": The Evaluation of Teaching (Washington, D.C.: Pi Lambda Theta, 1967), p. 59.

<sup>23</sup>R. I. Miller, Developing Programs for Faculty Evaluation (San Francisco: Jossey-Bass Publishers, 1974), p. 16.

<sup>24</sup>P. Cuneo, ed., "Are Criteria for Hiring and Firing Faculty the Same as Yours?" College Management 7(August 1972): 16.

These criteria are listed in order for importance. Nine college presidents from various sizes and types of institutions responded to the Chicago statement.

### Teaching and Research

The debate on teaching versus research has been kept alive in recent years by the availability of research funds, the heightened visibility of campus research institutes, and reduced professional teaching loads. One position has it that involvement in research precludes good teaching. The opposing position, of course, argues that teaching is improved precisely because some professional time is given over to scholarly research.

Faculty members at various institutions face conflicts which complicate their choice of aims. It is impossible in many institutions to easily reconcile teaching and research, to devote oneself to the training of local citizens and to win a place in the disciplinary association devoted to the advancement of knowledge.<sup>25</sup> Martin and Berry also contend that professors are caught in an interpositional role conflict: "teach

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<sup>25</sup>Kenneth E. Eble, Professors as Teachers (San Francisco: Jossey-Bass Inc., Publishers, 1972), p. 134.



for the university or publish for the profession.....The university hires a professor mainly to teach, but retains or promotes him very largely on the basis of his scholarship."<sup>26</sup>

Many faculty members seem to feel that teaching is not valued as it should be, either in the abstract or in the specific workings of the reward system. The leading problem for the individual faculty member is the incongruity between his job assignment and the work that determines his success or failure in his own discipline. In most occupations, men are judged by their performance of specific duties, but the academic man is judged almost exclusively by his performance of a kind of part-time voluntary job he creates for himself. Caplow and McGee found in their study that, for most members of the profession, the real strain in the academic role arises because they are, in essence, paid to do one job but evaluated on the basis of another. The work assignment, for which the vast majority of professors are paid, is teaching. When they are evaluated, however, either for the promotion or for a vacant position,

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<sup>26</sup>T. W. Martin, and K. J. Berry, "The Teaching-Research Dilemma: Its Sources in the University Setting," The Journal of Higher Education 40 (December 1969): 692-93.

the judgment is based principally on their research contributions to their discipline.<sup>27</sup>

Snow contends that faculty members, faced with this problem, are increasingly inclined to devote a major share of their efforts to many enterprises outside the classroom, allowing their energies to be diverted from teaching. Recognizing publication as the route to academic advancement, they struggle to produce books and articles which they hope will justify their claims to promotion and prestige.<sup>28</sup>

According to the survey conducted by the American Council on Education in 1966, it would seem that classroom teaching is the most important since it was considered to be a major factor by over ninety percent of the respondents in all eight types of colleges. But the responses from the university colleges showed that the importance of research is practically equal to that of teaching.<sup>29</sup> Another interesting

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<sup>27</sup>Theodore Caplow, and Reece J. McGee, The Academic Marketplace (Garden City, New York: Anchor Books--Doubleday and Co. Inc., 1958), p. 83.

<sup>28</sup>R. H. Snow, "The Precarious State of Teaching," Journal of Higher Education 34 (June 1963): 322.

<sup>29</sup>A. W. Astin, and C. B. T. Lee, "Current Practices in the Evaluation and Training of College Teachers," in Improving College Teaching, ed. C. B. T. Lee (Washington, D.C.: American Council on Education, 1967), pp. 299-301.

study on this issue was conducted by Hind. He found that when asked about the influence of each task in determining university rewards, respondents ranked research first and teaching second. Only eight percent thought university service was influential in the evaluation-reward process. When faculty were asked their preference, the majority wanted an increase in the influence of teaching, but most did not want this shift at the expense of research. The inclination toward research was found to be strongest among scientist and younger members of each faculty rank.<sup>30</sup>

It has been noted that the justification as to why research is more important in promotion follows from two premises: (1) the measurement of research productivity is more advanced than that of teaching productivity, and (2) good researchers are usually good teachers. Four major studies have addressed the above issue. Voeks discovered that student evaluations of teaching quality was not significantly correlated with faculty publishing output at the University of Washington.<sup>31</sup>

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<sup>30</sup>Robert Hind, "Analysis of a Faculty: Professionalism, Evaluation, and the Authority Structure," in Academic Governance, ed. J. E. Baldridge (Berkeley: McCutchan Publishing Corp., 1971), p. 305.

<sup>31</sup>Virginia W. Voeks, "Publication and Teaching Effectiveness," Journal of Higher Education 33 (April 1962): 212.

Bresler, in a study done at Tufts University, found evidence contrary to that of Voeks. His findings indicated that faculty holding research grants received more favorable ratings than their nonresearching colleagues. He also stated that a search of the literature showed that virtually all comments in the popular literature and most references in professional journals suggest that publication and receipt of support for research somehow detract from teaching performance in the classroom.<sup>32</sup>

Hayes confronted the same issue using data from Carnegie-Mellon University. He found evidence that the faculty publication rate is uncorrelated with both student evaluation of teaching and with department heads' judgement of teaching quality.<sup>33</sup>

Besides the above studies, a research study by McDaniel and Feldhusen seems to add special interest to this field. They found that most effective instructors write no books and limit

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<sup>32</sup>Jack B. Bresler, "Teaching Effectiveness and Government Awards," Science 160 (April 1968): 164-67.

<sup>33</sup>John R. Hayes, "Research, Teaching and Faculty Fate," Science 172 (April 1971): 227-30.

their roles as paper and articles writers to second authorship; and there was no relationship between research activity and instructional effectiveness.<sup>34</sup>

To get out of the research-teaching dilemma, Hyman reminds: "no single dogma is more central to the accepted philosophy of higher education than a university faculty member must be a scholar as well as a teacher."<sup>35</sup> Teachers who do no research or who fail to deepen their mastery of their fields are likely to become teachers of obsolete knowledge, since the emphasis on research has had the result in most places of improving the quality of teaching.<sup>36</sup>

Ozmon adds his proposal:

All faculties, college and university, should be divided not only into departments but into two distinct sections within departments: one section for those who teach, and the other for those who do research and publishing, giving equal status to each, since one is no more important than the

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<sup>34</sup>E. D. McDaniel, and J. F. Feldhusen, "Relationships Between Faculty Ratings and Indexes of Service and Scholarship," Proceedings of the 78th Annual Convention of the American Psychological Association (n.p., 1970), pp. 619-20.

<sup>35</sup>S. C. Hyman, "The Teacher as Scholar: Ersatz Image?" The Chronicle of Higher Education, 8 January 1973, p. E11.

<sup>36</sup>J. R. Killian, "Teaching Is Better Than Ever," Atlantic 216 (December 1965): 54.

other. Thus a good teacher could become a full professor without publishing anything.<sup>37</sup>

### Evaluation of Teaching

Identifying the effective teacher is not simple.

Mitzel, in the 1960 edition of the Encyclopedia of Educational Research, reported: "More than a half century of research effort has not yielded meaningful measurable criteria around which the majority of the nation's educators can rally."<sup>38</sup>

Of the many issues concerning teacher effectiveness, evaluation of teaching clearly aroused the greatest interest. Attention has come as much from administrators as from faculty and has been shared by the public involved with higher education.

Why the interest in evaluation of teaching? The foremost reason is the need to give teaching visibility. A reward system which attaches prestige to research for which there is a highly visible and quantifiable measure-publication-leaves

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<sup>37</sup>H. Ozmon, "Publication and Teaching," Improving College and University Teaching 15 (Spring 1967): 106.

<sup>38</sup>H. E. Mitzel, "Teacher Effectiveness," in Encyclopedia of Educational Research, 3rd ed., ed. Chester W. Harris (New York: Macmillan Company, 1960), p. 1481.

faculty members uneasy about having evaluators visit their classrooms or letting students make ratings of professors public. Most professors are caught between the desire to have their teaching count in the reward system and reluctance to undergo systematic evaluation.<sup>39</sup>

In their 1966 survey, Astin and Lee emphasized in the conclusions that institutions suffer because of their inability to evaluate classroom effectiveness.<sup>40</sup> Some contend that teaching is an art and far more too complex ever to be reduced to a set of questions or too subtle to be observed perceptively by outsiders. McKeachie pointed out that "teaching, being like an art, involves value judgments, and the means for achieving these values are complex. Research has revealed that many variables interact in determining teaching effectiveness."<sup>41</sup>

Highet agrees by saying: "It is not like inducing a chemistry reaction; it is much more like painting a picture...."

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<sup>39</sup>Eble, Professors as Teachers, p. 54.

<sup>40</sup>Astin, and Lee, Current Practices in Evaluation, p. 308.

<sup>41</sup>W. J. McKeachie, "Research in Teaching: The Gap Between Theory and Practice", in Improving College Teaching, ed. C. B. T. Lee (Washington, D. C.: American Council on Education, 1967), p. 211.

You must throw your heart into it, you must realize that it cannot be done by formulas."<sup>42</sup> Goheen avows that good teaching can never be successfully studied objectively and scientifically because of its complexity and personal nature. It can be recognized but cannot be measured.<sup>43</sup>

The problem of evaluating teaching is one for which no solution seems altogether satisfactory. In the study by Crawford and Bradshaw, the findings raise several interesting questions regarding the judgment of characteristics considered essential to effective university teaching. Not only do different levels of faculty view the teacher performance differently, but the students as well as administrators and deans, differ in their judgment.<sup>44</sup>

How do professors view teaching evaluation? Goff, Wilson and others reached this conclusion: Seventy-two percent

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<sup>42</sup>G. Highet, The Art of Teaching (New York: Alfred A. Knopf, 1950), pp. vii-viii.

<sup>43</sup>R. F. Goheen, "The Teacher in the University," American Scientist 54 (June 1966): 221.

<sup>44</sup>P. L. Crawford, and H. L. Bradshaw, "Perception of Characteristics of Effective University Teaching: A Scaling Analysis", Educational and Psychological Measurement 28 (Winter 1968): 1083.



of the faculty said they favored a formal procedure to evaluate teaching. Eighty-two percent of those in favor felt that students should be involved in the evaluation, seventy-six percent felt that colleagues and seventy-three felt that departmental chairman should also be involved.<sup>45</sup>

Cohen and Brawer agree with the notion that students should participate in teaching evaluation. They said that the only valid and stable measure of effectiveness is "pupil change" --simultaneously, the end product and the single, operationally measurable kind of criterion that can describe teaching effectiveness.<sup>46</sup> Rosenshine and his colleagues concluded in their study: "The students in the 1,200 classes in the sample believed that good teaching is most strongly associated with clarity of presentation, continuity of course organization, instructor enthusiasm, and a feeling that they learned something."<sup>47</sup>

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<sup>45</sup>J. G. Gaff, R. C. Wilson, and others, The Teaching Environment: A Study of Optimum Working Conditions for Effective College Teaching (Berkeley, California: Center for Research and Development in Higher Education, 1970), p. 29.

<sup>46</sup>A. M. Cohen, and F. B. Brawer, Measuring Faculty Performance (Bethesda, Md.: ERIC Document Reproduction Service, ED 031 222, 1969).

<sup>47</sup>Barak Rosenshine, Alan Cohen, and Norma Furst, "Correlates of Student Preference Ratings," Journal of College Student Personnel 13 (May 1973): 272.

After reviewing a variety of parties and methods concerning evaluation of teaching, Eble and his colleagues concluded that the only evidences that might be awards for teaching are the kinds of courses taught, and perhaps special teaching assignment, all of which fail to provide well-defined or widely-applicable criteria. On the contrary, publications are read, or if not that, assessed in terms of the editorial rigor of the editors or publishers; research is judged by the selection procedures of sponsoring agencies; service by the nature of who it was for and how important a place the individual had in it.<sup>48</sup>

### Self Evaluation

Self-evaluations are not used to any noticable extent in higher education, although most sensitive professors and administrators have learned and benefitted from them.

Research on self-evaluation is sketchy and not conclusive. Webb and Nolan, reporting on the results of supervisor's ratings, student ratings, and self-ratings at a naval air technical training school, found a high degree of correlation between

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<sup>48</sup> Kenneth E. Eble, The Recognition and Evaluation of Teaching (Salt Lake City: Project to Improve College Teaching and The Committee on Evaluation, 1971) p. 47.

student ratings and instructor self-ratings.<sup>49</sup> A study by Sorey, using fifty college teachers, found that superior teachers showed more accuracy in their self-ratings and Guilford-Zimmerman scores than inferior teachers.<sup>50</sup>

Miller does not agree with these findings. He concluded that although private self-evaluation is more or less continuous, even if haphazard, systematic and planned self-evaluation is rare. He agrees with some people who contend that teacher self-evaluation is a waste of time; any use of such ratings in performance evaluation will skew the results upward.<sup>51</sup>

### Class Visitation

Classroom visitation has been a traditional aspect of teacher evaluation. But the literature on it is meager. Gage contended that teaching preference during observation may

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<sup>49</sup>W. B. Webb, and C. Y. Nolan, "Student, Supervisor, and Self-Ratings of Instructional Proficiency," The Journal of Educational Psychology 46 (January 1955): 46.

<sup>50</sup>Kenneth E. Sorey, "A Study of the Distinguishing Personality Characteristics of College Faculty who are Superior in Regard to The Teaching Function" (Dissertation--Abstracts, 1968), 28 (12-A), 4916.

<sup>51</sup>Richard I. Miller, Evaluating Faculty Performance (San Francisco: Jossey-Bass Inc., Publishers, 1972), p. 35.

depend more on the teacher's nerve than anything else. This, perhaps, alone is enough to make such a program unworkable.<sup>52</sup> Miller does not quite agree to using classroom visitation. He pointed out that it should be planned with care and the results need to be interpreted methodically, since some professors may object to observation. They think it violates the dignity of the profession.<sup>53</sup>

Eble agrees by saying: "It is somewhat less used now than it has been in the past. The growth in institutions, for example, has probably made it more difficult to find the time for systematic visitation, and the current climate within higher education may be unfavorable even to the helpful, parental kind of visiting."<sup>54</sup>

### Student Ratings

Among the demands being made on university officials, one of the most insistent is that students evaluate professors and their institution. This means that the students themselves

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<sup>52</sup>N. L. Gage, "The Appraisal of College Teaching", Journal of Higher Education 32 (January 1961): 19.

<sup>53</sup>Miller, Faculty Performance, pp. 30-31.

<sup>54</sup>Eble, Evaluation of Teaching, p. 11.

will initiate and conduct the evaluations, and even publish the results. Such evaluation is supposed to have a beneficial effect on the institution. It even is said that professors should be promoted or not, given tenure or not, given raise or not partly, at least, on the basis of student assessment and recommendation. The assumption is that professors will improve themselves when they learn their strengths and their weaknesses--as seen by students.

Student-initiated evaluation of classroom teaching has mushroomed in the past five or six years, and some excellent and sensitive programs have been developed.<sup>55</sup> Given present trends, it must be presumed that student evaluation of teaching will grow in scope rather than diminish. It is also hoped that it will become more uniformly good in quality. And it must be considered, of course, as only one factor in evaluation.<sup>56</sup> It is believed that the only direct observers of what happens in the classroom are students. It is often the individual student who knows best whether or not he is learning. It is the

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<sup>55</sup>Miller, Faculty Performance, p. 27.

<sup>56</sup>Report of the Committee on Undergraduate Teaching, by C. Easton Rothwell, Chairman (New Haven, Connecticut: The Hazen Foundation, 1968), p. 65.

student who knows a course is stimulating him to learn more about a subject or whether it is boring him to death.<sup>57</sup> Howe agrees to this point and adds: "We have the obvious fact that students do pay for the instruction they receive.---- The opinions of those who eat the pudding certainly ought to be considered if we wish to know how the pudding tastes."<sup>58</sup>

A good many colleges and universities which have student evaluation systems disclose the results to the departmental chairman or dean as well as to the individual faculty member. But not many institutions have given student evaluation data a clear and explicit place in the actual making of decisions on retention, rank, salaries, and tenure.<sup>59</sup>

Others would challenge the validity of evaluative procedures in general and student appraisal procedures in particular, asking: "How do we know that the professor who is highly rated by students is, in fact, an outstanding teacher?" In

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<sup>57</sup>J. A. Johnson, "Instruction: From the Consumer's View", in Improving College Teaching, ed. C. B. T. Lee (Washington, D. C.: American Council on Education, 1967), pp. 289-90.

<sup>58</sup>Harold Howe II, "Less Teaching, More Conversation", in Improving College Teaching, ed. C. B. T. Lee (Washington, D. C.: American Council on Education, 1967), p. 260.

<sup>59</sup>Eble, Evaluation of Teaching, p. 42.

his study on the student ratings, McKeachie summarized:

"student ratings do have some validity. Teachers rated as effective by students tend to be those teachers whose students learn most."<sup>60</sup> Some other available studies are the study by Hildebrand and Wilson,<sup>61</sup> and the study by McKeachie and his colleagues.<sup>62</sup> These two major studies indicated that student-rating scales can be considered valid procedure for assessing the quality of good teaching. Similar results were found in a study by Frey. Here, student ratings of their instructors were highly correlated with class performance on a final examination even though they appeared to be independent of the students' own grades.<sup>63</sup> About influence of feedback,

<sup>60</sup>W. J. McKeachie, "Student Ratings of Faculty", AAUP Bulletin 55 (Winter 1969): 440.

<sup>61</sup>Milton Hildebrand, and Robert C. Wilson "Effective University Teaching and Its Evaluation", in The Recognition and Evaluation of Teaching, ed. Kenneth E. Eble (Salt Lake City: Project to Improve College Teaching and the Committee on Evaluation, 1971), p. 90.

<sup>62</sup>W. J. McKeachie, Yi-Guang Lin, and W. Mann, "Student Ratings of Teacher Effectiveness: Validity Studies", American Educational Research Association 8 (May 1971): 444.

<sup>63</sup>Peter W. Frey, "Student Rating of Teaching: Validity of Several Rating Factors", Science 182 (October 1973): 83-85.

Bryan;<sup>64</sup> Tuckman and Oliver<sup>65</sup> indicate a positive influence of student ratings on the quality of classroom instruction.

A criticism often leveled against the subjective criterion is that a student's evaluation of his instructor might depend on the grades he receives from that instructor. There is a substantial number of studies, however, supporting the conclusion that no significant relationship exists between course grades and student course ratings. Costin and his colleagues pointed to these studies; they also indicated a substantial number of conflicting studies which found significant positive relationship between students' grades and their rating of instructors and courses.<sup>66</sup>

Kelley's findings appear to support the Costin, Greenough and Menges conclusion that students' evaluations of teachers are unlikely to be contaminated by student grade

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<sup>64</sup>R. C. Bryan, "The Teacher's Image is Stubbornly Stable", Clearing House 40 (April 1966): 461.

<sup>65</sup>B. W. Tuckman, and W. F. Oliver, "Effectiveness of Feedback to Teachers as a Function of Source", Journal of Educational Psychology 59 (August 1968): 300.

<sup>66</sup>F. Costin, W. T. Greenough, and R. J. Menges, "Student Ratings of College Teaching: Reliability, Validity, and Usefulness", Review of Educational Research 41 (December 1971): 530.



expectations.<sup>67</sup> Voeks and French, in a study based upon 1952 data, found no significant correlation between section means of expected grades and student ratings. They concluded that high student ratings could not be "bought" by giving higher grades.<sup>68</sup>

Questions of reliability of student ratings inevitably arise. The evidence on the reliability is clear and consistent. The picture of reliability over time is also consistent in that the ratings of alumni correlate well with earlier ratings as students or with students currently studying with the same professors.<sup>69</sup>

Those who are opposed to student ratings have variety of reasons to criticize that student evaluations of teachers will do more harm than good. Bryant considered students too immature to evaluate effective teaching.<sup>70</sup> Eble stated another reason for the limitations of student ratings:

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<sup>67</sup>Allen C. Kelley, "Uses and Abuses of Course Evaluation as Measures of Educational Output", The Journal of Economic Education 4 (Fall 1972): pp. 16-17.

<sup>68</sup>V. W. Voeks, and G. M. French, "Are Student Ratings of Teachers Affected by Grades?" Journal of Higher Education 31 (June 1960): 334.

<sup>69</sup>R. R. Perry, "Evaluation of Teaching Behavior Seeks to Measure Effectiveness", College and University Business 47 (October 1969): 18.

<sup>70</sup>P. T. Bryant, "By Their Fruits Ye Shall Know Them," The Journal of Higher Education 38 (June 1967): 330.

We know that what the teacher does in the classroom may not be the chief cause of the students' learning. The student sex life, his health, his economic position, and a host of outside motivations may have a greater actual effect on his learning than a teacher's performance in the classroom. One of the acknowledged limitations of student ratings is that they tend to give data on classroom performance but not on the many things a teacher does outside of class which may effect the students' learning.<sup>71</sup>

Slobin and Nicholes also said that student ratings reflect only the instructor's personality; students cannot evaluate the goals of teaching; a man should be judged by his peers.<sup>72</sup> Some faculty insist that their real goal in teaching is to impart philosophical values or to inculcate a special attitude toward learning rather than to simply help the student to master the subject matter. Intangible outcomes like these are very hard to measure, and, therefore, it is difficult to determine whether teachers who successfully accomplished these goals are the only ones who are rated highly by the students.<sup>73</sup>

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<sup>71</sup>Kenneth E. Eble, "What Are We Afraid of?" College English 35 (January 1974): 453.

<sup>72</sup>D. Y. Slobin, and D. G. Nicholes, "Student Rating of Teaching", Improving College and University Teaching 17 (Autumn 1969): 245-47.

<sup>73</sup>Peter W. Frey, "The Ongoing Debate: Student Evaluation of Teaching", Change 6 (February 1974): 47.

There have been some discussions that provoked some commonly expressed criticisms: "Student evaluation does little general good and much particular harm; student evaluation may arouse an unhealthy competition among faculty members. Eble does not agree to these criticisms. He contended that fears about student evaluation should be ended. Its dangers are not that it will do too much harm, but that it will do too little good. In the present apathetic student climate, he has more fear that the students will give it up than that the faculty will be harmed.<sup>74</sup>

#### Faculty Evaluation Procedures

The usual procedure is for the departmental chairman to make a recommendation concerning promotions to the dean; and if he approves, it is forwarded to the next higher officer--usually the president in the small college or his representative in a larger institution. The president ultimately must recommend all promotions to the board of trustees for its approval and hence, he must either review the matter personally or rely heavily on the judgment of his staff since he is not likely to

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<sup>74</sup>Eble, Afraid, p. 456.

have any substantial amount of knowledge about each candidate recommended to him.

It is apparent that, in the large majority of institutions those principally responsible for evaluation are the president, the dean, and the departmental chairman. Of the three, presidential involvement appears to have the greatest variation, from 100 percent in the case of the teachers' colleges to just over two-thirds among the state universities.<sup>75</sup>

Miller contended that it is at the departmental level that the major sifting of information and evidence about each faculty member can best take place, and should. Decentralization of managerial responsibilities from the dean to the departmental chairman is a national trend caused by the increasing bureaucratic functions that threaten to inundate the dean's office.<sup>76</sup> Karman adds that the new faculty evaluation system should incorporate three decision-making levels--the dean, departmental chairman, and the students.<sup>77</sup>

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<sup>75</sup>John W. Gustad, Policies and Practices in Faculty Evaluation (Washington, D.C.: American Council on Education, 1961), pp. 4-5.

<sup>76</sup>Miller, Faculty Performance, p. 13.

<sup>77</sup>T. A. Karman, "Faculty Evaluation", Liberal Education 55 (December 1969): 540.

According to the comparative analysis of the 1961 and 1966 surveys conducted by the American Council on Education, the trends indicate: decline in the use of systematic student ratings; decline in the classroom visitation; greater utilization of committee evaluation; wide use of informal student opinions, and evaluation by deans and chairmen.<sup>78</sup>

Luthans analyzed the faculty promotion process, from the stand of centralized administration--president and vice president--and decentralized administration--dean and department head. He found that practically all the universities surveyed had some type of promotion policy. Over one-third of the central administrators surveyed reported that they did not use any consistent, objective method of faculty evaluation.<sup>79</sup> On the part of decentralized administration, deans and department heads were asked how they made evaluation. One-third reported that no consistent, objective evaluation procedure was used. In weighing promotion criteria, they made assessments similar to those of the central administrators: research

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<sup>78</sup>J. W. Gustad, "Evaluation of Teaching Performance: Issues and Possibilities", in Improving College Teaching, ed. C. B. T. Lee (Washington, D.C.: American Council on Education, 1967), pp. 269-71.

<sup>79</sup>Fred Luthans, Promotion Process, pp. 48-49.

activity received the greatest weight; teaching effectiveness ranked second; service and personal characteristics tied for third.<sup>80</sup>

Controversy continues to surround faculty evaluation. Meany and Ruetz pointed out that faculty members, departmental chairmen, deans, and top-level administrators do not always utilize the same criteria when they make decisions about evaluation and promotion. Both formal and informal evaluations are made by them. Their judgments are also based on criteria that are not explicit. The only excuse for these is that they want some flexibility.<sup>81</sup>

#### Faculty Committee

In the formation and administration of promotion policies, faculty members themselves play an active role, in addition to administrators. As committee members in their department or school, faculty members are asked to evaluate their colleagues for promotion. It was found, in an investigation of

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<sup>80</sup>Ibid., pp. 54-57.

<sup>81</sup>John O. Meany, and Frank J. Ruetz, "A Probe into Faculty Evaluation", Educational Record 53 (Fall 1972): 300-301.

the evaluation of teaching and research at Stanford University, that professional colleagues had far more influence on organizational rewards and penalties than did administrative superiors.<sup>82</sup> In large institutions a faculty committee, through its many contacts with students, with other faculty members, professional societies and publications, is in a better position than an administrative officer to know the quality of work actually being done by a teacher. And the involvement of faculty members in promotions seems desirable if the committee is elected by the faculty.<sup>83</sup>

At the University of Oklahoma, the Hollomon Report recommended a three-person departmental promotion committee, whose members would be elected by the faculty. Entitled "Committee A", its duties would be to make policy and evaluate. The "Committee A" recommendation for promotion, or non-promotion, would be forwarded with a recommendation by the departmental chairman. It is intimated that if both committee and the

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<sup>82</sup>Robert E. Hind, and Others, The Evaluation of University Teachers: An Application of a Theory of Evaluation and Authority (Bethesda, Md.: ERIC Document Reproduction Service, ED 071 618, 1972).

<sup>83</sup>Francis C. Rosecrance, The American College and Its Teacher (New York: Macmillan Company, 1962), p. 261.

chairman desire a promotion, it will be made; whereas in case of a split between the two, the administrative dean would make the decision.<sup>84</sup>

### Promotion Procedures in Thailand

The educational institutions in Thailand are still operated largely as bureaucratic organizations. Some of major criteria of a bureaucracy, as stated by Weber,<sup>85</sup> are evident in administrative structure. They are organized in a clearly defined hierarchy of offices. Candidates for various positions are selected on the basis of technical qualifications, and they are appointed, not elected; the salary scale is graded according to rank in the hierarchy; promotion is dependent on the judgment of superiors.

All civil servants in Thailand are under the control of one particular office called Civil Service Commission. The Prime Minister and Deputy Prime Minister, who are

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<sup>84</sup>Gordon A. Christenson, ed., The Future of the University (Norman, Oklahoma: University of Oklahoma Press, 1969), pp. 117-20.

<sup>85</sup>Max Weber, "The Essentials of Bureaucratic Organization: An Ideal Type Construction", in Reader in Bureaucracy, eds. Robert K. Merton et al. (Illinois: The Free Press, Glencoe, 1952), pp. 21-22.



exofficio, are its Chairman and Vice Chairman respectively.<sup>86</sup>

A secretary General and a staff officials carry on the day-to-day operations of the commission. The major functions of the commission are: the maintenance of central personnel files, the issuance of various detailed personnel regulations, approve the establishment of new civil service positions, set entrance and promotion requirements, and evaluate academic degrees for pay purposes.<sup>87</sup>

Civil servants are grouped into five grades based upon rank, in the European manner, rather than on function or job. These grades range downward from special through fourth grade. An individual's grade normally determines his position, although there is some limited definition of job functions and technical qualifications.<sup>88</sup>

In Thailand, promotion generally means an increase of salary. An attainment of any particular rank depends on salary range one is in. One cannot be offered a professorship unless

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<sup>86</sup> Thai Government, Revised Civil Service Act, B. E. 2502 (1959).

<sup>87</sup> Ibid., Section II, p. 3.

<sup>88</sup> Daniel Wit, Thailand: Another Vietnam?, (New York: Charles Scribner's Son, 1968), p. 139.

he is in a certain salary rate, the one for special grade officials.

The teacher as well as other civil servants is eligible for the promotion in salary rate provided that he is qualified as follows,<sup>89</sup>

- 1) good morals;
- 2) performing his duties in accordance with the determined rules and regulations and maintaining good discipline;
- 3) having the knowledge and capacity attached to his position, and making a good effort in performing his duties with satisfactory results;
- 4) working in the position with a reasonable quality and quantity of work deserved for the promotion;
- 5) being promoted in step and grade not less than twelve months starting from October;
- 6) being granted absence, both for personal business and sickness, not more than forty-five days in the last year except for
  - a) going into the priesthood, or
  - b) maternity leave for not more than sixty days, or

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<sup>89</sup>Civil Service Commission, Civil Service Regulation No. 279 (1961), Sec. 4.

c) having sick leave, continuously and periodically for not more than 120 days, or

d) having sick leave because of the injuries resulted from an official service or on an official duty journey.

7) not asking permission for absence many times or being late for work during the last year;

8) not being absent from the service without any good reason except in the extraordinary cases;

9) not being punished for disciplinary cases during the last year;

10) not being ordered to stop working more than six months.

If one is qualified by these regulations, he will get one step (a step in salary rate) promotion. The Civil Service Commission also sets up a regulation whereby one can get a double promotion (two steps). The real problems in any institution occur when some individuals get double promotions while others do not.

The institutions in Thailand use uniform annual increases for all, generally one step promotion. More than one step promotion increments are made selectively on the basis of merit. Every teacher qualified under the provisions of

the Civil Service Act as discussed above will be promoted one step annually. For those who are more qualified and competent, double promotion in salary rate will be provided.

The individuals who perform excellent jobs may get two step promotions or more. It is stated in the Civil Service Regulation that one who is already qualified for one step promotion can get more than one step promotion, if he is also qualified by any one of the followings,<sup>90</sup>

1. setting a good example by doing an excellent job;
2. performing the duties that involve fighting or special risk taking;
3. working in remote and malaria infested areas, which the government considers a life-risking performance;
4. performing duties beyond his role expectations with extraordinary benefit, and still doing a good job in his own prescribed role;
5. discovering or inventing something that is beneficial to the government, and the government certifies its use;
6. performing hard and tiresome duties, and being responsible for a large amount of money;

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<sup>90</sup>Ibid., Sec. 13.

7. performing his duties with special hardship and weariness, and the results are excellent;

8. performing an assigned task with great success to the nation;

9. working in a position which has higher quality and quantity of work as compared to the salary received, and the goals are accomplished.

In teachers' colleges, the true promotion procedures begin when the performance evaluation forms are sent to the colleges by the Department of Teacher Training. This form is called Chanyabarn, and is concentrated just on the important components of the performance. The purpose of this performance is to know the behavior and efficiency of each official for the purposes of promotion, work assignments, training, supervision and other aspects of personnel administration. This form will be filled out by every faculty member, providing the evaluators with the record of his or her education, experience, teaching, research, publication, public service, professional society activity, student advising and committee work. All the forms are then evaluated by the director of the college. After the evaluation, the forms are sent back to the Department of Teacher Training, along with recommendation for promotion made

by the director. Later on, the practice concerning the performance evaluation form is neglected, though not officially cancelled. The only important document regarding promotion decision is the recommendation form sent by the college.

The recommendation form is sent to the Office of the Secretary where a committee consisting of the Secretary of the Department, the Chief of Finance Division, and the Chief of Personnel Administration will consider the recommendation forms sometime between September-October. Practically, however, it is the sole responsibility of the Office of the Secretary to do this and submit the proposal to the Director General for final consideration and approval. Usually, there is no problem as to one step promotions.

The budget provided annually by the Budget Bureau for salary increases is one thing that is always taken into consideration in promotion decisions. Besides, there are some rules that are involved in promotion procedures,<sup>91</sup>

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<sup>91</sup>Edward McCrensky, "Increasing the Effectiveness of Engineering, Scientific, Medical and Other Specialized Personnel in Public Service of Thailand", United Nations, New York, 1968. (Mimeographed.)

1) One step promotion between classes in all grades, needs approval of Civil Service Commission.

2) Two step promotion within classes for grades four and three, needs approval of Ministry (only 10% of personnel at a time).

3) Two step promotion within classes for grades two and one, needs approval of Civil Service Commission (only 6% of personnel at a time).

4) Two step promotion within special grade, needs approval of Cabinet (only 3% of personnel at a time).

5) Promotion from grade three to grade two needs Civil Service Commission examination. This depends on amount of work and if position in grade two is available.

6) Promotion from grade two to grade one, after three years of service in grade two, needs Civil Service Commission examination. This depends upon amount of work and if position in grade one is available.

7) Promotion from grade one to special grade, after ten years of service in all prior grades, needs approval of Cabinet and appointment by the King. No examination is needed, but the position has to be available.

In the teachers' colleges, the Civil Service Commission regulations are used as criteria for promotion. But the policies as to how the teachers are evaluated may vary from college to college, depending on the director of the college. It seems that recommendations for promotion are done, usually secretly, by just a few persons. The teacher's major work on which the evaluation is based, whether it be teaching, publication, or public service, is often vague and inconsistent.

Promotion is a critical factor in meeting employee aspiration for greater work satisfaction, status, and pay. In his study about specialized personnel in Thailand, McCrensky recommended that an institution of specialized personnel such as a university must motivate its members towards professional growth and achievement. Its methods for classification and pay for various posts must be different from those associated with civil service. The personnel doctrine should emphasize, among others, selection and promotion based on merit and proven achievement in teaching, research, publication, and student relations.<sup>92</sup>

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<sup>92</sup>McCrensky, Personnel in Public Service of Thailand, p. 32.



### Summary

Teacher evaluation is never easy to make. Identification of teacher effectiveness is so complex that apparently there is no agreement as to what the competent teacher is. Although numerous research studies are reported in the literature, few facts are firmly established about teacher effectiveness, and there is no approved method of measuring competence which has gained wide acceptance.

It is difficult to judge trends in the literature. However, it appeared that recent papers are more likely to be critical of student evaluation of teachers. Teaching is not honored among university people either because its function is grossly misconceived or its cultural value not understood. The reason is the overwhelming positivism of the present technocratic society and the tangible results of scholarship. As to the evaluation procedure, it is clear that the judgment of a chairman or dean, supported or confirmed by the opinions of departmental colleagues, is the most commonly-used means.

## CHAPTER III

### DESIGN OF THE STUDY

This chapter contains a description of the method of the study. It includes details concerning the selection of the population and the development and distribution of the questionnaire used in the study. In addition, an explanation of the statistical procedures used in the treatment of data is presented.

#### Population Selection

Although faculty promotions are common to nearly all colleges and universities, it is suggested that promotion policies and procedures vary among institutions and sometimes among academic units within an institution. No doubt some of these variations reflect differences in the aims and purposes of the colleges and universities.<sup>93</sup> In order for a comparison of faculty promotion procedures of different

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<sup>93</sup>Asa S. Knowles, "Faculty Personnel Policies and Regulations", in Handbook of College and University Administration, ed. Asa S. Knowles (New York: McGraw-Hill Book Company, 1970), pp. 6-42.

institutions to be meaningful, it was thought necessary to select only comparable institutions.

Originally, the writer planned to study faculty promotion in all thirty teachers' colleges operated under the control of the Department of Teacher Training. But it was found that the five newly established colleges were rather small. Their faculties consisted of only those pioneer teachers working together as a team, no substantial positions or departments had been set up. It was determined that the knowledge of the college promotion environments and of the individuals involved in them might not be appropriate for the study. For this reason, it was decided to include only twenty-five teachers colleges in this study.

Since it was the purpose of this paper to study opinions of individuals in teachers' colleges in Thailand, the population had to include both faculty members and administrators from each college. As it has been intimated earlier, the individuals who represent the administrators are only those who are directors and assistant directors of the colleges, excluding department heads. Teachers' colleges in Thailand are headed by directors; department heads usually have much less power.

The faculty members who engaged in the study were those who met the criteria below:

1. Faculty members who are teaching.
2. Faculty members who have been in a college long enough that they have been promoted at least once.

As to the sample, ten teachers were drawn from each college. Of the ten teachers, directors, assistant directors, and department heads were included.

### Data-Gathering Instrument

#### Formulation and Selection of Instrument

The questionnaire used in this study was developed based on a review of related literature. The questionnaire items were evolved from the literature on the subject together with the past experience of the writer as an administrator. In addition, many useful comments and suggestions concerning their constructions were gained from discussion with some doctoral students from Thailand who used to be school administrators. Some of the questions had been used previously by the researchers studying academic and executive promotion practice.

From these sources, the initial items for the preliminary questionnaire were designed. Since it was intended to elicit the candid responses of teachers concerning promotion practices affecting them and their colleges, an attempt was made to obtain a relevant response by designing and pre-testing an attractive and understandable questionnaire.

The items were formulated in such a way that, in almost all cases, only a check mark was necessary to indicate the response. The format selected for the instrument was that of a closed-form type of questionnaire. By this format, the responses were easily quantified. The original questionnaire underwent three separate revisions before it was in the final form used in the survey. The length of time to complete the questionnaire was under twenty minutes, and this was ample time to write some open-ended responses.

### Instrument Validity

The validity of a measuring instrument may be defined as the extent to which differences in scores on it reflect true differences among individuals, groups, or situations in the characteristic which it seeks to measure.<sup>94</sup>

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<sup>94</sup>Claire Selltitz et al., Research Methods in Social Relation (New York: Holt, Rinehart and Winston, 1959), p. 155.

The content validation was determined by having five judges, selected for their professional background and knowledge about school administration in Thailand, examine the total questionnaire. The judges evaluated the questionnaire for representativeness or sampling adequacy. As Kerlinger stated, content validation is basically judgmental. The items of a test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item has to be judged for its presumed relevance to the property being measured.<sup>95</sup>

The judges were also asked to examine and give an appraisal of its structure, appearance and clarity. The recommendations and suggestions were incorporated in preparation of the final draft of the questionnaire. Thus, it was felt that the conformity among the judges' appraisals would be indicative of the extent to which the questionnaire items accurately conveyed the intended meaning.

### Instrument Reliability

Reliability refers to accuracy or consistency of measurement by a test. In order to estimate the reliability of

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<sup>95</sup>Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart and Winston, Inc., 1973), p. 459.

the questionnaire the test-retest technique was used to determine the total reliability of the data.<sup>96</sup>

The reliability of the questionnaire was determined by conducting a pilot study. Before the pilot study, the questionnaire was translated independently into Thai by five judges who were English teachers. Besides unanimous agreement on translation among judges, interpretation was also checked on each item. Sixteen Thai graduate students, who were teachers and administrators, were administered the completed Thai version questionnaire on October 22, 1974. The same procedure was followed, with the same group of subjects, three weeks later on November 12, 1974. The Pearson Product-Moment Correlation method was used to compute the reliability. A reliability coefficient of  $\rho = 0.87$  was obtained which indicated that the responses of total subjects to the questionnaire were consistent.

After the pilot study, revisions were made in some questionnaire items. The revisions were minor and did not affect the overall structure of the instrument.

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<sup>96</sup>N. M. Downie and R. W. Heath, Basic Statistical Methods, 2nd ed. (New York: Harper & Row, Publishers, 1965), p. 217.

### Procedures for Collecting and Analyzing Data

This section details the methods utilized for gathering and processing information. The procedure for collecting data used in this study was the survey method. Employing the questionnaire as the data gathering instrument, a nation-wide survey was conducted from a relatively large number of cases. It was inferred that the extensiveness of this sample would unfold results which were truly representative and also indicative of modal conditions and trends.

#### The Survey Procedure

When the questionnaire was in the final form, one master copy along with cover letters, and official letters to the director general and to the directors of participating colleges, were mailed to the Department of Teacher Training in Thailand. The letters introduced the study, provided instructions on completing the questionnaire, and attempted to generate respondents' interests and secure their cooperation in the project. This was done on November 30, 1974.

The reproduction and distribution of instrument forms were done at the Department of Teacher Training. The completed questionnaires from participating colleges were returned to the



writer's authorized representative in Thailand, in the stamped envelopes. They were then mailed to the writer in the United States on January 24, 1975. It was advantageous to distribute the questionnaires during this particular time of the year, since the faculty had just had experiences with the annual promotion procedures which were completed in September.

#### Processing of the Data

Data obtained from the responses of all participants to the questionnaire were examined. Usable ones were coded and placed in population subgroups for tabulation. The responses were recorded, tabulated, and percentages were computed for each subgroup. The statistical comparisons were then made. All tables pertaining to the investigation together with descriptive comparisons of data are presented in Chapter IV.

#### Statistical Procedures Used

The data were analyzed to yield percentages and chi-square interpretations. The chi-square test for independent samples was used in order to ascertain whether actual differences between groups were greater than could be expected on the basis of chance variations. Chi-square is a simple and

direct test of significance.<sup>97</sup> It is suitable for cases, such as in this study, where observations can be classified into discrete categories and treated as frequencies. Another reason for using this test was that the measurement involved is no more than ordinal, and the observations under study are independent.<sup>98</sup>

The chi-square test here was used to determine the significance of the differences among k independent groups. The null hypothesis is that the k samples of frequencies have come from the same population. The hypothesis  $H_0$ , that the k samples do not differ among themselves, may be tested by the formula:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where  $O_{ij}$  = observed number of cases categorized in ith  
column

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<sup>97</sup>Celeste McCollough and Loche Van Atta, Statistical Concepts (New York: McGraw-Hill Book Co., 1963), p. 85.

<sup>98</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), pp. 174-76.

$E_{ij}$  = number of cases expected  $H_0$  to be categorized in  
ith row of jth column.<sup>99</sup>

For this study, the level of significance was set at  
 $\alpha = .05$ .

### Treatment of Findings

As stated earlier, the instrument employed for gathering data was a questionnaire designed especially for this investigation. Its copies both in English and in Thai versions can be found in the Appendix.

Evidence derived from the findings provided the basis for drawing conclusions and making recommendations pertaining to the study. The method of drawing conclusions included an intensive review of the findings, together with an evaluation of the data presented in this phase of the investigation. The stated conclusions and recommendations attempted to cover the subject comprehensively in light of the evidence revealed by the study.

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<sup>99</sup>Ibid., p. 175.

## CHAPTER IV

### FINDINGS AND PRESENTATION OF DATA

This chapter includes findings and presentation of the data collected for the study. All tables pertaining to this investigation together with descriptive comparisons and interpretations of pertinent information are herein presented. In some certain results, no attempt was made to declare that those findings are more important than others which the reader might deduce from the tables. The implication is that based upon the writer's reading, research, and limited experience, the accentuated findings are those which appear to be of considerable importance. The conclusions, along with appropriate recommendations, derived from this investigation are included in Chapter V.

#### Presentation of the Questionnaire Data

The sample of the study contained 250 teachers, ten from each of twenty-five teachers' colleges in Thailand. Of the 250 teachers who were sent the forms, 242, or 96.8 percent,

returned them. For purposes of tabulation and analysis, 220, or 88 percent of the questionnaire, were usable.

The rates of responses among teachers from two groups of colleges according to their sizes are shown in Table 1. The rate of return of usable questionnaires from colleges with enrollment under 2,000 was about the same as that from those colleges with enrollment over 2,000.

TABLE 1

RATE OF RESPONSE BY SIZE OF COLLEGE

Student Enrollment	Number in Sample	Usable Responses	Percent Usable Responses
Under 2,000	70	59	84.3
Over 2,000	180	161	89.4
Total	250	220	88.0

Description of Respondents

Sex and Age

The respondents included 121 men and ninety-nine women or fifty-five percent and forty-five percent of the total, respectively. The ages of the respondents, as can be seen in Table 2, would be similar to what one would expect in an ordinary college faculty and administrator study. Seventy

percent of the respondents were between the ages of thirty-one and fifty. Because of considerable amount of education necessary in order for someone to enter this profession, it was not unusual to find that only eighteen percent were under thirty-one. There was not a single director who was under thirty-one years of age, and only eight percent were forty or under. It would appear that, regardless of how brilliant and productive a young faculty member was, he must wait a period of time before rising to the top. Table 2 also shows the number of respondents classified by their positions.

TABLE 2

## AGE OF 220 RESPONDENTS

	Faculty		Administrator		Total
	Instr.	Dept. Head	Director	Asst. Director	
	N = 96	N = 55	N = 24	N = 45	N = 220
Percent Total	100%	100%	100%	100%	100%
Age Bracket					
Under 31	37.5	7.3	0	2.2	18.7
31 - 40	56.3	43.6	8.3	35.6	43.6
41 - 50	6.2	43.6	54.2	40.0	27.7
51 - 60	0	5.5	37.7	22.2	10.0

Size of College and Levels of Education Offered

As shown in Table 3, about twenty-seven percent of the total respondents were from the under 2,000 enrollment category with the remaining seventy-percent from the colleges having over 2,000 students.

All of the colleges participated in the study offered a diploma in education, as shown in Table 4. About sixty-eight percent of the respondents were from colleges which offered up to bachelor's degree; thirty-two percent represented colleges where only a diploma in education was offered.

TABLE 3

DISTRIBUTION OF RESPONDENTS BY SIZE OF COLLEGE

<u>Student Enrollment</u>	<u>Number of Respondents</u>	<u>Percent of Respondents</u>
Under 2,000	59	26.8
Over 2,000	161	73.2
Total	220	100.0

TABLE 4

DISTRIBUTION OF RESPONDENTS BY HIGHEST LEVEL OF EDUCATION OFFERED

<u>Highest Level of Education Offered</u>	<u>Number of Respondents</u>	<u>Percent of Respondents</u>
Bachelor's	149	67.7
Below Bachelor's	71	32.3
Total	220	100.0

Promotion Policies

In determining the extent to which faculty promotion policies were formalized, respondents were asked to indicate whether their promotion policies were written. The findings showed that only about thirteen percent of the total respondents said their policies were written. Fifty-nine percent indicated that their policies were unwritten, and twenty-eight percent did not know (see Table 5).

TABLE 5

PROMOTION POLICIES AT INSTITUTIONS OF RESPONDENTS

Characteristic of Policy	Number of Respondents	Percent of Total
Written	28	12.7
Unwritten	130	59.1
Don't Know	62	28.2
Total	220	100.0

As to the knowledge of promotion policies, forty-five percent said they did not know. Twenty-two percent thought their policies were known and understood by most of their colleagues; about thirty-three percent indicated that their colleagues were not well aware of such policies (see Table 6).



TABLE 6

KNOWLEDGE OF PROMOTION POLICIES  
AMONG COLLEAGUES OF RESPONDENTS

Faculty Promotion Policy is Known and Understood	Number of Respondents	Percent of Total
Yes	48	21.8
No	72	32.7
Don't Know	100	45.5
Total	220	100.0

Methods of Evaluation

The manner in which performance appraisals are conducted was investigated in this study. The respondents were asked whether performance evaluations are actually formal and systematic. The data on Table 7 show that only thirty-six percent of the respondents believed that evaluations were formal and systematic, whereas the other sixty-four percent said they were not or they did not really know. Thus, it appears that appraisals are, to a certain degree, informally or casually administered.

TABLE 7

**CHARACTERISTICS OF PERFORMANCE APPRAISALS  
AT COLLEGES OF RESPONDENTS**

Performance Appraisals Are Formal and Systematic	Number of Respondents	Percent of Total
Yes	80	36.4
No	57	25.9
Don't Know	83	37.7
Total	220	100.0

On the question about the evaluation of teaching, faculty respondents overwhelmingly voiced the opinion that opinions of administrators were used. Nearly one-third of the faculty said opinions of faculty members were used. Only fourteen percent thought that students' opinions were employed. It is interesting to note that more than half of the teachers said that either no consistent, objective methods were used or that teaching ability was not evaluated at all (see Table 8).

TABLE 8

EVALUATION OF TEACHING  
AS A FACTOR FOR PROMOTION

Method of Evaluation Used	Percent of Total <sup>a</sup>
Teaching ability is not evaluated	20.5
No consistent, objective methods are used	32.7
Opinions of other faculty members are used	33.2
Opinions of administrators are used	73.2
Opinions of students are used	14.5

<sup>a</sup>The total percentage adds to more than 100 because some respondents checked more than one method.

With regard to the evaluation of research and publication, most teachers thought opinions of the administrators were used. As can be seen from Table 9, only about one-fifth of the respondents felt that the opinions of the faculty members were employed. Sixty percent said that either no consistent methods were used or that research and publication was not evaluated at all. Thus, the evaluation of research and publication seems to rely heavily on the subjective informal appraisals of the administrators.

TABLE 9

## EVALUATION OF RESEARCH AND PUBLICATION

Method of Evaluation Used	Percent of Total <sup>a</sup>
Research and publication is not evaluated	26.8
No consistent, objective methods are used	33.2
Opinions of other faculty members are used	21.8
Opinions of administrators are used	57.3

<sup>a</sup>The total percentage adds to more than 100 because some respondents checked more than one method.

Participants in Performance Evaluation

Teachers were asked to indicate who participate in the evaluation process. As evidenced in Table 10, many individuals and groups may be involved in the process. The director was the most frequent participant of all, as he was cited by over ninety percent of the respondents. Next, the participation of the assistant directors and the participation of the department heads were cited with almost equal frequency according to the respondents. It is of interest to note that faculty members and faculty committee apparently are rarely involved in faculty performance evaluation.

TABLE 10  
PARTICIPANTS IN FACULTY PERFORMANCE EVALUATION

Participant	Percent of Total <sup>a</sup>
Faculty members	1.8
Faculty committee	5.5
Head of the department	51.8
Assistant director	48.2
Director of the college	90.9

<sup>a</sup>The total percentage adds to more than 100 because some respondents checked more than one participant.

#### Influence in Promotion Decision

Responses to the question about the most influential persons in promotion decision are portrayed in Table 11. About seventy-one percent of the teachers said that the director of the college was the most influential. A smaller number, a little more than one-tenth of the respondents, identified the assistant director as being the most important. Sixteen percent thought that the greatest power rested upon the department head; as little as one percent replied that faculty committee was the most important. None of the respondents said that a student committee was the most influential. Thus, the power in promotion decision seems to be held by mainly the director.

TABLE 11  
MOST INFLUENTIAL PARTY IN PROMOTION DECISION

Most Influential Party	Percent of Total
Student committee	0
Faculty committee	0.9
Head of the department	16.3
Assistant director	11.4
Director of the college	71.4

#### Promotion Policy and Practice

A rather important question in the study concerned the extent to which the actual promotion practice was consistent with the existing policy. The promotion policy in this case may or may not be written. Table 12 is a summary of their replies. Although only seven percent of the teachers felt that the policy was always followed, about thirty-six percent said that the promotion practice was usually consistent with the policy, and about the same frequency, thirty-two percent, thought it sometimes was. About one-fourth noted that the policy was seldom or never followed.

It is of interest to note the contrast between administrators and faculty members regarding their responses. The majority of administrators, fifty-nine percent, held that the

policy was usually followed, while the majority of faculty members only felt it was sometimes followed. As high as thirty-three percent of faculty members said that the policy was seldom or never followed, while only eight percent of the administrators said so.

TABLE 12  
CONSISTENCY OF PROMOTION PRACTICE  
WITH EXISTING POLICY

Practice Follows the Policy	Percent of Administrators N = 69	Percent of Faculty N = 151	Percent of all Res- pondents
Always	10.2	5.9	7.3
Usually	59.4	25.2	35.9
Sometimes	21.7	35.8	31.4
Seldom	5.8	19.9	15.4
Never	2.9	13.2	10.0

#### Advising Faculty Members

In an effort to investigate whether the faculty should be advised of their strengths and weaknesses, after the decision has been made, the teachers were asked to give their opinions. As can be seen in Table 13, a certain difference existed between faculty and administrator responses as to whether faculty members were advised. The majority of the

faculty, fifty-two percent, indicated "yes", whereas the majority of the administrators said "sometimes" faculty should be advised. Only ten percent of the administrators, and five percent of the faculty members, felt they should not be advised. Of the total respondents, eighty-six percent replied that the faculty should be advised or they should be sometimes.

TABLE 13  
ADVISING FACULTY MEMBERS OF THEIR  
STRENGTHS AND WEAKNESSES

Faculty Should be Advised	Percent of Administrators N = 69	Percent of Faculty N = 151	Percent of Total
Yes	34.8	52.3	46.8
No	10.1	5.3	6.8
Sometimes	50.7	33.8	39.1
No Opinion	4.4	8.6	7.3
Total	100.0	100.0	100.0

Amount of Pressure on Teaching and Publication

As teaching and research are, to a certain extent, recognized as the two main aspects of teacher's job, the study investigated the extent to which the teachers are urged to put excessive emphasis on each of these aspects. The results are summarized in Table 14. The majority of the respondents thought that there were considerable excessive amounts of



pressure to publish and to improve teaching effectiveness, seventy-two percent and fifty-nine percent respectively.

Sixteen percent of the respondents felt that there was little or no excessive amount of pressure to publish, whereas only eight percent said so regarding excessive amount of pressure to improve teaching effectiveness. About one-tenth of the respondents replied that there was a great deal of excessive amount of pressure to publish; nearly one-third of the respondents said that there was a great deal of excessive amount of pressure to improve teaching effectiveness. Thus, it seems reasonable to note that the colleges were inclined to put excessive emphasis on teaching.

TABLE 14  
EXCESSIVE AMOUNT OF PRESSURE TO PUBLISH  
AND TO IMPROVE TEACHING EFFECTIVENESS

Amount of Pressure to Publish	Percent of Respondents	Amount of Pressure to Improve Teaching	Percent of Respondents
None or very little	16.4	None or very little	8.2
Considerable	72.7	Considerable	59.1
A great deal	10.9	A great deal	32.7
Total	100.0	Total	100.0

### Teachers' Performance Evaluation

In the previous sections the teachers were asked to give opinions about the faculty promotion procedures and practices used in their colleges, in this section they were asked to give their personal opinions about what individuals or methods, they think, should be involved in effective evaluations of teachers' performance. As portrayed in Table 15, the majority of the respondents indicated that the effective evaluations of teachers' performance should be done by the director of the college, by the assistant director, and by the department head. The respective faculty percentages were eighty-seven, seventy-six, and eighty-nine. Faculty members seemed to have little confidence in evaluations made by their colleagues or ratings by students.

There were some suggestions made by ten percent of all the respondents regarding methods, or individuals, which should be involved in contributing evidence of teachers' performance evaluations. Of this group, twenty-four percent noted that self-evaluation should be employed; fourteen percent indicated that the head of every unit of work in the college, and the faculty committee elected each year by the faculty, should be involved in the evaluations.

TABLE 15  
METHODS AND INDIVIDUALS THAT SHOULD BE  
INVOLVED IN TEACHERS' PERFORMANCE EVALUATION

Methods and Individuals That Should be Involved	Percent of Respondents <sup>a</sup>
Director of the college	87.3
Assistant director	76.4
Department head	89.5
Faculty members	36.8
Ratings by students	33.2

<sup>a</sup>The total percentage adds to more than 100 because some respondents checked more than one method.

#### Factors in Promotion

This portion of the study was structured around the last item of the related research questions. It was an attempt to investigate the factors that affect the faculty promotion, and the relative importance of those factors. In identifying the differences in criteria for promotion among the population subgroups, the respondents in the survey were classified according to each of the following variables: faculty, administrators, respondents from colleges offering up to the bachelor's degree, and respondents from colleges offering below the bachelor's degree.

For this investigation, seven factors were selected for inclusion in the survey. These factors were teaching, research and publication, service, personal characteristics, informal associations, kinship relations, and influence of spouse. In order to place these factors in perspective, their relative importance to promotion is presented.

### Teaching

#### Influence of Teaching

One of the most important issues considered in the study was the effect of one's teaching on his promotability. In reference to Table 16, the great significance of having the reputation among administrators as a good teacher is apparent. It was cited by forty-five percent of the respondents. The replies also indicated that having a good teaching reputation among faculty members helped promotion to about the same extent as having such reputation among students. Nearly 100 percent of the respondents felt that reputation as a good teacher among students, faculty, and administrators helped the chance for promotion.

Considerably less important in promotion were the years of experience as a teacher. A little less than one-third

of the respondents felt it did not help promotion; only fifteen percent thought it helped promotion much.

TABLE 16  
INFLUENCE OF TEACHING AS A FACTOR  
IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un-certain
Reputation among students as good teacher	25.5	32.3	15.4	17.3	9.5
Reputation among faculty members as good teacher	29.1	33.6	17.3	12.3	7.7
Reputation among administrators as good teacher	45.4	32.7	12.3	3.2	6.4
Many years experience as a teacher	15.0	17.7	22.3	29.1	15.9

#### Importance of Teaching

Viewing the individual items as a whole, the teachers were asked to note the overall importance of teaching on promotion. Two hypotheses of the study concerned the relative importance of teaching among the population subgroups. The first hypothesis was formulated below:

1. There is no significant difference in faculty perceptions of the importance of teaching as a factor in promotion among colleges which offer different levels of education.

Table 17 shows a distribution of the respondents by highest levels of education offered in their colleges. With a computed chi-square of only 1.20, the hypothesis of no difference was not rejected at the .05 level. Thus, it was concluded that the differences among the population subgroups are not statistically significant.

TABLE 17  
IMPORTANCE OF TEACHING AS A FACTOR IN PROMOTION  
RELATIVE TO HIGHEST LEVEL OF EDUCATION  
OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	41.6	32.2	16.1	10.1
Below bachelor's	40.8	26.8	21.1	11.3
Total	41.3	30.5	17.7	10.5

df = 3 ,  $\alpha$  = .05

Computed chi-square = 1.20

The second hypothesis emphasized the relationship between position of the teacher and the importance of teaching in promotion. It is expressed below:

2. There is no significant difference in perceptions of the importance of teaching as a factor in promotion among administrators and faculty.

The distribution relevant to this hypothesis is presented in Table 18. The value of computed chi-square was 44.9 which was significant. Thus, the hypothesis of no difference was rejected, and it was concluded that the variations among the population subgroups are statistically significant. A general inverse relationship exists between the perceived importance of teaching and the position of the teacher. Nearly ninety percent of the administrators said that teaching was of some or much importance, whereas about sixty-three percent of the faculty thought this was true. In addition, only four percent of the administrators felt teaching was of little importance in advancement, but the corresponding figure for the faculty was close to twenty-four percent.

TABLE 18  
IMPORTANCE OF TEACHING AS A FACTOR IN PROMOTION  
RELATIVE TO POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	63.8	26.1	4.3	5.8
Faculty	31.1	32.5	23.4	12.6
Total	41.3	30.5	17.1	10.5
df = 3, $\alpha$ = .05				
Computed chi-square = 44.9				

## Research and Publication

### Influence of Research and Publication

Another important aspect of the role of the teacher is research and publication. As can be seen in Table 19, it is evident that research and publication was thought to help promotion to some degree. Over sixty-one percent of the respondents cited that promotion was positively influenced by the following items: active engagement in research, having a large number of publications, and publication of textbooks. Over one-third said that active engagement in research, and publication of textbooks helped promotion a great deal.

TABLE 19  
INFLUENCE OF RESEARCH AND PUBLICATION  
AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un-certain
Active engagement in research	30.5	35.0	19.5	7.3	7.7
Having a large number of publications	20.4	41.0	20.4	10.0	8.2
Writing journal articles	15.0	32.3	27.3	14.5	10.9
Publication of textbooks	32.3	34.5	20.0	5.5	7.7



It is notable that writing journal articles was less emphasized as being of much help to promotion. Only fifteen percent of the respondents replied that it helped promotion a great deal, whereas over forty-one percent thought it helped promotion a little, or it did not help at all.

### Importance of Research and Publication

In the investigation, the data revealed that research and publication, like teaching, is very important to promotion among all population subgroups. Two hypotheses of the study related to the relative importance of research and publication. One of them stated:

3. There is no significant difference in faculty perceptions of the importance of research and publication as a factor in promotion among colleges which offer different levels of education.

As may be seen in Table 20, not many respondents thought research and publication was of little or no importance. The computed chi-square was 4.13 which was not significant. The hypothesis of no difference was not rejected, and it was concluded that the importance of research and publication is not dependent upon the levels of education offered by the colleges.

TABLE 20  
IMPORTANCE OF RESEARCH AND PUBLICATION  
AS A FACTOR IN PROMOTION RELATIVE TO  
HIGHEST LEVEL OF EDUCATION  
OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	33.6	41.6	18.1	6.7
Below bachelor's	22.5	45.1	26.8	5.6
Total	30.0	42.7	20.9	6.4
df = 3, $\alpha$ = .05				
Computed chi-square = 4.13				

In fact, research and publication seemed to be viewed as much important in promotion at colleges that offer the bachelor's degree. Thirty-three percent of the teachers from colleges that offer the bachelor's degree replied that it helped promotion a great deal, whereas twenty-two percent of teachers from colleges that offer lower than the bachelor's degree in education said so.

The other hypothesis concerning the importance of research and publication in promotion is stated below:

4. There is no significant difference in perceptions of the importance of research and publication as a factor in promotion among administrators and faculty.

Table 21 categorizes the data by position of respondents. The calculated value of chi-square was 16.05 which was significant, and the hypothesis of no difference was rejected. Thus, it was concluded that research and publication are considerably more important to promotion as perceived by the administrators than the faculty.

TABLE 21  
IMPORTANCE OF RESEARCH AND PUBLICATION  
AS A FACTOR IN PROMOTION RELATIVE TO  
POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	44.9	39.1	10.2	5.8
Faculty	23.2	44.4	25.8	6.6
Total	30.0	42.7	20.9	6.4

df = 3,       $\alpha$  = .05

Computed chi-square = 16.05

### Service

#### Influence of Service

Service is considered an important aspect of the teacher's job. There are several forms of service, ranging from service for the college, for the community, and for the

nation. In this study the teachers were asked to indicate how service-related items influenced promotion. As one can see from Table 22, over eighty-two percent of the teachers indicated that one's promotion was helped a great deal by the following services: administrative service to college, service to community and nation, and supervising or training of students. Much less influential was the advisorship or assistance to student organizations, for only sixty-two percent said that it helped promotion some or much.

TABLE 22  
INFLUENCE OF SERVICE AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
Administrative service (assist. to director, dept. head, gen. service to college)	45.9	37.3	10.9	4.5	1.4
Serv. to community or nation (comm. develop., rural student teaching supervision)	38.2	43.6	11.8	3.2	3.2
Supervising or trng. of students (dormitory super., athletic coach)	35.5	48.6	10.9	2.3	2.7
Advisorship or assist. to student organizations	17.7	45.5	26.4	5.9	4.5

### Importance of Service

In the investigation of the importance of service in promotion, the data revealed some interesting relationships among the subgroups. Two hypotheses of the study concerned the relative importance of service among the population subgroups. One of them is restated below:

5. There is no significant difference in faculty perceptions of the importance of service as a factor in promotion among colleges which offer different levels of education.

Table 23 shows the variations in the importance of service according to highest level of education offered by the college. Since the computed chi-square was only 3.85, the hypothesis of no difference was not rejected. Thus, it was concluded that all the subgroups of the respondents unanimously agreed on the same matter. It is interesting to note that the majority thought that service is highly important to faculty promotion, for more than eighty-five percent of each subgroup said it was of some or much importance.

TABLE 23

IMPORTANCE OF SERVICE AS A FACTOR IN PROMOTION  
RELATIVE TO HIGHEST LEVEL OF EDUCATION  
OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	61.1	30.9	6.7	1.3
Below bachelor's	49.3	36.6	9.9	4.2
Total	57.3	32.7	7.7	2.3

df = 3,  $\alpha$  = .05

Computed chi-square = 3.85

Another hypothesis concerning the importance of service in promotion is given below:

6. There is no significant difference in perceptions of the importance of service as a factor in promotion among administrators and faculty.

The relationships among the data by position of respondent are shown in Table 24. Since the calculated value of chi-square was only 2.82, the hypothesis was not rejected. It was, therefore, concluded that the importance of service is independent of position of teacher.

TABLE 24

IMPORTANCE OF SERVICE AS A FACTOR IN PROMOTION  
RELATIVE TO POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	60.9	33.3	4.3	1.5
Faculty	55.6	32.5	9.3	2.6
Total	57.3	32.7	7.7	2.3
df = 3, $\alpha$ = .05				
Computed chi-square = 2.82				

Personal Characteristics

Influence of Personal Characteristics

The teachers evaluated the influence on promotion of several elements related to personal characteristics. The observations are presented in Table 25. A brief review of the data reveals that about fifty-eight percent of the respondents replied that integrity, amiability, and loyal to institution were of some or much importance in helping promotion. Ability to work well with other faculty members appears to be the most influential item in this category as thirty-one percent of the teachers thought it helped promotion much, and thirty-four percent felt it help promotion to some degree. Thus, it is clear that the presence of each of these traits helps promotion to a great extent.

TABLE 25  
INFLUENCE OF PERSONAL CHARACTERISTICS  
AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
Integrity	21.4	36.8	22.3	13.6	5.9
Amiability	17.3	42.3	24.5	10.0	5.9
Loyal to insti- tution	22.7	35.5	17.7	12.3	11.8
Ability to work well with other faculty members	31.0	34.5	18.6	7.7	8.2

Importance of Personal Characteristics

Looking at the overall importance of distribution of personal characteristics as a factor in promotion, Table 26 shows that over sixty-six percent of the respondents considered this factor of substantial importance. Comparing the replies by the highest level of education offered reveals that while about seventy percent of the teachers in the below bachelor's subgroup thought distribution of personal characteristics was of considerable significance, about the same frequency, sixty-six percent, in the bachelor's subgroup said so.



However, from the comparison of replies according to position of respondent in Table 27, the importance of personal characteristics among the administrators appears to be greater than that among the faculty. Forty percent of the administrator subgroup stated this was of much importance in promotion, but only eleven percent of the faculty subgroup noted this. This difference in responses was significant at the .001 level.

TABLE 26  
IMPORTANCE OF PERSONAL CHARACTERISTICS AS A FACTOR  
IN PROMOTION RELATIVE TO HIGHEST LEVEL OF  
EDUCATION OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	23.5	42.3	22.8	11.4
Below bachelor's	14.1	56.3	22.5	7.1
Total	20.5	46.8	22.7	10.0
df = 3, computed chi-square = 5.55				

TABLE 27

**IMPORTANCE OF PERSONAL CHARACTERISTICS AS A FACTOR  
IN PROMOTION RELATIVE TO POSITION OF TEACHER**

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	40.6	44.9	11.6	3.9
Faculty	11.3	47.7	27.8	13.2
Total	20.5	46.8	22.7	10.0

df = 3, computed chi-square = 39.3  
The difference is significant at .001 level.

Informal Associations

Influence of Informal Associations

The extent to which a group of informal factors such as informal associations affect the chance of faculty advancement was explored in the study. These items and their influences as a help to promotion are presented in Table 28. It is evident that the relation that appears to help promotion the most relates to how well the teacher is liked by the director of the college, for it was cited by forty-four percent of the respondents as being of much help. The lesser positive influence is found to be related to how well one is liked by higher administrative officials, since twenty-five percent noted this.

TABLE 28  
INFLUENCE OF INFORMAL ASSOCIATIONS  
AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
Membership and participation in the campus faculty club	3.2	22.7	38.6	21.4	14.1
Being well-liked by the students	2.7	27.7	31.8	21	16.8
Being well-liked by the faculty members	6.0	34.5	28.6	16.4	14.5
Being well-liked by the department head	12.3	35.4	26.4	14.5	11.4
Being well-liked by the director of the college	44.6	23.2	12.7	9.5	10.0
Being well-liked by the higher administrative official	25.4	28.2	15.4	14.6	16.4

Besides, each of the rest was said to aid promotion substantially, some or much. These items are: being well-liked by the department head, being well-liked by the faculty members, being well-liked by the students, and the last, having membership and participating in the faculty club; their respective cited frequencies are forty-seven, forty, twenty-nine,

and twenty-five percent. As to the least influential item, membership in the faculty club, almost sixty percent of the respondents felt it helped promotion a little or not at all.

### Importance of Informal Associations

The overall impact that informal associations exert on promotion can be seen from the data in Table 29. It is clear that informal associations were regarded as substantially important, although only a small percent of each subgroup said it was of much importance. Fifty percent of the bachelor's subgroup said it was of some or much importance in promotion, whereas only thirty-six percent of the below-bachelor's subgroup thought so. This difference in responses was significant at the .05 level.

Table 30 is a breakdown of the data by position of respondent. There does not appear to be a high correlation between the weight of informal associations in promotion and whether the respondent is administrator or faculty.

TABLE 29

IMPORTANCE OF INFORMAL ASSOCIATIONS AS A FACTOR IN PROMOTION  
RELATIVE TO HIGHEST LEVEL OF EDUCATION  
OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	11.4	39.6	32.2	16.8
Below bachelor's	14.1	22.5	36.6	26.8
Total	12.3	34.1	33.6	20.0

df = 3, computed chi-square = 7.94  
The difference is significant at .05 level.

TABLE 30

IMPORTANCE OF INFORMAL ASSOCIATIONS AS A FACTOR IN PROMOTION  
RELATIVE TO POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	7.3	37.7	30.4	24.6
Faculty	14.6	32.4	35.1	17.9
Total	12.3	34.1	33.6	20.0

df = 3, computed chi-square = 4.68

### Kinship Relations

#### Influence of Kinship Relations

It is often thought that favoritism in personnel practices exists in most organizations. The distribution

concerning how much kinship relations affect promotion is shown in Table 31. Perhaps the most interesting result is that the majority of respondents, around forty-five percent of the group, thought that kinship relations have nothing to do with promotion. Only around ten percent of the teachers said it helped promotion to any extent.

#### Importance of Kinship Relations

Although the data revealed that kinship relations rarely help promotion, there are evidently some significant variations in the importance they assume at different subgroups. It is apparent from Table 32 that few respondents thought this factor was of much significance. The pattern of replies indicates this factor is given less weight at colleges offering below bachelor's degree. Only eighteen percent of the below bachelor's subgroup cited this factor was substantially important, while twenty-five percent of the bachelor's subgroup thought so; sixty percent of the below-bachelor's subgroup replied that it was not important at all, whereas only forty-eight percent of the bachelor's subgroup said this.

TABLE 31  
INFLUENCE OF KINSHIP RELATIONS  
AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
Being related to an influential faculty member	5.0	13.6	11.8	45.5	24.1
Being related to the department head	2.7	6.8	14.6	52.7	23.2
Being related to the director of the college	8.6	7.7	11.8	45.5	26.4
Being related to the higher admin- istrative official	9.1	14.1	10.9	41.4	24.5

Considering the data by position of teacher, as illustrated in Table 33, it appears that the kinship relations are less important to promotion as cited by administrators. While this factor was thought to be of none importance by sixty-eight percent of the administrator group, only forty-five percent of the faculty group indicated this. The variation in responses among subgroups was significant at .001 level.

TABLE 32

IMPORTANCE OF KINSHIP RELATIONS AS A FACTOR IN PROMOTION  
RELATIVE TO HIGHEST LEVEL OF EDUCATION  
OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	9.4	15.4	26.9	48.3
Below bachelor's	7.0	11.3	21.1	60.6
Total	8.6	14.1	25.0	52.3
df = 3, computed chi-square = 2.97				

TABLE 33

IMPORTANCE OF KINSHIP RELATIONS AS A FACTOR IN PROMOTION  
RELATIVE TO POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	8.7	5.8	17.4	68.1
Faculty	8.6	17.9	28.5	45.0
Total	8.6	14.1	25.0	52.3
df = 3, computed chi-square = 16.54				
The difference is significant at .001 level.				

Spouse

Influence of Spouse

The last factor to be considered in the study was the impact of the teacher's wife or husband. Teacher perceptions of the effect of this variable on promotion are illustrated



in Table 34. One can see that while each of the items helped promotion, none of them were thought to be highly influential. The majority of the respondents, around fifty percent, said that each item did not help promotion at all. More than fifteen percent of the respondents thought that spouse being well-liked by the director of the college and by the higher administrative official, and spouse being able to mix well socially helped promotion some or much. Spouse being well-liked by the faculty members, and by the department head were viewed as a substantial aid to promotion by only about eight percent.

#### Importance of Spouse

In combining the spouse related items discussed above into one unit, respondents indicated less significance of this factor in faculty promotion. From the data exhibited in Table 35, one can see that the data were highly consistent among subgroups when classified by highest level of education offered by the college. Hence, the significance of spouse on promotion seems to be independent on the highest level of education in the college.

TABLE 34

## INFLUENCE OF SPOUSE AS A FACTOR IN PROMOTION

Item	Percent of Respondents				
	Helps Much	Helps Some	Helps Little	Helps Nothing	Un-certain
Spouse being well-liked by the faculty member	2.7	5.9	10.9	55.9	24.6
Spouse being well-liked by the department head	2.7	6.8	7.7	57.3	25.5
Spouse being well-liked by the director of the college	9.0	8.2	13.2	43.2	26.4
Spouse being well-liked by the higher administrative official	6.4	9.5	13.2	43.2	27.7
Spouse being able to mix well socially	4.1	11.4	14.5	44.5	25.5

TABLE 35

 IMPORTANCE OF SPOUSE AS A FACTOR IN PROMOTION  
 RELATIVE TO HIGHEST LEVEL OF EDUCATION  
 OFFERED BY COLLEGE

Highest Level of Education Offered	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Bachelor's	6.7	14.8	28.8	49.7
Below bachelor's	4.2	17.0	22.5	56.3
Total	5.9	15.5	26.8	51.8
df = 3, computed chi-square = 1.92				

Finally, analysis of the data according to position of the respondent revealed considerable relationship. The distribution is shown in Table 36. Although the relationship among the data does not seem to be convincing, it appears that the spouse as a variable is given somewhat less importance as cited by the administrator group. About twenty-five percent of the faculty group replied that the spouse was of substantial importance in promotion, the comparable figures for the administrator group were only thirteen percent. The computed chi-square is significant at .01 level.

TABLE 36  
IMPORTANCE OF SPOUSE AS A FACTOR IN PROMOTION  
RELATIVE TO POSITION OF TEACHER

Position of Teacher	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Administrator	4.3	8.7	17.4	69.6
Faculty	6.6	18.6	31.1	43.7
Total	5.9	15.5	26.8	51.8
df = 3, computed chi-square = 14.77				
This difference is significant at .01 level.				

#### Relative Importance of Factors

In order to place all the factors in perspective, their relative importance in the faculty promotion must be considered.

TABLE 37

RELATIVE IMPORTANCE OF FACTORS IN FACULTY PROMOTION<sup>a</sup>

Factor	Percent of Respondents on Importance of Factor			
	Much	Some	Little	None
Service	57.3	32.7	7.7	2.3
Teaching	41.3	30.5	17.7	10.5
Research and Publication	30.0	42.7	20.9	6.4
Personal Characteristics	20.5	46.8	22.7	10.0
Informal Associations	12.3	34.1	33.6	20.0
Kinship Relations	8.6	14.1	25.0	52.3
Influence of Spouse	5.9	15.5	26.8	51.8

<sup>a</sup>The factors were ranked by assigning point weights to response categories for each factor as follows: Much = 3, Some = 2, Little = 1, and None = 0.

As can be seen in Table 37, the colleges ranked service as the most important to promotion. Teaching and research and publication had weights of importance which were about the same. Thus, it cannot be said that one was much more important to promotion than the other. The informal factors were not important to promotion, but this did not mean that they were by all means uncommon in the colleges.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter summarizes the entire study. As such, it includes the following components: (1) a brief statement of the problem, (2) a brief description of the procedures employed, (3) the principal findings, (4) the conclusions, (5) the guideline recommendations for developing promotion procedures, and (6) recommendations for further research.

#### SUMMARY

##### Statement of Problem

The problem of this study was to investigate and analyze current promotion policies and procedures in the teachers' colleges in Thailand, and see if there was any difference in the faculty perceptions of the importance of teaching, publication, and service as factors in promotion. More specifically, it was intended to develop guideline recommendations by which teacher effectiveness may be evaluated; and to provide an empirical base for the study, and improvement of existing faculty promotion practices.

As the means to achieve the purposes of the study, four research questions were formulated. These questions asked how teachers were evaluated and by whom, and the extent to which the promotion practice was consistent with the policy.

### Procedures

A survey of the related research and literature was conducted which revealed a moderate amount of material on the subject. A preliminary questionnaire was then developed from this information together with the field experience of the writer in school administration. Discussions with administrators and a pilot project of the questionnaire were integral aspects in the development of the final form of the instrument. The Thai version of the instrument was used in the actual survey.

In order to insure some degree of homogeneity of the faculty under study, the population was limited to faculty teaching in the teachers' colleges in Thailand. The sample contained 250 teachers, ten from each of twenty-five colleges. Many of the colleges represented offered the bachelor's degree in education; some offered below the bachelor's. In the investigation 96.8% of the forms returned; 88% were usable.

The forms were edited and coded, and the responses were recorded and tabulated by respondent subgroup. The responses of the subgroups were then tested for significant differences employing the chi-square test for independent samples.

### PRINCIPAL FINDINGS

The classified findings of this study revealed promotional procedures, methods and parties participated in the evaluation of teacher effectiveness, and the extent to which these circumstances prevailed.

#### Evaluation in Promotion Practices

The large majority of colleges in the study did not have promotion policies formalized in writing. Only about one-fifth of the teachers thought their promotion policies were known and understood by most of their colleagues. Although it appears that informally administered performance appraisals are uncommon in the teachers' colleges, only slightly over one-third of the respondents said that they were formal and systematic.

Both teaching performance, and research and publication were found to be evaluated mainly by the opinions of administrators. More than half the group said that either no consistent, objective methods were used, or teaching and research and publication were not evaluated.

#### Participants in Evaluation and Promotion Decision

The study showed that, by far, the director of the college participated in performance appraisals most frequently, followed in order by the head of the department, and the assistant director. Very rarely was a faculty committee involved in the process. More than seventy percent of the teachers felt that the director of the college was most influential in the promotion decision. Much less frequently cited as the most powerful party was the head of the department, followed by the assistant director.

#### Consistency of Promotion Practice

A very small number of the teachers said that promotion practice was always consistent with stated policy; around one-third of the group thought it usually was; and under one-third indicated it sometimes was. As a part of the policy, teaching and publication were considered the



important parts of the teacher's job. In practice, the majority of the teachers stated that there was an excessive amount of pressure both to publish and to improve teaching effectiveness.

In regard to the ideal promotion practice, the teachers wanted the director of the college, the department head, and the assistant director to be the main evaluators involved in the teachers' performance evaluation; they also wanted, to some degree, to use the opinions of the faculty members and the students. Most of them also needed to be advised of their strengths and weaknesses, as far as the faculty promotion is concerned.

#### Factors in Promotion

Summarized briefly in this section are the factors and their influence on promotion. For each factor, its significant importance is noted.

Teaching. It was founded that being regarded as a good teacher by administrators was thought to be most beneficial to promotion, followed by reputation among faculty members as a good teacher, and reputation among students as a good teacher.

Two hypotheses concerned the importance of teaching:

1. There is no significant difference in faculty perceptions of the importance of teaching as a factor in promotion among colleges which offer different levels of education.

2. There is no significant difference in perceptions of the importance of teaching as a factor in promotion among administrators and faculty.

Hypothesis one was not rejected, but hypothesis two was rejected.

Research and Publication. Publication of textbooks, and active engagement in research were thought to be equally helpful to promotion.

Two hypotheses concerned the importance of research and publication:

3. There is no significant difference in faculty perceptions of the importance of research and publication as a factor in promotion among colleges which offer different levels of education.

4. There is no significant difference in perceptions of the importance of research and publication as a factor in promotion among administrators and faculty.

Hypothesis three was not rejected, but hypothesis four was rejected.

Service. Of the items related to faculty service, the most helpful to promotion was judged to be administrative service to the college.

Two hypotheses concerned the importance of service:

5. There is no significant difference in faculty perceptions of the importance of service as a factor in promotion among colleges which offer different levels of education.

6. There is no significant difference in perceptions of the importance of service as a factor in promotion among administrators and faculty.

Both hypotheses five and six were not rejected.

Personal Characteristics. Ability to work well with other faculty members was thought to be most beneficial to promotion. It is notable that the administrator subgroup regarded personal characteristics as much importance to promotion.

Informal Associations. The survey indicated that being well-liked by the director of the college and the higher administrative officials were regarded as most helpful to promotion. The colleges representing the bachelor's subgroup thought informal association was rather important in its effect on promotion.

Kinship Relations. Although some noted that each item related to kinship relations helped promotion, the majority of the teachers felt that kinship relations have nothing to do with promotion.

Influence of Spouse. The majority of the respondents said that influence of spouse did not help promotion at all. However, some indicated that spouse being well-liked by the director of the college and by higher administrative officers might have much effect on promotion.

### CONCLUSIONS

To the extent that the findings of this study are valid, the following conclusions appear to be justified:

1. Although all colleges had Civil Service Regulations as the broad criteria for promotion, the policies as to how and on what basis the teachers are evaluated were not well known and understood among the faculty members.
2. Informal, casual appraisals were sometimes occurred in the faculty performance evaluations for promotion decisions.
3. There seemed to be uncertainty about the specific methods used in evaluations of faculty efforts in teaching and in research and publication. These evaluations relied heavily on the opinions of the administrators.
4. Participants in the appraisal of faculty performance included the director of the college, the assistant

director, and the department head. However, it often seemed that the director of the college was the only participant.

5. The director of the college was most identified as having greatest influence on promotion decisions.

6. Actual promotion practice was not quite consistent with the policy, it usually or sometimes was.

7. Both faculty members and administrators strongly believed that a faculty member should be advised of his strengths and weaknesses when a decision is made regarding the promotion.

8. There was strong faculty confidence in evaluations made by the department head, the director of the college and the assistant director, and favorable recommendations by them are believed to be sound basis for promotion. Faculty committee and student ratings were also said to be needed as participants in the evaluations.

9. In their apparent order of importance, the chief factors in promotion were service, teaching, research and publication, and personal characteristics. Of less significance were informal associations, kinship relations, and influence of spouse.

10. In general, the administrator group thought their institutions placed much emphasis only on formal factors (teaching, research and publication, and personal characteristics). The faculty group thought that was not true; their institutions placed less emphasis on formal factors, but much more on informal factors (kinship relations, and influence of spouse).

## RECOMMENDATIONS

### Guideline Recommendations

On the basis of the findings and conclusions of this study, guidelines for developing promotion policies and procedures at the college level are presented.

1. The policy as to how and on what criteria the teachers are to be evaluated should be developed and made understood. It is most important that all members know, for without knowing that the policy is there, it is more likely that the promotion is a secrecy.

2. Written policy should be precisely formulated, leaving no question to guesswork. If there are some exceptions, their specific nature should be so stated. Also, it

must be precisely and explicitly stated in such a way that a teacher may be able to predict his promotion.

3. In accord with sound educational practice and legal requirements, the policy statement should make clear who has the authority and responsibility in matters pertaining to promotion.

4. Teacher effectiveness should not be appraised largely by subjective opinions and hearsay evidence. A healthy dialogue regarding promotion process cannot be established unless teacher effectiveness is evaluated by consistent and systematic methods.

5. Teachers should be usually advised and informed so that they are kept fully aware of promotional practices, and probabilities. Advising with compassion and thorough communication system are especially necessary in establishing greater utilization of faculty potential.

6. Opinions regarding teacher effectiveness, from faculty members as well as from students should be taken into consideration. Evaluation of teachers by students, and by their colleagues (or their committees) should be among the

evaluative means used in order that a more complete evaluation of the faculty member will take place.

#### Recommendations for Further Study

During the course of this investigation, some promising side problems came to light. In relation to these related problems, certain questions remain unanswered, and hence require additional study for possible solutions. The following topics are given for further investigation:

1. A study of faculty promotion in higher education using population from government universities and/or private universities in Thailand.
2. A study of the characteristics of the promotion of teachers' college faculty, finding out whether they are descriptive of faculty promotion in other higher institutions.
3. An investigation of the content, use, and effectiveness of methods, and forms employed by higher institutions in determining promotion of faculty members.



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## APPENDIX

## FACULTY QUESTIONNAIRE

This questionnaire represents an attempt to survey the opinion of individuals on the issue of faculty promotion policies for teachers' college. The best answer to each question below is your personal opinion. Your candid responses are vital to the study. The information you supply will be kept absolutely confidential.

- I.        General Information    Please answer the following questions by putting a check (✓) in the blanks as indicated below.
1.        Please indicate your sex.    Check one.  
          (    ) a.    Male  
          (    ) b.    Female
2.        Please indicate your age.    Check one.  
          (    ) a.    Under 31  
          (    ) b.    31 - 40  
          (    ) c.    41 - 50  
          (    ) d.    51 - 60
3.        What is your present position?    Check one.  
          (    ) a.    Director of the college  
          (    ) b.    Assistant director  
          (    ) c.    Head of the department  
          (    ) d.    Instructor
4.        What is the approximate student enrollment at the institution where you are now teaching (excluding evening students)?    Check one.  
          (    ) a.    Under 2,000  
          (    ) b.    Over 2,000
5.        What highest level of education is offered by the institution where you are now teaching?    Check one.  
          (    ) a.    Bachelor's degree  
          (    ) b.    Lower than bachelor's degree
6.        Is the faculty promotion policy at your institution written or unwritten?    Check one.  
          (    ) a.    Written  
          (    ) b.    Unwritten  
          (    ) c.    Don't know

7. Do you think the faculty promotion policy at your institution is known and understood by most of your colleagues? Check one.
- ☐ a. Yes
  - ☐ b. No
  - ☐ c. Don't know
8. Are the appraisals of faculty members for promotion at your institution formal and systematic? Check one.
- ☐ a. Yes
  - ☐ b. No
  - ☐ c. Don't know
9. By what method is the teaching ability of the faculty member evaluated as a factor in promotion decisions? Check as many as apply.
- ☐ a. Teaching ability is not evaluated
  - ☐ b. No consistent, objective methods are used
  - ☐ c. Opinions of other faculty members are used
  - ☐ d. Opinions of administrators are used
  - ☐ e. Opinions of students are used
  - ☐ f. Other (please specify) \_\_\_\_\_
10. By what method is the research and publication of the faculty member evaluated as a factor in promotion decisions? Check as many as apply.
- ☐ a. Research and publication is not evaluated
  - ☐ b. No consistent objective methods are used
  - ☐ c. Opinions of other faculty members are used
  - ☐ d. Opinions of administrators are used
  - ☐ e. Other (please specify) \_\_\_\_\_
11. Who conducts the appraisals of faculty members in promotion decision? Check as many as apply.
- ☐ a. Faculty members
  - ☐ b. Faculty committee
  - ☐ c. Head of the department
  - ☐ d. Assistant director
  - ☐ e. Director of the college
  - ☐ f. Other (please specify) \_\_\_\_\_
12. Who do you think has the greatest influence (directly or indirectly) on the promotion of a faculty member at your institution? Check as many as apply.
- ☐ a. Student committee
  - ☐ b. Faculty committee
  - ☐ c. Head of the department
  - ☐ d. Assistant director
  - ☐ e. Director of the college
  - ☐ f. Other (please specify) \_\_\_\_\_

13. To what extent do you feel the actual promotion practice is consistent with the stated promotion policy at your institution? Check one.
- ☐ a. Always
  - ☐ b. Usually
  - ☐ c. Sometimes
  - ☐ d. Seldom
  - ☐ e. Never
14. Do you think that after a promotional decision has been made on a faculty member at your institution, he should be advised of his weaknesses (and possibly his strengths) by the committee (or individual) which made the decision? Check one.
- ☐ a. Yes.
  - ☐ b. No
  - ☐ c. Sometimes
  - ☐ d. No opinion
15. Do you feel that there is an excessive amount of pressure to publish at your institution? Check one.
- ☐ a. None or very little
  - ☐ b. Considerable
  - ☐ c. A great deal
16. Do you feel that there is an excessive amount of pressure to improve teaching effectiveness? Check one.
- ☐ a. None or very little
  - ☐ b. Considerable
  - ☐ c. A great deal
17. When faculty members' performance is to be rated or evaluated, which methods and/or individuals should be involved in evidence of effective performance. Check as many as apply.
- ☐ a. Director of the college
  - ☐ b. Assistant director
  - ☐ c. Head of the department
  - ☐ d. Faculty members
  - ☐ e. Ratings by students
  - ☐ f. Other (please specify) \_\_\_\_\_

- II. Factors in Promotion Please indicate the extent to which the items listed below help in the promotion practice at your institution by putting a check (✓) in the appropriate column to the right of each item.

	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
<u>Teaching</u>					
18. Reputation among students as good teacher-----	( )	( )	( )	( )	( )
19. Reputation among faculty as good teacher-----	( )	( )	( )	( )	( )
20. Reputation among administrators as good teacher----	( )	( )	( )	( )	( )
21. Many years ex- perience as a teacher-----	( )	( )	( )	( )	( )
<u>Research and Publication</u>					
22. Active engagement in research-----	( )	( )	( )	( )	( )
23. Having a large number of publi- cations-----	( )	( )	( )	( )	( )
24. Writing journal articles-----	( )	( )	( )	( )	( )
25. Publication of textbooks-----	( )	( )	( )	( )	( )
<u>Service</u>					
26. Administrative service (Asst. to dir., dept. head, gen. ser- vice to college)	( )	( )	( )	( )	( )
27. Service to commun- ity or nation (comm. develop. rural student tea- ching supervision)	( )	( )	( )	( )	( )

	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
28. Supervising or trng. of students (dorm. supervisor, athle- tic coach)-----	( )	( )	( )	( )	( )
29. Advisorship or ass- istance to student organization-----	( )	( )	( )	( )	( )
<u>Personal characteristics</u>					
30. Integrity-----	( )	( )	( )	( )	( )
31. Amiability-----	( )	( )	( )	( )	( )
32. Loyalty to insti- tution-----	( )	( )	( )	( )	( )
33. Ability to work well with other faculty members----	( )	( )	( )	( )	( )
<u>Informal Associations</u>					
34. Membership and par- ticipation in the campus faculty club-----	( )	( )	( )	( )	( )
35. Being well-liked by the students----	( )	( )	( )	( )	( )
36. Being well-liked by the faculty mem- bers-----	( )	( )	( )	( )	( )
37. Being well-liked by the department head-----	( )	( )	( )	( )	( )
38. Being well-liked by the director of the college-----	( )	( )	( )	( )	( )
39. Being well-liked by the higher admin- istrative official-	( )	( )	( )	( )	( )

	Helps Much	Helps Some	Helps Little	Helps Nothing	Un- certain
<u>Kinship relations</u>					
40. Being related to an influential faculty member-----	( )	( )	( )	( )	( )
41. Being related to the department head----	( )	( )	( )	( )	( )
42. Being related to the director of the college-----	( )	( )	( )	( )	( )
43. Being related to the higher administrative official-----	( )	( )	( )	( )	( )
<u>Influence of Spouse</u>					
44. Spouse being well-liked by the faculty member-----	( )	( )	( )	( )	( )
45. Spouse being well-liked by the department head-----	( )	( )	( )	( )	( )
46. Spouse being well-liked by the director of the college--	( )	( )	( )	( )	( )
47. Spouse being well-liked by the higher administrative official-----	( )	( )	( )	( )	( )
48. Spouse being able to mix well socially---	( )	( )	( )	( )	( )

In the previous section you indicated ways in which certain factors helped in faculty promotions at your institutions. Those same factors are listed below again. Please indicate the relative importance given each of those factors in the actual promotion practice at your institution by putting a check ( ) in the appropriate column to the right of each factor.



	Importance of Factor			
	Much	Some	Little	None
49. Teaching (reputation as a classroom teacher among students, other faculty members, and administrators)-----	( )	( )	( )	( )
50. Research and publication (involvement in research, writing articles, publication of textbooks)-----	( )	( )	( )	( )
51. Service (administrative service, community development, dormitory supervisor, athletic coach)-----	( )	( )	( )	( )
52. Personal characteristics (integrity, amiability, loyalty to institution, ability to work well with other faculty members)-----	( )	( )	( )	( )
53. Informal associations (participation in the campus faculty club, being well-liked by the students, other faculty members, and administrators)-----	( )	( )	( )	( )
54. Kinship Relations (being related to an influential faculty member or administrator)-----	( )	( )	( )	( )
55. Influence of spouse (popularity of spouse with other faculty members, administrator, and higher administrative official)-----	( )	( )	( )	( )

## THAI VERSION OF THE QUESTIONNAIRE

แบบสอบถามนี้จัดทำขึ้นเพื่อจะสำรวจความคิดเห็นส่วนบุคคล เกี่ยวกับเรื่องนโยบายการพิจารณาความดีความชอบในสถานศึกษา ถ้าตอบที่ลึกลงสุดต่อคำถามแต่ละข้อข้างล่างนี้ เป็นความคิดเห็นเฉพาะส่วนตัวของท่าน การแสดงออกซึ่งความคิดเห็นอย่างเปิดเผยและตรงกับความเห็นจริงของท่าน เป็นสิ่งจำเป็นอย่างยิ่งสำหรับงานวิจัยชิ้นนี้ ความคิดเห็นทั้งหมดที่ท่านแสดงออกจะถือเป็นความลับ และใช้เพื่อการวิจัยเท่านั้น

ตอนที่ 1. ความคิดเห็นทั่วไป โปรดตอบปัญหาต่อไปนี้ โดยการเข็เครื่องหมาย ✓ ลงในวงเล็บซึ่งอยู่ท้ายปัญหาแต่ละข้อ

1. โปรดแจ้งเพศของท่าน เข็เพียง 1 ข้อ  
( ) ก. เพศชาย  
( ) ข. เพศหญิง
2. โปรดแจ้งอายุของท่าน เข็เพียง 1 ข้อ  
( ) ก. ต่ำกว่า 31  
( ) ข. 31 - 40  
( ) ค. 41 - 50  
( ) ง. 51 - 60
3. ในปัจจุบันท่านมีตำแหน่งอะไร ? เข็เพียง 1 ข้อ  
( ) ก. ผู้อำนวยการ (หรือผู้อำนวยการแทน)  
( ) ข. ผู้ช่วยผู้อำนวยการ (หรือหัวหน้าฝ่าย)  
( ) ค. หัวหน้าหมวดวิชา  
( ) ง. อาจารย์ประจำวิชา
4. จำนวนนักศึกษาในวิทยาลัยของท่านขณะนี้ประมาณเท่าใด (ไม่รวมนักศึกษาภาคค่ำ) ? เข็เพียง—  
1 ข้อ  
( ) ก. ต่ำกว่า 2,000  
( ) ข. มากกว่า 2,000
5. วิทยาลัยของท่านเปิดสอนหลักสูตรสูงถึงระดับไหน ? เข็เพียง 1 ข้อ  
( ) ก. ปริญญาตรี  
( ) ข. ต่ำกว่าปริญญาตรี

6. นโยบายในการพิจารณาความดีความชอบในวิทยาลัยของท่าน มีเขียนเอาไว้เป็นหลักฐาน  
แน่นอนหรือไม่ ? เขตเพียง 1 ข้อ
- (     ) ก. มีเขียนเอาไว้
- (     ) ข. ไม่ได้เขียนไว้
- (     ) ค. ไม่ทราบ
7. ท่านมีความนโยบายในการพิจารณาความดีความชอบในวิทยาลัยของท่านนั้น เป็นที่ทราบและเข้าใจ  
กันดี ในหมู่อาจารย์ส่วนมากหรือไม่ ? เขตเพียง 1 ข้อ
- (     ) ก. ใช่
- (     ) ข. ไม่ใช่
- (     ) ค. ไม่ทราบ
8. การประเมินผลงานของครูอาจารย์เพื่อการขึ้นเงินเดือนในวิทยาลัยของท่านนั้น เป็นไปอย่างมี  
ระบบและหลักเกณฑ์หรือไม่ ? เขตเพียง 1 ข้อ
- (     ) ก. มีระบบและหลักเกณฑ์
- (     ) ข. ไม่มีระบบและหลักเกณฑ์
- (     ) ค. ไม่ทราบ
9. ความสามารถในการสอนของอาจารย์จะใช้ประกอบการพิจารณาขึ้นเงินเดือนนั้น ประเมินผลกัน  
อย่างไร ? เขตได้หลายข้อตามต้องการ
- (     ) ก. ไม่มีการประเมิน
- (     ) ข. ไม่มีหลักเกณฑ์การประเมินผลที่แน่นอน
- (     ) ค. ใช้ความคิดเห็นของอาจารย์อื่น ๆ เป็นหลักในการประเมิน
- (     ) ง. ใช้ความคิดเห็นของผู้บริหาร เป็นหลักในการประเมิน
- (     ) จ. ใช้ความคิดเห็นของนักเรียนเป็นหลักในการประเมิน
- (     ) ฉ. วิธีอื่น ๆ (โปรดระบุ) ... ..

10. งานด้านงานตัววิจัยและผลิตสิ่งพิมพ์ทางวิชาการที่จะใช้ประกอบการพิจารณาการพิจารณาขึ้นเงินเดือนนั้น ประเมินผลได้อย่างไร ? เชกได้หลายข้อตามต้องการ

- ( ) ก. ไม่มีการประเมิน
- ( ) ข. ไม่มีหลักเกณฑ์การประเมินแต่ที่แน่นอน
- ( ) ค. ใช้ความถี่เห็นของอาจารย์อื่น ๆ เป็นหลักในการประเมิน
- ( ) ง. ใช้ความถี่เห็นของผู้บริหาร เป็นหลักในการประเมิน
- ( ) จ. วิธีอื่น ๆ (โปรดระบุ).....

11. ใครเป็นผู้พิจารณาในการขึ้นเงินเดือนของอาจารย์ ? เชกได้หลายข้อตามต้องการ

- ( ) ก. อาจารย์ในวิทยาลัย
- ( ) ข. คณะกรรมการซึ่งตั้งขึ้นจากอาจารย์
- ( ) ค. หัวหน้าหมวดวิชา
- ( ) ง. ผู้ช่วยผู้อำนวยการ (หรือหัวหน้าฝ่าย)
- ( ) จ. ผู้อำนวยการ
- ( ) ฉ. ผู้อื่น (โปรดระบุ) .....

12. ในการพิจารณาความดีความชอบในวิทยาลัยของท่านนั้น การสนับสนุนของใครมีน้ำหนักที่สุด (ทั้งทางตรงและทางอ้อม ? เชกเพียง 1 ข้อ

- ( ) ก. คณะกรรมการที่ทั้งตั้งขึ้นจากนักศึกษา
- ( ) ข. คณะกรรมการที่ทั้งตั้งขึ้นจากอาจารย์
- ( ) ค. หัวหน้าหมวดวิชา
- ( ) ง. ผู้ช่วยผู้อำนวยการ (หรือหัวหน้าฝ่าย)
- ( ) จ. ผู้อำนวยการ
- ( ) ฉ. ผู้อื่น (โปรดระบุ).....

13. ท่านถือว่าการพิจารณาความดีความชอบที่ปฏิบัติจริง ๆ ในวิทยาลัยของท่านนั้นเป็นไปตามนโยบาย และหลักเกณฑ์ที่วางเอาไว้แค่ไหน ? เชกเพียง 1 ข้อ

- ( ) ก. เป็นไปตามนโยบายและหลักเกณฑ์ทุกประการ
- ( ) ข. โดยปกติยึดนโยบายและหลักเกณฑ์เป็นหลัก
- ( ) ค. เป็นไปตามนโยบายและหลักเกณฑ์ในบางครั้ง
- ( ) ง. เป็นไปตามนโยบาย และหลักเกณฑ์น้อยมาก
- ( ) จ. ไม่เป็นไปตามนโยบายและหลักเกณฑ์เลย

14. เมื่อการพิจารณาเงินเดือนผ่านไปแล้ว ผู้พิจารณาความดีความชอบ ควรจะให้ความสำคัญถึง  
จุดเด่น (หรือจุดเด่น) ของอาจารย์หรือไม่ (เช่นว่าทำไมถึงไม่ได้เงินเดือนขึ้น, ทำไม  
ถึงไม่ได้ 2 ชั้น )? เชกเพียง 1 ข้อ
- ( ) ก. ควร
- ( ) ข. ไม่ควร
- ( ) ค. ควรในบางกรณี
- ( ) ง. ไม่มีความเห็น
15. ในวิทยาลัยของท่านมีการกระตุ้นและส่งเสริมให้ครูอาจารย์เน้นหนักไปในทางทำการค้นคว้าวิจัย  
และผลิตสิ่งพิมพ์ทางวิชาการหรือไม่? เชกเพียง 1 ข้อ
- ( ) ก. น้อยมากหรือไม่มีเลย
- ( ) ข. มีพอสมควร
- ( ) ค. มีมาก
16. ในวิทยาลัยของท่านมีการกระตุ้นและส่งเสริมให้ครูอาจารย์เน้นหนักไปในทางปรับปรุงการสอน  
ให้มีประสิทธิภาพหรือไม่? เชกเพียง 1 ข้อ
- ( ) ก. น้อยมากหรือไม่มีเลย
- ( ) ข. มีพอสมควร
- ( ) ค. มีมาก
17. เมื่อจะมีการจัดอันดับหรือประเมินผลงานของอาจารย์เพื่อการขึ้นเงินเดือน ในความคิดเห็น  
ส่วนตัวของท่าน ท่านคิดว่าวิธีไหน หรือผู้ใดควรมีส่วนเกี่ยวข้องในการพิจารณาบ้าง? เชกได้  
หลายข้อความต้องการ
- ( ) ก. ผู้อำนวยการ
- ( ) ข. ผู้ช่วยผู้อำนวยการ (หรือหัวหน้าฝ่าย)
- ( ) ค. หัวหน้ามหาวิทยาลัย
- ( ) ง. อาจารย์ในวิทยาลัย
- ( ) จ. การประเมินผลการสอนของอาจารย์โดยนักเรียน
- ( ) ฉ. อื่น ๆ โปรดระบุ.....

ตอนที่ 2 วิจัยในการพิจารณาความดีความชอบ โปรดชี้ให้เห็นว่าการดีต่าง ๆ ข้างล่างนี้มีส่วน  
ช่วยให้ได้รับการพิจารณาความดีความชอบ แต่ไหน หรือไม่ในวิทยาลัยของท่าน โดยกาเครื่องหมาย  
✓ ลงในวงเล็บโดยลงเครื่องหมายดีหรือเลวของข้อ

งานด้านการสอน

ก.	ข.	ค.	ง.	จ.
ช่วย	ช่วยพอ	ช่วย	ไม่ช่วย	ไม่
มาก	สมควร	น้อย	เลย	ใจ

18. เป็นอาจารย์สอนที่ดีในความรู้ลึกของนักศึกษา ( ) ( ) ( ) ( ) ( )
19. เป็นอาจารย์สอนที่ดีในความรู้ลึกของคณะอาจารย์ ( ) ( ) ( ) ( ) ( )
20. เป็นอาจารย์สอนที่ดีในความรู้ลึกของผู้บริหาร ( ) ( ) ( ) ( ) ( )
21. มีประสบการณ์ในการสอนมาหลายปี ( ) ( ) ( ) ( ) ( )
- งานด้านค้นคว้าวิจัยและผลิตสิ่งพิมพ์ทางวิชาการ
22. ทำงานเกี่ยวกับการค้นคว้าและวิจัย ( ) ( ) ( ) ( ) ( )
23. ผลิตเอกสารและสิ่งพิมพ์จำนวนมาก ( ) ( ) ( ) ( ) ( )
24. เขียนบทความทางวิชาการลงพิมพ์ ( ) ( ) ( ) ( ) ( )
25. ผลิตตำราเรียน ( ) ( ) ( ) ( ) ( )

งานด้านบริการ และธุรการ

26. บริหาร (เช่น หัวหน้าฝ่าย, หัวหน้าเขต) หรือ  
ช่วยงานธุรการด้านต่าง ๆ ในวิทยาลัย ( ) ( ) ( ) ( ) ( )
27. งานบริการต่อชุมชน หรือต่อบ้านเมือง (เช่น งาน  
ด้านประชา, นิเทศศึกษาชุมชน)
28. งานด้านอบรมและควบคุมนักเรียน (เช่น  
อาจารย์ประจำหอพัก, ผู้ฝึกนักกีฬา)
29. เป็นที่ปรึกษาชุมชนหรือองค์การนักศึกษา ( ) ( ) ( ) ( ) ( )

บุคลิกลักษณะ

30. มีความโปร่งคล่องตัวเพื่อร่วมมือจาก ( ) ( ) ( ) ( ) ( )
31. มีความอ่อนน้อม อ่อนโยน ( ) ( ) ( ) ( ) ( )

	ก. ช่วย มาก	ข. ช่วยพอ สมควร	ค. ช่วย เล็กน้อย	ง. ไม่ช่วย เลย	จ. ไม่ช่วย ใจ
32. มีความซื่อสัตย์จงรักภักดีต่อวิทยาลัย	( )	( )	( )	( )	( )
33. มีความสามารถในการทำงานร่วมกับผู้อื่นได้อย่างดี ดีที่มีคนมองสิ่งอื่นที่ไม่ได้อยู่ในระเบียบ	( )	( )	( )	( )	( )
34. เป็นสมาชิกและมีส่วนร่วมคำ เป็นการ โสโธโมสรอาจารย์	( )	( )	( )	( )	( )
35. เป็นบุคคลที่รักศึกษาภิรมชมชอบ	( )	( )	( )	( )	( )
36. เป็นบุคคลที่รักอาจารย์นิชมชมชอบ	( )	( )	( )	( )	( )
37. เป็นบุคคลที่หัวเราะชอบใจชมชอบ	( )	( )	( )	( )	( )
38. เป็นบุคคลที่ผู้ดำเนินการนิชมชมชอบ	( )	( )	( )	( )	( )
39. เป็นบุคคลที่เจ้านายระดับสูงขึ้นไปนิชมชมชอบ ความเป็นญาติพี่น้องกัน	( )	( )	( )	( )	( )
40. เป็นญาติกับอาจารย์ที่มีส่วนในการพิจารณาความดีความชอบ	( )	( )	( )	( )	( )
41. เป็นญาติกับหัวหน้าหมวดวิชา	( )	( )	( )	( )	( )
42. เป็นญาติกับผู้อำนวยการ	( )	( )	( )	( )	( )
43. เป็นญาติกับเจ้านายระดับสูงขึ้นไป	( )	( )	( )	( )	( )
<u>ดีที่มีคนมองสิ่งอื่นที่ไม่ได้อยู่ในระเบียบ</u>					
44. คุณสมบัติของบุคคลที่รักกับคณะอาจารย์	( )	( )	( )	( )	( )
45. คุณสมบัติของบุคคลที่รักกับหัวหน้าหมวดวิชา	( )	( )	( )	( )	( )
46. คุณสมบัติของบุคคลที่รักกับผู้อำนวยการ	( )	( )	( )	( )	( )
47. คุณสมบัติของบุคคลที่รักกับเจ้านายระดับสูงขึ้นไป	( )	( )	( )	( )	( )
48. คุณสมบัติเป็นบุคคลที่เข้าสังคมได้อย่างดีกับคนทุกระดับ	( )	( )	( )	( )	( )

ในแบบสอบถามฉบับนี้ ๑๐ ข้อได้แก่ ข้อที่ ๑-๑๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๑๑-๒๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๒๑-๓๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๓๑-๔๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๔๑-๕๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๕๑-๖๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๖๑-๗๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๗๑-๘๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๘๑-๙๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร ข้อที่ ๙๑-๑๐๐ มีส่วนช่วยให้ครูอาจารย์ได้รับการพิจารณาความดีความชอบหรือไม่เป็นไร

ของท่านให้ความสำคัญต่อปัจจัยเหล่านี้มากแค่ไหน โดยกาเครื่องหมาย ✓ ลงในวงเล็บในวงเล็บหนึ่ง  
ทางด้านขวามือของแต่ละข้อ.

ก.	ข.	ค.	ง.
ความสำคัญของปัจจัย			
ให้ มาก	ให้พอ สมควร	ให้ น้อย	ไม่ให้ เลย

49. งานด้านการสอน (เป็นอาจารย์สอนเกี่ยวกับความรู้สึกรองนักกีฬา, ครูอาจารย์ และผู้บริหาร) ( ) ( ) ( ) ( )
50. งานด้านก้นคว้าวิจัยและผลิตสิ่งพิมพ์ทางวิชาการ (ทำการวิจัย, ผลิตเอกสาร, เขียนบทความลงพิมพ์, แต่งตำรา) ( ) ( ) ( ) ( )
51. งานด้านบริการหรือธุรการ (เป็นหัวหน้าหน่วยงาน, พัก, ปกครองหอพัก, ปีกกีฬา, นิเทศการสอนแบบ) ( ) ( ) ( ) ( )
52. บุคลิกภาพ (ปรองดองกับเพื่อนร่วมงาน, อ่อนน้อม, มีนิสัย, ทำงานร่วมกับคนอื่นได้ดี) ( ) ( ) ( ) ( )
53. อิทธิพลของสิ่งที่ไม่ได้อยู่ในระเบียบ (เป็นสมาชิกสโมสรอาจารย์, เป็นบุคคลที่นักกีฬา, ครูอาจารย์ และเจ้าหน้าที่นิยมชมชอบ) ( ) ( ) ( ) ( )
54. ความเห็นอกเห็นใจของกัน (เป็นญาติกับผู้อื่นส่วนในการพิจารณา ความดีความชอบ และเจ้าหน้าที่ระดับสูงขึ้นไป) ( ) ( ) ( ) ( )
55. อิทธิพลของกุศลธรรม (กุศลธรรมของกับคณะอาจารย์, หัวหน้าหน่วยงาน, ผู้อำนวยการ และเจ้าหน้าที่ระดับสูงขึ้นไป) ( ) ( ) ( ) ( )

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