ANALYSIS OF THE FACULTY PERCEPTIONS OF

THE IMPLEMENTATION OF A MANDATED

EDUCATIONAL POLICY: THAI

NATIONAL EDUCATION ACT
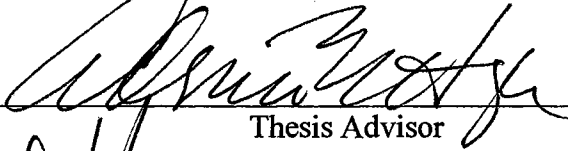
BY

PAN, YUE MING (JIMMY)

Bachelor's of Language Arts
Shenyang Teacher's College
Shenyang, Laoning
P.R. China
1983

Master of Language Arts
Shenyang Teacher's College
Shenyang, Liaoning
P.R. China
1990

ANALYSIS OF THE FACULTY PERCEPTIONS OF

THE IMPLEMENTATION OF A MANDATED

EDUCATIONAL POLICY: THAI

NATIONAL EDUCATION ACT

Thesis Approved:
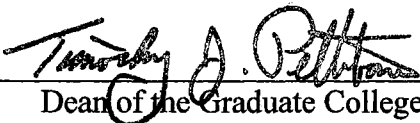
_____
Thesis Advisor

_____

_____

_____
Dean of the Graduate College

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude and special thanks to my dissertation advisor, Dr. Adrienne Hyle, my academic mother in America. It is my true feeling that writing this dissertation is not a single-handed project. Throughout the dissertation process, I have received Mother Hyle's endless love, support, guidance and encouragement for completing this dissertation.

Being a Chinese, I felt very fortunate to be selected for this Cohort Doctoral Program supported by Siam University in Thailand to study in the College of Education at Oklahoma State University four years ago. Since this joint-venture project was a pioneering program between the above-mentioned universities, I spent two third of my learning time in Thailand. That's why I could closely focus on the whole process of the Thai education changes in line with the National Education Act, which has enriched the contents of my dissertation writing. Within this whole period, Mother Hyle was dedicating her time and energy to guide and encourage me at each step of dissertation writing through the Internet. My complete work has surely been merged with her sweat, insight and support.

I also wish to thank the other members of my committee, Dr. Martin Burlingame, Dr. Edward L. Harris and Dr. Kay S. Bull for their willingness to serve on my committee in addition to their many other responsibilities.

Today, I deeply cherish the memory of Dr. Burlingame and Dr. Harris who flew to Thailand five years ago to create this joint-venture program along with the efforts of Prof. Pornchai Mongkhonvanit, President and Dr. Twee Hormchong, Senior Vice President of Siam University in Thailand.

Loving appreciation is extended to my wife, Guo Xiu Zhi and my son, Pan Xing for their support and encouragement of my educational work. In addition, I wish to acknowledge support from Khun Suthisri Masamarn of the Office of National Education Commission and Dr. Padoongchart Suwanawongse of the Ministry of University Affairs for helping to prepare the English versions of the 1999 National Education Act and other reform-related documents and articles.

I also want to thank Khun Nattaya Kunluan, my closest friend in Bangkok who helped me contact the participants, translated the rules and regulations both from the government and the three-investigating universities from the Thai language into English, and provided me with the transportation to the investigating sites.

TABLE OF CONTENTS

Appendices	Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

Design of the Study

According to the Thai National Education Act of Buddhist Era 2542 (1999)

(hereafter, the Act), all 24 public universities will still be government units, but have their

own system of administration and management by the year 2002. Altogether, there would

be four phases of universities becoming autonomous between the year 1999 and the end

of 2002. That is, five would be changed by the end of 1999, five more by the end of

2000, and another five by the end of 2001. As for the remainder of the universities, they

will wait until the last moment (The MUA, 1998). The goal for being autonomous is to

let the current public universities "have flexibility, academic freedom and be under

supervision of the councils of the institutions in accord with the foundation acts of the

respective" (The Act, 1999, p. 16).

As the Office of the National Education Commission (ONEC) notes, Thailand has

a relatively weak human resource base. The lack of Thai graduates capable of

independent and analytical thought has been pinpointed as one of the major underlying

factors responsible for the country's economic downfall. In addition, Thailand is not

leading in the world competition market because Thai graduates lack the skills or the

ability to work competitively with other people in other parts of the world.

Suwanwela (1998) relates the reasons of the Thai higher education system for

failing to produce quality human resources for the industrial and business development to

the following crises:

- *Quality crisis*: The quality standard of Thai higher education is lower than the international standard. The system emphasizes memorization, not research and self-study;

- *Wrong target crisis*: We brought higher education system from abroad but did not critically assimilate what was beneficial in our own cultural heritage or adapted it to our great need;

- *Equality crisis*: There exists disparities and inequalities in access to higher education from provincial and low-income population. There are also inequalities among different types of higher educational institutions;

- *International competitiveness crisis*: Thai higher education is not a basis for international competitiveness. (p. 27)

The educational problems have accumulated over the past decades. The detailed dilemmas, as the Ministry of University Affairs (MUA) and the Ministry of Education (MOE) point out, can be shown as follows:

First and foremost, the existing problem relates to the poor teaching and learning methods, teachers only give knowledge and information, but they do not let students try new things. So, the students are more skillful in remembering than applying. As such, Thailand does not produce enough skilled university graduates though it has many graduates with titles. The Ministry of Education's (MOE, 1999) statistics indicate that Thai education standards are much lower than other Asian nations in all subjects. Recently, at the Mathematics Olympics, total scores of Thai students were much lower than other Asian students from China, Taiwan, Korean, Vietnam and Singapore. In 1999, according to the survey from the International Institute of Management Development

(IMD), Thai students were ranked 47th among 64 participating countries in the field of science and technology.

Next, there is no proper professional development for training teachers. This is partly due to a long existing policy by which any teacher is fully protected under the de facto system of "once hired/never fired." Therefore, teachers would rather spend their time doing part-time jobs even in their working hours to earn extra money than upgrading their knowledge. As for universities, there is a no apparent rule to encourage teachers to teach effectively and efficiently. As a result, the lazy staff members have benefited as much as the diligent (ONEC, 1999).

Third, there is very little research and development (R&D) work. Nowadays in Thailand, the majority of public universities are not involved in research, not to mention the private universities. Most university teachers do not produce research, and the universities do not expect their academic staff to do so. Consequently, the universities, for decades, have failed to stand at the center of Thailand's national economic and economic development (MUA, 1999).

Fourth, there is a problem of access and equity. The existing statistics have revealed that in Thailand, more than 44% of higher educational institutions are concentrated in Bangkok, which consists of only 10% of the national population. Moreover, 70% of the university students are from high socio-economic families. Many students from low socio-economic positions in society fail to receive higher education (ONEC, 1999).

Last, but not least, is the low degree of collaboration between higher educational institutions and modern economic sectors. Currently, the university has a narrowly

circumscribed curriculum and an ideology that stresses a fairly narrow role for academic institutions. As such, universities fail to provide a direct service to society—to government, industry, agriculture, and a variety of other special interests (The Nation, 2000).

The academic crisis has brought home the need for a thorough re-examination of the country's human resource development system. The stage has been set for across-the-board reform of Thai education. Recognizing the poor performance in nationwide education and the urgent need for education reform, the government, acting through the Office of National Education Commission (ONEC), under the Prime Minister's Office, has formulated educational policies and planed to bring about necessary changes within the Thai system through the Act.

The Act, which became effective in August 1999, represents an unprecedented and a long overdue break from supporting Thai educational norms, such as traditional lecturing and learning by memorization. Instead, the Act sets the foundation for a more creative, questioning approach to studying (ONEC, 1999). The Act also sets out to decentralize the finance and administration. Individual teachers and institutions have more academic freedom to set curricula and mobilize resources, which in turn will increase accountability and ensure that funds are targeted in the right areas. Furthermore, the Act will revise the higher educational mission to lifelong education, societal participation, student-centered learning. Learners will be given an optimal range of choice and flexibility of entry. Moreover, the Act hopes to guarantee the high quality of international standards with due respect for university autonomy and academic freedom.

As such, it will ensure the participation of the faculty members in teaching, research, tutoring students and steering institutional affairs (ONEC, 1999).

In addition to conducting both learning and administrative reforms, the Act also makes another clear-cut stipulation. Once the public universities leave the state bureaucratic system and become independent by 2002, all the faculty members will be changed from government officers to university employees under the personnel regulations of the university personnel. Compensation matters will be finalized at only the university councils with their clear and transparent reporting, control and monitoring systems (MUA, 1998).

This unprecedented change and mandated order from the Thai government has already evoked nationwide repercussions in educational circles. So far, there exist two different viewpoints toward this mandated policy to the planned withdrawal from state control, particularly among the current faculty. The supporters believe that educational reform is necessary and crucial if we are to produce graduates in the future who are able to advance the cause of the country. We no longer can afford to have a population who knows things, but who are unable to apply this knowledge in any practical way (Wasi, 2000). At the same time, the opponents in the universities fear their status will be changed if their university severs its ties with the state. Once a bill seeking autonomy from state control becomes effective, campus officials will become employees and not civil servants (Bunnag, 2000).

The universities in Thailand have faced an unprecedented revolution; and its educational system, in particular its higher educational operation, has reached a

crossroad. The mandated policy in line with the Act is the order of the day. To be exact, educational reform is a "must" and a "you can do it now" mission.

<div align="center">Statement of the Problem</div>

Because of the 1999 National Education Act (Act), faculty roles in higher education in Thailand will change. They are supposed to bear *more responsibilities* for their current jobs. A good example is to change faculty's teaching techniques from a "chalk and talk" style of instruction in order to "create the ambiance, environment, instructional media, and facilities for learners to learn and be all-round persons" (The Act, 1999, p. 11). Moreover, university faculty are also required to "carry out research for developing suitable learning for learners" (The Act, 1999, p. 13). As such, faculty must now learn and employ new instructional techniques designed to better engage students and promote learning reform from a "teacher-centered" to a "student-centered" learning process. In addition, university faculty are being required to do research that can improve the delivery of instruction to students in their classes. In doing so, it will increase the quality standard of Thai higher education.

However, the same Act also stipulates that when public universities become autonomous, faculty will no longer be civil servants employed by the government. They will receive *less protection* from the government since they will become university employees under the personnel regulations of the university (MUA, White Paper, 1998). In other words, faculty will no longer work for the government, but work for individual university councils. Rather than receiving the government's employment protections, faculty will be hired or fired at the university level. Personnel and compensation matters will be managed only by the university's

policies regarding rules, compensation, and responsibilities. It would appear that the comforts of the past no longer exist for faculty of Thai public universities.

This unprecedented educational change in relation to *faculty's job security* from civil servant to university employee, coupled with new instructional and research requirements, will understandably arouse anxieties among the current faculty members. In order to improve teachers' instructional techniques and research abilities as well as reducing the sense of job insecurity from the Act-based stress, it is important to understand the assumptions of Granovetter's (1973) network analysis and Fullan's (1991) change theory. Granovetter (1973) would speculate that for success and survival, faculty would need to develop weak ties bridging their traditional cultural groups with new cultural groups. At the time same, Fullan (1991) would predict that these weak ties would focus around the development of new materials, approaches and beliefs linked to their faculty responsibilities and duties.

Purpose of the Study

The purpose of this study, then, is to examine the development of ties and resulting changes in materials, approaches and beliefs of faculty in the new autonomous universities. Specifically, the following goals will be achieved:

1. An account of the faculty's ideas regarding their changing roles and assessment of their beliefs about how to cope with the new instructional techniques, researching matters and other constraints that have been affected by the autonomous universities;

2. An analysis of changing experiences using Granovetter's (1973) theory of strong and weak ties and Fullan's (1991) change theory;

3. An assessment of the usefulness of these theoretical lenses for research and practice; as well as,

4. A report of other realities that may be discovered along the way.

Theoretical Framework

Two lenses will focus this study. Network analysis (Granovetter, 1973, 1983) serves as the first theoretical framework for this study which examines the data. It allows the examination of relationships (ties) among members of groups for patterns of interactions or absence thereof. In addition, Fullan's (1991) change theory provides three components for implementing any new policy in the educational field. Both theories have been chosen as they lend themselves to the naturalistic inquiry approach and provide useful lenses from which to examine the educational changes from public universities to autonomous ones.

Network Analysis

Network analysis (Granovetter, 1973, 1983) serves as one of the theoretical frameworks for investigating strong and weak ties among people. The strong ties preserve the dominant cultural norms and values, while weak ties maintain links between the dominant system and culturally different ones.

Granovetter (1973) points out:

The strength of a tie is a (probably linear) combination of the amount of time, the emotional intensity, the intimacy (mutual confiding), the reciprocal services which characterize the tie. Each of these is somewhat independent of the other, though the set is obviously highly intracorrelated. (p. 1361)

When used in the context of group interaction, strong ties would include familiar relationships (close friends) entailing similar thoughts and backgrounds; and weak ties (acquaintances) could be found among the individuals with dissimilar backgrounds and experiences. Using Granovetter's (1973) equation of time, emotional intensity, intimacy, and reciprocal services in group settings, strong ties would likely be found within cliques or subgroups rather than between them. Weak ties would likely be found between these entities and create bridges represented by occasional or distant interaction among members of the separate groups.

Strong ties (close friends) are not bridges since they are restricted to form only between those members with similar backgrounds and experiences. However, "all bridges are weak ties…The significance of weak ties, then, would be that those which are local bridges create more, and shorter, paths" (Granovetter, 1973, pp. 1364-1365). This means that whatever is to be diffused can reach a large number of people, and traverse greater social distance when passed through weak ties rather than strong.

In Granovetter's (1973, 1983) opinion, from the individual's point of view, weak ties are an important resource in making possible mobility opportunity. This is close to saying that one's strong ties form a dense network, one's weak ties a less dense one. Individuals with few weak ties will be deprived of information from distant parts of the social system and will be confined to the provincial news and views of their close friends. Without weak ties, any momentum generated in this way does not spread beyond the clique. As a result, most of the population will be untouched.

Weak ties "bridge social distance…provide people with access to information and resource beyond those available in their own social circle…(perform) a function of the

security of the individual. Weak ties provide the bridges over which innovations cross the boundaries of social groups" (Granovetter, 1983, pp. 209-210). As such, local bridges and weak ties promote the regular flow of novel and important information in differentiated structures.

Using Granovetter's (1973, 1983) "weak ties," this phenomenon can be explained by the fact that faculty members, who are exposed to the unprecedented educational change, are able to establish "weak ties" each other which will allow them to bridge the cultural boundaries of the existing employment opportunity barriers.

Because weak ties traveled a greater social distance and reached a larger number of faculty members in relation to educational change, they played a significant role in networking by providing people with more opportunities. Therefore, this study would use the weak ties to research the effect of the faculty members' social networks in terms of transferring the current public universities into the autonomous universities.

Change Theory

According to Fullan (1991), one of the basic principles of change framework is that change is multidimensional. In Fullan's (1991) opinion, change process should be used less as instrument of "application" and more as means of helping practitioners and planners "make sense" of planning, implementation strategies, and monitoring. In his belief, change process will cover three broad phases. Phase I—variously labeled initiation, mobilization, or adoption—consists of the process that leads up and includes a decision to adopt or proceed with a change. Phase II—implementation or attempting to put an idea or reform into practice. Phase III—called continuation that refers to whether the change gets built in as an ongoing part of the system.

Adoption Phase

Adoption phase is the initiation process for educational change in practice. According to Fullan (1991), "Ideally, the best beginnings combine the three R's of relevance, readiness and resources" (p. 63).

Relevance includes the interaction of need, clarity of the innovation and utility, or what it really has to offer teachers and students (Fullan, 1991). Greatest successes is likely to occur when the size of the change is large enough to require noticeable, sustained effort, but not so massive that typical users find it necessary to adopt a coping strategy that seriously distorts the change. According to Fullan (1991), *readiness* involves the school's practical and conceptual capacity to initiate, develop, or adopt a given innovation. Readiness may be approached in terms of "individual" and "organization" factors (Fullan, 1991). *Resources* concern the accumulation of and pressing ideas, doesn't mean that the resources are available to carry it out. Fullan (1991) points out, "Resources are obviously critical during implementation" (P. 64).

Early Implementation Phase

Fullan (1991) states, "The implementation of educational change involves change in practice. Innovation is multidimensional" (p. 37). According to Fullan's (1991) change theory, there are at least three components or dimensions at stake in implementing any new program or policy:

(1) the possible use of new or revised *materials* (direct instructional resources such as curriculum materials or technologies), (2) the possible use of new *teaching approaches* (i.e., new teaching strategies or activities), and (3) the

possible alteration of *beliefs* (e.g., pedagogical assumptions and theories underlying particular new policies or programs). (p. 37)

Fullan (1991) maintains that all three aspects of educational change are necessary because together they represent the means of achieving a particular educational goal or set of goals. He further explains the three aspects of change:

> The innovation as a set of materials and resources is the most visible aspect of change, and the easiest to employ, but only literally. Change in teaching approach or style in using new materials presents greater difficulty if new skills must be acquired and new ways of conducting instructional activities established. Changes in beliefs are even more difficult: they challenge the core values held by individuals regarding the purposes of education; moreover, beliefs are often not explicit, discussed, or understood, but rather are buried at the level of unstated assumptions. (p. 42)

According to Fullan (1991), educational change will affect teachers in a number of different ways:

- It draws their focus to day-to-day effects or a short-term perspective;

- It isolates them from other adults, especially from meaningful interaction with colleagues;

- It exhausts their energy—at the end of the week, they are tired; at the end of year, they are exhausted;

- It limits their opportunities for sustained reflections about what they do— Teachers tend to function intuitively and rarely spend time reasoning about how they carry out their jobs;

- Further, it tends to increase the dependence of teachers on the experiential knowledge necessary for day-to-day coping, to the exclusion of sources of knowledge beyond their own classroom experience. (pp. 33-34)

Therefore, educational change, according to Fullan (1991), should be introduced in a way that takes into account the subjective reality of teachers, leaves more room for teachers to speak about the change, and makes them adjust to the 'near occasion' of change, by changing as little as possible. Ultimately, the transformation of subjective realities is the essence of change.

Fullan (1991) cites that "Educational change depends on what teachers do and think" (p. 117), because teachers are the closest to student achievements. Teachers will support the change if they see the change as reducing, rather than increasing, their present burdens; if they feel their autonomy and security are not threatened; and if they experience acceptance, support, trust and confidence in their relations with one another (Gorton & Snowden, 1993). Whereas teachers will feel stressful if they are lack of security, redundancy; or the support from administrators, public and parents (Fullan, 1991).

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

This study uses a qualitative research method. Such research can provide a method for identifying unanticipated outcomes of policy in relation to teachers' job security; a way to identify how policy is translated as it is implemented in various levels, agencies, governmental units, universities and the departments in each university as well; and a way to find the 'natural' solutions to problems (Marshall & Rossman, 1989).

The explanatory case study method (Yin, 1989) is suitable for this study, the "how" and "why" questions are likely to favor the use of case studies. The approach of case studies varies from each field of study and has been employed for a long time (Denzin & Lincoln, 1998). The process of the case study method is inductive in that the abstractions, concepts and theories are built from data analysis. In particular, the case study employs the triangulation of data collected through multiple sources to include documentation, archival records, interviews, direct observation, participant-observation, physical artifacts, film and survey (Yin, 1989; Strauss & Corbin, 1998).

Researcher

I have been a teacher by profession for more than 15 years both in China and Thailand. While teaching in China, I worked in the public universities: Liaoning Teacher's University and China Medical University for nearly a decade; later moving to Siam University, one of the private universities in Thailand.

My past educational and teaching experiences have involved at least three distinguishing features: (1) What is the real meaning of "tenured instructor," who holds the "iron bowl" for eating; (2) What is the actual implications of "university employee," who carries the "earth bowl" for filling the stomach; and (3) What my feeling is toward the Chinese educational reform that took place a decade ago.

I was so lucky to become a university teacher after my graduation 17 years ago. At that time, like many public-university teachers today, anyone who became a state university teacher would automatically hold a position of tenure. However, in the late 1980s, due to the limited budget, the public universities were forced by the government to join the market by combining themselves with factories and hi-tech enterprises. During

the "transitional period," many teachers, like myself, decided to quit their jobs because of insecurity and the loss of some welfare. At that time, owing to the shortage of faculty members, some subjects in quite a few universities had to be cancelled. The educational turmoil at the inception of educational reform was beyond many people's expectation.

After resigning my teaching job in China due to that educational reform in its initial step, I moved my job from one Chinese university to Siam University, a private university in Thailand. Currently, I have been teaching in Thailand for more than six years.

At Siam University, in addition to teaching, I am also the leading editor for the university newspaper. That is why I have been given the opportunity to attend most of the university's academic meetings and conferences. In recent years, the university council, led by our President, has tried to implement quality assurance in our educational setting. Although I have attended many formal and informal meetings held among the administrators from President, Vice Presidents, Deans or even Department Heads, nothing has happened in the real instructional methodology more than four years later in the classrooms. Teachers are still using the traditional way to teach students by repeating what the textbooks say, and students are used to learning by rote.

My past teaching experience has confidently told me that in a university, any kind of educational reform can not be successfully implemented without the active involvement from faculty members, who are supposed to share universities' decision making. What is more, any educational change can not really happen without the participation of the faculty members since they are the closest to the students.

Being one of the education doctoral students in America with my own teaching experiences in both China and Thailand, I feel it is a good opportunity for me to explore the Thai educational change which will be taking place very soon under the Act. However, I remind myself of my own personal bias that any educational change should take teachers' own security into consideration. This personal view has affected my research from forming the statement of the problem to analyzing data until interpreting my findings.

Data Needs and Sources

The data needed should clearly describe the process of implementing educational changes and teachers' attitudes and beliefs underlying the particular new policy of the Act. Specifically, it would focus on faculty's changing roles from the government's officials to the universities' employees and examine the impacts of the Act to cause the various stressful aspects and other constraints of being teachers in the current or coming autonomous universities.

In doing so, faculty members were chosen from present Thai public universities divided into three categories:

- Autonomous universities

- Universities in a transitional period

- Universities that remain the traditional status until the year 2002

For the above-mentioned reasons, the selection of three universities as case studies would be shown below:

- Chang Thai University of Technology Phranakorn (CTUTP)

- Wachira University (Wachira)

- Chonburi Provincial University (Chonburi)

My justifications of choosing the above-mentioned universities are the following:

CTUTP: First case of transforming an entire existing university to autonomy after the promulgation of the National Education Act in August, 1999.

Wachira: The country's premier university and one of the largest, furthest higher educational institutions in the autonomous process with regard to having a plan submitted to the Thai Cabinet for becoming an autonomous university.

Chonburi: A regional university in Chonburi Province. Slated for the first batch of universities to become autonomous in 1999. However, it has changed its original plan and waited until the last moment in the year 2002.

The selection of faculty members is shown follows:

- At CTUTP: a) *Anan*, an instructor of architecture; b) *Anuwat*, an instructor of physics; c) *Apichai*, an instructor of mining metallurgical engineering; and d) *Apichit*, an instructor of civil engineering.

- At Wachira: a) *Banchob*, an instructor of Commerce and Accounting; b) *Bangkarn*, an instructor of political science; c) *Boonsong*, an instructor of biochemistry; and d) *Boosya*, a full-time professor of higher education.

- At Chonburi: a) *Chow*, an associate professor of physical education; b) *Chalida*, an instructor of chemistry; c) *Chinda*, an instructor of curriculum and instruction; and d) *Chainarong*, an instructor of foundation of education.

Data Collection

The data collection steps involve taking the samples for the study, (a) collecting information through observations, face-to-face interviews, documents, and visual

materials, and (b) using the Internet and mailing for conducting following-up interviews, questionnaires and surveys. Network analysis has been used to investigate relationships among individuals with new cultural groups; and Fullan's change theory has been applied for explaining the change process.

Observation

First all of, an observation protocol (see Appendix G) would be designed for collecting and recording information in the field. For example, this protocol would be used as the "portraits of the informants, a reconstruction of dialogues, a description of the physical setting, accounts of particular events, and activities" (Creswell, 1994, p.152), and the record of "personal thoughts such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices" (Creswell, 1994, p.152). Moreover, this form would include demographic information "about the time, place, and date that describe the field setting where the observation takes place" (Creswell, 1994, p.152).

I would spend a considerable amount of time in the setting, learning about daily life, especially the particular activities. Through participant observation, I planned to get access to the faculty members who had their hidden voices, like their worries about the new system of evaluation system, and their own benefits. By doing so, I tried to gain the first-hand experience with informants, recording unplanned information as it indicating and noticing the unusual aspects, exploring the topics that might be uncomfortable for informants to discuss, and obtaining the "private" information that it was impossible to get from other sources like the interview, documents or audiovisual materials.

Interviews

A protocol was also useful in conducting interviews (see Appendix D). This protocol would cover the opening statements, the key research questions, the probes to follow key questions, the space for recording the interview's comments, and space in which the researcher records reflective notes (Creswell, 1994).

Moreover, all the interviews, if the interviewees did not object, would be audio tape-recorded.

- Initial Interview. Using a set of predetermined questions to get the individual thoughts, opinions and their personal experiences from the participants, who were allowed freedom to digress.

- In-depth Interviews. The participants would be selected randomly at different ages, genders, years of service and professional rankings. The interviewees would be also selected with their similar and different opinions.

- Follow-up Interviews. The participants would be interviewed further depending on the face-to-face conversation or through the telephone/email contact to gain their additional opinions.

Document Analysis and Others

In addition to conducting the interviews and observations, the data would be collected from the existing documents, like public documents such as minutes of universities' meetings, newspapers; private documents such as journals, or diaries, letter; the audiovisual materials such as photographs, videotapes, art objects, computer software; other sources like the questionnaires and the Internet.

Data Analysis

First of all, some usefully descriptive approaches would be adopted. Namely:

Data reduction. From an amount of information, the data would be reduced "to certain patterns, categories, or themes and then would interpret this information by using some schema" (Creswell, 1994, p. 154).

Data format. This spatial format or table of tabular information would help to show "the relationship among categories of information, display categories by informants, site, demographic variables, time ordering of the information, role ordering, and many other possibilities" (Creswell, 1994, p. 154).

Coding identification. The collected data would be sorted in terms of interview transcriptions, tape-recording, and documents. Additionally, the process of sorting information might be done with file folders, file cards, or computer software.

Secondly, the data analytic strategy would produce "relying on theoretical proposition" (Yin, 1989, p. 108). The collected data would be used to compare with the conceptual framework of Granovetter's (1973) strong and weak ties and Fullan's (1991) change theory. By doing so, it would gain incisive and insightful data interpretation.

Significance of the Study

There exists in education today a serious need for careful description and analysis of change in educational organizations. Bearing this in mind, the meaningful findings of this study should be appropriate to the criteria of research, practice and theory.

Research

This study would add information to the limited knowledge base regarding the impact of the autonomous universities to the faculty members. In doing so, it used a

qualitative method to explore teachers' attitudes and personal experiences in terms of their job security in the existing or coming autonomous universities in Thailand. According to the Thai government's schedule, the deadline for all the public universities to change should take place in the year 2002. However, as more than half the time has passed since the decision came into being and some universities have already become autonomous universities, there is little chance to hear the faculty's voice about their feelings and beliefs toward this unprecedented educational change since no studies have yet looked at how faculty members' ideas regarding their changing roles, their stress and fears, and their attitudes about how to cope with the new instructional techniques. By using both Granovetter's (1973) theory of strong and weak ties and Fullan's (1991) change process of three dimensions, this study identified how the faculty's attitudes and ideas for affecting the success of implementing autonomous universities among the current 24 public universities by the end of 2000 in Thailand.

Practice

Through the recognition of the selected settings, the study would describe the educational operation among the current Thai government universities with different statuses: The first batch of universities have already become autonomous universities; the second are waiting for the Thai Cabinet's approval; and the last are waiting for the time limit. The real practice could be strengthened by revealing strengths and weaknesses of implementing the changing policy under the Act, in particular, it would make teachers understand themselves and be understood by others and make the current government officers and university administrators know who the teachers were.

Theory

This study, using Granovetter's (1973) network analysis and Fullan's (1991) change theory, attempts to examine the faculty's relationships or ties. The research found that information about employment opportunities was generated through the job changer's weak ties, their less formal interpersonal network, "old college friend(s), former workmates (s) or employer(s)…someone they never saw in a network context" (Granovetter, 1371-1372). Meanwhile, findings from this study should help to clarify the usefulness of Fullan's (1991) change theory for the autonomous universities in Thailand. For example, which one of the three dimensions, such as materials, teaching approaches and beliefs should be implemented first before conducting the others in relation to Thai educational reform? Moreover, this application has also provided an opportunity to check the Western conceptual framework of educational changes and whether it can be applied for Thai higher educational change. The findings of this study should add to, confirm or refute these assertions.

Summary

The purpose of this study is to use the theories of Granovetter's (1973) strength of ties and Fullan's (1991) three dimensions to examine the implementation of university autonomy and teachers' job security in Thai higher educational institutions. Qualitative methods will be used to investigate and bring about the understanding of this new trend in the higher educational settings. In addition, it will provide the majority of current universities with a suitable lens before their required shift to the autonomous universities in the year 2002.

Reporting

This study is organized around five broad chapters. The first chapter includes the statement of the problem, purpose of the study, theoretical framework, procedures and significance of the study. A review of the literature is contained in Chapter Two. The data collection is presented in Chapter Three, followed by data analysis in Chapter Four. The last chapter comprises a summary of the study, discussion, conclusions, implications and recommendations for future practice and research.

CHAPTER II

Review of the Literature

Despite the promulgation of the 1999 National Education Act (Act) that serves the

only real hope of solving the Thai education crisis in general and higher education in

particular, there exists an unsolved crucial issue in line with this mandated policy, which

undoubtedly poses a serious threat for the faculty members who will face the loss of job

security once the public universities are shifted to autonomous status by the year 2002 .

As such, this question remains very much at issue (Suwanwela, C., 1998; The Brooker

Group, 1999; Ayudhya, 2000; Chulapak, 2000; Intraoon, 2000; KMUTT, 2000;

Sompong, 2000; Kirtikara, K., 2001).

The purpose of this study was to examine the effect of social networks and change

framework for current faculty members to effectively pull through this unprecedented

educational change. Furthermore, it would facilitate the injection of international

experience into the Thai context in an efficient and effective manner with regard to the

recent educational evolution of university autonomy. In so doing, there were six areas of

related literature in this chapter that helped in guiding this study.

The first section reviews the core meaning of autonomy, including the conceptual

definition and categories of university autonomy. The second section reviews the past

and current status of higher education in Thailand. The third section reviews the

evolution of university autonomy in Thailand, such as the historical background and the

general trends affecting Thai university autonomy. The fourth section reviews the 1999

Thai National Education Act in terms of its higher educational reform. The fifth section

reviews the social reflections on the Act, both from the supporters and opponents; and the last section reviews the literature related to the network analysis and change theory.

The Core Meaning of Autonomy

As demands upon higher education increase, university autonomy is a key element that can assist institutions in meeting the challenges of providing higher quality education to a greater number of students at an affordable cost, as well as providing applied research and other services to society. Thailand's effort to make public universities autonomous is a step in the right direction to strengthen their quality, effectiveness and efficiency.

Definitions of Autonomy

University autonomy, as described by The Brooker Group (1999), "...in a broad sense, means self-governing" (p. 5). Berdahl, R. (1999) maintains that "Take simply, autonomy means the power to govern without outside controls" (p. 59).

According to the Encyclopedia of Higher Education (1978), university autonomy refers to: "the belief that institutions of higher education should be left alone to determine their own goals and priorities, and to put these into practice, if they are to best serve society as a whole" (p. 34).

"Autonomy," as defined by Dictionary of Education (1973), "(1) in general, self-regulation; (2) freedom to act without external control" (p. 53).

The 1999 Thai National Education Act notes that autonomous universities should "be able to develop their own system of administration and management; have flexibility, academic freedom and be under supervision of the councils of the institutions in accord with the foundation acts of the respective institutions" (Act, p. 16).

The Autonomy White Paper by the Ministry of University Affairs (1998) in Thailand explains:

An autonomous university means that the university is still a government unit but will have its own administration and management. The goal for being autonomous is for the university to be more efficient, independent, flexible, and fast in order to respond to academic change. (White Paper, p. 1)

Categories of Autonomy

Generally speaking, university autonomy will be divided into two categories: *individual* and *institutional* autonomy. Individual autonomy, as Vidovich & Currie (1998) indicate, "is usually associated with the notion of academic freedom" (p. 194).

The concept of the institutional autonomy, as described by the International Association of Universities (IAU, 1998), can be seen as follows:

The principle of institutional autonomy can be defined as the necessary degree of independence from external interference that the university requires in respect of its internal organization and governance, the internal distribution of financial resources and the generation of income from non public sources, the recruitment of its staff, the setting of the conditions of study and finally, the freedom to conduct teaching and research. (p. 2)

Similarly, according to Albornoz (1996) citation, the institutional autonomy will be involved the following categories: "autonomy of *research, teaching* autonomy, *administrative* autonomy and autonomy of *financial expenditure*" (p. 38).

Albornoz (1996) describes that autonomy of research "implies the fact that the originators of knowledge must be able to deploy their efforts according to their own

agenda, subject only to evaluation by their peers and without external interference of any other type" (p. 38).

Similarly, teaching autonomy, in Albornoz's (1996) opinion, means that "the university must have the capacity to decide within its own frame of reference which knowledge should be transmitted and which techniques should be used for that purpose" (p. 38).

As far as the administrative autonomy is concerned, Albornoz (1996) points out:

The university must be in a position to control the admission of students and teaching and research staff, to draw up its own curricula, confer academic degrees and establish relations with other institutions within the country and abroad, while also encouraging the production and subsequent dissemination of knowledge on the scale which it deems appropriate. (pp. 38-39)

Finally, Albornoz (1996) suggests that "the university must be free to manage its own budget within the limits of the funds available, and to collect new funds needed for its activities, though it must remain subject to institutional forms of administrative, academic and financial control" (p. 39).

Anyhow, autonomy, as posited by Cabal (1993), "is indispensable to the role and work of the university" (p. 23).

Three Dimensions of Autonomy

According to the IAU (1997), the perspective on university autonomy will focus on three dimensions:

External autonomy. It is a criterion pre-eminently formal. If the decision to found a university was taken by a private individual or group of private individuals, then

the university will stand as an independent legal personality as it may also be if the status of an 'organizing power' is either conferred upon it or transferred to it, by law.

Organic autonomy. It confers upon the university the capacity to determine its own internal forms of academic organization. State universities, for the most part, have an identical arrangement across all establishments within the sector or public universities.

Administrative autonomy. It is the touchstone of institutional independence. Under this rubric come freedom to choose priorities, to decide vis a vis duties and opportunities. It also embraces the power to set complementary detailed procedures for institutional administration, budgetary control and personnel policy. (pp. 7-8).

Essential Ingredients of Autonomy

Berdahl (1999) offers three essential ingredients for implementing university autonomy:

- Freedom to select staff and students and to determine the conditions under which they remain in the university;

- Freedom to determine curriculum content and degree standards;

- Freedom to allocate funds (within the amounts available) across different categories of expenditures. (p. 61)

Function of Autonomy

According to the IAU (1997), "the university autonomy is valuable when it serves to advance the quality of teaching and research" (p. 11).

The Brooker Group (1999) states, "Autonomy is a key element that can assist institutions in meeting the challenges of providing higher quality education to a greater

number of students at an affordable cost, as well as providing applied research and other services to society" (p. 5).

Altbach, P. (1998) adds that only universities have autonomy can they truly "participate in the international knowledge system and to gain the respect of the world academic community" (p. 189).

Accountability and Academic Freedom

Universities do not function in a vacuum. On the one hand, they must have a large measure of academic freedom and internal autonomy so that the academic staff can be free to teach and students can be free to learn without political or ideological fetters. On the other, they must function as integral parts of society and have responsibilities to agencies that provide their financial sustenance (Altbach, 1998).

Accountability. Generally speaking, the concepts of university autonomy and accountability are closely linked. Simply put, the accountability, as described by Berdahl, R. (1999), "means the requirement to demonstrate responsible actions" (p. 59).

Albornoz (1996) remarks:

It (accountability) is a relatively new concept in the modern academic world. However, view from the historical angel, university institutions have always been subject to some kind of control...thus, giving them an indirect warning that if they did not themselves control their academic lives, others would do it for them. (p. 42)

Accountability has become a concept involving evaluation and measurement of performance, and monitoring of all the function of a university. In the strictly technical sense, accountability means rendering accounts not only in the book-keeping sense of the

term, but also with reference to the relationship between the objectives and the means, in conformity with the needs of society and the university itself (Albornoz, 1996).

Lucas (1996) asserts, "Academics will tolerate this kind of assessment measurement as an unavoidable irritant they must contend with in exchange for whatever academic autonomy and freedom society affords them in their work" (p. 239).

Accountability is a social and cultural force serving chiefly to gain the effectiveness and innovation in this contemporary academic world. By using the tool of accountability, Vidovich and Currie (1998) argue that "Government is thus able to use accountability mechanisms to maintain central control over the 'products' of universities while leaving details of the 'processes' to individual institutions" (p. 207). This strategy is referred to as "self-regulation" (Neave & Van Vught, 1991) and also "steering at a distance" (Kickert, 1991).

Sporn (1999) maintains that the goal of accountability is to "aim at securing access, reducing costs, and achieving quality and effectiveness" (p. 20). Concerning accountability, the same author (1999) continues: "The trend towards increased accountability has changed the role of administration...Teaching, research, and service— the dominant three overall goals at colleges and universities..." (pp. 32-33).

Nelson & Watt (1999) identify, "External accountability cab regulate the number of students we serve, the hours we spend in classrooms and offices, the new programs that win approval, and the allocation of the budget" (37).

Academic freedom. Bluntly speaking, academic freedom encompasses the freedom to inquire and to teach as well as the freedom of students to learn (IAU, 1998; Altbach, 1998; Berdahl, 1999).

The Dictionary of Education (1973) writes that "The opportunity for the teachers to teach, and for the teachers and the students to study, without coercion, censorship, or other forms of restrictive interference" (p. 251).

The IAU (1997) notes:

The principle of academic freedom can be defined as the freedom for the members of the academic community-that is, teaching personnel, students and scholars-to follow their own scholarly inquiries and are thereby not dependent on political, philosophical or epistemological opinions or beliefs though their own opinions may lead them in this direction. (p. 3)

For the same notion, Nelson & Watt (1999) state:

Academic freedom is the glue that holds the university together, the principle that protects its educational mission. It is the principle that guarantees faculty members the right to speak and write as they please without interference from the university, the state, or the public. It is the principle that gives both students and faculty in the classroom the right to say whatever they believe is pertinent to the subject at hand. It is the principle that affirms there are no limits to what subjects and issues educational institutions may study, investigate, debate, and discuss. (p. 22)

Guri-Rosenblit (1999) further explains that "Academic freedom is that right granted to academics as professionals to pursue their research interests as they see fit, and to teach their areas of expertise as they wish" (pp. 46-47).

Furthermore, academic freedom engages the obligation by each individual member of the academic profession to excellence, to innovation, and to advancing the

frontiers of knowledge through research and the diffusion of its results through teaching and publication. It also engages the ethical responsibility of the individual and the academic community in the conduct of research, both in determining the priorities of that research and in taking account of the implications which its results may have humanity and nature (IAU, 1997).

Summary

Traditionally, public universities have been seen as cultural institutions without a concrete purpose for the social cohesion an economic development of societies. However, there are loud and clear political demands nowadays for universities to play an important role in concrete societal, political and economic goals. The close contacts between universities, and industry as well as society should be strengthened so that the new knowledge generated by the universities should be close to the needs of the society, and the graduates from the universities would become the qualified workforce for the countries. It is believed that university autonomy in terms of accountability and academic freedom is able to keep the public universities on the right track.

Status of Higher Education in Thailand

The development of higher education in Thailand has stretched back along her history from the latter half of the nineteenth century. Until then, the only education of a semi-public nature was that offered by the Buddhist monasteries, catered for only a small percentage of the male population.

In an effort to consolidate Thailand's independence and to modernize the country, King Chulalongkorn (Rama V) introduced far-sighted reforms in the government bureaucracy after he assumed the throne in 1868. Centers of higher education

incorporating elements of Western influence were established and subsequently flourished.

History of Higher Education

According to MUA (1998), "The history of higher education in Thailand can be divided into three periods: 1) The Early Modernization Period (1889-1931), 2) The Post-Revolution Period (1932-1949), and 3) The Development Planning Period (1950-present)" (p. 9).

History shows that higher education in Thailand dates back to late 19th century when King Rama V started to modernize the country. The country also saw the first comprehensive Thai university, upgraded from the Civil Service College in 1917. It was given the name Chulalongkorn after the late King Rama V. Later, several specialized universities were later established in Bangkok after the revolution of 1932 in order to produce manpower for the civil service. Higher education took another significant leap with regional expansion in the 1960s when a couple of provincial universities were set up, Chiang Mai University in the north, Khon Kaen University in the northeast and Prince of Songkla in the south (National Identity Board, 2000).

During the 1970s and 1980s, more universities, especially several technical colleges and universities were set up in Thailand, such as the National Institute of Development Administration, King Mongkut's Institute of Technology, and Srinakharinwirot University. Around this time, private universities and institutions began to play a role in higher education provision, thus allowing more of the Kingdom's young to gain tertiary qualifications. The Sixth National Higher Education Development Plan (1989-1991) saw greater government's encouragement both for public and private

universities' development. In 1990s, more regional universities were established. For example, Burapha University in the east, Naresuan University in the north, Mahasarakham University in the northeast and Thaksin University in the south (MUA, 1998).

Today, nearly one hundred later after the birth of the first university, there are 24 public-funded higher education institutions, and 50 private universities and colleges in Thailand (MUA, 1998; National Identity Board, 2000).

Present Status of Higher Education

The 1999 National Education Act defines higher education as that which continues from basic education. It is divided into two levels, namely, low-than-degree level and degree level.

Higher education system in Thailand. The higher education system in Thailand is quite complex and has lacked policy cohesion. Currently, it is under responsibility of 10 ministries and one independent agency. These are: Ministry of University Affairs (MUA), Ministry of Education (MOE), Ministry of Defense, Ministry of Interior, Ministry of Public Health, Ministry of Agriculture and Co-operatives, Office of the Prime Minister, Ministry of Science, Technology and Environment, Ministry of Transport and Communications, Ministry of Justice and the Thai Red Cross (ONEC, 2001, p. 5).

Higher education institutions. In 2000, there are total 645 institutions, not counting the different campuses. Kirtikara, K, President of KMUTTT, writes:

- 74 under the jurisdiction of the MUA;

- 489 under the jurisdiction of the MOE;

- 82 specialized institutions under the jurisdiction of their ministries.

There is also an international higher education institution called the Asian Institute of

Technology (AIT), for which the ONEC is responsible for the processing of the Royal

Thai Government's funding support (p. 1).

Number of higher education students. In 1999, there was a total of 1,639,149

students, representing 20% of the 18-24 age group. These students included:

- 398,225 (24%) at lower-than-degree levels; and

- 1,240,924 (76%) at degree level.

Among these students, 1,026,910 (63%) were under the jurisdiction of the MUA, 581,430

(35%) were under that of the MOE, while 30,809 (2%) were under that of the other

ministries, as seen in the table below.

Table 1: Number of higher education students in 2000, by jurisdiction and by educational level

Unit: Students

Grand Total	Total	MUA	MOE	Other Ministries
	1,639,149	1,026,910	581,430	30,809
1.Lower-than-degree	398,225	2,238	388,380	7,607
2.Degree level	1,240,924	1,024,672	193,050	23,202

Source: National education report 2000, ONEC

Access to higher education. Thailand is unique among the countries in the

Southeastern Asia with higher education institutes located evenly throughout the country.

Geographically, there are 76 provinces in Thailand, only 2 provinces have no higher

education institutes. However, it has been recognized that at the regional level access to

formal education at all levels, in particular higher education, varies markedly between

regions, especially with that of Bangkok area (ONEC, 2001).

Rationale for Thai Higher Educational Reform

Higher education systems in Thailand today are facing unprecedented challenges mainly due to the external pressures for great changes at an accelerated speed. Although the patterns of difficulties vary from university to university, many similar dilemmas do exist.

Intrinsic Problems and Crisis

Kirtikara, K (2001) states that "We feel that the higher education system (in Thailand) has suffered from an inefficient management structure. Examples of these are limited management flexibility of the Civil Services under which the public higher education system is" (p. 4).

During the economic boom of the late 1980s until the economic collapse of 1997, Thailand had witnessed brain drain of quality manpower from public universities and the public sectors. Due to bureaucratic difficulties, termination of public organizations, including university faculties and programs offered, are next to be impossible (The Nation, 2000).

As a consequence, the private sector, which has replaced the public one as the major employers of the university graduates since the 1980s, has complained of the mismatch of graduate profiles and market requirements. The reason is that the private sector had to employ these mismatched graduates during the economic boom as there was no other alternative on supplying of higher education manpower (The Brooker Group, 1999; The Nation, 1999).

It is also observed that Thai universities have low level of research and development (R & D) works, and the existing research works are not meaningful for the

economic development. Worse still, there are no expectations on universities doing research and development works (The Nation, 2000).

Kirtikara, K (2001) observes:

The Thai higher education institutes in Thailand were set up to produce professionals firstly for the bureaucratic reform during the reign of King Chulalongkorn (King V) nearly ago. Strictly speaking, the Thai first tertiary institute was not a university in the sense of Western World where search for new knowledge through research has always been part of the university. (p. 4)

Additionally, there exists a low degree of collaboration between higher education institutions and the modern economic sector, especially Thai industries. Since the investment privileges accorded to industrial development during the four decades of industrialization are not coupled to higher manpower development, technology transfer and research. At such, industries view universities as solely responsible for producing professional workforce. Very few university-industry education operations exists (The Brooker Group, 1999; The Nation, 200; Kirtikara, 2001).

Another problem of the equity to higher education in Thailand has also been recognized, and partially solved. In Thailand, more than 44% of higher education institutes are located in and around Bangkok. Close to a quarter (70%) of higher education students are from families with good economic background (ONEC, 2001).

Lack of quality workforce. Thailand has witnessed a continuous decline in national competitiveness for the past five years. Based on the IMD ranking, the overall competitiveness of the country drops from 29 in 1997 to 39 in 1998 and 34 in 1999, 33 in 2000, especially in the fields of science and technology.

Charoenwongsak, K. (2000) offers his opinion that Thailand's dismal ranking in the latest IMD (the International Institute for Management Development) study has prompted calls for a complete review of the S&T (Science and technology) sector. He continues his opinions:

> Both the quality and quantity of Thailand's educational services must be improved. That is, not only must more Thais be given the opportunity to pursue a higher education, but all Thais citizens must be trained to think effectively...Teacher remuneration must be increased to match the level of their important role in building a strong education system for the future generations of Thais...Moreover, the Thai education system should provide more support for students with a high aptitude for science and technology. (Focus, C4).

Limitation of national resources for education. Education budget has traditionally been a major part of the Government budget, about 20%. The economic contraction after the economic collapse in 1997, reflected by negative growth in GDP (8.7% in 1995, 5.5% in 1996, -0.4% in 1997, -8% in 1998 and 0.9% in 1999), makes it difficult to maintain the education budget. Decreasing of public investment in higher education during the 1st to the 8th National Education Development Plans is noted, varying between 0.24-0.58% of GDP or 0.7-3.06% of GNP. Due to the financial crisis, ONEC (1999) states, "...the government budget in 1998 (compared with the year 1997) has been reduced 25.2% of the total expenditure" (p. 48). As a result, it is impossible for any Thai public university to fully depend on the financial resource simply from the government.

Development and impact of information technology. Thailand has been on the receiving end, as far as the hardware, contents and applications, of the information technology (IT) since its emergence in the second half of the 1990s. However, this may not be so in the future if we can integrate IT into strategies for education, and in particular higher education, workforce development and lifelong education. The explosion of knowledge and extensive global connectivity should be seen as a great opportunity, rather than threat, on the Thai society, culture and economic growth.

Growing demand for higher education. Currently, there exist limitations on admission capacity of higher education However, the new policy on the 9-year compulsory education and 12-year free basic education as a consequence of the 1999 National Education Act will result in a large increase of high school graduates. The figures are 0.7 million in 20000 to 1.8 in 3016, and an increase 150% in 15 years' time. Demand for higher education places will increase correspondingly and put severe pressure on the education and higher education systems with intrinsic weakness described above.

According to the Office of National Education Commission (ONEC, 1999), inn Thailand due to the demographic development, the ratio of the student enrollment, increased approximately 30% from the year 1994 to 1997. The dilemma for any university is apparent; more students will require more expenditure. In other words, it will require more teachers, more teaching facilities and more people supporting students' service and others (see Figure 1).

Figure 1: Population pyramid of Thailand: 1990 and 2000

Figure 2 Population Pyramid of Thailand : 1990 and 2000

Age Group

1990 = 27,941,000
2000 = 31,018,903

1990 = 27,898,000
2000 = 31,300,774

1990

2000

70+
65-69
60-64
55-59
50-54
45-49
40-44
35-39
30-34
25-29
20-24
15-19
10-14
5-9
0-4

Population

Population
(Unit : Million)

3   2   1   0   1   2   3

Source : *1990 : National Econaomic and Social Development Board*
2000 : Thailand Population Projection,1999-2016
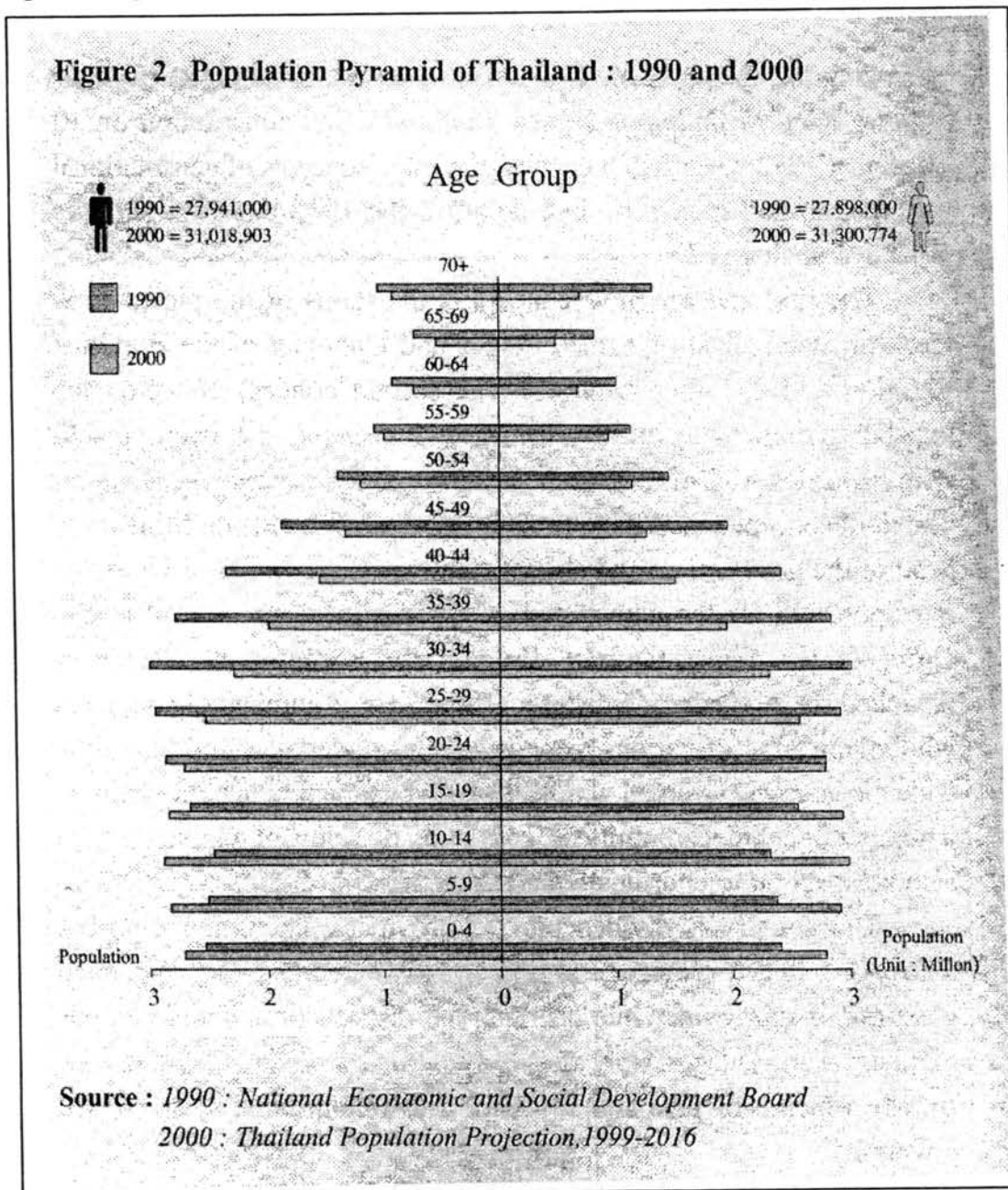
Economic Constraints

Today, there is a common sense among all the public universities across the

Country that have already stipulated the policies to cut down the budgets to the

universities. In mid-1997 amazing Thailand, the world's fastest growing economy for the

previous 30 years, collapsed in line with a systemic failure of banking system, the real

estate sector bubble burst and millions of Thais found themselves without a job.

Bottom of the class. In a recent study of competitiveness, Thailand was ranked

bottom of the 47 countries surveyed in the field of science and technology.

Tanchaisawat (2000) describes:

This year's International Institute of Management Development (IMD) study of

competitiveness illustrates a worrying trend for Thailand in the field of science

and technology. Having gone from a ranking of 32nd four years ago...is a cause

for concern with lack of investment in R&D being cited as the underlying reason

for such a poor showing. Compared to other developed countries, which spend an

average of 1-3 percent of GDP on research, Thailand spent less than 0.1 percent in

1997. The number of full-time researchers in Thailand has also dropped from

5,539 in 1987 to 4,409 in 1997. (The Nation, 2000, November)

According to the release from the 1999 Rank and Institution, 77 universities were on the

list. Only three five universities (see Appendix L) appear in this questionnaire.

Thammasat University, the best one among the selected Thai universities, was ranking of

the 51st (Asiaweek, 2000, June).

The Editorial (1999) comments, "Thailand lags well behind many other countries

around our region—in particular, South Korea, Taiwan, Japan and Singapore—when it

comes to the quality of education it offers, especially in the sciences and applied

sciences" (Bangkok Post, 1999, October).

According to Chupaka (2000), "The average achievement rating for 1998 would

drop 268.7, the equivalent of a D-plus grade and much lover than 1997's rating of 334.8"

(The Nation, 2000, January). In terms of the seven fields of universal education, Chupaka (2000) continues: "No any progress was in the seven fields: teaching and learning methods; teacher training and development; human resource development for science, technology, and development; higher education; and information technology for educational management" (The Nation, 2000, January).

Implications and Impacts of the 1999 National Education Act

For over a hundred years, Thailand has a very centralized approach to the educational system. The promulgation of the 1999 National Education Act has brought about major changes, especially the decentralization of educational system. These changes will aim at:

- Restructuring of the higher education administrative system through merging of MOE, MUA and the National Education Commission (NEC), and creation of the Ministry of Education, Religions and Culture;

- Changing of the public sector role in public higher education institutes from regulatory to supervisory, through incorporating public institutes, presently part of the Civil Services, into autonomous agencies or public corporates;

- Creation of a national agency on education quality assurance that will set national education standards and undertake systematic implementation of qualify assessment;

- Extensive resources mobilization and investment in education; and

- Redirecting missions of higher education towards societal participation, student-centered learning and lifelong learning. (ONEC, 2001)

Summary

Thailand today is at a watershed, and higher education has researched a crossroad. The fact of the above-mentioned crises has brought home the need for a through re-examination of the country's human resource development. The Act represents an unprecedented and long over-due break from traditional Thai educational norms of rote learning and decentralizing finance and administration, etc. As such, this educational reform will bring Thai society to a new juncture, which is crucial in improving the people's quality of life and preparing Thai citizens to be ready for any kind of competition.

The Evolution of University Autonomy in Thailand

It is commonplace to note that the higher educational system in Thailand is quite complex and has lacked policy cohesion. As a result, it has been a long attempt for Thai government to shifting the existing public universities to be the autonomous status. The goal for being autonomous, as described by the Ministry of University Affairs, "is for the university to be more efficient, independent, flexible and fast in order to respond to academic changes" (The Autonomy White Paper, 1998).

The Historical Background

The concept of autonomy first surfaced in Thai higher education over thirty years ago. However, only in recent years has the movement toward autonomous universities been gradually taking root in Thai higher education. The intention of implementing university autonomy in Thailand, as indicated earlier, is not a new concept. However, the development has been slow due to various bureaucratic and substantive obstacles.

Therefore, it is fair to say that the current commitment to make all public universities autonomous by the year 2002 is an ambitious undertaking.

The First Wave

The first wave of university autonomy came in 1965, when a consortium of academics submitted a report on how to make public universities autonomous to the National Education Commission (NEC). Then, the NEC submitted it to the Cabinet in Thailand After consultation with university staff, they came to the conclusion that Thailand's universities were not ready for autonomy at that time (The Brooker Group, 1999).

The Second Wave

The second wave arrived in the late 1980s. In 1986, the Thai government took the initiative to establish two new autonomous universities: 1) Suranaree University of Technology, and 2) Walailak University. By doing so, it hoped to encourage the existing public universities to be autonomous. For existing universities, the Thai government considered to operate small units such as faculties and institutes in an autonomous fashion as the best possible option at the initial stage. Although the establishment of these new autonomous universities and units was significant, the real challenge was to transform the existing universities to be autonomous (Kirtikara, 2001).

The Third Wave

The movement toward autonomy received a strong boost in the early 1990s, when strong promoters of autonomy, such as Dr. Wijit Sri-Saan, Permanent Secretary of MUA, and Dr. Kasem Watanachai, Minister of MUA and Deputy Prime Minister, held key government positions. Supported by then former Prime Minster Mr. Anand Panyarachun,

16 universities drafted acts for autonomy. They were approved by the National Legislative Body in 1992. However, there was a movement against the acts, partly because faculty were conservative and apprehensive about losing job security and being held to more stringent assessments. Furthermore, the movement also lost momentum with political intervention by the military and a succession of governments in 1992 (MUA, 1999).

The Fourth Wave

The economic crisis that began in 1997 provided an opportunity to strengthen the autonomy movement. As a part of the Social Sector Program Loan by the Asian Development Bank, the Thai government agreed in March 1998 to make all public universities autonomous by 2002. In September of the same year, the MUA disseminated the White Paper on autonomy, which explained the principles of autonomy, and advanced it as a guideline for universities to draft their autonomous acts (MUA, 1999).

The White Paper also contains the schedule for the remaining universities to achieve autonomy. There will be four phases or batches of universities becoming autonomous between the end of 1999 and the end of 2002, which does not include technical colleges and other non-university institutions (see Table 2).

Table 2: The schedule for the remaining universities to achieve autonomy

By the end of 1999 (5)	By the end of 2001 (5)
Mahidol University	Ubon Ratchathani University
Taksin University	Khon Kaen University
Burapha University	Silopakorn University
Naresuan University	Prince of Songkla University
Chulalongkorn University	Sukhothai Thammathirat Open Univesity
By the end of 2000 (5)	By the end of deadline (Aug 20, 2002) (1)
Chiang Mai University	Thammasat University
Ramkamhaeng University	
Maejo University	Not fixed time but by 2001 (1)
Mahasarakam University	Kasetsart University
Srinakarinwirot University	

Source: The Brooker Group, 1999

Yet, due to the unclear policy and uncertain producers, especially the opposition from the majority of the current faculty members, this schedule was postponed in the real situation.

Summary

Thai education is currently provided on the basis of the 1992 National Scheme of Education and the Eighth National Education Development Plan (1997-2001). However, the economic crisis in Thailand since mid-1997 directly affected the implementation of this master plan. Moreover, the long-existing weak human resource base in Thailand has been pointed out as one of the factors in the cause of this bubble economy and financial crisis. It is expected that the 1999 National Education Act would bring about changes and new initiatives in the management of education as it will be used as the framework and guidelines for educational development in Thailand.

National Education Act of B.E. 2542 (1999)

The National Education Act of B.E. 2542 (1999) became effective on August 20, 1999, which has been regarded as a rebirth of current Thai universities. The Act aims at changing the teaching and learning methods, decentralizing finance and administration and increasing accountability so as to ensure that funds are targeted in the right areas. The National Education Act is the country's master legislation on education, which provides the framework in terms of higher education shown as follows:

Learning Process

According to the Section 7 in the Act (1999):

The learning process shall aim at inculcating sound awareness of politics; democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom, respect of the rule of law, equality, and human dignity; pride in Thai identity; ability to protect public and national interests; promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge; inculcating ability to preserve natural resources and the environment; ability to earn a living; self-reliance; creativity; and acquiring thirst for knowledge and capability of self-learning on a continuous basis. (p. 4)

In order to make the learners learn from different types of teaching-learning media and other sources of knowledge, the Act (1999) also requires instructors "to create the ambiance, environment, instructional media, and facilities for learners to learn and be all-round persons, able to benefit from research as part of the learning process" (p. 11).

The Act (1999) also stipulates that "Educational institutions shall develop effective learning processes. In so doing, they shall also encourage instructors to carry out research for developing suitable learning for learners..." (p. 13).

The Substance of the Curricula

According to the Act (1999), the substance of the curricula "shall aim at human development with desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility" (p. 12). Meanwhile, the higher education curricula "shall emphasize academic development, with priority given to higher professions and research for development of the bodies of knowledge and society" (p. 12).

University Autonomy

The higher educational institutions, on the basis of the Act's (1999) stipulation: "shall enjoy autonomy; be able to develop their own system of administration and management; have flexibility, academic freedom and be under supervision of the councils of the institutions in accord with the foundation acts of the respective institutions" (p. 16).

According to the Autonomy White Paper by the Ministry of University Affairs in Thailand (1998), "An autonomous university means that the university is still a government unit but will have its own administration and management" (p. 1). The government will only oversee autonomous universities on issues related "policy, budget allocations, and quality" (p. 23).

The White Paper (1998) also stipulates:

University staff will be changed from government officers to university employees under the personnel regulations of the university. There will be an evaluation process specified by each university to change personnel status to

university employees with appropriate titles, compensation, and responsibilities.

(p. 23)

As for the principles of the personnel and compensation, the White Paper (1998)

mentions that these matters "will be managed by the university under the rules,

regulations, and rates specified by each university" (p. 23).

The Act (1999) further explains, "The Ministry shall decentralize powers in

educational administration and management regarding academic matters, budget,

personnel and general affairs administration..." (p. 17).

Quality Assurance

There shall be a system of educational quality assurance to ensure improvement

of educational quality and standards of higher education. Such a system shall be

comprised of both internal and external quality assurance.

The Act (1999) explains:

Internal quality assurance shall be regarded as part of educational administration

which must be a continuous process. This requires preparation of annual reports

to be submitted to parent organizations, agencies concerned and made available to

the public for purposes of improving the educational quality and standards and

providing the basis for external quality assurance. (p. 20)

In sum, the National Education Act has already led the grand task of reforming the

national antiquated education system.

Summary

The 1999 National Education Act is the country's master legislation on education

that has already provided the educational reform for the Thai higher educational

institutions. The Act has set the foundation for reform efforts to prepare people for new social requirement. It will encourage Thais to develop more analytical and independent thought, to offer creative teaching and to conduct useful research.

Social Reflections on the National Education Act

University autonomy has already become a buzzword among the Thai higher educational institutions since the National Education Act became effective on August 20, 1999. Under the Act, the education reform, including the learning reforms, would be implemented. Legislation concerning education bills should be completed by 2002. Facing this unprecedented educational challenge, the faculty members in the public universities can be divided into two groups: Supporters and opponents. For supporters, they believe that Thailand's educational standards will gradually be improved; however, the opponents are used to the bureaucratic system and are afraid of change since they will live in a lesser-protected or even unprotected new system.

The Supporters to the Act

The supporters to the Act have shown their enthusiasm toward this great change. They have regarded this education reform as "a torchlight shining into the new century" (The Nation, 2000, February).

The former Prime Minister Chuan Leekpai (2000) comments in presiding over a conference on autonomous universities, "There is no career in the world that provides as much job security as being a Thai bureaucrat...To compete with others, efficiency, openness and down-sizing are unavoidable" (The Nation, 2000, March). The former Prime Minister promised that autonomous universities would still receive financial support from the government through block grants.

Rachman (2000) remarks, "We do not have enough skillful university graduates though we have many graduates with tiles. This is due to the manner of teaching. Teachers only give information, but they do not let the students try new things. So the students are more skillful in remembering than in applying" (Bangkok Post, 2000, January).

Phromboon (1999) states, "Under the National Education Act, it is better for the state universities to be independent for they will continue to get funding from the government and they can do whatever is appropriate with the fund" (The Nation, 1999).

According to Prawase Wasi (2000), social commentator:

Thailand is at a watershed, and education in Thailand has reached a crossroad, reform is the order of the day. Groundwork has already been done in that the Nation Education is in place. We need to change it (learning by rote) by making learning fun and encouraging students to pursue and enjoying learning throughout their entire lives. The new teaching method, like to teach students learn how to observe, to take notes, to present their findings, to listen, to ask questions, to research and to eventually build wisdom, not just knowledge, is expected to be launched officially. (Bangkok Post, 1999)

The Editorial (2000) states, "Education reform is crucial if we are to produce graduates of the future who are able to advance the cause of the country. We no longer can afford to have a population who know things but who are unable to apply this knowledge in any practical way" (Bangkok, 2000, February).

The Opponents to the Act

However, the reform program is being strongly opposed by a growing number of

faculty members and staff toward the Act, which lets all public universities leave the

traditional civil service system.

The Nation (2000, June) expresses its opinion and analysis:

The reform, which will radically change the way Thailand's higher-education

institutions operate, is being strongly opposed by teaching staff and administrative

workers at some public universities…Chief among major concerns expressed by

opponents of university autonomy is the loss of job security that is a serious threat

to most people. (The Sunday editorial: Education)

In addition to the job security, the faculty members and staff also worry about other

negative impact in line with the implementation of the Act. As The Editorial (2000)

continues, "Privatizing public universities would bring disastrous results, including deep

cuts in state subsides, forcing universities to raise tuition fees sharply, depriving poor

students of the opportunity to get tertiary education" (The Sunday editorial: Education).

Panom (2000) calls upon the Ministry of University Affairs and the government

"to reconsider the plan for fear that it would affect the availability of higher education

and leave some people disadvantaged" (p. 3).

The heart of the educational reforms is to change the teaching method to a

student-centered approach. Yet, any change will be hard when teachers lack the requisite

know-how, training opportunities, and equipment (Chulapak, 2000). She adds that

teachers are told to change to a new system that gives students more opportunity to think,

to reason and to experiment in their learning, which will enable students to catch up with

their foreign counterparts, but she said that she simply did not know how to do that (Chulapak, 2000).

Ungpakorn (1999) argues that the market-driven forces will take universities back to the dark ages. He (1999) insists:

> The main aim of the government's proposals (the Act) is to reduce state funding for education according to rightwing free market doctrines…There are no proposals for increasing much needed funding for libraries, nor are there proposals for more funds to increase staff so that lectures can be supplemented by tutorials where students are trained to think for themselves. There are no proposals for providing additional funds for in-service staff training or proper academic seminars. There is no mention of increasing funding to encouraging staff to conduct more independent and high level research. (p. 29)

Sompong (2000) mentions, "We will firmly stand up against the legislation that will force us all to lose our status in a few years. We shall decide our own future" (The Nation, 2000, June).

Jitradap (2000) refers to the "Quick Degree" of the disadvantages of the autonomous universities. "Ramkhamhaeng University (Thailand's first open university) administrators have accepted the political science program for experienced professionals as one of the university's money-making courses" (The Nation, 2000, February). According to the university's new regulations, students were allowed to use personal working experiences to gain credits.

According to Clayton, G (2001):

> One of the dangers in the present reform of the Thai education system is that it will do the easy changes, without tackling the main problem. Certainly additional funding to upgrade buildings, equipment and salaries could be useful. However, up-to-date equipment is, unless the teachers know how to use it to help the students inquire and investigate, may be worse than not to spending the money. The most important change needed is in teachers' attitudes. Yet this is the most difficult to achieve. (The Nation, 2001, 4A).

Pitiyanuwat, S. (2001) strongly opposes this trend by expressing his opinion that universities are becoming 'companies' that put the profit motive ahead of education. Teachers could end up viewing themselves as service providers, and students as their clients. When the state required students to pay fully for education, students would come to believe that they hire lecturers to teach them. It's sad that the educational system is promoting such a relationship (Bangkok Post, Education Section, July 19, 2001).

To conclude the opposing forces, Thienchay's (2000) argument represents the voices of the opponents, "Public universities being forced into autonomy can be compared to critical patients in the hospital waiting for death" (The Nation, 2000, April).

Summary

Generally speaking, very seldom people, particularly the faculty members, in the educational circle would like to experience the educational change. The reason is clear, the educational reform, to some extent, would influence their personal perspective and current skills in general and the job security in particular. However,

"The universities do not function in the vacuum. They are linked to social, political, and economic realities" (Albach, 1998, p. 119). As the world outside the universities continually change, so do the universities.

Theoretical Framework

Both Network analysis (Granovetter, 1973, 1983) and change theory (Fullan, 1991) served as the theoretical framework for guiding this study by means of examining and analyzing the data. Using Granovetter's (1973) equation of time, emotional intensity, intimacy, and reciprocal services in group settings, strong ties would likely to be found within cliques, yet weak ties would likely be found between these entities and create bridges represented by occasional or distant interaction among members of the separate groups. The change theory by Fullan (1991) stressed the implementation of educational change involving 'change in practice' and was impacted by factors that must be alterations from the current reality in relation to materials, approaches and beliefs.

Network Analysis

In Granovetter's (1973, 1983) opinion, individuals with dissimilar backgrounds would more likely develop weak ties with existing members. The significance of weak ties would provide individuals with a bridge to obtain new views and social ideas, and to receive information about their new jobs that led to integration.

Definition of ties. Granovetter's (1973) defines that "Two of the categories which can be chosen are 'friend' and 'acquaintance'...this corresponds to 'strong' and 'weak' ties" (p. 1368). According to Granovetter (1973, 1983, 1986), a close relationship between individuals with similar thoughts and beliefs resulted in the development of strong ties. Typically, strong ties are characteristic of the relationships between family

members and close friends. Granovetter (1973) described weak ties as a "less formal interpersonal network—that is, acquaintances or friends of friends" (p. 533).

A tie "is a combination of the amount of time, the emotional intensity, the intimacy, and the reciprocal services..." (Granovetter, 1973, p. 1361). The tendency of stronger ties involve larger time commitments (Granovetter, 1983). Strong ties maintain the dominant cultural norms and values while weak ties support links between the dominant system and culturally different one (Granovetter, 1973).

Significance of weak ties. According to Granovetter (1973), the weak ties that exist in a social network are important in employment for two reasons. First, weak ties are important because "persons to whom we are weakly tied are likely to move in different circles from our own and will thus have access to information different from that which we receive" (Granovetter, 1973, p. 1371). Second, weak ties are important "because employers at all levels of work prefer to recruit by word-of mouth, typically using recommendations of current employees" (Granvotter, 1986, p. 102). This process of using friends of friends or acquaintances for job information has been advocated by the faculty members in the current or coming autonomous universities as one method to break down barriers of university employment.

Granovetter (1973) relates that weak ties are important because they link individuals to "new socially distant ideas and are more likely to link members of different small groups" (p. 1376). Because weak ties travel a greater social distance and reach a larger number of people , they play a significant role in networking by providing people with more opportunities (Granovetter, 1973).

According to Granovetter (1973), change in the system norms and perspectives normally result from the predominance of weak ties within the system. These 'weak ties' occur with individuals "only marginally included in the current network of contacts, such as an old college friend or a former workmate or employer, with whom sporadic contact had been maintained" (Granovetter, 1973, p. ???). "The significance of weak ties, then, would be that those which are local bridges, create more, and shorter, paths" (Granovetter, 1973, p. 1365). When Granovetter (1983) revisited the network theory, he summarized the strength of the weak ties as follows:

> The argument of SWT(The Strength of Weak Ties) implies that only bridging weak ties are of special value to individuals; the significance of weak ties is that they are far more likely to be bridges than are strong ties...In higher groups, weak ties do bridge social distance; thus if there are no lucrative job openings know to one's own social circle at a given moment, one may still take advantage of those known in other circles...weak ties provide people with access to information and resources beyond those available in their own social circle....(Granovetter, 1983, p. 208-209)

Weak ties connect an individual's small clique of intimate friends with another, distant clique; as such, it is the weak ties that provide interconnectedness to a total system. The weak ties are often bridging links, connecting two or more cliques (Granovetter, 1973, 1983).

In terms of diffusion processes, "Individuals with many weak ties are best placed to diffuse such a difficult innovation, since some of those ties will be local bridges" (Granovetter, 1973, p. 1367). From the individual's point of view, "weak ties are an

important resource in making possible mobility opportunity. See from a more macroscopic vantage, weak ties play a role in effecting social cohesion...Maintenance of weak ties may well be the most important consequence of such meetings" (Granovetter, 1973, p. 1373).

Granovetter's (1973) 'strength-of-weak-ties' theory tells that these less-frequent network partners may be particularly crucial in diffusion. This great importance of weak ties in conveying new information is why Granovetter (1973) calls his theory 'the-strength-of-weak (network)-ties.

Figure 2. Low-proximity network links

.... "Weak tie" (low proximity)

————————————— "Strong tie" (high proximity)
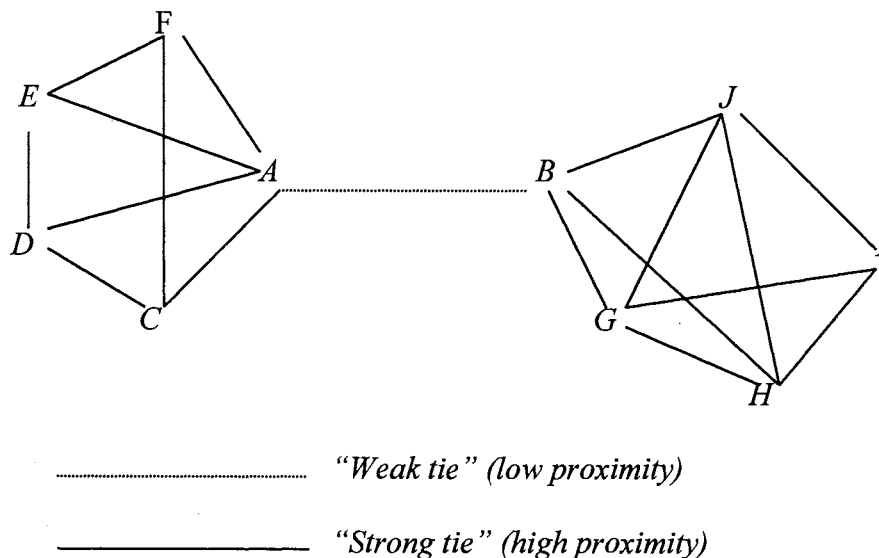
Using Granovetter's (1973) "strong ties" and "weak ties", this phenomenon can be explained by the fact that faculty members who remain the status of civil servants of government maintain primarily strong ties within their cultural environment. Faculty members, exposed to status changes, however, are more familiar with and establish "weak ties" that allow them to bridge the cultural boundaries.

Weak ties in the spread of ideas. Granovetter (1983) mentions:

Individuals with few weak ties will be deprived of information from distant parts

of the social system and will be confined to the provincial news and views of their

close friends. This deprivation will not only insulate them from the latest ideas

and fashions, but may put them in a disadvantaged position. (p. 202)

This argument applies not only to the diffusion of innovations, but to the diffusion of any

ideas or information, in particular, it has been taken up with regard to the spread of

cultural and scientific ideas (Granovetter 1983).

What makes cultural diffusion possible is the fact that small cohesive groups who

are liable to share culture "are not so cohesive that they are entirely closed; rather, ideas

may penetrate from other such groups via the connecting medium of weak ties"

(Granovetter, 1983 p. 215).

Summary

As a matter of fact, Grannovetter's (1973, 1983) theory of "the-strength-of-weak-

ties" has truly provided the bridges over which innovation cross the boundaries of social

groups. It tells us that these less-frequent network partners may b particularly crucial in

diffusion. These ties connect an individual's small clique of intimate friends with another,

distant clique; as such, it is the weak ties that provide interconnectedness to a total

system.

Change Theory

It is noteworthy that in recent years, public universities through the world have

been bombarded with proposal, institutional improvement and mandated polices for

educational change. In Fullan's (1991) opinion, change must be viewed as

multidimensional. He first proposes three dimensions of educational change, then,

mentioning the factors that affect the decisions to adopt or initiate changes. Meanwhile,

he further stipulates three stages for successfully implementing educational change.

Adoption phase. It is also called the initiation process, which combines Fullan's

(1991) three R's of relevance, readiness and resources (see Figure 3).

Figure 3. Consideration in planning for adoption
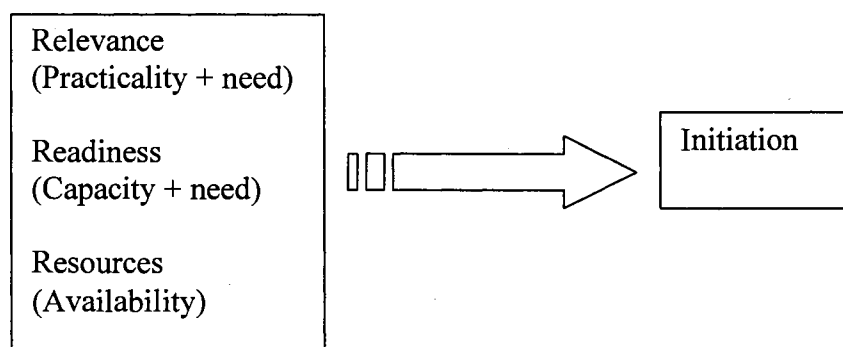
According to Fullan (1991), relevance includes the interaction of need, clarity of

the innovation and practitioner's understanding of it and utility. Readiness involves the

school's practical and conceptual capacity to initiate, develop, or adopt a given

innovation. Readiness may be approached in terms of individual and organizational

factors. Readiness concern the accumulation of and provision of support as a part of the

change process. Resources are obviously critical during implementation, it is at the

initiation stage that this issue must first be considered and provided for.

Implementation phase. In Fullan's (1991) belief, the implementation of

educational change involves "change in practice." Then the question arises: How to

conduct change in practice?

Fullan (1991) points out:

There are at least three components or dimensions at stake in implementing any

new program or policy: (1) the possible use of new or revised *materials* (direct

instructional resources such as curriculum materials or technologies), (2) the possible use of new *teaching approaches* (i.e., new teaching strategies or activities), and (3) the possible alteration of *beliefs* (e.g., pedagogical assumptions and theories underlying particular new policies or programs). (p. 37)

Fullan's (1991) believes that all three aspects of change are necessary because together they represent the means of achieving a particular educational goals or set of goals.

However, before turning to some illustrations of the dimension, three difficulties should be noted. First, in identifying the three aspects of change, there is no assumption about who develops the materials, defines the teaching approaches, and decides on the beliefs. Second, there is a dilemma and tension running through the educational change literature in which two different emphasis or perspectives are evident: the fidelity perspective and the mutual-adaptation or evolutionary perspective. Third, it is very difficult to define once and for all exactly what the objective dimensions of change are with respect to materials, teaching approach, and beliefs.

Explanation of three dimensions. First, it comes to the materials, one of the three dimensions. Fullan (1991) stresses that a teacher could use new curriculum materials or technologies without altering the teaching approach. Or a teacher could use the materials and alter some teaching behaviors without coming to grips with the conceptions or beliefs underlying the change.

In fact, innovations that do not include changes on these dimensions are probably not significant change at all. For example, the use of a new textbook or materials without any alteration in teaching strategies is a minor change at best (Fullan, 1991).

Next comes to the second component—teaching approaches. Recommended

teaching methodologies include providing opportunities for active involvement; using a

variety of resources and techniques (viewing, reading, speaking, informal drama, mime,

photography, etc.), and using "the inductive method" (Fullan, 1991).

The third component, perhaps the major educational reform is the belief that

change the roles and role relationships between regular classroom teachers and special

education teachers, and between school personnel and community members and

professionals outside the school. Fullan (1991) notes: "Changes in beliefs are even more

difficult...beliefs are often explicit, discussed, or understood, but rather are buried at the

level of unstated assumption" (p. 42).

Development of three dimensions. Fullan (1991) states that the change process can

be seen as three broad phases: Phase I—initiation, or adoption, which consists of the

process that leads up to and includes a decision to adopt or proceed with a change. Phase

II—implementation or initial use that involves the first experiences of attempting to put

an idea or reform into practice. Phase III—continuation that refers to whether the change

gets built in as an ongoing part of the system or disappears by way of a decision.

The change process can be shown as the following figure.

Figure 4. A simplified overview of the change process
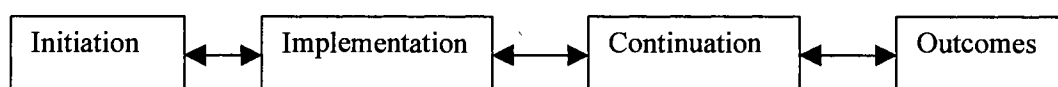
Fullan (1991) emphasizes that the direction of change which may be more or less

defined at the early stages moves to a phase of attempted use (implementation), which

can be more or less effective in that use may or may not be accomplished. Continuation is

an extension of the implementation phase in that the new program is sustained beyond the first year or two. And outcome can refer to several different types of results and can be thought of generally as the degree of school improvement in relation to given criteria.

Summary

In summary, educational change is multidimensional and can vary accordingly within the same person as well as within the same groups. However, implementing educational change should realize people's basic conceptions of education and skills, such as their occupational identity, their sense of competence and self-concept. Moreover, many innovations entail changes in some aspects of educational beliefs, teaching behavior, use of materials, and more.

Chapter Summary

It is important to notice that the higher educational institutions in Thailand are faced with unprecedented challenges. The Thai universities nowadays are experiencing great changes of new technologies, expansion of student participation, economic constraints, low quality of instruction and lack transparency of governance. Therefore, there is a strong quest for the institutional autonomy from political interference in Thai society. As Burlingame (1999) points out: "The problems cause the policy and the policy solves the problems". Under such kind of circumstances, the 1999 National Education Act came into being, which represents a long over-due break from traditional Thai educational norms, sets the foundation for reform efforts to prepare people for new social requirements. The National Education Act serves as master legislation of the country, leading to significant reform of education in Thailand. Nevertheless, the successful of

implement the educational change will be closely linked to the practical implementation plans. As a result, the Granovetter's weak ties among the groups and Fullan's three dimensions of materials, teaching approaches and materials will provide us with the effective strategies to accomplish this great change in real practice.

CHAPTER III

Presentation of the Data

An explanatory case study method of inquiry was used to research the problem

(Yin, 1984) about the Thai educational reform and its impact of teachers' job security. By

doing so, three universities were selected for this study on the basis of the following

criteria: The distinguished features of each university; faculty and department as well as

faculty member in terms of gender and range of age as well as the professional ranking

stood to be impacted by the change.

Of the three universities selected, one was an autonomous university, one was in a

transitional period, and one remained in its traditional status until the deadline of change

by the end of 2001.

Case Study Procedures

Each case study consisted of interviewing faculty members who had been directly

affected by the educational change resulting from the 1999 National Education Act. In

addition to conducting interviews, university's regulations and rules as well policy

manuals were reviewed, and, when available, faculty job evaluations and self-evaluations

related to the educational change process were also reviewed.

Case Study Sites

Case studies were conducted both in Bangkok, the capital of Thailand, and in

Chonburi Province in eastern part of Thailand. The universities selected for this study

were Chang Thai University of Technology Phranakorn (CTUTP), Wichira University

(Wichira) and Chonburi Provincial University (Chonburi). The justification of choosing

these three universities were that CTUTP was the first university in Thailand to transfer

an entire existing public university to autonomy after the promulgation of the Act, Wichira was in a transitional period, and Chonburi was the regional and middle-sized public university that would remain the status until the last moment. Fictitious names were assigned to each university.

Interviews

The next step was to start interviewing those who were directly affected by the educational change. Interviewees were contacted via telephone or email so as to set up an interview at a place and time of their choice. Two participants changed their ideas at the last moment and one was canceled due to an urgent meeting but recommended another teacher instead, or else the gender of 12 interviewees would be nearly equal.

All the interviews were conducted at the institutions of the participants. The consent form was signed (see Appendix C). Interview questions (see Appendix D) centered on university autonomy and its impact to the faculty members personally. The techniques of probing, follow-up, reiteration and silence were employed in order to gain the rich descriptive data from the participants. Each interview was audio recorded and transcribed shortly after the interview took place. The interviews were conducted from the beginning of June to October, 2001.

Following this procedure, a typed copy of the interview was sent to each participant with a cover letter thanking them for their participation and asking them to review transcripts for accuracy, each participant was asked to indicate if he or she wished to modify, delete or add any information to his/her transcription.

Follow-up calls were made with four of 12 interviewees. They failed to return the letters of revised transcriptions. One was contacted to clarify the missing curriculum vitae. Notes were taken during the follow-up calls and added to the transcripts.

Document Review

Each university's new regulations and rules for evaluating teachers, conditions of renewing the contracts for the faculty members and stipulation for letting teachers to conduct student-centered instruction and research. Moreover, their bills for applying for the university autonomy were also reviewed. The purpose of this review was to determine the consistency between the written university criteria and the faculty members' perspectives of actual way for implementing those university regulations.

Respondents

Of the 12 faculty members involved, nine were male and three were female; seven had their doctoral degree, two were doctoral candidates and three had their master's degree; three were senior teachers, six were middle-aged teachers and three were young teachers. Among them, one held her the rank of professor and one was an associate professor, the rest were instructors.

The variety of the respondents can be seen from their professional ranking, ages, and genders as follows (see Table 3):

Table 3. Participants and their statuses

Teachers	Status	Number
Gender	Male: 9　　Female: 3	
Education	Doctoral degrees	7
	Doctoral candidates	2
	Master's degree	3
Rang of ages	Over 50	3 (51 yrs – 55 yrs)
	Middle-aged	6 (35 yrs – 41 yrs)
	Young	3 (27 yrs – 34 yrs)
Professional ranking	Full-time professor	1
	Assoc. professor	1
	Instructor	10

Pseudonyms were assigned to each participant. The names of the participants from CTUTP begin with the first English letter A. The names of the participants from Wachira start with the second letter B. The names of the participants from Chonburi initiate with the third letter C.

Reporting

Data were presented for three case studies from the above-mentioned universities. Each case study was organized into four sections: university demographics and history, participants' common stress and individual pressure from this change, and their positive and negative attitudes toward this educational change.

Chang Thai University of Technology Phranakorn (CTUTP)

Chang Thai University of Technology Phranakorn (CTUTP) was the first university among public universities in Thailand to receive full autonomy. Its administrative system was fully controlled by the university council.

General Information and History

CTUTP is located on the Bangtien Chaithalay Road, Tambon Bangkhuntien, Bangkok. Its area is about 200 rais (80 acres), and it consists of five schools, three

faculties, three centers, and two institutes, which academic programs are from undergraduate to Ph. D level. Currently, CTUTP can offer 27 programs and 83 fields of study. The number of fields of study can be classified as follows:

- Bachelor's degree   29
- Graduate diploma   8
- Master's degree   33
- Doctorate   13

CTUTP has 467 faculty members out of total 1,327 total staff. The proportion of academic staff to students is 1:22. That means, student population is approximately 10,274. At CTUTP, 315 or 67.45% of academic staff hold the academic position of lecturer, 106 or 22.70% possess the position of assistant professor, 43 or 9.21% have the position of associate professor, and 3 or 0.64% own the position of full-time professor (Annual information, 2000).

Additionally, the proportion of qualifications among academic staff by BA : MA : Ph. D is 2.7 : 4.9 : 2.4, which means 124 or 26.55% of faculty members keep their bachelor's degrees; 231 or 49.46% of academic staff hold master's degrees; and 112 or 23.98% maintain doctoral degrees. Furthermore, of all three institutions are aiming at research, development and academic services to the community. CTUTP is a research university serving as both an educational park and industrial park (Annual information, 2000).

CTUTP could trace its origin to the Phranakorn Technology Institute that was established on February 4, 1960 by the Department of Vocational Education, Ministry of Education. Its objective was to train the technicians, technical instructors and

technologists. On April 24, 1971, three technical institutes under the Ministry of Education were combined to form one degree-granting institution under the name of Chang Thai Institute of Technology Phranakorn (CTITP). At the same year, CTITP was transferred from the Ministry of Education to the Ministry of University Affairs (General information, 2000).

On March 7, 1998 as announced in *Royal Gazette Newspaper*, CTITP became Chang Thai University of Technology Phranakorn (CTUTP) was the first among public universities in Thailand to receive a semi-autonomous university, responsible for its own planning, budgeting and management, but still accountable to the government. The 1999 National Education Act gave CTUTP total control over its budget and allowed it to own and manage property, and granted authority to set up new faculties and departments, as well as introduced new academic programs. From then on, it became a fully autonomous university, and all the educational administrative matters were handled by the university council (www.ctutp.ac.th).

Participants at CTUTP

The four participants in this case study at CTUTP were described as follows:

Anan was a male instructor who had been teaching at CTUTP for six years. He was born in America and move back to Thailand three months after his birth. He finished his bachelor's degree in the field of architecture from Chulalongkorn University and master's degree in the same major at Illinois Institute of Technology. He was 30 years old and began to teach at CTUTP in 1996. He was teaching 70 students for their bachelor's degree.

Anuwat was a male instructor who had been teaching at CTUTP for 11 years. He finished his bachelor's degree of physics at Sinakarinwirot University in Bangkok and completed both his mater's degree and doctoral degree of electronic physics at George Washington University. He was 41 years old and was teaching about 30 master's degree students and supervised 15 students for their thesis writing.

Apichai was a male instructor who had been teaching at CTUTP for six years. He got his bachelor's and master's degrees of mining metallurgical engineering at Prince of Songkla University, southern Thailand, and his doctoral degree at McGill University in Montreal, Canada. He was 35 years old and was teaching more than 600 bachelor's degree students, 20 for master's degree and two for doctoral degree.

Apichit was a male instructor who had been teaching at CTUTP for three years. He got both his bachelor's and master's degree of civil engineering at Mahidol University in Bangkok in 1989, and from 1991 to 1997, he studied for his master's and doctoral degrees in the same major at University New South Wales in Australia. He was 37 years old and was teaching 40 bachelor's and supervising nine master's degree students for their thesis.

Common Stress and Individual Pressure about the Change

Since CTUTP became an autonomous university more than three years ago, the numbers of university employees have been increased. At the inception of university autonomy, only 10% of faculty members transferred their personal status from that of government officer to be university employee. But now, these numbers have been added to 40%. Even though, more stresses still existed among the faculty members in relation to their job security, personal benefits and evaluation process, etc.

Common stresses. CTUTP has been an autonomous university more than three years. However, only less than half of the teachers have changed their status becoming to university employees. The majority of faculty members are still the government officers. This can be shown as the following Table 4:

Table 4. The growth of university employees at CTUTP

1998	2000	2001	2-3 years later
Only 10% changed their statuses	22.38%	Now 40%	Maybe 80%

Today, one of the most attractive features of the autonomous university is to increase teachers' salaries. This is good news for each and every teacher. However, as Anan fretted, "It's appealing to increase our salary, but where did the more money come from since Thailand's suffering from the financial crisis."

According to the CTUTP's Annual Information 2000, "The government budget allocated to CTUTP for fiscal year is 437,960,600 Baht" (p. 3). But according to the distribution of Ministry of Universities Affairs budget (Fiscal Year of 1998), "The government budget allocated to CTUTP was 870,115,100" (p. 2). That is to say, in the past three years, the budget from Thai Government to CTUTP was cut nearly 50%.

The second stress was privatizing the university and laying off teachers. Anan mentioned that although three years have already passed, many teachers still thought that CTUTP was forced to become a private sector, and everything that has done was just for making profit. As Anan said, "we all knew that our university would get rid of many people". In accordance with the documents, the teachers who were the university's

employees must receive a regular evaluation, and the teachers who could not pass the evaluation process would be kept in probation status until they were fired. Anuwat complained, "I see that the evaluation process is not fair to the teachers. We are asked to teach student-centered instruction, but there is no preparation for us after we are transferred." In the past, the system was "once hired, never fired,", but now, "once hired, prepare to be fired."

Another stress is that two systems exist at CTUTP. According to the university's regulation, everyone in this organization had a choice to choose either university employee or remain a government officer. The documents said that the salary would be increased 1.6 times more than before if any person would like to become a university employee. But in return, they received a strict evaluation and they were required to sign a contract every three years. Nevertheless, people who preferred to remain their government status would be treated in the same way. Apichai described, "60% of the teachers who had their old statuses simply followed the government's rules. They even become lazier than before. However, 40% of the teachers who have already become the university's employees must follow the university's regulation, teach more, do research, write books, and provide community service."

Anan commented that some old teachers who did not change their status often teased their young colleagues: "Go ahead, young men, I am going to retire in four or five years, I don't need the additional income and let young people do more." Then, conflict obviously appeared that in the same organization, someone was forced to work much harder than before since they were the university's employee, and others would like to

relax even more since they were still government officers and no government administrators came to evaluate them when the university became autonomous.

Anuwat indicated, "I think that the faculty members are still uncertain about the university's existing rules and their benefits." So far, although more than three years have already passed, quite a few teachers are still not familiar with the university's rules and regulations. The rules were not in detail, and teachers' benefits from the autonomous university were not clear. Many teachers even worried that CTUTP was not a real autonomous university. Apicit called it, "A fake autonomous university."

Apichai described, "Our government has used our university as a model for other public universities to follow. The government also used this model to show to the International Monetary Fund (IMF) and Asian Development Bank. So, we are a trial university in the need of Thai Government." For this purpose, CTUTP could still get a lot of help from the government. But what would happen if all the other universities become the autonomous universities. Worse still, Anan complained that the government's rule to the university was "changeable", and university's regulation to evaluate teachers was also "unclear".

Individual pressures. All the interviewees, whether they were the university's employees or still the government officers, had their individual stresses. Individualism means each faculty or even each department would take only its own benefits into consideration. In Anan's words "This unreasonable move will destroy the development of the organization." In the past, Anan had not only taught the students in his faculty, but also in the other faculties. But now, his faculty stipulated that it would charge the other faculties money to hire any teachers from his faculty. Anan explains:

For example, the teachers from the Faculty of Science need to teach students in other faculties. But if everything needs money, we have to pay them to teach our students, and they have to pay us if they need any academic help from us.

What Anan really worried about was that he needed to use the equipment and facilities in the other faculties to conduct his research. In the past, that would be free for him to use. He worried that he would be charged to use them sooner or later in the same university.

Apichit said, "I have to buy my own computer and printer and put them in my office for university's work." He also mentioned that within these three years after CTUTP was shifted to be autonomous, the university did not have enough money to buy new teaching facilities and equipments for upgrading the old ones.

According to the White Paper (MUA, 1998), the autonomous universities would be subsidized part of the budget from the government, the rest would depend on the universities' own efforts. In response this policy, the CTUTP committee made the regulation that "Each department must learn how to earn money by itself."

Anan felt compelled to comment in this way:

Take our division as an example. We have to open a new program and welcome our graduates back to our division to help our teachers to do the projects together. According to this policy, we will keep them in our organization for two years. They can save their working experiences here. You know, today, every company needs the new employees to have their working experience at least two or three years. Since the companies don't like to give them the chance to establish this experience, we open this program to do it and charge them money. Yet, instead of helping our teachers to do their projects efficiently, our students even give them

more troubles. The teachers must train them how to conduct the projects. Some of professors complain that they are not their assistants, but more students to teach.

Faculty's Positive and Negative Attitudes

Today, there exist two different attitudes about this great educational change at CTUTP. On the one hand, teachers believe that the change help university get rid of the government's full control. On the other, they confuse the uncertain rules and regulation, and feel stressful about the inappropriate evaluation process.

Positive attitudes. Four of the participants from the CTUTP held somewhat positive attitudes toward this educational change. They mentioned the flaw of government's "read tape." Worse still, the educational system did not encourage students to show their capabilities, but simply learning anything by rote.

From the literature review, it reveals that one of the implications of the 1999 National Education Act is to restructure higher education administrative system and change of the public sector rules of public universities from regulatory to supervisory.

Anan commented on this change positively:

I think this is a good idea to change our old educational system. In the old one, our government fully controlled every procedure of our educational operation. They said this could prevent the corruption, so they controlled the university very strictly. There was no flexibility for our university to conduct any management, teaching and research freedom. But in the new system, we have more freedom to do what we believe is right, not from the people outside of our organization.

Apichai said that the autonomous university was still a government unit, but the there was a great change for the government's evaluation system to our university as well as the evaluation system shifted from the government to each department (see Figure 5).

Figure 5. The comparison of supervisory system in the old and new systems at government level

In the old system	In a new system
Government evaluated CTUTT	Government evaluates CTUTT
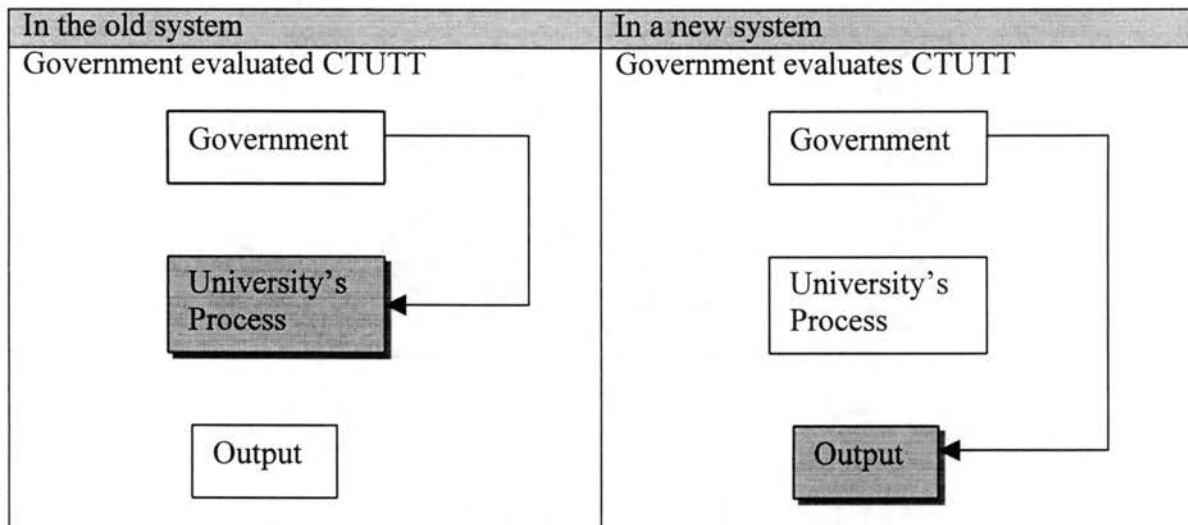
He explained that in the past, each year, the Ministry of University Affairs would send a group of supervisors to come to CTUTP and supervise its detailed process of work. According to the university's schedule for arranging their supervisory agenda, the government officers would like to supervise how much money the CTUTP used for 1) General administration, 2) Educational management, 3) Academic development, 4) External academic services, 5) Students activities, 6) Accelerated program, and 7) Project on building construction and equipment procurement and research.

However, in the new system, the government officers would like to grant the block budget to the university and let the university decide how to allocate the budget. Their duty was to supervise students' learning outcomes and the final products of graduates. According to the Ministry of University Affairs' regulation, the budget for each autonomous university by the end of 2002 would be granted on the basis of its

performance. Using the same evaluation method, the university committee would grant the autonomy to each department and also supervise its output instead of the previous method for only caring about the process of each department (see Figure 6):

Figure 6. The comparison of supervisory system in the old and new systems at university level

In the old system	In a new system
University evaluated each department	University evaluated each department
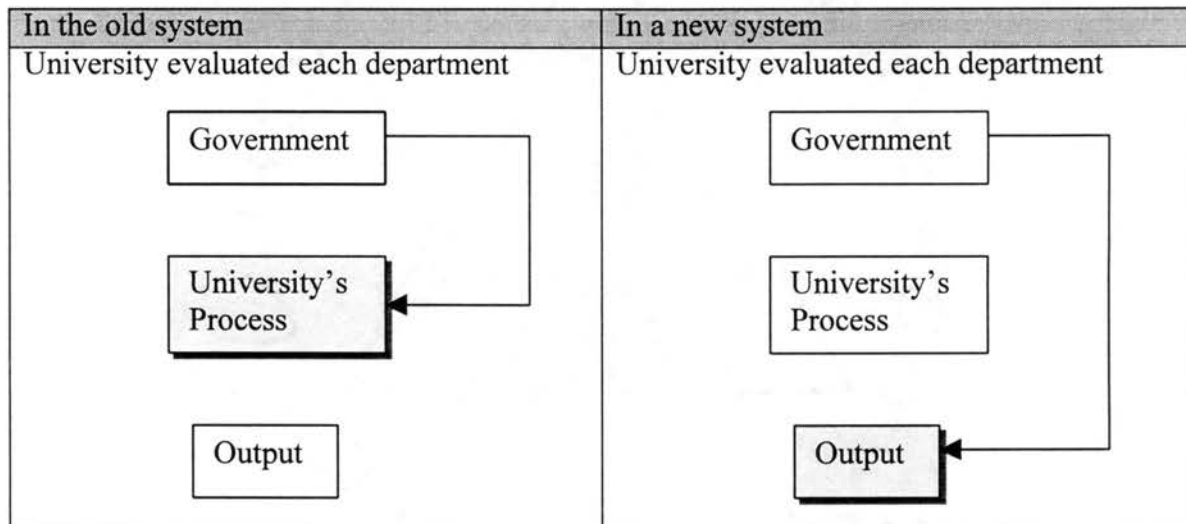
From the literature review, the conclusion could be drawn that the Act stipulated that the higher education curricula should emphasize academic development and research for development of the bodies of knowledge and society. Anan said that in the new system at CTUTP, research activities had been increased, "because our university has decreased our teaching load and given our enough time to do it. In the past, we had to teach a lot, and there was not more time to do anything else".

Besides, following the government's rule, the university had a new policy to "increase each university 1.6 times more salary." Apichit commented that in the old system in Thai public universities, the majority of teachers had to do their part-time work, or called "sideline" job, either in the factories or private universities. But now, teachers could get more pay even more than they did the extra work just on the campus. So, they

had more time to do the things they were supposed to do. Besides, they had more free time to write books, and do more research.

Another purpose of the autonomous university, according to the literature review, was to give faculty members more "academic freedom." At CTUTP, normally there were four kinds of meetings each month: a) Executive Meeting, b) School Committee meeting, c) Faculty meeting, and d) Department meeting. At least, the ordinary teachers, like Anan, would have an opportunity to attend two kinds of meetings a month. During the meeting, Anan stated, "…we are encouraged to express ourselves. But it has caused a lot of arguments and quarrels. But I think this is good. It helps our administrators to hear more teachers' voices."

Negative attitudes. However, there exist the negative attitudes in the same organization. Those were mainly caused by the current uncertain rules and confused policies both from the government and universities, unqualified administrators and unreasonably high expectations of teachers from the existing administrators.

Anan stated that even if the government and university council overstated the good side of the autonomous university, there were still more than 60% of current teachers at CTUTP did not change their personal statuses. He claimed, "I think they are afraid of the current uncertain policies or the administration that influences their lives. For example, the university didn't know clearly how to do, then would come to the standard required by the evaluation. Today, even if the quality assurance has been implemented in our university for a couple of years, it just stopped on the paper."

But one thing was very clear that the current rules and polices for the university's operation was driven by a private agenda. Anan commented that everything the

university did or was going to do was to make profit. They were more or less like a private company. Furthermore, the existing regulations at CTUTP were clear to lay off the "incapable' teachers rather than help them develop their academic skills if they were willing to do so.

According to the University's Regulation (2000), "Another item to assess teachers' job is to see who can bring funding to the university from outside resources." Anuwat sadly said, "When we studied at the university, our professors never taught us how to earn money by ourselves for the universities."

Another negative attitude that current teachers held, according to Anuwat, was that government did not use the "right" administrators to do the right things for making the right decisions at CTUTP. This caused a lot of misunderstandings and confusion among the current teachers at CTUTP. Anuwat stated:

> I think that they (teachers) are still uncertain about the existing rules and their benefits. However, they worry about the fair evaluation from their bosses. I don't think this is an easy thing to do. But I suggest we should put the right people to be that position to make correct decisions both at the government and university levels. I mean good people with good minds with the administrative art, but so far we don't have qualified administrators.

In Thailand, as Anan mentioned, "We have a tradition to show our sympathy for the weak people. I don't think our organization will easily fire any teacher. At least, in the past three years, no one was laid off. However, the bad administration will lead us to do something wrong and lead our educational change in a wrong way."

Anan added, "I think the goal that our university has set for each faculty to achieve is too high. In the past, we were just required to teach; but the university's regulation forces us to teach, research, service and know how to earn money for our university."

Apichai added, "Our University has been established for 40 years. Teachers haven't been asked to do research until the university became autonomous three years. I don't think it's right to ask teachers to get the money for our university. That is not our culture."

According to Anan, there were many challenges in the years ahead. These included a shift from enrolment to achievement, from schooling to learning, from more resources to better and innovative use of resources and from efficiency to effectiveness. Anuwat further commented, "Unless the teachers feel safe, no one would like to take a risk for trying the new method. Students' mid-and-final exam result is still the important way to evaluate teachers' performances."

Summary

The date of March 7, 1998 was a time of watershed not only in the history of CTUTP, but also in the history of whole higher education in Thailand. On that day, the CTUTP declared its semi autonomous status from the government's red tape and that it would run its own educational operation. One year later, when the Act was stipulated, CTUTP was given full autonomous status that was frequently used as a model by the government to push other public universities to follow on the way.

Since then, CTUTP has been closed watched by many educators across the country in general and the faculty members in particular since everybody was aware that

university autonomy meant that everyone in the university was no longer a government officer. Instead, he or she would become a university employee.

More than three years have already passed since the day CTUTP announced that it was autonomous. Facing this unprecedented educational change, many teachers at CTUTP were still afraid of this change. As a result, they have lost their job security with the lesser-protected or even unprotected statuses in a new system.

At CTUTP, there were both supporters and opponents to the planned withdrawal from state control. The supporters claimed that the 1999 National Education Act served as a basis of the educational reform of Thailand so that the current inefficient management structures both at the government level and university level would change. They also saw this effort as a good trend and the only hope to improve the quality of education for CTUTP so that this effort could help CTUTP become one of the best universities in the field of technology in Asian countries

However, the opponents were sad to change their status and became only university employees, not civil servants at all. Anuwat mentioned, "People are still uncertain about the existing rules and regulations." As such, this status has already leave some of them disadvantaged. Moreover, they were still confused about the current rules from the autonomous university, including evaluation system and criterion of hiring or laying off teachers as well as their benefits.

Wichira University (Wichira)

Wichira University (Wichira) was Thailand's first institution of higher education. After CTUTP became an autonomous university in 1998, Wichira worked to become the second autonomous university in Thailand. However, due to the conflicts between the

government policy-makers and the administrators at Wichira, and the administrators and

faculty members, even three years have passed, Wichira was still in the transitional

period from the public university to be autonomous.

General Information and History

Wichira is located on Phyathai Road, Patumwan District, in the downtown of

Bangkok. Wichira has 18 faculties, two schools, 11 institutes, three affiliated institutions

and three colleges, which are engaging in teaching and other related activities. It has

approximately 2,729 academic staff members who offer 30 international programs, and

344 major subjects in four main areas of studies: health sciences, science and technology,

the social sciences, and the humanities. Wichira today has a student population of

approximately 27,236 (see Table 5). In all, there are 100 degree programs at the

undergraduate level, 26 graduate diploma programs and 217 postgraduate programs

which include 57 doctoral degree options, 159 master's degrees, and one higher-

certificate project in a wide range of areas of specialization (www.wichira.ac.th).

Table 5. Faculty members at Wichira

Full-time teachers at Wichira	2,729
Faculty with doctorates	1,121
Faculty with master's degree	1,401
Professors	64
Associate professors	774
Assistant professors	826
Lecturers	1,065

Sources: www.wichira.ac.th.

Wichira is well reputed for its strength at the Bachelor's degree level. A very

important development in the recent years has been the rapid growth of its postgraduate

interests. Now more than 9,117 graduate students, as compared with nearly 18,119

students at the undergraduate level, are currently undertaking advanced studies and training in a fast expanding array of disciplines (www.wichira.ac.th).

The basic goals of the university are to break new ground, search for, uphold and transmit knowledge along with ethical values to university graduates so that they are endowed with conscience and intelligence. As for ethical standards, Wichira deems its duty to install them into its graduate's self-knowledge, inquisitiveness, constructive initiatives, circumspection, sound reasoning, and a sense of responsibility, far-sightedness, morals and devotion to the common good (Wichira Samphan, 2000).

Wichira can, in many ways, be seen as "pacesetter" among Thailand's higher educational institutions. It could attract the close attention of its academic peers and the public, and exert substantial influence in shaping the country's higher educational orientations in general, and the direction in which specific academic disciplines are approached (Wichira Samphan, 2000).

Wichira was the first institution of higher learning, officially came into being in March, 1917. However, the groundwork and preparation for it in terms of planning and development took place more than a century ago. In 1871, a school was founded at the Royal Rages Barrack within the Grand Palace compound (www.wichira.ac.th).

Later on, in 1882, the King developed this school. Meanwhile, the King also established other schools, like the Army Cadet School and the Cartographic School, etc. In 1899, the Civil Service Training School was founded with the efforts of King's brother, and in 1902, its name was changed to be the Royal Pages School. In 1911, this school became an institution of higher education and its name was changed to be Civil Service College (www.wichira.ac.th).

After the Civil Serve College had been in operation for some time. The King

Vajiravudh considered that it had achieved a level of readiness. Therefore, he declared

that it should become Wichira University, in honor of King Wichira on March 26, 1917.

The newly founded university was under the supervision of University Affairs

Department, Ministry of Education (www.wichira.ac.th).

When it was first founded, the university had only 380 students taking classes in

four faculties which were located in two campuses. In 1923, the university accepted high

school graduates to study in the Faculty of Medicine. Five years later, the first group of

18 graduates finished their studies, the first to be awarded degrees in the kingdom (MUA,

2000).

The development of Wichira continued. From 1934 to 1958, the university

emphasized improvement of undergraduate education; thus more faculties were

established. In 1961, the university set up the Graduate School to be responsible for

graduate level education. From 1962 on, the university started to focus on graduate level

education and began to set up research centers and institutes (MUA, 2000).

Participants at Wichira

Four participants in this case study at Wichira were as follows:

Banchob was a male instructor who had been teaching at Wichira for 30 years. He

finished his bachelor's degree in the field of accounting in Chulalongkorn University in

1969 and msater's degree in the same field at the university of Wisconsin in America in

1979. Nowadays, he was teaching the undergraduate students for accounting subjects,

and was a part-time teacher at Thailand University, one of leading private universities in

Bangkok. He was 54 years old and was going to retire six years later.

Bangkarn was a male instructor, an Indian Thai who had been teaching at Wichira only one year and three months in the subject of political science. He started to work as a university employee. He finished his bachelor's degree in the field of humanities at Payap University in Chiang Mai, northern Thailand; he completed his first master's degree of international relations at University of London in 1994, and second one in the field of politics from London Guildhall University in 1995. Now, he was a doctoral candidate at London Guildhall University. Bangkarn was 35 years old man. He was teaching 240 first-year students and 250 second-year students in the field of politics.

Boonsong was a male instructor who had been teaching at Wichira for 5 years. He finished his bachelor's degree in biochemistry at Chulalongkorn University in 1988, and his master's and doctoral degree at Michigan State University in America in 1996. He began to teach at Wichira in October, 1996 for two subjects, lecturing for bio-chemistry and lab courses for master's degree students. Meanwhile, he was supervising seven master's degree students for their thesis writing and co-advisor for three more master's degree students for the same subjects. Boonsong was 34 years old now and altogether, he was teaching and supervising more than 50 master's degree students.

Boosya was a female full-time professor who had been teaching at Wichira for 10 years. Before that, she had been working at the Office of National Education Commission for 15 years. She first finished her bachelor's degree for economics at Chulalongkorn University in 1965, she completed both her master's and doctoral degrees for higher education at Arizona State University in 1969 and 1976 respectively. Boosya was 55 years old, and she was teaching eight doctoral students in the field of higher education, 28 for doctoral seminar and six for higher graduate diplomas.

Common Stress and Individual Pressure about the Change

Since the Act came into being in 1999, Wichira's senior administrators had their

strong intention to make Wichira become the second autonomous university shifted from

the government university. They also submitted the university's University Autonomy

Bill to the Thai government at the beginning of 2000. However, this proposal sparked

backlash from the faculty members at Wichira, because they all knew that once the bill

was approved by the government, they would change their status from the government

officers to university employees. Bai-Ngern wrote, "A group of Wichira lecturers

collected 3,000 signatures from both faculty members and staffers and submitted it to the

King to oppose speedy autonomy" (The Nation, June 6, 2000, p. A2).

Common stresses. Banchob indicated that when the public universities were

forced to become autonomous, they had to run more or less like companies. As a result,

"all the faculty members would be in the hand of a few people at the university's

committee, not the government." Banchob also mentioned that most senior instructors,

like me, have been working at Wichira for a long time. They were proud of being civil

servants appointed by the King. Once they went out, they would not be the government's

officers, but only the university. Banchob sadly said that we were very afraid to be out. In

the past, we could find the justice from the government if the university wanted to fire us.

We didn't know exactly what to do if we became the university's employee.

Bongkarn said both old teachers and middle-aged teachers were afraid of "out".

They were afraid of the "unfairness" of evaluation process and kick teachers out of the

organization unreasonably. Nevertheless, old teachers more worried for their pensions

and professional ranks and middle-aged teachers for their families.

Boosya echoed, "Once the university leaves the bureaucratic system, job evaluations won't be concerned with seniority, but with performance. I'm not very confident I can compete with the younger staff."

Boonsong said, "I think both the old and middle-aged teachers are more nervous about this change. They still believe that they don't want to change. They are confident in the old system."

Boosya mentioned that only a minority of the teachers would like to change, but majority of them at Wichira would like the old system. "We don't agree with the plan because the drafters did not think about teachers, causing us to panic." She also mentioned, "Although we love the university and want to improve efficiency, we still want to be able to survive. I believe many people are still attached to the old system and resist change."

When the Act came into being in 1999, CTUTP became the first full autonomous university and Wichira planned to follow suit. Consequently, many teachers at Wichira tried to get more information from CTUTP through different channels, like their friends' friends there. Yet, from the feedback, they concluded that the worries were much bigger than the joyfulness.

Banchob said, "The Suranari University has to manage to get more income from the students. At the same time, it has to reduce the expenses and numbers of teachers, no budget to buy new educational equipments or build new buildings."

Boonsong added, "Our country has not set up any good example for us to see how well and valuable for public universities to change to be autonomous."

According to the new evaluation form at Wichira, teachers' performance "…will be evaluated with regard to their working experiences, research outcomes and teaching" (University Evaluation Form, 2001).

In the past, as Boosya pointed out, the evaluation system was closely related with the years of working, but this part has been cancelled in the new system. "If you don't improve, you will lose your job (see Table 6).

Table 6. Comparison between old system and new system for evaluation

In very old system	Ranking = Yrs of working + diploma
In the old system	Ranking = Yrs of working + experience + diploma
In the new system	Ranking = Experience + Research + teaching

Individual pressures. In reality, facing this great educational change, all the teachers at different range of ages were undertaking more or less individual pressures.

Banchob stated that in the old system, he worked in the government unit, it was enough for him to take care of his whole family, including his old father who was 80 years old and his mother who was over 70 years old. "I don't know if I become a university's employee, and what I shall do when my very old parents are sick since the government doesn't support me any more."

Banchob said that once he was fired, he had no choice but to find a way to live. But two reasons would make him so difficult to find another job.

I have no choice but to find a job. I have to take care of my old parents, my wife, and two children. But it won't be easy for me to find another job. One thing is that I am 54 years ago; no university would like to accept the teacher who will be retired very soon. The other reason is that if I work at the second-rank or third-rank university, it will be easy for me to find an excuse to look for a new job. I

could tell them that I want to work at the best university, so I quit my job. But

now, I am working at the best university in Thailand, how can I find any excuse.

People there will ask me or think by themselves, 'why don't you work at the best

university? Maybe you are not qualified.'

Bongkarn stated that the current evaluation process was unclear for the existing

university employees. In his mind, the evaluation system should be transparent and clear.

It's funny process. They evaluated me, but didn't tell me. Two months ago, the

officers came to my office and asked me to renew my contract. They told me that

I had passed the evaluation. But I didn't know when, where and how they had

evaluated me. Personally, I am not against evaluation, but they should let me

know, or else it made me feel very anxious.

Bongkarn mentioned that because of the market-driven force, Wichira might follow the

private universities to open the programs to earn the quick money. In Thailand, only a

few public universities, like Wichira, could offer many kinds of courses. In his

department, it could offer the courses of international conflicts, Middle East,

Southeastern Asia, Burma and Cambodia, etc. But he didn't know exactly such courses

would be "useful" in the autonomous universities, because they could not compare with

MBA programs and the other popular courses for earning quick money, like mass

communications, etc.

Faculty's Positive and Negative Attitudes

Chupaka (2000) in his article pointed out, "All 24 public universities must leave

the state bureaucracy if they want to remain competitive in the coming decade of

education liberalization" (The Nation, Sep. 20, 2000, Focus C3).

Positive attitudes. All the participants for this study at Wichira talked about the positive side of this change. They all agreed with the change in principles.

Boonsong said:

When I came back from America with my Ph. D. five years ago, my starting salary was only 10,600 Baht ($1 = 45 Baht). After five years working here, my salary has been only promoted to be 14,000 Baht a month. Right now, with the help of my parents, my life isn't bad, but I can't see my future. But, when our university changes to be autonomous, my salary will be increased to be 1.7 times the old salary. Although it's still not too much, it's enough for my daily life.

Boonsong mentioned that the Thai newspapers everyday said that Thailand was greatly short of graduates of science and technology. But only less than 50% of graduate could find their jobs after their graduation. Many of them could not find jobs to work or even the jobs didn't match what they had learned at Wichira even if they could find their jobs. So our educational system must be changed.

Banchob believed that the concept of the university autonomy was good. However, since this was a new system, it took time for faculty members to understand it and learned how to implement it. He said that the current teachers at Suranari Technology University, the autonomous university from its origin, had accepted under the university's rules and regulations and performed as well as the teachers in other public universities.

Bongkarn mentioned that in the old system, the university couldn't set up any kind of union since each teacher was the government officer. But now within the autonomous university, lecturer union could be established under the protection of Thai

Constitution. This union would represent teachers' voices and helped teachers oversee the administrators' behaviors. Once the teachers register in this union, they would become one of the members in this organization.

Negative attitudes. Four interviewees also expressed their negative attitudes toward this educational change more than their positive attitudes. They said that Wichira still belonged to the public no matter what kind of changed it would face.

Boonsong mentioned that each teacher knew that public universities were forced out of the bureaucratic system by the government because of stipulations in a loan acquired from the Asian Development Bank. As a result, many universities were rushing to meet the 2002 deadline. "I should say that our university is not ready for this great change. Our culture and society are also not ready for this change. Our philosophy of education is different from the Western countries. So, our university should be run differently".

He also mentioned that it was stupid for the Thai government to force everyone to use the same system, since every university was different. "I should say that diversity of universities is (needed) to respond to different needs of students and public. It will be too late for us to save our higher educational institutions once we find this system doesn't work in the future." He also complained, "Why doesn't our government give all the universities' choice to decide whether they would like break free from the central bureaucracy."

Boonsong said that nobody would like to change, that was nature. And people were more nervous and afraid about this great change when they were not clear about the process of change. So far, people just knew that their work would be evaluated year by

year, and their performance would be assessed whether they were qualified to work here or would be laid off. However, they were, including me, not sure who would set up this standard or rule and who would evaluate us.

Boonsong added:

People are very afraid when they don't know about it. It seems to me that change is still very political and stays on the process of paper, not our daily life. The changing process is very, very slow. It should let our teachers know how to do and what we can do so that we can come to the standard.

Bongkarn said, "Among our teachers, nobody really support the change. We all know that we have no choice. Even though, this change should be well-planned, the top leaders should know our problems, and know how to solve them before moving us to the new system."

Boosya added that 100 per cent of Thai teachers disagreed with the proposed university-level administration because the teachers feared that interpersonal relations among the close administrators would intervene, resulting in a further decline of educational standards.

Bongkarn mentioned that if the government wanted to leave all the public universities to be autonomous, it must think how to make it more competitive first. Normally, there were two kind of educational systems in the higher education: Public universities and private universities, which were founded either by the government or private sectors. It meant somebody should pay universities for their operations. But what was the status of autonomous universities? Government promised to pay 50% of the budget, but where did the other 50% of budget come from?

"I don't think education will be run like business. If so, our universities will become very worse. However, even the private universities can confirm the resources of income, what the status of autonomous university? Who gave such kind of bad ideas for our higher education?" (see Figure 7).

Figure 7: Resources of funding for different statuses of universities
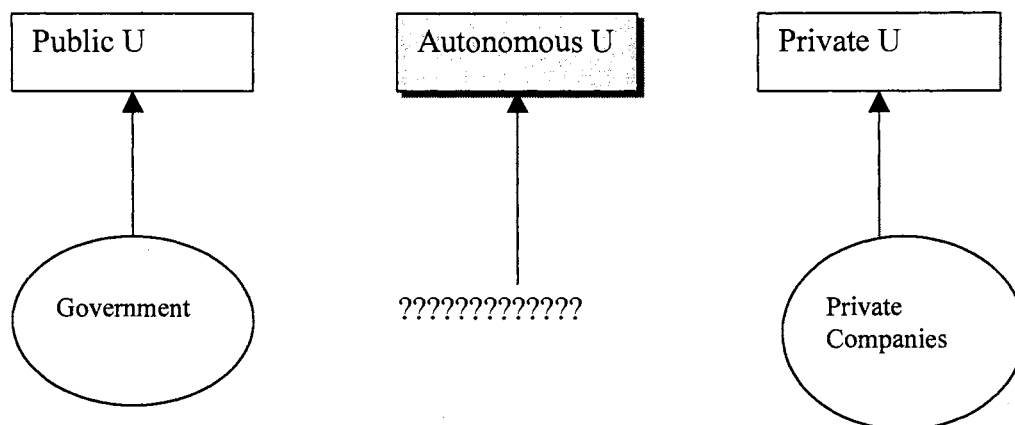
Boosya said that CTUTP, the first autonomous university from the public university did not set up a good example for other public universities to follow. "We didn't see much achievement both in their teaching and research; their current teachers didn't feel very comfortable about this new status of university. That's the reason why we are really worried about our own future."

"We are slashed on the face in the new system", said Bongkarn, "it sounds good to increase our salaries from 1.5 to 1.7 times more than before. Some universities are 1.6. But after the deduction of tax and 300-Baht Babachao Fund (Retirement money), our real income was less than 1.4." Then problems arouse. In the old system, the government cared us for everything; but in the new system, teachers were very lesser-protected (see Table 7).

Table 7: Comparison between old and new system for teachers' benefits

Old system: We were safe	New system: we are slashed on the face
• Government paid medical care for our parents, children, spouses and ourselves • Our kids, not more thank 3 could go to Wichira's demonstrating schools freely and without entrance examination	➤ The university just pay ourselves, not including kids, parents and spouses ➤ We have to pay our kids to study at our own demonstrating schools

Bongkarn mentioned, compared with the other public universities, Wichira had its own feature. This property belonged to the King. That's why it could attract the best teachers to come here for working, even though the salary here was low. "How could the current government implement such kind of policy and treat the King's University as same as the other public universities?"

Bongkarn further made a comment that since Wichira was very reputed and the King's property, many teachers came here to buy a "post". Then, it would be much easier for them to find another part-time job. Besides, Wichira was located in the business center in Bangkok; the opposite of Wichira was my companies' offices. If the new system was not good for teachers to work, why didn't they go out for a new working life?

Moreover, once the public universities were detached from the central administrative system, they would have to depend on themselves financially and this might compel some of them to pursue profit-making as a means of survival. If this happened, Bangkarn said, "Students will have to pay more for their studies and the gap between the poor and the rich in the national education will further widen." He explained that in the past, Wichira recruited its students through the national entrance examination. As a result, the resources of students were very competitive. At that time, both rich and poor students had a chance to study here because Wichira was only looking for intelligent students. Yet, due to the market, Wichira had no choice but to look for rich students.

Summary

In the past decades, Wichira was the most prestigious university, which was famous for its quality of education and the commitment to the community service as well as the involvement of social activities. Moreover, the teachers at Wichira felt very proud to work at the King's university in addition to enjoying all the benefits from the government just as the other public universities had.

Once people got used to one kind of culture, nobody would like to change. Moreover, they were nervous when they were not quite familiar with the process of change. The old system made all the teachers feel safe to work. Although they got very low pay when they entered the educational circle, they could get more, such as pension, whole-life medical care not just for the teachers themselves, but also for their other family members.

The new system has truly impacted current teachers at Wichira a lot; they had reasons to worry about their future since the unclear changing processes with non-transparency evaluation system. Moreover, they would lose or gain in terms of their personal benefits in the autonomous status. In their opinion, any educational change should not upset many people. Instead, it could be the best for the majority.

Therefore, they would like both their government and university council to guarantee their academic freedom, medical care and safety in the new educational system. If not, they preferred to stay within the bureaucracy in case such kind of change would jeopardize their job security.

Chonburi Provincial University (Chonburi)

Unlike CTUTP and Wichira Universities, Chonburi Provincial University was a regional public university with its middle-sized campus. Facing this great change, Chonburi preferred to wait for change from the public university to be autonomous until the deadline 2002.

General Information and History

Chonburi isocated in Bangsean City, one of the most famous beaches in Thailand, Chonburi University owns a 280 acre (112 hectare) campus, which is only 10 kilometers from down of Chonburi Province and 80 kilometers east of Bangkok. The province of Chonburi is the coastal province in the eastern Thailand with a long sandy shoreline (Chonburi brochure, 2001).

Chonburi was a medium-sized public university. The University today consists of three campuses: Bangsean, Chantaburi and Srakaeo. Currently, there are seven faculties, a Graduate School, five academic support centers, three research institutes and three special programs from the levels of bachelor's degrees to the doctoral degrees. Currently, the number of undergraduate students is approximately 12,000 and 1,500 post-graduate students. There are 558 full time teaching faculty and 950 supporting. Throughout over four decades of teaching, research, community services, and cultural preservation, the university has already granted some 35,000 degrees (Graduate Studies, 2000).

The university mission is 1) to graduate scholars with self-directed learning skills and high standards of morality, 2) to build new bodies of knowledge in a spirit of academic excellence, and 3) to be an academic resource leading in the development of the eastern region of Thailand and preserving the regional culture (www.chonburi.ac.th)

Chonburi was originally established as the Bangsean College of Education on July 8, 1955 and offered degrees in teacher training. In 1974, it was upgraded to the university level by developing itself to be the branch campus of Srinakharinwirot University in Bangkok; it could offer degrees in several other areas. In 1990, the Bangsean campus was upgraded to the level of a fully accredited university and renamed Chonburi Provincial University. Nowadays, Chonburi could offer a wide variety of degrees in many disciplines of the arts, sciences, technologies, health care, and humanities (Chonburi brochure, 2001).

Participants at Chonburi

Four participants in this case study at Chonburi were as follows:

Chow was a male associate professor who had been teaching at Chonburi for 26 years. He first finished his bachelor's and master's degrees at San Jose State University in California in 1971 and doctoral degree at Ohio State University in the field of physical education in 1975. After graduation, he came back to Thailand and began to teach exercise philosophy, sports nutrition, sport safety and basketball until today. Chow was over 50 years old and taught more than 300 students for the bachelor's degree students.

Chalida was a female instructor who had been teaching at Chonburi just two years. She finished her bachelor's degree and master's degree in the field of chemistry at Mahidol University in 1989 and 1995 respectively. From 1996-1999, she studied her doctoral degree at Nagoya University in Japan in the field of organic chemistry. She was born in Bangkok, but would like to work in a regional university to avoid the traffic jam in the capital. Chalida was 27 years old, and she was teaching more than 200 students both for their bachelor's and master's degrees.

Chinda was a female instructor who had been teaching at Chonburi for 8 years. She was born in Parchinburi Province, not far from Chonburi Province. In 1986, she finished her bachelor's degree in education from Ramkhamhang University and became an elementary school teacher, later working at the secondary school. In 1994, she got her master's degree at Chonburi University and remained there to teach until today. Currently, she was a doctoral candidate for the join-ventured program between Chonburi University and Australian University. Chinda was over 37 and taught more than 100 bachelor's degree students in the field of curriculum and instruction.

Chainarong was a male instructor who had been teaching at Chonburi for more than 11 years. He finished his bachelor's degree in secondary education at Chulalongkorn University in 1982, the second bachelor's degree as well as master's degree in the field of political science at Ramkaphanorn University in 1985 and 1989 respectively. Chainarong was born in Bangkok and moved to teach at Chonburi after completing his master's degree. He was 35 years old and taught the bachelor's degree students for the course of foundation of education. Altogether, he was teaching more than 300 students.

Common Stress and Individual Pressure about the Change

Chonburi, like the majority of Thai public universities, would not like to move to the autonomous status until the last moment. Currently, the teachers there endured a lot of stresses both collectively and individually.

Common stresses. According to the university's document review, "Those who chose to become university staff at Chonburi would receive 1.6 times their old salary, but they are evaluated regularly, and they must sign a contract every three years."

Chow said that there was doubt among the faculty members and other employees at Chonburi about university's leadership. Many people doubted that once the public universities became autonomous, they were afraid that their leaders would not be fair to evaluate them. According to the university's regulation for the autonomous status, teachers would be experience the process of being evaluated and assessed, and the result would decide whether the evaluated teachers could continue to work or leave.

Chalida said, "We are not sure about this new system that will be fair or unfair. We don't know that our university leaders will be capable to manage our university or not in the new system, we also don't know about our government. It wants to abandon us to save itself."

According to the literature review, the heart of the Act was to conduct a "student-centered" learning process and carrying out research…(The Act, 1999). In response this rule, the university made a clear cut, "Teachers must be more productive, like teaching, doing research, community service and producing books" (Autonomous University Rules, 2001).

Chow said that in his office, many teachers were worried about this regulation. In the old system, teachers were not expected too much. The university was only the place for teachers to teach. However, in the new system, it expected teachers too much, but didn't give teachers' opportunity to learn how to do it.

Chinda talked about the new system in terms of job security, "We don't worry the process of assessment. We only worry about our leadership for its fair evaluation and capable management of this university." Chinda further added, "Our society is to support the team work, this is not a good criterion, but it's a fact." She explained that:

If you are the leaders' team member (close friend), you will easily pass the

assessment since you are the friend of your leader. But if you are not their team

member, or you don't have a chance to become their member, you may get an

unfair treatment. If so, such kinds of teachers are not safe to stay in this

organization. This is a common thing in Thailand, safe is the best, and people are

happy to work and study when they feel safe in their jobs.

Chainarong said that another common stress for teachers to face was the loss of

advancement of their work. In the old system, each teacher had the chance to climb this

ladder as the time went by (see Figure 8):

Figure 8: The advance of faculty's works in the old system
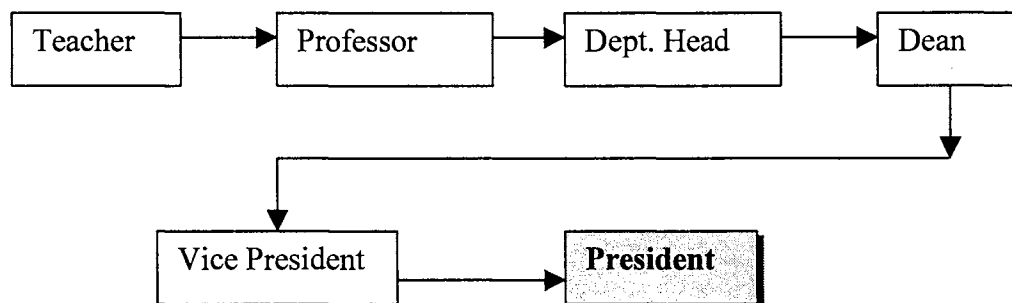
However, when the public university became the autonomous, many teachers

would lose this value to advance their lives. In the old system, the administrators were

selected from the teachers who were working in that organization: The longer you

worked, the more opportunity you would have. But in the new system, according to the

university regulation, "The administrators would be selected differently, not according to

the age or working experience. They may come from outsiders, or even from the private

sectors" (Autonomous University Rules, 2001)

Chainarong added, "Now, we know the administrators well, and we can talk to them. We will do what we think that will be right. But we all worry about our future because of the new leaders.

In Thailand, there was a long tradition that one person was a teacher as a government officer, the whole family felt glorious. In the old system, Chow said that the teachers were the government officials, they wore the government uniforms. But when the new system came, they would lose this glory. They would be no longer the "soul" educators or "academic parents" for their students, but "educational waiters and waitresses" served students, their "customers" or "money-providers".

So far, many teachers at Chonburi tried to study the regulations. Yet, as Chinda said that in fact teachers became even more stressed from what they had read from the university's unclear university law, which was like an abstract and served only for the future, not now. For example, it talked about what would happen to each department and faculty; how to find the budget; how to design the new curriculum, new training program; how to compete with other universities and how to let faculty find the money for the university, and so on (Autonomous University Rules, 2001).

According to the White Paper 1998, autonomous universities must learn how to earn part of the budget on their own efforts. In the past, more than 80% of Chonburi's revenues came from the government. Students' tuition was only a small part of the university's income. Chow sadly commented, "Chonburi, unlike Wichira that has its own land at the downtown in Bangkok; it will be easier for it to earn the extra money for leasing its land, but Chonburi is in the region, what can we lease to the public?" He also

said, "If the government cuts Chonburi's budget, we don't have enough money, then how can we run this university?"

She further explained:

Our salary comes from the budget. Besides, we need to fund to do research; to get teaching materials, like computers; and our faculty's academic development, like receiving further studies and training and attending the seminars. Without enough budgets, I am sure that the quality of education will go down than now.

Moreover, this educational change in line with the Act would also impact teachers' original freedom of speech. Chinda said that the teachers in her office worried when the university became autonomous, they could not express their ideas and feelings freely, because they would worry more about their president, vice presidents, deans and department heads. So, they would become very quiet in the new system.

I've observed Suranari University, one of the autonomous universities in Thailand, lecturers there can't show or express their political ideas and opinions, because their leaders' signature will decide whether they will continue to work there or will be laid off every other two or three years of evaluation. It will impact our teaching and research, we must do exactly what our leaders ask us to do. We can not express our ideas whether we like to do so or not. It will have less academic freedom than the old system.

According to the university law, the faculty members had the right to examine their evaluation results. If the department head or dean was not fair, the teacher could go to see the committee members or the president. But in the real life, most people cannot do so.

"If so," said Chinda, "we will become the open enemies of our leaders of our direct leaders."

Individual stresses. Chinda stated that the both young teachers and old teachers were not really worried about this change at Chonburi University. For the young ones, they started to work as the university's employees. As for the old ones, this change was really favorable for them, because decision-makers who wrote the university's law there were 50 up. They wrote what would be good for them. The people who really worried about this change were the middle-aged teachers.

> Take my department as an example; there are six people in my department. Two have their doctoral degrees, and other four only have master's degree. All of us have no professional ranking. Nowadays, we are very busy to prepare ourselves for studying more, like me, I am studying my doctoral degree or else, I am afraid to be laid off very soon.

In the old system, when teachers turned to be middle-age, it was time for them to be promoted to be administrators. Chainarong called it *Steps of Value of Life.* "This is the philosophy of Thai people' lives. We all want to start with the little and end with big for every field, not just for the circle of education" (see Figure 9).

Figure 9. Steps of value of life in the old system

But this traditional step would be destroyed by the educational change. The middle-aged people from then on would lose the opportunity to become bigger or to be promoted.

Chalida also said:

I am a female teacher; I know a lot that for the middle-aged female teachers, in

addition to having all the stresses that the male teachers have, they have their

individual stresses. They have to look after their children while teaching. In the

new system, they are asked to do more, like doing research and offering

community service at the same time. So how can they find enough time to do so?

Another individual stress, according to Chainarong, was that from the existing

autonomous universities, he got to know that teachers were assigned to teach unfamiliar

subjects. In the old system, teachers had a chance to choose the subject that was the most

suitable one for him to teach, but this would be gone in the new system. He explained:

For example, now, I am teaching the history of education, if there are students

choosing this subject to study, I can offer other courses that I had majored in the

university, such as the courses of competition of education and philosophy of

education. I am afraid that when our university becomes autonomous, this matter

will happen to me. I feel very sad to teach the courses that I am not familiar.

Chainarong summarized the stresses shown as the following table:

Table 8. Common stresses and individual pressures at Chonburi University

Common stresses	Individual pressures

1) Personal status (University's employees)
2) Welfare and interests
3) Advance of working (Promotion)
4) Teaching, research, writing books and community service
5) Gain the money for university
6) Unfair assessment or evaluation
	1) Older teachers
	  a) Pension
	  b) Working hard
	  c) Loss of value of seniority
	2) Middle-aged teachers
	  a) No academic title, not safe, afraid of being laid off
	  b) Children's burden
	  c) Value of life
	3) Young teachers
	  a) Unfair treatment
	  b) Easy to be laid off due to inexperienced

Faculty's Positive and Negative Attitudes

At Chonburi, the participants in this regional area held their positive attitudes toward this change. Nevertheless, they also held their negative attitudes more than the teachers at CTUTT and Wichira in Bangkok, the capital of Thailand.

Positive attitudes. Chalida said that in any time, a good teacher was never afraid of any educational change. "If I work hard, I'm not afraid of any change. If this change is good for our country and our university, I like it."

Chinda echoed, "I don't see anything to be much afraid of. I'm eager to see what will happen in a near future."

Chow stated, "I think it's better to control our university by ourselves than by the government. Especially, this change is good for research. More and more teachers must do research and it makes research work better."

Negative attitudes. Chow said that perhaps the students, particularly the poor student would become the "scapegoats" of this educational change. In the past, Chonburi charged students the lowest the tuition fees in Thailand, because the living standard in

that region was lower than it in Bangkok and some regional places. But in the new system, tuition fees would definitely rise. Chonburi would be driven to be the "heaven" of the rich and "hell" of the poor.

Chalida added her comments, "I think the opportunity for the poor students is less and less since the tuition fee will be increased. Some people say that the poor students can borrow money from the government, but I don't think so."

Chainarong said that nowadays, Thailand was still suffering from 4-year-long financial crisis; the government didn't have enough money, that's why it was willing to push the public universities to be autonomous in order to cut down the government's budget. So, students' loan was not very available for anyone who wanted to borrow money for their studies.

Chinda also spoken her mind that in Thailand, there were two existing autonomous universities. She observed the Surtuang University, one of the autonomous universities, "From what I heard, it produces very little research. Their teaching quality is not good. I have never seen the faces from that university for any presentation both in the international and national conferences and seminars.

Summary

Any educational change normally goes to either of directions: success or failure. No one can guarantee it must be successful until the change will promote the quality of education and competitive capabilities.

Conburi University currently stays at the turning point although it will be one of the last public universities in Thailand to change its status. According to the Act, all the public universities in Thailand must move to be autonomous ones next year.

Like other two public universities, CTUTP and Wichira, the faculty members at Chonburi also worry a lot about their job insecurity, the deprivation of current academic freedom, the less benefits, and new statuses to be the university's employees.

Besides, the teachers at Chonburi have their only individual stresses facing this educational change. Chonburi is a middles-sized university and its location is in the region. The living standard there is much lower than it in Bangkok. When the government forces each and every public university to leave the bureaucratic system without considering each one's own problem, it may keep this regional university to stay at the very bottom of educational ranking.

Chapter Summary

So far, more than two years have already passed since the 1999 National Act came into being. This Act has stipulated a strict rule that all the public universities must leave the bureaucratic system from the government at the end of 2002. Any university is welcomed to leave ahead of this time.

The direct impact from this change to the current faculty members is to lose their job security since they will no longer be the government officers. Instead, they are going to the university's employees. Once they are the employees, their educational behavior will be closely supervised. For example, they will be evaluated regularly to determine whether they will continue to work in this organization or must leave; their medical benefits for their spouses, children or even parents will be cut. Moreover, in addition to conducing teaching activities, they have to do research, write books and provide community services. What is more, they have to learn how to gain the money for the universities.

Teachers in the organization are not against the educational reform. Indeed, they see the flaw in the old system. The universities had no right to do what they believed right to do and the red-tape from the government truly limited the fast development of each public university. Yet, due to the unclear policy and regulations both from the government and university councils, many teachers are very reluctant to leave the state bureaucracy. Currently, they feel helpless and alone in education-reform fight due to the approach of the deadline.

Today, many teachers are eager to know about their future duties and what they need to do to remain qualified. Yet, no teacher seems to know the answer. In the past, teachers had few opportunities to improve their teaching skills because current management models do no require teachers to do much in terms of research, student-centered education and community service as well as writing books and articles.

They are afraid of unfair treatment and fake evaluation; they don't know how to conduct "useful" research and other required activities so as to come to the standard set up by the university, because they are not given the chance to learn how to do it.

They are afraid that they will not be the team members of their direct leaders. The culture in this country would like to help anyone's own team members. Therefore, they are afraid that the evaluation result would be in the hands of a few administrators, not based on their academic strength. In particular, the middle-aged teachers feel more stresses in this educational change.

However, as one of the participants mentioned that quality of education came from the awareness of teachers and their responsibility and their willingness, not from the pressures of their direct or indirect administrators. Regardless of who would lead this

unprecedented reform, its success rested upon the willingness of tens of thousands of

education professionals to go along with the reform.

CHAPTER IV

Analysis of the Data

In this chapter, the data presented in Chapter III were analyzed through two

lenses: Network analysis (Granovetter, 1973, 1983) and Change theory (Fullan, 1991).

During analysis of the data, two perspectives were considered: 1) The linkage of strong

and weak ties that combines the amount of time, intensity, intimacy and reciprocal

services among close friends and acquaintances with access to information and resources,

and 2) The adoption phase in conjunction with three factors of relevance, readiness and

resources, and early implementation phase along with three dimensions of materials,

approaches and beliefs.

Network Analysis

Network analysis (Granovetter, 1973, 1983) serves as the structural framework

for this study which allows examining relationships or ties among members in the

organization. Granovetter's (1973) analysis can be used to show the influence of

networks on the diffusion of influence, information and mobility opportunities. This

structure consists of the colleagues and their acquaintances through liaisons and bridges.

Strong Ties

Strong ties exist between individuals who have established close relationships and

reflect similar thoughts, beliefs and interests. These ties would most typically occur

between family members and close friends and usually involve an emotional component.

The strong ties require more time to maintain. The more frequently persons interact with

one another, the stronger their sentiments of friendship from one another are apt to be.

Strong ties connect two individuals who are similar in various ways (Granovetter, 1973).

Weak Ties

Weak ties exist throughout an individual's less formal interpersonal network. A weak tie is described as the linkage between an individual and an acquaintance or friends of friends. Weak ties provide one with access to different information and opportunities through interpersonal networks. Weak ties also provide a bridge to new, socially different ideas from one's own (Granovetter, 1973).

Benefits may be gathered from both strong and weak ties. An intense strong-tie network provides people with considerable emotional help during the stressful moments of particular events. However, a network of weak ties will help people find resources and increase opportunities, and weak ties provide people with access to information and resources beyond those available in their own social circle (Granovetter, 1983).

Tie Factors

The strength of a tie is a combination of four elements: the amount of time, the emotional intensity, the intimacy (mutual confiding), and the reciprocal services (Granovetter, 1973). Each of these is somewhat independent of the other. "The more frequently persons interact with one another, the stronger their sentiments of friendship for one another are apt to be" (Granovetter, 1973, p. 1362).

First, tie strength is measured by the combination of the history of network members and their commitment to the continuation of the relationship. Relationship that lacks a shared history and a commitment is described as a weak tie (Baker, 1994). Second, tie strength is measured by the amount of emotional interaction and intensity between network members. Networks where members share a high level of emotional interaction and intensity are characterized as strong ties; otherwise, they are identified as

weak ties (Baker, 1994). Third, tie strength is measured by the intimacy or mutual confiding on the basis of amount of common knowledge among network members. Networks where members have the same backgrounds and travel in the same social circles reflect strong ties. Networks where members have different backgrounds and travel in different social circles reflect weak ties (Baker, 1994). Fourth, tie strength is measured by mutual rewards. Networks where the interaction was rewarding to both members are classified as strong ties. Networks where the interaction between members is not rewarding to both members are considered as weak ties (Baker, 1994).

Demographic factors are also described as the environment of the network. Studies have shown that work experience, educational preparation, and gender can affect the strength of ties. The more demographic factors shared, the stronger the tie becomes. The fewer demographic factors shared, the weaker the tie becomes (Lindzey & Byrne, 1968).

Network analysis shows that "one's strong ties form a dense network, and one's weak ties a less dense one" (Granovetter, 1973, p. 1370). Weak ties are an important resource in making possible mobility opportunities, and they are often the ones that result in a new job and professionals and officer workers are heavy users of weak ties (Granovetter, 1983). Moreover, weak ties play a role in affecting social cohesion. "Individuals with few weak ties will be deprived of information from distant parts of the social system and will be confined to the provincial news and views of their close friends" (Granovetter, 1983, p. 202).

Change Theory

The real change, whether desired or not, represents a serious personal and collective experience characterized by ambivalence and uncertainty (Fullan, 1991). The change process starts with the adoption phase that consists of relevance, readiness and resources (Fullan, 1991). According to Fullan's (1991) change framework, the implementation of educational reform involves changes in actual practice under the right supportive conditions of new materials used, approaches engaged in and beliefs altered.

A change in *materials* includes direct instructional resources such as curriculum materials and technologies. A change in *approaches* consists of new teaching strategies or activities. A change in *beliefs* indicates the altering assumptions and theories underlying particular new policies or programs (Fullan, 1991).

All three aspects of change are necessary because together they represent the means of achieving a particular educational goal and set of goals. Whether or not they do achieve the goal is depending on the quality and appropriateness of the change for the task at hand. The effective use of materials depends on their articulation with belief and teaching approaches. Many innovations entail changes in some aspects of educational beliefs, teaching behavior, and use of materials (Fullan, 1991).

The First Phase of Change

The first phase of educational change is labeled initiation or adoption. This refers to the process that leads up to and includes a decision to adopt or proceed with the change (Fullan, 1991). At the initial stage, teachers are often more concerned about how the change will affect them personally in terms of their in-classroom and extra-classroom work than about the description of the goals and supposed benefits of the program.

Therefore, for the adoption phase, Fullan (1991) concludes that the best beginnings should combine three factors: *"relevance, readiness* and *resources" (p. 63).* Relevance includes the interaction of need, and clarity of the innovation and practitioner's understanding of it. Readiness involves the school's practical and conceptual capacity to initiate, develop or adopt a given innovation. Resources concern the accumulation of and provision of support as a part of the change process (Fullan, 1991).

The Second Phase of Change

The second phase of change is called implementation or initial use. This involves the first experiences of attempting to put an idea or reform into practice. To implement the new policy, three dimensions should be taken into consideration: new or revised materials, new teaching approaches, and alteration of beliefs.

Fullan (1991) remarks, "Educational change is technically simple and socially complex (p. 65). Effective approaches to managing change call for combining and balancing factors that do not apparently go together—simultaneous simplicity-complexity, looseness-tightness, strong leadership-participation, fidelity-adaptivity, and evaluation-nonevaluation (Fullan, 1991).

Meanwhile, change also involves learning to do something new, and interaction is the primary basis for social learning. New meanings, new behaviors, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work. The quality of working relationships among teachers is strongly related to implementation, which requires skillful strategies to do so.

This chapter analysis summarizes the results to the question: "Who do you talk to about the change?" This question was asked to investigate social networks and the strength of strong and weak ties among twelve participants from three Thai universities. Meanwhile, three factors of relevance, readiness and resources and three dimensions of materials, approaches and beliefs would be also investigated.

Analysis of Networks

Twelve participants, from three different universities, were selected for interviews. Analysis of the data focused on the ties between the interviewees and other members selected on the campuses or outside.

Time

According to Granovetter (1973), time deals with frequency and duration of contacts between two members identified within a tie. Reported duration among the participants was similar; however, infrequent contacts with acquaintances varied from person to person.

At CTUTP, when asked to whom they would talk to about the change, Apicit answered he was a new instructor. Sometimes, he talked about this issue with Wisit, his close friend and other faculty members in his office. Occasionally, he talked about it with some acquaintances from the other faculties or departments on the campus. He remembered he used to contact the teachers at two existing autonomous universities for several times.

Both Anan and Apichai started to work at the same year in the same department. They often got together either in their offices or at lunch time for discussing this issue. They said "whenever" they got together, this topic was unavoidable. Sometimes, they

liked to share their ideas with their acquaintances in the other departments. Anan said he had a close friend at one of the existing autonomous universities and often changed ideas with him. Apichai mentioned that sometimes he called his friends there. Anuwat worked at CTUTP for a long time. He had many friends and knew a lot of colleagues on his own campus as well as the friends outside. He said in recent years he was busy for his project at daytime, so he called them or was called by his friends and acquaintances in the evening at home. Occasionally, he called friends of friends at two other autonomous universities in the other two provinces.

Similarly, all the respondents, except for two professors, from Wichira and Chonburi, also spent a lot of time on this issue with their friends and acquaintances. As for the two professors who were the exceptions, they preferred to talk only with their close friends on the campus or close friends at CTUTP and two other autonomous universities as well.

Banchob said he often contacted his friends and acquaintances both on the campus and outside. Bangkarn and Bansong said that they often spent their time on this issue with their friends on the campus, and sometimes with their acquaintances on the campus or outside The other three teachers in the regional university—Choburi, except for Chalida who did not have strong ties in the other institutes, all have their strong ties and weak ties inside and outside of the universities.

Intensity

Strong ties are those which involve a large degree of emotional interaction and high emotional intensity (Granovetter, 1973). To determine the intensity, participants

were asked how long they had known the faculty concerned and whether they considered them as friends or acquaintances.

At CTUTP, both Anan and Apichai said that they were close friends and were acquainted with each other for six years at the inception of working there. They knew their acquaintances on the campus and outside in recent years. Anan said that he was familiar with his friends at the other autonomous university for more than 10 years. Anuwat said that he know his friends and acquaintances on the campus more than ten years; however, he was aware of his acquaintances at the other autonomous universities just within these three years. Apichit was a newcomer and he identified the persons with close relationship in his office and other departments on the campus for almost three years. He had a few acquaintances at other institutes through his friends' help within these two years.

At Wichira, Banchob knew his friends and acquaintances both on the campus and outside from five to thirty years. He said he had part-time jobs in the other institutions where he became familiar with them. Both Bangkarn and Banson were new teachers, they were acquainted with their friends and acquaintances within these three or four years. Boosya was a senior professor. She knew her friends nearly ten years, and for some, she even identified them nearly thirty years ago when she started to work at the government office.

At Chonburi, Chow said he was familiar with his close friends in his office more than 20 years and friends outside more than ten years. Chalida was a new instructor. She recognized her friends on the campus, and acquaintances both on the campus and outside within these two years. Chinda used to be the elementary and secondary school teachers

before becoming the instructor at Choburi. She said she graduated from Choburi University, so she made out many friends and acquaintances both on the campus and outside for at least ten years. Chainarong said he knew his friends and acquaintances also for at least ten years.

Intimacy

To determine the intimacy of relationships, participants were asked to identify whether their philosophy of higher education was similar to or different than that of the person(s) chosen. That is, their common knowledge that was shared between two individuals.

The participants mentioned that their philosophy with the person(s) chosen was similar even if they were in the different departments or faculties. At CTUTP, both Anan and Apichai said that the persons they chose to talk about change were typically close to their ages with similar interests. For Anuwat, he liked to talk with the persons who were the same ages and had similar working experiences. For Apichit, gender was the first concern.

At Wichira, Banchob chose the friends according to their common knowledge and working experiences. Bangkarn and Bansong were restricted their circles among the same gender. Boosya selected her friends to talk on the basis of the same value, norm and likeness. At Choburi, Chow often had a talk with persons who had the same working experiences and likeness. Chalida chose the same gender. Chinda preferred to choose persons who had similar working experiences. Chainarong's choice was in relation to his likeness and interests.

Reciprocal Services

The concept of reciprocal service deals with the rewards that individuals receive from a relationship (Granovetter, 1973). At CTUTP, Anan and Apichai said that they shared their information. But very often, both of them tried to give each other emotional support. Anan and Apichit said their friends did not ask them to do favors when requiring information and ideas from them. At Wichira, Banchob said that the reward he got was to share his information and ideas with his colleagues and acquaintances. Bangkarm and Bansong said their friends and acquaintances did not expect them to pay the services back. Boosya said the reward she could provide or gain was more or less emotional support. At Choburi, none of the participants said their friends needed them to do a favor when choosing them to have a talk.

Analysis of the data showed that each felt the choice that they made to provide positive assistance to the concerned questions they had, the rewards for this help for most of the participants were not direct rewards.

Summary

Analysis of the data through the lens of Granovetter's (1973) network analysis supported Granovetter's (1973) theoretical framework that weak ties could bridge social distance. Using Granovetter's (1973) "weak ties" conception, this phenomenon could be explained by the fact that if the faculty members wanted to seek emotional support for their stresses from the educational change, they preferred to turn to their friends. But they liked to seek information and advice from their acquaintances.

From the collected data (see Table 9), the table showed that the information could come through both strong ties and weak ties. The weak ties could travel even further at

the other institutes. However, at their own institute, strong ties were still more important

in gaining information and more emotional support in Thai institutes.

Table 9. Strong ties and weak ties among participants

Participants	Teacher status	At own institute		At other institutes	
		Strong ties	Weak ties	Strong ties	Weak ties
CTUTP					
1) Anan	G	X	X	X	X
2) Anuwat	G	X	X		X
3) Apichai	U	X	X		X
4) Apichit	U	X	X		X
Wichira					
1) Banchob	G	X	X	X	X
2) Bangkarn	U	X	X		X
3) Bansong	G	X	X		X
4) Boosya	G	X		X	
Chonburi					
1) Chow	G	X		X	
2) Chalida	U	X	X		X
3) Chinda	G	X	X	X	X
4) Chainarong	G	X	X	X	X
12		12	10	6	10

Note: G = Government officer (Old status)   U = University employee (New status)

The ties, whether strong or weak, were the resources for Thai teachers to get the

information they wanted in terms of the educational changes through either their friends

or acquaintances at their own institutes or other universities (see Figure 10).

Figure 10. Access to information through models

Two autonomous universities established as the self-governing institutions

CTUTP
Autonomous university shifted from public one

Wichira

At a transitional period to autonomous

Chonburi

Remain its traditional status until last moment
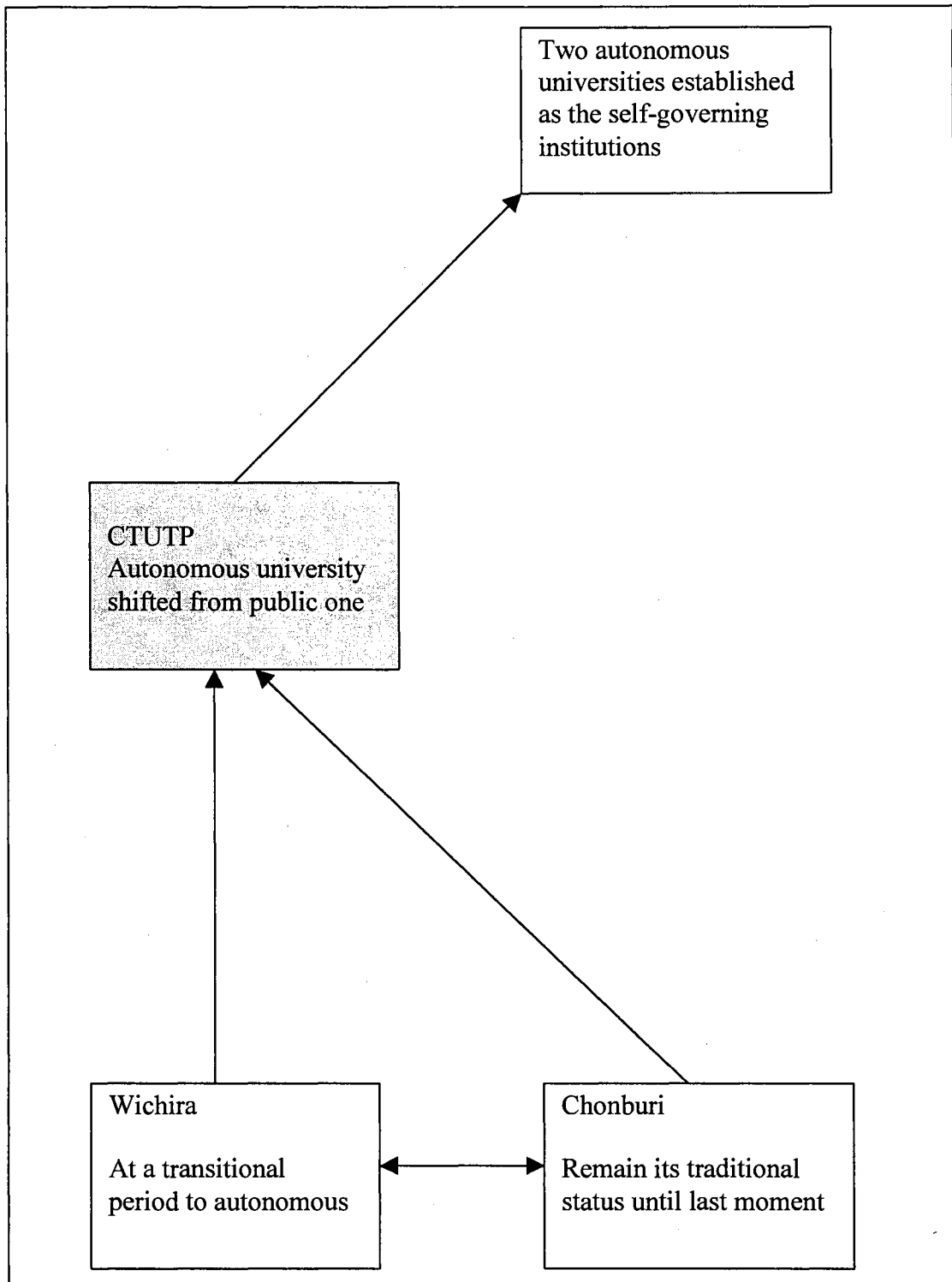
Analysis of Change Theory

One of the basis principles of Fullan's (1991) change theory is that change is

multidimensional. The first phase of change must be affected by three factors; and the

second by three dimensions. In examining the change reported, the first section deals

with three factors of *relevance, readiness* and *resources* in the adoption phase. The

second section addresses the usefulness of three dimensions, that is *materials,*

approaches and *beliefs* in the early implementation period of the change.

Adoption Phase

Adoption phase, according to Fullan's (1991) change theory, consists of three

factors: 1) Relevance, 2) Readiness, and 3) Resources. The process of this phase leads up

to and includes a decision to adopt or proceed with a change.

Currently, both Wichira and Chonburi universities are still in the initiation process

of implementing the government's mandated policy to change themselves to be

autonomous. However, the information for this phase from CTUTP is absent since it

became autonomous three years ago. The analysis of the data by using Fullan's (1991)

change theory would be associated with those three factors so as to determine how

prepared are the participants for this change.

Relevance. It appeared that individuals from both Wichira and Chonburi seemed

to have weak communication of the perceived need to change. The responses from the

participants reflected their worries and stresses about this mandated change. Boonsong

used the words of "stupid" and "afraid," Bangkarn talked about "lesser-protected", and

Chow used "worried" to describe their reluctance for the change. Boosya stated,

"Although we love the university and want to improve efficiency, we still want to be able

to survive." Boonsong also stressed that in Thai society, diversity of universities was needed to respond to different needs of students and public. "Why doesn't our government give all the universities' choice to decide whether they would like to break free from the central bureaucracy."

All the participants felt that change was very necessary because it could get rid of the government's "red tape" and improve universities' efficiency. However, in most interviewees' minds, they said that the direction to be autonomous was wrong. They saw this change imposed by the government because it borrowed the "loan" from the Asian Development Bank and it was required to do so. Boosya remarked, "We don't agree with the plan because the drafters didn't think about teachers, causing us to panic." Banchob added that when the public universities were forced to become autonomous that "all the faculty members would be in the hand of a few people at the university committee, not the government."

Both Banchob and Boonsong mentioned that the university would increase their salaries from 1.5 to 1.7 times more than before, this was good; but they felt that this change would directly impact their "job security." Boonsong stated, "Our country hasn't set up any good example for us to see how good and valuable for public universities to become autonomous." Boosya added that from the current autonomous universities, "We didn't see much achievement both in their teaching and research; their current teachers didn't feel very comfortable about this new status of university."

Chinda remarked, "We don't worry the process of assessment. We only worry about our leadership for its (un)fair evaluation and (in)capable management." Bangkarn fretted that once the university became autonomous, it might make him "out"

unreasonably, not because he could not pass the evaluation process, but because the "unfairness" of evaluation process from the wrong administrators. In Thai society, Chinda claimed that the leaders would form their own "team members"; the teachers who were not in that team would be treated differently. Another teacher worried that this change would deprive his own exiting benefits, like changing the items of "medical care." Worse still, their current academic freedom would be taken away. Chinda stated, "We can do nothing against our direct leaders' will, or else we will become their open enemies."

Additionally, Chainarong mentioned that this change would make him lose "the value of advancing his life" for being promoted to be administrators from ordinary teachers, or called from "small" to "big." Chainarong claimed that in the old system for selecting administrators from the teachers, "The longer you worked, the more opportunity you would have." Moreover, Chinda stated that she needed to take care of her two children for their studies, eating and living. It would be more difficult for her to follow university's new regulation for many obligations.

Banchob indicated that when the public universities were forced to become autonomous, "The University has to be run more or less like companies." Driven by this market doctrine, Chainarong added that students would become teachers' "customers," and teachers were no longer the "soul" educators who were supposed to take care of students for gaining not only knowledge, but also psychological helpers. On the contrary, they would become "educational waiters and waitresses" to serve their "money-providers." Bangkarn sadly commented, "We are slashed (slapped) on the face in the new system."

Therefore, the relevance of the change was closely linked to personal impact that teachers could get more or fewer benefits than their previous time. If there were apparent negative impacts to teachers, then, it would appear that the change was just for the sake of reasons, not for helping teachers.

Readiness. Readiness, according to Fullan (1991), involves school's practical and conceptual capacity to adopt a given innovation. However, the participants both at Wichira and Chonburi appeared to be very reluctant for this change.

Boonsong stated, "Our university is not ready for this great change. Our culture and society are also not ready for this change." He also mentioned that "The potential threat of the autonomous trend would destroy Thai higher educational system once we find this system doesn't work in the future. Then, it will be too late for us to save universities."

Boosya claimed that she was not ready for this change due to the high expectations of autonomous university, and she felt confident in the old system. "Once the university leaves the bureaucratic system, job evaluation won't be concerned with seniority, but with performance. I'm not very confident I can compete with the younger staff." Banchob explained he was not ready for this change. In the old system, it was enough for him to take care of his whole family's medical bills since they were free due to his status of government officer. "I don't know if I become a university's employee, what I shall do if my very old parents are sick when the government doesn't support me any more."

Bangkarn was a Wichira employee, he indicated that he was not ready for or clear about the change. The current evaluation process was very "funny," "not transparent," or

even "unclear." The ambiguous evaluation system made him feel very "anxious." Boonsong mentioned, "People are very afraid when they don't know about the evaluation system. It seems to me that change is still very political and stays on the process of paper." Bangkarn added that among the current teachers, nobody really supported the change. They all knew that they had no choice. However, "this change should be well-planned, the top leaders should be aware of our problems and know how to solve them before moving us into the new system."

Chow said that he was not ready to conduct the "student-center" teaching methodologies, because his didn't have the skills to do so. "In the old system, teachers were not expected to do much work. The university was the only place for teachers to teach. However, the new system expected teachers to do many things, but didn't give them the opportunities and time to learn how to handle this new situation."

Chinda worried that many teachers at Chonburi tried to study the regulations set up by the university. Yet teachers became more stressed when they read and study the university's rules and regulations. They were "like an abstract and served only for the future, not now."

However, at Chonburi, not everybody was afraid of this change. Chalida, the youngest teacher among all the participants, held a different opinion. She mentioned that compared with the old and middle-aged teachers, she seemed to be unafraid of the change. "If I work hard, I'm not afraid of any change. If this change is good for our country and our university, I'll like it."

Collectively, both old and middle-aged teachers were not ready for this change. They didn't want or need the new system, they were used to the old one, and did not have

skills or time to do many things. However, it seemed that the young teachers were easier to adapt themselves for the new system.

Resources. Fullan (1991) mentioned that resources concerned the accumulation and provision of support as a part of the change process. In Fullan's (1991) opinion, resources were obviously critical at the initiation stage and implementation phase.

Yet, the current situation in term of resources both at Wichira and Choburi was serious, they were obviously lacking resources at the adoption stage. Bangkarn claimed that when the public universities shifted to become autonomous, "The government promised to pay 50% of the budget. However, where does the other 50% of the budget come from?"

Bangkarn commented that when the universities had no choices, "The universities might follow the private ones to open the quick-money earning programs." The second option before the universities to choose was to increase students' tuition fees. Bangkarn continued that due to the market-drive force, the universities have no choice but to look for only rich students. As a result, "Students will have to pay more for their studies and the gap between the poor and the rich in the national education will further widen."

The last choice was to rent the land on the campus to the public. However, Chow said that Chonburi was not in Bangkok, nor even in the downtown of its own province. He commented, "It will be easier for Wichira to earn the extra money for leasing the land once the government agrees it to do so. But Chonburi is in the region, what can we lease to the public?" He continued, "If the government cuts Choburi's budget, we don't have enough money. Then, how can we run this university?"

In Fullan's (1991) opinion, changes needed more resources to go forward with a change, not just a good and pressing idea, or else it could generate confusion, alienation or simply ignorance on the part of participants and others affected by the change. From teachers' viewpoints, concerns were centered on the lack of resources, along with job security, personal benefits and too high expectations of personal achievements.

Summary of relevance, readiness and resources. The teachers both at Wichira and Chonburi seemed not to realize the change relevant. Yet, they were clear about only one thing—the change was a "must" and a "mandated" policy. It seemed as if the majority of the participants did not understand the importance of change, not to mention their willingness for the change. What they understood was that this change was a government's excuse to get rid of the burden of funding public universities. The fact was that the government "whipped" each and every university to go to be autonomous as quickly as possible. Yet many issues directly related to participants, for example, benefits and safety in their organization were still unclear and unpredictable. Teachers still felt more nervous when they were ill-informed.

It would be more correct to say that the participants both at Wichira and Chonburi were not ready for this change in relation to relevance, readiness and resources. For the organizations, they were not ready for this change due to the shortage of enough budgets. For the participants, they said they were not ready. They complained that they could not find enough information about the change. As such, they regarded this change as an unreasonable move. They even predicted that this move would make the current low quality of higher education much lower by this unreasonable push if the change did not work as planned.

Early Implementation Phase

Fullan (1991) posits that the implementation phase consisted of at least three dimensions: 1) Materials, 2) Approaches and 3) Belief. Nowadays, CTUTP was the first autonomous status that was shifted from the public university three years ago, and it was at the early implementation phase now to operate autonomous system. Nevertheless, the information about this phase from Wichira and Chonburi was absent since they were still at the adoption phase.

Materials. Even though three years had already passed since the CTUTP announced its autonomy from the government's "red tapes," the limited resources still remained a big obstacle for CTUTP to move forward. The budget from the government had already been cut nearly 50%, from "870,115,100 Baht in 1998 to 437,960,600 Bath (Thai currency) in 2000" (Annual Information, 2000). Consequently, the university met the unprecedented difficulties.

Anan fretted, "It's appealing to increase our salary, but where did the money come from since Thailand's still suffering from the financial crisis?" Even if the university could use the government budget to increase teachers' 1.5 to 1.7 times more salaries, Anan suspected that it wouldn't last very long without obtaining further resources of more money.

Apichit, a new instructor, complained that he had to buy his own computer and printer and put them in his office for work. Except for increasing his 1.6 times salaries more than his friends in the other public universities, he could not tell the differences between working at CTUTP or other places, or even worse than the current public universities. With regards to the professional limited resources, Apichit claimed, "The

university did not have enough money to buy new teaching facilities and equipments for upgrading the old ones."

Instead of revising or buying new materials for university to successfully implement its change, Anan said, "Our faculty has learned how to charge the other faculties to pay money for us if they hire any of teachers from our faculty." For Anan, the biggest dilemma was that instead of giving the faculty members more support for conducting their research, he worried that he would be charged to use other department's facilities in the same university.

So far, because of the market-driven dogma, there was a competitive trend and service charge among the faculties at the same university, which used to be free in the old system. Instead of learning how to handle the complex changes at the initial step of new status, teachers simple learned how to earn money from "anybody" else who needed their educational services, Anan called it, "a private agenda." "Everything that the university has done or is going to do is to make profit." Under the current policy of change, the regulation from CTUTP was clear to lay off "incapable" teachers rather than helping them develop their academic skills if they were willing to do so.

Another dilemma also worried the current teachers. Teachers' performance would be assessed on the basis of their abilities to bring the "fund" to the university from outside resources. Based on teachers' previous experiences and stage of careers, Anuwat commented, "When we studied at the university, our professors never taught us how to earn money by ourselves for the universities."

Due to the sudden shortage of budget, the administrators only focused on their attention at gaining more budgets for the university. For the teachers, facing this change,

what they thought and did was still concerning their own survival. Actually, no respondent felt that altering materials, such as things they used to do their jobs, was necessary as part of the change process. They did not even think it was necessary to do so in order to reduce a risk to try something new. For current teachers at CTUTP, they were still repeating the same teaching contents that they had done before.

Approaches. It would appear that changes in materials at CTUTP did not occur in practice although it was the visible part of change. Like materials, the other observable process of change was to develop teachers' approaches and skills for using new materials and instructional strategies. In Fullan's (1991) opinion, this procedure was even more difficult than the distribution of materials. Among the four participants, no respondent at CTUTP indicated that any approaches were actually altered in relation to conducting student-centered teaching methodology. Apparently, the role of teachers in applying for new teaching technologies was still passive.

Anan said, "In the past, we were just required to teach; but now the university regulation forces us to teach, research, service and know how to earn money for our university." It appeared that without enough teaching facilities and equipments, it would be impossible to alter any teaching approach."

Besides, teaching students concerned about computer technologies was one of the government's packages for shifting current "teacher-centered" instructions. By doing so, it would make students have "ability to earn a living; self-reliance; creativity..." (The Act). But through my observations at CTUTP, including four participants, noticed that very few teachers had their computers in their offices. Four of the participants, only one

teacher had his own computer, but had no access to the Internet. The function of computers at CTUTP today was mainly for administrative work.

Although the university has already altered some administrative policies, such as evaluating teachers' "output" instead of the detailed teaching process. Yet, the pity was that this attempt did not change teachers' current strategies or activities of their instruction. Since this educational change was mandated, the teachers had had no intention of altering materials. As a result, teachers' teaching approaches had not changed at all.

Beliefs. At CTUTP, because of teachers' reluctance to change, their teaching styles, methods and beliefs had apparently not changed. Fullan (1991) points out changes in beliefs were even more difficult since they changed the core values held by the individuals regarding the purposes of education. Moreover, beliefs were often not explicit, discussed or understood.

Anuwat claimed that unless the teachers knew that it would be "safe" or more "rewarding" to adopt the new teaching strategies, it might take a risk for teachers to do anything new at CTUTP. The university, even if the leaders had no bias, still evaluated teachers' performance according to students' mid-and-final examination results. So, teachers had to teach students by memorization.

All of the four respondents at CTUTP, two of them held very negative attitudes toward this change. Apichai described that at CTUTP, "60% of the teachers who had their old statuses simply followed the government's rules. They even become lazier than before." At CTUTP, the teachers with the same statuses often teased the teachers who had already changed their statuses, "Go ahead, young men, I am going to retire in four or

five years. I don't need the additional money and let young people do more." As for the teachers who were the university employees, they had to follow the university's regulation to "teach more, do research, write books and provide community service."

Another teacher commented that the educational change today didn't really happen at the teachers' level except for changing teachers' statuses from the government officers to the university employees.

However, not all teachers held this negative attitude toward the change. Even the one teacher had positive and negative opinions at the same time. Anan was a good example. He stated that it was a good idea to change the old educational system. In the old one system, the government fully controlled the institutions' every procedure of the educational operation. There was no flexible management, teaching and research. But in the new system, it had more freedom to do what they believed right to do, not from the people outside of the organization.

Summary of materials, approaches, and beliefs. The University of CTUTP under this study did not experience a change in the revised materials or new teaching approaches. As for the beliefs for this change, the majority of participants still held very negative attitudes toward this move because they did not think that this change was necessary. Even if the change was not directly forced by the government, the participants claimed that the change was still political.

It seemed that the adoption phase at CTUTP was conducted in a great hurry. As a result, it had a rough beginning, which consequently influenced the second phase of implementing educational changes. Nowadays, the only indication of a slight change among the three dimensions was teachers' beliefs. When the university implemented the

educational change three years ago, only 10% of faculty members had chosen the status

to become university employees; but today, there this percentage was nearly 40 percent.

It appeared that step by step teachers began to accept this system.

Chapter Summary

Consistent with the literature review in Chapter II regarding the use of

Grannovetter's (1973, 1983) network analysis in conjunction with Fullan's (1991) change

theory, the data presented in Chapter III show that, although the strong ties remain among

the individuals who are introduced into settings, the weak ties are the most important way

to get different information and ideas from their acquaintances at a distant and different

social circle. Besides, the data also prove that educational change should possess the

three factors of relevance, readiness and resources at the adoption phase, and altered the

materials, approaches and beliefs of the participants at the implementation phase.

In summarizing the strength of ties, it is assumed that the strong ties are more

useful for gaining the emotional support when the stressful events occur or sharing

information among the close friends or within their workplace. However, the weak ties

are more helpful for people to make possible mobility opportunities and affect social

cohesion. Information and ideas flow more easily through the weak ties since weak ties

are more likely to link members of different small groups than are strong ones. The

collected data support the Granovetters (1973) theoretical framework that weak ties are

bridges. Teachers who want to get the different opinions and attitudes need a weak tie to

obtain them, because the weak ties traveled faster and build bridges for them to cross.

The persons who had strong ties would be isolated into the small groups and share the

same opinions.

Additionally, consistent with Fullan's (1991) change theory, the data have found that the adoption phase both at Wichira and Chonburi were not complete, the teachers could not understand the change, and believed that they did not need this change. Besides, they mentioned that they were not ready for this change. As for the resources, it was the biggest obstacle for universities to handle for running the university once it starts its autonomous status.

As for CTUTP, by using the lens of Fullan's three dimensions of materials, approaches and beliefs, it would be not difficult to examine the weakness of CTUTP's current educational operation. At present, there was no alteration between materials and approaches. As for the dimension of beliefs, there was a slight change about it from a negative attitude to a more neutral, and in certain circumstances, a bit positive.

According to Fullan (1991), the implementation of educational change involves "change in practice" (p. 37). Although the change in practice can occur at many levels, such as the teacher, the school, the school district, etc, the bottom line is at the teacher's level. The reason is clear, this level is closest to instruction and learning (Fullan, 1991).

Fullan (1991) claims that "Innovation is multidimensional" (p. 37). The actual change involves alteration in conceptions and role behavior. The critical step for successfully implementing educational change should be related to teachers' basic conceptions of education and skills involved, and especially their need and difficulty in developing a sense of meaning about change.

CHAPTER V

Summary, Conclusions, Recommendations, Implications, and Commentary

"Educational change depends on what teachers do and think—it's as simple and as complex as that" (Fullan, 1991, p. 117). This explanatory case study (Yin, 1989) used a qualitative method examined what teachers did, what they thought and where they were about the current Thai higher educational change in line with the 1999 National Education Act. The teachers' ideas, roles, needs and beliefs were the basis of investigation. This chapter includes a summary of the study, conclusions, recommendations, implications and commentary, which were drawn from the data collected from interviews, observations, and documentation review at the institutions.

Summary of the Study

The purpose of this study was to examine the development of ties and resulting changes in materials, approaches and beliefs of faculty in the new autonomous universities. I used the Granovetter's (1973) network analysis as a lens through which to study the change and examine existing social networks composed of strong and weak ties which supported teachers' interactions. Fullan's (1991) change theory was also used as another lens to explore how relevance, readiness and resources were imposed at the adoption phase and how materials, approaches, and beliefs were altered during the early implementation phase of change. The purpose was accomplished by

- Data collected from three universities that were selected for the study based on their current statuses. That is, one autonomous university shifted from the public one, one university in a transitional period and one university still remained its traditional status;

- Data presented individually in three categories: general information and history, common stress and individual pressure about the change, faculty's positive and negative attitudes; and

- Data analyzed collectively from the perspectives of Granovetter's (1973) network analysis and Fullan's (1991) change theory.

Data Needs and Sources

Because the primary focus of the study was to describe faculty's ideas regarding their changing roles and assessment of their beliefs, data from the institutions and the teachers affected by and involved in the change were needed to achieve the purpose of this study. I needed to interview and observe teachers at different ages, professional ranking and genders to gather data on the basis of their beliefs about the educational change or provide other realities.

Data Collection

Data were collected by using three sources: the long interview method, observations and document analysis. Twelve participants were interviewed, four teachers from each university. Observation of interactions was performed in their offices and classrooms. A review was conducted of the university's regulations in relation to education change for each university.

Data Presentation

Before data collection, a literature review was completed. Data were continuously cast against the literature. Data were then sorted into three categories: (university's) general information and history, (teachers') common stress, and individual pressure about the change and faculty's positive and negative attitudes.

General information and history. CTUTP is located in Bangkok with faculty

schools, three faculties, three centers, and two institutions. It has 467 faculty members

out of total 1,327 total staff. CTUTP was established in 1960 by the Ministry of

Education, and in 1971, it was transferred to the Ministry of University Affair. On March

7, 1998, it announced to its intention in becoming the first autonomous university shifted

from the public university. *Wichira*, Thailand's first institution of higher education, is

located in Bangkok, too. It has 18 faculties, two schools, 11 institutes, three affiliated

institutions and three colleges. It has 2,729 academic staff with 344 major subjects.

Wichira was established in 1917 by the King Wichira with 380 students at the inception.

Wichira is now in the transitional period from the public university to be autonomous.

Chonburi is a regional university, located in Chonburi Province. There are seven

faculties, a Graduate School, five academic support centers, three research institutes, and

three special programs. There are 558 teachers and 950 supporting staff. Chonburi was

established in 1955 as a college to train teachers, and in 1974, it was upgraded to the

university level. It is intended to transfer its status at the deadline set up by the

government by the end of next year.

Common stress and individual pressure about the change. The common stresses

from the participants are 1) job security, 2) the insufficient budget, 3) privatizing

university, 4) troubles from "one university, two systems", 5) unclear university's rules

and regulations, 6) unfairness of evaluation process, 7) loss of seniority, 8) no skills to do

research and other new requirements, 9) loss of advance of working, 10) deprivation of

freedom of speech, 11) loss of glory from the job, and 12) no ability to bring funding

from the outside resources for the university. The pressures from the participants are 1)

individualism, 2) money-driven program, 3) unclear about personal benefits, 4) no chance to find another job once being fired, 5) reduction of some courses and increase of quick-money-earning programs, and 6) loss of value of life.

Faculty's positive and negative attitudes. The positive attitudes from the participants are 1) getting rid of government's "red tapes," 2) supervising university's output from the government, 3) boosting research activities, 4) increasing salaries from 1.5 to 1.7 times, 5) helping students find jobs by adjusting the curriculum, and 6) setting up a teacher's union. The negative attitudes from the participants are 1) confused policies from the government, 2) unqualified administrators for the new status of university, and 3) no ability to pay the medical bills for the parents, spouses and children on teachers' own.

Data Analysis

Data were analyzed through the lens of network analysis (Ganovetter, 1973) to demonstrate how the educational change in line with the Act may be linked to an individual's social networks—one's strong and weak ties, and through the lens of change theory (Fullan, 1991) to examine the importance of three R's at the adoption phase and alterations of three dimensions at the implementation phase. The design of the interview questions was based on Granovetter's (1973) four characteristics of ties: 1) amount of time, 2) emotional intensity, 3) intimacy, and 4) reciprocal services. According to Fullan (1991), alterations must be made in relation to materials, approaches and beliefs in order to make the successful change. Additionally, three R's of relevance, readiness, and resources (Fullan, 1991) influence the success of educational change in the institutions at the adoption phase. Thus, the data were cast against Fullan's (1991) framework to

determine whether alterations had been made in materials, approaches and beliefs, and were examined for their relevance, readiness and resources.

Findings

To keep consistency with the purpose of this study, findings will focus on the following:

- A description of the ties (Granovetter, 1973) that exist among teachers at three universities investigated and the usefulness of network analysis (Granovetter, 1973, 1983) in identifying and describing the ties;

- a narrative of change of three factors and alteration of three dimensions (Fullan, 1991) in achieving the successful educational change and the helpfulness of change theory (Fullan, 1991) during the change process for Thai universities to be autonomous shifted from the government's full control;

- speculation about the impact these ties and changing factors as well as dimensions on the near future of the organization; and

- the identification of areas for further study.

Teachers' access to different information and ideas through weak ties. Of all the four elements, time seemed to be the least important. The frequency or duration of contact showed to have little impact upon the identification of a tie. Besides, data showed that intimacy was influenced only the formation of ties. Analysis showed that the degree of intensity varied depending on their work experience, gender, ages, and common likeness for developing relationships within or beyond the organization. Among all the four elements, reciprocity seemed to be the most important element for teachers to access information.

For the participants to get different ideas and information it appeared that those were gained through teachers' weak ties from the people they were less socially involved or touched rather than their close friends. As for the strong ties, the data showed that they were more useful to gain emotional support for the stressful events. Strong ties needed more time to maintain compared with the weak ones.

However, the data showed that for the faculty participants, instead of obtaining the positive information through the weak ties, they received more negative ideas and information from this "bridge" in terms of university autonomy in Thailand.

- For the participants, they got to know from their acquaintances in the existing universities (one shifted from the public university, two established as autonomous statutes) that teachers felt what they were facing a loss in the autonomous universities. They were no longer government officers, and were treated as the employees in the factories. They faced losing their professional status, and moreover, they faced losing their jobs.

- Teachers had heavier burden to take care of their parents, kids and spouses. In the old system, there was a policy from the government that if one person worked in the government unit, the whole family would share free medical care, but this benefit has been severed in the autonomous: "Who works, who gets free medical care." All the participants mentioned that their income was not enough to pay their relatives' medical bills.

- In Thailand, the old system would promote instructors to be associate professors and full-time professors at least when they were over 50 years ago or even before

their retirement. The teachers with professional ranking at autonomous

universities felt less stressed than the teachers without professional ranking.

- In addition to having a heavier family burden at this age and without professional

  rankings, the middle-aged teachers felt to lose their value of life to grow from

  "small" to 'big" or the chance to advance their positions. There was a long

  tradition in Thailand that people wished to be promoted and become

  administrators in their latter lives before retiring from their posts. And teachers at

  middle-aged started to be promoted. But in the new system, this value had been

  destroyed.

- The new policies or regulations both at the government level and the university

  level were made by a small group, who were the government officers from the

  Ministry of University Affairs, and president, vice presidents, deans and only a

  few representatives of teachers. All of them were over 50 years old. "Any teacher

  who works at the university over 25 years will have the pension from the

  government." Besides, they would get the block sum of money from autonomous

  universities.

Teachers ill-prepared at adoption phase. Fullan's (1991) three factors describe

the importance of teachers' three R's of relevance, readiness and resources at the

adoption phase. The findings could be shown as follows:

- Teachers did not understand why the government only cut universities' budget,

  not other sectors. They believed that this would make the current low quality of

  education much lower since this "move" would threaten teachers' job security.

Teachers also felt sad about this status that shifted them from the "moral" educators for students to the "servants" to their "customers."

- Teachers did not feel ready for this change or have abilities to do the multiple things required by the autonomous university since the expectations of teachers were too high. They felt this change was "unreasonable" because they did not have enough time or skills to come to the "high standard" or did not have opportunities to learn how to do it.

- Teachers mentioned that their universities obviously lacked enough budget at the adoption phase. The government tried to "abandon" the public universities in a great hurry on the one hand, and cut the budget, on the other.

No apparent alteration from teachers at implementation phase. Fullan (1991) mentions that there are three dimensions in implementing any new policy: revised materials, new approaches and alteration of beliefs. However, the only one existing autonomous university shifted from the public unit had no apparent changes for these dimensions:

- Because of the sharp reduction of government's budget, the autonomous university did not have the resources to buy new teaching facilities and equipment; therefore, there was no possibility for changing or revising the existing teaching materials;

- Since the changes in materials did not occur in practice, there was no need for teachers to apply for or learn new strategies or activities to conduct the instructional performance;

- Because the changes for both materials and approaches are visible, the change in belief is invisible. Therefore, changing the belief will be more difficult to do.

Currently, there is a slight modification in teachers' beliefs about the change among faculty members, but they are a minority. The majority of teachers still hold very negative opinions and beliefs about this change.

Conclusions

As a result of the research, several conclusions about the educational change in line with the Act have been drawn. They are described as follows:

First of all, any individual, including all the participants with few weak ties but have many strong ties, will be deprived of different information from distant parts of the social system and will be confined to the news and views of only their close friends. The teachers have to know about information about the faculty's job security, evaluation system and others through their "weak ties," not really coming from the government officers or university's administrators.

Second, the change system truly favors the senior teachers with high professional rankings in terms of their pension and medical care, etc., thus making the middle-aged and young teachers feel more stressful about their future. The senior teachers with high professional rankings during the change process have their strong ties, and the teachers who feel stressful about the change and worry about their future have weak ties.

Third, strong ties among the senior faculty members see this change more positively than the teachers at the other ages. Among the rest of teachers see this change negatively due to their loss of job security, benefits and other "ill-treated" requirements. The findings of this study support Ganovetter's (1973) network analysis.

Fourth, the difference between the adoption and early implementation phases was ambiguous. The focus by the institutions both at the adoption phase and implementation phase centers only on the alteration of resources. They do not focus on relevance, readiness and resources for the adoption phase, nor the materials, approaches or beliefs.

Fifth, changes do not affect all respondents equally. It seems that middle-aged teachers experience more stress in responding this change, compared with the senior teachers and young teachers.

Sixth, the existing policies and regulations came from the top-down decision without the true involvement from the bottom up, the faculty members. Therefore, many rules and regulations are misunderstood by the teachers. Moreover, the change process remains at the university level and fails to invite the involvement of teachers who don't regard this change as their own "business".

Last, but not least, the changes seem to influence only the faculty members' job security, not the administrators. Instead, the administrators have been given more power and more benefits than in previous times. Teachers believe that if the current administrators had the abilities to do the right things at the autonomous universities, they could do it better even in the old system.

Recommendations and Implication

The findings of this study yielded significant results in the areas of theory, research and practice. The following will examine how this study met each of these criteria.

Theory

Network analysis (Granovetter, 1973, 1983) has shown its usefulness in identifying and describing "ties" that exist among individuals. These ties can be categorized as "strong" or "weak" ties, but combine the four elements of time, intensity, intimacy and reciprocity. It is shown that individuals with few weak ties will be deprived of information from distant parts of the social system and will be confined to their close friends. This theory proved useful in this study. However, it has also highlighted a limitation in the utilization of "weak ties" for obtaining the positive information. For the teachers at the transitional period universities, the information and ideas obtained from their weak ties are quite "negative."

Meanwhile, change theory (Fullan, 1991) has outlined the usefulness of three R's of relevance, readiness and resources for the adoption phase and three dimensions of materials, approaches and beliefs for the implementation period. In this study, it proved to be useful in identifying the various factors and dimensions of change in the higher educational institutions. This proved that this theory was useful in describing adoption and implementation issues. Applying Fullan's (1991) change theory in the successful implementation of educational change in Thai higher education added new knowledge to the theory.

Research

Research using network analysis and change theory has been primarily based upon ties between individuals, and three factors at the adoption phase and three dimensions at the implementation phase. The findings of this study contributed to the knowledge base regarding the impact of the autonomous universities on faculty members. There is a gap

in the research as indicating this kind of study. Therefore, further research might examine the affect of university autonomy to the teachers' job security when all the public universities are scheduled to shift to autonomous status next year.

Practice

To successfully implement the government's new policy of moving the public universities to autonomous status, teachers who are directly impacted by this policy should clearly understand the policy. In particular, the policy should be undoubtedly understood by the administrators. Furthermore, the administrators need to know what teachers think and do for this change. In Thailand, today, there exists an autonomous university transformed from the public one. Its real practice should be strengthened by studying and revealing its strengths and weaknesses so that it will help the current universities know their endeavors before the government makes all the public universities become autonomous next year. The implication of this study is that the government officers and university administrators should be encouraged to open more channels for better communication with the teachers. The final decisions should be not only dependent on the top-down, but also the bottom up as well. Moreover, the administrators should clearly know where the teachers are at each phase of educational changes and focus on what makes change work.

Commentary

When I began this study, I was interested in providing a clear picture of how educational change can not be successfully implemented without teachers' active participation. It is not uncommon to notice that teachers feel stressed when time demands and too many expectations, and they feel more stressful when they lack motivation,

abilities and administrative support or working conditions. Worse still, they feel very anxious when they lack job security. This belief has developed through my work experiences at China Medical University more than ten years ago. A review of literature relating to the history of the three waves of university autonomy's failure confirmed this idea.

There is no doubt that the contribution of Thailand's weak education system to the nation's declining international competitiveness cannot be ignored. As a result, the existing problems require a new policy. In return, the new policy solves the old problems. However, as higher education is a critical part of the overall process of educational reform, it is noticed that the focus from society in general, and the mass publications in particular, still concentrates on the issue of higher education and its accountability in relation to the university autonomy. Nevertheless, teachers' voices, like their job security, academic freedom and personal benefits were seldom heard in the public discussion.

As a matter of fact, the public discussion today has focused its attention to the following concern.

First, the public discussion centered on concerns about whether teachers would receive the same amount of salaries, prospects of receiving royal decorations, the stability of their positions or would they have to work harder and could they be fired.

The second concern was that granting universities "autonomy" meant to constituting "privatization" in the current public universities. Furthermore, the social focus also pinpointed the issue whether the university autonomy can really give to the critical linkages between the academic freedom and social responsibility to the universities.

The third concern is about the government's commitment to the universities in the process of moving to be autonomous. Do they receive full support from the policy makers or they are still compromised by political or bureaucratic interference at any stage of the transition process. The last concern is whether the decision is wrong or not for the Asian Development Bank to push the public universities to be autonomous without considering Thai own norm, culture, tradition and educational structure.

It goes without say that much needs to be done before all the public universities become autonomous next year. Based on the researching result with regard to Granovetter's (1973) network analysis and Fullan's (1991) change theory, at least three-pronged strategies should be utilized in order to facilitate and support much-needed moves towards autonomy.

The Impact of Weak Ties on Individuals.

Granovetter's (1973) network analysis could be a useful tool for the policy makers to connect distant parts of the social system and get the different information and ideas from different groups. In particular, the weak ties emphasize the administrators to be more efficient at reaching high-status individuals. In doing so, it will help the decision makers to stipulate any policy without isolating teachers and push them to the disadvantage conditions. Through this innovation, it enables the administrators to create the necessary teacher-teacher and teacher-administrator interaction.

Consideration in Planning for Adoption.

So far, the majority of universities in Thailand are still at the stage of adoption phase. It might be helpful for the policy makers or the educational administrators at all levels to consider Fullan's (1991) three R's of relevance, readiness and resources. It

would help teachers understand the necessity and importance of the change, whilst offering teachers' opportunity to develop their professional growth and install their abilities to conduct "student-centered" teaching methodology, research and other requirements at the autonomous universities.

It should take both "individual" and "organizational" factors into consideration before implementing any educational change. The policy makers should be aware of the individual factors: Does this change address a perceived need? Is it a reasonable change? Do they possess the requisite knowledge and skills? Do teachers have time? Meanwhile, the organizational factors should be also highlighted, for example, the university's facilities, equipment, materials and supplies should be considered so as to help the organization implement the change effectively and successfully.

Furthermore, the accumulation of resources and the provision of support as part of educational change should be well-planned. As Fullan (1991) points out, "Just because it is a good and pressing idea doesn't mean that the resources are available to carry it [change process] out" (p. 64). No doubt, resources are greatly needed to go forward with a change. It is also very critical during the implementation phase.

Change is multidimensional. Fullan (1991) says, "Change is a process, not an event" (p. 130). He also comments that significant educational change consists of changes in belief, teaching style and materials, which can come about only through a process of personal development in a social context. It is true that change can make teachers' frustrated and bored. But the studies have shown that teachers under the right supportive conditions are willing to use new materials, and alter teaching practices consistent with innovation adopted by their universities or districts.

In order to successfully implement the 1999 National Education Act and move all the public universities to be autonomous smoothly next year, the government policy makers and administrators at the university levels should be aware that the meaningful change in actual practice along with the three dimensions—in materials, teaching approaches and beliefs, in what teachers do and think—are essential if the intended outcome is to be achieved.

New meanings, new behaviors, new skills and new beliefs with regard to the education change in Thailand in line with the Act depend significantly on whether teachers are exchanging their ideas, receiving support and holding positive attitudes toward the change and good feeling for their work. Good change process, as Fullan (1991) depicts, should foster sustained professional development over one's career and lead to benefits for all.

REFERENCES

Albornoz, O. (1996). *Autonomy and accountability in higher education.* New York:

    Garland Publishing, Inc.

Altbach, P. G. (1998). *Comparative higher education: Knowledge, the university*

    and development. CT: Ablex Publishing Corporation.

Aronowits, S. (2000). *The knowledge factory.* Boston: Beacon Press.

Asiaweek (2000). Asia's best universities 2000. *Asiaweek, 26,* 44-46.

Baker, W. E. (1994). *Networking smart: How to build relationships for people.* New

    York: McGraw-Hill Book Company.

Berdahl, R. (1990). Academic freedom, autonomy and accountability in British

    universities. *Studies in Higher Education, 15*(2), 169-80.

Berg, B. L. (1998). *Qualitative research methods for the social sciences.* Boston:

    Allyn and Bacon.

Brimble, P. & Sripaipan, C. (1996). *International workshop proceedings and project*

    report for the APEC research project on modalities of university-industry

    cooperation in the APEC region. Complied and edited for the Thai Ministry of

    University Affairs: Sri Ayutthaya Road, Bangkok.

Bunnag, S. (2000, Jan.). Education: Institutes opt to go autonomous. *Bangkok Post,*

    p. 3.

Cabal, A. B. (1993). *The university as an institution today: Topics for reflection.*

    Paris: UNESCO Publishing, Inc.

Charoenwongsak, K. (2000, Dec.). Putting esteem back in to science. *The Nation,*

    Focus C4.

Chonburi. (2001). *Chonburi general information.* Chonburi: Bang Saen Press.

Chonburi. (2001). *Chonburi graduate handbook 2001-2002.* Chonburi: Bang Saen
Press.

Chuan Lei Pai (2000, Jan.). Emerging from financial crisis. *Bangkok Post*, p. 8.

Chulapak, S. (2000, Mar.). Student-centered learning in action. *The Nation*, Focus
C4.

Chupaka, S. (2000, Dec.). Government must show way to better higher education.
The Nation, A 5.

Chupaka, S. (2000, Jan.). Thai education in decline, study says. *The Nation*, Focus
C4.

Clark, B. R. & Neave, G. R. (Ed.) (1978). *The encyclopedia of higher education.* New
York: Garland Publishing, Inc.

Clayton, R. (2001, March). University employees fearful of autonomy. *The Nation*,
Focus C4.

Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches.* CA:
SAGE Publishing, Inc.

CTUTP (2000). *CTUTP general information.* Bangkok: Darnsutha Press.

CTUTP. (2000). *CTUTP annual information 2000.* Bangkok: Darnsutha Press.

CTUTP. (2001). *CTUTP news: The international newsletter of CTUTP.* Bangkok:
Darnsutha Press.

Denzin, N. K & Lincoln, Y. (1998). *Strategies of qualitative inquiry (Ed.)* CA: SAGE
Publications, Inc.

Fullan, M. G., with Stiegelbauer, S. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.

Good, C. V. (1973). *Dictionary of education.* New York: McGraw-Hill Book Company.

Granovetter, M. (1983). The strength of weak ties: A network theory revisited. In R. Collins (Ed). *Sociological theory,* (Vol. 1, pp. 201-233). San Francisco: Jossey-Bass.

Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology, 78,* 1360-1380.

Guskey, T. R. and Huberman, M. (1995). *Professional development in education: New paradigms and practices.* New York: Teachers College Press.

IMD. (1999). *The world competitiveness yearbook, 1999.* Bangkok: Thailand's Nation Multimedia Group Public Co., Ltd.

Intraoon, M. (2000, Nov.). Taking education back to its roots. *The Nation,* Focus C4.

Jitadap, L. (2000, Feb.). Education act causes confusion. *The Nation,* Focus C4.

Kirtikara, K. (2000). *Higher education in Thailand and the national reform roadmap.* Bangkok: The Ministry of University Affairs Press.

KMUTT (2000). Reform initiative unveiled. *Bangkok Post,* p. 5.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing.* Newburg Park, CA: Sage.

Lucas, C. J. (1996). *Crisis in academy: Rethinking higher education in America.* NY: St. Martin's Press.

Marshall, C. & Rossman, G. B. (1989). *Designing qualitative research.* CA: SAGE

Publications, Inc.

Martin, R. (Ed) (1998). *Chalk lines: The politics of work in the managed university.*

Durham and London: Duke University Press.

MOE (1999). *Education in Thailand.* Bangkok: 1998 MOENet Thailand service

Retrieved from <http://www.moe.go.th>.

Morsy, Z. & Altbach, P. G. (Ed) (1996). *Higher education in an international*

perspective: Critical issues. New York: Garland Publishing, Inc.

MUA (1998). *The autonomy white paper: Principles and guidelines for an*

autonomous university system. Bangkok: Pra Cha Chon Co., Ltd.

MUA (1999). *Thai higher education in brief.* Bangkok: Pra Cha Chon Co., Ltd.

OECD (1999). *Education policy analysis 1999.* France: OECD Publications.

ONEC (1999). *Education in Thailand 1999.* Bangkok: Amarin Printing and

Publishing.

ONEC (1999). *National education act of B.E. 2542 (1991).* Bangkok; Seven Printing

Group.

Panom, K. (2000, April). High standards may backfire on teaching reform. *The*

Nation, Focus C4.

Phromboon, R. (1999, July). Universities must adjust. *The Nation*, Sunday, front

page.

Rachman, M. (2000, Oct.). Engineering a new workforce. *The Nation*, Focus C4.

Rubin, J. R., & Rubin, I.S. (1995). *Qualitative interviewing: The art of hearing data.*

CA: SAGE Publication, Inc. .

Sompong, P. (2000, Oct.). Education reform is the hottest potato in town. *The Nation*,

A4.

Sporn, B. (1999). *Adaptive university structures: an analysis of adaptation to socioeconomic environments of US and European universities.* Philadelphia: Jessica Kingsley Publishers.

Strauss, A. L. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* CA: SAGE Publications, Inc.

Suwanwela, C. (1998). *A crisis in Thai higher education system.* A Seminar paper on 'Autonomous University: The Changed Roles' held by the Ministry of University Affairs, September 1998 in Thailand.

Tanchaisawat. M. (2000). *Bottom of the class.* Bangkok: Thailand's Nation Multimedia Group Public Co., Ltd.

The Brooker Group (1999). *Background paper 4: University autonomy in Thailand: An issue paper.* Bangkok: The Ministry of University Affairs Press.

The Brooker Group (1999). *Background paper 1: Economic rationale for investment in postgraduate education and scientific research.* Bangkok: The Ministry of University Affairs Press.

The Brooker Group (1999). *Background paper 2: Macroeconomic justification of the seven subprojects for the higher education development project.* Bangkok: The Ministry of University Affairs Press.

The Brooker Group (1999). *Background paper 3: University research funding in Thailand.* Bangkok: The Ministry of University Affairs Press.

The Editorial. (1999). New teaching method to be put to the test. *Bangkok Post*, p. 5.

The Nation (2000). *Hope for a better Thailand: The national education act 1999-*

Thailand's education reform. Thailand's independent newspaper. Bangkok:

Thailand's Nation Multimedia Group Public Co., Ltd.

The Nation. (1999). *Much remains to be done in education.* Thailand's independent

newspaper. Bangkok: Thailand's Nation Multimedia Group Public Co., Ltd.

Ungpokrn, J. (2001, July.). Universities forced to put profit to the fore. *The Nation,*

p. 3.

Wasi, P. (2000. Feb). Gathering wisdom for future progress. *Bangkok Post,* p. 8.

Wichira (1994). *A pillar of the kingdom: The birth of Wichira University.* Bangkok:

Wichira Publishing House.

Wichira. (2001). *A brief history of Wichira.* Bangkok: Wichira Publishing House.

Yin, R.K. (1989). *Case study research: Design and methods.* CA: SAGE

Publications, Inc.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 4/10/02

Date : Wednesday, April 11, 2001   IRB Application No   ED01106

Proposal Title: AN ANALYSIS OF THE IMPLEMENTATION OF A MANDATED EDUCATIONAL POLICY:
                   THAI NATIONAL EDUCATION

Principal
Investigator(s) :

Yue Ming (Jimmy Pan   Adrienne Hyle
314 Willard   314 Willard Hall
Stillwater, OK 74078   Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

Signature :

Carol Olson, Director of University Research Compliance   Wednesday, April 11, 2001
                                                                 Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications
to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office
MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited
and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B

STATEMENT OF ORAL SOLICITATION TO PARTICIPANTS

Appendix B

Statement of Oral Solicitation to Participants

Hi, my name is Pan, Yue Ming, and my English name is Jimmy. I'm a doctoral candidate in the School of Educational Studies, College of Education at Oklahoma State University. My study is to look for a suitable strategy used in implementing the educational change according to the Act among Thai public universities. Put specifically, I'm investigating teachers' job security within the autonomous universities.

I'm sorry to occupy your busy time and I'll limit my questions, one, two or at most three for interviewing you. Each of them is about one hour at most.

Thank you for your cooperation and your patience, in particular, your understanding.

APPENDIX C

CONSENT FORM

Appendix C

CONSENT FORM

I, _____, hereby authorize or direct Pan, Yue Ming (Jimmy), or associates or assistants of his choosing, to conduct interviews with me about my perceptions and opinions about the teachers' job security within autonomous universities and planned change among current Thai public universities. I understand that I will participate in at least one interview, but no more than two interviews, each approximating about one hour in length. I also understand that my interview(s) will be audio-recorded and my identity will be held confidential. I have a better understanding of one fact that the records and transcripts of such interviews will be kept confidential and appropriately secured. I become aware that my participation in this study may generate practical knowledge to support planned educational change among the remainders of Thai public universities and to contribute to recommendations for future study.

I fully understand that it is voluntary for me to participate in this interview. There is no penalty for refusal to participate. Moreover, I am free to withdraw my consent and participation in this project at any time without any penalty after notifying the dissertation advisor.

I am certain that the interview and /or observation will be conducted according to commonly accepted research procedures. I am also certain that the interview and/or observation will not cover topics that could reasonably place to the subject at risk of criminal or civil liability or damaging to be subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior or use of alcohol.

I may contact the dissertation advisor, Professor Adrienne E. Hyle, Ph. D., Department of EAHED, College of Education, Oklahoma State University, OK 74078, U.S.A; Telephone number 001-405-744-9893 or 744-7246 or Pan, Yue Ming (Jimmy), Siam University, 235 Petkasem Road, Phasi-charoen, Bangkok 10160, Thailand; phone number 00662-4570068. I may also contact the Institutional Review Board (IRB) office. Dr. Carol Olson, chair of the IRB, or Sharon Bacher, executive secretary of the IRB, 203 Whitehurst, Oklahoma State University, Stillwater, OK 74078; telephone number: (405)-744-5700.

I have read and totally understand this content form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____

Signature of Subject

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it. Additionally, I have provided a copy for the subject's personal files.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____

Signature of student

I agree to abide by the language and the intent of this consent form.

Date: _____

Signed: _____

Signature of dissertation advisor

APPENDIX D

INTERVIEW QUESTIONS FOR PARTICIPANTS

Appendix D

Interview Questions for Participants

Part I. Background

1. Please tell me about yourself, including your education and your teaching career.

2. Please describe your current jobs in this university.

Part II. University autonomy

1. What does university autonomy mean for the public university?
   - What were the goals of university autonomy in Thailand?
   - What problems does your university encounter in implementing this planned change?
   - Who do you talk to about the change?

2. How do you see it impacting you personal?
   - Have you encountered some problems when all the faculty members were required to become the university's employees from the previous civil servants to the government?
   - What kind of changes have you met concerning about this unprecedented educational reform? What's your stress about it?
   - What else should I know about your beliefs and attitudes toward this change in terms of teachers' job security?

3. How do you see it impacting other faculty members around you?
   - Describe the supporters and opponents in your university in general and in your office in particular.
   - What are the faculty's primary concerns of the university autonomy?
   - What else should I know about other teachers' stress and burnout concerning the university autonomy?

APPENDIX E

LETTER TO REQUEST INTERVIEW

Appendix E

Letter to Request Interview

Dear

I am an education doctoral student at Oklahoma State University conducting research in relation to university autonomy. For example, the positive and negative impacts to the university, and its influences to teachers' job security, and so forth. As a final requirement for my doctoral degree, I am gathering data for an explanatory case study as my dissertation research project.

I would like to interview you as one of my research subjects for approximately one hour at a time convenient to your schedule. I will be calling you soon to see if you would be willing to participate in this study and to set a time for my conducting this research. One thing is certain, the contents of your interviews would be confidential and your anonymity, which will be protected. I

I am working under the guidance of my dissertation advisor, Professor Adrienne Hyle, Ph. D., Department of EAHED, College of Education, Oklahoma State University, Stillwater, OK 74078, U.S.A.

In case it is helpful for you to know, I am an education doctoral student at Oklahoma State University; I am also an English teachers and the Internet newspaper editor at Siam University, 235 Petkasem Road, Phasi-charoen, Bangkok, Thailand, and can be reached by phone at 00662-4570068 or through my email: jimmypym@hotmail.com.

I am looking forward to having a talk with you soon.

Sincerely yours,

Pan, Yue Ming (Jimmy)

APPENDIX F

TRANSCRIPT APPROVAL COVER LETTER

Appendix F

Transcript of Interview

MEMORANDUM

To

From: Pan, Yue Ming (Jimmy)

Subject: Transcript of Interview
Date:

Thank you very much for taking the time to talk to me about your beliefs and attitudes concerning the university autonomy in Thailand. I have included a copy of the transcript, dictating our conversation. You will notice that all the names you had mentioned in our talk to pseudonyms in this transcript. This is to protect confidentiality of the people you work with.

Please look over this transcript for accuracy, and please feel free to make corrections, additions, or deletions to your transcript.

I've enclosed a return envelop for your use. If you care to receive a revised copy of the transcript, please make a note on the transcript. If you need to contact me, please call me at the phone number 00662-4570068 in my office hours, and 00662-8866676 in our home.

Once again, thank you indeed for all of your help and support on this project.

APPENDIX G

AN OBSERVATIONAL PROTOCOL

Appendix G

An Observational Protocol

---

1. Descriptive notes

    a. Portraits of the informants

    b. A reconstructions of dialogue

    c. A description of the physical setting

    d. Accounts of particular events

2. Reflections notes

    a. Recording personal thoughts

- Speculation
- Feelings
- Problems
- Ideas
- Hunches
- Impressions
- Prejudices

    b. Demographic information

- Time
- Place
- Date

APPENDIX H

GLOSSARY OF ABBREVIATIONS

Appendix H

Glossary of Abbreviations

1. Act: The 1999 National Education Act

2. AIT: Asian Institute of Technology

3. B.E.:   The Buddhist era, represented by the initials of B.E., began 543 years

earlier than the Christian era, represented by the initials A.D.

4. Chonburi: Chonburi Provincial University

5. CTITP: Chang Thai Institute of Technology Phranakorn

6. CTUTP: Chang Thai University of Technology Phranakorn

7. GDP: Gross Domestic Product

8. GNP: Gross National Product

9. IAU: The International Association of Universities

10. IMD: The International Institute for Management Development

11. IMF: The International Monetary Fund

12. IT: Information Technology

13. KMUTT: King Mongkut's Institute of Technology Thonburi

14. MOE: The Ministry of Education

15. MUA: The Ministry of University Affairs

16. NEC: The National Education Commission

17. ONEC: The Office of National Education Commission

18. Rama V: King Chulalongkorn, the Fifth King of Thailand

19. R&D: Research and development

20. SWT: The strength of weak ties

21. The Brooker Group:

The Brooker Group Co., Ltd.

22. The Nation:

The Nation, Thailand's Independent Newspaper

23. White Paper:

The Autonomy White Paper by the Ministry of University Affairs (1998)

24. Wichira: Wichira University

APPENDIX I

24 PUBLIC UNIVERSITIES IN THAILAND

Appendix I

24 Public Universities in Thailand

Public Universities	Location	Year Founded	No. of Students	No. of teachers	Course Offerred
Burapha Univ.	Choburi	1990	6613	527	BMD
Chaiang Mai Univ.	Chiang Mai	1964	21,550	1,977	BMD
Chulalongkorn Univ.	Bangkok	1917	26,381	2,895	BMD
Kasetsart Univ.	Bangkok	1943	27,366	1,894	BMD
Khon Kaen Univ.	Khon Kaen	1964	17,938	1,869	BMD
KMIT-Ladkrabang	Bangkok	1960	14,313	750	BMD
KMIT-North Bangkok	Bangkok	1959	12,000	564	BMD
KMUTT-Thonburi	Bangkok	1960	8,599	406	BMD
Maejo University	Chiang Mai	1934	5,845	272	BMD
Mae Fah Luang Univ.	Chiang Rai	1997	300	N/A	B
Mahasarakham Univ.	Mahasarakham	1994	12,400	292	BMD
Mahidol Univ.	Bangkok	1943	26,859	2,711	BMD
Naresuan Univ.	Phitsanulok	1990	14,104	557	BMD
National Institute of Development Administration	Bangkok	1966	6,225	176	MD
Prince of Songkla U.	Songkhla	1967	15,033	1,563	BMD
Ramkhamhaeng U.	Bangkok	1971	355,352	834	BM
Silpakorn University	Bangkok	1943	7,399	664	BMD
Srinakharinwirot U.	Bangkok	1949	13,452	1,217	BMD
Sukhothai Thammathirat Open University	Bangkok	1978	209,680	388	BM
Suranari University of Technology	Nakhon Ratchasima	1990	5,473	N/A	BMD
Thaksin Univ.	Songkhla	1996	3,609	165	BM
Thammasat Univ.	Bangkok	1934	20,667	1,103	BMD
Ubon Ratchathani U.	Ubon Ratchathanii	1996	3,609	286	BM
Walailak University	Nakhon Si Thammarat	1992	2,153	N/A	B

Source: Ministry of University Affairs, 1999
Note: 1. B = Bachelor's degree, M = Master's degree, D = Doctoral degree
2. N/A = Not applicable or not available
3. KMIT = King Mongkut's Institute of Technology
4. KMUTT = King Mongkut's Institute of Technology Thonburi

APPENDIX J

49 PRIVATE UNIVERSITIES IN THAILAND

Appendix J

49 Private Universities in Thailand

Private Universities	Location	Year Founded	No. of Students	No. of Teachers	Course Offered
Asian University of Science and Technology	Chonburi	1997	133	24	BM
Assumption University	Bangkok	1969	16,859	896	BMD
Bangkok University	Bangkok	1962	22,135	982	BMD
Bundit Asia College	Khon Kaen	1999	N/A	N/A	N/A
Chaopraya University	Nakhon Sawan	1997	948	58	BM
Christian College	Bangkok	1983	1,050	95	BM
Dhurakijpundit Univ.	Bangkok	1968	15,058	238	BM
Dusit Thani College	Bangkok	1993	589	35	B
Eastern Asia University	Bangkok	1996	1,081	136	BM
Far Eastern College	Chiang Mai	1999	N/A	50	B
Hatyai City College	Songkhla	1997	2,300	60	B
Huachiew Chalermprakiet Univ.	Bangkok	1981	6,169	288	BM
Kasem Bundit Univ.	Bangkok	1987	12,259	393	BM
Krirk University	Bangkok	1970	2,657	156	BM
Lumnamping College	Tak	1997	283	N/A	B
Mahanakorn University of Technology	Bangkok	1990	8,398	422	BMD
Mission College	Bangkok	1986	550	70	B
Nivadhana University	Suphan Buri	1997	541	41	BM
North-Chiang Mai College	Chiang Mai	1999	N/A	N/A	B
North-Eastern Polytechnic College	Ubon Ratchatani	1999	163	14	B
North Eastern Univ.	Khon Kaen	1988	6,873	N/A	BM
Pathumthani College	Pathum Thani	1999	N/A	N/A	B
Payap University	Chiang Mai	1974	9,305	363	BM
Phakklang College	Nakhon Sawan	1986	1,557	73	BM
Rajapark College	Bangkok	1993	188	58	B
Rangsit University	Pathum Thani	1986	13,212	734	BM
Ratchatani College of Technology	Ubon Ratchatanee	1993	1,493	94	BM
Ratchathani Udon College of Technology	Udon Thani	1998	232	N/A	B
Rattana Bundit College	Bangkok	1997	1,104	40	B
Saengtham College	Nakhon	1975	189	38	B

Saint John's University	Bangkok	1989	4,918	203	BM
Saint Louis Nursing College	Bangkok	1986	248	48	B
Santapol College	Udon Thani	1978	276	N/A	B
Shinawatra University	Pathum Thani	1999	N/A	N/A	B
Siam University	Bangkok	1973	12,180	462	BM
South-East Asia Univ.	Bangkok	1973	5,847	238	BM
Southeast Bangkok College	Bangkok	1999	N/A	N/A	B
Southern College of Technology	Nakhon Si Thammarat	1999	N/A	N/A	B
Sripatum University	Bangkok	1970	17,983	317	BM
Srisophon College	Nakhon Si Thammarat	1984	1,251	29	B
Stamford Int'l College	Phetchaburi	1995	203	78	BM
Tapee College	Surat Thani	1999	183	21	B
Thonburi College of Technology	Bangkok	1997	758	42	B
Thongsook College	Bangkok	1993	506	27	BM
University of the Thai Chamber of Commerce	Bangkok	1940	21,993	477	BM
Vongchavalitkul Univ.	Nakhon Ratchasima	1984	3,856	151	BM
Webster University Thailand	Phetchaburi	1997	150	28	BM
Yala Islamic College	Yala	1998	200	9	B
Yonok College	Lampang	1988	1,586	184	BM

Source: Ministry of University Affairs, 1999

APPENDIX K

LIST OF DISSERATION-RELATED WEBSITES

Appendix K

List of Dissertation-related Websites

I. Government

1. www.thaigov.go.th   (Thai Government)
2. www.parliament.go.th   (Thai Parliament)
3. www.mua.go.th   (The Ministry of University Affairs)
4. www.moe.go.th   (The Ministry of Education)
5. www.onec.go.th   (Office of National Education Commission)

II. Higher Education

1. www.chula.ac.th   (Chulalongkorn University)
2. www.buu.ac.th   (Burapha University
3. www.kmutt.ac.th   (King Mongkut's University Technology Thonburi)
4. www.entrance.co.th   (Entrance Examination)
5. www.school.net.th   (Plenty of resources about students)
6. www.studentloan.ktb.co.th
7. www.thaied.com   (Telecom World)
8. www.siam.th.edu   (Siam University)

III. Jobs

1. www.nationenjobs.com
2. www.jobbees.com
3. www.jobspicy.com
4. www.jobpilot.com
5. www.topjobs.co.th
6. www.jobthai.com
7. www.jobaa.com
8. www.ejobeasy.com
9. www.job.siam.th.edu
10. www.thaiejob.com

IV. Mass Communication

1. www.bangkokpost.com   (Bangkok Post)
2. www.nationmultimedia   (The Nation)
3. www.radio.tis.org   (Radio Thailand)
4. www.nationchannel.com   (UBC 8)
5. www.itv.co.th   (ITV Station)

APPENDIX L

LIST OF THE BEST UNIVERSITIES IN ASIA

Appendix L

List of the Best Universities in Asia (I)

Thai Universities: No. 51, 53, 59, 62, and 63

THE BEST UNIVERSITIES IN ASIA

MULTI-DISCIPLINARY SCHOOLS 2000,1999 Rank and Institution	Overall score 100%	Academic reputation 20%	Rank	Student selectivity 25%	Rank	Faculty resources 25%	Rank	Research 20%	Rank	Financial resources 10%	Rank	Student per aca staffme
1 2 Kyoto University	83.17	20.00	1	25.00	1	20.49	6	11.48	4	6.20	11	6
2 1 Tohoku University (Japan)	83.05	16.47	11	24.45	4	21.10	3	13.58	1	7.44	4	6
3 4 University of Hong Kong	82.55	17.57	9	24.11	7	22.27	1	10.47	7	8.13	2	6
4 3 Seoul National University	81.96	19.17	2	24.99	3	19.63	7	12.15	2	6.02	14	8
5 6 National University of Singapore	77.96	19.13	3	23.59	12	18.94	12	10.22	9	6.07	13	10
6 7 Chinese University of Hong Kong	77.90	15.92	15	23.70	11	21.06	4	9.64	10	7.58	3	6
7 11 Hong Kong University of Science and Tech.	76.62	14.91	23	22.91	24	20.92	5	10.75	6	7.12	7	11
8 13 Australian National University	72.97	18.44	5	16.02	71	18.45	15	10.81	5	9.25	1	5
9 10 University of Melbourne	72.24	18.72	4	21.43	43	19.44	8	7.77	15	4.89	22	8
10 8 University of New South Wales (Australia)	70.62	17.71	8	23.00	22	18.15	18	7.31	16	4.46	28	9
11 14 Nagoya University (Japan)	70.14	15.09	21	20.12	56	17.93	21	12.06	3	4.94	21	8
12 5 Taiwan University*	69.57	18.44	5	22.05	36	18.33	16	6.85	20	3.90	36	11
13 15 University of Sydney	69.03	17.75	7	22.42	32	14.49	54	9.26	12	5.11	18	12
14 16 Korea University	68.30	15.83	17	25.00	1	17.91	22	5.69	31	3.88	37	12
15 18 Kyushu University (Japan)	68.11	14.50	25	20.18	54	18.04	20	10.38	8	5.02	19	7
16 12 Cheng Kung University (Taiwan)*	68.08	12.98	32	20.19	53	21.43	2	6.11	26	7.35	5	6
17 9 Yonsei University (South Korea)	67.41	15.92	15	23.78	10	18.85	13	4.61	42	4.25	30	8
18 17 Tsing Hua University (Taiwan)*	67.13	15.09	21	22.44	30	16.57	31	8.07	14	4.96	20	14
19 — Hokkaido University (Japan)	65.59	13.62	27	19.99	57	15.20	47	9.58	11	7.19	6	7
20 22 Sun Yat-sen University (Taiwan)	65.14	12.80	33	22.37	34	18.96	10	5.23	38	5.78	15	6
21 33 University of Auckland	64.30	15.50	19	21.22	45	16.51	32	7.27	17	3.80	38	14
22 20 Keio University (Japan)*	63.58	17.43	10	19.03	59	18.09	19	3.53	48	5.50	16	9
23 25 University of Western Australia	63.45	14.72	24	18.36	64	17.38	27	8.27	13	4.71	25	11
24 21 Central University (Taiwan)*	63.24	11.65	48	23.25	17	19.00	9	5.18	39	4.16	32	13
25 19 University of Queensland (Australia)	63.15	16.33	13	22.46	29	14.43	55	7.13	18	2.80	50	9
26 34 University of Adelaide (Australia)	63.10	14.40	26	20.94	49	16.17	34	5.46	34	6.12	12	8
27 50 City University of Hong Kong	63.06	10.64	58	21.61	39	17.89	23	6.01	29	6.90	9	12
28 24 Chiao Tung University (Taiwan)*	61.87	13.62	27	20.73	51	17.72	25	6.06	28	3.74	39	14
29 23 Waseda University (Japan)	61.57	16.38	12	20.15	55	15.16	48	6.79	22	3.10	47	24
30 46 Monash University (Australia)	61.53	15.46	20	20.98	47	15.67	38	5.85	30	3.57	42	10
31 35 Sogang University (South Korea)	61.13	12.43	37	23.48	13	14.53	53	7.07	19	3.62	40	20
32 26 Ewha Woman's University (South Korea)	61.07	12.66	35	23.02	21	18.26	17	3.55	47	3.58	41	12
33 28 Sungkyunkwan University (South Korea)	60.79	10.55	61	23.10	20	16.34	33	6.85	20	3.96	34	9
34 48 Chonnam National University (South Korea)	60.71	9.63	73	21.59	40	15.99	35	6.71	23	6.78	10	10
35 53 Kyungpook National University (South Korea)	60.63	11.61	49	22.30	35	15.92	36	5.38	35	5.42	17	14
36 55 Kyung Hee University (South Korea)	58.53	11.10	53	23.81	9	15.61	39	5.60	32	2.41	53	9
37 31 Taiwan Normal University*	58.24	11.83	45	23.21	18	15.41	41	3.07	51	4.72	24	10
38 43 Hanyang University (South Korea)	57.77	10.00	68	23.47	14	14.29	56	6.10	27	3.91	35	14
39 40 Pusan National University (South Korea)	57.43	13.07	31	22.63	26	12.07	64	6.20	25	3.46	43	15
40 41 Jawaharlal Nehru University (India)	56.92	12.75	34	18.40	66	17.78	24	4.93	40	3.99	33	5

*Data from 1999 questionnaires supplemented by updated numbers from other sources were used for these universities. Multi-disciplinary universities offer a broad spectrum of courses from arts to business to engineering. Science and technology schools have a more specialized focus. **Academic Reputation:** Each university was asked to rate its peers on a scale of 1 to 5. Thirty Asian corporations and 11 foreign universities (among them Columbia University, University of California Los Angeles and University of Leicester) also gave ratings. The total score was divided by the number of responses. **Student Selectivity:** Derived from 1) number of first-year students accepted compared with total applicants, 2) enrollees compared with accepted students, 3) median score of first-year students in the national or university entrance test. Extra 2 points were awarded to schools whose educational systems or individual policies severely restrict the number of university applicants. **Faculty Resources:** Derived from 1) full-time teachers/researchers with PhD degrees, 2) full-time teachers/researchers with master's and PhD degrees, 3) median pay, 4) per-teacher university spending, and 5) student-teacher ratio. Extra 2 points were awarded to universities that grant non-monetary benefits such as free housing. **Research:** Derived from 1) citations in academic journals as tracked by the

44   ASIAWEEK JUNE 30, 2000

List of the Best Universities in Asia (II)

Source: Asiaweek (2000)

THE BEST UNIVERSITIES IN ASIA

MULTI-DISCIPLINARY SCHOOLS 2000,1999 Rank and Institution	Overall score 100%	Academic reputation 20%	Rank	Student selectivity 25%	Rank	Faculty resources 25%	Rank	Research 20%	Rank	Financial resources 10%	Rank
41 · 47 University of Otago (New Zealand)	56.87	13.12	30	18.65	62	14.70	52	5.53	33	4.88	23
42 · 30 Tongji University (China)	56.81	10.87	55	22.48	28	18.70	14	3.16	50	1.60	65
43 · — Chonbuk National University (South Korea)	56.79	10.50	62	21.67	38	16.67	30	3.72	44	4.22	31
44 · 54 Chengchi University (Taiwan)*	56.35	11.74	47	21.08	46	18.96	10	1.27	72	3.29	44
45 · 59 University of Wollongong (Australia)	55.90	11.38	50	18.75	61	17.71	26	3.72	44	4.35	29
46 · — Tianjin University (China)	54.90	10.64	58	21.58	41	11.96	65	3.68	46	7.03	8
47 · 27 University of Malaya (Malaysia)	54.20	16.06	14	19.00	60	15.00	50	2.14	64	2.00	61
48 · 32 University of the Philippines	53.79	15.60	18	21.36	44	12.98	61	2.41	60	1.43	67
49 · 49 Ochanomizu University (Japan)	53.60	10.92	54	20.36	52	15.32	44	4.93	40	2.08	58
50 · 62 Chungnam National University (South Korea)	53.60	9.82	71	22.41	33	11.54	66	5.32	36	4.51	27
51 · 38 Thammasat University (Thailand)	53.46	13.39	29	21.45	42	14.83	51	1.22	73	2.56	52
52 · 69 Putra University of Malaysia (UPM)	53.11	9.95	69	23.30	16	15.45	40	3.37	49	1.05	70
53 · 44 Prince of Songkla University (Thailand)	52.26	10.14	67	22.42	31	16.68	29	0.88	74	2.14	57
54 · — Xi'an Jiaotong University (China)	52.24	12.29	40	23.37	15	8.91	75	3.04	54	4.62	26
55 · 68 Victoria University of Wellington	51.59	12.57	36	14.86	74	15.31	45	6.51	24	2.34	54
56 · 51 Macquarie University (Australia)	51.42	11.88	44	18.64	63	14.17	58	3.95	43	2.78	51
57 · 42 Science University of Malaysia (USM)	51.33	11.38	50	19.57	58	16.79	28	1.39	68	2.21	56
58 · 64 University of Canterbury (New Zealand)	51.20	12.39	38	14.86	75	15.37	42	5.30	37	3.28	45
59 · — Khon Kaen University (Thailand)	50.98	9.45	75	22.69	25	15.21	46	1.32	70	2.31	55
60 · 65 Southeast University (China)	50.72	10.18	66	23.95	8	10.73	69	2.95	56	2.90	48
61 · 70 University of Indonesia	49.89	12.39	38	24.22	5	12.29	62	0.50	77	0.49	76
62 · 66 Chiang Mai University (Thailand)	49.17	12.02	42	22.54	27	12.20	63	1.32	70	1.10	68
63 · — Kasetsart University (Thailand)	48.98	11.79	46	20.92	50	10.78	68	2.30	62	3.19	46
64 · 37 University of Dhaka	48.67	9.59	74	22.94	23	13.67	59	1.96	65	0.51	74
65 · 58 Chung Hsing University (Taiwan)*	48.17	10.69	57	16.25	69	15.37	42	3.05	53	2.80	49
66 · 72 Aoyama Gakuin University (Japan)	46.39	10.46	64	16.94	68	14.29	56	3.06	52	1.64	64
67 · 60 Ritsumeikan University (Japan)	46.39	10.50	62	15.97	72	15.14	49	2.73	57	2.04	59
68 · 67 Gadjah Mada University (Indonesia)*	45.92	11.93	43	24.14	6	7.99	77	1.34	69	0.53	73
69 · 57 Doshisha University (Japan)	45.82	11.33	52	15.44	73	15.75	37	1.83	67	1.48	66
70 · 63 Fu Jen Catholic University (Taiwan)	44.49	10.23	65	16.19	70	13.22	60	2.97	55	1.88	62
71 · 76 De La Salle University (Philippines)	43.54	10.83	56	17.40	67	11.06	67	2.58	58	1.67	63
72 · 71 Ateneo de Manila University (Philippines)	43.51	10.64	58	18.36	65	10.21	71	2.29	63	2.02	60
73 · 77 Diponegoro University (Indonesia)	43.25	8.03	77	23.18	19	8.41	76	2.54	59	1.09	69
74 · 78 University of Santo Tomas (Philippines)	41.69	9.82	71	20.96	48	9.50	73	0.56	76	0.85	71
75 · 79 Airlangga University (Indonesia)	40.96	8.58	76	21.92	37	8.99	74	0.68	75	0.80	72
76 · — University of Mumbai (India)	34.49	12.20	41	9.95	77	10.48	70	1.85	66	0.01	77
77 · 75 University of Colombo (Sri Lanka)	34.32	9.91	70	- 11.58	76	9.94	72	2.39	61	0.50	75

*Data from 1999 questionnaires supplemented by updated numbers from other sources were used for these universities. Multi-disciplinary universities offer a broad spectrum of courses from arts to business to engineering. Science and technology schools have a more specialized focus. **Academic Reputation:** Each university was asked to rate its peers on a scale of 1 to 5. Thirty Asian corporations and 11 foreign universities (among them Columbia University, University of California Los Angeles and University of Leicester) also gave ratings. The total score was divided by the number of responses. **Student Selectivity:** Derived from 1) number of first-year students accepted compared with total applicants, 2) enrollees compared with accepted students, 3) median score of first-year students in the national or university entrance test. Extra 2 points were awarded to schools whose educational systems or individual policies severely restrict the number of university applicants. **Faculty Resources:** Derived from 1) full-time teachers/researchers with PhD degrees, 2) full-time teachers/researchers with master's and PhD degrees, 3) median pay, 4) per-teacher university spending, and 5) student-teacher ratio. Extra 2 points were awarded to universities that grant non-monetary benefits such as free housing. **Research:** Derived from 1) citations in academic journals as tracked by the

VITA

Pan, Yue Ming (Jimmy)

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE FACULTY PERCEPTIONS OF THE
            IMPLEMENTATION OF A MANDATED EDUCATIONAL
            POLICY: THAI NATIONAL EDUCATION ACT

Major Field: Higher Education

Biographical:

Education: Graduated from Shenyang No. 39 High School, Shenyang City,
        Liaoning Province, P.R. China in May, 1976; received Bachelor and
        Master of Language Arts degree from Shenyang Teacher's College in
        1983 and 1990 respectively; complete requirements for the Doctor of
        Education degree with a major in Higher Education from Oklahoma State
        University in May 2002.

Experience: English instructor, China Medical University, Shenyang, China,
        1983-1987; Businessman Liaoning Construction Company, 1990-1992;
        Senior employee, American Consulate General in Shenyang, China,
        1992-1994; English instructor, International Program, Siam University,
        Bangkok,1995-present.

Professional Memberships: A member of Association of Southeast Asian
        Institution of Higher Learning, Phi Delta Kappa (Thailand).