CHAPTER 7

DESIGN AND METHOD OF THE STUDY

Thai Perspectives and Western Orientations in Research

Any research that involves fieldwork in a country with a culture and tradition so vastly different from that of the individual undertaking that research is fraught with difficulties, some foreseen, some unforeseen. Quite apart from the more obvious problems of differing languages, of travelling long distances, of arranging programmes, of harsh and enervating climatic conditions, of health problems and the like, most of which can be overcome or at least minimised, there looms the more subtle and difficult problem of the cultural bias of the researcher. It is a problem of which one can be aware but still find elusive of solution.

The researcher, quite conscious of his many Western biases, has endeavoured, perhaps with minimal success, to view the many facets of this study as far as possible against a background of Thai values. The pilot study with its attempted validation in the Thai situation of the designated leadership situation in the LEAD instruments was one example of this approach. The many discussions and personal interviews with Thais to gain insights into Thai culture from all walks of life, from army generals, Buddhist monks to village people are other examples. And finally living with Thai families or on a Thai college campus for almost

the entire period of the frequent visits to Thailand helped the writer to gain some insights into the ways Thais live, work and think. Despite these conscious efforts to "see and think" Thai (very difficult also without full knowledge of the Thai language - spoken and written) there is little doubt that the observations, results and conclusions will reflect the ingrained Western attitudes of the writer particularly as they relate to administrative theory and practice.

The writer has noted especially the warnings of Namsirichai and Vichit-Vadakan (1973) in their excellent and penetrating statement on American values and research on Thailand. They criticise, for example, the crucial bias in American social science in its reluctance to grant a significant place for the ideas and perceptions of native Thais. Though Thai books are often cited only for factual detail, little attempt has been made to analyse or study the value orientations and cognitive patterns contained in these books. Namsirichai and Vichit-Vadakan (1973:437) contend that:

> American research on Thailand has strongly reflected Western intellectual values. Researchers have brought to Thailand intellectual approaches and orientations dominant in Western academia. When the culture-personality approach established its importance in Western social science, studies on Thai social, cultural, and political phenomena clearly adopted that perspective.

They further hold that few studies have focused on the terms and conceptual categories that Thais themselves use in understanding their own culture, society and politics and so it is not surprising that while American literature on Thailand may be

intellectually acceptable to American scholarship, a sensitive Thai reads it with a sense of awkwardness and reservation.

Whilst the writer is fully conscious of the culture gap between the Thai subjects in this study and himself and despite attempts to bridge that gap by living Thai where possible with a view to understanding the Thai perspective, it is inevitable that the personal orientations and Western values of the writer will be evidenced in many areas of this study. This however may be a weakness not solely related to this study but one common to all cross-cultural research. It is against this major methodological problem that the design and research of this study is described.

Design

This study was carried out over a four year period extending from July 1980 until September 1983. All the fieldwork related to the project was undertaken during annual visits to Thailand. The various phases of the field research, five in all, necessarily coincided with the researcher's visits to that country. Hence the phases and times were:

Phase 1	June - September	1980
Phase 2	October - December	1980
Phase 3	June - July	1981
Phase 4	July - September	1982
Phase 5	June - September	1983

It was realised that testing, interviewing and observing a large number of academic department heads and members of a number of Thai teachers' colleges could not be satisfactorily accomplished in any one of the planned visits to Thailand. It

was considered that at least two or three of the planned visits would be needed for testing and interviews alone, together with further visits to gather data about Thai life and customs in general. It was proposed that the first priority should be given to a pilot study to gauge the feasibility of the planned study and to ascertain the suitability of the instruments to be used. If these proved successful the researcher then planned to give priority to administering the instruments and questionnaires to selected department heads and members, and interviewing these respondents. Interviews of other Thais, observations of Thai life and any other activities thought relevant to the research were to be carried out after all selected academic department heads and members had completed the requirements of the instruments. The fieldwork was thus completed as follows:

Phase 1. June 1980 - September 1980. This was devoted to a pilot study, the main purpose of which was to attempt a validation of the two instruments to be used by the researcher to examine aspects of leadership behaviour of academic heads in Thai teachers' colleges. The two instruments were the Leader Effectiveness and Adaptability Description (LEAD-Self) and the Leader Effectiveness and Adaptability Description - Other (LEAD-Other) developed by Hersey and Blanchard (1977).

It was considered that, because the instruments had been conceived and applied mainly in the U.S.A. and Western industrialised and developed countries, some or indeed all of the twelve leadership situations might not be relevant to a less industrialised, developing country like Thailand with a culture

and tradition quite unlike that of the U.S.A. However, Hersey and Blanchard (1977 : 179,180) had reported their effective use in leadership studies in West African countries.

Other purposes of the pilot study related to examining the duties of academic department heads; the methods of their appointment; their period of appointment; their academic and administrative qualifications; overseas experience if any as well as attempting to gauge the maturity level of the respective departments' staff members. Any other factors that the researcher felt might influence leadership behaviour were noted. Also during July 1980 the LEAD instruments and Questionnaires One and Two were translated into the Thai language.

Questionnaires One and Two were also administered to gather personal data about participating subjects.

The pilot study[1] was restricted to five academic departments of two teachers' colleges, one college in Bangkok and one in a provincial area. The pilot study was completed by September 1980 and following its satisfactory results the main study commenced in October 1980.

Phase 2. October 1980 - December 1980. Following validation of the Thai translated LEAD instruments this phase of the project centred upon the selection of the Thai teachers' college and their academic departments for inclusion in the project, and the administration of the LEAD instruments to the selected academic department heads and their respective staff members.

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1. The pilot study has been written up separately and is referred to previously in more detail in Chapter 1 of this study.

Because of various limitations imposed on the researcher in respect of times available overseas in Thailand, financial restrictions as to travel, suitability of visiting periods to Thai teachers' colleges, problems associated with the researcher's poor knowledge of the Thai language, availability of suitable interpreters, and, the usual plethora of problems associated with field research, it was considered that a randomly selected sample of teachers' colleges and academic departments of those colleges would be the most appropriate and effective method of obtaining an adequate population sample. Hence in this phase, October 1980 through to December 1980 the following procedures occurred:

a. the initial selection of teachers' colleges and their respective departments through the use of random sampling procedures;

b. the contacting by telephone and/or letter to ascertain the willingness and availability of the randomly selected colleges to participate in the project. It was necessary to inform colleges of the possible sensitive nature of the study and to ascertain any legitimate and reasonable conditions that colleges might wish to impose on the researcher in his questionnaire distribution methods, personal interviews, subsequent data collection and analysis, and finally on likely publication of results;

c. the planning of the itinerary of visits to selected teachers' colleges. It was soon evident that not all selected colleges could be visited for various reasons in this phase hence some visits would be necessary at a later time;

d. the distribution of LEAD-Self instruments to department heads, and, LEAD-Other to department staff members of selected departments; collection of completed LEAD instruments, including follow-up of non-respondents. The LEAD instruments were used to test the nine hypotheses (Hypotheses 2 to 9) directly related to self-perceptions of academic department heads' leadership behaviour and the perceptions of their respective staff members of that behaviour;

e. the distribution of Questionnaire One to department heads and Questionnaire Two to department members. These were, in fact, distributed, administered and collected at the same time as the LEAD instruments;

f. personal interviews of selected department heads and department members who had already answered the LEAD instruments were undertaken by the researcher. The interviews most usually occurred immediately after the completion of the above instruments or within a few hours so that material would still be fresh in the minds of the respondents. The purpose of these interviews was to try to elicit further information from respondents about themselves and their opinions

about administration within the department; and,

g. personal interviews and general discussions took place with some college principals, senior college staff and some department heads during the researcher's visit to the colleges. The purpose here was to obtain both written and oral statements about the duties of department heads, formally promulgated if available, or from any other appropriate source. Opinions and attitudes towards administration and administrative behaviour were also sought.

Phase 3. June 1981 - July 1981. This was a continuation of the procedures of phase 2 in that the selected colleges and departments that had not been able to be visited by the researcher in the previous year (phase 2) were now visited. LEAD instruments and questionnaires were distributed, administered and collected by the researcher and personal interviews carried out. During this phase two Bangkok colleges only were involved, all other participating colleges having been visited in phase 2.

Phase 4. July 1982 - September 1982. The main purpose of this phase was to observe as unobtrusively as possible general administrative procedures of some teachers' colleges located within easy reach of local Bangkok transport; to observe the departments of some local primary and secondary schools and to ascertain through personal visits to the National Institute of Developing Administration (NIDA) in Bangkok, whether there were particular aspects of developing administration that might be

considered as significantly influencing administrative behaviour in middle-to-lower management levels in tertiary institutions. Again further personal interviews and discussions were arranged with senior members of colleges, the Ministry of Education and other institutions not included in the original sample of subjects. This was purposely planned to try to achieve a broader perspective on Thai administration and associated administrative behaviour and to see whether Thais themselves considered that their culture, traditions and values affected administrative behaviour and, if so, how. In essence this phase of the project was mainly concerned with gathering information to answer Question 10 posed in the previous chapter.

Phase 5. June 1983 - September 1983. This was planned as the final field session of the project with the main purpose of trying to tie up any loose ends associated with the previous fieldwork. A further literature search was carried out at the National Institute of Developing Administration as well as at the Thailand Information Centre of the Academic Resource Centre at Chulalongkorn University, Bangkok. U.N.E.S.C.O. sources at the Regional Headquarters Library (Bangkok) were also utilised particularly those related to educational planning and management in Thailand. As in phase 4 the emphasis was on identifying particular characteristics of Thai administration, traditions, customs and social values that may possibly help account for at least some of the observed characteristics of Thai administrative behaviour. Some personal interviews and discussions were undertaken mainly to clarify a few aspects of

the information previously gathered. Again this phase of the study was very much directed towards those questions related to cultural traits of the Thais and their possible influence on Thai administration.

At no time during any phase of the project were the many offers of advice and information ignored from any source, including areas far divorced from educational administration.

Anonymity of responses. One of the major conditions insisted upon by the greater majority of respondents was the need to maintain anonymity. This was particularly insisted upon within the academic departments in relation to the responses to LEAD instruments. Staff members did not wish their academic heads to know anything of their responses nor of the information gained from any personal interview. Much of the same insistence applied to information gained from interviews other than from academic department members.[1] Anonymity of all responses, from LEAD instruments, from questionnaires, personal interviews, formal and informal discussions was agreed to by the researcher. Respondents were assured that all data collected would be analysed only by the researcher himself or, if some translation from Thai to English were required, by a person not

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1. By way of example, one respondent, a Thai research officer in one Ministry, a recently graduated Ph.D from the U.S.A., at first declined outright to answer any questions related to aspects of suggested Thai administrative behaviour such as Krengchai, Krengklua etc. After guaranteeing that no names would be published in any form and that no report would be submitted to any senior official, the respondent agreed to the personal interview. Even then it was considered by the writer that the answers were very guarded.

directly connected professionally with the respondent. Hence a simple code system of numbers was used on all instruments for identification purposes by the researcher only. Data from interviews were similarly coded.

Description of sample population

The study was limited to the current (1980) thirty-six teachers' colleges in Thailand and their respective academic departments. For the reasons already outlined in the previous section on the design of the study, it was considered that, instead of trying to survey academic departments in all teachers' colleges, a task of gargantuan proportions, a randomly selected sample both of colleges and departments within those colleges should be used. The two exceptions to the random selection were to be the inclusion of Pranakorn Teachers' College in the study as this College had been the original base for the study, had shown a high degree of co-operation and was the College best known to the researcher. The other exception was to be the inclusion of English departments if possible, of all selected colleges as this was thought to be a good opportunity for the researcher to conduct in English fuller and wider formal and informal discussion with respondents. It was considered that a randomly selected sample of nine teachers' colleges (i.e. 25% of all colleges) and three academic departments from each of these colleges would yield an adequate cross section of department heads and staff members. Colleges would include provincial as well as Bangkok metropolis colleges. Overall, this meant twenty-seven departments were to be involved in the study.

Within the randomly selected departments a further randomly selected sample of fifty percent of the staff members was thought adequate to obtain accurate perceptions held by staff members of their respective department head's leadership behaviour. Any members expressing unwillingness to participate were to be excluded from the study and not considered in the selection procedures.

In addition to the LEAD instruments, a simple questionnaire was to be distributed at the same time to all participating subjects. The questionnaire, purposely brief, was designed to elicit information as to the subjects' length of time in current position, educational qualifications, overseas experience if any, extent of involvement in decision-making processes and any other material members considered relevant to their job situation.

Personal interviews also were to be carried out with participants to elaborate further the information from the questionnaire especially as that information related to the perceived leadership behaviour of the department head. It was realised that such interviews might prove difficult owing to the sensitive nature of the topic and the probable reluctance of staff members to be questioned about a colleague. It was further considered that, apart from a member's willingness, other difficulties arising out of availability of time, the maintenance of anonymity, and the suitability of using an interpreter, would add to the problem of conducting personal interviews. Nevertheless it was planned to ask about twenty-five percent of participating staff members to be interviewed.

It was not intended that this twenty-five percent be randomly selected but rather that the selection be made by merely asking members if they were willing to be interviewed. These personal interviews were not to be regarded as crucial to the research but were thought of as desirable and helpful by way of additional information.

Whilst random selection procedures were to apply to all subjects involved in the administration of the LEAD instruments and accompanying questionnaire within the teachers' colleges and their respective academic departments, no such procedure was to be adopted in selecting other persons for interview. The researcher wished to gather information about Thai society and custom that could be thought to throw light on any aspects of leadership and administrative behaviour. It was hoped that by personal interview, formal and informal, arranged and casual, with a wide range of people, both Thai and non Thai, some insights to Thai values and behaviours could be gleaned and they would help explain administrative behaviours personally observed by the researcher or noted as a result of responses to the LEAD instruments. The interviews, formal and arranged, were, subject to the permission of the person being interviewed, written up during the actual interview.[1] On the other hand, informal and casual interviews were usually diarized as soon after the interview as possible.

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1. To avoid any possible embarrassment or apparent discourtesy to the Thais (and non-Thais) and any likelihood that pledges of anonymity could be broken, no tape recorders were used during any phase or aspect of the research.

The nine teachers' colleges randomly selected[1] to participate in the study were:

1. Ayuthya.
2. Bansomdet.
3. Chantaburi.
4. Chombung.
5. Petchburi.
6. Pranakorn.
7. Thonburi.
8. Ubonrajatani. (Ubon).
9. Phuket.

Although it was decided to select randomly three academic departments from each participating college, in fact, four were selected in the hope that three of those four at least could be used. This in fact meant a reserve of twenty-five percent in the likely case that some departments would either be unavailable or unwilling to participate. In each case the English department was included (not randomly selected) in the choice. The departments chosen are shown in Table 5.

Thus the sample population consisted of nine teachers' colleges, six provincial and three from the Bangkok metropolis namely, Bansomdet, Pranakorn and Thonburi.

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1. Although it had previously been decided to include Pranakorn Teachers' College regardless of random selection, the college was included in the random selection procedures anyway, and, in fact, was chosen through those procedures.

Table 5

Thai Teachers' Colleges and Respective Academic Departments Randomly Selected to Participate in the Leadership Behaviour Project

College	Department	Location
Ayuthya	English, Agriculture, Thai, Mathematics	Provincial
Bansomdet	English, History, Curriculum, Physical Education	Bangkok
Chantaburi	English, Foundations of Education, Home Economics, History	Provincial
Chombung	English, Physics, Thai, Biology	Provincial
Petchburi	English, Thai, Music, Drama	Provincial
Pranakorn[1]	Ceramics, Electronics, Health	Bangkok
Thonburi	English, Biology, Mathematics, Foundations of Education	Bangkok
Ubon	English, Curriculum and Instruction, Thai, Mathematics	Provincial
Phuket	English, Art, Music, Educational Psychology	Provincial

1. The English Department was not included in the main study as it had been previously part of the pilot study.

All colleges, with the exception of Phuket[1] agreed to participate in the project but none was able to guarantee that all the departments previously selected by the researcher could be available at any particular time during visits by the researcher. However, no college suggested that departments would be unwilling to participate. These limitations had to be accepted as part and parcel of the problems associated with on-going fieldwork in a situation where, in general, daily work schedules of college staff could not be unduly interrupted. It was decided that, despite random selections, any departments available at the times of visits by the researcher would be utilised in the study but reasonable efforts and arrangements would be made by the respective colleges to meet the original selections of the researcher. It was further considered that, although the selection through random sampling represented better and more ideal research techniques, academic departments chosen by the colleges on the grounds of time and availability should not unduly affect the research project.

The problem of the availability of departments and their members also threw into jeopardy random selection procedures for the suggested sample of fifty percent of members from each department. Again it was considered that if such procedures could

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1. Although Phuket was sent an initial letter requesting participation and a follow-up letter no replies were received. Subsequent investigation revealed that the college had not received the requests. As Phuket was the most distant of the selected colleges and required considerable travelling time and because of the limited time available it was decided to omit the college from the project. No other college was selected to take its place.

be carried out during the time of the college visit then it would be done, but if this were not feasible or possible, as many available staff members would be asked to participate. Provided at least fifty percent of the members of each department were able and willing to participate then that department would be included in the study. It was hoped however that the original sampling techniques could be reasonably adhered to.

Instrumentation

Two brief questionnaires to elicit personal and other relevant information about respondents in the sample population, two instruments to measure aspects of leadership behaviour of academic department heads and an Observation Schedule for use in assessing academic departments during daily operations were the main instruments used in this study.

The two questionnaires, designated Questionnaire One for department heads, and Questionnaire Two for department staff members, were designed to gather personal particulars about each respondent, to seek opinions about maturity levels of staff members and to assess the degree of participation in decision-making processes within the college and within departments.

The leadership behaviour instruments used are the Leader Effectiveness and Adaptability Description (LEAD-Self) and the Leader Effectiveness and Adaptability Description (LEAD-Other) developed by Paul Hersey and Kenneth Blanchard[1] at the Centre for

1. The first publication on the LEAD instruments (formerly known as the Leader Adaptability and Style Inventory - LASI) appeared in Hersey, P. and Blanchard, K. "So You Want To Know Your Leadership Style?" Training and Development Journal, February, 1974.

Leadership Studies, Ohio University. Both instruments are designed to help individuals gain insights into effective leadership styles in given situations.

In addition to the above an Observation Schedule was designed to help systematise the researcher's observations of departments during their daily work operations. This was used only as a guide to the researcher and was not issued to any respondents. The observation guide was in fact used only as a rough worksheet and focused mainly on aspects of administrative behaviour and assessments of maturity levels.

Not used in this study, as a considered decision by the researcher, were other instruments associated with Hersey and Blanchard's Situational Leadership Theory. They were the Maturity Scale (Self-rating and Staff member rating forms) designed to measure maturity levels of subjects and the Power Perception Profile (Perception of self and Perception of other) designed to gain information about the utilisation of various types of power as a basis of leadership attempts. Although it was considered that the maturity level of members was essential to the study, earlier efforts[1] to use the Maturity Scale instruments had not met with great success. Furthermore the Thai liaison officers in the 1980 pilot study advised against the use of too many instruments because of possible reluctance of subjects to answer and because of translation difficulties. Furthermore it was decided not to try to measure maturity levels

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1. The difficulties of these earlier efforts are explained in footnote 1 of p 181 in Chapter 6.

on the strict basis of a member's maturity level on any one particular task as indicated in the theory, but rather to take a global view of the task of a Thai department staff member in terms of his normal duties as a member of a particular department.

It was realised that this more broad view would result in less accurate data but the situation of over one hundred staff members attempting recall of past performances in variously stated tasks, and, bearing in mind the experience of a previous Sydney study and the advice of the Thai liaison officers, it was decided to accept the more realistic situation of accepting less accurate data. Questionnaires One and Two were to be used in part to gather information about maturity level together with interviews and observations carried out by the researcher.

An analogous situation occurred with the assessment of power bases using the Power Perception Profiles although these data were not considered to be of such importance as maturity levels. Advice by the Thais suggested that other means should be used to gauge bases of power. It was thus decided by the researcher to attempt assessment mainly through observation of departments in action and where possible through questioning in interviews. Again the realities of the field situation outweighed the ideals of more stringent methodology. Less accurate and detailed data had to be accepted hence any conclusions from these data had to be viewed with some hesitancy and qualification.

Of the instruments used, namely the Questionnaires (Thai and English versions), the LEAD instruments (Thai and English

versions), and the Observation Schedule, details are set out below.[1]

Questionnaire One. This is a simple questionnaire designed to gather information about each academic department head, his opinions about involvement in decision-making processes within the college and his own department, his views on the maturity level of staff members and any general comments about matters the head considered relevant to administration generally. The questionnaire also formed the basis for any personal interview with department heads. It was hoped that the data from the questionnaire and personal interview (if carried out) might help explain at least some of the reasons for the department head's responses to the LEAD-Self instrument in respect of the leadership style he perceived of himself. The questionnaire was purposely kept simple and concise so as not to appear intimidatory, although it was realised that its brevity might preclude some useful data. The format of Questionnaire One and its Thai version is shown in Appendices C and D respectively.

Questionnaire Two. This questionnaire varies only slightly from Questionnaire One in that its purpose is to obtain personal information from department members as to their length of service, qualifications, overseas experience, levels of maturity and their views on departmental administration. As in Questionnaire One it

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1. The Questionnaires were translated into Thai by the English Department of Sarawithaya School in Bangkok whilst the LEAD instruments were translated into Thai by various members of the English staff of Pranakorn Teachers' College.

was hoped that the information might help throw light on reasons for department members' perception from the LEAD-Other of the head's leadership styles. It was also to form the basis for any personal interviews of department members. It was further considered that, by utilising the data from both Questionnaires One and Two together with data from the LEAD instruments, causal or corroborative evidence as to department heads' leadership styles might emerge. However it was also realised that, given the sensitive nature of the project generally, and the obvious personal problems associated with gaining information from Questionnaires One and Two and interviews, difficulties could arise in attempting to discover such causal or corroborative evidence. Questionnaire Two and its Thai version are shown in Appendices E and F respectively.

The LEAD-Self. Details of the LEAD-Self, both English and Thai translations, are given in Appendices G and H respectively. The LEAD-Self developed by Hersey and Blanchard was designed to measure three facets of leader behaviour : (a) style, (b) style range, and (c) style adaptability. In particular the LEAD-Self aims at measuring a person's own perceptions of his behaviour as a leader. However the data from the LEAD-Self may or may not reflect one's actual leadership style as this will depend upon how close one's own perceptions as to leader behaviour are to the perceptions of others. It is for this reason that the LEAD-Other has also been used in this study, firstly, to gauge the perceptions of others (staff members) of their leader's behaviour, and, secondly, for direct comparison of staff members' perceptions with their respective academic

department heads' self-perceptions.

The LEAD-Self gives twelve situations in which the subject has to select from the four alternative leader behaviours the style he thinks would be most representative of his behaviour in that type of situation described. The twelve situations are differentiated in the following ways:

1. three situations involving groups of low maturity (M1).
2. three situations involving groups of low-to-moderate maturity (M2).
3. three situations involving groups of moderate-to-high maturity (M3).
4. three situations involving groups of high maturity (M4).

For each of the situations, the subject is presented with a choice among four alternative actions - a high task/low relationship behaviour (Style 1), a high task/high relationship behaviour (Style 2), a high relationship/low task behaviour (Style 3), and a low relationship/low task behaviour (Style 4). The instrument is designed to give the subject opportunities to make decisions on all levels of maturity. To achieve the most effective (high probability) leader behaviour or style, based on Situational Leadership Theory, the subject would need to respond as follows:

1. Three leadership style 1 choices appropriate for the three situations involving groups of low maturity (M1).
2. Three leadership style 2 choices appropriate for the three situations involving groups of low-to-moderate maturity (M2).

3. Three leadership style 3 choices for the three situations involving groups of moderate-to-high maturity (M3).
4. Three leadership style 4 choices for the three situations involving groups of high maturity (M4).

A description of each of the twelve situations used in the LEAD-Self and the LEAD-Other is given in Appendix I . The description includes a diagnosis of each situation in terms of subordinates' level of maturity and the suggested leader behaviour (Style 1 to Style 4) ranging from the most effective to the least effective.

It must be kept in mind that the instrument, the LEAD-Self, aims to measure self-perception of leader behaviour, that is, how one sees oneself in terms of one's own leadership style. In terms of Situational Leadership Theory leadership style is how other people see their leader's behaviour. Although self-perception is important, it certainly becomes more meaningful when it is examined and compared with the perception others have of their leader. Hence there is a LEAD-Other instrument which aims to reflect the perception that others have of their leader's style of behaviour.

The LEAD-Other. Details of this instrument are given in Appendix J (English version) and Appendix K (Thai version). This instrument is only slightly modified in wording from the LEAD-Self so that it has meaning to a subordinate or follower giving his perceptions of the leadership behaviour of his leader. In all other aspects the LEAD-Other is similar to the LEAD-Self and is designed to obtain the perceptions of subordinates of their leader's leadership behaviour in the twelve situations outlined

in Appendix I.

The Observation Schedule. A copy of this schedule is shown in Appendix L. It is a simple guide to assist the researcher by way of a check list for his own observations of department heads and members at work. The schedule was not issued to subjects nor was it blatantly used in front of them in case of embarrassment or indeed inhibition of actions by subjects. The information so gleaned was to be used to help assess various aspects of leadership and, it was hoped, help to explain such aspects.

Letters to College Principals. Letters were written to each college principal of the sample colleges requesting the following information in writing (in English if possible):

a. the college organisational and administrative structure;

b. the official duties of the academic department head; and,

c. any other information pertaining to administration in the college.

Data Collection

Phase 1. July 1980 - September 1980 - the pilot study.

Details of the data collection for the pilot study have been written up separately. LEAD instruments and questionnaires were distributed, administered, collected and analysed personally by the researcher. Thai interpreters assisted in the administration of the instruments particularly where queries were raised by non-English speaking subjects. The situation was similar for the questionnaires which related to specific

information about each respondent and about the suitability or otherwise of each designated situation posed in the LEAD instruments. Some minor translations were required as to the last mentioned answers.

As the answers to questions in the LEAD instruments required only a circle (O) of a particular letter, no assistance was required by the researcher in assessing replies and scoring. At no stage in phase 1 did there appear to be any problems related to the collection of data from questionnaires or LEAD instruments.

Phase 2. October 1980 - December 1980. This was the beginning of the main part of the study following the validation of the Thai translations of the LEAD instruments in the pilot study. Again all instruments including the questionnaires were distributed, administered,collected and assessed personally by the researcher. It was hoped that this would assist uniformity particularly in answers to questions that might arise during the administration of the various instruments and questionnaires.

The procedure for administration of the LEAD instruments and the questionnaires did not vary throughout any phase of the project. Department members, including heads of departments, were assembled, given the appropriate LEAD instrument and questionnaire, thoroughly briefed by the researcher (assisted where necessary by Thai interpreters), and then asked to complete the answers straight away under the general supervision of the researcher. No time limit was imposed and any questions raised were answered on the spot. Subjects then handed their completed instruments to the researcher. There was one exception to this general procedure

where two provincial colleges requested that a small number of LEAD-Other instruments and Questionnaire Two copies be left so that department members who were unavailable on the specific days of administration of these instruments could complete them and forward them by post to Bangkok to the researcher. This was agreed and the replies were duly posted. No apparent problems had occurred in this part of phase 2.

The collection of data from personal interviews however posed some difficulties that had not been unforeseen. It was not feasible to select persons by random sampling techniques as reliance had to be made on those staff members who actually presented themselves on the day for participation in the project. When asked to participate in personal interview the major response came from those who spoke English. Those selected by the researcher were usually interviewed for about ten minutes in private at the completion of their LEAD instrument. All interviews were carried out in English and no interpreter was required. This aided the anonymity of responses.

To preserve anonymity in relation to LEAD instruments and questionnaires each member was simply allocated a number when the instruments and questionnaires were collected by the researcher.[1] No names were used on any material. Only the name of the college and the department were recorded on the actual

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1. Numbers were arbitrarily allocated. The first member who handed his LEAD instrument and questionnaire was simply given the number 1 and this was placed on both submissions. Hence if twelve members participated from one department the identification numbers ranged from 1 to 12. No names were coupled with any numbers. The subject, if interviewed, was allocated the same number for later identification in analysis of results.

instrument and questionnaire for later identification of the college and the department in assessing results. All subjects were reassurred in the briefing that their replies were strictly anonymous and would be analysed by the researcher only. No objections of any kind were made by the subjects on these grounds.

A number of other interviews and group discussions particularly related to college administration was carried out during this phase. These persons or groups interviewed had not previously been interviewed by the researcher and were not part of the sample population selected for the LEAD instruments and questionnaires. They included teachers' college principals, heads of academic departments, heads and members of research groups, college lecturers, non-Thai UNESCO personnel, a British cleric resident in Bangkok, university lecturers and some school teachers. In all cases the interviews and discussions were able to be conducted in English. A simple coded number for the respondent was sufficient for later identification and preserved the anonymity of the responding subject. These interviews were arranged in no set pattern but merely as they met mutual convenience. The general purpose of these interviews was to gain as many and varied opinions of Thai values and behaviours that could help throw light on to Thai administration and administrative behaviour.

Phase 3. June 1981 - July 1981. This was a continuation of the data collection procedures of phase 2 but on a much reduced scale. Departments from two Bangkok teachers' colleges who were not readily available in the previous phase were administered the LEAD instruments and the questionnaires personally by the

researcher. Interviews of respondents were carried out under the same conditions as previously described. No other interviews were conducted.

Phase 4. July 1982 - September 1982. Personal observations were made of a number of academic departments in various colleges within the Bangkok area. The one exception was Chiangmai Teachers' College in the north of Thailand. Observation was generally unobtrusive but various staff members, heads of department and some college principals answered questions about the administration of their colleges. Observations were not systematically planned as it was thought more useful to see colleges operating without their worrying about being under some form of detailed scrutiny. The purpose of the observations and interviews was to obtain a broader perspective of Thai administration and administrative behaviour. All observations were recorded personally by the researcher.

Phase 5. June 1983 - September 1983. As this was considered most likely to be the final field work session most of this phase was devoted to reviewing data previously collected, checking incomplete data and amending them accordingly and making a further review of literature particularly related to Thai life, social values, customs and the Thai bureaucracy. The major purpose of this phase was to complete the data collection and collation with particular attention to Question 10 of this study dealing with Thai cultural traits and their possible influences on administrative behaviour.

Although data from literature searches had been gathered continually since the beginning of the pilot study both from sources in Australia and Thailand, it was considered that a final search of Thai resources was warranted especially from Thai institutions like the National Institute of Developing Administration and from the Academic Resource Centre of Chulalongkorn University, Bangkok. Only a few interviews (together with translations of some Thai material) were undertaken mainly to clarify information on Thai customs. As throughout all phases, the literature search and interviews were carried out personally by the researcher.

Observation of academic departments during their daily work was carried out at every available opportunity during the study using the Observation Schedule as a guide in order to maintain a reasonable degree of uniformity. However most of this observation occurred during phases 2, 3 and 4 of the study.

Data Analysis.

Analysis of data from Questionnaires One and Two and from personal interviews of Thai academic department heads and staff members.

The data gathered from these sources were tabulated for ease and convenience of presentation and analysis. The tabled results followed the sequence of questions asked in the respective questionnaires with added comments from the interviews summarised briefly in a remarks column. Tables 6 and 7 below illustrate the format for department heads and members respectively.

Table 6

Summary of Personal and Other Details from Questionnaire One and Personal Interviews

of Academic Department Heads - Thai Teachers' Colleges

(Illustration Table Only)

College/ Department	Length of time in position	Academic Qualifications	Overseas Experience		Decision-making		Areas of Decision Making	Staff		General Remarks
			Country	Period of Time	Department	College		Capable	Willing	
(Example only) Chiangmai History	3 years	M.A.	Australia	1 year	Yes	Yes	Programme Budget Seminars	Very Capable	Generally Willing	Department works well together. No major problems related to administration. Like to involve Staff in decision-making process.

Table 7

Summary of Personal and Other Details from Questionnaire Two and Personal Interviews

of Academic Department Members - Thai Teachers' Colleges

(Illustration Table Only)

College/ Department	Time in Position	Academic Qualifications	Overseas Experience		Decision Making	Areas of Decision Making	Allotted Tasks		General Remarks
			Country	Time			Capable	Willing	
(Example only)									
Chiangmai History									
Member 1	10 years	B.Ed. M.A.	No	No	Limited Involvement	Course Outlines	Well Capable	Very Willing	Department generally co-operative with head. Could be more shared decision-making. No major problems in administration.
Member 2 etc.									

Analysis of data from personal interviews, discussions, observations and statements of persons not included in the randomly selected sample of academic department heads and their staff members. No set format of recording results was used other than a field diary. The written submissions from college principals regarding the duties of academic department heads were collated in an attempt to categorise tasks and duties designated so that overall patterns, if existing, could be more easily identified. During interviews and discussions, provided permission had been granted, the researcher took notes directly. Where it was not possible or feasible to take notes, details were written up in a field diary as soon as practicable after interviews and discussions had occurred. Personal observations made by the researcher of activities and administrative procedures were recorded continuously throughout all phases of the study. To avoid any possible embarrassment and discourtesy to the Thai subjects during interviews and discussions in English no tape recorders were used in any phase of the research.

As far as possible, and for those subjects with particular knowledge of the teachers' college system, the collation of information was broadly categorised along the lines of the information sought from the series of sub-questions posed under Question 10 (Chapter 6). These categories were:

a. Importance of status in administration.

b. Power basis of department heads.

c. Personal relationships - task orientation.

d. Delegation of responsibility.

e. Influence of Western education on administrative behaviour.

f. Traits of krengchai, krengklua etc. on administrative behaviour.

g. Coping as opposed to planning in administration.

h. Self-discipline and the Thai.

Other subjects from institutions outside the college system were asked questions that were concerned more with Thai customs, tradition and daily life but where they held administrative positions they were asked their opinions on Thai administrative systems and behaviour. Anecdotal material also from any creditable source or seemingly relevant personal experience was filed for possible later reference.

Analysis of data from observations of academic departments at work using the Observation Schedule. These data were not formally tabulated to be presented as discrete data but were to be used as references in assisting explanations of leadership behaviour of academic department heads. Data were recorded in the general sequence of the items stated in the Observation Schedule. From previous visits to some colleges prior to the actual study it was realised that in some cases observations were likely to be limited because of time restrictions and possible reluctance of some staff to be observed in their daily work. Every opportunity offered was intended to be taken by the researcher for these observations.

Assessment of maturity level of academic department members. As has been previously stated in this chapter the Maturity Scale instruments were not used for a number of reasons. Nor was maturity of members restricted to the examination of any one specified task by any one member in any given situation, but rather on an overall basis for each member of a department in consideration of his general tasks as a lecturer in that specified department. From these data an attempt was made to estimate the maturity level of the department as a whole in relationship to the general duties of the department. Whilst this does not conform to Hersey and Blanchard's more precise notion of individual maturity it was seen as the best possible approach in view of the difficult field situation operating. Furthermore the study was not concerned with individual leadership diagnosis and remediation but rather with broader trends. With over one hundred members it also seemed a more realistic approach. However it was well recognised that this would mean less accuracy in the data collected and much weaker testing of any hypothesis posed.

To help allay fears of too inaccurate a data collection, an estimation of maturity levels was made from a number of sources as set out below:

a. answers to Questions 6(a) and 6(b) of Questionnaire One by department heads who were asked to estimate the ability and willingness of their staff to carry out allotted tasks (Appendix M);

b. oral statements from department heads in interview about (a) above;

c. answers to Questions 5(a) and 5(b) of Questionnaire Two by department members as to their own opinions about their ability and willingness to carry out allotted tasks (Appendix N);

d. oral statements from those department members interviewed about (c) above;

e. personal observations using the Observation Schedule where possible of members during their actual daily working; and,

f. an estimation by the researcher of the maturity level of the department based on an analysis of all factors (a) to (e) above.

It is realised that self-perceptions about one's own ability and willingness to carry out task has inherent weaknesses in any research situation but this problem was partly countered by department heads' statements about the ability and willingness of their members to carry out tasks and by personal observations, where possible, by the researcher himself. It was considered better to sacrifice some accuracy of measurement of members' maturity levels by adopting these procedures than to impose a further set of measuring instruments on subjects whose tolerance to further rather sensitive (in Thai perspective) questions may have been strained. It was thought that, with the administration of the LEAD instruments and questionnaires together with interviews, in the interests of willing co-operation, no further impositions should be made on the Thai subjects.

The method of analysis and scoring presented some problem because the purpose was to try to obtain a general score of maturity level for the department as a whole and not for individual members per se on individual tasks. To obtain the department score the following procedures were adopted:

a. from Questionnaire One overall perceptions by the department head of his department's members as to their ability and willingness to undertake allotted tasks were recorded and tabulated;

b. from Questionnaire Two individual perceptions by department members as to their individual ability and willingness to undertake allotted tasks were recorded and tabulated. An arbitrary decision was made that where eighty percent of the individuals perceived a particular level then that level would be scored as the department's score on self-perceptions only;

c. from personal observations, interviews and from the results of Questionnaires One and Two the researcher would try to assess both ability and willingness of the department as a whole to undertake allotted tasks; and finally,

d. the researcher would from all the above a, b and c attempt to arrive at an overall estimate of a department's level of maturity on the basis of low (M1), moderately low (M2), moderately high (M3) and high (M4).

Table 8 shows the details of tabulations required to reach an overall estimation of a department's maturity level. In the presentation of results in Chapter 8 it is proposed to use a summarised version of this table only. Some aspects of the arbitrary nature of the scoring are indicated in the examples shown in the Remarks Column of Table 8.

Scoring techniques for the LEAD-Self instrument. Perception of the leadership style and style range on the LEAD-Self is determined by circling in Table 9 the letter of the alternate action chosen for each of the twelve situations depicted in the LEAD-Self (Appendix I), and then totalling the number of times an action was used in each of the four sub-columns of Table 9.

The alternative action choices for each situation are not distributed alphabetically, but according to what style quadrant a particular action alternative represents. Figure 19 indicates the four leadership style quadrants, Q1 standing for quadrant 1, Q2 for quadrant 2, and so on.

Sub-column totals from Table 9 (Leadership Style and Style Range) are then transferred to the basic styles portion of the Tri-Dimensional Leader Effectiveness Model for scoring (Figure 20).

Table 8

Estimated Maturity Levels of Academic Departments of Thai Teachers' Colleges as Perceived by Staff Members, by Department Heads and by the Researcher in Terms of High (M4), Moderately High (M3), Moderately low (M2) and Low (M1)

(Illustration Table Only)

College/ Department	Ability to Undertake Tasks Perceptions by:			Willingness to Undertake Tasks Perceptions by:			Overall Estimation by Researcher of Maturity Level	Remarks
	Staff	Head	Researcher	Staff	Head	Researcher		
(Examples only:)								
Chantaburi								
History	Moderately High	High	Moderately High	Moderately High	Moderately High	High	Moderately High (M3)	Four of the six scores were moderately high.
Home Economics	Moderately Low	Moderately High	Moderately Low	Moderately High	High	Moderately Low	Moderately High (M3)	Based mainly on head's perceptions rather than on self-perceptions. Researcher's assessment may not be as accurate as head's or members'.

Table 9

Determining Self-perception of
Leadership Style and Style Range

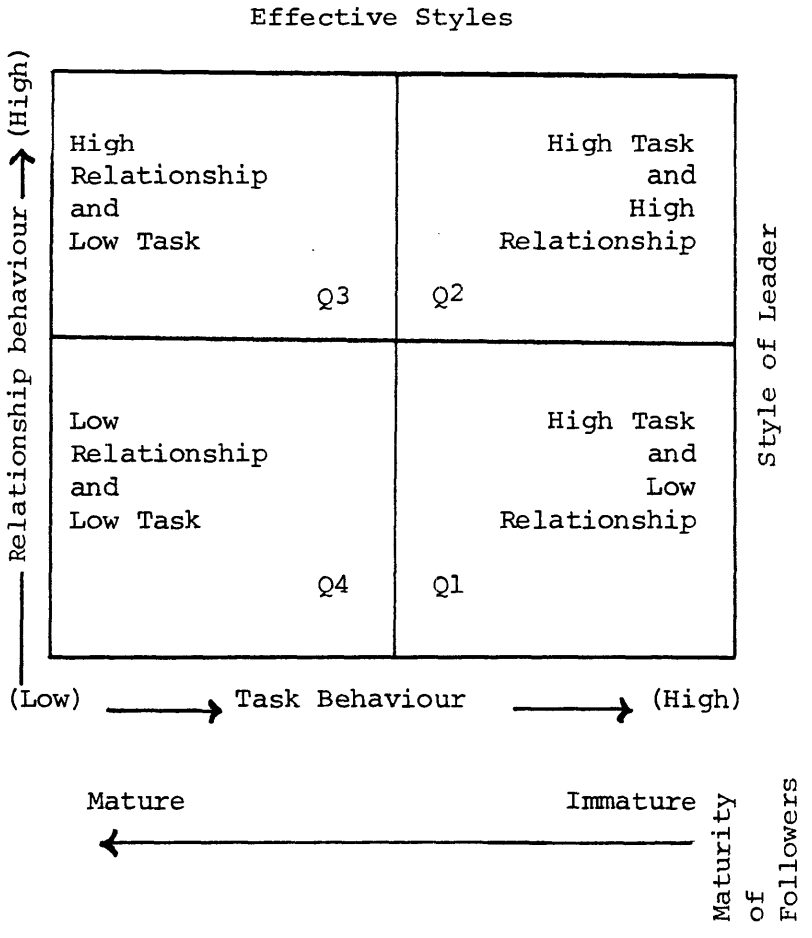
(Illustration Table only)

		(Style Range) Alternative Actions			
		(1)	(2)	(3)	(4)
SITUATIONS	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
Sub-columns		(1)	(2)	(3)	(4)
Totals					

Figure 19

Leadership Style Quadrants - Situational Leadership Theory

(Illustration Figure only)



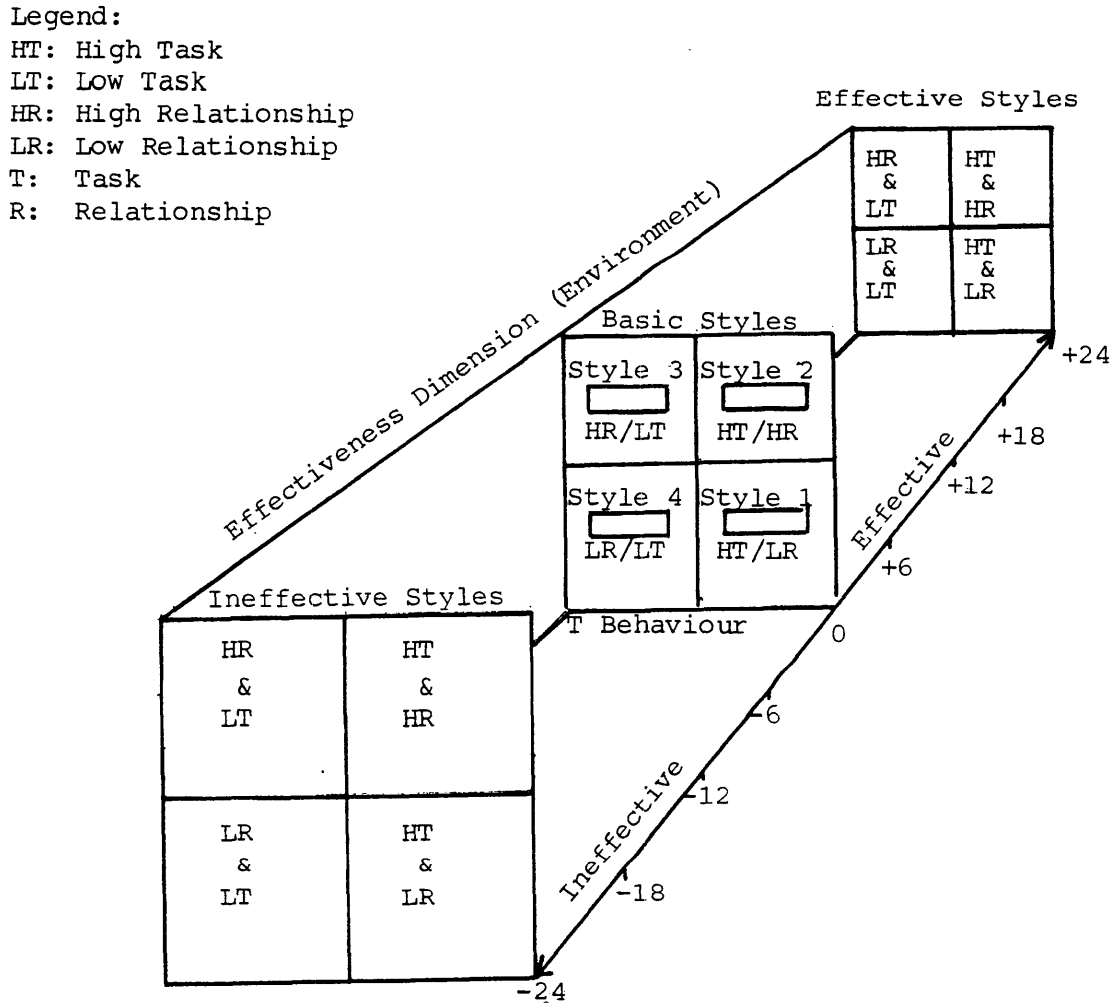
Sub-column totals from Table 9 (Leadership Style and Style Range) are then transferred to the basic styles portion of the Tri-Dimensional Leader Effectiveness Model for scoring (Figure 20).

Figure 20

Tri-Dimensional Leader Effectiveness Model

For Scoring LEAD Instruments

(Illustration Figure only)



The column numbers from Table 9 correspond to the style numbers of the model (Figure 20) as follows:

Sub-column (1) - alternative action choices describe (Style 1), High Task/Low Relationship Behaviour.

Sub-column (2) - alternative action choices describe (Style 2), High Task/High Relationship Behaviour.

Sub-column (3) - alternative action choices describe (Style 3), High Relationship/Low Task Behaviour.

Sub-column (4) - alternative action choices describe (Style 4), Low Relationship/Low Task Behaviour.

The totals associated with each of the four basic leadership styles are entered into the boxes provided on the Tri-Dimensional Leader Effectiveness Model (Figure 20). The basic leadership style is defined as the style for which most responses have been made. For example, if a person has three responses in style 1, and three responses in each of style 2, 3 and 4, that person's basic style includes styles 1 to 4. If a person has five responses in style 2, five responses in style 3, and two in style 4, that person's basic style would include styles 2 and 3 only. The basic style is the style or styles for which the person has the most responses.

Supporting leadership styles are any of the other style configurations, other than the basic style, in which the person has two or more responses. If the person has less than two

responses, it has been found at the Ohio Centre for Leadership Studies that it cannot be predicted whether a person has style flexibility into that style or not. Therefore, if a person has five responses in style 2, five in style 3, two in style 4, and none in style 1, the person's basic style would be in styles 2 and 3, and his supporting style would be in style 4. If, on the other hand, a person had seven responses in style 2, three in style 1, two in style 3, and none in style 4, his basic style would be in style 2, with supporting styles in 1 and 3. It is thus possible to have no supporting styles or up to three supporting styles, but there is always at least one basic style.

Style range. The totals shown in Figure 20 in the quadrants indicate both the leadership styles adopted and the extent to which each of the styles has been adopted. Style range is the extent to which the person has been able to vary his leadership style. Hence if there is a score in each box (Figure 20) then this indicates some use of all four leadership styles - a wide style range.

Table 10 illustrates how the scores for the LEAD-Self will be summarised for each department head. This includes leadership style and corresponding style range. However, as this study is particularly interested in trends or patterns of leadership behaviour only, the most frequently scored leadership styles are required to test Hypothesis 2. In this study generally, the most frequently scored styles are calculated on the basis of the two most frequently scored, using for each designated style, that is Style 1 etc., the combined basic and supporting style scores.

Table 10

Summary - Basic and Supporting Leadership Styles, and Style Range of Academic Department Heads as Self-perceived from Scores obtained from LEAD-Self Instrument

(Illustration Table only)

College and Academic Department Head	Leadership Style				Style Range
	Style 1 High task/Low relationship ("Telling")	Style 2 High task/High relationship ("Selling")	Style 3 High relationship/ Low task ("Participating")	Style 4 Low relationship/ Low task ("Delegating")	
Examples only.					
Bansomdet					
English	5 BS[1]	4 BS	2 SS[2]	1 SS[3]	1, 2, 3
Music	6 BS	2 SS	2 SS	2 SS	1, 2, 3, 4
Thai	0	4 SS	8 BS	0	2, 3
Biology	3 BS	3 BS	3 BS	3 BS	1, 2, 3, 4

Note : 1 BS : Basic Style
2 SS : Supporting Style
3 Scores of < 2 do not register as either Basic or Supporting Styles.

However, in some instances all four styles may be scored evenly in which case each of the four styles must be included as a most frequently scored style. In another instance, only one style may be scored heavily and the three others lightly or not at all; in which case only one style is recorded as being most frequently scored. Using the example scores shown in Table 10 the method of calculating the most frequently scored style can be illustrated:

Most Frequently Scored Styles

English	Style 1	Style 2		
Music	Style 1			
Thai		Style 2	Style 3	
Biology	Style 1	Style 2	Style 3	Style 4

Note that in Music Style 1 only has been included; the three other styles each scoring 2 have been considered low scoring. In Biology all four styles have been included because of their equal frequency.

Scoring style range. Style range has not been restricted to those leadership styles seen as most frequently scored but instead incorporates all styles that have been scored according to Table 10 where there is a separate column showing Style Range. For example, English as depicted, shows a style range of three styles, namely Styles 1, 2 and 3. Note that Style 4 which scores only 1 is not included because under the scoring rules, scores must be 2 or more to register either as a basic or supporting style. Illustrations in Table 10 show the Music head as having a wide style range whilst the Thai head has a narrow style range with

only Styles 2 and 3 registering. However, what a wide style range does not indicate is whether the styles scored are actually the appropriate ones to the cited leadership situations on the LEAD instruments, hence the need to determine style adaptability.

Determining style adaptability. The score received along the effectiveness dimension in Figure 20 indicates a person's style adaptability. While style range indicates the extent to which a person's style varies, style adaptability is the degree to which the person is able to vary his style appropriately to the demands of a given situation according to Situational Leadership Theory. This affords a leader, in this study, the department head, feedback in terms of the overall probability of success in all twelve of the situations to which he was asked to respond in the LEAD-Self.

The degree of style adaptability or effectiveness is indicated by circling on Table 11 (Determining Style Adaptability), the score given each of the alternative action choices and then calculating the total score as indicated.

The weighting of a +2 to -2 is based on Situational Leadership Theory. The leader behaviour with the highest probability of success of the four alternatives offered in the given situation, is always weighted a +2. The behaviour with the lowest probability of success is always weighted a -2. The second best alternative is weighted a +1 and the third is -1.

After determining the total score on style adaptability or effectiveness, this score can be integrated into the Tri-Dimensional Leader Effectiveness Model by placing an arrow (↑) in Figure 20 along the ineffective (-1 to -24) or effective

Table 11

Determining Style Adaptability

(Illustration Table Only)

Alternative Actions

	A	B	C	D
1	+ 2	- 1	+ 1	- 2
2	+ 2	- 2	+ 1	- 1
3	+ 1	- 1	- 2	+ 2
4	+ 1	- 2	+ 2	- 1
5	- 2	+ 1	+ 2	- 1
6	- 1	+ 1	- 2	+ 2
7	- 2	+ 2	- 1	+ 1
8	+ 2	- 1	- 2	+ 1
9	- 2	+ 1	+ 2	- 1
10	+ 1	- 2	- 1	+ 2
11	- 2	+ 2	- 1	+ 1
12	- 1	+ 2	- 2	+ 1
Sub Total		+	+	+	=

TOTAL

(+1 to +24) dimension of the leadership model that corresponds to the total score from Table 11. For this study only, adaptability scores along the ineffectiveness-effectiveness were categorised as follows:

< + 9	low effectiveness category
+10 to +17	moderate effectiveness category
+18 to +24	high effectiveness category.

A summarised version of the scores from the Tri-Dimensional Leader Effectiveness Model (Figure 20) could be produced to show style adaptability of head's self-perceived scores indicating categories of low, moderate and high adaptability (Table 12).

Table 12

Style Adaptability Scores of Departmental Heads as Self-perceived on Tri-Dimensional Leader Effectiveness Model - Summary of Results from Appendix [1] as Related to Hypothesis 4

College/ Department	Ineffectiveness/ Effectiveness Score	Low [2] Moderate High	Hypothesis 4 Supported/ Not Supported
(Examples only)			
Ayuthya			
English	+ 15	Moderate	Not Supported
History	+ 3	Low	Supported

1. As 18 separate figures involved, these will form an appendix. Appendix not numbered here as this is only an illustration table.

2. Low < +9; moderate +10 to +17; high +18 to +24 .

Thus from Table 12 above the style adaptability scores as self-perceived by department heads can be tested against Hypothesis 4.

Scoring techniques for the LEAD-Other instrument. Similar procedures were used for the LEAD-Other as had been used for the LEAD-Self. Separate tables depicting leadership style and style range of department heads as perceived by the individual staff members of each department were produced (Table 13). In addition the scores of style adaptability as perceived by staff members were calculated from the LEAD-Other instrument and placed on the Tri-Dimensional Leader Effectiveness Model (Figure 20).

As for Hypothesis 2, Hypothesis 5 required the calculation of the most frequently scored combination of basic and supporting leadership styles. However these scores had to reflect the department members as a whole. The method of scoring was devised as follows:

a. Scores from the individual department members (Table 13) were consolidated and summarised as shown in Table 14 which depicts the total number of members for each department perceiving any or all of the four leadership styles.

b. From Table 14 it was possible to calculate the most frequently perceived leadership styles on a department basis. It was considered that where at least two-thirds (66.6%) of the department members perceived a particular style, either as basic or supporting, or a combination of both, then it was regarded as being most frequently scored. The percentage

Table 13

..... College ..... Department

Basic and Supporting Leadership Styles and Style Range of Department Head as perceived by Staff Members of the Department from Scores obtained from LEAD-Other Instrument

(Illustration Table Only)

Staff Member	Leadership Style				Style Range
	Style 1 High task/Low Relationship ("Telling")	Style 2 High task/High Relationship ("Selling")	Style 3 High relationship/ Low task ("Participating")	Style 4 Low relationship/ Low task ("Delegating")	
Examples only.					
Chombung					
Thai					
Staff Member 1	3 SS	4 BS	4 BS	1	1, 2, 3
" " 2	0	4 SS	0	8 BS	2, 4
" " 3	2 SS	2 SS	3 SS	5 BS	1, 2, 3, 4
" " 4	1	5 BS	2 SS	4 SS	2, 3, 4
Totals	BS: 0 SS:2	BS:2 SS:2	BS:1 SS:2	BS:2 SS:1	

1. BS refers to Basic Leadership Style
2. SS refers to Supporting Leadership Style
3. Scores <2 are not counted as Basic or Supporting Leadership Styles

Table 14

Summary of Basic and Supporting Leadership Styles and Style Range of Academic Department Heads as Perceived by Staff Members of the Departments from Scores Obtained from the LEAD-Other Instrument

(Illustration Table Only)

College/ Department	Number of Members Perceiving Each Leadership Style of Their Department Heads								Style Range
	Style 1 Telling-high task/ low relationship		Style 2 Selling-high task/ low relationship		Style 3 Participating-high relationship/low task		Style 4 Delegating - low relationship/low task		
	Basic	Supporting	Basic	Supporting	Basic	Supporting	Basic	Supporting	
(Example only using example data from Table 13)									
Chombung									
Thai (4 members)	0	2	2	2	1	2	2	1	1, 2, 3, 4
(Further separate example)									
Pranakorn									
Biology (6 members)	1	2	5	0	3	1	0	1	1, 2, 3, 4

Note: Any one staff member can attribute more than one basic or supporting leadership style to his department head.

was arbitrarily determined but considered adequate to indicate sufficiently the general pattern or trend of the head's leadership style as perceived by his members. An illustration of this scoring is shown in Table 15. From Table 15 it is also possible to test the data against Hypothesis 5 which has postulated the two most frequently scored basic and supporting leadership styles as Style 2 and/or 3.

The Thai department illustrated in Table 15 indicates Styles 2, 3 and 4 as the most frequently scored styles because in Table 14, all four members of the department scored Style 2 as either basic or supporting (100% of members), three of the four members (75%) scored Style 3, and similarly 75% scored Style 4. Under the conditions of scoring these are considered as most frequently scored. The Thai example (Table 15) indicates that Hypothesis 5 is thus not supported, that in fact Styles 2 and 3 were not the only two styles most frequently perceived. In similar manner the Biology department illustration (Tables 14 and 15) show how the scores were obtained and the data tested against Hypothesis 5.

Style range is not restricted to only those most frequently scored but includes the entire range as depicted in Table 14 against which Hypothesis 6 can be tested. In addition style adaptability scores from the individual department Tri-Dimensional Leader Effectiveness Models (Figure 20) were tabulated and categorised as for Table 12 thus testing Hypothesis 7.

Comparisons between the self-perceptions of leadership behaviour of the department head, and the perceptions by respective department members. Hypothesis 2, 3 and 4 dealt with self-perceptions of the department heads' leadership behaviour, whilst Hypothesis 5, 6 and

Table 15

The Most Frequently Scored Basic and Supporting Leadership Styles of Academic Department Heads as Perceived by Their Respective Staff Members - Summary of Results as Related to Hypothesis 5

(Illustration Table Only)

College/ Department	Style 1 Telling High task/low relationship	Style 2 Selling High task/high relationship	Style 3 Participating High relationship/ low task	Style 4 Delegating Low relationship/ low task	Hypothesis 5 Supported/ Not Supported
(Examples only from Table 14)					
Chombung					
Thai		BS SS	BS SS	BS SS	Not Supported
Pranakorn					
Biology		BS	BS SS		Supported

7 dealt with the perceptions by department members of their heads' leadership behaviour. Hypothesis 8 quite logically involves a comparison between the two major sets of perceptions and relies for its testing on the results of the six hypotheses mentioned above. If these six hypotheses are supported individually on a department basis then within each department there must follow a high degree of compatibility between the self-perceptions of department heads and the perceptions of department members as to style, style range and style adaptability as measured by the LEAD instruments. Even though Hypotheses 2 and 5 give slightly different emphases on Styles 2 and 3, it is the overall combination of these styles that is taken into account in deciding the degree of compatibility. Indeed Hypothesis 8 has assumed such little difference and has indicated that overall there will be a high degree of compatibility between head's perceptions and their members' perceptions in respect of leadership behaviour. Compatibility between self-perceptions and perceptions by others of leadership style suggests a leadership personality[1] involving a large public arena as depicted in the Johari Window.

The Johari Window is used in this study only as a framework to illustrate leadership personality in relation to public arena. For example where the degree of compatibility in leadership style

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1. The theoretical concept of leadership personality and public arena associated with the use of Johari Window has been fully discussed in Chapter 3 of this study.

between self-perception and perception by others is high then the public arena is assumed to be open and large. In other words a large public arena implies a more open knowledge of the head's leadership personality by the head himself and by his staff. It further implies a significant degree of feedback from staff members to the head and also a significant degree of disclosure by the head to his members as to leadership behaviour. The importance of a large public arena according to Hersey and Blanchard (1977) is that there tends to be a high correlation between the openness of the leader's public arena and his effectiveness within the relevant organisational setting. The estimated assessment with relationship to the Johari Window is illustrated below in Figure 21 and Figure 22 depicting small and large public arenas respectively.

The problem of measurement of degrees of compatibility presented some difficulties as there is little supporting evidence within the theoretical framework as to a reasonably accurate method of ascribing scores. In view of this the researcher decided to adopt the following methods of scoring and categorisation.

Table 16 helps illustrate the scoring techniques.

a. Using scores from Table 10, the most frequently self-perceived basic and supporting leadership styles of department heads were calculated. Similarly using Table 15 the most frequently scored basic and supporting leadership styles as perceived by staff members were calculated.

Figure 21

Johari Window Depicting Small Public Arena Indicating Low Degree of Compatibility Between Self-Perceptions of Department Heads and Perceptions by Department Staff Members on LEAD Instruments (adapted from Hersey & Blanchard 1977:242)

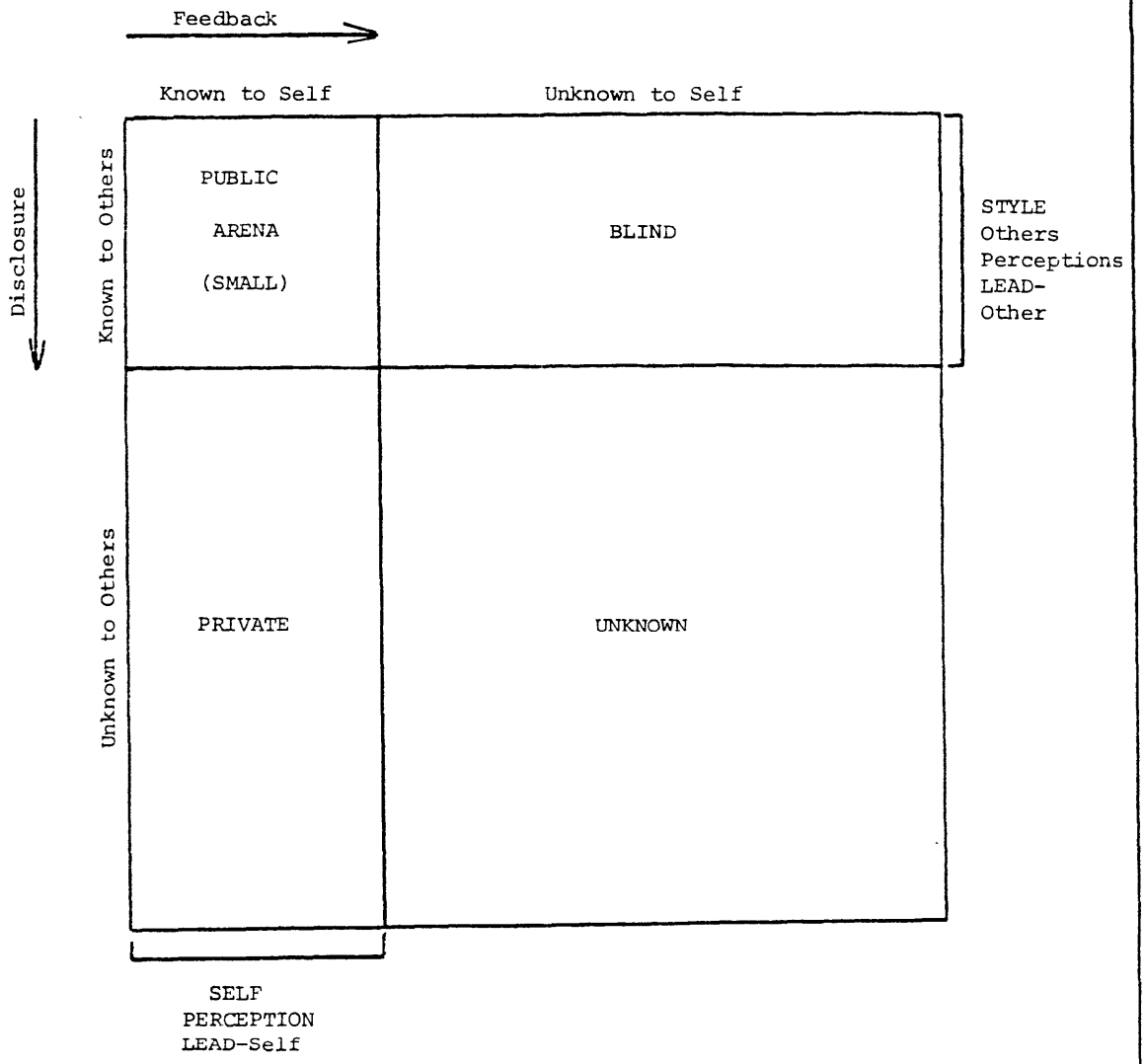
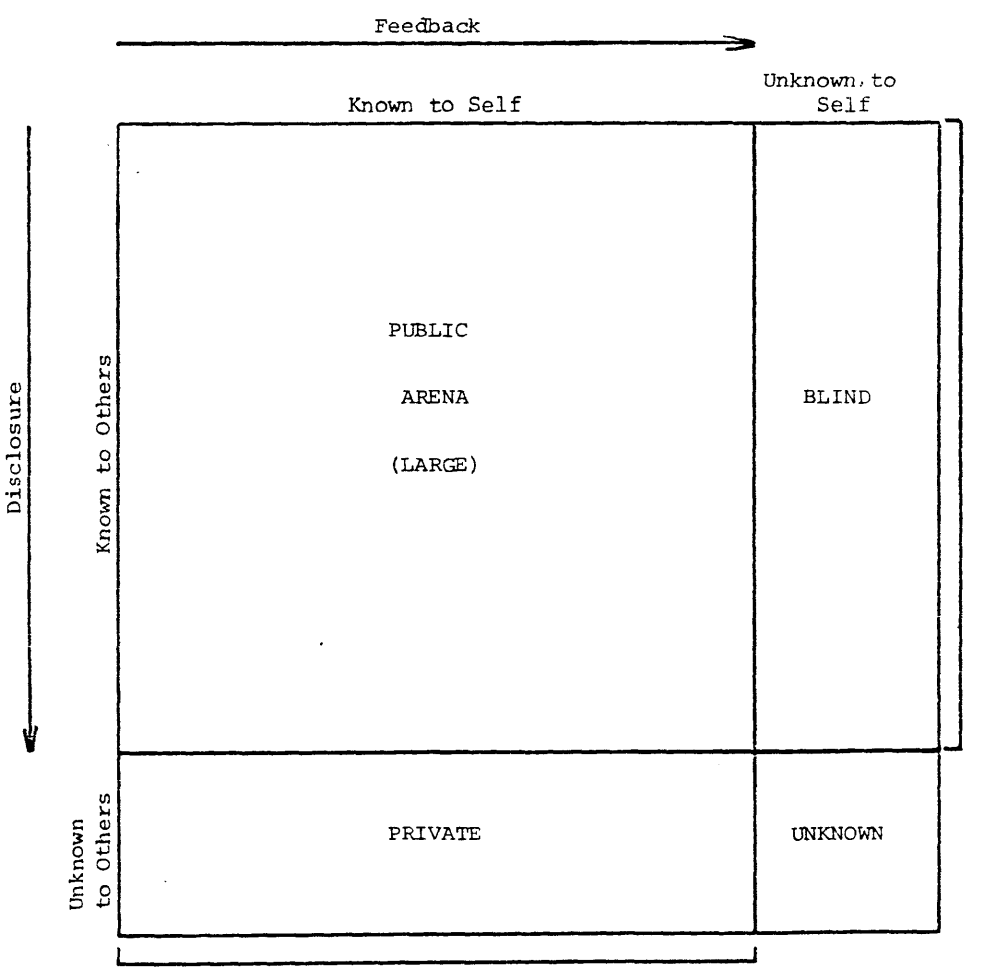


Figure 22

Johari Window Depicting Large Public Arena Indicating High Degree of Compatibility Between Self-perceptions of Department Heads and Perceptions by Department Staff Members on LEAD Instruments

(adapted from Hersey & Blanchard 1977:243)



b. Style range for self-perceptions was ascertained from Table 10 and style range from members' perceptions was ascertained from Table 14.

c. The two sets of scores for self-perceptions of the most frequently scored leadership styles and of style range were directly compared with the same two sets of scores as perceived by staff members.

d. Degrees of compatibility were estimated as low, moderate and high depending upon how close the comparison was. For example, where the comparisons were identical in all styles and ranges (i.e. combining basic and supporting leadership styles), the degree of compatibility was estimated as high. Moderate estimates occurred where three of the four, two of the three, or one of the two of the scores coincided. Where less than these three last-mentioned combinations occurred then the degree of compatibility was assumed to be low.

e. Style adaptability scores were directly compared using the data calculated from Tables 10 and 15, style adaptability being categorised as low ($<$ +9), moderate (+10 to +17) and high (+18 to +24). However, in the comparison between these two sets of style adaptability scores for Hypothesis 8, only two degrees of compatibility could be used, namely compatible or incompatible. For example, if a head scored his own adaptability as +18 (high) and the members generally scored it at +13 (moderate) then this has been categorised as incompatible. If, of course, both groups have scored +23 (high) and +18 (high) respectively, then the scores are considered as compatible.

f. Leadership personality, in particular public arena was scored in a similar manner to leadership style and style range. Where the degree of compatibility between the leadership styles as self-perceived with those perceived by members was scored as high, then it was assumed that public arena of the department head was large. Where compatibility was scored low, then public arena was assumed small.

Table 16 below affords an illustration of the way comparisons were tabulated and scored.[1] A further Table 17 shows the method of tabulation of degrees of compatibility in relation to leadership style, style range and style adaptability in terms of support or otherwise of Hypothesis 8.

Identification of overall patterns of leadership styles of department heads. This is concerned with Hypothesis 9 and can be ascertained from an examination of the totals of staff members perceiving the various leadership styles using the LEAD-Other from Table 14. Hypothesis 9 is in fact closely linked with Hypothesis 5 which emphasises the strong perceptions by members of their department heads of Styles 2 and 3. The important difference is that the identification of overall patterns of leadership styles in Hypothesis 9 is concerned with the most frequently perceived basic style quite separately from the most frequently perceived supporting style. Furthermore the emphasis in Hypothesis 9 is on

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1. Note that the Style Adaptability Score column indicates the actual score of both heads and members based on the scoring category previously explained (p 249). Hence where both these scores are shown as low this means the scores were compatible. Where one was high and the other moderate then the scores were considered incompatible.

Table 16

Comparisons of Actual Categorised Scores on the Most Frequently Perceived Scores on Leadership Style, Style Range, and Style Adaptability (LEAD-Self) of Department Heads with Those of Department Members (LEAD-Other) Showing Estimated Degrees of Compatibility Between These Two Sets of Perceptions and Resultant Public Arena

(Illustration Table Only)

College/ Department	Most Frequently Perceived Leadership Styles				Style Range	Style Adaptability Scores	Estimated Degree of Compatibility/Incompatibility Low - Moderate - High			Leadership Personality Public Arena
	Style 1 Telling	Style 2 Selling	Style 3 Participating	Style 4 Delegating						
	High Task/ low relationship	High Task/ high relationship	High relationship/ Low Task	Low relationship/ Low Task	1, 2, 3, 4	Low, Moderate, High	Leadership Style	Style Range	Style Adaptability	Small, Moderate, Large
(Examples only) Ayuthya Physics Head		BS	SS	SS	2, 3, 4	Low	Moderate	Moderate	High	Moderate
Members		BS	SS		2, 3	Low				
Bansomdet History Head	BS	BS	SS		1, 2, 3	Low	Low	Low	High	Small
Members			SS	BS	3, 4	Low				

Legend : BS Basic Style
SS Supporting Style

Table 17

Estimated Degree of Compatibility of Leadership Style, Style Range, Style Adaptability Between Self-perceptions of Department Heads (LEAD-Self) and Perceptions by Department Staff Members (LEAD-Other).

Summary of Results in Relation to Hypothesis 8

(Illustration Table Only)

College/ Department	Degree of Compatibility/Incompatibility - Low, Moderate, High			Hypothesis 8 - Supported/Not Supported		
	Leadership Style	Style Range	Style Adaptability	Leadership Style	Style Range	Style Adaptability
(Examples only)						
Ayuthya						
Physics	Moderate	Moderate	High	Not Supported	Not Supported	Supported
Bansomdet						
History	Low	Low	High	Not Supported	Not Supported	Supported
etc.						

a pattern or patterns based on the total eighteen departments rather than on individual departments. Hypothesis 9 postulates that Style 2 will be the major basic style overall with Style 3 as the major supporting style. The hypothesis can be tested against the total scores of basic and supporting style from Table 14.

The following Chapters 8 and 9 afford a detailed presentation of the results and their analysis in the light of the questions and hypotheses posted in Chapter 6 of this study. Chapter 8 more specifically deals with questions 1 to 6 and hypotheses 1 to 4 which generally deal with the duties of academic department heads, and self-perceptions by department heads of their leadership style, style range and style adaptability. Chapter 9 examines questions 7 to 10 and hypotheses 5 to 9 which are generally concerned with staff members' perceptions of their department head's leadership behaviour, compatibility between self-perceptions and members' perceptions, patterns of basic and supporting leadership styles and possible influences of Thai culture on the department heads' administrative behaviour.

CHAPTER 8

PRESENTATION AND ANALYSIS OF RESULTS

The presentation and analysis of results is set forth in this chapter and the following Chapter 9. In some areas the exigencies of field research necessitated some modifications to the conditions set down in the design and research methods of Chapter 7. Where such modifications have been made reasons have been offered.

Variations to the randomly selected sample of colleges and academic departments. Although nine Thai teachers' colleges and twenty-seven academic departments with a further reserve of nine academic departments had been originally selected by the researcher for inclusion in the study, considerable variations to this population sample occurred. The variations were caused by a combination of factors that had not been unforeseen in the design and method of the study and which have been previously mentioned. They included mainly the availability of specific department members at the time of the researcher's visits to particular colleges, limitations of some travel by time and financial restrictions and on some rare occasions failure of sufficient staff members to attend at the times specified. It was considered that the variations to the departments originally selected probably had no adverse effect on the study generally although it would have been preferable to have all departments so selected taking

part. However, in field projects such as this, in contrast to highly controlled laboratory research, day to day problems produced in the actual prevailing work situation have to be met, solved and accommodated in the most suitable manner commensurate with the objectives of the study and the validity of the general research design. Such was the situation in this study.

Thus of the original nine teachers' colleges and twenty seven departments (excluding the nine reserve departments) selected, finally eight colleges and eighteen departments actually participated (Table 18). This was still considered to be an adequate sample as the eight colleges represented 22.2% of all Thai teachers' colleges.

Table 18

Thai Teachers' Colleges and Respective Academic Departments Actually Participating in the Leadership Behaviour Project.

College	Department	Location
Ayuthya	Agriculture, Thai	Provincial
Bansomdet	English	Bangkok
Chantaburi	Foundations of Education, Home Economics, History	Provincial
Chombung	English, Physics	Provincial
Petchburi	English, Thai	Provincial
Pranakorn	Ceramics, Electronics, Health	Bangkok
Thonburi	English, Biology, Foundations of Education	Bangkok
Ubon	Curriculum and Instruction, Thai	Provincial

Formally promulgated leadership tasks of academic department heads in Thai teachers' colleges. The first question of the study specifically sought to ascertain the formally promulgated leadership tasks of department heads, for the purpose of providing some meaningful insights into the later questions and hypotheses dealing with perceptions of the department heads' leadership behaviour. It was considered that formally designated tasks, assumedly known to both department head and department members, might well influence the leadership behaviour of the head as well as some of the expectations that staff members might have of their head. This in turn might well be reflected in their responses to the LEAD - Self and LEAD - Other instruments.

As found in the pilot study there did not appear to be any formally promulgated tasks or duties of the academic department heads laid down by the colleges either individually or as a whole. Nor had detailed tasks been officially promulgated by the Department of Teacher Education at the Ministry of Education. The one exception to this was observed in one Bangkok college where a broad set of duties had been set down by the college for all senior positions including faculty heads and department heads. The formally designated tasks[1] for department heads included:

1. Teaches at least two hours per week.
2. Produces at least one academic paper per year.

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1. Translated from Thai into English in the same order as they appeared in the college document.

3. Holds meetings with staff at least twice per month to follow up and clarify any assigned work.
4. Examines new projects or policies of the department with staff before submitting them to faculty head, president, vice-president and College Council for approval.
5. Carries out policies as described by College Council, president, vice-president and faculty head.
6. Administers departmental affairs as duties require.
7. Initiates any development and improvement within the department for the benefit of the government, teacher training department, college, faculty and community.
8. Participates in academic seminars at least once in every academic year.
9. Attends at least six of the academic lectures arranged monthly by the college.

Although this was the only college to present a formal document outlining duties of the department head (together with other administrative officers), six other college principals, in reply to the researcher's letter, submitted quite detailed written reports on the expected duties of department heads. In addition five department heads, three from within the selected population sample and two from without, submitted written details of expected duties. All

colleges in their printed prospectuses broadly indicated aspects of their administrative organisation[1] which included, usually implicitedly, the place of the head of department in the organisation and some of his tasks. However, discussions with a number of college principals, faculty heads and department heads revealed that, in the absence of formally written duties, college policies, college staff meetings, faculty meetings, department meetings and long standing practices had in effect produced a number of leadership tasks and duties now considered as customary, though variations would be observed in individual colleges according to the differing situations.

The officially promulgated tasks of the one college set out above, whilst in no way extraordinary, are interesting and merit some discussion especially as they relate to leadership behaviour. Disregarding for the moment those duties obviously concerned with self-improvement, the other duties are mainly concerned with initiating developments within the department, administering departmental affairs and examining new projects or policies presumably raised initially by the department. Whilst it can be readily argued that no broad pattern of duty statements can adequately lay down procedures and behaviours for all possible situations, nor in the interests of flexibility of behaviour could they or should they, it is difficult to ascertain in terms of

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1. An example of a typical Thai teachers' college organisational structure has previously been shown in Figure 18 in Chapter 5 A further example is shown in Appendix O of Ayuthya Teachers' College prospectus (English version) where the policies of the college clearly indicate that certain aspects of administration are decentralised to all college departments, implying leadership and administrative responsibilities for the department head (Pra Nakhon Sri Ayuthya Teachers' College, Ayuthya - Prospectus 1979 - 80, 7).

Hersey and Blanchard's (1977) Situational Leadership Theory what sort of leadership style could be expected generally from the tasks stated. On the one hand there are implications of task-oriented, perhaps authoritarian, behaviour (statements 3, 5 and 7) and on the other (statement 4) relationship-oriented behaviour. The exhortations to produce papers, attend seminars and lectures in the other statements of duties, whilst worthy activities in themselves, by Western standards, appear somewhat dogmatic and authoritarian and may reflect something of the previously postulated hierarchical nature of administrative systems in Thailand. One notable omission, although it may be taken for granted by the Thais, from the stated duties is that of concern for the well-being of staff members, a behaviour closely associated with human relationship orientations. Of course, there is the distinct possibility that the researcher is placing these separate statements under too critical examination, interpreting them too narrowly in terms of leadership theory and not considering them in the general spirit in which they were set forth.

In view of these possibilities of varying interpretations and the fact that only one college actually produced for the researcher a formally documented set of duties, it might prove more fruitful to examine the eleven written submissions of the department head's duties as presented by college principals and department heads. It was assumed that these submissions would outline the expected and customary tasks of the department heads. Indeed this was the purpose of Question 2 of the study.

Identification of the expected and customary tasks of academic department heads in Thai teachers' colleges. Much of the information gained here was not confined only to the written submissions but included interviews and discussions with a wide range of persons within the colleges including principals, deans of faculties, department heads and staff members as well as personal observations of departments. This proved a much more useful exercise than searching for promulgated statements issued by the colleges themselves. Without exception, among the persons involved in teacher education, from within the sample population and from others outside that population, all thought the position of an academic department was important for the sound administration of a teachers' college. In one discussion with the Principal of one teachers' college and assembled faculty deans, the group stated that they considered "the academic department head was a most important position as it represented grass roots administration".[1] Another college Principal[2] considered that the position was of such responsibility that only competent and willing persons should hold it. He felt that the department head was the first major line of assistance to students and staff members in the overall college administrative structure and that if the department head failed his responsibility then the college could not function

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1. Discussion 2 August, 1982 with one Bangkok Teachers' College in the presence of Principal, Deans and some department heads. This college was not involved in the project in the use of LEAD and other instruments. Actual quotation from meeting.

2. Discussion 3 August, 1982 with Principal only of a Bangkok Teachers' College also not included in project.

adequately. The general interviews and discussions about the place of the academic department head usually followed this tenor.

The collated material from all sources mentioned above revealed the most customary and expected tasks and duties of the academic department head. Not surprisingly, in view of the fact that colleges are government controlled and not autonomous (by Western notions), there was a general similarity of expressed statements about the tasks, duties and responsibilities of the department head. There were, of course, some differences but they emerged rather as differences of degree or emphasis, and not of kind. Nor could any pattern of these differences be attributed to provincial locations as against Bangkok locations or indeed to any other discernible factors. It seemed that the academic department head's tasks and duties could be categorised generally under five main headings, namely

a. academic affairs;

b. personnel administration;

c. student affairs;

d. general administration; and,

e. community relations.

These categories are not mutually exclusive nor exhaustive but probably sum up the broad areas of responsibility. The main duties are summarised below:

a. <u>Academic affairs</u>.

(i) overall responsibility for all matters related to the running of the department;

(ii) personally teaching approximately 8 - 12 hours per week;

(iii) determining subjects to be offered and allocating subjects to members;

(iv) suggesting improvement and change to syllabus;

(v) promoting interest in new academic developments;

(vi) selecting, together with staff, text books, materials etc. for courses;

(vii) evaluating departments' projects/policies according to assignments from superiors;

(viii) stimulating research work amongst departmental members;

(ix) setting examinations and grading policies;

(x) organising staff timetables; and,

(xi) implementing college and faculty academic policy.

b. Personnel administration.

(i) assigning staff to subjects, practice teaching and to college projects commensurate with their abilities and interests;

(ii) assigning staff as academic advisers to particular groups of students;

(iii) being concerned for well-being of staff particularly as related to college matters and maintaining staff morale;

(iv) Evaluating staff members' work and writing reports for members' promotion;

(v) recommending staff for outside conferences, seminars, workshops etc.;

(vi) co-operating with staff to plan departmental tasks; and,

(vii) encouraging staff and students to participate in co-curricular activities.

c. Student affairs

(i) planning for new enrolment according to the field of specialisation of the department;

(ii) co-operating with staff to advise and assist students; and,

(iii) co-operating with Vice-President for Student Affairs in assisting in extra-curricular activities.

d. General administration

(i) planning department's budget and submitting proposed projects to Faculty and College after departmental consideration;

(ii) co-ordinating with other departments within the faculty and with other faculties;

(iii) filing and maintaining relevant departmental documentation; submission of documents as required by Faculty of College;

(iv) improving working conditions of department members;

(v) supervising the purchasing process of supplies, textbooks, materials, teaching aids etc. for department;

(vi) participating in the administrative conference of the college so as to be kept informed of policies and directions; and,

(vii) conducting regular meetings of the department so as to keep members fully informed and to help maintain the efficient running of the department.

c. Community Relations

(i) participating in any conferences organised by the college or outside organisations;

(ii) co-operating with other departments within the college to assist community projects and learning;

(iii) assisting the college to carry out Out-of-School (Non-formal) education; and,

(iv) providing lectures for community education and projects.

The listed duties confirm the wide variety of tasks expected of the academic department head and, apart from a few peculiar

to the Thai context, compare similarly to those observed in 1978 of department heads within Australian colleges of advanced education. The expected duties incorporate all of those as noted in the formally promulgated list previously recorded but include some additional ones. In no instance were the duties specified in such a way as to indicate any prescribed style of leadership. Indeed it seemed that department heads were free to adopt the style or styles that they considered best to attain the goals set. No college principal or any other senior official made any special mention as to how a department head should carry out his duties provided the allotted tasks were fulfilled and that harmony within the department was maintained. However it was anticipated that department heads would as often as possible consult with members and faculty heads about decisions that had to be made.

Hence, in theory at least, the generally listed tasks, appeared not to inhibit in any way a department head's flexibility of leadership behaviour. Thus, in terms of Situational Leadership Theory, it might be expected that the "good" leader, assuming his knowledge of the maturity level of his staff, could adapt his leadership behaviour to any given situation to achieve the set goals in the most effective manner.

Whilst the above list of duties represented those <u>expected</u> of the department head and those that various college members <u>stated as generally occurring</u>, it is pertinent to consider whether in <u>actual practice</u> they did occur. Observation and experience often portray a wide divergence between stated and expected duties

and duties actually performed on the job. Indeed experience shows that many rules and regulations are often honoured in the breach. Thus the next logical question in terms of department heads' duties must be concerned with actual situations. This was the purpose of Question 3 as stated in Chapter 6.

Actual leadership tasks undertaken by academic department heads. It should be clearly stated that not all the previously listed tasks were able to be observed as occurring in all eighteen participating departments. This is not to say that they did not take place but merely to indicate that all tasks were not observed and confirmed by the researcher. In many instances where it was felt unlikely that certain tasks could be personally observed for any number of reasons[1] the researcher resorted to direct questioning of respondents usually during interview periods as to whether such activities actually took place. On the other hand personal observation over the first four phases of the study (including the pilot study) indicated that the expected duties did, in varying manner and emphasis, depending on the particular college, happen. It indicated clearly that the lists of expected duties submitted from all sources had in fact been derived from duties that had been, or, were actually taking place. The researcher was in no position to ascertain whether all department heads carried out their leadership duties effectively as this

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1. For example, academic department staff meetings did not often coincide with the researcher's visit but both heads and members confirmed they occurred regularly. Similarly no budget planning session was ever observed but there was ample confirmation from participants that they had indeed taken place.

would have required many weeks observing each department.

However the significant fact is that the list of expected tasks was not merely an "ideal" list incorporating some unreachable goals, but a pragmatic list of duties both attainable and observable in daily practice. Consequently the similarity between expected and actual duties of the department head allowed, at least in theory, and as mentioned above, a possible flexibility of leadership behaviour in any given leadership situation, though the hypotheses posited point to a restriction of leadership styles as measured by the LEAD instruments and according to Situation Leadership Theory.

The appointment of academic heads. Though the appointment system for all academic heads in teachers' colleges had been explained during the pilot study it was thought that it should again be included as a formal question in the main study purely for information purposes, and to add further light to the position of academic department head. Hence Question 4 was concerned with appointment methods of department heads.

All colleges stated that the department head is elected from within the department by the members themselves usually for a period of office of four years. Such election may be seen as somewhat surprising in view of the generally strict regulation of promotion appointments elsewhere in the Civil Service not particularly noted for its democratic practices particularly in the sphere of up-grading of personnel. However this election is the custom within the colleges and does appear in most cases to have been adopted successfully. Some department heads are

re-elected for further terms whilst others, for a number of reasons, do not complete a full four year term. The researcher found that some department heads served no longer than a few months[1] (very rare) whilst some had been re-elected three, four and even five times.

In questioning members as to why they elected certain people the most usual answer was that they thought the person elected could do the job competently and that he was willing to carry out the tasks set down. Whilst it was theoretically possible to elect say the youngest and most inexperienced staff member, no one suggested that this would occur as it might cause problems in relation to the effectiveness, efficiency and smooth running of the department. An experienced person was considered most suitable.

Results of Questionnaires One and Two. The results of Questionnaire's One and Two are shown in Appendices M and N respectively. These data will not be dealt with as a separate entity but used throughout the presentation of results to help explain reasons for perceptions of the heads' leadership behaviour, and to assist in estimating maturity levels of department staffs.

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1. One member was elected as department head (at one Bangkok college included in the sample of colleges) during the period of a visit to the college by the researcher. This was his first appointment. Within four months he stood down. When asked why he replied that he found the position too stressful and demanding and wished only to be an ordinary member of the department. The researcher, to avoid possible embarrassment to this person and mindful of Thai custom, did not pursue with staff members other possible reasons for the head's standing down.

It should be re-emphasised that, as suggested in previous Chapters 6 and 7, the data produced from Questionnaires One and Two may have tenuous links only with the leadership behaviour of department heads either self-perceived or perceived by others. On the other hand the possibility of some causative or corroborative evidence from these data could not be ignored.

Maturity level of individual staff members or groups of staff members. This formed the basis of Question 5 and its associated hypothesis, Hypothesis 1, which posited:

> That in terms of Situational Leadership Theory, the maturity level of subordinates in academic departments of Thai teachers' colleges will range from moderately high (M3) to high (M4) in respect of their normally allocated duties as lecturers in their appropriate subject disciplines.

The major basis for postulating this hypothesis had been the findings from the previous pilot study which had indicated a reasonably high degree of task and psychological maturity (as defined by Situational Leadership Theory) amongst department members. Although the sample had been admittedly small there had been no contra indications from any empirical research, or other significant sources as to members' maturity for their normally allotted tasks. Measures of maturity were estimated using the following data sources:

a. answers to Questions 6(a) and 6(b) of Questionnaire One by department heads as to their opinions about department members' ability and willingness to carry out tasks (Appendix M);

b. oral statements from interviews with department heads;

c. answers to Questions 5(a) and 5(b) of Questionnaire Two by department members as to their own opinions about their ability and willingness to carry out tasks (Appendix N);

d. oral statements by departments during interview; and

e. personal observations where possible of staff in their actual working day.

As stated previously in Chapter 7 the decision not to use Maturity Scale instruments to measure maturity contributed to inherent weaknesses in this section of data collection and to a certain measure of arbitrariness in attempting an overall assessment of a department's maturity level. It was considered that, rather than rely solely on the researcher's own personal observations and assessment, a greater degree of accuracy and possible validity would result from utilising the academic head's perceptions, the members' own perceptions coupled with the researchers' perceptions through personal observation, of a department's maturity level. Although fully aware of the problems associated with this assessment and realising its likely subjectivity and hence its weakness, nevertheless the results were recorded as shown in Table 19.

In no case was a low or moderately low level of maturity accorded from any of the three sources, department heads, department members or the researcher himself, a result very similar to that from the pilot study. A detailed analysis of the results found that in five cases department heads rated their members higher in maturity level than did the department members rate

TABLE 19

Estimated Maturity levels of Academic Department of Thai Teachers' Colleges as Perceived by Staff Members Themselves, by Department Heads and by the Researcher in Terms of High (M4), Moderately High (M3), Moderately Low (M2) and Low (M1)

College/ Department	Ability to Undertake Tasks Perceptions by:			Willingness to Undertake Tasks Perceptions by:			Overall Estimations by Researcher of Maturity Level	Remarks
	Staff	Head	Researcher	Staff	Head	Researcher		
Ayuthija								
Agriculture	Mod.High	High	Mod.High	High	High	High	High (M4)	Head ranked members higher than members ranked themselves.
Thai	High	High	High	High	High	High	High (M4)	
Bansomdet	High	High	-	High	High	-	High (M4)	Based mainly on Heads' and members' opinions - limited opportunity for researcher observation.
Chantaburi								
Foundations of Education	Mod.High	Mod.High	Mod.High	High	Mod.High	High	Mod.High (M3)	Head ranked members lower than members ranked themselves
History	Mod.High	High	High	Mod.High	Mod.High	Mod.High	Mod.High (M3)	Head ranked members higher than members ranked themselves.
Home Economics	High	High	High	High	High	High	High (M4)	

TABLE 19 (Continued)

Estimated Maturity levels of Academic Department of Thai Teachers' Colleges as Perceived by Staff Members Themselves, by Department Heads and by the Researcher in Terms of High (M4), Moderately High (M3), Moderately Low (M2) and Low (M1)

College/ Department	Ability to Undertake Tasks Perceptions by:			Willingness to Undertake Tasks Perceptions by:			Overall Estimations by Researcher of Maturity Level	Remarks
	Staff	Head	Researcher	Staff	Head	Researcher		
Chombung								
English	Mod.High	Mod.High	Mod.High	Mod.High	Mod.High	Mod.High	Mod.High (M3)	
Physics	High	Mod.High	Mod.High	High	Mod.High	High	Mod.High (M3)	Head ranked members lower than members ranked themselves.
Petchburi								
English	High	Mod.High	Mod.High	Mod.High	High	High	Mod.High (M3)	
Thai	High	High	-	High	High	-	High (M4)	Limited opportunity for Researcher to observe.
Pranakorn								
Health	High	Mod.High	High	High	Mod.High	High	High (M4)	Head ranked members lower than members ranked themselves.
Ceramics	High	High	High	High	High	High	High (M4)	
Electronics	Mod.High	High	Mod.High	Mod.High	Mod.High	High	Mod.High (M3)	Head ranked members higher than members ranked themselves.

TABLE 19 (Continued)

Estimated Maturity levels of Academic Department of Thai Teachers' Colleges as Perceived by Staff Members Themselves, by Department Heads and by the Researcher in Terms of High (M4), Moderately High (M3), Moderately Low (M2) and Low (M1)

College/ Department	Ability to Undertake Tasks Perceptions by:			Willingness to Undertake Tasks Perceptions by:			Overall Estimations by Researcher of Maturity Level	Remarks
	Staff	Head	Researcher	Staff	Head	Researcher		
Thonburi								
Biology	High	High	High	Mod.High	High	High	High (M4)	Head ranked members higher than members ranked themselves.
English	High	Mod.High	Mod.High	High	Mod.High	High	Mod.High (M3)	Head ranked members lower than members ranked themselves.
Foundations of Education	Mod.High	High	Mod.High	Mod.High	Mod.High	High	Mod.High (M3)	Head ranked members higher than members ranked themselves.
Ubon								
Curriculum & Instruction	High	High	High	High	High	High	High (M4)	
Thai	High	High	High	High	High	High	High (M4)	

themselves whilst in four cases heads ranked their members lower then the members ranked themselves. In all other eleven departments the rankings of heads and members were similar to each other.

Reasons for the differences in the first mentioned five departments rankings are difficult to find and no particular pattern of factors is discernible but a possible explanation may be found in the department members being diffident about giving themselves kudos or praise or indeed in the natural reservedness of much of the Thai behaviour. However this does not then account for those four departments where the members rated their maturity higher than did the department head. Nor did an examination of length of service, educational qualifications, overseas service and general experience (Appendix M) produce any pattern that might explain the higher rankings, assuming that greater experience, for example, may have led to feelings and opinions of greater competence. No definite reasons could be identified as to the differences and similarities in these rankings.

Of course the inability to identify clear and positive causes may well have stemmed from the lack of sharpness in this question on the Questionnaires and the somewhat arbitrary nature of measuring responses. That no respondent, head or member, would voluntarily perceive himself as low or moderately low[1] in maturity is

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1. The scoring system of low, moderately low, moderately high, high was retained so as to match those ranking categories on the Level of Maturity Scale as depicted by Hersey and Blanchard (1977).

understandable in terms of "normal" human behaviour, yet it was thought that some respondents might, if they thought appropriate, use those categories.

On the other hand, the absence of low and moderately low rankings may be quite legitimate assuming that the majority of teachers' college staff are appointed on the bases of sound academic qualifications, a good teaching record, wide experience, and loyalty to the national Thai ideals and the Monarchy. Although it is recognised that the concept of maturity as defined in this study is somewhat imprecise and hence open to subjective interpretation, and that the methods of its measurement in this study are at best hesitant and tentative, though considered rational, the results support Hypothesis 1, that the levels of maturity in terms of Situational Leadership Theory will range from moderately high (M3) to high (M4).

Testing Hypothesis 2. The LEAD - Self instrument was used to test this hypothesis which stated that:

> Combined basic and supporting leadership styles of academic department heads of Thai teachers' colleges, as perceived by themselves (self-perception), and as measured on the LEAD - Self instrument, will be mainly Style 3 (participating - high relationship/low task) and for Style 2 (selling - high task/high relationship).

All eighteen academic department heads completed the LEAD - Self instrument as well as Questionnaire One. Table 20 indicates, in summary, the self-perceptions of the department heads' leadership styles according to Situational Leadership Theory. Styles are further designated as basic and supporting styles, and these

TABLE 20

Summary - Basic and Supporting Leadership Styles, and Style Range of Academic Department Heads as Self-Perceived from Scores obtained from L.E.A.D. - Self Instrument

Department Head of	Leadership Style				Style Range
	Style 1 High Task/low relationship ("Telling")	Style 2 High Task/high relationship ("Selling)	Style 3 High Relationship/ low task ("Participating")	Style 4 Low Relationship/ low task ("Delegating")	
Ayuthya					
Agriculture	5 BS[1]	2 SS[2]	5 BS	0[3]	1,2,3
Thai	0	8 BS	4 SS	0	2,3
Bansomdet					
English	3 SS	4 SS	5 BS	0	1,2,3
Chantaburi					
Foundations Educ.	1	5 BS	4 SS	2 SS	2,3,4
History	3 SS	6 BS	3 SS	0	1,2,3
Home Economics	1	6 BS	5 SS	0	2,3
Chombung					
English	0	8 BS	4 SS	0	2,3
Physics	0	8 BS	4 SS	0	2,3

Note: 1. BS refers to Basic Leadership Style.
2. SS refers to Supporting Leadership Style.
3. Scores of >2 do not register as either Basic or Supporting Leadership Styles.

TABLE 20 (Continued)

Summary - Basic and Supporting Leadership Styles, and Style Range of Academic Department Heads as Self-Perceived from Scores obtained from L.E.A.D. - Self Instrument

Department Head of	Leadership Style				Style Range
	Style 1 High Task/low relationship ("Telling")	Style 2 High Task/high relationship ("Selling")	Style 3 High Relationship/ Low task ("Participating")	Style 4 Low Relationship/ low task ("Delegating")	
Petchburi					
English	3 SS	5 BS	4 SS	0	1,2,3
Thai	1	8 BS	3 SS	0	2,3
Pranakorn					
Ceramics	1	4 SS	7 BS	0	2,3
Electronics	3 SS	5 BS	4 SS	0	1,2,3
Health	3 SS	4 SS	5 BS	0	1,2,3
Thonburi					
Biology	3 SS	6 BS	3 SS	0	1,2,3
English	1	5 SS	6 BS	0	2,3
Foundations Educ.	0	7 BS	5 SS	0	2,3
Ubon					
Curriculum & Instruction	2 SS	8 BS	2 SS	0	1,2,3
Thai	2 SS	7 BS	1	2 SS	1,2, ,4
TOTALS	BS:1 SS:8	BS:13 SS:5	BS:5 SS:12	BS:0 SS:2	1,2,3,4

can be seen in perspective in the curvilinear figure (Figure 23) in the four style quadrants depicted. Using the scores from Table 20 it is possible to ascertain the most frequently scored style, combining both basic and supporting in any one style, to test Hypothesis 2. Hence Table 21 shows those styles most frequently scored and the support or otherwise of Hypothesis 2 against each individual department head.

The results clearly indicate the very strong self-perceptions of Styles 2 and 3 as the most frequently scored leadership styles. Thirteen heads see Style 2 as their basic style[1], whilst four see it as their supporting style. Style 3 features strongly as a supporting style (twelve heads) with four seeing it as their basic style. Only one head (Ayuthya : Agriculture) perceived a basic style (Style 1) outside of Styles 2 and 3 and two others (Chantaburi : History; Thonburi : Biology) saw Style 1 as a supporting style.

Leaders whose LEAD - Self scores place the majority of their responses in these two styles, namely Style 2 and 3, tend to work well with individuals or groups of average levels of maturity but find it more difficult in handling problems of discipline and immature (M 1) work groups as well as "delegating" even to highly mature groups. In Style 2 much of the group's direction is provided by the leader though he usually attempts through two-way

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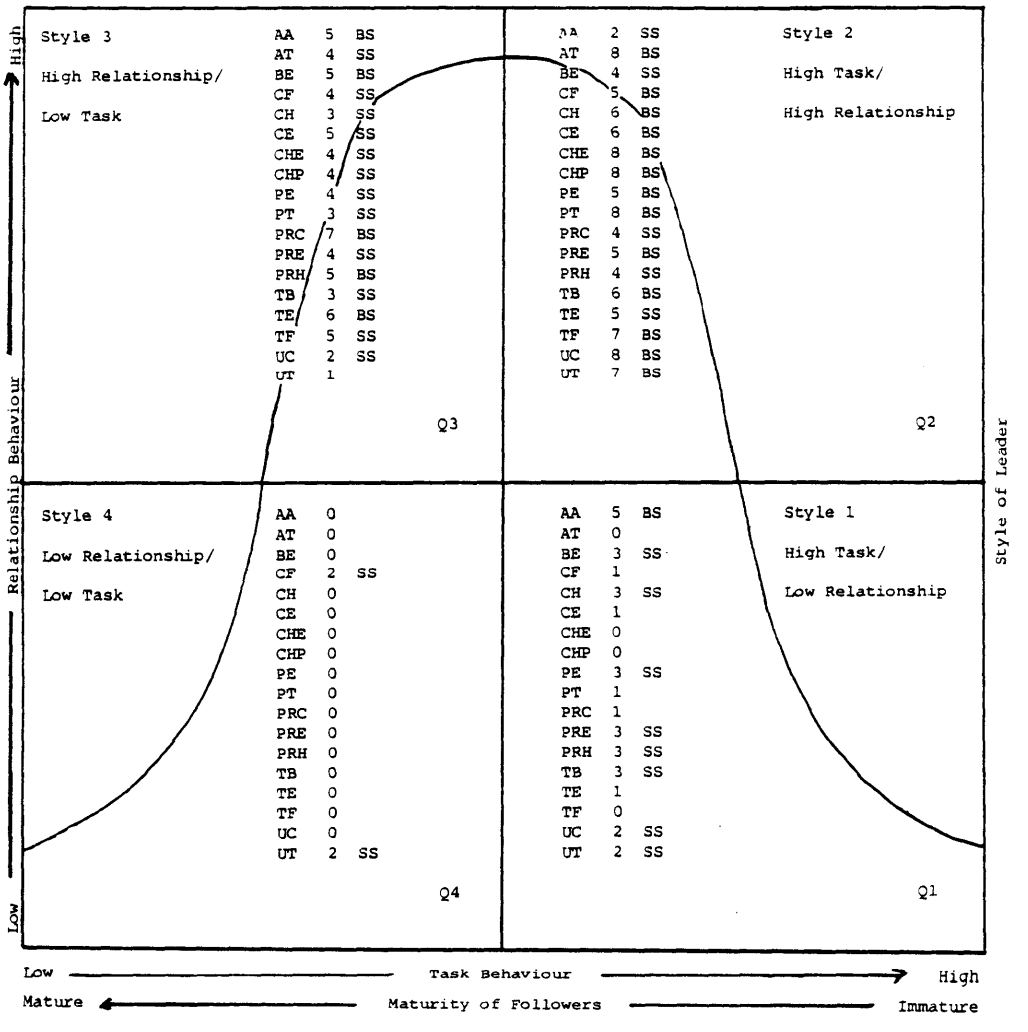
1. Any subject can so score on the LEAD instruments to produce more than one basic style or more than one supporting style. Scoring techniques have been discussed in detail in Chapter 7.

Figure 23

Leadership Style and Style Range of Eighteen Academic Department Heads of Thai Teachers' Colleges as Self-perceived and Measured on LEAD - Self

Effective Styles



Legend 1.

AA	Ayuthya:	Agriculture	PE	Petchburi:	Thai
AT	Ayuthya:	Thai	PRC	Pranakorn:	Ceramics
BE	Bansomdet:	English	PRE	Pranakorn:	Electronics
CF	Chantaburi:	Foundations Educ.	PRH	Pranakorn:	Health
CH	Chantaburi:	History	TB	Thonburi:	Biology
CE	Chantaburi:	Home Economics	TE	Thonburi:	English
CHE	Chombung:	English	TF	Thonburi:	Foundations
CHP	Chombung:	Physics	UC	Ubon:	Curriculum
PE	Petchburi:	English	UT	Ubon:	Thai

Legend 2. BS Basic Style: SS Supporting Style

Note: Scores of < 2 are not scored either as basic or supporting styles.

TABLE 21[1]

The Most Frequently Scored Basic and Supporting Leadership Styles of Academic Department Heads as Self-Perceived (LEAD-Self) - Summary of Results as Related to Hypothesis 2

College/ Department	Style 1 "Telling" High task/ Low Relationship	Style 2 "Selling" High task High Relationship	Style 3 "Participating" High Relationship low task	Style 4 "Delegating" Low Relationship low task	Hypothesis 2 Supported/ Not Supported
Ayutha					
Agriculture	5 BS		5 BS		Not Supported
Thai		8 BS	4 SS		Supported
Bansomdet					
English		4 SS	5 BS		Supported
Chantaburi					
Foundations of Education		5 BS	4 SS		Supported
History	3 SS	6 BS	3 SS		Not Supported
Home Economics		6 BS	5 SS		Supported
Chombung					
English		8 BS	4 SS		Supported
Physics		8 BS	4 SS		Supported
Petchburi					
English		5 BS	4 SS		Supported
Thai		8 BS	3 SS		Supported
Pranakorn					
Ceramics		4 SS	7 BS		Supported
Electronics		5 BS	4 SS		Supported
Health		4 SS	5 BS		Supported
Thonburi					
Biology	3 SS	6 BS	3 SS		Not Supported
English		5 SS	6 BS		Supported
Foundations of Education		7 BS	5 SS		Supported
Ubon					
Curriculum & Instruction		8 BS			Supported
Thai		7 BS			Supported
	BS:1 SS:2	BS:13 SS:4	BS:4 SS:12	BS:0 SS:0	

Legend: BS Basic Style
SS Supporting Style

1. Table 20 (pp. 288 - 289) refers to all Basic and Supporting Leadership Style scores whereas Table 21 includes only the most frequently scored Basic and Supporting Leadership Styles - hence the differences between the tables in total scores shown at the bottom of each column.

communication and socioemotional support to get subordinates psychologically to involve themselves in decisions that have to be made. Those who self-perceived Style 3 are said to emphasise a participating role with leader and staff sharing the decision-making process through two-way communication. In addition, there is much facilitating behaviour from the leader since he considers his staff to have the ability and knowledge to do the task.

Only one member, Agriculture (Ayuthya), scored heavily on Style 1 which in terms of Situational Leadership Theory is a "telling" style and most appropriate for staff of low maturity, that is for those both unable and unwilling to take responsibility and who need clear, specific directions and supervision. It is characterised by the leader defining roles and telling staff what, how, when and where to do various tasks. The head of this department had been in office only five months (Appendix M) and considered his staff of high maturity. The data yielded no special reasons for his self-perception of Style 1 except that in discussion he stated that this would be the style he would prefer to use in the situations cited in the LEAD instrument. Of course, equally strong was his perceived basic style in Style 3 one of the styles postulated in the hypothesis.

There is little doubt that the results from Table 21 support, in fifteen of the eighteen cases, the two leadership style profile of Styles 2 and 3 and on that basis can be said to support Hypothesis 2 which considered the leadership styles self-perceived would be mainly Styles 3 and 2. Thus on overall scores for this sample population these two styles are seen as the most frequently

self-perceived ones. However what is not supported is the inferred emphasis that Style 3 would score more highly on basic styles as department heads would probably show a greater trend to a "participating" style.[1] In fact only the department heads of English (Bansomdet), Ceramics (Pranakorn) and English (Thonburi) indicate this greater emphasis on the participating Style 3. Interviews, discussions and some personal observation of department heads certainly pointed to the actual frequent use of both these styles in the work situation but there was no formal evidence particularly from the personal information data (Appendix M) that could adequately explain the strong preference for Style 2 as a basic style over Style 3.[2]

Although this weakens the results in terms of their support for Hypothesis 2, it nevertheless remains, in the strict terms of Hypothesis 2, and in general agreement with the more usual two-style leadership profiles, that overall the hypothesis has to be considered as being supported as the two styles are by far the most frequently perceived by the department heads themselves.

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1. The Hypothesis 2 quite deliberately stated Style 3 before Style 2 to indicate such emphasis. This has been more fully discussed in Chapter 6.

2. Interviews, personal discussions etc. took place before the LEAD instruments had been scored and analysed, thus respondents were not able to be questioned directly on why they perceived styles in any particular way. Although this may have been a weakness in the design of the study, the problem of anonymity may have been exacerbated by such post-scoring interviews.

From the theoretical viewpoint of Situational Leadership Theory, the postulations of Hypothesis 1 with its notion of high maturity levels of department staffs, and Hypothesis 2 with its emphasis on Styles 3 and 2, would seem somewhat contradictory. Indeed the results of both hypotheses confirm, at least so far in this study, this contradiction. The moderately high to high maturity levels of staff should, in terms of Situational Leadership Theory, require the department head to adopt Styles 3 and 4 as his leadership styles as these are considered to be the most effective for such maturity levels. In theoretical terms the results indicate "over leadership" by the department head because he is using a "selling" style (Style 2) to a far greater degree than necessary especially as he has a department of moderately high to high maturity levels. The rationale for this apparent mismatch may be explained from a rather negative point of view in that there was little evidence, either from the limited pilot study or from personal observations and experiences of department heads actually using leadership Styles 1 and 4 in their daily work. This is not to say they were not in use but that they had not been observed to any great degree by the researcher. Very little indication was evident at any stage of those leadership styles which emphasised one-way communication and rigid definition of what tasks were to be done, how they were to be done and when (Style 1). Similarly few cases of delegating (Style 4) where members were able to "run their own show" were seen. Hence, almost by default, and despite above average maturity levels, Styles 3 and 2 were considered the most usual styles.

Furthermore these two latter styles seem to fit more closely the behavioural pattern of Thais in middle to lower management where there is much concern for human relationships and an effort to share communication. These two styles also seem to permit more room for compromise because of their use of socioemotional support so that there is less likelihood of direct confrontation, and argument, both factors having been noted as not contributing to the Thai ethos of maintaining harmony in all situations. Indeed Hersey and Blanchard (1977) themselves consider that Styles 2 and 3 are "safe" styles since these style choices are never far away from a leader's appropriate intervention in any leadership situation.

Taking the results from Table 21 and arguing from a hypothetical situation the findings suggest problems could arise as to effective leadership behaviour. The hypothetical situation concerns departments which could be considered of low maturity and those of high maturity. Although the department heads have perceived their leadership styles mainly as 2 and 3, problems of effective leadership could be expected to arise if the majority of staff members were very inexperienced and required detailed task orientation and very close supervision. That is, they would require a leader to exercise Style 1 for effective leadership to occur. As it happens, or as it appears to be, members are of moderate to high maturity and so Style 1, in the real situation, is not suitable. And again, what is the situation likely to be if highly mature staff (as has been estimated in this study) insist or request that they be left alone to do their tasks?

In other words a Style 4 (delegating) is called for as the most effective style yet heads would presumably be maintaining Styles 2 and 3 which according to the theory would be inappropriate. It would appear that in the last-mentioned case no such problems were observed or mentioned by heads and members in this study though this is not to say that such problems have not eventuated or will not eventuate.

One significant reaction to the results shown in Table 21 is the apparent mismatch between estimated department maturity levels (moderately high to high) and the extensive use of Styles 2 and 3 as scored on the LEAD - Self. What is suggested in terms of Situational Leadership Theory is likely "over leadership" by the department heads towards their department members.

Testing Hypothesis 3. This hypothesis is, in fact, a corollary of Hypothesis 2, and is concerned with the self-perceived style ranges of leader behaviour. Hypothesis 3 posited that:

> Style range of academic department heads of Thai teachers' colleges, as perceived by themselves (self-perception), and as measured on the LEAD - Self instrument, will be narrow, being confined in most situations to Style 3 (participating-high relationship/low task) and/or Style 2 (selling - high task/high relationship).

Table 20 under the column designated "Style Range", summarises the styles that each of the eighteen department heads perceived of themselves in the LEAD - Self. This summary has not confined itself to those styles most frequently scored (Table 21) but includes all styles that can be appropriately scored. Eight department heads have in fact limited their leadership styles to two, namely Styles 2 and 3. In not one single case do heads

perceive their range of leadership styles extending over all four styles. The implication of this restriction is that style flexibility may be somewhat limited particularly where eight department heads have scored only two of the four possible styles. Thus a limited style range indicates rigidity and an inability to modify behaviour to fit all the four basic leadership styles. The overall results from Style Range (Table 20) indicate limited potential flexibility for eight department heads but a more moderate potentiality for those ten who scored in three styles.

Apart from two department heads, Thai (Ubon) and Foundations of Education (Chantaburi) who indicated Style 4 (delegating) only as supporting styles, all remaining heads perceived themselves using styles ranging over Styles 1, 2 and 3. The lack of Style 4 seems to confirm the proposition that delegating real responsibility and leaving members well alone to undertake tasks is not considered common leadership practice even at this middle-to-low management level. Again this supports the general tenor in the literature that at present in Thai administrative practice, delegation is not widely adopted. On the other hand, although a style range encompassing only two styles, 3 and 2, was hypothesised, in keeping with Hypothesis 2 with its emphasis on the most frequently perceived styles, Style 1 (telling) with eight heads including it as a supporting style and one, Agriculture (Ayuthya) as a <u>basic leadership style</u>, is a surprising but understandable result. It is surprising in that if department heads perceive their members as being moderately high to high in maturity (as they have indicated)

then this Style 1, which is characterised by one-way communication (from the leader downwards) and heavily task-oriented, would be regarded as ineffective leader behaviour in terms of Situational Leadership Theory and would be a further example of "over leadership" because of the gross mismatch of leadership style and maturity level. However it is understandable if it is noted that in all but one case, Agriculture (Ayuthya), the style was not perceived as a basic one but rather as a supporting one so that in fact it actually received less emphasis. Then again, the generally observed intimacy of the small group situation as in the academic department may facilitate some use of this style in that the supervision of tasks, their definition etc. may be carried out in an informal manner. Although Style 1 is seen as being somewhat autocratic in manner, there was no observable evidence of such autocracy by any department head at least during the period of the study.

Although the majority of department heads did perceive Styles 2 and 3 as their most frequently perceived styles, some also perceived Styles 1, and to a far lesser degree Style 4 (two members) as supporting leadership styles. Table 22 below indicates the individual department head's style range and its support or otherwise of Hypothesis 3 that style range of department heads will generally be limited to Styles 3 and 2. Thus it can be seen that Hypothesis 3 was supported in eight departments but unsupported in the remaining ten. The evidence , therefore, on this basis, must be considered inconclusive although the greater tendency for non support of the hypothesis suggests a wider range of styles being used in the situations cited in the LEAD - Self than the researcher had postulated.

TABLE 22

STYLE RANGE OF ACADEMIC DEPARTMENT HEADS
as Self Perceived (LEAD Self)
in Relation to Hypothesis 3
(From Table 20)

DEPARTMENT HEAD OF	Style Range Over Four Leadership Styles 1,	2,	3,	4	Hypothesis 3 Supported/ Not Supported
Ayuthya					
Agriculture	1,	2,	3		Not Supported
Thai		2,	3		Supported
Bansomdet					
English	1,	2,	3		Not Supported
Chantaburi					
Foundations of Education		2,	3,	4	Not Supported
History	1,	2,	3		Not Supported
Home Economics		2,	3		Supported
Chombung					
English		2,	3		Supported
Physics		2,	3		Supported
Petchburi					
English	1,	2,	3		Not Supported
Thai		2,	3		Supported
Pranakorn					
Ceramics		2,	3		Supported
Electronics	1,	2,	3		Not Supported
Health	1,	2,	3		Not Supported
Thonburi					
Biology	1,	2,	3		Not Supported
English		2,	3		Supported
Foundations of Education		2,	3		Supported
Ubon					
Curriculum & Instruction	1,	2,	3		Not Supported
Thai	1,	2,		4	Not Supported

Testing Hypothesis 4. This hypothesis concerned the effectiveness of the leader behaviour of the department heads in adapting appropriate leadership styles to the twelve situations cited in the LEAD - Self instrument. Because it has previously been hypothesised that Styles 3 and 2 would be the two main styles self-perceived by department heads on the LEAD - Self, it follows that, as these styles would be appropriate in only six of the cited situations, effective leadership scores (style adaptability) will be low. Hypothesis 4 stated:

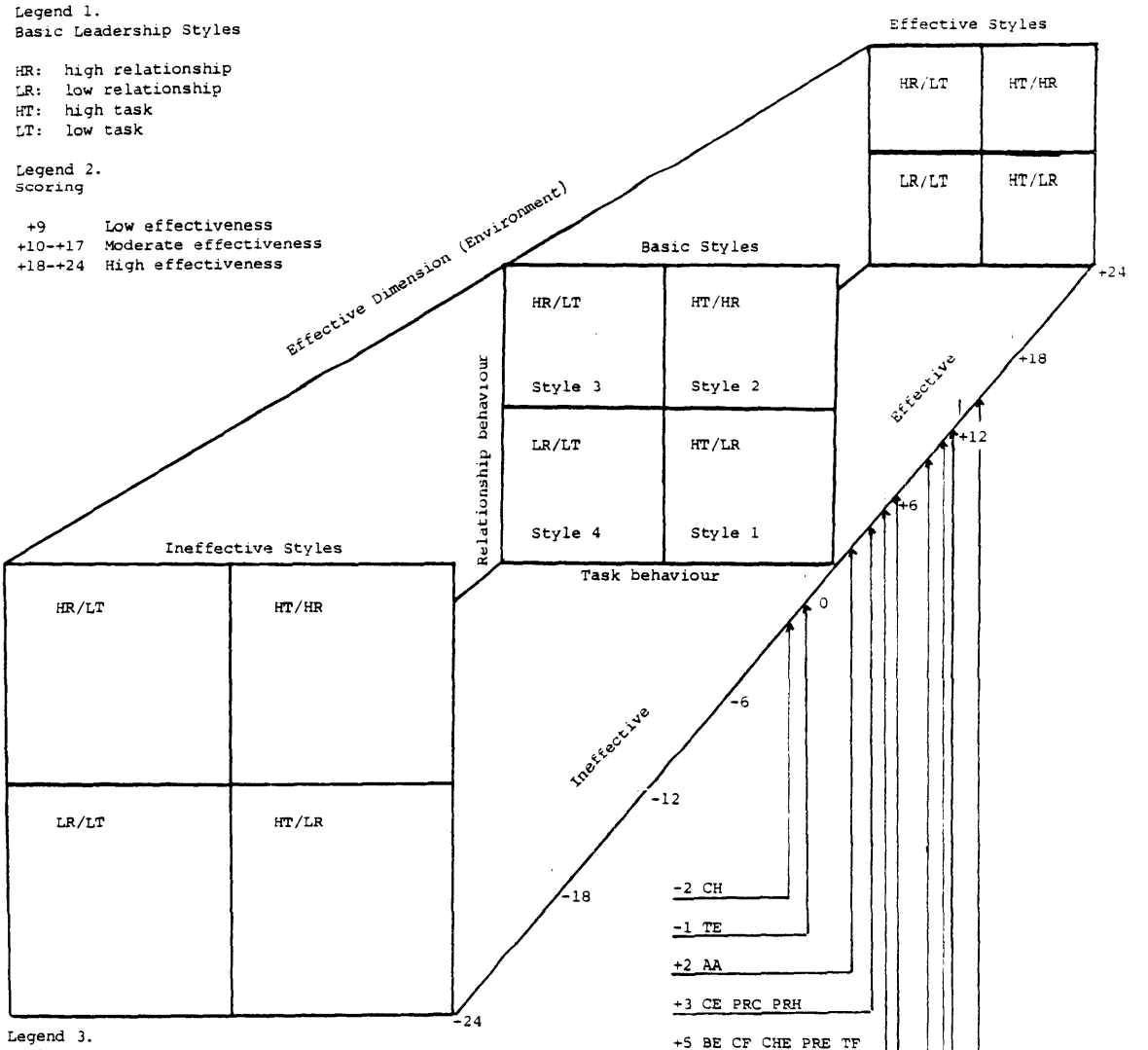
> Style adaptability of academic department heads of Thai teachers' colleges, as perceived by themselves (self-perception), and as measured on the LEAD - Self, and on the Tri-Dimensional Leader Effectiveness Model, will result in low effectiveness scores.

Scores of style adaptability were calculated using the data from Table 20 which shows the style range based on all styles perceived by the department heads themselves (LEAD - Self). These scores were integrated with the Tri-Dimensional Leader Effectiveness Model (Figure 7) along the effectiveness - ineffectiveness dimension and are depicted in Figure 24 . The scores are further categorised as being of low effectiveness ($<$ +9), moderately effective (+10 to +17) and highly effective (+18 to +24) in accordance with the scoring categories stipulated in Chapter 7.

Table 23 shows the style adaptability scores and categories tested against Hypothesis 4 which postulated in all cases low effectiveness scores. Only three of the eighteen heads have scored results considered to be moderately high, English and Thai (Petchburi) and Biology (Thonburi), with all remaining fifteen heads falling

Figure 24

Summary of Scores of Style Adaptability of Eighteen Academic Department Heads of Thai Teachers' Colleges as Self-perceived (LEAD - Self) and Scored on Tri-Dimensional Leader Effectiveness Model



Legend 3.
Colleges and Departments

AA	Ayuthya:	Agric	PE	Petchburi:	Thai
AT	Ayuthya:	Thai	PRC	Pranakorn:	Ceramics
BE	Bansomdet:	English	PRE	Pranakorn:	Elect
CF	Chantaburi:	Found Ed	PRH	Pranakorn:	Health
CH	Chantaburi:	History	TB	Thonburi:	Biology
CE	Chantaburi:	Home Ec	TE	Thonburi:	English
CHE	Chombung:	English	TF	Thonburi:	Found Ed
CHP	Chombung:	Physics	UC	Ubon:	Curric
PE	Petchburi:	English	UT	Ubon:	Thai

Table 23

Style Adaptability Scores of Department Heads

as Self-perceived on Tri-Dimensional

Leader Effectiveness Model-Summary

of Results from Figure 24

as Related to Hypothesis 4

College/ Department	Ineffectiveness/ Effectiveness Score	Low[1] Moderate High	Hypothesis 4 Supported/ Not Supported
Ayuthya			
Agriculture	+2	Low	Supported
Thai	+9	Low	Supported
Bansomdet			
English	+5	Low	Supported
Chantaburi			
Foundations of Educ.	+5	Low	Supported
History	-2	Low	Supported
Home Economics	+3	Low	Supported
Chombung			
English	+5	Low	Supported
Physics	+6	Low	Supported
Petchburi			
English	+10	Moderate	Not Supported
Thai	+13	Moderate	Not Supported
Pranakorn			
Ceramics	+3	Low	Supported
Electronics	+5	Low	Supported
Health	+3	Low	Supported
Thonburi			
Biology	+10	Moderate	Not Supported
English	-1	Low	Supported
Foundations of Educ.	+5	Low	Supported
Ubon			
Curriculum & Instruction	+8	Low	Supported
Thai	+9	Low	Supported

1. Scored as follows:

$<$ +9	low
+10 to +17	moderate
+17 to +24	high

Full details of scoring procedures in Chapter 7.

in the low category. This suggests that the great majority are not seen as being able to vary their leadership styles appropriately to the demands of different situations as posed in the twelve situations of the LEAD - Self. Of the three heads who self-perceived moderately high style adaptability it was thought that lengthy experience in the position may have contributed to a better understanding of leadership behaviour and thus, at least from the theoretical perspective, made for higher scores. In addition overseas experience may also have broadened their views of administrative behaviour but this was not confirmed in interview. Appendix M showing heads' personal data does not indicate any such pattern as for example the English (Petchburi) head has only six months' experience in the position whilst his Thai department colleague has had eleven years. In fact no pattern of possible causative or corroborative data emerges from the personal particulars of department heads (Appendix M) either for those who scored moderately high or for those who scored low. What has to be kept in mind is that, as in other LEAD - Self scores, these scores have been derived from the department heads' self-perceptions of their leader behaviour and, thus, their scores as shown in Table 23 on style adaptability, may be quite different from scores as perceived by their staff members.

The problem of analysing and interpreting the data of the effectiveness scores from the Tri-Dimensional Leader Effectiveness Model is that there may be no correlation between these scores and the academic head's actual effectiveness in his real work

situation. Indeed the researcher has found that the Thai department heads are working on actual task assignments with staff members whom the researcher considers (and so do department heads and members) are of moderately high to high maturity yet the twelve situations posed permit the head to make responses as to leadership style on all four levels of maturity.

However what may be reasonably presumed from these results is that the department heads have carried over the leadership styles they consider they usually use in real life situations and imposed them on the majority of the posited situations regardless of their appropriateness in terms of the various maturity levels of followers variously implied in each of those situations. If this is the situation, and keeping in mind that Styles 2 and 3 were by far the most common leadership styles self-perceived by the heads, then low effectiveness scores must result. Indeed the total effectiveness scores must be considered in view of these circumstances the least significant of the data derived from the LEAD instruments. What may be more fruitful, but certainly not part of this overall study of leadership behaviour in terms of diagnosing and improving individual department head's leadership behaviour, would be to examine each head's response to each situation to see if he scored a +2 (most effective leadership behaviour) and where he scored a -2 (least effective leadership behaviour). This would afford some insights into areas where the head tends to be naturally effective and those where improvements to leadership behaviour could be made especially where the actual work situations were likely to involve followers

with a wide variety of maturity levels.

Overall, the results shown in Table 23 indicate strong support for Hypothesis 4 with fifteen of the eighteen department heads indicating from their LEAD - Self scores, low effectiveness scores on style adaptability.

It may be assumed, however, that if a training programme using Situational Leadership Theory as a base were to be provided, then if such a programme were successful, a second application of the LEAD - Self would result in style adaptability scores being much higher. This would indicate appropriate style range and appropriate leadership styles to match leadership situations hence a much higher score in style adaptability. In this initial study no such training programme has been proposed.

A summary of the results of the testing of the four hypotheses from this chapter is shown below in Table 24.

Table 24

Summary of Results of the Testing of Hypotheses 1 to 4

Hypothesis	Subject Area	Result
1	Maturity Levels of Departments Moderately High to High	Supported
2	Most Frequently Scored Leadership Styles 3 and 2 as Self-perceived on LEAD - Self	Supported - main emphasis on Style 2 not Style 3
3	Style Range narrow being confined to Styles 3 and 2	Inconclusive result. Slight tendency to non support.
4	Style Adaptability Scores will be low as measured on Tri-Dimensional Leader Effectiveness Model	Supported

The following chapter, Chapter 9, continues the presentation and analysis of results and commences with results from the LEAD - Other instrument. Specifically the chapter examines Hypotheses 5 to 9 as well as Question 10 on Thai culture.