

CHAPTER 9

PRESENTATION AND ANALYSIS OF RESULTS [CONTINUED]

This chapter continues the presentation and analysis of results and deals with Questions 7 to 10 and Hypotheses 5 to 9 as posed in Chapter 6.

Testing Hypothesis 5. Hypotheses 5, 6 and 7 involved a total possible population of one hundred and fifty-eight staff members (excluding department heads) from eighteen academic departments from eight Thai teachers' colleges. Although the design had originally called for a random selection of at least fifty percent of staff members from the selected departments, the exigencies of the day-to-day situations during college visits by the researcher prevented such random selection. Provided at least fifty percent of the members of any department that had been made available by the selected college were able to participate in the project then those members and those departments were used by the researcher. It was soon evident also that randomly selected samples from among department members was not a realistic and feasible proposition as on many occasions only about sixty or seventy percent of staff would be available at any time. It was further considered that at least a fifty percent sample from any department would still offer a reasonable body of data from which to base valid results. In any case the

daily work situation in the colleges made this the only satisfactory course that could be realistically adopted. All participating staff members were given the LEAD - Other and Questionnaire Two to complete. Table 25 indicates the number of LEAD - Other instruments distributed and the number and percentage of collected responses.¹

In all cases but one, the percentage of participating staff of a department over the total membership of that department ranged from fifty-six percent (English; Petchburi) to one hundred percent (Home Economics, Chantaburi; Ceramics and Electronics, Pranakorn). The one exception was the Thai department at Ayuthya where the figure was forty-eight percent. Although fifty percent had been laid down as the minimum for acceptance because ten of the twenty-one staff members represented a large number of members from the department and the percentage was short by only two, the researcher considered it realistic to include this department in the project.

The most significant of these data however refer to the number of properly completed LEAD - Other instruments from which results could be analysed. Despite the careful briefing by the researcher and by a Thai interpreter, the overall (assumedly unthreatening) supervision by the researcher, the lack of any specific time limit, the presumed willingness of the member to

1. A separate table has not been included for the distribution, percentage responses etc. for Questionnaire Two as these questionnaires were distributed, answered and collected together with the LEAD - Other. The percentage responses are in fact the same as for the LEAD - Other.

Table 25 1

Number of LEAD-Other Instruments and Questionnaires Distributed to Staff Members of College

Departments - General Response Rates Including Numbers and Percentages of

Staff Members Interviewed

College and Department	Total Staff of Dept. exclud.Head	No. Instruments Distributed	% of Staff particip. of total staff	No. Instruments Completed	% of usable Instruments returned of total instruments issued	No. Staff interview	% of Staff inter. of staff complet. instruments	Remarks
<u>Ayuthya</u> Agriculture Thai	7 21	6 10	86 48	6 7	100 70	2 2	33 29	5 members leave 6 unavailable
<u>Bansomdet</u> English	14	8	57	6	75	1	12	6 members did not attend project meeting
<u>Chantaburi</u> Foundations of Educ.	8	5	63	4	80	1	25	1 member leave 2 unavailable
History	6	5	83	4	80	1	25	1 member leave
Home Econ.	3	3	100	3	100	1	33	

1. A separate table has not been included for Questionnaire Two as it was distributed, answered, and collected at the same time as the LEAD-Other. The number distributed, answered, and collected corresponds exactly with that of the LEAD-Other.

Table 25 (continued)

Number of LEAD-Other Instruments and Questionnaires Distributed to Staff Members of College

Departments - General Response Rates Including Numbers and Percentages of

Staff Members Interviewed

College and Department	Total Staff of Dept. exclud. Head	No. Instruments Distributed	% of Staff particip. of total staff	No. Instruments Completed	% of usable Instruments returned of total instruments issued	No. Staff interview	% of Staff inter. of staff complet. instruments	Remarks
<u>Chombung</u> English Physics	6	4	67	4	100	1	25	2 unavailable
	5	3	60	3	100	-	-	2 members leave No one wished to be interviewed
<u>Petchburi</u> English Thai	12	10	83	7	70	2	29	1 member leave 1 unavailable
	16	9	56	7	78	1	14	7 unavailable on inservice course
<u>Pranakorn</u> Ceramics Electronics Health	4	4	100	3	75	1	33	
	3	3	100	3	100	1	33	
	7	5	71	3	60	1	33	2 unavailable

Table 25 (continued)

Number of LEAD-Other Instruments and Questionnaires Distributed to Staff Members of College

Departments - General Response Rates Including Numbers and Percentages of

Staff Members Interviewed

College and Department	Total Staff of Dept. exclud. Head	No. Instruments Distributed	% of Staff particip. of total staff	No. Instruments Completed	% of usable Instruments returned of total instruments issued	No. Staff interview	% of Staff inter. of staff complet. instruments	Remarks
Thonburi Biology	7	4	57	3	75	1	33	1 member leave 2 unavailable
English Foundations of Educ.	7	5	71	5	100	2	40	2 members leave
	8	7	87	7	100	1	14	1 unavailable
Ubon Curriculum and Instruction Thai	10 14	7 12	70 86	7 12	100 100	2 2	29 17	3 members study leave 2 unavailable
8 Colleges 18 Departments	158	110	70% av.	94	85% av.	23	24% av.	

participate and the opportunity to ask questions at any time during the completion of the LEAD - Other, not all of these instruments were returned or correctly completed. Table 25 indicates the percentage of usable LEAD - Other instruments over the total number distributed. This percentage ranges from sixty percent to one hundred percent, the average percentage being eighty-five which is considered high.

By far the most common problem of the sixteen LEAD - Other instruments not considered usable by the researcher was either the omission of an answer, intentional or unintentional, or two or more answers to one question.¹ The researcher, only when asked, answered questions to problems arising in the LEAD - Other. It was not considered appropriate behaviour on the part of the researcher to examine completed instruments in front of the Thai subjects or to ask them even at a later stage to re-submit. In view of the small percentage involved, the incorrectly completed LEAD - Other instruments were not further considered in the project nor were their attached Questionnaires Two. An eighty-five percent usable LEAD - Other rate was thought to be sufficient from which to draw conclusions.

Hypothesis 5 was specifically concerned with how a department's staff members perceived the basic and supporting leadership style or styles of their department head.

1. For the LEAD - Other to be usable all questions must be answered and only one answer can be chosen from the four alternative answers posed for each question.

In particular it was hypothesised that:

Combined basic and supporting leadership styles of academic department heads of Thai teachers' colleges, as perceived by their subordinates (staff members) and as measured on the LEAD - Other instrument, will be mainly Style 2 (selling - high task/high relationship) and/or Style 3 (participating - high relationship/low task).

Of the one hundred and ten participating staff members who received a LEAD - Other instrument and a Questionnaire Two, ninety-four members completed the instruments satisfactorily (Table 25). Personal and other data were gathered from Questionnaire Two from these ninety-four members and are shown in Appendix N. Table 26 indicates in summarised form¹ for each department the basic and supporting leadership styles of department heads as perceived by their staff members. In this latter table also is depicted style range which is an obvious corollary of the perceived leadership styles.

Although this study is concerned mainly with overall patterns and trends of leadership behaviour and not specifically with individual behaviours, it is considered necessary to test Hypothesis 5 against each department's results, then examine the findings in their totality for the purpose of identifying, if possible, particular trends or patterns of leadership behaviour. Furthermore it is hoped that by using the data from Questionnaire One (Appendix M), Questionnaire Two (Appendix N)

1. Full details of the individual results from each of the eighteen departments and ninety-four staff members are shown in Appendix P.

Table 26

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

College/ Department	Number of Staff Members ¹ Perceiving Each Leadership Style of Their Department Heads								Style Range
	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		
	Basic	Supporting	Basic	Supporting	Basic	Supporting	Basic	Supporting	
<u>Ayuthya</u>									
Agriculture	0	2	2	3	2	3	4	0	1, 2, 3, 4
Thai	1	1	3	3	3	2	3	2	1, 2, 3, 4
<u>Bansomdet</u>									
English	0	0	4	1	3	2	2	0	2, 3, 4
<u>Chantaburi</u>									
Foundations of Education	0	3	4	0	0	4	0	0	1, 2, 3
History	0	1	2	2	1	3	1	1	1, 2, 3, 4
Home Economics	2	1	0	3	1	2	0	1	1, 2, 3, 4
<u>Chombung</u>									
English	0	1	2	2	1	1	2	1	1, 2, 3, 4
Physics	0	0	2	1	1	1	0	2	2, 3, 4
<u>Petchburi</u>									
English	0	1	2	4	1	4	4	2	1, 2, 3, 4
Thai	1	2	3	4	1	6	3	3	1, 2, 3, 4
<u>Pranakorn</u>									
Ceramics	0	1	3	0	0	2	1	1	1, 2, 3, 4
Electronics	0	0	1	1	0	3	2	1	2, 3, 4
Health	0	0	1	2	0	3	2	1	2, 3, 4

¹ Any one staff member can attribute more than one basic or supporting leadership style to his department head. The basis of scoring the LEAD-Other and categorizing leadership styles into basic or supporting has been previously explained in Chapter 7.

Table 26 (continued)

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

College/ Department	Number of Staff Members ¹ Perceiving Each Leadership Style of Their Department Heads						Style Range		
	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	
	Basic	Supporting	Basic	Supporting	Basic	Supporting			
<u>Thonburi</u>									
Biology	0	1	2	1	0	3	1	2	1, 2, 3, 4
English	1	3	4	1	0	4	0	1	1, 2, 3, 4
Foundations of Education	0	3	3	3	3	4	2	1	1, 2, 3, 4
<u>Ubon</u>									
Curriculum and Instruction	0	4	6	0	1	4	0	3	1, 2, 3, 4
Thai	1	5	6	2	2	7	6	4	1, 2, 3, 4
TOTALS	6	29	50	33	20	58	33	26	1, 2, 3, 4

1 Any one staff member can attribute more than one basic or supporting leadership style to his department head.
The basis of scoring the LEAD-Other and categorising leadership styles into basic or supporting has been
previously explained in Chapter 7.

and observations of departments based on the Observation Schedule (Appendix L) some explanations could be proffered as to why department members perceived their head's leadership styles as they did.

From Table 26 it is possible to calculate the most frequently scored combinations¹ of basic and supporting leadership styles in the same way as had been previously done for the testing of Hypothesis 2 in relation to the LEAD - Self instrument. Table 27 indicates the most frequently scored styles as perceived by members on the LEAD - Other and tests these scores department by department against Hypothesis 5.

In terms of the most frequently perceived leadership styles Table 27 shows that only three departments' staffs saw their department heads as limiting their styles to Style 2 and 3 as had been posited in Hypothesis 5. The evidence points to the fact that eleven of the eighteen departments saw Styles 2, 3 and 4 as the most frequently perceived styled on the LEAD - Other indicating not only the "selling" and "participating" styles that had been hypothesised but adding a strong trend towards "delegating" which had not been considered as a widely practised leadership style amongst Thai personnel generally nor amongst

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1. In the case of department members' perceptions of their head's leadership behaviour (LEAD - Other), the most frequently scored combination of basic and supporting leadership styles refers only to that combination of styles where at least two-thirds of the members of any individual department perceive any particular style. Scoring has been more fully explained in Chapter 7.

Table 27

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

College/ Department	Style 1 "Telling" High task/Low relationship	Style 2 "Selling" High task/high relationship	Style 3 "Participating" High relation- ship/low task	Style 4 "Delegating" Low relation- ship/low task	Hypothesis 5 Supported/ Not Supported
<u>Ayuthya</u> Agriculture Thai		2BS : 3SS 3BS : 3SS	2BS : 3SS 3BS : 2SS	4BS 3BS : 2SS	Not Supported Not Supported
<u>Bansomdet</u> English		4BS : 1SS	3BS : 2SS		Supported
<u>Chantaburi</u> Foundations of Educ. History Home Econ.	3SS 2BS : 1SS	4BS : 2SS 2BS : 3SS	4SS 1BS : 3SS 1BS : 2SS		Not Supported Supported Not Supported
<u>Chombung</u> English Physics		2BS : 2SS 2BS : 1SS	1BS : 1SS	2BS : 1SS 2SS	Not Supported Not Supported
<u>Petchburi</u> English Thai		2BS : 4SS 3BS : 4SS	1BS : 4SS 1BS : 6SS	4BS : 2SS 3BS : 3SS	Not Supported Not Supported
<u>Pranakorn</u> Ceramics Electronics Health		3BS 1BS : 1SS 1BS : 2SS	2SS 3SS 3SS	1BS : 1SS 2BS : 1SS 2BS : 1SS	Not Supported Not Supported Not Supported
<u>Thonburi</u> Biology English Foundations of Educ.	1BS : 3SS	2BS : 1SS 4BS : 1SS 3BS : 3SS	3SS 4SS 3BS : 4SS	1BS : 2SS	Not Supported Not Supported Supported
<u>Ubon</u> Curriculum and Instruction Thai	4SS	6BS 6BS : 2SS	1BS : 4SS 2BS : 7SS	6BS : 4SS	Not Supported Not Supported
<u>TOTAL</u> Number of persons scoring each style	BS : 2 SS : 4	BS : 17 SS : 15	BS : 11 SS : 17	BS : 10 SS : 10	

Legend : BS : Basic Style
SS : Supporting Style

heads of academic departments in teachers' colleges. The low scoring in Style 1 with only four of the eighteen scoring is in line with the general tenor of Hypothesis 5. It is thus clear that in overall terms Hypothesis 5 is not supported as three departments only meet the criteria laid down in Hypothesis 5 that Styles 2 and 3 would be the most frequently perceived leadership styles.

Examining briefly each department individually to attempt to ascertain the reasons for the non-support of Hypothesis 5 the following comments are offered.

Ayuthya's Agriculture Department added Style 4 as a basic style of their head. Appendix P shows four of the six members perceiving Style 4 and to a lesser degree Styles 2 and 3. Style profile 4 and 3 tends to be representative of very effective managers in organisational settings where there is a mature, competent staff that does not require much direction from above. Hersey and Blanchard (1977 : 254) state that in their results, this profile has been found among people who have studied or are practising in the area of humanistic education, a general objective, in fact, of much of the Thai teacher education. From Appendices M and N showing department heads' and members' personal particulars respectively, no particular pattern of factors relating to length of service, academic qualifications or decision - making involvement for example, emerges as possible explanations for the perceived leadership styles. However the high score on Style 4 may possibly be accounted for on the bases of the high maturity level (M4) of the department ascribed by

the head together with his relatively short period (five months) as head; this short period perhaps contributing to a greater reliance on experienced staff members and hence suggestive of delegating style. The head is seen as using a high degree of delegation, a leadership style considered by Hersey and Blanchard as being most appropriate where the staff are capable and willing. The staff also see this head as being capable of using a wide variety of styles (Table 26) indicating a degree of flexibility in leadership behaviour. Personal interviews with the head and limited observation of some aspects of the daily operations of this department supported the highly co-operative nature of both staff and head hence adding support to the perceptions of Style 4 by the members.

The Thai Department of Ayuthya is seen as dividing their head's leadership styles almost equally between Styles 2, 3 and 4 (Table 26). As predicted in Hypothesis 5 Styles 2 and 3 feature strongly but the equal scoring Style 4 as a basic and supporting style may have similar explanations as the previously mentioned department. The head has had only six months in the leadership role and he has a very high regard for his staff rating them (M4) on the maturity scale (Appendix M). Thus he could be seen as making effective use of their expertise and co-operation in actual daily operations. Again Style 4 is considered the most effective style of leadership in dealing with mature staff. The staff have had long experience in the department with no participating member having less than ten years experience (Appendix N). The sample of interviewed members (Table 25) stated that they

were involved in decision-making as were other members. Personal observations by the researcher of this department were not sufficient to permit valid conclusions about actual leadership behaviour of the head, though it was evident from both staff interviews and from that of the head that the styles perceived from the LEAD - Other by members were in fact being practised.

The Foundations of Education Department (Chantaburi) show all four staff members perceiving Style 2 as the only basic leadership style but with significant use of supporting Styles 1 and 3. The perception of Styles 2 and 3 was predicted but the scoring of Style 1 by three of the four members, although only as a supporting style, is difficult to explain. Nothing in the personal data of the head or members (Appendices L and M respectively) offers valid reasons nor was any particular comment from personal interview able to shed light for the scoring of Style 1. Certainly, personal observation of the department, though limited, did not reveal other than the more usual Styles 2 and 3.

Table 27 shows Styles 1, 2 and 3 as being the most frequently scored leadership styles of the department head of Chantaburi College's Home Economic Department with the scores being equally divided between these three styles. The head has been in the position for one year (Appendix M) and his strong "telling" style as perceived by his members may be a reflection of inexperience in working with moderately high mature staff members. Two members of the three stated (Appendix N) that they were not involved in department decision-making hence their view that the

leader's style would be more likely to involve Style 1. This view was only partially substantiated in personal interview with one staff member (Table 25) and was not supported in the interview with the department head.

It had not been predicted that Style 1 would have been seen as a major basic style in departments especially in view of the estimated high maturity levels of members. This style is allied to the autocratic style and in Situational Leadership Theory more likely to be effective where members are immature and need much specific direction from the leader. It is not a style which emphasises much two-way communication especially in terms of decision-making. In terms of the theory offered and in view of the head's high opinion of the maturity level of the staff the perceived Style 1 appears to be the most inappropriate this head could adopt. It suggests "over leadership" where members have high levels of maturity but the head is using Style 1 (telling) to a much greater degree than is necessary. The members' estimates of their own maturity are also high (Table 19) and this further supports Style 1 as being ineffective in this department. However Table 26 also reveals supporting styles over the four possible styles indicating a degree of flexibility as seen by the members. Personal observation of this department in action revealed a highly competent, well organised and enthusiastic department with no apparent leadership problems.

At Chombung College the English Department staff perceived Styles 2 and 4 as being the most frequently scored styles of their head (Table 27) but saw supporting styles in Styles 1 and 3

(Table 26). The staff was highly qualified with service ranging from seven to ten years and with three of the four indicating their participation in decision-making (Appendix N) and three of the four assuming high maturity levels. These data suggest in Situational Leadership Theory Style 4 as being highly appropriate leadership behaviour. Style 2 had been predicted but Style 4 might be explained in terms of the data above and from the head's statements in interview that he had a very sound working relationship with his department. Limited personal observation certainly revealed this latter characteristic and supported in actual practice, the use of Style 4.

The Physics Department at Chombung scored Styles 2, 3 and 4 as the most frequently perceived. Again Styles 2 and 3 were predicted. Members stated in Appendix N that they were all involved in department decision-making and this presents support for the scoring of Style 4 as a leadership style of their head. Furthermore their long experience as staff members may further enhance the likelihood of being left to do tasks by their head. Personal interview with the department head revealed his own belief in delegating where possible even though he had been only one year in the position. He realised too that his staff were very experienced. Observation of some aspects of the department's work served to strengthen the above data.

The English Department (Petchburi) scored equally strongly on Styles 2, 3 and 4 although the highest individual style scored was a basic style in Style 4 (Table 27). Although Styles 2 and 3 had been posited in Hypothesis 5, Style 4 featured heavily in

this department's perceptions. This was a highly experienced staff in terms of years of service and academic qualifications (Appendix N), and with five of the seven members indicating in their personal data that they were involved in decision-making in the department. Not only that but they considered themselves mostly high in maturity hence this is supportive of Style 4 being a most appropriate leadership style. The head's high perception of his members' maturity (Table 19) also adds to his likely use of the delegating form of Style 4. His own statement in interview of his belief in working closely with his staff and attempting to share decision-making further supports his use of Style 4 in the daily work situation. Personal interviews with the staff sample (Table 25) indicated their opinion that participation and delegation were features of the head's administration. Actual observation of this department in action was too restricted to make valid judgements as to actual daily operations of leadership styles.

As with the previous department, the Thai Department (Petchburi) scored Styles 2, 3 and 4 as most frequently perceived on the LEAD - Other (Table 27). In fact a wide range of styles was scored by this department (Table 26). This too was a staff with members of long experience, high academic qualifications, with six of the seven stating they were involved in decision-making and all considering themselves capable of undertaking allotted tasks (Appendix N). The data reveal that Style 4 can be a logical choice in the members' perceptions especially with the head's view (Appendix M) that his staff are highly mature.

The one staff member interviewed did not indicate other than the leadership behaviours of selling (Style 2) and participating (Style 3) as being used by the department head. Again, at this college there were limited opportunities to use the Observation Schedule for personal observations hence no useful judgements were made as to actual use of leadership styles in the work situation.

The Ceramics Department at Pranakorn College shows in Table 27 Styles 2, 3 and 4 as being the most frequently scored with Style 2 being scored as a basic style by all three members. The department has been observed as a very close knit one with very experienced staff members all of whom are considered to be of high maturity. Personal interview with the head and members reveals a well co-ordinated department in which Styles 2, 3 and 4 appear appropriately used in practice.

The Electronics Department (Pranakorn) also indicates Styles 2, 3 and 4 with greatest emphasis on Style 4 (Table 27). Again there is complete agreement as to members' high maturity level both by the members themselves (Appendix N) and by the head (Appendix M). This suggests strongly that the delegating style (Style 4) is very likely to be frequently adopted by the department head and this is certainly confirmed by the researcher's observations of the department's daily operations and by interviews with the head and members.

Table 27 similarly indicates for Pranakorn's Health Department Styles 2, 3 and 4 as the most frequently perceived by members on the LEAD - Other. Table 26 shows them scoring equally over these three styles. Observations, coupled with data from personal

information of Appendices L and M, strongly support the use of Style 4 in actual practice.

At Thonburi College, three departments participated; Biology, English and Foundations of Education. The Biology Department saw Styles 2, 3 and 4 as the most frequently perceived (Table 27). Table 27 shows that all three styles were equally scored. The inclusion of Style 4 over the predicted Styles 2 and 3 was in part answered by the department head who, in interview, expressed firm belief in giving experienced members appropriate responsibility, despite the view given by two of the three members (Appendix N) that they were not involved in department decision making. The explanations therefore conflict but nevertheless Style 4 is perceived by the members as a style likely to be used by their head. The one member interviewed (Table 25) considered that the department worked well and that responsibility for tasks was often shared. The researcher's observations of the daily practice of the department, though restricted, supported the cooperative nature of the department.

The English Department's results differ from those of the Biology Department by including Style 1 as one of the most frequently perceived styles on the LEAD - Other and excluding Style 4 (Table 27). In fact Styles 1, 2 and 3 are roughly equally scored. Although Styles 2 and 3 were predicted, Style 1 was not. The head has been in office just six months and considers his members to be of high maturity suggesting the appropriate use of Style 4 rather than Style 1 (Appendix M). The perception of Style 1 suggests the "over leadership" syndrome by the too

frequent use of this "telling", directive leadership style particularly with members of high maturity levels. However, two of the three members consider that they are not heavily involved in departmental decision-making (Appendix N) so that there is the suspicion of autocratic leadership style. The contradictions between maturity levels and involvement in decision-making cloud the situation in attempting explanations of perceived leadership styles especially leadership Style 1. Whether relative inexperience of the head affords reasons for the use of Style 1 was not verified by staff interview or observations of the department at work. The head however in interview stated that he wanted to be closely involved with his staff, that he felt he should try to outline tasks clearly and that he needed to have discussion with staff members. This suggests emphasis not only on Style 1 but also on Styles 2 and 3. As with the Biology Department systematic observation of the head's leadership behaviour in actual practice was insufficient to warrant valid conclusions in this respect.

At Ubon College, the participating departments were Curriculum and Instruction and Thai. In the Curriculum and Instruction Department Styles 2 and 3 were heavily scored (Table 27) but Style 1 also qualified as being a most frequently scored style. The inclusion of Style 1 by four of the seven members as a supporting style is not easy to explain. Appendices M and N indicate a mostly high maturity level of staff perceived both by the department head and by the members themselves. The head also considers the department highly cooperative and very well qualified.

Personal interview did not reveal any information as to why Style 1 should be used nor did staff give any such indication.

Observance during the stay at this college revealed only a highly co-operative well run department with no apparent administrative problems.

Members of the Thai Department (Ubon) scored heavily on Styles 2, 3 and 4 and these are shown in Table 27 as being the most frequently scored styles. The inclusion of Style 4, additional to the predicted Styles 2 and 3, may be explained, in part at least, by the head's statement that co-operation with members on all aspects of the department's operation was a feature of the department. If this were so, then a delegating style (Style 4) is likely to be used in daily practice. Interestingly enough and in some ways contradictory to the head's statements are the data in Appendix N which show six of the twelve members suggesting they are not involved in department decision making. No other patterns of data from either Appendix M and N indicate specific reasons for the inclusion of either Styles 1 or 4 in the members' perceptions on the LEAD - Other about their head's leadership behaviour. Personal observation by the researcher confirmed a well organised department and the use of Styles 2, 3 and 4.

Although the results of fifteen of the eighteen departments did not support Hypothesis 5, every one of these fifteen included Styles 2 and 3 as amongst the most frequently scored styles (Table 27) as had been posited. However the hypothesis was not supported, only because of the inclusion of an additional style

that had met the criterion of being most frequently scored and in eleven of these fifteen this additional style had been the delegating Style 4. In only four cases was Style 1 listed. What the results suggest is a far wider use of a combination of Styles 2, 3 and 4 than had been anticipated by the researcher. General observations of departments during college visits also indicated that, despite the low style adaptability scores as self-perceived by department heads (Table 12), leadership behaviour seemed to adapt well in the actual working situation.

In terms of Situational Leadership Theory, Styles 3 and 4 are the most appropriate styles to be adopted in situations where moderate to high staff maturity levels exist and this does appear to be the case in these eleven departments. On the other hand Style 1 (except for four departments) is generally omitted suggesting that its highly directed, perhaps autocratic, style is not seen by members as a style likely to be used by heads. At no time throughout the project at department level was it actually observed in daily operation by the researcher, though this is not to say that it does not occur. Interviews also did not generally suggest that it was much, if at all, in use. In Situational Leadership Theory Style 1 is considered most appropriate where members are of low maturity, and in the Thai situation no departments were estimated to be below moderately high (M3) maturity levels. Hence the non-use of Style 1 seems fitting under these conditions.

Three departments only showed scores on Styles 2 and 3 that fully supported Hypothesis 5. They were English (Bansomdet),

History (Chantaburi) and Foundations of Education (Thonburi) (Table 27). The head of English had very long experience (Appendix M) and considered the staff members as highly mature suggesting that a Style 3-4 profile might be more appropriate in daily work. No data, either from the personal particulars (Appendix M) or from personal interview could account for the perceptions of leadership style. The staff were a highly qualified one with five of the six having overseas experience (Appendix N). However only two suggested that they had involvement in department decision-making processes. This latter datum may suggest the major perceptions of the head as being more likely to be confined to Style 2 and 3 rather than incorporating Style 4 to any considerable degree. Personal interview and limited observation threw no particular light on staff perceptions.

Chantaburi's History Department confined their scores to Styles 2 and 3 (Table 27) although they had minor scores in supporting styles in Styles 1 and 4 (Table 26). The head had overseas experience in India (Appendix M) and thought staff were of high maturity. However only two of the four members felt they were really involved in department decision-making hence this may help explain a reluctance to score Style 4 for their department head. The staff were highly qualified. The contradiction in explanations occurs because in interview both head and department members stated that most decisions were arrived at by consultation. Certainly personal observation confirmed a harmonious working department.

The third department whose data supported Hypothesis 5 was Thonburi's Foundations of Education. Scores were particularly

high in Styles 2 and 3 (Table 27). Again the omission of Style 4 from the most frequently scored category is surprising when it is seen that every one of the seven members stated that they were involved in the department's decision-making (Appendix N). They were also highly qualified. Personal interview revealed, no specific information regarding members' choice of styles. The fact that the head had held the position for only six months may partly account for the use of the middle-of-the road Styles 2 and 3 whilst "feeling the way" into the position. The occasional foray into Style 4 (Table 26) could be the result of the high regard the head holds of the staff although use of this style in actual practice could not be supported from the researcher's very limited observations.

The attempts to explain possible links between the personal data from department heads, staff members, interviews and results from the LEAD - Other have not proved altogether satisfactory. For the most part the attempted explanations have been based on suppositions and assumptions and only in a few cases were explanations supported by information gleaned from personal interviews and observation. For example, no department head suggested in his interview that experience in the West had influenced his administrative behaviour, nor did observation reveal any difference between those who had Western experience and those who had not. Nor did other factors like length of service and academic qualifications appear to explain scores on the LEAD instruments. Had the project been geared to providing some form of specific leadership management training pro-

gramme for departments, instead of an initial global-style view of leadership behaviour, then follow-up interviews, further leadership training and a second application of LEAD instruments might have provided more valid explanations as to the causes of LEAD responses.

Observations of departments at work using the Observation Schedule only sometimes confirmed leadership styles perceived on the LEAD - Other as being practised. The weakness in the observations was mainly due to not being able to see a wide enough variety of activities within departments and this was frequently caused by having limited opportunities, generally because of time restraints, for such observations. Furthermore observations were made without prior knowledge of scores either on the LEAD - Self or LEAD - Other and this proved a definite handicap but maintained the promised anonymity.

The small-group situation most usually observed in the teachers' college academic departments seems to differ from the department-style situations in the bureaucracy and civil service and also in larger statutory agencies. The main differences appear to be in the generally friendly atmosphere of the academic department, the usually similarly qualified members, the fact that the head is elected by members and the apparent absence of any real status differences between members. If there are significant problems related to these factors then they are well concealed from outside observers. The overall conclusion was that departments worked extremely well with the leaders and amongst themselves although no doubt, as in all group situations,

tensions existed from time to time.

On the basis of fifteen departments not supporting Hypothesis 5 (out of the eighteen departments), it cannot be accepted that, as an overall trend, Styles 2 and 3 as hypothesised would be the only major basic and supporting leadership styles perceived of department heads by their members on the LEAD - Other instrument. It is obvious that major basic and supporting styles extend beyond Styles 2 and 3, hence Hypothesis 5 is not supported. Indeed a later hypothesis is concerned with exactly what patterns of leadership styles extend over all eighteen departments. The next hypothesis, however, Hypothesis 6 is concerned with style range of department heads.

Testing Hypothesis 6. This hypothesis can be seen as a corollary of Hypothesis 5, for, if the leadership styles as posited in the latter hypothesis had been supported in each case, then the style ranges would have been limited to Styles 2 and 3 only, as measured on the LEAD - Other, and according to Situational Leadership Theory. Hypothesis 6 stated that:

Style range of academic department heads of Thai teachers' colleges, as perceived by their subordinates (staff members), and as measured in the LEAD - Other instrument, will be narrow, being confined in most situations to Style 2 (selling - high task/ high relationship) and to a lesser degree Style 3 (participating - high relationship/ low task).

Table 26 summarises the results of style range for each department in relation to scores from the LEAD - Other. All styles scored, both basic and supporting are included in the table. Style range includes each of the four styles no matter

whether it is scored as a basic style of the head or as a supporting style. For this hypothesis the style range has not been restricted to only those most frequently scored as shown in Table 27. Style range is seen as the extent to which a leader is able to vary his leadership style. Leaders differ in their ability to vary their styles to suit different situations. In fact some leaders seem to be limited to one style hence rigid leaders tend to be effective only in situations where their styles are compatible with the environment whereas others are able to change their behaviour to fit any of the four basic styles. The viewpoint of Situational Leadership Theory is that flexible leaders have the potential to be effective in a number of situations.

Table 28 summarises the style ranges of heads as perceived from their staff members (Table 26) and indicates support or otherwise for Hypothesis 6. In not one case is the hypothesis supported as thirteen of the department heads are seen as using all four styles throughout situations cited in the LEAD - Other, and the remaining five heads as using three styles. This is, of course, directly complementary to the results for Hypothesis 5 except that the data base for Hypothesis 6 was slightly broader in that it was not restricted to the most frequently scored leadership styles.

These results suggest a general degree of flexibility of leadership styles by department heads. At the very least it shows an awareness of the potential adaptability of department heads in various possible leadership situations. Moreover it confirms to some extent the observations, though somewhat limited,

Table 28

Style Range of Department Heads as Perceived by Their
Respective Staff Members - Summary of Results
from Individual Departments from Table 26
as Related to Hypothesis 6

College/ Department	Style Range Over Styles	Hypothesis 6 Supported/Not Supported
<u>Ayuthya</u> Agriculture Thai	1, 2, 3, 4 1, 2, 3, 4	Not Supported Not Supported
<u>Bansomdet</u> English	2, 3, 4	Not Supported
<u>Chantaburi</u> Foundations of Education History Home Economics	1, 2, 3 1, 2, 3, 4 1, 2, 3, 4	Not Supported Not Supported Not Supported
<u>Chombung</u> English Physics	1, 2, 3, 4 2, 3, 4	Not Supported Not Supported
<u>Petchburi</u> English Thai	1, 2, 3, 4 1, 2, 3, 4	Not Supported Not Supported
<u>Pranakorn</u> Ceramics Electronics Health	1, 2, 3, 4 2, 3, 4 2, 3, 4	Not Supported Not Supported Not Supported
<u>Thonburi</u> Biology English Foundations of Education	1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4	Not Supported Not Supported Not Supported
<u>Ubon</u> Curriculum and Instruction Thai	1, 2, 3, 4 1, 2, 3, 4	Not Supported Not Supported
	14 18 18 17	

of the researcher in the generally effective leadership exercised by department heads in their daily work. Of course, what it does not show is whether, in the LEAD - Other, the styles have been attributed appropriately to the particular situation. In other words, in terms of Situational Leadership Theory, is the leadership style perceived by the members the most effective for the particular situation? This is addressed by Hypothesis 7.

Testing Hypothesis 7. As Situational Leadership Theory in this study examines the ability of a leader to adapt his leadership style appropriately to the twelve situations cited in the LEAD instruments, it follows, that, for achieving a high effectiveness score, the use of the four leadership styles is essential to the LEAD instruments. As it has been posited in Hypothesis 5 previously that members' perceptions of their department head's leadership styles will be limited mainly to Styles 2 and 3 on the LEAD - Other, it must follow that style adaptability or effectiveness for the twelve situations would be correspondingly limited, resulting in low scores on the Tri-Dimensional Leader Effectiveness Model with scores likely to be below +9.¹

As has been previously stated the effectiveness scores may not be a true indication of the head's actual effectiveness in his real work situation as in fact the limited styles perceived by the members on the LEAD - Other may more closely resemble the styles he actually uses in daily operations. Indeed with both department

1. Scoring categories for style adaptability have been previously discussed in Chapter 7.

heads and staff members both perceiving the latter's maturity level as moderately high (M3) or high (M4) the most appropriate styles in actual practice should be Styles 3 and 4 and not include Styles 1 and 2, according to Situational Leadership Theory. Hence the total effectiveness scores must be thought of as the least important of the data from the LEAD instruments. A summary of the style adaptability scores of each department head as perceived by department members is shown in Table 29 with the data being drawn from Appendix Q where all detailed scores are shown on the actual Tri-Dimensional Leader Effectiveness Model. Against these scores the following Hypothesis 7 is either supported or not supported by individual departments:

Style adaptability of academic heads of Thai teachers' colleges, as perceived by their subordinates (staff members), and as measured on the LEAD - Other instrument, and the Tri-Dimensional Leader Effectiveness Model, will result in low effectiveness scores.

On the basis of the scoring system, low, moderate and high, every single department head as predicted, received low effectiveness scores from his members, hence the data support Hypothesis 7. However it should be re-emphasised that these data are not considered to be of great significance particularly in the overall framework of this study. They would, of course, be much more useful if a leadership training programme were being conducted because the individual scores could be used to diagnose and remedy potentially inappropriate leadership behaviour especially where a department head had to deal in daily operations with groups and tasks of differing maturity and complexity respectively.

Table 29

Style Adaptability Scores of Department Heads as Perceived by Their
Respective Staff Members - Summary of Results from Appendix Q
as Related to Hypothesis 7

College/ Department	Ineffectiveness- Effectiveness Score Range	Low ¹ Moderate/ High	Hypothesis 7 Supported/ Not Supported
<u>Ayuthya</u> Agriculture Thai	- 8 to + 9 - 4 to + 5	Low Low	Supported Supported
<u>Bansomdet</u> English	- 2 to + 10	Low	Supported
<u>Chantaburi</u> Foundations of Educ. History Home Economics	- 1 to + 6 - 3 to + 4 - 10 to + 12	Low Low Low	Supported Supported Supported
<u>Chombung</u> English Physics	- 1 to + 4 + 5 to + 8	Low Low	Supported Supported
<u>Petchburi</u> English Thai	- 5 to + 4 - 8 to + 9	Low Low	Supported Supported
<u>Pranakorn</u> Ceramics Electronics Health	- 3 to + 6 - 2 only - 8 to 0	Low Low Low	Supported Supported Supported
<u>Thonburi</u> Biology English Foundations of Educ.	+ 3 to + 8 - 5 to + 11 0 to + 10	Low Low Low	Supported Supported Supported
<u>Ubon</u> Curriculum & Instr. Thai	+ 1 to + 17 - 6 to + 4	Low Low	Supported Supported
<p>1 Scored as follows with 75% of members indicating a score in any one category:</p> <p style="margin-left: 100px;"> $\begin{matrix} < + 9 & \text{low} \\ & + 10 \text{ to } + 17 & \text{moderate} \\ & + 18 \text{ to } + 24 & \text{high} \end{matrix}$ </p> <p style="margin-left: 100px;">Full details of scoring procedures in Chapter 7.</p>			

However in this study the department members are estimated to be of moderately high to high maturity in which case Styles 3 and 4 are considered in Situation Leadership Theory to be the most appropriate. What the results do show however is that, despite the generally wide range of leadership styles perceived (data from Hypothesis 6) on the LEAD - Other instrument and the potential flexibility of these leadership styles, the styles have not been perceived as matching the situation most appropriately. There is certainly flexibility of style but the results indicate a need to examine a head's leadership styles in relationship to their effectiveness in particular situations. The generally low style adaptability scores are in keeping with the results found by Hersey and Blanchard (1977 : 231) where they cite the example of eighty-three percent of the twenty thousand middle managers from fourteen cultures having effectiveness scores, prior to reading or participating in Situational Leadership training, between - 6 and + 6. It is accepted that these low effectiveness scores could be improved significantly over a short training period of Situational Leadership. However this is outside the scope of this study. Despite the findings above the majority of department situations seen by the researcher appeared to have department heads whose leadership behaviour with their moderately high to high maturity members seemed appropriate. In other words the previous caution that these adaptability scores on the LEAD instruments might not reflect the actual working situation should be heeded.

Testing Hypothesis 8. This hypothesis is concerned with the degree of compatibility between the self-perceptions of department heads on leadership style, style range and style adaptability and the perceptions of department staff members on the same factors on the basis of scores obtained from the LEAD instruments.

Hypothesis 8 stated that:

There will be a high degree of compatibility between the self-perceptions of academic department heads of Thai teachers' colleges of their leadership behaviour in,

- a. leadership style;
 - b. style range; and
 - c. style adaptability
- and their subordinates' (staff members) perceptions of their respective department head's leadership behaviour.

The high degree of compatibility centred upon the anticipated view that, overall, Styles 2 and 3 would be the most frequently perceived leadership styles both by department heads themselves (LEAD - Self) and by their department members (LEAD - Other). Consequently this presumes a narrow style range perceived by both groups - hence in all areas high compatibility or a high degree of agreement was postulated. As the results so far have indicated the previous six hypotheses have been variously supported and unsupported with respect to individual departments so that it seems likely that the predicted high degree of compatibility of Hypothesis 8 will not be achieved. This implies that staff members of departments generally have differing views about their head's leadership behaviour than what the head has of his own leadership behaviour. The areas of compatibility and incompatibility have particular interest to the student of Situational Leader-

ship Theory as the leadership styles of a leader are regarded as those perceived by others, and not those self-perceived by the leader. Hersey and Blanchard (1977) use the term leadership personality when referring to the combination of self-perceptions and perceptions by others of the leadership behaviour of an individual leader. Thus leadership personality equals self-perception plus other perceptions.

The comparisons for compatibility were made by comparing data from self-perceptions (LEAD - Self) with data from perceptions by others (LEAD - Other) on a departmental basis. Leadership style comparisons were made using data from Table 21 (most frequently self-perceived leadership style scores) and Table 27 (most frequently scored leadership styles as perceived by staff members). Style range encompassed all styles scored regardless of their being most frequently scored and this required comparisons of data from Table 22 (self-perceived style range) with those data from Table 28 (style range as perceived by staff members). Style adaptability comparisons were similarly made using data from Table 23 (style adaptability scores self-perceived) with those from Table 29 (style adaptability scores as perceived by staff members). These data above were all collated in Appendix R and finally summarised in Table 30 below which indicates their support or otherwise for Hypothesis 8.

Compatibility of leadership styles. Table 30 shows support for Hypothesis 8 as to a high degree of compatibility between self-perceptions and members' perceptions of leadership style in only six¹ of the eighteen departments in terms of the most frequently

1. The six departments were: English (Bansomdet); Physics (Chombung); Ceramics (Pranakorn); English and Foundations of Education (Thonburi); and, Curriculum and Instruction (Ubon).

Table 30

Compatibility/Incompatibility 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 Relationship to Hypothesis 8

(From Appendix R)

College/Department	Degree of Compatibility/Incompatibility - Low, Moderate, High			Hypothesis 8		
	Leadership Style	Style Range	Style Adaptability	Leadership Style	Style Range	Style Adaptability
<u>Ayuthya</u> Agriculture Thai	Low Moderate	Moderate Low	High High	Not Supported Not Supported	Not Supported Not Supported	Supported Supported
<u>Bansomdet</u> English	High	Low	High	Supported	Not Supported	Supported
<u>Chantaburi</u> Foundations of Educ. History Home Economics	Moderate Moderate Low	Low Moderate Low	High High High	Not Supported Not Supported Not Supported	Not Supported Not Supported Not Supported	Supported Supported Supported
<u>Chombung</u> English Physics	Moderate High	Low Moderate	High High	Not Supported Supported	Not Supported Not Supported	Supported Supported
<u>Petchburi</u> English Thai	Moderate Moderate	Moderate Low	Low Low	Not Supported Not Supported	Not Supported Not Supported	Not Supported Not Supported
<u>Pranakorn</u> Ceramics Electronics Health	High Moderate Moderate	Low Low Low	High High High	Supported Not Supported Not Supported	Not Supported Not Supported Not Supported	Supported Supported Supported

Table 30 (continued)

Compatibility/Incompatibility 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 Relationship to Hypothesis 8

(From Appendix R)

College/Department	Degree of Compatibility/Incompatibility - Low, Moderate, High			Hypothesis 8		
	Leadership Style	Style Range	Style Adaptability	Leadership Style	Style Range	Style Adaptability
<u>Thonburi</u> Biology English Foundations of Educ.	Moderate	Moderate	Low	Not Supported	Not Supported	Not Supported
	High	Low	High	Supported	Not Supported	Supported
	High	Low	High	Supported	Not Supported	Supported
<u>Ubon</u> Curriculum & Instruction Thai	High	Moderate	High	Supported	Not Supported	Supported
	Low	Moderate	High	Not Supported	Not Supported	Supported

perceived basic and supporting leadership styles. As shown in Appendix R this high compatibility implies a reasonably large to large public arena in relation to leadership personality. This assumes considerable feedback from staff members to their heads in respect of leadership behaviour whilst, at the same time, there is likely to be much disclosure of behaviours by the head to his members. In other words there is a greater openness and awareness of behaviours of both head and his members to each other and in Situational Leadership Theory this is likely to result in more effective leadership behaviour in the actual workplace.

Of the six departments where high compatibility existed previous data already collated in Appendix M and N do not point to any specific patterns or trends than can reasonably account for this compatibility except that in Appendix M the department heads of English (Bansomdet), Ceramics (Pranakorn) Foundations of Education (Thonburi) and Curriculum and Instruction (Ubon) are depicted as having an extremely high regard for their members' cooperation and consider their departments to be very effective working departments. Where personal observation by the researcher had occurred there was no suggestion that these six departments were any more or less effective than a number of other departments in terms of effective leadership. Perhaps the one major exception was Ceramics (Pranakorn) which appeared as a very innovative and highly cooperative department with what appeared to be very effective leadership. However, as stated earlier in this chapter, limited opportunities for greater observation in some other

departments may have precluded similar findings as to the above-mentioned Ceramics department where the researcher had more than ample time to observe.

The twelve departments in Table 30 not seen as supporting Hypothesis 8 in terms of compatibility of leadership styles between self-perceptions (LEAD - Self) and perceptions by others (LEAD - Other) are suggested as having smaller public arenas in relation to the department head's leadership personality. Of these, nine¹ are depicted on the scoring scale devised for this study as having a moderate degree of compatibility and not the high degree as postulated. The implication is that the public arena of the head's leadership personality is of moderate size as depicted on a Johari Window and that there is a moderate degree of openness between staff and head in terms of the latter's leadership behaviour. Again no special patterns of data so far collected offer valid reasons for this moderate compatibility. However Appendix M shows that statements by the heads of History (Chantaburi), Thai (Petchburi) and Health (Pranakorn) all considered that their departments were highly cooperative and worked well. Nothing in the observations of the researcher suggested any real differences in general department administrative behaviour from these nine departments with the previous six departments showing high compatibility.

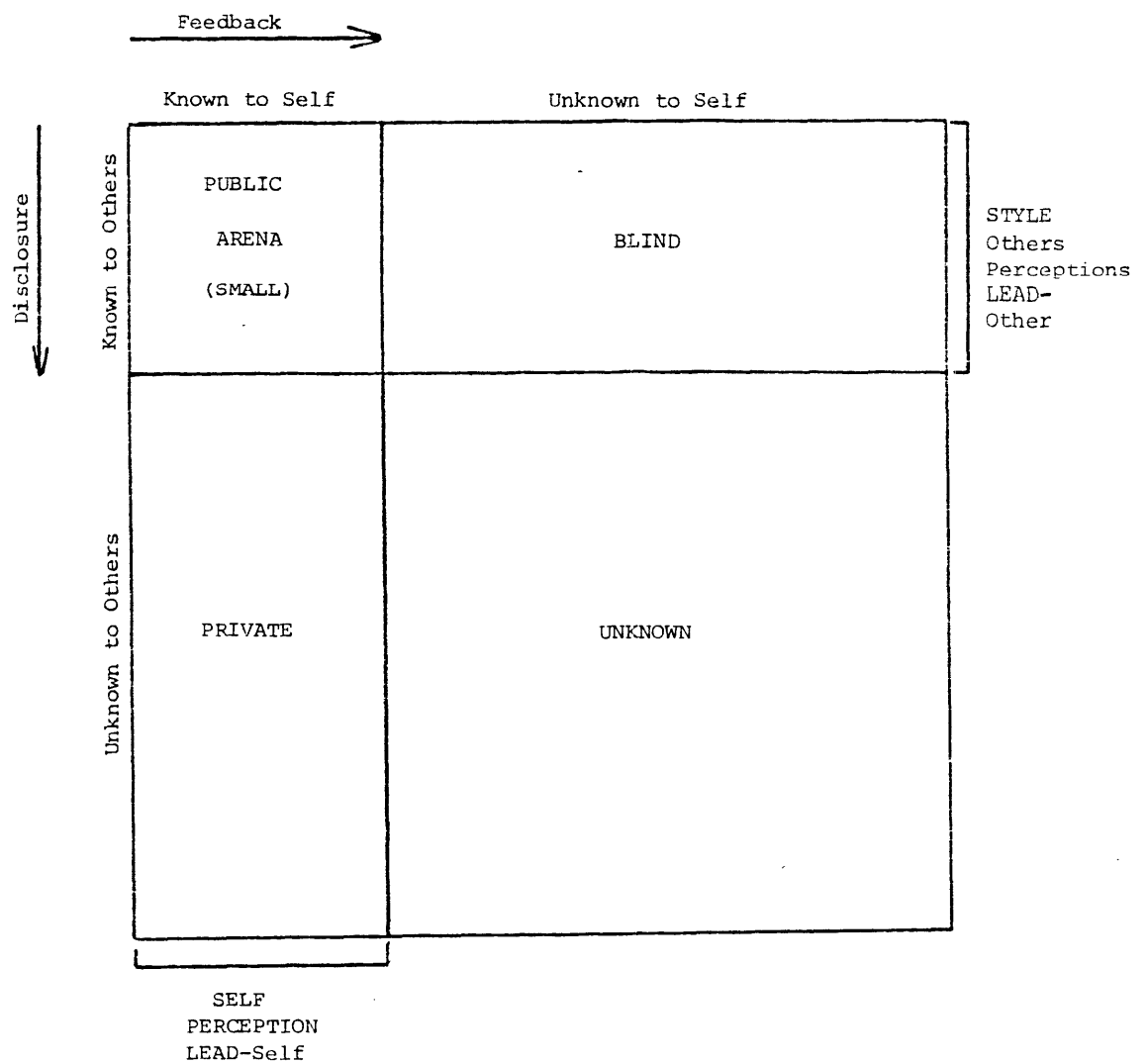
-
1. The nine departments were: Thai (Ayuthya); Foundations of Education and History (Chantaburi), English (Chombung); English and Thai (Petchburi); Electronics and Health (Pranakorn); Biology (Thonburi).

Of particular interest are the three departments where compatibility has been estimated as low. They are Agriculture (Ayuthya); Home Economics (Chantaburi) and Thai (Ubon). Theory indicates that a low degree of compatibility between self-perceptions and perceptions by others on leadership style results in a small public arena in the leader's leadership personality. This suggests little feedback from members to the leader about his behaviour and little disclosure to members by the leader of his behaviour. The Johari Window (Figure 25) gives an example of a small public arena. Hersey and Blanchard's (1977 : 242) findings point to a high correlation between a large public arena and effectiveness in a specific organisational setting. Conversely it must be assumed that a small public arena implies less effectiveness in a specific organisational setting. Hence previous data about these three departments may indicate less effectiveness in leadership behaviour and at the same time point to more sharply defined factors between these departments and those six whose compatibility was scored as high.

No patterns of data from any of the sources used in this study were found to indicate particular reasons for differences in degrees of compatibility and subsequently in differences in leadership personality. The Agriculture Department (Ayuthya) and Thai Department (Ubon) heads speak very highly of their departments and consider there is much cooperation (Appendix M). Certainly in the researcher's observations of Ubon's Thai Department there was nothing to suggest other than a highly effective department with very sound leadership. Nothing in the other two

Figure 25

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)



departments scoring low compatibility suggested anything other than sound administration although at Ayuthya this could not be confirmed because of limited observation. Chantaburi's Home Economics however was observed as an extremely well administered department with sound leadership.

Although Hypothesis 8 is supported only by six departments in terms of compatibility of leadership style it might be argued that too stringent scoring measures were adopted in the project design (Chapter 7) and that in fact most of the moderate compatibility scores should in fact have been included in the high category in which case the hypothesis might have more closely resembled the actual working situation and reflected similar tendencies to those found by Hersey and Blanchard. Although this argument will not be pursued the overall findings in relation to moderate and low compatibility (moderate and small public arenas) between self-perceptions and perceptions by staff members of the leadership styles of department members do not in this study indicate evidence of low effectiveness by department heads in their actual daily work.

Compatibility of style range. Style range scores for both self-perceptions by department heads and by department members was not confined to leadership styles that had been most frequently scored but rather on the whole gamut of scores as shown respectively in Tables 20 and 26. Whilst the most significant area of compatibility is in leadership style because this bears directly on leadership personality and public arena, it was considered interesting rather than essential to compare the two broad sets of style ranges. Appendix R shows the actual scores

of the two sets of style ranges, self-perceptions and perceptions by members, and their degree of low, moderate or high compatibility. Table 30 re-states the degrees of compatibility and indicates support or otherwise for Hypothesis 8. Data show that in not one case is the hypothesis supported although seven departments have a moderate degree of compatibility. All other eleven depict low compatibility.

The lack of support for Hypothesis 8 may be partly explained by too high an expectation that over four leadership styles both groups, that is department heads and members, would perceive pretty much the same styles without restrictions to the most frequently scored styles as required by Hypothesis 5. On the other hand Appendix R shows that every single department head and members perceived Styles 2 and 3 in common. The moderate to low compatibility occurs in the variations of the use of Styles 1 and 4 which had not been predicted in any hypothesis concerned with leadership style. In fourteen of the departments the moderate to low compatibility score results from members perceiving a greater style range than did their department heads, implying that on the LEAD - Other instrument they attributed a wider range and potentially more flexible leadership behaviour than did their department heads. In the other four cases, where style range was over three styles only, only two of any three styles coincided resulting in a moderate degree of compatibility. Reasons for differences in styles and style range have been previously discussed in this chapter in respect to individual departments.

Compatibility of style adaptability. Table 30 shows that fifteen of the eighteen departments indicated a high degree of compatibility between self-perceived and members perceptions of style adaptability scores. Hence overall Hypothesis 8 in regard to style adaptability was supported. This was as anticipated as low effectiveness scores on the Tri-Dimensional Leader Effectiveness Model had been predicted. As no department head or member had been previously involved in leadership training programmes of this nature and particularly as to the types of situations cited in the LEAD instruments low scores were most likely as had been found in previous studies by Hersey and Blanchard (1977). What this implies is simply that both groups, heads and members, on an initial application of the LEAD instruments, and without any prior reading or training on them, generally did not score leadership styles appropriate to the cited situation.

Three departments only English and Thai (Petchburi) and Biology (Thonburi) are shown in Table 30 as not supporting Hypothesis 8. This is because the heads from English and Thai above scored moderately high (+10, +13 respectively) on their self-perceptions (Table 23) compared to low scores (-5 to +4 and -8 to +9 respectively) of their members' perceptions (Table 29), hence a resultant incompatibility of scores. Similarly differing scores resulted in incompatibility in the Biology Department above (Tables 23 and 29). As previously stated these style adaptability scores are the least significant of the data and have been included in Hypothesis 8 mainly by way of interest than necessity. What these data do suggest however is that individual

department heads might well examine the whole gamut of leadership styles and situations, at least according to Situational Leadership Theory, in an effort to understand what leadership styles are most appropriate to specific situations. It could be considered that a second application of the LEAD instruments to both groups following a study of Situational Leadership Theory, would result in consistently higher style adaptability scoring. However this was not the immediate purpose of this study.

Testing Hypothesis 9. The specific purpose of the question related to Hypothesis 9 was to identify patterns of basic leadership styles and of supporting styles if any such patterns existed. The leadership styles were to be confined to those as perceived by staff members (LEAD - Other) and not to those self-perceived (LEAD - Self). The question is closely allied to Hypothesis 5, hence the inference that the overall pattern for basic leadership style is likely to be Style 2 (selling - high task/high relationship) with Style 3 (participating - high relationship/low task) as the major supporting style.

Hypothesis 9 stated:

The overall pattern of leadership styles of academic department heads of Thai teachers' colleges will be Style 2 (selling - high task/high relationship) as a basic leadership style together with Style 3 (participating - high relationship/low task) as a supporting leadership style.

Table 26 clearly indicates that the overall pattern strongly favours Style 2 as the most frequently perceived basic leadership style of department heads as perceived by their staff members (50 members). Moreover, thirteen of the eighteen department heads

were perceived by members as using Style 2 more often than, or equal to, any other leadership style as a basic leadership style. Thus in this respect Hypothesis 9 is supported by these department heads. Style 4 was easily the second most perceived basic style with thirty-three staff members considering this as a frequently used style of their heads, whilst Style 3 with twenty staff members was the next most perceived basic style. Style 1 with only six members perceiving this of their department head received relatively little support.

The preference for Style 2 as the major pattern of basic leadership style indicates that members perceive their department heads for the most part as providing much of the direction in leadership situations but that the head attempts through two-way communication and socioemotional support to get the members to become psychologically involved in the decision-making process. This also helps confirm the strength of Style 2 in Hypothesis 5 and its frequent use as observed by the researcher in daily work situations. The reasonably strong perceptions by members of Style 4 as a basic style, though not predicted in any hypothesis in this study as a major leadership style, does not support the researcher's postulated general lack of delegation by Thai leaders to subordinates at most levels of management. On the contrary it helps confirm the researcher's observations of the general adoption of Style 4 within academic departments in the sample of Thai teachers' colleges used in this study.

As to the major pattern of supporting leadership styles, Style 3 scores most heavily (Table 26) with fifty eight members

perceiving this as their department head's supporting style. Thus on this basis also is Hypothesis 9 supported. Indeed sixteen of eighteen department heads were perceived by members as using Style 3 as a supporting leadership style more often than, or equal to, any other style as a supporting style. The implication is that members see a great deal of participation by the head and members in decision-making through two-way communication and much facilitating behaviour from the head mainly because he considers they have moderate to high task maturity. Interestingly enough Styles 2, 1 and 4 in that order of frequency scored considerably less than Style 3 but were all of about equal importance suggesting that there was a reasonable degree of style range with corresponding style flexibility perceived of department heads by their staff members. Certainly the researcher's observation revealed such flexibility with the specific exception of Style 1 which was never actually observed in daily operation.

Thus the data from Table 26 support Hypothesis 9 that overall patterns of leadership styles of department heads as perceived by members on the LEAD - Other favour Style 2 as the basic style together with Style 3 as the major supporting style.

Table 31 summarises the results of the testing of Hypotheses 5, 6, 7, 8 and 9.

Analysis of Question 10. This question, or more accurately, series of questions attempted to focus upon Thai cultural traits, especially those previously postulated administrative behaviours (Chapters 4. 5) that could possibly be seen as influencing the leadership behaviour of academic department heads. Indeed nine specific

Table 31

Summary of the Results of the Testing
of Hypotheses 5 to 9

Hypotheses	Subject Area	Result
5	Styles 2 and 3 as most frequently scored leadership styles as perceived by department members of their head	Not Supported
6	Style range of department heads as perceived by departments will be narrow limited to Styles 2 and 3	Not Supported
7	Style adaptability scores of department heads as perceived by department members will be low as measured on Tri-Dimensional Leader Effectiveness Model	Supported
8	High degree of compatibility between self-perceptions and members' perceptions of department heads in : a. leadership style b. style range c. style adaptability	a. Not Supported b. Not Supported c. Supported
9	Overall pattern of leadership styles will be Style 2 as <u>basic</u> and Style 3 as <u>supporting</u>	Supported

questions are posed and these are discussed below in the order previously presented in Chapter 6.

In this discussion, especially in the case of interviews, the promised anonymity of subjects' responses raised considerable problems especially where, for example, a key official in any institution, agency, ministry, government department or educational establishment is immediately recognised by his designated appointment. Hence for instance the Principal of Chiangmai Teachers' College becomes instantly recognised merely by title and thus anonymity is virtually broken. To avoid this and to retain faith with those interviewed it was necessary to adopt broad descriptions only - hence, "a principal from a northern teachers' college". It is recognised that such categorisation is open to abuse in data collection and indeed may lessen the credibility and force of any statements made but the researcher considered this the most suitable and effective method to overcome the problem which in the Thai situation is especially sensitive. Appendix S describes those persons with whom interviews and discussions were held but who were not part of the randomly selected sample.

Answers to some of the questions raised have already been used, in part at least, in attempting explanations as to particular perceptions of leadership style, both self-perceptions and perceptions by department members especially as they have related to Hypotheses 2, 5 and 9. Much of the following analysis is dependent upon the literature study of Thai culture both by Thai and Western scholars and of Thai administrative behaviour

(Chapters 4 and 5) as well as interviews and discussions with a wide range of Thais and with a much smaller number of Europeans working in Thailand. In addition the researcher has relied upon his personal observation and his own experiences from living and working in Thailand at various periods. Hence the researcher is very much aware of likely misinterpretations because of subjectivity, possible Western bias of Asian phenomena and in some instances the lack of knowledge of written and spoken Thai. In spite, however, of these acknowledged limitations the following answers are attempted to each of the questions posed.

a. Is there any particular hierarchical status attached to the position of head of department? Contrary to the strongly entrenched status significance of persons in positions of authority as seen in the Thai's superior - subordinate relationships, and in the particular status attached to leaders in the Thai bureaucracy, as well as the college principals' statements about the importance of the academic department head, there was no particular evidence to suggest that academic department heads had any special hierarchical status over their staff members. This is not to imply that the department head did not have authority to make decisions or administer the department as he saw fit (in line with college policy) but the status of department head did not appear to carry the same importance as say the head of a section of workers in a governmental institution or ministry. Observation and experience of the researcher indicated that this was mainly due to the election of the department head by staff members and usually for a period of four years rather than the

head being selected say through general advertisement or by the college itself. Furthermore the apparent stability of departments with little staff turnover and the generally cordial atmosphere of the small-group situation were seen as contributing factors in the lesser emphasis on superior-subordinate relationships and the lack of emphasis on specific hierarchical status of department heads.

b. Are there readily identifiable power bases used by heads of departments in the process of influencing subordinates? Situational Leadership Theory suggests a basis for understanding the potential impact of each of the seven power bases.¹ It is contended that the maturity of the followers not only dictates which style of leadership will have the highest probability of success, but that the maturity of the followers also determines the power base the leader should adopt in order to induce compliance or influence behaviour.

Attempts to ascertain identifiable power bases of department heads proved exceedingly difficult mainly because of the limited periods of observation of departments in action.² Three sources of power at the department head level were never observed; they were coercive, connection and reward, and indeed, this corresponds

1. Seven power bases, coercive, connection, reward, legitimate, referent, information and expert have been previously discussed in detail in Chapter 3.
2. Because the identification of power bases was not considered a major aspect of this study and because the researcher did not wish to submit Thai subjects to numerous instruments, the Power Perception Profile developed by Hersey and Blanchard (1979) was not used.

to the theoretical viewpoint that they are more likely to be used where levels of maturity are low to moderately low and such maturity levels were not accorded to staff members in this study.

However it is interesting to note that according to the theory, Style 2 (selling) is often enhanced by reward power yet such power was never observed or implied despite the strong support for Style 2 as the most frequent basic leadership style of department heads based on LEAD - Other scores.

The most likely power base used by department heads was that of referent power, where, because of a moderate to high level of maturity of members there was little need for close direction of them by the head. Style 3 (participating) is usually most effective if the head has referent power, because the source of this power is based on good personal relations with the members. Overall, observation revealed department heads in fact exercising such power which was allied to the strong support for Style 3 as perceived in the LEAD - Other. This also is in keeping with the estimated moderately high to high maturity level of the department members.

Information power and expert power were not easy to gauge although those heads who had been in their post for lengthy periods of time certainly were observed assisting members in clarifying issues and providing access to pertinent data. They were also seen as being respected by members for both their general competence and expertise. In fact, most members in interview stated that they would not elect any member as head of department unless they thought the person was competent to do

the task.

Overall, the impact of power bases, apart from referent, information and in some instances, expertise, did not appear to be of any particular significance in the leadership behaviour of the academic department heads. It is contended that this is because the head does not have the hierarchical status similar to that of leaders in say other government institutions where the position is by selection rather than by election. In other words other positions may mean a permanent promotion within the gradings of the civil service whereas the academic department head in the teachers' college is elected for a given period and such election is by his peers. Nor does the small-group situation so common of academic departments with its generally cordial atmosphere emphasise particular power bases other than the ones already suggested. Furthermore, it does not appear that the department head has the power to offer major rewards or hire or fire members so that coercion power and connection power are not effective sources of power. However, department heads have informed the researcher that on occasions they have recommended transfers to the college principal of members whom the heads felt were not working in accordance with department and college policy. Such movements of staff seemed to be rare.

c. Is there a heavy reliance on personal relationships between the department head and his subordinates as opposed to task-orientation? Siffin (1966 : 162) refers to personalism in the Thai bureaucracy as the reliance upon personal relationships as

primary bases for behaviour within the system as against the more depersonalised behaviour in Weber's legal-rational bureaucratic system. Mosel (1959) also argues that official interactions are very personalised and informal organisation is elaborate so that the leader's behaviour, and other people's perception of it, is based more on his "personalised" role than on his "official" role. He argues too that "work performance is more likely to be 'ego - oriented' than task - oriented'" (Mosel, 1959 : 321).

The evidence so far gathered in this study certainly points to much reliance on personal relationships between head and members as seen in the major emphasis on Styles 2 and 3 both of which emphasise high relationships (Situational Leadership Theory). However task orientation is also heavily emphasised by virtue of the leadership Style 2 being perceived by department members as the most frequently used style according to the LEAD - Other scores. This style indicates that much direction as to tasks, and goals is still provided by the leader. Interviews, discussions and personal observations of departments in action certainly confirm the strong emphasis on sound personal relationships between head and members as well as considerable task-orientation. There was no significant evidence to suggest that there was a much heavier reliance on one than on the other as Question 10 (c) implies, hence the question must be answered in the negative. The more even-handed balance between the two factors, a situation different from the views of Siffin and Mosel above, may stem from the differences in the small-group atmosphere within a college than with that in a more conventional hierarchical institution.

d. Is significant authority and responsibility delegated to subordinates? The literature has generally pointed to the lack of devolution of real power to subordinates in the Thai bureaucracy and this has been observed many times by the researcher in areas in Thailand other than in education. In this study delegation of authority and responsibility is confined to the department head delegating to department members various tasks normally assigned to a department. The surprising emphasis on Style 4 (which in Situational Leadership Theory implies much delegation) indicates that department members expect to be able to undertake tasks without continual checking by the head. The contradiction occurs however when Table 20 shows that on the LEAD - Self instrument only two of the eighteen heads indicated that they would use delegation (Style 4) in any of the leadership situations cited yet from Table 26 a total fifty-nine members scored a combination of basic and supporting leadership Style 4 (LEAD - Other) implying that they saw their heads using this style quite often. Like some other facets of leadership behaviour, delegation of authority and responsibility is not always easy to discern in daily operations but many staff members considered that reasonable delegation was common. At Pranakorn, Ubon, Ayuthya and Chantaburi the practice was much in evidence despite the findings from the LEAD - Self instrument.

Thus the question above cannot be answered fully in the affirmative on the data presented although there is little doubt that delegation of authority and responsibility is practised within the department situation. The tentative nature of the

answer is, at least in part, due to the difficulties associated with the data gathering methods especially the close observation of departments in their daily work and the problem of deciding actually what tasks have been fully delegated and what have not.

e. Is decision - making a participatory process or mainly undertaken by the department head? This question has already been answered in respect to Hypotheses 2 and 5 in dealing with both self-perceptions and members' perceptions of the department heads' leadership styles. Appendix M shows fifteen of the eighteen heads participating strongly in the departments' decision-making processes whilst Appendix N indicates sixty-one of a total of ninety-four members as being involved in their departments' decision-making processes. What these data and personal observation strongly portray is that decision-making is very much a participatory process between department heads and staff members.

f. Are there discernible differences in leadership styles of academic heads who have had Western education over those who have not? Data from Appendix P (Scores by individual department members), Table 20 (self-perceived scores) and Table 26 (members' scores) reveal no differences in leadership styles between the four department heads¹ who had stated they had Western education

1. Four department heads of the eighteen are shown in Appendix M as having received Western education. They are English (Bansomdet), Australia; Foundations of Education (Chantaburi), U.S.A.; English (Chombung), U.S.A.; and Thai (Petchburi) New Zealand.

and the remaining fourteen who stated that they did not have such overseas education. What had been indicated previously in Chapter 6 was that those with Western education may have adopted a far greater participatory and delegating style of behaviour because they may have had more exposure to this style¹ in the West than their Thai colleagues perhaps more steeped in Thai tradition. Not one shred of evidence points to any such effect on the four mentioned heads' leadership behaviour.

g. Are traits like krengchai, krengklua evident? If so, do they hinder genuine criticism or affect any other aspect of the administration of a department? All subjects interviewed, those within the study's sample and those without, were asked this question directly. Some expressed surprise at being asked and in various ways indicated discomfort at the question. Discomfort was most frequently registered outside the sample population by asking the researcher why he wished to raise the problem and secondly that the answer was purely a personal view and should not be communicated to anyone else. One outside member did not wish to answer that question at all. This behaviour, whilst not general, indicated to the researcher that even here krengchai and krengklua were still influential.

Except for one group of academics consisting of a college principal, three department heads and one faculty head in a formally organised meeting in a Bangkok college who considered that the cultural trait of krengchai was slowly dying out in

1. It should be noted that the overseas Western education of these four members was not in the area of educational administration but mainly in their general subject areas or other allied areas.

Thailand, the majority interviewed considered that krengchai was still an influential element of varying degrees in Thai behaviour, not only in colleges but throughout the country.

At college department level, interviewed members and heads, as well as outside respondents, overall considered that the superior-subordinate relationship between elected department heads and staff members was usually not as pronounced as more senior positions in the Thai bureaucracy, although it was suggested that between a college principal and a college staff member it was likely to be stronger. Certainly in evidence was the outward respectful attitude of one member for another and the general avoidance of unpleasantness between heads and department members. In not one observation of any department head and his staff was there witnessed anything of an outward display of anger, hostility or embarrassment throughout the period of the study. However, on three observed and noted occasions, subjects (not necessarily from within the sample population) expressed severe disappointment (not anger, though it may have been concealed) concerning failure of allotted tasks to be efficiently carried out.

On the other hand there was a number of occasions involving the researcher where administrative arrangements broke down completely and where the response to the researcher's question

as to what had happened was "mai pen rai ka" or "never mind - another time"!¹

Face-to-face interaction within the departments and between heads and members appeared always to be "choey", that is without anxiety and with cheerful acceptance of whatever was occurring and was thus often associated with the attitude of "mai pen rai". Although to the Western observer this always seemed as not much more than a casual expression, whether or not it concealed a psychological defense mechanism in certain situations to prevent "loss of face", was imperceptible to the researcher who lacked the knowledge of the Thai language.

At no time throughout the study was the researcher able to observe outward disharmony within the academic departments sampled. In other words the maintenance of the "cool heart" (choey) was ever present. Furthermore no subject within or outside the sample was ever asked to offer criticism of his head, nor in fact did any volunteer it. This absence of criticism, in either interview

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1. A meeting of one department's staff was scheduled for a particular time and the members had been notified by one particular Thai staff member. The purpose of the meeting was to complete the LEAD - Other instrument and Questionnaire Two. Only one of about six members kept the appointment and so the planned meeting was cancelled. Although the researcher accepted the cancellation without any outward displeasure the staff member who had arranged the meeting felt very perturbed at the failure of the arrangements. The researcher's comment of "mai pen rai krub" (never mind - it is no problem) was met with a degree of relief by the Thai member, although it was still evident that the general failure of the arrangements still concerned the member. No hostility had arisen and the face-to-face situation remained calm and pleasant.

or in Questionnaire Two particularly, may well have stemmed from the reluctance of Thais to place their department heads in any embarrassing position and so may have reflected the feeling of *krengchai* and *krengklua* (awe, feelings of respect) or the ineptness of the researcher in attempting to probe such a sensitive problem. It is difficult, given Thai culture and tradition, not to think that, because these general traits were not discerned by the researcher, they in fact did not occur within the academic departments from time to time.

h. Do academic heads' leadership behaviour reflect merely ad hoc coping behaviours rather than sound middle to longer term planning procedures? The question was posed because of numerous instances within the experience of the researcher where apparent poor planning (or lack of it) resulted in arrangements going astray. Only anecdotal evidence can be offered and this covers a wide variety of areas from transport failures, incorrect air bookings, failure to consider timings, driving to wrong destinations, to changes of plans in the middle of a planned operation. Although such administrative problems are not the sole repository of Thais, the tendency noted by Mosel (1959, 1966) amongst Thai administrators to place little reliance on planning prompted the inclusion of this question. In some of the anecdotes suggested above there certainly was evidence of rapid coping with the mismanagement - some successful, some not so successful.

Academic departments, at least in the researcher's presence, did not reveal major failures in planning. Minor problems were always occurring and generally were efficiently handled in much

the same way as in the Western institutions with which the researcher is familiar. Department heads overall showed an awareness of the need for sound middle range planning whilst the majority of college principals, although heavily absorbed in reports, committees and written submissions, indicated strong support for a well planned programme in their colleges.

i. Is there a noticeable lack of self-discipline in terms of carrying out designated duties? If so does this adversely affect the department heads' leadership style? This question was prompted by Wichiarajote's (1982) view that Thai society in general lacks self-discipline and that this lack impedes the Thai progress in comparison with the West. It was further prompted because of similar opinions voiced to the researcher by a number of college principals, at least two senior officials of statutory bodies and by a small number of lesser Thai officials. They stressed the intense individuality of the Thai and the difficulty in obtaining strong commitment to group goals and communal objectives. Some stressed the difficulty in getting Thais to adhere to certain government rules and regulations.¹ Many of these in interview and discussion stated that they wished for a better balance for Thais between individual freedom, responsibility and self-discipline.

Again, the researcher found the gauging of this trait of

1. Two prime examples often mentioned were traffic regulations and regulations governing footpath merchandising both of which regulations were frequently honoured in the breach.

lack of self-discipline very difficult within departments. However what was observed and from the Western viewpoint of the researcher was considered undisciplined was the situation at a small number of colleges of lateness of students to classes, sudden cancellations of classes, unexplained absence or lateness of staff to classes and other planned activities. Where this was commented upon by the researcher some staff actually admitted a degree of laxity but seemed not to take the situation too seriously. If there were more serious incidents of lack of self-discipline amongst academic departments and if these actually affected adversely its administration, they went unobserved by the researcher. Overall, departments seemed to operate satisfactorily in spite of minor problems and difficulties whether caused by lack of self-discipline or other factors.

j. Do religious tenets or practices affect leadership behaviour?
Does, for example Buddhist¹ karma influence that behaviour? Indeed this was a question that, to the researcher, pervaded the whole of the research project. On many occasions the researcher took part in Buddhist ceremonies organised by college authorities and this served to strengthen his view of the pervasiveness of religion and spirit worship throughout many aspects of Thai daily life.

1. Of course, it is realised that other religions exist in Thailand but as Buddhism is the official religion of the State and has most adherents (95%) it is the one given most consideration in this study.

Accurate assessment of the influence of Buddhism on the daily administrative behaviour of the department heads was well-nigh impossible, although many persons, both heads and members, when asked, did state that they tried in the everyday life and work to uphold their Buddhist way of life. Certainly tolerance, kindness, the avoidance of disharmony and difficult situations, and the acceptance of personal discomfort without rancour were observed and experienced every day by the researcher in his dealings with the colleges and their personnel. Whether this was karma and the making of merit could, of course, not be expected to be known. Whatever the cause of the behaviour, these types of behaviour were readily observable.

The experiences support Mosel's (1966) view that a Thai leader, if his success is affected by the actions of his followers, must evaluate their "merit" and take this into account in making decisions; hence this represents a marked cultural difference from the West because it suggests that the Thai leader must give greater weight to personal relationships in decision-making than his Western counterpart. This implies strong relationship-oriented behaviour which in fact was well supported in the leadership styles perceived the the LEAD instruments.

Although there was no empirical measure of the influence of Buddhism on the leadership behaviour of the department heads, conventional wisdom and the general tenor of the results of this study suggests that Buddhist values are evident in the daily interaction between heads and department members as well as

between members themselves. The experiences of the researcher over the past six years in Thailand also support this contention.

Conclusion.

This chapter, focusing on the presentation and analysis of results, has produced a bewildering series of findings. Apart from those questions and hypotheses which have been tested on formal instruments (LEAD - Self, LEAD - Other) and scored on set scales and the more formal questions and answers from the two questionnaires, other findings have been based on the researcher's observations, on interviews and discussions, and on personal experiences. These less formal and systematic methods must admittedly produce weaker evidence in support or otherwise of hypotheses posed and answers to questions raised. Nevertheless such evidence has been offered mainly in a first attempt to explain leadership behaviour of department heads in a sample of Thai teachers' colleges. There is little doubt that more accurate data from observations would have been possible had the researcher returned to all departments after the analysis and scoring of the LEAD instruments and the Questionnaires and then spent greater time with each department. However this posed the continuing problem of anonymity of subjects' responses.

The final chapter which follows is concerned with general conclusions of the total study and possible recommendations for the future.

CHAPTER 10

CONCLUSIONS AND RECOMMENDATIONS

Introductory comment

This study sought to examine general patterns of leader behaviour of academic department heads in Thai teachers' colleges through a randomly selected sample of eighteen departments from eight colleges. Altogether one hundred and twelve subjects including eighteen department heads were tested on the LEAD instruments. The general theoretical background of the study contended that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and environments (Hemphill, 1949; Kahn and Katz, 1953; Halpin, 1959; Fiedler, 1967; Reddin, 1970; House, 1971; Yukl, 1971; Vroom and Yetton, 1973, and Hersey and Blanchard, 1977). The focus of the study has been on observed leader behaviour of the eighteen academic department heads, as observed by the heads themselves (self-perceptions), and by their respective staff members (perceptions by others); these observations being measured on the LEAD instruments and according to Situational Leadership Theory as expounded by Hersey and Blanchard (1977). Attempted explanations of the various choices of leader behaviour, especially leadership style of the department heads have been made through a variety of methods, namely questionnaires, interviews and personal observations of departments during their

daily tasks.

The study has been more concerned with general trends of leader behaviour amongst the department heads rather than a detailed analytical dissection of each head's leader behaviour with a view to diagnosing and remedying possible problem areas. Such diagnosis and remediation, whilst most worthwhile and useful, is more appropriate to a leadership training programme which was not the purpose of this study. However the study does provide important data that could be used for a much wider and more intensive survey of leader behaviour in tertiary education institutions especially at higher levels of management. Moreover the results from the LEAD instruments and the low effectiveness scores indicate a need for a better theoretical awareness of leadership behaviour and the introduction of leadership and management training programmes.

The researcher has already described the study in terms of a first attempt by a foreigner to examine middle - to - lower level leader behaviour in a Thai academic establishment, using an empirical approach, hence an air of hesitation and caution has pervaded the entire study. Furthermore the researcher has been ever aware of the apparent sensitivity of subjects, and particularly academic members, to any investigation regarding their personal behaviours especially when it involves relationships between leaders and subordinates. Although twenty-two percent of Thai teachers' colleges were sampled together with eighteen departments (instead of the hoped for twenty-seven departments), the department sample represents only a small

number from the total of all departments of all colleges thus wider application of the results of this study to Thai teachers' colleges generally would have to be treated with caution.

Limitations and weaknesses of the study

It would be remiss not to draw attention to the main limitations and weaknesses of this study of which the researcher was frequently aware, and which at times required sudden but usually anticipated modifications to planned programmes. However, the overall research design and methodology remained virtually unchanged in terms of phases of data collection, use of instruments, respect of anonymity, methods of observation and conduct of interviews. However, the sudden availability or unavailability of departments and staff members during the researcher's planned visits to colleges was disconcerting and necessitated some modifications to original departments chosen. The selected twenty-seven thus dwindled to eighteen and despite departments placed on a reserve list the planned twenty-seven did not eventuate. Reasons included staff members being absent on other tasks or otherwise engaged - matters over which the researcher had no control.

Definite weaknesses occurred in certain data measurement particularly those data which relied on personal observation and interview within the selected sample population. The quite deliberate plan of the study in not burdening the subjects with additional instruments to ascertain maturity levels and leader power bases was, in hindsight, probably a wrong decision but one

taken on the advice of the Thai liaison and other officers,¹ As it happened there appeared ample time to apply these instruments and indications during the main study from subjects suggested that they would have been appropriately answered. Thus the assessment methods used, particularly on levels of department maturity, though considered reasonable and rational, had to rely on estimations only. Hence the evidence in support or otherwise of Hypothesis 1 was considerably weakened.

Personal observations of departments in action proved extremely difficult despite strenuous efforts to overcome anticipated problems through the use of a systematic observation schedule and through, it was hoped, generally unobtrusive observational methods. One of the major problems in this regard was trying to classify leadership styles in terms of Situational Leadership Theory during a department head's actual working situation. Firstly there were many periods of time when there was no interaction between head and members (for example, when the head was working alone in an office) and secondly during interactions heads seemed to move subtly² from one style to another. A similar difficulty occurred when observing department members at work, as on many occasions they undertook their tasks alone or in small groups.

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1. This is not meant as apportioning blame to the Thais. All responsibility for decisions rested solely on the researcher.
 2. For the researcher this highlighted the difficulty in field conditions of trying to classify leader behaviour at any given point. It seems some type of critical incident approach to assessing leader behaviour in actual operation may prove useful.

The LEAD instruments are not designed to provide reasons for choices of leadership style in their twelve cited leadership situations but this study attempted, as one of its purposes, to furnish explanations of the various choices, both self-perceived and perceived by others. Such factors as length of time in position, qualifications, participation in decision-making processes and cultural influences were suggested as possible sources of explanation, other than maturity levels of staff. Although the data were appropriately collected through questionnaires, interviews, discussions and observations, efforts to link the data as causal or corroborative evidence for responses on the LEAD instruments often proved inconclusive and tenuous. Indeed many explanations offered were inferred or in fact further assumptions so that possible causal or corroborative data are not strong in this aspect of the study.

What would have proved far more fruitful and valid in this respect would have been to have measured subjects' responses on the LEAD instruments, analysed them, and then after analysis interviewed at least a sample of these subjects asking direct questions as to their choices of leadership styles. Had this been a leadership training project such procedures would have been undertaken. Two difficulties, already mentioned in Chapter 7 (research methods and design), that the researcher felt were against such procedures were the preservation of subjects' anonymity and time availability for two or more visits to each college and department.

Personal interview with all department heads and with

selected staff members posed no particular problem but it was felt by the researcher that more time could have profitably been spent with all participating subjects. Again the problem of anonymity reared its head especially when questions about departmental administration were broached.

The difficulty of trying to identify selected cultural traits as strong evidence of particular leader behaviours was always present but nevertheless was considered an important part of the study. Persons behaving in certain ways in their own cultural environment may not be consciously aware of any significant cultural causal relationship of their behaviours, but to the foreigner, looking as it were from the outside in, some cultural factors may appear as highly significant and indeed their significance may be exaggerated. Furthermore a whole host of possibly discretely described cultural traits are more likely to be highly interwoven and thus not realistically able to be identified as separate influences on behaviour. The highly complex Buddhist religion with its strong sense of karma, the superior-subordinate relationships and the notion of krengchai appear to the researcher as inextricably interwoven and provides evidence of such.

On matters related to Thai cultural influences on department heads' leader behaviour direct questions were openly answered, but it seemed more valid to observe actual leader behaviour than to list statements by members about leader behaviour, although both activities occurred. Because of the all pervasive nature of Buddhism, attempts to isolate various listed cultural

traits and use them as possible explanations for leader behaviour, although attempted, have proved somewhat superficial and perhaps over-generalised. Obviously a much greater period of time, a more highly sophisticated series of measuring instruments and more intensive and extensive observational procedures would produce more accurate data as to the effect of cultural influences on leader behaviour. This was not the case in this study and thus represents a major limitation in its results.

Two further problems associated with the study were the researcher's lack of knowledge of written and spoken Thai and his generally Western orientation to theories of administrative behaviour and leadership. Although the former difficulty was partially overcome by the assistance of Thai personnel, the inability to discuss freely with a wider range of Thais was frustrating although many of the Thais in administrative positions spoke fluent English. Not being able to read Thai hampered aspects of the general literature search and also meant that many current newspaper and journal articles could not be used, particularly as they may have related to present day Thai modes of thinking and acting. It would seem that a research project of this nature could be more appropriately carried out by Thai nationals, whose greater knowledge and awareness of Thai tradition, culture and language, would enable a more thorough and assumedly more accurate explanation of leader behaviour.

Some may argue that the LEAD instruments have been misused in this study and that their appropriate use is only in diagnostic and remedial leadership training schemes and not as survey

instruments. Whilst this is reasonable argument the researcher would defend their use in obtaining overall patterns of leadership style, style range and style adaptability without in any way detracting from their main purpose as diagnostic instruments. Previous studies by Hersey and Blanchard (1977) and by the researcher (1979) have demonstrated their usefulness as means of surveying leader behaviour trends of leaders from all walks of life.

Although the study did not aim at an evaluation of situational theories generally, and Hersey and Blanchard's Situational Leadership Theory specifically, certain criticisms or weaknesses associated with the theory emerged as by-products of the study. One of the major problems concerns the assessment of situational variables on leader behaviour. All the situational theories naturally contain situational variables and even a cursory glance at any one theory reveals a variety of stated variables. Yukl (1981 : 167) makes a very valid comment that, "It seems desirable to consider many different aspects of the situation, but to do so makes a theory very complex and difficult to test". This certainly proved the case in this study in which efforts were made to explain leader behaviours in terms of situational variables over and above staff maturity levels. He adds further that "it is difficult to design a study that will provide a clear test of the complex causal relationships among variables in the situational theories" (Yukl 1981 : 167). Again efforts to achieve this in this study proved inconclusive and highlighted this difficulty especially when an added variable was Thai

culture and tradition.

Korman (1973) in a very perceptive article on contingency theories also confirms some of the problems found by the researcher. There is little doubt that the research suffers from lack of comparable situational measures between studies, lack of accurate measures of leader behaviour and intervening variables and hence there are problems in formulating specific, testable hypotheses based on previous field studies. Again this proved the case in this study.

Although the study was not planned as a leadership effectiveness training programme, certain observations led the researcher to the possible difficulties involved in such a programme and gives some credence to McCall's (1977) questioning of the usefulness of complex situational theories of leader behaviour in improving managerial effectiveness. McCall's contention is that this is a very real difficulty in the daily operation of an academic department and that trying to assess quickly and accurately maturity levels of individuals and groups on specific tasks might prove too slow and tedious especially where events are moving quickly and rapid decisions are needed. In fact this was one of the reasons for the modification in this study of trying to assess a "global" view of a department's maturity level rather than task specific maturity levels of individuals and groups.

Yukl (1981 : 169) sums up the situation succinctly:

In general, the situational theories are complex, imprecisely formulated, and difficult to test. Adequate empirical verification has not been achieved yet

for any of these theories. At present, they are more useful for suggesting potentially important variables to investigate as a source of definitive explanations about leadership effectiveness.

Having used one specific situational approach in this study, the researcher would have to conclude similarly.

The study served also to demonstrate the constant problems associated with research in the field where control of variables and other influencing factors cannot match that of the laboratory. Efforts to minimise effects of uncontrolled variables by compensatory means were constant. The major advantage, however, of this study is in its attempts to examine phenomena as they are actually occurring in the "real life" situation. Whilst variables could not always be isolated and measured as accurately as desired, nevertheless it was felt that in this study rational compensations were made commensurate with the purposes of the study as a whole. There was little doubt that the many problems associated with this field study were certainly exacerbated by working in a foreign country whose culture contrasts markedly to that of the Australian researcher. It is against the above background that the following conclusions are presented.

Conclusions

Leadership tasks of the academic department head

The findings led to the following conclusions:

1. Although only one college presented an official typed statement of duties of all its senior academic staff, the other statements received on written or oral request for other colleges did not differ significantly from that college's official

document or indeed from each other. It seems clear that department head's tasks and roles have been developed throughout all colleges in much the same way by the process of time-honoured practices that seemed to have functioned well. Department heads were well aware of the duties required of them; much of this awareness no doubt due to imitatory roles of previous heads. The various lists of duties merely served to formalise the existing tasks and roles of the department heads.

2. The lists clearly indicated the functions the department head was expected to undertake and were sufficiently general, and specific, to enable a department head to exercise appropriate discretionary powers in daily administration in keeping with college policy. The various lists also suggested that there was a reasonable range of options in organisation and administration within departments and that such range was expected and encouraged. This appears to be in some contrast to the more stringent and strictly controlled operations of some departments in the government hierarchy outside colleges.

3. Nothing in the documents indicated student participation in departmental matters even on a minor basis and this was confirmed by most college authorities who indicated little or no student participation in overall college government, although there were various student councils. Nor did observation indicate any significant student participation in actual college government.

4. Although delegation of authority within departments had not been postulated in the study, there was in fact a considerable degree both observable and inferred suggesting a more

participatory, democratic style of leader behaviour than an authoritarian style.

5. The observed trend to democratic style leadership is in keeping with the emphasis on personal relationships which seemed such a strong feature in the small group situation in which the academic departments operated. Election of heads rather than selection was considered a contributing factor to the observed participatory and human relationships approach.

6. Although power basis of the leader behaviour was not measured on the Power Perception Profile instrument it was estimated through observation and interview that the most likely source of power was referent, information and expert, and this is most appropriate for departments of moderately high to high maturity levels. It seems appropriate also for heads who have been elected by their peers who have stated they try to elect on the basis of the expertise, personability and helpfulness of the head as opposed to a head who would be considered as coercive and unsupportive.

7. Every college principal asked considered that the position of department was most important for the smooth and efficient administration of the college. Observation of colleges and interviews with staff members and heads themselves strongly confirmed this opinion.

8. Departments do not have any significant degree of autonomy, per se, but form an integral part of the college organisational structure and adhere to the policies laid down by the college committee.

9. Although department heads were not able to be observed in every facet of the daily work there was sufficient evidence to indicate that tasks laid down both in the formal promulgation and in the other documents provided were in fact being carried out variously in actual practice. In other words the tasks described matched the tasks undertaken.

Maturity levels of academic departments

Weaknesses in the data collection concerning measurement of maturity levels have been fully discussed in Chapters 7 and 8. The attempts to compensate for these weaknesses led to estimates of maturity levels from three sources, the department heads, department members themselves and the researcher. Aware of the problems associated with these results the following conclusions, though tentative, are offered:

1. In not one department was a low (M1) or moderately low (M2) level of maturity recorded either by department heads or department members themselves in relationship to the overall tasks expected of them as academic department staff. Limited observations and personal interviews by the researcher generally confirmed the overall competence and willingness of staff members to undertake their duties. Thus moderately high (M3) and high (M4) score estimates on maturity levels were considered most appropriate.
2. The selection of staff for teachers' colleges would seem to support high maturity levels because of their sound academic qualifications, their wide teaching experience and their professed (or assumed) loyalty to the ideals laid down by the Ministry of Education for the training of student teachers.

3, Where minor differences occurred in estimations of scores of individuals' maturity levels (moderately high compared to high), no causal or explanatory patterns of data could be identified from personal information supplied (Questionnaires 1 and 2) or from personal interviews.

Self-perceptions by department heads of their leader behaviour as measured on LEAD - Self instrument

Leadership style¹ and style range. The following conclusions are justified by the data:

1. Department heads perceive as their most frequently depicted combined basic and supporting leadership styles, Styles 2 and 3 in that order of frequency and not in the reverse order 3 and 2 as hypothesised. The scoring difference however is insignificant and can be disregarded so that Hypothesis 2 is supported.
2. Department heads perceive as their most frequently depicted basic leadership style, Style 2, together with Style 3 as their most frequently depicted supporting style.
3. Leadership Style 4 was not depicted at all under the criteria laid down for a "most frequently" depicted style whilst Style 1 scored very poorly.

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1. To avoid continual repetition in the text the four leadership styles are fully re-stated below:

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.

4. Leadership style range does not extend over the four possible leadership styles, 1, 2, 3 and 4 of the leadership style quadrant but is generally limited to Styles 2 and 3.

5. According to Situational Leadership Theory, the department head's self-perceptions of leadership styles, Styles 2 and 3, are more appropriate to subordinates whose maturity level is moderately low to moderately high than to those of moderately high to high maturity levels. Such slight mismatch of self-perceived styles suggests "over leadership" where the head uses a "selling" style instead of a "participating" and "delegating" style. The mismatch cannot be considered too severe because of the strength of Style 3 as a supporting style.

Style adaptability. The data indicate the following conclusions:

1. On the basis of the scoring classification used in this study, department heads perceive their own leadership styles and style range as being generally ineffective when measured on the Tri-Dimensional Leader Effectiveness Model. This suggests that department heads would not be able to vary their leadership styles appropriately to meet the demands of differing leadership situations according to Situational Leadership Theory.
2. Department heads have not considered the appropriate maturity levels of their subordinates in choosing particular leadership styles on the LEAD - Self instrument. Hence the mismatch, at least theoretically, has produced low effectiveness or adaptability scores which was hypothesised in Hypotheses 4.

Discussion: self-perceptions of department heads. The emphasis on a leadership Style 2-3 profile was predicted even though the

departments had been estimated as having moderately high to high maturity which according to the theory requires a Style 3-4 profile. People who score a 2-3 profile tend to work well with subordinates of average levels of maturity and there is a sharing of decision making between leader and subordinate as well as affording much direction to subordinates. Furthermore there is high relationship in which the leader attempts two-way communication and socio-emotional support of followers. Conventional wisdom, general literature on Thai administrative behaviour and previous observations by the researcher all pointed strongly to the leadership Styles 2 and 3 being the most likely ones to be used.

Further support lay in the small group situation which meant strengths and weaknesses of individual members would normally be well known to each other; a closer degree of co-operation would be likely to exist especially in the sharing of tasks; and the staff would be generally competent to carry out their jobs. Styles 2 and 3 are also considered "safe" styles as their description indicates room for compromise, particularly the participatory style, so that there is more likelihood for maintenance of "choey" (the cool heart) and calm in face-to-face interactions, a cultural trait considered so important for Thais.

The absence of Style 4 is not surprising because in the first series of observations during the pilot study very little delegating behaviour was noted. Furthermore it was rationalised that as the Thai administrative behaviour so strongly favoured centralisation of decision-making and less delegation that the

same would be likely to occur even at lower management levels. The scores on the LEAD - Self seemed to confirm this view that department heads themselves in real-life situations would not be practised in, or wish to use, delegating behaviour. The low scoring of Style 1 tended also to confirm previous observations even though this somewhat autocratic style can more readily be related to a highly centralised administrative system where delegation of authority is lacking. Nevertheless the generally high maturity levels of staff coupled with the small group atmosphere of the academic departments probably accounted for its general exclusion. Election of a competent and personable peer as a department head may also be a further explanation in that members may not feel disposed to elect an authoritarian leader. However, in all of the data from the LEAD - Self instrument it must be emphasised that they are self-perceptions and thus are influenced by the many obvious difficulties associated with statements and opinions of one's own behaviours. What actual behaviours occur and how others interpret that behaviour may not necessarily correlate with self-perceptions.

The style range, obviously correlated to choice of leadership styles above, is limited to Styles 2 and 3, and is partially explained above although the scores on the LEAD - Self may reflect a cautious, conservative, "not rock the boat" mentality to the situations cited in the instrument. Perhaps too it forms part of the generally conservative nature of Thai educators and educational institutions and thus the choices favour a "safe" approach to leader behaviour. Furthermore it is possible that

too much delegation is seen as dangerous or an abrogation of responsibility in much the same way as telling, directing, is viewed as undue interference or simply dictatorial. Whatever the situation, the academic heads convincingly perceived a "safe" leadership style range and profile for themselves. It suggests a middle path between autocratic and democratic styles of leadership.

It seems inconceivable that any department head would perceive of himself as being an ineffective leader, although it is not altogether impossible to have such perceptions. Because it had been hypothesised that leadership styles would be restricted to 3 and 2 this automatically meant low effectiveness scores on the Tri-Dimensional Leader Effectiveness Model as the two style profile reflects a limited style range of the four possible styles. On the scoring categories used in this study, which in Chapter 8 have been considered perhaps too stringent, no department head received a high effectiveness score, indicating that leadership styles chosen did not generally suit the situation cited and further reflected the too narrow style range. In this respect the hypothesis that effectiveness scores would be low was forcibly proved.

Effectiveness scores too must be regarded as the least significant data because it can be argued that in actual working conditions the head may be working with members of say one or two maturity levels only, so that a narrow, but appropriate, style range may be very effective. The effectiveness scores could be put to greater use in the diagnosis and remediation

of individual department heads to see in each cited situation (LEAD - Self) where he scored a +2 (very effective) and where he scored a -2 (least effective). Insights could thus be gained as to strong and weak areas of leader behaviour and then be carried over into the work situation. In a leadership training programme it would be hoped that in terms of an appropriate theoretical and practical understanding of the concepts, second and third applications of the LEAD - Self would produce a more accurate diagnosis of each leadership situation and a correspondingly high effectiveness leadership score.

Whilst self-perceptions of leader behaviour are important and help an individual develop an awareness of his behaviour, the perceptions of others about their leader's behaviour is vital to Situational Leadership Theory. Comparisons of self-perceptions with the perceptions of others is most useful in any leadership-follower situation.

Perceptions by staff members of department heads leader behaviour Leadership style¹ and style range. The following conclusions are supported by the data:

1. Staff members of individual departments do not perceive their department head's leadership style as being mainly confined to Styles 2 and 3 as had been hypothesised. However all departments included Styles 2 and 3 amongst the most frequently perceived styles of their head.

1. To avoid continual repetition in the text the four leadership styles are fully re-stated below:

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

2. Staff members generally perceive their department head's leadership style ranging over Styles 2 and 3 with a lesser, but still strong, emphasis on Style 4. Low emphasis only is afforded to Style 1. The results suggest a potential for a general degree of flexibility by department heads in adapting appropriate leadership styles to particular leadership situations. Moreover the results support the observations, though limited, of the general range of styles used by heads in their daily work.

3. Attempts to explain reasons for members' perceptions of their department head's leadership styles through data from Questionnaire Two, personal interviews and observations of members at work proved inconclusive. No particular trends or patterns of data could be identified to permit definite or valid conclusions being drawn linking these data with members' perceptions. For example, Western education or length of service as a department head, did not differentiate necessarily leadership styles between those who had been educated in the West and those who had not. Nor did a longer (and presumably greater) experience as department head account for style differences.

4. Styles 3 and 4 observed in action are more appropriate to subordinates whose maturity level is moderately high to high thus the results indicate a closer match of leadership styles with maturity levels of subordinates and a potential for effective leadership.

Style adaptability. Conclusions indicated by the data are:

1. On the basis of the scoring classification used in this study

department members' perceptions of their head's leadership styles have resulted in low effectiveness scores as measured on the Tri-Dimensional Leader Effectiveness Model. This implies that, despite the range flexibility stated above with its potentiality for effective leadership, the leadership styles perceived have not been altogether appropriate to the specific situation cited in the LEAD - Other instrument.

2. The low effectiveness scores from the LEAD - Other and as measured on the Tri-Dimensional Leader Effectiveness Model appear to contradict the generally effective leadership styles adopted by the department heads in actual working conditions and observed by the researcher.

Discussion: perceptions by staff members of department head's leader behaviour. The emphasis on leadership styles 2 and 3 had been predicted but the strong perceptions for Style 4 (which indicated delegating behaviour) were not expected and hence not hypothesised. It was clear, however that, despite the earlier findings from the 1980 pilot study, the researcher's observations during the course of the current study indicated considerable adoption of delegating leader behaviour in actual practice so that the scoring of Style 4 in some strength became less and less surprising. A Style 3-4 profile has been found by Hersey and Blanchard (1977 : 253) to be representative of very effective top managers in organisational settings where they have a mature, competent staff that needs little direction. It has also been found that this profile is practised among people in the education environment where "humanistic" style education is occurring.

This latter situation is similar to that found in Thai teachers' colleges.

The strong scoring on Style 4 contradicts, however, the general tenor of the Thai literature on the absence of delegating behaviour by Thai leaders at all levels. However, it can be argued that the literature reflects more closely the position in larger hierarchical government and other institutions than in the smaller, less formal situation of an academic department in a teachers' college. The fact too, that the small group atmosphere with an elected rather than selected leader, may contribute to greater respect and trust between the leader and followers, should not be ignored.

Leadership Style profile 2-3, as previously stated for self-perceptions, represents a very safe leadership style more or less in keeping with the tradition of maintaining the general leadership atmosphere on an even keel. Whilst there may be tensions not readily observed within departments the presence of Styles 2 and 3 certainly give the impression that, at least on the surface, all is proceeding smoothly. Apart from normal minor differences nothing in the researcher's observations of departments at work suggested anything to the contrary.

Style range over all four leadership styles, but more frequently perceived over Styles 2, 3 and 4, indicates that the members perceive their heads as likely to use a wider range of styles than the study had anticipated. It means that there is a greater chance of a head, with a wider choice of styles being used, being able to adopt a flexible approach to his leader

behaviour in varying situations. In other words it suggests the likelihood of being more effective provided that the particular leadership style is appropriate to the particular situation. Certainly the choice of Styles 3 and 4 more closely matches the actual situations in the departments where members were estimated to be of moderately high to high maturity.

What seems to have occurred in this study, however, is that staff members have perceived on the LEAD - Other a range of styles for their department head but that these styles have not been altogether appropriate for the situations cited, hence a low effectiveness or adaptability score has resulted. Observations indicate that these low effectiveness scores do not in fact represent the real-life situation of the departments involved as the department heads in their daily operations appear to be adapting their leader behaviour to suit the moderately high to high maturity levels assumed of their departments. In these instances then it can be said that leadership style actually used is effective. This confirms Hersey and Blanchard's opinion that the adaptability scores may be less significant than other LEAD scores because these adaptability scores reflect choices over four possible maturity levels yet in the actual work situation the head may be working constantly with people say of one maturity level only, and indeed using the one leadership style or two-style profile that is appropriate.

One criticism needs be made of the researcher's scoring categorisation on style adaptability (Tri-Dimensional Leader Effectiveness Model) and that is that it is arbitrarily high.

It would have been more appropriate and realistic to have made the "high" scoring category say +10 and above, "moderate" +1 to +6 and "low" any score below +1. This would have been more closely allied to Hersey and Blanchard's views on style adaptability scores.

Compatibility between self-perceptions of department heads and perceptions by their staff members on department head's leader behaviour

Leadership style. The data indicate the following conclusions:

1. Overall there is little compatibility between the leadership styles of department heads as self-perceived and those perceived by their subordinates although the data are somewhat inconclusive with only six of the eighteen departments scoring a high degree of compatibility.
2. No identifiable trends or patterns to explain the varying degrees of compatibility could be ascertained from the personal data and opinions from Questionnaires 1 and 2, from personal interviews or from observation. Even where departments showed incompatible perceptions, statements from both heads and members did not necessarily indicate ineffective leader behaviour. Nor could reasons be given for any incompatibility between the two sets of perceptions on the LEAD instruments.
3. Leadership personality (that is self-perceptions plus perceptions by others as scored on the LEAD instruments) of the department heads, except in six departments, reflects a generally small to moderate public arena on the Johari Window. On this basis it must be concluded that there is a potential lack of

openness between head and subordinate in that there is insufficient feedback from the subordinates to the head and similarly poor disclosure from the head to subordinates.

4. The style adaptability scores of those departments whose leadership styles showed compatibility did not differ greatly from those departments whose leadership styles showed incompatibility.

5. Leadership personality, especially openness related to small or large size of public arena, was not easily observable during daily operations hence the results from this aspect of the LEAD instruments could not be confirmed in practice.

Style range. The data suggest the following conclusions:

1. There is little or no compatibility between the leadership style range as perceived by the department heads themselves, and the style range as perceived by their respective department members.
2. Seven of the eighteen departments showed only a moderate degree of compatibility on style range between the above two sets of perceptions.
3. The low compatibility was due to the differing incidence of the scores on Style 1 and Style 4 and not on Styles 2 and 3 which were perceived by all department heads and members.
4. Fourteen of the eighteen departments' members perceived a greater style range for their department head than did the department head himself.

Style adaptability. The following conclusions are indicated by the data:

1. A high degree of compatibility was found between the department heads' scores on style adaptability and members' scores by virtue of the low effectiveness scores in fifteen of the eighteen departments. All scores were derived from the Tri-Dimensional Leader Effectiveness Model.

Discussion: compatibility between self-perceptions of department heads and perceptions by department members on leadership style, style range and style adaptability. The general tenor of this study has revolved about the researcher's postulation that both the department heads and their respective staff members would generally have perceived the most frequently adopted leadership styles of department heads as being in the two style profile of Style 2 (selling) and Style 3 (participating). The rationale for this view has been previously stated, hence all hypotheses formulated in respect of leadership, style and style range reflected this contention of the researcher. On this contention then a high degree of compatibility between the two sets of perceptions would logically follow.

As results of scoring were progressively analysed (Chapters 8 and 9) it soon became evident that there were considerable differences, particularly in perceptions of leadership style and style range, between department heads and their members so that a high degree of incompatibility was inevitable, although the results of the comparisons on leadership style between self-perceptions and members' perceptions proved somewhat inconclusive. Apart from six departments the general conclusion is that heads and members have different views about their heads' leader

behaviour in the situations cited in the LEAD instruments. One of the main causes of these differences is the attributing to heads by members of a wider and more varied style range than that attributed by heads to themselves. Part of this may be explained that the larger the department, the more likely it is to achieve a wider range of choices on the LEAD - Other instrument because of the distinct possibility of more numerous individual interpretations and perceptions by members of their head's leader behaviour.¹

It should be assumed that the perceptions by others of a head's leader behaviour are likely to reflect a more accurate description of that behaviour than the head's own opinions. Frequently one assumes certain characteristics of his own leader behaviour in the actual working situation only to find that his subordinates have quite a different interpretation of their leader's behaviour.² In this study the members perceive a more flexible array of leadership styles and potentially more effective leader behaviour of their heads than do heads themselves.

Whilst it was hoped that valid reasons could be offered for the degrees of compatibility (or incompatibility) from personal data and opinions of subjects as well as from observations no such reasons were forthcoming. The main thrust of the researcher's

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1. Ubon's Thai department with twelve participating members is a case in point.
 2. This situation was convincingly demonstrated in a previous study in 1979 in the researcher's own department in a Sydney College of Advanced Education where the researcher perceived his own leader behaviour as being participating and delegating but where a significant number of staff perceived it as directing.

observations of departments in their daily work however indicated a wider range of leadership styles actually being used than department heads perceived of themselves on the LEAD - Self instrument. No adequate explanation could be made for this apparent contradiction particularly in relation to the low scoring of self-perceptions on Style 4 and yet its frequent adoption in actual day-to-day operations was observed.

The high degree of compatibility in style adaptability scores was anticipated because it had been postulated that both heads and members would perceive low effectiveness because of the emphasis on two leadership styles only instead of a more rational balance over the four possible styles. The data are supported by previous studies of Hersey and Blanchard (1977) where initial applications of LEAD instruments resulted in low effectiveness scores but where, after appropriate leadership training, further applications produced higher effectiveness scores. Again the significance of these style adaptability scores should not be overemphasised especially in this study where in the actual work place department heads worked well with members of generally high maturity levels whereas the LEAD instruments require theoretical choices over four levels of maturity. In other words, effective leadership was more in evidence during daily work than in the scores from the Tri-Dimensional Leader Effectiveness Model.

Overall patterns of leadership styles

Basic leadership styles. The following conclusions are drawn from the data:

1. Style 2 is convincingly scored as the most frequently

perceived basic leadership style of department heads by their members. Style 4 was the second most perceived basic style whilst Style 3 was the third. Style 1 perceptions were very low and were not significant by comparison to the other three styles.

Supporting leadership styles. Conclusions are:

1. Style 3 scores most heavily as a supporting leadership style.
2. Styles 2, 1 and 4 in that order of frequency scored considerably less than Style 3 but were all of about equal importance.

Discussion: overall patterns of leadership styles. The conclusions confirm the hypothesis that the overall style pattern would be Style 2 as basic and Style 3 as supporting. What is further suggested however is a strong 2-3, 2-4, and 3-4 set of profiles variously incorporating a range of basic and supporting styles although the 2-3 profile has to be regarded as the strongest. Whilst these profiles do not all form part of each individual department head's leadership styles (as perceived by their members) their presence overall indicates a flexibility of leader behaviour and a potential for adapting styles to meet leadership situations in an effective manner. There appears then to be a reasonable balance between task direction and personal relationships that should meet most leadership situations. The trend to democratic participating style leader behaviour is thus emphasised and is appropriate to members of above average maturity levels. The surprising strength of the perceived Style 4 with its emphasis on delegation would appear at first not to be in keeping with Thai administrative behaviour. However, in attempting to reconcile

the findings based on the LEAD instruments with observations of heads' actual behaviour, the observations generally supported the members' perceptions.

The lesser strength of Style 1 (certainly weak as a basic style) also seemed to belie custom and literature where emphasis has been placed on autocratic style leadership especially in the Civil Service of the government. Such directing, autocratic style was in fact never observed and indeed would appear out of place in the small group atmosphere. That it was not observed does not, of course, suggest that it does not occur.

Cultural and other influences affecting academic department heads' leader behaviour

The various sub-questions of Question 10 (Chapter 6) focused upon a number of possible factors thought likely to affect the leader behaviour of department heads and thus help explain the various perceptions of leadership style by heads themselves and by their staff members. Included were such factors as hierarchical status, power bases of authority, superior-subordinate relationships, krengchai and krengklua attitudes, Western influences, self-discipline and religious influences. No hypotheses were offered nor were precise measuring instruments devised.

It was not the purpose of Question 10 to produce a series of discrete data on the above factors but rather to utilise them to help explain choices of leadership styles on the LEAD instruments. It was realised that these factors were highly interrelated and that attempts to isolate them might prove difficult, if not impossible. Not only were interviews and observations to gather

data on these factors undertaken with the population sample but a variety of persons also were interviewed and observed who were outside this sample. A wider perspective was thus sought.

One of the difficulties perceived by the researcher in attempting to attribute at least some of these factors as influential on leader behaviour was that the position of an academic department head, elected by peers for a given period rather than selected, was different from that of a similarly placed middle to lower manager in say a government bureaucracy or in a large statutory institution upon which most of the literature on administrative behaviour has been focused. A second difficulty was that proof of influence should validly be based upon observable leader behaviours rather than stated opinions, especially by department heads themselves, although more credence might well be given to statements from department members about their head's leader behaviour. A third difficulty lay in the researcher's ability to make inferences about observable behaviours and their relationships to any or a number of cultural traits. And finally, efforts to relate perceptions of leadership styles scored on the LEAD instruments to the various factors above had to be based initially on the researcher's assumptions because the LEAD instruments were scored after personal interviews and observations had taken place.¹ However attempts were made to relate data from observations and interviews after the LEAD instruments had been scored. Thus the efforts to explain much of

1. Reasons for this sequence have been discussed in Chapter 7.

the leader behaviour of department heads is considerably influenced by assumptions and interpretations made by the researcher and so the conclusions that follow must be viewed as tentative only:

1. The generally strong emphasis on Styles 2 and 3 are in conformity with the generally conservative nature of the Thai educator and represent an attempt to maintain a balanced harmony ("choey", a cool heart) within the leadership situation.
2. The strong but slightly lesser emphasis on Style 4 with its delegating process, appears on first analysis out of character with Thai administrative behaviour but can be explained by virtue of the small-group atmosphere prevailing in departments and in which no strong hierarchical status for heads exists. The estimated high maturity levels of staff would also be a contributing factor.
3. Expert, referent and information power appear to form the main power bases of the heads' leader behaviours and source of authority, this being in some contrast to the more usually expected implied, coercive, connection and reward power bases found in the Thai bureaucracy.
4. There appears to be a heavy reliance on personal relationships between department heads and members. The general strength of Styles 2, 3 and 4 from the LEAD instruments adds confirmation to this. Evidence of krengchai (treating leaders with respect) was inferred from the general absence of disharmony or embarrassment within departments although on direct questioning by the researcher many subjects stated categorically that krengchai formed a real part of their daily behaviour. The

strong plea during the initial stages of the study for anonymity of all responses in case they were critical in any way of department heads was considered to be at least partly due to the notion of krengchai.

5. The tendency noted by Mosel (1966) for Thai administrators to place little reliance on planning and thus having to adopt ad hoc coping procedures in executing decisions was not in evidence in the departments observed. Certainly minor problems occurred as could be expected in any administrative system in any culture but they were usually coped with effectively.

6. Lack of self-discipline as a trait attributed to Thai administrators (Wichiarajote, 1982) and thought likely to affect head's behaviours was not directly observed in college departments. Unfortunately the term self-discipline has many connotations and is interpreted differently by many people. It is also a most sensitive area to probe especially in discussion and interview. The difficulty in making reference to Wichiarajote's (1982) self-discipline may be judged by the following observed incidents. Punctuality of some department members and also students was often poor by the researcher's standards and as usually accepted in efficient Western institutions. Obviously this stance strongly reflects Western orientations (as had been noted by Wichiarajote) but not necessarily Asian. Where unpunctuality was noted as a possible example of lack of discipline, some Thai members did not place great importance on it although others thought that it hindered efficiency. Hence the matter of self-discipline remained largely unsolved as answers to this

question seemed to depend on the individual Thai responding.

The meeting of deadlines, the attainment of set goals and other task orientations, as far as the researcher could ascertain from observations, were usually achieved, hence problems associated with lack of self-discipline, if existing, were not recorded.

7. The influence of religion especially Buddhism and spirit worship was pervasive and could not be isolated from department heads' or members' general behaviours. In other words the Buddhist influences appeared to influence leader and member behaviour not only in leadership situations but in other situations generally. These influences were observed in such factors as cooperation, generous actions, consideration of others, maintenance of calm, and prayers for the success of undertakings within the colleges and departments. Interviewed staff and department heads in many instances stated their strong beliefs in Buddhism and that it influenced their daily life and work. It was difficult, indeed virtually impossible, to separate religious influences from other Thai cultural influences because of their natural integration. Whilst it was not possible to attribute in any decisive manner particular religious influences on the choices of leadership styles of department heads it would be reasonable to assume that the strong emphasis on Styles 2 and 3 as moderate and "safe" styles could be influenced by the general Buddhist philosophy of maintaining calm and avoiding severe confrontation.

Recommendations

Although this study has its theoretical basis in Situational Leadership Theory as developed by Hersey and Blanchard at the Centre for Leadership Studies at Ohio State University, U.S.A., and the previous conclusions, and recommendations below, reflect this theoretical background, it is realised that other theories of leadership could be used to survey leadership in Thailand and provide training programmes with differing perspectives. Always needed, however, is a keen awareness of the validity of any one cultural - theoretical approach to leadership and administration and its proposed use in a country where culture and tradition impose quite different conditions.

Situational Leadership Theory does itself manage a reasonable synthesis of a number of key theories dealing with factors closely associated with, or integral to, leadership behaviour. For example, Maslow's (1954) hierarchy of needs, Herzberg's (1966) hygiene factors and motivators, McGregor's (1960) Theory X and Y, Likert's (1967) Management Systems, Argyris' (1957) Immaturity - Maturity continuum and Greiner's (1972) organisational growth theory blend satisfactorily into the four leadership quadrants of Hersey and Blanchard.

It is perhaps easy, and not unnatural, for any researcher to become over optimistic about the possible benefits that may accrue from his work. Such optimism, whilst praiseworthy, may lead to claims that cannot in the long, or even short, term be substantiated. No such presumption of optimism is made about this study which would have to be regarded as a very tentative

effort in a very complex situation. It is virtually an extension of the pilot study undertaken in June - September 1980.

The very sensitive nature of this study and the fact that leader behaviour and departmental administration are for many a very personal matter, not always easily examined by an outsider, and, indeed often resented, especially by academics, leads to recommendations that may not be acceptable to members of Thai teachers' colleges or other persons associated with their general administration. In some instances leader behaviour and management skills may be considered by some to be already adequate to cope with tasks in the current structure of teachers' colleges and hence any recommendations may be viewed as superfluous. On the other hand the mooted change of Thai teachers' colleges into multi-disciplinary institutions¹ may herald a much greater need to examine a wide variety of leader behaviours and administrative practices than at present exist. Against these cautionary statements the following recommendations are made:

1. Although the study did not aim to diagnose individual department head's leader behaviour problems per se, or attempt to identify and classify them as "good" or "bad" leaders, and, despite the researcher's observations which generally indicated that

1. Indicated to the researcher in September 1980 at a seminar in Ubon Teachers' College, at a meeting with the Director General of Education July 1981, and at a committee meeting July 1983 at Pranakorn Teachers' College. Any such change requires drastic action including changes to the Teachers' College Act, 1975.

departments were usually well administered, the results from the LEAD instruments indicated a potentially inadequate use of all leadership styles available to the department head. In the situation that currently exists in the departments sampled, where staff members are considered of moderately high to high maturity levels, the very strong emphasis on Styles 2 and 3 suggests an element of "over leadership" in which Style 2 particularly is used to a greater degree than is necessary for highly mature staff. Similarly the virtual absence of Style 1 from the results shows that the department heads would be unaware of its appropriateness in the situation where they may have to deal with members of low and moderately low maturity. Hence the evidence from the study points to the need for positive action to be taken to improve both theoretical knowledge of leadership theory and its practical application at the middle to lower management levels in the teachers' colleges. Such positive action may include the introduction of short inservice type leadership and management training programmes which would include department heads, faculty heads and possibly college principals.¹

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1. The Educational Planning and Management Services (EPMS) of UNESCO, Bangkok Regional Office have produced a number of manuals for educational planners and administrators in Thailand. The EPMS has also conducted short training courses, workshops through the Education Planning Division of the Ministry of Education. In 1979 the Centre for Education Administrators (CEA) was established to help train educational administrators at all levels in the areas of educational administration and management. Despite these initiatives and the frequent statements in the UNESCO publications on management training about the need and significance for improving management (not contested by this researcher) there is little evidence of leadership studies having been actually carried out in the field in educational institutions and subsequently no direct empirical data.

2. Any leadership and management programmes must reflect Thai values and culture which would need to be appropriately blended with the best available theoretical approaches. It is not feasible or appropriate in the current Thai environment merely to make too simplistic adjustments to Western programmes and expect them to be effectively implemented and the effects sustained over a period of time. In general, programmes should be designed by Thais for Thais. It is likely that the most difficult task will lie in the area of attitudinal change towards new perspectives in leadership behaviour and management practices in educational institutions.

3. Although a traditional part of Thai culture, the strong bureaucratic/pyramidal values that exist from the Ministry of Education downwards through college organisational structures to departments and staff members, require modification to permit relevant decisions to be made more quickly and closer to the affected source. As stated in (2) above this will not be an easy task and will require considerable and no doubt gradual attitudinal change. Where the hierarchical structure is seen to dominate the organisational structure in a college it is likely to lead to poor, shallow and mistrustful relationships (Argyris, 1962). It is thus recommended that efforts should be made at all management levels to modify organisational structures that permit as wide a staff participation as possible in decisions that affect them and the college generally. Situational Leadership Theory stresses the importance of participatory decision-making processes as a management technique

especially as the maturity level of subordinates moves from low to high levels of maturity.

If humanistic or democratic values can be more frequently adopted in the organisation then it is likely that more trusting, authentic relationships amongst staff members and department and faculty heads can be further developed resulting in increased personal competence, intergroup co-operation, and administrative flexibility. Logically this should result in increased organisational effectiveness.

4. Greater understanding and application of theories using the situational variable approach (not necessarily Hersey and Blanchard's Situational Leadership Theory) in Thai teachers' colleges may lead to improvement in the following areas:

- a. Student - lecturer relationships: whereby lecturers learn gradually how to increase the maturity (willingness and ability to direct their own learning and provide their own reinforcement) of their students, by a systematic change of teaching style. Although such development is likely to be a slow process, as students demonstrate their ability to assume more responsibility for directing their own learning and providing their own reinforcement, then there can be appropriate decreases in lecturer direction. This has particular relevance in any efforts to develop greater self-discipline, self-reliance and independent inquiry among Thai teachers' college students.

- b. If there is a development towards the multi-disciplined college in Thailand, somewhat along the lines of the British polytechnical college or the Australian college of advanced education, in which teacher education is only one facet of the college, then a modified organisational structure with perhaps a necessary wider decentralised structure will require a greater delegation of responsibility to departments¹ suggesting an even more significant adoption of the Style 4 (delegating) leader behaviour. As it stands the maturity levels of staff members in Thai teachers' colleges is estimated to be such that Style 4 is a most effective leadership style. If greater autonomy were granted or naturally occurred other leadership styles could be most ineffective and lead to disharmony especially if members felt they were not sharing in this autonomy and had insufficient participation in decision-making. Hence the recommendation for greater awareness on behalf of college principals, faculty and department heads of the particular leadership styles that enhance appropriate delegating behaviour. Again attitudinal change is a major requirement.

1. Certainly the development of the Australian college of advanced education particularly from previous State controlled teachers' colleges resulted often in a sudden and dramatic delegation of authority and responsibility to department heads as college autonomy became widespread.

Further research

This study has highlighted many problems associated with field research in a foreign country by a researcher not fluent in the spoken and written language of that country. Of course this is not to imply that all problems encountered are due to the researcher's language limitations. Areas for more intensive research within Thai teachers' colleges on leader behaviour and administrative practice abound, but there appears also a need to extend such research into Thai tertiary institutions generally, as little empirical research exists, and as greater emphasis is being placed on the accountability of financial expenditure to the administration of public enterprises including educational institutions. Most immediate problems for research in leadership in education include:

1. An intensive study of leader behaviour, organisational structures and administrative procedures in one or two selected teachers' colleges using a situational leadership theory approach.¹ This would serve to validate instruments, design new instruments if necessary and analyse in great detail a number of situational variables thought likely to influence leader behaviour. Considerable time should be spent in systematised observation, planned interviews and formal and informal discussions.

1. In hindsight this may have proved a much more fruitful approach in this current study particularly in relation to identifying and analysing situational variables. Quite possibly results from such an intensive case study could have then be used as a basis for more extensive studies in other colleges.

2. The development of measuring instruments, suitable to the Thai situation, which would permit a more detailed investigation and analysis of currently practised leadership styles not only in Thai teachers' colleges but also in other tertiary institutions in Thailand.
3. A wider and more intensive use of systematised investigational techniques and procedures to permit more accurate and detailed identification of possible causal or corroborative factors of leadership styles perceived. This appears to be a major problem in the situational leadership theories. In the Thai situation a concentration on the identification of variables associated with Thai culture and custom, and the small group situation might prove useful and help overcome Yukl's (1981) criticism of including too many variables at any one time.
4. Any such research project should not be confined to department heads but should include other leaders in the colleges who have been selected (as opposed to elected). Selected leaders may produce different leader behaviour and leadership styles from elected leaders.
5. Whether foreign consultants are used or not, Thai researchers should undertake this research because of its strong dependence on the nuances of Thai language and subtleties of Thai culture and tradition. Such Thai researchers should be independent of the educational system they are examining in an effort to obtain as objective results as possible.

Finally, as the researcher found in all previous studies in academic institutions, there is an urgent requirement to help

academic leaders overcome their generally deep and widespread sensitivity to any empirical study that attempts to analyse their own leadership behaviour.¹ Major attitudinal change is needed, not only in Thailand but in Western nations as well. It is almost trite to state that further knowledge about motivation, situational variables, cultural characteristics, leader behaviour and rapid educational and technological changes as they affect a developing Thailand will continue to create new problems and thus be of great concern to leaders in educational institutions where much of the education for change will occur.

In a country that boasts the world's oldest civilisation² and a long history of traditionally conservative culture and customs, moving into the last decades of the twentieth century will require effective leadership, not only at all levels of the education system, but in government and private sectors as well. Improved and flexible leadership can, it is hoped, assist in preventing irrational resistance to legitimate change necessary for the development of modern Thailand. The enormity of the task has

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1. Conventional wisdom, experience and observation indicate a strong reluctance on the part of many Australian academics to having their teaching methods, management practices and leader behaviour investigated.
 2. The world's oldest civilisation is said to have flourished in Thailand at least 5600 years ago at Bang Chieng where recent archaeological discoveries provide evidence that this civilisation pre-dated by 600 years that of the Tigris and Euphrates (Punyagupta, 1979 : 9).

been aptly stated by Punyagupta (1979 : 257):

Whereas developed nations have had at least a century to adjust to industrialization, developing nations have had an avalanche of changes to contend with in the space of a single generation. Traditional methods for coping with new ideas and technologies are inadequate. At the same time, techniques developed in the West, and applied wholesale have often proved ineffective without severe and sometimes limiting adaptation. With the inadequacy of traditional methods and of inappropriate technology imported from the West, Thailand has had to discover its own methods for implementing change.

Effective leadership skills coupled with sound management principles may help the Thais maintain the very delicate but culturally desirable and vital balance between their long established and illustrious culture and traditions and their developing programmes of modernisation.