



FACTORS RELATING TO TEACHERS' FOLLOWERSHIP IN
INTERNATIONAL UNIVERSITIES IN THAILAND

by
Ms. Yan Ye

A Dissertation Proposal Submitted in Partial
Fulfillment of The Requirements
for the Degree of

DOCTOR OF PHILOSOPHY
IN
EDUCATIONAL LEADERSHIP
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2008

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ASSUMPTION UNIVERSITY

Graduate School of Education
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Dissertation Examination Approval

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“Factors Relating to Teachers’ Followership in International Universities in Thailand”

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- ☒ Excellent
☐ Good
☐ Pass
☐ Fail

Assoc. Prof. Dr. Supit Karnjanapun
Chair

Dr. Payungsak Jantasurin
Member/Outside Reader

Dr. Sangob Laksana
Member/Advisor

Dr. Wipa Mhunpiew
Member/Inside Reader

ABSTRACT

Thesis Title : Factors Relating to Teachers' Followership in International Universities in Thailand

Students' Name : Ms. Yan Ye

Major Advisor : Dr. Sangob Laksana

Level of Study : Ph. D

Program : Educational Leadership

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The study was conducted to identify teachers' followership styles; to identify the factors relating to teachers' followership based on the previous literature and expert interview; to determine the personal factors and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Styles, and Teachers' Development; and to determine the effects of the these factors on teachers' followership in international universities in Thailand.

The examined population was comprised of 365 randomly selected instructors from the international universities. The primary source of the data was a questionnaire including 8 parts of variables. The data obtained from the returned questionnaires was analyzed by Frequency, Means, Standard Deviations, and Multiple Regression.

The study found that in international universities in Thailand: (1) Followership styles from the most often acted to the least was pragmatist or exemplary followership, conformist followership, alienated followership and passive followership. (2) Teachers' professionalism showed: the majority of teachers had master or doctoral degrees; 6-10 years teaching experiences; academic positions were teacher; teaching the subject related very much to their major; they attended and presented papers at professional workshops, seminar, international conferences once a year; conducted and published one study during

the last 5 years; but most teachers haven't written and published a books or obtained any professional awards inside and outside of their university until now. (3)Teachers' Emotional Characteristics were "good". (4)Teachers' Teamwork Attitudes: were "positive". (5)Department Climate was "positive". (6)Teachers' Satisfaction was "satisfied". (7)Teachers' perception towards Development was "unclear about the professional development activities". (8) Study on Leadership Styles showed: (A) Most leaders were using Participative leadership, followed by Delegative leadership and Autocratic leadership. (B)(a)To some extent; Autocratic leadership was likely to produce passive followers; (b) Participative leadership was likely to produce exemplary or pragmatist followers; and (c) Delegative leadership was likely to produce pragmatist or conformist followers. (9) The rank of significant variables contributing to teachers' followership from high to low at .05 level of significance is: Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development. (10) The significant multiple correlations were .857 with the multiple coefficient of determination $R^2 = .735$ or 73.5% of teachers' followership could be explained by the prediction equation from the combined predictors, i.e.: Teachers' Followership = .422 Professionalism + .235 Emotional Characteristics + .211 Satisfaction + .182 Leadership Styles +.131 Teamwork Attitudes -.121Department Climate + .073 Teachers' Development (in standard score form).

Findings were reviewed and practical recommendations concerning concentrated on developing more exemplary followers for international universities in Thailand and enhancing teacher professional development; while recommendations for future research concentrated on exploring more about other factors, re-checking the model, developing strategies for training and conducting comparative studies.

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This research has been one of the greatest challenges in my life. Without the help of certain people and institutions, success could have been far from reality.

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CHAPTER I

INTRODUCTION

This chapter presents background of the problem, statement of the problem, purpose of the study, theoretical framework, conceptual framework, research questions, research objectives, research hypothesis, definition of terms, scope and limitations of the study, and significance of the study.

Background of the Problem

Followers have been in existence for as long as there have been leaders. Not until 1967 has there been official mention of the importance of followership, when Wiles states that followership and leadership may be equal, despite not exploring the dynamic of their relationship. Then in 1988, Robert E. Kelley comes up with a groundbreaking text on the existence, and importance, of followership. Since then, Ira Chaleff follows with a text of his own. *The Courageous Follower* (1995), bringing the dynamic of “courage” to followership analysis. Both of these works call for more research. Of the researchers who take up this challenge are Dixon and Westbrook (2003), who validate “the existence of followership at all organizational levels. The current status of followership research is that it is highly decentralized, though thoughtfully considered in a number of different sources. The authors of these sources lend years of experience in their fields to justify their claims of the importance of followership. However, the ratio of leadership to followership books is 120:1. The

lack of research and emphasis on followership relative to leadership in the world is ironic considering that the two are so intertwined.

One of the reasons followers haven't been researched is that there is a stigma associated with the term "follower." Followership may be defined as the ability to effectively follow the directives and support the efforts of a leader to maximize a structured organization. However, the term "followership" is often linked to negative and demeaning words like passive, weak, and conforming. According to Alcorn (1992), followers have been systematically devalued and, for many, the very word itself conjures up unfavorable images. This stereotype has caused people to avoid being categorized as followers. Research done by Williams and Miller (2002) on more than 1,600 executives across a wide range of industries indicated that over one-third of all executives are followers in some fashion. Yet, rarely did any of the executives concede that they were followers. The statement of "Always be a leader, never a follower!" has gone a long way toward adding to the stigma of being a follower.

Another reason there is so little research on followership arises from a misconception that leadership is more important than followership. The assumption that good followership is simply doing what one is told, and that effective task accomplishment is the result of good leadership, doesn't amplify the merits of the follower role. Meindl (1987) states that management and organizational behavior have been dominated by the concept of leadership, which has assumed a romanticized, larger than life role as a result. Organizational literature is full of studies of leadership characteristics, reflecting the belief that good or bad leadership largely explains organizational outcomes. In spite of its obvious relevance to leadership, followership

is rarely discussed when corporations seek to better themselves. Instead, the focus turns to developing leadership skills. Much attention is paid to what makes a leader successful because the thinking is that as the leader succeeds; so does the organization. However, this view ignores the fact that leaders need followers to accomplish their goals.

It does seem ironic that the effectiveness of a leader is to a great extent dependent on the willingness and consent of the followers. Without followers, there can be no leaders. Indeed, Hansen (1987) advances that active followership means the leader's authority has been accepted which give legitimacy to the direction and vision of the leader. Without the eyes, ears, minds, and hearts of followers, leaders cannot function effectively. Similarly, Depree (1992) asserts that leaders only really accomplish something by permission of the followers.

Diversities and changes in the workplace highlight the need for examining followership in more depth. As Cross & Parker (2004) states that the traditional organizational hierarchy between leaders and their followers has eroded over time thanks to expanding social networks and the growing empowerment of followers through their ability to access information more easily. The advent of the information age has highlighted the need for more flexible leader-follower relationships. These changes have made the study of followership increasingly necessary as organizations seek new ways to select, train, and lead followers for maximum productivity. Flexibility is a key ingredient for both leaders and followers when it comes to their overall approach to work.

Into 21st century, these changes also happened in the educational fields, with more international universities' arrival and more international communication's promotion. The traditional rigid up-and-down structure was limiting for the development of universities, more educational leaders tried to signify the need to reevaluate the tendency to focus on leadership to the exclusion of followership. Therefore, recently in many multicultural institutes and international universities, the educational leaders focused a lot on developing their teachers' skills so as to create high performance organizations. And the developmental approaches such as "total quality management", "team building", "quality of work life", "job enrichment", "empowerment", "management by objectives", were not only used in business world, but also used in university educational administration and leadership work.

Statement of the Problem

Though most thoughtful academics and professionals are trying to justify the importance of followership, it is so young as an area of study that it is currently in a stage where many problems are still existing.

Followership is an overlooked and understudied phenomenon for long time. The true potential of followership development has not yet been revealed. There are only two main texts on followership, written by Robert Kelley, *The Power of Followership*, in 1992, and the other by Ira Chaleff, *The Courageous Follower*, in 1995. Research was not able to find proof or invalidation of any assumptions on followership, especially in educational administration area.

The role of the follower has been changing drastically in adjustment to changes in contemporary world. Current changes in the globalization are laying fertile ground for “new models of followership” to sprout no matter in business world or in educational institutes. These changes are happening everyday in organizations, while no discipline has yet been able to address how these changes affect the follower and their followership.

Kelley (1992) thinks followership can improve organizational efficiency and help lead to promotion. Followers contribute 80 percent of the work in an organization, where leaders provide 20 percent. Even if we are in the leadership position, argues Kelley, we spend more time reporting to others as followers than leading others. As Brown (1995) states that the quality of followership skills directly correlates with the organization's success.

Effective followers have high self-motivation; they can work responsibly, communicate effectively, and reduce conflicts. They can support the leader, challenge the leader, encourage the leader and defend the leader. They focus on the goal, do a great job on critical-path activities related to the goal, contribute to the growth of other team members, keep the team on track, and take the initiative to increase their value to the organization. Therefore, effective followers can enhance leadership, lead to successful organization. However, ineffective followers have low self-motivation; they usually work irresponsibly, communicate ineffectively and produce conflicts for the organization. They will always wait for the leader decision, complain more but do less. They work slowly and have poor team-work attitudes. Accordingly, ineffective follower will ruin leadership and organization.

Crockett (1981) points out that developing followership skills directly affects our current status as well as long-term security and promotions. However, no resources are suggested for how to develop these followership skills. The focus on leadership keeps the spotlight off the value of followership. Even today, leaders are respected because members of society are in turn being encouraged by a competitive culture to grow into leaders, and in that competition, people view promotions into higher leadership positions as an award of honor. Thus as Lundin (1990) says, a leader cannot be successful unless they are able to “establish a base of loyal, capable, and knowledgeable followers”. More and more educators felt that to study leadership within the organizational structure should have to learn on the followership base. While so far, no field or discipline has taken the lead in analyzing what factors affect this power base.

Kelley (1992) believes that becoming better followers, followers manage the power that is granted to leaders. Since many people will be in followership roles more times than they are in leadership roles, it is important to be aware of the power they have as followers, and the power they grant leaders. Followers choose whom they wish to follow, and whom they empower through that action. Selecting a leader whom they wish to follow requires a set of skills that shouldn't be overlooked; it requires “analysis, judgment, and some risk-taking. If no leader meets set criteria, they have the right not to follow”. The ability to grant power to leaders is a power in itself that followers overlook. Studying the extent of this power will strengthen organizations, as well as offer tools for the follower to be an active player in his or her organization's success.

In multiple fields, there is a demand for research in followership. Many previous researchers especially from business field, reached a fundamental agreement that followership is a powerful phenomenon that can be as important as leadership. Since education reforms took place in every country, more international institutes and multicultural educational organizations were born during these few decades. To lead a successful international educational organization, “Educational Leadership” studies try to concern more on the great impact of the followership in institutes, but at present studies on teachers’ followership are still limited.

Thailand is a developing country, after Asian Crisis, many Thai organizations especially the larger, globally active ones were more apt in importing westernized approaches or concepts to conduct Human Resource Management. Rowley & Benton (2002) points out that Human Resource Management in Thailand was trying to select the personnel, provided more effective training program for staff development and build up more consistent, flexible and high-performance work team.

The philosophy of a “Sufficiency Economy” was introduced into Thailand by His Majesty King Bhumibhol Adulyadej as a means toward more sustainable development to cope with critical challenges arising from changes occurring as a result of globalization. Avery (2005) states that this philosophy appears to have empirical support from leadership studies of Thailand. Since then in business sector, ‘Sufficiency Economy’ philosophy was put into vision by Thai organizations, with a rationale that when leaders espouse such a vision to guide their business choices and actions in the time of rapid change, their business performance would be sustainable.

As Sooksan's study (2006) mentions, "realizing this vision required leaders to align, empower and motivate their followers."

His Majesty King of Thailand Bhumibhol Adulyadej also propagated the 'Sufficiency' philosophy into the very foundation of a "Kru - teacher", within this pervasive philosophy, Thai educational institutes were appealed to create education value through the individual capacity. Therefore, individuals and followers were obtaining more and more attention than ever in many larger and international educational institutes.

As known, the international institutes and universities in Thailand educated many learners for the Thai society every year. Hundreds of thousand of non-Thai students from around 100 different countries from year to year came to Thailand and study in the international institutes. These institutes were really "international"—where not only all their programs were international, but also all the teachers, administrators, staffs and students were international. In those highly international communities, English was used as the medium of instruction and the most popular communicational channel in the campus; people could integrate and learn from the others well. The best example of this kind of international institutes must be Assumption University, which is the first and biggest international university here in Thailand and famous for creating a very multicultural environment where different nationality teachers, staff and students work closely and study effectively.

During the 5 years studying and staying in Assumption University in Thailand, the researcher enjoyed her educational experience in studying international university in Thailand so much, that couldn't help herself considering many questions: why all

international teachers and students could cooperate that well in these international universities; what kind of leadership and especially what kind of followership were forming in these international universities; what factors may relate to teachers' followership that can help develop the desirable followers for international universities of Thailand; what lessons and experiences can be learnt from the international universities in Thailand, that can be referred by the other developing nations such as China, where educational reform was also conducting, and international universities are also encouraged to set up. For all these interests, the researcher decided to conduct a study on teachers' followership styles and what factors relating to their followership in international universities in Thailand as her doctoral degree research.

Purpose of the Study

This research aimed to reignite the focus on followership styles and provide some analyses of factor affecting followership in international education institutes in Thailand, so that the leaders in educational administration or leadership position could take advantage of the findings to understand more of their followers, and their followership styles and themselves. Firstly, the research tried to identify the teachers' followership styles in international universities in Thailand. Secondly, it tried to find the factors relating to teachers' followership styles in international universities in Thailand based on the literature review and expert interview. Then, this research wanted to find what were the real situation about the personal and organizational factors of the teachers' followership styles including Professionalism, Emotional

Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand. Finally, this research tried to determine the effects of personal and organizational factors on teachers' followership and gave some suggestions and recommendations so as to develop the desirable followers for the international universities in Thailand.

Theoretical Framework

To bring together the research on followership and leadership, a model was chosen from each area. The first model was Kelley's (1992) followership model which categorized followers according to dimensions of thinking and acting.

Kelley (1992) categorizes followers according to the dimensions of thinking and acting. Followers who are independent, critical thinkers consider the impact of their actions, are willing to be creative and innovative, and may offer criticism. Dependent, uncritical thinkers only do what they are told and accept the leader's thinking. The second dimension, acting, is used to determine what sense of ownership the follower demonstrates. An active follower takes initiative in decision making, while a passive follower's involvement is limited to being told what to do. Despite the fact that Kelley creates five different subsets of followers with the fifth subset (pragmatists) encompassing some of the characteristics of the other four, this analysis will only use the standard four-quadrant subset based on Kelley's definitions (Figure 1). This will enable the use of clear-cut distinctions between follower types. The

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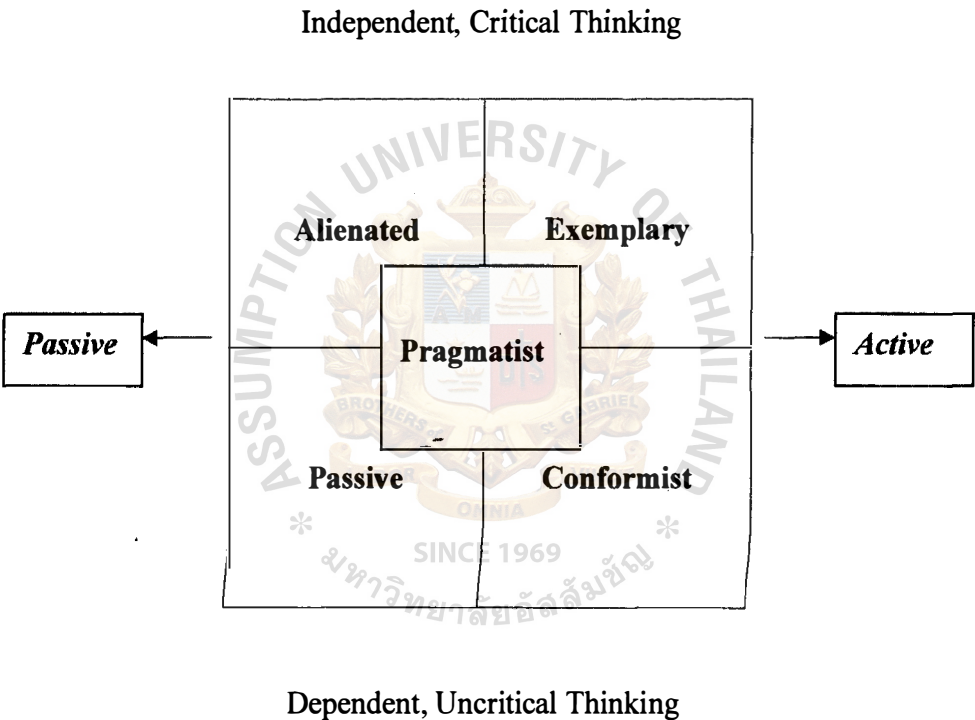
following was a summary of the behavioral characteristics of the four follower styles as found by Kelley (1992):

- **Alienated followers** are mavericks who have a healthy skepticism of the organization. They are capable, but cynical.
- **Conformist followers** are the “yes people” of the organizations. They are very active at doing the organization’s work and will actively follow orders.
- **Passive followers** rely on leaders to do the thinking for them. They also require constant direction.
- **Exemplary followers** are independent, innovative, and willing to question leadership. Exemplary followers know how to work well with other cohorts and present themselves consistently to all who come into contact with them.
- **Pragmatic followers** have qualities of all four-extreme—depending on which styles fits with the prevalent situation, this type of follower uses whatever style best benefits their own position and minimize risk.

Among these styles of followership, exemplary follower is always regarded as the most desirable one in international organization. In some books, exemplary follower is also called “effective follower”. Characterized by both mindfulness and a willingness to act, exemplary followers were essential for an organization to be effective. They are capable of self-management, they discern strengths and weakness in themselves and in the organization, they are committed to something bigger than themselves, and they work toward competency, solutions, and positive impact.

Exemplary followers have independent thinking, focus, skill, and self-control, they are the courageous follower who can assume responsibility, can serve, can confront challenges and dare to take risks. Therefore, exemplary follower is critical to organizational success, in other words, every organization would like to develop or seek followers of this type.

Figure 1: Kelley’s Model of Different Followership Styles



This model might seem to impose some artificial rigidity on follower behavior, but followers typically could move from one quadrant to another just as leaders’ styles could vary depending on the situation. It was typical to think of leaders as having a dominant style, and we would assume that to be true for followers also.

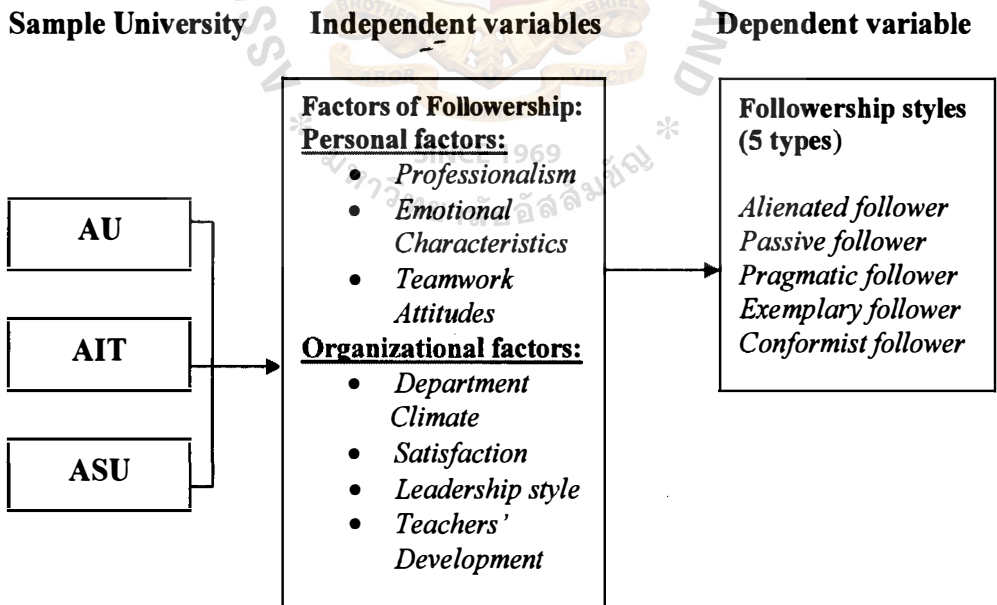
Conceptual Framework

The researcher was trying to determine the teachers' followership styles in international universities in Thailand, as well as to identify and analyze the factors relating to their followership their institutes by using Kelley's (1992) followership model.

The dependent variables included: teachers' followership styles in international universities. The independent variables are the personal factors and the organizational factors of followership. The independent and dependent variables cited above were summarized in the framework shown in Figure 2.

Figure 2: Conceptual Framework on the Identification of Teachers' Followership

Style and Analysis of Factors Relating to Teachers' Followership



Research Questions

After describing the problem, according the research questions were formulated as followed:

1. What are teachers' followership styles in international universities in Thailand?
2. What are the factors relating to teachers' followership in international universities in Thailand based on the previous literature and expert interview?
3. What are the personal and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand?
4. What are the effects of the personal and organizational factors on teachers' followership in international universities in Thailand?

Research Objectives

1. To identify teachers' followership styles in international universities in Thailand.
2. To identify the factors relating to teachers' followership in international universities in Thailand based on the previous literature and expert interview.

3. To determine the personal factors and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand.

4. To determine the effects of the personal factors and organizational factors on teachers' followership in international universities in Thailand.

Research Hypotheses

The personal factors and organizational factors of the teachers' followership have significant impact on teachers' followership.

Definition of Terms

For better understanding of this study, the following terms were operationally defined:

Followership in this study refers to the teachers' ability as followers to follow the directives, and support the efforts of a leader in international universities in Thailand.

Followership Styles in this study refer to types of follower that the teachers are acting in international universities of Thailand according to Kelley's category (1992), including alienated followers, conformist followers, passive followers, and exemplary followers etc. The study will categorize followers according to the

dimensions of thinking and acting: The first dimension—acting, is to determine the followers are active or passive workers in their organization, questions from 1-10 in the instrument “Followership Style” part will check for this dimension. The second dimension—thinking, is to determine the followers are independent or dependent thinkers, questions from 11-20 in the instrument “Followership Style” part will check for this dimension. The final categorization of the followers’ style is determined by the total scores of both dimensions from question 1-10 and 11-20. The details about how to use the total scores of thinking and acting dimensions to determine the followership style are in Chapter III Instrumentation Part.

Teacher in this study refers to those full-time instructors who teach a subject and /or take a charge of a program in international universities in Thailand.

Alienated followers in this study refer to those who have a healthy skepticism of the organization; they are capable, but cynical. To determine this kind of followers, in this study, the total scores for thinking dimension from question 1-10 must within 0-19, and the total scores for acting dimension from question 11-20 must within 41-60.

Conformist followers in this study refer to the “yes people” of the organizations; they are very active at doing the organization’s work and will actively follow orders. To determine this kind of followers, in this study, the total scores for thinking dimension from question 1-10 must within 41-60, and the total scores for acting dimension from question 11-20 must within 0-19.

Passive followers in this study refer to those who rely on leaders to do the thinking for them; they also require constant direction. To determine this kind of followers, in this study, the total scores for thinking dimension from question 1-10 must within 0-19, and the total scores for acting dimension from question 11-20 must within 0-19.

Exemplary followers in this study refer to those who are independent, innovative, and willing to question leadership. This type of follower is critical to organizational success. To determine this kind of followers, in this study, the total scores for thinking dimension from question 1-10 must within 41-60, and the total scores for acting dimension from question 11-20 must within 41-60.

Pragmatic followers in this study refer to those who have qualities of all four—extreme—depending on which styles fits with the prevalent situation, this type of follower uses whatever style best benefits their own position and minimize risk. To determine this kind of followers, in this study, the total scores for thinking dimension from question 1-10 must within 20-40, and the total scores for acting dimension from question 11-20 must within 20-40.

Factors of Followership in this study refer to factors that may affect teachers' followership style in international universities in Thailand, which includes personal and organizational factors based on the literature review and expert interview. The personal factors are *Professionalism, Emotional Characteristics, and Teamwork*

Attitudes. The organizational factors are *Department climate*, *Satisfaction*, *Leadership Style*, and *Teacher Development*.

Professionalism in this study refers to teachers' level of expertise in their career; as indicated by their educational level, years of teaching, academic positions, participate and presentation at professional training, seminars or conferences, publications, research conduction, and awards etc.

Emotional Characteristics in this study includes 5 components: *Self Awareness* concerns teachers' awareness of one's own feeling and emotions. *Managing Emotions* concerns teachers' ability to manage various emotions and moods. *Self-Motivation* concerns teachers' ability to remain positive and optimistic. *Empathy for Others* concerns teachers' ability to read others emotions accurately. *Interpersonal Skills* concerns teachers' ability and skills to build and maintain positive relationships with others.

Teamwork Attitudes in this study refers to the teachers' attitudes towards working in a team; the indicators are their awareness of teamwork's importance, willingness and satisfaction in teamwork etc.

Department Climate in this study refers to the teachers' attitudes, feelings, towards their Department Chair, colleagues, and their experiences of working in their department.

Satisfaction in this study refers to teachers' satisfactions towards the salary, benefits, medical and life insurances, promotion opportunity, security and work itself offered in their working university.

Leadership Styles in this study refers to teachers' perceptions on their leaders' leadership styles of providing direction, implementing plans, and motivating people. Three styles of leadership were categorized by this study, namely: Autocratic; Participative; Delegative. In the instrument "Leadership Style" part, there were 24 questions, each 8 questions stand for one category. Questions 1-8 stand for Autocratic style; Questions 9-16 stand for Participative style; Questions 17-24 stand for Delegative style. The highest of the three total scores from 3 sets of questions would indicate what leadership style their leaders normally use.

Teacher Development in this study refers to teachers' perception on professional development activities offered in their international universities.

International Universities in Thailand refers to those independent International Universities that are internationally reputed and/or nationally well-known in Thailand; where all their programs offered are international programs by the instruction of English from the beginning to the end of the programs; and their students, faculty members and staffs are highly internationalized from at least 40 different nationalities in the world. Accordingly, the international universities in Thailand in this study include Assumption University, Asia Institute of Technology, Asian University, and Webster University.

AU refers to Assumption University in Thailand

AIT refers to Asian Institute of Technology in Thailand

ASU refers to Asian University in Thailand

Scope and Limitations of the Study

The research tried to determine teachers' followership styles, the factors affecting teachers' followership styles and the effects of the personal and *organizational factors on teacher's followership in international universities in Thailand* during the academic year 2008-2009.

Since the teaching staff in the sample international universities in Thailand were from at least 40 different countries of world, the respondents' ratings on the models of followership and factors relating to followership might be limited and influenced by their personal biases, cultural roots, religion beliefs and other subjective factors.

Moreover, some teachers may use some followership styles or leadership styles at different times and situations, but this research studied the dominant followership styles and leadership styles in the institutes only.

According to the definition of International Universities in Thailand, the criteria for selecting the sample international universities were: (1) The selected international universities must be independent universities that were internationally reputed and/or nationally well-known in Thailand; international colleges, Faculties or Schools of big public/private universities were not taken into account; (2) All the programs offered in these selected international universities must be international programs, by the instruction of English from the beginning to the end of the programs; (3) The selected international universities must have highly internationalized students,

faculty members and staffs from at least 40 different nationalities in the world. Accordingly, there were 3 international universities in Thailand can match the above criteria. Thus, this study was conducted in these 3 international universities in Thailand including Assumption University, Asian Institute of Technology, and Asian University.

Significance of the Study

The results of this study would be beneficial to the following people and clientele:

University Students: This study could help university students who were studying Educational Administration, Educational Leadership and Human Resource and Public Relationship learn more ideas about followership, Educational leadership and institutional relationship management.

Instructors in international universities in Thailand: They could know more about what their followership styles were and how much efforts they should put to become the best followers in their current and future management, and could conduct more effective practices from now on.

Administrators and university leaders in international universities in Thailand: This study could promote their consideration on what were the significant factors affecting teachers' followership, what system and training they should provide for their followers to help them become the best followers, and how to improve the quality of followership and help them create a better environment or improve institutional productivity.

Future Researchers and international educational organizations in the other countries: This study included some clues and elements to study teacher as followers and their leaders which may benefit future researchers and international educational institutes in the other countries as references.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the salient points from studies that have bearing on this research. This section further presents the opinions, observations, and opinions by educators and experts in the previous research on the topic specifically as follows:

What is Followership; What Followers Want; Followership and Leadership; Types of Followers; Studies on Followership Styles; Exemplary Followers & Effective Followership; Characteristics and Dimensions of Follower, Factors of Followership in Educational Administration System, Previous Studies on the Personal Factors and the Organizational Factors; Factors of Followership Used in This Study and A Brief Introduction to International Universities in Thailand.

1. What is Followership

Robert Kelley starts the construction of this definition by saying that followers are the “people who act with intelligence, independence, courage, and a strong sense of ethics” (Kelley, 1992). Chaleff (1995) and Dixon (2003) add that a “follower is not synonymous with subordinate.” Chaleff (1995) also describes a follower as one who “shares a common purpose with the leader, believes in what the organization is trying to accomplish, and wants both the leader and the organization to succeed”. Dixon (2003) remarks that “followers engage body, mind, soul, spirit in the commonly held purpose and vision of the organization,” and that “being a follower is a condition, not a position”; this is opposed to the idea of a subordinate, which is “mechanical or

physical; it is being under the control of the superiors as if in some hypnotic trance”. Between these three sources, we have a general idea of what goes into the definition of a follower, but no real and concrete definition.

The Merriam-Webster Online Dictionary (2005) makes these suggestions as to what a follower is: “one in the service of another, one that follows the opinions or teachings of another, and, one that imitates another.” Synonyms include “adherent,” “disciple,” and “partisan.” The word followership is defined as: “the capacity or willingness to follow a leader.” According to these definitions of follower, a replication of the original leader is implied, and nothing exists in the followership definition to suggest what the “capacity or willingness” to follow a leader is.

Following the model that followership researchers have laid out, and considering what the dictionary has contributed to the definition of followership, there emerges a definition that is either overwhelmed with attributes of followership or devoid of them. If a definition is to be created, there needs to exist an inclusive definition that suggests the skills and attributes that are involved with the role of the follower. The absence of a working definition of followership could suggest that there is no demand for such a definition.

2.What Followers Want

James M. Kouzes and Barry Z. Posner (1993) did a research about what followers want, the findings indicated that followers have expectations about constitutes a desirable leader and follower. **Figure 3** shows the top four choices in

rank order upon surveys of followers about what they desire in leaders and subordinates.

Figure 3: Rank Order of Desirable Characteristics of Leaders and Followers

<u>Rank Order of Desirable Characteristics</u>	
<u>Desirable leaders are</u>	<u>Desirable subordinates (followers) are</u>
Honest	Honest
Forward-thinking	Cooperative
Inspiring	Dependable
Competent	Competent

Followers want their leaders to be honest, forward-thinking, inspiring, and competent. A leader must be worthy of trust, envision the future of the organization, inspire others to contribute and be capable and effective in matters that will affect the organization. Meanwhile, they want their fellow followers to be honest and competent, but also dependable and cooperative. Thus, desired qualities of subordinates share two qualities with the leader—honesty and competence. However, follower themselves want followers to be dependable and cooperative, rather than forward-thinking and inspiring. The hallmark that distinguished the role of leadership from the role of follower, then, is not authority, knowledge, power, or other conventional notions of what a follower is not. In fact, organizations that can boast of effective followers tend to have leaders who deal primarily with change and progress. Followers do not want to find themselves subjected to authority that would make them alienated, passive, pragmatic, or conforming. They perceive their role to differ from their leader’s primarily in terms of the leadership responsibilities of foresight and inspiration. The

survey results in Figure 3 showed that leaders and followers are acting in two different roles at any given moment, but effective behaviors often overlap.

3. Followership and Leadership

Robert Kelley (1992) was one of the first researchers to specifically voice that followers were being underappreciated, due to the focus on leadership. He wrote these words:

The current debate raging in leadership circles today is: Who is more important, leaders, or managers? One side argues that organizations need innovative visionaries. The other side protests that organizations need people who can bring professional order and control to the enterprise. The mediators say both are needed. Followers, the 80 to 90 percent who actually do the work, don't even get mentioned.

Why are followers not getting the attention that Kelley claimed they should? Generally, as Brown said (1995) followership has a negative connotation that makes people feel “uncomfortable”. Chaleff (1995) thought merely conceptualizing a follower “conjures up images of docility, conformity, weakness, and failure to excel”. Followers are labeled as “passive,” “lacking the right stuff,” “inferior,” and “lacking drive and ambition” as Frisina (2005) wrote in her study. Why this negative image of followers? Chaleff claims that most of this is reinforced by cultural values in the many hero and villain relationship in our mythology. What is closer to truth, however, is the function of everyday, common heroes who, in the words of Chaleff (1995), “stay true to their own lights while helping leaders follow theirs”. White (1987)

believed though few wish to be characterized as followers; leadership implies that followership certainly is present despite how it may be ignored.

Chaleff (1995) argued that this cultural idea of a “master-servant mindset, a one-up/one-down relationship” that argued that “followers serve leaders” is a misconception. The assumption that the leader’s “interpretation must dominate” is detrimental to both players in the leader-follower relationship.

Chaleff (1995) redefined the relationship between leaders and followers in this way: “to think of leaders without followers is like thinking of teachers without students. Both are impossible. They are two sides of one process, two parts of a whole”.

Frisina (2005) stated because followership and leadership are relational, a thoughtful researcher cannot understand one without the other.

Nolan (2001) said if one were to plot out characteristics that both leaders and followers share, what he or she would discover is that both leadership and followership go hand in hand.

Chaleff (1995) claimed that all administrative leaders in organizations play the both roles of follower and leader. He also stated that because people are both roles at “different times,” there must be a “fluid” transition “between those roles”. Followers must be able to be learner from the leader, but they must also serve the purpose of teaching the leader as well.

Followership doesn’t only just exist, but it can also exist to provide rising leaders with tools they need to fulfill other functions in an organization. According to Dixon (2003), Followership has been considered a “school of leadership” in the

history, but it is important to note that it is still different from nowadays some concepts in leadership such as “empowerment, alignment, resonant leadership”. The difference caused depends on at what position you’re viewing the followers. “Empowerment, alignment, resonant leadership” are some approaches or new concepts of leadership recently, which encourage leaders to care and focus more on the followers, so those concepts are viewing the followers at the leader’s position, and always used as kinds of new approach for today’s leaders. However, what “Followership” concern is to encourage the people as the follower to learn how to act more intelligently and independently, with courage and a strong sense of ethics in the organization, so it’s not an approach only for leader, but for anyone who want to work more effectively and efficiently as a good “follower” or an excellent member in today’s society (if some don’t like to be called as “follower”). In this regard, the concept of “Followership” serves everyone, and it’s broader than the concepts of “Empowerment, alignment, resonant leadership”.

Followership does exist—it is a very important force. Leadership also exists, and it is also a very important force. To value one above the other would put the entire relationship at risk. Followership and leadership are significantly related, just as many researchers found in their recent studies on the relationship between the leadership styles and followership styles.

Kent Bjugstad, Elizabeth C Thach, Karen J Thompson, and Alan Morris (2006) did a study entitled with “A Fresh Look at Followership: A Model for Matching Followership and Leadership Styles”. Their research provided a fresh look at followership by providing a synthesis of the literature and presents a new model for

matching followership styles to leadership styles. The model's practical value lied in its usefulness for describing how leaders can best work with followers, and how followers can best work with leaders. To bring together the research on followership and leadership, this study decided to choose a model from each area. The first model was Kelley's (1992) followership model which categorized followers according to dimensions of thinking and acting. An active follower takes initiative in decision making, while a passive follower's involvement is limited to being told what to do. Despite the fact that Kelley creates five different subsets of followers with the fifth subset (pragmatists) encompassing some of the characteristics of the other four, the five types of followers were also used in this study. The second model was drawn from Hersey and Blanchard's (1982) situational leadership theory. The situational leadership theory argued that successful leadership is achieved by selecting a style based on follower readiness. The leader is directed to adopt one of four styles based on the degree of relationship- and task-oriented behavior required by the situation. For the purposes of this paper, the four styles will be viewed as static within the quadrants of this two dimensional model, although they are often treated as a continuum of sorts. The four leadership styles consist of Telling, Selling, Participating, and Delegating.

At the end of Kent Bjugstad, Elizabeth C Thach, Karen J Thompson, and Alan Morris' study, they (2006) found an integrated model of followership and leadership styles in their study. The idea is to show how followership and leadership research can be combined for practical purposes, most specifically to increase follower productivity. The participating style, in which a leader shares ideas and facilitates the

decision making process, seems to fit best with alienated followers. The idea is to get these disillusioned followers to take a more active role, so they feel more involved in the organization. Alienated followers are capable, but need more consideration to create mutual respect and trust and to eliminate some of their cynicism. The selling style is arguably a good match for the passive follower, who needs direction and guidance. With the leader's support, passive followers can enhance their production, as well as receive encouragement. Conformist followers with their "will do as told" attitude can be placed in the telling style quadrant, which characterizes a leadership style that focuses on providing specific instructions and closely monitoring performance. Exemplary followers can be positioned in the delegating style quadrant where the leader turns over responsibility for decisions and implementation. Exemplary followers are up to the challenge of this category and should flourish to the benefit of the organization. By meshing the styles of leaders and followers, organizations can maximize the strengths and minimize the weaknesses of leader-follower relationships.

Litzinger, William, Schaefer, Thomas and Business Horizons (1982) also pointed out in their study "Leadership Through Followership Greenwich" that "to be a good leader, a person must first have learned to be a good follower". They mentioned that in the context of an organization, its leader is its obedient servant. The common acceptance of values in an organization forms the link between obedience and command, and leaders cannot break this link without destroying the legitimacy of their rule. Followers hold power over their leaders, since followers grant authority by

either giving or withholding their obedience; a leader must be the best follower of the organization's goals or others will not trust and follow him/her. Different styles of leadership call for different styles of followership; a good follower is able to choose an appropriate followership style.

Hegel (1977) wrote in his “Dialectic of Master and Slave” that there is not only followership in the leader, but leadership in the follower. Leadership must assume a spirit of followership when leader and follower alike were held to obedience to defined doctrine.

Therefore, the significant relationship between followership and leadership, between followership style and leadership style do exist. Only when leader-follower relationships are better understood, the organization can possibly nurture effective leaders and develop desirable followers. If leaders, institutions, and organizations have this ability, then they see what types of followers they want to have in relationship with them. The following section presents the different types of followers that have been observed so far.

4. Types of Followers

There have been three paradigms introduced that attempt to categorically separate followers amongst themselves: Townsend (1999) described two different types of followers, Ira Chaleff (1995) valued courage in his categorization, and Robert Kelley (1992) detailed the most extensive categorization of followership by basing them on critical thinking and engagement.

Townsend (1999) recognized the type of follower that reinforces the negative stereotype of followers. He calls this *passive followership* which is “practiced by a potato when on the end of a string being pulled by a child”. This stereotype of follower has been similarly described by Kelley as “sheep,” in which subordinates blindly follow their leaders without question. This is opposed to *active followership*, in which the relationship between a leader and a follower is one that “insure[s] understanding and success”. Here, the follower takes an active role in his or her relationship with the leader.

Chaleff (1995) also introduced a categorization of followers. He labeled the phenomenon simply as “mute followership versus courageous followership”. A mute follower is one without the courage or skill to stand up to their leader in constructive criticism, or outright defiance, when the leader is in the wrong. Like Townsend’s “passive follower” this type of follower is one that reinforces the negative stereotype that makes followership culturally unappealing. Therefore, the exemplary follower in this case is the “courageous follower,” which serves as the title of his own text on followership. This leader is the one with the courage, and strength, to fulfill five specific attributes which also serve as chapter headings for Chaleff’s text: *the courage to assume responsibility, the courage to serve, the courage to challenge, the courage to participate in transformation, and the courage to leave*. Courage, Chaleff argues, is what separates a follower from being a “sheep” and being exemplary.

Robert Kelley (1992) categorized followers into five different types: *alienated, conformist, pragmatist, passive, and exemplary*. An important factor that plays into the formation of these categories is “independent, critical thinking versus dependent,

uncritical thinking”. First, an *alienated follower* is one who is an independent and critical thinker, but is lacking in engagement due to a sense of “disgruntled acquiesce” that could be caused by frustration with the leader or organization. Second, a *conformist*, the opposite of the alienated follower, is highly active in their organization but lack independent, critical thinking skills. Third is the *pragmatist*, one who straddles “the middle of the road,” but either question their leader too much or too little. Fourth, the *passive follower* is one who neither thinks for him or herself nor is an active part of the organization. Fifth is the *exemplary follower*, the opposite of a passive follower, who is a constant critical thinker and is actively engaged in his or her organization.

The important similarity between these types of followers is that they have the ability to play active roles in their leader-follower relationship. Whether it is through courage or critical thinking, these followers have the ability to interact with a leader who, usually, is higher in status than he or she is.

Now that it is established that there are different types of followers, the skills that the *active* (Thompson), the *courageous* (Chaleff), or the *exemplary* follower (Kelley) all have need to be explored. Once these exemplary followers can be identified, there are steps that a leader or organization can take in order to ensure a positive leader-follower relationship. The following section will present how previous studies examined on follower relationship.

5. Previous Studies on Followership Style

As for teachers' followership styles, there are lack of research conducted in university and international institute level and in Thailand, but there do have some researchers who conduct these studies in schools level in the states.

Mertler, Steyer and Petersen (1997) did a study to examine whether 67 California and Ohio elementary and secondary school teachers understood the role and styles of followership. Their results indicated that teachers fell into one of three styles of followership: exemplary followers (with high levels of active engagement and independent thinking), pragmatist followers (who perform required tasks well but seldom venture beyond them), or conformist followers (with high active engagement but low independent thinking). None of the teachers were classified as alienated (independent thinking only) or passive (neither independent thinking nor actively engaged) followers. Both men and women scored high on independent thinking in their work. Female teachers reported higher levels of active engagement in the role of follower than did male teachers.

Beckerleg and Carol Nelson (2002) designed a study to identify the followership style of school principals in Minnesota and relate that style to personal characteristics based on the conceptual framework of Kelley. Results of this study revealed 86.7% of the respondents identified themselves as Exemplary followers. The remaining principals identified themselves as Pragmatist followers. The results of this study determined that principals generally perceive themselves as followers. A majority of school principals self-identified as "Idealist" and "Exemplary Followers" which implies that school principals share some common characteristics including

sharing a vision, caring about, nurturing and affirming others, modeling reciprocity and mutuality.

Steyer and Sheri Ann (2001) used The Teacher Sentiment Inventory (TSI) to measure the followership by examining the perceptions of 291 classroom teachers' followership styles and components: independent thinking and active engagement. Their study found that: (a) the TSI is a reliable measure of followership, (b) elementary school teachers perceive independent thinking to be more important than middle school teachers, (c) older teachers perceive independent thinking to be more important than younger teachers, (d) elementary school teachers perceive active engagement to be more important than high school teachers, and (e) female teachers perceive active engagement to be more important than male teachers.

VanDoren, Elaine S (1998) did a study to determine "The relationship between leadership/followership in staff nurses and employment setting", his findings showed that among the respondents, 75% used exemplary followership, 22% used a pragmatist style, and 3%, a conformist style. Nurses in this sample did not use alienated or passive followership style.

6. Exemplary Followers & Effective Followership

Exemplary followers are capable of self-management, they discern strengths and weakness in themselves and in the organization, they are committed to something bigger than themselves, and they work toward competency, solutions, and positive impact. In Robert Kelley's Followership Model (1992), exemplary followers are regarded as effective followership that is essential to various organizations at this era.

They are also called “effective follower” in many books. They have independent thinking, focus, skill, and self-control, they are the courageous follower who can assume responsibility, can serve, can confront challenges and dare to take risks. Therefore, exemplary follower is critical to organizational success, in other words, every organization is trying to develop or seek followers of this type.

Kelley (1992) identified ***Four Key Responsibilities of Exemplary Followers in organizations***:

- Support the leader’s decisions:
 - Stress the need for dialogue before important decisions are made
 - Refuse to engage in criticism of the leader with subordinates
 - Keep communication channels to the leader open
 - Remind the leader to spend time among subordinates
 - Keep in mind that how a decision is communicated is often as important as the decision itself
- Challenge the leader
 - Must talk to the leader privately rather than unloading on him or her in a public forum
 - Must pay attention to timing and try not to approach the leader when he or she is dealing with a crisis or a deadline
 - When they sit down with the leader, they must try to present the issue as a joint problem that needs to be discussed, rather than the leader’s stupid decision. They state the issue clearly and succinctly from their viewpoint and have the facts straight and at hand

- Encourage the leader

- Average presidency now runs about four years

- One-third of all presidential searches are reopened

- “Every time someone calls ... I start a mental clock ticking to measure how much time passes before they ask me for something”

- It is lonely at the top

- Presidents as people

- Defend the leader.

- Loyalty to the leader as an individual

- Active support

- Confidentiality

- Loyalty to the decisions that the leader makes

- In the leader-follower relationship, leaders have an obligation to listen to the input of followers

- In return, followers have an obligation to support the resulting decision

Meanwhile, Kelley (1992) also mentioned two types of important skills that exemplary followers usually developed: *Job skills and Organizational skills*. The *Job Skills* explain how exemplary followers add value. They focus on the goal, not the job, do a great job on critical-path activities related to the goal, contribute to the growth of other team members, help keep the team on track, take the initiative to increase their value to the organization, realize they add value not just by going above and beyond their work, but in being who they are—their experiences, ideals, and dreams. And

their *Organizational skills* explain how exemplary followers nurture and leverage a web of organizational relationships with team members, organizational networks, leaders.

From these literature reviews and survey results, Blackshear (2000) made the lists of ***Eight Critical Exemplary Followership Characteristics***

- Willing to set ego aside and function as a team player,
- Self-empowered or internal locus of control with initiative and a willingness to act,
- Persists or has staying power,
- Entrepreneurial in approach and spirit with a focus on taking risk to accomplish results and doing what's necessary to get things done,
- More proactive as a problem fixer rather than reactive as a problem identifier,
- Adaptable, flexible and capable to manage change,
- Optimistic or is positive in approach, and
- Pursues continuous improvement and engages in personal development to achieve competence.

7. Characteristics and Dimensions of Follower

The literature on followership offered a large number of characteristics that effective followers should share. In categorizing the numerous claims that writers and researchers have made, there turned out to be six different dimensions that can offer insight to the components of followership. The first three are skill-based:

professionalism, interpersonal communication skills, and conflict orientation. Skill-based is defined in this study as characteristics that can be taught to others in either a classroom or training setting. The other three dimensions are personal traits: *intelligence, initiative, and integrity.* Personal trait-based is defined as characteristics that make up the disposition of the personality of the follower, or were developed through experience that cannot be offered in a classroom or training environment. The following section will introduce the different categories of followers, reorganized from their original presentations in the followership literature.

Six Categories of Characteristics of Followers

The following sections outline how followers were categorized based on skills and characteristics presented in the literature that exists on followership. The list formed six different categories: *professionalism, interpersonal communication skills, conflict orientation, intelligence, initiative, and integrity.* These break down in turn into two separate categories, categories that are *skill-based*, and those that are *personal-trait based*. The following sections will explain these categories in greater detail.

Three Skill-Based Categories of Followers

The following tables were constructed by organizing varying characteristics presented by varying writers and researchers on followership. The three skill-based categories are *professionalism, interpersonal communication skills, and conflict orientation.* These characteristics can be taught to others in either a classroom or training setting.

Characteristics Describing Professionalism

professional	(Crockett,1981)
responsible for ourselves and for our own behavior	(Crockett,1981)
trust and respect with a leader	(Frisina, 2005)
becomes independent because they are a professional	(Crockett,1981)
not gripe to others	(Brown, 1995)
fully accountable for the actions he or she is taking	(Brown, 1995)
challenge themselves as readily as they challenge a leader about behavior that impedes the common purpose	(Brown, 1995)
self-disciplined	(Crockett, 1981)
self-managed	(Crockett, 1981)
autonomous and self-directed	(Lundin, 1990)

Characteristics Describing Interpersonal Communication Skills

be able to communicate effectively with others	(Lundin, 1990)
be able to give and receive feedback	(Lundin, 1990)
decipher and deliver complex messages	(Lundin, 1990)
cooperativeness	(Nolan, 2001; Chaleff, 1995)
diplomacy	(Nolan, 2001)
sociability	(Nolan, 2001)
recognizes the expectations of others	(Nolan, 2001)
highly developed interpersonal skills	(Frisina, 2005)
dynamic	(Crockett, 1981)
knows precisely what it is that his/her boss expects	(Crockett, 1981)
can vigorously support the leader	(Brown, 1995)

Characteristics Describing Conflict Orientation

not passive robots	(Crockett, 1981)
not manipulated	(Crockett, 1981)
not used by bosses	(Crockett, 1981)
be able to cope with conflict	(Lundin, 1999)
can both participate in and initiate change	(Lundin, 1990)
handle the interpersonal conflicts	(Lundin, 1990)
is prepared to cope with problems	(Nolan, 2001)
be troubleshooters for the organization on every level	(Lundin, 1990)
alert to ways that they can rescue their boss from mistakes of commission and omission	(Crockett, 1981)
initiating access	(Crockett, 1981)
challenging and confronting	(Crockett, 1981)
willing to challenge a leader's actions or policies	(Brown, 1995)
willing <i>not</i> to follow the leader	(Brown, 1995)
When leader needs to be challenged on an issue can challenge directly	(Brown, 1995)
confront in supportive and effective way	(Brown, 1995)
collaborative	(Chaleff, 1995)

Professionalism, interpersonal communication skills, and conflict orientation are all skill-based aspects of a follower that can be developed that in a classroom or training setting. These three categories are be explored later in greater detail as three communicative dimensions of followership.

Three Personal Trait-Based Categories of Followership

The following tables were constructed by organizing varying characteristics presented by varying writers and researchers on followership. The three personal trait-

based categories are *intelligence, initiative, and integrity*. These are characteristics that make up the disposition of the personality of the follower, or were developed through experience that cannot be offered in a classroom or training environment.

Characteristics Describing Intelligence

possess a high level of organizational understanding	(Lundin, 1999)
see how their work contributes to the big picture	(Lundin, 1999)
ability to make difficult decisions	(Lundin, 1990)
formulates solutions	(Nolan, 2001)
intelligence	(Nolan, 2001)
allows context to frame the matter's discussion and its ultimate outcome	(Frisina, 2005)
be able to make sound decisions	(Lundin, 1999)

Characteristics Describing Initiative

have the confidence to take personal risks	(Lundin, 1990)
be enthusiastic about what they do	(Lundin, 1999)
will actively seek opportunities	(Lundin, 1990)
feel a strong level of commitment, both to the organization and to their own work	(Lundin, 1999)
seeks the bigger picture	(Frisina, 2005)
risk-taking	(Crockett, 1981)
learning	(Crockett, 1981)
developing	(Crockett, 1981)
experience-seeking	(Crockett, 1981)
will seize upon every opportunity for learning something new and having a new experience	(Crockett, 1981)
that roadblocks and repetition don't deter them from achieving their objectives	(Lundin, 1999)

Characteristics Describing Integrity

willing to seek the truth	(Lundin, 1999)
integrity	(Frisina, 2005)
encompassing truth telling	(Frisina, 2005)
must work toward feeling self-employed both financially and in terms of values	(Lundin, 1990)
accounting with absolute honesty	(Crockett, 1981)
exercises unselfish stewardship	(Crockett, 1981)

Six categories of *skill-based* and *personal trait-based* characteristics of followers have been revealed in the literature on followership. The ability to identify positive characteristics in exemplary followers is extremely important to the successful development of contributing members of an organization.

How, then, can these characteristics be developed within an organization so that followers are empowered? The following section will explore the *skill-based* characteristics of exemplary followers in greater detail.

Three Communicative Dimensions of Followers

Upon reviewing the literature that exists on followership, there were six patterns that have emerged in the discussion of characteristics of exemplary followers in which various writers and researchers have agreed upon. However, there are three specific *skill-based* dimensions that have emerged from current research in followership that can take followership development to the next level: *professionalism, interpersonal communication skills, and conflict orientation*. These three dimensions are significant because these are specifically requested skills that can be applied to

followership development. The other three categories of *personal trait-based* characteristics of followers (*intelligence, initiative, and integrity*) have been excluded from these communicative dimensions because they cannot necessarily be developed through training in organizational settings, other than the concentrated recruitment of new employees who embody these personal traits.

The following sections present these three communicative dimensions to followership. Further research may reveal more elements may be added to the understanding of followership, lending other venues of training that strengthens leader-follower relationships.

Dimension 1: Professionalism

One of the most important aspects of followership is professionalism. According to Pincus (2003), followers who know how to act appropriately help others feel they can work smoothly with them. If a follower is going to perform on an exemplary level, that follower must be aware of certain unprofessional actions or omissions that can damage his or her credibility. Crockett (1981) stated that the “wise” follower is the “learning, developing, experience-seeking person who becomes independent because they are a professional”.

Hollander (1992) said professional behavior as a follower includes “dependability, competence, and honesty”. Crockett (1981) added, “Self-discipline” and “self-management,” and also states that followers who are professional are “indeed responsible for us and for our own behavior.” Chaleff (1995) argued that “a good follower has to be fully accountable for the actions he or she is taking”.

Bove (2005) stated there are all issues of communication that play into professionalism: “ethical communication, workplace appearance, effective listening, and planned, pertinent writing.” Crockett (1981) stated that “one important aspect is to examine our habit patterns of dress, of facial expression, of body language and of speech”. Lundin (1990) believed that followers, like leaders, are also responsible for their own actions, they “must also seek feedback on their capabilities and take responsibility for their own development” Seeking feedback is another communication skill that requires self-awareness, humility, and objectivity about one’s performance. Though these skills can be obtained through experience, having communication training in these areas can allow less experienced followers to assimilate into productive organizations much faster.

Dimension 2: Interpersonal Communication Skills

Another dimension that is extremely important to developing exemplary followers is interpersonal skills. The ability to engage one another, regardless of age, sex, culture, and status is crucial to being a versatile follower. Lundin (1990) highlighted some interpersonal communication “skills that empower followers;” he argues that exemplary followers can “communicate effectively with others to establish a continuous flow of information” and can “give and receive feedback...to develop versatility throughout their careers”. Nolan (2001) specifically addressed cooperativeness, diplomacy, and sociability as three of four top qualities of “good followership.” Exemplary followers also have an awareness of their role with other people and the expectations attached to those relationships. Frisina (2005) remarked

that “highly developed interpersonal skills” such as “encompassing truth telling” and “trust and respect with a leader” are also important followership skills.

It is logical to claim that interpersonal communication is integral to followership studies because of the one-on-one interactions that occur on a day-to-day basis. Interpersonal communication is such an important aspect to being a functional member of society that little would be unhelpful in enriching the development of exemplary followers.

Dimension 3: Conflict Orientation

The third dimension that Communication Studies brings to followership is ability to maneuver in situations of conflict. Chaleff's courageous followership (1995) can be meaningless if one has the courage but not the means to create positive change. He states that a follower must stand up to the leader “when he or she needs to be challenged on an issue” and “challenge directly rather than gripe to others”. He goes on to say that being “willing to challenge a leader's actions or policies and knowing how to do so in a supportive and effective way are critical skills for high-performance managers”. Crockett (1981) also stated the importance of conflict orientation skills. He mentions the specific abilities of “initiating access, and challenging and confronting”. Lundin (1990) highlighted confrontation skills as well in a discussion on the importance of integrity: “this type of communication requires a number of skills, including willingness to seek the truth, the ability to cope with conflict, and the confidence to take personal risks to benefit the common good”. The follower is in the important role to “speak up...forcefully, not timidly” if the leader is defying the vision of the organization (Brown, 1995). Specific skills that Lundin (1990) pointed

out that would be ideal for followership training are “problem solving, coping with change, and conflict management”. Chaleff (1995) specifically stated that a “collaborative” conflict orientation is best to nurture in followership development.

8. Factors of Followership in Educational Administration System

Factors of Followership in this study as defined included personal factors and organizational factors. The former concerned the teacher personal life and experiences, such as teachers’ emotional characteristics, professionalism, and team work attitudes etc. The latter concerned the teacher’s organizational life and experiences, thus, the conditions in educational administration system and theories may influence teachers’ ability as followers to support and influence the leader effectively. Accordingly, the following theories in educational administration were reviewed to help decide the organizational factors.

Maslow Hierarchy of Psychological Needs Theory

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is

detected, the individual will act to remove the deficiency. The first four levels are: 1) Physiological: hunger, thirst, bodily comforts, etc.; 2) Safety/security: out of danger; 3) Belonginess and Love: affiliate with others, be accepted; and 4) Esteem: to achieve, be competent, gain approval and recognition.

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth; and 4) the ability to have peak experiences.

Maslow (1971) later differentiated the growth need of self-actualization, specifically naming two lower-level growth needs prior to general level of self-actualization and one beyond that level. They are: Cognitive: to know, to understand, and explore; 6) Aesthetic: symmetry, order, and beauty; 7) Self-actualization: to find self-fulfillment and realize one's potential; and 8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential. Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations.

Daniels (2001) suggests that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Norwood (1999) proposes that Maslow's hierarchy can be used to describe the kinds of information that individuals seek at different levels. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended. Individuals at the safety level need helping information. They seek to be assisted in seeing how they can be safe and secure. Enlightening information is sought by individuals seeking to meet their belongingness needs. Quite often this can be found in books or other materials on relationship development. Empowering information is sought by people at the esteem level. They are looking for information on how their ego can be developed. Finally, people in the growth levels of cognitive, aesthetic, and self-actualization seek edifying information. While Norwood does not specifically address the level of transcendence, I believe it safe to say that individuals at this stage would seek information on how to connect to something beyond themselves or to how others could be edified.

Maslow published his first conceptualization of his theory over 50 years ago and it has since become one of the most popular and often cited theories of human motivation. An interesting phenomenon related to Maslow's work is that in spite of a lack of evidence to support his hierarchy, it enjoys wide acceptance.

Herzberg Motivation-Hygiene Theory

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employee's work environment

caused satisfaction or dissatisfaction. He published his findings in the 1959 book *The Motivation to Work*.

The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

Leading to Dissatisfaction	Leading to Satisfaction
<ul style="list-style-type: none">• Company policy• Supervision• Relationship with subordinates• Work conditions• Salary• Relationship with Peers	<ul style="list-style-type: none">• Achievement• Recognition• Work itself• Responsibility• Advancement• Growth

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are

physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow.

From the above table of results, one observes that the factors that determine whether there is dissatisfaction or no dissatisfaction are not part of the work itself, but rather, are external factors. Herzberg argues that these provide only short-run success because the motivator factors that determine whether there is satisfaction or no satisfaction are intrinsic to the job itself, and do not result from carrot and stick incentives.

Open-system Theory

The culture of an organization is interrelated with most other concepts in educational administration, including organization structures, motivation, leadership, decision making, communications and change. To better understand this concept, **Figure 4** depicts open-system theory in educational area, being characterized by input, a transformation process, out-puts external environments and feedback.

Organizations import energy from the environment in the form of information, people, and materials. The imported energy undergoes a transformation designed to channel behaviors toward organizational goals and full members' needs. Administrative processes (e.g., motivation, leadership, decision making, communication and change) and organizational structures (i.e., job descriptions, selection systems, evaluation systems, control systems, and rewarding systems) have

a significant impact on organizational structures export and product into the external environment.

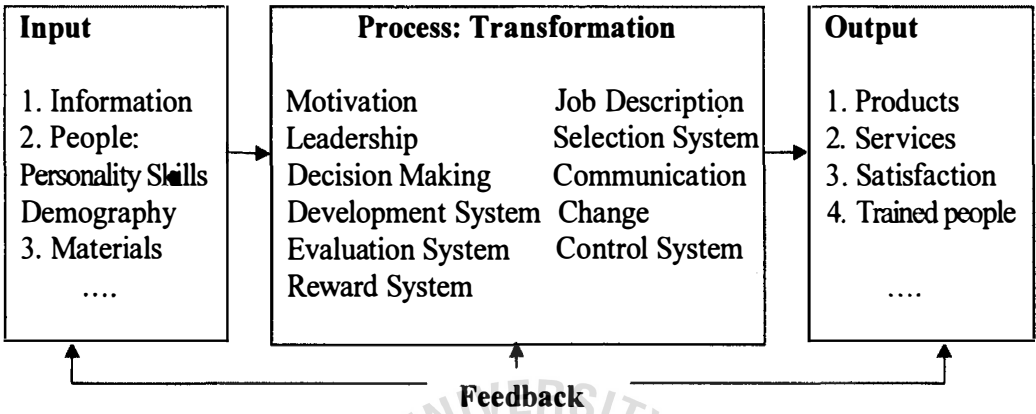


Figure 4 Open-system Theory

9. Factors of Followership Used in This Study after Expert Interview

At the end of literature review and consultation with her major advisor — Dr. Sangob Laksana, this researcher also consulted with several outside educational experts from Thailand and China, to decide what factors of followership should be used in this study. The criteria to select these outside experts were:

- 1. They have worked or are still working at very important academic position in Higher Education institutes in Thailand or their own countries.
- 2. They had a plenty of experience working in Educational Administration area as faculty leader, program director, vice dean or dean.
- 3. They themselves are very good researchers, have guided or are still guiding many graduate school students to conduct their thesis or dissertation.

The outside experts that this researcher consulted to decide what factors of followership would be used in this study include the following scholars:

1. Assoc. Prof. Dr Kitima Preedeedilok (*Associate Dean, Faculty of Education, Assumption University during 2000-2008 April*)
2. Dr. Absorn Meesing (*Director of MCI, Faculty of Education, Assumption University during 2002-2005 April*)
3. Asst. Prof. Dr. Darunee Chuprayun (*Dean of Faculty of Liberal Arts, Krirk University*)
4. Prof. Dr Li Rui (*Research Center Director at Faculty of Science and Technology Soochow University, China*)
5. Dr Ren YouQun (*Director of International Teacher Center, Eastern China Normal University, China*);

As the result of consultation with the outside experts and discussion with major advisors concerning the Factors of followership, this study finally decided to select the following factors as the variables to check its impact and effects on different followers in this study. To make each factor understandable and measurable, the research also defined them clearly in Chapter I Definition part, and described the ways on how to measure them in Chapter III Instrumentation part.

Factors of Followership as variables that will be used in this study

Personal factors	Organizational factors
<ul style="list-style-type: none"> • Professionalism • Emotional characteristics • Team-work Attitudes 	<ul style="list-style-type: none"> • Department Climate • Satisfaction • Leadership • Teacher Development

10. Previous Studies on the Personal Factors and the Organizational Factors

The Personal Factors: (1) Professionalism related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Assoc. Prof. Dr. Methi Pilanthananond (2006) stated in his paper “Education Professional Standards in Thailand”, as required by The Ministry of Education in Thailand and The Secretariat Office of the Teachers’ Council of Thailand, Professional Standards for Teachers at higher education level included: (a) A teacher must have minimum qualifications with Bachelor’s degree in education or the equivalent or other degrees as accredited by the Teachers’ Council of Thailand; (b) A teacher must have the knowledge for the teaching curriculum and subject. (c) A teacher must have experience in teaching operations at a minimum of two years; Administrator must have experience in teaching operations at a minimum of five years. (d) A teacher must attend academic activities relating to the development of the educational administration profession every year.

The Quality Assurance standards in universities in Thailand as required by MOE had a Research Standard, every year in quality assurance, the KPI of this standard were to check (a) Percentage of research and innovations published disseminated and /or used at the national and international levels in proportion to the total number of full-time lecturers. (b) Amount of internal and external research and innovation funds in proportion to the total number of full-time lecturers. (c)

Percentage of full-time lecturers receiving internal and external research or innovation funds in proportion to the total number of full-time lecturers. (d) Percentage of research articles cited in the referred journals or the national or international databases in proportion to the total number of full-time lecturers. (e) Number of research and innovations registered as intellectual property or patented with the past 5 years. The Curriculum and Teaching Standard in Quality Assurance in Thai universities were to check the KPI of this standard including percentage of full-time lecturers holding Doctoral degree or equivalent in proportion to the total number of full-time lecturers and percentage of full-time lecturers holding academic titles.

The Teachers Council of Thailand, as of March 2008, instituted a new policy to upgrade the quality of foreign teachers teaching in Thailand. The policy was that a foreign teacher, in order to qualify for a work permit to teach in Thailand, needed to have a minimum of a bachelor's degree from a recognized university, and they also needed to complete a prescribed set of education courses through an approved Thai University.

As stated in Teacher Development for Quality Learning—The Thailand Education Reform Project (2002), the Ministry of Education (MOE) at the higher education level, the Ministry of University Affairs (MUA) is responsible for the administration of tertiary education expected all education institutes should develop a staff professional development model to ensure an increase in the number of staff with PhDs, increased international quality research and publications etc.

Self Assessment Report from Assumption University Academic Year (2007), the teachers' educational qualification were higher than master degree, their teaching experience were at least 2 years. The teachers were teaching the subjects that related to their major; they were required to attend and presented papers professional training, seminar, international conferences inside and outside of the campus every year. But teachers were encouraged to conduct more studies and publications in the university self-assessment report.

The criteria for teacher's professionalism as provided by Human Resource department of Asian Institute of Technology showed that the minimum educational level requirement at AIT for all the teaching positions is a PhD degree from a well-reputed university, with specialization in the specific areas. Relevant experience (at least 3-4 years) in teaching and student supervision is desirable, so is managerial experience at senior level (at least 4 years). Senior industry people with 10 years or more experience, preferably in multinational corporations, can also be considered for visiting faculty positions. Teachers will be expected to teach related courses, supervise students, and carry out academic administration, outreach activities, and research, and provide consulting and training services.

In Asian University, as the university profile data showed: about 80% of teaching staff are native English speakers from UK, USA, Australia, New Zealand, Canada, and many other countries; and about 50% have Doctorates or Masters Degrees in their specialist subjects or equivalent professional qualifications. 90% of

Thai lecturers have studied overseas. All teaching positions required teachers had at least 2 years of teaching experiences.

(2) *Emotional Characteristics* related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Dely Lazarte Elliot (2000) did an investigation of a possible link between the emotional intelligence of university educators and the productiveness of the hidden curriculum in the Thai university. He chose 60 full-time Thai educators from Faculty of Arts at Assumption University as the sample group and used a self-assessment questionnaire of emotional intelligence which included 15 subscales: Emotional Self-Awareness, Assertiveness, Self-Regard, Self-Actualization, Independence, Empathy, Interpersonal Relationship, Social Responsibility, Problem Solving, Reality Testing, Flexibility, Stress Tolerance, Impulse Control, Happiness, and Optimism. As his study shown, teachers' self-evaluation scores of self-awareness, assertiveness, self-regard, self-actualization, independence, empathy were higher than that of interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control and happiness.

(3) *Teamwork Attitudes* related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Supaporn Tharincharoen (1999) said that teamwork approach were the most valuable in helping teachers to develop their skills in "Supporting Teacher

Development in Thailand at Minprasatwittaya School”. If teachers have good teamwork attitudes, a team approach that involves both peer groups of teachers and management can be promoted in the school. According to her, “this means whenever teachers attend outside training they come back and train the others. It means planning lesson plans and the curriculum together. It means peer evaluation. It means peer evaluation and cross observation of classes. It also means that the traditional gap between the headmaster and the teachers is eliminated and that management get as involved in all these exercises as the teachers.”

As one of the Key Issues Related to Supporting Teacher Development stated in Teacher Development for Quality Learning—The Thailand Education Reform Project (2002); Workshops on team building and teamwork are just one aspect of the broader issue to promote of teacher professional development in the new era.

The Organization Factors: (1) *Department Climate* related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Self Assessment Report—SAR Assumption University Academic Year 2007 prepared by Office of QMIPS (Quality Management, Information and Planning System) indicated that, under the university Au QS2000 QMIPS Quality Management System, the University’s performance is indicating an effective organizational environment begins to take shape.

Asian Institute Technology's Summary Report of The Audit Committee (2007) showed, on the overall, the effective administration of the programs at different departments showed that continuing improvements are being accomplished and continuing assistance.

(2) **Satisfaction** related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Chewapun, Suchart (1989) concluded in his study "Job satisfaction among physical education instructors at teachers colleges in Thailand" that physical education instructors at Teachers Colleges in Thailand were satisfied with their jobs.

Thanagosai, Suntharin (1989) concluded in his study of "Job satisfaction among faculty members at six metropolitan area teachers colleges in Bangkok, Thailand" that the faculty members at six teachers colleges in the Bangkok metropolitan area satisfied with their jobs in every aspect except salary.

Pumipuntu, ChaloeWork (1992) concluded in his study "Motivation and job satisfaction of faculty in four teachers colleges in northeast Thailand" that 248 faculty in four teachers colleges in northeast Thailand generally satisfied with their jobs. Faculty members differed significantly by gender, age, rank, and years of work experience in their job satisfaction. Female faculty members showed a lower degree of job satisfaction with promotion than the male did. Older faculty members with higher ranks and more years of work experience expressed a higher degree of job

satisfaction than the younger faculty members with lower ranks and fewer years of work experience.

Teacher Development for Quality Learning—The Thailand Education Reform Project (2002) stated, in accordance with the new teaching practices associated with the Education Reform, there is a need to develop clear criteria for judging teachers on demonstrated performances to qualify for the accelerated salary, increments and promotions. The criteria developed should focus more on the specifics of teaching quality rather than the current focus on attendance and pastoral care.

(3) *Teachers' Development* related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Teacher Development for Quality Learning—The Thailand Education Reform Project (2002) pointed out that, the Government of Thailand through its various organizational units such as the ONEC, the MOE and OER has expended significant energy in order to conceptualize and develop documents for teacher development by the parliament. However, there is still need for further work by the various task forces to clarify and refine the documents.

Prasertphan, Tipawan (1994) concluded in “The role of department chairpersons in teacher colleges in Thailand” that promoting excellence in teaching, professional development, research and publications of faculty, and departmental climate as the important role of department chair in teacher colleges in Thailand as

perceived by deans, faculty members, and chairs themselves appeared in the top ranks.

Somkroot Jitbanjong (1994) conducted a study of “An Analysis of the Faculty Development Programs Administration by the Supervisory Unit as Perceived by Faculty Members in Twelve Teachers Colleges in Thailand”. Major findings of the study were: (1) Respondents indicated greatest agreement on the purposes and objectives of faculty development programs in terms of their relation to their subject field of teaching. There was least agreement on long-term follow-up as an evaluation technique used in faculty development programs. (2) There was little difference in the perceptions of faculty members who taught general subjects and those who taught special subjects. The general-subjects group perceived the quality of leadership of experts as related to planning and organizing of faculty development programs to be more desirable, and the additional skills relating to professional career under the implementation category to be more useful, than did the special-subjects group. (3) The respondents with the highest earned degrees, those with the most teaching experience, the oldest respondents, and those who had participated in the most faculty development programs tended to perceive the programs most favorably.

(4) *Leadership Style* related findings and statements in previous studies, reports and researches in Thailand at high education level included the following:

Nongmak Chamrat (1986) conducted a study entitle with “The Relation Between Teacher Job Satisfaction and the Leadership Behavior of Primary School

Principal in Thailand”, participative leadership were found as the main leadership style in the study, and Goal emphasis and participative leadership were found to be significantly related to intrinsic job satisfaction ($R = .553$).

James M. Kouzes and Barry Z. Posner (1993) did a research about what followers want, the research indicated that followers have expectations about constitutes a desirable leader and follower, followers do not want to find themselves subjected to authority that would make them alienated, passive, pragmatic, or conforming. Followers want their leaders to be honest, forward-thinking, inspiring, and competent. A leader must be worthy of trust, envision the future of the organization, inspire others to contribute and be capable and effective in matters that will affect the organization. In this regard, Autocratic leadership was not help to general desirable followers for the organizations.

Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. The three major styles of leadership are: Authoritarian or autocratic; Participative or democratic; Delegative or Free Reign. Leader with Autocratic style, always told their employees what they want done and how they want it accomplished, without getting the advice of their followers. Thus, as proved by this study that, the followers working under this kind of leadership would easily become passive or conforming. Leader with participative style involves one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintained the final decision making authority. Using this style was not a sign of weakness, rather it was a sign of strength that the employees will respect Using this

style is of mutual benefit – it allowed them to become part of the team and allowed to make better decisions. Thus, as proved by this study that exemplary or pragmatist followers were more likely to be produced under participative leadership style. Leaders with Delegative style, allowed the employees to make the decisions. However, the leader was still responsible for the decisions that are made. This is used when employees were able to analyze the situation and determine what needs to be done and how to do it. But they couldn't do everything; they must set priorities and delegate certain tasks. In this regard, as proved by this study that pragmatist or conformist followers could be possibly developed under Delegative leadership.

11. A Brief Introduction to International Universities in Thailand

At present, there are 25 universities in Thailand offering international programs, and use English as the language of instruction from the beginning to the end of the lessons. Among those institutions, many have close collaboration with leading institutions from Australia, Canada, Japan, Germany, U.K. and USA etc. Foreign and Thai students can take courses for credits. Admission requirements vary depending on the nature of the program and admission policies. As far as the international university's popularity and reputation in the world are concerned, Assumption university as the first and biggest international university is on the top rank of Thailand's international universities. Since this research is about the international universities in Thailand, this researcher searched and made a list of the international universities in Thailand according to their size, popularity and reputation. The details about the international universities in Thailand are presented in the following Table 1.

Table 1 International Universities in Thailand

	International Universities in Thailand	Founded Year	Nationalities (students +staffs)	Intl' prgm (%)	Undergraduate+ Graduate totally	Libraries & Research Center	Address
1	Assumption university www.au.edu	1969	About 80	100%	22 prgm (76 mjr)	Internationally well-knowri	Hua Mak Campus 592 Ramkhamhaeng 24, Hua Mak, Bangkok Thailand 10240 Suvarnabhumi Campus 88 Moo 8 Bang Na-Trad. 26, Bangsaothong, Samuthprakarn , Thailand 10540
2	Asian Institute of Technology www.ait.ac.th	1959	About 80	100%	12prgm (20mjr)	Internationally well-known	58 Moo 9, Km. 42, Paholyothin Highway, Klong Luang, Pathumthani 12120, Thailand
3	Asian University www.asianu.ac.th	1993	About 40	100%	15 prgm (45mjr)	Well-known in Thailand	89 Moo 12, Highway 331, Huay Yai, Banglamung, Chonburi 20260, Thailand
4	Webster University www.webster.ac.th	1999	About 15	>90%	6 prgm (17 mjr)	Well-known in Thailand	Cha-am/Hua Hin campus: 143 Moo 5, Tambon Sampraya, Cha-am Phetchaburi 76210, Thailand Bangkok center Maneeya center, 12th floor, 518/5 Ploenchit Rd. BKK 10330, Thailand
5	Shinawatra University www.shinawatra.ac.th	1996	About 14	>80%	11 prgm (23mjr)	Well-known in Thailand	Pathum Thani Campus: 99 Moo 10, Bangtoey, Samkhok, Pathum Thani 12160 Graduate Campus: Shinawatra Tower III: 1010 Shinawatra Tower III, 15 th and 16 th Floor, Viphavadi - Rangsit Rd., Bangkok 10900
6	Stamford University www.stamford.edu	1996	About 30	50%	4 prgm (9mjr)	Well-known in Thailand	Hua-Hin/Cha-Am campus Bangkok Gradate School 12th floor, 2 Jasmine City Tower, Sukhumvit Soi 23, Klongtoey Nua, Bangkok 10110
7	Note*** Other international programs offered in Thailand	The above are the independent, very well-known international universities in Thailand. Besides, in Thailand there are about 20 big public /private universities offer some international programs in some of their schools or faculties. But these international programs are only 20%-30% (or even less than) of the total programs offered by the universities. Since their main targets of services are still for Thais, in this study they are not counted.					Such as : Chulalongkorn University Mahidol University Thammasat University Chiang Mai University Bangkok University Rangsit University Siam University ...etc.

According to the definition of International Universities in Thailand, the criteria for selecting the sample international universities were: (1) The selected international universities must be independent universities that are internationally reputed and/or nationally well-known in Thailand; international colleges, Faculties or Schools of big public/private universities were not taken into account; (2) All the programs offered in these selected international universities must be international programs, by the instruction of English from the beginning to the end of the programs; (3) The selected international universities must have highly internationalized students, faculty members and staffs from at least 40 different nationalities in the world. As we can see, realistically there are 3 international universities in Thailand can match the criteria of this study. Thus, this study will select Assumption University, Asian Institute of Technology, and Asian University as the sample universities. The following paragraphs then introduced more about the sample universities:

Assumption University

Founded on 1969, Assumption University is the first and biggest international university in Thailand. The University is an international community of scholars, enlivened by Christian inspiration, engaged in the pursuit of truth and knowledge, serving the human society, especially through the creative use of interdisciplinary approaches and cyber-technology. About 80 nationalities students and staffs are studying and working at Assumption University. The university offers 11 programs about 40 majors for undergraduate students, and 11 program about 36 majors for

graduate students. All the programs are international programs; English is the officially approved medium of instruction at the University.

Asian Institute of Technology

The Asian Institute of Technology promotes technological change and sustainable development in the Asian-Pacific region through higher education, research and outreach. Established in Bangkok in 1959, AIT has become a leading regional postgraduate institution and is actively working with public and private sector partners throughout the region and with some of the top universities in the world.

AIT has 2000 Students from about 80 Countries/Territories of the world; 130 World Class Faculty from over 20 Countries; 588 Research and Support Staff from about 30 Countries; about 200 Sponsored Research Projects are conducted in AIT. All the programs offered by AIT are international programs and are taught in English. Recognized for its multinational, multi- cultural ethos, the Institute operates as a self-contained international community at its campus located 40 km (25 miles) north of Bangkok.

Asian University

Founded on 1993, Asian University now has three faculties: Engineering, Business and Liberal Arts. The teaching staffs come from many different countries; about 80% are native English speakers from UK, USA, Australia, New Zealand,

Canada, and many other countries and about 50% have Doctorates or Master degrees in their specialist subjects or equivalent professional qualifications. Most of Thai lecturers have studied overseas. The university offers 11 programs for undergraduate students and 4 programs for graduate students. All programs are international programs and taught in English at its campus located at Chonburi, Thailand.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methods and procedures that were used by the researcher in conducting the study. It includes the research design procedure, sample and population, instrument, validity and reliability, data collection, and statistical tools used in the analysis of data.

Research Design Procedure

The researcher used descriptive-normative and regression methods of research in conducting her study. A descriptive-normative method was appropriate for the study since it described and interpreted current data concerning variables of interest, and pointed out the characteristics of existing phenomena. It was also normative since the variables will be treated under typical conditions without intervention.

Sample, Population, Participants

As the criteria for selecting the sample international universities were: (1) The selected international universities must be independent universities that were internationally reputed and/or nationally well-known in Thailand; (2) All the programs offered in these selected international universities must be international programs, by the instruction of English from the beginning to the end of the programs; (3) The selected international universities must have highly internationalized students, faculty members and staffs from at least 40 different nationalities in the world. And

realistically there were 3 international universities in Thailand matched the criteria. Therefore, this study selected these 3 international universities in Thailand as the sample universities, they were: Assumption University, Asian Institute of Technology, and Asian University.

A total population of 905 full-time instructors, who were working in the sample international universities in Thailand, was used in the study. In the population, 776 were from Assumption University; 85 were from Asian Institute of Technology; and 44 were from Asian University.

The sample group was selected in different faculties and programs of 3 universities by using “Stratified Random Sampling”. The researcher asked all the sample instructors to respond to the instrument. There were 251 instructors selected from Assumption University, 70 were from Asian Institute of Technology, and 44 were from Asian University.

According to Krejcie and Morgan (1970) *Abbreviated Table of Sample Sizes(S) Required for Selected Population Size (N)*, the samples in the four universities were chosen in the following way and shown in **Table 2**.

Table 2 Samples and Populations

Universities	Population	Sample
Assumption University	776	251
Asian Institute of Technology	85	70
Asian University	44	44
Total	905	365

Instrumentation, Survey Materials

Questionnaire In conducting the study, a questionnaire was the primary instrument used to determine the instructors' followership styles and the factors affecting it in the sample universities. It was composed the following parts:

Professionalism in this part, there were 10 questions concerning teachers' educational level, years of teaching, academic positions, participate and presentation at professional training, seminars or conferences, publications, research conduction, and awards etc. The participators were required to select from 1-5 that stands for their present career situations of each item.

Emotional Characteristics in this part, there were 25 questions totally: (1) *Self Awareness*: 5 questions were use to check teachers' awareness of one's own feeling and emotions. (2) *Managing Emotions* 5 questions were use to check teachers' ability to manage various emotions and moods. (3) *Self-Motivation* 5 questions were use to check teachers' ability to remain positive and optimistic. (4) *Empathy for Others* 5 questions were use to check teachers' ability to read others emotions accurately. (5) *Interpersonal Skills* 5 questions were use to check teachers' ability and skills to build and maintain positive relationships with others. The participators were required to indicate the level of agreement they had in each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

A score of “5” means the respondent has very good emotional characteristics; while a score “1” means the respondent had very poor emotional characteristics. The mean scores were subdivided into ranges with the following interpretation:

Range	Interpretation
4.91-5.00	very good emotional characteristics
3.91-4.90	good emotional characteristics
2.91-3.90	not good emotional characteristics
1.91-2.90	poor emotional characteristics
1.00-1.90	very poor emotional characteristics

Teamwork Attitudes in this part, there were 10 questions to check the teachers’ attitudes towards working in a team; the indicators were their awareness of teamwork’s importance, willingness and satisfaction in teamwork etc. The participators were required to indicate the level of agreement they had in each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

A score of “5” mean the respondent had very positive teamwork attitudes; while a score “1” means the respondent had very negative teamwork attitudes. The mean scores were subdivided into ranges with the following interpretation:

Range	Interpretation
4.91-5.00	very positive teamwork attitudes
3.91-4.90	positive teamwork attitudes
2.91-3.90	“unsure” teamwork attitudes
1.91-2.90	negative teamwork attitudes
1.00-1.90	very negative teamwork attitudes

Department Climate in this part, there were 10 questions to check the teachers’ attitudes, feelings, towards their Department Chair, colleagues, and their experiences of working in their department. The participators were required to indicate the level of agreement they had in each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

A score of “5” means the respondent felt very positive department climate in his or her workplace; while a score “1” means the respondent felt very negative department climate in his or her workplace. The mean scores were subdivided into ranges with the following interpretation:

Range	Interpretation
4.91-5.00	very positive department climate
3.91-4.90	positive department climate
2.91-3.90	“unsure” towards department climate
1.91-2.90	negative department climate
1.00-1.90	very negative department climate

Satisfaction in this part, there were 6 questions only to check teachers’ satisfactions towards the salary, benefits, medical and life insurances, promotion opportunity, security and work itself offered in their working university. The participators were required to indicate the level of agreement they have in each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

A score of “5” means the respondent felt satisfied very much to work in his or her workplace; while a score “1” means the respondent felt dissatisfied very much to work in his or her workplace. The mean scores were subdivided into ranges with the following interpretation:

Range	Interpretation
4.91-5.00	satisfied very much
3.91-4.90	satisfied
2.91-3.90	“unsure” about his/her own satisfactions
1.91-2.90	dissatisfied
1.00-1.90	dissatisfied very much

Teacher Development in this part, there were 10 questions to teachers’ perception on professional development activities offered in their international universities. The participators were required to indicate the level of agreement they had in each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

A score of “5” means the university provided very good professional development activities; while a score “1” means the university provided very poor professional development activities. The mean scores were subdivided into ranges with the following interpretation:

Range	Interpretation
4.91-5.00	very good professional development activities
3.91-4.90	good professional development activities
2.91-3.90	unclear about the professional development activities
1.91-2.90	poor professional development activities
1.00-1.90	very poor professional development activities

Leadership Styles in this part, there were 24 questions to check teachers’ perceptions on their leaders’ leadership styles of providing direction, implementing plans, and motivating people. Three styles of leadership were categorized by this study, namely: Autocratic; Participative; Delegative. The participators were required to indicate their response for each item by write the appropriate number 1-5, in the box before each item by the following scoring scheme:

Score	Interpretation	Symbol
5	Always True	AT
4	Frequently True	FT
3	Occasionally True	OT
2	Seldom True	ST
1	Never True	NT

The scores of three sets of question were added up. The highest scores of the 3 sets of questions—Questions 1-8, (Autocratic style); Questions 9-16 (Participative style); Questions 17-24, (Delegative style), represented what leadership style the teachers' leaders normally use.

Followership Styles in this part, there were 20 questions to categorize followers according to the dimensions of thinking and acting based on Kelley's model (1992). The study categorized followers according to the dimensions of thinking and acting: The first dimension—acting, was to determine the followers were active or passive workers in their organization. The second dimension—thinking, was to determine the followers were independent or dependent thinkers, questions from 11-20 in the instrument "Followership Style" part will check for this dimension. The final categorization of the followers' style was determined by the total scores of both dimensions from question 1-10 and 11-20.

- ***Alienated followers*** To determine this kind of followers, the total scores for thinking dimension from question 1-10 must within 0-19, and the total scores for acting dimension from question 11-20 must within 41-60.
- ***Conformist followers*** To determine this kind of followers, the total scores for thinking dimension from question 1-10 must within 41-60, and the total scores for acting dimension from question 11-20 must within 0-19.
- ***Passive followers*** To determine this kind of followers, the total scores for thinking dimension from question 1-10 must within 0-19, and the total scores for acting dimension from question 11-20 must within 0-19.
- ***Exemplary followers*** To determine this kind of followers, the total scores for thinking dimension from question 1-10 must within 41-60, and the total scores for acting dimension from question 11-20 must within 41-60.
- ***Pragmatic followers*** To determine this kind of followers, the total scores for thinking dimension from question 1-10 must within 20-40, and the total scores for acting dimension from question 11-20 must within 20-40.

Construction of the Instrument

The researcher prepared a 5-page questionnaire under the guidance of her major advisor. The questions for each part were acquired from reading books, theses, dissertations, and journals, which had a bearing on the present study.

Particularly, the *Emotional Characteristics* part was referred to Goleman's *Emotional Intelligence* questionnaire. The *Teamwork Attitudes* part was referred to Yukl's questionnaire of "*Are you are Team-worker*". The *Department Climate* part was referred to University of Wisconsin–Madison "*Climate Survey for Department*". The *Leadership Style* part was referred to "*Leadership Style Survey*" in Lunenburg's Educational Administration book. The *Followership style* part was referred to Kelley's "*Followership Style Survey*". Definitely, all the questions were adjusted and rewritten to meet the objectives and needs of this study and the real situations in Thailand.

The draft of the questionnaire was presented to the major advisor and other experts during seminar (1) to Faculty of Education dissertation academic committee in Assumption University. Then, the questionnaire was also emailed to the other outside experts for suggestions and for further improvement of the instrument. All of these experts had many experiences of working in educational administration area and of conducting academic researches. Herein, this researcher also wanted to show her great appreciation to the following scholars who helped review the instrument and check the content validity for this study:

- Dr Raj Sharma (*Associate Director, Resouece Planning and Analysis Senior Research Fellow, Swinburne University of Technology, Australia*)
- Dr. Hazidi Bin Abdul Hamid (*Associate Prof. Vice Dean Faculty of Education, Arts and Social Sciences, Open University Malaysia*)

- Dr. K. Pushpanadham (*Professor, Department of Educational Administration, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda Vadodara-390002, Gujarat, India*)
- Dr Li Rui (*Professor, Research Center Director, Faculty of Science and Technology Soochow University, China*)
- Dr Ren YouQun (*Director of International Teacher Center, Eastern China Normal University, China*);

Variables in the Study

The dependent variables were the conditions of the teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, Leadership Styles, and Teachers' Development. The independent variables were teachers' followership in international universities in Thailand.

Pilot Testing: Validity and Reliability

The experts, who helped to review the questionnaire for its content validity, include the above outside scholars, and the researcher's major adviser Dr. Sangob Laksana.

The researcher had conducted a pilot study in order to compute and reliability of the instrument and to revise any items if necessary. It tried out with 30 instructors selected from Assumption University, 14 from Asian Institute of Technology, 3 from

Asian University. All of them returned the completed instrument. At the end of the study, the Reliability of instrument was shown in **Table 3**

Table 3 Reliability Analysis Results

Part in the Questionnaire	Alpha coefficient for each part
Followership Styles	.94
Leadership Styles	.86
Professionalism	.82
Emotional Characteristics	.91
Teamwork Attitudes	.90
Department Climate	.90
Satisfaction	.90
Teacher Development	.90

Data Collection

The researcher requested permission from the Vice Presidents of the sample universities by letter before distributing the questionnaires. Then the questionnaires were distributed by the researcher and her friends, who were studying in the 3 international universities. From the end of June to the end of September, 2008, the researcher personally went to Assumption University, distributed questionnaires and collected 175 valid questionnaires (70%); in Asian Institute of Technology, researcher’s colleague and AIT Human Resource department Mr. Denphoom Puankratok for helping distribute the questionnaires and finally got 50 valid questionnaires (71%); in Asian University, the researcher and her assistant went to Chonburi many times, distributed the questionnaires and finally collected 31 valid questionnaires (71%). To October 3rd,

2008, all the questionnaires were retrieved by the researcher herself. Totally, 256 valid questionnaires (70%) were returned from the sampled universities and used as data in this study.

Data Analysis

The study combined qualitative and quantitative techniques in obtaining and analyzing the collected data. To analyze the data for objective 1, 3, and 4, SPSS version 15 was mainly used in processing the data for ease and accuracy.

To analyze the data for objective Number 1: frequency and percentage were used to identify the teachers' Followership styles in the international universities of Thailand.

To select factors for objective Number 2: literature review and expert interview were used to identify the factors that related to teachers' followership in international universities in Thailand. The Chapter II provided the details about the procedure, the experts and the ways of how factors selected.

To analyze the data for objective Number 3: Firstly, frequency and percentage were computed and used to show teachers' Professionalism in the international universities of Thailand. Second, means and standard deviations were used to determine the factors of the teachers' followership including Emotional Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, and Teachers' Development in the international universities of Thailand. Lastly, frequency

and percentage were computed and used to identify Leadership Styles that the teachers' leaders are acting in the international universities of Thailand.

To analyze the data for objective Number 4: multiple regression was used to determine the significances and effects of the personal factors and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Style, and Teachers' Development teachers' followership in the international universities of Thailand.



CHAPTER IV
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents and describes the data and information had been collected from 256 respondents in the three sampled international universities in Thailand. The presentation, analysis, and interpretation of data were in the following sections in the sequence of the objectives contained in Chapter I.

Research Objective One

Research objective one was: “To identify teachers’ followership styles in international universities in Thailand.” In order to analyze the data for objective Number 1: frequency and percentage were used to identify the teachers’ followership styles in the international universities of Thailand.

Table 4 Frequency and Percentage of the teachers’ followership styles in the international universities of Thailand

Followership Styles	Frequency	Percentage
Exemplary Follower	78	30.5
Pragmatist Follower	78	30.5
Conformist Follower	48	18.7
Alienated Follower	33	12.9
Passive Follower	19	7.4
Overall	256	100

Table 4 showed among 256 teachers who were working in the three sampled international universities, 78 respondents (30.5%) were acting as exemplary follower; another 78 respondents (30.5%) were acting as pragmatist follower, 33 respondents (12.9%) were acting as alienated follower; 48 respondents (18.7%) were acting as conformist follower; 19 respondents (7.4%) were acting as passive follower. As the results shown, most respondents were acting as pragmatist follower or exemplary follower in the international universities in Thailand.

Research Objective Two

Research objective two was: “To identify the factors relating to teachers’ followership in international universities in Thailand based on the previous literature and expert interview.” In order to select the factors for objective Number 2: literature and expert interview were conducted in Chapter II already to identify the factors that related to teachers’ followership in international universities in Thailand.

As the result of interview with the outside experts and consultation with major advisors concerning the Factors of followership, finally, the following factors as the variables were selected by this study as shown in Table 5.

Table 5 Factors of Followership as variables that will be used in this study

Personal factors	Organizational factors
Professionalism	Department Climate
Emotional characteristics	Satisfaction
Team-work Attitudes	Leadership
	Teacher Development

Research Objective Three

Research objective three was: “To determine the personal factors and organizational factors of teachers’ followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Style, and Teachers’ Development in international universities in Thailand.” In order to analyze the data for objective Number 3: Firstly, frequency and percentage were computed and used to show teachers’ Professionalism in the international universities of Thailand. Second, means and standard deviations were used to determine the factors of the teachers’ followership including Emotional Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, and Teachers’ Development in the international universities of Thailand. Lastly, frequency and percentage were computed and used to identify Leadership Styles that the teachers’ leaders are acting in the international universities of Thailand.

The statistical results of data analyses and interpretations for each variable including Professionalism, Emotional Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, Teachers’ Development, and Leadership Styles were shown in the following tables and paragraphs:

A. Teachers’ Professionalism Situation in International Universities in Thailand

Table 6 Frequency and Percentage of Teachers' Professionalism in International Universities in Thailand

	Variable	Frequency	Percentage
Educational Background	Bachelor	34	13.3
	Grad Dip	2	0.8
	Master	114	44.5
	Doctoral	105	41.0
	Post-doctoral	1	0.4
	Total	256	100.0
Years of Teaching	Less than 2 years	19	7.4
	2-5 years	66	25.8
	6-10years	110	43.0
	11-20years	50	19.5
	Over 20years	11	4.3
	Total	256	100.0
Academic Position	Teacher Assistant	11	4.3
	Teacher	106	41.4
	Assistant Professor	82	32.0
	Associate Professor	46	18.0
	Professor	11	4.3
	Total	256	100.0
The Extent of Teaching Subject Related to Teachers' Major	Not Related at All	3	1.2
	Not Much Related	17	6.6
	Related	73	28.5
	Related Very Much	152	59.4
	The Same	11	4.3
	Total	256	100.0
The Number of Workshops, Seminars, or International Conferences That Teachers Attended Every Year	Never	5	2.0
	Once	148	57.8
	Twice	62	24.2
	Three Times	30	11.7
	Four Times or Over	11	4.3
	Total	256	100.0

	Variable	Frequency	Percentage
The Number of Papers That Teachers Presented on Professional Seminars or International Conferences Every Year	Never	10	3.9
	Once	106	41.4
	Twice	104	40.6
	Three Times	9	3.5
	Four Times or Over	27	10.6
	Total	256	100.0
The Number of Studies That Teachers Conducted During the Last Five Years	None	26	10.2
	One Study	85	33.2
	Two Studies	54	21.1
	Three Studies	63	24.6
	Four Studies or Over	28	10.9
	Total	256	100.0
The Number of Studies That Teachers Published During the Last Five Years	None	30	11.7
	One Study	92	35.9
	Two Studies	37	14.5
	Three Studies	62	24.2
	Four Studies or Over	35	13.7
	Total	256	100.0
The Number of Books That Teachers Wrote and Published	None	139	54.3
	In Writing	15	5.9
	In Publishing	29	11.3
	Published 1-3 Books	61	23.8
	Published 4 Books or Over	12	4.7
	Total	256	100.0
The Number of Professional Awards That Teachers Obtained Inside and Outside of the University	None	105	58.6
	Nominated Only	68	26.5
	Obtained Once	36	14.1
	Obtained Twice	2	0.8
	Obtained More Than Twice	0	0
	Total	256	100.0

Table 6 shows in the study, general speaking, the majority of teachers from the international universities in Thailand had master or doctoral degrees; they had 6-10 years teaching experiences; their academic positions were teacher; they were teaching the subject that related very much to their major; they attended professional workshops, seminar, international conferences inside and outside of the campus once a year; they presented papers on those professional workshop, seminar, international conferences inside and outside of the campus once a year; they conducted one study during the last 5 years; they published one paper or study during the past 5 years; but the majority of teachers haven't written and published a books in their career life until now, and they haven't obtained any professional awards inside and outside of their university until now.

B. Teachers' Emotional Characteristics Situation in International Universities in Thailand

Table 7 Means, Standard Deviations and Interpretations of Emotional Characteristics in International Universities in Thailand

5 Items/Part	Mean	S.D.	Interpretation
Self-awareness	4.11	.619	Good
Self-motivation	4.02	.653	Good
Managing emotions	4.05	.607	Good
Empathy for others	4.03	.643	Good
Interpersonal skills	3.94	.597	Good
Overall	4.03	.607	Good

Table 7 presents a summary of means, standard deviations, and interpretations of the teachers’ emotional characteristics from the sampled international universities. The data clearly shows that the overall teachers’ emotional characteristics in international universities was 4.03, in the range of 3.91-4.90, which meant the overall teachers’ emotional characteristics in international universities was “good emotional characteristics”. Concerning on each part, the highest score was in “Self-awareness” (4.11). The lowest score was in “Interpersonal skills” (3.94).

C. Teachers’ Teamwork Attitudes Situation in International Universities in Thailand

Table 8 Means, Standard Deviations and Interpretations of Teamwork Attitudes in International Universities in Thailand

Item	Mean	S.D.	Interpretation
1. Teams make better decisions than individuals.	3.89	.797	“Unsure”
2. Teams plan better than individuals.	3.91	.761	Positive
3. Teams always outperform individuals.	3.91	.689	Positive
4. Everyone should be taught to be a good team player.	3.92	.737	Positive
5. It is impossible to function in today’s society without being a good team player.	3.97	.707	Positive
6. I prefer working as part of a team to working alone.	3.92	.747	Positive
7. I prefer to participate in team-oriented activities.	4.53	.533	Positive
8. I prefer to work on teams where team members perform their own tasks independently rather than working together.	3.86	.825	“Unsure”
9. I prefer to be rewarded for my team’s performance rather than my individual performance.	3.80	.750	“Unsure”
10. I find working in a team to be very satisfying.	3.82	.794	“Unsure”
Overall	3.95	.774	Positive

Table 8 presents a summary of means, standard deviations, and interpretations of the teachers' teamwork attitudes from the sampled international universities. The data clearly shows that the overall teachers' teamwork attitudes in international universities was 3.95, in the range of 3.91-4.90, which meant the overall teachers' teamwork attitudes in international universities was "positive teamwork attitude". Concerning on each item, the highest score was in "I prefer to participate in team-oriented activities" (4.53). The lowest score was in "I prefer to be rewarded for my team's performance rather than my individual performance" (3.80).

D. Department Climate Situation in International Universities in Thailand

Table 9 Means, Standard Deviations and Interpretations of Department Climate in International Universities in Thailand

Item	Mean	S.D.	Interpretation
1. My department is a welcoming place to work.	3.86	.445	"Unsure"
2. I have the resources I need to be productive in my job.	3.87	.406	"Unsure"
3. The Department Chair or my supervisor respects my opinions and contributions.	4.02	.556	Positive
4. The Department Chair appropriately consults or delegates decisions to a group or committee.	3.91	.645	Positive
5. I am able to influence the decisions that are made in the department.	3.91	.537	Positive
6. Differences among people are valued in the department.	3.93	.572	Positive
7. Others recognize how my work contributes to my department.	3.85	.391	"Unsure"
8. I didn't experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes.	4.08	.627	Positive
9. I feel reasonably accommodated when personal and professional responsibilities are in conflict.	3.96	.589	Positive
10. I am aware of places or people to go to if I am faced with a problem or issue in the department.	3.87	.695	Positive
Overall	3.93	.520	Positive

Table 9 presents a summary of means, standard deviations, and interpretations of the teachers’ perception of department climate from the sampled international universities. The data clearly shows that the overall teachers’ perception of department climate in international universities was 3.93, in the range of 3.91-4.90, which meant the overall teachers’ perception of department climate in international universities was “positive department climate”. Concerning on each item, the highest score was in “I didn’t experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes” (4.08). The lowest score was in “Others recognize how my work contributes to my department.” (3.85).

E. Teachers’ Satisfaction Situation in International Universities in Thailand

Table 10 Means, Standard Deviations and Interpretations of Teachers’ Satisfaction in International Universities in Thailand

Item	Mean	S.D.	Interpretation
1. I’m satisfied with the salary that my university provides	3.87	.620	“Unsure”
2. I’m satisfied with the medical and life insurances that my university provides	4.07	.549	Satisfied
3. I’m satisfied with the benefits that my university provides to help me settle down in Thailand.	3.91	.592	Satisfied
4. I’m satisfied with the ways of promotion that my university uses.	3.95	.687	Satisfied
5. Working in my university, I feel very safe and secured.	3.91	.596	Satisfied
6. Working in my university, I feel very happy and enjoyable.	3.91	.607	Satisfied
Overall	3.93	.522	Satisfied

Table 10 presents a summary of means, standard deviations, and interpretations of the teachers’ satisfaction from the sampled international universities. The data clearly shows that the overall teachers’ satisfaction in international universities was 3.93, in the range of 3.91-4.90, which meant the overall teachers’ satisfaction in international universities was “satisfied”. Concerning on each item, the highest score was in “I’m satisfied with the medical and life insurances that my university provides” (4.07). The lowest score was in “I’m satisfied with the salary that my university provides” (3.87).

F. Teachers’ Development Situation in International Universities in Thailand

Table 11 Means, Standard Deviations and Interpretations of Teachers’ Development in International Universities in Thailand

Item	Mean	S.D.	Interpretation
1. My university provides Professional Development activities that can improve my knowledge of the academic subjects I teach	3.84	.364	“Unclear”
2.. My university provides Professional Development activities that can increase my ability to prepare students to meet challenging university academic standards and student academic achievement standards	3.84	.548	“Unclear”
3.. My university provides Professional Development activities that can improve my classroom management skills	3.75	.432	“Unclear”
4.. My university provides Professional Development activities that can help create a positive learning climate	4.09	.523	Good
5. My university provides Professional Development activities that can advance my understanding of effective instructional strategies for improving student academic achievement	3.86	.648	“Unclear”

Item	Mean	S.D.	Interpretation
6. My university provides Professional Development activities that can help teachers effectively use technology in the classroom	3.94	.425	Good
7. Professional Development activities in my university were developed with extensive participation of teachers, administrators, or experts	3.91	.610	Good
8. Professional Development activities in my university were an integral part of a board university-wide educational improvement plan	3.63	.484	“Unclear”
9. Professional Development activities in my university are designed to increase the success of teachers providing instruction	3.90	.466	“Unclear”
10. My university provides Professional Development activities that help teacher work more effectively with international colleagues in Thailand	3.79	.576	“Unclear”
Overall	3.86	.456	“Unclear”

Table 11 presents a summary of means, standard deviations, and interpretations of the teachers’ perception towards professional development from the sampled international universities. The data clearly shows that the overall teachers’ development in international universities was 3.86, in the range of 2.91-3.90, which meant the overall teachers’ development in international universities was “unclear about the professional development activities”. Concerning on each item, the highest score was in “My University provides Professional Development activities that can help create a positive learning climate” (4.09). The lowest score was in “Professional Development activities in my university were an integral part of a board university-wide educational improvement plan” (3.63).

G. Teachers’ Perception of Leadership Styles in International Universities in Thailand

Table 12 Frequency and Percentage of Teachers’ Perception of Leadership Styles in International Universities in Thailand

Leadership Styles	Frequency	Percentage
Autocratic	47	18.4
Participative	117	45.7
Delegative	92	35.9
Overall	256	100

Table 12 showed that from teachers’ perception, 117 teachers’ leaders (45.7%) were using Participative leadership in their work; 92 teachers’ leaders (35.9%) were using Delegative leadership in their work; and 47 teachers’ leaders (18.4%) were using Autocratic leadership in their work. Therefore, as teacher perceived, most leaders were using Participative leadership in their work in the international universities.

In order to study the relationship between teachers’ followership styles and leadership styles, the research also provided the Frequency of each leadership styles relative to each followership styles in International Universities in Thailand in the following Table 13.

Table 13 Frequency of Each Leadership Styles Relative to Each Followership Styles in International Universities in Thailand

Followership styles \ Leadership styles	Leadership styles			
	Autocratic	Participative	Delegative	Overall
Alienated Follower	4	24	5	33
Pragmatist Follower	5	30	43	78
Passive Follower	19	0	0	19
Exemplary Follower	5	53	20	78
Conformist Follower	14	10	24	48
Overall	47	117	92	256

As shown in Table 13, all 19 passive followers were under Autocratic leadership, which indicated “to some extent, Autocratic leadership was likely to produce passive followers”. Meanwhile, according to this table, 30 out of 78 pragmatist followers, 53 out of 78 exemplary followers were under Participative leadership; which indicated “to some extent, Participative leadership was likely to produce exemplary or pragmatist followers”. 43 out of 78 pragmatist followers were under Delegative leadership, 24 out of 48 conformist followers were under Delegative leadership; which indicated “to some extent, Delegative leadership was likely to produce pragmatist or conformist followers”.

Research Objective Four

Research objective four was: “To determine the effects of the personal factors and organizational factors on teachers’ followership in international universities in Thailand.” In order to analyze the data for objective Number 4: multiple regression

was used to determine the significances and effects of the personal factors and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Style, and Teachers' Development on teachers' followership in the international universities of Thailand.

The statistical results of multiple regression analyses and interpretations for the effects of each variable including Professionalism, Emotional Characteristics, Teamwork Attitudes, Departmental Climate, Satisfaction, Teachers' Development, and Leadership Styles to the teachers' followership were shown in Table 14:

Table 14 Multiple Regression Analysis of the personal factors and organizational factors on teachers' followership in international universities in Thailand

Model	R	R Square	Adjusted R Square
1	.857(a)	.735	.728

a Predictors: (Constant), leadership styles, professionalism, emotional characteristics, teamwork attitudes, department climate, satisfaction, teachers' development

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	-32.703			
Professionalism	1.406	.422	9.004	.000
Emotional Characteristics	1.085	.235	4.353	.000
Satisfaction	1.072	.211	4.790	.000
Leadership Style	1.043	.182	3.913	.000
Teamwork Attitudes	.894	.131	3.660	.000
Department Climate	-.773	-.121	-2.730	.007
Teachers' Development	.170	.073	2.075	.039

From Table 14, it shows that at significance .05 level, there are significant relationship between the teachers' followership and the personal factors including Professionalism, Emotional Characteristics, and Teamwork Attitudes, and the organizational factors including Leadership Styles, Department Climate, Satisfaction, and Teachers' development. Based on the data of the above table, the rank of significant variables contributing to teachers' followership from high to low at .05 level of significance is: Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development.

Data also shows the significant multiple correlations were .857 with the multiple coefficient of determination R Square= .735 or 73.5% of teachers' followership could be explained by the prediction equation from the combined predictors, i.e.: Teachers' Followership = .422 Professionalism + .235 Emotional Characteristics + .211 Satisfaction + .182 Leadership Styles + .131 Teamwork Attitudes -.121 Department Climate + .073 Teachers' Development (in standard score form)

The prediction equation reveals how and to what extent each variable contributed to teachers' followership with their Beta in standard score from. According to their standardized coefficients (Beta), the variables contributing to teachers' followership from high to low are: Professionalism with the Beta weight .422; Emotional Characteristics with the Beta weight .235; Satisfaction with the Beta weight .211; Leadership Styles with the Beta weight .182; Teamwork

Attitudes with the Beta weight .131; Department Climate with the Beta weight .121; and Teachers' Development with the Beta weight .073.



CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how the study was conducted, what instruments were used to gather the data, as well as the study findings, conclusions, discussion, and recommendations for both universities and for future study.

The study studied the teachers' followership styles and factors relating to teachers' followership in international universities in Thailand. The factors relating to teachers' followership were the personal and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Style, and Teachers' Development.

The sample was selected instructors from Assumption University, Asian Institute of Technology, and Asian University in Thailand. The sample was selected purposively, which composed a total of 365 instructors from three universities. 256 respondents (70%) returned the questionnaires.

Four objectives were formulated in the study. The first objective was to identify teachers' followership styles in international universities in Thailand. The second objective was to identify the factors relating to teachers' followership in international universities in Thailand based on the previous literature and expert interview. The third objective was to determine the personal factors and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Styles, and

Teachers' Development in international universities in Thailand. The last objective was to determine the effects of the personal factors and organizational factors on teachers' followership in international universities in Thailand.

Findings

Research Question One was “What are teachers' followership styles in international universities in Thailand?”

The statistically significant results were: among teachers who were working in the international universities, 30.5% of them were acting as pragmatist follower; another 30.5% of them were acting as exemplary follower; 18.7% of them were acting as conformist follower; 12.9 % of them were acting as alienated follower; 7.4% of them were acting as passive follower.

Research Question Two was “What are the factors relating to teachers' followership in international universities in Thailand based on the previous literature and expert interview?”

As the result of interview with the outside experts and consultation with major advisors concerning the Factors of followership, finally, the factors as the variables were selected by this study including the personal and organizational factors of teachers' followership. The personal factors included Professionalism, Emotional Characteristics, and Teamwork Attitudes. The organizational factors included Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand. Statistically, the significant relationship and

effects of the above factors with teachers' followership were also founded during the process of conducting Research Objective Four.

Research Question Three was "What are the personal and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Style, and Teachers' Development in international universities in Thailand?" The statistically significant results included the following:

1. Concerning teachers' professionalism in International Universities in Thailand, the study found that: the majority of teachers from the international universities in Thailand had master or doctoral degrees; they had 6-10 years teaching experiences; their academic positions were teacher; they were teaching the subject that related very much to their major; they attended professional workshops, seminar, international conferences inside and outside of the campus once a year; presented papers on those professional workshops, seminars, international conferences inside and outside of the campus once a year; they conducted one study for their teaching subject during the last 5 years; they published one paper or study during the last 5 years; but the majority of teachers haven't written and published a books in their career life until now, and most of them haven't obtained any professional awards inside and outside of their university until now.

2. Concerning teachers' emotional characteristics in International Universities in Thailand, the study found that: the overall teachers' emotional characteristics in international universities was 4.03, which meant the overall teachers' emotional characteristics in international universities were "good emotional characteristics". The highest score was in "Self-awareness" (4.11). The lowest score was in "Interpersonal skills" (3.94).
3. Concerning teachers' teamwork attitudes in International Universities in Thailand, the study found that: the overall teachers' teamwork attitudes in international universities was 3.95, which meant the overall teachers' teamwork attitudes in international universities was "positive teamwork attitude". The highest score was in "I prefer to participate in team-oriented activities" (4.53). The lowest score was in "I prefer to be rewarded for my team's performance rather than my individual performance" (3.80).
4. Concerning the department climate in International Universities in Thailand, the study found that: the overall teachers' perception of department climate in international universities was 3.93, which meant the overall teachers' perception of department climate in international universities was "positive department climate". The highest score was in "I didn't experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes" (4.08). The lowest score was in "Others recognize how my work contributes to my department." (3.85).

5. Concerning teachers' satisfaction in International Universities in Thailand, the study found that: the overall teachers' satisfaction in international universities was 3.93, which meant the overall teachers' satisfaction in international universities was "satisfied". The highest score was in "I'm satisfied with the medical and life insurances that my university provides" (4.07). The lowest score was in "I'm satisfied with the salary that my university provides" (3.87).
6. Concerning teachers' development in International Universities in Thailand, the study found that: the overall teachers' development in international universities was 3.86, which meant the overall teachers' development in international universities was "unclear about the professional development activities". The highest score was in "My University provides Professional Development activities that can help create a positive learning climate" (4.09). The lowest score was in "Professional Development activities in my university were an integral part of a board university-wide educational improvement plan" (3.63).
7. Concerning teachers' perception of leadership styles in International Universities in Thailand, the study found that 45.7% teachers' leaders were using Participative leadership in their work; 35.9% teachers' leaders were using Delegative leadership in their work; and 18.4% teachers' leaders were using Autocratic leadership in their work.

8. Meanwhile, it also found that: all 19 passive followers were under Autocratic leadership. 53 out of 78 exemplary followers were under Participative leadership. 43 out of 78 pragmatist followers were under Delegative leadership; 24 out of 48 conformist followers were under Delegative leadership.

Research Question Four was “What are the effects of the personal and organizational factors on teachers’ followership in international universities in Thailand?” The statistically significant results from multiple regressions included the following:

1. The coefficient between the teachers’ followership and leadership styles was .000 and was significant at .05 level.
2. The coefficient between the teachers’ followership and professionalism was .000 and was significant at .05 level.
3. The coefficient between the teachers’ followership and emotional characteristics was .000 and was significant at .05 level.
4. The coefficient between the teachers’ followership and teamwork attitudes was .000 and was significant at .05 level.
5. The coefficient between the teachers’ followership and department climates was .007 and was significant at .05 level.
6. The coefficient between the teachers’ followership and satisfaction was .000 and was significant at .05 level.

7. The coefficient between the teachers' followership and teachers' development was .039 and was significant at .05 level.
8. The rank of significant variables contributing to teachers' followership from high to low at .05 level of significance is: Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development.
9. The significant multiple correlations were .857 with the multiple coefficient of determination R Square= .735 or 73.5% of teachers' followership could be explained by the prediction equation from the combined predictors, i.e.:

$$\text{Teachers' Followership} = .422 \text{ Professionalism} + .235 \text{ Emotional Characteristics} + .211 \text{ Satisfaction} + .182 \text{ Leadership Styles} + .131 \text{ Teamwork Attitudes} - .121 \text{ Department Climate} + .073 \text{ Teachers' Development (in standard score form)}$$
10. According to their standardized coefficients (Beta), the variables contributing to teachers' followership from high to low are: Professionalism with the Beta weight .422; Emotional Characteristics with the Beta weight .235; Satisfaction with the Beta weight .211; Leadership Styles with the Beta weight .182; Teamwork Attitudes with the Beta weight .131; Department Climate with the Beta weight .121; and Teachers' Development with the Beta weight .073.

Conclusions

1. From the descriptive statistics, it can be concluded that: teachers' followership styles from the most often acted to the least acted in the international universities were: pragmatist or exemplary followership, conformist followership, alienated followership and passive followership.
2. From literature review and the experts' interview, it can be concluded that: the factors as the variables relating to teachers' followership styles including the personal and organizational factors of teachers' followership. The personal factors included Professionalism, Emotional Characteristics, and Teamwork Attitudes. The organizational factors included Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand.
3. From the descriptive statistics, it can be concluded that about teachers' professionalism: the majority of teachers from the international universities in Thailand had master or doctoral degrees; they had 6-10 years teaching experiences; their academic positions were teacher; they were teaching the subject that related very much to their major; they attended professional workshops, seminars, international conferences inside and outside of the campus once a year; presented papers on those professional workshops, seminars, international conferences inside and outside of the campus once a year; they conducted one study for their teaching subject during the last 5 years; they published one paper or study during the last 5 years; but the

majority of teachers haven't written and published a books in their career life until now, and most of them haven't obtained any professional awards inside and outside of their university until now.

4. From the descriptive statistics, it can be concluded that: the overall teachers' emotional characteristics in international universities were "good emotional characteristics". Most teachers had excellent Self-awareness, but their Interpersonal skills were quite weak among all of their emotional characteristics.
5. From the descriptive statistics, it can be concluded that: the overall teachers' teamwork attitudes in international universities were "positive teamwork attitude". Most teachers preferred to participate in team-oriented activities, but as for the way of rewarding, they prefer to be rewarded for their individual performance rather than their team's performance, which is quite contradictory as human's nature goes.
6. From the descriptive statistics, it can be concluded that: the overall teachers' perception of department climate in international universities was "positive department climate". In the international universities in Thailand, teachers never experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes. But to build more positive department climate, teacher should know more about others recognition of their work contributes to the department.

7. From the descriptive statistics, it can be concluded that: the overall teachers' satisfaction in international universities was "satisfied". Teacher's satisfaction towards the medical and life insurances that the university provides was the most, but their satisfaction towards salary was the least.
8. From the descriptive statistics, it can be concluded that: the overall teachers' development in international universities was "unclear about the professional development activities". What teachers agreed the most was that professional development activities provided by their university that could help create a positive learning climate. But what they were very unclear was whether Professional Development activities in their university were an integral part of a board university-wide educational improvement plan or not.
9. From the descriptive statistics, it can be concluded that: as teacher perceived, most leaders were using Participative leadership in their work in the international universities, then followed by Delegative leadership and Autocratic leadership.
10. From the descriptive statistics, it can be concluded that: (1) To some extent; Autocratic leadership was likely to produce passive followers; (2) Participative leadership was likely to produce exemplary or pragmatist followers; and (3) Delegative leadership was likely to produce pragmatist or conformist followers.

11. From the multiple regressions, it can be concluded that: at significance .05 level, there are significant relationship between the teachers' followership and the personal factors including professionalism, emotional characteristics, and teamwork attitudes, and the organizational factors including leadership, department climate, satisfaction, and teachers' development.
12. From the multiple regressions, it can be concluded that: the rank of significant variables contributing to teachers' followership from high to low at .05 level of significance is: Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development.
13. From the multiple regressions, it can be concluded that: The significant multiple correlations were .857 with the multiple coefficient of determination $R^2 = .735$ or 73.5% of teachers' followership could be explained by the prediction equation from the combined predictors, i.e.:

$$\text{Teachers' Followership} = .422 \text{ Professionalism} + .235 \text{ Emotional Characteristics} + .211 \text{ Satisfaction} + .182 \text{ Leadership Styles} + .131 \text{ Teamwork Attitudes} - .121 \text{ Department Climate} + .073 \text{ Teachers' Development (in standard score form)}$$
14. According to their standardized coefficients (Beta), the variables contributing to teachers' followership from high to low are: Professionalism with the Beta weight .422; Emotional Characteristics with the Beta weight .235; Satisfaction with the Beta weight .211; Leadership Styles with the Beta weight .182;

Teamwork Attitudes with the Beta weight .131; Department Climate with the Beta weight .121; and Teachers' Development with the Beta weight .073.

Discussion

The following is a discussion of the answers to the questions raised in this study:

1. What are teachers' followership styles in international universities in Thailand?

As found in this study teachers' followership styles from the most often acted to the least acted in the international universities were: pragmatist or exemplary followership, conformist followership, alienated followership and passive followership.

As for teachers' followership styles, no research was conducted in university and international institute level in Thailand, but in the states a few researchers conducted the similar studies in schools and some organizations.

Mertler, Steyer and Petersen (1997) did a study to examine whether 67 California and Ohio elementary and secondary school teachers understood the role and styles of followership. Their results indicated that teachers fell into one of three styles of followership: exemplary followers, pragmatist followers, or conformist followers. None of the teachers were classified as alienated or passive followers.

Beckerleg and Carol Nelson (2002) designed a study to identify the followership style of school principals in Minnesota and relate that style to personal characteristics based on the conceptual framework of Kelley (1992). Results of this study revealed 86.7% of the respondents were identified as Exemplary followers. The remaining principals were identified as Pragmatist followers.

VanDoren, Elaine S (1998) did a study to determine “The relationship between leadership/followership in staff nurses and employment setting”, his findings showed that among the respondents, 75% used exemplary followership, 22% used a pragmatist style, and 3%, a conformist style. Nurses in this sample did not use alienated or passive followership style.

2. What are the factors relating to teachers' followership in international universities in Thailand based on the previous literature and expert interview?

As found from literature review and the experts' interview, the factors as the variables relating to teachers' followership styles including the personal and organizational factors of teachers' followership. The personal factors included Professionalism, Emotional Characteristics, and Teamwork Attitudes. The organizational factors included Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand. The discussions relative to this research question were mostly provided in Chapter II. And the discussions would be combined and written with the discussion for research question four.

3. What are the personal and organizational factors of teachers' followership including Professionalism, Emotional Characteristics, Teamwork Attitudes, Department Climate, Satisfaction, Leadership Styles, and Teachers' Development in international universities in Thailand?

(1) Findings in this study about teachers' professionalism showed that: the majority of teachers from the international universities in Thailand had master or doctoral degrees; they had 6-10 years teaching experiences; their academic positions were teacher; they were teaching the subject that related very much to their major; they attended professional workshops, seminars, international conferences inside and outside of the campus once a year; presented papers on those professional workshops, seminars, international conferences inside and outside of the campus once a year; they conducted one study for their teaching subject during the last 5 years; they published one paper or study during the last 5 years; but the majority of teachers haven't written and published a books in their career life until now, and most of them haven't obtained any professional awards inside and outside of their university until now.

Assoc. Prof. Dr. Methi Pилanthananond (2006) stated in his paper "Education Professional Standards in Thailand", as required by The Ministry of Education in Thailand and The Secretariat Office of the Teachers' Council of Thailand, Professional Standards for Teachers at higher education level included: (a) A teacher must have minimum qualifications with Bachelor's degree in education or the equivalent or other degrees as accredited by the Teachers' Council of Thailand; (b) A teacher must have the knowledge for the teaching curriculum and subject. (c) A

teacher must have experience in teaching operations at a minimum of two years; Administrator must have experience in teaching operations at a minimum of five years. (d) A teacher must attend academic activities relating to the development of the educational administration profession every year.

The Quality Assurance standards in universities in Thailand as required by MOE had a Research Standard, every year in quality assurance, the KPI of this standard were to check (a) Percentage of research and innovations published disseminated and /or used at the national and international levels in proportion to the total number of full-time lecturers. (b) Amount of internal and external research and innovation funds in proportion to the total number of full-time lecturers. (c) Percentage of full-time lecturers receiving internal and external research or innovation funds in proportion to the total number of full-time lecturers. (d) Percentage of research articles cited in the referred journals or the national or international databases in proportion to the total number of full-time lecturers. (e) Number of research and innovations registered as intellectual property or patented with the past 5 years. The Curriculum and Teaching Standard in Quality Assurance in Thai universities were to check the KPI of this standard including percentage of full-time lecturers holding Doctoral degree or equivalent in proportion to the total number of full-time lecturers and percentage of full-time lecturers holding academic titles.

The Teachers Council of Thailand, as of March 2008, instituted a new policy to upgrade the quality of foreign teachers teaching in Thailand. The policy was that a foreign teacher, in order to qualify for a work permit to teach in Thailand, needed to

have a minimum of a bachelor's degree from a recognized university, and they also needed to complete a prescribed set of education courses through an approved Thai University.

As stated in Teacher Development for Quality Learning—The Thailand Education Reform Project (2002), the Ministry of Education (MOE) at the higher education level, the Ministry of University Affairs (MUA) is responsible for the administration of tertiary education expected all education institutes should develop a staff professional development model to ensure an increase in the number of staff with PhDs, increased international quality research and publications etc.

Self Assessment Report from Assumption University Academic Year (2007), the teachers' educational qualification were higher than master degree, their teaching experience were at least 3 years. The teachers were teaching the subjects that related to their major; they were required to attended and presented papers professional training, seminar, international conferences inside and outside of the campus every year. But teachers were encouraged to conduct more studies and publications in the university self-assessment report.

The criteria for teacher's professionalism as provided by Human Resource department of Asian Institute of Technology showed that the minimum educational level requirement at AIT for all the teaching positions is a PhD degree from a well-reputed university, with specialization in the specific areas. Relevant experience (at least 3-4 years) in teaching and student supervision is desirable, so is managerial

experience at senior level (at least 4 years). Senior industry people with 10 years or more experience, preferably in multinational corporations, can also be considered for visiting faculty positions. Teachers will be expected to teach related courses, supervise students, and carry out academic administration, outreach activities, and research, and provide consulting and training services.

In Asian University, as the university profile data showed: about 80% of teaching staff are native English speakers from UK, USA, Australia, New Zealand, Canada, and many other countries; and about 50% have Doctorates or Masters Degrees in their specialist subjects or equivalent professional qualifications. 90% of Thai lecturers have studied overseas. All teaching positions required teachers had at least 2 years of teaching experiences.

(2) Findings in this study about teachers' emotional characteristics showed that: the overall teachers' emotional characteristics in international universities were "good emotional characteristics". Most teachers had excellent Self-awareness, but their Interpersonal skills were quite weak among all of their emotional characteristics.

Dely Lazarte Elliot (2000) did an investigation of a possible link between the emotional intelligence of university educators and the productiveness of the hidden curriculum in the Thai university. He chose 60 full-time Thai educators from Faculty of Arts at Assumption University as the sample group and used a self-assessment questionnaire of emotional intelligence which included 15 subscales: Emotional Self-Awareness, Assertiveness, Self-Regard, Self-Actualization, Independence, Empathy,

Interpersonal Relationship, Social Responsibility, Problem Solving, Reality Testing, Flexibility, Stress Tolerance, Impulse Control, Happiness, and Optimism. As his study shown, teachers' self-evaluation scores of self-awareness, assertiveness, self-regard, self-actualization, independence, empathy were higher than that of interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control and happiness.

(3) Findings in this study about teachers' teamwork attitudes showed that: the overall teachers' teamwork attitudes in international universities were "positive teamwork attitude". Most teachers preferred to participate in team-oriented activities, but as for the way of rewarding, they prefer to be rewarded for their individual performance rather than their team's performance, which is quite contradictive as human's nature goes.

Supaporn Tharincharoen (1999) said that teamwork approach were the most valuable in helping teachers to develop their skills in "Supporting Teacher Development in Thailand at Minprasatwittaya School". If teachers have good teamwork attitudes, a team approach that involves both peer groups of teachers and management can be promoted in the school. According to her, "this means whenever teachers attend outside training they come back and train the others. It means planning lesson plans and the curriculum together. It means peer evaluation. It means peer evaluation and cross observation of classes. It also means that the traditional gap between the headmaster and the teachers is eliminated and that management get as involved in all these exercises as the teachers."

As one of the Key Issues Related to Supporting Teacher Development stated in Teacher Development for Quality Learning—The Thailand Education Reform Project (2002); Workshops on team building and teamwork are just one aspect of the broader issue to promote of teacher professional development in the new era.

(4) Findings in this study about department climate showed that: the overall teachers' perception of department climate in international universities was "positive department climate". In the international universities in Thailand, teachers never experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes. But to build more positive department climate, teacher should know more about others recognition of their work contributes to the department.

According to Self Assessment Report—SAR Assumption University Academic Year 2007 prepared by Office of QMIPS (Quality Management, Information and Planning System), under the university Au QS2000 QMIPS Quality Management System, the University's performance is indicating an effective organizational environment begins to take shape.

According to Asian Institute Technology's Summary Report of The Audit Committee Report (2007), on the overall, the effective administration of the programs at different departments showed that continuing improvements are being accomplished and continuing assistance.

(5) Findings in this study about teachers' satisfaction showed that: the overall teachers' satisfaction in international universities was "satisfied". Teacher's satisfaction towards the medical and life insurances that the university provides was the most, but their satisfaction towards salary was the least.

Chewapun, Suchart (1989) concluded in his study "Job satisfaction among physical education instructors at teachers colleges in Thailand" that physical education instructors at Teachers Colleges in Thailand were satisfied with their jobs.

Thanagosai, Suntharin (1989) concluded in his study of "Job satisfaction among faculty members at six metropolitan area teachers colleges in Bangkok, Thailand" that the faculty members at six teachers colleges in the Bangkok metropolitan area satisfied with their jobs in every aspect except salary.

Pumipuntu, ChaloeWork (1992) concluded in his study "Motivation and job satisfaction of faculty in four teachers colleges in northeast Thailand" that 248 faculty in four teachers colleges in northeast Thailand generally satisfied with their jobs. Faculty members differed significantly by gender, age, rank, and years of work experience in their job satisfaction. Female faculty members showed a lower degree of job satisfaction with promotion than the male did. Older faculty members with higher ranks and more years of work experience expressed a higher degree of job satisfaction than the younger faculty members with lower ranks and fewer years of work experience.

As stated in Teacher Development for Quality Learning—The Thailand Education Reform Project (2002), in accordance with the new teaching practices associated with the Education Reform, there is a need to develop clear criteria for judging teachers on demonstrated performances to qualify for the accelerated salary, increments and promotions. The criteria developed should focus more on the specifics of teaching quality rather than the current focus on attendance and pastoral care.

(6) Findings in this study about teachers' development showed that: the overall teachers' development in international universities was "unclear about the professional development activities". What teachers agreed the most was that professional development activities provided by their university that could help create a positive learning climate. But what they were very unclear was whether Professional Development activities in their university were an integral part of a board university-wide educational improvement plan or not.

Teacher Development for Quality Learning—The Thailand Education Reform Project (2002) pointed out that, the Government of Thailand through its various organizational units such as the ONEC, the MOE and OER has expended significant energy in order to conceptualize and develop documents for teacher development by the parliament. However, there is still need for further work by the various task forces to clarify and refine the documents.

Prasertphan, Tipawan (1994) concluded in "The Role of Department Chairpersons in Teacher Colleges in Thailand" that promoting excellence in teaching,

professional development, research and publications of faculty, and departmental climate as the important role of department chair in teacher colleges in Thailand as perceived by deans, faculty members, and chairs themselves appeared in the top ranks.

Somkroot Jitbanjong (1994) conducted a study of “An Analysis of the Faculty Development Programs Administration by the Supervisory Unit as Perceived by Faculty Members in Twelve Teachers Colleges in Thailand”. Major findings of the study were: (1) Respondents indicated greatest agreement on the purposes and objectives of faculty development programs in terms of their relation to their subject field of teaching. There was least agreement on long-term follow-up as an evaluation technique used in faculty development programs. (2) There was little difference in the perceptions of faculty members who taught general subjects and those who taught special subjects. The general-subjects group perceived the quality of leadership of experts as related to planning and organizing of faculty development programs to be more desirable, and the additional skills relating to professional career under the implementation category to be more useful, than did the special-subjects group. (3) The respondents with the highest earned degrees, those with the most teaching experience, the oldest respondents, and those who had participated in the most faculty development programs tended to perceive the programs most favorably.

(7) Findings in this study about leadership showed that: (A) as teacher perceived, most leaders were using Participative leadership in their work in the international universities, then followed by Delegative leadership and Autocratic

leadership; (B) To some extent; Autocratic leadership was likely to produce passive followers; (C) Participative leadership was likely to produce exemplary or pragmatist followers; and (D) Delegative leadership was likely to produce pragmatist or conformist followers.

Nongmak Chamrat (1986) conducted a study entitled with “The Relation Between Teacher Job Satisfaction and the Leadership Behavior of Primary School Principal in Thailand”, participative leadership were found as the main leadership style in the study, and goal emphasis and participative leadership were found to be significantly related to intrinsic job satisfaction ($R = .553$).

James M. Kouzes and Barry Z. Posner (1993) did a research about what followers want, the findings indicate that followers have expectations about constitutes a desirable leader and follower, followers do not want to find themselves subjected to authority that would make them alienated, passive, pragmatic, or conforming. Followers want their leaders to be honest, forward-thinking, inspiring, and competent. A leader must be worthy of trust, envision the future of the organization, inspire others to contribute and be capable and effective in matters that will affect the organization. In this regard, Autocratic leadership was not help to general desirable followers for the organizations.

Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. The three major styles of leadership are: Authoritarian or autocratic; Participative or democratic; Delegative or Free Reign. Leader with Autocratic style,

always told their employees what they want done and how they want it accomplished, without getting the advice of their followers. Thus, as proved by this study that, the followers working under this kind of leadership would easily become passive or conforming. Leader with participative style involves one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintained the final decision making authority. Using this style was not a sign of weakness, rather it was a sign of strength that the employees will respect. Using this style is of mutual benefit – it allowed them to become part of the team and allowed to make better decisions. Thus, as proved by this study that exemplary or pragmatist followers were more likely to be produced under participative leadership style. Leaders with Delegative style, allowed the employees to make the decisions. However, the leader was still responsible for the decisions that are made. This is used when employees were able to analyze the situation and determine what needs to be done and how to do it. But they couldn't do everything; they must set priorities and delegate certain tasks. In this regard, as proved by this study that pragmatist or conformist followers could be possibly developed under Delegative leadership.

4. What are the effects of the personal and organizational factors on teachers' followership in international universities in Thailand?

Findings in this study about leadership showed that: (1) At significance .05 level, there are significant relationship between the teachers' followership and the personal factors including professionalism, emotional characteristics, and teamwork

attitudes, and the organizational factors including leadership styles, department climate, satisfaction, and teachers' development. (2) The rank of significant variables contributing to teachers' followership from high to low at .05 level of significance is: Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development. (2) The significant multiple correlations were .857 with the multiple coefficient of determination $R^2 = .735$ or 73.5% of teachers' followership could be explained by the prediction equation from the combined predictors, i.e.: Teachers' Followership = .422 Professionalism + .235 Emotional Characteristics + .211 Satisfaction + .182 Leadership Styles + .131 Teamwork Attitudes -.121 Department Climate + .073 Teachers' Development (in standard score form). (3) According to their standardized coefficients (Beta), the variables contributing to teachers' followership from high to low are: Professionalism with the Beta weight .422; Emotional Characteristics with the Beta weight .235; Satisfaction with the Beta weight .211; Leadership Styles with the Beta weight .182; Teamwork Attitudes with the Beta weight .131; Department Climate with the Beta weight .121; and Teachers' Development with the Beta weight .073.

To understand how Professionalism, Emotional Characteristics, Satisfaction, Leadership Styles, Teamwork Attitudes, Department Climate, and Teachers' Development contributing to teachers' followership from high to low at .05 level of significance, the researcher will use the related educational administration theories, leadership theories, and the previous study findings to start this part of discussions.

A. About the Most Significant Variable Contributing to Teachers' Followership—Professionalism

Professionalism as proved in this study, was significantly affecting the followership; and it was regarded as one of the most important aspects of followership is professionalism.

According to Pincus (2003), followers who know how to act appropriately helped others feel they can work smoothly with them. If a follower was going to perform on an exemplary level, that follower must be aware of certain unprofessional actions or omissions that can damage his or her credibility.

Crockett (1981) stated that the “wise” follower was the “learning, developing, experience-seeking person who becomes independent because they are a professional”.

Hollander (1992) believed that professional behavior as a follower includes “dependability, competence, and honesty”.

Crockett (1981) added, “Self-discipline” and “self-management,” and also stated that followers who were professional were “indeed responsible for us and for our own behavior.”

Chaleff (1995) argued that “a good follower has to be fully accountable for the actions he or she is taking”.

Bove (2005) stated there were all issues of communication that play into professionalism: “ethical communication, workplace appearance, effective listening, and planned, pertinent writing.”

Crockett (1981) stated that “one important aspect is to examine our habit patterns of dress, of facial expression, of body language and of speech”.

Lundin (1990) believed that followers, like leaders, were also responsible for their own actions, they “must also seek feedback on their capabilities and take responsibility for their own development”.

B. About the Second Significant Variable Contributing to Teachers' Followership—Emotional Characteristics

Emotional Characteristics, in this study including self-awareness, self-motivation, managing emotions, empathy for others, interpersonal skill, are proved as the significant variables influencing and contributing to followership. As mentioned in Chapter II, interpersonal skills were extremely important to developing effective followers is.

Lundin (1990) highlighted some interpersonal communication “skills that empower followers;” he argued that good followers can “communicate effectively with others to establish a continuous flow of information” and can “give and receive feedback...to develop versatility throughout their careers”.

Nolan (2001) specifically addressed cooperativeness, diplomacy, and sociability as three of four top qualities of “good followership.” Exemplary followers also had an awareness of their role with other people and the expectations attached to those relationships.

Frisina (2005) remarked that “highly developed interpersonal skills” such as “encompassing truth telling” and “trust and respect with a leader” are also important followership skills.

It is logical to claim that interpersonal communication is integral to followership studies because of the one-on-one interactions that occur on a day-to-day basis. Interpersonal communication is such an important aspect to being a functional member of society that little would be unhelpful in enriching the development of exemplary followers.

Robert (2002) pointed out that: the effective followers have high self-motivation; they can work responsibly, communicate effectively, and reduce conflicts. They can support the leader, challenge the leader, encourage the leader and defend the leader. They focus on the goal, do a great job on critical-path activities related to the goal, contribute to the growth of other team members, keep the team on track, and take the initiative to increase their value to the organization. Therefore, effective followers can enhance leadership, lead to successful organization. However, ineffective followers have low self-motivation; they usually work irresponsibly, communicate ineffectively and produce conflicts for the organization. They will always wait for the leader decision, complain more but do less. They work slowly and have poor team-work attitudes. Accordingly, ineffective follower will ruin leadership and organization. From these, the significant relationship between followership and emotional characteristics could also be concluded.

Beckerleg, Carol Nelson (2002) did a study entitled with “An exploration of the practice of followership by school principals”. This study not only identified the

followership styles of school principals in Minnesota, but also determined the significant relationship between followership style and personal characteristics and temperament.

C. About the third significant variables contributing to teachers'

Followership—Satisfaction

Maslow (1970) proposed that people have a hierarchy of psychological needs, which range from security to self-actualization. The four lower levels are grouped together as deficient needs associated with physiological needs while the top level is termed growth needs associated with psychological needs. Deficiency needs must be met first. If a lower set of needs is no longer being met, the individual will temporarily re-prioritize those needs- dropping down to that level until the lower needs are reasonably satisfied again. Innate growth forces constantly create upward movement. Maslow's theory provides some support to explain why Satisfaction was the most significant factor contributing to teachers' followership.

Herzberg (1959) found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. The top six factors causing dissatisfaction are: Company policy, Supervision; Relationship with subordinates; Work conditions; Salary; Relationship with Peers. The top six factors

causing satisfaction are: Achievement, Recognition, Work itself, Responsibility, and Advancement Growth. Therefore, teachers' satisfaction could be the first significant factor affecting their followership in the international universities in Thailand.

D. About the Fourth Significant Variable Contributing to Teachers' Followership— Leadership Styles

Chaleff (1995) redefines the relationship between leaders and followers in this way: “to think of leaders without followers is like thinking of teachers without students. Both are impossible. They are two sides of one process, two parts of a whole.”

Frisina (2005) stated that because followership and leadership are relational, a thoughtful researcher cannot understand one without the other.

Nolan (2001) stated if one were to plot out characteristics that both leaders and followers share, what he or she would discover is that both leadership and followership go hand in hand.

Kent Bjugstad, Elizabeth C Thach, Karen J Thompson, and Alan Morris (2006) did a study entitled with “A Fresh Look at Followership: A Model for Matching Followership and Leadership Styles”. Their research provided a fresh look at followership by providing a synthesis of the literature and presents a new model for matching followership styles to leadership styles. The model's practical value lied in its usefulness for describing how leaders can best work with followers, and how followers can best work with leaders. To bring together the research on followership and leadership, this study decided to choose a model from each area. The first model was Kelley's (1992) followership model which categorized followers according to

dimensions of thinking and acting. An active follower takes initiative in decision making, while a passive follower's involvement is limited to being told what to do. Despite the fact that Kelley created five different subsets of followers with the fifth subset (pragmatists) encompassing some of the characteristics of the other four, the five types of followers were also used in this study. The second model is drawn from Hersey and Blanchard's (1982) situational leadership theory. The situational leadership theory argued that successful leadership is achieved by selecting a style based on follower readiness. The leader is directed to adopt one of four styles based on the degree of relationship- and task-oriented behavior required by the situation. For the purposes of this paper, the four styles will be viewed as static within the quadrants of this two dimensional model, although they are often treated as a continuum of sorts. The four leadership styles consist of Telling, Selling, Participating, and Delegating.

Finally, Kent Bjugstad, Elizabeth C Thach, Karen J Thompson, and Alan Morris (2006) found an integrated model of followership and leadership styles in their study. The idea is to show how followership and leadership research can be combined for practical purposes, most specifically to increase follower productivity. The participating style, in which a leader shares ideas and facilitates the decision making process, seems to fit best with alienated followers. The idea is to get these disillusioned followers to take a more active role, so they feel more involved in the organization. Alienated followers are capable, but need more consideration to create mutual respect and trust and to eliminate some of their cynicism. The selling style is arguably a good match for the passive follower, who needs direction and guidance.

With the leader's support, passive followers can enhance their production, as well as receive encouragement. Conformist followers with their "will do as told" attitude can be placed in the telling style quadrant, which characterizes a leadership style that focuses on providing specific instructions and closely monitoring performance. Exemplary followers can be positioned in the delegating style quadrant where the leader turns over responsibility for decisions and implementation. Exemplary followers are up to the challenge of this category and should flourish to the benefit of the organization. By meshing the styles of leaders and followers, organizations can maximize the strengths and minimize the weaknesses of leader-follower relationships.

Litzinger, William, Schaefer, Thomas and Business Horizons (1982) stated in their study "Leadership Through Followership Greenwich" that "to be a good leader, a person must first have learned to be a good follower". They mentioned that in the context of an organization, its leader is its obedient servant. The common acceptance of values in an organization forms the link between obedience and command, and leaders cannot break this link without destroying the legitimacy of their rule. Followers hold power over their leaders, since followers grant authority by either giving or withholding their obedience; a leader must be the best follower of the organization's goals or others will not trust and follow him/her. Different styles of leadership call for different styles of followership; a good follower is able to choose an appropriate followership style.

Hegel (1977) pointed out in his "Dialectic of Master and Slave" that there was not only followership in the leader, but leadership in the follower. Leadership must

assume a spirit of followership when leader and follower alike were held to obedience to defined doctrine.

As stated by these researchers and proved in this study, it was understandable that leadership style should be one of the most significant factor contributing to teachers' followership.

E. About the Rest of Significant Variables Contributing to Teachers' Followership—Teamwork Attitudes, Department Climate, and Teachers' Development

Herzberg (1959) found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. The top six factors causing dissatisfaction are: Company policy, Supervision; Relationship with subordinates; Work conditions; Salary; Relationship with Peers. The top six factors causing satisfaction are: Achievement, Recognition, Work itself, Responsibility, and Advancement Growth.

According to Open-system Theory, the culture of an organization is interrelated with most other concepts in educational administration, including organization structures, motivation, leadership, decision making, communications and change.

Organizations import energy from the environment in the form of information, people, and materials. The imported energy undergoes a transformation designed to channel behaviors toward organizational goals and full members' needs. Administrative processes (e.g., motivation, leadership, decision making, communication and change) and organizational structures (i.e., develop system, selection systems, evaluation systems, control systems, and rewarding systems) have a significant impact on organizational structures export and product into the external environment.

Herzberg's "hygiene" theory and Open-system Theory provides some support for this study why department climate, team work attitudes, and teachers' development besides professionalism, emotional characteristics, satisfaction, and leadership styles could significantly relate and contribute to teachers' followership.

Recommendations

Recommendations for Practical:

1. To improve teachers' professionalism in International Universities in Thailand, the recommendations for practical include: (1) International universities in Thailand should encourage teachers to attend and present more papers or studies on the professional workshops, seminars, or international conferences inside or outside of the campus. (2) International universities in Thailand should encourage teachers to conduct and publish more studies or researches. (3) International universities in Thailand should provide more professional awards inside and thus encourage teachers to get more motivation in improving their professionalism.

2. To improve teachers' emotional characteristics in International Universities in Thailand, the recommendations for practical include: (1) International universities in Thailand and faculties should provide more opportunities such as workshops, annual party, field trips and so on to help teachers to improve interpersonal skills. (2) All teachers are encouraged to study more about emotional intelligence.

3. To promote teachers' teamwork attitudes in International Universities in Thailand, the recommendations for practical include: (1) International universities in Thailand should maintain teacher positive attitudes towards teamwork; and keep encouraging them to participate in team-oriented activities. (2) International universities in Thailand policy can be flexible in rewarding for team's performance or individual performance.

4. To promote department climate in International Universities in Thailand, the recommendation for practical is: International universities in Thailand should keep maintaining the positive department climate, but should let teachers recognize more how others' work contributes to department when building the positive department climate.

5. To promote teachers' satisfaction in International Universities in Thailand, the recommendations for practical include: (1) International universities in Thailand should keep providing good the medical and life insurances, job security and working conditions etc so as to maintain teacher satisfaction. (2) If possible, an increase of

salary will let the teacher enjoy their work more, and help develop them into the more desirable followers.

6. To promote teachers' development in International Universities in Thailand, the recommendations for practical include: (1) International universities in Thailand should not only provide teachers' development activities, but also need to let teacher learn more about what are the professional development activities for and how they can use the knowledge of professional development in their teaching and work, so as to create a positive learning climate as well. (2) Professional Development activities in international universities in Thailand should be strengthened as an integral part of a board university-wide educational improvement plan.

7. To implement the appropriate leadership styles in International Universities in Thailand, the recommendations for practical are: (1) Leaders in international universities in Thailand should use more Participative leadership or Delegative leadership in their work, so that the institute can have more exemplary followers and pragmatist followers. (2) Autocratic leadership will easily to produce passive followers; therefore, leaders should avoid using autocratic leadership too frequently.

8. To cultivate the effective follower, since all the variables including Satisfaction, Professionalism, Leadership Style, Emotional Characteristics, Department Climate, Teamwork Attitudes, and Teachers' Development from high to low significantly contributing to teachers' followership, the recommendations for practical are: (1) International universities in Thailand should focus not only the

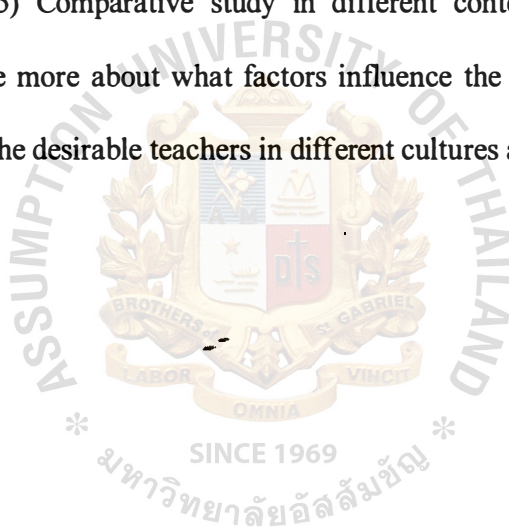
personal factor including Professionalism, Emotional Characteristics, and Teamwork Attitudes; but also the organizational factors including Satisfaction, Leadership Styles, Department Climate, and Teachers' Development so as to select teachers and develop effective followers. (2) In developing desirable followers, international universities in Thailand should care about teachers' Satisfaction, Professionalism, Leadership style, Emotional Characteristics, Department Climate, Teamwork Attitudes, and Teachers' Development as the rank from high to low. (3) International universities in Thailand should try best to develop exemplary followers, who were regarded as the most effective followers for organizations. International universities in Thailand should encourage teachers to focus on the goal, not the job, do a great job on critical-path activities related to the goal, contribute to the growth of other team members, help keep the team on track, take the initiative to increase their value to the organization, realize they add value not just by going above and beyond their work, but in being who they are—their experiences, ideals, and personalities. Universities should nurture and leverage a web of organizational relationships with team members, organizational networks, leaders and followers.

Recommendations for Future Research

Recommendations for future research regarding the teachers' followership are:

(1) Further Research can explore more why teachers worked as Exemplary or Pragmatist followers for the most time in international universities in Thailand. (2) Future research can explore more about other factors affecting or relating to teachers' followership in international universities in Thailand. (3) Future research can do in

different educational institutes or schools at different education level to re-check the model that found by this study. (4) Future research can develop more practical strategies or training programs by focuses on both the personal factor including Professionalism, Emotional Characteristics, and the organizational factors including Teamwork Attitudes; and the organizational factors including Satisfaction, Leadership Styles, Department Climate, and Teachers' Development. (5) Further studies on all the factors that studies in this research are encouraged to conduct in a more wide scope and extent. (5) Comparative study in different contexts and countries are welcomed to explore more about what factors influence the teachers' followership, and how to develop the desirable teachers in different cultures and contexts.



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APPENDIX

Instrumentation

Professionalism Please select and write down from 1-5 that stands for your present career situations of each item in the last column.	1	2	3	4	5	My situation
1. Your educational level is	Bachelor	Grad Dip	Master	Doctoral	Post-doctoral	
2. Your years of teaching	0-2	2-5	6-10	11-20	Over 20	
3. You academic position is	TA	Teacher	Asst. Prof.	Asso. Prof.	Prof.	
4. To what extent, is the subject you're teaching related to your major	Not related	Not much related	Related	Related very much	The same	
5. To what extent, do you attend workshops, seminars, international conferences inside and outside of your campus every year	Never	Once	Twice	Three times	Four times or over	
6. To what extent, have you presented papers on seminars or international conferences inside and outside of your campus every year	Never	Once	Twice	Three times	Four times or over	
7. To what extent, have you conducted any research for the subject that you're teaching during the past 5 years	Never	One study	Two studies	Three studies	Four studies and over	
8. To what extent, have you published any papers or studies during the past 5 years	Never	One paper	Two papers	Three Papers	Four papers and over	
9. To what extent, have you written and published any books in your career life until now	Never	In writing	In publishing	Published 1-3 books	Published four books and over	
10. To what extent, have you obtained any professional awards inside and outside of your university until now	Never	Nominated only	Obtained once	Twice	More than twice	
Emotional Characteristics Please indicate the level of agreement you have in each item: Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5	1 S D	2 D	3 N	4 A	5 S A	
Self-awareness						
1. I realize my strengths and weaknesses						
2. Any time when I have the feeling toward something, I know my emotion						
3. When I express my emotion, I understand what I am doing						
4. Whenever things happen to me, I can perceive them and react appropriately						
5. I can foresee the consequences of what I have done						
Self-motivation						
1. I like to set the challenging goals for my life						
2. I am the resulted oriented person						
3. I always try my best to achieve my goal and improve my performance						
4. I like to go above and beyond what is simply required me						
5. I do not feel bad or blame with the failures, but I learn from them						

Managing emotions					
1. I can stay calm in times of crisis					
2. I can think clearly and stay focused when under pressure					
3. I like to show integrity in all my actions					
4. I can be flexible when facing obstacles					
5. I confront the unethical actions of others					
Empathy for others					
1. I pay attention to how others feel and react					
2. I can see other's point of view, even when I disagree with it					
3. I offer feedback and try to help others achieve their goals					
4. I respect people from varied backgrounds					
5. I recognize and reward others for accomplishments					
Interpersonal skills					
1. I can communicate clearly and effectively					
2. I can listen effectively and accept advice modestly					
3. I like to encourage open and professional discussions when disagreements arise.					
4. I can build and maintain relationships with others					
5. I can handle difficult people tactfully					
Teamwork Attitudes	1	2	3	4	5
Please indicate the level of agreement you have in each item:	S	D	N	A	S
<i>Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5</i>	D				A
1. Teams make better decisions than individuals.					
2. Teams plan better than individuals.					
3. Teams always outperform individuals.					
4. Everyone should be taught to be a good team player.					
5. It is impossible to function in today's society without being a good team player.					
6. I prefer working as part of a team to working alone.					
7. I prefer to participate in team-oriented activities.					
8. I prefer to work on teams where team members perform their own tasks independently rather than working together.					
9. I prefer to be rewarded for my team's performance rather than my individual performance					
10. I find working in a team to be very satisfying					
Department Climate	1	2	3	4	5
Please indicate the level of agreement you have in each item:	S	D	N	A	S
<i>Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5</i>	D				A
1. My department is a welcoming place to work.					
2. I have the resources I need to be productive in my job.					
3. The Department Chair or my supervisor respects my opinions and contributions.					

4. The Department Chair appropriately consults or delegates decisions to a group or committee.					
5. I am able to influence the decisions that are made in the department.					
6. Differences among people are valued in the department.					
7. Others recognize how my work contributes to my department.					
8. I didn't experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes.					
9. I feel reasonably accommodated when personal and professional responsibilities are in conflict.					
10. I am aware of places or people to go to if I am faced with a problem or issue in the department.					
Satisfaction Please indicate the level of agreement you have in each item: <i>Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5</i>	1 S D	2 D	3 N	4 A	5 S A
1. I'm satisfied with the salary that my university provides					
2. I'm satisfied with the medical and life insurances that my university provides					
3. I'm satisfied with the benefits that my university provides to help me settle down in Thailand.					
4. I'm satisfied with the ways of promotion that my university uses.					
5. Working in my university, I feel very safe and secured.					
6. Working in my university, I feel very happy and enjoyable.					
Teachers' Development: Please consider the Professional Development activities in your university, indicate the level of agreement you have in each item: <i>Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5</i>	1 S D	2 D	3 N	4 A	5 S A
1. My university provides Professional Development activities that can improve my knowledge of the academic subjects I teach					
2.. My university provides Professional Development activities that can increase my ability to prepare students to meet challenging university academic standards and student academic achievement standards					
3.. My university provides Professional Development activities that can improve my classroom management skills					
4.. My university provides Professional Development activities that can help create a positive learning climate					
5. My university provides Professional Development activities that can advance my understanding of effective instructional strategies for improving student academic achievement					
6. My university provides Professional Development activities that can help teachers effectively use technology in the classroom					
7. Professional Development activities in my university were developed with extensive participation of teachers, administrators, or experts					
8. Professional Development activities in my university were an integral part of a board university-wide educational improvement plan					
9. Professional Development activities in my university are designed to increase the success of teachers providing instruction					
10. My university provides Professional Development activities that help teacher work more effectively with international colleagues in Thailand					

Leadership Style	1 N T	2 S T	3 O T	4 F T	5 A T
Please indicate your response for each item by write the appropriate number 1-5, in the box before each item. <i>Always True=5 Frequently True=4 Occasionally True=3 Seldom True=2 Never true=1</i>					
1. My leader retains the final decision making authority within my department or team.					
2. My leader doesn't consider suggestions made by staff.					
3. My leader tells staff what has to be done and how to do it.					
4. When someone makes a mistake, my leader tells them not to ever do that again and make a note of it.					
5. New hires [or new staff] are not allowed to make any decisions unless it is approved by my leader first.					
6. When something goes wrong, my leader will tell staff that a procedure is not working correctly and I establish a new one.					
7. My leader closely monitors staff to ensure they are performing correctly.					
8. My leader likes the power that his or her leadership position holds over subordinates.					
9. When a decision must be taken, my leader will include one or more staff member in determining what to do and how to do it. However, My leader maintains the final decision making authority.					
10. My leader asks for staff ideas and input on upcoming plans and projects.					
11. When things go wrong and my leader will create a strategy to keep a project or process running on schedule, and call a meeting to get staff's advice.					
12. My leader likes to use leadership power to help subordinates or staff grows.					
13. My leader wants to create an environment where the staffs take ownership of the project. My leader allows them to participate in the decision making process.					
14. My leader asks staff for their vision of where they see their jobs going and then use their vision where appropriate.					
15. My leader allows staff to set priorities with my guidance.					
16. When there are differences in role expectations, my leader works with my staff to resolve the differences.					
17. To get information out, my leader sends it by email, memos, or voice mail; very rarely is a meeting called. Staffs are then expected to act upon the information.					
18. For a major decision to pass in my department it must have the approval of each individual or the majority.					
19. My leader and staff always vote whenever a major decision has to be made.					
20. My leader allows staff to determine what needs to be done and how to do it.					
21. My leader allows staff to carry out the decisions to do their job.					
22. My leader delegates tasks in order to implement a new procedure or process.					
23. Each individual is responsible for defining their job.					
24. My leader likes to share leadership power with staff.					

Followership Style							0	1	2	3	4	5	6
Please indicate your response for each item													
<i>Rarely</i>		<i>Occasionally</i>			<i>Always</i>								
0	1	2	3	4	5	6							
1. Are your personal work goals aligned with the organization's priority goals?													
2. Are you highly committed to and energized by your work and organization, giving them your best ideas and performance?													
3. Does your enthusiasm also spread to and energize your co-workers?													
4. Do you actively develop a distinctive competence in those critical activities so that you become more valuable to the leader and the organization?													
5. When starting a new job or assignment, do you promptly build a record of successes in tasks that are important to the leader?													
6. Can the leader give you a difficult assignment without the benefit of much supervision, knowing that you will meet your deadline with highest-quality work and that you will "fill in the cracks" if need be?													
7. Do you take the initiative to seek out and successfully complete assignments that go above and beyond your job?													
8. When you are not the leader of a group project, do you still contribute at a high level, often doing more than your share?													
9. Do you help out other co-workers, making them look good, even when you don't get any credit?													
10. Do you understand the leader's needs, goals, and constraints, and work hard to help meet them?													
11. Does your work help you fulfill some societal goal or personal dream that is important to you?													
12. Instead of waiting for or merely accepting what the leader tells you, do you personally identify which organizational activities are most critical for achieving the organization's priority goals?													
13. Do you independently think up and champion new ideas that will contribute significantly to the leader's or the organization's goals?													
14. Do you try to solve the tough problems (technical or organizational), rather than look to the leader to do it for you?													
15. Do you help the leader or group see both the upside potential and downside risks of ideas or plans, playing the devil's advocate if need be?													
16. Do you actively and honestly own up to your strengths and weaknesses rather than put off evaluation?													
17. Do you make a habit of internally questioning the wisdom of the leader's decision rather than just doing what you are told?													
18. When the leader asks you to do something that runs contrary to your professional or personal preferences, do you say "no" rather than "yes"?													
19. Do you act on your own ethical standards rather than the leader's or the group's standards?													
20. Do you assert your views on important issues, even though it might mean conflict with your group or reprisals from the leader?													

