

ABSTRACT

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

Students' Name : Ms. Yan Ye

Major Advisor : Dr. Sangob Laksana

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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.