MANAGEMENT OF A HIGHER EDUCATION INSTITUTION:
ITS SYSTEMS PERFORMANCE AND SYSTEMS
EFFECTIVENESS A CASE STUDY OF
ASSUMPTION BUSINESS ADMINISTATION COLLEGE
(ABAC)

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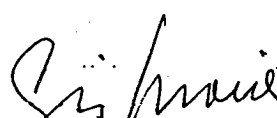(ABAC)

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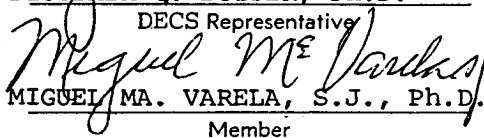
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S I T U A T I O N

The Challenge to the Management of Higher Education Institutions

UNESCO 1986: The problem of management of higher education is undoubtedly one of pressing urgency; indeed, in several countries in the region, one may refer to it without overstatement as a 'crisis of management'.

Global: The growth and development in education especially at the tertiary level during the post-Second World War decades have been unparalled in magnitude and reach for Asia and the Pacific. The main challenge for most countries, in the region, in the coming years will be now to cope with a) the escalating numbers of students at the tertiary level; b) the surplus of graduates in arts and humanities; c) low quality education; d) growing number of educated unemployment and underemployment; e) lack of graduates in science and technology to help develop the country.

National: The demand for higher education was so great that in 1970s the government of Thailand was compelled, through political pressure, to have two systems of higher education – 1) closed system: limited admission; 2) open system: unlimited admission. By 1971 the first Open University was in operation, the second one opened its doors to welcome prospective students in 1978. In the same decade, private institutions of higher education were authorized to operate.

The main challenges to the system of higher education are the unemployment problem among the educated, the quality of education and its relevance to the needs of the country.

Specific: To respond to the demand for higher education, the Brothers of St. Gabriel, though unprepared, started Assumption School of Business (ASB) in 1969. It was shortlived. In 1972, ASB was re-established under the name Assumption Business Administration College (ABAC) at a new location. Two years later, the College suffered a set back owing to internal turmoil and strife. By 1977, peace and harmony gradually returned to the college and ever since ABAC has been making steady progress.

Situational Problem

A faulty start at the beginning of ABAC's existence coupled with a failure in the management resulting in turmoil and strife, has become a constant constraint for ABAC's future development. Besides, there are many new challenges to modern organizations. Can ABAC management adapt and survive in order to be able to fulfill its mission?

Need to be met

To help solve the situational problem, there is need to

a) identify the management process of a university: the role of the management cybernetics for a self-renewing organization;

b) identify the role of OD for improving organizational climate.

R E S E A R C H P R O B L E M	THEORETICAL

Research Objectives

1. To determine the Systems Performance (SP) of ABAC.
2. To determine the Systems Effectiveness (SE) of ABAC.
3. To determine Organizational Climate (OC) of ABAC.
4. To infer implications of SP, SE, and OC towards OD efforts.
5. To draw framework for effective management for ABAC.

Research Questions

1. What is the actual performance of ABAC in terms of Operating Costs as compared to Total Budget allowed? From a Cost-Benefit Analysis, is ABAC making a "net profit"?

2. How effective is ABAC in terms of quality education and employment performance of its graduates? Is it in terms of getting a job and perform well at it? Are ABAC graduates preferred in the job market? Are the users satisfied with ABAC graduates?

   Is ABAC producing graduates possessing ethical values?

   Is the level of performance and effectiveness of ABAC worth the cost of running the Systems?

3. What are the climate factors and values of the people - faculty and staff members in ABAC systems?

   What is the degree of job satisfaction of faculty and staff members?

   What are the present attitudes of faculty and staff members towards ABAC Management system and the work environment of ABAC as a whole.

Significance of the Study

1. The study will be useful in area such as planning for extensive expansion and development, revitalized and re-direction of its curricula and enrichment.

2. Therefore, this study in its broader sense will be useful for top administrators to use as a basis for long-term policy.

3. The study is useful because it is an attempt to apply a quantitative analysis of systems' functioning for OD practitioners.

Theoretical

- Systems Theory of Organization.
- Systems Approach to management of an organization, according to C. West Churchman which consists of 5 basic elements, namely
  1. The total system objectives;
  2. Environment;
  3. Resource;
  4. Components of the system;
  5. Management of the system.

Conceptual

1. Systems Performance (SP)

2. Systems Effectiveness (SE)

3. Organizational Climate (OC)

A case-study of Assumption Business Administration   College (ABAC)

A N   E X E C U T I V E   S U M M A R Y

			R E S E A R C H	
AND CONCEPTUAL FRAMEWORK				
Independent Variables	Dependent Variables	Data needed		Data Collection
				Data collected from 1972 to 1987

SP is measured by the 5 basic elements in ABAC system which is translated into mathematical quantities according to Churchman's formula as follows:

$$c_1 x_1 + c_2 x_2 + c_3 3 + \ldots c_n x_n < C$$

(C = total budget MINUS fixed cost)

14 Classes of graduates, 1972 - 1986	1. sense of responsibility 2. ethical attitudes toward work 3. command of English language 4. independent thinking 5. self-motivation, 6. ability to solve problems 7. ability to be a trouble-shooter	interval		Questionnaire: 261 respondents
demographic factors	1. attitudes of ABAC faculty and staff towards themselves 2. faculty's and staff's perception of their roles in ABAC 3. job fulfillment 4. communication system at ABAC 5. attitudes of the faculty and staff toward the management	interval		Questionnaire: 184 respondents

RESEARCH DESIGN	FINDINGS

Statistical Tools

Descriptive Method on ABAC's Operating Systems.

Quantitative Analysis on Annual Financial Report

ABAC's Systems Performance (SP)

In terms of SP, ABAC Systems operate with net profit.

Operating Cost < C (Total budget or Income - Fixed Cost)

i.e. 38,083,073 < 69,059,912.81 - 15,830,926.19
                  53,228,886.62   (Appendix A)

ABAC's Systems Effectiveness (SE)

From the research survey on the work performance of ABAC gradu. is found that, in general, ABAC graduates performed wor 'superior' and 'very superior' level when compared to subordinates under the same supervisor.

The work performance of ABAC graduates was evaluated on the c of 7 different traits. The results of the evaluation graduates' work performance at 'superior' and 'very superior are as follows:

1. sense of responsibility   = 95.4%
2. ethical attitudes toward work = 90.8%
3. good command of English   = 81.9%
4. independent thinking   = 81.9%
5. self-motivation   = 81.9%
6. ability to solve problems   = 75.6%
7. trouble shooter   = 39.9%

Survey and Comparative Analysis Methods

Descriptive Statistics in terms of frequencies, percentage, aritnmetic mean and standard deviation.

ABAC's Organizational Climate (OC)

OC among instructors

1. 52.0% of the instructors feel favourable toward staff.
2. 23.0% of them feel unfavourable toward administators.
3. 26.9% of them have unfavourable attitudes toward student:
4. 96.1% feel well disposed toward teaching
5. None of the instructors feel unfavourable to ABAC's envi
6. 25.9% of them feel unfavourable toward ABAC management.
7. Most of them feel that they have done their job properly
8. 13.4% do not have job fulfillment.
9. 76.9% feel that communication at ABAC is a one-way syste

In the analysis stage the data were analyzed using chi-square test.

OC among staff and workers

1. Most of the staff and workers feel unfavourable to instructors.
2. Most of them are openly favourable to the administrators
3. 24.5% of the staff and workers have unfavourable attitud students.
4. 84.1% of the staff and 56.3% of the workers are well toward working.
5. Most of them feel favourable to ABAC's environment.
6. 11.1% of the staff feel unfavourable to ABAC management.
7. Most of the staff and workers think that they do their c well.
8. Only 3.2% and 2.3% of the staff and workers respectivel have job fulfillment.
9. 45.1 of the staff and 73.8% of the workers feel t communication is a one-way system.

C O N C L U S I O N

fit.

ost)

ABAC's System Performance

1. ABAC's Systems Performance is efficient.
2. The increase of Cost per Head in educating student over the years implies priorities in the development and improvement of Transformation Mechanism, namely, increase in instructors' salaries and provision for better instructional facilities which contribute to higher quality education.

AC graduates, it
sed work on a
red to other

ABAC's Systems Effectiveness

1. In terms of quality education, some of ABAC's graduates have been admitted to world's top Graduate School.
2. In terms of work performance, ABAC's graduate excell in all areas (7 traits) when compared to the graduates of other institutions.

n the criterion
dation on ABAC
superior' level

ABAC's Organizational Climate

Faculty

1. The findings show that most of the instructors are satisfied with their teaching. This implies that they have right attitude towards the teaching profession and that the personnel selection process is effective.
2. Most of the instructors also are pleased with ABAC's environment. They enjoy their working conditions. However some of them find it difficult to adapt themselves to ABAC's community which is international in character.
3. There exists a cultural conflict between instructors and students.

Staff and Workers

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students.

's environment.
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roperly.

1. Most of the staff are satisfied within their work, though a lesser degree the workers feel about it. They appreciate ABAC's environment. They also enjoy their working conditions.
2. The staff feel that they have something to contribute to ABAC. Most of the staff and workers feel very strongly that they do their job properly and that they have opportunity to think creatively and freely discuss their work. They also have job fulfillment.

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feel that ABAC

3. What seems to affect the ABAC's organizational climate very much and which is crucial for a healthy growth of ABAC is that, in general, the faculty's and the staff's perception of the management is rather critical.
   Despite some negative feedbacks, however, both the faculty and the staff highly appreciate the administrator efficiency and responsibility.

RECOMMENDATIONS

ABAC's Systems Performance

The computation of the Cost per Head and the Operating Cost (Appendix A) should enable ABAC to do financial analysis for every department's expenditure and compare the results.

ABAC's financial system should be computerized in order to be able to facilitate financial transaction and to predict cost per head in advance for further development and economization of operating cost.

The graph projecting cost per head (Appendix A) on the increase implies that ABAC will suffer constraints in future development. The idea of letting tuition fee float under the control of market mechanism may not always work in the Thai context.

ABAC's System Effectiveness

Though ABAC graduates' work performance is superior to graduates of other institutions, yet there are rooms for improvement. ABAC should pay attention to each and every product (graduate) since there are graduates who performed their work worse than the others. A post graduate clinic may be established to answer the need.

ABAC curriculum should be revised from time to time and adapted to modern day findings in business, economics, and labour market in order to be able to better its product at all times. Feedback mechanism or cybernetics as presented for ABAC's management process, should be made use of.

For further studies, 'service in rural development' can very well be added to the 7 traits as another dimension in the quality education.

ABAC's Organizational Climate

ABAC Management should improve on all aspects of deficiencies as shown from the findings, specifically in human relations. In addition to this, for ABAC community, there needs be studies on

- the significance of cultural changes which have occurred in recent times and which have bearing on youth in higher education;
- the role of cultural heritage within the process of modernization;
- the effect of modernization on human behavior, individual as well as communal;
- westernization and the quest for national identity.

Lay people who have already assumed administrative positions should be given meaningful role to play in the community life of ABAC.

Above all, communication system must be two-way for a healthy participation of all.

Finally, the researcher proposes a Model for Institutional Management in which Management Cybernetics and OD interventions are emphasized.

MANAGEMENT OF A HIGHER EDUCATION INSTITUTION:

ITS SYSTEMS PERFORMANCE AND SYSTEMS EFFECTIVENESS

A CASE STUDY OF ASSUMPTION BUSINESS ADMINISTRATION COLLEGE

(ABAC)

By

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A DISSERTATION

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SOUTHEAST ASIA INTERDISCIPLINARY DEVELOPMENT INSTITUTE
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ORGANIZATION DEVELOPMENT AND PLANNING
(OD & P)

1988

DEDICATION

For ABAC,

     an Institution to which I have been assigned
by the force of circumstances to professionally
grow up with it and guide its destiny.

ACKNOWLEDGMENTS

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CHAPTER I

AN INTRODUCTION

> We can be sure ..... that
> organizations whose products are
> people will play an increasingly
> significant role in modern
> societies... As socialization
> settings may have much impact on the
> later careers of those who pass
> through them. Detailed study of
> their forms and consequences would
> appear to be strategically important
> task for social science.
>
> Stanton Wheeler, 1966:113

> "School, that is to say
> establishments devised to dispense
> education systematically to the
> rising generations, are now and will
> remain in the future, however, the
> decisive factor in training men to
> contribute to the development of
> society, to play an active part in
> life, men properly prepared for
> work."
>
> UNESCO-Learning To Be, 1972

It is an acknowledged fact that, in both developed
and developing countries education, especially, plays a
crucial role in uplifting and transforming human and social
destiny. Education has redemptive values for it liberates
man from poverty and wants.

For this reason, it is always fascinating to study an educational institution and to evaluate its performance and effectiveness or its accountability before the public.

An institution of higher education is an organization which, like any other organization, is "1) a consciously coordinated and deliberately structured social entity; 2) composed of sets of persons with established patterns of interaction; 3) possessing relatively identifiable boundaries and existing on a relatively continuous basis; 4) having been developed to achieve a specific goal or goals." -Authur G. Bedeian, 1984 : 3. An educational organization like a university is also a productive enterprise. However, the university is a unique kind of productive enterprise, different in purpose, process, and structure from any of those other enterprises. It has a pattern of management!

John D. Millett, in Management, Governance & Leadership, defines management as "work planning and work performance," which involve "output programs and support programs." But "planning cannot be isolated from the economic and social concerns of cost, usefulness, and demand." (1980:19) In this same line of thought, management implies direction and supervision, resolution of conflict among individuals and groups in an organization.

Because colleges and universities are productive enterprises, it is appropriate to emphasize management over governance and leadership, which is the main concern of this research. It is by its management performance that a college or university is necessarily judged. Leadership may inspire management, and governance may support management. It is by the effectiveness of its work planning and work performance that a college or a university accomplishes its missions.

"Perhaps no aspect of a college or university is more frequently overlooked, or more frequently misunderstood, than its management. Higher education enterprises seek dynamic, decisive leadership. Higher education enterprises continually discuss their structure and process of governance. These same enterprises tend to ignore their structure and process of management. Yet it is the structure and process of management which are of primary importance to effective and efficient performance. It is the structure and process of management which produce the outputs the enterprise exists to accomplish." -John D. Millett, 1980:87.

Therefore, Management is the specific organ of an institution, whether business enterprise or university, hospital or armed service, research lab or government agency. If institutions are to function, management must perform.

Further, Peter Drucker is of the opinion that "management is independent of ownership, rank or power. It is objective function and ought to be grounded in the responsibility of performance. It is professional - management is a function, a discipline, a task to be done : and managers are the professionals who practice this discipline, carry out the functions, and discharge these task. It is no longer relevant whether tne manager is also an owner; ownership is incidental to the main job which is to manage." -1977:11.

GLOBAL REALITY

The post-Second World War decades have been in Asia and the Pacific, as in other parts of the world, a period of growth and development in education unparalelled in magnitude and reach, for example, between 1960 and 1982 the total number of young people enrolled in educational institutions increased by 245 million.

The countries of tne region entered the expanding decades from different starting points and with their education systems at different stages of development. However, all countries of the region (with one possible

Table 1

Enrolment by Level of Education in Asia and the
Pacific (1970-1982) UNESCO 1986

Region and level of education	Enrolment (in thousands)				Average annual growth (in %)		
	1970	1975	1980	1982	1970-1975	1975-1980	1980-1982
Total Asia and Pacific (13 countries)							
Total all levels	372,866	471,432	518,068	521,980	4.8	1.9	0.4
First level	266,037	328,311	347,954	363,900	4.3	1.2	0.9
Second level	95,329	128,122	151,295	147,543	6.1	3.4	-1.3
Third level	11,500	14,999	18,819	20,537	5.5	4.6	4.5
Developed Asia and Pacific (4 countries)							
Total all levels	74,753	74,508	74,818	75,199	0.1	0.1	0.3
First level	37,448	33,642	35,526	36,336	-2.1	1.1	1.1
Second level	30,683	33,417	31,244	30,799	1.7	-1.3	-0.7
Third level	6,622	7,449	8,049	8,064	2.4	1.6	0.1
Developed Asia and Pacific (excl. China) (26 countries)							
Total all levels	166,302	200,115	239,042	258,859	3.8	3.6	4.1
First level	123,309	143,729	166,158	177,845	3.1	2.9	3.5
Second level	38,163	49,337	63,274	69,716	5.3	5.1	5.0
Third level	4,830	7,049	9,610	11,298	2.4	1.6	0.1

Table 2

Average growth in enrolment (1970-1982) UNESCO 1986

Region & level of education	Average annual growth (in %)		
	1970-1975	1975-1980	1980-1982
Total Asia and the Pacific (31 countries)			
Total all levels	4.8	1.9	0.4
First level	4.3	1.2	0.9
Second level	6.1	3.4	-1.3
Third level	5.5	4.6	4.5
Industrialized Asia and the Pacific (4 countries)			
Total all levels	0.1	0.1	0.3
First level	-2.1	1.1	1.1
Second level	1.7	-1.3	-0.7
Third level	2.4	1.6	0.1
Developing Asia and the Pacific (excl. China) (26 countries)			
Total all levels	3.8	3.6	4.1
First level	3.1	2.9	3.5
Second level	5.3	5.1	5.0
Third level	7.9	6.4	8.4

exception) had set up their education systems in the familiar form of three levels. In many countries, this system, supervised by an education ministry or department, was established as far back as the third quarter of the nineteenth century. The `modern' system of education was therefore not unfamiliar or new when the winds of change began stirring as the twentieth century got underway.

According to the UNESCO Report 1986, "the drive towards expanding provision of education, notably at the primary level was at its peak in the developing countries in the 1950s. There was some slowing down in the 1970s but seen as a whole the period of 1960s to 1980s is one of growth. Enrolments at all levels grew from 263 million in 1960 to 522 million in 1982 - a doubling in 22 years. Sixty-one per cent of the increase (about 149 million) was in primary education, 35 per cent (about 85 million) at second level education and 4 per cent (about 11 million) at the third level."

Third-Level Education or University Education

Raja Roy Singh, Director of UNESCO Regional Office for education in Asia and the Pacific, has the following report in 1986.

Table 3

Higher education: total enrolment, percentage female and average annual growth rates (25 countries)
(1970 to latest year available)

Countries	1970		1975		Latest Year Available			Average annual growth[1] rates in percentage	
	Total	%F	Total	%F	Year	Total	%F	1970-1975	1975-LYA
Developing countries									
Afghanistan	7,732	15	12,256 [14]		1982	19,652	–	9.7	7.0
Bangladesh	117,603	10	150,604 [2] [13]		1981	244,091	14	5.1	9.0
Bhutan	–	–	▼	–	1980	322	22	–	–
Burma	49,572 [3]	37	83,783 [2]	49	1978	121,609	50	11.0	29.5
China	48,000	–	501,000	33	1982	1,175,239	25	59.9	12.9
India [4]	3,814,852 [3]	22	4,615,992	23	1979	5,345,580	26	4.9	3.7
Indonesia	248,220	25	296,326 [2]	28	1982	616,117	32	3.0	13.0
Islamic Republic of Iran	74,708	26	151,905	28	1982	135,717	30	15.3	- 1.6
Lao People's Democratic Republic	424	19	828 [5]	28	1980	1,408	31	18.2	9.4
Malaysia	14,459	27	24,318 [5]	30	1981	67,368	43	13.9	15.7
Mongolia	6,874		9,861	51	1979	11,826	61	7.5	4.6
Nepal	17,025 [6]	18	19,482 [2]	20	1980	38,450	19	1.9	18.5
Pakistan	114,980	21	127,932	24	1979	156,558	27	2.2	5.2
Papua New Guinea [7]	1,032	16	2,869	12	1982	3,458	15	22.7	2.7
Philippines	651,514	56	969,952 [8]	55	1981	1,335,889	53	5.8	8.3
Republic of Korea	201,436	24	297,219	27	1982	954,066	26	8.1	18.1
Singapore	13,771	30	22,607	40	1982	30,966	40	10.4	4.6
Socialist Republic of Vietnam	–	–	80,323	40	1980	114,701	24	–	7.4
Sri Lanka	12,325	43	15,426	36	1981	44,247	43	4.6	19.2
Thailand [9]	55,315	42	130,965	40	1982	1,056,809	–	18.8	34.8
Turkey [10]	169,793	19	237,604	22	1982	281,929	30	7.0	2.5
Developed countries									
Australia	179,664	33	274,739	41	1982	337,953	46	8.9	3.0
Japan [11]	1,819,323	28	2,248,903	32	1982	2,391,915	33	4.3	0.9
New Zealand [12]	39,816 [7]	39	66,178	36	1982	82,666	36	13.9	3.2
USSR	4,580,642	49	4,853,958	50	1982	5,315,200	–	1.2	1.3

1. Rates calculated for the periods depending on the availability of date as shown on this Table.
2. Data refer to 1976.
3. Data refer to 1971.
4. Including intermediate and pre-university courses.
5. Data refer to 1974.
6. Data refer to 1969.
7. Data refer to universities and equivalent institutions and teacher training.
8. Data refer to 1977.
9. Except for 1970, data include open university.
10. In 1982 data include open university.
11. Including correspondence courses.
12. Including evening and correspondence courses.

Table 4

Higher Education: Number of Students per 100,000
Inhabitants (28 countries)(1970, 1975 and
latest year available)

Countries	1970	1975	LYA	Year
Developing countries				
Afghanistan	63	87	117	1982
Bangladesh	172	201	269	1981
Bhutan	-	-	25	1980
Burma	166	180	362	1978
China	6	54	115	1982
Fiji	84	287	312	1981
India	526	746	664	1979
Indonesia	203	205	403	1982
Islamic Republic of Iran	263	464	337	1982
Lao People's Democratic Republic	14	-	38	1980
Malaysia	133	264	467	1981
Mongolia	552	683	729	1979
Nepal	152	185	269	1980
Pakistan	175	169	185	1979
Papua New Guinea	43	212	165	1982
Philippines	1,736	1,788	2,642	1981
Republic of Korea	631	842	2,392	1982
Samoa	80	165	410	1981
Singapore	665	1,005	1,253	1982
Socialist Republic of Vietnam	-	168	213	1980
Sri Lanka	98	113	295	1981
Thailand	152	313	2,181	1982
Tonga	-	-	700	1981
Turkey	481	594	609	1982
Developed countries				
Australia	1,432	2,016	2,280	1982
Japan	1,744	2,017	2,019	1982
New Zealand	1,504	2,155	2,472	1982
USSR	1,895	1,916	1,969	1982

Table 5

Higher Education: Percentage Distribution of Students by Field of Study
(28 countries) (1970 and latest year available)

Countries	Total		Education	Humanities and Social Sciences	Natural Sciences & Engineering	Medical Sciences	Agri- culture	Others and not Specified
	Year	(= 100%)						
Developing countries								
Afghanistan	1970	7,732	24.5	29.5	21.2	15.3	9.5	–
	1982	19,852	23.6	20.7	25.2	16.7	7.9	6.0
Bangladesh	1970	117,603	1.6	74.3	19.9	2.8	1.4	–
	1981	244,091	1.2	68.1	24.6	3.7	1.6	0.8
Bhutan	1972	322	44.1		42.4		13.0	–
Burma	1972	51,811	6.2	31.9	49.5	9.9	2.5	–
	1978	121,669	2.1	38.9	55.1	2.8	1.2	–
China	1982	1,175,238	24.6	11.9	41.9	14.2	6.6	0.8
Fiji	1981	2,003	40.9	34.3	13.6	–	9.5	1.7
India	1971	3,814,852	4.8	60.2	30.3	3.1	1.0	0.7
	1979	5,345,580	3.0	69.3[1]	23.8	2.7	0.9	0.3
Indonesia	1971	251,870	21.6	44.0	18.2	8.9	4.9	2.4
	1982	616,117	26.8	47.1	15.2	3.5	6.5	0.9
Islamic Republic of Iran	1970	74,708	2.6	47.8	32.0	13.4	4.2	–
	1982	135,717	18.5	28.9	35.5	12.1	3.3	1.7
Lao People's Democratic Republic	1970	424	13.4	38.2		48.3		–
	1979	1,157	7.9	64.7	27.4	–	–	–
Malaysia	1970	14,459	6.0	50.0	30.7	4.4	7.8	1.1
	1981	67,368	19.7	29.9	34.2	3.4	3.6	9.3
Mongolia	1979	11,826	10.2	14.6	28.9	14.2	13.3	18.9
Nepal	1969	17,025	1.1	83.9	14.9	–	–	–
	1980	38,450	7.3	71.4	14.4	3.4	3.4	–
Pakistan	1970	114,980	3.4	53.5	20.9	4.8	7.4	10.3
	1979	156,559	3.6	44.9	26.8	15.6	3.9	5.1

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			Fields of Study (% s)				
Countries	Total		Education	Humanities and Social Sciences	Natural Sciences & Engineering	Medical Sciences	Agri-culture	Others and not Specified
	Year	(= 100%)						
Papua New Guinea	1972	5,307	36.3	27.9	10.1	21.2	4.0	0.4
	1982	3,458[2]	19.6	24.4	34.6	5.2	4.7	11.4
Philippines	1971	688,259	14.8	55.9	14.0	9.7	1.8	3.8
	1981	1,335,869	8.2	39.3	33.8	9.4	4.1	5.2
Republic of Korea	1970	201,436	13.9	34.9	33.2	9.6	2.5	-
	1982	945,066	11.8	36.1	37.8	6.5	5.9	1.9
Samoa	1970	144	-	60.5	-	-	39.5	-
	1981	644	8.4	69.1	-	-	22.5	-
Singapore	1970	13,771	15.3	33.2	44.5	6.1	-	0.9
	1982	30,966	14.8	21.1	57.4	3.6	-	3.2
Socialist Republic of Vietnam	1975	80,323	25.6	18.1	35.4	10.8	10.8	-
	1980	114,701	36.9	19.0	24.7	10.0	9.4	-
Sri Lanka	1970	12,325	71.5		15.1	11.5	2.0	-
	1981	14,247	18.5	43.6	28.5	4.7	1.9	2.9
Thailand	1970	55,315	24.7	40.6	13.6	11.5	6.6	3.0
	1977	216,876	18.0	65.9	9.5	4.5	2.1	-
Tonga	1981	693	29.1	50.6	6.2	14.0	-	-
Turkey	1970	169,793	5.5	45.3	33.4	13.0	2.8	-
	1982	281,929	13.4	46.4	27.1	10.3	2.8	0.0
Developed countries								
Australia	1970	180,918	18.0	44.3	25.9	7.1	2.7	2.1
	1982	337,953	15.2	50.5	23.3	7.1	2.7	2.1
Japan	1970	1,819,323	9.8	59.8	20.9	3.5	3.1	4.0
	1982	2,391,915	9.9	55.1	19.2	5.9	2.6	7.4
New Zealand[3]	1970	41,002	22.7	46.1	21.2	3.2	5.0	1.8
	1982	84,251	8.3	47.6	28.6	6.1	5.7	3.7
USSR[4]	1975	4,854,000	29.2	8.2	45.9	7.2	9.5	-
	1982	5,315,200	28.8	8.2	45.3	7.3	10.4	-

1. Including part of students from mathematics and computer science.
2. Data refer to universities only.
3. Including multiple counting of students enrolled in more than one field of study.
4. "Medical sciences" include physical culture and sport.

"The expansion of third-level education was at a higher rate than at other levels. In the regional aggregate, the growth rate was 4.6 per cent in the period 1975-1982, adding 5.5 million students. As may be seen from Table 3 the variations across the countries were quite considerable and in some countries there were adventitous factors which contributed to wide fluctuations from one five-year period to another. Table 3 might usefully be read with Table 4 to obtain an overall picture of the third-level education relationship to the population of a country."

"A few countries do not yet have any university structure at the third-level (for example, Bhutan, Lao People's Democratic Republic and Maldives), while the Pacific countries, (Fiji, Samoa, Tonga and eight other countries) are served by a regional university - The University of the South Pacific."

"There is a significant trend towards diversification of higher education which does not comprise only universities and colleges within the university framework; new institutional structures are growing up with specialized focus or which are more sharply oriented to economic and manpower demands. Such institutions range from highly specialized technological institutions, at one end of the spectrum, to short cycle programmes, and junior

colleges. In some countries, (such as Japan, Republic of Korea) where this diversification has progressed further, as much as one third of the third-level enrolment is in institutions and programmes outside the traditional degree-awarding universities/colleges."

"A new and rapidly expanding phenomenon in the region is the use of distance education techniques in `open university' institutions to meet the demand for higher education, especially by employed youth and adults. Australia and New Zealand have been pioneers in this field for quite a long time, and several other countries in the region are now developing their own open university systems and are beginning already to cater to very large numbers of students."

"The expansion in higher education is a reflection of individual demand and of national development policies. Even though unemployment among educated young people in some countries is quite high, it has not stemmed the continuously rising demand for higher education. Eight rate-of-return studies done in the region show that both the individual and social returns on higher education are quite substantial. Higher education is considered a profitable investment from the individual point of view. This is also confirmed by employment studies which suggest that the probability of

getting a job is greater for higher education graduates than for secondary school-leavers."

"The distribution of enrolments by fields of study reflects an advancing measure of diversification in line with the structural diversificational. There is a no table trend, evident both in the industrialized countries and the developing countries, towards an increase in the numbers of students choosing the scientific and technology-based fields of study in including medicine. Table 5 shows the patterns of enrolment distribution by country. Education, humanities and social sciences continue to receive more than half the total enrolment. However, in most countries, the share of these fields of study in terms of percentage has either declined or increased only marginally. In the field of education the increased numbers reflect the growing trend for the training of teachers to take place at the third level rather than at the second level."

"The Asian Model of Educational Development envisaged that by 1980 the enrolment distribution at the third level would have been transformed in favour of science, science-based technological and technical education, with 55 per cent of the enrolment in these fields and the remaining 45 per cent in education, arts, humanities and social sciences. This important change has not been

realized in most countries. One reason lies in the fact that in some countries, private colleges and universities have a substantial role in higher education and have been instrumental in meeting individual demand. Because of cost considerations they generally develop programmes in the arts, humanities and social science, rather than in natural sciences, engineering or medicine."

The expansion of higher education in the developing countries is helping to bring about two important developments. First, the number of women students is increasing quite substantially. The growth rate in female enrolment is well ahead of the overall enrolment growth rate. The second development is reflected in the growing numbers of students from rural areas in higher education institutions. In several countries, the government has been pursuing policies of relocating institutions of higher education in the different areas within the country to serve the rural population and to reduce the disparities between different areas.

Problem of Higher Education

It is a well known fact that the systems of higher education found in the Asian region are largely patterned from the models of industrialized countries. By and large, the administrative structures, the organization of

curriculum, the instructional methods and materials, and the standards used to judge performance continue to be extensively influenced by these models, perhaps more so in the countries with a colonial past.

According to the UNESCO report, 1986, "the main challenge for most countries in the coming years will be how to cope with the escalating numbers of students at the tertiary level. With the increase in numbers, the demographic and social composition of the campuses has diversified. In several countries, the rate of expansion outstripped the resources (teachers, classrooms) needed to maintain the system in dynamic equilibrium, despite the fact that higher education has been appropriating a very large share of financial resources of the education sector." (Ibid p. 153)

"The problem is complicated by two other factors. First, in the developing countries, the progress of structural diversification has been very slow, and much of higher education is concentrated in the universities .... The second factor is that the bulk of the increase in university enrolments has taken place in the arts and humanities, resulting in a surplus of these graduates, in terms of demands from the labour market, as reflected in the unemployment figures in many countries." Roy Singh, 1986:153)

"The central concern in many statements at MINEDAP V (the Vth conference of the Ministers of Education of Asia & Pacif) was the quality of higher education and its relevance to national development .... Drop-out from courses, high rate of failure in examinations, the unusually long time taken by many students to finish a given course of study, and growing unemployment and underemployment among university graduates, are some of the manifestations of the problem." (Ibid p. 155)

"The problem of management of higher education is undoubtedly one of pressing urgency; indeed, in several countries in the region, one may refer to it without overstatement as a 'crisis management.' Universities and other tertiary institutions following their 'model' have grown up in the tradition of 'universities are never planned or managed.' Times have changed and there is growing public demand for accountability, for greater efficiency and for evidence of the contribution of higher education to development." (Ibid p. 157)

"Management of increasingly scarce resources is at the core of higher education administration, both at institutional and system levels. Higher education is highly resource-intensive, and in the developing countries it faces

severe competition for scarce resources from other levels of education as well as other sectors of the national economy." (Ibid p. 157)

Youth Prospects in the 1980s

After reflecting upon some problems facing the institutions of higher education in the Asia and Pacific region on the other hand, we are facing youth problems in the 1980s, on the other hand.

The following are some of the excerpts from a survey carried out in every region of the world by UNESCO experts. Their findings should not be taken lightly by educators of 1980s.

"There was no such things as youth in traditional societies. People grew from childhood to adulthood, without a break; there was no generation gap. They went out to work quite naturally. They even learnt their work directly, through their everyday experience, taking tips from their older workmates. In industrial societies on the other hand, where things are more or less rationalized, work is technologically more complex, so that it is no longer possible, from the standpoint of the overall organization of production, to learn directly on the job, or in a purely pragmatic manner. People now have to go to school. They learned specialized skills. Between childhood

and adulthood there are now stretches a longish period of a person's life, and this affects everybody. It is harder to enter working life, especially 'steady' or 'normal' work as we now call it, to distinguish it from 'irregular' or 'black' work, because one now has to go through a series of bureaucratic rites and because certain technical skills are required.

"Youth has become a problem, and people talk and write a lot about it, about youth unemployment especially. This unemployment issue, or to be more precise, the adjustment of young people's aspirations to the opportunities offered by the job market, is unquestionably, in our view, the most serious issue for the coming years. To grasp this thought, and to tackle the problem, we must look beyond it. Youth unemployment is a problem that affects the very structure of both the technically advanced industrial countries and the developing countries. But in itself it is merely an external, visible symptom. The real problem is more deep-seated. Some of the fundamental values of today's civilization are bound up with the problem and are endangered by it."

"So much has changed since the first comprehensive report on youth presented to the General Conference of UNESCO at its fifteenth session (dated, significantly, 1968)

and even since the time of the subsequent youth report of 1974 that this report must begin with two warnings of a fundamental nature. The coming decade promises to show first, major changes in the objective experiences of young people throughout the world-transformations which most experts see as changes for the worse in most setting; second, the need for a thorough re-evaluation of our concepts (and our policies) directed towards an understanding of youth as a definable category and experienced reality."

"Since the early 1970s, it has become increasingly apparent that the conditions that gave birth both to the dramatic, short lived youth mobilizations of the 1960s and, more importantly, to the economic optimism that suffused the attitudes and policies of governments and institutions in industrialized and developing societies, no longer exist. The very words and concepts which came to characterize our notion of youth during the 1960s, though useful for an understanding of that period, may well have blinded us to the altered facts of life now confronting youth both in the industrialized and in the developing worlds as they enter the 1980s. More than just unemployment - in the broadest sense of the term - is involved here. Far more important is the possibility of working in 'creative' occupations, i.e.,

in occupations that allow the individual to learn a living while at the same time expressing his need for spontaneity and creativity."

"The key words in the experience of young people in the coming decade (1980s) are going to be: 'scarcity', 'unemployment', 'underemployment', 'ill-employment', 'anxiety', 'defensiveness', 'pragmatism', and even subsistence and survival itself. If the 1960s challenged certain categories of youth in certain parts of the world with a crisis of culture, ideas and institutions, the 1980s will confront a new generation with a concrete, structural crisis of chronic economic uncertainty and even deprivation. -Youth Prospects in the 1980."

What is Youth? Who are Youth?

Youth is that period of life when skills and social potentials are acquired in preparation for the responsibilities and rewards of adult status. Employment, and more specifically jobs that involve skills, interests, and potentials learned through family and school, are central to the business of 'coming of age' in any society. Employment means independence from the parental family, the ability to marry and establish a family of one's own, sufficient income to afford proper housing and other necessities of life, and freedom to participate in the

cultural and leisure activities of one's society. Current
trends in both the industrialized and developing countries
in practically every region of the world indicate
dramatically increased numbers of <u>unemployed young people</u>:
the well educated and the under-educated, the skilled and
the unskilled, urban youth and those people who have flocked
from the countryside to the cities in search of jobs.
Statistical projections of the employment market for young
people in the coming decade predict that <u>unemployment
will increase as world economic conditions worsens</u>.

"Youth of course, will remain a visible and active
component of society in the 1980s. Because of its
particular vulnerability, it may well become a crucial
social group in both the industrialized and the developing
nations as expectations, learned from previous generations,
remain unfulfilled. The new generation of young people will
begin the forthcoming decade as the group most exposed to
the onslaught of society and its economic problems. Already
the last to be hired and the first to be fired, young people
are now being asked to bear a disproportionate burden of the
growing austerity afflicting the entire world. Concretely,
this means that we may be witnessing a generation of youth
which, for some years at least, will neither find their
first job nor enjoy the security of emulating the career

patterns of their parents.   This will be most true of urban youth." UNESCO's youth prospects in the 1980s:18.

"Experts and National Commissions writing about youth prospects in practically every region of the world argue that education will be subjected to great stress and re-evaluation during the 1980s.   In those regions where the effects of economic stress will be felt most directly, educational systems, including universities, will be asked to explain <u>why their graduates cannnot find jobs</u> and, more fundamentally, <u>why their curricula maintain such a blithe distance from the pressing concerns of the young</u>.   Already, experiencing a crisis of confidence among the young, schools may be the flashpoints of protest and dissent in the next ten years as jobs grow scarce."   (Ibid p. 31)

NATIONAL REALITY

Brief History of Thailand

Thailand (Siam), the word literally means 'Land of the Free'.[1]   Importantly it is the only Southeast Asian country never to have been colonized by Western powers.

The history of Thailand can be divided into four important periods, the first of which is rather obscure.   It

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[1]
   Some historians are of the opinion that the real meaning is 'independence' not free.

corresponds to the Dvaravati period, which lasted from the 6th to the 13th centuries during which time the Thais gradually migrated from southern China into the fertile Chao Phya river basin.[2]

In early 13th century, Thai kingdoms were scattered city-states. Their emergence as a nation begins with the Sukhothai period of the 13th and 14th centuries. This is the second period of Thai history.

Sukhothai (1238-1438) reached its zenith during the reign of King Intratit's youngest sons, Ramkamhaeng the Great, the third Sukhothai king, popularly known as 'The Father of Thailand'. -Thailand into the '80s', 1979:18

One of the most outstanding achievements of King Ramkamhaeng was the creation of the Thai alphabet in 1283, and the adoption of Buddhism of Ceylon as state religion. Historical evidence of the time shows that young boys were ent to live in Buddhist monasteries in order to receive moral and religious instruction. Perhaps, because of this, 'religion and education are interwined' in Thailand till this day.

2

  Some historians say that the first period corresponds to kingdom of Nan Chao which lasted from 220 B.C. to 1238 A.D.

The third period started in 1350, when a new power emerged in the South of Sukhothai under the leadership of King U-Thong who built a new capital at Ayuthya. Some 90 years later, Sukhothai was integrated into the new kingdom. Ayuthya remained capital until 1767[3], when it was beseiged and burned down by the Burmese.

The Bangkok period began in 1782[3], when the sovereignty of Thailand was restablished with Bangkok as its capital.

A Brief History of Thai Education

Thai education was first started on a nonformal basis in temples and palaces. Religious precepts and cultures were taught and transmitted to posterity for generations.

In 1666, during the reign of King Narai of Ayuthya, private education, as a Formal School System, was started by Catholic missionaries.[4]

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[3]
Technically Bangkok was established in 1782 preceded by a brief Thonburi era between 1767-1782. However, most authorities are tending to skip mention of by including the 15 years into the Bangkok era.

[4]
The curriculum designed by the French missionaries was patterned on the Paris Educational System.

From the Rattanakosin (Bangkok) period onwards, Christian missionaries have been in the forefront of the educational enterprise in the country. Protestant missionaries came in 1828 bringing with them medical services and printing press. Their first school was opened, in 1852, by the Presbyterians who, to this day, play a leading role in Protestant educational work in the country.

The Kings of Siam (Thailand) have been venerated as Promoters and Patrons of education. Subsidies, especially, in the form of money were granted to some private schools by their majesties as a contribution to a good cause rather than as a grant-in-aid. For example, in 1895, His Majesty King Rama V gave a sum of money to Rev. Fr. Colombet when a new building was put up at Assumption College. Some years later, in 1900, Rev. John A. Easkin received a contribution from His Majesty when the former moved Bangkok Christian College to its new site.

In 1903, Her Majesty, the Queen, established her own school[5] to teach girls and young ladies English, Mathematics, Sciences and Home Economics. At the same time, some wealthy Thais[6] began to open their own schools.

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[5] The first school for girls was opened by Mrs. Mcfarland, an American Missionary, in Petchburi, in 1865.

[6] At that time, this people built schools out of philan-trophic reason whereas in the 1960s, a great number of private schools were founded out of profit motive.

The idea of establishing an institution of higher education originated during the reign of King Chulalongkorn (Rama V, 1868-1919) when the Royal Pages' School was established in 1902 within the precincts of the Grand Palace. By the Royal Command of King Vajoravudh (Rama VI) in 1911 the Royal Pages' School became the Civil Service College. The curriculum was upgraded and included Foreign Service, Law, Medicine, and Public Administration. By the Royal Command of King Rama VI in 1917, the status of Civil Service College was raised to that of a university under the name of Chulalongkorn. Thus the first university in Thailand was formally established.

Education, in the beginning, started as a private enterprise, little by little, was systematized in 1911. Prior to that date, the curriculum and administration of each school was left uncontrolled. However, the Ministry of Interior has vague jurisdiction over this activity. By 1917, the number of private schools registered at the Ministry of Education[7] was 551. The first Private School Act was promulgated in 1918. (Ministry of Education:1983)

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[7]

At that time its real name was Ministry of Moral Affairs.

After the Revolution of 1932, the civilian government continued the education policy of the Kings. Successive governments encouraged the private sector, as a partner in educational responsibility, to open more schools to train pupils for government jobs. However, schooling at that time was a fashion among the wealthy, and a privilege of the few.

In 1937, the government had set a definite policy to subsidise private schools, both in kind and in cash. This, the government did with the understanding that private schools shouldered the burden of giving primary education by building schools for that purpose while the government busied itself with secondary education.

The 1950s saw new government approach towards education. The government considered it a duty to provide education to the people, free of charge. At the time, it provided subsidies to private schools as its contribution to educational expansion. As a consequence of the new policy, government schools slowly came up all over the country within the next 2 decades.

During the Third National Education Development Plan (1972-1976) a definite policy towards private education was conceived. It was implemented during Fourth National Development Plan (1977-1981). According to this policy, the

government slowly reduced the number of pupils in private
schools of low quality by increasing the number of its
schools. By 1976, there were government primary schools in
3734 out of 5710 villages. Besides, the government hopes to
monopolise primary education after 1986. Now that the year
1987 is fast approaching, the ambitious scheme to monopolise
primary education by the government is still far from
reality.

Historical Background of Catholic Education in Thailand

The 17th century was an important era for Thailand.
At this period contacts with European powers were made
through trade. Ayuthya being well known for its
hospitality, attracted Europeans and Asians alike. The
first missionaries to come to Thailand were Portugese, the
Dominicans in 1554, the Franciscans in 1583 and the Jesuits
in 1606. Then came the French. The first missionaries of
the Foreign Mission of Paris came in 1660. Five years
later, they had 'a theology school, a school for boys sent
by the King, and a small school for Christians.' This

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[8]

The school included a school preparatory to the seminary
which also admitted non-seminarists, and the seminary
itself. It was built on the plot of land given by King
Narai at Ban-pha-het. E.W. Hutchinson, in 'The French
Foreign Mission' in Siam during the XVIII Century, pp. 16-
18, mentions two other schools, Constantine College and
College des Nations, as being established by the French
Missionaries.

school was called 'General College'. It was the first Catholic school in Thailand. Later on parish schools were opened in provinces along with churches e.g., at Phuket, in the South, 1671; at Lopburi, in 1673; at Bangkok, in 1674; at Phisanulok, in 1675; at Chanburi, in 1707. Joseph van Khoi, 1979:80

The first Catholic School, General College, of Ayuthya period was renowned for its academic excellence. Even pupils of lower grade could converse in Latin while playing marbles.[9] One of the students later went to France to defend his doctoral thesis at the Sorbonne. 'The whole of Paris was present. The prelates were there in great number and all admitted that one cannot be better satisfied with what this Siam (Siamese) had done'. (Journal de la Mission, 1658:178). Ibid p. 70

After the Kingdom of Siam was re-established in Bangkok in 1767, the French missionaries resumed their educational work in the new capital. From the records of the mission, we find new schools opened in 1796, at Santa Cruz, in 1772; at Calvary Church, in 1785; at the Assumption

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9

   Latin was then language of the Church. It was necessary to know Latin in order to be able to ready philosophy and religious doctrines. For this reason, the discipline was rigourously enforced. Moreover, General College was an international community.

Parish, [10] in 1834; at St. Francis Xavier Parish, Samsen. (Pallegoix, 1855:307)

By the year 1988, there are 256 schools, 11,691 teachers, and 280,676 pupils in all Catholic Schools in Thailand. (Table 6)

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[10] The present Assumption College was founded in 1885; therefore it cannot be the same parish school of 1785.

Table 6

Catholic School Statistics for 1987

Educational Level	Bangkok Diocess	Provinces	Total
Kindergarten	19	15	
Primary Schools	27	55	
Middle Schools	48	39	
High Schools	18	20	
Vocational Schools	8	3	
School for the Blind	1	-	
University Colleges	3	-	
Total Number of Schools	124	132	256
Total Number of Teachers	6,565	5,126	11,691
Total Number of Students	154,899	125,777	280,676

Three Types of Catholic Schools

Educational Level	Bangkok Diocess	Provinces	Total
Parochial Schools	38	64	
Schools Run by Catholics	53	11	
Schools Run by Religious Congregations	33	57	

N.B. A Good Number of Parochial Schools are managed by some teaching Congregations.

Statistics of 1986: Number of Students in Schools*

Educational Level	Government	Private	Total
Kindergarten	870,457	275,984	1,146,441
Primary Schools	6,507,912	645,354	7,153,266
Middle School	1,124,873	152,746	1,277,619
High School	509,754	44,832	544,586
Vocational School	298,585	214,916	513,501

* Office of the National Education Commission, Office of the Prime Minister, 1986.

THE PLACE OF PRIVATE INSTITUTIONS IN THAILAND'S HIGHER EDUCATION

Though Private Education, pioneer of formal schooling, in Thailand started at the middle of the seventeenth century, it was at the primary and secondary levels. The history of private institutions of higher education is but a recent past. This was so because the establishment of institutions of higher education used to be the prerogative of the government alone.

To understand the situation better the researcher thinks it's interesting to ask the following pertinent questions:

- What needs and circumstances led to the government's formal decision to allow the private sector to establish and operate institutions of higher education?

- What role was originally envisioned for private institutions of higher education and what formal guidelines were established to develop and ensure the success of this role?

- And finally what have been the development trends in private higher education since their inception?

The then Permanent Secretary of the Ministry of University Affairs (1986) has provided the answers:

(1) First of all, why did the government open up the higher educational sector to private investment? The need to involve the private sector in establishing private institutions of higher education was formally recognized as early as 1960. At that time several private colleges were already in existence, but they were qualified only to award associate degrees. The higher degrees were awarded only by the state universities.

During the 60's Thailand was experiencing enormous increases in enrolments on the secondary level as a result of the nation's population growth. Pressure mounted to open more places in the nation's colleges and universities. The government budget was unable to keep pace with the demand for expansion. Upon the recommendation of the committee of the National Education Council, therefore, the Cabinet announced its decision to allow the private sector to establish and operate institutions of higher education. This decision reflected the intense pressure of social demand for more educational opportunities. It was also the result of the public sector's inability to bear the whole financial burden of development and expansion. And it was a decision made possible by the existence of a number of

private colleges which demonstrated readiness to develop into viable institutions of higher education.

Inherent in these circumstances we can see what role the private sector was expected to play in the expansion of the nation's educational life.

(2) First, Private institutions of higher education were expected to respond to the people's demand for greater educational opportunities. The people's need was explicit, indeed, clamorous, in this matter. The new private institutions were therefore expected to help fulfill the aspirations of the nation's young people. These aspirations included the perception that higher education is the key to entering a better status of life through the acquisition of knowledge and important social connection within university circles. Not least in the ambitions of the time was the hope that a university degree would lead to a government job. The social science curriculum available in the new institutions reflected the awareness of this ambition. Interestingly enough, however, the first colleges to obtain degree-granting status in 1970 and 1972 also put heavy emphasis on business and accountancy. From the start it appears that, though the public had an eye to the prestige of a higher degree and, particularly, hopes of employment in the public sector, the private institutions of higher education were looking at the employment market and

perceiving that the future, in fact, lay in the private sector.

In any case, there was no attempt by the government to place too heavy a hand on the area of expertise of the new institutions. The primary concern of the committee of the National Education Council was that these private institutions develop according to rigorously maintained standards of educational development. This was done for the sake of winning the confidence of a public whose first choice still tended to be place in a prestigious state university.

The new institutions of higher education were to have status as legal entities. They were not to operate merely as business enterprises for the purpose of direct gain in profit from the students. The National Education Council set guidelines for the continual reinvestment in educational development within these institutions. Representatives from the Ministry of Education, scholars and business experts sat together on the executive boards of the colleges. Together, they would steer these institutions into the most desirable patterns and directions, according to the strengths of each school and consonant with the national standards for higher education.

From the first, the government realized the need to win public confidence and respect for these new degree-granting institutions. It was necessary for the government

to monitor and guarantee standards of the newly established, privately-run institutions. An external board of examination was created to supervise final examinations for each field and each institution, and to assist in evaluating results of examinations in each semester. This helped to ensure that standards of teaching, learning, and evaluation would remain at par with standards in state-run universities. The Fourth Plan for Development of High Education (1977-1981) required that all these institutions uplift the quality of their educational standards by mutual cooperation. In order to fulfill their role as viable and desirable alternative to the public universities, private institutions had to ensure high standards among themselves. This was understood from the first.

The Private Institutions of High Education act of 1979 was intended to encourage private institutions to expand into new fields when they are ready to do so. It was intended to reinforce their ability to function as truly complete, advanced degree-granting institutions. The 1979 Act opened the possibility for these colleges to transfer their status to that of a university. Then they could move onto a full, legal, equal basis with the public institutions. This has, in fact, taken place and we now have four private universities.

When the private institutions of higher education
first began to function and to grant higher degrees in 1979,
there were a little over 22,000 students enrolled among
them. Only five years later, enrolment increased to almost
36,000, an increase of about 60%. In the same period, the
public universities (not including the open universities,
Sukhothai and Ramkhamhaeng) showed only a 23% enrolment
increase. Clearly, the private institutions were showing
themselves capable of fulfilling their role, providing
acceptable alternatives for those seeking opportunities for
higher learning.

Another expectation for the role of private higher
educational instutions was that they would help relieve
budget constraints of the government, which was unable to
expand state universities fast enough to keep up with public
demands. It is estimated that by 1984, these private
institutions have probably relieves the state of about 680
million baht worth of expenditures on higher education.

Because of the existence of numerous private
colleges, further development of private higher education in
Thailand was possible. The Ministry of University Affairs,
under whose auspices these institutions have been since
1974, continues to encourage the establishment of new
institutions. Whenever the private sector demonstrates the
intention, ability, and responsibility to establish a new
school, the Ministry is ready to encourage and persuade them

to do so. Since 1979 the Ministry has supported the establishment of 8 private higher educational institutions and is considering projects for several others.

The Ministry continues to ensure the maintenance of standards of quality for academic excellence which are essential to the success of these institutions. As of 1984 these private schools listed over 1,400 qualified instructor with a bachelor degree or higher, and they employed about an equal number of special and foreign instructors. They had, as of last year, courses offering in more than 100 academic fields leading to various bachelor degrees. Some of these institutions are already licensed to grant a Master's degree, others have already applied for this right.

(3) From this review of the conception and role of private institutions of higher education, we may now discern some of the past and more recent trends in this field.

First of all, it can be seen that private sector has long been aware of the growing demand for higher education and has demonstrated readiness to respond to every opportunity to enter the field. There has been a consistent and steady ability to develop according to government standards and guideline. I think this shows that we need not be timid in expecting the best from education in private sector; they are quite capable or rising to the challenge of excellence.

There has been a willing partnersnip between the Ministry and the colleges under our auspices. The Ministry has promoted rapid development among these institutions and they have been equal to the pace. Four have already changed status from college to university. The trend has been toward expansion in the manner of institutions and toward continual branching out of curriculum and increasing expertise in fields.

The Ministry encourages private institutions to join in the activities of other national and international educational institutions. We know that these institutions gain in expertise and sophistication by being active in these channels.

If we look at the record of these institutions since their inception it becomes clear that private schools can be expected to continue to make important contributions to the nation's higher education. They have already made important contributions in their school of business, the arts, theology, and social science, to name only a few.

Private institutions of nigher education have well-known and highly respected histories in Japan and the United States, for example. It is truly remarkable that our own private colleges and universities, having such a brief history, are developing so well and have accomplished so much. We have every reason to be optimistic about their future.

In the Fifth Plan of Higher Education Development
(1982-1986) the national government has established
guidelines for the development of private institutions of
higher education in the coming years. These guidelines
deflect the decision to continue to encourage an expanded
role for private higher education. The expansion of
educational efferings in fields of expertise is recommended,
along with increased cooperation within the community of
private colleges and universities. This will allow the
government to enjoy less burden of expense for higher
education and allow the state to allocate resources where
needed elsewhere. The private sector continues to have an
important role here which relates to national development as
a whole.

At present the Ministry is appointing individuals
who have both academic expertise and considerable practical
experience from state universities to the governing boards
of private higher educational institutions in the on-going
process of development. The Ministry makes it a policy to
arrange or support meetings and seminars on institutional
research, bringing together Ministry officials and
administrators of private institutions to share and exchange
ideas and to plan for development. The Ministry also
encourages cooperation and communication between private and
public colleges and public colleges and universities. The
Ministry and the Civil Service Commission guarantee the

standards of private higher educational institutions in
every academic field for which they are licensed. Private
institutions today enjoy the same rights and privileges as
state-run institutions. In short, the policy of the
Ministry of University Affairs is to render all possible
support to private institutions of higher education.

Table 7

Projection in 1981 of Targets on Production
of Students and Graduates in Each Type of Education

(Unit: Thousand persons)

Types	Number of Students		+ Increase − Decrease	Proportion of total people in each age group by 1986 (%)	Average number of graduates per annum
	1982	1986			
Pre-school Education (4-5)	559	740	181	35.4	−
Primary Education (6-11)	7,633	6,497	−1,136	37.0	1,050
Lower Secondary Education (12-14)	1,203	1,774	571	48.3	431
Upper Secondary Education (15-17)	868	1,141	273	30.9	321
− Regular Stream	462	599	137	16.2	156
− Vocational Stream	372	470	98	12.8	137
− Others	34	49	15	1.3	19
Higher Education (18-23)	262	327	65	4.8	95
− Vocational	64	39	−25	1.2	30
− Teacher Training	51	48	− 3	0.7	21
− Limited Enrolment University System	97	116	19	1.7	31
− Private Colleges	35	44	9	0.6	9
− Others	15	40	25	0.6	4
Open University System	893	1,274*	381	−	39
Non-formal Education (Public and Private)	Providing services to the average of 1,500,000 persons annually				1,500

* This figure projected in 1981 is proved wrong in 1987 because of the decline in enrolment at the open university system.

Table 8

Number of Higher Education Institutions and Enrolment

Type of Institutions	Number of Institutions	Number of Instructors		Number of Students	
		1986	1987	1986	1987
State Universities and Institutions	12	12,886	13,129	107,497	113,450
Private Colleges and Universities	21	1,783	2,141	50,515	58,287
Open Universities System	2	921	923	569,869	565,453
Total	35	15,590	16,193	727,881	737,190

THE ROLE OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Outlined in the Fifth National Eco-socio Development Plan (1982-1986)

To add to what the then Permanent Secretary of the Ministry of University Affairs has just said, let us look in brief, at the Government's official policies concerning the role of higher education in the Fifth Plan.

On Quality

Develop teachers, lecturers and educational personnel on vocational teaching in proportion to the expansion of professional training at the higher education level. The proportion of lecturers having doctorate; master; bachelor degrees will be raised to 2.5:5:2.5.

On Equal Opportunities

- Consideration will be given to the establishment at the regional level of four dramatic arts colleges, 15 multi-purpose politechnical schools and one fishery college;

- In order to ensure a more equal opportunity in education, the system and methods of entrance examinations at secondary, vocational and higher education levels will be improve.

On Sharing of Education Investment Burdens

The targets set in terms of ratio of students in public and private educational institutions are as follows:

	Public	Private
Higher Education (excluding Open University System)	83.5	16.5

Policie on Higher Education

(1) The quality of higher education will be improved with emphasis on raising educational standards and the quality of teachers, encouraging the composition of Thai textbooks, providing modern education equipment promoting wider research, and improving the curricula.

(2) Measures will be devised to ensure a greater equality of opportunity in education together with an increase in the number of graduates in the fields in which there are shortages of manpower, particularly medical and public health personnel. The number of graduates in those fields in which a surplus prevails in the market will be curtailed.

(3) Technical services will be extended to the institutions of higher learning. These institutions will also be encouraged to undertake activities on developing and disseminating information on national art and the Thai cultural heritage.

(4) Private higher education institutions will be supported to expand their educational facilities in those areas where they can provide a higher equality education. In order to ensure an adequate education opportunity ratios for graduates will be established among public higher education institutions, open universities and private higher education institutions. Methodology for producing such graduate will be clearly established.

YOUTH!

Thai Youth Prospects in the 1980S [11]

As youth accounts for a large proportion of the population in Thailand, it is of utmost importance to seriously investigate how best these human resources can be developed for the future of the country.

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[11] Excerpts and Information Data are taken from "Perspective Policies and Planning for the Development of Youth," published by the National Education Commission, National Youth Promotion and Coordination Committee, and Office of the Prime Minister, 1982.

In 1981 there were about 11 million young people age 15-25 years. In 1986 the figure will be about 12.5 million and in about ten more years, 13.2 million. On the average, youth represents about 17-19% of the total population.

Most of the young people age 15-24 years have had schooling not higher than a lower primary education and often lower than that. In 1974 this was the case of 76% and all youth and in 1978 the proportion was 67%.

Enrolments at the various levels will keep increasing every year. In 1978 there was about 20% of the young of this age group enrolled in schools.

According to the projections of the Fifth national Development Plan, in 1986 about 26% of the young of this age group will be enroled in schools. This is due mainly to enrolments at the university level which will almost double during that period of five years.

At present yearly costs to the state as compared to costs to the individual in the form of various fees are as follows:

Table 9

Cost per Head

1981	Estimated yearly cost per hand to the State	Average cost to students	Percentage of cost to students
Secondary	Baht 3,100	400-420	13%
Vocational	Baht 8,000	1,600	20%
Teacher Training	Baht 11,600	800	6.9%
Higher Education	Baht 27,000	1,100	4.1%

In 1978 there were about 6.48 million young people outside of the school system, i.e., about 80 per cent of all the children in this age range. In 1986 the total figure will go up to 8.6 million.

Of that number, 81%, i.e., 5.3 million, have completed only a lower elementary level of education (Prathom 4). About three hundred thousand of them are illiterate (out of a total of four million illiterate).

Of those out-of-school, there are about 6.7 million employed: this represents 30.46 of the total labor force of the country. About 130,000 are unemployment, which represents a rate of unemployment of about 1.6%.

Of those unemployed all over the country, youth in the age range 20-24 years has the highest rate followed by the age range 15-19 years. In 1981 the rate was 1.1% for the age group 20-24 years and 2.7% for the age group 15-19 years.

Rates of unemployment will rise among youth. In 1986 there will be an additional 380,000 unemployed in this age group. The overall rate of unemployment is expected to be around 2.0% but for youth age 15-24 years it will be 4.51%. Unless there is a change of policy and strategies, in the year 1991 the rate of unemployment for youth will go up to 7.91%, which should be considered a severe situation.

Besides the problem of unemployment there is also the problem of under-employment which brings in low incomes and/or the problem of those not fully employed.

Unskilled labor among youth accounted for 2.8 million persons in 1981 and the figure will reach 3.1 million in 1986.

Table 10

Employment Situation of Youth per Year

Youth	1981	1982	1983	1984	1985	1986
Out-of-school Youth	8,340.6	8,300.5	8,478.9	8,585.0	8,633.4	8,597.0
Employed Youth	7,390.0	7,595.0	7,795.0	7,951.0	8,076.0	8,162.0
Under-employed Youth (low wages)	2,773.9	2,863.2	2,945.6	3,018.0	3,079.9	3,127.5
Unemployed Youth	190.0	230.0	255.0	296.0	342.0	385.0
Farmers	5,592.0	5,747.1	5,898.5	6,016.5	6,111.1	6,176.2
Technicians/ Laborers	821.8	844.6	866.8	884.2	898.1	907.6
Sales	426.4	438.2	449.8	458.8	446.0	470.9
Services	184.8	189.9	194.9	198.8	201.9	204.1

Table 11

Number of Out-of-School Youth per Year

(in thousands)

Year	Total Youth (15-24 years)	Out-of-School Youth
1978	8,419.3	6,495.1
1981	10,152.0	8,340.6
1982	10,506.0	8,300.5
1983	10,826.0	8,478.9
1984	11,112.0	8,585.0
1985	11,362.0	8,633.4
1986	11,559.0	8,597.0

Table 12

Rate (Percentages) of Unemployment for Youth
and All Age Groups 1981-1991

Year	15-19 yrs	20-24 yrs	15-24 yrs	All Ages
1981	2.29	2.70	2.57	1.1
1982	2.70	3.13	2.94	1.3
1983	2.92	3.36	3.17	1.4
1984	3.33	3.80	3.59	1.6
1985	3.78	4.26	4.06	1.8
1986	4.22	4.72	4.51	2.0
1987	4.77	5.28	5.05	2.26
1988	5.39	5.97	5.65	2.55
1989	6.09	6.68	6.32	2.88
1990	6.88	7.47	7.07	3.25
1991	7.78	8.36	7.91	3.66

Table 13

Projections for Labor Force, Employment
and Unemployment for Youth: 1981-1991

(in thousands)

Year	Labor Force	Employment	Unemployment*	Rate of Unemployment
1981	7,579	7,390	190	2.57
1982	7,823	7,595	230	2.94
1983	8,048	7,795	255	3.17
1984	8,246	7,951	296	3.59
1985	8,415	8,076	342	4.06
1986	8,545	8,162	385	4.51
1987	8,721	8,281	440	5.05
1988	8,836	8,337	499	5.65
1989	8,952	8,386	560	6.32
1990	9,066	8,425	641	7.07
1991	9,194	8,467	727	7.91

* Numbers for unemployment when added to numbers of those employed
might not always come up to the figure for the total labor force in
each section due to the rounding of figures in making estimates.

Table 14

Male and Female Distribution of Youth (Age 15-24 years)

1974	1975	1976	1977	1978
7,352,880	7,601,880	7,818,600	8,221,040	8,419,290
3,602,630	3,745,530	3,852,240	4,093,190	4,192,220
3,750,250	3,856,350	3,966,360	4,127,850	4,277,070

Table 15

Youth Populations Projections 1981-1986 (15-24 years)

1981	1982	1983	1984	1985	1986
10,985.3	11,363.8	11,710.4	12,024.4	12,304.2	12,542.6
5,569.0	5,762.3	5,938.6	6,099.7	6,242.6	6,365.4
5,416.3	5,601.5	5,771.8	5,924.7	6,061.6	6,177.2

Table 16

Projections for Youth Population by Regions (15-24 years)

(in thousands)

1990			1995			2000		
T	M	F	T	M	F	T	M	F
1,453	710	743	1,760	860	900	-	-	-
2,654	1,398	1,256	2,957	1,378	1,219	-	-	-
4,936	2,494	2,442	4,917	2,484	2,433	-	-	-
2,620	1,325	1,325	2,546	1,288	1,258	-	-	-
1,551	788	763	1,596	811	785	-	-	-
13,214	6,715	6,499	13,416	6,821	6,595	13,480	6,859	6,621

Those youths already employed are mostly involved in agriculture: in 1981, they numbered 5.6 million and the estimate for 1986 is 6.2 million.

In 1981, there were 820,000 youths who were working in various trades or as daily laborers and this figure is likely to reach 900,000 in the year 1986.

SPECIFIC REALITY

The Developmental events of ABAC may be traced and identified in three steps as follows:

Phase I

A Faulty Start (1969-1976)

In 1969 the Brother of St. Gabriel in Thailand founded Assumption School of Business (ASB), with 51 students enrolled, in the compound of Assumption Commercial Colleege (ACC), a vocational high school. It was intended to be a degree granting college, an extension program of ACC. Assumption School of Business was shortlived because its establishment was not approved by the Ministry of Education.

In 1972, with the approval of the Ministry of Education, the college was re-established under the name Assumption Business Administration College (ABAC) in a new locality. That same year the college opened its doors to welcome all students and lecturers from ASB in June.

Towards the end of the academic year 1973-74, there was a general strike in the college, staged by students and monitored by a few lecturers. They demanded the resignation of the College President. Apparently, the President was left alone to defend himself. The congregation of the Brothers who used to treating ABAC like a high school, could not do anything about it. For the first time since its existence, the Board of Trustees who was legally and officially recognized as the supreme authority of the college was convened to restore law and order to the college, but to no avail except to yield to the students' demands. Then a new set of administrators took over the management for some time. The College resumed its functions in a climate of uneasiness. Meanwhile a new Board of Trustees was organized, and another new college administration was set up. Yet internal conflicts were not settled and that put the college in a precarious position. Soon the situation was ripe for another strike by students in 1975. The Board of Trustees then threatened to close down the college immediately and for good. Because of this imminent action by the Board of Trustees, the striking students returned to the class the following day. Thereafter there was a relative calm on campus for nearly a year while the ABAC was to be settled by the court.

Phase II

Recovering 1976-1978

After three years of turmoil and utter confusion because of bad start, the college at last regained peace and has enjoyed it ever since.

The period that follows is marked by restructuring the college administration and laying down some fundamentals for a stable college. As a result, rules and regulations concerning the day-to-day administration and government were proposed for approval by the Board of Trustees. Ambiguities were eliminated a good deal after attempts had been made to clearly define role-playing of various departments and job descriptions thereof. Personnel administration was highlighted with a proper remunerative system.

The college seemed to be moving on a right direction!

Phase III

The Growth or the Take-off 1978-Present

ABAC started with 51 students in 1969. By 1977 there were 960 students enrolled. Ten years later, 1987, there were 5,856 students, 190 full-time instructors, 88 part-time instructors, 113 staff members and 49 workers.

This may be classified by School, Faculty and Department as follows:

Table 17

Number of Students and Instructors (1987-88)
Assumption Business Administration College

| | Instructors | | Students |
	Full-Time	Part-Time	
Graduate School			
- Master of Business Administration	8	5	93
- Master of Computer Information Systems (1988)	-	-	-
Faculty of Business Administration Department:			
- Accounting	17	10	292
- Business Computer	16	7	205
- Finance & Banking	7	18	315
- General Management	18	2	222
- Marketing	10	25	995
- Advertising Management (1988)	-	-	-
- Hotel Management (1988)	-	-	-
Faculty Humanities Department:			
- English	46	2	}
- General Studies	30	16	} 3,300
- Mathematics	13	2	}
- Business Economics	10	-	}
Faculty of Arts Department:			
- Business English	3	-	222
- Business Chinese	4	-	15
- Business French	4	-	58
- Business Japanese (1988)	-	-	-
Faculty of Insurance	4	1	139
Total	190	88	5,856

Besides academic departments, there are other centers that cater for public service, research for business community, and the promotion of Thai arts and culture:

Center for Research in Business

Center for Institutional Research

Language Center

Computer Center

International Center

Center for Thai Studies

Alumni Associ[...]

Faculty   S[...]

V.P. for Academic Affiars

Graduate School

MBA Program

MCIS Program

Faculty of
Insurance

-Dean
-Academic Committee

Commercial Lines
Insurance Dept.

General Lines
Insurance Dept.

Life Assurance
Dept.

Marine & Aviation
Insurance Dept.

Personal Lines
Insurance Dept.

Continuing
Education program

Business Development
Center

Evening Program

Special Program

Faculty of
Business Administration

-Dean
-Academic Committee

Marketing Dept.

General Management
Dept.

Finance & Banking
Dept.

Accounting Dept.

Business Computer
Dept.

Hotel Management
Dept.

Ad. Management
Dept.

Faculty of
Nursing Science

-Dean
-Academic Committee

Language Center

Faculty of
Humanities

-Dean
-Academic Committee

General Studies
Dept.

Business Economics
Dept.

Mathematics Dept.

English Dept.

Faculty of Arts

-Dean
-Academic Committee

Business Chinese
Dept.

Business English
Dept.

Business French
Dept.

Business Japanese
Dept.

Office of
the Registrar

ABAC ORGANIZATION CHART 1988

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                    ┌──────────────────┐
                    │  College Council │
                    └──────────────────┘
                             │
┌──────────┐        ┌──────────────────┐
│ ation.   │- - - - │    President     │
└──────────┘        └──────────────────┘
                             │
┌──────────┐        ┌──────────────────────────┐
│ enate    │        │  Administrative Senate    │
└──────────┘        └──────────────────────────┘
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V.P. for Research Affairs	V.P. for Administrative Affairs	V.P. for Planning & Development	V.P. for Student Affairs
Center for Research in Business	Office of Administration	Projects	Student Activities
Center for Institutional Research	Office of Personnel Management		Counseling & Guidance Social & Works
Academic Research & Research Fellow	Physical Plant & Maintenance		Career Planning & Placement
			Student Development Program
Office of the President	Office of External Affairs		Business Ethics Pro.
Office of Thai Arts & Culture			General Services

Computer Center	Library	Office of Financial Management

SITUATIONAL PROBLEM

Upon diagnosing the painful beginning of ABAC, it was found that

- the idea of establishing a degree granting college was badly conceived from the start-neither personnel nor endowment fund nor land fit for a decent college was prepared. The present site where ABAC is now situated was originally intended for a primary school. This physical limitation will be a constant constraint on ABAC's future development.

- There was a good deal of absence of the art of management, governance and leadership in the college e.g. the Board of Trustees never had any meeting prior to the general strike, rules and regulations together with management structure were not clearly defind, etc.

- There was a communication gap between the administration and the student body. In other words, there had never been any Information System.

- Lack of proper college structure and of minimum facilities befitting a college was probably a contributing factor causing dissatisfaction and malcontent among faculty members and students alike.

- Finally, whatever it was, the fact was that the management had failed.

The most paradoxical part of it all was that the administrators, lecturers and students in their good faith and loyalty to ABAC, had nearly destroyed the institution they loved.

Despite the faulty start at the beginning, ABAC seems to be enjoying peace and prosperity, and is now on the way for a greater development and expansion. However, the faculty and staff's morale do not seem to be high. Perhaps communication is the problem. Key administrators need a good deal of training in management.

In view of future development and expansion, ABAC has to rely on its own strength which mainly comes from tuition fees. This financial limitation is the situation reality of ABAC which allows the researcher to simply look into "average cost per head" as a reliable measure for Systems Performance instead of doing the "cost per head per department."

NEED FOR RESEARCH

UNESCO experts have timely sounded the warning:

"In education, therefore, tne tasks and challenges confronting various societies as we enter the 1980s are clear. We know a great deal about the problems inherent in existing school and university systems and we even possess many interesting proposals for reform. Change, however, has been slow in coming. The 1980s may offer us very limited room for further delay. The needs will be pressing and immediate. Resources for often expensive projects of reform may be scare. Much can be lost, a great deal of long-term damage can be done to young people and to the future of their societies if things are left as they are." (Youth Prospects in the 1980s:32)

To what extent is ABAC able to provide quality education? Can ABAC graduates find job? Aren't there unemployed graduates? These are some of the good questions that should preoccupy the ABAC Management!

For quality of higher education to be both up-to-date as well as relevant to the potential requirements of the labour market so that it will simultaneously develop the country economically and socially, there is a need for research specifically at ABAC's response to the challenge of higner education.

RESEARCH PROBLEM

Objectives

1. To determine the Systems Performance (SP) of ABAC.

2. To determine the Systems Effectiveness (SE) of ABAC.

3. To determine Organizational Climate (OC) of ABAC.

4. To infer implications of SP, SE, and OC towards OD efforts.

5. To draw OD framework for effective management for ABAC.

Research Questions

In order to achieve this, it was important to gather data that would answer the following questions:

1. What is the actual performance of ABAC in terms of Operation Costs as compared to Total Budget allowed?

   From a Cost-Benefit Analysis, is ABAC making a "net profit"?

2. How effective is ABAC in terms of equality education and employment performance of its graduates?

Is it in terms of getting a job and perform well at it? Are ABAC graduates preferred in the job market? Are the users satisfied with ABAC graduates?

Is ABAC producing graduates possessing ethical values?

Is the level of performance and effectiveness of ABAC worth the cost of running the Systems?

3. What are the climate factors and values of the people-faculty and staff members in ABAC Systems? What is the degree of job satisfaction of faculty and staff members? What are the present attitudes of faculty and staff members towards ABAC Management System and the work environment of ABAC as a whole?

SCOPE AND LIMITATIONS

This study is an attempt to use Model that is relevant only to private institutions whose resources are limited. In other words, this Model does not apply to public institutions whose performance is assessed in terms of full utilization of budget allocation.

Therefore, the scope of this study is limited to a case of private higher education.

The study focuses on 3 distinct studies of Systems' functioning, namely,

1. Systems Performance in its Financial Operation.

2. Systems Effectiveness in Terms of its Graduates.

3. Assessment of Organizational Climate and Values.

While each of these studies is distinct by itself, the whole dissertation attempts to infer meaning from each aspect of the study as these are relevant towards ABAC as organization.

While this study is a case with its built-in limitations as a case, the process of assessing an organization at the diagnostic phase is applicable to any organization.

Therefore, one can utilize some of the processes of this study for OD purposes.

SIGNIFICANCE OF THE STUDY

Since ABAC as a Catholic private non-profit institution has been rated by Ministry of University Affairs (MUA) as one of the top institutions in the country, at the stage of its growth after 17 years of meeting the challenge, it is invaluable for ABAC to look into itself through this study and use as a basis for future planning and planning. ABAC must not rest on its laurel and reputation through the

years, instead it must continue to improve as a consequence of the findings from a study such as this.

The study will be useful in area such as planning for extensive expansion and development, revitalization and re-direction of its curricula and enrichment.

Therefore, this study in its broader sense will be useful for top administrators to use as a basis for long term policy.

The study is useful because it is an attempt to apply a quantitative analysis of systems functioning for OD practitioners.

DEFINITION OF THE TERMS

1. Systems Performance is the degree of systems' function in terms of efficient performance and effective performance, where

   1.1 Efficient Performance is cost effectiveness which implies that the systems generate financial net profit. This analysis is based on the Churchman's formula whose basic assumptions are the following:

   Total Budget = Total Income

   Total Income = Income derived mainly from tuition
        fees which are uniform for all departments.

and

1.2 <u>Effective Performance</u> means that the system produces graduates worth the cost; i.e., quality graduates.

2. <u>Net Profit</u> as used in this study involves both the the financial aspect and the quality of the graduates.

2.1 <u>Quality Graduates</u> are assessed in terms of the following indicators:

1. the graduates are qualified to pursue higher studies in the Graduate School.

2. the graduates have been assessed by superiors to have the following qualities:

- sense of responsibility

- ethical attitudes towards work

- command of the English language

- independent thinking

- self-motivation

- ability to solve problems

- ability to be a trouble shooter

2.2 <u>Financial Profit</u>

Based on Churchman's definition, it is defined as Operating Cost which must be less than or equal to the Total Cost (Total Income-Fixed Cost).

2.2.1 <u>Operation Cost</u> means

    - Salaries and wages including special compensations and proctoring and grading paper,

    - daily expenses of various systems incurred for operating ABAC i.e. administrative expenses,

    - repair and maintenance.

2.2.2 <u>Fixed Cost</u> as defined here is the expense incurred in building construction and land use.

3. Organizational Climate

Specifically in this study, it is defined as the level of job satisfaction, the degree of disposition of faculty and staff members towards the management systems and towards the environmental conditions of the organization as a whole.

Cultures: the way teaching and learning take place at ABAC.

Norms: Regulations concerning the performance of teaching and the transmission of knowledge.

Values: Academic freedom is safeguarded while the discipline is maintained. For example, the belief in Academic Excellence can get along very well with Academic Freedom, Punctuality and Class Attendance should have no conflicts, etc.

4. <u>OD Efforts</u>: An effort to bring about planned changes in an organization through OD techniques, e.g. Confrontation, Meeting technique, Survey Feedback technique, Grid OD technique, etc.

5. <u>Administrators</u> are the President and Vice-Presidents of ABAC.

6. <u>Management</u> when used in Organizational Climate means the whole administrative system of ABAC.

7. <u>Management Cybernetics</u> means the management of information system of ABAC.

CHAPTER II

THEORETICAL AND CONCEPTUAL FRAMEWORK OF THE STUDY

INTRODUCTION

There is a universal preoccupation among enterprise managers to develop and adapt their organizations to better cope with the shape the environment in which the enterprise operates.

In the opinion of Beckhard, "management today operates in a very different environment than before." In general this environment is highly dynamic and has been described in the sixties as the decade of the explosion. A few examples of this phenomenon include "The Knowledge Explosion," "The Technological Explosion," and "The Economic Explosion."

Concomitant to the above emerging changes, research in the social sciences and particularly in the behavioral sciences, reveal a good deal of new knowledge about the nature of human persons, the nature of organizations, and the nature of management. Such knowledge has made the work of enterprise management more challenging.

A. THEORETICAL FRAMEWORK

This section presents the theoretical framework of the study which consists of:

    a. Organization as Systems;

    b. Systems Approach to Management of an Organization;

    c. OD as a planned change effort.

ORGANIZATION AS SYSTEMS

Organizations are creations of people in society. In earlier periods, organizations have been considered merely as formal structure of roles and relationships of people at work. From such perspectives, management functions were formal and traditional as authority ascribed. There was only one way communication - order from the top. Traditionally, organizations are departmentalized along functional lines. In business enterprises, for instance, one finds such departments as production, sales, finance, and accounting. Nonbusiness organizations, e.g., universities, follow a similar pattern. Overtime, this traditional way of looking at organizations is gradually giving way to viewing organizations as "systems."

Systems Thinking

In "Management Systems: Conceptual Considerations," Schoderberk et al (1975) investigate the role of Systems Science, a new science in the field of management. According to them, World War II marked the end of an era of Western culture that began with the Renaissance, the Machine Age, and the beginning of new era, the Systems Age.

In the opinion of Schoderberk et al, "the 20th century found science fragmented into a vast array of disciplines and subdiciplines, each of which pursued, in piecemeal fashion, its own explanation and prediction of isolated phenomena." As the late Wiener, Father of Cybernetics, noted back in 1948:

> "Since Leibnitz there has perhaps been no man who has had a full command of all the intellectual activity of his day. Since that time, science has been increasingly the task of specialists, in fields which show a tendency to grow progressively narrower. A century ago there may have been no Leibnitz, but there was a Gauss, a Faraday, and a Darwin. Today there are few scholars who can call themselves mathematicians or physicists or biologists without restriction. A man be a topologist or an acoustician or a coleopterist. He will be filled with the jargon of his field, and will know all the literature and all its ramifications, but more frequently than not, he will regard the next subject as something belonging to his colleague three doors down the corridor, and will consider any interest in it on his own part as an unwarrantable breach of privacy." - Norbert Winer, 1961:2

At the same time, there was a growing awareness of the impossibility of solving many of the problems of society from a single disciplinary approach.

This way of conceptualizing the world is now commonly referred to as systems thinking, systems approach, systems concept, systems viewpoint, or simply as systems. - Schoderberk et al, 1975:7

But unlike other intellectual movements, sprung from a specific discipline and nurtured within restrictive and narrow confines, systems thinking was born free of particularized scientific fetters and reared in an interdisciplinary environment. Because it deals with wholes in general and not with specific parts, it transcends the usual strictly defined disciplinary boundaries of the traditional sciences. It has indeed become an interdisciplinary movement.

A Systems Theory of Organization

Modern man is man in organization. He not only spends one-half of his waking day contributing to the cooperative effort of an organization, but he also occupies the other half watching television, reading books, or going to a theater to be entertained - all output of the cooperative effort of men in organizations! It is no small wonder than that man should find the genesis, growth, and evolution of organization fascinating study.

Contributions to the study of organizations have come from individuals with varied backgrounds. The classical economist, the historian, the lawyer, the sociologist - all have added their insights to this intriguing subject.

At earlier stage of development, three theories of organization have been advocated, namely, the Classical Organization Theory, the Neoclassical Organization Theory, and the Modern Organization Theory.

Modern Organization Theory is characterized by three parallel developments:

1. the extension of earlier classical and neoclassical theory;

2. the emergence of behavioral science research;

3. the emergence of operations research.

On the other hand, "the Behavioral Science Approach attempted to study observable and verifiable human behavior in organizations by means of social science research methods (survey, lab experiments, and field studies). This approach draws heavily upon psychology, sociology, economics, and to some extent, upon the exact sciences." Schoderberk et al, 1975:111

On the other hand, "since 1954 there has been a new approach to understanding organizations. This new approach is known as "systems concept" which was originally inspired

by biologist Ludwig von Bertalanffy, economist Kenneth
Boulding, biomethematician Anatol Rapoport, and physiologist
Relph Gerard." Ibid p. 9

Despite the diversity of theories, all of them seem
to have been formulated with just one purpose in mind: to
supply the ingredient or viewpoint missing in the other
theories.

For example, the modern organization theorist holds
that "the set of variables affecting human satisfaction is
closely related to the set of variables affecting
productivity." Schoderberk et al, 1975:112

Whereas the systems theorist maintains that "the
best way to approach the study of organizations is to view
them as systems, with emphasis on the interrelationship and
interdependency of parts." Ibid p. 112

The two developments - the biologist's study of
organization as an abstract principle and the social
scientist's study of organization as an institution - have
progressed independently of one another. However, enough
evidence appears to be piling up to support the belief that
Rapoport and Horvath's dream for a unified organization
theory may become a reality in the not too distant future.

With this in mind we can now attempt to define
organization. Such a definition should include both
structural and functional considerations. From the

structural viewpoint, the degree of organization reflects the degree of hierarchic arrangements, as well as the number of subsystems under one hierarchy. From the functional viewpoint, the degree of organization reflects the degree of self-regulation involving control (negative feedback) as well as evolution or growth (positive feedback). There remain two additional concepts, namely, 1) the impact of the external environment upon the operation of the feedback loops, and 2) the position and role of the observer of organized complexities.

In effect, "a systems theory of organizations focuses on the interface between the organization and the totality of its environment simply because neither the strictly internal nor the strictly external aspects of the organization constitute its defining characteristics. Thus, the basis of an open-systems theory or organization will be a model depicting the exchange of energy and/or information between the internal and the external environment of the whole system." Schoderberk et al, 1975:126-127

In modeling and systematizing managerial phenomena the manager must go through a series of modeling attempts all of which are arranged in a thoroughness-abstraction hierarchy. The apex of this hierarchy is occupied by the most abstract thinking, while the basis of it houses the

most detailed models of the managerial phenomena. Beer calls this hierarchical arrangement of models "cones of resolution."

To synthesize and to conceptualize in concrete terms, an illustration of systems thinking about an organization is herewith provided with particular reference to the organization under study - ABAC.

This is then what is means by synthesizing and conceptualizing, understanding and organizing the interactions among the elements making up the phenomenon under scrutiny into a logical network of relationships in such a way as to reveal the direction of the underlying structure.

The Systems Concept

Having just elaborated somewhat at length on "a systems theory of organization," it may be useful to discuss a little more on "systems concept" in order to be able to thoroughly understand its implications.

What is a system? Fagen defines systems as "a set of objects together with relationships between the objects and between their attributes." Bertalanffy refers to a system as a set of "elements standing in interaction." Kast and Rosenzweig define system as "organized, unitary whole

Figure 1 : Systems Concept: modeling and systematizing
managerial phenomena.
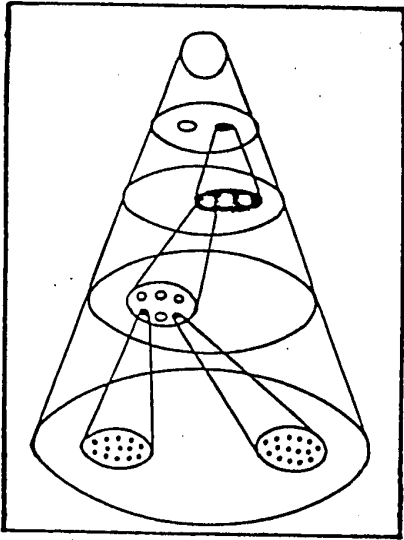
Cones of resolution. Each
distinguishable feature at
one level may represent a
wealth of detail when exa-
mined on a large scale.

BANGKOK
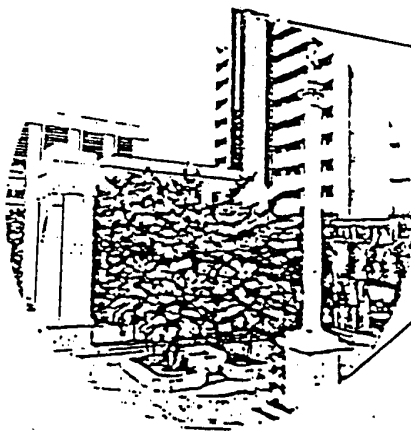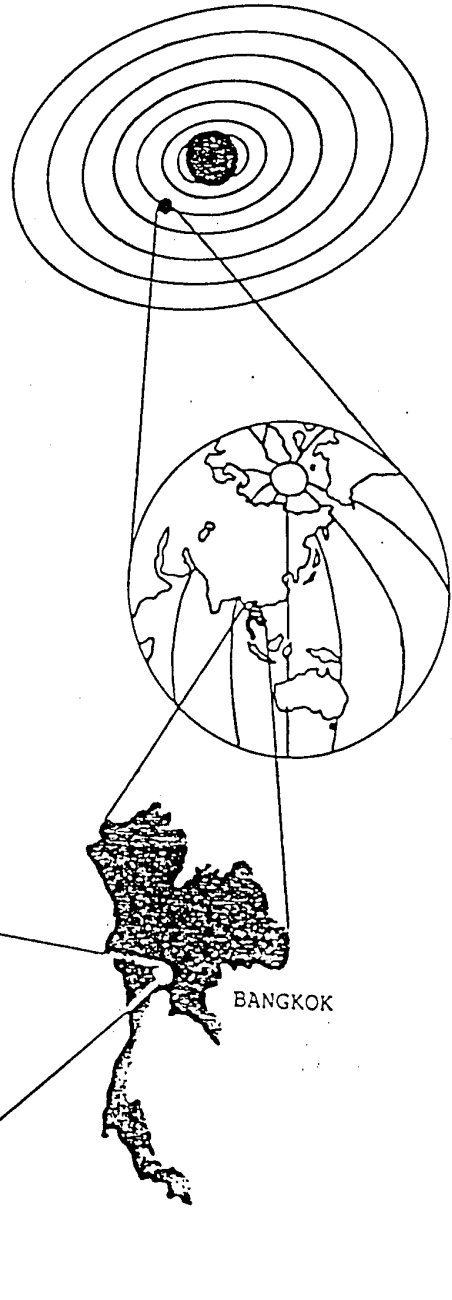
ABAC

This modeling is adapted from Staff Beer: Management Science.
It depicts a managerial phenomenon of an organization under

composed of two or more interdependent parts, components, or subsystems, and delineated by identifiable boundaries from its environmental supersystem". Wendell French (1978) p. 38

A comprehensive definition seems to be the following:

"A system is essentially a set or assemblage of interconnected, interdependent things that form a complex whole. These things may be physical, like the parts of an automobile engine; or they may be biological, like the components of the human body; or they may be theoretical, like a well-integrated assemblage of concepts, principles, and techniques related to managing." Koontz et al, 1985:13

In the opinion of C. West Churchman, "all definers will agree that a system is a set of parts coordinated to accomplish a set of goals. An animal, for example, is a system, a marvelously contrived one, with many different parts which contribute in various ways to the sustaining of its life, to its reproductive pattern, and to its plays."
- Churchman, 1984:29

SYSTEMS APPROACH TO MANAGEMENT OF AN ORGANIZATION

What does this new way of thinking mean to the contemporary student of organizations? To put it differently, why should he be concerned with the system

approach? Or, assuming that he sees the need and relevance of a systems-oriented study of organizations, how does he begin to apply systems thinking to the study and management of today's exceedingly complex organizations? In this study, the student or the researcher utilizes C. West Churchman's Systems Theory as his theoretical framework.

Churchman rationalizes the use of "The Systems Approach" when he writes that "in a complex age when old ideologies and old ways of thinking are proving inadequate when the slightest error may have consequences ranging from a few economic depression to global holocaust, a select number of scientists planners, and managers have chosen a new way of looking at - and solving - problems, for society - an organization, a government, an enterprise, or an educational institution." The new way of looking at problem is "The Systems Approach."

Churchman shows that in time the decision makers, both in industry and government began to see the possible values of the so-called systems approach. Since there are many approaches to the understanding of our society e.g., humanist approach, engineering approach, religious approach, etc., the question is which approach is the correct one or which approach is relevant for solving problems of society today. The author has attempted to convince managers that systems approach is an alternative in today's society.

Churchman has outlined five basic considerations when thinking about the meaning of a system. He has also proposed a formula for evaluation of the Systems Performance through mathematical translation in a style of Cost-Benefit Analysis, which is heavily applied in this research work.

The five basic considerations are:

1. the total systems objectives and, more speficifically, the performance measures of the whole system;

2. the systems environment: the fixed constraints;

3. the resources of the system;

4. the components of the system, their activities, goals and measures of performance;

5. the management of the system.

(Ibid p. 29)

Further on, Churchman suggests that after considering the five basic elements, we have to set up "model" of the System. A model, for the scientist, "is a way in which the human thought processes can be amplified." (Ibid p. 62) Furthermore, everything incorporated in the Systems must be translated into mathematic language. The Models used in this research are of the type "Input-Output Models" or "Linear-Programming Models."

For a productive enterprise, like a university, the Input-Output Model is appropriate into which we have to put basic information about net profit, costs, and constraints (quality products).

The Application of C. West Churchman's Idea on Systems Thinking

1. The Total System Objectives

The total objectives whose measure of performance is the net profit. Of course, a university as a system, must have better objectives than net profit. Quality and cost are parts of accountability which means, according to Howard R. Bowen, that "colleges and universities are responsible for conducting their affairs so that the outcomes are worth the cost." On the other hand, no university president would be willing to produce the best quality graduate possible while leaving the university in bankruptcy. "Net profit" also implies good management which, in turn, means good production.

2. Environment of the System

Environment of the system is what lies outside of the system. It must be beyond the system's control and must also exert significant determination on the system's

performance. For example, if the demands for products are determined by customers, the demand lies in the environment of the system.

Two questions may help determine what lies in the environment.

1. "Can I do anything about it?" No!

2. "Does it matter relative to my objectives?" Yes
   If the answers are as given, then it is in the environment.

3. Resources

Resources of the system are inside the system. They are the means the system use to do its job. Resources are things the system can change and use to its advantage.

For a university, money and personnel are good resources. Resources that can be measured.

Traditionally resources imply money, buildings, equipments, accounts receivable, cash, etc.

Other resources:

- good will (e.g. name tag: Assumption)
- lost opportunities, the possibilities that were never actualized because they are used elsewhere
- technological advances that may be able to increase their resources

In fact, for many a system a component deals with the increase of resources may be the most important component of the system.

4. Components of the System

Organizations are often divided into Departments and Divisions, Offices, etc. They may not be the real Components. System thinking ignores the traditional lines of thinking.

Instead, it turns to "missions" or "jobs" or "activities." But why speaking of "mission"? Because by analyzing missions the researcher or the analyst can estimate the worth of an activity for the total system.

Further, the real reason for separation of system into components is to provide the analyst with the kind of informations he needs in order to tell whether the system is operating properly.

The ultimate aim of component thinking is to discover those components (missions) whose measure of performance are truly related to the measure of performance of the over-all system. (In industry, the measure of performance of a component is in terms of its output per unit cost.)

5. The Management of the System

The management of the system has to deal with the generation of plan for the system i.e. the overall goals, the environment, the utilization of resources, and the component goals, allocates the resources, and controls the system performance.

The management of the information system is the most important part of the system and it is known as "Management Cybernetics."

The whole System operates upon the Input-Output Models which are expressed in mathematical equation as follows:

$$c_1 x_1 + c_2 x_2 + c_3 x_3 \ldots\ldots\ldots c_n x_n < C$$

(C = total budget allowed for the system operations MINUS fixed cost)

c_1 = cost of production per head of one particular brand

x_1 = number of objects produced

Fixed cost can be found by cost-benefit analysis.

However, Churchman says that there is a fundamental limitation of any modeling of a system, that the system is always embedded in a larger system.

Consequently, no matter how marvelously a specific system works, in terms of a larger system it may not "work" at all. In sum, the true costs associated with any system always reflect the way in which the larger system behaves. What the scientist has been calling the "system approach" has always been the limited system. In order to arrive at measures of effectiveness, consideration of resources and environment, and the components, it's been essential for him to limit himself to assuming some measure of performance as acceptable, that is meaningful in a limited sense only.

Churchman's The Systems Approach can be applied to any organization, be it an educational or business enterprise.

An illustration of Churchman's theory is shown in John D. Millett's analysis of the management process of a university. Millett, in his book "Management, Governance & Leadership (1980 AMACCOM), has expressed his idea of the performance and effectiveness of a university in the same line of Churchman's thought,

Based on Management as

    " - work planning and work performance,

    - determining work objectives,

    - work technology and work resources,

- production of work outputs with the planned
technology and the planned resources,

- the evaluation of the quality of the work output
i.e., the measure of its effectiveness."

John D. Millett has identified the components of
each of the elements in the definition as follows:

Work Planning:

The Environment

- Social Expectations

- Institutional Goals

The Process

- Policies and Values

- Program Objectives

The Plans

- Mission

- Programs

- Resources

Implementation

- Decision Making

- Action

Work Performance

- Organizing

- Staffing

- Communicating

- Budgeting

- Coordinating

- Providing Facilities

- Providing support

- Supervising

Work Resources: Income Development

- Process and Market

- Government Subsidy

- Philanthropy

Allocation of Resources

- Output Programs

- Support Programs

- Capital Programs

Technology

- Method of Work

Productivity

- Utilization of Resources

Work Evaluation: Effectiveness

- The Accomplishment and Quality of Outputs Efficiency

- The Relationship of Outputs to Cost Accountability

- Justification of Utility, Quality, and Costs

The Management process of the University as viewed from above may be termed "systems thinking since it contains the 5 basic elements that constitute a Systems Approach to an organization. According to C. West Churhcman, the basic elements earlier defined are:

- the total systems objectives;
- the systems' environment;
- the resources of the system;
- the components of the system;
- the management of the system.

(The System Approach p. 29)

The systems approach takes cognizance of the various organized simplicities, chaotic complexities, and organized complexities of the organization under study. In short, the Systems Approach first attempts to acquire an adequate knowledge of the whole and only then an accurate knowledge of the several parts. Schoderberk et al (1975), p. 130.

For all practical purposes according to Systems Scientists, this can be achieved and evaluated through quantitative Analysis which are often called "linear-programming models."

To the Systems Scientists, everything that is involved in the productive enterprise must be translated into mathematical problems, and that, if it is efficient the

operation cost must not exceed the total budget allowed minus the fixed cost.

INSTITUTIONAL EFFECTIVENESS

After beautifully describing 'The Management Process of the University' in the same line of Churchman's thought, John D. Millett then touches on the most important mission of a university - the quality education or quality product, which may be technically called "Institutional Effectiveness."

Institutional effectiveness implies:

- the accomplishment and Quality of Outputs,

- Effeciency: the relationship of Outputs to Costs,

- Accountability: justification of Utility, Quality and Costs.

This involves an evaluation of the people in an enterprise and an evaluation of the outcomes of the enterprise. John D. Millett (1980), p. 130

Because the university is a labour-intensive enterprise, the performance of its personnel is of critical importance. If the quality of faculty, professional support personnel, support staff, and leadership within a university is superior, the performance of the enterprise will presumably also be superior. But the eventual evidence of

quality performance by a university lies in the quality of the outputs produced:

- the quality of degree recipients,
- research,
- and public service produced. Ioid p. 139

There are many arguments about university effectiveness and accountability. For example, some may argue that a university may be effective in accomplishing its planned outputs, may be efficient in the use of resources to accomplish its actual outputs, the question still remains whether or not the outputs are socially useful? The factors in accountability, however, are more than just utility, they include quality and cost. Howard R. Bowen has written that the idea of accountability are responsible for conducting their affairs so that the outcomes are worth the cost. - Bowen (1975), p. 143

Others may ask: Do our colleges and universities produce youth of professional competence and civic virtue? Do our colleges and universities produce research that is exciting and satisfying? Do our colleges and universities demonstrate the application of knowledge and creative endeavour that offers individual and social benefit? In a word, does higher education produce quality?

While arguing about institutional effectiveness, we should also bear in mind that in developed as well as developing countries, quality education means for most people - government, educators, parents and youth themselves - employment opportunity!

OD AS A PLANNED CHANGE EFFORT IN A UNIVERSITY

After the Modern Organization Theory, the Systems Approach to Management of an Organization, next to come into the scene of management science is "Organization Development" which has emerged from applied behavioral science and social psychology and from subsequent efforts to apply laboratory training and survey feedback insights to total systems. Its history is emergent in that a rapidly increasing number of behavioral scientists and practitioners in organizations are building on the research and insights of the past as well as discovering the utility of some of the earlier insights. These efforts are now expanding and include a wide range of organizations.

Foremost in the field of OD study are: School of Management, Case Western Reserve University, Pepperdine University, Harvard, M.I.T., U.C.L.A., Yale, the University of New Hamshire, and the University of Washington.

In this study, the researcher has made use of "Organization Development" by Wendell L. French and Cecil H. Bell Jr. (1978), in order to harmonise and to supplement the aforesaid theoretical frameworks of this study, since the authors view an organization through systems approach which is "a major assumption in organization development efforts." Ibid p. 145

Further, in the opinion of French and Bell Jr., "organizations can be viewed as consisting of goal, task, technological, human-social, structural, and external interface subsystems existing in a state of dynamic interdependence. Such concepts as interface, entropy, feedback, and openness are useful in understanding organizations and in raising issues relative to improvement strategies. For example, issues pertaining to both the extent and the quality of organizational feedback mechanisms are important."

"The initial vehicles for organization development efforts tend to be the human-social and the structural subsystems, that is, the communications and feedback systems and the attitude and sentiment components of the informal system. However, these become vehicles for confronting problems in any of the major organizational subsystems."

In conclusion, French and Bell, Jr. seek to improve organizations through planned, systematic long-range efforts focused on the organization's culture and its human and social processes. This is how OD attempts to make the organization more effective, more viable, and better able to achieve both the goals of the organization as an entity and the goals of the individuals within the organization.

Characteristics of OD

As an emerging discipline OD IS A CONFLUENCE OF SEVERAL DIVERSE STREAMS, ALL OF WHICH DEFINE THE ORGANIZATION DEVELOPMENT PROCESS.

OD as a process for improving an organizational effectiveness through planned changed, has the following characteristics or components:

1. OD is an ogoing interactive process. It is a process of "becoming" which involves concepts, techniques, and interventions.

2. OD is a form of applied behavioral science. OD program applies the scientific and practice principles from several behavioral sciences: social psychology, social anthropology, sociology, psychiatry, economics, and political science.

3. <u>OD is a normative re-educative strategy of changing</u> under the assumption that people's intelligence, rationality, and self-interest are rooted in socio-cultural norms, values and beliefs.

4. <u>OD views organizations from a Systems Approach</u>. A systems approach views and emphasizes organizational phenomena and dynamics in their interrelatedness, their connectedness, their interdependence, and their interaction.

5. <u>OD is Action Research model or a data-based problem-solving model</u> or a data-based approach to planned change, especially data about the system's cultures and processes.

6. <u>OD is experience-based learning-model</u>. People learn about organizational dynamics by experiencing them.

7. <u>OD emphasizes goal setting and the planning function</u>. The goals of OD are to improve the organizational functioning in 2 ways:
   - to solve existing problems and correct existing deficiencies in organization's culture and processes,
   - to instill in the client system the capabilities for future problem solving, self-renewing, and culture managing.

The Blake and Mouton Grid Organization Development model is particularly emphasized here.

8. <u>OD activities focus on intact work teams</u>. Changing the culture, processes, relationships, and ways of performing task within these teams is a way to achieve permanent and lasting improvement in the organization.

The 8 Components described above taken as whole could be called "OD Theories" of Organizational Effectiveness.

THE ROLE OF ORGANIZATION DEVELOPMENT IN THE MANAGEMENT PROCESS

The Management Process of the University as outlined above can be effectively achieved through the Organization Development Strategies. This is a claim made by OD practitioner in this research which, in turn, is an attempt to find ways to improve organizational effectiveness and achieve organizational excellence.

Why the inclusion of OD into the Management Systems? It is a common consensus that a system view of organizations is a systemtic & systematic approach to the management of productive enterprises. Since the 1950s, this view has become a "Fad" in the management science and has been gaining acceptance through the 1970s and the present day. But it is among the practitioners that the role of the people in organization or the role of applied benavioral

science is not given due importance by the Management Systems Scientists! For this reason, there needs be an inclusion of OD into the Management Systems, especially we are dealing with an educational organization, which will be further elaborated in this research work.

B. CONCEPTUAL FRAMEWORK

This research draws into main theme from various persuasions and its research perspective framework focuses on 3 major key organization systems concept, namely:

    a. Systems Performance (SP)

    b. Systems Effectiveness (SE)

    c. and, Organizational Climate (OC)

The framework in this study views ABAC as a total system within the concept of a larger system. As an education institution, it functions and operates to serve the students as its input and the society as the larger environment where the students will eventually find their respective work.

It responds to both its internal and external environment. With its internal environment is the ABAC's transformation mechanism through which the system operates to fulfill its mission. As it fulfills this transformational function, it requires feedback mechanism to enable itself to respond effectively to both internal and external requirements.

ABAC as a system can be assessed in terms of its Systems Performance (SP). When it fulfills its mission through its SP, it can also be assessed in terms of Systems Effectiveness (SE).

As a dynamic functioning system, it creates for itself and others a condition, an atmosphere which may be called Organizational Climate (OC). As a system, its OC can also be assessed.

These key concepts SP, SE, OC are shown in figure 2 with the conceptual framework of this study.

The figure here below shows the conceptual model
of the system in consideration - ABAC

Figure 2 : **ABAC'S SYSTEM**
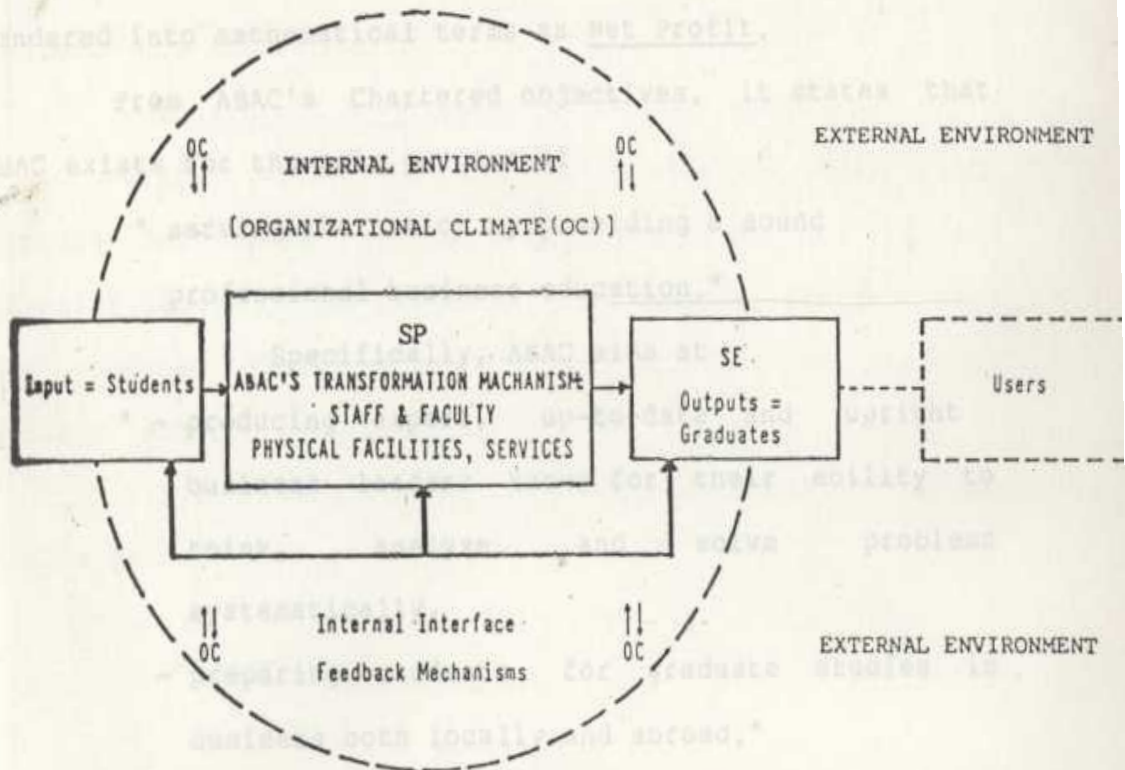
SYSTEMS PERFORMANCE, SYSTEMS EFFECTIVENESS & ORGANIZATIONAL CLIMATE

SYSTEMS PERFORMANCE

Based on Churchman's Systems Theory, ABAC's System is composed of 5 areas as follows:

1.   The Total Systems Objectives whose measure of performance   is   weighted output minus the cost of output where the weights are determined by standards of quality. In the final analysis, the total Systems Objectives are rendered into mathematical terms as Net Profit.

From ABAC's Chartered objectives, it states that ABAC exists for the sole purpose of

" serving the nation by providing a sound

professional business education."

Specifically, ABAC aims at

" - producing expert,   up-to-date and   upright

business leaders known for their ability to

think,   analyze   and   solve   problems

systematically,

- preparing students   for graduate studies in

business both locally and abroad."

- ABAC Bulletin p. 23

If ABAC does not produce quality graduates, it will not be able to attract people.   Consequently, the System is unable to generate what Churchman calls Net Profit as criterion for assessing Systems Performance.

2.   Environment of the Systems

The   Environment   of   the   Systems   is   the   second
criterion   used by Churchman to assess Systems   Performance.
It   specifically   refers to factors or elements   within   the
environment   of a system that impinges and controls   on   the
life   of   the   System   which the System has   limited   or   no
control   at   all.   Applying this criterion   to   ABAC,   this
includes the following:

2.1 External Environment which consists of

2.1.1   Ministry of University Affairs   (MUA)   which
imposes   regulations   or exerts constraints on   quality   and
quantity demand of the product.   For example, library space
per   student,   class   room space of 1 sq meter per   student,
student lecturer ration, etc.

2.1.2   Users or Customers' demand on quality of the
ABAC's graduates, for example

- initiative thinking

- independent mind

- ethical attitude

- ability to solve problems

- ability to write and speak English

2.1.3   Competitors from other   institutions,   e.g.,
private colleges and state universities.

2.2 Internal Environment

Again, in line with Churchman's Systems Approach to an organization, the Environment plays a very important part in systems thinking, especially the Internal Environment which, in ABAC's terms is Organizational Climate consisting of people in ABAC's systems with their attitudes, beliefs, values, and cultures.

ABAC's Organizational Climate is measured in terms of

- attitude of ABAC's faculty and staff towards themselves,

- faculty's and staff's perception of their role in ABAC,

- job fulfillment,

- communication system at ABAC,

- attitude of the faculty and staff towards the management.

3. Resources

Resources of the Systems are inside the system. There are the means the system uses to do its job. Traditionally resources imply money, buildings, equipments, accounts receivable, cash and others. These are the same resources referred to in the study of ABAC which is also considered as a Transforming Mechanism of such an organization.

4. <u>Components of the Systems</u>

ABAC's Systems Components are as follows:

4.1 The Production Lines

- The Graduate School

- Faculty of Business Administration

- Faculty of Insurance

- Faculty of Arts

- Faculty of Humanities

- Faculty of Nursing

4.2 The Service Lines

- Office of Student Affairs

- Office of the Registrar

- Office of Administrative Affairs

- Office of Foreign Affairs

- Office of Catering Service

- Office of Maintenance & Repairs

4.3 The Technical Lines

- Office of the President

- Center for Research in Business (CRIB)

- Center for Institutional Research (CIR)

- Libraries

4.4 The Control Lines

- Board of Trustees or the College Council

- Faculty Senate

- Administrative Senate

- Various Committees

4.5 Student Body

These are considered Transforming Mechanism of ABAC.

5. The Management of the Systems

In Systems Thinking, modeling is important in that it enables managers to utilize information technology as a tool both for modeling, building and for experimentation with the modeling. Figure 3 illustrates the application of Systems Approach to ABAC organization, emphasizing particularly ABAC's Management Cybernetics or the Control System for decision-making purposes.

Figure 3 also shows the ABAC system in its totality:

- the input-output process with Transformation Mechanism,

- decision-making that plans for change, and controls change,

Management   - the overall goals, the environments,

Cybernetic   - the management control of systems performance,

- management information system

Figure 3 : ABAC's SYSTEM & ABAC's MANAGEMENT CYBERNETICS
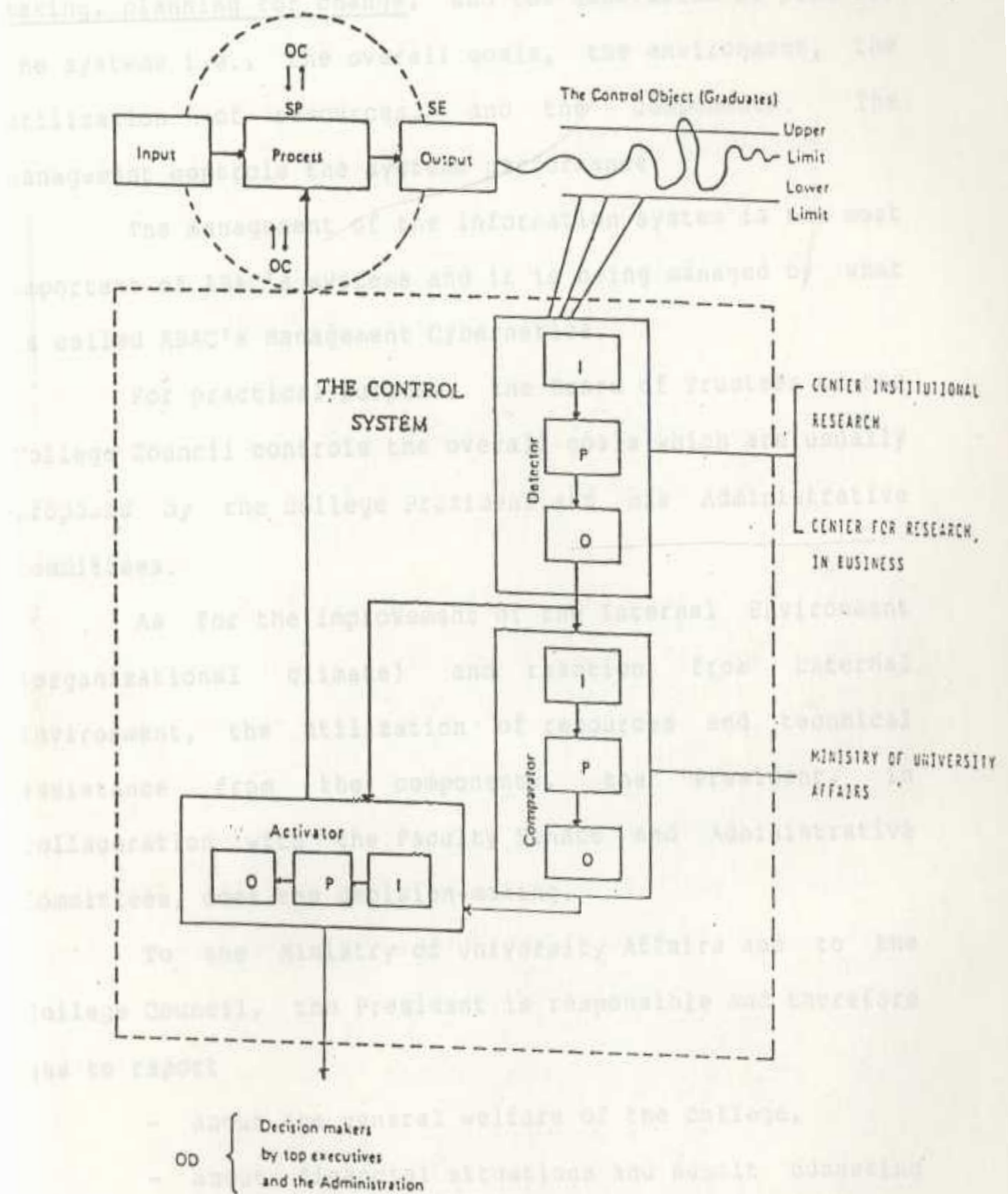
This model is adapted from Schoderbek, Kefalas & Schoderbek.

The management of ABAC has to deal with decision-making, planning for change, and the generation of plan for the systems i.e., the overall goals, the environment, the utilization of resources, and the components. The management controls the systems performance.

The management of the information system is the most important of ABAC's systems and it is being managed by what is called ABAC's Management Cybernetics.

For practical purpose, the Board of Trustees or the College Council controls the overall goals which are usually proposed by the college President and his Administrative Committees.

As for the improvement of the Internal Environment (organizational climate) and reaction from External Environment, the utilization of resources and technical assistance from the components, the President, in collaboration with the Faculty Senate and Administrative Committees, does the decision-making.

To the Ministry of University Affairs and to the College Council, the President is responsible and therefore has to report

- about the general welfare of the college,
- about financial situations and submit budgeting for approval,
- financial transaction and accountability,

- and ask for permission for the purchase of equip-
ments and for constructions.

In conclusion, ABAC Management has to be business
like and has to produce good quality product (quality
education) in order to be able to sell and to survive and
prosper.

This study limits itself to the analysis of Systems
Performance (SP), its internal environment (OC) and its
Effectiveness (SE).

The measure of Systems Performance used in this
study is the cost per head in educating students in various
departments (c).

In concrete terms, ABAC has to manage its affairs
with efficiency i.e., with budget allowed (income: tuition
fees), and make it with net profit.

Based on Churchman's concept, the measure of
Performance for ABAC's Systems = weighted output - the cost
of output, where the weights are determined by standards of
quality based on systems objectives (Systems Effectiveness).
This, in turn, is measured by Linear Programming as
following:

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n < C$$

(Total budget allowed MINUS fixed cost.)

$$c_1, c_2, c_3 \ldots\ldots\ldots\ldots\ldots c_n = \text{cost per head in}$$

educating students in various departments.

x_1 = number of students in Department of Business

Computer =

x_2 = number of students in Department of

Accounting =

x_3 = number of students in Department of Finance

and Banking =

x_4 = number of students in Department of

Marketing =

x_5 = number of students in Department of General

Management =

x_6 = number of students in Department of

Humanities (General Education) =

x_7 = number of students in Faculty of Insurance =

x_8 = number of students in Faculty of Arts =

x_9 = number of students in Evening Program =

SYSTEMS EFFECTIVENESS

In line with Churchman's concept of Systems Approach to an Organization and his Input-Output Model, the quality product is the measurement of Systems Effectiveness (SE).

Here at ABAC, we have defined ABAC's Systems Effectiveness in terms of

- Quality Education

- Employment Performance of ABAC's graduates

In terms of Quality Education, we present report about ABAC's graduates being admitted to the World's top Graduate Schools of Business and the country's top institutions as well.

In terms of Employment Performance of ABAC's graduates, we measure the following qualities:

- Sense of Responsibility

- Ethical Attitude Toward Work

- Command of the English Language

- Independent Thinking

- Self Motivation

- Ability to Solve Problems

- Ability to be a Trouble Shooter

By the same measurements, ABAC's graduates are compared with graduates of other institutions.

ORGANIZATIONAL CLIMATE (OC)

The 3rd key organizational Systems Concept in this research is "Organizational Climate."

This is based on OD in the management process of an enterprise which is herein applied to ABAC as an educational enterprise. The role of people in organization is specially focused in this section. The part played by the people in organization is known as cultures and values of the organization or organizational climate.

Therefore, ABAC's Organizational Climate is measured in terms of

- Attitude of ABAC faculty and staff towards themselves,

- Faculty's and staff's perception of their role in ABAC,

- Job fulfillment,

- Communication system at ABAC,

- Attitude of the faculty and staff toward the management.

This Research Model then is translated into the following:

Figure 4 : Research Model

feedback mechanism
or Cybernetics Management
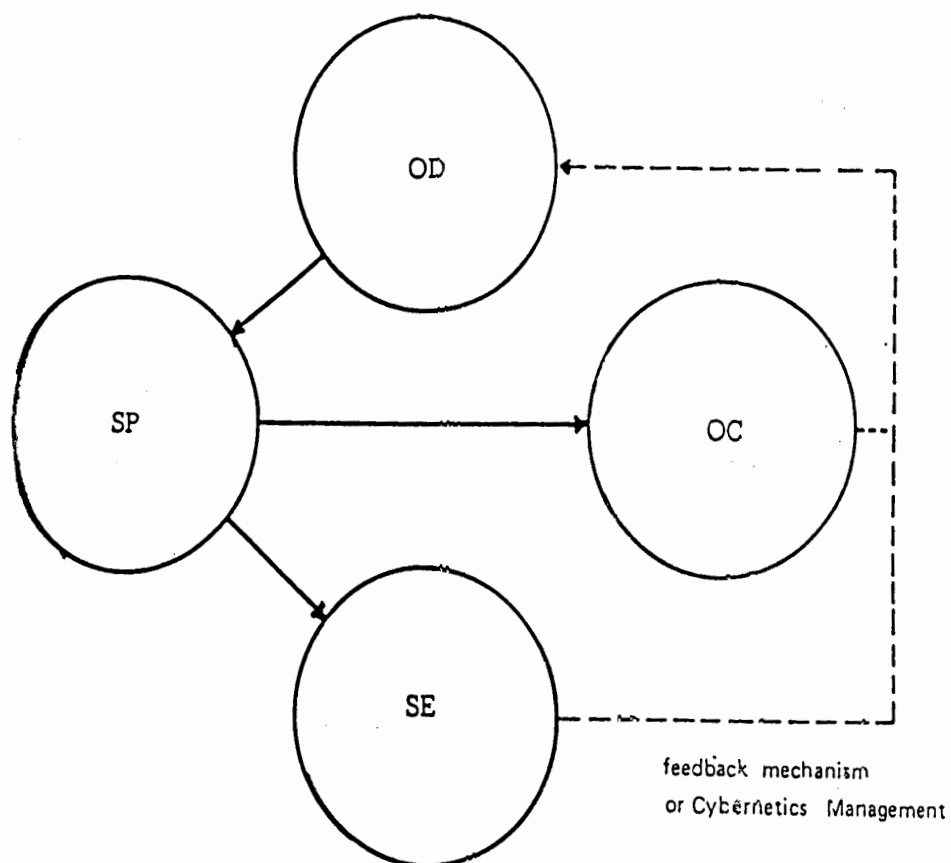
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Chapter III

RESEARCH DESIGN AND METHODOLOGY

The Research Design is an organizational assessment at diagnostic stage. To diagnose the performance and the effectiveness of an organization, one begins by looking for certain elements of the organization that could be considered to describe and explain the functioning of that organization. Some of the elements are critical while others are not, depending on the objectives the researcher has in mind. In the case of ABAC, an educational institution, school characteristics are the elements or variables.

In this chapter, the Research Design includes 3 Parts, each of which a different methodology is employed. Each methodology attempts to achieve the stated objectivers, namely,

1. To determine the Systems Performance of ABAC. (SP)

2. To determine ABAC's Systems Effectiveness. (SE)

3. To determine Organizational Climate. (OC)

1. The Survey method was used

   - to determine profile of ABAC graduates

2. The Comparative Analysis was used

   - to determine employment performance based on the perception of the immediate supervisors of ABAC's graduates in various firms compared with graduates of other institutions.

Samples

The samples used in the second part of the Research Design were drawn from ABAC graduates from all fourteen batches. Record show that there are 3,725 people from fourteen batches graduated from ABAC since its foundation in 1969. 261 graduates, or 7 per cent of the total, were selected using the random sampling method. Such samples met the criteria which are as follows:

A. They do not run their own business or serve parent's or relative's company.

B. If from the fourteen batch, the sample individual must have worked in that company for at least 6 months.

C. However, if the sample individual is from the first to the thirteenth batch of graduates and has worked in that particular company for less

than six months, he is still a valid sample because it is understood that ABAC graduates periodically change jobs.

Instruments of the Research

A questionnaire was provided as a tool to help the immediate supervisors evaluate the ABAC graduates' work performance. The questionnaire provided five levels of proficiency to choose from. This type of questionnaire is called the Linkert Type Scale Test. (see Appendix for the Instrument used)

Data Collection

30 ABAC students were selected to help gather the information. These students were from various classes and all had experience collecting information from people or from companies while working for the Center for Research in Business (CRIB). The information was rapidly gathered.

There were two steps in gathering the data. First, the researcher contacted the ABAC graduates by calling them at home or at their office. The purpose of the research was explained. Then the researchers contacted the immediate supervisors directly to persuade them to evaluate the ABAC graduate's work performance. The time spent in gathering data was one month, from October to November 20th, 1986.

Data Analysis

In the analytical stage the data were indexed and analyzed by using percentages, chi-square tests and the Linkert Type Scale. Each major and each batch of graduates was analyzed separately.

Results of the Data Analysis

In analyzing the immediate supervisor's opinions toward ABAC graduates' work performance, the questionnaires were rated on the five level of the Linkert Type Scales with the assigned values as stated below.

	Opinion	Index
Positive	very superior	1.00
	slightly better than others	0.85
	same as others	0.70
Negative	slightly worse than others	0.55
	much worse	0.40
	Information not available	0.25

If f = frequency of each item

n = number of samples

Therefore, the index was

$$= \frac{(1.00)f_1 + (0.85)f_2 + (0.70)f_3 + (0.55)f_4 + (0.40)f_5 + (0.25)f_6}{N}$$

PART III TO DETERMINE ORGANIZATIONAL CLIMATE OF ABAC (OC)

In this part of Diagnostic Research, organizational climate is defined in terms of

- Attitude of ABAC faculty and staff towards themselves,

- ABAC Faculty's and Staff's perception of their roles in the organization,

- Job fulfillment,

- Communication System at ABAC,

- Attitude of ABAC Faculty and Staff toward the management.

Survey Method is used to determine the Organizational Climate of ABAC.

Samples

The samples were 145 full time instructors, 107 staff members, and 44 workers of the first semester 1987. Of these numbers only 52 instructors, 62 staff members, and 44 workers returned their questionnaire.

Instrument of Research

A questionnaire is used as tool for research and is distributed to all ABAC Faculty and Staff. This questionnaire was divided into 6 parts, namely

1. General Information about the Faculty and Staff.

2. Questions about Attitudes towards ABAC Community.

3. Questions about Perception of Faculty's and Staff's roles.

4. Questions about Job Fulfillment.

5. Questions about ABAC Communication System.

6. Questions about ABAC Management.

Data Collection

The data in this research were primary data. The Questionnaires were distributed to the Faculty and the Staff in each department. The questionnaires distributed were returned to the Center for Institutional Research or to the Administrative Department.

Analysis of Data

The data were analyzed by Descriptive Statistics in terms of frequencies, percentage, arithmetic mean and standard deviation.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the research data, analysis and interpretation of findings of the study. The sequence of presentation follows 3 major parts under investigation which are as follows:

1. Part I   - ABAC's Systems Performance (SP)

2. Part II   _ ABAC's Systems Effectiveness (SE)

3. Part III - ABAC's Organizational Culture or or Climate (OC)

PART I ABAC'S SYSTEMS PERFORMANCE (SP)

To measure ABAC's Systems Performance, we have to know the Institutional Cost in 3 areas, namely

1. The Operating Cost of ABAC's Systems

2. The Cost per Head of ABAC's Students

3. The Capital Cost or Fixed Cost

The findings show that (see Appendix A for calculation).

1. the Operating Cost for
    the year 1986   = 30,083,073.80 Baht

2. the Cost per Head for
    the year 1986   =   5,845.30

3. the Capital Cost or
    Fixed Cost for 1986   = 15,030.925.19

The Total Budget or Income

for 1986 = 69,059,812.81 Baht

Apply this to Churchman's Formula

Operating Cost < C (Total budget or Income - Fixed Cost)

38,083.073.00 < 69,059.812.81 - 15,830,926.19

53,228,886.62

This shows that the Operating Cost is less than the total Budget MINUS Fixed Cost.

Therefore, according to Churchman's System Theory, ABAC's Systems Performance is efficient because it makes profit.

PART II ABAC'S SYSTEMS EFFECTIVENESS (SE)

ABAC's Systems Effectiveness is measured in terms of

- Employment Performance of ABAC graduates.

In terms of Employment Performance of ABAC's graduates, we measured the following qualities:

1. Sense of Responsibility

2. Ethical Attitudes toward Work

3. Command of English

4. Independent Thinking

5. Self-Motivation

6. Ability to Solve Problems

7. Ability to be a Trouble Shooter

By the same measurements, ABAC's graduates were compared with the graduates of other institutions.

The samples used here were drawn from ABAC graduates from all fourteen batches. Records shows that there are 3,725 graduates from fourteen batches since its foundation in 1969. 261 graduates, or 7 per cent of the total, were selected using the random sampling method.

Results of the Data Analysis

In analyzing the immediate supervisors' opinions toward ABAC graduates' work performance, the questionnaire were rated on the five levels of the Likert Type Scales with the assigned values as stated below:

	Opinion	Index
Positive	Very Superior	1.00
	Slightly Better than Other	0.85
	Same as Others	0.70
Negative	Slightly Worse than Others	0.55
	Much Worse	0.40
	Information Not Available	0.25

If f = frequency of each item

N = sample size

Therefore, the index was

$$= \frac{(1.00)f1 + (0.85)f2 + (0.70)f3 + (0.55)f4 + (0.40)f5 + (0.25)f}{N}$$

Example 1 The first item was the positive (Part B.Q1)

Frequency of Very Superior	=	17
Frequency of Slightly Better	=	92
Frequency of About the Same	=	16
Frequency of Slightly Worse	=	123
Frequency of Much Worse	=	12
Frequency of Not Available	=	1
Number of Samples	=	261

Index of the first item

$$= \frac{(1.00)17 + (0.85)92 + (0.70)16 + (0.55)123 + (0.40)12 + (0.25)1}{261}$$

$= 0.68$

As the second item is negative, the index is to be inverted and calculated in the following manner: Not Available (0.25), Very Superior (0.40), Slightly Better (0.55), About the Same (0.70), Slightly Worse (0.85), and Much Worse (1.00). (Part B.Q2)

The index of item 2 is

$$= \frac{(0.25)0 + (0.40)3 + (0.55)16 + (0.70)31 + (0.85)165 + (1.00)46}{261}$$

$= 0.83$

Result and Interpretation of Data

From Table 18 we can see that there are two groups, the old batch (1st - 7th batch), and the new batch (8th - 14th batch).

Table 19 and Table 20 snow the classification of graduates according to 1) old batch and new batch, and, 2) academic majors.

Table 18

The Number of ABAC Graduates Between 1973-1986
Classified by Year Graduation and Major

Year	Batch of Graduates	Academic Major					Total
		Market-ing	Personnel/General Management	Finance & Banking	Account-ing	Business Computer	
1973	1	-	31*	-	-	-	31
1974	2	36	-	-	-	-	36
1975	3	46	-	-	-	-	46
1976	4	52	16*	-	-	-	68
1977	5	92	28*	-	47	-	167
1978	6	64	17*	45	52	-	178
1979	7	89	36	77	107	-	309
1980	8	50	8	33	38	-	129
1981	9	83	-	41	31	22	177
1982	10	164	10	33	49	40	296
1983	11	206	17	61	67	80	431
1984	12	194	30	104	69	116	513
1985	13	243	37	184	76	124	664
1986	14	285	83	148	88	76	680
Total		1,604	313	726	624	458	3,725

Source: ABAC Registrar's Office

* Number of Graduates in the Personnel Management Major.

Table 19

Sample Design by Batch of Graduation

Batch of Graduation	Number of Respondents	Proportion of Respondents in Percentages
Old batch (1-7)	34	13.0
New batch (8-14)	227	87.0
Total	261	100.0

Table 20

Sample Design by Academic Major

Academic Major	Number of Respondents	Proportion of Respondents in Percentages
Marketing	114	43.7
Personnel/General Management	10	3.8
Finance and Banking	41	15.7
Accounting	59	22.6
Business Computer	37	14.2
Total	261	100.00

Table 21

The Opinion of the Immediate Supervisor Regarding
the Work Performance of ABAC Graduates when
Compared with other Graduates

Opinion	ABAC Graduate	
	Number	Percentage
Very Superior	85	32.5
A Little Better	109	41.8
About the Same	54	20.7
A Little Worse	8	3.1
Much Worse	-	-
N.A.	5	1.9
Total	261	100.0

From the research survey in Table 21, it is observed that ABAC graduates generally perform their work on a "superior" or "very superior" level when compared with other subordinates under that same direction. The results are that 85 graduates (32.5%) are very superior, 109 graduates (41.8%) are superior, 54 graduates (20.7%) are average, 8 graduates 3.1%) are less than average. 5 graduates (1.9%) were not rated by their boss becuase of lack of information.

Table 22

The Supervisor's Opinion toward Graduates
Regarding their Work on 7 Different Traits

Trait	Opinion						Total
	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not At All (%)	N.A. (%)	
Sense of Responsibility	142 (54.5)	107 (40.9)	11 (4.2)	1 (0.4)	-	-	261
Ethical Attitude Toward Work	96 (36.8)	141 (54.0)	23 (8.8)	1 (0.4)	-	-	261
Good Command of English	51 (19.4)	163 (62.5)	36 (13.8)	7 (2.7)	1 (0.4)	3 (1.2)	261
Independent Thinking	62 (23.7)	152 (58.2)	44 (16.9)	2 (0.8)	1 (0.4)	-	261
Self-Motivation	75 (28.7)	139 (53.2)	41 (15.7)	5 (1.9)	-	1 (0.4)	261
Trouble Shooter	21 (8.1)	83 (31.8)	58 (22.2)	52 (19.9)	38 (14.6)	9 (3.4)	261
Problem Solver	46 (17.6)	154 (59.0)	45 (17.2)	12 (4.6)	3 (1.2)	1 (0.4)	261

The work experience of ABAC graduates was evaluated on the criterion of 7 different traits. The result was the number of ABAC graduates who performed their work on the level of "superior" or "very superior" on each trait was as follows:

Sense of responsibility 249 (95.4%)
Ethical attitude toward work 237 (90.8%)
Good command of English, Independence and enthusiasm 214 (81.9%)
Problem solving 200 (76.6%)
Trouble shooting 104 (39.9%)

Table 23

Supervisors' Opinions Regarding the Work Performance of ABAC Graduates in 12 Different Items

Item	Strongly Agree (%)	Agree (%)	Undecided/ Don't Know (%)	Disagree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
1. He has to ask the boss before he does anything.	17 (6.5)	92 (35.3)	16 (6.1)	123 (47.1)	12 (4.6)	1 (0.4)	0.68
2. He never tries out new ideas.	3 (1.2)	16 (6.1)	31 (11.9)	165 (63.2)	46 (17.6)	-	0.83
3. He does not bother to see to it that the job assigned is done properly.	9 (3.4)	45 (17.2)	28 (10.7)	120 (45.9)	55 (21.1)	4 (1.5)	0.78
4. He tries his best to be ahead of the others in his group.	33 (12.6)	128 (49.1)	65 (24.9)	32 (12.3)	2 (0.8)	1 (0.4)	0.79
5. He is willing to work hard.	97 (37.2)	135 (51.7)	17 (6.5)	11 (4.2)	1 (0.4)	-	0.88
6. He can easily express himself in English.	28 (11.7)	163 (62.5)	51 (19.5)	15 (5.7)	3 (1.2)	1 (0.4)	0.81
7. He is the type who can think for himself.	27 (10.3)	139 (53.3)	59 (22.6)	29 (11.1)	4 (1.5)	3 (1.2)	0.70
8. He easily gets along with other employees.	99 (37.9)	138 (52.9)	14 (5.4)	9 (3.4)	1 (1.2)	-	0.89
9. Whenever he has a problem, he usually works without checking with anybody else.	5 (1.9)	37 (17.2)	52 (19.9)	144 (55.2)	21 (8.0)	2 (0.5)	0.77
10. He sees the things he needs to do and takes them on himself.	23 (8.8)	135 (51.7)	49 (18.8)	48 (18.4)	5 (1.9)	1 (0.4)	0.77

Item	Opinion						
	Strongly Agree (%)	Agree (%)	Undecided/Don't Know (%)	Disagree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
11. Compared with other employees, he is less dependable.	11 (4.2)	77 (29.5)	22 (8.4)	95 (36.4)	54 (20.7)	2 (0.9)	0.75
12. He doesn't do things which are unethical.	41 (15.7)	151 (87.9)	44 (16.9)	17 (6.5)	4 (1.5)	4 (1.5)	0.81

Table 23 shows the work performance of ABAC graduates as determined by the average index used in the Likert Test. There are both positive and negative items. The index of the main items being calculated was expressed in terms of the average index. The highest rating that can be earned is a 1.00. The lowest is a 0.25. The results are as follows:

A) The average index of the sense of responsibility is 0.76. This means that the supervisor is likely to agree that ABAC graduates have a good sense of responsibility in their work.

B) The average index of the graduates' ethical attitude toward work is 0.81. This indicates that the supervisors agree that ABAC graduates have a good ethical attitude toward their work.

C) The average index of ABAC graduates' command of English is 0.81. Again it is found that the supervisors rated ABAC graduates with a high degre of proficiency in yet another area.

D) The average index of independence is 0.80. The supervisors agree that ABAC graduates are independent in their work.

E) The average index of enthusiasm is 0.78. ABAC graduates are enthusiastic in their work in their supervisors' opinion.

F) The average index of both problem solving and trouble shooting are 0.77. This means that the supervisors are likely to agree that ABAC graduates are skillful in these areas.

All of these indices were combined and the calculated average was found to be 0.80.

Table 24

The Correlation Between Batches of Graduates and
the Level of Their Work Performance when Compared
with other Subordinates

Batch of Graduation	Opinion						Total
	Very Superior & A Little Better		About the Same		A Little Worse & Much Worse		
	Number	%	Number	%	Number	%	
Old Batch	27	79.4	4	11.8	3	8.8	34
New Batch	167	73.6	50	22.0	10	4.4	227
Total	194	74.4	54	20.7	13	4.9	261

Null Hypothesis (Ho): There is no relation between batch of graduates and work performance of ABAC Graduates.

x^2 - compute = 2.81, x^2 - Table (= .05, df = 2) = 5.99

x^2 - compute < x^2 - Table, Accept Ho

In order to see the correlation between the old batch and the new batch, the chi-square test was used, with a level of significance of 0.05. The old batch and the new batch were compared with their other subordinates and then against each other. The results show that 79.4% of the old batch and 73.6% of the new batch perform better than other subordinates. When comparing the old batch with the new batch, the old batch performed a little better than the new batch. The chi-square calculation was 2.81 which is less than chi-square from the table (5.99). This shows that there is no direct correlation between the old batch and the new batch at a level of significance of 0.05.

Table 25

The Percentage of the ABAC Graduates Who Were Rated
at "Superior" and "Very Superior" in tne Old Batch
and in the New Batch, on 7 Different Traits

Batch of Graduation	Trait							Average Percentage
	A	B	C	D	E	F	G	
Old Batch	100.0	94.2	88.2	79.4	85.3	44.1	79.4	81.5
New Batch	94.6	89.9	81.5	81.9	81.5	38.8	76.2	77.8

Note: A. Sense of Reponsibility
       B. Ethical Attitude Toward Work
       C. Good Command of Englisn
       D. Independent Thinking
       E. Self-Motivation
       F. Trouble-Shooter
       G. Problem Solver
          (see Table 1 and 2, Appendix C for details)

From Table 25 it shows that in general ABAC graduates of the
old batch perform their work at a level of "superior" and "very
superior" to a higher degree tnan those of the new batch.   81.5%
of the old batch and 77.8% of the new batch performed their work
at these levels.   When we consider each trait individually we
learn the new batch performed a little better than the old batch
in the area of independence (81.9%) versus 79.4% respectively).
On each of the other traits of etnical attitude, command of
Englisn, enthusiasm, independence, proolem solving and trouble
shooting both batches were at tne level of "superior" ana "very
superior",   however the old batch was consistently rated higher
than the old batch.

Table 26

The Work Performance of ABAC Graduates from Different Major
as Compared to Graduates of Other Institutions

Academic Major	Opinion												Total
	Very Superior		A Little Better		About the Same		A Little Worse		Much Worse		No Answer		
	No.	%	No.	%	No.	%	No.	%	No.	%	No	%	
Marketing	32	28.1	51	44.7	23	20.2	5	4.4	-	-	3	2.6	114
Person-nel/ General Manage-ment	4	40.0	2	20.0	2	20.0	1	10.0	-	-	1	10.0	10
Finance & Banking	14	34.2	20	48.8	7	17.1	-	-	-	-	-	-	41
Account-ing	27	45.8	22	37.3	9	15.2	-	-	-	-	1	1.7	59
Business Computer	8	21.6	14	37.9	13	35.1	2	5.4	-	-	-	-	37

From this study, evidence shows that when compared with graduates
from other institutions, ABAC graduates from all 5 majors perform
their work better than the others. The majors are ordered according
to their percentages. They are:

Accounting (83.1%)
Finance and Banking (83.0%)
Marketing (72.8%)
General Management (60.0%)
Business Computer (59.5%)

When we consider those majors which received "below average"
rating, we note that there are only three, including General
Management (10.0), Business Computer (5.4%), and Marketing (4.4%).
(see Table 26)

Table 27

Percentage of the Opinion at "Superior" and "Very Superior"
Level of ABAC Graduates from Different Majors

	Trait							Average Percent-age
	A	B	C	D	E	F	G	
Marketing	92.9	90.4	81.6	79.9	83.3	40.4	77.1	78.1
General Personnel Management	90.0	90.0	80.0	90.0	80.0	60.0	80.0	81.4
Finance & Banking	97.5	92.7	82.9	75.6	80.5	26.8	68.3	74.9
Accounting	96.6	91.5	88.1	91.5	86.4	52.5	86.4	84.7
Business Computer	97.3	89.2	73.0	78.4	73.0	27.0	67.5	72.2

Note:

    A. Sense of Responsibility
    B. Ethical Attitude Toward Work
    C. Good Command of English
    D. Independent Thinking
    E. Self-Motivation
    F. Trouble-Shooter
    G. Problem Solver
        (see Tables 3-7, Appendix C for details)

Following are the ratings of the work performance of ABAC graduates in each trait according to major. Only the "superior" and "very superior" ratings are included.

A. Sense of Responsibility: The major of Finance and Banking (97.5%) perform the best here, with those ranking lowering being Business Computer (97.3%), Accounting (96.6%), Marketing (93.9%), and General Management (90.0% respectively.

B. Ethical Attitude Toward Work: Best in this category is still Finance and Banking (92.7%), with Accounting (91.5%), Marketing (90.4%), General Management (90.0%), and Business Computer (89.2%) following respectively.

C.   A Good Command of English: Here the best is Accounting
(88.1%), with others being Finance and Banking (82.9%), Marketing
(81.6%), General Management (80.0%), and Business Computer (73.0%).

D.   Independence: The best is still Accounting (91.5%), while
the others are General Management (90.0%), Marketing (79.9%), Business
Computer (78.4%), and Finance and Banking (75.6%) as the last.

E.   Enthusiasm: Here Accounting (86.4%) is the leader, with
marketing (83.3%) being second, followed by Finance and Banking
(80.5%), General Management (80.0%), and Business Computer (73.0%)
respectively.

F.   Trouble Shooting: The major that is best at trouble
shooting is General Management (60.0%).   Next we have Accounting
(52.5%), Marketing (40.4%), Business Computer (27.0%), and then at the
end is Finance and Banking (26.8%).

G.   Problem Solving: The major of Accounting (86.4%) is the
most skilled in this area, with the others being General Management
(80.0%), Marketing (77.1%), Finance and Banking (68.3%), and Business
Computer (67.5%) respectively.

Table 28

Average Index of Supervisors' Opinion toward ABAC Graduates'
Work Performance of each Major on Different Items

Academic Major	Item												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Marketing	0.69	0.84	0.77	0.78	0.88	0.81	0.78	0.88	0.78	0.78	0.76	0.81	0.80
General/ Personnel Management	0.64	0.81	0.78	0.81	0.85	0.85	0.84	0.88	0.60	0.87	0.76	0.80	0.79
Finance & Banking	0.68	0.81	0.78	0.79	0.87	0.81	0.80	0.87	0.77	0.76	0.76	0.78	0.79
Accounting	0.67	0.85	0.78	0.81	0.90	0.82	0.79	0.89	0.90	0.74	0.79	0.83	0.81
Business Computer	0.72	0.84	0.87	0.77	0.87	0.79	0.78	0.89	0.77	0.75	0.74	0.84	0.80

Note:

1. He has to ask the boss before he does anything.
2. He never tries out new ideas.
3. He does not bother to see to it that the job assigned is done properly.
4. He tries his best to be ahead of the others in his group.
5. He is willing to work hard.
6. He can easily express himself in English.
7. He is the type who can think for himself.
8. He easily gets along with other employees.
9. Whenever he has a problem, he usually works.
10. He sees the things he needs to do and takes them on himself.
11. Compared with other employees, he is less dependable.
12. He doesn't do things which are unethical.

When we consider ABAC graduates' work performance as a whole we see that most of the supervisors agree that ABAC graduates of all majors perform their work well. These opinions are not very different as we can see from the index of each major as follows: Accounting (.81), marketing (.80), Financing and Banking (.79), General Management (.79). (see Table 28 and Table 8-12, Appendix C for details)

PART III ABAC'S ORGANIZATIONAL CLIMATE (OC)

OC Among Faculty Members

In measuring ABAC's Organizational Climate among the Faculty members, it is found that most of the instructors are happy with their work. They enjoy and appreciate ABAC's environment. Many of them have job fulfillment. The majority are of the opinion that the administrators have a good deal of efficiency, creativity, skill and experience, ability to solve problems, academic ability, responsibility, and good relationship with the instructors. However, only a minority have some trouble adapting themselves to the teaching profession.

A very significant finding is that a good number of instructors are not pleased with the management. At the same time most instructors are of the opinion that ABAC's Communication System is a one-way system.

The following are the results of the findings in deails concerning various aspects of Organizational Climate among the Faculty members.

Table 29

Demographic Data of Instructors

General Information	Number	Percent
SEX:		
Male	22	42.3
Female	30	57.7
MARITAL STATUS:		
Single	24	48.0
Married	26	52.0
NATIONALITY:		
Thai	31	59.6
Non-Thai	21	40.4
AGE:		
21-30 years old	18	34.6
31-40 years old	22	41.8
41-50 years old	4	7.7
Over 50 years old	8	15.4
EDUCATIONAL ATTAINMENT		
Bachelor Degree	12	23.5
Master Degree	36	70.6
Doctorate Degree	3	5.9
SALARY:		
4,001-5,000 baht	9	17.3
5,001-6,000 baht	12	23.1
6,001-7,000 baht	5	9.6
7,001-8,000 baht	13	25.0
8,001-9,000 baht	5	9.6
Over 9,000 baht	8	15.4
LENGTH OF TIME ON WORKING IN ABAC:		
Less than 1 semester	8	15.4
1 semester - 1 year	14	26.9
2 - 3 years	12	23.1
4 - 5 years	7	13.5
6 - 7 years	7	13.5
Over 7 years	4	7.7

Table 30

Attitude of Instructors toward Staff

Attitude	Number	Percent
Very Favourable	7	13.5
Favourable	25	48.1
Indifferent	12	23.1
Unfavourable	5	9.6
Very Unfavourable	-	-
No Opinion	3	5.8
Total	52	100.0

Table 31

The Instructors' Attitude toward Staff

Attitude toward Staff	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Work Efficiently	33	63.4	9	17.3
Responsibility	32	61.6	9	17.3
Discipline in Working	34	65.4	7	13.5
Sincere and Dedicated in Working	28	53.8	8	15.4
Relationship with Instructors	27	51.9	3	5.7
Service	35	67.3	11	21.1
Respect to Teacher	32	61.6	4	7.7

Table 32

Attitude of Instructors toward Administrators

Attitude	Number	Percent
Very Favourable	2	3.8
Favourable	15	28.8
Indifferent	22	42.3
Unfavourable	10	19.2
Very Unfavourable	2	3.8
No Opinion	1	1.9
Total	52	100.0

Table 33

The Instructors' Attitude toward Administrators

Attitude toward Staff	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Work Efficiently	31	59.6	10	19.2
Creativity	24	46.1	11	21.2
Friendly and Show Interest in Subordinates	17	32.7	18	34.6
Skill and Experiences	25	48.0	10	19.3
Ability to Solve Problems	18	32.6	16	30.8
Academic Ability	23	44.3	10	19.2
Relationship w/ Instructors	20	38.5	17	32.7
Responsibility	29	55.8	8	15.4
Treat Instructors as Important	16	30.8	24	46.2

Table 34

Attitude of Instructors toward Students

Attitude	Number	Percent
Very Favourable	–	–
Favourable	1	1.9
Indifferent	31	59.5
Unfavourable	14	26.9
Very Unfavourable	1	1.9
No Opinion	5	9.6
Total	52	100.0

Table 35

The Instructors' Attitude toward Students

Attitude toward Staff	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Save Money	1	1.9	44	84.6
Self-Centered	7	13.4	28	53.8
Respectful	22	42.3	14	27.0
Acting According to ABAC Rules and Policies	18	34.6	16	30.7
Responsibility	11	21.1	18	34.6
Relationships with Instructors	28	53.8	9	17.3
Not only to Get a Degree	5	9.6	40	76.9
Always Searching for New Knowledge	7	13.5	25	53.9
Treat Instructors as Important People	21	40.4	18	34.6
A Sense of Gratitude towards Teachers	14	26.9	15	27.8

Table 36

Attitude of Instructors toward Working

Attitude	Number	Percent
Very Favourable	45	86.5
Favourable	5	9.6
Indifferent	-	-
Unfavourable	-	-
Very Unfavourable	-	-
No Opinion	2	3.8
Total	52	100.0

Table 37

The Instructors' Attitude toward Working

Attitude toward Staff	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Difficult and Complicated Job	36	69.2	12	23.1
Teaching Profession	50	96.1	-	-
Job Achievement	50	96.1	-	-
High Responsibility Job	45	86.5	1	1.9
Job Preparation	35	67.3	9	17.3
Strict Job	6	11.6	38	73.0
Creativity Job	46	88.4	-	-
Independent Job	36	69.2	4	7.7
Satisfied Job	48	92.3	-	-

Table 38

Attitude of Instructors toward Environment

Attitude	Number	Percent
Very Favourable	5	9.6
Favourable	31	59.6
Indifferent	13	25.0
Unfavourable	-	-
Very Unfavourable	-	-
No Opinion	3	5.8
Total	52	100.0

Table 39

The Instructors' Attitude toward ABAC Environment

Attitude toward Staff	Favourable		Unfavourable	
	Number	Percent	Number	Percent
ABAC Reputation	48	92.3	1	1.9
ABAC Environment	44	84.6	4	7.7
ABAC Facilities	37	71.1	9	17.3
Office-Room	43	82.7	7	13.4
Working Hour	35	67.3	9	17.3
Adapt to the ABAC Community	6	11.5	30	57.7
Academic-Atmosphere	19	36.6	19	36.6
Participating in ABAC	39	75.0	1	1.9

Table 40

Attitude of Deans and Head
Departments Toward Subordinate

Attitude	Number	Percent
Very Favourable	1	14.3
Favourable	3	42.9
Indifferent	3	42.9
Unfavourable	-	-
Very Unfavourable	-	-
No Opinion	-	-
Total	52	100.0

Table 41

The Deans and Head Departments'
Attitude Toward Subordinates

Attitude toward Subordinates	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Work Efficiently	4	57.1	1	14.3
Discipline in Working	3	42.9	2	28.6
Since and Dedicated in Working	4	57.1	-	-
Relationship with Deans and Head Departments	4	57.1	-	-
Academic Ability	4	57.1	-	-
Respect to Deans and Head Departments	4	57.1	1	14.3

Table 42

Attitude of Instructors toward ABAC Management

Attitude	Number	Percent
Very Favourable	-	-
Favourable	11	21.2
Indifferent	24	46.2
Unfavourable	13	25.0
Very Unfavourable	-	-
No Opinion	4	7.7
Total	52	100.0

Table 43

The Instructors' Attitude Toward ABAC Management

Attitude toward Subordinates	Favourable		Unfavourable	
	Number	Percent	Number	Percent
Structure of Management	13	25.0	19	36.5
The Number of Administrators	7	13.4	26	50.0
Instructors' Open Discussion	18	34.6	22	42.3
Promotion System	4	7.7	24	46.1
Penalties and Sanctions	10	19.2	18	46.1
Department Management	20	38.4	21	40.4
Planning System in Department	21	40.4	14	26.9
Distribution of Responsibility in Department	24	46.1	14	26.9
Open Ideas in Department	32	61.1	11	21.2

Table 44

The Degree of Perception of Instructors' Role

Perception of their Role	Very Much (%)	Much (%)	Little (%)	Not at All (%)
To Do the Job Properly	34 (68.0)	13 (26.0)	3 (6.0)	– –
Creative Thoughts	10 (20.0)	18 (36.0)	18 (36.0)	4 (8.0)
Freedom to Work	8 (15.7)	23 (44.2)	17 (32.7)	3 (5.8)
Authority to Make Decision	4 (7.8)	16 (31.4)	24 (47.1)	7 (13.7)
Others Working Besides Teaching Job	5 (10.2)	16 (32.7)	19 (38.8)	9 (18.4)
Work as Profession	12 (24.5)	15 (30.6)	12 (24.5)	10 (19.2)
Freely to Discuss the Work	6 (12.0)	25 (50.0)	16 (32.0)	3 (6.0)
Interfering in Work	1 (1.9)	1 (1.9)	24 (46.2)	22 (42.3)

Table 45

The Degree of Job Fulfillment of Instructors

Job Fulfillment	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
Doing the Favourite Job	78 (74.5)	21 (23.5)	1 (2.0)	- -	- -
Doing the Job on Target Completely	33 (64.7)	16 (31.4)	2 (3.9)	- -	- -
Students have Learned Something	36 (70.6)	15 (29.4)	- -	- -	- -
Job Fulfillment at ABAC	6 (11.8)	18 (35.3)	20 (38.5)	6 (11.5)	1 (1.9)

Table 46

The Instructors' Opinion on ABAC Communication

ABAC Communication	Number	Percent
COMMUNICATION SYSTEM:		
One-Way Communication	40	76.9
Two-Way Communication	6	11.5
Formal Communication	13	25.0
Informal Communication	27	52.0
FACILITIES FOR COMMUNICATION:		
Sufficient	15	29.4
Not Sufficient	25	49.0
COMMUNICATION IN DEPARTMENTS:		
No Problem	18	34.6
Problem	28	53.9
COMMUNICATION BETWEEN DEPARTMENT:		
No Problem	9	17.3
Problem	33	63.3
COMMUNICATION BETWEEN INSTRUCTORS AND ADMINISTRATORS:		
No Problem	7	13.5
Problem	36	69.2
COMMUNICATION BETWEEN INSTRUCTORS:		
No Problem	13	25.0
Problem	26	50.0
COMMUNICATION BETWEEN INSTRUCTORS AND STUDENTS:		
No Problem	19	36.5
Problem	21	40.3
TO VERIFY INFORMATION:		
Yes	32	62.8
No	10	19.6

Table 47

Instructors' Opinion Toward ABAC Organization

Item	Number	Percent
Staff should:		
1. improve their services to instructors.	11	21.15
2. improve speaking English.	4	7.69
3. improve their services to students	3	5.77
4. improve their relationships with instructors.	3	5.77
Administrators should:		
1. treat instructors as important.	10	19.23
2. improve their human relations	6	11.53
Students should:		
1. have more sense of responsibility on their study.	15	28.85
2. have more respect to their instructors.	9	17.31
3. have more time to study by themselves.	5	9.62
ABAC Environment:		
1. working hours should be reduced.	8	15.38
ABAC Communication system should:		
1. be a two-way communication.	8	15.38
2. have communication center.	4	7.69
3. have more telephones both for internal and external.	3	5.77
ABAC Management should:		
1. give more freedom to departments and instructors.	6	15.53

Table 48

Demographic of Staff and Workers

General Information	Staff		Workers		Total	
	NO.	%	NO.	%	NO.	%
SEX:						
Male	29	46.8	24	57.1	53	51.0
Female	33	53.2	18	42.9	51	49.0
MARITAL STATUS:						
Single	43	69.4	11	28.2	54	53.5
Married	19	30.6	28	71.8	47	46.5
AGE:						
Less than 31 years old	46	73.0	12	27.3	58	54.2
31-35 years old	8	12.7	9	20.5	17	15.9
36-40 years old	2	3.2	8	18.2	10	9.3
41-45 years old	3	4.5	3	6.8	6	5.6
46-50 years old	1	1.5	3	6.8	4	3.7
More than 50 years old	3	4.8	9	20.5	12	11.2
EDUCATIONAL ACHIEVEMENT:						
Less than M.S. 3	-	-	36	87.8	36	35.0
M.S. 3 or M.S. 5	21	33.9	4	9.8	25	24.3
Diploma	14	22.6	-	-	14	13.6
Bachelor Degree	23	37.1	1	2.4	24	23.3
Master Degree	4	6.5	-	-	4	3.9
SALARY:						
Less than 2,001 baht	1	1.6	6	14.3	7	6.7
2,001-3,000 baht	6	9.7	26	61.9	32	30.8
3,001-4,000 baht	22	35.5	10	23.8	32	30.8
4,001-5,000 baht	18	29.0	-	-	18	17.3
5,001-6,000 baht	5	8.1	-	-	5	4.8
Over 6,000 baht	10	16.1	-	-	10	9.6
LENGTH OF TIME ON WORKING IN ABAC:						
Less than 1 semester	22	35.5	5	11.6	27	25.7
1 semester-1 year	9	14.5	5	11.6	14	13.3
2-3 years	13	21.0	6	14.0	19	18.7
4-5 years	7	11.3	10	23.3	17	16.2
6-7 years	2	3.2	5	11.6	7	6.7
8-10 years	2	3.2	7	16.3	2	8.6
11-15 years	7	11.3	4	9.3	7	10.5
More than 15 years	-	-	1	2.3	1	1.0

Table 49

Attitude of Staff and Workers Toward Instructors

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	5	7.9	4	9.1	9	8.4
Favourable	19	30.2	24	54.5	43	40.2
Indifferent	31	49.2	9	20.5	40	37.4
Unfavourable	4	6.3	-	-	4	3.7
Very Unfavourable	1	1.6	-	-	1	0.9
No Opinion	3	4.8	7	15.9	10	9.3
	63	100.0	44	100.0	107	100.0

Table 50

The Staff and Workers' Attitude Toward Instructors

Attitude Toward Students	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
Work Efficiently	31 (50.0)	9 (14.5)	35 (83.3)	2 (4.8)	66 (63.4)	11 (10.5)
Planning System	27 (37.6)	11 (17.7)	35 (83.3)	– –	62 (59.6)	11 (10.6)
Responsibility	27 (33.5)	12 (19.3)	33 (76.7)	4 (9.3)	60 (57.2)	16 (15.3)
Discipline in Working	28 (45.2)	11 (17.8)	31 (73.8)	6 (14.3)	59 (56.7)	17 (16.3)
Sincere and Dedicated in Working	25 (40.9)	9 (14.5)	34 (82.9)	3 (7.3)	59 (57.3)	12 (11.6)
Relationship with Staff	26 (42.0)	12 (19.3)	237 (84.1)	2 (4.5)	63 (59.5)	14 (13.2)
Academic Ability	38 (61.3)	4 (6.4)	38 (88.4)	1 (2.3)	76 (72.3)	5 (4.8)
Treat Staff as Important	42 (67.7)	9 (14.5)	39 (88.7)	–	81 (76.3)	9 ((8.4)

Table 51

Attitude of Staff and Workers Toward Administrators

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	10	15.9	13	29.5	23	21.5
Favourable	22	34.9	18	40.9	40	37.4
Indifferent	21	33.3	3	6.8	24	22.4
Unfavourable	6	9.5	1	2.3	7	6.5
Very Unfavourable	1	1.6	-	-	1	0.9
No Opinion	3	4.8	9	20.5	12	11.2
	63	100.0	44	100.0	107	100.0

Table 52

The Staff and Workers' Attitude Toward Administrators

Attitude Toward Students	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
Work Efficiently	38 (62.3)	9 (14.7)	36 (87.8)	3 (7.3)	74 (72.5)	12 (11.7)
Planning System	36 (57.2)	10 (15.9)	39 (88.6)	5 (11.4)	75 (70.1)	15 (14.0)
Creativity	42 (67.7)	7 (11.3)	40 (90.9)	4 (9.1)	82 (77.4)	11 (10.4)
Friendly and Show Interest in Subordinates	23 (36.5)	24 (38.1)	24 (57.1)	11 (26.2)	47 (44.6)	35 (33.4)
Skill and Experience	29 (46.0)	14 (22.2)	37 (86.1)	2 (4.7)	66 (62.2)	16 (15.1)
Ability to Solve Problems	37 (58.7)	11 (17.5)	36 (81.8)	3 (6.8)	73 (68.2)	14 (13.1)
Academic Ability	41 (65.1)	11 (17.4)	38 (92.7)	–	79 (76.0)	11 (10.6)
Relationship with Staff	33 (52.4)	13 (20.7)	37 (86.1)	4 (9.3)	70 (66.0)	17 (16.1)
Responsibility	42 (66.7)	8 (12.7)	40 (90.9)	1 (2.3)	82 (76.6)	9 (8.4)
Treat Staff as Important	31 (49.2)	15 (23.8)	37 (84.1)	4 (9.1)	68 (64.5)	19 (17.7)

Table 53

Attitude of Staff and Workers Toward Students

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	-	-	1	2.3	1	0.9
Favourable	6	9.5	11	25.0	17	15.9
Indifferent	40	63.5	19	43.2	59	55.1
Unfavourable	16	25.4	9	20.5	25	23.4
Very Unfavourable	-	-	-	-	-	-
No Opinion	1	1.6	4	9.1	5	4.7
	63	100.0	44	100.0	107	100.0

Table 54

The Staff and Workers' Attitude Toward Students

Attitude Toward Students	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
Save Money	1 (1.6)	54 (85.7)	13 (29.6)	22 (50.0)	14 (13.1)	76 (71.0)
Self-Centered	4 (6.3)	46 (73.0)	14 (31.8)	28 (63.6)	18 (16.8)	74 (69.1)
Respectful	15 (23.8)	26 (41.3)	17 (39.6)	15 (34.9)	32 (30.2)	41 (38.7)
Acting According to ABAC Rules and Policies	19 (30.2)	25 (39.7)	22 (50.0)	16 (36.4)	41 (38.3)	41 (38.3)
Responsibility	29	12	24	5	53	17

Table 55

Attitude of Staff and Workers toward Working

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	7	11.1	-	-	7	6.5
Favourable	46	73.0	25	56.8	71	66.4
Indifferent	10	15.9	19	43.2	29	27.1
Unfavourable	-	-	-	-	-	-
Very Unfavourable	-	-	-	-	-	-
No Opinion	-	-	-	-	-	-
	63	100.0	44	100.0	107	100.0

Table 56

The Staff and Workers' Attitude toward Working

Attitude Toward Students	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
Difficult and Complicated Job	56 (88.9)	2 (3.2)	28 (63.6)	5 (11.3)	84 (78.5)	7 (6.5)
Service Job	62 (98.4)	– –	43 (97.7)	1 (2.3)	105 (98.1)	1 (0.9)
High Responsibility Job	51 (80.9)	– –	27 (61.4)	8 (18.3)	78 (72.9)	8 (7.4)
Job Preparation	39 (61.9)	20 (31.7)	13 (29.5)	25 (56.8)	52 (48.5)	45 (42.1)
Strict Job	20 (31.7)	21 (33.3)	16 (36.4)	19 (43.1)	36 (33.7)	40 (37.4)
Creativity Job	55 (87.3)	1 (1.6)	38 (86.4)	2 (4.5)	93 (86.9)	3 (2.8)
Independent Job	42 (66.7)	7 (11.1)	13 (29.6)	19 (43.2)	55 (51.4)	26 (24.3)
Satisfied Job	58 (92.0)	– –	39 (88.7)	1 (2.3)	97 (90.7)	1 (0.9)

Table 57

Attitude of Staff and Workers toward Environment

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	6	9.5	4	9.1	10	9.3
Favourable	40	63.5	33	75.0	73	68.2
Indifferent	17	27.0	7	15.9	24	22.4
Unfavourable	-	-	-	-	-	-
Very Unfavourable	-	-	-	-	-	-
No Opinion	-	-	-	-	-	-
	63	100.0	44	100.0	107	100.0

Table 58

The Staff and Workers' Attitude toward Environment

Attitude Toward Students	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
ABAC Reputation	54 (85.7)	1 (1.6)	42 (95.4)	–	96 (89.7)	1 (0.9)
ABAC Environment	60 (95.3)	–	42 (95.4)	1 (2.3)	102 (95.3)	1 (0.9)
ABAC Facilities	36 (57.1)	17 (27.0)	36 (81.8)	6 (13.6)	72 (67.3)	23 (21.5)
Office-Room	32 (50.7)	18 (28.5)	25 (56.8)	7 (15.9)	57 (53.3)	25 (23.3)
Working Hour	42 (66.6)	8 (12.7)	35 (79.5)	3 (6.8)	77 (72.0)	11 (10.2)
Adapt to the ABAC Community	30 (47.6)	14 (22.2)	18 (40.9)	18 (40.9)	48 (44.9)	32 (29.9)
Participating in ABAC	47 (74.6)	2 (3.2)	41 (93.2)	1 (2.3)	88 (82.2)	3 (2.8)

Table 59

Attitude of Head Departments toward Subordinates

Attitude	Head Departments	
	Number	%
Very Favourable	2	33.3
Favourable	4	66.7
Indifferent	-	-
Unfavourable	-	-
Very Unfavourable	-	-
No Opinion	-	-
	6	100.0

Table 60

Head Departments' Attitude toward Subordinate

Attitude toward Subordinate	Favourable		Unfavourable	
	No.	%	No.	%
Work Efficiently	6	100.0	-	-
Responsibility	5	83.33	-	-
Discipline in Working	4	66.67	-	-
Sincere and Dedicated in Working	6	100.0	-	-
Relationship with Head Departments	5	83.33	-	-
Respect to Head Departments	6	100.0	-	-

Table 61

Attitude of Staff and Workers toward ABAC Management

Attitude	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Very Favourable	1	1.6	-	-	1	0.9
Favourable	13	20.6	15	34.1	28	26.2
Indifferent	38	60.3	19	43.2	57	53.3
Unfavourable	7	11.1	-	-	7	6.5
Very Unfavourable	-	-	-	-	-	-
No Opinion	4	6.3	10	22.7	14	13.1
Total	63	100.0	44	100.0	107	100.0

Table 62

The Staff and Workers' Attitude toward ABAC Management

Attitude Toward ABAC Management	Staff		Workers		Total	
	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)	Favour-able (%)	Unfavour-able (%)
Structure of Management	22 (35.5)	13 (21.0)	35 (87.5)	2 (5.0)	57 (55.9)	15 (9.7)
The Number of Administrators	18 (29.5)	30 (49.2)	26 (63.4)	9 (21.9)	44 (43.1)	39 (38.3)
Staff Open Discussion	24 (38.7)	27 (43.5)	31 (75.6)	8 (19.5)	55 (53.4)	35 (34.0)
Promotion System	11 (18.0)	27 (44.2)	24 (58.6)	10 (24.4)	35 (34.3)	37 (36.3)
Penalties and Sanctions	16 (26.2)	11 (18.0)	22 (57.9)	10 (26.3)	38 (38.4)	21 (21.2)
Department Management	34 (55.8)	15 (24.6)	33 (82.5)	2 (5.0)	67 (16.8)	17 (16.8)

Table 63

The Degree of Perception of Staff and Workers' Role

Perception of Their Role	Staff				Workers				Total			
	Very Much (%)	Much (%)	Little (%)	Not At All (%)	Very Much (%)	Much (%)	Little (%)	Not At All (%)	Very Much (%)	Much (%)	Little (%)	Not At All (%)
To Do the Job Properly	23 (37.1)	37 (59.7)	2 (3.2)	–	12 (27.9)	29 (67.4)	2 (4.7)	–	35 (33.3)	66 (62.9)	4 (3.8)	–
Creative Thoughts	16 (26.2)	23 (37.7)	22 (36.2)	–	14 (32.6)	26 (60.5)	3 (7.0)	–	30 (28.8)	49 (47.1)	25 (24.0)	–
Freedom to Work	14 (23.3)	25 (41.7)	20 (33.3)	1 (1.7)	15 (35.7)	21 (50.0)	6 (14.3)	–	29 (28.4)	46 (45.1)	26 (25.5)	–
Authority to Make Decision	8 (13.1)	25 (41.0)	19 (31.1)	9 (14.8)	6 (14.3)	20 (47.6)	12 (28.6)	4 (9.5)	14 (13.6)	45 (43.7)	31 (30.1)	13 (12.6)
Other Work Besides the Duty	10 (16.7)	27 (45.0)	20 (33.3)	3 (6.7)	10 (24.4)	21 (51.2)	8 (19.5)	2 (4.9)	20 (19.8)	48 (47.5)	28 (27.7)	5 (5.0)
Free to Discuss the Work	11 (28.3)	30 (50.0)	14 (23.3)	4 (6.7)	4 (10.0)	17 (42.5)	15 (37.5)	4 (10.0)	15 (15.0)	47 (47.0)	29 (29.0)	8 (8.0)
Interfering in Work	2 (3.3)	9 (14.8)	19 (31.1)	31 (50.8)	6 (14.3)	4 (9.5)	16 (38.1)	16 (38.1)	8 (7.8)	13 (12.6)	35 (34.0)	47 (45.6)

Table 66

The Degree of Job Fulfillment of Staff and Workers

	Staff					Workers					Total				
	Strongly Agree	Agree	Unde- cided	Dis- Agree	Strongly Disagree	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
Doing the Favorite Job	44 (71.0)	15 (24.2)	3 (4.8)	-	-	25 (56.8)	17 (38.6)	1 (2.3)	1 (2.3)	-	69 (65.1)	32 (30.2)	4 (3.8)	1 (0.9)	-
Doing the Job on Target Completely	41 (66.1)	19 (30.6)	2 (3.2)	-	-	22 (50.0)	18 (40.9)	4 (9.1)	-	-	63 (59.4)	37 (34.9)	6 (5.7)	-	-
Doing the Job According to Educational Background	30 (48.4)	14 (22.6)	12 (19.4)	6 (9.7)	-	15 (34.9)	24 (55.8)	3 (7.0)	1 (2.3)	-	45 (42.9)	38 (36.2)	15 (14.3)	7 (6.7)	-
Job Ful- fill- ment at ABAC	22 (35.5)	29 (46.8)	9 (14.5)	2 (3.2)	-	16 (37.2)	20 (46.5)	6 (14.0)	1 (2.3)	-	38 (36.2)	49 (46.7)	15 (14.3)	3 (2.0)	-

Table 65

The Staff and Workers' Opinion on ABAC Communication

ABAC Communication	Staff		Workers		Total	
	No.	%	No.	%	No.	%
Communication System						
One-Way	28	45.1	31	73.8	59	56.7
Two-Way	21	33.9	7	16.7	28	27.0
Facilities for Communication						
Sufficient	19	30.6	33	76.8	52	49.5
Not Sufficient	33	53.2	6	13.9	39	37.2
Communication in Department						
No Problem	31	50.0	30	75.0	51	59.8
Problem	17	27.4	6	15.0	23	22.6
ABAC Information						
Clear and Fast	15	23.2	34	79.1	49	46.7
Unclear and Slow	38	61.3	4	9.3	42	40.0
Message from Head Dept.						
Correct and Clear	34	54.9	40	93.0	74	70.4
Incorrect and Unclear	9	14.5	2	4.7	11	10.5
Communication Between Departments						
No Problem	26	42.0	33	76.8	59	56.2
Problem	21	33.8	5	11.6	26	24.8
Communication Between Staff & Head Departments						
No Problem	43	69.3	35	81.4	78	74.3
Problem	7	11.3	4	9.3	11	10.5
Communication Between Staff and Instructors						
No Problem	32	48.6	30	71.4	62	59.6
Problem	11	17.7	3	7.1	14	13.4
Communication Between Staff and Students						
No Problem	26	42.6	21	52.5	47	46.6
Problem	12	19.7	8	20.0	20	19.8
To Verify Information						
Yes	46	74.2	38	90.5	84	80.8
No	4	6.4	-	-	4	3.9

Table 66

Staff's Opinion toward ABAC Organization

Item	Number	Percent
Instructor should:		
1. improve their human relations.	12	19.05
2. improve their responsibility on duty.	8	12.70
3. have their professional ethics.	6	9.52
4. improve their academic ability.	6	9.52
5. improve their teaching skill.	6	9.52
Administrators should:		
1. give their subordinates freedom to speak out.	7	11.11
2. be just and fair.	6	9.52
Students should:		
1. improve their manners.	17	26.98
2. be more respectful.	11	17.46
3. improve their behavior.	10	15.87
ABAC Environment should:		
1. improve the working hours.	9	14.29
ABAC Communication system should:		
1. be efficient.	8	12.70
2. up-to-date.	7	11.11
3. have more telephone both for internal and external.	7	11.11
4. have the communication center.	6	9.52
ABAC Management should:		
1. have more administators.	6	9.52
2. put the right man to the right job.	5	7.94

Interpretation of Data

Information about the respondents are as follows: 57.7 per cent are females, 52.0 per cent are married, 59.6 per cent are Thai, 41.8 per cent are between 31-40 years of age, 70.6 per cent finished Master Degree, 25.0 per cent earn salary between 9,001-8,000 bant and 50.0 per cent of them have been at ABAC from 1 semester to 3 years. (Table 29)

The Instructors' Attitude Toward Staff

Just more than half of the instructors (52.0 per cent) fell favourable toward staff and about 9.6 per cent of them feel unfavourable. It appears that most of the instructors feel favourable toward staff in almost all aspects. (Table 30-31)

The Instructors' Attitude Toward Administrators

About 32 per cent of the instructors feel favourable toward administrators, 23.0 per cent of them feel unfavourable and most feel indifferent. Considering the instructors' attitude toward administrators, it appears that most of them feel favourable toward administrators. However some of them feel that the administrators do not seem to be

friendly for they show little interest in their subordinates. They do not treat instructors as important. (Table 32-33)

The Instructors' Attitude Toward Students

About 59 per cent of instructors feel indifferent toward students, 26.9 per cent have unfavouraole attitudes and only 1.9 per cent have favourable attitudes. Considering the attitude toward students, the instructors wish that the students show respect to them, act according to ABAC rules and policies, have good relationship with instructors and treat instructors with decorum. However, some instructors feel that the students spend a lot of money, and that they are self-centered, lacking in sense of responsibility towards their study, coming to college only to get a degree, not eager for new knowledge and don't have a sense of gratitude towards instructors. (Table 34-35)

The Instructors' Attitude Toward Work

86.5 per cent of the instructors feel very favourable toward teaching. 9.6 per cent of them feel favourable and no instructor feels indifferent or unfavouraole. Considering all aspects of teaching and working, the only thing they don't like is that the job is too demanding. (Table 36-37)

The Instructors' Attitudes Toward ABAC Environment

More than half of the instructors (59.6 per cent) are well disposed toward ABAC environment and 9.6 per cent have very favourable attitude. Considering all aspects, it appears that most of the instructors are favourable to almost all aspects except that they think it's very difficult to adapt themselves to the ABAC community. (Table 38-39)

The Vice-President/Dean/Head Departments' Attitude
Toward Subordinates

The Vice-President/Dean/Head Department have a favourable attitude toward subordinates in all aspects. (Table 40-41)

The Instructors' Attitude Toward ABAC Management

About 46% of instructors feel indifferent toward ABAC management, 25.0% of them have unfavourable attitude, and 21.2% have a favourable attitude. Considering all aspects of ABAC management, more instructors favour the planning system, the freedom to speak out, and the structure of responsibility in the department. On the structure of management, most instructors have negative attitudes about the number of administrators; they feel that they have no opportunity to have open discussion; they are not favourable

to the Promotion System, Penalties and Sanctions as being practised; in their opinion, management within the departments is not so bad. (Table 42-43)

Perception of the Instructors' Role

Most of the instructors very strongly feel that they can do their job properly, they take their work as a profession, and feel free in their work. However, instructors perceive that they have very little role in decision-making process. Some instructors do other work besides teaching. More than half of them perceive that they have opportunity to think creatively. (Table 44)

Job Fulfillment

About 47% of instructors found job fulfillment at ABAC, 38.5% feel indifferent and 13.4% feel that they don't have job fulfillment. The instructors thought that they are pleased with their job when they do the job that they like. Most of them have completed their job on target and feel that students have learned something. (Table 45)

ABAC Communication

Most of the instructors (76.9%) feel that communication system in ABAC is one-way which means orders are issued from the top, 52.0% feel that the communication is informal, and 49.0% feel that communication facilities are not sufficient. So, the instructors think that there

are communication problems among people in the departments, and between departments, between instructors, and administrators, among instructors themselves and between instructors and students. (Table 46)

Instructors' Opinions About ABAC Organization
and Management

The findings, from Table 47 exressing the instructors, opinions about ABAC organization as a whole show that only the minority are of the opinion that ABAC organization should make improvement on the six items or variables tnat measured ABAC's organizational climate. This implies that the majority are satisfied with ABAC and do not see that improvement upon such items as suggested are really necessary.

However, some of their opinions which could be statistically substantiated may be given due consideration, for example,

- staff should improve their services to instructors (21.15 per cent);

- administrators should treat instructors as important (19.23);

- students should nave more sense of responsibility towards their study (28.35).

Remarks

The questionnaires were distributed to 145 instructors, only 52 of them returned the questionnaires. This shows many indications:

1. either the instructors were too busy or that they did not see the importance of it;

2. the instructors were culturally biased towards the questionnaire itself feeling threatened, avoiding responsibility, etc.;

3. the instructors' attitude of indifference and lack of cooperation on their part, this might be due to the reason that almost half of them were relatively new to the institution (one semester or less than one year);

4. perhaps, the distribution timing was not proper;

5. etc.

For the above reasons, the 52 questionnaaires that were returned, shoud be given due regard because the respondents showed so much concern as to have taken some of their time off to answer them. As such, their opinions are valuaole to ABAC Management.

OC Among Staff Members

In measuring ABAC's Organizational Climate among staff members, it is found that most of them are satisfied

with their work. Most of them enjoy and appreciate ABAC's environment. In general, they have job fulfillment.

Contrary to the Faculty members, most of the staff members are pleased with the Management, though they think that ABAC's communication is a one-way system at ABAC.

The following are the results of the findings in details concerning various aspects of Organizational Climate among the staff members. (Table 47)

Interpretation of Data

The staff respondents' information are as follows: 53.2% are females, 69.4% are singles, 73.0% are less than 31 years of age, 37.1% finished Bachelor DEgrees, 64.5% receive salary between 3,001-5,000 baht and 71.0% have been working at ABAC from 1 semester to 3 years. (Table 48)

The worker respondents information are as follows: 57.1% are males, 71.8% are married, 38.7% are between 31-40 years of age, 87.8% finished less than M.S.5, 61.9% receive salary 2,001-3,000 baht and 37.3% work at ABAC during 2-5 years. (Table 49)

The Staff and Workers' Attitude Toward Instructors

Just less than half of the staff (49.2%) feel indifferent toward the instructors; 30.2% of them feel favourable, and 7.9% feel "very unfavourable". Interestingly, staff and workers express less favourable attitudes towards the instructors in all aspects. However,

they admit favourably that the Faculty members treat them as important (76.3%) and they accept favourably also the instructors academic ability (72.3%). (Table 49-50)

The Staff and Workers' Attitudes Toward Administrators

Considering staff and workers' attitudes towards the administrators, apparently, the majority of them (70%) feel that administrators seem to be friendly and show some interest in their subordinates. They express their favourable attitudes towards administrators especially in the following aspects: responsibility and creativity (82%), academic ability (79%), planning system (75%) and work efficiency (74%). (Table 51-52)

The Staff and Workers' Attitude Toward Students

Just more than half of staff (63.5) feel indifferent toward students, 25.4% of them have unfavourable attitude. Considering their attitudes toward students, the staff favour that the students have a sense of responsibility toward their study, have good relationship with staff and have good academic ability. However, some staff feel that the students spend a lot of money; that they are self-centered and ill mannered. They don't behave themselves according to ABAC rules and regulations. They don't treat staff with due regard; they treat them as mere employees.

About 43% of the workers feel indifferent toward
students, 27.3% have favourable attitude and 20.5% have
unfavourable attitude. Considering the attitude toward
students, the workers are well disposed toward students in
almost all aspects. (Table 53-54)

The Staff's and Workers' Attitudes Toward Working

Most of the staff (84.1%) and workers (56.8%) feel
favourable toward working, 15.9% of staff and 43.2% of
workers feel indifferent toward working: no staff or worker
feels unfavourable. Considering all aspects of working, the
only thing the staff and workers don't like is that the job
is too demanding and that job-preparation is required of
them. (Table 55-56)

The Staff' and Workers' Attitude Toward ABAC Environment

Most of the staff (73.0%) and workers (84.1%) feel
favourable toward ABAC environment in all aspects. (Table
57-58)

The Department Heads' Attitude Toward Subordinates

The department heads have favourable attitudes
toward subordinates in all aspects. (Table 59-60)

The Staffs' and Workers' Attitude Toward ABAC Management

About 60% of staff feel indifferent toward ABAC
management, 22.2% of them have favourable attitude, 11.1%

have unfavourable attitude. Considering all aspects of ABAC management, more staff highly favour the structure of the management, the penalties and sanction systems and the management in departments. However, nearly half of the staff have negative attitudes about: the number of administrators, lacking of opportunity to have open discussion and the promotion system.

About 43% of workers feel indifferent toward ABAC management, 34.1% of them have unfavourable attitude. Considering all aspects of ABAC management in all aspects. (Table 61-62).

Perception of the Staffs' and Workers' Role

Most of the staff and workers very strongly feel that they do their job properly, and that they have opportunity to think creatively and freely to discuss the work. They feel free in their work, have authority to make decision, and are willing to do extra work besides duty. However, staff and workers perceive that nobody interferes with their work. (Table 63)

Job Fulfillment

About 82% of staff and 83.7% of workers found job fulfillment at ABAC, 14.5% of staff and 14.0% of workers feel indifferent, 3.2% of staff and 2.3% of workers feel that they don't have job fulfillment. The staff and workers

believe that they are happy with their job when they do the job they like. Majority of them have completed the job on target and that their jobs are related to their educational background. (Table 64)

ABAC Communication

Most of the staff and workers (45.1% and 73.8%) feel that the communication system in ABAC is one-way which means that the orders are issued from the top, 53.2% of the staff feel that communication facilities are not sufficient but 73.8% of workers feel that facilities for communication are sufficient. As for communication between departments and the staff, the staff and workers think that they have no communication problems. (Table 65)

Staffs' Opinions About ABAC Organization or Management

The findings from Table 66 expressing the staffs' opinions about ABAC organization as a whole, show that only the minority are of the opinion that ABAC organization should make improvement upon the six items or variables that measured ABAC's organizational climate. This implies that the majority are satisfied with ABAC and do not see that improvement upon such items as suggested are really of necessary.

However, some of their opinions which could be statistically substantiated may be given due consideration, for example,

- instructors should improve their human relations with the staff, (19.05%);
- students should improve their manners (26.98%).

Remarks

More than 60 per cent of the staff returned their questionnaires. All the workers returned theirs. This shows that the staff and workers seem to be more cooperative than the instructors. This is culturally acceptable for Thailand since the staff and the workers have less education than the instructors. Why so? From many research findings, we find that the more one is educated the more one tends to become independent and less cooperative in certain matters. Another example to support this viewpoint is the many reports of political returns by the Ministry of Interior; the highest returns of votes were from provinces where people are less educated, whereas the lowest returns found was in Bangkok.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Based on the results and findings of the study, the researcher hereby makes the following conclusion and recommendations:

A. CONCLUSION

1. ABAC's System Performance

From the findings, it shows that ABAC's Systems Performance is efficient because tne Operating Cost is less than the Total Budget allowed for the system to operate MINUS Fixed Cost. (see p. Appendix A) In other words, ABAC has gained the NET PROFIT.

The increase of Cost per Head in educating a student over the years implies management's priorities in the development and improvement of Transformation Mechanism, namely, increase in instructors' salaries and provision for better instructional facilities which contribute to higher quality education.

With the Cost per Head calculated from 1972 to 1987, we draw a graph to predict the tuition fee of the future or a clue to tuition fee increase for further expansion.

Forecast of Tuition Increase

Cost per Head in Baht

```
9,000  -
8,000  -
7,000  -
6,000  -
5,000  -
4,000  -
3,000  -
2,000  -
1,000  -
       ------------------------------------------------------------ Year
        72   73  74  75  76  77  78·79  80  81  82  83  84  85
```
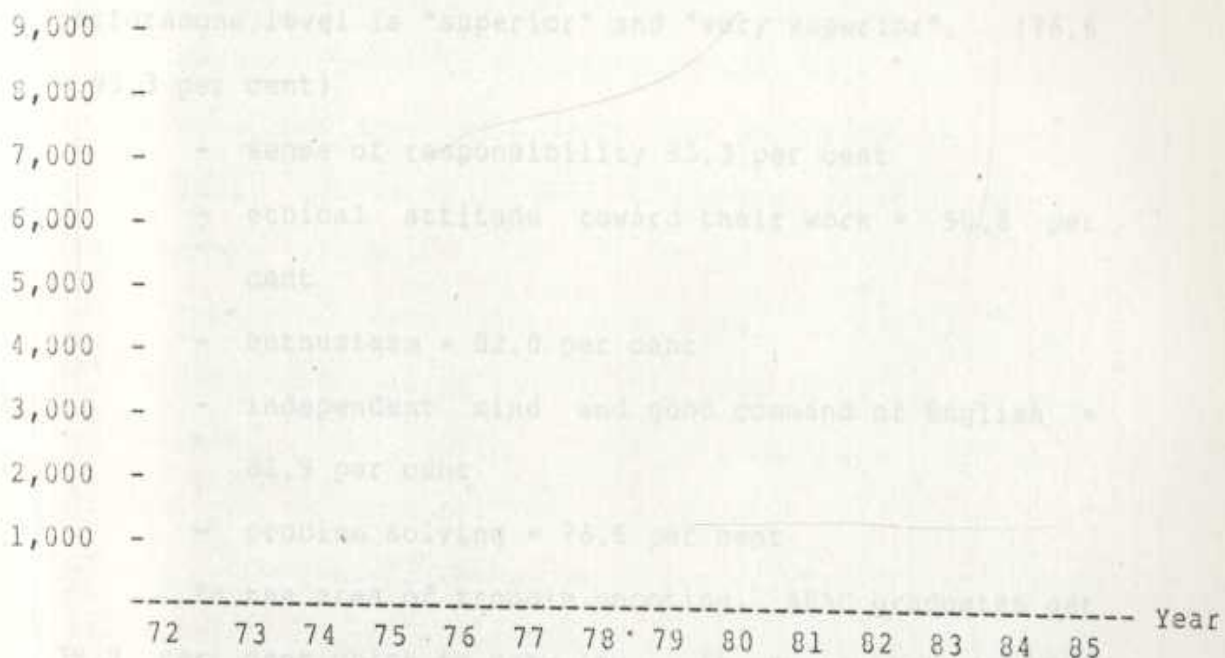
2. ABAC's Systems Effectiveness

From the analysis the work performance of 14 batches of ABAC graduates assessed by their superiors snows commendable perforamnce, specifically in the following:

2.1 When comparing ABAC graduates with graduates of other institutions, ABAC graduates' work performance is very superior and superior to the others in 74.3 per cent of those assessed; but there are only 3.1 per cent of ABAC graduates who perform at a minimal level.

2.2 When considering ABAC graduates' work performance in each trait given here below, it shows that their supervisors are satisfied with them and that their performamcne level is "superior" and "very superior". (76.6 - 95.3 per cent)

- sense of responsibility 95.3 per cent
- ethical attitude toward their work = 90.8 per cent
- enthusiasm = 82.0 per cent
- independent mind and good command of English = 81.9 per cent
- problem solving = 76.6 per cent

In the area of trouble shooting, ABAC graduates get 39.9 per cent which is very low. It may be that by job description they are not much concerned with the problems or that they have less opportunity to participate in those problems.

The performance level at "superior" and "very superior" of the old batch and the new batch are 81.5 and 77.5 per cent respectively. This shows that new batch perform at the "superior" and "very superior" level, not so well as the old batch on many traits.

There can be some other factors accounting for this difference, for example, the old batch has more experience; the number of graduates of each group differ greatly, old:new = 34 : 227, etc.

However, what is important is that ABAC graduates, on average, perform their work for superior to other institutions' graduates. Thus shows that ABAC's System Effectiveness is high.

Taking the respondents as a whole, we see that most of the supervisors agree that ABAC graduates of all majors perform their work well. These opinions are not very different as we can see from the index of each major as follows: Accounting (.81), Marketing (.80), Finance and Banking (.79), General Management (.79), Business Computer (.80). See Table 28 and Appendix C for details.

3. ABAC's Organizational Climate

Faculty: Instructors and Lecturers

In measuring ABAC's Organizational Climate, the findings show that most of the instructors (86.5 + 9.6 per cent) are happy in their teaching. This implies that they have right attitude towards the teaching profession and that the personnel selection process is effective, for they also admitted that the job is very demanding but fulfilling.

Most of the instructors also are pleased with ABAC's environment. They enjoy their working conditions, though some of them do find it difficult to adapt themselves to ABAC community which is international in character.

A generation gap or a cultural conflict does exist between the instructors and the students (Table 23-24). Most of the instructors do not seem to be favourable to students concerning the latter's attitude of respect and decorum.

Staff and Workers

The findings show that most of the staff are happy in their work, though to a lesser degree the workers feel about it. They all appreciate ABAC's environment. They also enjoy their working conditions.

The staff feel that they have something to contribute to ABAC. Most of the staff and workers feel very strongly that they have a role to do their job properly and that they have opportunity to think creatively and freely discuss their work. They feel strongly that they have freedom to express their opinion in their work and have authority to make decisions, too. (Table 32)

Most of them are of the opinion that they have job fulfillment.

What seems to affect the ABAC's organizational climate very much and which is crucial for the healthy growth of ABAC is that, in general, the faculty's and the staff's perception of the management is rather critical. For both groups, the findings show that 46.0 per cent for instructors and 60.0 per cent for the staff feel indifferent towards the Management. This implies that the majority do not appreciate the Management, if we take into consideration those who are openly unfavourable. Sensitive issues lie in 1) Promotion System or Merit System; 2) One-Way Communication; 3) Lack of Communication Facilities; 4) Administrators' Unfriendly Attitudes; and 5) Opportunity to have Open Discussion or Meaningful Participation in Decision-making Process (Faculty alone complained).

Despite some negative feedback, however, both the instructors and the staff highly appreciate the administrators' efficiency, creativity, skill and experience, ability to solve problems, academic competency and responsibility. (Table 33)

B. RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION

The computation of the Cost per Head and the Operating Cost (see Appendix A) should enable ABAC to do financial analysis for every department's expenditure and compare the results.

ABAC's financial system should be computerized in order to be able to facilitate financial transaction and to predict cost per head in advance for further development and economization of operating cost.

The graph projecting cost per head (p. 180) on the increase implies that ABAC will suffer constraints in future development. One of the constraints come directly from the Ministry of University Affairs which controls the ceiling of tuition fees. So long as the MUA imposes this restriction on ABAC and other private institutions, quality education may suffer or may not advance as it should.

ABAC Management should also be aware that the Systems Performance is closely linked to the financial management and the quality education. Because of this important implication, ABAC should try its best to convince the MUA 1) to let tuition fee float; 2) to let market mechanism play its role or price control; 3) to encourage private sector to invest more in private higher education.

There are many reasons to justify the above argument, for example

- education is a socially and economically profitable investment; - Unesco Report 1986;

- heavy reliance upon government financing has resulted in under investment;

- so far, "government financing has been misallocated, inefficiently used, and inequitably distributed e.g. the typical university student comes from the better-off family."

> George Pscaharopoulos, World Bank
> Expert for Thailand: 1988

- etc.

2. Though ABAC graduates' Work Performance is superior to graduates of other institutions, yet there are rooms for improvement when considering each trait for each department graduates. For example,

2.1 ABAC should pay attention to each and every product (graduate) since there are graduates who performed their work worse than the others - 8.8 per cent from the old batch and 4.4 per cent from the new batch. (Table 24)

The Department of Student Affairs is recommended to supplement classroom teaching with short courses or workshop or seminar in Personality Development, Work Ethics, Personal

Growtn, etc. A post graduate clinic may be established to answer the need.

2.2 From Table 27 (C), it is found that Business Computer Majors seem to be weak in English when compared with the other Majors.

The Department of Business Computer is recommended to pay special attention to the students in this Major with regard to the command of the English language. Additional English course may be necessary or that the students be required to pass a test before taking the Major in Computer since they have less opportunity to practice English for they have to deal with machine mostly.

Moreover, English being the business language and the best selling point for ABAC, attention should be paid to the effectiveness of the teaching of English in all courses, not only for the students of the Computer Department but for students of other Departments as well. Concerning this matter, ABAC should be able to check the quality of each and every graduate.

2.3 In the same manner, ABAC should carefully study each trait and compare the results with the others, especially where the score is lowest, for example, Table 27 (F) — Troouble Shooting. Also where the score is not high enough, the Department concerned snould be recommended to

study the problem seriously. Only after the problem is identified, can a proper remedy be prescribed.

2.4 ABAC curriculum should be revised from time to time and be adapted to modern day findings in business, economics, and labour market. For this, ABAC needs a good feedback mechanism to supply correct, up-to-date information.

Furthermore, business education is more dynamic than other sciences. A system should be devised whereby adaptation and updating of business curriculum can be implemented at short notice, in order to be relevant to the needs of business community. For example, to be sensitive to the changes in the busines world, guest speakers from the business community should be invited to complement classroom teaching from time to time.

For further studies, 'service in rural development' may very well be added to the 7 traits as another dimension in the quality education.

3. From the study on Organizational Culture oc ABAC it is recommended that

3.1 The Management should improve on interaction with and between instructors and staff. OD practitioner

should be consulted about this matter in order that concrete action be taken as soon as possible.

3.2 The administrators' attitudes towards instructors should be improved on the following aspects: friendly attitude, showing interest and concern, treating instructors with respect as colleagues.

3.3 The administrators should improve interaction between instructors and students. Workshops on Personal Growth, Adolescence and Youth Alienation, System of Values for instructors according to Thai culture, etc., should be organized every semester for faculty members as most of them have not been trained in pedagogy and educational psychology.

3.4 Since 40 per cent of the instructors are non-Thai, seminars in Thai culture, international community spirit, International Understanding and Peace Education, Orientation to Thai way of Life for Foreigners, etc. should be held from time to time in order to create better understanding among instructors.

Concerning No. 3.1, 3.2, 3.3, and 3.4 there are many implications which ABAC Management should be aware of while attempting to improve interaction among instructors

themselves, between instructors and students. For example, for ABAC community, there needs be studies on

- the significance of cultural changes which have occurred in recent times and which have bearing on youth in higher education;

- the role of cultural heritage within the process of modernization;

- the effect of modernization on human behavior, individual as well as communal;

- the growing skepticism among youth toward religion;

- Westernization and the quest for national identity;

- etc.

3.5 Because the number of administrators is not sufficient for the volume of work and responsibility, competent lay people should be invited to assume administrative positions.

For example, a Religious who holds many positions should give up some administrative positions in favour of competent lay people.

At the same time, lay people who have already assumed administrative positions should be given meaningful role to play in the community life of ABAC.

3.6 As instructors want to have a say in the administration which directly concerns their welfare, they should be encouraged to voice their opinion through the Faculty Senate which represents them through various departments. Sensitive issues like "Promotion System, Penalties and Sanctions, etc." should be treated with proper representation.

3.7 The administrators should improve the communication in the following areas:

- communication among people in the departments,
- communication between departments,
- communication between instructors and administrators,
- communication between instructors themselves.

For this reason, ABAC Communication System must be immediately improved. The main problem lies in the lack of telephone facilities. Therefore, it is specially recommended that contact with Telephone Authority of Thailand concerning this matter - public and private telephone - by ABAC is urgently needed.

Furthermore, with the advancement and improvement in technological communication, the administrators should never forget that a Two-Way Communication is essential for an

effective control system - diffusion of misinformations and dissemination of correct informations.

In this connection, the role of ABAC's Center for Institutional Research should be given due importance as it is vital in the Management Cybernetics.

3.8 Despite the fact that of all variables used to predict the attitudes of faculty and staff members in Organizational Climate, only few variables may be statistically predictable, yet the Management should study the relationship between independent variables and dependent variables in order to be able to identify problems and prescribe proper remedy.

4. A longitudinal study on relationships between subsystems of the whole ABAC system should be done in order to come upwith additional information regarding the dependence or interdependence among those subsystems, for example, students' opinion about ABAC.

5. Finally, the researcher proposes the following Management Model which emphasizes

1) The Management Cybernetics, the systems control and communication enabling ABAC to become self-regulating and self-renewing;

2) The role of OD in ABAC to help improve organizational climate and the management of people.

Figure 5 : THE PROPOSED MODEL

For Institution Management
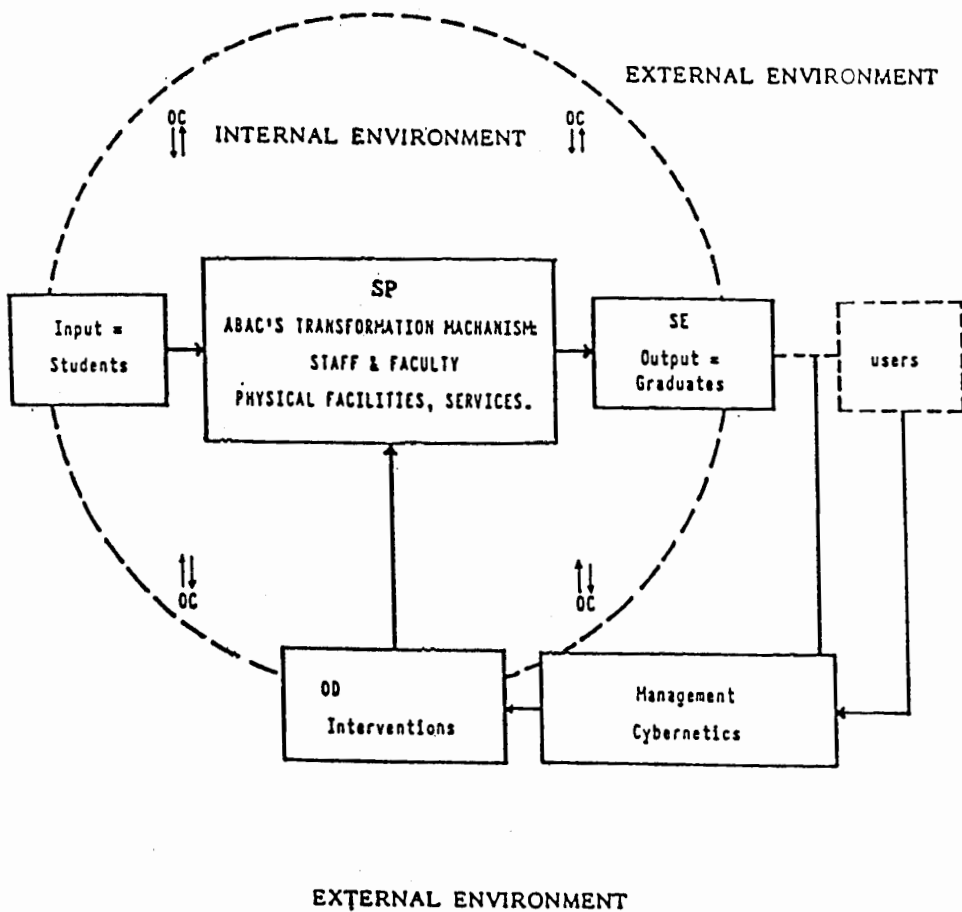
With the proposed Model, the researcher hopes that ABAC as a system will continue to perform efficiently and effectively.

C. RECOMMENDATIONS FOR LONG TERM PLANNING

Above all, if ABAC wants to continue to be leading institution, its leadership must be alert to future trends of development in higher education in order to plan its development accordingly.

The present policy guidelines laid down in 1986 by the then Permanent Secretary of State for University Affairs will continue to be enforced, especially with regard to

1. The Three Resolutions: to promote the establishment, to maintain, to upgrade private institutions of higher learning;

2. Academic assistance and cooperation given by the MUA to private colleges and universities;

3. Future trend of development in the teaching of science and technology among private colleges and universities;

4. Relations in the form of linkages between the private institutes and the private sector;

5. Foreign cooperation in the form of joint venture, personnel exchange, academic assistance, scholarships and training by world reknown universities with the coordination of MUA.

Action Plan for the Formulation of Policies for the Long-Range
Planning of Higher Education in Thailand
1988-2002

A most comprehensive planning for higher education
development is underway right now. ABAC's Management must
never fail to follow its development and deliberations for
it will eventually become the national policy on higher
education.

The Royal Thai Government, at the Cabinet Meeting on
April 21, 1987, approved and appointed the Committee on the
Long-Range Planning of Higher Education in Thailand. Headed
by the Minister of University Affairs and composed of
distinguished members the Committee is charged with the
following responsibilities:

1. Manpower Requirement Analysis

Under this project, the Committee will

- study the present status of employment of college
graduates with diplomas and degrees;

- undertake qualitative analysis of current
government policies and regulations having impacts on
manpower utilization;

- analyze manpower utilization by regions, subjects
and occupational groups;

- carry out manpower projection from 1988-2002;

- provide projections of some selected key manpower requirements in some professional and occupational areas.

2. Environmental Scanning for the Development of the Long-Range Plan for Higher Education

- Population trends and enrolment trends;

- Economic trends;

- Technological trends;

- Political trends;

- Social trends;

- Cultural trends.

3. Internal Efficiency Studies

Under this project the Committee will study

- Current Status of Higher Education in Thailand with regard to goals, missions, functions, types and locations of institutions, curriculum, staff, students and graduates (government as well as private institutions);

- Analysis of the Historical Development of Higher Education in Thailand: Its Implications for Current Development and Future Trends;

- Cost and Financing of Higher Education: cost-effectiveness and/or cost-benefit analysis, sources and amount of income for financing higher education, privatization of some state universities, costs and financing of research;

- Regional Opportunities and Needs for Higher Education (university mapping): enrolment projections by region, environmental scanning for higher education by region, Optimal size of higher education, criteria for establishing new institutions, number and locations of new institutions in each region;

- Academic and Profession Autonomy in Higher Education;

- Articulation between Secondary and Vocational Education and Higher Education: student recruitment and selection in higher education, linkages secondary education and higher education, related problems and issues;

- Staffing: Staff Recruitment, Development, Mobility, Turnover in Relation to Teaching, Research and Services.

4. The Role of Private Colleges and Universities

Under this Project, the Committee

- investigate the role of private colleges and universities in carrying out the following functions: teaching, research, service and cultural promotion;

- estimate future trends and demands for private colleges and universities;

- identify potential areas for future expansion and growth of private colleges and universities;

- suggest policy guidelines for future development.

5. The Role of Private Sector in Higher Education

Under this project, the Committee will

- investigate the role of the private sector as users of college graduates: quantitative analysis of college graduates;

- study the users' expectations and evaluation of college graduates: survey of users' opinions, labour market survey, etc.;

- investigate the role of the private sector as promoters or supporters of education, research and development;

- identify linkages and partnership between the private sector and higher education.

This is the most ambitious and most comprehensive planning scheme for higher education development ever undertaken by the Ministry of University Affairs. Therefore, it merits special attention by all who are concerned with the management of future higher education institutions in Thailand.

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A P P E N D I X   A

CALCULATION OF

1. OPERATING COST OF ABAC'S SYSTEM

2. COST PER HEAD IN EDUCATING A STUDENT

3. THE CAPITAL COST OR FIXED COST

Churchman's Formula

By Churchman's Formula, the measure of ABAC's Systems Performance was expressed in terms of mathematical inequalities or Linear Programming as follows:

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n < C \quad \text{(Total budget allowed for}$$

ABAC's systems MINUS fixed costs)

$$c_1, c_2, \ldots c_n = \text{cost per head of students in each department}$$

$$x_1, x_2, x_3 \ldots x_n = \text{number of students in each department}$$

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n = \text{Operating Cost}$$

To measure ABAC's Systems Performance, we have to kknow the Institutional Cost in 3 areas, namely

1. Operating Cost of ABAC's system;

2. Cost per Head in educating a student;

3. The Capital Cost or Fixed Cost.

Mark Blaug's Formula

Mark Blaug's Formula (1961) is the formula used by the National Education Commission and the Ministry of University Affairs, to calculate the Institutional Cost.

$$R = \frac{C \times r}{(1 + r)^t - 1} + C \times r \quad \text{where}$$

R = Capital cost per year

C = cost of buildings

r = rate of interest

t = time limit for buildings

By Mark Blaug's concept, we calculate

1. Operating Cost of ABAC;

2. Cost per Head; and

3. The Capital Cost or Fixed Cost of ABAC.

Calculation of Operating Cost

Operating Cost = Total expense incurred by ABAC. It is calculated by using figures taken from official financial report, June '85 to May '86 as follows:

1. Salaries and wages   19,865,257.00 Baht
2. Special Renumeration   1,443,441.50
3. Proctoring & Grading papers   331,770.00
4. Office supplies expense   1,880,928.00
5. Repair and maintenance   987,650.00
6. Administrative expense

    - utilities

    - postage and stamps

    - telephone

    - gasoline

    - premium

    - entertainment & reception

    - miscellaneous   13,574,029.00

     Total expense incurred   38,003,073.00
                                         =============

Therefore, the Operating Cost for the year 1986 = 38,003,073.00 Baht.

Calculation of the Cost per Head

By Formula: (cost per head) x (number of students) = Operating Cost

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n = \text{Operating Cost} \qquad (1)$$

$c_1, c_2, c_3 \ldots c_n$ are cost per head in educating students in each department

Since all students in all departments have to pay the same amount of tuition fee, therefore

$$c_1, c_2, c_3 \ldots c_n = c$$

Substituting in (1), we have

$$c(x_1 + x_2 + x_3 + \ldots x_n) = \text{Operating Cost} \qquad (2)$$

$x_1, x_2, x_3, \ldots x_n$ = number of students in all departments

= 4,304 for 1986

Substituting in (2), we have

$$c = \frac{\text{Operating cost}}{\text{number of students}}$$

$$\text{Average Cost per Head or } c = \frac{38,083,073}{4,304}$$

= 8,848.30 Baht

In the same manner the Operating Cost and, the Cost per Head in educating a student can be calculated by the same formula, from 1972-1973 to 1986-1987, as given here below:

The table below shows the results of the computation of Operating Cost, Average Cost per Head (1972-1987).

YEAR	OPERATING COST	NO. OF STUDENTS	AVERAGE COST/HEAD
1972-73	1,135,059.75	352	3,244.60
1973-74	1,166,031.00	477	2,444.51
1974-75	2,740,368.00	634	4,322.35
1975-76	3,583,211.83	891	4,021.56
1976-77	4,533,005.72	1,017	4,457.23
1977-78	5,307,004.59	960	5,528.13
1978-79	6,195,133.39	1,142	5,424.81
1979-80	8,381,428.76	1,270	6,599.55
1980-81	10,893,323.53	1,800	6,051.85
1981-82	13,638,262.24	2,469	6,523.80
1982-83	19,762,731.95	3,146	6,281.86
1983-84	21,362,890.48	3,551	6,016.02
1984-85	33,387,075.30	3,859	8,651.74
1985-86	38,083,073.00	4,304	8,848.30
1986-87	49,326,172.62	4,922	10,021.56

Calculation of Capital Cost or Fixed Cost

The Fixed Cost as defined here is the expense incurred in building construction and land use.

The formula for calculation is that of Mark Blaug which is also used by the National Education Commission and the Ministry of University Affairs for calculating the expenditure of higher education institutions.

The Cost of Land Use = The present value of land x rate of interest (i.e., opportunity loss)

By substituting the value of ABAC's land estimate, we have

Cost of Land Use = 77,093,100.07 x 0.0950
(Present rate of interest is 9.50 per cent)

= 7,323,844.51 Baht   (3)

Calculation of the cost in using various buildings

The cost of Building Use is calculated by Mark Blaug's Formula:

$$R = \frac{C \times r}{(1 + r)^t - 1} + C \times r \quad \text{where}$$

R   =   Capital cost per year

C   =   Cost of Buildings

r   =   Rate of interest (i.e., 9.50 per cent at present, though in some cases when some buildings were put up, the interest rate was 12.50 per cent)

t   =   Time limit for building (the government has approved the term of 50 years as being time limit for concrete buildings)

By substituting ABAC's assets value, we have:

Educational Buildg + other building + other construction

56,155,226.07 + 29,520,621.63 + 2,914,412.45

= 88,590,260.15   Baht

(This assets value was estimated by official auditor approved by the Ministry of University Affairs and the Board of Trustees, May 1986.)

Substituting these values in Mark Blaug's Formula, we have

$$R = \frac{C \times r}{(1 + r)^{t} - 1} + C \times r$$

$$= \frac{88,590,260.15 \times 0.95}{(1.095)^{50} - 1} + 88,590,260.15 \times 0.095$$

$$= 8,507,081.68 \tag{4}$$

Therefore, the total capital cost or fixed cost C = (3) + (4)

$$= 7,323,844.51 + 8,507,081.68$$

$$- 15,830,926.19 \text{ Baht}$$

In the same manner, the Capital Cost or the Fixed Cost from 1972 to 1987 can be calculated. (See appendices.)

We have just calculated ABAC's expenditure for 1986:

1. Operating Cost = 38,083,073.00

2. Cost per Head = 8,843.32

3. Capital Cost = 15,830,926.19
   or Fixed Cost

We are now in a position to evaluate ABAC's Systems Performance. According to Churchman, if the system is efficient,

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n < C \text{ (total budget allowed for a}$$
system to operate MINUS fixed cost) .... (5)

$$c_1 x_1 + c_2 x_2 + c_3 x_3 + \ldots c_n x_n) = c(x_1 + x_2 + x_3 + \ldots x_n)$$
already demonstrated in (2)

But $c(x_1 + x_2 + x_3 + \ldots x_n)$ = Operating Cost ... by (2)
Substituting the values of C in (5), we have

Operating Cost $< C$ (Total Budget or Income - fixed cost)

$$38,083,073.00 < 69,059,812.81 - 15,830,926.19$$

$$53,228,886.62$$

Therefore, according to Churchman's System Theory, ABAC's System Performacne is efficient because it makes profit.

N.B. All profits that ABAC has made goes to further building construction and debt repayment to banks.

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A P P E N D I X   B

TABLE SHOWING COMPUTERIZED INSTITUTIONAL COST

YEAR	(1) / OPERATING COST	(2) = NO. OF STUDENTS	(3) AVERAGE COST/HEAD (A)	(4) * COST OF LAND	(5) = RATE OF INTEREST	(6) COST OF LAND USE (B)	(7) COST OF BUILDINGS
1972-73	1,135,059.75	352	3,224.60	4,000,000.00	0.0800	320,000.00	3,893,333.
1973-74	1,166,031.00	477	2,444.51	4,411,397.00	0.0800	352,911.76	4,322,662.
1974-75	2,740,368.00	634	4,322.35	4,419,747.00	0.0800	353,579.76	7,111,047.
1975-76	3,583,211.83	891	4,021.56	4,419,747.00	0.0800	253,579.76	10,772,178.
1976-77	4,533,005.72	1,017	4,457.23	4,419,747.00	0.0800	353,579.76	14,321,279.
1977-78	5,307,004.59	960	5,528.13	4,419,747.00	0.0800	353,579.76	16,418,717.
1978-79	6,195,133.39	1,142	5,424.81	4,419,747.00	0.0900	397,777.23	18,555,275.
1979-80	8,381,428.76	1,270	6,599.55	4,419,747.00	0.1200	530,369.64	19,327,684.
1980-81	10,893,323.53	1,800	6,051.85	4,419,747.00	0.1300	574,567.11	40,830,656.
1981-82	13,635,282.34	2,469	5,523.80	4,419,747.00	0.1250	552,468.39	42,695,830.
1982-83	19,732,731.95	3,148	6,281.86	5,391,813.20	0.1150	620,058.52	43,813,441.
1983-84	21,362,890.48	3,551	6,016.02	5,780,670.50	0.1300	751,487.20	82,458,652.
1984-85	33,387,075.30	3,859	8,651.74	71,424,951.59	0.1100	7,856,744.67	88,568,750.
1985-86	38,083,073.00	4,304	8,848.30	77,093,100.07	0.0950	7,323,844.51	68,590,260.
1986-87	49,326,127.62	4,922	10,021.56	83,594,808.17	0.0725	6,060,623.59	99,765,570.

FORMULA :

CALCULATION OF INSTITUTIONAL OPERATING COST

(A) | AVERAGE COST PER HEAD = OPERATING COST / NUMBER OF STUDENTS |

CALCULATION OF INSTITUTIONAL CAPITAL COST OR FIXED ASSET
(LAND)

(B) | COST OF LAND USE = COST OF LAND * RATE OF INTEREST (RATE OF FIXED DEPOSIT IN EACH YEAR

(BUILDINGS)

(C) | R = [(C * r) / {(1 + r)^t - 1)] + [C * r] |
----

where
R = CAPITAL COST PER YEAR (COST OF BUILDING USE)
C = COST OF BUILDINGS
r = RATE OF INTEREST (RATE OF FIXED DEPOSIT IN EACH YEAR)
t = TIME LIMIT FOR BUILDINGS

* = HUL
/ = DIV
- = POW

ABAC'S PERFORMANCE ANALYSIS

(D) | OPERATING COST < C - FIXED COST |
----
where
C = TOTAL INCOME OR BUDGET ALLOWED
FIXED COST = COST OF LAND USE + COST OF BUILDING USE

	(8) RATE OF IINTEREST	(9) TIME LIMIT	(10) CAPITAL COST PER YEAR (C)	(11) OPERATING COST ((D)	(12) TOTAL INCOME	(13) TOTAL CAPITAL (FIXED COST)	(14) DIFFERENCE
33	0.0800	50	326,426.48	1,135,059.75	1,041,500.00	646,425.48	393,073.52
33	0.0800	50	353,346.77	1,186,031.00	2,030,745.00	706,259.53	1,324,466.47
00	0.0800	50	581,277.31	2,740,368.00	3,839,644.00	934,857.07	2,904,786.93
42	0.0800	50	880,548.65	3,583,211.63	6,654,044.88	1,234,128.41	5,419,916.47
72	0.0800	50	1,170,862.34	4,533,005.72	8,281,164.20	1,524,242.10	4,755,922.10
72	0.0800	50	1,342,112.91	5,307,004.59	7,520,478.74	1,695,692.67	5,824,786.07
72	0.0900	50	1,592,739.69	6,195,133.39	9,569,616.42	2,090,518.92	7,479,099.50
37	0.1200	50	2,327,375.26	8,381,428.76	10,765,553.93	2,857,744.90	7,907,809.05
35	0.1300	50	5,319,787.77	10,893,323.53	17,516,333.12	5,894,354.88	11,622,008.24
05	0.1250	50	5,351,799.63	13,638,262.34	24,730,151.40	5,904,258.00	18,825,983.40
55	0.1150	50	5,060,445.84	19,782,731.95	36,238,023.03	5,680,504.36	30,557,518.67
85	0.1300	50	10,743,461.55	21,362,690.48	46,023,798.49	11,494,948.73	34,528,849.74
15	0.1100	50	9,795,637.88	33,387,075.30	54,960,845.64	17,552,382.53	37,308,463.11
15	0.0950	50	8,507,081.88	38,083,073.00	69,059,912.91	15,830,926.19	53,228,986.62
15	0.0725	50	7,383,550.35	49,326,127.62	70,345,443.46	13,444,193.94	56,901,259.52

*** NOTE : OPERATING COST REFERENCE see next page ***

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ASSUMPTION BUSINESS ADMINISTRATION COLLEGE

OPERATING COST REFERENCE

YEAR	(1) OPERATING COST	(2) SALARIES & WAGES	(3) SPECIAL REMUNERATION	(4) PROCTORING & GRADING PAPERS	(5) OFFICE SUPPLIES EXPENSE	(6) REPAIR & MAINTENANCE	(7) ADMINISTRATIVE EXPENSES
1972-73	1,135,059.75	786,477.50	18,755.00		57,245.75	23,485.00	237,085.50
1973-74	1,166,031.00	763,375.00	15,614.00		116,355.00	47,061.00	155,626.00
1974-75	2,740,368.00	1,555,839.00	122,146.00		313,850.00	217,621.00	530,912.00
1975-76	3,563,211.63	2,356,620.94	175,181.00		321,677.14	35,467.10	681,045.65
1976-77	4,533,005.72	2,901,913.00	53,147.50		263,194.50	104,555.62	1,199,094.70
1977-78	5,307,004.59	2,723,604.00	73,754.00		245,915.50	75,355.65	2,184,155.84
1978-79	6,195,133.39	3,390,763.00	115,050.00		391,029.73	167,655.83	2,130,534.88
1979-80	8,381,428.76	5,247,093.00	225,261.00		615,138.25	372,614.00	1,515,318.87
1980-81	10,893,323.53	6,886,695.00	338,995.00		697,375.61	527,511.20	2,442,646.72
1981-82	13,638,266.34	8,566,415.25	450,574.60		717,213.93	532,256.63	3,251,365.93
1982-33	19,762,731.95	12,542,310.62	675,276.75	78,550.00	1,421,240.38	706,752.45	4,336,501.75
1983-84	21,362,890.46	12,661,568.75	636,575.50	137,485.00	1,695,165.70	353,464.90	5,878,229.63
1984-85	33,387,075.30	18,234,651.60	1,213,847.68	353,566.25	2,230,571.37	634,010.23	10,459,482.75
1985-86	38,063,076.00	19,865,257.00	1,443,441.50	331,770.50	1,886,926.00	987,655.00	13,574,023.00
1986-87	49,326,127.62	25,068,288.00	1,405,714.34	326,465.00	3,778,485.49	3,957,097.25	14,790,073.54

ASSUMPTION BUSINESS ADMINISTRATION COLLEGE

OPERATING COST REFERENCE

Year	(1) Operating Cost	(2) Salaries & Wages	(3) Special Remuneration	(4) Proctoring & Grading Papers	(5) Office Supplies Expense	(6) Repair & Maintenance	(7) Administrative Expenses
	=		+	+	+	+	
1972-73	1,135,059.75	786,477.50	18,760.00		67,246.75	25,486.00	237,089.50
1973-74	1,166,031.00	783,375.00	19,614.00		116,355.00	47,061.00	199,626.00
1974-75	2,740,368.00	1,555,839.00	122,181.00		313,850.00	217,621.00	530,912.00
1975-76	3,583,211.83	2,366,620.94	175,181.00		321,877.14	38,487.10	681,045.65
1976-77	4,533,005.72	2,901,913.00	58,147.50		269,194.90	104,655.62	1,199,094.70
1977-78	5,307,004.59	2,723,604.00	73,754.00		246,919.90	76,369.85	2,184,156.84
1978-79	6,195,133.39	3,390,763.00	115,090.00		391,089.73	167,655.80	2,130,534.86
1979-80	8,381,428.76	5,247,098.00	225,261.00		615,138.25	376,614.60	1,915,318.87
1980-81	18,893,323.53	6,886,695.00	338,995.00		697,375.61	527,611.20	2,442,646.72
1981-82	13,638,266.34	8,686,415.25	450,974.60		717,213.93	532,296.63	3,251,365.93
1982-83	19,762,731.95	12,542,310.62	675,276.75	78,550.80	1,421,240.38	708,752.45	4,336,601.75
1983-84	21,362,890.48	12,661,568.75	638,975.50	137,485.00	1,695,166.70	353,464.90	5,876,229.63
1984-85	33,387,075.30	18,234,651.00	1,213,847.68	353,986.25	2,290,671.37	834,515.25	10,459,482.75
1985-86	38,083,076.00	19,865,257.00	1,443,441.50	331,770.50	1,880,928.00	987,650.00	13,574,029.00
1986-87	49,326,127.62	25,068,288.00	1,405,714.34	326,468.00	3,788,486.49	3,957,097.25	14,790,073.54

A P P E N D I X   C

SUPPLEMENTARY TABLES

(WORK PERFORMANCE)

Table 1

Supervisors' Opinion Toward ABAC Graduates and
Performance of Old Batch

	Opinion						
Trait	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	Total (%)
Sense of Responsibility	24 (70.6)	10 (29.4)	–	–	–	–	34
Ethical Atti- tude Toward Work	16 (47.1)	16 (47.1)	2 (5.8)	–	–	–	34
Good Command in English	8 (23.5)	22 (64.7)	4 (11.8)	–	–	–	34
Independent Thinking	12 (35.3)	18 (44.1)	7 (20.6)	–	–	–	34
Self- Motivation	11 (32.4)	18 (52.9)	5 (14.7)	–	–	–	34
Trouble- Shooter	6 (17.6)	9 (26.5)	5 (14.7)	10 (29.4)	3 (8.8)	1 (2.9)	34
Problem Solver	9 (26.5)	18 (52.9)	7 (20.6)	–	–	–	34

Table 2

Supervisors' Opinion Towards ABAC Graduates
and Performance of New Batch

| | Opinion | | | | | | Total |
Trait	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	(%)
Sense of Responsibility	118 (51.9)	97 (42.7)	11 (4.8)	–	1 (0.6)	–	227
Ethical Atti- tude Toward Work	78 (34.4)	126 (55.5)	21 (9.3)	2 (0.9)	–	–	227
Good Command of English	44 (19.4)	141 (62.1)	31 (13.7)	7 (3.1)	1 (0.6)	3 (1.3)	227
Independent Thinking	50 (22.0)	136 (59.9)	36 (15.9)	3 (1.3)	2 (0.9)	–	227
Self- Motivation	63 (27.8)	122 (53.7)	36 (15.9)	5 (2.2)	–	1 (0.6)	227
Trouble- Shooter	15 (6.6)	73 (32.2)	51 (22.5)	42 (18.5)	36 (15.9)	10 (4.4)	227
Problem Solver	38 (16.7)	135 (59.5)	39 (17.2)	11 (4.8)	3 (1.3)	1 (0.6)	227

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Table 3

Supervisors' Opinion Towards ABAC Graduates
of Major of Marketing Index of Different Traits

Trait	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	Total (%)
Sense of Responsibility	62 (54.4)	45 (39.5)	7 (6.1)	-	-	-	114
Ethical Atti- tude Toward Work	45 (39.5)	58 (50.9)	11 (9.6)	-	-	-	114
Good Command of English	26 (22.8)	67 (58.8)	18 (15.8)	3 (2.6)	-	-	114
Independent Thinking	26 (22.8)	65 (57.1)	22 (19.3)	1 (0.9)	-	-	114
Self- Motivation	33 (28.9)	62 (54.4)	17 (17.9)	2 (1.8)	-	-	114
Trouble- Shooter	9 (7.9)	37 (32.5)	28 (24.5)	26 (22.8)	13 (11.4)	1 (0.9)	114
Problem Solver	20 (17.5)	68 (59.6)	19 (16.7)	6 (5.3)	1 (0.9)	-	114

Table 4

Supervisors' Opinion Towards ABAC Graduates
of Major of General Management Index
of Different Traits

Trait	Opinion						
	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	Total (%)
Sense of Responsibility	8 (80.0)	1 (10.0)	1 (10.0)	-	-	-	10
Ethical Atti- tude Toward Work	5 (50.0)	4 (40.0)	1 (10.0)	-	-	-	10
Good Command of English	6 (60.0)	2 (20.0)	2 (20.0)	-	-	-	10
Independent Thinking	3 (30.0)	6 (60.0)	1 (10.0)	-	-	-	10
Self- Motivation	4 (40.0)	4 (40.0)	2 (20.0)	-	-	-	10
Trouble- Shooter	3 (30.0)	3 (30.0)	-	3 (30.0)	1 (10.0)	-	10
Problem Solver	2 (20.0)	6 (60.0)	1 (10.0)	1 (10.0)	-	-	10

Table 5

Supervisors' Opinion Towards ABAC Graduates
of Major of Finance and Banking Index
of Different Traits

Trait	Opinion						
	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	Total (%)
Sense of Responsibility	16 (39.0)	24 (58.5)	1 (2.4)	-	-	-	41
Ethical Atti- tude Toward Work	12 (29.3)	26 (63.4)	3 (7.3)	-	-	-	41
Good Command of English	5 (12.2)	29 (70.7)	5 (12.2)	2 (4.9)	-	-	41
Independent Thinking	12 (29.3)	19 (46.3)	10 (24.4)	-	-	-	41
Self- Motivation	10 (24.4)	23 (56.1)	7 (16.4)	1 (2.4)	-	-	41
Trouble- Shooter	3 (7.3)	8 (19.5)	11 (26.8)	6 (14.6)	11 (26.8)	2 (4.9)	41
Problem Solver	6 (14.6)	22 (53.7	9 (22.0)	2 (4.9)	1 (2.4)	1 (2.4)	41

Table 6

Supervisors' Opinion Towards ABAC Graduates
of Major Accounting Index
of Different Traits

Trait	Opinion						
	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	Total (%)
Sense of Responsibility	40 (67.8)	17 (28.8)	1 (1.7)	1 (1.7)	-	-	59
Ethical Atti- tude Toward Work	21 (35.6)	33 (55.9)	4 (6.8)	1 (1.7)	-	-	59
Good Command of English	11 (18.6)	40 (69.5)	4 (6.8)	-	1 (1.7)	2 (3.4)	59
Independent Thinking	14 (23.7)	40 (67.8)	4 (6.8)	1 (1.7)	-	-	59
Self- Motivation	20 (33.9)	31 (52.5)	6 (10.2)	2 (3.4)	-	-	59
Trouble- Shooter	6 (10.1)	25 (42.4)	8 (13.6)	9 (15.2)	7 (11.9)	4 (6.8)	59
Problem Solver	11 (18.6)	40 (67.8)	6 (10.1)	1 (1.7)	1 (1.7)	-	59

Table 7

Supervisors' Opinion Toward ABAC Graduates
of Major of Business Computer Index
of Different Traits

| Trait | Opinion | | | | | | Total |
	Very Much (%)	Consi- derably (%)	Some- what (%)	A Little (%)	Not at All (%)	N.A. (%)	(%)
Sense of Responsibility	16 (43.2)	20 (54.1)	1 (2.7)	-	-	-	37
Ethical Atti- tude Toward Work	13 (35.1)	20 (54.1)	4 (10.8)	-	-	-	37
Good Command in English	3 (8.1)	24 (64.9)	7 (18.9)	2 (5.4)	-	1 (2.7)	37
Independent Thinking	7 (18.9)	22 (59.5)	7 (18.9)	-	1 (2.7)	-	37
Self- Motivation	8 (21.6)	19 (51.4)	9 (24.3)	-	-	1 (2.7)	37
Trouble- Shooter	-	10 (27.0)	11 (29.7)	8 (21.6)	6 (16.2)	2 (5.4)	37
Problem Solver	7 (18.9)	18 (48.6)	10 (27.0)	2 (5.4)	-	-	37

Table 8

Supervisors' Opinion Towards ABAC Graduates of Major of Marketing
Work Performance in Each Item

Item	Strongly Agree (%)	Agree (%)	Undecided/ Don't Know (%)	Dis- agree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
1. He has to ask the boss before he does anything.	8 (7.0)	40 (35.1)	8 (7.0)	53 (46.5)	5 (4.4)	-	0.89
2. He never tries out new ideas.	2 (1.8)	8 (35.1)	9 (7.9)	74 (64.9)	21 (18.4)	-	0.84
3. He does not bother to see to it that the job as- signed is done properly.	4 (3.5)	22 (19.3)	15 (13.2)	55 (48.2)	17 (14.9)	1 (0.9)	0.77
4. He tries his best to be ahead of the others in his group.	12 (10.5)	54 (47.4)	32 (28.1)	16 (14.0)	-	-	0.78
5. He is willing to work hard.	44 (38.6)	55 (48.2)	9 (7.9)	6 (5.3)	-	-	0.89
6. He can easily express himself in English.	13 (11.4)	70 (61.4)	22 (19.3)	8 (7.0)	1 (0.9)	-	0.81
7. He is the type who can think for himself.	9 (7.9)	62 (54.4)	25 (21.9)	14 (12.3)	3 (2.6)	1 (0.9)	0.78
8. He easily gets along with other employees.	48 (42.1)	51 (44.7)	9 (7.9)	5 (4.4)	1 (0.9)	-	0.88
9. Whenever he has a prob- lem, he usually works it out without checking with anybody else.	2 (1.8)	15 (13.2)	23 (20.1)	65 (57.0)	9 (7.9)	-	0.78
10. He sees the things he needs to do and takes them on himself.	9 (7.9)	65 (57.0)	21 (18.4)	17 (14.9)	2 (1.8)	-	0.78
11. Compared with other employees, he is less dependable.	4 (3.5)	31 (27.2)	12 (10.5)	41 (35.9)	25 (21.9)	1 (0.9)	0.76
12. He doesn't do things which are unethical	17 (14.9)	64 (56.1)	21 (18.4)	9 (7.9)	2 (1.8)	1	0.81

Table 9

Supervisors' Opinion Towards ABAC Graduates of Major of General Marketing
Work Performance in Each Item.

| | | | Opinion | | | | |
Item	Strongly Agree (%)	Agree (%)	Undecided/Don't Know (%)	Dis- agree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
1. He has to ask the boss before he does anything.	-	3 (30.0)	1 (10.0)	5 (50.0)	1 (10.0)	-	0.64
2. He never tries out new ideas.	-	2 (20.0)	-	7 (70.0)	1 (10.0)	-	0.81
3. He does not bother to see to it that the job as- signed is done properly.	-	3 (30.0)	1 (10.0)	4 (40.0)	2 (20.0)	-	0.78
4. He tries his best to be ahead of the others in his group.	1 (10.0)	7 (70.0)	-	2 (20.0)	-	-	0.81
5. He is willing to work hard.	4 (40.0)	4 (40.0)	-	2 (20.0)	-	-	0.85
6. He can easily express himself in English.	3 (30.0)	5 (50.0)	1 (10.0)	1 (10.0)	-	-	0.84
7. He is the type who can think for himself.	1 (10.0)	7 (70.0)	2 (20.0)	-	-	-	0.84
8. He easily gets along with other employees.	3 (30.0)	6 (60.0)	1 (10.0)	-	-	-	0.88
9. Whenever he has a prob- lem, he usually works it out without checking with anybody else.	2 (20.0)	3 (30.0)	5 (50.0)	-	-	-	0.60
10. He sees the things he needs to do and takes them on himself.	5 (50.0)	3 (30.0)	2 (20.0)	-	-	-	0.89
11. Compared with other employees, he is less dependable.	-	4 (40.0)	-	4 (40.0)	2 (20.0)	-	0.76
12. He doesn't do things which are unethical	-	8 (80.0)	1 (10.0)	1 (10.0)	-	-	0.80

Table 10

Supervisors' Opinion Towards ABAC Graduates of Major of Finance & Banking
Work Performance in Each Item

Item	Opinion						
	Strongly Agree (%)	Agree (%)	Undecided/ Don't Know (%)	Dis- agree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
1. He has to ask the boss before he does anything.	1 (2.4)	17 (41.5)	2 (4.9)	18 (43.9)	2 (4.9)	1 (2.4)	0.68
2. He never tries out new ideas.	-	3 (7.3)	10 (24.4)	23 (56.1)	5 (12.2)	-	0.81
3. He does not bother to see to it that the job assigned is done properly.	2 (4.9)	8 (19.5)	4 (9.8)	16 (39.0)	10 (24.4)	1 (2.4)	0.78
4. He tries his best to be ahead of the others in his group.	6 (14.6)	16 (39.0)	17 (41.5)	1 (2.4)	-	1 (2.4)	0.79
5. He is willing to work hard.	12 (29.3)	23 (56.1)	6 (14.6)	-	-	-	0.87
6. He can easily express himself in English.	4 (9.8)	24 (58.5)	11 (26.8)	2 (4.9)	-	-	0.81
7. He is the type who can think for himself.	6 (14.6)	22 (53.7)	9 (22.0)	3 (7.3)	-	1 (2.4)	0.80
8. He easily gets along with other employees.	15 (36.6)	24 (58.5)	1 (2.4)	1 (2.4)	-	-	0.89
9. Whenever he has a problem, he usually works it out without checking with anybody else.	-	5 (12.2)	9 (22.0)	24 (58.5)	2 (4.9)	1 (2.4)	0.77
10. He sees the things he needs to do and takes them on himself.	3 (7.3)	22 (53.7)	8 (19.5)	6 (14.6)	1 (2.4)	1 (2.4)	0.76
11. Compared with other employees, he is less dependable.	3 (7.3)	15 (36.6)	6 (14.6)	13 (31.7)	4 (9.9)	-	0.70
12. He doesn't do things which are unethical.	6 (14.6)	20 (48.8)	10 (24.4)	2 (4.9)	1 (2.4)	20 (4.9)	0.69

Table 11

Supervisors' Opinion Towards ABAC Graduates of Major of Accounting
Work Performance in Each Item

Item	Strongly Agree (%)	Agree (%)	Undecided/ Don't Know (%)	Dis- agree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)
1. He has to ask the boss before he does anything.	3 (5.1)	19 (32.2)	2 (3.4)	32 (54.2)	3 (5.1)	-	0.67
2. He never tries out new ideas.	1 (1.7)	1 (1.7)	7 (11.9)	38 (64.4)	12 (20.3)	-	0.85
3. He does not bother to see to it that the job as- signed is done properly.	2 (3.4)	12 (20.3)	5 (8.5)	24 (40.7)	14 (43.7)	2 (3.4)	0.78
4. He tries his best to be ahead of the others in his group.	12 (20.3)	30 (50.8)	9 (15.3)	7 (11.9)	1 (1.7)	-	0.81
5. He is willing to work hard.	26 (44.1)	30 (50.8)	1 (1.7)	1 (1.7)	1 (1.7)	-	
6. He can easily express himself in English.	4 (6.8)	42 (71.2)	11 (18.6)	-	2 (3.4)	-	0.82
7. He is the type who can think for himself.	8 (13.6)	29 (49.1)	3 (5.2)	2 (3.4)	1	-	0.79
8. He easily gets along with other employees.	21 (25.6)	33 (55.9)	3 (5.1)	2 (3.4)	-	-	0.89
9. Whenever he has a prob- lem, he usually works it out without checking with anybody else.	1 (.7)	9 (15.3)	6 (10.2)	36 (61.3)	7 (11.9)	-	0.80
10. He sees the things he needs to do and takes them on himself.	5 (8.5)	27 (45.7)	9 (15.3)	16 (27.1)	2 (3.4)	-	0.74
11. Compared with other employees, he is less dependable.	3	15	3	19	19	-	0.79
12. He doesn't do things which are unethical.	12 (20.3)	34 (57.6)	7 (11.7)	5 (8.5)	1 (1.7)	-	0.83

Table 12

Supervisors' Opinion Towards ABAC Graduates of Major of
Business Computer Work Performance in Each Item

				Opinion				
Item	Strongly Agree (%)	Agree (%)	Undecided/ Don't Know (%)	Dis- agree (%)	Strongly Disagree (%)	N.A. (%)	Index (%)	
1. He has to ask the boss before he does anything.	5 (13.5)	13 (5.4)	3 (8.1)	15 (13.5)	1 (2.7)	-	0.72	
2. He never tries out new ideas.	-	2 (5.4)	5 (13.5)	23 (62.2)	7 (18.9)	-	0.84	
3. He does not bother to see to it that the job as- signed is done properly.	1 (1.7)	-	3 (8.1)	21 (56.8)	12 (32.4)	-	0.87	
4. He tries his best to be ahead of the others in his group.	2 (5.4)	21 (56.8)	7 (18.9)	6 (16.2)	1 (2.7)	-	0.77	
5. He is willing to work hard.	11 (29.7)	23 (62.2)	1 (2.7)	2 (5.4)	-	-	0.87	
6. He can easily express himself in English.	4 (10.8)	22 (59.5)	6 (16.2)	4 (10.8)	-	1 (2.7)	0.79	
7. He is the type who can think for himself.	3 (8.1)	19 (51.4)	9 (24.3)	6 (16.2)	-	-	0.78	
8. He easily gets along with other employees.	12 (32.4)	24 (64.9)	-	1 (2.7)	-	-	0.89	
9. Whenever he has a prob- lem, he usually works it out without checking with anybody else.	-	5 (13.5)	9 (24.3)	19 (51.4)	3 (8.1)	1 (2.7)	0.77	
10. He sees the things he needs to do and takes them on himself.	1 (2.7)	18 (48.6)	9 (24.3)	9 (24.3)	-	-	0.75	
11. Compared with other employees, he is less dependable.	1 (2.7)	12 (32.4)	1 (2.7)	18 (48.6)	4 (10.8)	1 (2.7)	0.74	
12. He doesn't do things which are unethical.	6 (16.2)	25 (67.6)	5 (13.5)	-	-	1 (2.7)	0.84	

A P P E N D I X   D

SURVEY QUESTIONNAIRE (ORGANIZATIONAL CLIMATE)

FOR DEANS, DEPARTMENT HEADS, AND INSTRUCTORS

ASSUMPTION BUSINESS ADMINISTRATION COLLEGE
Institutional Research Center

Project: "An Evaluation of Work Performance ABAC Graduates"

Part A. Rate the following traits of your employee, Mr./Ms X.
Mark an "X".

Trait	Very Much	Consider-ably	Some-what	A Little	Not At All
Sense of Responsibility					
Ethical Attitude Toward Work					
Good Command of English					
Independent Thinking					
Self-Motivation					
Trouble-Shooter					
Problem Solver					

Part B. The following statements are meant to explore your impressions about Mr./Ms X. We are interested in what you think. Please read each item carefully and decide whether you agree or disagree with the views expressed. Then mark the intensity of your agreement or disagreement with the views. Please use the following code for your answers. There is no "right" answers or "wrong" answers.

| Strongly Agree (SA) | Agree (A) | Undecided/Don't Know (UD) | Disagree (D) | Strongly Disagree (SD) |

	(SA)	(A)	(UD)	(D)	(SD)
1. He has to ask the boss before he does anything.					
2. He never tries out new ideas.					
3. He does not bother to see to it that the job assigned is done properly.					
4. He tries his best to be ahead of the others in his group.					
5. He is willing to work hard.					
6. He can easily express himself in English.					
7. He is the type who can think for himself.					
8. He easily gets along with other employees.					
9. Whenever he has a problem, he usually works it out without checking with anybody else.					
10. He sees the things he needs to do and takes them on himself.					
11. Compared with other employees, he is less dependable.					
12. He doesn't do things which are unethical.					

Part C. Overall, compared with other employees under your supervision.

    Mr./Ms. X is .... (Check one)

        _____ Very Superior   _____ About the Same

        _____ A Litter Better   _____ Much Worse

For Classification Purpose

How long have you known this person you are evaluating? ____
years _____ months

What is his/her position in the firm? _____

Please write your name and position below: This is only for administrative purpose and will not be connected to the finding of the study.

Name: _____ Position/Title: _____

THANK YOU FOR YOUR CO-OPERATION

ORGANIZATIONAL CULTURE OR CLIMATE OF ABAC FACULTY

The following is a survey being conducted by the administration of the Assumption Business Administration College to determine certain factors regarding the organizational culture or climate of ABAC faculty.

Please answer every question as accurately as you can.
Please do not sign your name on the questionnaire.

Your cooperation can help the administration evaluate these important areas of our college life. Your opinions are important and will be carefully considered.

Thank you for your time and effort in filling out this questionnaire.

Questionnaire

Topic: Organizational Culture or Climate of ABAC Faculty

This questionnaire is divided into 6 parts.

Part 1 General Information about the Faculty.
Part 2 Questions about Attitude towards ABAC Community.
Part 3 Questions about Perception of Faculty Role.
Part 4 Questions about Job Fulfillment.
Part 5 Questions about ABAC Communication.
Part 6 Questions about ABAC Management.

Part 1. General Information

1. Sex   ..... male   ..... female
2. Status   ..... single   ..... married
3. Nationality ..... Thai   ..... Non Thai
4. Age   ..... years
5. Education ..... bachelor's degree or the equivalent
             ..... master's degree or the equivalent
             ..... Ph. D or the equivalent
             ..... other (please specify) ....

6. Your total monthly salary package (excluding bonuses) is

             ..... less than 7,000 baht
             ..... 7,001 - 8,000 baht
             ..... 8,001 - 9,000 baht
             ..... 9,001 - 10,000 baht
             ..... 10,001 - 11,000 baht
             ..... 11,001 - 12,000 baht
             ..... more than 12,000 baht

7. You have been working here at ABAC for

             ..... 1 year
             ..... 2 - 3 years
             ..... 4 - 5 years
             ..... 6 - 7 years
             ..... 8 - 10 years
             ..... 11 - 15 years
             ..... more than 15 years

Part 2. Questions about Attitude towards ABAC Community

Direction: Put a check mark / in the box: State whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Instructor-Staff Interaction	SA	A	U	D	SD
1. The staff work efficiently.					
2. The staff have a good sense of responsibility.					
3. The staff show discipline in working to their jobs.					
4. The staff are sincere and dedicated to their jobs.					
5. There is good relationship between the instructors and the staff.					
6. The staff give good service.					
7. The staff give respect to instructors.					
Instructor-Administrator Interaction					
8. The administrators work efficiently.					
9. The administrators show creativity in their work.					
10. The administrators are friendly and show interest in their subordinates.					
11. Administrators have the skill and experience required for their positions.					
12. Administrators have the ability to solve problems.					
13. Administrators have high academic ability.					

Cont. Instructor-Administrator.....	SA	A	U	D	SD
14. Administrators have good relationship with instructors.					
15. Administrators have a high sense of responsibility.					
16. Administrators treat instructors as important, not mere employees.					
Instructor-Subordinate Interaction					
17. Subordinate work efficiently.					
18. Subordinate have a good sense of responsibility.					
19. Subordinate show discipline in working.					
20. Subordinate are sincere and dedicated to their jobs.					
21. There are good relationships between the instructors and the subordinate.					
22. Subordinate have high academic ability.					
23. Subordinate give respect to instructors.					
Instructor-Student Interaction					
24. ABAC students spend a lot of money.					
25. ABAC students are self-centered.					
26. Students show respect to instructors.					
27. Students act according to ABAC rules and policies.					

Cont. Instructor-Student....	SA	A	U	D	SD
28. Students have a sense of responsibility towards their study.					
29. Students have good academic ability.					
30. Students have good relationships with instructors.					
31. Students come to school only to get a degree or diploma.					
32. Students are always searching for new knowledge.					
33. Students treat instructors as important people, not mere ABAC employees.					
34. Students show a sense of gratitude towards instructors.					
Instructor-Work					
35. A difficult and complicated job challenge my ability.					
36. Teaching profession is very useful for society.					
37. Managing profession is very useful for society.					
38. I feel proud when my work is completed.					
39. I want to work at a job which requires high responsibility.					
40. Some jobs can be done without any preparation.					
41. I feel uneasy if I work under strict rules and regulations.					

Cont. Instructor-Work.....	SA	A	U	D	SD
42. I want a job that requires my creativity.					
43. I want to work freely without anyone controlling me.					
44. Heavy work does not bother me, if it is part of the job I like.					
Instructor-Environment					
45. ABAC is a famous private institute in Thailand.					
46. ABAC environment and atmosphere is good.					
47. The equipment and facilities provided are good.					
48. My office is suitable for my work.					
49. The 30-hour week is just fine.					
50. It is very difficult to adapt to the ABAC community.					
51. The academic atmosphere allows the development of the knowledge and ability of instructors.					
52. I am proud to be a part of ABAC.					

Directions: Please answer the following questions according to
               your own opinion.

53. I think that staff should improve their behavior in

     ----

54. I think that administrators should improve their behavior in

     ----

     ----

55. I think that students should improve their behavior in

     ----

56. The kind of work that I want to do the most is

     ----

57. ABAC should improve their environment and working hours as
     follows

     ----

58. The problems which I have in adjusting to suit ABAC society

     ----

Part 3. Questions about Perception of the Faculty Role

Direction: Put a check mark / in the box: State whether you
              feel each statement Very Much (VM), Much (M), Little
              (L), Not at All (NA).

Perception of Their Role	VM	M	L	NA
59. I have the duty to do my job properly.				
60. I have the opportunity to think creatively.				
61. I have freedom in my work.				
62. I have the authority to make decision by myself.				
63. I do other work for ABAC besides my job.				
64. I see my work as a duty, not as a profession.				
65. I show my ideas and discuss with others about the work I do.				
66. Other people's work interferes with mine.				

Direction: Please answer the following questions according to
              your own perception.

67. That part of my role as an instructors which I did not have
     a chance to play is

     ----

68. Presently, my work in ABAC far exceeds my role as an
     instructors, in the area(s) of

Part 4. Questions about Job Fulfillment

Direction: Put a check mark / in the box: State whether you
Strongly Agree (SA), Agree (A), Undecided (U),
Disagree (D), Strongly Disagree (SD).

Job Fulfillment	SA	A	U	D	SD
69. I feel very happy when I am doing the job I like.					
70. When there is much work, I feel bored.					
71. I feel good when I have completed my job on target.					
72. I can get something good in ABAC which I cannot experience elsewhere.					
73. I feel insecure about my job.					
74. I feel happy when I feel that students have learned something.					
75. I have found job fulfillment at ABAC.					

Direction: Please answer the question according to your own
perception.

76.   I achieve fulfillment in my job when

Part 5. Questions about ABAC Communication

Direction: Put a check mark / in the box: State whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Communication	SA	A	U	D	SD
77. Communication in ABAC is one-way. Orders are issued from the top to the bottom.					
78. Facilities for communication are sufficient.					
79. There are communication problems among people in my department.					
80. I hear about ABAC procedures through my colleagues rather than formal announcements by administrators.					
81. Memorandums passed around are clear and easy to understand.					
82. There are communication problems between departments.					
83. There are communication problems between instructors and administrators.					
84. There are communication problems between instructors.					
85. There are communication problems between instructors and students.					
86. I always verify any information I have received.					
87. Meetings are appropriate only when there is open discussion.					
88. I am up-to-date with the changes occuring at the college.					

Direction: Please answer the question according to your own opinion.

89. Communication system in ABAC should be improved as follows

Part 6. Questions about ABAC Management

Direction: Put a check mark / in the box: State whether you
               Strongly Agree (SA), Agree (A), Undecided (U),
               Disagree (D), Strongly Disagree (SD).

Management	SA	A	U	D	SD
90. ABAC management is a dictatorship.					
91. The present structure of ABAC management is suitable.					
92. The number of administrators is sufficient for the volume of work and responsibility.					
93. ABAC instructors are allowed to show their ideas in open discussion.					
94. Instructors shoud be more independent and use their authority to manage their people.					
95. ABAC Promotion system is just and suitable.					
96. Penalties and sanctions at ABAC are reasonable.					
97. There is no management problem in my department.					
98. Management in my department has a good planning system.					
99. Within the department, there is good distribution of responsibility.					
100.In my department anyone can share his ideas.					

Direction: Please answer the following questions according to
               your own opinion.

101.   ABAC should improve the management by _____

_____

102.   The unique culture of ABAC which differs from other
       institute is _____

_____

"THANK YOU VERY MUCH FOR YOUR CO-OPERATION"

ORGANIZATIONAL CULTURE OR CLIMATE OF ABAC FACULTY

The following is a survey being conducted by the administration of the Assumption Business Administration College to determine certain factors regarding the organizational culture or climate of ABAC Faculty.

Please answer every question as accurately as you can.
Please do not sign your name on the questionnaire.

Your cooperation can help the administration evaluate these important areas of our college life. Your opinions are important and will be carefully considered.

Thank you for your time and effort in filling out this questionnaire.

QUESTIONNAIRE

Topic: Organizational Culture or Climate of ABAC Faculty

This questionnaire is divided into 6 parts.

    Part 1   General Information about the Faculty.
    Part 2   Questions about Attitude toward ABAC Community.
    Part 3   Questions about Perception of Faculty Role.
    Part 4   Questions about Job Fulfillment.
    Part 5   Questions about ABAC Communication.
    Part 6   Questions about ABAC Management.

Part 1. General Information

    1. Sex   ..... male   ..... female
    2. Status   ..... single   ..... married
    3. Nationality ..... Thai   ..... Non Thai
    4. Age   ..... years
    5. Education   ..... bachelor's degree or the equivalent
                      ..... master's degree or the equivalent
                      ..... Ph. D or the equivalent
                      ..... other (please specify) ....

    6. Your total monthly salary package (excluding bonuses) is

                      ..... 4,001 - 5,000 baht
                      ..... 5,001 - 6,000 baht
                      ..... 6,001 - 7,000 baht
                      ..... 7,001 - 8,000 baht
                      ..... 8,001 - 9,000 baht
                      ..... more than 9,000 baht

    7. You have been working here at ABAC for

                      ..... less than 1 semester
                      ..... 1 semester - 1 year
                      ..... 2 - 3 years
                      ..... 4 - 5 years
                      ..... 6 - 7 years
                      ..... 8 - 10 years
                      ..... 11 - 15 years
                      ..... more than 15 years

Part 2. Questions about Attitude towards ABAC Community

Direction: Put a check mark / in the box: State whether you
              Strongly Agree (SA), Agree (A), Undecided (U),
              Disagree (D), Strongly Disagree (SD).

Instructor-Staff Interaction	SA	A	U	D	SD
1. The staff work efficiently.					
2. The staff have a good sense of responsibility.					
3. The staff show discipline in working.					
4. The staff are sincere and dedicated to their jobs.					
5. There is good relationship between the instructors and the staff.					
6. The staff give good service.					
7. The staff give respect to instructors.					
Instructor-Administrator Interaction					
8. The administrators work efficiently.					
9. The administrators show creativity in their work.					
10. The administrators are friendly and show interest in their subordinates.					
11. Administrators have the skill and experience required for their positions.					
12. Administrators have the ability to solve problems.					
13. Administrators have high academic ability.					
14. Administrators have good relationship with instructors.					

Cont. Instructor-Administrator	SA	A	U	D	SD
15. Administrators have a high sense of responsibility.					
16. Administrators treat instructors as important, not mere employees.					
Instructor-Student Interaction					
17. ABAC students spend a lot of money.					
18. ABAC students are self-centered.					
19. Students show respect to instructors.					
20. Students act according to ABAC rules and policies.					
21. Students have a sense of responsibility towards their study.					
22. Students have good academic ability.					
23. Students have good relationships with instructors.					
24. Students come to school only to get a degree or diploma.					
25. Students are always searching for new knowledge.					
26. Students treat instructors as important people, not mere ABAC employees.					
27. Students show a sense of gratitude towards instructors.					
Instructor-Work					
28. A difficult and complicated job challenges my ability.					
29. Teaching profession is very useful for society.					
30. I feel proud when my work is completed.					

	Instructor-Staff Interaction	SA	A	U	D	SD
31.	I want to work at a job which requires high responsibility.					
32.	Some jobs can be done without any preparation.					
33.	I feel uneasy if I work under strict rules and regulations.					
34.	I want a job that requires my creativity.					
35.	I want to work freely without anyone controlling me.					
36.	Heavy work does not bother me, if it is part of the job I like.					
	Instructor-Environment					
37.	ABAC is a famous private institute in Thailand.					
38.	ABAC environment and atmosphere is good.					
39.	The equipment and facilities provided are good.					
40.	My office is suitable for my work.					
41.	The 30-hour week is just fine.					
42.	It is very difficult to adapt to the ABAC community.					
43.	The academic atmosphere allows the development of the knowledge and ability of instructors.					
44.	I am proud to be part of ABAC.					

Direction: Please answer the following questions   according   to
your own opinion.

45.   I think that staff should improve their behavior in

_____
_____
_____
_____
_____

46.   In   think that administrators should improve their   behavior
in

_____
_____
_____
_____
_____

47.   I think that students should improve their behavior in

_____
_____
_____
_____
_____

48.   The kind of work that I want to do the most is

_____
_____
_____
_____

49.   ABAC should improve environment and working hours as follows

_____
_____
_____
_____

50.   The problems which I have in adjusting to suit ABAC society

_____
_____
_____
_____

Part 3. Questions about Perception of Faculty Role.

Direction: Put one check mark / in the box: State whether you
fell each statement Very Much (VM), Much (M), Little
(L), Not at All (NA).

Instructor-Staff Interaction	VM	M	L	NA
51. I have the duty to do my job properly.				
52. I nave the opportunity to think creatively.				
53. I nave freedom in my work.				
54. I have the authority to make decision by myself.				
55. I do other work for ABAC besides my job.				
56. I see my work as duty, not as a profession.				
57. I show my ideas and discuss with others about the work I do.				
58. Other people's work interferes with mine.				

Direction: Please answer the following questions according to
your own opinion.

59. That part of my role as an instructors which I did not have
a chance to play is

_____
_____
_____
_____

60. Presently, my work in ABAC far exceeds my role as an
instructors, in the area(s) of

_____
_____
_____
_____

Part 4. Questions about Job Fulfillment

Direction: Put a check mark / in the box: State whether .you
               Strongly Agree (SA), Agree (A), Undecided . (U),
               Disagree (D), Strongly Disagree (SD).

Job Fulfillment	SA	A	U	D	SD
61. I feel very happy when I am doing the job I like.					
62. When there is much work, I feel bored.					
63. I feel good when I have completed my job on target.					
64. I can get something good in ABAC which I cannot experience elsewhere.					
65. I feel insecure about my job.					
66. I feel happy when I feel that students have learned something.					
67. I have found fulfillment at ABAC.					

Direction: Please answer the question according to your own
               perception.

68. I achieve fulfillment in my job when

_____

_____

_____

_____

Part 5. Questions about ABAC Community

Direction: Put a check mark / in the box. State whether you
Strongly Agree (SA), Agree (A), Undecided (U),
Disagree (D), Strongly Disagree (SD).

Communication	SA	A	U	D	SD
69. Communication in ABAC is one-way. Orders are issued from the top to the bottom.					
70. Facilities for communication are sufficient.					
71. There are communication problems among people in my department.					
72. I hear about ABAC procedures through my colleagues rather than formal announcements by administrators.					
73. Memorandums passed around are clear and easy to understand.					
74. There are communication problems between departments.					
75. There are ccommunication problems between instructors and administrators.					
76. There are communication problems between instructors.					
77. There are communication problems between instructors and students.					
78. I always verify any information I have received.					
79. Meetings are appropriate only when there is open discussion.					
80. I am up-to-date with the changes occurring at the college.					

Direction: Please answer the question according to your own
opinion.

81. Communication system in ABAC should be improved as follows

Part 6. Questions about ABAC Management

Instructor-Staff Interaction	SA	A	U	D	SD
82. ABAC management is a dictatorship.					
83. The present structure of ABAC management is suitable.					
84. The number of administrators is sufficient for the volume of work and responsibility.					
85. ABAC instructors are allowed to show their ideas in open discussion.					
86. Instructors should be more independent and use their authority to manage their people.					
87. ABAC Promotion system is just and suitable.					
88. Penalties and sanctions at ABAC are reasonable.					
89. There is no management problem in my department.					
90. Management in my department has a good planning system.					
91. Within the department, there is good distribution of responsibility.					
92. In my department anyone can share his ideas.					

Direction: Please answer the following questions according to your own opinion.

93. ABAC should improve the management by _____

94. The unique culture of ABAC which differs from other institute is _____

"THANK YOU VERY MUCH FOR YOUR CO-OPERATION"

A P P E N D I X   E

SURVEY QUESTIONNAIRE OF HEAD STAFF (THAI VERSION)

(ORGANIZATIONAL CULTURE OR CLIMATE

OF ABAC STAFF AND WORKERS)

<u>แบบสอบถาม</u>

เรื่อง "วัฒนธรรมหรือบรรยากาศขององค์การในการทำงานของเจ้าหน้าที่ในวิทยาลัยอัสสัมชัญ
บริหารธุรกิจ"

<u>คำชี้แจง</u>   แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อศึกษาถึง วัฒนธรรมหรือบรรยากาศขององค์การทำงาน
ของเจ้าหน้าที่ในวิทยาลัยฯ ซึ่งจะเป็นประโยชน์สำหรับการพัฒนาวิทยาลัยฯ ในด้านต่าง ๆ
ต่อไป ดังนั้นขอได้โปรดตอบแบบสอบถามตามความเป็นจริงและความรู้สึกหรือความคิดเห็น
ที่แท้จริงของท่าน ผู้วิจัยขอรับรองว่าคำตอบของท่านจะถูกเก็บเป็นความลับ และขอให้ท่าน
ตอบแบบสอบถามให้ครบทุกข้อ เพื่อความสมบูรณ์ของการวิจัย

แบบสอบถามชุดนี้ แบ่งออกเป็น 6 ตอนดังนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพและภูมิหลัง

ตอนที่ 2 ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่อองค์การในด้านต่าง ๆ

ตอนที่ 3 ข้อมูลเกี่ยวกับการรับรู้บทบาทหน้าที่

ตอนที่ 4 ข้อมูลเกี่ยวกับความสำเร็จในการทำงาน

ตอนที่ 5 ข้อมูลเกี่ยวกับระบบการติดต่อสื่อสารภายในวิทยาลัยฯ

ตอนที่ 6 ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่อการบริหารงาน

<u>หมายเหตุ</u>   เมื่อท่านตอบแบบสอบถามฉบับนี้สมบูรณ์แล้ว กรุณาส่งแบบสอบถามกลับคืนในกล่องรับ
แบบสอบถาม ณ ห้องธุรการ

ขอขอบคุณ

<u>ตอนที่ 1</u> ข้อมูลเกี่ยวกับสถานภาพและภูมิหลัง

<u>คำชี้แจง</u> ให้ท่านกาเครื่องหมาย / หรือเติมข้อความลงในช่องว่างตามความเป็นจริง
(โปรดตอบทุกข้อ)

1. เพศ ....ชาย ....หญิง

2. สถานภาพสมรส ....โสด ....สมรส

3. วุฒิการศึกษา ....ต่ำกว่า ม.ศ.3

.............ม.ศ.3 หรือ ม.ศ.5 หรือ ปวช.

.............อนุปริญญา หรือเทียบเท่า

.............ปริญญาตรีหรือเทียบเท่า

.............ปริญญาโทหรือเทียบเท่า

.............อื่น ๆ (โปรดระบุ).....................

5. ท่านได้รับเงินเดือน เงินช่วยค่าครองชีพและเงินสวัสดิการในรูปอื่น ๆ ทั้งหมด
(ยกเว้นเงินโบนัส) จากการทำงานในวิทยาลัยฯ โดยเฉลี่ยประมาณเดือนละ

.............ต่ำกว่า 2,001 บาท

.............2,001-3,000 บาท

.............3,001-4,000 บาท

.............4,001-5,000 บาท

.............5,001-6,000 บาท

.............สูงกว่า 6,000 บาท

6. ท่านทำงานในวิทยาลัยฯ แห่งนี้มาแล้ว

.... น้อยกว่า 1 เทอม

.... 1 เทอม – 1 ปี

.... 2 – 3 ปี

.... 4 – 5 ปี

.... 6 – 7 ปี

.... 8 – 10 ปี

.............11 – 15 ปี

.............มากกว่า 15 ปี

<u>ตอนที่ 2.</u> ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่ออาจารย์ ผู้บริหาร นักศึกษา การทำงานของเจ้าหน้าที่ และสภาพแวดล้อมภายในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านภาเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ท่านเห็นว่า ตรงกับความคิดเห็นของท่านมากที่สุด (โปรดตอบทุกข้อ)

ข้อที่	ความคิดเห็นที่มี ต่ออาจารย์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1.	อาจารย์มีประสิทธิภาพในการทำงาน					
2.	อาจารย์มีการวางแผนในการทำงาน					
3.	อาจารย์มีความพยายามในการทำงาน					
4.	อาจารย์มีความรับผิดชอบในหน้าที่					
5.	อาจารย์ที่ระเบียบวินัยในการทำงาน					
6.	อาจารย์มีความซื่อสัตย์ต่อหน้าที่					
7.	อาจารย์มีมนุษย์สัมพันธ์ที่ดี					
8.	อาจารย์มีความสามารถในเชิง วิชาการสูง					
9.	อาจารย์ให้เกียรติและเห็นความสำคัญ ของเจ้าหน้าที่					
10.	ความคิดเห็นที่มีต่อผู้บริหาร ผู้บริหารมีประสิทธิภาพในการบริหารงาน					
11.	ผู้บริหารมีการวางแผนในการบริหารงาน อย่างเป็นระบบ					
12.	ผู้บริหารมีความคิดริเริ่มสร้างสรรค์ ในการบริหารงาน					
13.	ผู้บริหารเป็นกันเองและให้ความสนใจ ผู้อยู่ใต้บังคับบัญชาโดยเท่าเทียมกัน					
14.	ผู้บริหารเป็นกันเองและให้ความสนใจ ในการบริหารงานสูง					
15.	ผู้บริหารมีความสามารถในการแก้ปัญหา การทำงานได้เสมอ					

ข้อที่	ความคิดเห็นที่มี ต่ออาจารย์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
16.	ผู้บริหารมีความสามารถในเชิงวิชาการสูง					
17.	ผู้บริหารมีมนุษย์สัมพันธ์ที่ดี					
18.	ผู้บริหารมีความรับผิดชอบในการ บริหารงาน					
19.	ผู้บริหารเห็นความสำคัญของผู้อยู่ ใต้บังคับบัญชา					
	ความคิดเห็นที่มีต่อผู้ใต้บังคับบัญชา					
20.	ผู้ใต้บังคับบัญชามีประสิทธิภาพในการ- ทำงาน					
21.	ผู้ใต้บังคับบัญชามีความรับผิดชอบ ในการทำงาน					
22.	ผู้ใต้บังคับบัญชามีระเบียบวินัยในการ- ทำงาน					
23.	ผู้ใต้บังคับบัญชามีความซื่อสัตย์ต่อหน้าที่					
24.	ผู้ใต้บังคับบัญชามีมนุษย์สัมพันธ์ที่ดี					
25.	ผู้ใต้บังคับบัญชาให้เกียรติแก่หัวหน้า					
	ความคิดเห็นที่มีต่อนักศึกษา					
26.	นักศึกษาใช้จ่ายฟุ่มเฟือย					
27.	นักศึกษาเอาแต่ใจตนเอง ไม่นึกถึงคนอื่น					
28.	นักศึกษามีสัมมาคารวะวางตัวได้เหมาะสม					
29.	นักศึกษาประพฤติอยู่ในระเบียบวินัย ของวิทยาลัย					
30.	นักศึกษามีความรับผิดชอบใน การเรียน					
31.	นักศึกษามีความสามารถในเชิง วิชาการสูง					
32.	นักศึกษามีมนุษย์สัมพันธ์ที่ดี					

ข้อที่	ความคิดเห็นที่มี ต่อนักศึกษา	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
33.	นักศึกษาให้ความสำคัญต่อเจ้าหน้าที่					
34.	ความคิดเห็นที่มีต่องานที่ทำ การทำงานที่ยากและซับซ้อนเป็นสิ่ง ที่ท้าทายความสามารถของข้าพเจ้า					
35.	งานบริการเป็นงานที่มีประโยชน์ ต่อสังคม					
36.	ข้าพเจ้าภูมิใจในผลงานที่ข้าพเจ้า ได้ทำเสร็จแล้ว					
37.	ข้าพเจ้าต้องการทำงานที่ต้อง รับผิดชอบสูง					
38.	งานบางอย่างไม่จำเป็นต้องวางแผน ก็สามารถบรรลุผลสำเร็จได้					
39.	ข้าพเจ้ารู้สึกอึดอัดใจถ้าต้องทำงาน ที่มีระเบียบกฎเกณฑ์เคร่งครัด					
40.	ข้าพเจ้าต้องการทำงานที่ต้องใช้ ความคิดสร้างสรรค์					
41.	ข้าพเจ้าต้องการทำงานที่เป็นอิสระ ไม่ต้องมีใครคอยควบคุม					
42.	ข้าพเจ้าต้องการทำงานที่ชอบถึงแม้ ว่างานจะหนักเพียงใด					
43.	ความคิดเห็นต่อสภาพแวดล้อมของวิทยาลัย วิทยาลัยที่ข้าพเจ้าทำงานอยู่เป็น สถาบันอุดมศึกษาที่มีชื่อเสียงมาก ในประเทศไทย					
44.	สภาพแวดล้อมภายในวิทยาลัย สะอาด สวยงาม น่าอยู่					

ข้อที่	ความคิดเห็นที่มีต่อ สภาพแวดล้อมวิทยาลัย	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
45.	วัสดุอุปกรณ์ เครื่องมือ เครื่องใช้ ต่าง ๆ มีครบและเพียงพอในการ ทำงานของข้าพเจ้า					
46.	สภาพห้องทำงานของข้าพเจ้า เอื้ออำนวยต่อการปฏิบัติงาน					
47.	ช่วงเวลาในการปฏิบัติงานของ ข้าพเจ้าเหมาะสม					
48.	การปรับตัวให้เข้ากับสังคมภายใน วิทยาลัยเป็นสิ่งที่ยาก					
49.	ข้าพเจ้ามีความสุขที่ได้เป็นส่วนหนึ่ง ของวิทยาลัยฯ					

คำชี้แจง ให้ตอบคำถามต่อไปนี้ ตามแนวความคิดที่แท้จริงของท่าน

50. ท่านคิดว่าอาจารย์ยังขาดคุณสมบัติที่ดีในด้าน...
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51. ท่านคิดว่าผู้บริหารยังขาดคุณสมบัติที่ดีในด้าน..
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52. ท่านคิดว่านักศึกษายังขาดคุณสมบัติที่ดีในด้าน..
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53. ท่านคิดว่างานที่ท่านอยากทำมากที่สุดมีลักษณะ..
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54. วิทยาลัยฯ ควรจะปรับปรุงด้านสภาพแวดล้อมภายในวิทยาลัยฯ และเวลาในการทำงาน ดังนี้.......
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55. ท่านมีปัญหาในการปรับตัวให้เข้ากับสังคมภายในวิทยาลัยฯ ในด้าน...........................
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<u>ตอนที่ 3.</u> ข้อมูลเกี่ยวกับการรับรู้บทบาทของเจ้าหน้าที่

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านกาเครื่องหมาย / ลงในช่อง มากที่สุด มาก น้อย น้อยที่สุด ช่อง
ใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน (โปรดตอบทุกข้อ)

ข้อที่	การรับรู้บทบาท	มากที่สุด	มาก	น้อย	น้อยที่สุด
56.	ข้าพเจ้าทำงานตามหน้าที่ที่ได้รับมอบหมายอย่างสมบูรณ์				
57.	ข้าพเจ้าได้ใช้ความคิดสร้างสรรค์ในการทำงาน				
58.	ข้าพเจ้าได้แสดงความคิดเห็นต่องานที่ทำ				
59.	ข้าพเจ้ามีอำนาจในการตัดสินใจเกี่ยวกับงานที่ทำ				
60.	ข้าพเจ้าได้ทำงานนอกเหนือจากหน้าที่ของข้าพเจ้า				
61.	ข้าพเจ้ามีอิสระในการทำงาน				
62.	คนอื่นทำงานก้าวก่ายหน้าที่ของข้าพเจ้า				

<u>คำชี้แจง</u> ให้ท่านตอบคำถามตรงตามความเป็นจริง

63. ท่านคิดว่าการทำงานในวิทยาลัยฯ ท่านไม่ได้แสดงบทบาทที่ท่านน่าจะมีบทบาทได้ในด้าน...........
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64. จากบทบาทที่เป็นอยู่ในปัจจุบันท่านได้แสดงบทบาทนอกเหนือจากหน้าที่ของท่านในด้าน.............
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<u>ตอนที่ 4.</u> ข้อมูลเกี่ยวกับความสำเร็จในการทำงาน

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านทำเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน (โปรดตอบทุกข้อ)

ข้อที่	ความสำเร็จในการทำงาน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
65.	ข้าพเจ้ามีความสุขเมื่อได้ทำงานที่ชอบ					
66.	เมื่อมีงานมาก ๆ ข้าพเจ้ารู้สึกเบื่อหน่าย					
67.	เมื่อทำงานได้สำเร็จตามเป้าหมาย ข้าพเจ้ารู้สึกมีความสุข					
68.	ข้าพเจ้าได้รับประสบการณ์ในการทำงานที่วิทยาลัยฯ แห่งนี้ซึ่งไม่สามารถหาจากที่อื่นได้					
69.	ข้าพเจ้ารู้สึกไม่สบายใจเมื่อได้ทำงานที่เคยทำมาแล้วหลาย ๆ ครั้ง					
70.	ข้าพเจ้ามีความสุขในการทำงานถ้าได้ทำงานที่ตรงกับความรู้ที่เรียนมา					
71.	ข้าพเจ้าพึงพอใจกับงานที่ได้ทำอยู่ในปัจจุบัน					

<u>คำชี้แจง</u> ให้ท่านตอบคำถามตรงตามความเป็นจริง

72. ท่านคิดว่าท่านจะมีความสุขกับงานเมื่อ.......................................

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ตอนที่ 5. ข้อมูลเกี่ยวกับระบบการติดต่อสื่อสาร การประชาสัมพันธ์ ภายในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

คำชี้แจง ในการตอบแต่ละข้อให้ท่านกาเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ
ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน
(โปรดตอบทุกข้อ)

ข้อที่	ระบบการติดต่อสื่อสาร	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
73.	การติดต่อสื่อสารภายในวิทยาลัยมีลักษณะการสื่อสารจากผู้บริหารสู่ผู้ใต้บังคับบัญชาอย่างเดียว					
74.	อุปกรณ์การสื่อสารที่ใช้ในการติดต่อภายในวิทยาลัยฯ มีอย่างเพียงพอและเหมาะสม					
75.	การติดต่อสื่อสารภายในหน่วยงานของข้าพเจ้าได้ดำเนินไปอย่างราบรื่น					
76.	การประชาสัมพันธ์ของวิทยาลัยฯ เช่น การนัดประชุม การแจ้งข่าวสารชัดเจน รวดเร็ว และเข้าใจตรงกัน					
77.	การติดต่อสื่อสารเกี่ยวกับงานภายในวิทยาลัยฯ มีลายลักษณ์อักษร					
78.	ข่าวสารที่ได้รับจากผู้บังคับบัญชาถูกต้องและชัดเจน					
79.	การติดต่องานระหว่างหน่วยงานเป็นไปอย่างราบรื่น					
80.	การติดต่องานระหว่างข้าพเจ้ากับผู้บังคับบัญชาเป็นไปอย่างราบรื่น					
81.	การติดต่องานระหว่างข้าพเจ้ากับอาจารย์เป็นไปอย่างราบรื่น					
82.	การติดต่อสื่อสารระหว่างข้าพเจ้ากับนักศึกษาเป็นไปอย่างราบรื่น					
83.	เมื่อได้รับข่าวสารข้าพเจ้าจะกลั่นกรองข่าวสารนั้นเสมอ					

คำชี้แจง ให้ท่านตอบตรงตามความเป็นจริง

84. ท่านคิดว่าการติดต่อสื่อสาร ประชาสัมพันธ์ ในวิทยาลัยฯ ควรจะปรับปรุงดังนี้.

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ตอนที่ 6. ข้อมูลความคิดเห็นเกี่ยวกับการบริหารงานในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

คำชี้แจง ในการตอบแต่ละข้อให้ท่านทำเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับความคิดของท่าน (โปรดตอบทุกข้อ)

ข้อที่	การบริหารงาน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
85.	การบริหารงานในวิทยาลัยเป็นแบบคำสั่ง					
86.	การบริหารงานในวิทยาลัยมีการวางแผนอย่างเป็นระบบ					
87.	โครงสร้างการบริหารงานภายในวิทยาลัยมีความเหมาะสม					
88.	จำนวนผู้บริหารงานของวิทยาลัยฯ มีจำนวนเพียงพอกับปริมาณงาน					
89.	การบริหารงานในวิทยาลัยไม่ได้ปฏิบัติตามกฎระเบียบที่วางไว้					
90.	การบริหารงานโดยการรวมฝ่ายบริหารและวิชาการเข้าด้วยกันในวิทยาลัยฯ มีความเหมาะสม					
91.	การบริหารงานในวิทยาลัยฯ ทุกคนสามารถแสดงความคิดเห็นได้อย่างเสรี					
92.	หน่วยงานต่าง ๆ ภายในวิทยาลัยฯ มีอิสระในการบริหารงาน					

ข้อที่	การบริหารงาน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
93.	การพิจารณาความดีความชอบ และ เงินเดือนของบุคลากรมีความ ยุติธรรมและเหมาะสม					
94.	การบริหารงานของวิทยาลัยฯ ในด้าน การลงโทษมีความเหมาะสม					
95.	การบริหารงานภายในหน่วยงานของ ข้าพเจ้าเป็นไปด้วยความราบรื่น					
96.	การบริหารงานในหน่วยงานของข้าพเจ้า มีการวางแผนงานอย่างเป็นระบบ					
97.	การบริหารงานในหน่วยงานของ ข้าพเจ้าทุกคนได้แสดงความคิดเห็น อย่างเสรี					
98.	การบริหารงานในหน่วยงานของ ข้าพเจ้ามีการแบ่งงานอย่างเหมาะสม					

<u>คำชี้แจง</u> ให้ตอบคำถามต่อไปนี้ ตามแนวความคิดที่แท้จริง

99. ท่านคิดว่าการบริหารงานภายในวิทยาลัยฯ ควรจะปรับปรุงดังนี้..............................
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100. ท่านคิดว่าๆในสังคมของวิทยาลัยอัสสัมชัญบริหารธุรกิจมีวัฒนธรรมที่เป็นเอกลักษณ์หรือมีลักษณะ
เฉพาะที่แตกต่างจากสถาบันอุดมศึกษาอื่น ๆ ดังนี้..
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"ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม"

SURVEY QUESTIONNAIRE OF STAFF AND WORKERS (THAI VERSION)

<u>แบบสอบถาม</u>

เรื่อง "วัฒนธรรมหรือบรรยากาศขององค์การในการทำงานของเจ้าหน้าที่ในวิทยาลัยอัสสัมชัญ
บริหารธุรกิจ"

<u>คำชี้แจง</u> แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อศึกษาถึง วัฒนธรรมหรือบรรยากาศขององค์การทำงาน
ของเจ้าหน้าที่ในวิทยาลัยฯ ซึ่งจะเป็นประโยชน์สำหรับการพัฒนาวิทยาลัยฯ ในด้านต่าง ๆ
ต่อไป ดังนั้นขอได้โปรดตอบแบบสอบถามตามความเป็นจริงและความรู้สึกหรือความคิดเห็น
ที่แท้จริงของท่าน ผู้วิจัยขอรับรองว่าคำตอบของท่านจะถูกเก็บเป็นความลับ และขอให้ท่าน
ตอบแบบสอบถามให้ครบทุกข้อ เพื่อความสมบูรณ์ของการวิจัย

แบบสอบถามชุดนี้ แบ่งออกเป็น 6 ตอนดังนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพและภูมิหลัง

ตอนที่ 2 ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่อองค์การในด้านต่าง ๆ

ตอนที่ 3 ข้อมูลเกี่ยวกับการรับรู้บทบาทหน้าที่

ตอนที่ 4 ข้อมูลเกี่ยวกับความสำเร็จในการทำงาน

ตอนที่ 5 ข้อมูลเกี่ยวกับระบบการติดต่อสื่อสารภายในวิทยาลัยฯ

ตอนที่ 6 ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่อการบริหารงาน

<u>หมายเหตุ</u> เมื่อท่านตอบแบบสอบถามฉบับนี้สมบูรณ์แล้ว กรุณาส่งแบบสอบถามกลับคืนในกล่องรับ
แบบสอบถาม ณ ห้องธุรการ

ขอขอบคุณ

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพและภูมิหลัง

คำชี้แจง ให้ท่านภาเครื่องหมาย / หรือเติมข้อความลงในช่องว่างตามความเป็นจริง
(โปรดตอบทุกข้อ)

1. เพศ   ......ชาย   ......หญิง

2. สถานภาพสมรส   ......โสด   ......สมรส

3. วุฒิการศึกษา   ......ต่ำกว่า ม.ศ.3

                          ......ม.ศ.3 หรือ ม.ศ.5 หรือ ปวช.

                          ......อนุปริญญา หรือเทียบเท่า

                          ......ปริญญาตรีหรือเทียบเท่า

                          ......ปริญญาโทหรือเทียบเท่า

                          ......อื่น ๆ (โปรดระบุ).....................

5. ท่านได้รับเงินเดือน เงินช่วยค่าครองชีพและเงินสวัสดิการในรูปอื่น ๆ ทั้งหมด
    (ยกเว้นเงินโบนัส) จากการทำงานในวิทยาลัยฯ โดยเฉลี่ยประมาณเดือนละ

                          ......ต่ำกว่า 2,001 บาท

                         2,001-3,000   บาท

                         3,001-4,000   บาท

                         4,001-5,000   บาท

                         5,001-6,000   บาท

                          ......สูงกว่า 6,000 บาท

6. ท่านทำงานในวิทยาลัยฯ แห่งนี้มาแล้ว

                          ...... น้อยกว่า 1 เทอม

                          ...... 1 เทอม – 1 ปี

                          ...... 2 – 3 ปี

                          ...... 4 – 5 ปี

                          ...... 6 – 7 ปี

                          ...... 8 – 10 ปี

                          ......11 – 15 ปี

                          ......มากกว่า 15 ปี

<u>ตอนที่ 2.</u> ข้อมูลเกี่ยวกับความคิดเห็นที่มีต่ออาจารย์ ผู้บริหาร นักศึกษา การทำงานของเจ้าหน้าที่
และสภาพแวดล้อมภายในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านทำเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย
เฉย ๆ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ท่านเห็นว่า
ตรงกับความคิดเห็นของท่านมากที่สุด (โปรดตอบทุกข้อ)

ข้อที่	ความคิดเห็นที่มี ต่ออาจารย์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1.	อาจารย์มีประสิทธิภาพในการทำงาน					
2.	อาจารย์มีการวางแผนในการทำงาน					
3.	อาจารย์มีความพยายามในการทำงาน					
4.	อาจารย์มีความรับผิดชอบในหน้าที่					
5.	อาจารย์ที่ระเบียบวินัยในการทำงาน					
6.	อาจารย์มีความซื่อสัตย์ต่อหน้าที่					
7.	อาจารย์มีมนุษย์สัมพันธ์ที่ดี					
8.	อาจารย์มีความสามารถในเชิง วิชาการสูง					
9.	อาจารย์ให้เกียรติและเห็นความสำคัญ ของเจ้าหน้าที่					
	<u>ความคิดเห็นที่มีต่อผู้บริหาร</u>					
10.	ผู้บริหารมีประสิทธิภาพในการบริหารงาน					
11.	ผู้บริหารมีการวางแผนในการบริหารงาน อย่างเป็นระบบ					
12.	ผู้บริหารมีความคิดริเริ่มสร้างสรรค์ ในการบริหารงาน					
13.	ผู้บริหารเป็นกันเองและให้ความสนใจ ผู้อยู่ใต้บังคับบัญชาโดยเท่าเทียมกัน					
14.	ผู้บริหารเป็นกันเองและให้ความสนใจ ในการบริหารงานสูง					

ข้อที่	ความคิดเห็นที่มี ต่อผู้บริหาร	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
15.	ผู้บริหารมีความสามารถในการแก้ปัญหา การทำงานได้เสมอ					
16.	ผู้บริหารมีความสามารถในเชิงวิชาการสูง					
17.	ผู้บริหารมีมนุษย์สัมพันธ์ที่ดี					
18.	ผู้บริหารมีความรับผิดชอบในการ บริหารงาน					
19.	ผู้บริหารเห็นความสำคัญของผู้อยู่ ใต้บังคับบัญชา					
	ความคิดเห็นที่มีต่อนักศึกษา					
20.	นักศึกษาใช้จ่ายฟุ่มเฟือย					
21.	นักศึกษาเอาแต่ใจตนเอง ไม่นึกถึงคนอื่น					
22.	นักศึกษามีสัมมาคารวะวางตัวได้เหมาะสม					
23.	นักศึกษาประพฤติอยู่ในระเบียบวินัย ของวิทยาลัย					
24.	นักศึกษามีความรับผิดชอบใน การเรียน					
25.	นักศึกษามีความสามารถในเชิง วิชาการสูง					
26.	นักศึกษามีมนุษย์สัมพันธ์ที่ดี					
27.	นักศึกษาให้ความสำคัญต่อเจ้าหน้าที่					
	ความคิดเห็นที่มีต่องานที่ทำ					
28.	การทำงานที่ยากและซับซ้อนเป็นสิ่ง ที่ท้าทายความสามารถของข้าพเจ้า					
29.	งานบริการเป็นงานที่มีประโยชน์ ต่อสังคม					

ข้อที่	ความคิดเห็นที่มี ต่องานที่ทำ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
30.	ข้าพเจ้าภูมิใจในผลงานที่ข้าพเจ้า ได้ทำเสร็จแล้ว					
31.	ข้าพเจ้าต้องการทำงานที่ต้อง รับผิดชอบสูง					
32.	งานบางอย่างไม่จำเป็นต้องวางแผน ก็สามารถบรรลุผลสำเร็จได้					
33.	ข้าพเจ้ารู้สึกอึดอัดใจถ้าต้องทำงาน ที่มีระเบียบกฎเกณฑ์เคร่งครัด					
34.	ข้าพเจ้าต้องการทำงานที่ต้องใช้ ความคิดสร้างสรรค์					
35.	ข้าพเจ้าต้องการทำงานที่เป็นอิสระ ไม่ต้องมีใครคอยควบคุม					
36.	ข้าพเจ้าต้องการทำงานที่ชอบถึงแม้ ว่างานจะหนักเพียงใด					
37.	ความคิดเห็นต่อสภาพแวดล้อมของวิทยาลัย วิทยาลัยที่ข้าพเจ้าทำงานอยู่เป็น สถาบันอุดมศึกษาที่มีชื่อเสียงมาก ในประเทศไทย					
38.	สภาพแวดล้อมภายในวิทยาลัย สะอาด สวยงาม น่าอยู่					
39.	วัสดุอุปกรณ์ เครื่องมือ เครื่องใช้ ต่าง ๆ มีครบและเพียงพอในการ ทำงานของข้าพเจ้า					
40.	สภาพห้องทำงานของข้าพเจ้า เอื้ออำนวยต่อการปฏิบัติงาน					
41.	ช่วงเวลาในการปฏิบัติงานของ ข้าพเจ้าเหมาะสม					

ข้อที่	ความคิดเห็นต่อ สภาพแวดล้อมของวิทยาลัยฯ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
42.	การปรับตัวให้เข้ากับสังคมภายใน วิทยาลัยเป็นสิ่งที่ยาก					
43.	ข้าพเจ้ามีความสุขที่ได้เป็นส่วนหนึ่ง ของวิทยาลัยฯ					

<u>คำชี้แจง</u> ให้ตอบคำถามต่อไปนี้ ตามแนวความคิดที่แท้จริงของท่าน

44. ท่านคิดว่าอาจารย์ยังขาดคุณสมบัติที่ดีในด้าน...
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45. ท่านคิดว่าผู้บริหารยังขาดคุณสมบัติที่ดีในด้าน...
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46. ท่านคิดว่านักศึกษายังขาดคุณสมบัติที่ดีในด้าน...
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47. ท่านคิดว่างานที่ท่านอยากทำมากที่สุดมีลักษณะ...
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48. วิทยาลัยฯ ควรจะปรับปรุงด้านสภาพแวดล้อมภายในวิทยาลัยฯ และเวลาในการทำงาน ดังนี้.......
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49. ท่านมีปัญหาในการปรับตัวให้เข้ากับสังคมภายในวิทยาลัยฯ ในด้าน...............................
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<u>ตอนที่ 3.</u> ข้อมูลเกี่ยวกับการรับรู้บทบาทของเจ้าหน้าที่

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านทาเครื่องหมาย / ลงในช่อง มากที่สุด มาก น้อย น้อยที่สุด ช่อง
ใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน (โปรดตอบทุกข้อ)

ข้อที่	การรับรู้บทบาท	มากที่สุด	มาก	น้อย	น้อยที่สุด
50.	ข้าพเจ้าทำงานตามหน้าที่ที่ได้รับมอบหมายอย่างสมบูรณ์				
51.	ข้าพเจ้าได้ใช้ความคิดสร้างสรรค์ในการทำงาน				
52.	ข้าพเจ้าได้แสดงความคิดเห็นต่องานที่ทำ				
53.	ข้าพเจ้ามีอำนาจในการตัดสินใจเกี่ยวกับงานที่ทำ				
54.	ข้าพเจ้าได้ทำงานนอกเหนือจากหน้าที่ของข้าพเจ้า				
55.	ข้าพเจ้ามีอิสระในการทำงาน				
56.	คนอื่นทำงานก้าวก่ายหน้าที่ของข้าพเจ้า				

<u>คำชี้แจง</u> ให้ท่านตอบคำถามตรงตามความเป็นจริง

57. ท่านคิดว่าการทำงานในวิทยาลัยฯ ท่านไม่ได้แสดงบทบาทที่ท่านน่าจะมีบทบาทได้ในด้าน...........
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58. จากบทบาทที่เป็นอยู่ในปัจจุบันท่านได้แสดงบทบาทนอกเหนือจากหน้าที่ของท่านในด้าน..............
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ตอนที่ 4. ข้อมูลเกี่ยวกับความสำเร็จในการทำงาน

คำชี้แจง ในการตอบแต่ละข้อให้ท่านภาคเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ
ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน
(โปรดตอบทุกข้อ)

ข้อที่	ความสำเร็จในการทำงาน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
59.	ข้าพเจ้ามีความสุขเมื่อได้ทำงานที่ชอบ					
60.	เมื่อมีงานมาก ๆ ข้าพเจ้ารู้สึกเบื่อหน่าย					
61.	เมื่อทำงานได้สำเร็จตามเป้าหมาย ข้าพเจ้ารู้สึกมีความสุข					
62.	ข้าพเจ้าได้รับประสบการณ์ในการทำงานที่วิทยาลัยฯ แห่งนี้ซึ่งไม่สามารถหาจากที่อื่นได้					
63.	ข้าพเจ้ารู้สึกไม่สบายใจเมื่อได้ทำงานที่เคยทำมาแล้วหลาย ๆ ครั้ง					
64.	ข้าพเจ้ามีความสุขในการทำงานถ้าได้ทำงานที่ตรงกับความรู้ที่เรียนมา					
65.	ข้าพเจ้าพึงพอใจกับงานที่ได้ทำอยู่ในปัจจุบัน					

คำชี้แจง ให้ท่านตอบคำถามตรงตามความเป็นจริง

66.   ท่านคิดว่าท่านจะมีความสุขกับงานเมื่อ...
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<u>ตอนที่ 5.</u> ข้อมูลเกี่ยวกับระบบการติดต่อสื่อสาร การประชาสัมพันธ์ ภายในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านเกาเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับการรับรู้ของท่าน (โปรดตอบทุกข้อ)

ข้อที่	ระบบการติดต่อสื่อสาร	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
67.	การติดต่อสื่อสารภายในวิทยาลัยมีลักษณะการสื่อสารจากผู้บริหารสู่ผู้ใต้บังคับบัญชาอย่างเดียว					
68.	อุปกรณ์การสื่อสารที่ใช้ในการติดต่อภายในวิทยาลัยฯ มีอย่างเพียงพอและเหมาะสม					
69.	การติดต่อสื่อสารภายในหน่วยงานของข้าพเจ้าได้ดำเนินไปอย่างราบรื่น					
70.	การประชาสัมพันธ์ของวิทยาลัยฯ เช่นการนัดประชุม การแจ้งข่าวสารชัดเจน รวดเร็ว และเข้าใจตรงกัน					
71.	การติดต่อสื่อสารเกี่ยวกับงานภายในวิทยาลัยฯ มีลายลักษณ์อักษร					
72.	ข่าวสารที่ได้รับจากผู้บังคับบัญชาถูกต้องและชัดเจน					
73.	การติดต่องานระหว่างหน่วยงานเป็นไปอย่างราบรื่น					
74.	การติดต่องานระหว่างข้าพเจ้ากับผู้บังคับบัญชาเป็นไปอย่างราบรื่น					
75.	การติดต่องานระหว่างข้าพเจ้ากับอาจารย์เป็นไปอย่างราบรื่น					
76.	การติดต่อสื่อสารระหว่างข้าพเจ้ากับนักศึกษาเป็นไปอย่างราบรื่น					
77.	เมื่อได้รับข่าวสารข้าพเจ้าจะกลั่นกรองข่าวสารนั้นเสมอ					

<u>คำชี้แจง</u> ให้ท่านตอบตรงตามความเป็นจริง

78. ท่านคิดว่าการติดต่อสื่อสาร ประชาสัมพันธ์ ในวิทยาลัยฯ ควรจะปรับปรุงดังนี้.

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<u>ตอนที่ 6.</u> ข้อมูลความคิดเห็นเกี่ยวกับการบริหารงานในวิทยาลัยอัสสัมชัญบริหารธุรกิจ

<u>คำชี้แจง</u> ในการตอบแต่ละข้อให้ท่านกาเครื่องหมาย / ลงในช่อง เห็นด้วยอย่างยิ่ง เห็นด้วย เฉย ๆ
ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง ช่องใดช่องหนึ่งเพียงช่องเดียวที่ตรงกับความคิดของท่าน
(โปรดตอบทุกข้อ)

ข้อที่	การบริหารงาน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
79.	การบริหารงานในวิทยาลัยเป็นแบบคำสั่ง					
80.	การบริหารงานในวิทยาลัยมีการวางแผนอย่างเป็นระบบ					
81.	โครงสร้างการบริหารงานภายในวิทยาลัยมีความเหมาะสม					
82.	จำนวนผู้บริหารงานของวิทยาลัยฯ มีจำนวนเพียงพอกับปริมาณงาน					
83.	การบริหารงานในวิทยาลัยไม่ได้ปฏิบัติตามกฎระเบียบที่วางไว้					
84.	การบริหารงานโดยการรวมฝ่ายบริหารและวิชาการเข้าด้วยกันในวิทยาลัยฯ มีความเหมาะสม					
85.	การบริหารงานในวิทยาลัยฯ ทุกคนสามารถแสดงความคิดเห็นได้อย่างเสรี					

ข้อที่	การบริหารงาน	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
86.	หน่วยงานต่าง ๆ ภายในวิทยาลัยฯ มีอิสระในการบริหารงาน					
87.	การพิจารณาความดีความชอบ และ เงินเดือนของบุคลากรมีความ ยุติธรรมและเหมาะสม					
88.	การบริหารงานของวิทยาลัยฯ ในด้าน การลงโทษมีความเหมาะสม					
89.	การบริหารงานภายในหน่วยงานของ ข้าพเจ้าเป็นไปด้วยความราบรื่น					
90.	การบริหารงานในหน่วยงานของข้าพเจ้า มีการวางแผนงานอย่างเป็นระบบ					
91.	การบริหารงานในหน่วยงานของ ข้าพเจ้าทุกคนได้แสดงความคิดเห็น อย่างเสรี					
92.	การบริหารงานในหน่วยงานของ ข้าพเจ้ามีการแบ่งงานอย่างเหมาะสม					

<u>คำชี้แจง</u> ให้ตอบคำถามต่อไปนี้ ตามแนวความคิดที่แท้จริง

93. ท่านคิดว่าการบริหารงานภายในวิทยาลัยฯ ควรจะปรับปรุงดังนี้.............................
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94. ท่านคิดว่าในสังคมของวิทยาลัยอัสสัมชัญบริหารธุรกิจมีวัฒนธรรมที่เป็นเอกลักษณ์หรือมีลักษณะ
เฉพาะที่แตกต่างจากสถาบันอุดมศึกษาอื่น ๆ ดังนี้.............................
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"ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม"

A P P E N D I X   F

CURRICULUM VITAE .

Appendix F

CURRICULUM VITAE

NAME   :   BROTHER P. MARTIN KOMOLMAS

DATE OF BIRTH   :   22 December 1933

PLACE OF BIRTH   '   :   Bangkok

EDUCATION:

    High School Education   :   St. Gabriel's College

    Secondary School Teacher
      Diploma   :   Ministry of Education
                                      Thailand

    B.Sc (Inter), Loyola
      College   :   University of Madras

    B.A. (Economics) Loyola
      College   :   University of Madras

    M.A. (International
      Development Education)   :   Standford University

    M.A. (Social Sciences
      in Education)   :   Standford University

    Ph.D. (Organization
      Development and
      Planning (OD&P)   :   Southeast Asia Inter-
                                    disciplinary Development
                                    Institute (SAIDI)

PAST AND PRESENT POSITIONS:

   -   Assistant to the Master of Juniors at St. Louis Marie's
      Minor Seminary, 1958

   -   Manager of St. Louis College, Chacheongsao, 1959

   -   Principal of Assumption-Thonburi, 1960-1964

   -   Principal and Director of St. Gabriel's College, 1965-
      1975

- Provincial Superior of the Brothers of St. Gabriel in Thailand, 1974-1976

- President of Assumption Business Administration College, 1978 -

PRESENT WORK EXPERIENCE:

- Executive Secretary of Catholic Education Council of Thailand since 1969

- Regional Secretary for Asia and Oceania of the International Office of Catholic Education, 1983 -

- Permanent Representative of Office International de L'Enseignement Catholique at UNESCO, Bangkok 1969 -

- Member of the Board of Directors of the Congress of Parent and Teacher Associations of Thailand, 1975 -

- Chairman of the Division of Public Relations, National Congress of PTAs, 1980 -

- Appointed by the Office of Prime Minister as Educational Specialist to the Ministry of Education, 1981 -

- Member of Commission for Welfare of the Aged, appointed by the Minister of Interior, 1982 -

- Vice President of the Association of Private Higher Education Institutions of Thailand, 1982 -

- President of the Phi Delta Kappa, Thailand Chapter

- President of the Federation of Private Educational Associations of Thailand

- Vice President of St. Gabriel's Alumni Association, 1981

- Adviser to Santisuk Association, 1979 -

- Member of Advisory Board of Catholic Teachers Association

- Vice President of Ruam Chit Nom Klao Foundation, under the honourary chairmanship of Her Royal Highness Princess Kalayani Mahidol, 1982 -

PAST EXPERIENCES:

- Member of National Legislative Assembly

- Member of Board of Education of the National Legislative Assembly

- Appointed by the Prime Minister as Educational Specialist to the Ministry of Education, 1975 - 1977

- Member of Commission for Financial Affairs and Subsidy Policy of Private Schools, Ministry of Education, 1975 - 1982

- Member of National Commission for Drafting Education Scheme B.E. 2520

- Member of Commission for Evaluation of Secondary School Education Development, appointed by the National Education Commission, 1979 - 1980

- Member of Commission for Music and Cultural Performances, appointed by the Department of Culture, Ministry of Education, 1979 - 1980

- Member of Commission for setting up Educational Standard for Private Schools, Ministry of Education, 1980 - 1981

- Appointed by the Office of the Prime Minister, as Educational Specialist to the Planning Committee of the National Social and Economic Development Council, 1980 - 1981

- Member of Special Commission to keep Bangkok clean, appointed by the National Council of Women of Thailand, 1980 - 1982

- Member of Commission for Policy Planning of Private Education, appointed by the National Education Commission, 1981 - 1982

- A Committee Member to scrutinize Education Bill on Behalf of the Government, appointed by the Parliament, 1981 - 1982

- Chairman of the Board of Trustees of ABAC

- Chairman of St. Gabriel's Foundation

- One of the Founders of the Congress of Parent and Teacher Assoiciation of Thailand, attached to the Ministry of Education

- One of the Founders of Rom Sai Tong Foundation

INTERNAL FORUM:

- Representing the Holy See at UNESCO meeting, New Delhi, 1975

- Representing the National Congress of Parents and Teachers Association of Thailand at the 1st Asian Symposium in Teheran, 1969

- Representing Thailand at Educational Conference in Tel Aviv, 1973

- Representing the International Office of Catholic Education at UNESCO Conferences, Paris, 1972

- Representing Catholic Education of Thailand at Atlantic City, U.S., Rome, Madrid, Baguio, etc.

- Representing Catholic Teachers of Thailand at the World Conference of Catholic Teachers at Vienna, Rome, Hague, etc.

- etc.