CHAPTER 6

SUMMARY AND CONCLUSIONS
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A summary of the total investigation giving briefly the genesis of the problem, the objectives of the study, hypotheses, the design of the study and the main findings is presented in this Chapter.

Introduction

Thailand is a Southeast Asian country. Geographically, it is divided into four regions: the Central, the Northeastern, the Northern and the Southern. Thailand is situated in the Indochinese Peninsula.

Thai is the national and official language. Chinese and English are also spoken by a considerable number of people. Buddhism has since long been the religion of the majority of the Thai people. Art, literature, education and even the social system are deeply influenced by Buddhism.

Since 1932 Thailand is being governed according to a constitution having a democratic form of government with the king as the head of the State.

For administrative purposes Thailand is divided into 73 provinces, which are further divided into districts (Amphoe), sub-distincts (Tambal) and villages (Muban).
The administrative structure in the field of education operates at 3 levels — the Central, the Provincial and the local. The Ministry of Education is responsible for running the educational system, except universities and other institutions of higher learning. The governing body of a university is the University Council.

The Ministry of Education headed by a Minister has fourteen departments. One of the departments is the Department of Physical Education, and this Department is responsible for training physical education teachers.

There are two types of institutions of Physical Education in Thailand — the universities having a Department of Physical Education under a departmental head, and Physical Education colleges under the control of the Department of Physical Education in the Ministry of Education.

In 1933, the Ministry of Education created a separate department of Physical Education, and, with the creation of this department, more administrators and trained teachers in Physical Education were needed.

For an administrator in Physical Education, administrative functions are many and varied. The administrator has to discharge a large number of responsibilities and perform multifarious duties. He has a goal which he reaches through the cooperation and efforts of other people and satisfy
those whose judgement must be respected under conditions of stress in the context of accelerative charge. He is the person who is wholly responsible for anything or everything going on in the institution. Numerous problems are presented to him to which he is expected to provide solutions. For all this, he must take up the leadership role.

The term 'leadership' has a broad connotation. It signifies the whole sphere of personal influence in the social relationship of people. It refers to a social process whereby a person or a group of persons guides or controls the action of one or more other persons to achieve a particular goal or to satisfy a particular need.

Some form of leadership has always been present wherever human beings have lived in groups.

The behaviour of a leader may be visualised and assessed in terms of various characteristics which he possesses (cognitive and non-cognitive) or his style of functioning in terms of behaviour which he depicts vis-a-vis others in particular situations. Recently, the leader behaviour approach has gained more popularity among research workers as compared to trait or style approach because of its merit of objective analysis.

Educational administration is closely linked up with leadership. Administration can be done only in an organisation. An organisation is moved through effective leadership. Thus
administration is closely linked up with the process of providing leadership. An educational administrator has to have knowledge of the educational organization which he is to lead and the leadership role which he has to play.

In the present study, a leader is defined as an administrator in the field of Physical Education, who has to exercise a special sense of direction for the organization and is able to secure the commitments and efforts of his subordinates in the service of this mission.

The present study was undertaken in order to identify the types of problems faced by the Physical Education administrators in performing their functions, and to study the differences in leadership behaviour of Physical Education administrators in the universities and Physical Education colleges of Thailand.

The main objectives of the present study were:

1. To examine and compare the administrative problems of Physical Education administrators in the departments of Physical Education in the universities and the Physical Education colleges in Thailand.

2. To examine and compare the leadership behaviour of Physical Education administrators in the departments of Physical Education in the universities and Physical Education colleges in Thailand.
3. To study the differences in administrative problems as perceived by high and low groups of administrators on the basis of total leadership behaviour.

The study was conducted within the framework of the following hypotheses:

1. The administrative problems of Physical Education administrators in the departments of Physical Education in Thailand universities are significantly different from those of Physical Education colleges.

2. Leadership behaviour of Physical Education administrators in the departments of Physical Education in universities is at variance with that of the administrators in Physical Education colleges.

3. Significant differences exist on the perception of administrative problems between the high and low groups of administrators as identified on the basis of leadership behaviour.

Method and Procedure

With a view to identifying the administrative problems as perceived by Physical Education administrators in relation to leadership behaviour, the descriptive survey method was employed in the present study.
Target Population

A sample of 70 administrators from all the seven universities having Departments of Physical Education and sixteen colleges of Physical Education were included in the study. Each university has one Head and one Vice-Head, whereas each college has one Director (Head), one Vice-Director (Vice-Head), and one Assistant Director (Assistant Head). All of them were included in the present study (barring those working in Pitsanulok Campus and one college—Bangkok College of Physical Education).

Tools Used

The following tools were used for data collection:

Administrative Problems Questionnaire (Locally developed)

The questionnaire is divided into six major problem-areas pertaining to (i) Department Personnel, (ii) Department Plant, (iii) Students, (iv) Instructional Programme, (v) Department and Community Relations (vi) Department Finance. Scoring was done on 5-point scale by giving weight for each response category in the usual Likert (1932) fashion. In deciding the seriousness of each problem the criterion set by Sannakit (1980) was followed: when the Mean ranged from 1.00 to 1.49, the seriousness level of the problem was considered to be 'Not at all Serious'; from 1.50 to 2.49 it was considered as 'A Little Serious'; from
2.50 to 3.49 as 'Moderately Serious'; from 3.50 to 4.49 as 'Very Serious'; and from 4.50 to 5.00 as 'Extremely Serious'.

Leader Behaviour Description Questionnaire - LBDQ – Ideal Self (Halpin and Winer, 1952)

The questionnaire identifies two fundamental dimensions of leadership behaviour, namely, Initiating Structure, and Consideration. A total score of leadership behaviour has also been calculated.

Statistical Analysis of Data

The Mean was calculated to study the average perception of various problems as perceived by university and college Physical Education administrators. The Mean was also calculated to study the leadership behaviour of university and college administrators. The t-ratios were worked out to compare high and low groups as identified on the basis of the total leadership behaviour on each of the 24 administrative problems.

Results and Conclusions

Departmental Personnel:

Out of 8 sub-groups of administrative problems under the problem 'Department Personnel', three, namely (c) Responsibilities of the Teacher; (b) Teachers or officers incharge of various services; and (g) Personnel Improvement, were perceived by university administrators at the 'Moderately
Serious level; while the remaining five sub-groups of the problem, namely (a) Subject teachers; (e) Recruitment, Selection and Transfer of the teachers; (f) Relations of the Department of Physical Education with the Department of General Education; (h) Morale of the Teachers; and (d) Order and Discipline amongst the Teachers, at 'A Little Serious' level. On the other hand, College administrators perceived all the eight sub-groups of the problem ( (a) Subject teachers; (b) Teacher or Officer in charge of various services; (c) Responsibilities of the teachers; (d) Order and Discipline amongst teachers; (e) Recruitment, Selection and Transfer of the teachers; (f) Relation of the Department of Physical Education with the Department of General Education; (g) Personnel Improvement; (h) Morale of teachers) at 'A Little Serious' level.

Thus the sub-groups of the problem, namely (b) Teacher or Officers in charge of various services; (c) Responsibilities of the teachers; and (g) Personnel Improvement, reveal differences between the two groups of administrators in the universities and colleges, as these problems were perceived by university administrators at 'Moderately Serious' level, while college administrators perceived them at 'A Little Serious' level.

This leads to the conclusion that the university teachers are mainly involved in teaching and research work
and, therefore, they may not be available to students during the scheduled time-table. Moreover, as has been observed, they may not be very punctual and regular. They are expected more by the administrators to pursue academic excellence as compared to their counterparts in the colleges, and hence Physical Education administrators in the universities perceive these sub-groups of the problem more seriously.

The other five sub-groups of the problem (Subject Teachers; Order and discipline amongst the Teachers; Recruitment, Selection and Transfer of the Teachers; Relations of the Department of Physical Education with the Department of General Education; and Morale of the Teachers) are perceived both by university and college administrators at 'A Little Serious' level.

Department Plant

In the major group of Department Plant problem, out of four sub-problems, three, namely (c) Special rooms; (b) Department Building and Classrooms; and (d) Playgrounds and sports facilities, were perceived by university Physical Education administrators at a 'Moderately Serious' level, and (a) Department Site at 'A Little Serious' level. The college administrators perceived (c) special rooms at 'Moderately Serious' level, while (d) Playgrounds and Sports facilities, (b) Department Building and Classrooms; (a) Department Site
were perceived by them at 'A Little Serious' level.

The sub-groups of the problem, namely, (b) Department building and classrooms, and (d) Playgrounds and sports facilities, show differences in perception in the two groups of administrators as university administrators perceived these problems at a 'Moderately Serious' level, while college administrators perceived them at 'A Little Serious' level.

It can be inferred that the university administrators face problems in terms of classrooms, insufficient toilet and lavatory arrangements, playgrounds and sports facilities. The inadequacy of many physical education and sports facilities results from lack of an indepth study of a campus needs based on current conditions and future requirements.

Students

The administrative problems regarding the students as perceived by the Physical Education administrators in the universities and Physical Education colleges include four subgroups of the problem. The university administrators perceived (a) Admission and enrolment of the Students; (b) Responsibilities of the Students; and (d) Evaluation of the Students, at 'A Little Serious' level, and (e) Discipline against the Students at 'Not at all Serious' level. On the other hand, the college administrators perceived all the four
sub-groups of the problem at 'A little Serious' level.

Thus, the sub-group of problem, (c) Discipline against the students reveals differences in the university and college administrators in their perceptions as this problem is perceived at 'Not at all Serious' level by university administrators and 'A Little Serious' level by college administrators. The other three sub-groups of the problem were perceived by both university and college administrators at 'A little Serious' level.

It can be concluded that at the college stage, students are passing through adolescent age. This is an age of stress and strain and defiance because of which students of this age have some adjustment problems while at the university level students get more mature, and this seems to be the reason for less of disciplinary problems at the university level than at the college level.

Instructional Programme

The problem of instructional programme has six sub-groups. Out of these, two, namely (f) Security and Service for Students; and (b) Facilities, Equipment and Teaching aids, were perceived at 'Moderately Serious' level, while the remaining four, namely, (a) Curriculum, Textbooks, and Teacher handbooks; (e) Extra-curricular Activities;
(c) Teaching Procedures; and (d) Teacher-Student relations were perceived at 'A little Serious' level by university administrators. The college Physical Education administrators perceived (e) Extra-curricular activities; (a) Curriculum, Textbooks and Teacher handbooks; and (f) Security and Service for students, at a 'Moderately Serious' level, and (b) Facilities, Equipment and Teaching aids; (c) Teaching Procedures; and (d) Teacher-Student relations at 'A little Serious' level.

Thus the sub-groups of the problem (a) Curriculum, Textbooks and Teacher handbooks; (b) Facilities, Equipment and Teaching Aids; and (e) Extra-curricular Activities indicate difference in perceptions between the university and college Physical Education administrators. The university administrators perceived the sub-group (a) Curriculum, Textbooks, Teacher handbooks at 'A Little Serious' level, while college administrators perceived it at a 'Moderately Serious' level. Regarding (b) Facilities, Equipment and Teaching Aids, university administrators perceived this sub-group of the problem at a 'Moderately Serious' level, while college administrators perceived it at 'A Little Serious' level. The 'Extra-curricular Activities' were perceived by university administrators at 'A Little Serious' level, while college administrators perceived it at a 'Moderately Serious' level.

This leads to the conclusion that differential characteristic features of college and university facilities are
probably the reason for the differences in perception of college and university administrators regarding 'Curriculum, Textbooks, and Teacher handbooks' and 'Extra-curriculum activities'.

The university administrators' problem is more serious with regard to 'Facilities, Equipment and Teaching Aids', which may be due to the fact that sports facilities in the universities are used by all the teaching departments housed in that particular campus. With the substantial increase in the number of students in the universities for research, the facilities are rendered inadequate.

The problems relating to 'the Department and Community relations' and 'Department Finance' were perceived at 'A Little Serious' level, both by university and college administrators.

In the light of the above results, the first hypothesis that the administrative problems in the Department of Physical Education in Thailand universities are significantly different from those of Physical Education colleges is partially accepted in respect of Department Personnel (Teachers or Officers incharge of various services; Responsibility of Teachers and Personnel Improvement); Department Plant (Department building and classrooms, playgrounds and sports facilities); and Students (discipline of students). Instructional programme
The mean scores of Leadership Behaviour on all the three areas (Initiating Structure, Consideration and total of Leadership Behaviour) indicated that the Physical Education administrators in the universities and Physical Education colleges vary on Leadership Behaviour. The college administrators have scored high both in Initiating Structure and Consideration as well as in total Leadership Behaviour, thereby indicating that they have higher leadership qualities. Thus the results support the second hypothesis that the Leadership behaviour of Physical Education administrators in the Departments of Physical Education in universities is at variance with that of the administrators in Physical Education colleges.

The results based on the t-ratio by taking the top 27 per cent and the bottom 27 per cent cases (on total Leadership Behaviour) to compare the perception of administrative problems of Physical Education administrators showed significant differences on 'Subject Teacher', 'Recruitment, Selection and Transfer of the Teachers', and 'the Relations of the Department of Physical Education with the Department of General Education at .05 level and on 'Morale of the Teachers' at .01 level of significance. This clearly indicates that there is a significant difference in the top 27 per cent and
the bottom 27 per cent of administrators on the perception of some of the administrative problems. Thus the third hypothesis that significant differences exist on the perception of administrative problems between the high and low groups of administrators as identified on the basis of leadership behaviour cannot be accepted in totality.