APPENDIX IV

SYNOPSIS

for the Degree of Doctor of Philosophy
in Education

ROLE OF
THE UNIVERSITY RECTOR
IN EDUCATIONAL DECISION MAKING
IN THAILAND

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Introduction

The rector, as chief administrator carries out the task according to the policy laid down by the University Council. He is a member of this Council, governing board of a University. The University Council comprises of the President. He is usually a distinguished scholar elected amongst rectors, deans, directors of institutes of the University and other outside experts. The rector has a great power in the areas of policy formulation, academic development, appointment of academic and executive administrators etc. of the University. Faculties, composed of various departments constitute the educational constituencies of the University. Each of them, with a dean as its head, is controlled by the faculty board, consisting of dean and department heads who are controlled by rector of the University.

At present the role of the rector in educational decision-making bodies of the University depends upon his participations. However, committees have been informally set up in some faculties with staff and students representation to discuss educational and student-welfare problems in the university. It has turned role of the University rectors so interesting that one likes to study it.

Rectors' decisions are supposed to be effective.
Effective decision-making is the product of considerably more than intuitive "feelings" of sensitive administrators; it is based on knowledge, experience, and dependable information. Moreover, decision-making in educational organizations or processes demands an understanding of the legal aspects of the organizational structure, the problems involved in maintaining internal stability, and the relationships between university and society which affect the value systems of the university personnel. Decision-making process in education of any country is built up by personnel of authority who can make decisions which guide the actions of the executors.

Any practical educational activity involves both "deciding" and "doing", it has commonly been concerned with the process of decisions as well as with the processes of action. Educational decision-making process is always confined to the formulation of overall policy on educational administrative system. The process of educational decision-making comes to an effective action when the general purpose of an organization has been determined. In an important sense, then, tolerating illiteracy in Thailand was established as a government decision making process in Thai Education, without anyone's explicitly deciding on it. The researcher is going to look at educational decision-making as an extremely complex analytical and political or executive process to which there is no beginning or end, and the boundaries of which are most uncertain.
Somehow a complex set of forces called "decision-making", all taken together, produces effects called "administrators". The enquirer wants to learn what he can about the network of causes of these effects.

**Decision-making and the execution of decisions:** It is clear that the actual physical task of carrying out the organisational objectives falls to the persons at the lowest level of the administrative hierarchy.

**Choice and behaviour:** All behaviour involves conscious or unconscious selection of particular actions such as planning activities out of all those which are physically possible to the actor and to those persons over whom he exercises influence and authority.

**Value and fact in decision:** A great deal of behaviour, and particularly the behaviour of individuals within administrative organisations, is purposive-oriented toward goals or objectives. This purposiveness brings about an integration in the pattern of behaviour, in the absence of which administration would be meaningless, for, if administration consists in "getting things done" by groups of people, purpose provides a principal criterion in determining what things are to be done. Each decision involves the selection of a goal, and a behaviour relevant to it; this goal may in turn be mediate to a somewhat more distant goal until a
relatively final aim is reached. In so far as decisions lead toward the selection of final goals, they will be called "value judgements", so far as they involve the implementation of such goals they will be called "factual judgements".

The present investigation is planned to encompass the major characteristics of educational decision making process to highlight some of the most significant problems of the system, and to present some implications for improving and developing the decision-making process in Thai educational administrative system performed by the executives of education in future.

Emergence of the Problem:

In recent years the University rectors have become increasingly concerned with the educational decision making in higher education in Thailand. Education at the tertiary level aims at the full development of human intellectual abilities to facilitate the advancements in knowledge and technology. High level academic and professional manpower for national development is to be produced. An individual trained at this level should be a person fully aware of his cultural and artistic heritage, morally and ethically conscious, able to live a meaningful life, and able to render services to his compatriot, his society and the nation.

The University rectors take part in vast affairs of
higher learning institutions organized in the form of colleges, universities, institutes, or institutions or specialized studies, or as a kind of open university where various other means of instruction could be introduced without requiring students actually to attend classes. It is not always liable to triumph over its opponents in all types of his controls.

**Statement of the Problem:**

The present study is entitled "ROLE OF THE UNIVERSITY RECTORS IN EDUCATIONAL DECISION MAKING IN THAILAND".

**Definition of Terminologies Used:**

- **Role**

  Role is defined as that part which an individual plays as a result of occupying some position, or the behaviour expected of anyone occupying a certain position, regardless of his personality. The concept of role is of great importance to management because it determines, in large measure, how people will act in certain situations. Roles are patterned in definite ways to specific duties, rewards, punishments, and even attitudes and beliefs. However, no two individuals perform the same role in an identical manner. The role that a person plays should be clearly distinguished from his personality.¹

Decisions generally are the result of a long series of discussions by both line and staff people after the staff has collected the pertinent matter. It is often hard to pinpoint the exact stage at which a decision is reached. More often than not, the decision comes about naturally during discussions, when the consensus seems to be reached among those whose judgement and opinion the executive seeks.\(^2\)

Decision Making:

The whole range of activities involved in establishing a corporate or governmental policy or an effective means of executing an existing policy, including the collection of facts needed to make judgements on a specific proposal and the analysis of alternative means of achieving a desired goal.\(^3\)

Significance of the Investigation:

In Thai educational administrative system, decision making is spread at various levels. This study will investigate into only central and university, institute, college and graduate school levels at which the decisions are taken. It shall concern itself with the problems of: Who takes the decisions; How they are taken and on what philosophy, and what do the major decisions reflect.


Purposes of the Study:

1. To study the structure of decision making and the process of Thai University rectors' role in educational administrative system.

2. To study the effectiveness of decision making of the University rectors in Thai University administrative systems.

3. To find out ways and means to make the decisions of the rector more acceptable and implementable.

Basic Assumptions:

1. Different nations have different educational administrative organizations, hence, their decision-making structures also differ. So the Thai system has a unique decision-making process.

2. Decisions taken in educational administration reflect the prevailing philosophy of the nation.

3. Effectiveness of decision-making process may show the strength of the educational system of a nation.

Delimitations of the Inquiry:

The study will be limited to only the investigation of the structure of educational decision making process of the University rectors. The study is also limited to a period of only ten years term (for one decade) that is from 1968 to 1978.
Related Literature:

Related studies in the field of role of the University rectors in decision-making process in educational administrative system of Thailand are not available. No comprehensive study in this direction has been made in Thailand. However, studies are available regarding decision making process in the educational administrative system of U.K., and U.S.A. Some work has also been done in India.

Methodologies and Techniques of Data Collection:

I. Sample:

The data will be collected from the administrators at the:

(a) Central level.

(b) University, institute, college and graduate-school level.

At the central level 100 higher education administrators who are involved in the educational decision making process shall be administered questionnaires. At the University, institute, college and institutions of higher education level 100 administrators from all 14 universities in Thailand shall be chosen.

At all levels sample will be selected out of all those administrators who participate in educational decision making process of the University rectors' role concerning to Thai educational administrative system.
II. **Research Instruments:**

The study will follow descriptive method. The tools used will be (a) Checklists (b) Questionnaires.

The investigator will also consult the documents, reports and other materials available regarding decisions taken in educational administration in Thailand in the last 10 years.

III. **Data Collection:**

Data will be collected in two phases. **First Phase** is the collection from different documents. **Second Phase:** A study and investigation of the present situation of educational decision making process in Thai educational administrative system of the University rectors' role will be made.

The administrators at central and university academic institutional levels will be administered the questionnaire about the educational decision making process for leading to study the means of better effectiveness of the University rectors in their policy roles.

**Data Analysis and Interpretation:**

Data collected shall be analyzed, generalized and simplified by frequency distribution, means, deviations and other measures of central tendency. Graphic presentations will also be given whenever needed.
Bibliography


3. Office of State Universities, "Articles on Role of the University Rectors", Bangkok, 1968-78.


