

Good Governance in the Thai Public Universities: The Current Status and Expectations

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Abstract

The purpose of this research was to study and compare the current status and expectations of good governance with 9 dimensions and 76 indicators in 16 public universities in Thailand. As a descriptive research study, 3,017 participants were chosen from the stakeholders in selected public universities which were located in different regions in Thailand. The questionnaires, consisting of a 5-Likert scale, were distributed. The data were analyzed by frequency, arithmetic mean, standard deviation, t-test and ANOVA.

The research findings were as follows:

1) The current status of good governance in 16 public universities was in a moderate level in both overall and individual dimension. In addition, a comparison of the different arithmetic mean in overall dimensions and individual dimension on the current status of good governance was made between public universities under the former supervision of the Ministry of University Affairs and Rajabhat Universities, which were under the supervision of the Ministry of Education. There was a significantly statistical difference of 0.01 and 0.05 in nearly all dimensions of the research framework except the Ethics and Integrity dimension. This finding was similar to that of the current status of good governance when individual university was taken into account.

2) The participant expectation to the good governance in 16 public universities was in a high level in overall and individual dimension. The arithmetic mean of expectations to good governance of the participants who were under the former Ministry of University Affairs and the Rajabhat Universities showed a statistically significant difference of 0.01. This finding was similar to that of the expectation to good governance when individual university was taken into consideration.

3) However, in the answers from open-ended questions, the findings showed that there were a lot of problems in all dimensions of the current status of good governance in 16 public universities, especially in the dimension of Moral and Ethical Profession, Transparency, and Participation. The participants' expectation to the good governance in 16 public universities reflected that there should be a serious evaluation and inspection in university administrators to bring good governance in all dimensions.

Finally, the findings revealed that most dimensions were in a moderate level and some were still problematic. As a result, public university administrators or the policy makers in each level of higher education should pay more attention to inspection and evaluation to bring good governance into their organizations.

Key words: 1) Current Status of Good Governance 2) Expectations to Good Governance 3) Good Governance 4) Rule of Law or Legitimacy 5) Ethics or Integrity 6) Transparency 7) Participation 8) Accountability or Responsibility 9) Effectiveness of Efficiency 10) Predictability 11) Equity or Fairness 12) Independence or Flexibility 13) Public University

Introduction

The concept and practice of good governance is crucial to both public and private organizations, including the citizen. It is believed that good governance guarantees many positive consequences. Thailand was requested by her people, internal and external organizations, particularly the World Bank, to seriously put the principles of good government into action in state and private organizations. For one reason behind this was to build up confidence during the economic turndown. For another reason, when the principles of good governance were employed in the land, the country would be prevented and be far away from corruptions. Thus, good governance becomes a tremendous issue and it needs to be used in the Thai organizations. Not surprisingly, it was found in several sections in the 1990 Constitution.

The economic crisis also had a great impact on Thai public universities and led to the concept of autonomous university. It was believed that this new type of university administration could not only speed up their work but also get rid of university red tape. More importantly, it would lead to good governance in the universities. As a result, the study of current good governance status and expectations was essential to all types of stakeholders and universities administrators who were able to take advantage of what this study found in their organizational policies to increase the level of good governance.

Objective

1. To study and make a comparison the current status of good governance among individual Thai public universities.

2. To study and make a comparison the expectations of good governance among individual Thai public universities.

3. To comparison the differences of current status and expectations of good governance among individual Thai public universities.

The significance of the study

1. Administrators in higher education were able to make use of this study to bring good governance into their universities.

2. The research findings could raise people's awareness in university community to pay more attention to university good governance.

3. The research findings could be employed as information to decision making and evaluation regarding good governance in different perspectives in the future.

Review of related literature and Research Conceptual

The researcher studies all related literature on the current status and expectations regarding good governance. There were a number of scholars providing the definition of good governance. It was divided into 7 aspects as the following:

1) The administrative principles focusing on applicable principles. It was not administrative theoretical patterns, but it was more applicable ones and would bring high effectiveness.

2) The mechanism to inspect and coordinate other departments on the basis of four primary areas: transparency, equity and fairness, and accountability and responsibility to do the right things.

3) The structures and processes related to economic, political and social dimensions in order to link different parts of society to stay together peacefully and happily.

4) The consequences of activities which people and institutions cordially held in different ways. The consequences were like patterns occurring continuously and leading to either different types of mutual interest or conflict.

5) Good governance coming from a combination of two terms. One was the term “tham” meaning ‘good’; the other was “apiban” meaning ‘protection’. Good governance was not a top-down administration but it required cooperation from the bottom to the top with benevolence and decentralization.

6) Setting up management principles and appropriate monitoring mechanisms. This included good administrative structure, working process, public administration, accountability related to stakeholders, public security for sustainable development, and stability and trust from the general public.

7) Being a part of administration in a tripartite section namely state, citizen, and private organizations. It was believed that this could lead to equity, transparency, justice and participation of good citizen.

A research framework of good governance was divided into 9 dimensions as the following. 1) legal and justice dimensions with 8 indicators. 2) morality and ethics with 5 indicators. 3) transparency with 15 indicators. 4) people participation with 9 indicators. 5) accountability with 9 indicators. 6) efficiency and effectiveness with 15 indicators. 7) confidence and predictability with 4 indicators. 8) equality with 8 indicators. 9) freedom and flexibility with 8 indicators. The total parts and related indicators were 9 and 76, respectively (Rattana Buosonte, 2008: 35-43).

Apparently, a number of countries acknowledge good governance and employed it to run the country business. Some of them were the United States of America, the Philippines, and Indonesia. They also shared the same objectives, namely public accountability, corruption protection, and people participation. These objectives led to a good and peaceful society. Thailand has been aware of good governance since 1995. Like several countries, Thailand had a public administration reform or reengineering the public sectors to have good governance tree take a root. Good governance in public universities came into existence in 1995. The main reason behind this was to reform public university administration and management to be autonomous and financially independent. The government tried to provide freedom to them to draw their own bills and to have them take care of their administration and finance. The concept of good governance in higher education not only appeared in numerous officially printed documents, but also was found in a 15-year-higher education long plan framework (2008-2023), volume 2, The Office of Higher Education Committee, Ministry of Education (The Offices of Policy and Higher Education Plan. 2008:31-33). What was found there was the directions and educational policies on the topic of 'Good governance and Educational administration'. It focused on the current situation and problems of good governance in higher education, the role of University Council, the ways of good governance development, and higher education administration.

The researcher found literature on the creation and development of good governance indicators, good governance in different non academic public agencies, and a number of the studies on good government situation in abundant organizations. However, no single piece of literature clearly indicating the status and level good government of

higher education was found. Previous literature only summarized the differences on good governance among public agencies whether one was in a higher level than the others. From of those review of related literature then the researcher developed the research conceptual as figure 1.

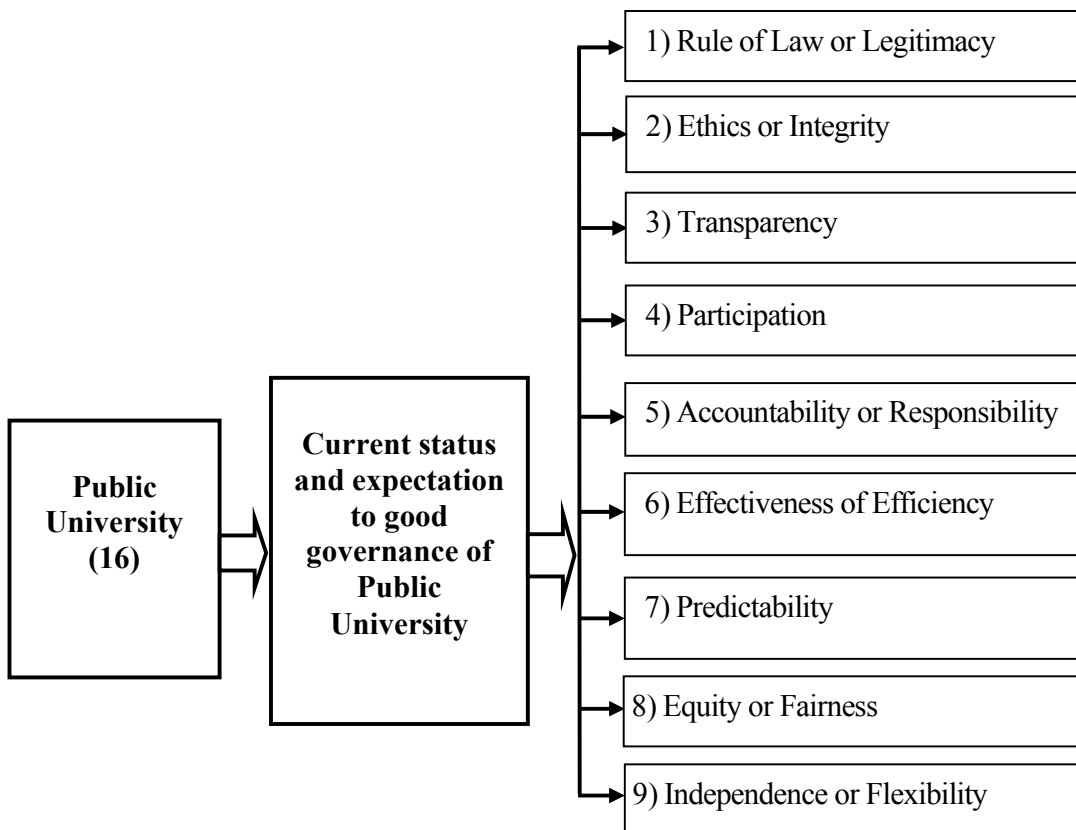


Figure 1 Research Conceptual

Methodology

This study was a descriptive research study. The research subjects were 3,017 university people. It was selected from 30 percent of the population in each university. The data collection was complete by questionnaires regarding current status and expectations on good governance in public universities on five levels of rating scale. The researcher and assistants went to different universities to distribute and collect the questionnaires. In terms of research participants, to be more specific, the subjects were: university instructors, staff, and part time employees in universities. The researcher received 1,562 questionnaires back or 51.77 percent. Frequency, percentage, arithmetic mean, standard deviation, t-test (dependent and independent), One-way ANOVA Sheffe's technique and content analysis were employed to analyze the data

Research Findings

1. In the current status on good governance in public universities, the research results were as follows:

1.1 The level of the current status of good governance in 16 public universities was moderate in individual and all 9 dimensions of research framework. If the indicators in each dimension of research framework were taken into consideration, only the first indicator in the Rules of Law and Legitimacy was in a high level. The other seven indications in this dimension were in a moderate level. Other major dimensions (Ethics or Integrity, Transparency, Participation, Accountability or Responsibility, Effectiveness and Efficiency, Predictability, Equity or Fairness, and Independence and flexibility) and their indicators were in a moderate level.

1.2 In the current status of good governance in each public university, the level of all dimensions was moderate. If all 16 public universities had to be ranked, the first top three universities on the list of the current status of good governance were Ubonrachathani Rajabhat University, Khon Kaen University, and Khampengpet Rajabhat University. The last three universities from the bottom on the list were Phranakhonsri Ayuthya Rajabhat University, Uttaradit Rajabhat University, and Phetchaboon Rajabhat University.

When each dimension of research framework was taken into consideration, all universities were in a moderate level except two universities. One was Phranakhonsri Ayuthya Rajabhat University whose accountability and responsibility, and predictability were in a low level. Another was Khon Kaen University whose predictability was in a high level.

When each indicator in individual dimension of research framework was taken into consideration, nearly overall indicators in each dimension were in a moderate level. However, in some universities, some indicators in each dimension were in either a high or low level.

1.3 A comparison of the different arithmetic mean in overall dimensions and individual dimension on the current status of good governance was made between public universities under the former supervision of the Ministry of University Affairs and Rajabhat Universities which were under the supervision of the Ministry of Education. Note that currently public universities are under the Ministry of Education. There was a statistically significant difference of 0.01 and 0.05 in nearly all dimensions of framework except the Ethics and Integrity. That is, both dimensions did not show any statistically

significant difference. The public universities under the former supervision of the Ministry of University Affairs showed a higher arithmetic mean in the current status of good governance than that of Rajabhat Universities in all dimensions.

In addition, a comparison of the different arithmetic mean in each public university on the current status of good governance was made. It turned out that the over all dimensions of the arithmetic mean in each public university regardless of their supervisions had a statistically significant difference of 0.01. When each dimension was considered, most of them revealed a statistically significant difference at 0.01 as well. Nonetheless, only the arithmetic mean on Ethics or Integrity showed no difference. To gain a clearer picture, see Table 1-2.

Table 1 Comparison mean of the current status of good governance in each dimension between the University under the former University Affair and Rajabhat University

no	Dimension	the former University Affair		Rajabhat University		t	Sig.
		\bar{X}	S.D.	\bar{X}	S.D.		
1	Rule of Law or Legitimacy	3.20	0.65	3.07	0.72	3.54**	0.00
2	Ethics or Integrity	3.25	0.65	3.22	0.67	0.89	0.37
3	Transparency	3.15	0.68	3.08	0.70	2.00*	0.05
4	Participation	3.01	0.70	2.90	0.74	2.88**	0.00
5	Accountability or Responsibility	3.01	0.66	2.90	0.74	3.11**	0.00
6	Effectiveness of Efficiency	3.13	0.65	3.03	0.70	2.79**	0.01
7	Predictability	3.21	0.75	3.06	0.85	3.37**	0.00
8	Equity or Fairness	3.27	0.72	3.16	0.74	3.14**	0.00
9	Independence or Flexibility	3.28	0.66	3.17	0.75	2.90**	0.00
	Total	3.15	0.57	3.05	0.62	3.21**	0.00

Table 2 Comparison means of the current status of good governance of 16 public universities in each dimension

Source of Variation	SS	df	MS	F	Sig.
Rule of Law or Legitimacy					
Between group	31.00	15	2.07	4.62**	0.00
Within group	691.42	1546	0.45		
Total	722.42	1561			
Ethics or Integrity					
Between group	8.97	15	0.60	1.38	0.15
Within group	668.92	1546	0.43		
Total	677.89	1561			
Transparency					
Between group	21.89	15	1.46	3.17**	0.00
Within group	711.32	1546	0.46		
Total	733.21	1561			
Participation					
Between group	29.06	15	1.94	3.85**	0.00
Within group	778.61	1546	0.50		
Total	807.68	1561			
Accountability or Responsibility					
Between group	53.55	15	3.57	7.91**	0.00
Within group	698.19	1546	0.45		
Total	751.73	1561			
Effectiveness of Efficiency					
Between group	33.41	15	2.23	5.13**	0.00
Within group	671.29	1546	0.43		
Total	704.70	1561			
Predictability					
Between group	84.77	15	5.65	9.82**	0.00
Within group	890.16	1546	0.58		
Total	974.93	1561			
Equity or Fairness					
Between group	17.58	15	1.17	2.24**	0.00
Within group	807.98	1546	0.52		
Total	825.55	1561			
Independence or Flexibility					
Between group	22.75	15	1.52	3.22**	0.00
Within group	728.12	1546	0.47		
Total	750.86	1561			
Total					
Between group	23.01	15	1.53	4.60**	0.00
Within group	515.93	1546	0.33		
Total	538.94	1561			

2. In the expectations on good governance in public universities, the research results were as follows:

2.1 When all 16 universities were considered, the level of expectations of university staff or stakeholders in overall dimension and individual dimensions was high. When indicators were considered, university staff had high expectations in all 76 indicators.

2.2 When individual university was considered, it was found that 13 universities showed a high level of expectations of university staff in all dimensions. 3 universities were in the highest level in all dimensions. They were CheingMai Rajabhat University, Uttaradit Rajabhat University, and Mahasarakham University.

When individual dimension of good governance was considered separately, the levels of expectations of university staff or stakeholders in individual university were high and very high. Nevertheless, in Ethics or Integrity, the levels of expectations were highest in 10 universities and high in 6 universities.

When individual indicator was considered separately, the level of expectations of staff in individual university was very high in nearly indicators. But some indicators in particular dimensions in some universities showed very high and moderate expectations.

2.3 A comparison on the difference of arithmetic mean in good governance expectations was made between public universities under the former supervision of the Ministry of University Affairs and the Rajabhat universities. There was a statistically significant difference in overall dimensions and individual dimension of 0.01. Staff in the Rajabhat University had higher expectations than those in the public universities in all dimensions.

A comparison on the difference in arithmetic mean of expectations was made in individual university. There was a statistically significant difference in staff in individual university of 0.01. When dimensions were considered, all staff had arithmetic mean in good governance expectations with a statistically significant at 0.01. See Tables 3-4.

Table 3 Comparison mean of the expectation to good governance between University under the former University Affair and Rajabhat University in each dimension

NO	Dimension	The former University Affair		Rajabhat University		t	Sig.
		\bar{X}	S.D.	\bar{X}	S.D.		
1	Rule of Law or Legitimacy	4.10	0.81	4.47	0.58	10.40**	0.00
2	Ethics or Integrity	4.21	0.81	4.58	0.54	10.74**	0.00
3	Transparency	4.15	0.80	4.50	0.55	10.40**	0.00
4	Participation	4.08	0.84	4.45	0.63	9.83**	0.00
5	Accountability or Responsibility	4.04	0.81	4.37	0.60	9.15**	0.00
6	Effectiveness of Efficiency	4.09	0.79	4.45	0.57	10.20**	0.00
7	Predictability	4.18	0.83	4.54	0.58	9.96**	0.00
8	Equity or Fairness	4.20	0.80	4.50	0.59	8.60**	0.00
9	Independence or Flexibility	4.11	0.78	4.46	0.59	10.00**	0.00
	Total dimensions	4.12	0.74	4.47	0.52	10.91**	0.00

Table 4 Comparison mean of the expectation to good governance of 16 public universities in each dimension

Source of variation	SS	df	MS	F	Sig.
Rule of Law or Legitimacy					
between group	127.85	15	8.52	17.43	0.00
Within group	755.86	1546	0.49		
total	883.71	1561			
Ethics or Integrity					
between group	119.72	15	7.98	16.81	0.00
Within group	734.20	1546	0.48		
total	853.92	1561			

Table 4 (Continue)

Source of variation	SS	df	MS	F	Sig.
Transparency					
between group	131.40	15	8.76	18.88	0.00
Within group	717.32	1546	0.46		
total	848.71	1561			
Participation					
between group	139.39	15	9.29	17.41	0.00
Within group	825.23	1546	0.53		
total	964.63	1561			
Accountability or Responsibility					
between group	114.51	15	7.63	15.22	0.00
Within group	775.69	1546	0.50		
total	890.20	1561			
Effectiveness of Efficiency					
between group	119.19	15	7.95	16.76	0.00
Within group	733.02	1546	0.47		
total	852.21	1561			
Predictability					
between group	129.11	15	8.61	17.00	0.00
Within group	782.65	1546	0.51		
total	911.75	1561			
Equity or Fairness					
between group	108.60	15	7.24	14.86	0.00
Within group	753.47	1546	0.49		
total	862.07	1561			
Independence or Flexibility					
between group	122.94	15	8.20	17.63	0.00
Within group	718.62	1546	0.47		
total	841.56	1561			
Total dimensions					
between group	122.54	15	8.17	20.42	0.00
Within group	618.59	1546	0.40		
total	741.13	1561			

3. A comparison on the difference in the current status and expectations about good governance in individual university was made in overall and individual dimension. There was a statistically significant difference of 0.01 in all dimensions except the Rule of Law or Legitimacy at Burapha University. It showed a statistically significant difference of

0.05. In this university, the arithmetic mean in expectations from university staff was higher than that in the current status in all dimensions.

In terms of indicators in individual university on the difference between the current situation and expectations, there was a statistically significant difference of 0.01 and 0.05 in individual university. However, the findings revealed that in Burapha University the mean between the current situation and expectations did not have any difference in some indicators from particular dimensions. See Table 5.

Table 5 Comparison Mean of good governance between current status and expectation of public university in each dimension

no	University	Dimension									
		Rule of Law or Legitimacy					Ethics or Integrity				
		current		expectation		t	current		expectation		t
		\bar{X}	S.D.	\bar{X}	S.D.		\bar{X}	S.D.	\bar{X}	S.D.	
1	Chaingmai	3.28	0.58	3.88	0.83	12.88**	3.21	0.64	4.03	0.85	17.49**
2	Chiangrai Rajabhat	3.06	0.67	4.35	0.63	11.52**	3.30	0.66	4.52	0.57	11.47**
3	Chaingmai Rajabhat	3.31	0.68	4.63	0.41	23.60**	3.20	0.71	4.71	0.41	23.88**
4	Kamphaengphet Rajabhat	3.19	0.66	4.36	0.61	10.48**	3.41	0.63	4.49	0.58	12.18**
5	Uttaradit Rajabhat	2.88	0.66	4.62	0.66	14.34**	3.13	0.69	4.66	0.54	13.35**
6	Maharakam	3.13	0.76	4.56	0.59	14.57**	3.16	0.71	4.55	0.61	15.18**
7	Khonkaen	3.19	0.59	4.40	0.58	12.30**	3.27	0.74	4.52	0.54	11.59**
8	Ubonrachatane Rajabhat	3.11	0.70	4.38	0.54	11.63**	3.32	0.65	4.52	0.57	10.71**
9	Loei Rajabhat	2.88	0.53	4.45	0.47	19.40**	3.21	0.58	4.56	0.45	14.64**
10	Petchaboon Rajabhat	2.93	0.83	4.43	0.66	11.75**	3.05	0.78	4.53	0.67	12.24**
11	Srinakharinwirot	3.17	0.66	4.06	0.82	12.66**	3.30	0.59	4.14	0.83	12.98**
12	Silpakorn	3.16	0.77	4.44	0.63	16.25**	3.32	0.75	4.58	0.55	17.15**
13	Pranakornsriyuttaya Rajabhat	2.84	0.70	4.36	0.64	13.27**	3.09	0.57	4.49	0.62	14.13**
14	Boorapa	3.34	0.54	3.62	0.98	2.00*	3.21	0.58	3.69	0.97	3.23**
15	Taksin	3.03	0.62	4.19	0.68	12.23**	3.18	0.57	4.30	0.66	13.84**
16	Surajtane Rajabhat	2.98	0.86	4.38	0.67	9.90**	3.24	0.72	4.51	0.57	11.36**
	total	3.15	0.68	4.24	0.75	44.76**	3.23	0.66	4.35	0.74	48.97**

Table 5 (continue)

no	University	Dimension									
		Transparency					Participation				
		current		expectation		t	current		expectation		t
		\bar{X}	S.D.	\bar{X}	S.D.		\bar{X}	S.D.	\bar{X}	S.D.	
1	Chaingmai	3.20	0.63	3.92	0.82	16.14**	3.04	0.65	3.84	0.85	17.26**
2	Chiangrai Rajabhat	3.10	0.69	4.34	0.69	10.51**	2.93	0.74	4.28	0.75	10.32**
3	Chaingmai Rajabhat	3.17	0.59	4.67	0.39	28.70**	3.00	0.64	4.61	0.48	28.03**
4	Kamphaengphet Rajabhat	3.23	0.66	4.35	0.58	10.35**	3.16	0.73	4.35	0.60	9.89**
5	Uttaradit Rajabhat	2.81	0.71	4.72	0.51	15.41**	2.59	0.81	4.68	0.59	15.17**
6	Maharakam	3.14	0.84	4.58	0.55	14.24**	3.03	0.86	4.55	0.55	13.35**
7	Khonkaen	3.22	0.68	4.51	0.61	12.35**	3.07	0.78	4.54	0.51	12.96**
8	Ubonrachatane Rajabhat	3.31	0.70	4.39	0.54	9.48**	3.13	0.64	4.32	0.59	11.08**
9	Loei Rajabhat	2.98	0.59	4.50	0.42	15.83**	2.87	0.60	4.49	0.44	15.12**
10	Petchaboon Rajabhat	2.94	0.81	4.42	0.72	12.98**	2.74	0.85	4.31	0.81	11.68**
11	Srinakharinwirot	3.08	0.65	4.09	0.85	15.01**	2.96	0.71	4.02	0.91	14.95**
12	Silpakorn	3.10	0.79	4.47	0.59	19.09**	2.99	0.74	4.36	0.68	18.22**
13	Pranakornsriyuttaya Rajabhat	2.79	0.65	4.43	0.59	15.01**	2.53	0.66	4.38	0.76	15.66**
14	Boorapa	3.20	0.53	3.64	0.92	3.03**	3.06	0.68	3.61	0.88	3.64**
15	Taksin	3.19	0.65	4.31	0.60	12.93**	2.92	0.65	4.25	0.69	14.43**
16	Surajtanee Rajabhat	3.23	0.82	4.47	0.52	10.22**	2.92	0.88	4.38	0.66	10.77**
	total	3.13	0.69	4.28	0.74	49.40**	2.96	0.72	4.22	0.79	50.35**

Table 5 (continue)

no	University	Dimension									
		Accountability or Responsibility					Effectiveness of Efficiency				
		current		expectation		t	current		expectation		t
		\bar{X}	S.D.	\bar{X}	S.D.		\bar{X}	S.D.	\bar{X}	S.D.	
1	Chaingmai	3.10	0.60	3.85	0.81	17.00**	3.18	0.60	3.89	0.77	17.64**
2	Chiangrai Rajabhat	3.15	0.75	4.23	0.73	8.84**	3.22	0.68	4.32	0.67	9.46**
3	Chaingmai Rajabhat	2.99	0.60	4.57	0.47	26.55**	3.12	0.59	4.61	0.43	26.81**
4	Kamphaengphet Rajabhat	3.03	0.62	4.26	0.53	11.46**	3.19	0.68	4.37	0.52	10.91**
5	Uttaradit Rajabhat	2.76	0.86	4.56	0.69	12.74**	2.84	0.67	4.59	0.63	13.98**
6	Maharakam	2.98	0.81	4.46	0.58	13.55**	3.15	0.84	4.52	0.57	13.04**
7	Khonkaen	3.11	0.75	4.42	0.59	11.65**	3.23	0.70	4.44	0.56	12.96**
8	Ubonrachatane Rajabhat	3.04	0.77	4.23	0.56	10.00**	3.28	0.60	4.31	0.59	10.95**
9	Loei Rajabhat	2.66	0.60	4.37	0.45	15.97**	2.90	0.66	4.43	0.40	14.82**
10	Petchaboon Rajabhat	2.76	0.91	4.24	0.77	10.01**	2.83	0.79	4.36	0.75	13.00**
11	Srinakharinwirot	3.02	0.62	4.00	0.84	14.62**	3.10	0.63	4.04	0.85	13.96**
12	Silpakorn	2.80	0.73	4.27	0.71	19.37**	3.02	0.75	4.37	0.59	17.99**
13	Pranakornsriyuttaya Rajabhat	2.35	0.62	4.31	0.63	15.84**	2.59	0.60	4.37	0.66	15.24**
14	Boorapa	3.16	0.53	3.52	0.89	2.70**	3.13	0.55	3.59	0.93	3.07**
15	Taksin	2.90	0.63	4.20	0.70	13.46**	3.11	0.57	4.21	0.74	12.64**
16	Surajtanee Rajabhat	3.19	0.78	4.27	0.60	10.34**	3.17	0.85	4.38	0.56	9.48**
	total	2.97	0.69	4.17	0.76	48.81**	3.09	0.67	4.22	0.74	48.41**

Table 5 (continue)

no	University	Dimension									
		Predictability					Equity or Fairness				
		current		expectation		t	current		expectation		t
		\bar{X}	S.D.	\bar{X}	S.D.		\bar{X}	S.D.	\bar{X}	S.D.	
1	Chaingmai	3.30	0.71	3.98	0.85	14.57**	3.26	0.69	4.03	0.84	16.91**
2	Chiangrai Rajabhat	3.37	0.76	4.41	0.61	8.78**	3.23	0.70	4.38	0.64	9.59**
3	Chaingmai Rajabhat	3.30	0.77	4.69	0.49	22.35**	3.16	0.70	4.67	0.48	26.04**
4	Kamphaengphet Rajabhat	3.11	0.83	4.49	0.54	11.66**	3.33	0.72	4.44	0.52	9.83**
5	Uttaradit Rajabhat	2.59	0.82	4.68	0.59	14.47**	2.90	0.76	4.62	0.61	13.09**
6	Maharakam	3.26	0.92	4.57	0.60	10.88**	3.37	0.87	4.52	0.75	9.90**
7	Khonkaen	3.51	0.85	4.61	0.52	9.40**	3.35	0.71	4.54	0.51	11.07**
8	Ubonrachatane Rajabhat	3.38	0.62	4.47	0.53	9.54**	3.39	0.71	4.39	0.68	9.86**
9	Loei Rajabhat	2.78	0.86	4.49	0.45	13.79**	3.19	0.55	4.50	0.44	14.59**
10	Petchaboon Rajabhat	2.89	0.93	4.53	0.69	12.33**	3.14	0.84	4.41	0.67	10.68**
11	Srinakharinwirot	3.21	0.70	4.13	0.88	13.24**	3.28	0.68	4.13	0.83	13.88**
12	Silpakorn	3.01	0.81	4.47	0.60	18.49**	3.25	0.85	4.49	0.55	15.28**
13	Pranakornsriyuttaya Rajabhat	2.46	0.74	4.37	0.68	14.03**	3.01	0.68	4.34	0.69	12.39**
14	Boorapa	3.09	0.68	3.59	1.02	3.36**	3.18	0.62	3.60	0.93	2.97**
15	Taksin	3.07	0.60	4.34	0.63	15.29**	3.30	0.60	4.39	0.59	14.71**
16	Surajtanee Rajabhat	3.26	0.86	4.49	0.62	9.61**	3.04	0.90	4.50	0.60	10.43**
	total	3.15	0.79	4.31	0.76	45.49**	3.23	0.73	4.31	0.74	46.45**

Table 5 (continue)

no	University	Dimension									
		Independence or Flexibility					All Dimension				
		current		expectation		t	current		expectation		t
		\bar{X}	S.D.	\bar{X}	S.D.		\bar{X}	S.D.	\bar{X}	S.D.	
1	Chaingmai	3.28	0.61	3.92	0.79	16.68**	3.19	0.52	3.91	0.75	19.54**
2	Chiangrai Rajabhat	3.29	0.70	4.25	0.70	8.02**	3.16	0.61	4.33	0.62	10.92**
3	Chaingmai Rajabhat	3.19	0.67	4.69	0.44	25.04**	3.14	0.51	4.64	0.36	32.32**
4	Kamphaengphet Rajabhat	3.30	0.71	4.34	0.53	9.33**	3.21	0.61	4.37	0.50	11.77**
5	Uttaradit Rajabhat	2.95	0.79	4.64	0.64	12.66**	2.82	0.65	4.64	0.57	15.77**
6	Maharakam	3.37	0.73	4.49	0.61	11.48**	3.16	0.73	4.53	0.53	14.99**
7	Khonkaen	3.46	0.75	4.46	0.62	9.18**	3.24	0.61	4.48	0.50	13.71**
8	Ubonrachatane Rajabhat	3.41	0.71	4.33	0.56	7.54**	3.26	0.54	4.35	0.48	12.63**
9	Loei Rajabhat	3.15	0.66	4.47	0.48	12.57**	2.95	0.52	4.47	0.37	17.90**
10	Petchaboon Rajabhat	2.98	0.91	4.38	0.65	10.60**	2.90	0.76	4.38	0.67	13.72**
11	Srinakharinwirot	3.23	0.63	4.08	0.79	13.85**	3.13	0.53	4.07	0.78	15.75**
12	Silpakorn	3.33	0.74	4.40	0.58	15.23**	3.09	0.67	4.41	0.55	19.72**
13	Pranakornsriyuttaya Rajabhat	2.94	0.66	4.32	0.68	12.10**	2.71	0.54	4.38	0.62	15.92**
14	Boorapa	3.10	0.68	3.57	0.96	3.08**	3.16	0.45	3.60	0.87	3.21**
15	Taksin	3.25	0.55	4.21	0.63	12.58**	3.10	0.50	4.26	0.57	16.57**
16	Surajtanee Rajabhat	3.23	0.92	4.37	0.62	8.27**	3.14	0.77	4.41	0.54	11.03**
	total	3.24	0.69	4.24	0.73	44.10**	3.11	0.59	4.25	0.69	53.83**

These findings above were from questionnaires, specifically the answers from close-ended questions or estimation criterion. The following findings were from the the answers from open-ended question analysis from the questionnaires in 9 dimensions.

1. The Rule of Law or Legitimacy.

In the current situation, many rules and regulations on work evaluation in public universities were lacking in the principles of legitimacy in many aspects, and they were not broad enough to cover changes in society. For instance, since the rules were not updated and clear-cut, a university red tape was a consequence. The directions of university administration were neither clear nor declared to the university community. It turned out that universities paid too much attention to routine work within the framework of rules and regulations instead of the quality of work.

In terms of the expectations in this dimension, university staff or stakeholders would like to have updated rules and regulations, visionary university administrators who gained trust and acceptance from community, good policies, reliable inspection, understanding and respect of the laws, public mind development, good system, and morale support. The administrators should have clear criterion in directions or goals of work, and public announcement was required.

2. Ethics or Integrity.

In the current situation, university administrators had income from different sources such as their salary, titles of professorship, and so on. However, their work was under standard. Most professors were still more obsessive with financial gains rather than professional ethics, students, and the country interests. Not surprisingly, the national education development did not go too far as many people expected. In addition, the

university bills made administrative positions become political ones with numerous interests. Thus, people paid much more attention to their personal gains rather than the quality of work. Patronage system was widely found since it guaranteed that a particular group could come back to run the university again in the next administrative term. The universities did not have any policies or monitoring measures to inspect how much people had professional ethics. The administrators provided too much freedom to their close subordinates or their own cliques. As a result, subordinates did not follow the rules and regulations, and they were still under the influence of the patronage system, which took a long deep root in Thai society. They preferred to please their boss rather than other groups of people such as students, instructors, and so on.

In terms of the expectations in this dimension, the university administrators in every level should be more serious about the professional ethics. Another expectation was that they should be trained in this dimension before taking the administrative positions. Good administrators should be loyal to organizations, treat subordinates with care and respect, follow the rules and regulations, be away from all types of corruptions. They were expected to understand that the major tasks of university instructors were to individual, to conduct research studies, and to develop themselves to keep up with new knowledge.

It was found that to make the teaching job more secured, financial gains such as salary or fringe benefits should be in the same levels as those in the private universities. Thus, what university community expected to see was administrative development on the basis of merit system which was expected to be compatible with the commercialism at the same time. University clerical personnel should be more familiar with

commercialism, responsive to people's demands, efficient, and effective. They were not supposed to use emotions when dealing with students.

3. Transparency

In the current situation, the university administrators in every level were lacking in transparency. They worked with their own cliques for their own financial gains. Even though there was an inspection measure, it was too sluggish. The current annual career promotion was not on the basis of merit system. Worse, a university financial system kept changing for some reasons. Different departments had different practices; they did not following the same pattern.

In terms of the expectations in transparency, the university administrators should be clear about public budgeting where money would be spent. When university activities were held, they should have printed documents to inform the community. University administrative framework should be transparent and informed to all university stakeholders to build up mutual understanding and unity in all levels. Decentralization to different division was a must; feedback from bottom should be taken into consideration for their community's interests. Besides full time instructors, the universities should have scholarships for non academic employees and part-time instructors. This required practical and clear personal development plan, and also university staff acknowledged the plan because these people were able to place themselves in the right direction to fit the university plan.

4. Participation

In the current situation, the university administrators did not take university staff's voices into account. This resulted in no cooperation from some groups of staff.

University administrator recruitment or selection did not get involved with all groups of university staff. Since only certain groups of people were instrumental in university administrator recruitment or selection, benefits were distributed only to their own cliques. Other groups were left behind or ignored. When problems arose, only their own cliques were considered. Therefore, not every group of people had an equal chance to take part in university development and improvement. How people were able to share their interest and provided suggestions was rather limited. Needless to say, university policies were acknowledged only in an administrative level. University instructors were not able to select the administrative team rather than to propose the names of different administrative positions, and then the selection committee would make the final decision, which might not be responsive to people's needs in different departments.

In terms of the expectations in participation, when career promotion or pay rise were made, university administrators should listen to stakeholders' suggestions. Personnel representatives should be in a decision making process. Or the decision should be made with reasons and under the merit system. Feedback from subordinates should not be ignored. Some administrative positions such as the university president, rectors, and general directors should not be counted on the recruitment committee held by the university council rather than people in related departments. Public hearing was highly recommended, particularly in a university master plans or policies. Participation in policy making process would be responsive to people's demands. Low paid employees should receive financial assistance. Non academic staff and academic staff were supposed to gain equal fringe benefits. Like those of autonomous universities, universities should promote evaluation system to be in the same pattern under the same

criterion. All people should have a chance to express their ideas, listen to other people's voices, and develop the university as a learning organization.

5. Accountability or Responsibility

It is found that when found guilty, university staff did not get a harsh punishment or it was only a lenient punishment. As a result, low respect was paid to the administrators. Furthermore, despite the good rules or measures for punishment, the administrators was not strict enough in giving punishments to staff when they did not perform their duties well enough.

6. Effectiveness of Efficiency

The findings showed that, apart from allowance of their professional positions and vehicles, the administrators also earned too much extra money whereas the staff and other officials received only insignificant amount of cash bonus. In addition, staff's performance was lacking in flexibility and agility due to centralization. All decisions were made by high university administrators, which was not practical. Like the decentralization and evaluation process, assessment and quality assurance also were required to be more obviously practical. Moreover, some administrators and instructors lacked integrity. They took advantage of their workplace and position to enhance their self images in the public's eyes. This caused low standard and poor academic performances.

7. Predictability

Up to now, the idea of making universities the best institutes for learning still needed to be promoted. Also, there was still a lack of obvious criteria or framework in

promoting academic positions and professional incentive compensation for the staff.

Besides, more attention should be paid to research studies and external academic services.

8. Equity or Fairness

There is no equality in the administration of individual division or sector. The management of financial division was often sluggish due to the complicated process. Additionally, the administrators were conservative and fail to adapt themselves to the changing circumstances. Moreover, there was still some overlaps and unfair practice in the way old and new instructors were treated. Mistakes were found sometimes within the administration. Besides, public relations for more understanding about new policies needed to be improved.

9. Independence or Flexibility

Unlike several large universities, small universities had some problems such as the low quality of constructions due to limited budget and subsidies. Furthermore, workloads were not equally distributed or assigned to all staff and lecturers. Some departments had too many responsibilities, and information was not thoroughly spread around. In addition, individual university had different styles of administration; this resulted in the differences of independence and flexibility in management. Besides, the process of selecting board members should be well conducted. It was suggested that more participation and voices of university staff should be taken into account in the selection process.

Discussion

The findings showed several interesting aspects as follows:

1. Considered in both individual and overall dimensions, the current status of the good governance of the 16 public universities was at average. This was congruent with a research study conducted by the King Prajadhipok Institute (abstract, 2002). The study showed that the Thai Saving Bank in Rayong province also had the moderate level of good governance. Besides, a research study by Theerapat Serirangsan(abstract, 2006) showed that the participants from 10 departments thought that the good governance in all dimensions was at the moderate level. Similarly, a study on the Development of Indicators in Good Governance practiced in Hat Yai Wittayalai school and Kaennakorn Wittayalai school showed that the Ethics or Integrity and the Transparency were at the moderate level. A case study on Good Governance in Rajabhat Mahasarakham Institute conducted by Suwakit Sripadtha (abstract, 2002) also showed the opinions of the staff towards its good governance at the moderate level. Similarly, the researcher's previous studies on good governance of two universities, one in the North, another in the Northeast, showed the same level (abstract, 2008). However, a study of Pakpoom Niyomwittayaphan (abstract, 2003) gave different results. The research was a case study of Dongbang Sub-district Administrative Organization in Prajantakam, Prajeenburi province. The good governance was rated at a high level. It was assumed that, because universities had quite similar policies and rules, research studies on good governance in universities, therefore, provided the same results, which was at average level. Another possible reason why these studies had the same results was that, the staff did not clearly understand or know about the good governance well enough; therefore, they tended to

rate individual indicators at the moderate level. Also, it was perhaps because the staff could not find the strengths and weaknesses of their institutes. Nevertheless, staff's opinions from open-ended questions showed that the Equity or Fairness was at a low level. Those opinions could be listed as follows:

- “The present administrators are not accepted by the staff because they lack of leadership, responsibility and morality, and take advantages of their own and clique’s sake. They also ignore the rules or regulations.”

- In terms of Ethics or Integrity, “the boards or administrators are not qualified and lack skills and experience.”

- In Transparency, “Sometimes it is a question how some directors take positions. There is an overlap and tardiness in working. The budget is not distributed equally. Individual division still has tiny power in decision making process. Moreover, allowance and benefits are still unfair.”

- In participation, “Administrators are chosen by only a specific group of people. Therefore, benefits tend to be given to those who supported and voted for them. Apart from that, administrators neither listen to the staff nor give them a chance to help with the development.

- “Lecturers have a large number of duties to do apart from their routine job; they have too a large amount of workload. There should be more staff to help in such jobs like evaluation, academic affairs, quality assurance, or financing.

2. The study showed that participants have high expectations on good governance in all dimensions. This is similar to a research study by Ratchana and others (abstract, 2001) which studied on New Ways for Good Governance in Universities. The study showed that good governance needed to focus on efficiency and effectiveness, responsibility, transparency, participation and fairness. Also, a previous study of the researcher conducted in 2008 on Good Governance in public universities found that the two most important dimensions in management and budget were participation and transparency. It can be explained that staff thought if universities effectively applied good governance, it would promote rapid development, stability, and decrease corruption. Due to the fact that the major roles of universities are to provide higher education and to develop the society, staff, therefore, had high expectations on the good governance.

3. When compared between the universities under the supervision of the former Ministry of University Affairs and Rajabhat universities under the supervision of the Ministry of Education, the arithmetic mean of good governance revealed statistically significant difference at 0.01 and 0.05 in every dimension except the dimension of Morals or Ethics, which were not different. It was found that the mean of good governance in universities under the former the Ministry of University Affairs was higher than that of Rajabhat University in all dimensions. Considering the current status of good governance among public universities, the significant difference was at 0.01. However, there was no significant difference in the dimension of Ethics or Integrity. A research study by the King Prajadhipok's Institute (abstract, 2002) showed that good governance in each sector or organization could be different in some dimensions. A study by Ratchana and others (abstract, 2001) showed that there were some different views

towards the dimension of Fairness between large and small universities. The researcher's previous study (abstract, 2008) found that good governance in individual sector was different due to such factors like the nature of each organization, the mission, location, job positions, and the background of participants. On the contrary, a study of Noppon (abstract, 2004) on the Practice of Good Governance in Sub-district administrative organization showed that participants with different genders, ages, and educational background had no different views towards the practice of good governance.

It can be assumed that those universities under the former Ministry of University Affairs had more systematic management and quality control. They also had their staff participate in plan, policy, and decisions making, and evaluation. This should be the reason why the mean of good governance of those universities was higher than that of Rajabhat universities. Another factor which caused the difference was that participants hold different positions, work experiences, and were from different workplaces. These different backgrounds of participants resulted in the awareness of good governance and the way they interpreted the information. Moreover, different interests, attitudes and worldviews, appreciation, experience, needs and expectations could also cause difference in awareness.

4. In terms of staff's expectations on good governance, compared between the two groups of universities, the mean showed the statistically significant difference at 0.01. It is found that the expectation of staff from Rajabhat universities is higher than that of staff from the other universities. Comparing among individual university, it is found that staff's expectations had statistically significant difference at 0.01 in individual and all dimensions. It could be said that the difference of their expectations on good governance

depended on how they viewed the current status of the good governance. In other words, if the staff evaluate the good governance as low, they tend to have high expectation for improvement. On the contrary, if the current status of the good governance has met their needs, then their expectations tend to be low. So in short, their expectations depend on how they see current status of good governance.

5. The comparison between the current status and expectations of good governance showed the statistically significant difference at 0.01 and 0.05 for individual and overall dimensions. It is found that the expectation of good governance was higher than the current status. This is not surprising. Normally Thai people tended to have high expectation on universities; they expected that universities provided high quality of education and maintained good governance. Despite this high expectation, public universities still confronted some difficulties and limitations which slowed down the development. The result showed that many university administrators were still used to the same old traditional ways and practices, which slowed down the management. Moreover, they lacked of responsibility. Besides, staff did not have the rights to participate in decision making process. To some extent, all of these could cause the different views on the current status and the staff's expectation to the good governance.

Suggestions

This part is divided into two major sections: suggestions for application, and suggestions for future research studies.

1. Suggestions for Application.

The findings showed that in the current situation the level of good governance in the Thai public universities was moderate. The answers from open-ended questions

revealed that university staff had negative feelings to the status of good governance in their organizations, particularly in the dimensions of Rules of Law and Legitimacy, Professional Ethics, Transparency, Participation, and Equity and Fairness. In addition, it showed obvious difference between the current status and the expectation on good governance. Thus, university administrators such as the president, vice presidents, general directors, deans of departments, and heads of programs should pay more attention to the following suggestions.

1.1 High level administrators should review their roles and promote their university staff to have awareness of their roles, responsibilities, and determination to provide an excellent performance to fit all dimensions of good governance.

1.2 Top administration organizations such as the Office of Higher Education Committee should find a way or channel to promote university administrators to have more administrative knowledge or skills on the basis of good governance. There should be a monitoring and evaluation of measures continuously and tangibly.

1.3 High level administrators should focus more attention on equity and fairness to university staff since these people cover nearly every part of the universities. They are full time instructors, and part time instructors, non academic employees, part time employees. These people are divided into administrative group, teaching group, and academically supportive group. When university administrators assign tasks and responsibilities to them, or have a career promotion, these will be a very sensitive decision making to people's feelings, particularly if the patronage system still exists.

1.4 The findings show that the current status of good governance in individual university is different. That means individual university has different levels of

good governance. Therefore, high university administrators should exchange their ideas and utilize brainstorming to raise the level of good governance in their universities.

1.5 In order to evaluate a work implementation on the basis of good governance, individual public university should launch a survey to find satisfactory conditions of service providers such as instructor, non academic employees and service users such as students or people from outside the community. A regular and consistent follow-up and evaluation are highly recommended in order to improve themselves.

2. Suggestions for future research studies.

This study draws a picture of the current status and the expectation on good governance in 9 dimensions. However, there is still some more room to expand as follows.

2.1 The level of current status on university good governance was moderate. A comparison of current status on good governance was made between public universities under the former supervision of the Ministry of University Affairs and Rajabhat Universities which were under the supervision of the Ministry of Education. In order to find out how to put good governance into practice successfully, studies on different aspects should be conducted such as into a specific group of public universities rather than two major groups of university like this study. Quality research study tools are employed as well.

2.2 The answers from open-ended questions revealed that good governance in some areas were still problematic or some areas did not follow the principles of good governance in the current status. There should be a research study to

find out why some areas are still problematic and why some do not follow the principles of good governance in each university.

2.3 Answers from open-ended questions in 9 dimensions—namely, legal and justice, morality and ethics, transparency, people participation, accountability, efficiency and effectiveness, confidence and predictability, equality or fairness, and freedom and flexibility—showed that a high level of good governance is required by the university staff. As a result, following research studies should have more details in these dimensions to raise the level of good governance in university administrators, to change administrative work, and to employ the principles of good governance into practice appropriately. These particular studies also tell us how much individual university administrators appreciate and use good governance in their tasks successfully.

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