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9. ABSTRACT

A report of a study of the National Institute of Development Administration (NIDA) of Thailand--its origins, development, functions, and status. NIDA was established in 1966, although six of its seven schools and centers have institutional roots in earlier organizations. It is concerned with promoting institutional development in Thailand. The thirteen chapters in this volume deal with NIDA's origin and development, the professional staff, the instructional program, NIDA students and their goals, characteristics and employment of NIDA graduates, the research program, the training center, the development documents center, the administrative structure of NIDA, the operating budget and support of the Thai government, support from the Ford Foundation and MUCIA, NIDA linkages to other national and international agencies and organizations, and the overall success of NIDA in institution development efforts.

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A Case Study in
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Lawrence E. McKibben
William N. Thompson

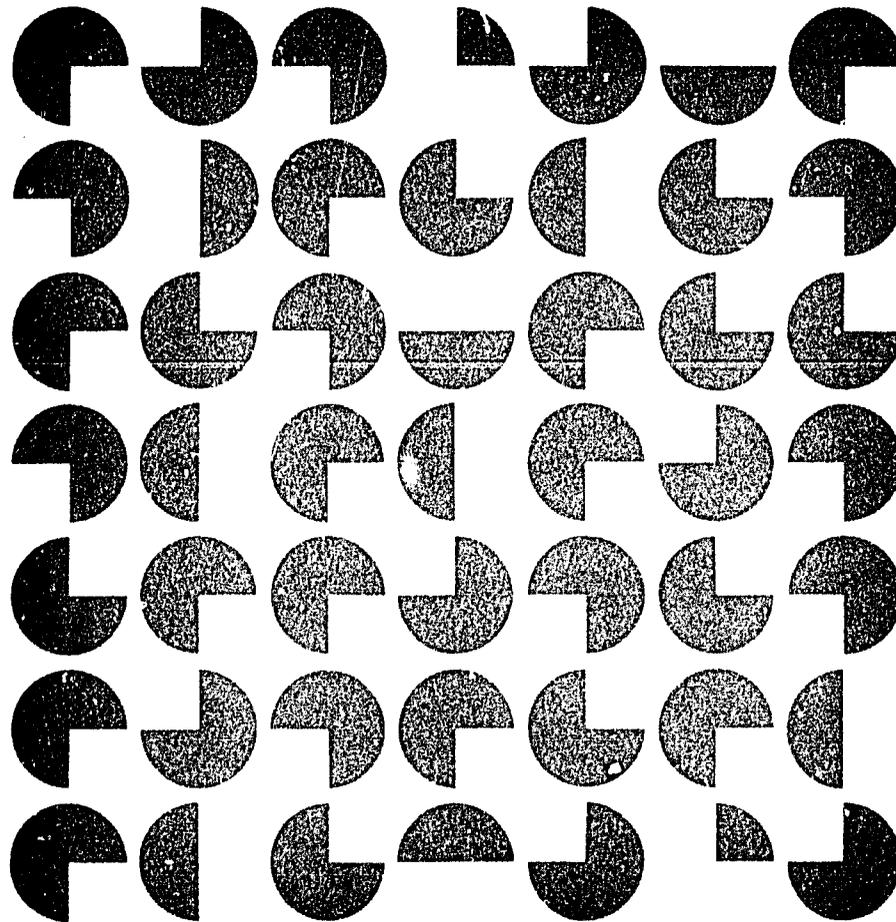
Program of Advanced
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Methodology

Midwest Universities
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International
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June, 1974

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Given the time and money to conduct the study, the most important factor contributing to this study was the excellent cooperation of the many NIDA staff members, students, and graduates who completed questionnaires and responded to interview questions. Dr. Sriprinya Ramakomud and his students in the School of Business Administration who assisted with the graduate questionnaires deserve special mention. Mrs. Anne-Marie Milindavanij and Mr. Tiengpiw Tiew performed a wide range of tasks with dedication, diligence, and efficiency. The data processing services of Miss Somboonwan Hemasatara were indispensable.

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CHAPTER I NIDA--AN INTRODUCTION

The National Institute of Development Administration was established on April 1, 1966, by a royal proclamation of the National Institute of Development Administration Act which provided that the general objectives of NIDA were "to provide education in administration and development, to do research, and to promote technical knowledge in higher vocational skills." The Act gave NIDA university status as well as departmental status in the Office of the Prime Minister. It provided for four faculties (hereafter called schools) and three bureaus (Chart 1). The schools are Public Administration, Business Administration, Development Economics and Applied Statistics, while the administrative units once referred to as "bureaus" are now known as the Research Center, Training Center, and Development Document Center. Each school is headed by a dean and each center by a director. While it is not provided for in a formal way by the Act, NIDA has from the beginning had an English Language Program with a director, having the same status as the director of a center, who is responsible to the Rector through the Vice-Rector for Academic Affairs.

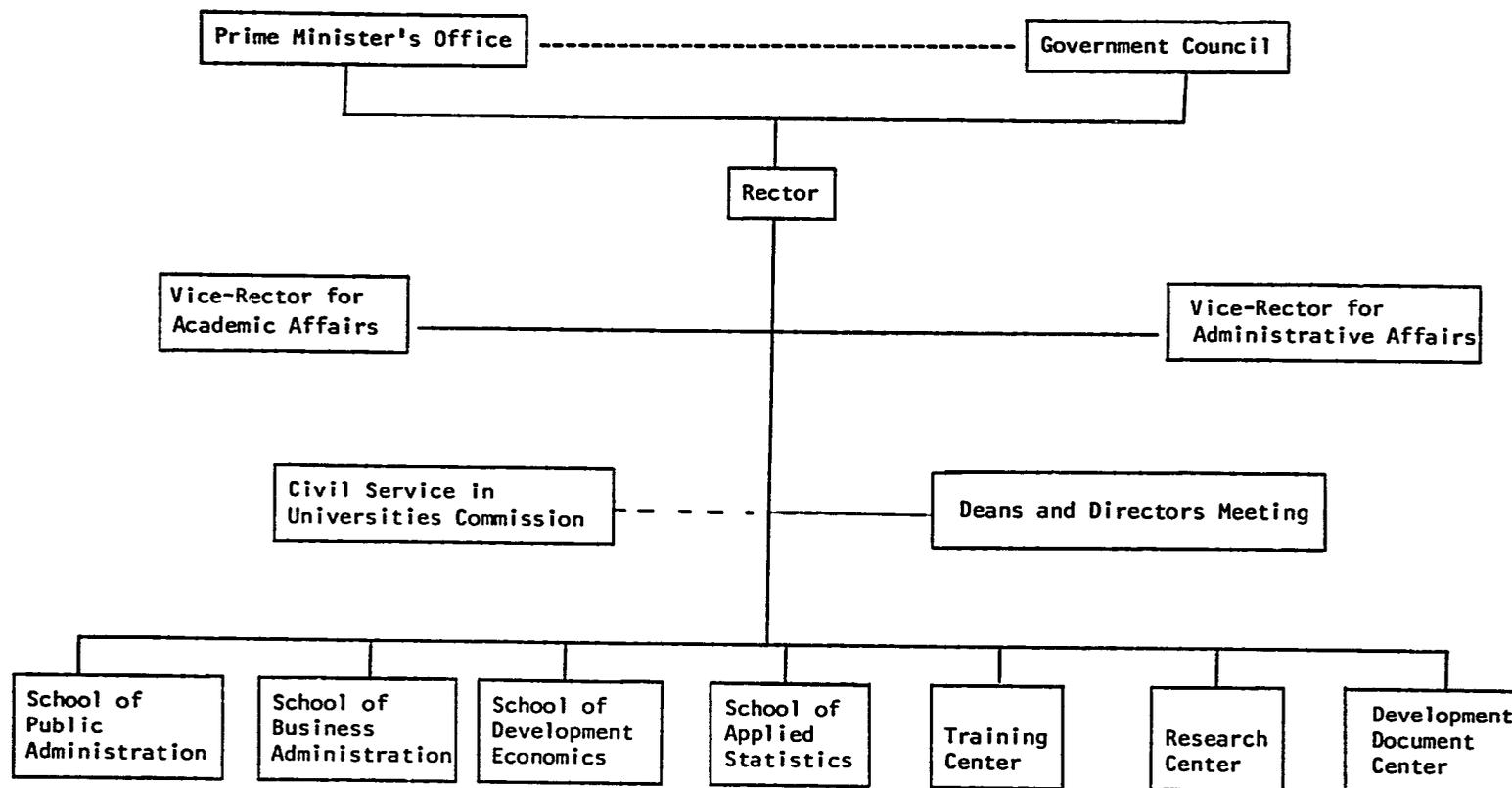
The Governing Council, whose powers and duties are similar to those of universities in other countries with governing bodies known as boards of regents or trustees, is concerned with establishing Institute rules and regulations; considering curricula and means of improving the educational, research, and training programs; conferring degrees and certificates; recommending establishment of new courses of study, faculties, or centers; recommending appointment or dismissal of staff; and regulating finances and properties. The Council is composed of the Prime Minister as chairman ex-officio; the Rectors of Chulalongkorn, Thammasat, and Kasetsart Universities; the Secretaries-General of the National Economic Development Board, National Education Council, National Research Council, National Statistical Office, and the Civil Service Commission; the Rector, Vice-Rectors, school deans, and center directors of NIDA as members ex-officio; and from six to eight other members appointed by the King.

The Rector, who is appointed and may be reappointed on the advice of the Governing Council for a two-year term of office, is responsible for the administration of NIDA. Because NIDA is one of the departments of the Prime Minister's Office, the Rector is responsible to the Under Secretary of this office as well as to the Governing Council.

NIDA professional and administrative staff members are members of the Thailand Civil Service, thus they adhere to the general rules and regulations of the Civil Service Commission. The Civil Service in Universities Commission has authority over personnel management in state-owned universities and degree-granting institutions. Its authority includes setting salary scales, recruitment, appointment, rank and salary promotion, transfer, investigation, disciplinary action, and resignation and dismissals.

In its policy determination and operation, NIDA becomes rather intricately interlaced with the Government of Thailand. The National Education Council, a department in the Office of the Prime Minister, has the authority to scrutinize and give final approval of curricula of

Chart 1.1
NIDA's Organizational Structure



degree-granting programs of Thai universities and to recommend to the Cabinet any changes in university organizational structure. The Budget Bureau is involved in determining allocation of government funds, while the National Economic Development Board (NEDB) influences policies concerning expansion as sizable sums must be considered as part of the National Development Plan for which the NEDB is responsible. The Cabinet bears the overall responsibility for all government units.

To say that NIDA was established in April 1966 with the promulgation of the NIDA Act is a grossly simplified statement. In order to understand the status of NIDA at the "beginning" and today one must have knowledge of institutional units that predated NIDA and became a part of it. Six of the seven schools and centers--the School of Business Administration being the exception--have institutional roots in earlier organizations.

ORGANIZATIONS PRECEDING NIDA

The Institute of Public Administration.¹

Located on the campus of Thammasat University, the Institute of Public Administration (IPA) was established in early 1955 through a joint agreement between Thammasat University, Indiana University, the Government of Thailand, and the United States Agency for International Development. The purposes of IPA were to provide instruction in public administration at the graduate level, to give in-service training to government employees, to conduct research in public administration and related fields, and to provide consulting services to government agencies. Indiana University provided staff assistance totalling forty-one persons (thirty-one on two-year assignments and ten short-term consultants) for teaching, advisory, and administrative services. Some forty-one Thai students were sent to the United States for advanced training in public administration and related fields; and by 1962, the staff of the Institute had grown to seventy-one, with nineteen in the professional staff category, seventeen of whom were Thais. Thirteen members of the Thai faculty held American graduate degrees. By late 1962, a cumulative total of 523 students had enrolled for study in a two-year postgraduate curriculum leading to the MPA degree; 68 had completed all requirements and received the degree.

Within the IPA there existed a Research Division that had conducted a number of "service research projects" and which later was to become the new NIDA Research Center. Among the activities were:

- (1) publication of the Journal of Public Administration which was initiated "to disseminate knowledge of an increasing understanding and importance of public administration in Thailand";²
- (2) the In-Service Training Division of IPA which was the forerunner of the NIDA Training Center. The Division had "done dozens of programs for literally thousands of participants."³ Training activities ranged from details of office methods to the executive development program for special grade officials of the Thai government.
- (3) a "thriving library" with a concentration in the field of public administration was started at the IPA, it formed the nucleus for the NIDA Development Document Center."⁴

Central Statistical Office.

In 1962 the Central Statistical Office of the National Economic Development Board organized a program of in-service training in statistics. Its aim was to provide instruction in statistics to government and business employees; however, almost all the enrollment was from government positions. In the beginning, courses were of one-year duration; but the program was extended in 1958 to two years. In addition to the one- and two-year courses, the program's administrators undertook special in-service training assignments for government agencies. While this program was at the elementary and intermediate levels, it served as a background for the Bachelor's and Master's level statistics work that was to become the responsibility of the NIDA School of Applied Statistics.

Economic Research Division.

In July 1962 the Economic Research Division of the NEDB began a program of in-service training in development economics. Its purpose was "to help prepare officials who have assignments directly related to Thailand's Economic Development Plan to contribute usefully to its detailed formulation and execution."⁵ This effort was an institutional forerunner of work to be offered by the NIDA School of Development Economics and the Training Center.

The Government of Thailand took steps to embody the functions of the Institute of Public Administration, the Central Statistical Office, and the Economic Research Division of the NEDB into an expanded and upgraded Institute to be called NIDA.

The record of accomplishment of all of these efforts has been affirmatively encouraging, and there is unanimous conviction that they should be continued and strengthened. There is a conviction, however, now affirmed in principle by endorsement of the Council of Ministers (13 November, 2505 [1962]) that the future development of these several programs would be furthered if they were consolidated under a common administrative direction, and if they were supplemented by an additional, newly-organized program of training in this field on a basis comparable to the graduate program now being offered by the Institute of Public Administration.

Accordingly, the November 2505 [1962] resolution of the Council of Ministers directed that plans be formulated for the establishment of an Institute of Development Administration on an essentially autonomous basis and embracing the existing programs that have been enumerated above together with a new Graduate School of Business Administration.⁶

PLANNING FOR NIDA

By the early 1960s, the U.S. Agency for International Development-Thammasat University contract provided for only two or three American advisors (fortunately, the number of Thai staff members returning from advanced training in the United States was increasing). AID support was

on the decline for a combination of reasons: progress made in attaining the objectives set out for the Institute of Public Administration, changing of priorities in the American efforts in Thailand; and difficulties in obtaining funding for the Agency. It was in the period of 1962-63 that "the American chief advisor and a few members of the Thai staff began to explore the possibility of obtaining Ford Foundation support for an enterprise which would be an outgrowth of the IPA."⁷ These deliberations contributed to preparation of the "Outline of Request for Foreign Assistance to Royal Institute of Development Administration."⁸

On July 14, 1963, the Deputy Minister of the Ministry of National Development, Dr. Buchana Atthakor, wrote to the Ford Foundation representative in Southeast Asia requesting that the Foundation supply a three-man survey team "to work out, in collaboration with the Governing Council, a comprehensive Plan for a National Institute of Development Administration."⁹ The Ford Foundation responded with the appointment of a consulting team which in its report of November 18, 1963, concluded that "the idea of such an Institute is basically sound in the existing Thai setting."¹⁰ Nearly two years later representatives of the Thailand Government, the Ford Foundation, and the Midwest Universities Consortium for International Activities, Inc. (MUCIA) reached an agreement on a technical assistance program.¹¹ Indiana University Professor Woodworth Thrombly, the first MUCIA advisor, arrived in Bangkok in mid-December 1965. He assisted in drafting the NIDA Enabling Act that was approved by the Thai Government on March 11, 1966, and provided for NIDA's Rector on April 27, 1966; Dr. Choop Karnjanaprakorn became Vice-Rector on June 2, 1966. The first new students were admitted on June 1, 1966. The Prime Minister and chairman of the NIDA Governing Council, Field Marshall Thanom Kittikachorn, conducted the opening ceremony of the official inauguration on July 22, 1966.

THE PHYSICAL PLANT

The Site and Building Program

Campus Location. The Thai Committee for the founding of NIDA planned that the new Institute would be located at Thammasat University in Central Bangkok: "The present thought is that since the Institute of Public Administration is housed on the premises of Thammasat University, it would be logical for the Thai government to add the requisite facilities adjacent to the IPA structure."¹² However, this would have required an amendment to the Thammasat University Enabling Act and other clearances within the University and the Government of Thailand. A combination of forces led to the development of the new campus on the outskirts of Bangkok, some eighteen kilometers from the center of the city. These forces included a lack of enthusiasm on the part of Thammasat University leadership, traffic congestion in the central city, space limitations on the Thammasat campus, and government control of the land that was later to become the NIDA campus site.

The location site contains forty rai (about sixteen acres) and is located along Klong Chan about one-half kilometer from the Bangkapi District headquarters. Although this site has had the advantage of the land is low and poorly drained, considerable expense has been undertaken for filling and levelling. It has required construction of a

retaining wall along the canal and perimeter fencing for adequate security. Access was problematical until the main road was resurfaced and a bridge was constructed across the small canal in mid-1969. In addition, there have been problems of transporting the staff and students to the campus.

Traveling distance continues to be a consideration for faculty and students; but provision of bus transportation and business and residential expansion in the NIDA area have alleviated these problems. Many see definite advantages in having room for campus expansion and being located away from the congestion of central Bangkok.

Building Program. While the new site was not officially handed over to NIDA until early 1969, it was available for construction shortly after NIDA was created. The first six-story classroom building was completed in June 1967 (Table 1.1) and a nearly identical building was completed at the end of that year. Completion of these two buildings permitted moving from the temporary location at Thammasat University to the new campus in March 1968.

The next major building constructed was the Administration Building which was completed in August 1969. This attractive four-story structure contains offices for the Rector and Vice-Rectors and their staffs, the Central and Students Service Division, as well as conference and reception rooms.

The Development Document Center building was completed in 1970. Construction of this building made facilities for the resident instruction program reasonably adequate; however, a two-year lull in major building construction at the same time that student and staff numbers were increasing led to considerable crowding of certain programs such as the Training Program and the English Language Program. With completion of the Training Center Building, physical facilities for all current NIDA programs became adequate.

Concurrent with construction of major buildings were land filling and levelling, embankment and perimeter fence construction, and utility development. There was also erection of a number of service buildings, including a cafeteria, workers lodging, a garage, a small student recreation building, a supply storage building, and tennis courts. The overall result is an attractive and functional campus.

Financial Summary

Physical Plant Costs. The overall physical plant development costs from 1966-72 were about 40 million baht or \$2 million.¹³ About one-fourth of the costs were for land acquisition and land improvements, with nearly 70 percent for the five major buildings and the remainder for service buildings and utilities.

Adequacy of Thai Government Support. The Government of Thailand allocated over 37 million baht (\$1,850,000) for NIDA land and buildings during the 1966-72 period (Table 1.2). The annual allocation was in the range of 5 to 9 million baht (\$250,000 - \$400,000) for the 1966-69 period after which there was a two-year period of small allocations. In 1972, 4,750,000 baht (\$237,500) was allocated for the Training Center Building.

Table 1.1
NIDA Physical Plant Costs, 1966-72

Item	Cost (baht) ^a	Construction Dates
Land and improvements		
Land	4,863,300	Official handing over on January 22, 1969
Land filling and levelling	3,523,085 ^b	
Embankments, fences, guard boxes	1,196,000	
Total	(9,582,385)	
Major buildings		
Classroom Building No. 1	5,304,200 ^c	Aug. 3, 1966 - June 16, 1967
Classroom Building No. 2	5,320,000 ^c	March 7, 1967 - Dec. 28, 1967
Administration Building	3,176,000 ^c	Oct. 31, 1968 - Aug. 3, 1969
Development Document Center	6,856,045 ^d	March 19, 1969 - April 2, 1970
Training Center Building	4,750,000	September 1972 - Late 1973
Total	(25,406,245)	
Service buildings		
Cafeteria	200,000	
Worker's lodging	298,500	
Garage	50,000	
Total	(548,500)	
Electricity	906,571	
Water	503,000	
Telephone	468,779	
Utilities	(1,878,350)	
Grand total	37,415,480	

^aOne baht equals about five cents in U.S. currency.

^bAlso includes costs of roads, drainage, and demolishing.

^cIncludes cost of elevators and installation.

^dIncludes 250,000 baht for elevator and installation and 606,045 baht for building changes and costs of air-conditioning installation; does not include air-conditioning equipment cost of 1,057,680 baht financed by the Ford Foundation.

Table 1.2
Thai Government Allocation of Funds to
NIDA for Physical Plant Development, 1966-72^a

Year	Allocation of funds (baht)
1966	5,630,000
1967	9,242,635
1968	9,270,000
1969	7,898,845
1970	316,000
1971	308,000
1972	4,750,000

^aAn additional 570,000 baht were allocated for purchase of buses.

THE CASE STUDY

Objectives

There were objectives as this study began: (1) to improve on institution-building concepts as tools to be used in the study of institution-development functions and processes; (2) to build institution-building research and the operational capacity within MUCIA universities and associated overseas institutions; and (3) to document the history of institution-development at NIDA. As detailed plans were laid, a fourth and perhaps dominating objective became that of assessing the current (April 1972) status of NIDA as an institution and determining opportunities and means of continuing institutional development. It is hoped that the study makes some contribution to improved use of concepts in institutional evaluation and adds to institution development knowledge and capacity in MUCIA universities and at NIDA. It is not a "history" in the sense of being a recording of significant events in six years of NIDA's institutional life; however, it summarizes information on NIDA and its predecessor institutions in a manner not previously done. With the development of the fourth objective, the study became pragmatic and utilitarian; and it is intended that the effort be judged on the basis of the usefulness of its results to NIDA leadership in the next phase of its development and to the leaders of other similar institutions through the methods of institution analysis as well as through the experiences at NIDA.

Framework for Analysis

The institution-building perspective developed by the Inter-University Research Program in Institution Building was used in organizing the study.¹⁴ Although it is well known that this model has limitations, its field testing and recognition of its validity by those with experience in the complex processes of institution-development attest to its practical utility in providing guidelines for those giving leadership to the process. It has also been found useful in institutional evaluation. There are many interrelationships between and among the institutional variables and environmental linkages, making the model more useful in identifying categories of data to be collected than in serving as a precise outline for presenting results.

Chart 1.2

The Institution-Building Universe

"The institution-building model outlines two groups of variables, the 'institution variables,' which are concerned with the organization itself and the 'linkage variables,' which are concerned with external relations, i.e. the relationships of the institution with its environment."¹²

Institution	Environment
Institution variables: Resources internal structure Programs Leadership Doctrine	Environmental linkages: Enabling Functional Normative Diffused
Relationships	

"Resources are the inputs of the organization that are converted into products or services and into increases in institutional capability. It includes not only financial resources that can be used for construction of physical plant, equipment and facilities and employment of personnel services, but also such intangibles as legal and political authority and information about technologies and the external environment.

"Internal structure is the organization of resources into formal and informal patterns of authority, division of responsibility among the different units of the organization, channels of communication, and means of resolving differences and formulating consensus on priorities, policies and procedures.

"Programs are those actions that are related to performance of functions and services, i.e. production of the outputs of the institution. Programs are designed to fulfill the goals of the organization as set forth in legal mandates and needed and demanded by the environment to be served.

"Leadership is the group of persons, committed to innovations, who are actively engaged in the formulation of programs, structuring the organization, and implementation of activities. Leadership includes persons at several levels in a complex organization some of whom are concerned with external environmental relationships as well as internal organizational matters.

"Doctrine has been described as 'the most elusive of the organization variables. It is an expression of what the organization stands for, what it hoped to achieve, and the styles of action it intends to use.' It is the body of objectives, values, and operational methods of the organization.

"Every organization has relationships with individuals and other organizations. These organizations, individuals and social groups make up the environment with which the institution reacts. Some of the relationships arise from the process of acquiring resources, and others from the outputs supplied to individuals and other organizations within the environment to be served. The network of interorganizational relationships has been designated as environmental linkages, of which four kinds have been identified.

"Enabling linkages are the linkages with organizations and social groups which control the allocation of authority and resources needed by the institution to function. Functional linkages provide the inputs that are needed and take the outputs of the institution. Normative linkages are relationships with other organizations which have overlapping interest in the objectives or methods of the institution even though no enabling or functional relationships may exist. Diffused linkages are relationships with individuals and groups who are not aggregated into formal organizations but influence the standing of the developing institution in its environment."

Sources of data

Questionnaires completed by full-time and part-time staff members, deans and directors, students, graduates, and Ford/MUCIA Project advisors associated with NIDA served as the primary sources of data (Table 1.3). The questionnaires were designed to gather factual information and to elicit opinions and attitudes regarding NIDA and its relationships with the environment in which it had developed and was serving. Information was also obtained from interviews with NIDA administrators, Ford Foundation and U.S. Agency for International Development representatives, and from printed materials such as NIDA annual reports, Ford/MUCIA Project consultant reports, annual reports, field team Chief of Party monthly reports, and MUCIA Advisory Committee minutes.

Table 1.3

Questionnaire Respondent Groups, Number and Percent Responding

Respondent Group	Number Receiving Questionnaires	Number Responding	Percent Responding
Professional staff	85 ^a	77	91
Part-time lecturers	50 ^b	20	40
Deans and directors	8	8	100
Students	365	229	63
Graduates	326 ^c	234	72
Ford/MUCIA advisors	11 ^d	6 ^e	55

^aExcludes those who were away from NIDA when questionnaires were distributed.

^bIncludes only those who had been part-time lecturers within the most recent three years.

^cQuestionnaires were sent to 326 of the 474 graduates as of the end of the second semester, 1971-72.

^dExcludes one former advisor participating in study and one deceased.

^eOne additional former advisor was interviewed.

Questionnaires were completed by seventy-seven of the eighty-five professional staff members who were at NIDA in April 1973 and by twenty of the fifty part-time lecturers who had taught at NIDA during the most recent three years. Each of the school deans completed a questionnaire (the same questions were asked of all deans), while center directors and the director of the English Language Program each completed a specially prepared questionnaire. Each dean and director was interviewed following completion of the questionnaire. Student questionnaires were completed in selected classes in order to get a minimum sample of 50 students in each

school. This resulted in a 63 percent sample of the 365 students enrolled in the 1971-72 summer semester. Three hundred twenty-six questionnaires were mailed to graduates of Applied Statistics, Business Administration, and Development Economics programs for whom addresses could be obtained as well as to all 1966 and 1967 graduates and about one half of later graduates in Public Administration. Nine Business Administration students, serving as interviewers, contacted as many as possible of the graduates to whom questionnaires had been sent and saw that the questionnaire was completed and collected. Two-hundred thirty-four completed questionnaires, a number equivalent to 48 percent of the graduates and 72 percent of those to whom questionnaires had been mailed. A special questionnaire was sent to those who had served as advisors on the Ford/MUCIA Project, over half of whom responded.

CHAPTER II

THE NIDA PROFESSIONAL STAFF

THE STAFFING PATTERN

Staff Growth---Quantity and Quality

When NIDA was organized on April 1, 1966, 35 professional staff positions were filled, 32 of which were occupied by former staff members of the Institute of Public Administration (Table 11.1).¹ The most advanced degrees in this group were as follows: Doctorate, two; Master's, twenty-eight and Bachelor's, five. Six years later, the professional staff had grown to 117, and the number of Doctorate degrees had increased to twenty-eight, Master's, seventy-eight; and Bachelor's, sixteen. The number of authorized positions had grown from 137 in 1966 to 162 in 1972, with 45 authorized positions unfilled on April 1, 1972. A comparison of the positions filled clearly shows that the number of positions authorized has not been a factor limiting growth of NIDA.

Table 11.1

NIDA Professional Staff Positions Authorized
and Filled by Civil Service Grades, 1966-72

Year ^a	Number of Positions									
	Authorized					Filled				
	Total	Grades ^b				Total	Grades ^b			
	Sp	1	2	3		1	2	3		
1966	137	20	93	21	3	35	13	16	3	
1967	137	20	93	21	3	45	17	17	3	
1968	137	20	93	21	3	79	44	16	3	
1969	141	20	93	21	7	90	51	19	3	
1970	148	21	96	22	9	102	60	19	7	
1971	154	22	98	21	13	108	62	20	12	
1972	162	24	97	31	10	117	63	25	10	

^aAs of April 1.

^bGrades are Special, First, Second, and Third.

About four-fifths of the professional staff had Bachelor's degrees from a Thai university; but a large share of the Master's and Doctorate degrees were from foreign universities, particularly those in the United States (Table 11.2). Of the eighty-nine professional staff on duty in June 1972, seventy-two held Bachelor's degrees from a Thai university; fifty-three held Master's degrees from a U.S. university; and twenty held

Table 11.2

Academic Degrees Held by NIDA Professional Staff, June 1972

<u>Degree and Source by Country</u>	<u>Number of Individuals</u>	<u>Number of Degrees</u>
<u>Staff on Duty at NIDA</u>	89	--
Bachelor's -- Thailand	72	79
U.S.	6	6
Other ^a	12	12
Master's -- Thailand	15	17
U.S.	53	63
Other ^b	9	9
Ph.D. -- U.S.	20	20
Other ^c	2	2
<u>Staff on Study Leave</u>	26	--
Bachelor's -- Thailand	19	20
U.S.	1	1
Other ^d	5	5
Master's -- Thailand	8	8
U.S.	15	16
Other ^e	1	1

^a England, 4; New Zealand, 3; Australia, 1; India, 1; Ireland, 1; Japan, 1; Philippines, 1.

^b England, 2; New Zealand, 2; Philippines, 2; India, 1; Australia, 1; Lebanon, 1.

^c Australia, 2.

^d Australia, 3; Japan, 1; Philippines, 1.

^e Philippines, 1.

U.S. university Ph.D's. Of the twenty-six on study leave at that time, nineteen held Bachelor's degrees from a Thai university and fifteen held U.S. university Master's degrees. Degrees were held from eight foreign countries in addition to the United States. The large proportion of degrees from the United States resulted primarily from the availability of financial aid from U.S. institutions, in particular, the Agency for International Development/Indiana University effort at the Institute of Public Administration and the Ford/MUCIA Fellowship support at NIDA.

The number of professorships at all levels has been quite low (Table 11.3). This is due to a provision of the NIDA Enabling Act that specifies a minimum length of service at the Institute or another higher educational institution. For example, a professor must hold a Doctorate degree or equivalent and have a minimum of five years of educational service and a recognized research paper; a Master's degree or equivalent and ten years of service and a recognized research paper; a Bachelor's degree or equivalent and fifteen years of service and a recognized research paper; or any level of degree or equivalent and a distinguished research paper. Most of the relatively young NIDA staff members do not meet the minimum degree and length of service requirements to advance to professorship positions.²

Staff by Schools and Centers

The number of administrative and teaching positions authorized in April 1972 for the NIDA schools was twenty-one in Development Economics, twenty-nine in Public Administration, nineteen in the Development Document Center and the Research Center, and fourteen in the Training Center. The English Language Program, technically neither a school nor a center but a part of the Office of the Vice-Rector for Academic Affairs, had only six authorized positions but was "borrowing" positions from other administrative units.

The School of Public Administration had more positions filled (twenty-two) and professional staff members on duty than the other schools. This was because the school was a going concern at the time NIDA was founded, and advanced training had been received by a number of members of this school under the Agency for International Development-supported IPA program.

Each of the other three schools had thirteen positions filled in April 1972. Of these thirty-nine positions, seventeen were assigned to persons away for advanced study, leaving only twenty-two to carry out teaching, research, and other functions. In addition, four from the Research Center and two from the English Language Program were away on study leave.

The administrative staff positions of the schools and centers were largely filled, with only five of the ninety-nine positions authorized for these administrative units being vacant.

Prior Experience of NIDA Staff

Sixty-one of the seventy-seven professional staff members who responded to the questionnaire indicated that they had had experience prior to joining NIDA (Table 11.4). This totaled 432 years and averaged about 7 years of prior experience. About one-third were employed by

Table 11.3

NIDA Professional Staff, 1966 to 1972; Sex; On Duty and On Leave;
Highest Academic Degree; and Professorships

Year ^a	Positions Filled	Sex		On Duty	On Study Leave	Highest Academic Degree			Professorships		
		Male	Female			Doctorate	Master's	Bachelor's	Full	Associate	Assistant
1966	35	19	16	31	4	2	28	5	2	--	--
1967	45	30	15	34	11	4	36	5	4	3	5
1968	79	57	22	58	21	11	56	12	4	3	5
1969	90	62	28	61	29	12	64	14	3	3	7
1970	102	71	31	64	33 ^b	16	68	18	3	4	7
1971	108	77	31	74	32 ^b	22	68	18	3	3	7
1972	117	78	39	92	24 ^b	23	78	16	2	3	7

^aAs of April 1.

^bThe following additional members were on other leave or loaned: 1970, 5; 1971, 2; 1972, 1.

universities, other government schools, and private schools. Nearly three-fifths worked with government ministries or in police or military service. The experience in the private sector was very limited as was experience with state enterprises.

Table 11.4
Experience of NIDA Professional Staff
Prior to Joining NIDA

Type of Employment	No. with Experience	Years Experience	Average Years Experience ^a
University	11	68	6.2
Other government schools	11	70	6.4
Private school teaching	7	12	1.7
Police or military	7	44	6.3
Other government work	32	202	6.3
Private business	5	8	1.6
Other	<u>11</u>	<u>28</u>	<u>2.5</u>
Total	61 ^b	432	7.1

^aAverage of those with prior experience.

^bNumber of individuals with prior experience; figures above total 84 as some had more than one type of experience.

The work of school deans and center directors accounted for one-third of the total years of prior experience. Those with the highest average years of prior experience were in the English Language Program and the Training Center; however, these averages were greatly influenced by the long years of experience of one or two persons in each of these administrative units. Staff members without prior experience tended to work in the Development Document Center, the Research Center, and the School of Development Economics.

STAFF TIME AT NIDA

As one would expect, there was great variation among job responsibilities of NIDA staff members. Slightly over one-half were involved in teaching activities, nearly one-third were performing Development Document Center functions, and a similar proportion were involved in administrative duties. The results somewhat understate the proportion involved in administration inasmuch as there was only one respondent from the Office of the Rector. The total time of the seventy-seven respondents was distributed as follows: teaching, 28 percent; advising students, 4 percent; research, 20 percent; training, 14 percent; Document Center activities, 20 percent; administration, 9 percent; and other duties, 5 percent (Table 11.5).

Table 11.5

Distribution of Time Spent by NIDA Staff on Different Functions for Year Ending March 31, 1972

Percent of Time	Teaching		Advising students		Research		Training		Document Center		Adminis- tration		Other	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
None	36	47	44	57	29	38	34	45	54	70	52	68	60	77
Up to 10	2	3	15	20	3	4	16	21	2	3	7	9	2	3
10 - 19	3	4	14	18	13	17	14	18	5	7	3	4	8	10
20 - 29	4	5	4	5	17	22	4	5	--	--	3	4	2	3
30 - 39	5	7	--	--	4	5	1	1	1	1	3	4	2	3
40 - 49	4	5	--	--	1	1	1	1	1	1	5	6	1	1
50 - 59	7	9	--	--	3	4	1	1	--	--	--	--	2	3
60 - 69	5	7	--	--	2	3	--	--	1	1	2	3	--	--
70 - 79	5	6	--	--	1	1	2	3	--	--	1	1	--	--
80 - 89	5	6	--	--	1	1	1	1	2	3	1	1	--	--
More than 89	1	1	--	--	3	4	3	4	11	14	--	--	--	--
Percent of total time	28		4		20		14		20		9		5	
Percent performing function	53		43		62		56		30		32		22	
Percent of time of those performing function	52		12		31		32		63		31		24	

Courses Taught

Professional staff questionnaire respondents were about equally divided between schools and centers staff. Thirty-six of the thirty-nine staff members of the schools did some teaching during the 1971-72 academic year. The range in the number of courses taught during the year was from one to nine, with twenty-three of the thirty-six staff members teaching two to four courses, indicating an average of one course per semester or summer session. Six of the thirty-eight center staff members also taught with the maximum number of courses being two per year. These figures suggest that the NIDA professional staff generally was not heavily loaded in carrying out the teaching function; however, the student/staff ratio is not equally distributed among schools so some schools (e.g., Business Administration) had a heavier teaching load relative to the staff members available for duty than did other schools.

Training Programs

About 50 percent of the NIDA professional staff reported involvement in training programs, with the proportion of involvement being higher for the centers than for the schools (Table 11.6). Approximately three-fifths of the center staff members and two-fifths of the school staff members were involved in this type of activity. All but one of the school staff members reported one to five training programs being taught, while fifteen of the twenty-two center staff members participating in training programs reported more than five programs.

Table 11.6

Distribution of Number of Training Programs
Taught by NIDA Staff, June 1971 to April 1972

No. of Training Programs Taught	Number of Staff		
	Total	Schools	Centers
None	39	23	16
1 to 5	22	15	7
6 to 10	9	--	9
11 to 15	2	--	2
16 to 20	2	1	1
26 to 30	<u>3</u>	<u>--</u>	<u>3</u>
TOTAL	77	39	38

Professional Activities

There was a substantial involvement of the NIDA staff in professional activities including preparation of papers, journal articles, and textbooks; serving as guest lecturers or on panel discussions outside NIDA; and participation in activities of National and Regional professional societies (Table 11.7).

Table 11.7
Professional Activities of NIDA Staff,
Year Ending March 31, 1972

Activity	Staff Number	Total Number
Professional papers	18	41
Professional journal articles	22	45
Guest lectures (outside NIDA)	24	169
Panel discussions (outside NIDA)	13	25
Completing textbooks	11	12
Textbooks completed	19	22

STAFF TIME SPENT AWAY FROM NIDA

As is the case with staff members of other Thai universities, NIDA professional staff members are officially Thai government civil servants who are full-time employees. Nevertheless, it is well known that many Thai university staff members teach courses at universities or colleges and do other part-time work, with income supplementation being a major objective. NIDA policy dictates that staff members may teach three hours per week outside NIDA, but some work more than this at non NIDA activities.

Educational Institutions

About one-third of the NIDA professional staff was teaching courses at other educational institutions: during the 1971-72 year, twenty-six staff members taught fifty-eight semester courses outside NIDA (Table 11.8). There was somewhat more outside teaching during the second semester of the academic year both in terms of number of persons involved and the number of courses taught per staff member. The highest proportion of involvement was by faculty members of the Schools of Business Administration and Development Economics with 100 and 56 percent, respectively. One-third or less of those in the School of Applied Statistics, the English Language Program, the Development Document Center, and the Training Center were teaching at non-NIDA educational institutions.

The impact of non-NIDA teaching upon the Institute is not clear. Undoubtedly some of the teaching involvement provides valuable experiences to teachers as well as linkages to other educational institutions, and good teaching at other universities and colleges may encourage good students to apply for admission to NIDA. However, as one school dean remarked, it would be better for NIDA if the outside teaching and consulting by staff members were reduced, although he did not dare discourage this as the better staff members would leave NIDA if they did not have the added income. If the outside teaching involvement were evenly spread among the NIDA professional staff, it probably would not have any great unfavorable effects on the Institute; but it tends to be concentrated within administrative units, some of which are more lacking or deficient in staff

resources, and among individuals, who as some evidence suggests are better trained and more aggressive. In those administrative units where a large proportion of the staff members are involved, it is certainly a drain on time available for other activities (e.g., textbook writing) leading to improvement of the effectiveness of the instructional program at NIDA.

Table 11.8

Number of NIDA Staff Members Teaching Courses
at Other (Non-NIDA) Educational Institutions

Semester	Number of Staff Teaching Courses	Number of Courses Taught
First Semester, 1971-72	17	21
Second Semester, 1971-72	20	31
Summer, 1972	6	6
All sessions, 1971-72	26	58

Consulting and Advisory Work

Thirty-three of the seventy-seven professional staff members who responded to the questionnaire were involved in outside consulting and advisory work (Table 11.9). More of this was done (nineteen staff members)

Table 11.9

Participation of NIDA Staff In Outside Consulting
and Advisory Work, Year Ending April 1, 1972

Type of Organization	No. Staff	Range in Hours	Average Hours
Government agencies	19 ^a	9-400	110
Universities and colleges	20	2- 90	40
Business and industrial organizations	9	8-150	44
Other organizations and individuals	10	4-100	32
All outside consulting	33	10-450	113

^aThis reflects the above normal amount of work with government agencies because of work with the National Executive Council.

with government agencies than with any other type of organization because staff members most often responded to requests of the National Executive Council to serve as consultants and members of working groups. As in the case of non-NIDA teaching, the demands were not spread evenly among individuals and administrative units. The pros and cons of these types of involvements in terms of their net effect upon NIDA are not clear. NIDA is expected to be an institution that has an impact upon the development of the country so it can be argued that involvement with government agencies is a means to this end. It may also be the source of ideas for classroom teaching and research projects, provide contacts that will aid in facilitating research, and have a positive effect on expansion of the financial and other resources available to NIDA.

PERSONNEL POLICIES AND PROCEDURES

Civil Service and Salary Structure³

Because NIDA staff members are civil servants of the Government of Thailand, they are subject to the provisions of the Civil Service Act and rules and regulations promulgated under that Act. The Act specifies conduct, qualifications, positions, ranks, and salaries of civil servants as well as procedures for recruitment and promotion. A realization that the Civil Service system led to the passage of the Civil Servants in Universities Act in 1964, which provided for more flexibility in recruitment and promotion. For example, the open examinations required for selecting civil servants in general do not apply to universities; and the number of years required for a university civil servant to be promoted to the next highest grade is shorter if he holds a Master's or Doctorate degree. To be promoted to the highest grade in the Civil Service system as a member of a university faculty, however, requires teaching experience in addition to other qualifications.

The Civil Servants in Universities Commission (CSUC) has authority in Thai universities for setting salary scales, recruitment and appointment, rank and salary promotion, transfer, investigation and disciplinary action, and resignation and dismissal.⁴ Recruitment for a staff position must be preceded by establishing the position with the Civil Service in Universities Commission and approval of the financing for it by the Budget Bureau. Recruitment to fill a vacancy is the primary responsibility of the school dean or center director.

The NIDA Salary Supplement

Salary supplements are also available from NIDA. Under certain conditions NIDA professional staff members are eligible for such a supplement at the rate of 25 percent of salary. It is provided from the Research Subsidy Fund "with the aim of promoting research activities on the part of faculty members and officials of the National Institute of Development Administration" that "was established as an incentive to help attract highly qualified and able faculty members and technical personnel to the Institute, and to encourage them to stay on permanently at NIDA."⁵ To be eligible for the Research Subsidy Fund salary supplement, staff members must submit a research proposal for approval by the NIDA Committee for the Promotion of Research. About two-thirds of the NIDA professional staff receive this salary supplement.

Staff Evaluation Procedures*

There are three types of promotion within NIDA: salary, Civil Service rank, and academic title. In each Civil Service rank there are ten or more salary steps. The range in monthly salary in baht in each of the Civil Service grades is as follows: Special, 4400 to 8600 (\$220 to \$430); First, 2750 to 5000 (\$137.50 to \$250); Second, 1300 to 3050 (\$65 to \$152.50); Third, 850 to 1800 (\$42.50 to \$90); and Fourth, 540 to 1300 (\$27 to \$65). Civil Service regulations normally permit an annual salary raise of one step for each civil servant. Under the current salary structure this would amount to annual increases in monthly salary (in baht) for the grades as follows: Special Grade, 200 to 400 (\$10 to \$20); First Grade, 150 to 200 (\$7.50 to \$10); Second Grade, 100 to 150 (\$5 to \$7.50); and Third Grade, 50 to 100 (\$2.50 to \$5).

For promotions in rank (i.e., Civil Service grades), recommendations are initiated by the Dean or Director. In the case of a promotion to a rank not higher than Second Grade, the Rector will present the recommendation to the NIDA CSUC Subcommittee and if there is concurrence between this subcommittee and the Rector, the appointment will be made. If consideration is being given for promotion to the First Grade, the recommendation is sent to the CSUC for its consideration. If the recommendation is approved, the Rector has authority to make the appointment. If the rank is for the Special Grade, it must be approved by the CSUC after which it is taken by the Prime Minister to the Cabinet for its approval. Appointment to the Special Grade must be made by Royal Proclamation.

NIDA staff members were asked if they were satisfied with the Institute's "procedures for professional staff evaluations for purposes of salary increases and promotion." Nearly three-fifths thought that these procedures were not satisfactory: 58 percent disapproved of the procedures, 26 percent were undecided, and 16 percent approved. Some staff members commented, "If you are satisfied with the present arrangement I am not. It is too unsystematic;" "We simply do it automatically one step each year", and "Performance evaluation is extremely difficult; the present system depends largely on hearsay and intuitive judgement."

The greatest dissatisfaction with procedures rested within the staffs of the Schools of Applied Statistics, Business Administration, and Development Economics, where nearly 100 percent were dissatisfied with the procedures. It was only within the Development Document Center that more approved than disapproved of procedures. Among the age groups, the two groups with persons thirty and above were more dissatisfied with the procedures than were the younger staff members. About two-thirds of those above age thirty were dissatisfied with procedures, while two-fifths of those under thirty expressed dissatisfaction.

Opportunity of Advancement

NIDA staff members were asked to respond to the statement: "The opportunity for advancement at NIDA is an incentive for me to do excellent work." The response was as follows: agree, 49 percent; undecided, 22 percent; and disagree, 29 percent, thus illustrating that nearly one-half of the NIDA staff thought that the opportunity for advancement at NIDA was an incentive to do excellent work.'

There was considerable difference in attitude among staff members in the various administrative units, with those in Applied Statistics, the Development Document Center, and the Research Center seeing the best opportunity for advancement. Least opportunity was seen by those in the

Schools of Business Administration, Public Administration, and Development Economics. In general, center staffs were better satisfied with the opportunity for advancement than school staffs. Among the age groups, those in the thirty to thirty-nine age group were the least satisfied, with those agreeing and disagreeing with the statement nearly offsetting one another. Those under thirty were surprisingly well satisfied and evidently saw a real opportunity to rise to higher positions even though they were not particularly pleased with salary levels and other benefits. Those in the over thirty-nine age group were also surprisingly well satisfied with the opportunity for advancement, perhaps reflecting the security of the Civil Service that has appeal to those in the older age group.

Rewards for Outstanding Work

Professional staff members also were asked whether they agreed with the statement: "NIDA has adequate provisions for rewarding those who do outstanding work." There was much more disagreement than agreement with this statement, with response as follows: agree, 18 percent; undecided, 38 percent; and disagree, 44 percent.

Among the staff age groups, those in the thirty to thirty-nine age bracket were least satisfied with provisions for rewarding those doing outstanding work, but the staff members under thirty also had rather strong feelings that these provisions were inadequate. Part-time lecturers were better satisfied than were the full-time staff, but it must be recognized that they were less directly concerned. Those over thirty-nine were the most satisfied: Two-fifths disagreed with the statement and more than one fourth were undecided, leaving only one-third of that group who approved of NIDA's reward system.

The Ph.D. and Advancement

With the increasing number of professional staff members returning from advanced training, there was more concern regarding the rank, promotion and salary increase policy for those holding different degrees. Staff members' comments, although considerably varied, indicated that there was strong support for a reward system reflecting accomplishment and productivity. While there were some remarks to the effect that those with the Ph.D.'s should have a higher starting salary, but, after initial appointment, promotion should depend on performance, the majority of those decided on the question thought that the Ph.D. degree holder should not be promoted more rapidly and receive higher pay than the staff members with only a Master's degree. This question indicated that policies and procedures leading to a Ph.D. degree holder automatically (i.e., without performing at a higher level of proficiency) receiving both higher rank and more pay than a staff member possessing a Master's degree were likely to lead to considerable dissatisfaction within the NIDA staff.⁷

Potential Contributions as Basis for Appointment

There is usually a question within all educational institutions whether the personnel policies and procedures result in appointments that are made on the basis of the potential contribution that the individual can make to the institution. Professional staff members are part-time lecturers at NIDA were asked to respond to this question as it applied to their institution. In general there was a fairly good consensus that appointments at NIDA were made on this basis, with 52 percent of the professional staff agreeing with the statement, about one-fourth undecided,

and one-fourth disagreeing with it. Comments of staff members suggested that improvements have been made in recent years in making appointments on this basis.

Among the administrative units staff, there was the most questioning whether appointments were made on the basis of potential contribution by those in Business Administration, the English Language Program, and the Research Center. The most agreement with the statement was among those in the Development Document Center and in the Schools of Public Administration, Applied Statistics, and Development Economics. Among the age groups, those in the thirty to thirty-nine year group had the most serious reservations regarding appointments being made on the basis of potential contribution, with 29 percent disagreeing (22 percent strong disagreement) with the current policies and procedures. There was also significant questioning among those over thirty-nine, but those in the under-thirty age group were surprisingly well satisfied that appointments were made on the basis of potential contribution. Part-time lecturer attitudes on this question were similar to those of the full-time staff except there was a lack of knowledge of NIDA policies and procedures concerning full-time staff appointments.

Staff Recruitment and Development

The response of the professional staff to the statement, "NIDA has an effective program for professional staff recruitment and development," indicated their feeling of the inadequacies of this program. About two-fifths disagreed with the statement, and nearly one-third were undecided, leaving less than one-third in agreement. One staff member commented that "recruitment has so far been fairly good, but only because of the availability of the Ford/MUCIA fellowships. Staff development is practically non-existent."

There was considerable variability in attitude of staff members among the administrative units. The greatest degree of dissatisfaction was within the Schools of Development Economics, Public Administration, and Business Administration and in the Research Center.

The under-thirty age group was rather well-satisfied with the program for professional staff recruitment and development; but the two older age groups, particularly the thirty to thirty-nine age group, has serious reservations. Part-time lecturers thought that the staff recruitment and development program was much more effective than did full-time staff members although there was 50 percent indecision among part-time lecturers.

The staff opinions and attitudes on this question suggest the need for long-range planning for professional staff recruitment and particularly staff development. This will become particularly critical in the next stage of NIDA's institutional development following the return from advanced training of those being supported under Ford/MUCIA fellowships and from other sources of support.

Comparison with Other Universities

NIDA professional staff members and part-time lecturers were asked for their perception of NIDA's salary levels and other benefits in comparison to other Thai universities. About one-half of the staff felt that NIDA salary levels and other benefits were as good or better than at other Thai universities, with about one-fourth disagreeing and about one-fourth

undecided. It was somewhat surprising to find that NIDA salaries and other benefits were not viewed more favorably in view of the large number of staff members who were receiving the 25 percent salary supplement from the Research Subsidy Fund. There was some feeling that faculty members at other universities have benefits not available at NIDA such as faculty housing, longer breaks between terms, and more freedom to do outside work. NIDA part-time lecturers viewed NIDA salaries and other benefits much more favorably than did the full-time staff.

CHAPTER III

THE NIDA INSTRUCTIONAL PROGRAM

PHYSICAL TEACHING ENVIRONMENT

The teaching staff and quality of students are of paramount importance in any educational institution; at the same time the physical facilities can either add to or detract from the effectiveness of the teaching function. Professional staff and part-time lecturers were asked whether they considered NIDA teaching facilities to be adequate, and students were asked to rate the adequacy of classroom sizes and lighting, desk comfort and writing space and chalkboards.

Staff Evaluation

NIDA had relatively new physical facilities so it would be easy to assume that classrooms and other teaching facilities were adequate; however, the NIDA professional staff saw considerable room for improvement of these facilities. Less than one-third of the full-time staff agreed that instructional facilities were adequate. Comparatively, the part-time lecturers were rather favorably impressed with NIDA's classrooms and other teaching facilities.

Among the administrative units, those in Business Administration and Development Economics were the most satisfied with teaching facilities, while those in Public Administration and the English Language Program saw the greatest inadequacies. There was considerable variation in the rating of office and classroom space among the NIDA administrative units.

While good progress has been made in developing NIDA's physical plant, increasing student enrollment and the return of professional staff members from advanced training have created demands for more facilities. Completion of the Training Center building has alleviated the problem somewhat; however, there will be a continuing need for expansion of physical facilities.

Specific comments of professional staff members revealed that some of the inadequacies cannot be met by an expansion of facilities. Some viewed air conditioning as being highly desirable, although installation, maintenance, and operating costs are very high. Among the problems noted were the noise created by boats on the *klong* (canal), maintenance, and housekeeping.

Student Evaluation

When asked to rate the general campus environment, NIDA students gave an average rating below "good." Less than one-sixth rated it "outstanding" and "excellent," while more than one-fourth gave it a "fair" or "poor" rating. Student comments suggested that time and a limited amount of money could add to the general attractiveness of the campus. One of the most common requests was for improvements in landscaping such as shade trees and well-kept lawns and flowers.

THE CORE CURRICULUM

Those at NIDA who foresaw the combination of existing training programs into one educational institution perceived that certain educational needs were common to all of its students. The following is one expression of this need:

There is an impressive degree of overlap in the content of study programs appropriate to the training functions outline. For example: business executives must be literate in the national and world economic trends that affect the success of their individual enterprises; many government officials, even those not employed in government enterprises, exercise responsibility to which knowledge of sound business procedures is relevant; many of the principles and procedures of personnel management, organization, control, and financial accounting are common to business and government alike; the use of statistics and accounting as tools has many similarities whether applied to government or business purposes. The list could be greatly expanded.¹

The NIDA core curriculum (i.e., a group of courses required of all students) and the opportunity to take elective courses outside the school in which the student is enrolled are seen as the means of implementing this important element of NIDA doctrine that is unique in Thai higher education. As once stated: "Through the core it should be possible to promote an interdisciplinary approach among the various faculties and also to foster the integration of instruction and research that would help bridge jurisdictional lines inherent in the establishment of separate schools."²

Development of the NIDA core courses and other curricula has absorbed a great deal of the professional staff's and Ford/MUCIA advisors' time. Many changes in the courses have been made through the years, including both core course subjects and changes within individual courses. In 1972 the core program included five courses: Methods of Statistical Operation (Quantitative Analysis), Thai Society and Government, the Administration of Organization (Concepts and Issues in Administration), Economic Analysis, and the Process of Economic Development. The fifteen semester hours in the core curriculum comprise about 30 percent of the requirements for the Master's degree.

One analyst has judged the revised core curriculum a distinct improvement over its predecessor.³

In my judgement the new set of core courses is superior to the previous group in the following respects:

1. Particular emphasis is placed on the Thai setting and the unique aspects of Thai government, society, administrative system, finance, and economy. This material is presented in conjunction with relevant material from other developing countries in order to provide perspective. Since NIDA is expressly designed to fill Thai needs, this change is extremely important.

2. Greater attention is given to the specific problems and procedures of economic development and to the Thai system for accelerating development by national planning.

3. Provision is made for students capable of entering the fields of economics or statistics at a more advanced level to skip the beginning courses and substitute more demanding courses in these subjects. Thus students well-prepared by their undergraduate courses do not need to repeat elementary or introductory courses.

4. Emphasis throughout the courses is shifted from institutional description to process--administrative, developmental, social, political, etc. This tends to suggest a dynamic situation rather than a static one and to emphasize that change is possible and, in many cases, desirable.

In response to the statement, "The core curriculum is an effective means of teaching students an integrated approach to development administration," NIDA professional staff members, students, and graduates showed rather strong support for the core curriculum, although there were a number of suggestions for improvement (Table III.1). Among the professional staff there was the most questioning of the effectiveness of the core curriculum by those in Business Administration and Development Economics, while the staff in the School of Public Administration and Development Economics, while the staff in the School of Public Administration very strongly supported it. It is perhaps of significance that Development Economics and Public Administration graduates gave such strong support to the core curriculum, which presumably had been improved since most of the graduates completed their degrees. Among students, it was most strongly supported by those in Public Administration and Applied Statistics, with substantial questioning of it by those in Business Administration and Development Economics. The greatest concern among students was that there were too many core courses, some of which were not "useful." Several student comments reflected the need for more effort on the part of the professional staff in helping students understand the purpose of core courses.

There were a number of potentially useful comments for improving the core curriculum. One member of the professional staff pointed out that the "existing core program is not coordinated or truly interdisciplinary." Another indicated that "the core curriculum is effective but should be revised and improved from time to time." A former Ford advisor stated that the interdisciplinary approach "is difficult everywhere and perhaps especially so in the Thai setting. However, the effort should continue to be made. It might be more productive to attempt the integration later in the program rather than through the core curriculum." Another advisor suggested that a "better way" may be to use qualifying examinations in the subject matter area of the core courses. If a student passed such examinations, he would be exempt from taking the core course, thus saving more time for elective courses in other NIDA schools.

In summary, while there were a number of criticisms and suggestions for improving the NIDA core curriculum, it seems that this element of NIDA's operational doctrine has been established on a solid foundation.

Required and Elective Courses

Each of the NIDA schools has a group of required courses in addition to the five core courses required of all students. Most of the required courses are within the school in which the student is enrolled, although some are in other schools. The number of these courses ranges from five to eight (fifteen to twenty-four credit hours), with the requirements being highest in Applied Statistics and Business Administration.

Table III.1

Response to the Statement: "The core curriculum is an effective means of teaching students an integrated approach to development administration" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	65	22	13
Students	75	11	14
Graduates	82	14	4

A unique feature of the NIDA curricula in comparison with those of other Thai universities is that they permit students to take electives in one or more faculties (schools) other than the one in which the student is enrolled. The electives range from three to seven courses or nine to twenty-one credit hours.

A study of students and individual courses was made for the three terms of the 1971-72 school year to determine the degree to which students were taking courses outside the school in which they were enrolled. Results showed that students in the School of Applied Statistics were choosing practically all of their electives (99 percent) from within their own school (Table III.2).⁴ About one-fourth of the student registrations in Business Administration and Development Economics were in other schools, with most of them being for a required course in Economic and Business Statistics in the School of Applied Statistics. Some students from these two schools were taking a course in Mathematics for Social Scientists. Most of the Public Administration students registered in other schools were taking a course in Quantitative and Statistical Methods in the School of Applied Statistics, although there was a scattering of registrants in courses in the School of Development Economics. The Schools of Business and Public Administration had only 2 to 3 percent of their enrollment comprised of students from other schools. The relatively high registration from other schools in the School of Applied Statistics is explained by the mathematics and statistics courses it offers to students in the schools. Those enrolled from other schools in School of Development Economics courses tended to be Business Administration students taking a course in International Economics, with smaller numbers from Business Administration and Public Administration enrolled in courses in Money and Credit and Public Finance.

This analysis suggests that to date, most of NIDA's success in obtaining a multidisciplinary emphasis in the curricula has been the result of the core courses. While a preponderance of interschool registrations has been in the "tool" courses of mathematics and statistics, further interdisciplinary emphasis may be obtained by having instructors from different schools teach courses in the other schools.

Table III.2

Student Registrations in Courses in Schools Other Than the School in Which Enrolled and School Registrations from Other Schools for the 1971-72 School Year (percentages)^a

School	Percent of Student Registrations in Other Schools	Percent of Registrations from Other Schools
Applied Statistics	1	35
Business Administration	23	2
Development Economics	29	18
Public Administration	12	3

^aCore and English courses not included.

When asked if they approved of the NIDA policy of permitting students to choose courses outside their own school, responses indicated rather strong agreement with NIDA policy, although there was a significant dissenting minority ranging from about 15 to 25 percent among the four groups. Choice of electives from other schools was most strongly favored by graduates, particularly those in Applied Statistics and Business Administration. Among full-time staff members, it was more strongly favored by those in the schools rather than in the centers. This was particularly so in Business Administration and Development Economics--schools whose students elected the most courses in other schools. It was very strongly supported by staff members in the thirty to thirty-nine age group. The strongest sentiment for restricting electives taken in other schools was in the School of Applied Statistics which had the least choice of electives and very few registrants in the other three schools. At the same time, the response of Applied Statistics graduates indicated recognition of the need for course work elected from other schools. Four-fifths of the part-time lecturers agreed with NIDA elective course policy, indicating that there is acceptance of this element of NIDA doctrine outside the Institute. On the other hand, among the four respondent groups, the NIDA policy was least strongly favored by the students, with about one-fourth of them opposed to choosing nonschool electives and one-sixth being undecided.

A concern at NIDA as at many other universities throughout the world is the emphasis on quantitative methods and analysis. More than 50 percent of both students and graduates agreed that "NIDA places too much emphasis on quantitative methods and analysis," while one-fourth of the students and one-third of the graduates were undecided. There was quite a difference in attitude between students and graduates among the four schools. Students in Applied Statistics and Business Administration felt considerably stronger than those in the other two schools that there was too much quantitative emphasis. In comparison, graduates in Development Economics and Public Administration felt that there was too much quantitative emphasis.

The English Language Program

Prior to NIDA's establishment it was stated that "knowledge of English would be prerequisite for student entrance, and from past experience, provision of supplementary English instruction would be desirable."⁵ Beginning with the early planning of NIDA there was a recognition of the need for English language instruction, although the magnitude of the task may have been underestimated. It was foreseen that instruction would be through the Peace Corps program, that many of the textbooks and other study materials in Development Administration would be written in English, and that most NIDA graduates would need to know English for their work. As a result, the English Language Program, with the objectives "to help students to participate more fully in discussion, reading, research and lectures in English,"⁶ absorbed a significant share of NIDA's teaching resources, with twelve positions filled in 1972 and 40 percent of the English teaching being done by part-time lecturers. The amount of time which should be spent on English in comparison with other courses continues to be a question at the Institute.

Applicants for admission to NIDA are required to take an English examination and, in the period 1967-72, one-fifth to one-third were successful in passing this examination. If an applicant receives a grade of eighty or above on the examination, writes an acceptable essay, and demonstrates proficiency in conversational English, he is exempt from taking English courses at NIDA. As the Director of the English Language Program remarked, "very few are this good."

The English course requirements have changed through the years. As of 1972 students were required to take an intensive English course for one semester. The class would meet five days or twenty-four hours per week; and during the semester that it was being taken, the student would enroll in only one additional core course. A remedial course was usually offered during the summer session for those who failed the first course.

There was strong consensus among the four respondent groups that all NIDA graduates should know English. The need to master the language was seen to be especially important to those interested in attaining a high governmental position as was indicated by seventy percent of the students and graduates who agreed that this was true.

While there was general agreement that all NIDA graduates should be able to use the English language, there was not strong agreement that the English Language Program had been as effective as it should have been. Nearly three-fifths of the students and graduates were well satisfied with the program; however, almost one-third of the students disagreed with the statement and a similar proportion of the graduates were undecided on the matter. There was a high degree of indecision among professional staff and part-time lecturers. Among the graduates, those in Applied Statistics and Public Administration were better satisfied with the program than were those in Business Administration and Development Economics. Of the professional staff members, English Language Program faculty members were better satisfied with their own program than were those in the schools. Faculty members in the schools of Development Economics and Public Administration were least satisfied with the program, and there was no consensus among the Business Administration faculty that the program was adequate. Among the schools, there was greatest satisfaction in the School of Applied Statistics where more depends on mathematical communication.

USE OF STUDY TIME BY NIDA STUDENTS

Students were asked how they used their study time both at and away from NIDA. They reported that they spent about 30 percent of their time studying lecture notes taken in class, 25 percent studying textbooks that were available for their own use, 18 percent studying library materials, about 15 percent preparing written reports, 7 percent studying materials handed out in class, and approximately 5 percent preparing reports for class presentation (Table III.3).

Table III.3

Use of Time by Students at NIDA and Studying Away from NIDA, All Students and by Schools^a

Use of Time	Total	School			
		AS	BA	DE	PA
In classes	12.0	13.4	11.3	11.4	12.1
Study in Library	8.8	7.3	10.2	8.5	8.5
Study in other places at NIDA	.9	.7	.5	1.1	1.1
Conferences with faculty members	1.3	.7	2.0	1.0	1.1
Eating meals	2.7	3.0	2.7	2.6	2.4
Talking with other students	2.4	1.8	2.9	3.4	2.2
Resting and recreation	1.7	1.5	1.5	2.4	1.2
Other	.2	.6	.1	.2	--
Total hours at NIDA	30.0	29.0	31.2	30.6	28.6
Studying away from NIDA	22.6	25.2	23.2	20.8	20.4
Hours at NIDA and studying away	52.6	54.2	54.4	51.4	49.0

^aHours spent during a typical week of the 1972 summer session.

Students in the School of Applied Statistics reported spending somewhat more time in classes than did students in the other schools. School of Business Administration students reported studying one hour per week more than the average time spent by all students. Time spent in conferences with faculty members was highest for students in the School of Business Administration and lowest for School of Applied Statistics students. Students in the former school averaged somewhat greater number of total hours at NIDA than the average student, while those in the Schools of Applied Statistics and Public Administration reported one to one and one-half hours less than the average.

Students indicated that they spend nearly twenty-three hours per week studying away from NIDA with the average study time being highest for

students in the School of Applied Statistics. This undoubtedly reflects some time spent by students of this School at the Royal Turf Club working with the computer. Students in the Schools of Development Economics and Public Administration spent less than average time studying away from NIDA, but the variation among students within each school was much greater than the variation among the schools.

TEACHING METHODS AND TECHNIQUES

Although the NIDA teaching staff relied heavily on lecturing as a method of instruction, the general response of students spoke well for the informality in NIDA classrooms which gave students and lecturers the opportunity to exchange ideas. Student comments also indicated that they thought there should be more use of seminars; however, they recognized that many students were rather shy and unwilling to participate in seminars without considerable encouragement from the faculty.

The use of well-planned and conducted field trips is considered by many to be one means of acquainting students with problems and relating classroom activity to the real needs of development administration. When surveyed, more than one-third of the students rated the use of field trips as "fair" or "poor." The overall response suggests that students thought there was considerable potential in and need for more and better use of field trips.

Students and staff responses to the question of audio-visual facilities and services show that there is considerable potential in their improvement. A major change is likely to require a well-staffed unit at NIDA to conduct in-service training on the use of visual aids and provide facilities and services for their preparation.

GENERAL TEACHING EFFECTIVENESS

Attitude of Teaching Staff

Evidence of the teaching staff's attitude towards helping students was obtained by asking students to rate two items on a "poor" to "outstanding" scale: lecturer willingness to answer students question in class and lecturer willingness to help students having difficulty. Students rated both items rather highly (i.e., they were second and third about the thirty items rated). The average rating of lecturer willingness to answer students questions in class was about half-way between "good" and "excellent," and only 8 percent rated this item "fair" or "poor." The differences among the schools were not large.

Lecturer willingness to help students having difficulty was rated highly, with 14 percent rating it "fair" or "poor" and one-third rating it "excellent" or "outstanding." As was the case in ranking lecturer willingness to answer student questions in class, those in Business Administration rated this item somewhat higher than average, while those in Applied Statistics rated it below average. Several students commented that they thought lecturers should give more time to students, encourage better faculty-student relationships, and give more time for informal student participation in class.

Appropriateness of Teaching Level

When asked to rate the correlation of teaching level to student comprehension at NIDA, students rated (on a "poor" to "outstanding" scale) their lecturers rather highly, with 62 percent rating them "good;" 23 percent, "excellent;" and 2 percent, "outstanding." Only 10 percent gave them a "fair" or "poor" rating. The highest ratings were from students in Business Administration, while those in Development Economics and Public Administration gave ratings 3 and 5 percent, respectively, below average.

Relevance of Course Content to Job Needs

The NIDA Master's program is intended to prepare graduates for employment in a variety of tasks that will contribute to social and economic development. On the average, students rated the "relevance of studies to anticipated job needs" less than "good," with 20 percent ranking it "fair" or "poor." Students in Public Administration rated this item 4 percent higher than the student average, but the differences among the other three schools were small.

There was not much similarity of suggestion topics from students in different schools; most of them were from students in the School of Business Administration. However, there was criticism that training had too much of a theoretical rather than practical emphasis. One student remarked that lecturers were "far fetched from realities." Others expressed concern that they might not be able to find employment in the occupational area for which they studied at NIDA and that teaching staff members used too few Thai examples and relied too heavily on textbooks and knowledge acquired during graduate training in foreign countries. As one complained, "Too much emphasis on foreign principles. The lecturers want us to copy Western ideas, which cannot be applied to the Thai situation, instead of teaching about Thai problems. The ideas are against the objectives of NIDA in training students to go out to develop our country. NIDA students need more than knowing only theories and dreaming of doing impossible things."

Full-time Lecturer Effectiveness

In evaluating the quality of teaching by full-time lecturers, students (60 percent) gave an average score of "good"; 19 percent rated it "outstanding" and "excellent" and 18 percent gave it a "fair" and "poor" rating. The ratings were highest for Business Administration students whose ranking was 8 percent above the overall NIDA average. The other three schools had very similar ratings, with the range being from 97 to 100 percent of the average.

A number of students expressed dissatisfaction with the quality of teaching because, other than what they learned from textbooks, they lacked knowledge of the subject matter being taught. This feeling seemed to be greatest in Public Administration where some professional staff members lacked the experience in the Thai bureaucracy that many of the students had had. Students comments suggested that lecturers were not properly prepared for their classes and that "students lose their enthusiasm when the lecturer has to look at the textbook all the time." Students comments also suggested that they would welcome the opportunity to evaluate courses and teaching at the end of each school term.

There was a rather widespread attitude among NIDA students that at the Master's level, they could only be taught by those holding the Ph.D. degree. Undoubtedly, this generalization was unwarranted; but it emphasizes the need for teachers to be well qualified regardless of the degree they hold. It may also suggest the need to develop understanding among students that a Ph.D. is not a necessary requirement for those teaching at the Master's level.

Students also commented on the small number of lecturers in the school with one student remarking: "A faculty of five or six lecturers can not be called a faculty." The return of those away for advanced training will lessen the validity of this criticism.

Part-time Lecturer Effectiveness

As is common in Thai universities, a significant proportion of the teaching function at NIDA is conducted by part-time lecturers. Deans estimated that these lecturers handled about one-fifth of the instructing in the Schools of Business Administration and Public Administration, two-fifths in the English Language Program, and over one-half in the School of Applied Statistics. The proportion of teaching being done by part-time lecturers will decline with the return of more staff members to full-time work at NIDA following advanced training; however, it is likely that a significant amount of the instruction will continue to be done by part-time lecturers. This is seen by school deans as a means of bringing into the NIDA classroom those with experiences that the NIDA full-time staff have not had.

Examination and Grading System

NIDA students are graded in each course on an A, B, C scale with a numerical equivalent to each letter grade. All examinations are internal and individual course tests are the responsibility of the instructor in that course. Each student must maintain a B average; if not, he is placed on probation and must be cleared at the end of the second semester or be dropped. Following completion of the required fifty-one credit hours, each student is required to take a comprehensive written and oral examination administered by his school. It can be taken two times; once the written part is passed it does not need to be retaken even if the student fails the oral section.

Appraisal of Comprehensive Examination and Grading System

There was considerable questioning whether the examination and grading system gave a fair appraisal to students' knowledge of the subject matter studied. Students were concerned about the comprehensive examination. In general, they were opposed to it which may indicate that it was an incentive for them to do better work than they otherwise might have done. The responses of all groups indicated a need for a thorough review of the examination system.

Many students thought the examinations were not reliable for testing their knowledge. This was related to the heavy dependence on the final examination in some courses. Some students suggested more examinations and written reports as a basis for grading and less reliance on one final examination. In addition, many students believed that some instructors were biased and that there was "too much informal grading." There was considerable criticism of the variation in the grading scale among instructors in the same course. As is common with all letter grading systems, NIDA

students complained about the wide range of performance possible within any one letter grade. Some students suggested widening the scale to A through D, giving pluses and minuses along with each letter grade.

Students rated "the minimum grade average requirement and probation system" "good"--somewhat higher than the examination and grading system. Their criticisms centered on the grading system more than grade point requirements. As might be expected, some would lower the grade point at which a student is placed on probation.

Faculty-Student Advisory System

A faculty-student advisory system was created at NIDA to assist students with course selection and to provide advice on other academic matters. Of the seventy-seven professional staff members who completed the questionnaire, twenty-seven reported that they advised NIDA students, while fifty reported no involvement of this type (Table III.4). Twenty of the twenty-seven staff members advised in the range of one to thirty students, with seven reporting a larger number. One staff member reported advising more than sixty students.

Table III.4

Distribution of Number of Students Advised
by NIDA staff, June 1971 to May 1972

Number of Students	Number of Staff
None	50
1 - 10	7
11 - 20	7
21 - 30	6
31 - 40	3
41 - 50	3
51 - 60	--
61 - 70	1

Eighty percent of NIDA students reported that they had one or more conferences with their faculty advisors during the school year, with the range extending from one to five conferences. Those with a large number of conferences tended to be students who were working with a faculty advisor on their thesis. The most common number of conferences reported by all NIDA students completing the questionnaire was three. When asked to react to the amount of time taken by the student advisory system, professional staff response indicated that there was no strong feeling that the advisory system was occupying too much of their time, although there was substantial (47 percent) indecision on the question.

Responses of both students and professional staff members indicated the need for improvements in the faculty-student advisory system. Student comments ranged from those indicating that there was no faculty-student advisory program to those suggesting that the problem was with the students who do not take advantage of the existing program. Some wanted the system more formalized, with an hour scheduled each week or advisory sessions scheduled monthly. Others' comments suggested the need to get a better balance among NIDA staff in terms of the number of advisees. This idea was supported by a member of the professional staff who commented, "It is irrational that advisory work is assigned to relatively senior members only (especially those with Ph.D's)."

Most NIDA students wanted the counsel of professional staff members, although their comments indicated that they would like for staff members to advise, not dictate, what they should do. This applied particularly to the choosing of elective courses.

INSTITUTIONAL CONCERNS OF STUDENTS

The fact that NIDA students do not live in campus dormitories simplifies many of the problems of providing students services; on the other hand, it adds to the need for certain services such as transportation. Students were given the opportunity to make judgements about the adequacy of certain services and suggest the need for others or improvements in those already existing. Responses indicated a need for the availability of more textbooks, and expanded campus bookstore facilities; an expanded and improved bus service to and from the campus; improved food services, including less expensive food of a better quality and in greater proportions; a clinic to provide emergency medical care; and, better sports facilities for basketball, tennis, football, badminton, and *takraw*.

One may question how far NIDA should and can go in providing sports, recreation, and other such services for NIDA students, particularly those not living on campus. On the other hand, the beneficial role that a well-planned and organized sports and recreation program can play is not to be minimized. Such activities are extremely important in Thai culture; thus a modest investment in facilities and professional staff time is likely to pay good dividends.

CHAPTER IV

NIDA STUDENTS AND THEIR GOALS

CHARACTERISTICS, GOALS, EMPLOYMENT PREFERENCES

When NIDA was organized in 1966, there were 117 students at the Master's degree level who were about equally divided between the Schools of Business Administration, Development Economics, and Public Administration. Most of those in the School of Public Administration had been enrolled in the Institute of Public Administration, a faculty of Thammasat University.

From its beginning with just over 100 graduate-level students in 1966-71, NIDA graduate student enrollment increased to a high of 505 in the first semester of 1971-72 (Table IV.1). Initially, the student body was heavily weighted by those in Public Administration; but the numbers in the four schools have become more evenly balanced. Nevertheless, the School of Public Administration still has the largest number of students pursuing the Master's degree.

Table IV.1

NIDA Graduate Students Registered and Attending Class,
1966-67 to 1971-72

Year	NIDA Total	School			
		Applied Statistics	Business Administration	Development Economics	Public Administration
1966-67	117	--	38	36	43
1967-68	172	9	51	15	86
1968-69	254	25	51	27	151
1969-70					
1st Semester	250	20	55	30	145
2nd Semester	348	46	91	32	179
Summer	278	40	72	27	139
1970-71					
1st Semester	276	39	76	25	136
2nd Semester	363	59	98	42	164
Summer	315	54	85	38	138
1971-72					
1st Semester	505	97	126	101	181
2nd Semester	389	90	88	81	130
Summer	365	90	75	79	121

Source: NIDA Student Service Division.

The number of students applying for admission to NIDA has increased from 300 to 400 in the 1966-68 period to over 1300 applicants in 1972-73 (Table IV.2). The number admitted in 1972-73 was about 300, with admission by schools as follows: Applied Statistics, 87; Business Administration, 66; Development Economics, 62; and Public Administration, 82.

Table IV.2
Applicants for Admission to NIDA
and Number Admitted by Years^a

Year	Applicants	Admitted
1966-67	382	78
1967-68	305	161
1968-69	429	150
1969-70	573	155
1970-71	938	176
1971-72	1,108	274
1972-73	1,331	297

^aSome of those who met admission requirements did not enroll.

Source: NIDA Student Service Division.

A comparison of the undergraduate universities of NIDA graduates and NIDA students suggests the following shifts in sources of students for the different NIDA schools: a sharp decline in Applied Statistics students from Kasetsart University and an increase of NIDA diploma holders; a decline in Chulalongkorn graduates in Business Administration and an even greater decline in Development Economics; a decline in Development Economics students from Thammasat and an increase from Kasetsart; and finally an increase in the proportion of Public Administration students from Chulalongkorn and the College of Education and a large decrease in those from Thammasat. With the widely differing programs at the several universities that serve as a source of students for NIDA, these shifts in sources show that the makeup of the student body has changed rapidly over a short period of time. The reasons for these changes were not pursued in this study; however, it would seem that they have important implications for admissions policies and procedures, courses and curricula, and employment following graduation.

Students by Age and Sex

Statistics of NIDA applicants and those acceptable for entrance in the 1971-72 year show that the median age was twenty-seven years.¹ Those

In Public Administration tended to be about two years older than the average, while those successful applicants in Business Administration and Applied Statistics were somewhat younger than the average, with the median of these two groups being about twenty-five years.

Student questionnaire respondents showed the same tendency for students in the School of Public Administration to be older than these in the other schools; only 7 percent were under twenty-five years of age and 47 percent were thirty years of age or older (Table IV.3). This reflects the employment status and experience of the large number of civil servants in the School of Public Administration. Students in the School of Applied Statistics were younger than the average, with 30 percent being under twenty-five years of age and 10 percent, thirty-five years of age or older. The age composition of those in Business Administration and Development Economics was about the same except for a few students in Business Administration who were thirty-five years of age or older.

Table IV.3
Distribution of NIDA Students by Age by Schools^a

Age	NIDA Total		School							
	NO.	%	AS	BA	DE	PA	AS	BA	DE	PA
Under 25 years	48	21	16	30	16	23	12	25	4	7
25 - 29	102	45	19	36	33	48	23	48	27	46
30 - 34	66	29	13	24	17	25	13	27	23	40
35 - 39	9	4	3	6	2	3	--	--	4	7
40 - 44	<u>3</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>1</u>	--	--	--	--
NIDA TOTAL	228 ^b	100	53	100	69	100	48 ^b	100	58	100

^aQuestionnaire respondents, April 1972.

^bOne student did not respond.

Three-fourths of those applying for admission to NIDA in 1971 were male (Table IV.4). However, of those who were successful in gaining admission, about two-thirds were male and one-third were female.² The latter proportions were very similar to the ratio of males to females for student questionnaire respondents. In 1971 women were somewhat more successful than men in meeting the admission requirements in the Schools of Applied Statistics, Business Administration, and Development Economics. This was not true in the School of Public Administration with its high proportion of male students. In this school, 9 percent of the 1971 applicants were women; but of those who were successful in gaining admission, only six percent were women.

Table IV.4
Distribution of NIDA Students by Sex by Schools^a

School	Male		Female	
	Number	Percent	Number	Percent
Applied Statistics	32	60	21	40
Business Administration ^b	37	54	31	46
Development Economics	24	49	25	51
Public Administration	<u>54</u>	<u>93</u>	<u>4</u>	<u>7</u>
NIDA Total ^b	147	64	81	36

^aQuestionnaire respondents, April 1972.

^bOne student did not respond.

Prior Employment of NIDA Students

Three-fourths of NIDA students were employed just before entering the program, with the predominant number in government service for the ministries and the second most popular type of employment being primary and secondary school teaching. Much smaller numbers were with police and military service or university work, while about one-fifth were in widely scattered employment (e.g., state enterprises, private businesses, family businesses and private school teaching).

Those unemployed prior to NIDA enrollment tended to apply for admission to the Schools of Applied Statistics and Development Economics. The School of Public Administration's student body was heavily weighted by those employed in government service, while those employed in primary and secondary schools leaned heavily toward enrollment in the Schools of Applied Statistics and Public Administration. Most of those employed in private business prior to NIDA enrollment were admitted to the School of Business Administration, although nearly one-half of the students in this School were employed in government service.

Student Goals in Enrolling at NIDA

There was a high degree of consistency between NIDA graduates and students in the reasons for enrolling. Of the five reasons given by one-third or more of each group, those mentioned most frequently were directly related to improving individual ability to raise employment status and salary (Tables IV.5 and IV.6). Graduates rated contributing to national development higher than students which may be explained in part by the larger proportion of Thai government employees and those associated with the School of Administration.

Table IV.5

Reasons Students Enrolled in NIDA, Number and Percent by Schools^a

Reasons for enrolling	NIDA		School							
	Total		AS		BA		DE		PA	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
To improve my chances for advancement	191	83	37	70	59	86	44	90	51	88
To improve my work ability	151	66	30	57	49	71	29	59	43	74
To increase my salary	105	46	20	38	36	52	23	47	26	45
Master's degree confers status	81	35	13	25	27	39	20	41	21	36
To contribute to national development	76	33	14	26	15	22	21	43	26	45
Family members wanted me to do so	41	18	9	17	16	23	12	24	4	7
To make important friends and contacts	37	16	4	8	17	25	10	20	6	10
To prepare for study abroad	33	14	10	19	7	10	7	14	9	16
To become a government official	24	10	6	11	4	6	8	16	6	10
Because my superior asked or advised me to do so	11	5	2	4	7	10	2	4	--	--
Difficult to get in other universities	5	2	2	4	1	1	1	2	1	2
Other reasons	9	4	1	2	1	1	3	6	4	7

^a Respondents were asked to check as many reasons as apply. The average number checked was 3.3.

Table IV.6
Reasons Graduates Enrolled in NIDA, Number and Percent by Schools^a

Reasons for Enrolling	NIDA Total		School							
			AS		BA		DE		PA	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
To improve my chances for advancement	211	90	13	87	52	85	25	96	121	92
To improve my work ability	184	79	10	67	45	74	22	85	107	81
To increase my salary	130	56	9	60	29	48	17	65	75	57
Master's degree confers status	80	34	3	20	17	28	8	31	52	39
To contribute to national development	115	49	7	47	23	38	15	58	70	53
Family members wanted me to do so	10	4	--	--	1	2	1	4	8	6
To make important friends and contacts	32	14	3	20	8	13	3	12	18	14
To prepare for study abroad	32	14	3	20	3	5	3	12	23	17
To become a government official	23	10	1	7	2	3	2	8	18	14
Because my superior asked or advised me to do so	8	3	2	13	2	3	2	8	2	2
Difficult to get in other universities	6	3	--	--	--	--	--	--	6	5
Other reasons	24	10	2	13	4	7	2	8	16	12

^a Respondents were asked to check as many reasons as apply. The average number checked was 3.6.

Table IV.7

Preferences of NIDA Students for Employment upon Graduation, 1st Preference and Those Expressing one of Three Preferences for Each Employment, Percent by Schools^a

Type of Employment	1st Preference					1st, 2nd and 3rd Preferences				
	All Students	AS	School BA	DE	PA	All Students	AS	School BA	DE	PA
Continue study in Thai university	--	--	--	--	--	5	6	6	6	3
Continue study in foreign university	12	11	9	16	12	35	45	20	39	40
Government service:										
Police	3	2	--	2	10	7	2	1	4	22
Military	3	--	6	4	2	7	4	9	8	5
University	16	36	7	17	9	36	60	28	29	31
Primary or secondary school	5	13	1	--	5	9	25	4	--	9
Ministry	24	6	22	21	48	35	11	25	47	60
State enterprise	5	2	6	4	7	29	32	32	22	29
International organization	9	15	10	8	2	26	28	30	24	21
Private school	1	--	3	--	--	2	2	3	2	2
Private business	14	9	29	10	2	46	38	61	47	34
Family business	1	--	1	2	--	9	6	14	10	3
Self-employed	2	--	4	4	--	11	9	20	10	2
No response	5	6	2	12	3	--	--	--	--	--

^aCombined percent of those indicating each type of employment as first, second, or third preference.

Employment Preferences of NIDA Students

NIDA students were asked for their first, second, and third preferences for employment upon graduation. The first preference of the largest group (one-fourth of total) was for work in a government ministry (Table IV.7), while their second preference was for work in a university; third, private business; and fourth, continued study in a foreign university. The first preference for police and military service was largely limited to those already committed to this type of service. Students expressed very low preferences for teaching in a private school or for working in a family business, and not a single student indicated continuing study in a Thai university as his first preference.

There were some large differences in employment preferences among students of the four schools. Those in Applied Statistics showed strong preferences for university employment, primary or secondary school service (a type of employment from which many came), and international organizations. The School of Business Administration students were strongly oriented toward private business, ministry employment, and work with international organizations; and students in Development Economics preferred in the following descending order: ministry employment, university employment, study in a foreign university, and private business. Those in the School of Public Administration were strongly oriented toward government work.

When the first three employment preferences of students were combined, six types of employment were listed by 25 percent or more of the students: private business; university work, study in a foreign university, government ministry work, state enterprises, and international organizations. On the basis of the first three preferences, the strongest employment orientations for those in the different schools were: Applied Statistics, university work; Business Administration, private business; Development Economics, ministry work or private business; and Public Administration, government ministry work. It is of interest to note that many students who did not choose private business as their first preference included it among their second and third preferences. This was also true for continuing study in a foreign university, employment by a state enterprise, and work with an international organization.

Most Likely Employment of Students

Students were asked to indicate the employment in which they were most likely to be engaged upon graduation to see whether the work anticipated corresponded to their preferences (Table IV.8). In general, the most likely employment corresponded rather well with the students' first preferences; but there were some differences. Students, particularly in the School of Development Economics, did not see sufficient opportunity for study in foreign universities for their first preferences to be fulfilled. Similarly, fewer of those who preferred going into university work in Thailand, particularly students in the School of Applied Statistics, foresaw actually doing this type of work. In the Schools of Applied Statistics and Business Administration, more anticipated entering private business employment than was indicated by their preference. Approximately the same proportion of students hoped to go into government ministry work as shown by their first preference, thus reflecting the large number of NIDA students who were already employed by government ministries and who anticipated returning to similar work. About 47 percent indicated that they expected to go into government service, including university work and government primary and secondary school teaching, while 51 percent expressed government service as their first preference.

Table IV.8

Employment Most Likely to be Engaged In Upon Completing
the Master's Degree at NIDA, All Students and by Schools

Type of Employment	All Students	School			
		AS	BA	DE	PA
Continue study in Thai university	--	--	--	--	--
Continue study in foreign university	9	9	10	8	9
Government Service:					
Police	4	2	--	4	10
Military	2	--	4	2	2
University	13	25	6	14	9
Primary or secondary school	4	11	1	--	3
Ministry	24	8	16	21	52
State enterprise	5	6	6	6	3
Private school	1	--	3	--	--
International enterprise	7	11	3	14	3
Private business	16	15	34	8	2
Family business	1	2	--	4	--
Self-employed	4	--	10	2	--
No response	<u>10</u>	<u>11</u>	<u>7</u>	<u>17</u>	<u>7</u>
Total	100	100	100	100	100

ADMISSION OF STUDENTS

Requirements and Procedures

New students are admitted to NIDA on the basis of three broad categories: applicant's undergraduate record, including a B.A. degree; NIDA general and specific entrance examination scores; and individual school criteria.

The quality of the student's undergraduate work is given consideration. Both first and second class honors graduates from any of the Thai universities are given priority and are virtually assured admission. As an example of the manner in which quality of undergraduate academic performance

is considered in the admissions process, the School of Applied Statistics gives 100 points for transcript evaluation, with a maximum of 100 being given for a first-class honors degree, 90 points for a second-class honors degree, and 60-80 points for the graduate without honors. School deans and admission committees also give some attention to the undergraduate emphasis in the school's area of specialization; however, such attention is only minimal since diversity of backgrounds is seen as an advantage in terms of meeting the needs of graduates who enter the many fields of employment.

The NIDA admissions examination is in three sections: general, English, and mathematics. Variation exists among the schools in the score that must be attained on entrance tests, (e.g., the School of Applied Statistics requires a score of about sixty on the mathematics test whereas other schools require about forty). There is also one examination specific for each school. In addition to the specific test, there may be other considerations, (e.g., the School of Business Administration gives some weighting to work experience in the application of mathematics or statistics).

The system used by the School of Applied Statistics illustrates the method of determining eligibility for admission. Total points are accumulated for each applicant, with the following being the maximum possible points: English, 100 points; mathematics, 100 points; social sciences (general examination), 100 points; special subjects (statistics), 100 points; transcript evaluation, 100 points; and work experience with mathematics or statistics, 10-20 points.

NIDA has admitted about one student for each four applicants. The ratio of successful applicants to the total was well above this in 1967 and 1968 but somewhat below this during the most recent three years. In 1972 the School of Public Administration admitted about one student for each eight applicants, while Business Administration and Development Economics admitted one in four. The School of Applied Statistics admitted nearly half of the applicants in 1972; however, almost half of these were admitted on the condition that they successfully complete an intensive mathematics course.

Nearly continuous attention has been given to NIDA's admissions policies and procedures, and significant modifications have been made. However, there are persisting concerns, particularly regarding the effectiveness of testing procedures in the admissions process, although considerable effort has been devoted to these important questions by NIDA staff, Ford/MUCIA advisors, and admissions and testing consultants.

Fees and Scholarships

Students who are admitted for study are required to pay the following fees annually: registration (admission) fee, 200 baht (\$10); incidentals fee, 400 baht (\$20); and tuition fee of 30 baht (\$1.50) per registered credit hour. In 1968-69 NIDA began a scholarship program for a limited number of students. This program, the primary purpose of which is to attract outstanding students into the program, is now being expanded by funds solicited from private and other sources and which are matched on a 1:3 basis by the Ford Foundation.⁵ NIDA has also started a program of exempting from registration and study fees for one year those successful candidates for each school who score in the top 5 percent on the entrance examination.

Admissions of Part-time Students

NIDA was originally established for full-time students. In this respect, it is considered unique among Thai universities. One staff member commented that NIDA's acceptance of part-time students 'would make NIDA the same as Chulalongkorn or Thammasat; thus there would be no need for NIDA.'

While the general rule is that NIDA students must be full-time, the fact is that some are part-time. This may be encouraged by the policy that permits a student to take seven years to fulfill the Master's degree requirements. Of the student questionnaire respondents, 10 percent were in class six hours or less per week; 16 percent, nine hours or less; and 38 percent, ten hours or less.

There was rather strong support among all responsible groups for admitting part-time students, although one-third of the graduates and one-fifth to one-fourth of the other three groups disagreed with the idea (Table IV.9). Younger full-time staff members favored the idea much more strongly than did the older staff, with the over-thirty-nine age group making the support/opposition ratio about equal.

Table IV.9

Response to the Statement:
"NIDA should accept part-time as well as full-time students."
(percentages)

Respondent Group	Agree	Undecided	Disagree
Professional Staff	69	8	23
Part-time Lecturers	65	15	20
Students	63	11	26
Graduates	54	10	36

There are undoubtedly many, not only in government employment but also in business firms and other organizations, who would be served by NIDA through a carefully planned program for part-time students. The experience of universities in metropolitan areas in other countries show that there are means of serving the needs of those whose employment precludes attendance as day students on a full-time basis, while at the same time maintaining academic standards. The part-time students at NIDA and the successful programs of the Thailand Management Association are evidences of the need for part-time programs.

Should Prior Experience be Required?

NIDA does not require prior experience, although some of the schools such as Applied Statistics and Business Administration give some consideration to experience in admitting students. The Ford Foundation consultant team that made recommendations on establishing of NIDA states: "Our conclusion is that the NIDA graduate program should be open only to students who have had at least two or three years of practical experience in either government or business, so that they may have obtained some exposure to the realities of administrative life. In taking this position we acknowledge that this prerequisite is not set in American graduate programs. The difference is that the American programs are based on stronger preparation in general education as well as on specific undergraduate course work in the relevant disciplines."⁶

Admission of Students From Other Countries

NIDA has developed to the point that there is some interest from students in other countries in enrolling at NIDA. To date, NIDA leadership has emphasized the importance of the institution meeting national needs. With the increasing professional staff capacity, strength of programs, and recognition of NIDA's stature both within and beyond the region, acceptance of students from other countries is a policy decision to be faced, one which has rather strong support among all groups for recruiting students from other countries in the region. Although it would be unusual for an applicant from another country to have a good command of the Thai language, this is not so much a language problem as one supportive of the effort to improve English proficiency.

Quality of NIDA Students

There was considerable interest among the NIDA professional staff in improving the quality of the students. When asked to enumerate the most critical factors limiting growth of his school, one dean mentioned a need for a "number of good students who are willing to give up their current income for full-time graduate study." Another dean said NIDA should recruit a "better quality of students; we should improve admission methods." A number of teaching staff members, particularly those who had returned from advanced training within the past two or three years, expressed concern about the abilities and motivation of many of the students. An intensive study of "student quality" was not made, but there is sufficient evidence to argue for continuing efforts to improve the overall quality of the NIDA student body both through admissions policies and procedures and through strengthening NIDA instructional programs.

Professional staff, part-time lecturers, students, and graduates were asked to compare NIDA on a number of items with graduate programs and facilities of other Thai universities. This included a rating of the quality of students as well as nine other items (Table IV.10).⁷ When asked whether "the quality of the students admitted to NIDA is better than it was three years ago," professional staff members' responses revealed a high degree of indecision on the question, with 44 percent undecided. At the same time many more agreed (44 percent) than disagreed (12 percent) that the quality had improved. Professional staff members in Applied Statistics, Business Administration, and the English Language Program had strong feelings that the quality of students had improved, while there seemed to be more uncertainty among professional staff members in Public Administration and Development Economics.

Table IV.10
 Rating of Quality of Students in Comparison with
 Students in Graduate Programs at Other Thai Universities

Respondent Group	Composite Rating ^a	Highest (percent)	Above Average (percent)	Average (percent)	Below Average (percent)
Professional Staff	3.33	1	39	51	9
Part-time Lecturers	3.53	6	41	53	--
Students	3.71	17	41	38	4
Graduates	3.81	15	54	28	3

^aComputed by rating "highest" as 5, "above average" as 4, "average" as 3, and "below average" as 2.

CHAPTER V

NIDA GRADUATES CHARACTERISTICS, EMPLOYMENT, AND STUDY BENEFITS

A total of 492 Master's level graduates had completed their degrees at NIDA by the end of the 1972 summer session (Table V.1). All of the graduates at the end of the 1966-67 and 1967-68 school years, most of whom had started their Master's level training in the Institute of Public Administration, were from the School of Public Administration. The first graduates from the Schools of Business Administration and Development Economics were in 1969. One student graduated from the School of Applied Statistics in 1970, but it was not until 1971 that there were any significant number of graduates from this School. Prior to 1973, two of every three graduates were from the School of Public Administration.

Table V.1

NIDA Master's Degree Graduates by Schools and Years

School	Total	Academic Year Ending June 1					
		1967	1968	1969	1970	1971	1972 ^a
Public Administration	325	29	30	51	59	80	76
Business Administration	95	--	--	15	14	34	32
Development Economics	42	--	--	8	16	12	6
Applied Statistics	30	--	--	--	1	13	16
Total	492	29	30	74	90	139	130

^aIncludes graduates at end of 1972 summer semester.

Source: NIDA Student Service Division.

Questionnaires were completed by 234 of the 474 who had graduated by the end of the second semester, 1971-72. The proportion of graduates completing the questionnaires from the different schools ranged from 41 percent in the School of Public Administration to 70 percent in Business Administration.¹ Because of the much larger number of graduates from the School of Public Administration, their responses dominated the overall responses, amounting to 56 percent of the completed questionnaires. While the representation of Public Administration graduates was high, it was below the School's proportion of graduates (68 percent).

CHARACTERISTICS OF GRADUATES

Year of Enrollment and Degree

Nearly two-fifths of the Public Administration graduate respondents, many of whom enrolled in the Institute of Public Administration, entered NIDA before 1967. Most of the graduates of the other three schools enrolled in the 1967-70 period.

Nearly three-fourths of the Public Administration graduates completed their degrees in the three years, 1969-71, with one-fourth completing their work in the earlier period, 1966-69. All of the Applied Statistics graduates finished their work in 1970 or 1971, years in which about half of those in Business Administration and Development Economics completed their degrees, with most of the remaining students in these two schools completing degrees in 1968 and 1969.

Graduates by Sex and Age

Of the NIDA graduates who responded to the questionnaire, 71 percent were male and 29 percent female. This was a higher percentage of males than that for student respondents which was male, 64 percent, and female, 36 percent. The higher percentage of males reflects the heavy representation of Public Administration graduates, the school with a very high proportion (over 90 percent) of males.

The age distribution of NIDA graduate questionnaire respondents showed that Public Administration graduates were older than those of the other schools (Table V.2). As pointed out previously, this was because most of them had been employed by the Government of Thailand and had worked several years prior to becoming NIDA students. In addition, the Public Administration graduates took a longer average period of time to complete their work at NIDA.

EMPLOYMENT AND SALARIES

Eighty-seven percent of the graduates who responded to the questionnaire were working prior to enrollment at NIDA. Most of them returned to their earlier employment upon completing the Master's degree and thus had no problem finding employment.

A comparison by years in which degrees were completed revealed that 82 percent of the 1966-69 graduates found employment directly after leaving NIDA (Table V.3). For those graduating during 1970-72, the comparable figure was 75 percent, while 67 percent of the 1971 graduates reported being employed directly.

There seemed to be a trend toward fewer finding employment directly without a time lag which is a reflection of an increasing proportion of recent NIDA students who were unemployed just prior to enrollment or, if working, were employed by organizations other than those of government. While more in recent years have been seeking their first job following graduation, the proportion employed within three months after graduation has remained at about 90 percent and those employed within six months at about 95 percent. Of those not working at the time of enrollment, only one-third

found employment immediately upon graduating; however, by the end of three to six months, the proportion employed was about the same as for those who were working just prior to enrollment. An analysis of the graduates by sex indicated that there was little difference between men and women in the time taken to find employment.

Table V.2
Distribution of NIDA Graduates by Age and Schools

Age Group	NIDA Total		AS		BA		DE		PA	
	No.	%	No.	%	No.	%	No.	%	No.	%
Under 25 years	1	^b	--	--	--	--	--	--	1	1
25 - 29	83	35	7	47	25	41	13	50	38	29
30 - 34	86	37	5	33	24	40	9	35	48	36
35 - 39	49	21	3	20	11	18	3	11	32	24
40 - 44	5	2	--	--	1	1	1	4	3	2
45 - 49	7	3	--	--	--	--	--	--	7	5
50 - 54	2	1	--	--	--	--	--	--	2	2
Over 54	1	^b	--	--	--	--	--	--	1	1
Total	234	100	15	100	61	100	26	100	132	100

^aNIDA graduates who completed questionnaires.

^bLess than .5 percent.

An analysis by schools showed that graduates of the Schools of Applied Statistics and Development Economics found employment somewhat more promptly than those from Business Administration and Public Administration. About one in ten in Public Administration and one in twenty Business Administration graduates took longer than six months to find employment.²

Employment Before and After Degree

NIDA did not keep adequate employment records of graduates. Only the two schools with the smallest number of graduates knew in detail of their graduates' employment, and this was only because the professional staff could remember the relatively small number of individuals involved.

For this study, school deans were asked to provide information on employment of graduates by years and types of employment. While considerable estimating was required to provide such information, these estimates resulted in NIDA totals that were fairly close to the employment distribution of NIDA graduates as shown by those who responded to the graduate questionnaire.

Table V.3
Months Taken to Find Employment by NIDA Graduates
by Years of Graduation, Sex, and for Those not Working When Enrolled

Months	Years Graduated			Sex		Not Working When Enrolled
	1966-69	1970-72	1971	Males	Females	
None	84	90	38	123	61	11
1	6	11	6	16	1	6
2	1	9	5	5	5	6
3	2	4	2	4	2	3
4	--	4	2	3	1	1
5	2	2	1	2	2	2
6	--	5	1	3	2	--
--	--	--	--	--	--	--
8	1	2	--	1	2	--
9	--	2	--	1	1	--
10	2	--	--	2	--	2
11	--	1	--	1	--	--
12	2	1	k	2	1	--
--	--	--	--	--	--	--
18	1	1	1	2	--	--
--	--	--	--	--	--	--
30	<u>1</u>	<u>--</u>	<u>--</u>	<u>1</u>	<u>--</u>	<u>--</u>
Total	102	132	57	166	68	31

Of the graduate questionnaire respondents, 87 percent were working prior to enrolling in NIDA. Two of every three were employed by the Government of Thailand, with one in twenty employed by state enterprises, private schools, and private business (Table V.4). The deans' estimates indicated that 71 percent were in government service, with most of them employed by the ministries (Table V.5). Eleven percent were in private business, 6 percent in state enterprises, and 3 percent in private schools teaching.

In May 1972 three of every four respondents were employed by the government, with some shift away from primary and secondary school employment to university and ministry employment. The proportion employed by private business doubled with a decline in private school teaching, family businesses, and self-employment. The School of Applied Statistics has been the main avenue for students to move out of primary and secondary school teaching with the net movement (not necessarily directly) being to state enterprises and private businesses. Only two percent of NIDA graduates surveyed were not working.

Table V.4
 Employment of NIDA Graduates, Before Entering NIDA And May 1972, Total and by Schools (percentages)

Type of Employment	NIDA Total		School							
	Before NIDA	May 1972	AS		BA		DE		PA	
	Before NIDA	May 1972								
Not working	13	2	--	--	13	5	19	--	14	1
Government service (subtotal)	(67)	(75)	(100)	(86)	(54)	(55)	(69)	(77)	(68)	(86)
Police	7	7	--	--	2	2	--	--	11	12
Military	3	3	--	--	2	2	--	--	5	5
University	1	6	--	--	--	6	--	--	2	7
College of Education	2	2	--	--	2	5	4	4	1	1
Primary or econdary	7	2	47	33	8	2	--	--	4	--
Other	47	55	53	53	40	38	65	73	45	61
State enterprise	5	5	--	7	8	5	--	--	5	5
International organization	1	1	--	--	--	--	4	4	1	--
Private school	5	2	--	--	3	--	4	--	8	4
Private business	5	11	--	7	13	33	4	11	2	1
Other employer	1	1	--	--	2	2	--	--	--	1
Family business	1	--	--	--	2	--	--	--	1	--
Self-employed	1	--	--	--	3	--	--	--	--	--
Other	1	2	--	--	2	--	--	8	1	1
No response	--	1	--	--	--	--	--	--	--	1
Total	100	100	100	100	100	100	100	100	100	100
Number of graduates	234		15		61		26		132	

Table V.5

NIDA School Dean Estimates of Employment Status of Master's Degree Graduates to April 1972^a

Type of Employment	NIDA Total		School							
	No.	%	AS		BA		DE		PA	
	No.	%	No.	%	No.	%	No.	%	No.	%
Government service (subtotal)	(336)	(71)	(23)	(96)	(44)	(50)	(28)	(67)	(241)	(75)
Police	17	3	--	--	1	1	--	--	16	5
Military	26	5	--	--	--	--	--	--	26	8
University	13	3	3	13	3	3	1	2	6	2
College of Education	3	1	--	--	--	--	--	--	3	1
Primary or secondary school	5	1	--	--	--	--	2	5	3	1
Ministries	264	56	18	75	34	39	25	60	187	58
Other government work	8	2	2	8	6	7	--	--	--	--
State enterprises	28	6	--	--	2	2	--	--	26	8
International organizations	9	2	--	--	--	--	3	7	6	2
Private school	16	3	--	--	5	6	1	2	10	3
Private business (non-family)	51	11	1	4	18	21	6	15	26	8
Self-employed	6	1	--	--	--	--	--	--	6	2
University student	1	--	--	--	--	--	1	2	--	--
Not employed	9	2	--	--	--	--	3	7	6	2
Unknown	18	4	--	--	18	21	--	--	--	--
Total	474	100	24	100	87	100	42	100	321	100

^aDoes not include those who graduated at the end of the 1972 summer semester.

Over half of Business Administration graduates were employed by the government before enrolling at NIDA, and about the same proportion were thus employed when surveyed. Within this broad employment group there has been a shift away from primary and secondary school teaching to university and College of Education employment. One of every three graduates of this school was employed by private business. The employment shift has been away from state enterprises, private schools, family businesses, and self-employment.

About one in five Development Economics graduates were unemployed before entering NIDA, and a high proportion of those working were employed by the ministries. In May 1972 ministries continued as the primary employment for graduates of this school with some shift toward private business.

With its large number of students and graduates relative to other schools, the School of Public Administration has received a large number of students from the government and has returned most of its graduates to this type of employment. Most of those from police and military employment as well as large numbers from public and private schools have enrolled in this school.

Shifts from Pre-NIDA to Post-NIDA Employment

A comparison of graduates' employment status just before entering NIDA and in May 1972 showed only a modest rate of employment mobility (Table V.6). All of the thirty-one NIDA graduates who were not working just before enrolling found employment: thirteen were employed by ministries and the Office of the Prime Minister with the latter and the Ministry of Interior employing ten of the thirteen. Other employers included universities, four; private business, seven; and state enterprises, three.

About 20 percent (31 of 159) of those working for government organizations of all types prior to enrolling at NIDA shifted employment but 20 of the 31 shifts were among government organizations. There were only 7 changes among ministries, 5 of which were to the Office of the Prime Minister; and of the 11 shifts from government employment, 6 were to private business, 3 to state enterprises, and 2 were from primary or secondary schools to a nonworking status. The small number of shifts from government employment was not surprising inasmuch as government service is widely considered as a high prestige occupation. Employment security also ranks high among the criteria for job selection. Among many there was a feeling that nongovernment jobs were very demanding, and some feared that they could not fulfill the requirements of the higher-paying jobs in the private sector.

The types of employment receiving an influx of NIDA graduates from a working status different from that immediately prior to enrollment at NIDA were universities; government ministries, particularly the Office of the Prime Minister; state enterprises; and private businesses. On the other hand, there has been a net loss of persons who were employed at the time of NIDA enrollment from primary and secondary schools, both public and private, and, in smaller numbers, family business and self-employment.

Changes in Position and Salary of Government Officials

The NIDA graduates who were government officials at the time of entering NIDA had Civil Service grades as follows: Second Grade, 31 percent, and Third Grade, 69 percent. At the time the questionnaire was administered (May 1972), 5 percent of those who were government officials held First Grade positions, while 87 percent were Second Grade and 7 percent, Third

Table V.6
Employment Status of NIDA Graduates by Organization,
Just Before Entering NIDA, and in May 1972

	(a)	(b)	(c)	(d)	(e)	(f)
	Just before entering NIDA	To different status	Same as before NIDA	Added from non-working status	Added from other working status	Employment status May, 1972
	(b)+(c)=(a)	(a)-(c)=(b)	(a)-(b)=(c)			(c)+(d)+(e)=(f)
Not working	31	31	--	--	4	4
Government service (total)	(159)	(31)	(128)	(18)	(38) ^a	(184)
Police	16	--	16	--	1	17
Military	7	1	6	--	2	8
University	6	1	5	4	10	19
College of Education	3	1	2	1	1	4
Primary/Secondary school	18	11	7	--	--	7
Ministries (total)	(109)	(17) ^b	(92)	(13)	(24) ^b	(129)
Interior	34	4	30	5	5	40
Office of Prime Minister	15	1	14	5	15	34
National Development	17	1	16	--	--	16
Economic Affairs	11	1	10	1	1	12
Agriculture	6	1	5	1	--	6
Education	6	3	3	--	2	5
Finance	7	2	5	--	--	5
Communications	8	3	5	1	--	6
Defense	2	--	2	--	--	2
Public Health	1	--	1	--	1	2
Justice	1	1	--	--	--	--
Not designated	1	--	1	--	--	1
Non-government (total)	(44)	(30)	(14)	(12)	(20)	(46)
State enterprises	12	9	3	3	7	13
International organizations	2	2	--	--	1	1
Private school	14	10	4	1	--	5
Private business (non-family)	12	5	7	7	12	26
Private business (family)	2	2	--	--	--	--
Self-employed	2	2	--	--	--	--
Other	--	--	--	1	--	1
Total	234	92	142	30	62	234

^aIncludes 20 shifts among government organizations.

^bIncludes 7 shifts among ministries.

Grade officials. Nearly all of those holding Third Grade positions were 1971 and 1972 graduates of NIDA.

Of the eight graduates holding First Grade positions in May 1972, two were Third Grade and six were Second Grade government officials upon enrolling at NIDA. Their average salary just before entering NIDA was 1,844 baht (\$92.20) per month. Immediately after earning the NIDA degree in an average of four years, their salary was 2,725 baht (\$136.25). Their May 1972 average salary was 3,344 baht (\$167.20).

Twenty-three of the graduates were police and ministry officers prior to enrollment, and in May 1972 twenty-two provided salary information which revealed that they had graduated from NIDA after an average of 2.2 years of studying and had been promoted an average of one and one-half ranks from that held just before entering NIDA. Their average salary had increased from 2,2062 baht (\$103.10) just after completing a degree to 2,293 baht (\$114.65) in May 1972.

The data for civilian government officials and police and military officers suggest that the rate of salary increase from the time entering NIDA until completing the Master's degree was greater than it was for the period since that time.

Salary by Type of Employment³

The average monthly salary of NIDA graduates in government employment was about 2,000 baht (\$100) (Table V.7). With the exception of those in the military service, this approximate average applied to the several categories of government service. The military salaries were not typical as more than half of those reporting salaries were Major, Lieutenant Colonels, and Colonels. Although the figures, particularly for private school teachers, were small and might not be typical for that type of employment, state enterprise and private school salaries were about 2,500 baht (\$125.00). Private business salaries were about double those in government service, averaging over 4,200 baht (\$210.00) per month.

The highest salaries were very high relative to the average and low salaries in government ministries, police and military departments, and private business. In general, NIDA graduates in government service have had more years of service than those in other types of employment; therefore, the differing high salaries should not be interpreted as typical. The highest salary in private business of 8,300 baht (\$415) was a reflection of the tendency for a much wider spread in salaries in the private sector than in government service.

Salary of NIDA Graduates by Schools

The average salary of NIDA students who were employed before entering the Institute was about 1,400 baht (\$70) per month (Table V.8). There was little difference among the schools except for those in Business Administration whose average salaries were 200-300 baht (\$10-\$15) above those of the other three schools. This was due to a smaller proportion of Business Administration students having prior employment in the government where salaries are lower than in private and family businesses and state enterprises.

The average monthly salary of graduates employed just after completing the NIDA Master's degree was about 2,000 baht (\$100), with nearly 2,400 baht (\$120) for Business Administration graduates and about 1,900 baht

(\$95) for graduates of the other three schools. A comparison of the salaries of those employed just after earning a Master's degree with those employed directly before entering NIDA showed that Business Administration graduates improved their salaries by an average of about 750 baht (\$37.50), whereas graduates of the other schools increased their salaries by approximately 400-500 baht (\$20-\$25) during their period of attendance at NIDA.

Table V.7
Monthly Salary of NIDA Graduates
by Type of Employment, May 1972 (baht)

Type of Employment	Number Employed ^a	Average	Low	High
Government Service (all types):	(174)	(2,012)	(1,000)	(5,400)
Ministries	126	1,963	1,000	5,400
Police	16	2,025	1,400	4,800
Military	8	2,650	1,600	5,400
University	13	2,031	1,800	3,200
College of Education	5	2,160	1,800	3,300
Primary or Secondary School	6	1,983	1,800	2,400
State Enterprise	11	2,555	2,000	3,000
Private School	5	2,540	1,400	4,000
Private Business	25	4,224	2,100	8,300

^aNumber reporting salary.

The average monthly salary of NIDA graduates in May 1972 was about 2,300 baht (\$115). Business Administration graduates received nearly 2,800 baht (\$140), and some 2,000-2,200 baht (\$100-\$110) were earned by graduates of the other three schools.

In general, the median salaries were slightly lower than the average salaries except for Business Administration graduates for whom the average salary range was above the median by about 20 percent before attending NIDA, 25 percent for the first employment after graduation, and about 30 percent in May 1972. This reflects the greater salary spread for those in non-government employment. The median salary of those first employed after graduation was 1,800 baht (\$90) for graduates of all schools; this amount was received by 30 percent of new NIDA graduates.

BENEFITS OF NIDA STUDY: EFFECTS ON SALARY AND POSITION

In general, among graduates there was not as positive a feeling regarding improvement in position as for improvement in salary. This was undoubtedly due in part to the longer time that it takes to get a change

In position than to get a change in salary, particularly for those in the Thailand Government Civil Service. With regard to the effect of NIDA attendance on their employment position, graduates in Public Administration and Business Administration felt the most positive. This probably reflects the longer average time since graduation for those in Public Administration and the greater flexibility in positions in the private sector for Business Administration graduates. Development Economics graduates had the most negative feeling, with more disagreeing than agreeing that NIDA attendance resulted in their being in a higher position.

Table V.8

Monthly Salary of NIDA Graduates, Just before NIDA,
First Employment After NIDA, and May 1972

Time and School	Number Reporting Salary	Monthly salary (baht)			
		Mean	Median	Low	High
Salary just before NIDA:					
Applied Statistics	15	1,397	1,400	1,100	2,400
Business Administration	52	1,621	1,300	1,000	5,000
Development Economics	21	1,329	1,300	1,100	2,000
Public Administration	114	1,344	1,200	100	4,800
NIDA Total	202	1,416	1,300	100	5,000
Salary, first employment after NIDA:					
Applied Statistics	15	1,833	1,800	1,200	3,800
Business Administration	57	2,381	1,800	1,200	3,800
Development Economics	22	1,800	1,800	1,200	4,000
Public Administration	124	1,824	1,800	100	5,400
NIDA Total	218	1,967	1,800	100	7,200
Salary, May 1972:					
Applied Statistics	15	2,067	1,800	1,300	4,400
Business Administration	58	2,764	1,900	1,200	8,300
Development Economics	25	2,128	1,800	1,200	5,300
Public Administration	126	2,176	2,000	1,000	6,000
NIDA Total	224	2,316	1,900	1,000	8,300

While there was not universal agreement that attending the Institute resulted in a higher salary and/or position, it seems clear that NIDA attendance has benefited more than half of its graduates in terms of both salary and position. In view of the relatively short period of time since graduation for many, it would seem that NIDA is making an important contribution in furthering the employment and salary goals of many individuals.

NIDA Knowledge and Effect on Position

Seventy percent of the NIDA graduates indicated that the knowledge acquired at NIDA was an important factor for promotion to a better position. The most uncertainty was among graduates in Applied Statistics. While there was indecision among about one-fourth of the graduates on this question, those with an opinion, particularly graduates in Public Administration, Business Administration, and Development Economics, had a rather favorable impression of the influence knowledge acquired at NIDA had on their attaining a better position.

Opportunity to Use Knowledge

Graduates were also asked whether they had had an opportunity to apply the knowledge they had gained at NIDA to their work. A somewhat disquieted proportion (50 percent) thought that they learned at NIDA but had had little opportunity to use the knowledge.⁴ The greatest disappointment in the opportunities to apply knowledge learned at NIDA was among students in Applied Statistics and Development Economics where about 70 percent of the graduates felt that they had had little chance to use the NIDA-acquired knowledge. It is very likely that with the strong tendency for NIDA graduates of all schools to go into government service, often regaining the same position as that held prior to attending NIDA, a substantial proportion of the knowledge gained at NIDA is not appropriate for the position held.

Superiors Giving Opportunity to Use Knowledge

NIDA graduates were also asked if their superiors gave them the opportunity to use what they learned at NIDA. A bare majority indicated that they did, but one-third were dissatisfied with their superiors in this regard. Graduates in Applied Statistics and Development Economics perceived that superiors were the biggest "problem." The response to this question was consistent with the responses to the statement, "I learned at NIDA but have little opportunity to use the knowledge in my work." It may be that the "problem" is not the reluctance of superiors but one of the types of employment into which graduates of these two schools enter. There is also a strong possibility that the curricula need modification in order for the knowledge learned to be applicable in the available employment opportunities.

Ability to Solve Problems

An important element of NIDA doctrine is the "problem-solving approach" and emphasis on training of students to fulfill the developmental needs of the country. There was a very strong feeling among NIDA graduates that their training improved their ability to identify and solve problems; and although there was little disagreement, there was a high rate of indecision among graduates in Applied Statistics and Business Administration. Those in Development Economics and Public Administration were the most satisfied with NIDA in terms of their experience at the Institute improving their ability to identify and solve problems.

Skills in Writing Reports

Both graduates and students felt rather strongly that one important benefit of studying at NIDA was development of their skill in writing reports. Graduates looked somewhat more favorably upon the benefit of developing the report-writing skill than did students, although the most indecision on this point came from graduates of Applied Statistics and Development Economics.

Graduate Training and the Thai Bureaucracy

NIDA graduates and students were asked to respond to the statement, "In the Thai bureaucracy it is necessary to have postgraduate professional training in order to reach a high rank." Nearly 90 percent of the graduates and more than 75 percent of the students saw graduate training as conducive to attaining a high rank in the bureaucracy. An equal proportion among the graduates of all schools strongly agreed with the statement; and, likewise, among the students, there was little variation in response among those in the four schools.

Opportunity to Know Others

It is well known that informal as well as formal relationships are considered to be very important in the Thai bureaucracy. Student and graduate response as to the importance of the NIDA experience in fostering these relationships indicated that both graduates and students saw this as an important benefit of NIDA study with graduates responding somewhat more strongly (by 20 percent) than students.

Graduates and students were also asked to consider the benefits of making friendships while studying at NIDA as opposed to pursuing the Master's degree at a foreign university. There was considerable indecision and disagreement on this point, undoubtedly resulting from their perception of advantages both in securing friendships at the Institute and in studying abroad. Graduates felt more strongly than students that making friendships was an advantage of studying at NIDA in comparison with studying abroad. The most disagreement (27 percent) with the statement came from graduates in Development Economics. In general, it would seem that students saw the advantage of making friendships at NIDA offset about equally by the advantages of studying for a Master's degree abroad.

NIDA and the Opportunity for Study Abroad

NIDA graduates and students were asked if they thought their chances of going abroad for further study would increase through successful study at NIDA. More than half of both groups felt that study at the Institute was likely to improve chances for study abroad, although nearly two-fifths of the graduates and one-fourth of the students were undecided. This undoubtedly reflected the fact that the opportunities for study abroad are limited and dependent on such factors as availability of foreign aid, needs of government agencies, success in competition, and availability of private resources. Responses of students among the four schools were much the same.

CHAPTER VI THE RESEARCH PROGRAM

FINANCIAL SUPPORT FOR RESEARCH

One of the main objectives of both the Institute of Public Administration and the NIDA Enabling Act was the development of an effective research program, particularly in the Area of Business Administration. With nearly two-fifths of the professional staff spending approximately one-fifth of their time on various research projects, financial support was greatly needed. In 1972 there were four broad categories of financial support for NIDA research activities: the NIDA Research Promotion Fund (Research Subsidy Fund), government funds allocated to the NIDA Research Center, the National Research Council, and miscellaneous sources.

The Research Promotion Fund

A 15 million baht (\$750,000) Research Promotion Fund was established under an agreement between the Thai government's Department of Technical and Economic Cooperation and the U.S. Agency for International Development "for the purpose of assisting in the developing of its research program."¹ The initial agreement of December 1965 was for 5 million baht (\$250,000), with an additional 10 million baht (\$500,000) agreed to in July 1966. Under the terms of this agreement, the funds are invested in Thai government bonds; and earnings are to be used to attain the objectives envisaged by those who established the Fund.

Early statements regarding the purposes of the Research Promotion Fund, the allocation of, and the manner in which the Program has been administered signify that its purposes are twofold; to encourage research and to increase the salary of professional staff members.

The National Institute of Development Administration has established a "Research Subsidy Fund" to induce its faculty members and qualified technical personnel to remain permanently with the Institute by enabling them to earn a reasonable level of income. In addition, the research findings thus obtained will encourage further research activity and promote the writing of new textbooks and teaching materials. Those engaged in research will gain both in knowledge and experience, and further advances will be made in the various disciplines which will benefit both educational programs and administrative activities in the fields concerned.²

As previously mentioned, NIDA professional staff members are eligible to apply for a 25 percent salary supplement to be paid from the earnings of the Fund. The application includes information on the proposed project, its duration, and methods to be used in conducting the research. Regarding this Fund it has been stated: "The term 'research' is here defined to include teaching materials development and case writing. It is a policy of this committee to let each individual choose his own project. No evaluation is to be made when the project is finished. Since the funds available are sufficient, no application has yet been turned down."³

The number of staff members participating in projects funded by NIDA's Resources Subsidy Fund increased from forty-one in the first full year to a high of sixty-seven in the year ending March 1971 (Table VI.1). The number on leave for advanced study is an important factor influencing the number of participants as those on leave are not eligible for the salary supplement. While there was a steady increase in the number of uncompleted projects from three at the end of the first full year of operation to fifty-three in March 1972, there was a corresponding decrease in the percentage (from 90 to 21) of each year's active projects that were completed.

TABLE VI.1
Staff Participation and Number of Research Projects
under the NIDA Research Subsidy Fund,
1967-72, Year Ending March 31

Staff Participation and Program Classification	1967	1968	1969	1970	1971	1972
Staff Participation						
Applicants in year	41	24	37	46	53	43
Total number participating	41	56	58	60	67	62
Projects						
Not completed at beginning of year	--	3	10	15	26	38
New projects approved	<u>30</u>	<u>37</u>	<u>36</u>	<u>50</u>	<u>55</u>	<u>54</u>
Active during year	30	40	46	65	81	92
Completed during year	<u>27</u>	<u>30</u>	<u>31</u>	<u>39</u>	<u>43</u>	<u>19</u>
Not completed at end of year	3	10	15	26	38	53
Percent of active projects completed	90	75	67	60	53	21

^aIncludes period from establishment of the Fund to March 31, 1967.

The salary supplement expenditures have been about 400,000 baht (\$20,000) per year for the period 1967-72, while the earnings from government bonds have provided annual receipts of over one million baht (Table VI.2). As a result, the balance in the Research Subsidy Fund has steadily increased to over four million baht. This is not surprising inasmuch as the original fund was established to provide for 136 staff members, a number far exceeding that of NIDA participants during the Institute's early years when many were away pursuing advanced degrees.

Government Funds Through the Research Center

As a part of its request to the Budget Bureau, each year NIDA asks that money be appropriated for expenses incurred in research projects of the Research Center. These funds are not limited to use by staff members in the Center and,

upon agreement by the project leader, Research Center director, and the Budget Bureau, may be used by professional staff members in any of the schools or centers. The number of projects authorized annually to receive such funds has varied from one to eleven, with a total of twenty-six projects authorized through March 1972. Fifteen of these projects had been completed by this date (Table VI.3). Of the 1,658,393 baht (\$82,919.65) authorized for expenses, 1,319,872 baht (\$65,993.60) had been spent. This source represents about 30 percent of the research funds that have been spent by NIDA.

Table VI.2

NIDA Annual Research Subsidy Fund Receipts and Expenditures (baht),
1967-72, Year Ending March 31

	Receipts	Expenditures	Accumulated Balance
1967	267,307.50	96,002.50	171,305.00
1968	1,219,452.00	372,446.50	1,018,310.50
1969	1,050,000.60	388,525.00	1,679,786.10
1970	1,200,511.42	364,537.50	2,515,760.02
1971	1,296,606.90	431,800.00	3,380,566.92
1972	<u>1,060,392.26</u>	<u>422,186.50</u>	<u>4,018,772.68</u>
Total	6,094,270.68	2,075,498.00	--

Table VI.3

Research Grants Received from the Government of Thailand,
1967-72, Year Ending March 31

	Number of Projects			Funds (baht)	
	Authorized	Completed	Not Completed	Authorized	Spent
1967	1	1	-	182,800	20,165.63
1968	5	4	1	493,953	396,504.40
1969	6	3	3	268,752	288,987.50
1970	11	7	4	543,118	368,170.75
1971	3	-	3	169,770	106,300.50
1972	<u>1</u>	<u>-</u>	<u>1</u>	<u>307,720</u>	<u>139,743.63</u>
Total	26	15	11	1,658,393	1,319,872.41

The National Research Council

Individuals may apply to the National Research Council, a government agency under the Prime Minister's Office, for research support. For the four years 1968-71, NIDA received approximately 28,000-40,000 baht (\$1,400-\$2,000) from this source (Table VI.4). These sources and funds received from the Council account for more than 30 percent of the research funds expended at NIDA.

Table VI.4

NIDA Research Grants (Baht) Received from the National Research Council and Nongovernment Sources, Year Ending March 31^a

Source	1968	1969	1970	1971
National Research Council	28,860	30,060	39,790	30,168
U.S. Agency for International Development	--	156,350	--	415,700
SEADAG	--	--	--	152,600 ^b
Ford/MUCIA	--	--	174,900	105,570 ^c
Total	28,860	195,410	205,690	704,038

^aNo research funds from nongovernment sources were received in the years ending March 31, 1967, and March 31, 1972.

^bJoint project with Northern Illinois University faculty member.

^cJoint project with University of Wisconsin faculty member.

Nongovernment Sources

NIDA has also received a significant amount of research support from the U.S. Agency for International Development, the Southeast Asia Development Advisory Group (SEADAG), and the Midwest Universities Consortium for International Activities (MUCIA).

THE ORGANIZATION OF NIDA RESEARCH

The NIDA Research Center serves as the focal point of the research program. The duties and responsibilities of the Center have been outlined as follows:^a

1. To carry out basic and applied research in development policy and administration.
2. To investigate and develop knowledge in research methodology.
3. To advise, assist, and support research carried out by others.

4. To disseminate research findings and knowledge in research methodology.
5. To provide a coordinating center for research at NIDA.
6. To provide an information center on research work in development administration and related areas.

While the staff of the Research Center has leadership and coordinating responsibilities and about 70 percent of its time is devoted to research, it by no means dominates the research program at NIDA (Table VI.5). In terms of funding the research projects, the Research Center conducts about 15 percent of the projects under the Research Promotion Fund and three-fourths of the projects under research grants (Table VI.6). The Center "provides a coordinating center" by administering all requests for salary supplementation under the Research Promotion Fund and for government grants through the research budget. It also administers requests of individuals for research grants from the National Research Council.

Table VI.5
Percent of Time Spent on Research by NIDA
Professional Staff by Administrative
Units, Year Ending March 31, 1972

Administrative Unit	Research (percent)
Applied Statistics	14
Business Administration	8
Development Economics	26
Public Administration	19
English Language Program	14
Development Document Center	1
Research Center	71
Training Center	9
All Units	20

The Center disseminates information on results of research projects and serves as a catalyst of research by encouraging the staff to initiate projects and through providing research services and funding. Some of the research is carried out cooperatively between staff members of the Research Center and the other centers and schools. Among the schools, Public Administration and Development Economics are most heavily involved in research. The Center has identified nine areas of concentration "as a guide for further research of the Institute":³ development planning and implementation, management studies, modernization, urban and rural studies, development of case studies, development of manufacturing industries, statistical and research methodology, population and manpower studies, and public opinion studies.

Table VI.6
Proportion of NIDA Research Done by Schools
and Centers, 1971-72^a (percentages)

Administrative Unit	Research Promotion Fund	Grant Fund
Applied Statistics	5	--
Business Administration	15	--
Development Economics	20	9
Public Administration	30	10
Development Document Center	5	6
Research Center	15	75
Training Center	<u>10</u>	<u>--</u>
Total	100	100

^aIn terms of number of projects.

THE IMPORTANCE OF RESEARCH

To obtain information on the degree of commitment to research at NIDA, professional staff members, part-time lecturers, and graduates were asked whether they agreed with the statement, "NIDA must be known for production of research results to be recognized as an excellent Thailand educational institution." Although some 15 to 20 percent were undecided, there was strong consensus among all groups that the Institute should be known for research.

Professional staff members of the School of Business Administration and to a lesser extent within the Schools of Public Administration had the greatest reservations regarding the importance of research. There was a very strong positive attitude toward research in the Schools of Applied Statistics and Development Economics and among staff members in the English Language Program and the Training Center. Professional staff members in the thirty to thirty-nine age group showed exceptionally strong support for research: It was within this group that there was the largest proportion with Ph.D. degrees and the heaviest involvement in research. Part-time lecturers felt as strongly as the full-time staff regarding the importance of research at NIDA. It was of interest that NIDA graduates felt more strongly than either the professional staff or part-time lecturers regarding the importance of research at the Institute, with over 80 percent of the graduates agreeing with the statement and only 3 percent disagreeing.

One staff member indicated that NIDA could be recognized as being "good" if well-qualified Master's graduates were produced; "very good" if it was also known for its in-service training program; and "excellent" with a good

research program. Other staff members' comments revealed an understanding of the importance of research to the NIDA teaching program; for example, one remarked, "It's not merely a matter of recognition. Good research is essential for good teaching at an institution such as NIDA."

EFFECTIVENESS OF THE RESEARCH PROMOTION FUND PROGRAM

Many questions have been raised regarding the effectiveness of the Research Promotion Fund as a means of stimulating research. One Ford/MUCIA adviser commented, "I suspect it is actually counter-productive because it demeans scholarly activity." Another noted that "it has helped but it is clearly inadequate." Concerning its effectiveness in retaining staff, one school dean remarked, "The 25 percent is not sufficient to hold the good people but it acts as an incentive for 'deadwood' to stay as it is money they can get at NIDA that they could not get at the same government grade at any other place." He further indicated that the 25 percent was insufficient incentive for people to do research, and "it is easier to make money other ways."

Allocation Procedures

There was considerable concern about the procedures for allocating Research Promotion Fund salary supplements, with less than two-fifths of the professional staff agreeing that they were satisfactory. More was revealed by those who did not receive the supplement; however, those who received it were also not highly satisfied with the procedures. There was considerable variation in attitude among staff members in the different administrative units, with very strong disapproval of the allocation procedures in the School of Business Administration and considerable questioning in the Development Document Center and the School of Development Economics. The greatest satisfaction with the procedures was in the Schools of Public Administration and Applied Statistics and among the English Language Program staff. With regard to age groups, those in the under-thirty group were rather well satisfied with allocation procedures, while those over thirty-nine were the least satisfied. Those in the thirty to thirty-nine age group were about equally divided between agreeing and disagreeing with the procedures.

Of the objections received, some of those most interested in research thought the procedures were too strongly oriented toward the salary benefit objective, while younger staff members in the lower Civil Service grades saw the Salary Supplement as being regressive (i.e., the lower the salary, the lower the absolute amount of the salary supplement). One suggested that the procedures were "not fair for junior researchers" and "should be changed to a flat rate."

Effect on Research Output

When asked whether they agreed with the statement, "The Research Promotion Fund 25 Percent Salary Supplement has resulted in a significant increase in output of research results," 58 percent of the professional staff thought the program had resulted in such an increase, while 20 percent were undecided and 22 percent disagreed. Much more agreement than disagreement was evident in most of the NIDA administrative units, the only significant disagreement being in the School of Development Economics. In the School of Public Administration, many did not agree that the program had resulted in an increased research output. There was the most questioning of the program's effectiveness by NIDA professional staff members in the thirty to thirty-nine age group whose comments indicated that many felt that the Research Promotion Fund

had resulted in an increase in the amount of research, although they questioned its effect on the quality of research.

A comparison was made of the forty-nine professional staff members who were receiving and the twenty-seven who were not receiving the Research Promotion Fund 25 Percent Salary Supplement (Table VI.7). Those receiving it spent about 24 percent of their time on research, while those not receiving it spent only about 13 percent of their time--a little over half as much--in a like manner. The recipients had more research projects; and there was evidence of greater research output on their part as shown the the number of professional papers, journal articles, and involvement in textbook writing.

Both groups were in "net agreement" on the question of the adequacy of administrative staff services supporting research, and those who received the supplement were better satisfied with this support. They also considered the library resources and services much less adequate than did those who were not supplement recipients and were less involved in research.

There was much stronger agreement among those receiving the salary supplement that salary levels and other benefits at NIDA were comparable to or better than those received at other Thai universities. Although neither group felt that NIDA had adequate provisions for rewarding those who did outstanding work, the dissatisfaction was greater among those not receiving the salary supplement.

This comparison does not provide sufficient evidence for bold statements regarding the success of the Research Promotion Fund Program for it is not possible to compare NIDA with what the Institute would have been without the salary supplement. Nevertheless, it seems clear that the encouragement of the supplement and the rules and regulations governing the program have resulted in a significant amount of research activity that would not have occurred without the Fund. Obviously "research" is a broad term within which many types of activities are included; but many were critical of some of the things that had been done, pointing out that such activities as textbook writing and translating were not research. At the same time, a significant share of the "nonresearch" projects completed under this program needed to be done in support of the several NIDA objectives.

In summary, those who received salary supplements had a more positive attitude with respect to NIDA salaries and other benefits than did those not receiving support from the Fund. This and NIDA's excellent record in recruiting and retaining staff members suggest that the Research Promotion Fund has been a significant factor in building professional staff capacity.

RESEARCH CONSTRAINTS

Considerable concern has been expressed over the NIDA research program, particularly by the Ford/MUCIA group. There was wide differing of opinion regarding its progress as well as varying views concerning the possibilities of alleviating research constraints. One former advisor commented that removing the constraints was "impossible for all practical purposes. Major constraints are intellectual, cultural, political, financial, and institutional." Another more optimistic advisor indicated that the constraints to research would be reduced by "the passage of time, NIDA's maturation, good people oriented during their advanced training to think about Thai problems, a reward system that is not necessarily cash on delivery and is certainly not payment for proposal preparation as is the salary supplement."

Early Expectations

Developments leading to the original emphasis on research at NIDA included the Thai group's report supporting formation of the Ford Foundation consultant team and NIDA. In addition, the agreement between the governments of Thailand and the United States to establish the Research Promotion Fund encouraged professional staff members to develop projects to satisfy the requirements for obtaining salary supplements. These developments undoubtedly led to more research and textbook writing than would have been the case without them. On the other hand, they caused some to expect too much in the early years of NIDA's development in view of the many other activities that needed to be initiated and the shortage of professional staff members with the necessary advanced education, research orientation, and experience to make rapid progress in research.

Staff Limitations

Emphasis must be given to the teaching function in the early years of NIDA's development. During the 1966-70 period, most of those with Doctorate degrees were involved in administration, curricula and course development, and teaching; so it has been only within the past two to three years that a significant number have returned from advanced training to be available for research work. It is not intended to suggest that those with Master's degrees cannot make a contribution to the research program; but the research leadership that requires the combination of theoretical concepts in a discipline and sound research methodology in problem-solving must come from those who have had training at the Doctorate level. The effectiveness of the Research Center has been limited due to a lack of emphasis on staff development which is not evident in the four schools. Furthermore, there have been many changes in personnel assigned to the Center as well as changes in the top leadership. These circumstances have made it difficult for this administrative unit to assume strong leadership in building a research program.

Staff Rewards

The Civil Service status of faculty members and the associated salary scales give little incentive to research productivity. With advancement based largely on length of time in service and the low salary scale, staff members are encouraged to supplement their income by teaching at other educational institutions and doing consulting and other income-producing work. Furthermore, the Thai university system generally does not place great emphasis on the research function, and there is as yet little training in Thailand beyond the Master's degree. As a result, there is a lack of academic fringe benefits, such as sabbatical leave privileges, that encourage research and other scholarly activities.

Research Promotion Fund Limitations

The Research Promotion Fund has been used only to encourage research through salary supplements at the 25 percent level. As noted, a significant measure of success has been attained in reaching each of the dual objectives. However, a thorough and comprehensive review of the future of the Research Promotion Fund is needed to consider ways of obtaining monetary flexibility in the interest of strengthening NIDA research activities.

Adequacy of Research Support

Only 43 of the staff agreed that their research was adequately supported; 28 percent were undecided and 29 percent disagreed with the statement. Among the administrative units, the greatest dissatisfaction with research support

was in the Schools of Applied Statistics, Business Administration, and Development Economics. Among the schools, Public Administration staff members were most satisfied with this support. Older staff members were better satisfied with it than were staff members in the two younger age groups. Staff members expressed concern over the procedural problems in planning, budgeting, and implementing field research activities within the boundaries of the government's rules and regulations.

Publication Services

Due to a lack of administrative staff support and services and facilities to encourage publication, there are a large number of unpublished manuscripts that have been produced through activities encouraged by the Research Promotion Fund and other NIDA research projects. Such a backlog is a discouraging element for both those who have done research as well as those who are currently engaged in it. Faculty services must be strengthened to facilitate publication of those manuscripts worthy of publication. A review of publication services should include consideration of the adequacy of publication outlets such as NIDA journals and those of professional societies in Thailand.

The NIDA Organizational Structure

The NIDA organizational structure, influenced to a considerable degree by organizational decisions made in preceding institutions, necessitates that the roles of the several administrative units be clearly understood. For example, one must comprehend the degree to which the Research Center is to provide a service to those in the schools and other centers and the degree to which it is to provide research leadership and initiative in planning and conducting research either on its own or in cooperation with those in other units. The Ford Foundation consultant team recommended that the Center be organized as a "service bureau...justified by the services which they render to the instructional programs."⁶ Officially, the Research Center has status equivalent to that of the schools; but there is a strong tendency on the part of many staff members to look on the Research Center as only a service unit. As pointed out earlier, the Center has not received high priority in staff development for either the research leadership role or for adequately providing services to other administrative units. It clearly cannot be a first-rate "research center" if it is confined to a service role. Its staff members must be actively engaged in research to fully comprehend and discharge services to others and to be respected professionally. At the same time, there must be a careful balance between the proportion of resources devoted to providing services to others and funding center research.

There has been little interaction among staff members of the Research Center and the schools. Members identify with their particular organizational units; if anything, they have seen the Center as an obstacle to obtaining resources for individual research projects. For the future, one of the keys to NIDA's success in research is the general recognition that the task of research is institution-wide and not primarily the responsibility of the Research Center. Most of the personnel with research capability will not, and should not, confine themselves to the Research Center but should move into the schools. The challenge is to develop relationships between the Center and the schools which will engender cooperative involvement of all in the research function.

Table VI.7

Comparison of NIDA Professional Staff Who Do and Do Not
Receive the Research Promotion Fund Salary Supplement

	Receive Salary Yes	Supplement No
Number of staff	49.0	27.0
Percent of time on research	24.0	13.0
Average number research projects	1.8	.7
Average number of professional papers	.7	.3
Average number of journal articles published	.7	.4
Average number of textbooks completed	.2	--
Percent working on textbook writing	29.0	18.0
<u>Affirmative-Negative Response to Statements^a</u>		
NIDA must be known for production of research results to be recognized as an excellent Thailand educational institution.	86.0	81.0
The Research Promotion Fund 25 Percent Salary Supplement has resulted in a significant increase in output of research results.	53.0	26.0
I view the Research Promotion Fund 25 Percent payment primarily as a means of supplementing NIDA salaries.	20.0	36.0
Procedures for allocating Research Promotion Fund 25 Percent Salary Supplement are satisfactory.	24.0	-12.0
My research work is adequately supported.	37.0	-29.0
NIDA has adequate administrative staff services for research support of the professional staff.	- 9.0	-47.0
The library resources and services at NIDA are adequate for my work.	17.0	68.0
Salary levels and other benefits at NIDA are as good or better than educators with like training and experience could obtain in other Thailand universities.	52.0	- 4.0
NIDA has adequate provisions for rewarding outstanding workers.	-33.0	-60.0

^aNumbers shown are "net agree or disagree percentages" computed by subtracting the number disagreeing with the statement from the number agreeing (or vice-versa) and dividing by the combined number agreeing and disagreeing. Those undecided and not responding were excluded from computation. A positive number indicates more agreed than disagreed, and a negative number means more disagreed than agreed with the statement.

Table VI.8

**Summary of Responses of Graduates to the Question:
"What additional research is needed?"**

Industry and Economic Development

Rate of Thai development, 7; Thai economy, 4; agriculture, 3; transportation and traffic, 3; general, 2^a; failure of economic policies, 1; food, 1; electric, 1; sugar, 1; petroleum, 1; trade, 1; Thai big industry, 1.

Government and Politics

Administration, 17; general, 12; corruption, 9; democracy in rural areas, 4; police management, 4; evaluation of government projects and agencies, 3; Civil Service Commission improvement, 3; promotion system, 2; bureaucracy management, 2; problems of low grade officials, 1; increase in government officials' income, 1; public prosecutor, 1; waste, 1; court management, 1; promotion of nationalism, 1; prevention of financial leaks in government, 1; which government system best for Thailand, 1; feeling of superiority in Chiefs of Finance Division, 1; rights and responsibilities in politics, 1; officials have too little to do, 1.

Business

Administration, 9; general, 8; unemployment, 3; personnel management, 2; organization, 1; working problems in Thailand, 1; financial control, 1; job coordination, 1; decision making, 1; household expenditures, 1.

Population

General, 1; Bangkok expansion, 1; rural migration to Bangkok, 1; rural population problems 1; movement, 1.

Social Problems

General, 10; low rent projects to rid slums, 1; sanitation, 1; mental health, 1; prostitution, 1; insurance needs, 1; juvenile, 1; minorities (Chinese, Thai, Muslims, refugees), 1; Thai social values, 1; improvement of communication between government agencies and private sector, 1; Thai demoralization because of inequality of mind and material, 1.

Human Behavior

General, 4; officials' attitudes to people, 2; people's attitude to administration, 2; administrators attitudes on economic development, 2; in organizations, 2; Thai nationals' attitudes toward administrators, 1; relationship between Thai and Western culture, tradition, 1.

NIDA

Improvement of administration, 1; responsibility to graduates in finding employment, 2; Research Center coordination with ministries and departments, 1; relationship of study to meeting job needs, 1.

General Suggestions

Economics, 22; social science, 12; all possible fields, 3; education, 2; political science, 2; research about students, 2; school administration, 1; science, 1; sociology, 1; all fields taught at NIDA, 1; performance, 1; philosophy, 1; ecology, 1.

RESEARCH AREA INADEQUACIES

As mentioned earlier, the leadership of the Research Center has identified nine areas "as a guide for further research of the Institute." This would seem to be a good beginning in delineating areas of priority; however, some of the areas (e.g., management studies, modernization, and urban and rural studies) are so broad that they have limited usefulness in focusing on research resources. Additional attention is needed to establish priorities within each of the nine program areas.

When asked if they thought additional research was needed, the suggestions of graduates were extremely varied. An attempt was made to classify them into eight categories: industry and economic development, government and politics, business, population, social problems, human behavior, NIDA, and a group of general suggestions (Table VI.8). While these suggestions in most cases do not specifically identify the focus for research projects, they should be useful to the NIDA professional staff as an indicator of both general and specific problem areas that may deserve research attention.

NIDA RESEARCH COMPARED WITH THAT OF OTHER THAI UNIVERSITIES

Professional staff, part-time lecturers, students, and graduates were asked to rate NIDA's "research capabilities" in comparison with those of other Thai universities. Three-fifths of the part-time lecturers and about three-fourths of those in each of the other three groups gave NIDA a comparative rating of "highest" or "above average" (Table VI.9). A much higher proportion of part-time lecturers, students, and graduates than professional staff members gave NIDA a "highest" rating. These responses showed that students and graduates had a rather high regard for NIDA's research capability; however, it must be recognized that several Thai universities are more highly regarded for their undergraduate work than for their research capability. With teaching confined to the graduate level, explicit research objectives, and a staff with advanced degrees, there is the potential for NIDA to become recognized as the paramount research institution in the region and in Thailand. Although it is too early to expect this potential to be fully realized, attainment of such recognition should be one of the goals in the next phase of NIDA's development.

Table VI.9
Rating of NIDA Research Capability in Comparison with
Other Thai Universities

Respondent Group	Composite Rating ^a	Highest (Percent)	Above Average (Percent)	Average (Percent)	Below Average (Percent)
Professional Staff	3.79	7	66	25	2
Part-time Lecturers	3.93	33	27	40	--
Students	4.09	34	44	19	3
Graduates	3.93	24	49	22	5

^aComputed by weighting "highest," 5; "above average," 4; "average," 3; "below average," 2.

CHAPTER VII THE TRAINING CENTER

NIDA provides training services to participants through a variety of activities and programs. Almost exclusively in the public sector, these programs serve a linkage function, relating NIDA to the bureaucracy, the business community, and other organizations. The objectives and responsibilities of the Training Center, the organizational vehicle for training activities, have been outlined as follows:¹

The aim of the in-service training program is to further, develop and sharpen the knowledge, ability, experience, ideas, and personality attitudes of the participants. During this period of national development, training in public services assumes a vitally important role because it assists in the improvement of needed skills for government employees, especially skill in administration. It has been realized that no individual can be up-to-date, even though they have been highly educated, unless they can adapt themselves to the changing environment, particularly that of technological advancement. This seems to justify the reason for promoting and expanding training activities in various ministries and departments of the public sector.

Realizing the importance of training, the Thai government has made it a policy that every ministry should train its staff or encourage them to undertake training. The Training Center of the National Institute of Development Administration has been designated as a national center for such activities. The duties of the Training Center are as follows:

1. To initiate and handle inter-agency courses such as the Executive Development Seminar and Supervisory Courses for Division and Section Chiefs.
2. To initiate and handle the training of trainer's courses for officials in various agencies.
3. To give advice and assistance to government officials who have to take charge of training in their respective units and to provide them with training materials, help them in the construction of training curriculum, and to provide teaching staff to help in conducting and instructing in various training programs organized by government agencies.
4. To inform and maintain communication in training activities with training units both at home and abroad.
5. To perform and disseminate research in training.
6. To provide training courses to NIDA personnel in such areas as general orientation course, public contact, etc.

IPA WORK: A FORERUNNER

The NIDA Training Program is an outgrowth of work started in 1956 in the Institute of Public Administration (IPA).² In its early stages, emphasis was placed on assisting the Thai bureaucracy in establishing training directors positions in ministries and departments through an Institute in-service training program. The program was unsuccessful due to lack of support within the bureaucracy for the work of the training directors; however, during the latter part of the 1950s, a variety of training activities was carried on largely at the lower levels of the Thai bureaucracy.

Beginning in 1960, there was a reorientation of the training activities of IPA, resulting in concentration on three primary activities: executive development programs for high level officials in the government, efforts to establish training officers in each ministry, and establishment of the IPA training staff as training advisers to the Thai government. This shift in IPA training strategy has been described as follows: "The main thrust of the program was now directed at the bureaucratic executive, over the next five years the executive development training programs became the prime activity of the training division, and, in the words of the IPA associate dean, 'our showcase window'."³

With the creation of NIDA, the Training Division of IPA became the Training Center; and a transfer of responsibilities and continuation of training program activities took place along lines developed in IPA during the early 1960s.

TRAINING ACTIVITIES, 1967-72

During the six years beginning April 1, 1966, 236 courses were held for 10,466 trainees (Table VI'.1). A high proportion of the courses were conducted in cooperation with three other government agencies. The core of the NIDA training program has been the executive development seminar and the training directors course. The former was developed for special grade officers in high level positions in the Thai bureaucracy. The training directors course has been for those who were or were expected to be appointed to training officers positions within their ministries or departments and has been seen as a means of encouraging and assisting government agencies in conducting their own training efforts, thereby economizing on NIDA staff resources. Some training courses have been held for government workers at the chief of division and chief of section level, but the general policy has become one of concentrating efforts on top level officials and training directors. The training effort has also focused on training NIDA officials and has held orientation classes for new staff members joining NIDA.

In recent years, there has been an increasing tendency for programs to be directly initiated and conducted by staff members of NIDA schools, with limited involvement of the Training Center staff. An example is the ten-week program on "Development Planning and Implementation" for Vietnamese officials. The first of these training programs was started in February 1971 under the leadership of a staff member of the School of Development Economics and with financial support from AID/Saigon and USOM/Bangkok. The success of the first program led to a second one from February to May 1972. Another example is the sixteen-week, thirty-three-session program in "financial management and control," conducted under the leadership of the faculty of the School of Business Administration

Table VII.1

Summary of NIDA Training Center Courses and Trainees, 1967-72

	Total---1967-72		Year Ending April 1											
			1967		1968		1969		1970		1971		1972	
	Courses	Trainees	Courses	Trainees	Courses	Trainees	Courses	Trainees	Courses	Trainees	Courses	Trainees	Courses	Trainees
Executive Development Seminar	16	431	5	120	2	53	4	109	2	61	2	58	1	30
Executive Development Seminar (Combined)	5	236	1	57	1	50	--	--	1	35	--	--	2	105
Training Director Course	9	192	2	27	1	23	2	43	1	25	1	28	2	46
Instructor Course	6	128	1	14	--	--	2	43	2	42	1	29	--	--
Assistance to Other Agencies' Training	178	8931	38	1859	25	1391	22	969	24	1269	44	2204	25	1239
Supervisory Training (Chief of Division Level)	1	21	--	--	--	--	--	--	1	21	--	--	--	--
Supervisory Training (Chief of Section Level)	1	24	--	--	--	--	--	--	1	24	--	--	--	--
Record Management	10	290	--	--	8	240	--	--	--	--	--	--	2	50
Joint Seminar With Military General Staff	1	25	--	--	--	--	1	25	--	--	--	--	--	--
Official Training in NIDA	4	75	--	--	--	--	--	--	--	--	1	40	3	35
Orientation Classes	5	113	2	59	--	--	--	--	--	--	2	30	1	24
Total	236	10466	49	2136	37	1746	31	1189	32	1477	51	2389	36	1529

and sponsored jointly by NIDA and the Thailand Management Association. The first program was begun in October 1971 and a second in February 1972.

The Training Center has been involved in a variety of other programs for government organizations. These have included providing special programs for an individual agency, serving as resource personnel for programs organized by other organizations, providing consulting services on training programs, and assisting with audio-visual aids for those in other NIDA administrative units as well as outside organizations.

THE STAFF

Fourteen positions were authorized for the Training Center in April 1972, eleven of which were filled. In terms of staff members, the Training Center was the smallest administrative unit in NIDA. Although none held the Ph.D. degree, practically all of the staff members held Master's degrees and were much better trained in public administration than in the other fields represented in the NIDA schools. Approximately half of the staff had had the opportunity to study at the collegiate level outside Thailand.

The Director of the Training Center estimated that 70 percent of the training was done by Center staff, 12 percent by staff personnel of other NIDA centers and schools, and 18 percent by part-time and guest lecturers. Questionnaire responses from all professional staff members showed that 14 percent of their time was spent on training programs, (Table VII.2), while those in the Training Center estimated that 70 percent of their time was spent in training. The highest proportion in any other administrative unit was 7 percent; this was the case for staff members in Business Administration and Public Administration. The percentage was lowest for those in the English Language Program and the School of Applied Statistics.

Table VII.2
Percent of Time Spent on Training
by NIDA Professional Staff by Administrative Units,
Year Ending March 31, 1972

Administrative Unit	Training (percent)
Applied Statistics	2
Business Administration	7
Development Economics	5
Public Administration	6
English Language Program	1
Development Document Center	7
Research Center	4
Training Center	70
All Units	14

TRAINING CENTER RELATIONSHIPS TO OTHER ADMINISTRATIVE UNITS

NIDA has had difficulty in implementing interaction of the Training Center with schools and other centers similar to those of the Research Center. It has been the stated policy of NIDA that the Training Center is to be involved, directly or indirectly, in all NIDA training programs. However, it has been recognized that there are difficulties in implementing of such a policy:

It is likely that Training Center association with given programs may be nominal at best. It is also likely that such involvement will begin only after substantial program planning has occurred. That is, significant decisions and commitments may be made by individual faculty members, schools or other units at NIDA--especially where outside funding is available--with entry of Training Center personnel only occurring as an afterthought. In certain degree, this can be healthy; no one should argue that only Training Center staff members should be involved in program initiation and planning. It also reflects an interest in training programs by persons other than those institutionalized as "trainers." Nevertheless, the multifarious and uncoordinated laissez faire activities of NIDA units and faculty members in the training field can be harmful. It also places or may place the Training Center in the awkward position of having its staff members, in effect, cooped into programs with little advance warning. The havoc that this could render to its on-going program commitments is obvious."

Given NIDA's administrative structure, such problems can be resolved only by a high degree of leadership on the part of school deans and center directors, particularly the Director of the Training Center. To build the professional staff competence in all professional areas represented by NIDA schools would require a large expansion of Training Center staff and considerable duplication of capabilities within the NIDA schools. Neither financial resources nor the limited pool of well-trained professional staff permit this option. It would seem that the only acceptable solution can be the establishment of close working relationships among those directly concerned and the development of understanding among all members of the professional staff regarding their roles in carrying out the training function.

There was strong support from the professional staff for participation of schools staff members in nondegree training activities (Table VII.3). The only serious questioning was in the School of Applied Statistics and the Development Document Center although there were limited numbers in the Training Center who had reservations about school staff involvement in training. It seems reasonable to assume that many professional staff members in the schools have something to contribute to training activities; therefore, it is encouraging that there was such widespread support for their participation in training activities.

STRUCTURE VERSUS TASK ORIENTATION

Training at NIDA has been largely "structure" oriented, (i.e., reflective of the interests and capabilities of the Training Center staff). Thus, there has been the inevitable tendency for this staff to guard its "rights" while those in other administrative units have had little incentive to become involved in training.

Table VII.3

Response of Professional Staff and NIDA Administrative Units to the Statement: "School professional staff members should participate in training activities (non-degree) of NIDA" (percentages)

Administrative Unit	Agree	Undecided	Disagree
Applied Statistics	25	63	12
Business Administration	100	--	--
Development Economics	89	11	--
Public Administration	89	11	--
English Language Program	86	14	--
Development Document Center	63	16	31
Research Center	92	8	--
Training Center	89	--	11
All Units	78	13	9

The recent innovations in training at NIDA have tended to have a "task" orientation resulting from external organizations approaching individual staff members or small groups recognized for their expertise in carrying out a particular training task. For example, as part of a management program developed for top-level Thai military officials in 1972, four NIDA staff members formed a task force that went to the U.S. Navy Post Graduate School at Monterey, California to observe its management programs and adapt them to the Thai setting. The group was comprised of faculty members from three administrative units, the Schools of Business Administration and Development Economics, and the Training Center, with the main criterion for selection being possession of the technical expertise to do the job effectively. This task orientation approach had been used on earlier training activities such as the TMA Financial Management program and the program for Vietnamese government officials. Upon returning to NIDA, a two-week program was organized and successfully conducted for Thai military leaders. This type of program would also be adaptable for other Thai groups and would seem to hold promise as a means of strengthening the NIDA training services.

TRAINING PROGRAM OPPORTUNITIES

Graduate Views on Additional Training Needs

NIDA graduates were asked the question, "Should NIDA offer in-service training in addition to that now being offered?" Of the 234 graduates who completed the questionnaire, 155 responded in the affirmative, 19 responded negatively and 60 did not respond to suggested courses. The subjects indicated are shown in Table VII.4.

Table VII.4

In-service Training Courses that NIDA
Graduates Think NIDA should Offer.^a

Courses	Number of graduates
Personnel Management	31
Management	30
Finance	16
Business Administration	13
Public Administration	12
Research Methodology	10
Human Relations	9
Organization	9
Planning	8
Budgeting	7
Economic Development	7
Economics	7
Marketing	7
Organization Management	7
Statistics	7
Administration	6
Business	6
Supply Management	6
Job Evaluation	5
Personnel Development	5
Accounting	4
Correspondence	4
Leadership	3
Modern Technology	3
Social Science	3
Working Techniques	3

^aOnly courses suggested by three or more graduates are included.

Training Effectiveness and Opportunities

This study did not include an organized effort to assess the overall effectiveness of NIDA training programs. However, most of the programs included an evaluation to determine participants' reactions to the program just completed; and in general, responses indicated that the programs were well received. A Ford Foundation consultant on NIDA training programs concluded: "Let me make it quite clear that the Executive Development Program has been well received by the past participants. All except one or two of the 20 past participants I interviewed spoke highly of the program."⁵ Regarding the training directors course he concluded: "As I see it, the course content is consistent with the stated objectives. Graduates of the program are able to develop useful programs for their organizations."⁶ He questioned the priority that NIDA should give to supervisory training for those at the section chief level but indicated "the course received an enthusiastic response. Eighty persons made application, and 24 were accepted.... Without question, there is a need for this program as the applications indicate. But the question that needs to be raised is, what organization should be responsible for it?"⁷

When asked to compare the in-service training program of NIDA with those of other Thai universities, 70-80 percent of the professional staff, students, and graduates rated it "highest" and "above average" (Table VII.5). In interpreting these ratings, one must remember that the training program at NIDA is unique in its responsibilities to Thai government agencies.

Table VII.5

Rating of NIDA In-service Training Programs
In Comparison with Other Thai Universities

Respondent group	Composite rating ^a	Highest (Percent)	Above Average (Percent)	Average (Percent)	Below Average (Percent)
Professional staff	3.81	12	57	31	--
Part-time lecturers	3.80	33	13	54	--
Graduates	4.06	35	39	21	4
Students	4.02	30	47	18	5

^aComputed by weighting "highest," 5; "above average," 4; "average," 3; "below average," 2.

NIDA training programs have concentrated heavily on serving the public sector. In addition, there has been support for placing more emphasis on involvement of representatives from the private sector in on-going programs and development of special training programs to serve the needs of those in the private sector.⁸ Progress has been made in this regard largely through the efforts of members of the School of Business Administration

working jointly with the Thailand Management Association. Nevertheless, the future holds considerable potential for attaining a better balance between service to the public and private sectors.

There is a continuing need for improvement of the qualifications of staff members involved in training programs, particularly as service to the private sector is expanded. This arises primarily from the heavy emphasis on public administration in the education and experiences of the Training Center staff and the low priority given to training staff development through the Ford/MUCIA Fellows Program.⁹ Some staff needs can be met by establishing a closer working relationship between those in the Training Center and NIDA schools. With the increase in numbers and qualifications of the staffs in the schools and centers and the strong feelings that staffs of schools should be involved in training programs, there is an increasingly large reservoir of talent that can be drawn upon for improvement of both quantity and quality of in-service training efforts, especially those meeting the recognized need for research and case development in support of the training program.

The need for improved physical facilities for the in-service training function will be met with the completion of the new Training Center Building. The building will house classrooms and conference rooms for in-service training and will provide facilities for the English Language Program, data processing, and a few offices. It also will include a 600-seat auditorium. The entire building will be air-conditioned, providing an excellent environment for training throughout the year. As the building is completed, it will be important that it be adequately equipped with audio-visual and other training aids in support of the training function. This should also provide the potential for improved audio-visual facilities in support of the graduate program as well as the in-service training program.

CHAPTER VIII

THE DEVELOPMENT DOCUMENT CENTER

The library of an educational institution has special significance: it nurtures the scholarship of both faculty and students, is essential for research, and contributes to the academic excellence and research competence of all parts of the institution's academic structure. Its importance clearly justifies priority in the allocation of resources to insure growth of its collection, services, and use.

The leadership of NIDA has made excellent progress in further developing the Development Document Center that was initiated in the preceding Institute of Public Administration. A professional staff with outstanding credentials in terms of academic training in library science has been assembled; and an impressive physical plant was completed in 1970 with 3,150 square meters of floor space; shelf space for 200,000 volumes; a seating capacity of 250, with 28 of the seats as cubicles; eight staff offices; and four conference rooms. While the collection is not uniformly outstanding, excellent progress has been made in developing the reference materials to serve NIDA's teaching, research, and training objectives. The open stack arrangement is inviting to potential users of the collection.

Neither a large number of volumes nor an impressive physical plant are adequate criteria in determining the adequacy of a library; constancy of growth in holdings and services is a better measure of progress. An attempt was made in this study to assess the adequacy of both holdings and services on the basis of responses from staff, students, and graduates.

CENTER RESOURCES

The Staff

On April 1, 1972, the Development Document Center had filled seventeen professional and thirty-one administrative staff positions (Table VIII.1). Most of the professional staff had had training in library science, with the director holding the Ph.D. in Library and Information Science and six others having earned Master's degrees in their professional field. Others held Bachelor's degrees, advanced certificates, and diplomas in library science. While the Director of the Development Document Center indicated that more staff members was one of the needs of the Center, it seemed to be reasonably well staffed for its level of operations.

Physical Facilities

There has been constant planning, construction, moving, furnishing, and equipping of the Center. Construction on the new Center building was completed in April 1970, and it was fully furnished the following year. The facilities are functional and attractive to visitors as well as staff and students. The Bangkok climate makes the air conditioning appealing but presents some problems (e.g., operating and maintenance expenses) along with its advantages and virtual indispensability in terms of protecting the collection.

Table VIII.1
Development Document Center Staff, April 1, 1966-72^a

	1966	1967	1968	1969	1970	1971	1972
Professional	8	8	11	13	14	15	19
Administrative	<u>13</u>	<u>13</u>	<u>28</u>	<u>28</u>	<u>28</u>	<u>32</u>	<u>34</u>
Total	21	21	39	41	42	47	53

^aPositions authorized, somewhat higher than positions filled; for example, on April 1, 1972, 17 professional staff and 31 administrative staff positions were filled.

Library Collection

In 1972 the Development Document Center contained about 47,000 books and nearly 60,000 documents of all kinds, a number nearly double that in 1967 (Table VIII.2). About 75 percent of the holdings were in English, with most of the remainder in the Thai language. Since the library collection was started at the Institute of Public Administration, the holdings were more extensive in that field than in the other fields represented at NIDA; however, good progress had been made in developing a well-balanced collection in NIDA's several fields of interest.

Expenditures for Acquisitions

About 200,000 baht (\$10,000) have been expended annually for library acquisitions (Table VIII.3). In addition to these Thai government funds, large numbers of books have been purchased with the Ford/MUCIA Project funds. With the return of more professional staff members from advanced training and an increasing research effort, there will be a continuing need for financial resources for acquisition of books and journals and for improving the collection of government documents.

Holdings Outside the Center

There were some holdings outside the Development Document Center (e.g., those of the Research Center and training films held by the Training Center); however, such holdings had yet to be classified, catalogued, and card-indexed in the Development Document Center. Efficiency in the use of trained librarians and availability of published materials to as many persons as possible argued strongly for centralization of all holdings in the Development Document Center, particularly in an educational institution of NIDA's size.

Adequacy of Center Divisions

The Development Document Center was divided into seven divisions: Administration, Document and Periodical, Technical Processing, Service, Research, Thailand Documents, and Business Information. The Center director considered the services of the Administration Division to be almost wholly adequate, with those of the Document and Personnel,

Technical Processing, Service, and Research Divisions about three-fourths adequate (Table VIII.4). Two of the divisions, Thailand Documents and Business Information, were barely organized in 1972. The Development Document Center had not yet become what the name implies as limited progress had been made in assembling a collection of the Thai government and other countries' official documents that were available and needed as a source of information for NIDA's staff and students as well as for other individuals and organizations. Likewise, the staff had only begun assembling business information materials to serve those in the business community as well as those at NIDA.

Table VIII.2
The NIDA Library Collection, 1967-72

Category	1967	1968	1969	1970	1971	1972
Books	27,513	33,845	36,104	39,453	44,489	46,666
Periodicals	270	371	420	472	548	579
Newspapers	--	10	10	10	12	15
Theses	--	--	--	--	--	121
Faculty Research Reports	8	23	44	69	117	136
Microfilms	83	126	138	145	145	152
Other Documents	<u>5,717</u>	<u>7,414</u>	<u>8,653</u>	<u>10,043</u>	<u>11,165</u>	<u>12,128</u>
Total	33,591	41,789	45,369	50,192	56,476	59,797

Table VIII.3
Expenditures for NIDA Library Acquisitions, 1966-72^a

Year	Baht
1966	233,100
1967	200,000
1968	150,000
1969	150,000
1970	186,000
1971	216,000
1972	246,711

^aExpenditures from Thai government funds.

Table VIII.4
Adequacy of Development Document Center Divisions^a

Division	Percent Fully Adequate
Administration	99
Document and Periodical	75
Technical Processing	75
Service	75
Research	70
Thai Documents	5
Business Information	5

^aEstimate of the Director of the Development Document Center in response to the question, "To what degree are current personnel, programs, and physical and financial resources adequate?"

CENTER SERVICES

With the changes in the physical location of the NIDA library from Thammasat University to NIDA's temporary quarters and then to the new building, annual data on library services lack comparability. Furthermore, statistical information does not fully reflect the range of library services provided; however, the data show a constant increase in services (Table VIII.5). Among the important services provided by the Development Document Center were the reserve book service; reference service; photo and micro reproduction service; publication of the *NIDA Bulletin* which during 1971 and 1972 was distributed to approximately 8,000 NIDA staff members and students, members of government or organizations and the Thailand Management Association, and other interested persons; reference book publications staff, which publishes annual reference books such as the Index to Thai Periodical Literature and the Index to Thai Newspaper Literature; inter-library loan service; and training services in library administration.

VIEWS OF LIBRARY RESOURCES AND SERVICES

Professional Staff Responses

Professional staff and part-time lecturers were asked whether the library resources and services provided at NIDA were adequate for their work. Responses showed that about two-thirds of the professional staff agreed, with the remaining members disagreeing. Those in the School of Public Administration and the Training Center viewed library resources and services as most adequate, and they were also rated rather well by those in Business Administration and the Research Center. They were rated least favorably by those in Applied Statistics, Development Economics, and the English Language Program, with the latter group having the most serious reservations.

Table VIII.5
Development Document Center Services, 1966-72

Services	1966	1967	1968	1969	1970	1971	1972
Circulation	44,137	30,847 ^a	63,388 ^b	46,340	47,763	49,742	52,699
Photocopy	--	3,762	21,942	24,824	26,750	47,824	52,699 ^c
Books and Theses Binding	181	192	250	312	327	288	
Telephone Reference Service	188	234	536	606	1,828	1,510	1,689 ^c
NIDA Bulletins Distribution	--	--	--	--	--	8,000	8,000

^aLibrary closed for part of year due to move from Thammasat University.

^bInadequate library facilities required users to take materials outside the library.

^cNot a full year.

The most criticism of the library was by those most heavily involved in research and, among the age groups, those in the thirty to thirty-nine age bracket, the group most heavily involved in research. Specific comments suggested that the most serious deficiency was in professional journals.

Among the part-time lecturers, 50 percent agreed that the library resources and services were adequate, 15 percent disagreed, and 35 percent were undecided. The high degree of indecision probably reflected a lack of knowledge regarding the library.

Student Responses

NIDA students were very critical of the adequacy of the book and reference material collection. The biggest deficiency they noticed was an insufficient number of reserve books and reference materials; a few referred to deficiencies in specific areas such as mathematics, statistics, and English. Some also indicated that many of the books were outdated, while others wanted to have more books in the Thai language.

Books and reference materials were rated higher by those in Applied Statistics and Business Administration than by those in the other two schools, and Development Economics students rated this item 6 percent below the average of all students. Public Administration students did not rate this as high as the average, with 40 percent rating it "fair" or "poor"; thus it seems that students in Public Administration were more critical of the library collection than were members of the professional staff. This rating may be due to students being primarily concerned about availability of reserved books and reference materials.

Students also indicated that they thought there was considerable room for improvement in the assistance given by the library staff. While few students questioned the qualifications and diligence of individual staff members, most of the criticisms focused on personal relationships and the lack of a helpful attitude.

Administrators' Responses

There was evidence that some of the dissatisfaction with the system stemmed from problems outside the Development Document Center itself. Development of a first-class library is the responsibility of all staff members of an educational institution. At NIDA, however, as one member commented, "Professional staff members do not help as much as they should. The four schools should pay much more attention to the problem of acquisitions." Responses from some of the school deans and center directors suggested that they were not well informed regarding the adequacy of the library collection in their area of concern; and, in some cases, they and staff members were not sufficiently aggressive in making specific suggestions on books and other reference materials to be acquired. On the other hand, some administrators were rather specific about the gap between current holdings and the needs in their particular area of responsibility.

NIDA AND OTHER UNIVERSITY LIBRARIES

The professional staff and students ranked the NIDA library high in comparison with libraries in other Thai universities, giving it a composite rating of "above average". Nearly one-third of the professional staff and one-half of the students indicated that the NIDA library was the best among Thai universities. This speaks well for the development of the library in view of the comparatively short period of time of NIDA's growth, although it must be recognized that an excellent start had been made in development of the library resources at the Institute of Public Administration.

Graduates were more dissatisfied than staff and students, which may be a reflection of their rating the library as of their student days, a period prior to the building of a new library and expansion of the collection and services. Approximately one-third of the part-time lecturers gave it the highest possible rating, while nearly one-half thought it was average.

CHAPTER IX

THE ADMINISTRATIVE STRUCTURE OF NIDA

ADEQUACY OF STRUCTURE

The internal structure of NIDA with its four schools, three centers, and English Language Program raises questions whether its organization is such as to encourage maximum productivity. During the early years of NIDA's development, priority was given to the schools in terms of staff and program development. The Ford consultant team recommended that "research, library, and in-service training should be considered as service bureaus to the entire faculty, under their respective heads."¹ This attitude is understandable in view of the limited personnel resources and the urgency of establishing the Master's degree program.

There was still some evidence that many viewed the centers as of lesser status than the schools. Professional staff responses suggested that there was not strong consensus on the question, but more than one-third viewed the centers as being of lower status (Table IX.1). There was a stronger feeling among center staff members than school staff members that the centers were service units, and fewer were indecisive on the matter. This was particularly true in the Training Center and for those in the English Language Program and to a lesser extent in the Research Center.

Table IX.1

Response of school and center professional staff members to the statement; "I view the NIDA centers as service units, therefore not of comparable status as the schools" (percentages).

	Agree	Undecided	Disagree
Schools Staff	28	28	44
Centers Staff	42	9	49
Both Staffs	36	17	47

Comments of professional staff members, particularly those in the schools, showed that some strongly supported the idea of all administrative units having equal status; and, as one remarked, "It is totally irrational to view the centers as having a lower status; preoccupation with seeking order indicates a lack of maturity in academic attainment prevalent in the institute."

ADMINISTRATIVE UNIT RELATIONSHIPS

Center Staff Members and Teaching

It was pointed out in Chapter VII that 78 percent of the NIDA professional staff thought that staff members of the schools should participate in training activities (Table VII.3). There was even stronger support (86 percent) for center staff members participating in teaching activities in the schools. Responses indicated some indecision, particularly in the School of Applied Statistics and Development Economics; but the opposition to center staff members teaching in the schools was small and rested entirely in the School of Development Economics and the Research Center. The responses to the questions regarding school and center staff members participating in the functions of the other units indicates that staff members were receptive to the idea of participation in functions that extend beyond administrative lines.

School and Center Advisory Committees

The NIDA Enabling Act provides that there shall be school and center advisory committees with powers and duties as follows: to establish work performance standards as approved by the governing council; to set up courses and course descriptions for submission to the governing council; to give final examinations or tests; and to consult with and make recommendations to the dean or director, who serves as chairman of the committee, regarding activities of the school or center. Use of the committees vary from one administrative unit to another. When surveyed, one dean indicated that his advisory committee had not met in the past year, although he thought the committee had an important role to play and planned to make more use of it in the future. Another dean reported that his committee met approximately once a month. In most of the schools and centers, the advisory committee met between three and six times per year.

Most professional staff members were either uninformed of the advisory committee functions and activities or felt that the committees did not function effectively. They were asked to respond to the statement, "School and center advisory committees function effectively at NIDA." Only 14 percent agreed with the statement, 45 percent were undecided, and 41 percent disagreed. The feeling that the advisory committees were ineffective was strongest in the Schools of Business Administration and Development Economics and in the English Language Program.

To make the committees more effective, professional staff responses suggested the need to better inform professional staff members about the functions, activities, and accomplishments of committees or to perhaps eliminate the advisory committees if they could not be made effective.

Communication Among Schools and Centers

Professional staff members thought there was room for improvement in communication among schools and centers, but there was wide variation among administrative units in their attitude this question. Those in Applied Statistics, the Development Document Center, and the Training Center felt that the communication was most adequate, while those in Development Economics, Business Administration, and the English Language Program were least satisfied with interschool and intercenter communication. In general, center staff members were better satisfied with communication than

were school staff members and those in the thirty to thirty-nine age group felt more than those in other age groups that communication means were unsatisfactory.

For the most part, deans and directors thought that administrative relationships with other schools and centers were "adequate and satisfactory." However, one dean indicated that there was need for a "less parochial outlook on the part of all and greater insight into possibilities for cooperation and collective efforts for mutual benefits."

Recent specific actions showed that serious efforts were being made to improve communication. For example, the School of Applied Statistics had taken leadership in making automatic data processing and computer programming services available for teaching and research; the English Language Program was working with school staff members to get a compilation of technical terms; the Development Document Center circulated new book catalogues and lists so faculty members could select reserve books and items to be added to the collection; and the Research Center was encouraging research projects being carried out jointly between schools and Research Center staff members.

Staff comments indicated the need for mechanisms to improve informal communication among those in the different administrative units. There were specific suggestions for a faculty club and improved recreational facilities.

Communication Withing Schools and Centers

In general, professional staff members were better satisfied with the means for good communication within administrative units rather than among them. This was not true for those in the Schools of Business Administration and Public Administration (Table IX.2).

Table IX.2

Response of Professional Staff by Administrative Units to the Statement: "Committees, meetings, and other means provide for Good communication within my school or center" (percentages).

	Agree	Undecided	Disagree
Applied Statistics	50	50	--
Business Administration	17	17	66
Development Economics	67	11	22
Public Administration	33	11	56
English Language Program	43	--	57
Development Document Center	69	25	6
Research Center	50	25	25
Training Center	67	11	22
All Units	53	20	27

Only slightly more than half of the professional staff members agreed with the statement regarding good communication within their school or center, thus suggesting the need for improved communication. There was the highest degree of satisfaction with communication means in the Development Document Center, the Training Center, and the Schools of Development Economics and Applied Statistics, although there was much indecision in the latter. The staff in the Schools of Business Administration and Public Administration and the English Language Program had the strongest feelings that communication within administrative units was inadequate.

Deans and directors indicated that they had meetings with their professional staffs, although the number varied during the year from one to ten. There seemed to be little relationship between the number of meetings and the degree of satisfaction with communication. This suggests that the solution to the communication problem is not merely to hold more meetings. Response to other questions indicated that many staff members did not feel that they were adequately involved in the academic decision-making process so the problem may have been more in the types of things that were communicated than in the amount of communication.

Integration of Functions

In general, professional staff members had serious reservations about NIDA's success in integrating and coordinating teaching, research, and training. Twenty-eight percent agreed that NIDA's integration and coordination of these functions had been successful, 38 percent were undecided, and 34 percent disagreed.

There was a strong tendency for deans of schools to take primary responsibility for teaching and to feel that directors of the Training and Research Centers should take responsibility for leadership in those areas.

STAFF SERVICES

Teaching

Forty percent of the professional staff agreed that "NIDA has adequate administrative staff services for preparation of teaching materials," while 33 percent disagreed with the statement and 27 percent were undecided. Among the schools and the English Language Program, it was only in the School of Applied Statistics that there was more agreement than disagreement with the statement. Those in the Training Center viewed the services to be most adequate, perhaps because services available for training could be used to support the relatively small teaching activities of those in the Training Center. Staff suggestions included the need for getting away from what was referred to as the "help yourself approach" by increasing administrative staff personnel, using dictating and transcribing equipment more, and improving visual-aid services.

Research

Administrative staff services for research were considered less adequate than services supporting the teaching function: 25 percent supported this position, 36 percent were undecided, and 39 percent disagreed. Dissatisfaction with research support was very strong in the Schools of Business Administration, Development Economics, and Public Administration. On the other hand, those in the Training Center rated research support rather highly. Those in the Research Center were better satisfied with

staff service support than those in the schools, with the exception of those in Applied Statistics.

Procurement Procedures and Practices

Twenty-two percent of the staff agreed that "the procurement procedures and practices of NIDA ensure that supplies and equipment are obtained within a reasonable period of time," while 43 percent were undecided and 35 percent disagreed with the statement. Dissatisfaction with procurement procedures and practices was greater in the schools, particularly Business Administration, Development Economics, and Applied Statistics, than in the centers. Younger staff members expressed more dissatisfaction than older staff members.

STAFF PARTICIPATION IN ACADEMIC AFFAIRS

NIDA staff members, with the exception of those in the Training Center, did not feel that they had an adequate voice in the academic affairs of the Institute. The strongest feelings regarding this inadequacy were in the Development Document Center, the School of Business Administration, and the English Language Program. The younger the age group, the less its members were satisfied, although, in general, all age groups were dissatisfied with their participation in academic affairs. One staff member commented, "Rather than depending on 'levels,' it depends on departments or schools." Another observed, "It varies between the schools. One wonders about the necessity of involving the Rector and deans on practically every committee. It is not surprising that things cannot be made to move faster because of their tremendous work load."

ADEQUACY OF ADMINISTRATION

Professional staff members were asked whether they agreed with the statement, "In general, school, center, and general administration are adequate to encourage attainment of NIDA objectives." Forty-nine percent agreed with this statement, while 23 percent were undecided and 28 percent disagreed. Thus there was not strong consensus on this general statement regarding administration. Several of the professional staff members' comments suggested the need for clarification of objectives and there were expressions of concern that NIDA was reluctant to change to better serve the development needs of Thailand.

The strongest reservations regarding the adequacy of administration were among those in the Schools of Business Administration and Development Economics; on the other hand, those in Applied Statistics, Public Administration, the Development Document Center, and the Training Center were better satisfied that the administration was adequate for the attainment of NIDA's objectives.

Ford/MUCIA advisors generally made positive comments regarding the adequacy of NIDA's administrative processes and procedures and its administrative and academic leadership. As is commonly the case with new educational institutions in developing countries, there has been a lack of depth of leadership at all levels; and although excellent progress has been made in developing the staff, there continues to be a lack of depth for a number of the key administrative positions.

In general, NIDA has been fortunate to have outstanding top level leadership to meet the needs of the times. During the formative early years at the Institute, top level leadership was particularly successful in attracting resources and establishing the necessary linkages to enable NIDA to make a good beginning. More recently, leadership has concentrated on strengthening staff capacity, establishing the teaching program, and setting priorities in order to maximize returns from the limited resources available.

CHAPTER X

THE OPERATING BUDGET: ADEQUACY OF THAI GOVERNMENT SUPPORT

Each year with the help of the school deans and center directors, the Office of the Vice Rector for Administrative Affairs at NIDA submits a budget request for the coming year to the Budget Bureau in the Office of the Prime Minister.¹ After review by these two agencies, NIDA is given a ceiling budget with limits on some individual categories such as buildings, and a revised detailed budget is then submitted. For example, the original NIDA request for 1972 was about 21 million baht (\$1,050,000); after government review, a ceiling of 17.65 million baht (\$882,500) was established. NIDA then submitted a budget of 17,606,900 baht (\$880,345) that was approved. Once a budget is approved, NIDA can be certain that the funds will be available. In addition to the regular budget that is submitted to the government, a "special budget" is prepared, providing for use of NIDA income which is primarily obtained from student fees.

During the period 1966-71, nearly 41 million baht (\$2,050,000) were expended from the regular budget and over 2 million baht (\$100,000) from the special budget (Table X.1). Annual recurrent expenditures in 1971 were about 10 million baht (\$500,000).

Table X.1
NIDA Expenditures from Regular and Special Budgets,
1966-71 (baht)^a

Year Ending September 30	Regular Budget ^b	Special Budget ^c	Total
1966	2,132,644	63,568	2,196,212
1967	6,311,661	144,643	6,456,304
1968	7,289,618	623,027	7,922,645
1969	7,025,848	349,896	7,375,744
1970	8,280,737	538,618	8,819,355
1971	9,828,735	462,961	10,291,696
Total	40,869,243	2,192,713	43,061,956

^aExcludes land and construction expenditures; see Table 1.2.

^bExpenditures from Thai government budget allocation.

^cExpenditures from budget allocating use of NIDA income.

In 1972 each of the NIDA schools had an operating budget of over 1 million baht (\$50,000), with the budget for the School of Public Administration being the largest (Table X.2). In general, the size of the budget reflected staff size (including part-time lecturers who are paid from the compensations budget) since about 90 percent of the budget was for salaries, wages, and compensations. The Development Document Center and Research Center had the largest proportions of their budgets allocated for items other than salaries and wages.

Table X.2
NIDA Budget for the 1972 Year by Administrative Unit (baht)^a

Budget Item	Applied Statistics	Business Administration	Development Economics	Public Administration	English Language Program	Development Document Center	Research Center	Training Center	Total ^a
Salaries, professional	879,360	329,700	813,180	1,153,400	293,700	432,750	708,600	534,560	5,745,250
Salaries, administrative	157,440	114,170	134,640	169,000	19,650	185,790	134,400	183,240	1,098,330
Wages, permanent	32,400	--	15,200	12,800	25,140	139,440	13,700	13,680	252,360
Wages, temporary	--	--	--	--	6,480	6,480	--	--	12,960
Compensations	150,000	60,000	88,000	70,000	192,075	--	114,000	36,400	710,475
Supplies and materials	49,400	20,000	40,000	50,000	50,000	30,000	40,000	40,000	319,400
Equipment	--	40,700	13,700	1,600	60,000	202,700	7,800	--	326,500
Book acquisitions	--	--	--	--	--	100,000	--	--	100,000
Miscellaneous	20,000	35,000	150,000	20,000	--	151,000	--	100,000	476,000
Research Grant	--	--	--	--	--	--	400,000	--	400,000
Total	1,288,600	1,199,570	1,254,720	1,476,800	647,045	1,248,160	1,418,500	907,880	9,441,275

^aExcludes budget for centralized functions not allocated to schools and centers.

Professional staff and part-time lecturers were asked to rate the adequacy of Thai government support for NIDA during the period 1966 to 1972 on an "excellent" to "poor" scale. Ratings were made on eight items (Table X.3). In general, NIDA part-time lecturers gave a higher rating to such support than did members of the full-time professional staff. The average combined rating for all items was only a little above "fair" for the professional staff but nearly "good" for the part-time lecturers.

The four highest rated items for both respondent groups were professional staff positions, library books and documents, administrative staff positions, and land and buildings. Part-time lecturers rated land and buildings much higher than did the full-time staff. The lowest rated items were staff fringe benefits, staff salaries, research resources, and equipment and supplies, with part-time lecturers rating staff fringe benefits much higher than they were rated by the full-time staff. This probably reflected part-time lecturers' perception of the benefits of the Research Promotion Fund salary supplement program.

Among NIDA administrative units, ratings tended to be higher in the Training Center, Research Center, and the School of Applied Statistics and lowest in the Development Document Center, the English Language Program, and the School of Public Administration. Those in the English Language Program rated the number of professional staff positions very low, reflecting the "unofficial" status of this program and the need to "borrow" positions from other administrative units. Staff members in all schools and centers rated administrative staff position support below that of professional staff positions, with the lowest ratings being given by those in the Development Document Center and the English Language Program. Administrative staff support was rated highest by those in the Research Center and the Training Center.

Staff salaries were rated lowest by those in the Schools of Business Administration and Public Administration and highest by those in the Training Center. Fringe benefits were rated lowest by staff members in the English Language Program, the School of Public Administration, and the Development Document Center and highest by those in the Research Center and the Training Center.

Research resources were rated highest by those in the Training Center and the Development Document Center, with the average rating being less than "fair" in all other administrative units.

Support for land and buildings as rated surprisingly low in view of the substantial progress that has been made in only a few years. At the same time, it must be recognized that the ratings were for the entire period 1966-72, during which time there were many physical plant inadequacies. Ratings were lowest from those in the School of Public Administration, the English Language Program, and the Development Document Center. Support for equipment and supplies was rated highest by those in the Research Center and lowest by those in the School of Public Administration and the Development Document Center.

Rating of library books and documents was lowest in the Development Document Center and highest in the Research Center and the School of Public Administration. Among the schools, Business Administration and Development Economics staff members gave the lowest ratings while the highest were by those in the Schools of Applied Statistics and Public Administration.

Table X.3

Rating of Thai Government Support for NIDA During the Period
1966-72 by the NIDA Professional Staff and Part-time Lecturers (percentages)

Item	NIDA Professional Staff					
	Number of responses	Composite rating ^a	Excellent	Good	Fair	
Professional staff positions	68	3.87	16	59	21	4
Administrative staff positions	68	3.38	3	41	47	9
Staff salaries	65	2.77	--	18	40	42
Staff fringe benefits	66	2.58	--	15	27	58
Research resources	65	2.92	2	17	54	27
Land and buildings	66	3.20	4	32	43	21
Equipment and supplies	66	3.14	4	20	61	15
Library books and documents	67	3.46	10	39	37	14

Item	NIDA Part-time Lecturers					
	Number of responses	Composite rating	Excellent	Good	Fair	Poor
Professional staff positions	13	4.46	46	54	--	--
Administrative staff positions	13	4.08	23	62	15	--
Staff salaries	14	3.36	14	36	21	29
Staff fringe benefits	13	3.85	15	54	31	--
Research resources	14	3.71	14	50	29	7
Land and buildings	15	4.13	27	60	13	--
Equipment and supplies	15	3.80	13	60	20	7
Library books and documents	14	4.07	36	36	28	--

^aComputed by weighting "excellence", 5; "good", 4; 3; and "poor", 2.

Ford/MUCIA Advisors' Views

Ford/MUCIA advisors were also asked to comment on the adequacy of the Thai government's financial support. In general, responses were favorable, with one commenting "excellent, perhaps too good if you believe the challengers should have to try harder." Another commented, "given the 'ple' available, NIDA seemed to make out quite well; certainly the building program and provision of staff positions appeared to be more than adequate." The most serious inadequacies were identified as salary levels, provision of fringe benefits, and support for library books and documents. Other responses suggested that a lack of flexibility in the use of budget items has been more of a problem than the overall level of financial support.

CHAPTER XI

THE FORD FOUNDATION EFFORT

After a complex and lengthy period of planning and negotiation, the Ford Foundation approved a grant to the Midwest Universities Consortium for International Activities, Inc. in September 1965 to assist in the development of NIDA. Indiana University, one of the five MUCIA universities, had worked with the Thai Institute of Public Administration for a number of years; and members of the university's advisory team worked with staff members of the IPA and government officials in planning for a new institution expanded in scope beyond that of IPA. The Thai government had established a committee headed by the Deputy Prime Minister to plan for such an institute. In response to a request from the Thai government, a Ford Foundation consulting team was formed in 1963. The team supported most of the basic ideas involving the development of NIDA and, by implication, recommended Ford Foundation assistance in its development. It was nearly two years later that a final decision was reached; the delay was due in large part to this being a period during which several funding agencies were reviewing their international technical assistance priorities.

With the approval of funding, rapid progress was made in establishing the legal base for the Institute. The MUCIA Board of Directors selected the Graduate School of Business of Indiana University as the administrative agency for the grant because of its several years of involvement with IPA and its strength in the three academic disciplines that were to be developed and strengthened at the new Institute. The objectives of the technical assistance systems effort were to be reached in three broad ways: through long-term advisors to be supplemented by short-term consultants, training of NIDA faculty members at advanced degree levels, and provision of library books and equipment.

THE MUCIA ADVISORS

The first of fourteen MUCIA advisors, Professor W.G. Thrombley, arrived in Bangkok in December 1965. He had served in a similar capacity and therefore was in an excellent position to aid in the transition. In addition to those provided for under the Ford/MUCIA project, the Ford Foundation funded for three years an advisor for the NIDA English Language Program. From December 1965 to July 1973, the advisors served a total of twenty-seven years at NIDA, with over one-third of the effort concentrated in the School of Business Administration (Table XI.1).

Almost every facet of NIDA's development was touched in some way by the advisors. Their major thrusts were teaching, an effort frustrated by language difficulties in the early years; curriculum and course development; selection of faculty members for advanced training in the United States; aiding in improving the student selection process; English language improvement; continuous emphasis on the importance of research as well as direct participation in several projects; establishing better relationships with the private sector; developing associations with regional and international organizations; and providing general institutional development advice to NIDA leadership. The long-term advisors were supplemented by consultants in economic research, training programs, student selection, library development, and the research program.

Table XI.1
Distribution of MUCIA Advisor Man Years
at NIDA by Administrative Units^a

Administrative Unit	Number of Advisors	Man Years
Applied Statistics		1.5
Business Administration	6	9.5
Development Economics	4	3.0
Public Administration	3	3.5
English Language Program		3.0
Research Center	1	1.5
Training Center	1	1.0
Administration		<u>4.0</u>
Total		27.0

^aFor the period April 1966 through March 1973, assuming that an advisor with divided responsibility spent half of his time in each administrative unit and that the Chief of the Party divided his time equally between the school of his discipline and the administration. The only exception was the final advisor whose responsibility was wholly in administration. The Ford Foundation English advisor is included.

^bSome overlap occurs since certain faculty members had several areas of responsibility.

Source: Indiana University, "The Midwest Universities Consortium for International Activities Project at the National Institute of Development Administration, 1966-73, Final Report," p.15.

FACULTY FELLOWSHIP PROGRAM

Major attention has been given to professional staff development under the Ford/MUCIA project. As of April 1973, twenty-five staff members had returned from training at advanced levels at U.S. universities (Table XI.2). In addition, three staff members had returned to NIDA following earlier advanced training and were abroad pursuing the Ph.D. on a second fellowship. Twenty of the twenty-five were sponsored by the Ford/MUCIA project; and the other five were sponsored by the Thai government, the U.S. Agency for International Development, and the Agricultural Development Council. The record of returnees for service to NIDA was excellent in comparison with the experience of many other newly developing universities; all but three of the twenty-five were on the NIDA faculty. One staff member who had been on a three-month fellowship to complete the Master's degree became a member of the National Parliament; another served two and one-half years at NIDA

Table XI.2
NIDA Staff Who Had Completed Training Abroad, April 1, 1973^a

Name	University	Degree Pursued	Field of Study	Date Begun	Date Returned
Atthakor, Wlwatchai ^b	Western Michigan	M's	Economics	6/70	6/72
Chintakananda, Nareewan (Mrs.) ^c	Illinois	M's	Statistics	11/68	3/72
Cusripituck, Sethaporn ^d	Florida	M's	Public Administration	6/71	9/72
Cusripituck, Sompit (Mrs.)	Florida State	M's	Library	12/67	8/69
Hirunraks, Anek	Oregon State	Ph.D.	Statistics	8/64	9/69
Khambanonda, Chalermrath	Indiana	Ph.D.	Public Administration	9/67	1/72
Kanchanadul, Veeravat	Illinois	Ph.D.	Business Administration	8/66	3/70
Kantabutra, Burin	Michigan State	M's	Business Administration	6/67	3/71
Laohavichien, Uthai	Hawaii	Ph.D.	Political Science	2/68	1/73
Nakata, Thinapan	Vanderbilt	Ph.D.	Public Administration	6/67	12/72
Phadoongsidhi, Marucy	Wisconsin	Ph.D.	Business Administration	2/67	11/72
Pipitvichitkorn, Somchai	Michigan State	M.B.A.	Business Administration	9/66	7/68
Pongsakdi, Sochin	Pennsylvania	Ph.D.	Statistics	8/69	2/73
Rasmussen, Uttara (Mrs.) ^e	Minnesota	Ph.D.	Statistics	5/68	7/72
Saibua, Sakda	Wisconsin	Ph.D.	Economics	5/67	8/71
Sammapan, Nit	Michigan State	M's	Business Administration	9/67	9/70
Samudavanija, Chai-Anun	Wisconsin	Ph.D.	Public Administration	9/70	8/71
Sanguanruang, Saeng	Indiana	Ph.D.	Business Administration	8/66	5/71
Sirisuwanangkura, Suphachai	Michigan State	Ph.D.	Business Administration	3/68	4/72
Sirivedhin, Anumongkol	Wisconsin	Ph.D.	Statistics	6/68	4/72
Smuckarn, Snit	Hawaii	Ph.D.	Anthropology	3/71	2/72
Suwatee, Prachoom	North Carolina State	Ph.D.	Statistics	1/67	1/71
Watong, Boonyen	Pittsburg	M.B.A.	Public Administration	8/67	10/67
Yodmani, Suvit ^b	Boston	D.Ed.	Education Administration	5/69	5/72
Yongkittikul, Twatchai	Illinois	Ph.D.	Economics	6/68	10/72

^a Training sponsored by Ford Foundation/MUCIA unless otherwise indicated; in addition, three staff members were abroad on a second training fellowship (see Table XI.3).

^b Sponsored by the U.S. Agency for International Development.

^c Sponsored by the Agricultural Development Council.

^d Sponsored by the Thai government.

^e After July 1972, study continued under private support.

Table XI.3
NIDA Staff In Training Abroad, April 1, 1973^a

Name	University	Degree Pursued	Field of Study	Date Began	Expected Completion
Chamngong, Vudhichai ^b	Northwestern	Ph.D.	Business Administration	3/71	9/74
Chintakanada, Anuja	Northwestern	Ph.D.	Economics	3/68	11/73
Chintakanada, Aswin	Indiana	D.B.A.	Business Administration	8/69	12/73
Chomaitong, Kannikon (Mrs.) ^c	Illinois	M's	Linguistics	8/71	6/74
Chomaitong, Tamrong ^d	Illinois	M's	Business Administration	8/71	8/73
Chontrakul, Phaiboon	Michigan State	Ph.D.	Business	9/72	8/75
Hemasatara, Somboonwan (Miss)	Indiana	D.B.A.	Business	8/72	8/75
Jamlong, Atikul	Cornell	Ph.D.	Regional Planning	1/73	1/76
Kalyanamitr, Kalaya	Wisconsin	Ph.D.	Statistics	9/67	8/73
Kongridhisuksakorn, Pratan ^e	Indiana	M's	Political Science	5/71	8/73
Lamyai, Thanong	Northwestern	Ph.D.	Business Administration	9/71	6/75
Maneerojana, Pathom	Syracuse	D.P.A.	Public Administration	7/69	6/73
Nopakhet, Suthin	Claremont	Ph.D.	Business Administration	7/71	6/73
Pituknanorom, Kanpai	Michigan State	Ph.D.	Economics	9/67	6/73
Ratanamongkolmas, Sawaeng ^e	Indiana	M's	Political Science	8/71	8/73
Sutharom, Bunlo ^b	Michigan State	Ph.D.	Economics	9/70	9/73
Suvanajata, Rapee (Mrs.) ^f	Missouri	Ph.D.	Education Administration	1/70	1/74
Suvanajata, Titaya ^f	Missouri	Ph.D.	Sociology	1/70	7/73
Vidhayavijin, Aroonluck (Miss) ^b	Northwestern	Ph.D.	Business Administration	3/70	9/73
Wichaidit, Tawat	Wisconsin	Ph.D.	Public Administration	9/69	6/73

^aTraining sponsored by Ford Foundation/MUCIA unless otherwise indicated.

^bSecond fellowship.

^cSponsored by Ford Foundation.

^dStudy under private support.

^eSponsored by Indiana University.

^fSponsored by the Agricultural Development Council.

following completion of twenty-three months of training and then resigned to accept a position with a Bangkok investment concern; and a third continues to study in the U.S. with private funding following four years of Ford/MUCIA project fellowship support.

Twenty NIDA faculty members were in training abroad in April 1973, with expected completion dates as far in the future as January 1976 (Table XI.3). Of these, fourteen were supported by the Ford/MUCIA project and six by the Ford Foundation, Indiana University, the Agricultural Development Council, and private support. One additional member continued study under private support after the discontinuance of support under the Ford/MUCIA project, while another three had received their second fellowships.

NIDA faculty members studying in the U.S. have attended a diversified group of U.S. universities. Of the twenty-five who have returned, fourteen studied at MUCIA universities and eleven were at ten other universities. Of the twenty still in training in April 1973, ten were at MUCIA universities, with the remaining at five non-MUCIA universities. Those awarding NIDA faculty fellowships have been generous in terms of time and financial support. Assuming those in training in April 1973 will complete degrees on the dates anticipated, 164 years of training will have been provided to forty-five individuals for an average time of about forty-four months for completion of thirteen Master's degrees and thirty-three doctorate degrees.

BOOKS AND EQUIPMENT

Expenditures for books and equipment have not been a large proportion of the Ford/MUCIA project budget; nevertheless, they have contributed significantly to the Institute. In addition to large numbers of books for the library, acquisitions have included such items as air conditioning for the Development Document Center, data processing equipment, English language laboratory equipment, and reproduction equipment.

FINANCIAL SUPPORT SUMMARY

Nearly \$2.5 million was provided by the Ford Foundation in support of the project, with expenditures as of March 1973 totaling \$2,420,317 (Table XI.4). The largest expenditures were for advisors and faculty development fellowships; about one-third of the expenditures were for each of these items. Nearly one-fourth of the expenditures were for professional and administrative support, while books and equipment expenditures amounted to 6 percent.

EVALUATION OF THE FORD/MUCIA EFFORT

The professional staff were invited to give qualitative ratings to each of several items indicating how future assistance, if needed, should be allocated. Ford/MUCIA advisors also were asked to express judgments on various aspects of the effort.

Advisory Assistance

Professional Staff Views. The NIDA professional staff was asked to evaluate the Ford Foundation/MUCIA effort at the Institute during the

Table XI.4

Summary Of Expenditures For The Ford/MUCIA/NIDA Project
For The Period Inception To March 31, 1973

Expenditure Item	10/1/65 9/30/67	10/1/67 9/30/69	10/1/69 9/30/70	10/1/70 9/30/71	10/1/71 9/30/72	10/1/72 3/31/73	Total
Foreign Advisory Services	\$4195,974	\$358,195	\$137,384	\$83,060	\$67,817	\$20,674	\$863,104
Fellowships	61,088	273,496	125,338	153,854	127,190	56,351	797,317
Staff Reorientation			11,754	10,666			22,420
Books And Equipment	26,060	63,318	3,655	32,666	14,695	3,766	144,160
Summer Conference		18,680					18,680
Professional and Administrative Support							
Bangkok :	100,865	46,365	16,615	13,178	9,046	2,878	188,947
Bloomington :	44,201	70,709	28,321	31,497	18,944	6,402	200,074
Indirect Cost:	42,048	81,415	26,996	18,073	12,137	4,803	185,472
	470,236	912,178	350,063	342,994	249,829	94,874*	2,420,174
Unclassified Expenditure				143			143
Total	\$470,236	\$912,178	\$350,063	\$343,137	\$249,829	\$94,874	\$2,420,317

* Includes estimated expenditure of \$985.

Source: Office of the MUCIA Treasurer.

circumstances, good to high." Still another felt that "the MUCIA advisors were not all positive in their effects on NIDA; but on balance, they had a major impact on the emergence of NIDA as a first-class institute of higher learning."

Fellowship Program

Professional Staff Views. The fellowship program in support of training for advanced degrees in U.S. universities was ranked rather highly by the NIDA professional staff, with the highest rating being given for "number of fellowships" (Table XI.5). Ratings that averaged above "good" were given for number of fellowships, ability of returned fellows to adapt to NIDA needs, and suitability of U.S. training to NIDA needs. A somewhat lower rating was given for selection of the best qualified persons and book and equipment distribution among schools and centers was rated "fair." Those in the centers gave a particularly low rating to this latter item, reflecting the emphasis in the fellowship program for building up the school staffs.

Comments on the fellowship program by professional staff members suggested that constraints such as salary, red tape, nonmerit promotion, and heavy teaching loads prevented faculty members who had studied abroad from making full use of their advanced training. Other criticisms were lack of orientation toward Thai problems during the advanced training and difficulty in finding first-rate applicants.

Advisers' Views. The Ford/MUCIA advisers had favorable opinions of the fellowship program as a means of staff development. One commented, "My impression is that the fellowship program was of basic importance as a means of staff development." Another responded, "the only way to go, and generally good"; while another reacted "excellent, outstanding-- NIDA staff will be as good as any in Southeast Asia when this program is completed."

The advisers suggested several means through which the fellowship program might have been improved. One observed that too much freedom of choice was given in selecting which U.S. university to attend, resulting in less than the best university being selected to meet the needs of the individual. It was also suggested that there was too little control by the faculty advisor of the course of study to be followed by the student. In some cases, faculty advisors, upon completion of advance training under the fellowship program, were not sufficiently aware of conditions in Thailand and the needs at NIDA. One advisor commented that "one general disadvantage may have been in the adequacy and relevance of the training for Thai needs, but there was no clearly better alternative available."

Books and Equipment. The professional staff gave relatively high ratings to the general adequacy of support of books and equipment (Table XI.5). Eighty percent of the respondents gave a rating of good or better, with only 20 percent giving a fair or poor rating.

Staff comments revealed the need for more copies of texts for student use in the library and the problem of inadequate scientific journals, particularly back issues. In general, MUCIA advisers rated book and equipment support as "good"; although another indicated that "the needs were so very great that MUCIA support, however large, seemed inadequate."

Professional Staff Views. NIDA professional staff members were asked if they thought that the Ford/MUCIA relationship influenced NIDA

period 1966-1972 and to give a qualitative rating on a scale from a "outstanding" to "poor" for each of several items for advisors, fellowships, and books and equipment. Comments were solicited.

The items to be rated for advisors were numbers, distribution among schools and centers, technical competence, and relationships with Thai co-workers (Table XI.5). While the ratings given to advisors tended to be somewhat lower than those for fellowships and books and equipment, the average rating on technical competence and relationships with Thai co-workers was "good." Because ratings were based on averages for the period 1966-72 and many of the staff members were not at NIDA during the entire period, it is to be expected that there would be some variation within the seven-year period. One staff member noted, "Competence and working relationships vary widely. Both improved substantially after around 1968-69." Regarding the effectiveness of MUCIA advisors, one of the advisors commented that it was "generally good during the last few years of the project, although in the early years the stories were horrendous." This impression may have been influenced by the passing along of "stories," but it is well known that there were some relationship problems--the kinds of which are not particularly unusual in the early years of a technical assistance effort--during the early years of the Ford/MUCIA effort at NIDA. At NIDA there were needs to determine how the advisors could be most effectively used and how to secure benefits from the relationship of MUCIA and Indiana University to the field team. This was also a period of seeking answers to a number of important policy questions in the new institute. In solving many of these problems and enlarging the staff both NIDA and the Ford/MUCIA field team, the relationships improved to the point that the advisors individually and as a team developed good working relationships with individuals and the administration at NIDA.

NIDA professional staff members were most critical of the distribution of advisors among schools and centers, with the average rating being "fair" and nearly two-fifths giving it a "poor" rating. Advisor distribution was rated lower by those in the centers than by those in the schools. Professional staff members in some of the administrative units, particularly the centers, seemed to respond as if it would have been desirable to have had approximately equal distribution of advisory assistance among the several units; however, this was not the objective of NIDA, MUCIA, or the Ford Foundation leadership. It was intended that the heaviest concentration would be in the school of Business Administration, and this goal was achieved. At the same time, the fact that many staff members would have liked to have had more advisory assistance within their administrative units speaks well for the advisors.

Advisers' Views. In general, the Ford/MUCIA advisors rated their relationships with the NIDA professional staff rather favorably, although most of the advisors who responded to the questionnaire had been at NIDA during the middle to latter years of the technical assistance effort. Typical comments were "good, despite our different points of view"; "entirely pleasant throughout"; "quite satisfactory"; "generally good and excellent with staff highly respected"; and "first class! a really great bunch of people to work with. It was a tremendous experience to interact with these sharp people."

Regarding "effectiveness of MUCIA advisors," the advisors gave somewhat variable responses. As one commented, "It appeared to me that advisors were well accepted and their suggestions and ideas were highly regarded and continually solicited." Another rated effectiveness "under the

Table XI.5

NIDA Professional Staff Evaluation of the Ford Foundation/MUCIA
Effort at NIDA During the Period 1966-72

Technical Assistance Item	Average Rating ^a			Percent of Total Staff Rating ^b				
	Total Staff	School Staff	Center Staff	Out-standing	Excellent	Good	Fair	Poor
Advisors								
Numbers of advisors	2.80	2.80	2.79	6	12	46	28	8
Distribution among schools and centers	2.02	2.24	1.80	2	6	22	32	38
Technical competence	2.90	2.88	2.91	4	26	36	23	11
Relationships with Thai co-workers	3.02	3.27	2.78	6	32	34	15	13
Fellowships								
Number of fellowships	3.23	3.22	3.23	6	37	36	15	6
Distribution among schools and centers	2.02	2.48	1.54	--	9	25	25	41
Selection of best qualified persons	2.88	2.84	2.93	4	23	38	27	8
Suitability of U.S. training to NIDA needs	3.04	2.88	3.15	2	28	47	17	6
Ability of returned fellows to adapt to NIDA's needs	3.10	3.04	3.17	4	29	42	23	2
Books and Equipment								
General adequacy of support	3.14	3.22	3.08	5	29	46	17	3
Distribution among schools and centers	2.72	2.92	2.58	3	24	29	28	16
Choice of most needed items	2.83	2.76	2.90	2	28	33	26	11

^aEach item was rated on the scale: outstanding, 5; excellent, 4; good, 3; fair, 2; and poor, 1.

^bPercent of those rating on 5 to 1 scale, some responded "don't know."

"too heavily." On balance, there was net agreement with the statement that the technical assistance influence had been too great; however, nearly two-fifths were undecided on the question. Within the different administrative units, there was considerable variation in the response. Training Center personnel seemed to be most critical of the heavy American influence, while the Research Center staff thought the influence had not been too pronounced. Among the schools, those in Business Administration and Public Administration felt more strongly that the American influence had been too heavy than those in the Schools of Applied Statistics and Development Economics. Individual comments by professional staff were limited to those disagreeing with the statement. These ranged from a terse "humbug" to "outside influence is healthy, provided local people know how to use it to their own advantage; if there's a problem, it is most likely one with the local staff." Another remarked that there was "too little influence in my opinion."

Need for External Assistance. A large proportion of the NIDA professional staff thought there was a continuing need for external assistance (Table 12.6). About three-fourths of the respondents indicated that there was a lack of advisors, and all responding judged that there was a need for continuing external assistance for fellowships, books, and equipment. In addition to some feeling that there was more need for visiting professors than for advisors, there were other specific suggestions indicating a need for research grants, a research fund, faculty and student exchange programs, and an English language teacher qualified to teach English as a foreign language.

Table XI.6

Response of NIDA Professional Staff to the question:
 "Is there still a need for Ford Foundation/MUCIA (or
 other external assistance at NIDA?" (percentages)

Type of Assistance	Yes	No	No Response
Advisors	72	23	5
Fellowships	96	--	4
Books and equipment	96	--	4
Other	27	1	72

Technical Assistance Relationships. The Ford/MUCIA advisors were asked to comment on individual and team relationships with the Ford Foundation, Indiana University, and MUCIA and to express their views of the NIDA assignment as a part of their professional careers. Responses were received from about half of the advisors but may not be typical for the entire group as the best questionnaire response was from those who had been at NIDA more recently.

Ford Foundation financial support for the project was seen as adequate. One advisor commented that "It was generally OK, but I think the phase-out of Ford Foundation's support was a bit abrupt in relation to the original

Intent of the support." Individual and team relationships with the Ford Foundation were uniformly seen as excellent.

Team members also considered the relationship with Indiana University as being very satisfactory. One advisor found it to be "first-rate; one continued to always feel a part of Indiana University while away in Bangkok and it was very comforting to be able to do so." However, another raised questions regarding the relationship of Indiana University faculty members to their home departments, commenting that "The situation for Indiana University faculty members on the project with regard to their home departments in some cases left much to be desired; this went far beyond routine administrative relationships."

In regard to individual and team relationships with MUCIA, there was variable response from advisors as illustrated by the following comments: "Very good; it seemed to me that MUCIA was very supportive of reasonable requests from NIDA team members;" "MUCIA was a cumbersome organization to deal with and at times confusion reigned supreme;" and "the NIDA project helped MUCIA clarify its own role, responsibilities and limitations."

The NIDA project was the first attempt of MUCIA to implement a technical assistance institution-building effort. There was considerable learning during the life of the project regarding the roles of different individuals and groups by MUCIA, Indiana University, the Ford Foundation, the field team at NIDA and NIDA itself. As one advisor remarked,

"The MUCIA advisory group in the States often seemed to have more influence on policy in the use of funds than the advisory group on the job in Bangkok. Actually, the relation between the States-side group and MUCIA advisers was analogous to that of a board of trustees and the faculty in a typical university with the characteristic lack of communication between the board and faculty. The States-side group did initiate and perform certain staff functions without consultation with the Bangkok advisory group. In future activities of this kind, the activities of the two groups should be coordinated."

During the life of the project there was a tendency for the responsibility for implementation of the project to become more centered at Indiana University under the general policy guidance of the MUCIA Board of Directors. This tendency resulted from the difficulties that arose from diffusing of responsibility among five universities, the inability of the States-side advisory committee to be fully effective in its advisory role due to some representatives being inadequately informed about the NIDA project and a continuing turnover of committee membership, and weaknesses in the process of personnel recruitment.

For the most part, the Ford/MUCIA advisors quite favorably viewed the NIDA assignment as a part of their professional careers. One indicated that it was "an interlude to some extent;" but the following comments show the enthusiasm for the assignment as viewed in retrospect: "exciting, challenging and personally gratifying to have been a part of the experiment"; "very rewarding especially in the somewhat indirect senses of getting the new perspectives on administration and politics; clearly, I have no regrets about having accepted the assignment"; "It was one of the truly great experiences. Teaching skills were vastly sharpened from attempting to help the NIDA students whose appreciation of English was not the greatest"; and "broadened my outlook beyond my special field, especially useful experience for my present assignment in another developing country and I am now beginning to understand the problems of development economics."

Although, as earlier pointed out, no exhaustive effort was made to study the technical assistance effort and its effectiveness, it can be said that the Ford/MUCIA effort at NIDA was a "successful" one. NIDA professional staff members gave rather good ratings to the effort, even though there were some relationship problems, some of which were not entirely within the control of the field team, MUCIA, or Indiana University. The staff recognized the need for continuing assistance along similar lines. Those who gave the most in terms of their professional time viewed the experience as useful both in itself and as a part of their professional careers. The problems encountered were dealt with and changes were made in the way in which the project was administered within MUCIA and in program directions in the field. The new institute was developed through a combination of U.S. and Thai resources to the point that the survival and further growth of NIDA were not dependent upon continuation of the Ford/MUCIA technical assistance effort.

CHAPTER XII

NIDA LINKAGES TO OTHERS

An educational institution such as NIDA that is expected to have an impact on a country's economic and social development through pursuing the "objectives to provide education in administration and development, to do research, and to promote technical knowledge and higher vocational skills" must have diverse and complex relationships with other organizations and individuals. NIDA's relationships with government, its unique role in Thailand as a Master's degree-granting university, and its obligation to conduct training programs for government officials and others present opportunities that can be exploited only by being attentive to relationships with both public and private sector organizations and individuals. The following discussion of NIDA's relationships (linkages) with others illustrates the complexity of the environment within which the Institute operates and hopefully points out opportunities for continuing the nurture and development of these relationships.

LINKAGES TO GOVERNMENT

Like each of the other Thai universities, NIDA is a separate department of the Office of the Prime Minister. As pointed out in Chapters I and IX, it has close formal relationships with several other government units (e.g., the Budget Bureau, National Education Council, Civil Service Commission, and National Economic Development Board). There are also many relationships of a less formal nature: many of the students, upon graduation, return to their former positions in government departments; the Training Center conducts a variety of training activities primarily for government departments; and faculty members serve in consulting and advisory capacities a number of agencies.

INSTITUTIONAL AUTONOMY

The NIDA professional staff was asked under which of three alternative organizational structures was the Institute likely to be most successful as an educational institution: a separate government department as it is now, a state university semiautonomous from government, or a separate educational institution autonomous from government. Three-fifths thought that NIDA would be most successful as a state university semiautonomous from government, and 12 percent preferred its present status (Table XII.1). The 26 percent who believed it should be a completely autonomous educational institution argued that a higher degree of academic freedom as well as a partial escaping from the red tape and inflexibility of the Thai bureaucracy would be attainable.

Comments of staff members representing the majority view showed that they recognized the advantage of being closely associated with government and the unreality of a completely autonomous status: "Autonomy is not politically feasible or practical; state wants to control us, we need state money, so compromise on semiautonomy"; "Financial constraint precludes complete autonomy; external benefits generated by NIDA operations call for subsidy and control by government"; "Government status is generally higher than private status in Thailand, especially in higher education"; and "Being a government organization facilitates dealing with other government agencies and officials."

GOVERNMENT DEPARTMENT RELATIONSHIP WITH GOVERNMENT

The professional staff was asked whether it would be better for NIDA, assuming continuation as a separate government department, to be in the Office of the Prime Minister, as has been the case, or a department in the Ministry of Education. Nearly three-fourths (over 90 percent of those responding) preferred continuing as a department in the Office of the Prime Minister (Table XII.1). Comments indicated recognition of the logic of being a part of the Ministry of Education as this would encourage coordination of education at secondary and more advanced levels. On the other hand, most did not see the "logical" solution as being in the best interests of NIDA.

Table XII.1
Response of NIDA Professional Staff to Questions Regarding
NIDA Relationship with the Thai Government

Government relationship	Number	Percent
Under which of the three alternative organizational structures is NIDA likely to be most successful as educational institution?		
A separate Government Department as now	9	12
A State University, semi-autonomous from government	47	61
A separate educational institution; autonomous from government	20	26
No response	1	1
As a separate Government Department, it would be better for NIDA as --		
A separate Department in the Office of the Prime Minister as now	57	74
A separate Department in the Ministry of Education	5	7
No response	15	19
It has been widely suggested that universities be given more autonomy. Which would you prefer?		
To continue in the Government Civil Service	12	16
A separate grade and salary system with policies, rules and regulations established by NIDA Council (Board of Trustees)	63	82
No response	2	2
If NIDA were a State University, semi-autonomous from Government, it would be better to --		
Continue Civil Service grade and salary scales	6	8
Establish University grade and salary scales	64	83
No response	7	9
If NIDA were a separate educational institution, autonomous from Government, it would be better to --		
Continue Civil Service grade and salary scales	1	1
Establish NIDA grade and salary scales	62	81
No response	14	18

The Ministry of Education was viewed as being "conservative", highly bureaucratic, and slow in making decisions. One staff member commented, "In principle, it doesn't really matter; in practical terms, the Ministry people tend to be more autocratic, bureaucratic and conservative than the Office of the Prime Minister which has been more lenient in its control."

Should NIDA Be A Separate Institution?

There is evidence that there was a lack of understanding of the reasons for NIDA being a separate educational institution: this might be expected inasmuch as the original plan called for NIDA to be developed as a part of Thammasat University. Only NIDA graduates expressed strong feelings that NIDA should be a separate institution. A slim majority of the professional staff and part-time lecturers agreed that NIDA should not have been a part of an existing university. Among the staffs of members of NIDA administrative units, the strongest support for NIDA being a separate institution was in the School of Applied Statistics and the English Language Program. More than two-fifths of the students thought NIDA should have been part of an existing university, with this feeling being strongest among students in Applied Statistics and Business Administration.

There would seem to be a need for the rationale for NIDA's identity as a separate institution to be well established. Staff comments suggested that they thought the main argument for being separate was that less "red tape" was involved and NIDA was given more flexibility in developing programs than would have been the case had it joined with another university. Others thought it would have been more difficult to have obtained the necessary financial resources if NIDA had to "share the budget and everything with other schools." While these are advantages in being a separate institution, they are hardly adequate as a basis for establishing a rationale for separateness. Thus there is a need for top leadership to give attention to developing an understanding of the important doctrinal elements that justify NIDA as an autonomous university. In turn, professional staff members should develop this understanding among students.

CIVIL SERVICE AND ALTERNATIVES

More than four-fifths of the NIDA professional staff preferred a grade and salary system separate from the Government Civil Service. When offered a choice between continuing in the Civil Service and having a separate system with policies, rules, and regulations established by the NIDA Council, only 16 percent expressed preference for continuing in the Civil Service (Table XII.1).

If NIDA were a state university semiautonomous from government, staff members would prefer establishment of university grade and salary scales as opposed to continuing Civil Service scales. More than 90 percent of those responding saw this as the way of getting higher salaries and more flexibility in the salary structure. Responses indicated that at the time there was little reward for experience, with starting salaries based solely on academic degrees; and "Civil Service grade and salary scales are too rigid to provide sufficient incentives to professional staff." The risks involved with such a system were recognized; and as one staff member cautioned, "We must be highly responsible otherwise some will be recruited or promoted on bases other than competence." It was recognized that there are certain advantages to being a part of the Government Civil Service such

as "prestige and recognition from other government agencies," and some staff members, particularly those who had been with the Civil Service for many years, expressed concern about changing to a different system because of possible effects on such benefits as pensions, welfare benefits, and awards of medals and other recognitions.

RELATIONSHIPS TO THAI UNIVERSITIES AND PROFESSIONAL ORGANIZATIONS

Views of Staff, Students, and Graduates

NIDA's professional staff, part-time lecturers, students and graduates were asked to react to the statement, "NIDA has good relationships with Thailand universities." There was a high degree of indecision on the statement among all groups and not strong consensus within any group that NIDA's relations with other Thai universities were good. Among the professional staff, a slim majority agreed that NIDA had good relationships with other universities, about one-third were undecided, and 15 percent disagreed with the statement. The disagreement was most pronounced among staffs of the English Language Program and to a lesser extent in the School of Business Administration, the Development Document Center, the Research Center, and the Training Center. Part-time lecturers were about equally divided. On balance, the NIDA students disagreed with the statement; and more than half of the graduates were undecided. Comments of some staff members suggested that the problem is more one of lack of relationship than the relationship being either "good" or "bad."

Ford/MUCIA Advisors' Views

Ford/MUCIA advisors seemed to feel that NIDA's relationships to other universities were "limited and thus unsatisfactory." To some degree, this was associated with the Institute's somewhat isolated location and the fact that its "academic reputation had not yet been truly established." The two most mentioned institutional frictions were the higher salary provided NIDA staff through the salary supplement program and the undergraduate program in Applied Statistics, now discontinued that has been seen by some, particularly those at Chulalongkorn University, as competitive with their program.

There would seem to be a need to consider ways of improving communication and relationships with other Thai universities. The leadership shown by the Rector in working with top-level administrators of other universities is encouraging. An increasing number of graduates of other universities are applying for admission to NIDA, but there is the need to attract better qualified graduates. It is also encouraging to see some students from Kasetsart University enrolling in NIDA courses with the credit being accepted toward a degree at Kasetsart.

Staff and Professional Societies

About two-fifths of the NIDA professional staff were members of one or more Thai professional society and/or association. Membership was widely spread among seventeen societies, but there were only four organizations in which three or more NIDA's staff were members: the Thai Library Association, the Economic Association, the Education Association, and the Social Science Association.

LINKAGES TO THE PRIVATE SECTOR

The importance of a close relationship with the private sector was emphasized prior to the establishment of NIDA: "...It is appropriate to stress here the Thai conviction that, in order to assure that the program in business training generally will be responsive to the needs of the private sector of the Thai economy, exceptional efforts must be made to enlist the active interests and support of the local business community. Initial soundings indicate that such interest and support will be forthcoming." Indeed, exceptional efforts have been made by the leadership of both the Ford/MUCIA team and NIDA. This has been done through developing a close association with the Thailand Management Association (TMA), whose primary objective is improving management skills in the Thai business community. Training activities have been cosponsored, and NIDA staff members have participated in them. This has provided an opportunity for NIDA faculty members to improve their knowledge of the business community as well as to supplement salaries, the latter being a virtual necessity to retain those with business training and experience in the face of much higher salaries in the business world. NIDA's reputation as having something to offer the business community is attested to by the fact that during 1972 NIDA faculty members conducted three courses of three months' duration and other short courses of one or two days. Faculty members of the School of Business Administration also served as consultants and participated in training programs for public and private enterprises, and several private companies made contributions to NIDA's student scholarship fund.

The progress made at NIDA in strengthening relationships with the private sector is illustrated by comments of Ford/MUCIA advisors. One of the early advisors described the relationship as "almost nonexistent at the beginning," while two later advisors remarked, "Excellent relationship with the business community; NIDA is now prepared to work hand in hand with this important economic sector," and "Excellent, especially through the Thai Management Association."

LINKAGES TO REGIONAL AND INTERNATIONAL ORGANIZATIONS

NIDA has made excellent progress in developing relationships with a wide range of regional and international organizations. Through advanced training, staff members have developed relationships with universities in some ten countries; this has encouraged membership in international professional societies. NIDA participates formally as official representative of the Thai government in such organizations as the Eastern Regional Organization for Public Administration and the International Institute of Administrative Sciences. There are also informal assemblies such as the annual meetings of representatives of the seven Asian business schools at which NIDA is represented by the School of Business Administration. Representatives of the School of Public Administration also have an informal relationship with the East-West Center in Hawaii, giving assistance in screening program applicants, while the Center has been expected to reciprocate by training NIDA personnel. NIDA has cooperated in research projects of regional interest with the Regional Institute for Higher Education and Development as well as the Asian Institute of Economic Development and Planning, while the School of Business Administration has cooperated with similar organizations in the region (e.g., the Asian Institute of Management in Manila). The Development Document Center as well as other NIDA units have provided library facilities and exchanged

information with a wide variety of organizations such as the United Nations, the Economic Commission for Asia and the Far East, the Asian Institute of Technology, the Asia Foundation, the Food and Agriculture Organization, UNESCO, and the International Labor Organization. A limited amount of research has been conducted jointly with faculty members of foreign universities.

One can only conclude that NIDA has made excellent progress in developing relationships with other organizations. At the same time, exploiting the potential in relationships with educational and scientific organizations and with regional and international groups interested in development is a continuing task. It will become increasingly important as the research program is broadened and strengthened. Admission of students from other countries to NIDA degree programs--a change highly dependent on use of the English language as a medium of instruction in at least some courses--would aid in developing relationships not only with students but also with the universities from which they come and the organizations with which they will be employed following completion of the NIDA degree.

RELATIONSHIPS WITH ALUMNI

NIDA has not maintained close relationships with its graduates. Except for the School of Public Administration that made a survey of graduates and prepared a directory in 1970, the schools did not maintain a file of current addresses and employments of graduates. There was no alumni association, although there has been an informal group of Public Administration graduates attempting to draft a charter and plan an association of graduates of that school. There have also been informal discussions among some of the graduates of the School of Business Administration, but no formal organization has resulted. The Training Center has good records of those who have participated in their programs. Relationships have been maintained through a biweekly newsletter sent to training directors and a quarterly bulletin that was sent to all former participants in executive development seminars. There was strong support among NIDA staff, students, and graduates for an alumni association.

CHAPTER XIII

OVERALL SUCCESS OF NIDA IN INSTITUTION DEVELOPMENT

PROGRAM SUITABILITY TO THAILAND'S NEEDS

It is not easy to determine the degree to which NIDA has been successful in serving as an educational institution with programs that are relevant to Thailand's developmental needs. As stated by one Ford/MUCIA advisor, this arises in large part because of "a real problem with defining Thailand's needs." In general, those who have served as technical assistance advisors see NIDA, a Master's degree-level institution, as being highly desirable. One advisor summarized his views as follows:

I consider an institution such as NIDA to be desirable in Thailand. Now that Phase I--the pioneering effort to become viable--seems to be drawing to a close, Phase II--the effort to perfect and make more effective both the educational function and services of research and consulting--seems to be opening. Phase III and the operation of doctorate programs may well follow sometime in the future depending on the outcome of what I refer to as Phase II efforts. Programs initiated in Phase I, especially the fellowship and construction programs have, I think, given NIDA a faculty in its area of specialization without peer in Southeast Asia and a physical plant which is both handsome and efficient. What is needed in Phase II seems to be a review and reform of the pioneering efforts involving admission policies; some improvements in curricula; the development of technical information sources and an evaluation of the consequences of the Civil Service status of the faculty.

NIDA professional staff members and part-time lecturers had a healthy skepticism regarding the suitability of programs to Thai needs. Among the full-time staff, more agreed than disagreed with the statement, "NIDA's programs of teaching, research, and training are well suited to Thailand's needs and conditions"; but nearly one-fourth were undecided and 29 percent disagreed.

Comments of professional staff members suggested a feeling that progress has been made in developing relevant teaching, research, and training programs; but there was a need for further improvement. While they did not respond to identical questions, the professional staff was somewhat more skeptical of NIDA's meeting Thailand's needs than were the former Ford/MUCIA advisors. Part-time lecturers were less certain that NIDA's programs were well suited.

PERCEPTIONS OF THE NIDA DEGREE

NIDA Master's Degree Versus Other Thai Master's Degrees

NIDA professional staff members, part-time lecturers, and graduates were asked for their perception of how the NIDA Master's program was perceived by those in professional circles in comparison with Master's-level training offered by other Thai universities. A strong majority of those with an opinion indicated that NIDA offered the best Master's level-training in Thailand, but many, particularly part-time lecturers and graduates, were undecided.

There was variation in the views of professional staff members from the different administrative units, perhaps indicating a tendency for individuals to respond in terms of their school or professional interest and not in terms of NIDA generally. In the Schools of Applied Statistics and Public Administration and Training Center more agreed than disagreed that NIDA's Master's-level training program was the best offered in Thailand. The greatest disagreement was from those in Business Administration and Development Economics, the only administrative units in which more disagreed than agreed. Among graduates there was a high degree of indecision; but among those who were decided, those in Development Economics and Public Administration felt most strongly than those in professional circles that NIDA offered the best Master's-level training in Thailand.

Comments of NIDA professional staff members suggested that the standards set by other Thai universities may not be adequate for NIDA. Other observations suggested that those external to NIDA were not well informed and that it was not possible to generalize about NIDA because of variability among NIDA schools.

NIDA Degree Versus Foreign Degree--Quality of Education and Prestige

There was no consensus among the NIDA staff that the quality of education at the Master's level was better abroad than at NIDA. In fact, more disagreed than agreed that this was true (Table XIII.1).

Table XIII.1

Response to the Statement: "If a young man or woman has a choice between studying at NIDA and studying for a Master's degree abroad, it would be better to go abroad because the quality of education would be better" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	33	23	44
Part-Time Lecturers	55	15	30
Students	19	19	62
Graduates	11	38	50

Among the administrative units, professional staff members in the Development Document Center, the School of Public Administration, and the English Language Program looked most favorably on the NIDA Master's in comparison with the foreign degree. Only those in the Research Center and the School of Applied Statistics thought that the quality of education would be better at a foreign university. Among the staff age groups, there was a

direct relationship between age and those favoring the NIDA Master's in terms of quality of education; that is, the younger staff members tended to value the foreign degree, while the older staff members preferred the NIDA Master's.

Students and graduates were even less favorably impressed than the professional staff with the foreign degree in comparison with the NIDA Master's: only about 20 percent of the students and some 10 percent of the graduates agreed with the statement that the quality of education would be better abroad. There was a high degree of indecision among graduates. Unlike the other three groups, more than half of the part-time lecturers thought the quality of education would be better abroad.

A number of professional staff members emphasized the importance of comparing NIDA with specific universities in particular countries. Others pointed out the benefits of study abroad that are beyond the "quality of education," with such comments as "I am not certain whether the difference in quality per se is significant enough to justify the extra cost involved, but the additional benefits of a broadened outlook, the re-evaluation of one's social values and the better opportunity to improve one's English render it worthwhile."

While there was no consensus that the quality of education at the Master's level was better abroad, there was rather strong agreement that the foreign degree would have more prestige in Thailand than the NIDA Master's (Table XIII.2). Professional staff members felt more strongly than the other groups, particularly graduates, that the foreign degree had such prestige. They may have been impressed with their own foreign degrees; however, it was generally within those administrative units that the lowest proportion of staff members with foreign degrees had the strongest feelings regarding the prestige of the foreign degree.

Table XIII.2

Response to the Statement: "If a young man or woman has a choice between studying at NIDA and studying for a Master's degree abroad, it would be better to go abroad because the foreign degree will have more prestige" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	74	13	13
Part-Time Lecturers	65	5	30
Students	70	8	22
Graduates	49	21	30

Three-fourths of the professional staff felt that the foreign degree would have more prestige, with the feeling being stronger among professional staff members in the centers than in the schools. It was particularly strong among those in the English Language Program and the Training Center.

Among students, those in Business Administration felt more strongly than other students, particularly those in Applied Statistics, that the foreign degree had more prestige. Of the graduates, those in Business Administration and Development Economics were more impressed with a foreign degree's prestige than were those in Applied Statistics and Public Administration.

In summary, there was a much stronger feeling regarding the prestige of the foreign degree than the quality of education received abroad in comparison with that offered at NIDA. It is of interest to note, however, that graduates were better satisfied with the "prestige" of their NIDA degrees than were NIDA staff members and students.

NIDA graduates thought that families, friends, and work associates perceived the NIDA Master's rather favorably in comparison with the Master's degree from other Thai universities and that their work associates and superiors had a much higher regard for the foreign Master's than the NIDA Master's. On the whole, work associates of graduates regarded the NIDA Master's more highly than did work superiors. Graduates in Public Administration thought that family and friends as well as work associates and superiors regarded the NIDA Master's more highly than did graduates of other schools. This undoubtedly was related in part to the longer period of time that NIDA has been turning out graduates in Public Administration.

Civil Service Assessment of NIDA Degree

A sensitive issue at NIDA is the Government Civil Service not assessing the NIDA Master's degree as equivalent to the Master's degree from the United States. No other question elicited so many comments on the questionnaires. There was strong support for assessing the NIDA Master's degree as equivalent to the U.S. Master's, particularly among students and graduates; however, about 10 percent of the graduates and students, 20 percent of the part-time lecturers, and nearly 30 percent of the professional staff did not equate the two degrees.

Many arguments were used for assessing the NIDA Master's as equivalent to the U.S. Master's degree: the greater credit hour and time requirements at NIDA; the need to abolish the "double standard"; the NIDA standards being as high as many, if not the best, U.S. universities; the greater relevance of NIDA training to Thailand's needs; the need for encouragement of Thai students to study at home; and prestige and salary reasons. On the last point, one staff member commented that "civil servants need all the help they can get." The main arguments against equity in assessment of the NIDA Master's were that NIDA standards were lower, U.S. students worked harder, NIDA graduates were less proficient in English, a shortage of staff existed in some areas, and library facilities were inadequate.

NIDA COMPARED WITH OTHER THAI UNIVERSITIES

When professional staff, part-time lecturers, students, and graduates were asked to rank NIDA's graduate programs and facilities with those of

other Thai universities, NIDA was rated as "highest," "above average," "average," or "below average" on ten items. The results must be interpreted with care, particularly in making comparisons with the different items rated since in some cases there were not comparable programs (e.g., Public Administration) at other universities. In other cases the rating may have been influenced by a strong tendency to compare a division of NIDA with a particularly visible unit of another university; for example, respondents may have compared work in Development Economics at NIDA with the economics program at Thammasat University. Notwithstanding the problems of interpretation, the results give a good, general impression of how the four respondent groups regarded NIDA in comparison with graduate programs and facilities at other Thai universities. Professional staff and part-time lecturers tended to give lower ratings than students and graduates, probably reflecting better knowledge of comparable programs and perhaps a more critical evaluation.

Rating NIDA Schools

The four schools were given an average rating of "above average," with 30 percent of the professional staff ranking the School of Public Administration as the highest among Thai universities (Table XIII.3). The differences in ratings among the other three schools were small: a significant number gave only an "average" rating to each of the schools. Among the responding groups, the range was from 11 to 20 percent for Public Administration and from about 20 to 39 percent for the other three schools. If one considers the fact that NIDA was only established in 1966, the results indicate in general that the NIDA schools were reasonably well regarded by all respondent groups. On the other hand, the proportion of ratings in the "above average" and particularly the "average" categories suggest that there is the challenge of further development of the quality of NIDA's programs and facilities to the point that a much greater proportion of the ratings will be at the "highest" level.

The Library

The professional staff gave a higher rating to the library than to any of the other nine items rated (Table XIII.3 and XIII.4). Students also rated it comparatively high, ranking it at about the same level as the composite rating for the School of Public Administration. Graduates and part-time lecturers gave a lower comparative rating to the library. Undoubtedly the graduates tended to rate it as it existed when they were students; therefore their ratings may not accurately reflect the improved facilities.

Research Capability

Research capability was rated about mid-point in the ratings of the ten items. Only 7 percent of the professional staff indicated that research capability was "highest" at NIDA, while one-fourth to one-third of the other three respondent groups gave it this rating.

Training Programs

Graduates and professional staff members ranked the NIDA in-service training programs relatively high, although the absolute rating was highest by students. Twelve percent of the professional staff and about one-third of each of the other three respondent groups rated NIDA "highest."

Table XIII.3
Rating of NIDA Schools in Comparison with
Graduate Programs and Facilities at Other
Thai Universities

School and Respondent Group	Composite Rating ^a	NIDA Rating (percentages)			
		Highest	Above Average	Average	Below Average
Applied Statistics					
Professional Staff	3.75	12	52	34	2
Part-Time Lecturers	3.81	19	43	38	--
Students	4.13	37	40	21	2
Graduates	3.97	31	39	27	3
Business Administration					
Professional Staff	3.78	14	51	33	2
Part-Time Lecturers	3.88	31	31	31	7
Students	4.15	37	42	20	1
Graduates	3.96	29	41	27	3
Development Economics					
Professional Staff	3.71	7	57	34	2
Part-Time Lecturers	3.93	20	53	27	--
Students	3.93	27	42	28	3
Graduates	3.89	27	39	31	3
Public Administration					
Professional Staff	4.08	30	49	19	2
Part-Time Lecturers	4.13	33	47	20	--
Students	4.30	49	34	16	1
Graduates	4.30	43	45	11	1

^aComputed by weighting "highest" as 5, "above average" as 4, "average" as 3, and "below average" as 2.

Quality of Students

In comparison with graduate students in other Thai universities, more than 50 percent of the professional staff and part-time lecturers thought the quality of NIDA students was average. Among the ten items rated, student quality at NIDA was ranked comparatively low (ninth or tenth) by all groups. It is of interest that students as well as graduates gave a comparatively low rating to the student quality, although their absolute ratings were higher than those of professional staff members and part-time lecturers.

English Language Ability of Graduates

The English language ability of graduates was also ranked comparatively low, with two-fifths to three-fifths giving only "average" ratings. These

Table XIII.4
Rating of NIDA in Comparison with
Graduate Programs and Facilities at Other Thai Universities

Item and Respondent Group	Composite Rating ^a	NIDA Rating (percentages)			
		Highest	Above Average	Average	Below Average
Library					
Professional Staff	4.13	31	51	18	--
Part-Time Lecturers	3.88	31	25	44	--
Students	4.29	47	38	11	4
Graduates	3.96	28	43	25	4
Research Capability					
Professional Staff	3.79	7	66	25	2
Part-Time Lecturers	3.93	33	27	40	--
Students	4.09	34	44	19	3
Graduates	3.93	24	49	22	5
In-Service Training Programs					
Professional Staff	3.81	12	57	31	--
Part-Time Lecturers	3.80	33	13	54	--
Students	4.06	35	39	21	4
Graduates	4.02	30	47	18	5
Quality of Students					
Professional Staff	3.33	1	39	51	9
Part-Time Lecturers	3.53	6	41	53	--
Students	3.71	17	41	38	4
Graduates	3.81	15	54	28	3
English Lang. Ability of Grads.					
Professional Staff	3.35	3	35	56	6
Part-Time Lecturers	3.75	12	50	38	--
Students	3.62	13	41	40	6
Graduates	3.64	8	50	39	3
Overall Prestige					
Professional Staff	3.69	8	54	37	1
Part-Time Lecturers	3.50	12	32	50	6
Students	3.80	22	42	30	6
Graduates	3.88	23	46	26	5

^aComputed by weighting "highest" as 5, "above average" as 4, "average" as 3, and "below average" as 2.

group judgements are consistent with other results of this study, indicating a need for raising admission standards and improving efforts to develop the English language proficiency of NIDA students.

NIDA Overall Prestige

NIDA's overall prestige in comparison with graduate work at other Thai universities was ranked "highest" by 8 percent of the professional staff, 12 percent of the part-time lecturers, and about 25 percent of the students and graduates. Among the ten items rated, overall prestige was ranked eighth by the professional staff, students, and graduates and twentieth by part-time lecturers. These results indicate that NIDA has made good progress to be rated "above average" or "highest" by 40 to 70 percent of those responding; on the other hand, the large number of "average" ratings indicates a continuing need for improvement of the quality of NIDA's work and for developing widespread understanding of the contribution that NIDA is making through its several programs. The lower comparative rating of overall prestige in comparison with ratings of the schools, the library, research, and in-service training activities suggests that NIDA's leadership should give special attention to helping the Institute become better known and recognized.

Part-Time Lecturer Comparisons

Part-time lecturers who had taught at other universities or colleges were asked which institution they preferred. Of the respondents five preferred NIDA, three preferred other universities or colleges, nine had no preference, and three did not respond. Those who preferred to teach at NIDA gave as some of their reasons: "because the lecturer has more freedom in developing the course which he teaches"; "good cooperation"; "because of prestige"; and "the students participate far more in class-work activity than those at either Thammasat or Kasetsart University." Those who preferred other universities commented, "In my particular department, lack of enthusiasm and inadequate coordination would cause me to prefer other universities. Far too conservative, as well"; "The quality of students is not different from each other so it is easier to teach"; and "Other universities are nearer to my office than NIDA."

Part-time lecturers were also asked in what ways they thought NIDA's programs, facilities, staff, and students were different from those of other universities in Thailand. Their comments indicated that:

Programs are more meaningful. Facilities are more adequate.
Staff is more qualified. Students are more industrious.
Programs are more closely related to the needs of business.
Library facilities are superb. Staff are more highly qualified
academically but usually less experienced. Students bring a
greater emotional maturity to their studies.

Only the students are different from others since they are
full-time students. Besides most of them are in government
service or private colleges.

Knowledge background of students varies from student to
student, so it is difficult to expect quality of students
who graduate from NIDA.

Programs are suitable for the needs of the country; better
library; the staff is younger and better prepared; students
have varied backgrounds and most of them have more work
experience.

The staff is more qualified and more interested in their teaching and research. Students are more motivated and hard-working.

More research incentives. A bit more freedom of independent thinking, offering only graduate degrees, lack of balance in overall programs.

NIDA's programs have one advantage--the number of staff and students is well-proportioned. At other universities, staff is out-numbered by students. Another difference is that at NIDA writing a thesis is optional and thus students are not adequately prepared for any research work.

ACCEPTANCE OF NIDA DOCTRINE

Earlier reference was made to several elements of NIDA doctrine-- ideas guiding the Institute in attaining its objectives and its means of attaining these objectives. This section will be limited to some broad doctrinal elements not treated elsewhere in this study.

Focus on Thai Problems

One of the institutional goals of NIDA is that of meeting both general and specific Thai developmental needs. NIDA staff members, students, and graduates were asked if emphasis had to be focused on Thailand's problems and processes involved in their solution in order for NIDA to be successful in teaching students. Those strongly in agreement with this important doctrinal idea totaled 89-94 percent (Table X111.5). Comments from the small number of staff members, students, and graduates who disagreed with the statement suggested that the disagreement was in terms of carrying the idea to an extreme. One staff member commented that he would agree "so long as the statement does not exclude the study and application of other countries' experiences and ideas." Another stated, "Problems of other developed and developing countries should not be neglected as well."

In general, the Ford/MUCIA advisors thought that the NIDA staff had an interest in solving Thailand's problems and that the intensity of this interest had increased in recent years. One advisor commented, "My experience with the staff at NIDA indicated that the vast majority of these people were vitally interested in solving their country's problems." Another remarked, "My impression is that there was marked interest among the staff in problem solving. The extent to which this interest was carried into the classroom, I do not know. Any lack of research was, I think, due to other considerations--not a failure of interest."

Service to Business and Industry

There was extremely strong consensus--more emphatic than on any of the other opinion and attitude statements--that NIDA's programs should serve business and industry as well as government agencies (Table X111.6). There was slight disagreement among students and graduates, but the disagreement and degree of indecision was very low. It would seem to be quite significant that there was such strong agreement and consensus among all groups on this important element of NIDA's doctrine.

Table XIII.5

Response to the Statement: "For NIDA to be successful in teaching students, emphasis must be focused on Thailand's problems and processes involved in their solution" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	94	4	2
Part-time Lecturers	90	10	--
Students	89	4	7
Graduates	94	3	3

Table XIII.6

Response to the Statement: "NIDA's program of teaching, research, and training should serve business and industry as well as government agencies" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	96	4	--
Part-time Lecturers	100	--	--
Students	91	6	3
Graduates	92	5	3

NIDA As a Model For Other Graduate Work

Those who took the lead in establishing NIDA "hoped and planned that this pioneer effort will serve as a model for the future organization of graduate work in other fields...." The NIDA Planning Committee report referred to two important respects in which "the proposed form of organization departed from the prevailing pattern of higher education in Thailand."² Once concerned the avoidance of a rigid structuring of faculty. The second involved the relationship of the proposed Institute to other universities in which graduate study in a particular field would be concentrated on the campus with the "strongest nucleus of existing courses, faculty competencies, and student enrollment, but each drawing upon the most highly qualified faculty resources of the other two Bangkok universities...."³ NIDA was developed to avoid the rigid structuring of faculties; however, with the location on a separate campus, it was not designed for concentrating graduate study on an existing campus.

The four respondent groups were asked whether they thought NIDA was serving as a model to other Thai Universities. With about one-fourth of each group undecided, consensus on this question was obviously not strong. However, a majority of those in all groups who responded positively or negatively thought NIDA was serving as a model to other Thai institutions for graduate work in other fields (Table XIII.7).

Table XIII.7

Response to the Statement: "NIDA's serving as a model to other Thailand institutions for graduate work in other fields" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	43	29	28
Part-time Lecturers	50	30	20
Students	62	24	14
Graduates	63	28	9

Among the professional staff, those in the Training Center, the Research Center, and the School of Applied Statistics felt most strongly that NIDA was serving in such a capacity. Students and graduates agreed more strongly than did staff members. The lesser consensus among the professional staff suggests the need for NIDA leadership to continually try to get the staff to see the need for attaining high standards in graduate study at NIDA in the interest of the Institute being recognized by those in other universities (e.g., identifying those points on which NIDA would strive to be unique and those on which it would want to be a model to others). One staff member remarked, "I don't know. More important, I don't know if NIDA should be a model," while another commented, "NIDA is trying to do its job, not act as an example to others."

Understanding NIDA Objectives

For an institution to be accepted and supported by those in the environment in which it operates it is important that its objectives be understood outside the organization. Only 25 percent of the respondent groups thought NIDA objectives were well understood externally (Table XIII.8). The feeling that objectives were not well understood was somewhat stronger among part-time lecturers and students than among graduates and the professional staff. Inasmuch as the part-time lecturers may represent primarily an external view, their much lower degree of indecision and high degree of disagreement with the statement may be quite significant.

Among the professional staff, those in the schools and those in the thirty to thirty-nine age group had the strongest feelings that NIDA objectives were not understood outside the organization. In the student group, those in the School of Public Administration had the strongest

feelings regarding lack of understanding of NIDA objectives, which may reflect the attitude in the Thai government where most of the Public Administration students were employed prior to NIDA enrollment.

Table XIII.8

Response to the Statement: "The objectives of NIDA are well-understood by interested parties outside the institution" (percentages).

Respondent Group	Agree	Undecided	Disagree
Professional Staff	26	34	40
Part-time Lecturers	25	10	65
Students	25	28	47
Graduates	25	48	27

In general, the responses suggest the need for NIDA to consider positive steps that might be taken to develop a better understanding of NIDA and its purposes. It is particularly important that the Institute's objectives be understood if one of its goals is for NIDA to serve as a model for other institutions.

ADEQUACY OF DISCIPLINES IN SCHOOLS AND CENTERS

School deans and center directors were asked to indicate the disciplines necessary for their administrative unit to contribute adequately to NIDA objectives. They were also asked to indicate the degree of adequacy in terms of "percent fully adequate." Administrators did not respond on a uniform basis so it was impossible to get a complete picture of administrators' views of the adequacy of various disciplines. From the Dean of the School of Business Administration the following degrees of adequacy of the disciplines within his schools were obtained: accounting and finance, 60 percent; marketing, 20 percent; management theory, 50 percent; human behavior, 30 percent; production, 50 percent; business economics, 60 percent; quantitative techniques, 50 percent; business policy, 50 percent; and agribusiness, 0 percent. The Dean of the School of Development Economics responded only in terms of weak areas: regional and urban planning, 50 percent; econometrics, 40 percent; and labor economics, 20 percent; and according to the Dean of the School of Public Administration, there were no separate disciplines in that school. The acting Dean of Applied Statistics showed the following breakdown of statistical methodology, 40 percent; automatic data processing, 30 percent; operations research, 20 percent; and demographic analysis, 10 percent. He indicated that it would be "ideal" if about 25 percent of the resources were in each of these four subdisciplines."

As one looks at the many responses it is clear that there were wide differences of opinion on many questions among the different age groups. One cannot concisely characterize these differences; however, there was

considerable support for the hypothesis that a "young Turk" group existed within NIDA, but they tended to be in the group of those thirty to thirty-nine years of age rather than in the youngest age group.

EXPANDING THE ACADEMIC PROGRAM

To date, NIDA academic programs have concentrated at the Master's level in the fields represented by the four schools; undergraduate work in Applied Statistics has been discontinued. With staff development and success with current programs, it is inevitable that there be interest in expanding the academic program. To determine the interest in such expansion, the four respondent groups were asked whether there should be an expansion of new programs at the Bachelor's level, the Master's level, and at the Doctorate level.

Programs at the Bachelor's Level

Among the professional staff, the only administrative unit within which there was substantial support for Bachelor's-level work was in the School of Applied Statistics, which previously had a Bachelor's degree program (Table XIII.9). Three-fourths of the staff in this school approved of such work. Within the other administrative units, 10-20 percent of the professional staff supported the idea of a Bachelor's-level program.

Comments in opposition to initiating Bachelor's-level work indicated that there were two main arguments: Such programs are or should be offered at other universities and beginning a Bachelor's program would detract from NIDA's primary mission of training at the Master's level. One staff member cautioned that "NIDA should not dissipate its resources too widely," while another thought that "all available resources should be directed at improving the Master's program."

Programs at the Master's Level

The majority of those responding in all groups thought that Master's degree work in additional fields, or courses, should not be offered within the next five years. However, nearly one-half of the professional staff and graduates favored offering work in additional areas.

Programs at the Doctorate Level

The question of Doctorate-level work at NIDA is not a new one.⁵ Responses showed that there was much stronger support for Doctorate-level than Bachelor's-level work (Table XIII.10).

About two-fifths of the professional staff favored Doctorate work in Business Administration, Development Economics, and Applied Statistics, while 55 percent supported work at this level in Public Administration.⁶ Among the administrative units there were strong reservations about working at this level within the Schools of Business Administration and Development Economics. Professional staff comments suggested considerable reservations about moving to work at the Doctorate level. Many agreed that "NIDA should excel in its Master's program before moving to Ph.D. level." Others questioned the number of job opportunities available for those with post-Master's degree training. Still another commented, "At the present time the nation needs more M.A.'s than Ph.D.'s to man government agencies." Students and graduates even more so strongly favored Doctorate work. The greatest support for work at this level was in the School of Public Administration.

Table XIII.9

Response to the Question: "Should Bachelor's degree work be offered at NIDA within the next five years?" (percentages)

Field and Respondent Group	Yes	No	Do Not Know	Responses
Business Administration				
Professional Staff	20	60	19	1
Part-time Lecturers	50	35	15	--
Students	21	53	18	8
Graduates	25	61	11	3
Public Administration				
Professional Staff	12	63	22	3
Part-time Lecturers	35	45	10	10
Students	17	57	18	8
Graduates	19	65	11	5
Development Economics				
Professional Staff	17	59	21	3
Part-time Lecturers	35	45	10	10
Students	17	56	20	7
Graduates	21	62	11	6
Applied Statistics				
Professional Staff	18	58	21	3
Part-time Lecturers	45	35	10	10
Students	25	51	18	6
Graduates	27	56	12	5

Table XIII.10

Response to the Question: "Should
 Doctorate degree work be offered at
 NIDA within the next five years?"
 (percentages)

Field and Respondent Group	Yes	No	Do Not Know	No Response
Business Administration				
Professional Staff	39	26	29	6
Part-time Lecturers	35	35	20	10
Students	57	15	17	11
Graduates	76	11	8	5
Public Administration				
Professional Staff	55	17	27	1
Part-time Lecturers	40	25	15	20
Students	67	12	14	7
Graduates	82	8	5	5
Development Economics				
Professional Staff	39	26	29	6
Part-time Lecturers	60	20	10	10
Students	58	16	17	9
Graduates	73	12	9	6
Applied Statistics				
Professional Staff	38	29	27	6
Part-time Lecturers	45	20	15	20
Students	59	15	16	10
Graduates	67	13	11	9

In summary, there seemed to be a reasonable internal consensus as to NIDA's role in the society and the directions in which it ought to go in the future; however, there was some concern expressed regarding understanding objectives and NIDA's image in its environment. Constant efforts are needed for building NIDA's image and prestige, particularly with regard to the value of its degree programs. It seems clear that until the Thai Civil Service system recognizes the NIDA Master's degree at least in principle as equivalent to a foreign degree, there will be a tendency for the NIDA degree to be given less status than it deserves. In the private sector, the performance of graduates over time will tend to influence societal perception of the degree's worth. Faculty involvement with organizations such as the Thailand Management Association will undoubtedly enhance the progress of NIDA's acceptability in the private sector.

NOTES

Chapter I: NIDA--An Introduction

1. This section draws upon William J. Siffin's *The Thai Institute of Public Administration: A Case Study in Institution Building*, Inter-University Research Program in Institution Building, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, 1967.
2. *Ibid.*, pp. 25-26.
3. *Ibid.*, p. 194.
4. *Ibid.*, p. 27.
5. "Outline of Request for Foreign Assistance to Royal Institute of Development Administration," p. 9. This report is subsequently referred to as the "Thai Request for Foreign Assistance" and is a 34-page unofficial report reflecting many of the basic ideas of the Thai committee that planned for the transition from the Institute of Public Administration to NIDA; it is not dated but was completed in late 1962 or early 1963.
6. "Thai Request for Foreign Assistance," pp. 2-3.
7. Siffin, *Thai Institute of Public Administration*, p. 24.
8. See footnote 5 of this chapter.
9. "Report of the Consultants Provided by the Ford Foundation on the Proposal to Establish the National Institute of Development Administration," p. 3. This report is subsequently referred to as the "Report of the Ford Foundation Consultants."
10. "Report of the Ford Foundation Consultants," p. 2; team members were Harry L. Case, William P. Gormbley, Jr., and Clair Wilcox. This 45-page report contains many recommendations and suggestions on policies, organization, and operation and revisions of the proposed enabling statute for NIDA.
11. The Ford Foundation representative in Kuala Lumpur, Mr. Richard W. Dye, informed Prince Wan Walthayakorn, Deputy Prime Minister, on September 20, 1965, that the Foundation had approved the NIDA project. See "Second Anniversary Report of the National Institute of Development Administration," p. 115. Ford Foundation funding became effective October 1, 1965.
12. "Thai Request for Foreign Assistance," p. 16.
13. In addition to the costs shown in Table I.1, about 1,500,000 baht from NIDA income were spent for construction.
14. The Inter-University Research Program in Institution Building is a cooperative venture among scholars from Michigan State University, Syracuse University, Indiana University, and the University of Pittsburgh, where the Program headquarters are located.

15. This brief description of the institution-building model is from W.N. Thompson et al., *A Method of Assessing Progress of Agricultural Universities in India* (New Delhi: Indian Council of Agricultural Research, 1970), pp. 3-4. It draws heavily on Milton J. Esman and Hans C. Blaise, *Institution Building Research: The Guiding Concepts* (Pittsburgh: University of Pittsburgh Graduate School of Public and International Affairs, 1966) and Milton J. Esman, *Institution Building as a Guide to Action*, Proceedings of the Conference on Institution Building and Technical Assistance (Washington, D.C., December 4-5, 1969).

Chapter II: The NIDA Professional Staff

1. "Professional staff" is generally equivalent to senior administrative and academic staff in a U.S. university; it includes senior administrators, teaching and research personnel in schools and centers, and librarians.

2. The title of "professor" has a different meaning in Thailand than in the U.S. as it carries a special honorary connotation and is held only by those in senior positions (i.e., special grade officers). The Civil Service ratings are used to designate rank in the academic hierarchy.

3. This section draws heavily from Sriprinya Ramakomud, "The Academic Decision-Making Process," p. 3.

4. The CSUC is composed of the Prime Minister as Chairman, the Deputy Prime Minister as Vice-Chairman, the Chairman of the Executive Board of the National Educational Council, the Undersecretary of the Prime Minister's Office, the Rectors of each of the universities, the Director of the Budget Bureau, the Director General of the Comptroller Department, the Secretary General of the Civil Service Commission, and the Secretary General of the NEC as a member and Secretary.

5. NIDA, "The Research Subsidy Fund of the National Institute of Development Administration," p. 1 of English translation. For more detail on the Research Subsidy Fund, see Chapter VIII.

6. Adopted from Ramakomud, pp. 8-9.

7. There were eighteen Ph.D. degree holders who responded to the staff questionnaire. As might be expected, they were more supportive of their receiving higher rank and salary than were those not receiving the degree; but a third of them thought that rank and salary should be based on other than degree considerations.

Chapter III: The NIDA Instructional Program

1. "Thai Request for Foreign Assistance," p. 4.

2. Harvey C. Bunke, Harold Guthrie, and William H. Young, "NIDA 1969--A Review," p. 3.

3. William H. Young, "Review of the Revised Curriculum of N.I.D.A.," p. 1 of a 3-page report dated April 9, 1969.

4. Core courses and English courses are excluded from the analysis.

5. "Thal Request for Foreign Assistance," p. 16.
6. "NIDA First Annual Report," 1967, p. 25.

Chapter IV: NIDA Students and Their Goals

1. "NIDA Sixth Annual Report," April, 1972, pp. 156-57.
2. Ibid., pp. 154-55.
3. A number of students who completed their Bachelor's degree in Applied Statistics at NIDA have been admitted for graduate study. By resolution of the NIDA Governing Council the students could enter the NIDA Master's program of one of the schools providing they passed an English examination. Those who entered with a 2.5 grade point average (A = 4, B = 3, C = 2) or above could enter the school of their choice. If the grade point average was below 2.5, they were admitted only to the school of Applied Statistics.
4. An example is the work of J. Robert Cleary, "Report of Admissions Consulting for the National Institute of Development Administration - Bangkok, Thailand," Educational Testing Service, Princeton, New Jersey, October 20, 1970, 32 pp. Among his recommendations which have been only partially implemented were "a new mathematics test, a better balanced English test, some attempt to obtain rank in class information for all candidates, and a less 'mechanical' decision procedure."
5. The Ford Foundation will contribute up to \$25,000 if \$75,000 of matching funds are obtained. As of July, 1972, approximately \$15,000 had been collected from private sources, which when matched by the Ford funds gave a total of \$20,000 toward the \$100,000 goal.
6. "Report of the Ford Foundation Consultants," p. 14.
7. See Tables XIII.3 and XIII.4 for the complete list.

Chapter V: NIDA Graduates—Characteristics, Employment and Study Benefits

1. Comparisons among schools must be made with care and caution because of the differing proportion of graduates from the different schools, the time at which they were students at NIDA, and the length of time since graduation.
2. This may reflect the much smaller number of graduates from the Schools of Applied Statistics and Development Economics.
3. Information regarding salaries of graduates must be interpreted with care, recognizing such factors as differing age, experience, and average time since completing the Master's degree by graduates of the different schools.
4. The response was not entirely consistent with the response to the statement "The knowledge acquired at NIDA has been an important reason for promotion to a better position." This may be due to the wording of the statement which may have suggested two different questions: whether the respondent learned at NIDA and whether he has had opportunity to use the knowledge in his work.

Chapter VI: The Research Program

1. For detailed information on the development of this Fund and the rules and regulations governing its administration, see "The Research Subsidy Fund of the National Institute of Development Administration," NIDA, 1967.
2. From a statement of Professor Bunchana Attahkor, Rector, NIDA, dated October 1, 1967, in the foreword of "The Research Subsidy Fund of the National Institute of Development Administration," NIDA, 1967.
3. Ramakomud, p. 10.
4. "NIDA Sixth Annual Report," April, 1972, p. 34.
5. Ibid.
6. "Report of the Ford Foundation Consultants," p. 12

Chapter VII: The Training Center

1. "NIDA Sixth Annual Report," p. 40.
2. Siffin, *Thai Institute of Public Administration*, pp. 194-204.
3. Ibid., p. 195.
4. A. Clarke Hagensick, "Report on Training at NIDA, 1970-1971, August, 1971, p. 4.
5. John E. Walsh, Jr., "Report on the Training Center of the National Institute of Development Administration" (Bangkok: Ford Foundation, October, 1970), pp. 10-11.
6. Ibid., p. 27.
7. Ibid., pp. 27-28.
8. Ibid., p. 5 and "Report of the Ad Hoc Committee on the NIDA Training Center," NIDA, April 8, 1971, p. 3.
9. Hagensick, p. 5.

Chapter IX: The Administrative Structure of NIDA

1. "Report of the Ford Foundation Consultants," p. 28.

Chapter X: The Operating Budget: Adequacy of Thai Government Support

1. If the budget request includes additional Civil Service positions, this must be reviewed and approved by the National Education Council, a department in the Office of the Prime Minister, and by the Office of the Civil Service Commission, also a department in the Prime Minister's Office.

Chapter XII: NIDA Linkages to Others

1. "Thai Request for Foreign Assistance," p. 16.

Chapter XIII: Overall Success of NIDA in Institution Development

1. "Thai Request for Foreign Assistance," p. 20.
2. Ibid., p. 19.
3. Ibid., p. 20.
4. See Chapter VIII for adequacy of Development Document Center Divisions.
5. "NIDA Annual Report, First Anniversary Edition, April 1, 1967, p. 14. In the section reporting on the School of Development Economics it indicates "The School offers courses leading to both Master's and Doctoral degrees in Economics.