AN ANALYSIS OF THE STUDENT PERSONNEL SERVICES
ORGANIZATION OF PRASARNMITH,
SRINAKHARINWIROT UNIVERSITY, BANGKOK, THAILAND

DISSERTATION

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By

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The purposes of the study are to (1) compare the opinions of faculty members and students concerning the present operation of student personnel services at Prasarnmitr, Srinakharinwirot University, and (2) to propose organizational principles appropriate for student personnel services.

A survey instrument developed with the consultation of five professors who are experts in this particular area (See Appendix A) was used to collect the data. The data consist of responses from questionnaires that were administered at Prasarnmitr, Srinakharinwirot University to two hundred and sixteen undergraduate students and fifty-three faculty members. Responses from both faculty members and students were 77.97 per cent. In order to accomplish the purposes of the study, four research questions were formed. Descriptive statistical analysis and the $t$ test were selected for use as the appropriate statistical techniques.

Analysis of the data reveals that (a) both students and faculty members are quite knowledge about student services currently provided by the university, (b) faculty members and
students' perceptions are the same as regards the present operation of student personnel services program at Prasarnmitr, Srinakharinwirot University, (c) faculty members and students' perceptions are the same with regard to proposed goals, planning and organizing, budgeting, facilities and equipment, and evaluation, and (d) responding faculty members agreed more strongly than did students on the proposed qualifications and functions of the Vice-President of Student Affairs and the choice of the staff of student personnel services.
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CHAPTER I

INTRODUCTION

The field of student personnel services in American higher education has developed in response to needs arising from changing patterns in American colleges and universities. Departments of student personnel services have attempted to emphasize the unity of the educational process. Their techniques and methods have been developed in order to assist their parent educational institutions to maintain the coherence and integrity of the college environment (14).

In current usage, the term "student personnel work" refers both to a program of organized services for students and to a point of view about these students. Within an organized program, certain services on every campus are designed to help students solve problems in logic, develop study skills, join and participate in associations, learn to read rapidly, and organize charitable drives. Student personnel workers speak of many-sided student development: physical, moral, scholastic, and social. Their approach to each student involves respect for individuality and concern for the development of the many facets of that individuality (16).

Miller and Prince (9) integrate this traditional emphasis on human development with the need for a specific
implementation on college and university campuses. The emphasis involves four assumptions that are the basis of the philosophy behind student affairs: (1) the potential for development within each individual, (2) the actualization of this development as an individual's own responsibility, (3) a need for systematic integration into one's environment, and (4) the accomplishment of developmental goals that require new and varied experiences.

The development of student personnel services in American higher education has been a function of administration. The role of student personnel services has been unique for, while providing essential services in support of the academic mission of the institution, it contributes greatly and directly to students' education and development. Administrators of student personnel services have opportunities to respond directly to student needs and institutional purposes. The survival of student services depends greatly on the administrators' ability to deliver these essential missions in such a manner that they make a difference to the student and the institution. In earlier years, the emphasis of student personnel services was the student's individual development. In more recent years, the focus has been shifted to the total environment of the student. Therefore, the need to develop an institutional model necessary to bring about effectiveness and efficiency for student development is even more critical.
Furthermore, the stress on accountability, in recent years, has played a significant role in American higher education. Educational accountability may be described briefly as an approach to maximize the most effective and efficient use of staff, financial resources, materials, facilities, and equipment, using performance measures as assessment tools. The student services department, just like any other unit of the institution, is required specifically to account for organized student activities. Therefore, in order to prevent either the elimination or severe reduction of the services for failure to demonstrate their effectiveness, it is of paramount importance to develop a sound philosophical base for student services and practices (6).

**Reason for a Student Personnel Organization**

The need for individual student personnel workers has been established in the literature, but why do we need a structure, an organization, indeed, a personnel division? The main reason is that an individual, especially a professional, needs the support which a work structure gives to his ego-integration processes. The organization, whatever it is, identifies him to himself as well as to his colleagues, his family and his friends. It lends status, and by that status his superiors know where and who he is and how to provide order for him. Since college faculty and staff migrate frequently, the student's position in this particular part of the campus
structure endorses him in the community and announces his proficiency. It likewise fixes the nature and tone of his relationship with his superiors. It enables him to take his place within the total campus society and to move smoothly into other campus communities whenever he wishes to make a change (10).

An understandable and recognizable structure is also important for the carrying out of the student personnel division's functions on the campus. This structure helps the student personnel organization with other structures: the various academic departments and deans, the public relations bureau, health services, and the admissions and placement offices. Relationships with faculty and students could not be effective and efficient without familiar channels provided by organizational structures. Likewise, such organization is important for the student who uses these services. So important to the student is the structural framework of the college that it is often presented to him in oversimplified form so that he will be sure to comprehend it. Structure plays a significant role also in motivation. The incentive for work—for assuming responsibilities, for developing new skills, for finding new techniques, and for receiving praise and recognition—depends upon the effectiveness of the organization behind the workers. Another aspect of this organizational structure is the training of apprentices. Professional training is now a recognized part of the program (especially
graduate) in almost every professional field and has become an integral part of an effective student personnel division (6).

The most common structure for student services in American colleges and universities has been the horizontal or 'flat' organizational pattern, in which all major services report to the chief student services officer. This pattern has worked for small colleges and in situations where the program is limited or where the unit head is not considered a major institutional officer. Unfortunately, this pattern is also found in many large, complex universities where the unit head is expected both to direct the student services program and to serve as an institutional leader. However, no one organizational pattern can be imposed on the student services program. There are factors to be considered in organizing or reorganizing a program: size and scope of the services, the administrative philosophy, the diversity and competencies of the staff, the resource base, and finally the preference of the chief student services officer (6).

Myers and Topping (11) believe that probably the most useful taxonomy of student services is found delineated by the Program Classification Structure (PCS) of the National Center of Higher Education Management Systems (NCHEMS) of the Western Interstate Commission for Higher Education. The Program Classification Structure provides for eight major functional units in higher education. In the original definition of
student services, six categories are identified: (1) student services administration, (2) social and cultural development, (3) counseling and career guidance, (4) financial aid administration, (5) student auxiliary services, and (6) inter-collegiate athletics. Recent modifications have added student recruitment, admissions, and records as a seventh major category. The PCS system is the most widely-used system for comparative studies because its categories and definitions are sufficiently broad to permit inclusion of virtually every defined student service. It is also useful for the planning of organizational structures, strategies, and evaluations.

Managing Student Personnel Services Programs

Demands for accountability in American higher education have become much more specific and more systematic in nature. They have taken the form of such questions as follows.

a) What student needs are met by your services?

b) What are your goals and objectives?

c) What are the outcomes and products of your activity?

d) What are the true costs of your activity? (7)

Management involves the combining of resources and activities in such a way as to produce desired outcomes. The difficulty of the task is a function of the complexity of the desired outcome. While it is true that scarcity of financial resources is a significant problem in American higher education today, an even more serious problem is the lack of
management skills found in the profession. As a result, in order to compete successfully for monetary resources, the student services administrator must become a skilled manager. Moreover, a sound philosophical rationale for student personnel services, planning skills, budgeting competence, and evaluation expertise of the student services administrator are all essential elements for the development of the program (7).

A student services department must be effectively organized to accomplish its mission. It must be appropriately staffed and supervised. Lines of authority and communication must be established and operational guides and parameters defined. Staffed titles, training, and compensation must be set up properly to motivate people to work together on the unit's programs and services (6).

Student personnel services have been developed in American colleges and universities in order to help students succeed academically and socially in later years: according to a number of studies which have been done in this particular area, they have proved to be effective in delivering services. In contrast, very few studies in the area of student personnel services have been conducted outside the United States of America. No study of this particular aspect of student services has ever been conducted at Prasarnmitr, Srinakharinwirot University, Thailand.
Statement of the Problem

The focus of this study was the organization of the student personnel services program of Prasarnmitr, Srinakharinwirot University, which has caused problems and inconvenience for both students and student services personnel.

Purposes of the Study

The purposes of the study were to (1) investigate the present student personnel services program, and (2) propose appropriate guidelines for the development of the student personnel services program of Prasarnmitr, Srinakharinwirot University, Thailand. This was done by

(1) determining students and faculty members' perceptions about the present student personnel services program at Prasarnmitr, Srinakharinwirot University;

(2) determining whether there was a significant difference in the perceptions of faculty members and students regarding the present operation of the student personnel services program in terms of planning and organizing;

(3) determining whether there was a significant difference in the perceptions of faculty members and students concerning the proposed guidelines in the following areas:

a. Purposes & Goals & Objectives
b. Planning and Organizing
c. Personnel
d. Qualifications and Functions of the Vice-President of Student Affairs
e. Budgeting
Research Questions

The following research questions were examined in the study.

(1) What were the perceptions of students and faculty about the present operation of the student personnel program of Prasarnmitr, Srinakharinwirot University?

(2) Were there significant differences in perceptions of students and faculty about the present operation of the student personnel program of Prasarnmitr, Srinakharinwirot University in terms of planning and organizing?

(3) Were there significant differences in perceptions of students and faculty about the proposed guidelines for the student personnel services program of Prasarnmitr, Srinakharinwirot University in the following areas:
   a. Purposes & Goals & Objectives
   b. Planning and Organizing
   c. Personnel
   d. Qualifications and Functions of the Vice-President of Student Affairs
   e. Budgeting
   f. Facilities and Equipment
   g. Evaluation?

(4) Based on the results of the study, what would be appropriate guidelines for the student personnel services program of Prasarnmitr, Srinakharinwirot University?
Background and Significance of the Study

Srinakharinwirot University was founded in 1953 under the name of the College of Education. The freshmen students in the first class of four-year students (all graduates of an elementary teacher-training institute) were admitted in 1953; but the formal creation of the College of Education did not take place until the King of Thailand signed the College of Education Act in September, 1954. The college was organized on the quarter basis of thirteen weeks, but later it was changed to a semester system, a scheme now followed throughout Thailand (13).

The main campus, at Prasarnmitr Road in Bangkok, formerly admitted students at the freshmen level on the basis of a diploma from one of the elementary teacher-training institutes and at a junior level on the basis of a diploma from a secondary teacher-training institute. The University has two thousand five hundred and ninety-two undergraduate students. Today applicants of both levels are required to take examinations given by the college because more students apply than can be accepted. Many of the candidates have worked as teachers since they have already completed the first two or four years of training in a teacher-training institute. Presently, the college admits not only students from elementary teacher-training institutes at the freshman level, but also students
from pre-university schools (13).

Besides the main campus at Prasarnmitr Road, the university had two branches, one at Patoom Wun, also in Bangkok, and one at Bangsean, a seaside resort about seventy-five miles from Bangkok. Both branches accept students at only the freshmen level and from only pre-university schools. This means that these branches have students with backgrounds which differ from those at the main campus. They are younger for the most part and without previous training in education or experience in teaching (4).

Since 1967, the American university model (along with the British) has played a major role in student personnel services of Srinakharinwirot University. Many services such as food and housing have been available to students since that time. More recently, the administration of these services has come to be governed by the student services system which is still somewhat disorganized. There are presently several officials responsible for student services, such as the chairperson of the Counseling and Educational Psychology Department and the chairperson of Physical Education Department.

The student personnel services program at Prasarnmitr Campus is operated as a small division under the department of Counseling and Educational Psychology. The program is divided into six categories: (1) Counseling, (2) Educational Counseling, (3) Placement service, (4) Financial Aid, (5)
School Lunch Program, and (6) Information Service. The Health Service Program is operated under the Physical Education Department. Unfortunately, faculty members in the Counseling and Educational Psychology Department have a large work load in addition to teaching Counseling students. Furthermore, the way the student personnel services program has been operated has created inconvenience for both students who are recipients of the student personnel services and the student personnel workers.

Amaruchkul (3) has completed an interesting and worthwhile study about the personnel services program at Phitsanulok Campus, Srinakharinwirot University, which encourages similar studies at Prasarnmitr (the oldest campus of Srinakharinwirot University). His findings indicated that the students' reactions to the existing programs were usually negative and indicate a need for improvement in several areas such as student activities and organizations, food and housing, and the Guidance Center. Academic advisory services and health care especially were found to need improvement.

The programs that were perceived as strong were those involving orientation and class sponsors. In addition, the students indicated that the bureaucratic behavior of the student personnel services workers discouraged them from approaching services areas. Also, many students cited a lack of student support among the faculty members as well as the
student personnel services workers and administrators, resulting in unfriendliness, authoritarianism, and favoritism.

Students felt they needed help in solving academic, financial, social, vocational, parental, and health problems. More specifically, students revealed that their greatest concerns were with the curriculum and teaching procedures in health and physical development, home and family, religious, moral, personal, social, emotional, and vocational problem areas. The items most frequently checked in each of the foregoing included having insufficient exercise, rarely going home, wanting to break their bad habits, being easily upset by criticism, worrying about examinations, and failing to understand teachers who were too theoretical.

Buasri (5), who has conducted a similar study in six selected Thai colleges, has strongly recommended the need for assessment of student personnel services programs in colleges and universities for future studies. Her major findings are that students rate most of the services other than housing and food services very low on the familiarity scale, which points out that the potential recipients of student personnel services are not well acquainted with the various services provided on campus. Again, students rate most of the services lower than faculty and administrators on the effectiveness scale, which further indicates that the area of student personnel services is in need of improvement.
Adeli Najafi (1) has recommended the inclusion of all human and extraneous variables that influence students' opinions concerning personnel services for future studies. He suggested that consideration be given to students' needs and their comments.

The present study is significant in the following respects.

(1) The results of the study would provide personnel workers and administrators with data which could be used to analyze student and faculty member reaction to the present operation of student personnel services in order to assess students' needs.

(2) This study will help reveal students' reactions to the university's efforts to help them succeed academically, to help them assume responsibilities in freedom of study, and to help them in attaining current goals.

(3) It provides information that can be utilized by university administrators in determining the allocation of funds for student personnel services budget.

(4) It provides information that can be utilized by student personnel workers to plan programs efficiently to meet the needs of students they serve.

Definition of Terms

There are several terms that were used throughout this study that must be clearly understood. They have been
defined in the following manner.

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(1) **Faculty member**: an academically ranked member of the university teaching staff including faculty members of the Division of Student Affairs and staff members of the student personnel services facilities.

(2) **Perception**: the mental awareness or understanding of an individual that reflects his personal attitudes, feelings, or opinions which may be related to personal experiences, knowledge and associations. However, perceptions need not be based on a person's empirical knowledge about a thing, idea, object, or service. For the purpose of this study, perception refers to a state of accustomed mental readiness, patterned after largely societal conventions and group folkways, which offers a formula or channel for drive, motivation, or reaction by a person to classes of objects, situations, or objectives (2).

(3) **Reaction**: a mental response, as to something presented to the attention or encountered in experience (12). A reaction would be based on a positive (actual) physical influence and not a state of mental understanding.

(4) **Student**: an individual enrolled in the undergraduate program of the university and qualifying for full-time status with the equivalent of at least twelve semester hours of course work.

(5) **Student activity**: any type of activity if it is
voluntarily engaged in by the student, if it is approved by and supervised by a member of the professional staff and if it carries no credit toward promotion, certification, or graduation (8).

(6) **Student personnel services**: an activity or function that provides the student with a personal, social, or group need to assist him in adapting to the college campus and college life.

(7) **Teaching-training college**: the teacher educational institutions under the control of the administration of the state universities and the office of university affairs, Thailand, whose purpose is to prepare teachers and other educators.

Delimitations and Limitations of the Study

The following factors have the potential to influence the outcome of the study.

(1) The sample for the study was drawn from the Prasarnmitr Campus alone and any inferences or generalizations concerning the faculty and students' perceptions of student personnel services would have no statistical relevance to any other campus or university.

(2) The study was limited to a random sampling of full-time students and faculty members during the Spring term of 1984.

(3) Since the data were gathered from full-time faculty
and students during the Spring term of 1984, the result would be considered representative of faculty and students' perceptions of this time only.

**Basic Assumptions**

The following assumptions have been drawn for the purposes of the study.

(1) It is assumed that faculty members and students' perceptions of student personnel services can be measured with the use of questionnaires.

(2) It is assumed that the instructors and test proctors administering the instruments have followed specific direction as outlined.


CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature which is presented here is an attempt to discover the extent to which analysis and description of student personnel services have been made in Thailand and the United States, with special attention paid to Thai four-year colleges and universities. This review of literature and related research is limited to the specific areas of student personnel services related directly to this study. These areas are as follows:

1. Student personnel services in American colleges and universities;
2. The importance of counseling in student personnel services;
3. The role of counselors in student personnel services;
4. Student personnel services in colleges and universities in Thailand.

The identification of a new profession (student personnel work) may be said to have begun when special qualifications were applied to workers in the field, when a statement of purposes was written and issued to the public, when student personnel workers came together in national associations and when the first pamphlets, journals and textbooks were published.
For student personnel services work, all of these events occurred shortly after 1900, in the United States of America. Although it is clear that the same student personnel services that comprise what we now call personnel work have been in the operation for at least several decades, such work made tremendous progress in the present century and made itself known at that time as the personnel movement (15).

However, according to Candon (8), student personnel services of American higher education did not begin until after World War I. Student personnel services programs were established on college and university campuses by borrowing from the programs and research developed during the war. Around the same time, the first professional preparation program was developed at Teachers' College, Columbia University. Then distinct services were developed to meet students' out-of-class needs.

Candon also indicates that there have been various perspectives in the literature that have characterized student personnel services work and have provided the bases for developing student personnel preparation programs. She found that social, theoretical, and philosophical bases discussed in the literature provided the foundation and/or rationale for the curricular orientations in current professional preparation programs. In response to external pressures from legislatures, boards of trustees, and other administrators, student personnel
services influenced administrative attitudes which responded to the student protests of the sixties. Borrowing from the business model, the bulk of student personnel services energies were spent on efficiency management. Accountability became the guiding principle for all of higher education, including student personnel (8).

Candon (8) concludes with the advance in the developmental and learning theories and the increasing knowledge of organizational development. Student personnel services now have the theoretical base they lacked in their early years. Student personnel services can now contribute to higher education by better serving the students.

Crookston and Atkyns (10) surveyed a cross-section of institutions in the United States. They found three major plans for organizational structure dominating the field: (1) a centralized, line-staff structure with all program and service units reporting to the chief student services officer; (2) a decentralized structure with programs clustered in three or more operational or budgetary units (each unit supervised by a middle manager) with the chief student services officer providing overall planning and direction for the program; and (3) a less common, decentralized plan with two operating units divided between educational program and administrative services (15).

Harpel (19) described a management and evaluation
sequence for student services. He developed a system that allows both educational achievement and management effectiveness to be evaluated. The essential functions and guidelines for Harpel's system are to (1) identify a need or problem; (2) assess the constraints dictated by the environment; (3) state long-range goals with ideal results; (4) state objectives in such a way that a desired terminal condition and the basic criteria of acceptable performance are described; (5) plan activities to meet stated goals and objectives of the institution; (6) plan program structure in such a way as to illustrate what is done in the institution and why; (7) plan a budget by relating resources to income; (8) evaluate activity and impact in order to measure the effectiveness and efficiency of the program.

An interesting report prepared by Hanson (18) for the American College Personnel Association Executive Committee identifies the staff competencies essential to implement the Tomorrow's Higher Education (THE) model as follows: (1) set goals by assessing student needs, then teach them to take responsibility and help them formulate realistic and attainable goals; (2) consult by using effective communication skill to facilitate staff development through in-service training; (3) collaborate with other faculty and staff in managing programs; (4) provide a training program to teach interpersonal, group leader, and effective decision-making
skills; (5) evaluate by revising programs on the basis of evaluative data and recommendation; (6) assess students' perceptions of feeling by communicating effectively on a one-to-one basis.

In order for an organization to achieve its goals, specific guidelines need to be followed (15).

1) The consistency of institutional purposes, goals, philosophies, traditions, value, and style is required.

2) The interaction of human talent, the circulation of ideas and information, and the pooling of human resources in policy development, planning, and other organizational tasks need to be encouraged and facilitated.

3) The expertise, experience, needs, and attitude of staff should be taken into account.

4) Provision for clear and consistent delegation of authority and assignment of duties and provision for line, staff management, and specialized services roles and functions are needed.

5) A reasonable span of control for line administrators should be developed.

6) Similar functions ought to be grouped together under a manager or coordinator.

There have been a number of studies in the area of student personnel services. Many of these deal with the importance, problems, and evaluations of students', faculty
members', and administrators' perceptions of the effectiveness of student personnel services.

One of the reasons student personnel services programs were developed in colleges and universities was to demonstrate that they were those in the institutional structure who cared about students and their needs. Herron (21) believes that student personnel services exist for the institution as a whole but exist primarily for the benefit of these students. Their purpose is to help students utilize their capabilities to as great an extent as possible in achieving the objectives they set for themselves. Student services must be designed to assist a student in making a satisfactory adjustment to a college or university and to aid a student in fulfilling academic goals with the least amount of difficulty.

Herron emphasizes the importance of recognizing the student personnel services program as an integral part of the total education program. He points out that the student personnel services program, if it is to be recognized as an integral part of the educational program, must be clearly defined objectives.

Herron is not the only researcher to warn that student services must remain in close contact with the goals of the institution they serve. Shaffer (36) recommends that attention should be paid to the integration of all student personnel services efforts with all parts of the institution
while Blaesser (3) mentions his concern about the loss of interest in student personnel services by their former proponents, because student personnel services are not closely enough aligned with the academic life of the institution.

Penney (29) points out that faculty members have been frequently criticized for failing to care enough about the students and for avoiding their responsibility for extracurricular areas of campus life. To fill this void, student personnel services have attempted to provide for curricular learning experiences that ostensibly go beyond the education available in the classroom under faculty supervision.

Student personnel services administrators need to be able to anticipate the needs of students and to assist in shaping higher education to meet those needs (28). This means that student personnel services administrators should become creative and proactive. This poses some problems in an area that has been seen as a tradition-bound field (26). Student personnel services are most reliable and most comfortable handling proven practices and techniques. For this reason, the effectiveness of their programs has often been hampered. As a result, the large institution, the established colleges, and the tenured chief student personnel services officer are not necessarily able to provide superior levels of service (13).

From Davitt's findings (13), it can be concluded that:
(1) It is possible to design a set of guidelines for student personnel services that are viable over an extended period of time; (2) Such standards are operable irrespective of the size of the institution or the length of the tenure of the chief administrator; (3) Additional financial support is needed if the needs of today's students are to be met in the student personnel services area.

Shuman (37), in studying the needs of students on the Arizona State University Campus, determines that an information and interpretation service should be initiated by student personnel administrators to inform the members of the resident faculty and faculty administrators of the services that are available. He states that each service area should have its own advisory committee with adequate faculty representation. The chairpersons of these committees should constitute an advisory committee to the Vice-President of Student Affairs. Faculty participation on the advisory committees should be rotated each year, with a maximum term of two years. Faculty members serving as chairpersons of advisory committees should be encouraged to attend national and regional professional meetings of the service they are advising. The university should reduce teaching loads for faculty members serving as chairpersons of advisory committees.

In general, all student personnel services are important. Some services might be more essential to certain groups of students than to others. Adeli Najafi (1) has studied the
degree to which students perceived selected student personnel services as being essential. The data generated by this investigation reveals that, on many of the variables studied, significant differences in mean priority were found between the universities, sexes, colleges of enrollment, academic classifications, and ethnic origins of nationality. Therefore, he concludes that the priorities of students who used student personnel services are related to the investigated variables. This study reveals the most essential services as rated by the students are in the areas of financial aid, academic/career planning, health and housing. Among the least essential topics rated by the students were counseling, student organizations, activities, governance, recreational activities, student aesthetics, cultural services, and specialized services.

In a similar study, Culp (11) examines data calculated in percentages from new students, currently enrolled students, and faculty. The findings revealed that: (1) Services defined as necessary were those related to admissions, testing and placement, academic and career counseling, and orientation; (2) New students intended to use services related to registration, academic and career counseling, orientation and study techniques; (3) Over ten percent of the new students who defined a service as essential indicated they would never use the service; (4) Over thirty percent of the faculty and sixty percent of the currently enrolled students were unable to evaluate student personnel services except for those services
related to admissions, orientation, academic advisement, and registration; (5) Faculty tended to rate placement service, academic advisement, and recruitment as inadequate services; and (6) The majority of students, both new and currently enrolled, indicated a lack of interest in personal and social counseling.

A similar study about faculty perceptions of student personnel services at the University of Wyoming was conducted by Bringhurst (5). The following conclusions were considered to be of value not only for the University of Wyoming but for institutions of higher learning in general. University faculty members view student personnel services as an important aspect of higher education to a greater degree than do students. Furthermore, they seem to regard services such as financial aid, housing, meals, and testing, as more important than do students. The older faculty with more rank seem more aware of the student services than are younger and newer individuals with less rank. Finally, as might be expected, faculty who serve as advisors to student groups are more aware of student needs and concerns than are non-advisors. A large number of faculty have little awareness of or contact with the students on the campus. More importance and satisfaction are attributed to those student services functions which involve faculty members directly.

Pinsky and Marks (30) examine the perceptions of students,
faculty members, and academic administrators regarding student personnel services. In their conclusion, Pinsky and Marks urge student personnel services staffs to work to achieve the following goals:

1) Better continuity and coordination in all area of the services;
2) Increased coordination of student personnel services with academic programs to provide greater assistance in the area of student development;
3) Increased cooperation and collaboration among student personnel staff, faculty, and administrators on common student goals;
4) Increased administrative effort in communicating the goals, objectives, and benefits that minority and international student programs offer to student and faculty;
5) Some attention to student perceptions of the quality of counseling and disciplinary services;
6) Special attention to disciplinary services; and
7) More time spent reviewing and communicating to the faculty and administrators about the perceived importance of special services (30, p. 73).

Schmidt (35) has done a study about needs assessment for student personnel services in higher education. She cites three active measures that she feels would improve student services. First, she feels that student services currently offered should be critically examined for their effectiveness by the staff of the Dean of Students' Office. Second, she believes that more and better information about the services offered should be made available. Finally, she recommends that dialogues be initiated among members of the campus community for the purpose of arriving at a consensus about the services that are offered and those that should be available. She came to the conclusion that the instrument was feasible
for use in the assessment of needs in student personnel services in general.

Another aspect of student personnel services has been studied by Saltoun (32). She has investigated the perceived educational needs of women who are returning to school. She describes their needs as they relate to demographic characteristics: age, marital status, total family income, units enrolled, previous education, number of dependent children, and age of youngest child. She assesses the student services required to meet the challenges posed by these women in their new roles as students.

Saltoun recommends that community junior college administrators, counselors, teachers, and other student personnel professionals be sensitive to demographic trends and perceived needs in the returning female student population. She feels that can best be done if those involved make themselves aware of the relationship among various demographic characteristics of perceived needs and the possible interaction of self-esteem and role-strain on those needs.

A similar study has been conducted by Jordan (22) at the University of Southern Mississippi (USM). The purpose of the study was to investigate certain characteristics of adult undergraduates and their perceptions of selected student services during the 1978 Fall Semester. The expressed student services needed were presented according to age, marital sta-
Jordan has found that the percentages of women expressing anxiety in taking the American College Test Battery were similar across age groups, indicating that the concern for the admission requirement did not vary with age. In addition, financial costs were perceived as a problem for many full-time female students. She maintains that student services (at least at USM) should address these anxieties more specifically.

In another school-specific inquiry, Haslund (20) measured how students perceived the services offered to them by the Student Services Division at North Texas State University. The students were randomly selected for this study and were divided into groups containing students who live on campus, students who live off campus and in the same city as the institution, students who live outside city limits (commuters), students who live with their parents, and married students. The purposes of the investigation were: (1) to examine the students' perceptions concerning the available student services at North Texas State University; and (2) to determine which group of students had the greatest perceived need for services (which would provide data that would aid various departments in the student services division of program planning).

Haslund, too, concludes that greater efforts are in order
for publicizing available services. Moreover, each department should, according to Haslund, establish procedures for assessing student needs.

A number of the studies in this chapter suggest that better student counseling is one of the student personnel services that is most needed in many universities. With this goal in mind, Faust (16) has chosen to test the outcome of structured counseling as a problem-solving process and to compare the results with those achieved through other alternative approaches.

The findings reveal that no significant differences in client satisfaction were found between the structured problem-solving and conventional counseling approaches. No differences were evident in skill proficiency between experimental and control condition counselors and supervisors to suggest any contaminating influences on the dependent variables nor were any differences present across subject demographic data. In short, evidence evolved implying that the counselor-client relationship was unaffected by the experimental structuring of the counselor's process methodology.

A more philosophical approach to counseling is seen in Cabral's study (7) which identifies elements of John Dewey's educational philosophy as it relates to the basic principles of counseling. The study shows that Dewey's philosophical tenets are traditionally studied primarily for their applica-
bility to pedagogy. They are embodied in many of the issues relevant to counseling. Dewey believes that individuals must be accepted on the basis of their individuality, which means acceptance beyond mere moral principles. He made the assumption that teaching and counseling are related because they both are interpersonal activities, analogous in their concern with the growth and development of individuals within a democratic society. Cabral's study identifies transferable principles in Dewey's philosophy--transferable from the pedagogical to the psychological.

Any counseling program should be tied to the need of the student it serves. With this in mind, Roshong (32) has completed a descriptive survey which measures student responses to nine counseling goal areas: educational planning, vocational planning, family relationships, work study skill development, marital and other close relationships, social relationships, personal security, sexual adjustment, and community involvement. This would provide data for organizing counseling services to meet the assessed needs of students. First, Roshong has found that community college students' needs for counseling services differ from four-year residential institution students' needs for counseling services, particularly in the counseling goal area of academic pursuits. Community college students ranked the counseling goal areas not directly related to academic pursuits lower than did their four-year residen-
tial institution counterparts. Second, it was found that the counseling services needs of college students both at the community college and at the four-year institution are similar in their top ranked needs for counseling services in the area of work-study skill development.

In another study that evaluates the effectiveness of counseling, Barr (2) has reviewed counseling services in private colleges, evaluating the perceptions of counseling services by faculty, administrators, and students. Barr has found that a small portion of the personnel did not know if their college had a formal counseling services. Students were the least well-informed of the three groups about the actual activities of counselors. Although administrators were not well-informed either about the availability of counseling services, they gave more favorable ratings to career development programs than did the other groups. Finally, students and faculty members less frequently perceived specific services to be available or to be of high quality than did counselors and administrators.

In order to provide adequate counseling for students, it is best to understand what motivates them to seek guidance in the first place. Voit (44) has investigated the effects of sex-role identity on university students' expressed likelihood of seeking counseling and their expressed preference for counselor gender. Research strongly suggests that sex roles
affect attitudes and behaviors, and that personal characteristics, experiences, and concern influence feelings about the seeking of professional help.

The results of the study suggest that the expressed likelihood of seeking counseling may depend on student's sex-role identity and the nature of his or her concern. Those students showing an interest in professional help tend to be experiencing academic-vocational difficulties and thoughts of suicide. Those not expressing an interest in counseling tend to have problems of a more personal nature. Furthermore, students with academic-vocational concerns tend to prefer male counselors while those with personal problems tend to prefer female counselors. These preferences tended to be independent of sex-role identity. The study suggests that the University counseling services should become more aware of which problems students are less likely to bring to their attention. By making students more familiar with the types of counseling available to them, the counseling center might better serve a wider variety of student needs. Furthermore, it was found that knowledge about counseling services can affect students' willingness to take more personal concern for counseling. Also, students' preferences for counselors of one gender or the other need to be considered in dealing with certain types of problems, particularly when the counselor is assigned to a new client.
While the average full-time student in most American four-year colleges has sufficient access to counseling programs, such is not always the case for the adult students in evening courses. Reed (33) has assessed the counseling needs of such students in four selected colleges. He investigates the demographic characteristics, their reasons for returning to school, their contact and satisfaction with the counseling services, and the kind of counseling services adult students desire. Reed hopes the study might stimulate research in the area of counseling and job placement for adults.

The subjects were two hundred and forty-four undergraduate adult evening students who are either in private universities, state universities, private colleges or community junior colleges in Detroit, Michigan. Students participating from the private and community colleges were generally younger and predominantly black, while those participating from the private and state universities were slightly older and predominantly white. Females represented the majority of students in all the evening programs. Most students in all four colleges indicated that they returned to school to seek better employment, to start a new career, or to get a job.

Overall, the majority of students were satisfied with the counseling services, but felt that counselors needed more training. They also felt that the counselors were over-worked and had little time for students who sought counseling ser-
vices. The principal finding of the study was that the majority of the students would have liked to have evening counseling services at their respective educational institutions. Since only the community junior college offered counseling services after 5:00 p.m., it was hoped that the study would give impetus to college administrators to provide evening counseling services.

Certainly students from various backgrounds have differing counseling needs. Watkins (45) attempts to define precisely the manner in which the needs of black female students differed from those of other students and what differences black male counselors perceived between their effectiveness in the counseling program and the effectiveness of other counselors.

In Watkin's study, students emphasized career guidance, financial aid, and counselors sensitive to the needs of black female students. Overall attitudes toward counselors, counseling agencies, and their services were unfavorable. Black female students preferred black counselors generally, despite the fact that the black female counselors indicated they were rarely instrumental in assisting students in resolving their concerns. Black female students made little use of counseling services and were most interested in information pertaining to the location of facilities and resources to meet their needs and information concerning career and guidance.
Many of the studies in the literature conclude that student personnel services programs in the community colleges or four-year institutions will not be effective in promoting the growth of students unless the people who administer those programs are well trained. Without a well-trained staff, student personnel services programs will not be effective even if they are well organized. In discussing counseling within the framework of student personnel services work, Williamson (47) pinpoints this problem:

........The techniques of counseling individual students may be observed, in greatly modified form, in the individualized services for problems such as off-campus housing; granting loans and scholarships; handling discipline cases; assignment of rooms and selection of roommates in dormitories; advising on student activities and programs; selecting optional courses of study; learning to read at college rate and comprehension. Techniques, functions, emphasis, and methods are to be found in all types of services which deal with progress towards the goals selected by students viewed as unique individuals (47, pp. 120).

Shaffer (36) indicates that persons employed in student personnel services programs must have special knowledge, skills, and leadership qualities. Adequate understanding of and training for the responsibilities involved are also required. He states that a personnel services worker

......must recognize that he works for an institutional setting and is a part of the total environment. He does not influence people independently. It is of the utmost importance that he seeks a unity among the many cultures and forces operating on his campus. What is done by the institution is of greater importance than that which is said by the teachers and counselors; such a coherence must arise from student and faculty acceptance of common goals and efforts (36, pp. 108).
Parker (28) and Crookston (10) feel that higher education has failed to accomplish its goal of aiding in the total development of individuals. They believe that this failure is associated with the fact that educators are deficient in the skills and knowledge required to accomplish such goals. Penney (29) believes that student personnel services work is that part of the college responsible for facilitating relevant responses to student needs. This part of the college must be made up of workers who are clearly distinguishable from both teaching and administrative staff.

Lorenz (25) has studied the perceptions of eighty experienced and inexperienced female counselors, psychologists, and social workers during the first ten minutes of an initial interview with a coach client. Lorenz found that experienced interviewers were perceived as more attractive, expert, and trustworthy than inexperienced interviewers, regardless of the type of rater or the experience level of the rater. Moreover, experienced interviewers were also ranked as more effective counselors than inexperienced interviewers regardless of who the rater were or their level of experience.

Another part of the counseling services area, the extent to which counseling services assisted students in resolving their personal problems, was investigated by Brisbon (6) at Morris College. He indicates that fifty per cent of the students in the study were concerned about personal problems and
vocational exploration, while counselors reported spending seventy-four percent of their time with social relationships, financial guidance, and academic concerns. The study indicated that discrepancies existed between the perceptions of students and counselors regarding the extent of performance in many of the counseling services.

The lack of confidence in counselors was also a major factor among students in the study. Twenty-five percent of the students were concerned that counselors at Morris College would reveal the content of the conferences to other persons. Effective counseling requires trust, which usually entails some degree of confidentiality. Yet educational institutions have always kept some kind of student records and cooperated with requests for information from colleges, employers, and others. Counselors have often been caught in this dilemma. Breckenridge (4) observes in "Counselor Practice of Confidentiality of Student Records" that counselors are not consistent in their practice of confidentiality with regard to student records. In the study, there were differences (at that time sizable) between counselors' perceived present policies and those policies they thought should be in force regarding the confidentiality of student records.

Another aspect of the confusion among counselors is elucidated by Thompson (43), who indicates that role conflict and role ambiguity create stress which in turn predisposes
counselors to a number of undesirable personal outcomes in relation to their work.

In response to this problem, Siddell (38) attempts to identify the functions of counselors in community colleges in the 1980's and to project the future (beyond the 1990's) by analyzing the perceptions of college presidents and directors of counseling. There was a consensus of opinion between the two groups about the priority rating of thirty-one of fifty-two future counseling functions. There was agreement that the counseling functions of highest priority in the next decade would be: "providing more general counseling services to a large number of students rather than a few with personal problems," "assisting students with academic advisement," and "providing counseling services to the handicapped, minorities, senior citizens, displaced homemakers, mid-life vocational changers, and low academic achievers."

Story (39) and Magor (27) have indicated similar findings about the functions of college counselors. Story investigated the differences in perceptions of college counselors, counselor educators, and academic Deans toward the functions of college counselors in the eight public four-year universities in Mississippi. The study suggests that these three groups have different overall perceptions of the college counselor's function. College counselors and counselor educators agreed on the personal-social counseling function whereas the
academic Deans were undecided.

The results of Magor's study indicate that the total group of counselors and the total group of faculty were in agreement that emphasis should be placed on counseling activities related to assisting students in career selection, educational planning, and evaluation of their academic achievements. The most outstanding disagreement between these two groups related to those activities of a personal counseling nature. Counselors seemed to believe that higher emphasis should be placed on personal counseling while faculty in general were of the opinion that this emphasis should be placed on vocational and educational counseling.

Gole (17) investigates students' perceptions regarding counseling, preferred counselor characteristics, and expressed counseling needs and studied possible differences within this population with regard to the demographic variables of age, sex, marital status, and education at the University of Wisconsin, Madison. Results indicate that older students are generally aware of and willing to seek help from university counselors but do not usually see themselves as having problems that require making use of them. Elderly students perceived counselors as appropriate helpers for minor life concerns and as best able to provide assistance for educational and vocational concerns, even though elderly students perceived university counselors as more prepared to deal with
younger students. Preferred counselor sex and counselor age were not significant variables for the older students' group but counselor age was more important than counselor sex especially for personal concerns in comparison to educational and vocational ones.

In order to meet students' changing needs effectively, counselor educators need to be aware of changing counseling trends. Conover's study (9) is important in this regard because of his attempt to ascertain whether counselor-education programs currently are preparing students, by means of appropriate courses and field experiences, with knowledge and skills in the counseling trends areas. He also wanted to determine the extent to which related issues are emphasized in counselor-education programs. Counselor educators' opinions were sought regarding the importance of incorporating academic experience related to these trends and issues into counselor education and training programs.

Conover found that the counseling issues are emphasized to varying degrees in counselor education programs and tended to receive more attention in advanced level programs than in entry level programs. Of the trends and issues investigated, behavioral counseling, career education/development counseling, and preventive counseling were emphasized most in counselor education programs. Yet counselor educators perceived each of the trends and issues except behavioral counseling as
becoming increasingly important in the future.

Background of the Study

Srinakharinwirot University was founded in 1953 under the name of College of Education. The College of Education became Srinakharinwirot University in 1971 when the King of Thailand signed the University Act. The present King named this university after Her Majesty, the Princess Mother.

The law creating the institution authorized the granting of degrees beyond the Bachelor of Education. There is now a number of different programs for teacher training which offer degrees. The most important of these is taking place at the College of Education and its eight branches throughout the country. This plan was expected to result in a complete university with colleges of humanities, social sciences, natural sciences, medicine, graduate studies, and so forth. At the present time, Srinakharinwirot University offers a doctorate in education and a bachelor's degree and a master's degree in physical education, the social sciences, humanities and education.

The Objectives of Srinakharinwirot University

Srinakharinwirot University has accepted the following as its major objectives:

1) Preparation of elementary, secondary, and vocational teachers for the schools in Thailand;
2) Preparation of college teachers for the teacher training institutions in Thailand;

3) Preparation of educational leaders, administrators, and supervisors who work at all levels of education;

4) Preparation of institutional materials for use at the elementary, secondary, and college levels;

5) Provision for consultant services for the educational agencies in Thailand; and

6) Research on educational problems.

Section 7 of the Srinakharinwirot University Act (1974) describes the objectives of the University in these words:

This institution shall be the place whereby teaching and learning in higher education of both an academic and professional nature will take place. It is to conduct research, to foster those higher learnings, and to be of service to Thai society, culture, tradition (42, pp. 47).

The Present Administration and Organization of the University

The administrative structure of the university is patterned on the Srinakharinwirot University Act (1974), which established the Board of Trustees, the Faculty Committee, and the principal officers.

The following are the administrative organs of the university.

1) The Board of Trustees is the major policy making and executive body of the university. The members from within the university are the University President, the Vice-Presidents,
the Deans of the colleges, and the directors of institutes, while the members from outside are four to nine laymen. All are appointed by His Majesty, the King. Section 15 of the Srinakharinwirot University Act (1974) explains the authority and responsibility of the Board of Trustees. Their roles involve:

a) Setting the university rules and regulations;

b) Planning courses in accordance with the standards set by the Bureau of the National University;

c) Finding means to improve the university;

d) Granting degrees, higher certificates, diplomas, and lower certificates;

e) Making proposals for the establishment, integration, or abolition of physical facilities, institutes, schools, administrative offices, or any other possible feature within the university's domain;

f) Giving consideration to those graduate schools, colleges, and institutes that wish to affiliate with the university

g) Appointing and dismissing the Presidents, Vice-Presidents, Deans, Associate Deans, Institute Directors, Departmental chairpersons, Professors, Associate Professors, and Assistant Professors;

h) Establishing the regulations regarding the university's finances and property; and

i) Appointing committees for advice or for execution of
University affairs.

2) In each faculty, there is a faculty committee, which consists of the Dean of each college with chair and department heads in that particular college as members. All committee members are appointed by the Board of Trustees. Section 26 of the Srinakharinwirot University (1974) Act describes its authority and responsibility for:

a) Setting up rules and regulations for each college with the approval of the Board of Trustees;

b) Planning courses and their contents, and proposing them to the Board of Trustees;

c) Managing examinations within the faculty;

d) Acting as the consulting or advising Dean or Director as the case may be.

The President is the highest administrative officer of Srinakharinwirot University, and he is appointed by His Majesty, the King. For the affiliated campuses of Srinakharinwirot University, the Vice-President is the official chief administrative officer of the university; under the Vice-President, there are Deans, Department heads, and faculty members. All these senior officers report to the Vice-President.

The Financial Support of the University

Since Srinakharinwirot University is a state-supported university, its financial existence depends mostly upon an
allocation from the government. Every year, the Thai government passes the budget act, and all allocations are made accordingly. The law describes the exact amount for expenditures for various items. There are no precisely described formulas for the amount which is distributed to any one university. The allocation depends on the agreements among universities in the Bureau of National Budget and Srinakharinwirot University.

Characteristics of Thai Culture

According to Kaneshige (23), the uniqueness of Thai culture should be deliberately brought into consideration in the proposed principles of student personnel services programs for Prasarnmitr, Srinakharinwirot University.

1. Thai people believe that human failure is due to a lack of resolve and determination in the individual, especially insufficient willpower. Therefore, they may be reluctant to bring their personal problems to a student personnel services worker.

2. Non-confrontation is accepted as politeness, and, therefore, the use of it as a counseling methodology would be problematical when applied to Thais. Thai people, for example, find it difficult to make any contributions, suggestions, questions, or comment regarding the personal problems of others.

3. Humility and modesty are highly regarded among the
Thai people. Students are especially inclined to be unresponsive. They believe that it is better to be quiet than to say something that is not well thought out.

4. Thai people hope that their sons and daughters will perform deeds that will bring honor to the family. It is believed that individual problems and conflicts are to be solved within the family circle or else they will bring shame to the family name.

5. Negative emotional expressions, which include the revealing of personal inner feeling to others, are not socially accepted. Such behavior is seen as a sign of immaturity and a lack of self-discipline.

6. Closely related to non-confrontation is the avoidance of conflict. Thai people always defer to others, preferring to avoid conflict regardless of justification or detriment to their positions.

7. Acceptance of authority is the norm for Thai people. In the case of Thai students, they are generally considered the least worthy and the least knowledgeable simply because they are younger adults. They do not have much freedom to move in creative ways but move within the limitations of rules, regulations, and seniority.

Contrasting Characteristics of Western Culture

In contrast, Kaneshige (23) describes general characteristics of western culture.
1. Personal problems and conflicts can be solved by an individual only: no one can solve it for him, but seeking guidance and counseling can help him to solve it.

2. Individuals frequently involve themselves intimately with others—engendering empathy, support, openness, and even confrontation. Participation of any kind is considered valid and potentially useful.

3. Responsiveness is valued; therefore, verbal participation in the form of questions, comments, and challenges are widely accepted. Generally, there is little concern with humility and modesty. Instead, superiority, success, and fame are admired.

4. Honesty is a high priority in American values. This means honesty in others as well as in oneself. In addition, individuality is respected regardless of name or family background. The concept of shame and 'losing face' are not important as long as one is honest.

5. Responsible persons are considered to be those who speak out, are bright, and show initiative. Quiet persons may be considered as either not very bright or not having any ideas.

6. Mature persons are those who can express their emotions constructively. Emotional expression is seen as a way of accepting oneself; it also reveals individual inner feelings to others. An individual who is unaffected by another
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person's suffering and pain is considered inhuman and can become the focus of anger.

7. American people strive for equality and flexibility. Generally, any form of authority is questioned; the imposition of rules and regulations is also perceived as the deprivation of freedom and flexibility. Instead, they perceive conforming behavior as unnecessary and even undesirable. Rather they encourage people to have the freedom to move in more creative ways.

Prasertsook (31) has conducted a study regarding student personnel services on three campuses of Srinakharinwirot University: Pratoomwan, Bangsean, and Songkhla. He indicated that there were a number of problems regarding guidance and counseling such as (1) lack of personnel because faculty have such a large teaching load they hardly have time for students; (2) lack of knowledge on the part of student personnel services workers who do not have sufficient training; (3) lack of coordination, cooperation, and support from administration and faculty members; (4) lack of financing for the needed programs; (5) lack of equipment and physical facilities essential for the programs. In addition, he found students expressed the need for an appropriate counseling center and preferred one-to-one counseling to group counseling. Finally, as have most other researchers, Prasertsook found that student personnel services programs need to be better publicized and
students need to be better informed about the available services.

Khemtong (24) and Damreesook (14) have found similar problems in the operation of the student personnel services center at the three campuses of Srinakharinwirot University. They indicated that faculty members and administrators did not see the importance of student personnel services programs. In addition, the faculty members already had so many other responsibilities that participation in these programs constituted a hardship. Administrators did not seem to even understand the existence of the student personnel services programs. Since there was no support from administrators, therefore, no motivation to do the job well, a number of problems arose, most notably a lack of funds to run the student services programs. Sun (40) reveals that problems such as the lack of facilities, funds, professionally trained counselors, and over-emphasis on parental and societal/occupational values are obstacles to the efficient development of student personnel services programs, such as a career guidance service.

Weewitkul (46) compared the needs of students for student personnel services in a teacher-training college with those at a vocational college at Ubolratchanee Province in order to determine which services were important to each group of students. In order to do this, Weewitkul constructed a set of questionnaires to survey the needs in orientation, informa-
tion, counseling, financial aid, placement, and remedial instruction.

The findings reveal that both groups of students needed student personnel programs. The students from the teacher-training college needed student personnel services (ranging from the most needed to the least needed) as follows: (1) orientation; (2) counseling; (3) information; (4) placement; (5) financial aid; and (6) remedial instruction. The students from the vocational college needed student personnel services (ranging from the most needed to the least needed) as follows: (1) counseling; (2) orientation; (3) placement; (4) financial aid; (5) information; and (6) remedial instruction.

As mentioned earlier, the student personnel services programs are still fairly new to the Thai educational system. Therefore, there have been a limited number of research studies conducted in this area at the higher education level. A number of studies have concentrated on problem students, especially at the high school level with regard to drug abuse, family, discipline, and so forth.
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CHAPTER III

PROCEDURES FOR COLLECTING DATA

Four steps were involved in data collection and treatment: (1) defining, designing, and field testing the instruments; (2) selecting the sample populations to be surveyed; (3) administering the instruments; and (4) treatment of the data.

Defining, Designing, and Field Testing

Guidelines suggested by Baird, Best, and Gay (1) were followed in designing and field testing the instruments. These guidelines include (1) constructing the instruments to avoid ambiguous language and leading questions; (2) focusing on issues that are relevant to the population being surveyed; (3) providing clear, concise, and accurate directions; (4) assuring uniform administration; and (5) devising instruments that are attractive, logically organized, and easy to use.

To obtain data for the study and to ensure a reliable procedure for collecting data, a questionnaire and its guidelines were developed with the consultation of five professors (See Appendix A) who are experts in this particular area of study. The criteria for the questionnaire are primarily based on Student Services: A Handbook for the Profession by
Ursula Delworth, Gary R. Hanson and Associates, and College and Student Personnel Development, Administration, and Counseling by John Eddy, Joseph D. Dameron, and David T. Borland. The questionnaire was divided into two parts (See Appendix B). The first part was composed of two sections: the first section concerns the services currently provided by the university; the second section is composed of fifteen questions intended to describe the present operation of the student personnel services program of Prasarnmitr, Srinakharinwirot University in general. The second part of the questionnaire contained proposed student personnel services organizational principles; it consisted of forty-three questions in seven major categories as follows:

1. Purposes & Objectives & Goals
2. Planning and Organizing
3. Personnel
4. Qualifications and Functions of the Vice-President of Student Affairs
5. Budgeting
6. Facilities and Equipment
7. Evaluations

Two forms of the instrument were designed. Form A was intended for use with students. Form B was distributed to randomly selected full-time faculty members. Both forms A and B measure the reaction of students and faculty regarding the present operation and the proposed organizational principles for the student personnel program of Prasarnmitr, Srinakharinwirot University.

The questionnaire was first tested with ten NTSU
doctoral students who are familiar with this particular study. These students provided the researcher with feedback on the clarity, relevance, and design of the questionnaire. Modification of the instrument would have been necessary if suggestions for doing so had been made by ten percent of the respondents.

Selecting Survey Samples

A stratified sample was taken from each of the two population being studied: (1) full-time faculty members who have been employed as staff members starting the Fall Semester, 1983; (2) students who have attended the University since the Fall Semester, 1983. A list of names of the faculty members and all undergraduate students for the entire campus was obtained from the Registrar's Office of Prasarnmitr, Srinakharinwirot University.

Administering the Instruments

In order to obtain permission for conducting this study, a letter was written to the President of Srinakharinwirot University at Prasarnmitr (See Appendix C). When permission was granted, the questionnaires and guidelines were developed and sent to a panel of five experts (See Appendix A). When the revisions, guidelines, and translations were completed, the instruments were mailed to the research assistant who agreed to cooperate in the study in Thailand.

Both the instruments (forms A and B) were administered at
about the same time during the Spring Semester, 1984. Selected students were approached by their classroom instructors and provided with an explanation of the study, asked to complete the instrument, form A, and return it to the instructor. Some instructors allowed students to complete the instrument in class. Some students with limited time were allowed to take the instruments home and were supplied with stamped envelopes addressed to the research assistant to increase the chances of the instrument being returned.

The instrument form B was distributed to seventy selected full-time faculty members; they were asked to return the form within two weeks. After two weeks, a follow-up letter was mailed to respondents whose questionnaires had not been returned. When completed, all questionnaires were returned to the researcher in the United States in order for data to be processed and compiled. Actual return rates of 78.55 and 78.71 percent respectively were received from both students and faculty members as shown in Table I.

Treatment of the Data

All responses on the returned questionnaires were manually checked for accuracy and completeness, tabulated in numerical code on keypunch worksheets and subsequently key-punched on machine punchcards. These data were then stored in a computer file at the North Texas State University Computing Center for further analysis.
Descriptive statistics were utilized to find out how knowledgeable students and faculty members were about the student services currently provided by Srinakharinwirot University, Prasarnmitr.

The t-test for two independent samples was selected for use as the appropriate statistical technique to provide the answers for the research questions. It was then used to determine if there are significant differences between the perceptions of faculty members and students concerning the present and proposed student personnel services at Prasarnmitr, Srinakharinwirot University.
CHAPTER BIBLIOGRAPHY


5. Gay, L.R., Educational Research, Columbus, Ohio, Charles E. Merrill, 1976.


CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter contains an analysis of the data concerning the perception of faculty members and students with regard to student personnel principles at Prasarnmitr, Srinakharinwirot University, Thailand. It was obtained by administering the student personnel services questionnaire to seventy faculty members and two hundred and seventy-five undergraduate students at Prasarnmitr, Srinakharinwirot University. Actual returns were received from fifty-three faculty members (78.71%) and two hundred and sixteen students (78.55%) for a total response for the study of 77.97% per cent. These percentages were required in order to carry out the proposes of the study as stated in Chapter I.

The instrument measured the reaction of students and faculty members with regard to the present operation and the proposed organizational principles for student personnel services of Prasarnmitr, Srinakharinwirot University. The t-test and descriptive statistical techniques were selected to analyze the data for all the research questions.

The first research question was as follows:

Q1: What were the perceptions of students and faculty members about the present operation of student personnel programs of Prasarnmitr, Srinakharinwirot University?
The questionnaire was divided into two parts. The first part was composed of two sections. In the first section, students and faculty were provided with a list of twenty-two student services and were asked to answer 'yes' to the services being currently provided and 'no' to the services not being currently provided by the university.

Descriptive statistics were utilized to find out how knowledgeable students and faculty were about student services currently provided by the university. The data shown in Table II indicate that most students and faculty members were well aware of the student services provided. For purposes of the study, correct responses by fifty per cent or more of responding faculty members and students were taken to be an acceptable level of understanding or awareness of university operations. Response levels of less than fifty per cent accuracy were considered indicative of a lack of understanding or awareness of a particular category. There were nineteen services which had acceptably high levels of correct responses. They were vocational counseling, educational advisement, personal counseling, food service, on campus housing service, off campus housing service, dispensary, infirmary, on campus part-time employment, off campus part-time employment, campus wide graduate placement service, discipline, student records, student loans, scholarship, student union, student clubs, remedial services, and freshman orientation. While there were only three student services which
<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th></th>
<th>Faculty</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>Percent</td>
<td>W</td>
<td>Percent</td>
<td>R</td>
</tr>
<tr>
<td>1. Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Vocational</td>
<td>177</td>
<td>81.9</td>
<td>39</td>
<td>18.1</td>
<td>46</td>
</tr>
<tr>
<td>b) Educational Advisement</td>
<td>205</td>
<td>94.9</td>
<td>11</td>
<td>5.1</td>
<td>50</td>
</tr>
<tr>
<td>c) Personal</td>
<td>184</td>
<td>85.2</td>
<td>32</td>
<td>14.8</td>
<td>51</td>
</tr>
<tr>
<td>2. Food Service</td>
<td>197</td>
<td>91.2</td>
<td>19</td>
<td>8.8</td>
<td>51</td>
</tr>
<tr>
<td>3. Housing Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) On campus</td>
<td>164</td>
<td>75.9</td>
<td>52</td>
<td>24.1</td>
<td>48</td>
</tr>
<tr>
<td>b) Off campus</td>
<td>132</td>
<td>61.1</td>
<td>84</td>
<td>38.9</td>
<td>45</td>
</tr>
<tr>
<td>4. Health Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Physical exam</td>
<td>56</td>
<td>25.9</td>
<td>160</td>
<td>74.9</td>
<td>10</td>
</tr>
<tr>
<td>b) Dispensary</td>
<td>188</td>
<td>87.0</td>
<td>28</td>
<td>13.0</td>
<td>46</td>
</tr>
<tr>
<td>c) Infirmary</td>
<td>179</td>
<td>82.9</td>
<td>37</td>
<td>17.1</td>
<td>38</td>
</tr>
<tr>
<td>5. Part-time Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) On campus</td>
<td>159</td>
<td>73.6</td>
<td>57</td>
<td>26.4</td>
<td>41</td>
</tr>
<tr>
<td>b) Off campus</td>
<td>151</td>
<td>69.9</td>
<td>65</td>
<td>30.1</td>
<td>37</td>
</tr>
<tr>
<td>6. Graduate Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Some departments only</td>
<td>80</td>
<td>37.0</td>
<td>136</td>
<td>63.0</td>
<td>8</td>
</tr>
</tbody>
</table>

**TABLE II**

NUMBER AND PERCENTAGE OF FACULTY AND STUDENTS WHO ARE AWARE OF SERVICES PROVIDED
<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R*</td>
<td>W*</td>
<td>R*</td>
</tr>
<tr>
<td>b) Campus wide service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70.4</td>
<td>29.5</td>
<td>69.8</td>
</tr>
<tr>
<td>7. Admission</td>
<td>17.1</td>
<td>82.9</td>
<td>34.0</td>
</tr>
<tr>
<td>8. Discipline</td>
<td>75.0</td>
<td>25.0</td>
<td>69.8</td>
</tr>
<tr>
<td>9. Student records</td>
<td>62.5</td>
<td>37.5</td>
<td>50.9</td>
</tr>
<tr>
<td>3. Financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Loans</td>
<td>59.3</td>
<td>40.7</td>
<td>86.8</td>
</tr>
<tr>
<td>b) Scholarships</td>
<td>97.2</td>
<td>2.8</td>
<td>88.7</td>
</tr>
<tr>
<td>11. Student Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Student union</td>
<td>98.6</td>
<td>1.4</td>
<td>94.3</td>
</tr>
<tr>
<td>b) Student club</td>
<td>97.2</td>
<td>2.8</td>
<td>98.1</td>
</tr>
<tr>
<td>12. Remedial services</td>
<td>63.4</td>
<td>36.6</td>
<td>71.7</td>
</tr>
<tr>
<td>13. Freshman orientation</td>
<td>99.1</td>
<td>0.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*R* = Right; *W* = Wrong.
had acceptably high levels of incorrect responses: physical exam; graduate placement service; and admission service.

The second section of the first part of the questionnaire was composed of fifteen questions which were scaled response items, intended to describe the present operation of student personnel services in general. The data in Table III show the results of item by item testing for significances of opinions between students and faculty members with regard to the present student personnel services program. The mean in Table III-XI represents the average group response to the scaled agreement item, with 1 indicating strong agreement and 5 indicating strong disagreement. These data indicate the following.

(1) There is no significant difference between the opinions of faculty members and students for eleven of the fifteen items. These were items 1, 2, 3, 5, 6, 7, 8, 11, 13, 14, and 15 (See Table II).

(2) There are significant differences of opinions at the .05 level between faculty and students for four of the fifteen items. These are items 4, 9, 10, and 12 (See Table III).

(3) There are more agreements between the two groups than disagreements, especially in the following areas: both faculty and students agree that (1) there is inadequate cooperation among faculty members, administrators, and student personnel workers; (2) there are inadequate equipment and facilities to accomplish the mission; (3) existing student personnel services programs are not adequately financed by the
TABLE III

SIGNIFICANT DIFFERENCES OF OPINION REGARDING PRESENT STUDENT PERSONNEL SERVICES STRUCTURE AT PRASARNMITR, SRINAKHARINWIROT UNIVERSITY ACCORDING TO FACULTY MEMBERS AND STUDENTS

<table>
<thead>
<tr>
<th>Items</th>
<th>Faculty</th>
<th>Students</th>
<th>t*</th>
<th>D.F*</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Present student services at your institution are located in several offices.</td>
<td>53</td>
<td>2.3396</td>
<td>216</td>
<td>2.4537</td>
<td>-0.73</td>
</tr>
<tr>
<td>2. Non-centralized personnel services has resulted in repetition and duplication of various programs, overlapping of functions and responsibilities, and lack of communication.</td>
<td>53</td>
<td>2.1509</td>
<td>216</td>
<td>2.2870</td>
<td>-0.80</td>
</tr>
<tr>
<td>3. Non-centralized personnel services create growing confusion and inconvenience for both students and personnel workers as the institution grows larger and more complex.</td>
<td>53</td>
<td>2.3962</td>
<td>216</td>
<td>2.2685</td>
<td>-0.77</td>
</tr>
</tbody>
</table>
| 4. There is a clear scope of responsibility and a job description for each position of student personnel services provided at the present time. | 53      | 3.0000   | 216  | 3.3056 | -2.08 | 267   | 0.039**
TABLE III—continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Faculty</th>
<th>Students</th>
<th>t*</th>
<th>D.F*</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>5. The delegation of responsibility within student personnel services at your institution accompanies authority; especially authority in command, control, and promotion</td>
<td>53</td>
<td>3.0000</td>
<td>216</td>
<td>3.1808</td>
<td>-1.21</td>
</tr>
<tr>
<td>6. There is adequate coordination and cooperation among faculty members, administrators, and student personnel services workers under the present student personnel program.</td>
<td>53</td>
<td>3.5472</td>
<td>216</td>
<td>3.6991</td>
<td>-0.98</td>
</tr>
<tr>
<td>7. Student personnel services at your institution have adequate facilities to accomplish their missions.</td>
<td>53</td>
<td>3.7358</td>
<td>216</td>
<td>3.8009</td>
<td>-0.42</td>
</tr>
<tr>
<td>8. Existing student personnel programs are adequately financed by your institution.</td>
<td>53</td>
<td>3.8868</td>
<td>216</td>
<td>4.0000</td>
<td>-0.80</td>
</tr>
<tr>
<td>9. The greatest problem of student personnel services at your institution is the lack of budget.</td>
<td>53</td>
<td>2.2264</td>
<td>216</td>
<td>3.8009</td>
<td>2.29</td>
</tr>
<tr>
<td>10. The greatest problem of student personnel services at your institution is the lack of support from administration.</td>
<td>53</td>
<td>2.6981</td>
<td>216</td>
<td>2.1111</td>
<td>4.02</td>
</tr>
<tr>
<td>Items</td>
<td>Faculty</td>
<td>Students</td>
<td>t*</td>
<td>D.F.</td>
<td>P*</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>11. Morale of student personnel workers and program effectiveness are</td>
<td>53</td>
<td>2.9434</td>
<td>216</td>
<td>2.9259</td>
<td>0.12</td>
</tr>
<tr>
<td>affected by the uncompensated additional work for faculty members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Morale of student personnel workers is affected by the lack of</td>
<td>53</td>
<td>2.6415</td>
<td>216</td>
<td>2.3056</td>
<td>2.25</td>
</tr>
<tr>
<td>incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The student personnel services at your institution perform</td>
<td>53</td>
<td>3.5849</td>
<td>216</td>
<td>3.7269</td>
<td>-0.97</td>
</tr>
<tr>
<td>very well in terms of organizing and operating student personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The entire existing student personnel organization should be</td>
<td>53</td>
<td>2.0189</td>
<td>216</td>
<td>1.9491</td>
<td>0.56</td>
</tr>
<tr>
<td>evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. There is a definite need for establishing a well-organized and</td>
<td>53</td>
<td>2.1698</td>
<td>216</td>
<td>2.1019</td>
<td>0.48</td>
</tr>
<tr>
<td>systematic student personnel services organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probability.
**Significant differences at or less than the .05 level.
institutions; and (4) the student personnel services department should improve in terms of organizing and operating a student personnel organization.

(4) There are disagreements between the two groups as well in regard to scope of responsibility and job description. Most of the faculty responded as undecided but the students tended to disagree that the scope of responsibility and job description are clearly provided. Students strongly agreed with the statements suggesting the greatest problems of student personnel services at Prasarnmitr are the lack of an adequate budget and support from the administration. Again, more students than faculty agreed with the statement which relates the morale of student personnel to a lack of incentives.

The second research question was as follows:

Q2: Were there significant differences between perceptions of students and faculty about the present student personnel program of Prasarnmitr, Srinakharinwirot University in terms of planning and organizing?

According to the data in Table III, the results of item by item testing for significant differences of opinions between students and faculty indicate that there are significant differences of opinion at the .05 level between students and faculty for only four of the fifteen items. Furthermore, the data in Table IV show that with a probability of 0.643. In all cases, the difference of opinion is statistically significant at or below the .05 level. Not only the probability
TABLE IV
COMPARING FACULTY AND STUDENT MEANS REGARDING PRESENT STUDENT PERSONNEL SERVICES AT PRASARNMITR, SRINAKHARINWIROT UNIVERSITY

<table>
<thead>
<tr>
<th>Sources of Variations</th>
<th>Mean</th>
<th>t-value</th>
<th>Degrees of Freedom</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2.8226</td>
<td>0.46</td>
<td>267</td>
<td>0.643</td>
</tr>
<tr>
<td>Students</td>
<td>2.7988</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

of 0.643 but also the faculty mean of 2.8226 and student mean of 2.7988 indicate no statistically significant difference in perceptions of students and faculty regarding the present student personnel services of Prasarnmitr, Srinakharinwirot University.

It was stated in Chapter III that the second part of the questionnaire contained proposed student personnel services organizational principles; it consisted of forty-three questions designed to provide answers for the third and fourth research questions. These questions, too, were scaled response items and grouped under seven major categories as follows:

1. Purposes & Objectives & Goals
2. Planning and Organizing
3. Personnel
4. Qualifications and Functions of the Vice-President of Student Affairs
5. Budgeting
6. Facilities and Equipment
7. Evaluations
The third research question 3(a) was as follows:

Q₃ₐ: Were there significant differences in perceptions between students and faculty regarding proposed goals of student personnel services program?

Five items were grouped under proposed goals: these were items 1, 2, 3, 24, and 26. The data shown in Table V indicate that there is no statistically significant difference in perceptions between students and faculty regarding proposed goals for four of the five items while there is statistically significant difference for only one of the five items which is item 1: "A major purpose of student personnel service is to provide all activities which directly facilitate academic programs." Moreover, according to the faculty mean (1.7509), student mean (1.7741), and probability of 0.742, is indicated no statistically significant difference in opinion between students and faculty concerning proposed goals of student personnel services.

The third research question 3(b) was as follows:

Q₃₉: Were there significant differences in perceptions between students and faculty regarding proposed planning and organizing of student personnel services program?

Sixteen items were grouped under planning and organizing as shown in Table VI: these were items 4, 5, 15, 16, 17, 18, 19, 20, 27, 28, 29, 32, 34, 35,36, and 37. The data shown in Table VI reveal that there is no statistically significant difference of opinion between students and faculty with regard to proposed planning and organizing for fifteen of the six-
## Table V

**T Test for Significant Difference Between Perceptions of Students and Faculty Members Concerning Proposed Goals of Student Personnel Services**

<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F*</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>1. A major purpose of student personnel services is to provide all activities which directly facilitate academic programs.</td>
<td>216</td>
<td>1.8380</td>
<td>53</td>
<td>2.1132</td>
<td>2.03</td>
</tr>
<tr>
<td>2. A major purpose of student personnel services is to provide the opportunity for students to develop themselves emotionally, socially, and intellectually.</td>
<td>216</td>
<td>1.5787</td>
<td>53</td>
<td>1.5094</td>
<td>-0.61</td>
</tr>
<tr>
<td>3. The student personnel programs need to be based on clearly defined objectives.</td>
<td>216</td>
<td>1.8102</td>
<td>53</td>
<td>1.7547</td>
<td>-0.55</td>
</tr>
<tr>
<td>24. Goal statements should be long-range, describe ideal results and developments.</td>
<td>216</td>
<td>1.7824</td>
<td>53</td>
<td>1.6226</td>
<td>-1.48</td>
</tr>
<tr>
<td>26. Objectives should be clearly stated with a description of terminal conditions.</td>
<td>216</td>
<td>1.8611</td>
<td>53</td>
<td>1.7547</td>
<td>-1.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>216</td>
<td>1.7741</td>
<td>53</td>
<td>1.7509</td>
<td>-0.33</td>
</tr>
</tbody>
</table>

*t = t = value; D.F. = Degrees of Freedom; P = Probability.
**Significant difference at or less than the .05 level.
<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F*</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>4. The institution has a definite responsibility to make student personnel services as educationally important as other academic units in the university.</td>
<td></td>
<td></td>
<td>216</td>
<td>1.9722</td>
<td>53</td>
</tr>
<tr>
<td>5. Each student personnel service should be organized under a director.</td>
<td></td>
<td></td>
<td>216</td>
<td>2.3935</td>
<td>53</td>
</tr>
<tr>
<td>15. Student personnel services should be decentralized, where responsibilities and authority will be delegated to the deans and their subordinate directors.</td>
<td></td>
<td></td>
<td>216</td>
<td>1.8009</td>
<td>53</td>
</tr>
<tr>
<td>16. All personnel involved in student personnel services should be notified of any events pertaining to the student personnel program.</td>
<td></td>
<td></td>
<td>216</td>
<td>1.7870</td>
<td>53</td>
</tr>
<tr>
<td>Items</td>
<td>Students</td>
<td>Faculty</td>
<td>t*</td>
<td>D.F.</td>
<td>P*</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>17. The student personnel organization should be flexible enough to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maximize the growth and development of students in harmony with the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>economic and political system of the country.</td>
<td>216</td>
<td>53</td>
<td>0.63</td>
<td>267</td>
<td>0.532</td>
</tr>
<tr>
<td>18. Planning for a student personnel program must consider the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>environment and the social, political, and legal constraints of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>how the needs of students are met.</td>
<td>216</td>
<td>53</td>
<td>-1.28</td>
<td>267</td>
<td>0.198</td>
</tr>
<tr>
<td>19. Student needs should be defined by a comprehensive and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurate description of students to be served.</td>
<td>216</td>
<td>53</td>
<td>1.21</td>
<td>267</td>
<td>0.227</td>
</tr>
<tr>
<td>20. The institution should be aware of and plan for individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>differences of students.</td>
<td>216</td>
<td>53</td>
<td>0.77</td>
<td>267</td>
<td>0.440</td>
</tr>
<tr>
<td>21. Activities should bear a direct and logical relationship to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>goals and objectives of the organization.</td>
<td>216</td>
<td>53</td>
<td>-1.11</td>
<td>267</td>
<td>0.267</td>
</tr>
<tr>
<td>22. The program structure should describe an organization in terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of clusters of activities performed to achieve stated goals.</td>
<td>216</td>
<td>53</td>
<td>-1.25</td>
<td>267</td>
<td>0.214</td>
</tr>
<tr>
<td>Items</td>
<td>Students</td>
<td>Faculty</td>
<td>t*</td>
<td>D.F.</td>
<td>P*</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>29. Programs that have a clearly defined educational rationale increase probability of their survival as educational budgets get tighter</td>
<td>216 2.3796 53 2.1509</td>
<td>-1.42</td>
<td>267</td>
<td>0.156</td>
<td></td>
</tr>
<tr>
<td>32. In planning student personnel services programs, expertise, experience, needs, and attitudes of staff should be taken into account.</td>
<td>216 2.0093 53 1.9623</td>
<td>-0.41</td>
<td>267</td>
<td>0.679</td>
<td></td>
</tr>
<tr>
<td>34. The distance between the chief student officer and line unit should be kept as short as possible.</td>
<td>216 1.6713 53 1.5283</td>
<td>-1.31</td>
<td>267</td>
<td>0.190</td>
<td></td>
</tr>
<tr>
<td>35. It is absolutely for student personnel services administrators to be consistent with with institutional goals.</td>
<td>216 1.8565 53 1.7547</td>
<td>-0.95</td>
<td>267</td>
<td>0.343</td>
<td></td>
</tr>
<tr>
<td>36. Students' perceptions and feelings should be considered in development of the program for student personnel services.</td>
<td>216 1.5463 53 1.7358</td>
<td>1.86</td>
<td>267</td>
<td>0.064</td>
<td></td>
</tr>
<tr>
<td>37. Student personnel administrators should recognize students' rights.</td>
<td>216 1.6343 53 1.6113</td>
<td>1.77</td>
<td>267</td>
<td>0.079</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>216 1.9058 53 1.8069</td>
<td>-1.79</td>
<td>267</td>
<td>0.075</td>
<td></td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probability.
**Significant difference at or less than the .05 level.
teen items, namely item 5: "Each student service should be organized under a director". The probability of 0.006, student mean of 2.3935, and faculty mean of 2.0189, indicates a statistically significant difference between the perception of faculty members and students with regard to item 5. Responding faculty members agreed more strongly than did students concerning this item. However, with a total probability of 0.075, a student mean of 1.9058, and a faculty mean of 1.8069, no statistically significant difference is indicated in perceptions between students and faculty members concerning proposed planning and organizing of student personnel services program.

The third research question 3(c) was as follows:

Q₃: Were there significant differences in perceptions between students and faculty members regarding choice of staff for student personnel services?

Four items, 39, 40, 41, and 42 were grouped under proposed choice of staff as shown in Table VII. Of the four items, two show a statistically significant difference and two do not indicate a significant difference. The two items with statistically significant differences were 39 and 40 (39: "Counselors and student personnel workers should be full-time employees" 40: "Only faculty members should be assigned as academic advisers"), with a probability of 0.036 and 0.026. Moreover, the student mean of 2.1759, compared with the faculty mean of 1.8679 on item 39 and the student mean of 2.0648
<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>39. Counselors and student personnel workers should be full-time employees.</td>
<td>216</td>
<td>2.1759</td>
<td>53</td>
<td>1.8679</td>
<td>-2.10</td>
</tr>
<tr>
<td>40. Only faculty members should be assigned as academic advisers.</td>
<td>216</td>
<td>2.0648</td>
<td>53</td>
<td>1.7547</td>
<td>-2.23</td>
</tr>
<tr>
<td>41. All student personnel workers should make a definite effort to maintain confidentiality.</td>
<td>216</td>
<td>1.7037</td>
<td>53</td>
<td>1.5472</td>
<td>-1.34</td>
</tr>
<tr>
<td>42. Counselors should be well-trained and experienced.</td>
<td>216</td>
<td>1.5231</td>
<td>53</td>
<td>1.5283</td>
<td>0.05</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>1.8669</td>
<td>53</td>
<td>1.6745</td>
<td>-2.35</td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probability.
**Significant difference at or less than the .05 level.
compared with the faculty mean of 1.7547 show that responding faculty members agreed more strongly than did students as regards to these items.

With a total probability of 0.020, a total student mean of 1.8669, and a total faculty mean of 1.6745, there is a statistically significant difference in perception between students and faculty members regarding proposed choice of staff of student personnel services. Responding faculty members agreed more strongly than did students regarding this particular area.

The third research question 3(d) was as follows:

Q3d: Were there significant differences in perceptions between students and faculty members regarding proposed functions and qualifications of the Vice-President of Student Affairs?

Nine items were grouped under proposed functions and qualifications of the Vice-President of Student Affairs as shown in Table VIII: these were 6, 7, 8, 9, 11, 12, 13, and 14. The data in Table VIII indicate that there is no statistically significant differences for four of the nine items. The four items with statistically significant differences were 6 ("The Vice-President of Student Affairs should be responsible for all student services in the university"), 7 (The Vice-President of student Affairs should be one of the senior administrative officer"), 13 (The Vice-President of Student Affairs should be involved in eliminating repetitions, overlapping of
TABLE VIII

T TEST FOR SIGNIFICANT DIFFERENCE BETWEEN PERCEPTIONS OF STUDENTS AND
FACULTY MEMBERS REGARDING PROPOSED FUNCTIONS AND QUALIFICATIONS
OF VICE-PRESIDENT OF STUDENT PERSONNEL SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th></th>
<th>Faculty</th>
<th></th>
<th>t*</th>
<th>D.F*</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Vice-President of Student affairs should be responsible for for all student personnel services in the university.</td>
<td>216</td>
<td>2.2500</td>
<td>53</td>
<td>1.8491</td>
<td>-2.66</td>
<td>267</td>
<td>0.008**</td>
</tr>
<tr>
<td>7. The Vice-President of Student Affairs should be one of the senior administrative officers.</td>
<td>216</td>
<td>2.5463</td>
<td>53</td>
<td>1.8491</td>
<td>-5.28</td>
<td>267</td>
<td>0.000**</td>
</tr>
<tr>
<td>8. The Vice-President of Student Affairs should have had previous experiences in working with student services, also should have good communication and listening skills.</td>
<td>216</td>
<td>1.7639</td>
<td>53</td>
<td>1.6981</td>
<td>-0.58</td>
<td>267</td>
<td>0.562</td>
</tr>
<tr>
<td>9. The Vice-President of Student Affairs should at least earn a master's degree in higher education administration, student personnel services.</td>
<td>216</td>
<td>2.6296</td>
<td>53</td>
<td>2.4717</td>
<td>-1.01</td>
<td>267</td>
<td>0.311</td>
</tr>
<tr>
<td>Items</td>
<td>Students</td>
<td>Faculty</td>
<td>t</td>
<td>D.F</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The most important task of the Vice-President of Student Affairs</td>
<td>216</td>
<td>2.1991</td>
<td>53</td>
<td>2.1321</td>
<td>-0.51</td>
<td>267</td>
<td>0.613</td>
</tr>
<tr>
<td>is to integrate services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The most important task of the Vice-President of Student Affairs</td>
<td>216</td>
<td>1.6852</td>
<td>53</td>
<td>1.7547</td>
<td>0.73</td>
<td>267</td>
<td>0.469</td>
</tr>
<tr>
<td>is to develop student personnel services in such a way to increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>their efficiency and effectiveness.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Vice-President of Student Affairs should be involved in</td>
<td>216</td>
<td>1.7222</td>
<td>53</td>
<td>1.6226</td>
<td>-1.12</td>
<td>267</td>
<td>0.264</td>
</tr>
<tr>
<td>eliminating conflicts between professionals and faculty members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The Vice-President of Student Affairs should be involved in</td>
<td>216</td>
<td>2.0093</td>
<td>53</td>
<td>1.6792</td>
<td>-2.48</td>
<td>267</td>
<td>0.014**</td>
</tr>
<tr>
<td>eliminating repetitions, overlapping of functions and programs, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. It is absolutely necessary for the Vice-President of Student</td>
<td>216</td>
<td>1.9769</td>
<td>53</td>
<td>1.6981</td>
<td>-2.48</td>
<td>267</td>
<td>0.014**</td>
</tr>
<tr>
<td>Affairs to provide clear and consistent delegation of authority and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment of duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>216</td>
<td>2.0295</td>
<td>53</td>
<td>1.8632</td>
<td>-2.83</td>
<td>267</td>
<td>0.005**</td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probability.

**Significant difference at or less than the .05 level.
functions and programs, and responsibilities"), and 14 ("It is absolutely necessary for the Vice-President of Student Affairs to provide clear and consistent delegation of authority and assignment of duties"). The probabilities of 0.008, 0.000, 0.014, and 0.014 support the statistically significant difference of opinion between students and faculty members regarding items 6, 7, 13, and 14 respectively.

Furthermore, with a total probability of 0.005, a student mean of 2.0295, and a faculty mean of 1.8632, there is a statistically significant difference of opinion between students and faculty members concerning proposed functions and qualifications of the Vice-President of Student Affairs. According to the data, they also indicate that responding faculty members agreed more strongly than did students concerning this area.

The third research question 3(e) was as follows:

Q3e: Were there significant differences in perceptions between students and faculty members regarding the proposed budgeting of a student personnel services program?

Three items were grouped under proposed budgeting as shown in Table IX; these were items 21 ("The student personnel services at your institution should be financed by the institution, and not by a certain faculty or department"), 22 ("A budget should be a plan to allocate resources and give priorities to various activities"), and 23 ("All student services should be annually required to submit their objectives for
TABLE IX

T TEST FOR SIGNIFICANT DIFFERENCES BETWEEN PERCEPTIONS OF STUDENTS AND FACULTY MEMBERS REGARDING PROPOSED BUDGETING OF STUDENT PERSONNEL SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F*</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>21. The student personnel services program at your institution should be financed by the institution, and not by a certain faculty or department.</td>
<td>216</td>
<td>1.9028</td>
<td>53</td>
<td>2.1132</td>
<td>1.55</td>
</tr>
<tr>
<td>22. A budget should be a plan to allocate resources and give priorities to various activities.</td>
<td>216</td>
<td>1.7778</td>
<td>53</td>
<td>1.7925</td>
<td>0.15</td>
</tr>
<tr>
<td>23. All student personnel services should be annually required to submit their job description for each member and objectives for funding consideration.</td>
<td>216</td>
<td>1.7824</td>
<td>53</td>
<td>1.7736</td>
<td>-0.09</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>1.8210</td>
<td>53</td>
<td>1.8931</td>
<td>0.90</td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probability.
funding consideration”). There is no statistically significant difference of opinion between students and faculty members regarding proposed budgeting for each of the three items. Therefore, the students' perceptions are the same as those of faculty members in this area.

The third research question 3(f) was as follows:

Q3f: Were there significant differences in perceptions between students and faculty members regarding proposed facilities and equipment of student personnel services?

As shown in Table X, two items were grouped under proposed facilities and equipment of student personnel services; these were items 38 and 43 (38: "It is the institution's responsibility to provide adequate facilities essential for student personnel services programs" 43: "The counseling center should provide enough privacy and be arranged in such a way as to help facilitate the problem-solving process"). Of the two items, item 38 shows a statistically significant difference and item 43 does not indicate a significant difference. The probability of 0.012 supports the statistically significant difference of opinion between students and faculty members regarding the item 38. However, with a total probability of 0.200, a student mean of 1.8002, and a faculty mean of 1.7044, there is no statistically significant difference in perception between students and faculty members regarding proposed facilities and equipment of student personnel services.
### TABLE X

**T-TEST FOR SIGNIFICANT DIFFERENCES BETWEEN PERCEPTIONS OF STUDENTS AND FACULTY MEMBERS REGARDING PROPOSED FACILITIES AND EQUIPMENT OF STUDENT PERSONNEL SERVICES**

<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F.</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>38. It is the institution's responsibility to provide adequate</td>
<td>216</td>
<td>1.6898</td>
<td>53</td>
<td>1.9623</td>
<td>2.53</td>
</tr>
<tr>
<td>facilities essential for student personnel services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. The counseling center should provide enough privacy and be</td>
<td>216</td>
<td>1.6435</td>
<td>53</td>
<td>1.5660</td>
<td>-0.64</td>
</tr>
<tr>
<td>arranged in such a way as to help facilitate the problem-solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>216</td>
<td>1.8002</td>
<td>53</td>
<td>1.7044</td>
<td>-1.29</td>
</tr>
</tbody>
</table>

*t* = t-value; D.F. = Degrees of Freedom; P = Probability.  
**Significant difference at or less than the .05 level.
The third research question 3(g) was as follows:

Q3g: Were there significant differences in perceptions between students and faculty regarding proposed evaluation of student personnel services?

Four items were grouped under proposed evaluations; these were 25, 30, 31, and 33. According to the data shown in Table XI, there is a statistically significant difference in perception for only one of the four items, item 30 ("Annually, each student service should be asked to justify its own existence"). With a probability of 0.037, there is a statistically significant difference of opinion between students and faculty regarding item 30. Responding students agreed more strongly than did faculty members regarding this item. However, with a total probability of 0.837, a student mean of 1.9317, and a faculty mean of 1.9481, there is no statistically significant difference in perception between students and faculty regarding proposed evaluations. Therefore, the students' perceptions are the same as those of faculty in this area.

The fourth research question was as follows:

Q4: Based on the results of the study, what would be appropriate guidelines for the student personnel services program of Prasarnmitr, Srinakharinwirot University?

According to the results of the study, most students and faculty members agreed that the major objectives of the students personnel services would be to provide all activities which directly facilitate academic programs and the
### Table XI

**T Test for Significant Differences Between Perceptions of Students and Faculty Members Regarding Proposed Evaluations of Student Personnel Services**

<table>
<thead>
<tr>
<th>Items</th>
<th>Students</th>
<th>Faculty</th>
<th>t*</th>
<th>D.F*</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>25. Goal statement review should include as many members of the</td>
<td>216</td>
<td>1.8009</td>
<td>53</td>
<td>1.6981</td>
<td>-0.85</td>
</tr>
<tr>
<td>organization as possible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Annually, each student service should be asked to justify its</td>
<td>216</td>
<td>1.9444</td>
<td>53</td>
<td>2.1698</td>
<td>2.10</td>
</tr>
<tr>
<td>own existence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Evaluation should include both measures of activities and</td>
<td>216</td>
<td>1.9491</td>
<td>53</td>
<td>1.8868</td>
<td>-0.59</td>
</tr>
<tr>
<td>measure of impact which, when related to objectives and costs will</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe the effectiveness and the efficiency of the programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. In evaluating student personnel services programs, expertise,</td>
<td>216</td>
<td>2.0324</td>
<td>53</td>
<td>2.0377</td>
<td>0.05</td>
</tr>
<tr>
<td>experience, needs, and attitudes of staff should be taken into</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>216</strong></td>
<td><strong>1.9317</strong></td>
<td><strong>53</strong></td>
<td><strong>1.9481</strong></td>
<td><strong>0.21</strong></td>
</tr>
</tbody>
</table>

*t = t-value; D.F. = Degrees of Freedom; P = Probabilility.

**Significant difference at or less than the .05 level.**
opportunity for students to develop themselves emotionally, socially, intellectually, and physically within the cultural context of the society. Such objectives need to be clearly defined in order for the student personnel services to be recognized as an integral part of the educational program.

In developing goals for student personnel services, students and faculty agreed that goal statements should be long-range, and describe ideal results and developments. When goal statement are reviewed, they further agreed that as many members of the organization as possible should be included and activities should bear a direct and logical relationship to the goals and objectives of the organization.

(2) In order for student personnel services to be effective and to become as educationally important as academic units in the university, most students and faculty agreed that it is absolutely necessary for student personnel services administrators to be consistent with institutional goals, purposes, philosophy, tradition, values, and style.

To help the student personnel services to operate smoothly, students and faculty agreed that the following tasks need to be accomplished: first, each student service should be organized under a director; second, student personnel services should be decentralized where responsibilities and authority will be delegated to the deans and their subordinate director; third, the 'distance' between the chief student services officer and line units should be kept
as short as possible; and four, all personnel involved in student personnel services including faculty members should be notified of any events pertaining to the student personnel program.

(3) According to the results of the study, in terms of personnel, students and faculty members agreed that the Vice-President of Student Affairs should be responsible for all student personnel services in the university and each service should be organized under a director. Moreover, students and faculty members also believed that student services personnel should be full-time employees, that counselors should be well-trained and experienced, and that they should make a definite effort to maintain confidentiality.

(4) Students and faculty members agreed further that the Vice-President of Student Affairs should be one of the senior administrative officers; that he should have had experience in working with student services; that he should have good communication and listening skills; and that he should have earned at least a master's degree in higher education administration student personnel services.

As to the functions of the Vice-President of Student Affairs, students and faculty agreed that there should be a system that integrates and develops student personnel programs in such a way as to help increase their efficiency and effectiveness and to be involved in eliminating conflicts between professionals and faculty members, repetition and duplication
of the programs, and overlapping of functions and responsibilities. However, the most important task of the Vice-President would be to provide clear and consistent delegations of authority and assignment of duties, provisions for line and staff management and specialized services roles and functions.

(5) Based on the results of the study, the student personnel services should be adequately financed by the institution. It was agreed that a budget should include a plan to allocate resources and give priorities to various activities and that all student services should be required to submit their objectives for funding consideration on an annual basis.

(6) In terms of facilities and equipment, students and faculty believed that it is the institution's responsibility to provide adequate facilities and equipment essential for student personnel services. Moreover, they also agreed that the counseling center should provide enough privacy and be arranged in such a way as to help facilitate the problem-solving process.

(7) In evaluating the student personnel services programs, students and faculty agreed that each student service should be asked to justify its own existence on an annual basis. They further believed that evaluations should include both measures of activities and measures of impacts which,
when related to objectives and costs, would describe the
effectiveness of the programs. However, they concluded that
expertise, experience, needs, and attitudes of the staff cer-
tainly need to be taken into account in planning and evaluat-
ing the student personnel services.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purposes of this study were to (1) compare the perceptions of students and faculty members concerning student personnel services for Prasarnmitr, Srinakharinwirot University, and (2) to propose organizational principles appropriate for student personnel services by using a survey instrument developed with the consultation of five professors who are experts in this particular area of study (See Appendix A). The questionnaire was divided into two parts (See Appendix B). The first part was composed of two sections: the first section concerned the services currently provided by the university; the second section was composed of fifteen questions intended to describe the present operation of the student personnel services program of Prasarnmitr, Srinakharinwirot University, in general. The second part of the questionnaire contained proposed student personnel services organizational principles; it consisted of forty-three questions in seven major categories as follows:

1. Purposes & Objectives & Goals
2. Planning and Organizing
3. Personnel
4. Qualifications and Functions of the Vice-President of Student Affairs
5. Budgeting
6. Facilities and Equipment
7. Evaluations
The data needed to provide answers for the research questions, which were developed to guide the data analyses for this study, consist of responses from questionnaires that were administered at Prasarnmitr, Srinakharinwirot University, to two hundred and sixteen undergraduate students and fifty-three faculty members. The questionnaires were collected during the Spring Semester, 1984. The collection of data began in the second week of September and was completed by the end of the second week of October, 1984. Responses from both faculty members and students were 77.97 per cent.

In order to accomplish the purposes of this study, four research questions were formed. Descriptive statistical analysis and t test were selected for use as the appropriate statistical techniques: descriptive statistical analysis was used to test data for the first part of research question one; the t test was used to test data for research questions one, two, three, and four as follows:

1. What were the perceptions of students and faculty about the present operation of the student personnel program of Prasarnmitr, Srinakharinwirot University?

2. Were there significant differences in perceptions of students and faculty about the present operation of the student personnel program of Prasarnmitr, Srinakharinwirot University in terms of planning and organizing?

3. Were there significant differences in perceptions of
students and faculty about the proposed guidelines for the student personnel services program of Prasarnmitr, Srinakharinwirot University in the following areas:

   a. Purposes & Goals & Objectives
   b. Planning and Organizing
   c. Personnel
   d. Qualifications and Functions of the Vice-President of Student Affairs
   e. Budgeting
   f. Facilities and Equipment
   g. Evaluations?

(4) Based on the results of the study, what would be appropriate guidelines for the student personnel services program of Prasarnmitr, Srinakharinwirot University?

The findings that resulted from the data analyses are as follows:

1. The data indicate that both students and faculty members were well aware of student services currently provided by the university. They answered nineteen items correctly and three incorrectly.

2. With a total probability of 0.643, faculty mean of 2.8226, and student mean of 2.7988, there is no statistically significant difference in perceptions of students and faculty regarding the present student personnel services of Prasarnmitr, Srinakharinwirot University. Therefore, the students' perceptions are the same as those of faculty in this area.

3. With a total probability of 0.742, faculty mean of 1.7509, and student mean of 1.7741, there is no statistically significant difference in opinion between students and facul-
ty members concerning proposed goals of student personnel services. Therefore, the students' perceptions are the same as those of faculty members concerning this particular area.

4. With a total probability of 0.075, faculty mean of 1.8069, and student mean of 1.9058, there is no statistically significant difference in perceptions between students and faculty members regarding proposed planning and organizing of student services program. Therefore, the students' perception are the same as those of faculty members concerning this area.

5. With a total probability of 0.005, faculty mean of 1.8632, and student mean of 2.0295, there is a statistically significant difference in perceptions between students and faculty concerning proposed functions and qualifications of the Vice-President of Student Affairs. The data also indicate that responding faculty members agreed more strongly than did students concerning this area.

6. With a total probability of 0.020, faculty mean of 1.6745, and student mean of 1.8669, there is a statistically significant difference in perceptions between students and faculty regarding proposed choice of staff of student personnel services. Responding faculty members agreed more strongly than did students regarding this area.

7. With a total probability of 0.368, faculty mean of 1.8931, student mean of 1.8210, there is no statistically
significant difference in opinions between students and faculty concerning proposed budgeting. Therefore, the students' perceptions are the same as those of faculty members regarding this area.

8. With a total probability of 0.200, faculty mean of 1.7044, and student mean of 1.8002, there is no statistically significant difference in perceptions between students and faculty regarding facilities and equipment of student personnel services. Therefore, the students' perceptions are the same as those of faculty concerning this area.

9. With a total probability of 0.837, faculty mean of 1.9481, and student mean of 1.9317, there is no statistically significant difference in perceptions between students and faculty regarding proposed evaluations. Therefore, the students' perceptions are the same as those of faculty members concerning this area.

Discussion of Data findings

In regard to the results of the study concerning the student services provided by the university, most faculty and students answered nineteen items correctly and three incorrectly. Those questions which were answered incorrectly are 'physical exam', 'graduate placement', and 'admission'.

"Physical exam" has not been currently provided to students but most faculty members and students answered 'yes'. They felt the service should be provided. "Graduate placement"
has been provided by a few departments only. Most of the students and faculty members who answered this question wrong either came from departments in which this service has not existed or were not informed about the service.

"Admission service" has never been provided by Srinakharinwirot University. As a public university in Thailand, Srinakharinwirot University requires students to take an entrance test or a screening test in order to be enrolled in the university because there are more students who would like to attend college than the college can accommodate. That might have been the reason why the university did not consider such a service as necessary to those students. There was information about admissions released by the university to pre-college students which might have led to misunderstanding among students and faculty members.

The data also indicate that there are statistically significant differences in opinion between students and faculty members concerning the present student personnel services of Prasarnmitr, Srinakharinwirot University for items 9, 10, and 12. According to item 4, students tended to disagree that scope of responsibility and job description for each position are clearly provided; faculty members responded as undecided. Faculty members were not as aware of the bureaucratic structure of the university as were the students. Students, it can be surmised, have experienced the shuffling from office to office through the bureaucracy that the lack of clear cut
spheres of influence causes.

In regard to item 9, students tended to agree that the greatest problem of student personnel services is the lack of budget which indicates that students are only dimly aware of budget problems as they are indirectly affected by the lack of an adequate budget. Faculty members on the other hand are directly involved in the budgeting process and have experienced the frustrations of losing a good program to a budget cut.

In contrast, students agreed more strongly than did faculty members that the greatest problem of student personnel services at their institution was the lack of support from administration. Students generally tended to blame a broader range of problems on administration because of a high level of generalized frustration, possibly due to their age group, lack of experiences, and so forth. While faculty members tended to agree with students, they were not so extreme in their views. One can surmise that faculty members are more likely to accept responsibility for their actions than students because of age group differences. Students, furthermore agreed more strongly than did faculty members that morale of student personnel workers were affected by the lack of incentives. Faculty members who employed student services personnel were more likely to support present practices than were students because they themselves were engaged in the employment of personnel. Personal involvement is a crucial
There were also statistically significant differences in opinions between students and faculty members concerning the proposed organizational principles of student personnel services. Although both students and faculty members believed that student personnel services should facilitate academic programs, faculty members demonstrated a clearer understanding of the fact that the direct facilitation of academic programs is an administrative and departmental concern only indirectly related to student personnel services.

Faculty members expressed a strong preference for a traditional pyramid structure with one person in charge of the operation of a student personnel services organization as shown in Table VI, item 5 ("Each student service should be organized under a director") and Table VIII, item 6 ("The Vice-President of Student Affairs should be responsible for all student personnel services in the university"), 13 ("The Vice-President of Student Affairs should be involved in eliminating repetitions, overlapping of functions and programs, and responsibilities") and 14 ("It is absolutely necessary for the Vice-President of Student Affairs to provide clear and consistent delegation of authority and assignment of duties").

Furthermore, faculty members agreed more strongly than did students that counselors and student personnel workers should be full-time and available to students at all times.
They also considered themselves better academic advisers because of the fact that they were closer to students, more oriented to academic programs, and more aware of students' academic strengths and weaknesses. In contrast, students agreed more strongly than did faculty members that it was the institution's responsibility to provide adequate facilities essential for student personnel services. Students have obviously experienced poor services due to insufficient equipment and facilities. Students further believed that each student service should be asked to justify its own existence on an annual basis. Any service which does not respond to students' needs should be eliminated; by the same token, a service which is in demand should be expanded to adjust to the students' needs. Faculty members who were engaged in operating student personnel services seem to have had difficulty accepting the fact that such services were ineffective and no longer needed.

Conclusions

Based on the findings from the study, the following conclusions appear to be warranted.

1. The data show that student services at Prasarnmitr, Srinakharinwirot University are well publicized. Both students and faculty members are well-informed and knowledgeable about student services currently provided.

2. The agreement of students and faculty concerning the present operation of student personnel services indicates the
direction that policy formation should take. There should be more support and cooperation among faculty members, administrators, and student services personnel; there should be adequate facilities and equipment essential for the student personnel department to accomplish its mission; there should be sufficient funds, financed by the institution, to sponsor student services program; and finally, there should be improvements for overall performance of student personnel services in terms of operating and organizing a student personnel services program.

3. Students and faculty members agreed that the student personnel services should be based on clearly defined objectives.

4. Students and faculty members expressed the need for student services to be decentralized, where responsibilities and authority will be delegated to the deans and their subordinate directors.

5. The disagreement of students and faculty members concerning proposed functions and qualifications of Vice-President of Student Affairs indicates that faculty expressed a stronger preference for a traditional pyramid structure with one person in charge of the operation of a student personnel services organization than did students.

6. The agreement of students and faculty members concerning the proposed choice of staff indicates that student per-
sonnel should be professionally trained, experienced, and knowledgeable about student services.

7. In order for student services programs to have quality services, adequate and proper facilities and equipment are absolutely necessary.

8. Evaluation is an important element of student personnel programs for it measures the effectiveness and efficiency of the program by relating to its costs and objectives.

Recommendations

General recommendations for development of student personnel services program as follows:

1. It is a recommendation and underlying assumption of this study that any application of American principles of higher education with regard to student services take into account the cultural context of Thailand and the specific needs of the Thai students.

2. It is recommended that the establishment of a national council for counseling and other programs should be encouraged to take the responsibility of developing and constructing general outlines, rationales, and operating principles which should be suitable for the society culturally, economically, and psychologically.

3. Seminars, workshops, and discussions should be encouraged and made available for all the student services
personnel on all campuses of Srinakharinwirot University, so that they can exchange ideas and experiences regarding the student personnel services.

The high level of agreement between students and faculty members indicates that this particular statement should become a principle of student personnel services as follows:

1. A major purpose of student personnel services should be to provide the opportunity for students to develop themselves emotionally, socially, and intellectually.

2. Objectives of student personnel services programs should be clearly stated with a description of terminal conditions and activities bearing a direct and logical relation to the goals and objectives of the organization.

3. Goal statements should be long-range, and describe ideal results and developments.

4. The institution has a definite responsibility to make student personnel services as educationally important as other academic units in the university.

5. Student personnel services should be decentralized with responsibility and authority delegated to the deans and their subordinate directors.

6. Student personnel services administrators must act consistently with the institutional goals.
7. Planning for a student personnel program must consider the environment and the social, political, and legal constraints on how the needs of students are met.

8. The student personnel services organization should be flexible enough to maximize the growth and development of students in harmony with the economic and political system of the country.

9. Students' rights, feelings, and perceptions should be recognized and considered in development of the program for student personnel services.

10. The institution should be aware of and plan for individual differences of students.

11. The distance between the chief student personnel services officer and line unit should be kept as short as possible.

12. All personnel involved in student personnel services should be notified of any events pertaining to the student personnel services program.

13. All student personnel workers and counselors should be well-trained, experienced, and determined to make an effort to maintain confidentiality.

14. The Vice-President of Student Affairs should have had previous experiences in working with students; he also should have good communication and listening skills.

15. The Vice-President of Student Affairs should be
involved in eliminating conflicts between professionals and faculty members.

16. The Vice-President of Student Affairs must provide clear and consistent delegation of authority and assignment of duties.

17. All student personnel services employees should be required to submit their job description objectives for funding consideration on an annual basis.

18. The institution must provide adequate facilities essential for student personnel services.

19. The counseling center should provide enough privacy and be arranged in such a way as to help facilitate the problem-solving process.

20. Evaluation should include both measures of activities and measures of impact which, when related to objectives and costs will describe the effectiveness and efficiency of the program.

21. The review of goal statements should include as many members of the organization as possible.

There are specific guidelines which are highly recommended for student personnel services of Prasarnmitr, Srinakharinwirot University as follows:

a. The most appropriate organizational plan for student personnel services at Prasarnmitr would be a decentralized structure with programs clustered in three or more operational or budgetary units. Each unit would be supervised by a Dean
with the chief student services officer providing overall planning and direction for the program.

b. The developing student personnel services needs to be based on clearly defined objectives and philosophy of the university including the future prospects of Thai society.

c. Planning for a student personnel services program must consider the environment and the social, economic, political, and legal constraints of the country on how the needs of students are met and should be flexible enough to maximize the growth and development of students in harmony with such constraints.

d. Students' individual differences, rights, perceptions, and feelings should be recognized and considered in the development of the program for student personnel services within the broad framework of its objective, goals, and available resources.

e. Assessment of student needs and problems have to be surveyed, otherwise the development of suitable student personnel programs with the focus on students' needs and problems will be impaired.
APPENDIX A

A PANEL OF FIVE EXPERTS
A PANEL OF FIVE EXPERTS

1. Dr. Joseph D. Dameron, Professor of Counseling Education
   North Texas State University

2. Dr. Douglas E. Norton, Assistant Professor of Counseling
   Education, North Texas State University

3. Dr. Aree Rungsinan, Instructor of Counseling and Educa-
   tional Psychology Department, Srinakharinwirot University,
   Prasarnmitr

4. Dr. Kompet Chatsupakul, Assistant Professor of Counseling
   and Educational Psychology Department, Srinakharinwirot
   University, Prasarnmitr

5. Mr. Pit Tongohan, Assistant Professor of Counseling and
   Educational Psychology Department, Srinakharinwirot Univer-
   sity, Prasarnmitr
APPENDIX B

QUESTIONNAIRE
Form A.
(For faculty members only)

Demographic Data

Direction:

Please respond to each of the following questions by placing a check mark ( ) by the most applicable answer. If there is an answer more applicable to you than those provided, please write in the blanks provided after "other".

1. Age on your last birthday:
   a) Under 25  
   b) 25-34 
   c) 35-44 
   d) 45-54  
   e) 55-60 
   f) over 60 

2. Sex:
   a) male 
   b) female 

3. To what department of the university are you assigned?
   a) Education 
   b) Sciences 
   c) Social Sciences 
   d) Humanities 
   e) Physical Education 
   f) Other______

4. How long have you been teaching?
   a) Under 5 years 
   b) 6-10 years 
   c) 11-15 years 
   d) 16-20 years 
   e) 21-25 years 
   f) over 26 years 

5. What is your academic rank?
   a) Professor 
   b) Assistant Professor 
   c) Associate Professor 
   d) Instructor 
   e) Other______

6. What is the highest degree you have earned?
   a) Doctor's 
   b) Master's 
   c) Bachelor's 
   e) Other______
Demographic Data

Direction:

Please respond to each of the following questions by placing a check mark ( ) by the most applicable answer. If there is an answer more applicable to you than those provided, please write in the blanks provided after "other".

1. Age on your last birthday:
   a) Under 17  
   b) 17-20  
   c) 21-23  
   d) 24-26  
   e) 27-30  
   f) over 30

2. Sex:
   a) male  
   b) female

3. What is your department of enrollment?
   a) Education  
   b) Sciences  
   c) Social Sciences  
   d) Humanities  
   e) Physical Education  
   f) Other____

4. What is your classification in college?
   a) Freshman  
   b) Sophomore  
   c) Junior  
   d) Senior  
   e) Other____
Part I Questionnaire about the present operation of student personnel services, Srinakharinwirot University, Prasarnmitr, Thailand.

A. Which of the following services are provided by your institution?

Please respond to the question by circling 'yes' or 'no'.

1. Counseling
   a) Vocational  Yes  No
   b) Educational Advisement  Yes  No
   c) Personal  Yes  No

2. Food Service  Yes  No

3. Housing Service
   a) On campus  Yes  No
   b) Off campus  Yes  No

4. Health Service
   a) Physical exam  Yes  No
   b) Dispensary  Yes  No
   c) Infirmary  Yes  No

5. Part-time employment
   a) On campus  Yes  No
   b) Off campus  Yes  No

6. Graduate Placement
   a) Some departments only  Yes  No
   b) Campus wide service  Yes  No

7. Admission Service  Yes  No

8. Discipline  Yes  No

9. Personnel Records  Yes  No

10. Financial Aid
    a) Loans  Yes  No
    b) Scholarships  Yes  No

11. Student Activities
    a) Student union  Yes  No
    b) Student clubs  Yes  No

12. Remedial Services  Yes  No

13. Freshman Orientation  Yes  No
B. Please respond to each of the following statements by circling the most appropriate answer. Circle only the number which represents your choice.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

1. Present student personnel services at your institution are located in several different offices.

2. Non-centralized personnel services has resulted in repetition and duplication of various programs; overlapping of functions and responsibilities; and lack of communication.

3. In addition to the previous question, non-centralized personnel services create growing confusion and inconvenience for both students and student personnel workers as the institution grows larger and more complex.

4. There is a clear scope of responsibility and a job description for each position of student personnel services provided at the present time.

5. In student personnel services at your institution, the delegation of responsibility accompanies authority especially authority in command, control, and promotion.

6. There is adequate coordination and cooperation among faculty members, administrators, and student personnel workers under the present student personnel program.

7. Student personnel services at your institution have adequate facilities to accomplish their missions.

8. Existing student personnel programs are adequately financed by your institution.

9. The greatest problem for student personnel program at your institution is the lack of budget.
10. The greatest problem for student personnel program at your institution is the lack of support from administration.

11. Morale of student personnel workers and program effectiveness is affected by the uncompensated additional work for faculty members.

12. Morale of student personnel workers is affected by the lack of incentives.

13. The student personnel services at your institution perform very well in terms of organizing and operating a student personnel organization.

14. The entire existing student personnel organization should be evaluated.

15. There is a definite need for establishing a well-organized and systematic student personnel organization.
Part II A Proposed Student Personnel Organizational Guidelines for Prasarnmitr, Srinakharinwirot University

Please respond to each of the following statements by circling the most appropriate answer. Circle only the number which represents your choice.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

1. A major purpose of student personnel services is to provide all activities which directly facilitate academic programs.

2. A major purpose of student personnel services is to provide the opportunity for students to develop themselves emotionally, socially, intellectually, and physically within the cultural context of the society.

3. In order for student personnel services to be recognized as an integral part of the educational program, they need to be based on clearly defined objectives.

4. The institution has a definite responsibility to make student personnel services as educationally important as other academic units in the university.

5. Each student personnel service should be organized under a director.

6. The Vice-President of Student Affairs should be responsible for all student personnel services in the university and all the directors for each service should be placed under his supervision and control.

7. The Vice-President of Student Affairs should be one of the senior administrative officer.

8. The Vice-President of Student Affairs should have had previous experiences in working with student services, also should have good communication and listening skills.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

9. The Vice-President of Student Affairs should at least earn a master's degree in higher education administration/student personnel services.

10. The most important task of the Vice-President of Student Affairs is to integrate services.

11. The most important task of the Vice-President of Student Affairs is to develop student personnel services programs and increase their efficiency and effectiveness.

12. The Vice-President of Student Affairs should be involved in eliminating conflicts between professionals and faculty members.

13. The Vice-President of Student Affairs should be involved in eliminating repetitions, overlapping functions, and responsibilities.

14. It is absolutely necessary for the Vice-President of Student Affairs to provide clear and consistent delegation of authority and assignment of duties, provisions for line and staff management, and specialized services roles and functions.

15. Student personnel services should be decentralized, where responsibilities and authority will be delegated to the deans and their subordinate directors.

16. All personnel involved in student personnel services including faculty members should be notified of any events pertaining to the student personnel program.

17. The student personnel organization should be flexible enough to maximize the growth and development of students in harmony with the economic and political system of the country.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

18. Planning for a student personnel program must consider the environment and the social, economic, political, and legal constraints of how the needs of students are met.

19. Student needs should be defined by a comprehensive and accurate description of students to be served.

20. The institution should be aware of and plan for individual differences of students within the broad framework for its objectives, goals, and available resources.

21. The student personnel services program at your institution should be financed by the institution, and not a certain faculty or departments.

22. A budget should be a plan to allocate resources and give priorities to various activities.

23. All student personnel services should be annually required to submit their job description and objectives for funding consideration.

24. Goal statements should be long-range, describe ideal results and developments.

25. Goal statements review should include as many members of the organization as possible.

26. Objectives should be clearly stated with a description of some terminal condition and some criterion of acceptable performance.

27. Activities should bear a direct and logical relationship to the goals and objectives of the organization.

28. The program structure should describe an organization in terms of clusters of activities performed to achieve stated goal, in order to illustrate what is done in the organization and why.
1. Strongly agree  
2. Agree  
3. Undecided  
4. Disagree  
5. Strongly disagree

29. Programs that have a clearly defined educational rationale increase probability of their survival as well as their effectiveness in responding to student needs as educational budget gets tighter.

30. Annually, each student service should be asked to justify its own existence.

31. Evaluation should include both measures of activities and measure of impact which, when related to objectives and costs will describe the effectiveness and the efficiency of programs.

32. In planning student personnel services programs, expertise, experience, needs, and attitudes of staff should be taken into account.

33. In evaluating student personnel services programs, expertise, experience, needs, and attitudes of staff should be taken into account.

34. The distance between the chief student services officer and line units should be kept as short as possible.

35. It is absolutely necessary for student personnel services administrators to be consistent with institutional goals, purposes, philosophy, tradition, values and style.

36. Student personnel services administrators should recognize students' rights and responsibilities.

37. Students' perceptions and feelings should be considered in development of the program for student personnel services.

38. It is the institution's responsibility to provide adequate facilities essential for student personnel services.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

39. Counselors and student personnel workers should be full-time employees.

40. Only faculty members should be assigned as academic advisers.

41. All student personnel workers should make a definite effort to maintain confidentiality.

42. Counselors should be well-trained and experienced.

43. The counseling center should provide enough privacy and be arranged in such a way as to help facilitate the problem-solving process.
APPENDIX C

LETTER TO THE PRESIDENT OF PRASARNMITR, SRINAKHARINWIROT UNIVERSITY REQUESTING PERMISSION TO CONDUCT SURVEY

LETTER OF PERMISSION FROM THE PRESIDENT, AND THE COVER LETTER OF THE QUESTIONNAIRE
เรื่อง ขออนุญาตมหาวิทยาลัย

เรียน อดิการบุคคลมหาวิทยาลัยกรุงเทพวิทยาลัย

ประชาชน นางสาว นวลสุนันท์ พันธุ์ นักศึกษาอนุปัญญาเอกศาสตร์ Higher Education Administration วิทยาลัยจุฬาลงกรณ์มหาวิทยาลัย ศูนย์การศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ, ผู้ได้รับมอบหมายโดยเป็นเจ้าของความคิดเห็นของอาจารย์และนิสิตเกี่ยวกับข้อเสนอแนะทางด้านการจัดทำบัตรนิสิต ซึ่งหากว่าจะมีการวิจัยนี้จะเป็นประโยชน์ต่อการเตรียมตัวของมหาวิทยาลัยอย่างมาก

ในการนี้ขอให้ท่านแจ้งรายละเอียดของข้อผิดพลาดที่อาจเป็นไปได้โดยละเอียด หวังว่าคงจะช่วยให้ความมั่นคงและความมั่นใจในการเรียนอย่างมีประสิทธิภาพ ขออภัยในความไม่สะดวก ณ วันที่ 1 ตุลาคม พ.ศ. 2527

(นางสาว นวลสุนันท์ พันธุ์)
ปรับปรุงผลการดำเนินงานของส่วนที่เกี่ยวกับงานการจัดการเรียนการสอน มหาวิทยาลัยศรีนครินทรวิโรฒ

รุ่นวิทิต 23 ถนนรามคำแหง 10110

หมายเลข 2527

เรื่อง  ประกาศการจัดการเรียนการสอน

เรื่อง  ประกาศสั่งการแผนก ที่ 1 ประจำปีการศึกษา 2527

อาศัยอำนาจของอธิการบดี มหาวิทยาลัยศรีนครินทรวิโรฒ ในการจัดการเรียนการสอน ให้จัดทำแผนการจัดการเรียนการสอน ให้สอดคล้องกับข้อกำหนดของมหาวิทยาลัย

ขอแสดงความนับถือ

(นายประเสริฐ วิมานรัฐ)
รองอธิการบดีฝ่ายบริหาร ฝ่ายบริหารงานบุคคล

สานักงานอธิการบดี
โทร. 3522565
วันที่ 11 ตุลาคม 2527

เรียนผู้อ้างอิง

คืนนี้ นางสาวนวลนงค์ พันธุ์มณี มลิกิจิตร ปัญญาเอก อาจารย์วิชาการบริหารการธุรกิจ North Texas State University ที่ดำเนินการให้บริการที่มีคุณภาพสูงสุดในการบริหารธุรกิจ ขอรับสุทธิ์ในการส่งมอบงานที่จะต้องมีคุณภาพสูงสุด ในการบริหารธุรกิจ ซึ่งมีความสำเร็จในการส่งมอบงานที่มีคุณภาพสูงสุด

ในการส่งมอบงาน พันธุ์มณี มลิกิจิตร ได้ส่งมอบงานที่มีคุณภาพสูงสุดที่สุดให้กับผู้ได้รับการส่งมอบงานที่มีคุณภาพสูงสุด ในการส่งมอบงานที่มีคุณภาพสูงสุด

ขอแสดงความนับถืออย่างสูง

(นางสาว นวลนงค์ พันธุ์มณี)
ตรวจสอบ

คำแนะนำ  กรุณาตรวจสอบรายละเอียดทั้งหมดที่ปรากฏอยู่ในเอกสารเพื่อให้แน่ใจว่าข้อมูลที่ใช้ในการพิจารณาได้ถูกต้องและสมบูรณ์จากเอกสารที่ต้องการใช้  กรุณาเชิญลงในรายการที่จัดไว้หลังจากว่า "ต่อ"

1. อาชีพ (มีจากวันที่เกิดจนถึงวันถึงกำหนด)
   ก. ที่มากกว่า 30  ข. 30-44  ค. 45 - 55
   ง. มากกว่า 60 ขึ้นไป

2. เลข
   ก. วัย
   ข. ราย

3. ประวัติวิทยาการ
   ก. ศึกษาศาสตร์  ข. วิทยาศาสตร์  ค.  экономศาสตร์
   ง. มนุษยศาสตร์

4. ระยะเวลาติดงานที่มี
   ก. น้อยกว่า 5 ปี  ข. 6 - 14  ค. 15 - 24
   ง. มากกว่า 25 ปีขึ้นไป

5. ค่าเงิน
   ก. ศัลยกรรม  ข. วงษ์ศิลปะ  ค. ผู้ช่วยศาสตราจารย์
   ง. อื่นๆ

6. ภาษาที่สอน
   ก. ปัตตานี  ข. ปัตตกะยา  ค. ปัตตานีศรี
ชื่อสัตว์

(สัตว์รูป นิลิต ไชยมาศ)

ข้อมูลสัตว์

1. อายุ (นับจากวันเกิดที่เริ่มวันแรกของหนอน)
   ก. ต่ำกว่า 16 ขวบ ข. 16 - 22 ขวบ ค. 23 - 27 ขวบ
   ง. มากกว่า 27 ขวบ

2. เพศ
   ก. ชาย ข. หญิง

3. ระดับพันตรี
   ก. ติดอาวุธ ข. ใช้อาวุธ ค. ไม่ใช้อาวุธ
   ง. ไม่ใช้อาวุธ

4. ปัจจัยต้นทุน
   ก. ปี 1 ข. ปี 2 ค. ปี 3
   ง. ปี 4
1. การบริหารให้คำปรึกษาแนะนํา
   ก. ทางานอาชีพ  มี  ไม่มี
   ข. ทางานการศึกษา  มี  ไม่มี
   ค. ทางานปฐมภูมิสุขศึกษา  มี  ไม่มี

2. การให้บริการทางคุณภาพ

3. การให้บริการเกี่ยวกับสุขภาพ
   ก. เน蜗ในมหาวิทยาลัย  มี  ไม่มี
   ข. นอกมหาวิทยาลัย  มี  ไม่มี

4. การบริการกําหนดสุขภาพ
   ก. บริการตรวจวิจัย  มี  ไม่มี
   ข. บริการรายยาให้ฝังในราคากุศล  มี  ไม่มี
   ง. บริการสังคมยา ฟื้นฟูคุณภาพชีวิต  มี  ไม่มี

5. บริการชํานาญการพิเศษ
   ก. เน蜗ในมหาวิทยาลัย  มี  ไม่มี
   ข. นอกมหาวิทยาลัย  มี  ไม่มี

6. บริการมารดาให้สิ่งที่เรียนรู้ความ
   ก. มีบริการเป็นบางแผนกเท่านั้น  มี  ไม่มี
   ข. บริการทั้งไปทั้งมาในมหาวิทยาลัย  มี  ไม่มี

7. บริการมีสิ่งที่เรียนรู้ความ

8. ระเบียบวินัย

9. บริการเกี่ยวกับสุขภาพทางจิต

10. บริการให้ความช่วยเหลือด้านการเงินตามที่มี
   ก. บริการให้คุ้มเงิน  มี  ไม่มี
   ข. ให้คุ้มเงินการศึกษา  มี  ไม่มี

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**คุณ**
- จำนวนสั่งความคิดเห็นของผู้เข้าร่วมต่อไปนี้ อยู่ในกลุ่มล้อมรอบแสดงถึง
  กว้าง 1, 2, 3, 4, และ 5 ความทันท่วงเทีงแนวบวกต่างกันดังต่อไปนี้
  (1) เอนหมายอย่างมาก    (2) เอนหมาย    (3) ไม่แน่ใจ
  (4) ไม่แน่หมาย    (5) ไม่แน่หมายอย่างมาก

1. การทำงานของหน่วยงานบริการสิทธิ์สากลของท่าน
   แบ่งแยกการชมรมคล้ายของการทำงาน
   1 2 3 4 5
2. การบริการสิทธิ์ของผู้กิจกรรมหน่วยงานเป็นทางการให้เกิด
   มีการถอดซึ่งกัน มีความยากภัยกับที่และเปิดความรับผิด
   และมีภูมิภาใจของการทำคุณสมบัติของผู้ที่
   1 2 3 4 5
3. การบริการสิทธิ์ที่หน่วยงานระดับกิจกรรมที่เกิด
   ความสิ้นสุดและความไม่สะท้อนผู้ติดผู้ใช้ถ้าปรับและผู้ใช้บริการ
   1 2 3 4 5
4. ผู้รับราชการหรือบริการสิทธิ์ Làm ความรับผิดชอบ และ
   หน้าที่ของหัวหน้าฝ่ายจะอย่างไรอาจต้อง
   1 2 3 4 5
5. ในกรณีความรับผิดชอบของผู้รับราชการส่วนใหญ่จะ
   แบ่งออกตามการต้องการยากลำบาก, ความ
   ผูและภาระทางด้าน
   1 2 3 4 5
6. สิ่งที่ทางสังคมของหัวหน้าการประสบงานพื้นที่ โดย
   ความรู้สึกถึงทางสิ่งพื้นที่ทางด้านทาง
   ทำการบริการสิทธิ์
   1 2 3 4 5
7. ระบบงานบริการสิทธิ์ที่สําคัญของหัวหน้ามนุษย์ และ
   เกี่ยวกับเรื่องเกี่ยวกับทุ่งงานให้เข้าเรื่องถูกลวงไปโดย
   1 2 3 4 5
6. หน่วยงานบริการธุรกิจที่สาแกมของท่านได้รับประมวลผลอย่างเสี่ยงของจากสาแกม
7. ปัญหาใด ๆ ที่สุคนภูมิใจในทางดำเนินงานของ หน่วยงานบริการธุรกิจที่สาแกมของท่านคือ หมายเสนอในทุน
8. ปัญหาใด ๆ ที่สุคนภูมิใจในทางดำเนินงานของหน่วยงานบริการธุรกิจที่สาแกมของท่านคือจากการสนับสนุนจากผู้บริหาร
9. ข้อผิด (ก่ำลังใจ) ในการดำเนินงานของอาจารย์ประจำบริการ

นิสิตและประสิทธิภาพของโปรแกรมบริการธุรกิจควรจะเป็นหลักตาม
กระทำเนื่องมาจากอาจารย์ของท่านที่มีมากขึ้นโดยไม่มียุทธการแผน 1 2 3 4 5

10. ช่วยในการทำนายสถานการณ์ที่หน่วยบริการธุรกิจควรจะ
ตัดกระบวนการเนื่องมาจากไม่ได้รับการลงเสริมและสนับสนุนอย่างเพียงพอจากการดำเนินการ

11. การดำเนินงานของหน่วยบริการธุรกิจที่สาแกมของท่านเป็น
นโยบายอันเป็นไปตามที่กำหนดการจัดทำแบบและดำเนินการ

12. หน่วยงานพื้นที่ของกรมบริการธุรกิจควรจะไม่มีการ
ประเมินผลเสียใหม่

13. การดำเนินงานของหน่วยบริการธุรกิจที่สาแกมของท่านเป็น
นโยบายอันเป็นไปตามที่กำหนดการจัดทำแบบและดำเนินการ

14. หน่วยงานพื้นที่ของกรมบริการธุรกิจควรจะไม่มีการ
ประเมินผลเสียใหม่

15. เป็นต้นขั้นความเสถ่าของท่านควรจะเป็นการดำเนิน

งานของกรมบริการธุรกิจที่มีระบบและระเบียบแบบแผนมากกว่านี้ 1 2 3 4 5

ท่าน 2. เบื้องต้นถ้าเกี่ยวกับข้อเสนอแนะในการดำเนินงานของหน่วยงานบริการธุรกิจของมหา

วิทยาลัยครุรักษ์}(ประเทศไทย) ประสานมิตร

กรรมการแสดงความคิดเห็นของท่านขอความรักษาไปยัง ไตรยางค์มีลักษณะเป็นแบบ คู่ เลข 1, 2, 3, 4, หรือ 5 ท่านเห็นว่าเหมาะสมที่สุดเจตคติไปยัง

(1) เบื้องต้นถ้ามีมาก (2) เบื้องต้น ไม่แน่ใจ
(3) เบื้องต้น ไม่แน่ใจ (4) ไม่เห็นจะไป
(5) ไม่เห็นจะอย่างมาก

1. ขอประสานไปยังกรมบริการธุรกิจที่มี

การจัดทำระบบการที่เป็นประโยชน์ในการวิชาการของธุรกิจ 1 2 3 4 5
2. จุดประสงค์ของสิทธิ์ของชื่อของบริการนิสิตคือ
เปิดโอกาสให้มีผลิตภัณฑ์ที่เต็มเคยที่ของการบริการนิสิตต่าง
ลักษณะและมีสิทธิ์ที่จะรับการบริการนิสิตต่าง

3. เตรียมการจ่ายเงินบริการนิสิตคือที่รู้จักและยอมรับ
ในกฎหมายที่เป็นหน่วยงานของสำนักงานศึกษาธุรกิจหน่วยงาน
ระดับการบริการ

4. ศักยภาพและความมั่นคงของสิทธิ์ที่จะทำให้หน่วยงานบริการนิสิตเป็นหน่วยงานที่ดีที่สุดและหน่วยงานของมหา
วิทยาลัยที่ทำให้หน่วยงานของสำนักงานด้านบริการคู่ของมหาวิทยาลัย

5. บริการนิสิตและรายละเอียดการจ่ายค่าใช้สิทธิ์

6. รองอธิการบดีฝ่ายบริการนิสิต ควรจะมีหน้าที่เป็นตัวแทน
ที่มีการจ่ายเงินของหน่วยงานของหน่วยงานบริการนิสิต ทุกหน่วยงาน
และกำหนดบริการนิสิตทุกอย่างในมหาวิทยาลัย

7. รองอธิการบดีฝ่ายบริการนิสิตควรจะมีภาระหน้าที่
เท่ากับผู้บริหารระดับสูงของมหาวิทยาลัยอื่นๆ

8. รองอธิการบดีฝ่ายบริการนิสิต ควรจะมีหน้าที่เป็นตัวแทน
สิทธิ์ของสิทธิ์ของหน่วยงานบริการนิสิตแสดงและควรจะมีความสามารถในการ
การจัดหาและสิทธิ์ความคิดเห็นของผู้ใช้

9. รองอธิการบดีฝ่ายบริการนิสิตของหน่วยงานควบคุมบริการ
ไหม้จากตัวการบริการนิสิต บริการพิเศษบริการนิสิต

10. ความรู้เกี่ยวกับหน้าที่สูงสุดของรองอธิการบดีฝ่ายบริการ
นิสิต คือการจัดทำบริการที่เสริมสร้างบริการนิสิตให้เป็นระเบียบแบบแผน

11. รองอธิการบดีฝ่ายบริการนิสิตควรจะมีหน้าที่สิทธิ์ของผู้ใช้
การจัดทำบริการนิสิตในการจัดทำและดำเนินการควบคุมบริการนิสิต ประ
สิทธิ์ของผู้ใช้
12. รองอธิบดีกรมป่าไม้บริหารงานป่าไม้ส่วนที่ 12 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 12 ตามประกาศ 1
13. รองอธิบดีกรมป่าไม้บริหารงานป่าไม้ส่วนที่ 13 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 13 ตามประกาศ 1
14. หน่วยที่สำคัญต้องจ่ายหนี้ของรองอธิบดีกรมป่าไม้บริหารงานป่าไม้ส่วนที่ 14 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 14 ตามประกาศ 1
15. ความรับผิดชอบและอำนาจของป่าไม้บริหารงานป่าไม้ส่วนที่ 15 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 15 ตามประกาศ 1
16. ผู้มีส่วนเกี่ยวข้องกับการบริหารงานป่าไม้ส่วนที่ 16 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 16 ตามประกาศ 1
17. การกำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 17 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 17 ตามประกาศ 1
18. การจ่ายป่าไม้ส่วนที่ 18 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 18 ตามประกาศ 1
19. การจ่ายป่าไม้ส่วนที่ 19 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 19 ตามประกาศ 1
20. การจ่ายป่าไม้ส่วนที่ 20 ได้กำหนดระยะเวลาจ่ายป่าไม้บริหารงานป่าไม้ส่วนที่ 20 ตามประกาศ 1
21. หน่วยงานบริการสถิติควรจะได้รับงบประมาณสมบูรณ์โดยตรงจากวัสดุในไม่ได้จากคณะนักศึกษาหรือแผนกหน่วยงานใดๆ

22. ควรจะมีการจัดสรรงบประมาณสำหรับแผนกงานและจัดตั้งคำรับความต้องการให้สำนักงานบริการเห็น

23. หน่วยงานบริการสถิติเพื่อเว้นความทั่วถึงการบริการเห็น

24. ควรจัดจุดมุ่งหมายของการต่างกันในระดับและบางรายยังคงต้องการ

25. ในการตอบสนองในมุมมองวิจัยไม่ว่าจะมีการเกิดโอกาสใหม่ไม่ว่าจะมีความสัมผัสกับความรู้เรื่องใหม่มากที่สุด

26. วัตถุประสงค์ควรจะรวมไปถึงจัดเก็บพร้อมกับการบริการสินค้าของสินค้าในแต่ละระดับและมาตรการของ-

27. ลักษณะทางการบริการวิทยาศาสตร์ควรจะต้องดูถึงจุดสู่

28. โครงการและโปรแกรมควรจะมีการใช้งานกลิ่นของ

29. โครงการและโปรแกรมควรจะมีการใช้งานกลิ่นของ

30. ทั้งนี้ปัจจุบันบริการสถิติของสิ่งแวดล้อมและการบริการพลังงานนั้นไม่ทำอะไรไปทางล่าง และ

31. โครงการที่มีผลต่อการตัดสินและมีประสิทธิภาพ

21 2 3 4 5

22 1 3 4 5

23 1 2 3 4 5

24 1 2 3 4 5

25 1 2 3 4 5

26 1 2 3 4 5

27 1 2 3 4 5

28 1 2 3 4 5

29 1 2 3 4 5

30 1 2 3 4 5

31 1 2 3 4 5
32. ในการวางแผนโปรแกรมงานวิศวกรรมนิเทศในวิทยาการประดิษฐ์และการผลิต

33. ในการประเมินผลโปรแกรมงานวิศวกรรมนิเทศในวิทยาการประดิษฐ์และการผลิต

34. การติดต่อระหว่างเจ้าหน้าที่สนามบินดุสิต ชั้นไปของ

35. ปรากฏวิทยาการที่จะนำออกจากวิทยาการประดิษฐ์

36. ปรากฏการณ์ที่จะให้ผลลัพธ์ดังกล่าว จุดต้นมายัง รักษาบุคคลากร, ปรับปัญหา, ประหยัด ค้นพบและแบ่งแยกของมาตรการเฉพาะ

37. ตรวจสอบความต้องการของนิเทศในการปรับปรุงโปรแกรมงาน

38. เก็บหมายที่อธิบายผลการจัดเตรียมที่กล่าวถึงเครื่องมือที่ดีที่มีประสิทธิภาพในการจัดทำเนื้อหาของวิทยาการประดิษฐ์

39. เจ้าหน้าที่ที่ทำงานที่เกี่ยวข้องกับการจัดทำแผนและคู่มือที่เกี่ยวข้องกับการจัดทำแผน

40. มุ่งมั่นที่ดำเนินการเพื่อให้ความรู้ทางวิทยาการประดิษฐ์

41. กระจายความรู้ทางวิชาการถึงการกระจายที่เกี่ยวข้องกับงานวิจัย

42. เก็บหมายที่อธิบายความต้องการของเรื่องที่เกี่ยวข้องกับการจัดทำแผนและมีประสิทธิภาพ

43. จุดประสงค์ ควรจะเป็นมิติของการประเมิน ที่จะส่งเสริมไปยังมาตรฐานในการที่จะffe
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