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THE RELATIONSHIPS BETWEEN CONFLICT MANAGEMENT STYLES OF HIGHER EDUCATION ADMINISTRATORS AND ORGANIZATIONAL COMMUNICATION CLIMATE

By

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A Dissertation Submitted in Partial Fulfillment of
The Requirements for The Degree of Doctor of Philosophy
(Development Administration)
School of Public Administration
National Institute of Development Administration

ISBN 974-382-942-3

2003

DEDICATION

To my beloved father,

Mr. Pruang Nakhata,

and eldest sister,

Ms. Tuanchai Nakhata,

who gave so much of themselves

through their lives towards my professional goals.

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ABSTRACT

Title of Dissertation	:	**The Relationships Between Conflict Management Styles of Higher Education Administrators and Organizational Communication Climate**
Author	:	**Boontiwa Ngowsirimanee**
Degree	:	**Doctor of Philosophy (Development Administration)**
Year	:	**2003**

The objectives of this study were to study the relationships between conflict management styles of higher education administrators and organizational communication climate. The population in this study were presidents, rectors, and deans of public universities under supervision of Ministry of University Affairs and Ministry of Education. They were 534 persons. The sample size was 223 persons. The instrument was questionnaire and in-depth interviews 12 administrators. Analytical statistics used in this study were Frequency, Percentage, Mean, Standard Deviation, T-Test, One-way ANOVA, and Pearson Product Correlation Coefficient.

The results were as follows:

1. The majority of administrators reported their gender as male, age as 51-60 years, educational level as Master's Degree, type of institute as Rajabhat (under MOE), and number of years in administration as 1-5 years.

2. The cumulative totals of the three psychological factors (attitude, personality, and perception) indicated the administrators have an overall highly positive attitude towards conflict management styles, they have positive personalities in dealing with conflict, and they have a highly accurate perception of conflict situations in their respective institutes. Their opinion on psychological factors showed a high level both in every factor and in the total result.

3. The administrators sometimes showed their behaviors on every conflict management style. When considering each style, it was found that they often used

collaboration and compromising while competition and accommodation were sometimes used. They seldom chose avoidance as their conflict management style.

4. In sum, the administrators often showed their behaviors in every communication style. When considering each style, it was found that they sometimes used empathy vs. neutrality and problem orientation vs. control while the other styles they often used.

5. The comparison of conflict management styles divided by gender. age, educational level, institutes, and number of years in administrative position, found as follows:

5.1 Gender: The results indicated that administrators with different gender had no different conflict management styles both in total and in each style.

5.2 Age: In sum, it was determined a statistically significant different at alpha level 0.05 that administrators with different ages had different management styles. When considering each style, avoidance was statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences.

5.3 Educational level: In sum, it was determined a statistically significant different at alpha level 0.01 that administrators with different educational level had different management styles. When considering each style, avoidance and accommodation were statistically significant different at alpha level 0.05 and 0.01 while the results of the other styles provided no evidence of statistically significant differences.

5.4 Institutes: In sum, the results provided no evidence of statistically significant differences among institutes. When considering each style, avoidance was statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences.

5.5 Number of years in administrative position: In sum and in each item, the results of one-way analysis of variance procedures provided no evidence of statistically significant differences among years in administrative position.

6. The results of relationships between psychological factors: attitude, personality, and perception, were that they had positive relation with every conflict management style at statistically significant at alpha level 0.01 and 0.05.

7. The results of the relationships between conflict management styles and communication climate were as follows:

7.1 Collaboration style had relationship with supportive communication climate at statistically significant at alpha level 0.01 both in sum and in each communication style.

7.2 In sum, avoidance style had no relationship with communication climate.

7.3 In sum, competition style had no relationship with communication climate. When considering each style there was relationship with supportive climate from the communication style: empathy vs. neutrality, spontaneity vs. strategy and problem vs. control while there was no relationship with the other styles.

7.4 In sum, accommodation style had no relationship with communication climate. When considering each style there was relationship with supportive climate from only spontaneity vs. strategy while there was no relationship with the other styles.

7.5 In sum, compromising style had relationship with supportive communication climate at statistically significant at alpha level 0.01 and 0.05. When considering each style there was relationship with supportive climate from description, empathy, equality, spontaneity, and problem orientation at alpha level 0.01 except no relationship by provisionalism vs. certainty.

8. The additional data from in depth interviews showed that in Thai culture, people treated each other as members in family as it was known as "Greng-Jai" showed the influence upon the choice of conflict management styles.

The results showed the consistency with quantitative data that conflict management styles the administrators used were collaboration and compromise. The two styles had relationship with supportive communication climate.

ACKNOWLEDGEMENTS

The contributions of many individuals in a variety ways have helped to complete this study.

First and foremost, acknowledgements and thanks must be extended to my advisors: Dr.Nisada Wedchayanon, Chairperson from The National Institute of Development Administration (NIDA); Dr.Yubol Benjarongkij from Chulalongkorn University; and Dr.Pichit Ritcharoon from Rajabhat Institute Phranakhon, for their interest, willingness and guidance while serving on my doctoral committee, and for their support, time, resources, and expertise which they willingly shared. I would also like to acknowledge the contributions of Dr. Sombat Thamrongthanyawong from NIDA who started me on the path toward this degree. My sincere appreciation goes for Dr. Suchitra Bunyarattapandhu, Director of Ph.D. Program and her staff for their continuous concerns through my study at NIDA.

This study was made possible by the cooperation of many administrators from various universities who have truly supported my efforts by their willingness to participate in this study. My sincere thanks to all who have given freely so that this research was possible.

This research was completed by the editing work of Mr. John Miller, to whom I am indebted for his expertise and worthwhile suggestions, which he gave me not only as an editor but also as an unofficial advisor; I am sincerely appreciative and grateful. My special thanks also go to Ms.Orathai Sangvilai from Srinakharinwirot University for her expertise in research methodology and statistics, and to Ms.Jantira Bunyajin from Far East DDB Public Company Limited for her expertise in typing this dissertation and various other papers throughout my study at NIDA. Their availability, encouragement, and support throughout the process is very much appreciated.

I also acknowledge the support of my very close friend at NIDA, Ms.Sumitra Jirajinda, for her constant words of encouragement and support in countless ways.

To my students at Rajabhat Institute Phranakhon, who continually supported and encouraged my efforts, I give my heartfelt thanks.

Finally, to my beloved mother, sisters and brothers, I am especially thankful for their continuous support, confidence and encouragement.

Boontiwa Ngowsirimanee

December 2003

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CHAPTER 1

INTRODUCTION

1.1 Statement and Significance of the Problem

Conflict is inevitable in organizations, including educational organizations, which are considered social institutions. Administrators are typically faced with a vast array of situations that can lead to conflict both within a given organization and between that organization and its various external publics. Tension and disruption in organizations are multiple and varied, often causing decreased productivity and distrust among peers. Conflict is often viewed as being dysfunctional and time consuming. The process by which administrators have traditionally handled such conflict has been based on the belief that conflict should be thoroughly analyzed, suppressed, and eliminated. Over the years, however, successful administrators have begun to recognize that in many instances conflict can be a sign of a healthy organization (Darling & Brownllee, in Earnest, 1993: 243)

Educational institutions are especially susceptible to conflict. Holton (1995: 79) summarizes the inherent nature of conflict in higher education: " Conflict is inevitable in higher education, where academic freedom is revered and free thinking is encouraged". Holton (1995: 5) states that conflict management is a critical concern of institutions of higher education with the following claim: "Inability to cope with conflict constructively and creatively leads to increased hostility, antagonism, and divisiveness; clear thinking disintegrates, and prejudice and dogmatism come to prevail; thus, effective means of dealing with organizational conflict are important issues for institutions of higher education."

Dealing with conflict between and among individuals is a part of everyday life; business, industry, or educational leaders all face similar issues in handling the conflicts that arise within their organizations. Conflict can be both positive and negative. Some conflict situations have been the basis of creative solutions to

problems, while other conflicts have led to disastrous results. Individuals respond differently to conflict according to Jane Boston (1994: 39). The leadership styles, conflict management styles, and communication skills of the administrators dealing with differences contributing to the conflict determine the resolution process that would be most effective. There are people who rise to the challenge of conflict with energy and excitement, while other people become defensive. The others may become withdrawn or manipulate the environment to avoid confrontation. Understanding various responses to conflict may help separate personal inclination from appropriate and responsible action as a professional administrator.

There is a question as to whether administrators communicate and respond to conflict using the same style as used in other situations that characterize their leadership styles.

Pettegrew (1982: 181-182) stated,

> *All of the conceptualization of management styles hold in common the notion that organizational leaders exert strong stylistic pressure on other members of the organization. The entire domain of organizational communication is affected by management style.*

Conflict in organizations can often be traced to faulty communication. Effective communication can contribute to effective conflict management. The methods supervisors use to communicate with subordinates can affect the climate and have the potential to influence subordinates' perceptions and behavior. Some conceptual similarities and logical relationships between the constructs of general communication styles and conflict management styles suggest these methods should be extended to actual use by supervisors in resolving problems in the workplace (Wheeles & Reichel, 1990: 372).

The year 1999 is most significant to Thai education. It is indeed a milestone in the history of education in Thailand with the promulgation of the National Education Act 1999, effective on August 20 in the same year. Pursuant to the enactment of the National Education Act, necessary education reform measures have immediately been

implemented. Education reform necessarily results in changes in provision of education for the better in every type and level (ONEC, 2000: 6).

The objectives of higher education are to provide for manpower development at both a medium and high level, for the academic community to serve the needs of society, and to preserve art and culture. Higher education is therefore the centre of various disciplines, and is a key actor in supporting government policies, and the economic and social desires of the people. In addition, it is also used as a change agent towards a desirable society.

In the year 2000, a total of 645 higher educational institutions existed in Thailand (ONEC, 2000: 7). Educational administrators are important factors in leading the organizations to achieve the goals by policy implementation, manipulating human resources to work effectively following the missions of the organizations. Universities must change and adjust to the new mandates for education. Reform movements have caused educational institutions to change, with mandates imposed from the legislature or central office, forcing educators and staff members to do things differently. Little time is allocated to make necessary adjustments to adequately prepare staffs for the inevitable changes that confront them. Thus, conflict inevitably occurs and must be managed. Administrators must examine the relationships between conflict management styles and organizational communication climate in their respective universities or educational institutes.

Constructive management of organizational conflict requires that its negative consequences must be minimized and its positive consequences maximized. Higher education administrators must be prepared to manage this conflict and create an environment that is receptive to open communication and building trust that allows for professional growth. Administrators should learn about their conflict management styles and processes that can be used to manage conflict effectively in the institutes of today.

1.2 Research Questions

Three questions relating to the relationships of conflict management styles of higher education administrators and organizational communication climate guided this study. Each question is presented below:

1. Do individual factors influence decision-making on conflict management styles?
2. Are psychological factors related to decision-making on conflict management styles?
3. Are conflict management styles related to desirable organizational communication climates?

1.3 Objectives of the Study

The objectives of this study are to examine and explore the relationships between conflict management styles of higher education administrators and organizational communication climate as it is related to communication in universities. There are three objectives as follows :

1. To identify individual factors that have influence upon different conflict management styles.
2. To determine the psychological factors that have relationships with conflict management styles.
3. To determine if there is a relationship between conflict management styles and organizational communication climate.

1.4 Scope of the Study

The study was conducted during the year 2002 while universities and other higher educational institutes were under the supervision of two organizations: Ministry of University Affairs (MUA), and Ministry of Education (MOE).

The study was limited to public universities and institutes under the two ministries as mentioned. The universities in the study refer to those that provide

bachelor degree level and higher than bachelor degree level. There are twenty-four Public Universities under MUA; in addition, there are forty-one Rajabhat Institutes and one Rajamangala Institute of Technology under MOE.

"Higher education administrators refers to presidents and deans of public universities and institutes under MUA and MOE." The vice presidents deputy deans, and directors are excluded because this study focuses on the top key-administrators who are directly responsible for policy implementation of the organizations. The others administrators a vice presidents, deputy deans, and directors make too vastly different nature.

"Conflict" in this study refers to differences among academic staff, between academic staff and supervisors. and between administrators and officials of MUA or MOE; however staff-student conflict and conflict between non-academic staff and others are excluded because of their vastly different nature.

The study examined their administrators, including presidents, rectors, and deans, on conflict management styles and the relationships with organizational communication climate.

1.5 Expected Benefits of the Study

The research will be of benefit in the following ways:

1. Learning about conflict management styles of public higher education administrators will help determine successful management strategies.

2. Results of the study will identify effective communications strategies, which administrators can utilize to manage conflicts in a positive manner and can lead to success in their respective organizations.

3. The study will identify factors that influence the management styles and may lead to developing an administrative profile, which can be used for recruitment and selection of administrators.

4. The results may encourage the administrations of higher education administrators to work effectively to manage conflict and improve communication.

5. The administrators of other organizations, public or private, can benefit from the study by using the conceptual framework to examine their own organizations or by applying the results in their organizations.

6. Results of the study may be helpful in planning workshops and in-service training programs on conflict management. It may also be helpful for determining appropriate curricula in the public administration field.

1.6 Organization of the Study

The study is organized into six chapters as follows:

- Chapter One is the introduction of the study. Included in the chapter is the significance of the study, objectives, scope of the study, and benefits of the study.
- Chapter Two provides the background of the related literature and research, for instance background of conflict, conflict management styles, communication process, communication climate in organizations, and organizational culture and Thai context.
- Chapter Three explains the research methodology, conceptual framework, variables, population and samples, instrument, statistic, and data collection procedure.
- Chapter Four presents the quantitative results from the questionnaires analysis and hypotheses testing.
- Chapter Five describes the qualitative results from in-depth interviews, describes the qualitative results from in-depth interviews which the researcher conducted with selected presidents and deans to get the supportive information for the quantitative study.
- Chapter Six contains the conclusions, discussion and recommendations from the study.

1.7 Summary

This study investigates demographic factors of higher education administrators of public universities under jurisdiction of Ministry of Education namely Rajabhat Institutes and Rajamangala Institutes of Technology, and Ministry of University Affairs that have influence upon different conflict management styles. Demographic factors include gender, age, educational level, types of institutes and number of years in administrative position.

The study also investigates possible relationships between psychological factors namely attitude, personality, and perception and conflict management styles. Finally, the relationships between conflict management styles and organizational communication climate are analyzed.

The next chapter will provide the background of the related literature and research, for instance background of conflict, conflict management styles, communication process, communication climate, organizational culture and Thai context.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

In this chapter, literature relevant to the relationships between organizational communication climate, and conflict management styles will be reviewed. As the topics of conflict management, communication and climate were explored, the interrelatedness of several topics emerged.

Since attitudes, personality, and perception are relevant to decision making on conflict management styles, these topics are also presented.

The information is subdivided under the following categories:

- Background of Conflict and Conflict Management Styles
- Background of Organizational Behavior
- Background of Communication Process and Conflict and Communication in Organization
- Background of Organizational Communication Climate
- Organizational Culture and Thai Context

2.1 Background of Conflict and Conflict Management Styles

2.1.1 Conflict

All organizations experience conflicts. Conflict can embody a variety of form such as interpersonal conflict, intra-group conflict, inter-group conflict, and even inter-organizational conflict.

One crucial realization of conflict occurs between individuals. This type of conflict is called "interpersonal conflict", or "dyadic conflict". Interpersonal conflict impacts the organization as well as the individuals who participate in it (Ayers. 1999: 23). It has been said that conflict is a theme that has occupied the thinking of man. It has been only recently that conflict has become a major area of interest and research for those concerning in organization administration. The following paragraphs

describe the literature which analyzes definition of conflict and conflict management styles.

2.1.2 Definition of Conflict

The word "conflict" evolved from the Latin "conflictus" which means "striking together with force" (Johnson & Johnson. 1994).

Many definitions exist for "conflict". There has been no shortage of definitions for the term "conflict". A sampling of the literature describes it as:

James D. Thompson (cited in Robbins. 1990: 411) "that behavior by organizational members which is expended in opposition to other member".

Kenneth W. Thomas (1976: 289) "the process which begins when one party perceives that the other has frustrated, or is about to frustrate, some concern of this".

Coombs and Avrunin (1988: 1) define conflict as "the opposition of response (behavioral) tendencies which may be within an individual or in different individuals".

Wexley and Yuki (1977: 172) define conflict as "a dispute or struggle between two parties that is characterized by overt expression of hostility and/or intentional interference in the goal attainment of the opposing party".

Kilman and Thomas (1977: 59-60) state that conflict is "the condition of objective incompatability interfering with another's goal achievement...".

Robbins' definition of conflict (1990: 412) acknowledges awareness (perception), scarcity, and blockage. Further he assumes it to be a determined action, which can exist at either the latent or overt level. He defines conflict as "a process in which an effort is purposely made by A to offset the efforts of B by some form of blocking that will result in frustrating B in attaining his goals or furthering his interests".

Differences between definitions tend to center around *intent* and whether conflict is a term limited only to *overt* acts. The intent issue is a debate over whether blockage behavior must be determined action or whether it could occur as a result of fortuitous circumstances. As to whether conflict can only refer to overt acts, some

definitions, for example, require signs of manifest fighting or open struggle as criteria for the existence of conflict.

Several common themes underline most definitions. Finally, a concise definition of conflict can be summarized as "that of a situation in which two or more parties perceive that their goals are incompatible.

Additional commonalities among most conflict definitions are the concepts of *opposition, scarcity,* and *blockage,* and the assumption that there are two or more parties whose interests of goals appear to be incompatible. Resources—money, jobs, prestige, power, for example—are not unlimited, and their scarcity encourages blocking behavior. The parties are therefore to opposition. When one party blocks to means to a goal of another, a conflict state exists.

Conflict must be perceived by the parties to it. Whether conflict exists or not is a perception issue. If no one is aware of a conflict, it is generally agreed that no conflict exists. Of course, conflicts perceived may not be real while many situations that otherwise could be described as conflictive are not because the group members involved do not perceive the conflict. For a conflict to exist, therefore, it must be perceived.

2.1.3 Conflict Management Styles

According to Putnam and Wilson's (1982: 630) research on conflict management developed from a general disillusionment with value-laden approaches to the study of conflicts. Based on the concept that conflict could be constructive if managed effectively, management researchers began develop conflict management schemes that could be used to promote the effective management of organizational conflict (Blake & Mouton. 1964: Rahim & Bonoma. 1979).

Three primary philosophies of conflict management have developed through study (Lindelow & Scott. 1989: 343):

- "Traditional" philosophy prevails from the late nineteenth century into 1940's; in this philosophy. All conflicts were seen as destructive and it was management's role to rid the organization of them".

- "Behavioral" view, supplanted the traditional philosophy a few decades age and still prevails in most organizations. The behavioral view differs from the traditional philosophy in accepting conflict as essentially negative. The behaviorists concentrate almost entirely on finding ways of resolving conflict.
- The third approach is the "interactions" philosophy. This approach recognizes the absolute necessity of conflict, explicitly encourage conflict at times, "defined conflict management to include stimulation as well as resolution methods," and considers the management of conflict as a major responsibility of all administration.

Conflict management is part of many organizational including educational institutes: schools, colleges, universities etc. which are like business in that they are required to manage conflict rather than suppress or resolve conflicts.

There is a question as to whether administrators communicate and respond to conflict using the same style as used in other situations that characterize their leadership styles.

According to Bondesio (1992: 11), it is clear from the research that conflict can be placed on a time continuum where different methods and series of techniques might be necessary to solve conflict. The mere fact that one deals with human behavior in a series of complex situations which develop in the course of time, make it unlikely to find as single or simple quick fix solution to the choice of method and technique in dealing with conflict.

Research has used a variety of approaches to identify the kind of communication and interaction that contributes to conflict management. Experiential studies have tried to document the impact of particular strategies such as promises, concessions and threats. Observational studies have coded messages and related them to the outcome of the conflict. These schemes included such strategies as threats, information seeking and giving, problem solving and procedural statements (Bales. 1950: Donahue. 1981: Morley & Stephenson. 1977). Again research in organizational conflict had built upon Blake and Mouton's (1964) works which postulated five conflict styles: avoiding, compromising, competing, accommodating, and collaborating (Rahim. 1983). Research in organizational conflict was complicated

because the impact of any strategy depends, in part, on the context in which the conflict occurred (Putnam & Jones. 1982).

Fisher and Koue (1991) in their research concluded that the use of avoiding, accommodating, and competing methods in dealing with conflict should be avoided if possible. Compromising and collaborating methods involved more work, but provided longer term solutions to conflict.

Most recent research has challenged the validity of the five style approach, demonstrating, through factor analysis, the existence of only three identifiable styles (Bell & Blakeney. 1977: Putnam. 1982; Putnam & Wilson. 1982; Ross. 1982; Ross & DeWine. 1984). These dimensions had been identified by Bell and Blakeney (1977) as forcing, confronting, and smoothing; by Putnam (1982) as control, solution-oriented, and non-confrontation; by Ross and DeWine's (1984) focus on self, focus on issues, and focus on others. The five distinct conflict styles were not identifiable through factoring, yet three factors which did emerge were similar in all three studies (Ross & DeWine. 1984).

Anderson noted that conflict was part of any team environment, and understanding how to handle it was very important. Several approaches were used by supervisors to manage conflict, as there was a chance that a particular conflict management strategy might not resolve the conflict successfully. When a strategy to manage conflict failed, managers needed to re-evaluate the situation and adjust the strategy appropriately. Among the different strategies mentioned were: avoidance, smoothing, compromising, collaborating and forcing (Anderson. 1993).

Five basic ways exist to deal with conflict. According to Minnesota State Department of Education's Research, most people tended to adopt only one of these methods and rarely used the others. To manage conflict effectively, an understanding of all of the styles was needed, before making a decision on the one that was most appropriate could be selected (1985).

Administrators differ in their ways of dealing with conflict. Kenneth Thomas (1976: 400) have suggested five major styles of conflict management that managers can adopt: forcing (competition), collaboration, compromise, avoidance, and accommodation (see Figure 2.1 and 2.2).

Forcing (Competition). In addition to defining the five basic styles of conflict management. Thomas has suggested a two-dimensional framework for comparing them. According to this framework, the forcing style attempts to overwhelm an opponent with formal authority, threats, or the use of power. Its underlying features are assertiveness and uncooperativeness.

Collaboration. The collaborating style represents a combination of assertiveness and cooperativeness. Collaboration involves an attempt to satisfy the concerns of both sides through honest discussion. Creative approaches to conflict reduction – for example the sharing of resources – may actually lead to both parties' being materially better off. For this style to be successful, trust and openness are required of all participants.

Accommodation. An accommodating style combines unassertiveness and cooperativeness. At its simplest level, this style may ultimately involve giving in to another's wishes. Accommodating behavior may be motivated by a desire to be altruistic or prosocial, but sometimes no other approach is feasible for someone in a truly weak position.

Avoidance. The combination of unassertiveness and uncooperativeness leads to an avoiding style, in which a person implies that he or she will either improve a difficult situation or attempt to appear neutral. In some cases, it may not be possible to adopt a truly neutral position, but a manager may nonetheless prefer to avoid the situation. Although a manager who avoid difficult issues is likely to be resented by subordinates, this strategy may be effective under certain circumstances. For example, a manager may initially stay out of a disagreement to avoid escalating the conflict during a particular phase of its development. Later, when she judges the time is right, she may take a more active role in finding a productive solution.

Experienced managers also recognize that action is not always necessary because some problems dissipate over time or are resolved by other organizational processes. For example, an intense conflict between two subordinates may seem to require intervention by their manager. But if the manager knows that one of the individuals will soon be transferred to another department or promoted to another position, it may be advisable to ignore the situation and let the impending changes resolve the difficulty.

Compromise. The fifth style, compromise involves intermediate levels of assertiveness and cooperativeness and strives for partial satisfaction of both parties' desire by seeking a middle ground. To achieve success at compromise, both parties must be willing to give up something. One drawback to compromise is that it is often only a temporary solution as the parties attempt to regain what they gave up.

Although people may be tempted to consider some styles of conflict management more effective than others (for example, collaboration versus avoidance), there is good reason to believe that each style works best in only certain situations.

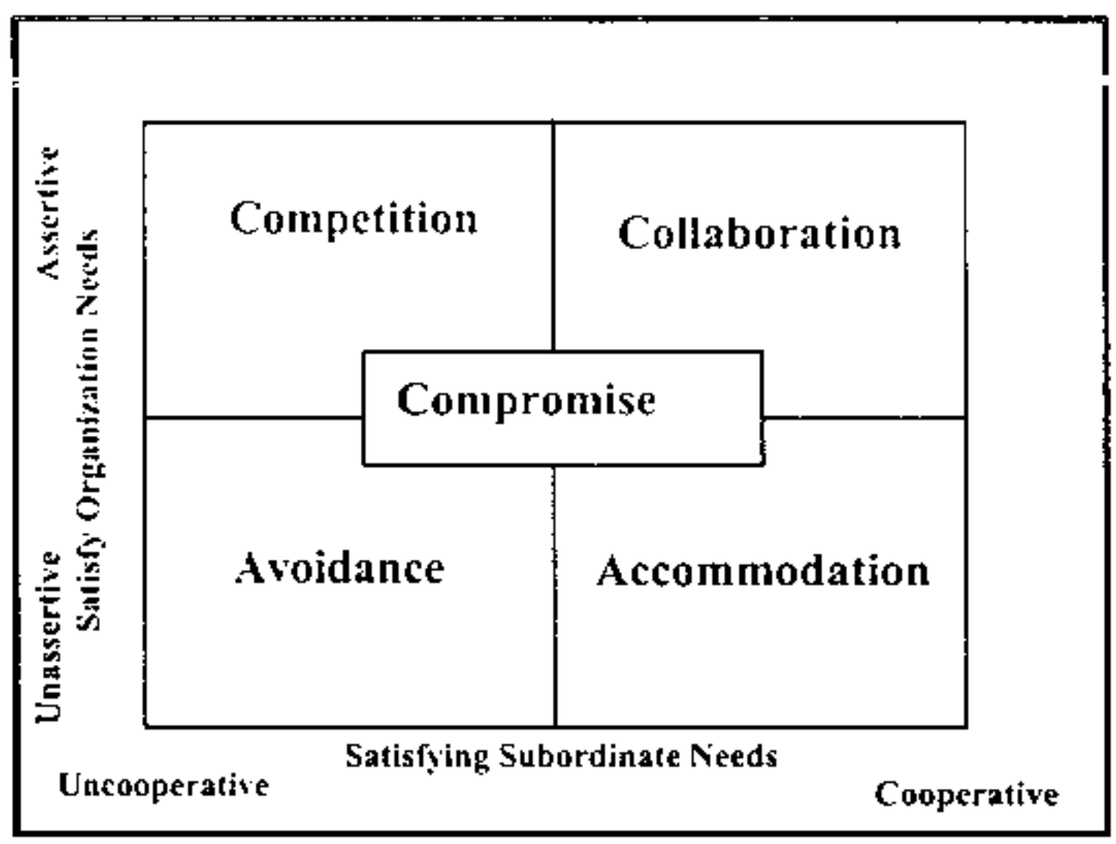

Figure 2.1 Five Conflict – Management Styles

Source: Kenneth Thomas. (1976: 900) "Conflict and Conflict Management", in Handbook of Industrial and Organizational Psychology.

Conflict-Handling Style	Related Term	Proverb
Forcing	Competing Conflictural Moving against the other	Put your foot down where you mean to stand /
Collaboration	Problem solving Integrating Confronting	Come let us reason together.
Accommodation	Yielding-losing Friendly-helping Moving toward the other	It is better to give than to receive.
Avoidance	Moving away from the other Withdrawing Losing-leaving	Let sleeping dogs lie
Compromise	Splitting the difference Sharing Horse-trading	You have to give some to get some.

Figure 2.2 Related Terms to Five Conflict Management Styles

Source: Kenneth Thomas. (1976: 901) "Conflict and Conflict Management", in Handbook of Industrial and Organizational Psychology.

The literature indicates that more cooperative conflict management styles (in which a meaningful amount of concern is shown for the other party) – particularly problem solving styles like integrating are likely to produce positive individual and organizational outcomes, while less cooperative styles (in which little concern is shown for the other party) frequently result in escalation of conflict and negative outcomes. Employees also generally prefer problem solving conflict management styles.

Verapong Sanposn (1990) studied conflict-handling according to Thomas-Kilmann Conflict Mode Instrument of the secondary schools administrators in secondary schools under the Jurisdiction of the Department of General Education, Education Region Nine in five provinces including Udornthani, Nong Kai, Loey, Khon Kaen and Sakolnakorn, using the Thomas-Kilmann conflict model. The study

found that most of the secondary school administrators chose to use accommodating, while the others chose collaborating, avoiding, compromising and competing to solve the conflict. Regarding the use levels, accommodating and collaborating are at the middle, avoiding and compromising are at the high and competing was at the low end.

Chukiat Theawpattha (1994) studied "The Conflicts-Solving Behaviors of Administrators as Perceived by Educational Administrators and Teachers in Secondary Schools under the Jurisdiction of The Department of General Education, Educational Region Eleven."

The research findings were as follows:

1. The ranking of conflicts-solving behaviors of Administrators as perceived by administrators and teachers consequently were smoothing, confronting, compromising, avoiding and forcing.

2. Withdrawing, forcing and smoothing were conflicts-solving behaviors of administrators as perceived by administrators and teachers were different at significance level 0 .05.

Bongkot Yuvanatemiya (1995) conducted a research on topic "Conflict Resolution Modes Applied by Secondary School Principals under the Jurisdiction of the Department of General Education, Education Region I". The findings were as follows:

1. Secondary school principals chose conflict resolution modes in the following order: compromising, accommodating, avoiding, competing and collaborating respectively.

2. There was no statistically significant difference on the conflict resolution modes among secondary school principals with different sex, age, educational background, experience in position and school size.

Suganya Sukvuti (1998) in her research on "Conflict Management Styles of Sukhothai Thammathirat Open University's Staff" revealed as follows;

1. The university's personnel practiced the collaborating, compromising, avoiding, and accommodating methods at moderate level and the competing method at low level in this conflict management.

2. The personnel of different demographics factors practiced different conflict management methods, one exception was marital status, which showed no

difference. The demographic factors and the work-related factors have relationship with conflict management methods. Both demographic and work-related factors can be used to predict their conflict management styles.

It can be concluded from several studies as mentioned above that conflicts can be constructive if managed effectively through judicious choice of conflict management styles by administrators. In this study, the researcher chose Kenneth Thomas' approach which composed of five styles as collaboration, avoidance, competition, accommodation, and compromise. The researcher considered that Thomas' approach can conclude all styles in common from many theorists and researchers. They can also represent and cover the communication method necessary in dealing with conflicts. As well they were popularly used as techniques in many studies. Therefore the researcher considered this approach to be appropriate for use in the study.

2.2 Background of Organizational Behavior

Ivancovich and Matteson (1995: 9) used the following definition of organizational behavior.

> *The study of human behavior, attitudes, and performance within an organizational setting, drawing on theory, method, and principles from such disciplines as psychology, sociology, and cultural anthropology to learn about individual perceptions, values, learning capacities, and actions while working in groups and within the total organization; analyzing the external environments effect on the organization and its human resources, mission, objectives, and strategies.*

Leaders and administrators in organizations are being challenged by many changes occurring within and outside the institutions. Term such as transformation, cultural diversity, global competitiveness, and restructuring are used freely by expert and non-experts. Each of these concepts points out that leaders are being asked to

perform effectively in a changing world. In addition to the changing, leaders have to deal with individuals whose values, concerns and needs are different from what existed in the past. The importance of dealing with diversity and finding ways to capitalize on it is a challenge an opportunity facing leaders.

Individual performance is the foundation of organizational performance. Understanding individual behavior therefore is critical for effective management. Administrator must have relevant knowledge about the relationships among attitudes, perceptions, personality, values, and individual performance.

In order to understand individual behavior in organization as conflict management styles, understanding three related aspects of human psychology affecting behavior in organization is necessary. They are attitudes, personality, and perception, (Champoux, 2002: 76).

2.2.1 Perception

Research on human perception is among the oldest psychological research dating to the work of German psychologist Helmholtz in 1868. The research since then lets us understand how this important basic human process strongly affects behavior.

Perception is a cognitive process that lets a person make sense of stimuli from the environment. These stimuli affect all senses: sight, touch, taste, smell, and hearing. The stimuli can come from other people, events, physical objects, or ideas.

The perceptual process includes both the inputs to the person and the selection of inputs to which the person attends. A person's perceptual process learns from repeated exposure to stimuli and stores recallable images, which process inputs faster later. A person's perceptual process is a mechanism that helps him adapt to a changing environments (Dember. 1979 cited in Champoux, 2000: 76).

Figure 2.3 shows the major parts of the perceptual process. The target is the object of a person's perceptual process, such as another person, a physical object, an event, a sound, an idea, or a concept. Threshold is the minimum amount of information about the target, or stimulus from the target, for a person to notice its presence. The detection threshold is the point at which a person notices that

something has changed in his environment. The recognition threshold is the point at which a person can identify the target or changes in some attribute of the target (Dember. 1979: 145-146).

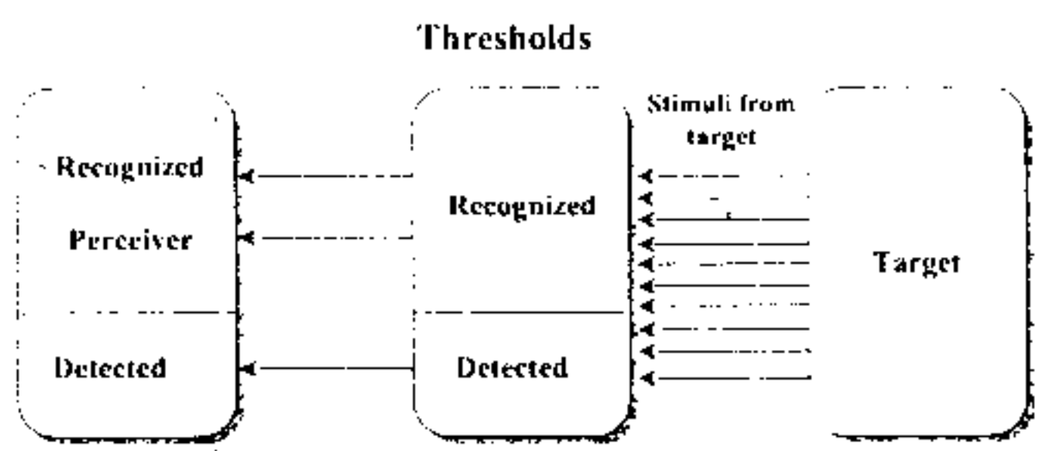

Figure 2.3 The Perceptual Process

Source: Dember in Champoux, (2000: 77). Organizational Behavior.

Cheng, Shu-Hua (1998) in the research "Effect of Cognition – Emotion Processes on Shifts in Conflict Management Strategies (Social Attribution, Efficacy Expectations)" based his research on the assumptions that (1) people adapt or revise their conflict management strategies when they are unable to obtain behavioral compliance from a persuasive target during a conflict event, and (2) the key to conflict management by both parties is understanding the role of cognitive and emotional processes with it. Overall, this study supplies evidence that behavior during conflict is influenced by the affective and perceptual characterization of the interpersonal relationship.

Perception was found important factor in many studies regarding conflict management procedures and styles (Dyson. 2002, Nelson. 2000, Joiner. 1993, Dietrich. 1991).

The study of Lowery (1993) concluded there were relationships between the difference in the superintendent's and the principal's perceptions regarding the superintendent's conflict management styles and the principal's commitment, role conflict, and role ambiguity.

The study of O'Loughlin (1992) which involved of training program on conflict management found a change in the respondents' perception of how to handle conflict after receiving training in conflict management.

According to Hoover (1990), principals who were perceived as more frequently using problem solving, accommodation, and compromising were also associated with building level that had lower conflict levels. On the other hand, higher conflict level schools were administrated by principals who were perceived to rely on forcing and avoiding behavior in conflict situations.

Nolan (1985) studied on effects of perception and personality on strategies for handling conflict and the results showed a significant correlation between a higher amount of perceived inequity and a higher amount of perceived conflict.

2.2.2 Attitudes

Attitudes have played a key role in social psychology because of the presumed connection between people's perceptions of their world and their behavior in it. Administrators also consider attitudes important. In a similar fashion the concept of attitude has been the focus of attention in explanations of human behavior offered by social psychologists (Icek Ajzen. 1988:1).

An attitude is "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object." The object of an attitude can be anything in a person's environment, including, physical objects, issues, ideas, events, and people. The evaluative or affective part of the definition is central to the concept of attitude. It is the affective part that conceptually distinguished a attitude from other psychological concepts such as need, motive, and trait. (Fishbein. 1975: 6).

An attitude has three separate but related parts shown in figure 2.4 (McGuire. 1985: 242).

Cognitive	Perceptions and beliefs about the object of the attitude; the person's perception of the distinguishing features of the object.
Affective	Evaluation and feelings about the object of the attitude: a person's feeling of like or dislike for the object.
Behavior Intentions	How the person wants to behave and what the persons says about his behavior toward the object. It is not always the same as the behavior observed following the expression of the attitude.

Figure 2.4 Three Parts of Attitude

As an illustration, consider a person's positive attitude about his supervisor. The cognitive part of that attitude is the person's belief that his supervisor has high technical ability. The affective part includes his positive feelings and general liking of his supervisor. The behavioral intention part includes accepting his supervisor's directions and task assignments.

2.2.3 Personality

Personality has different meanings for theologians, philosophers, and sociologists, and within psychology it has been defined in many ways. Rather than give examples of the diversity of definitions, which tends to be confusing rather that illuminating, a definition of personality considered acceptable by many psychologists today is taken (cited in Sarah E. Hampson, 1988: 1):

> *"Personality refers to "more or less stable, internal factors that make one person's behavior consistent from one time to another, and different from the behavior other people would manifest in comparable situations".*

In a few words, this definition manages to encompass all the major assumptions of a generally accepted definition of the concept of personality. These

assumptions are that personality is stable, internal, consistent and different. The details are as follows (Hampson, 1988: 1-3):

Stability

The definition begins by stating that the personality is more or less stable. It is not assumed that personality is entirely stable but rather that it can, to a limited extent, undergo changes Such a view allows for the possibility of long-term personality growth and change over the life-span and short-term fluctuations in personality from day to day. Nevertheless, these instabilities are regarded as relatively superficial when compared with the underlying core of continuity implied by the personality concept. The assumption of stability corresponds to our everyday experience: friend and acquaintances do not present radically different personalities on every fresh meeting, but instead are likely to be approximately the same from occasion to occasion.

Internality

Next, the definition states that personality is *internal*. Personality cannot be observed directly; it can only be measured indirectly by making observations of that which is available externally.

Consistency

The definition goes on to state that personality makes one person's behavior consistent from one time to another. The assumption that behavior is consistent is one of the most controversial issues in personality. Consistency over time refers to the similarity between a person's behavior on two different occasions. Personality is assumed to explain behavioral consistency because it is assumed to be a major determinant of behavior and, since personality remains relatively stable, the behavior it determines will be consistent.

Individual Differences

Finally, the definition states that personality makes a person's behavior different from the behavior other people would manifest in comparable situations. It

is a major assumption underlying the personality concept that there are individual differences in behavior which are large enough to warrant investigation: people respond to the same situation in different ways.

The Big-Five Personality Dimensions

After almost a century of research, personality psychologists largely agree that five dimensions can describe human personality. These dimensions have appeared in many studies, across many samples, and in studies done in several countries. Although some psychologists feel the dimensions are not precisely specified, less than five dimensions exist, or a different set of five dimensions exist, these dimensions are now widely used in personality psychology.

The following are typical traits associated with the high and low characteristics of each big-five personality dimension as shown in figure 2.5 (Barrick and Mount, 1999: 126).

Extroversion	High:	talkative, active, sociable, assertive, gregarious
	Low:	reserved, quiet, introverted
Emotional Stability	High:	calm, relaxed, secure
	Low:	worried, depressed, anxious, insecure, angry, embarrassed
Agreeableness	High:	cooperative, tolerant, good-natured, trusting, courteous, caring
	Low:	rude, cold, unkind
Conscientiousness	High:	dependable, thorough, organized, responsible, planful, achievement-oriented, hardworking
	Low:	sloppy, careless, inefficient
Openness to Experience	High:	curious, intelligent, broad-minded, creative, imaginative, cultured
	Low:	simple, unimaginative, conventional

Figure 2.5 The Big-Five Personality Dimension

Some dimensions have practical implications for organizations and management. For example, some research found extroversion is positively related to

positive affect or attitudes. Other research found conscientiousness is negatively related to absenteeism and tardiness.

According to Zellars' (1998) study which focused on the influence of individual personality on job burnout, the effects of personality on burnout may be more pervasive than previously thought through its effects on perceived role stressors and moods.

Cheng's (1998) study also supplies evidence that behavior during conflict is influenced by individual personality.

According to Saranya Waragulwit's (1985) study, there is a relationship between personality especially responsibility, and leader behavior. As well as Wunlapa Sabaiying's (1999) study found that personality had a direct effect on the performance.

2.3 Background of Communication Process and Conflict and Communications in Organization

No groups can exist without communication- the transference of meaning among its members. It is only through transmitting meaning from one person to another that information and ideas can be conveyed. Communication, however, is more than merely imparting meaning. It must also be understood. An idea is useless until it is transmitted and understood by others. Perfect communication, if there were such a thing, would exist when a thought or idea was transmitted so that the mental picture perceived by the receiver was exactly the same as that envisioned by the sender. Therefore, communication must include both the transference and understanding of meaning (Robbins, 1988: 98).

Communication is a basic process in all organizations. The importance of communication to effective organizations has become an important topic of research. Communication is the lifeblood of an organization where information is shared and processed with the organization. Through effective communication, information can be moved either smoothly in both upward and downward directions, or stumbles, and at times stalls out completely. "Communication, then permits people to organize and

coordinate their activities to accomplish common educational goals" (Meyers & Meyers, 1982: 7).

Educational institutions are human organizations where communication is a key to achieving organizational goals at all levels. Educational leaders must make effective communications a priority to keep the organization running efficiently and continue progress toward the organization's goals.

2.3.1 Communication Model

Communication is a dynamic and continuous process that is systematic with several interacting components, and can be either intentional or unintentional. Many models of communication have been developed, with most of them being variations of a classic schema (Gmelch, 1994).

Probably the oldest model of communication is based on Aristotle's Rhetoric, the first formal treatise on communication. Aristotle primarily observed persuasive forms of communication: courtroom arguments, legislative assemblies and public meetings where speakers praise men and events. These observations may have led him to perceive communication as a one-way process (cited in Fisher. 1993: 7). Figure 2.6 shows an early model of communication.

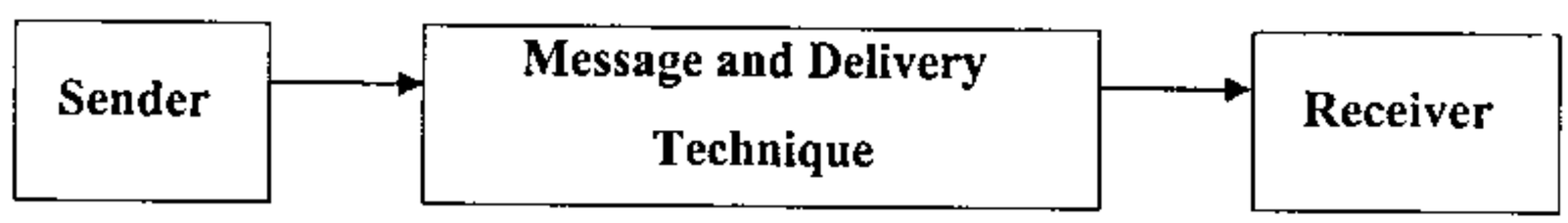

Figure 2.6 One-Way Communication Model

Source: Fisher. (1993: 7). in Communication in Organization.

The one-way model was oversimplified as the responses by the receivers are ignored. Most messages that were sent, and received some type of response. The one-way model also failed to consider the specifics of the sending and receiving process. Messages in the one-way model varied in their quality and senders conveyed them in diverse ways (Fisher. 1983: 8).

The interactive model compensates for the shortcomings of the one-way model, combining ideas from several theorists, including: Shannon, Weaver, Berlo, Schram, Wofford, and Cummins. This model adds four concepts to the one-way model:

- **Channel and media.** Channel represents the way senders convey messages: oral, written, or nonverbal. Media are the tools or vehicle of communication such as letters, electronic mail, telephone and television.
- **Encoding and decoding.** Encoding and decoding is the process by which a sender converts ideas into symbols that comprise a message.
- **Noise.** Noise is anything in the message the receiver perceived that was not part of the message the sender originally intended.
- **Feedback.** Feedback suggests that communication includes a return loop by which the sender obtains a reaction from the receiver. (Fisher, 1993: 8-9)

Models of communication presently in use have reached new levels of sophistication. The new models are systematic, operating in a circular system that incorporates comments, as opposed to the earlier linear model. Comments move in both directions, affecting both the receiver and sender of the message. The most widely used contemporary model of the process of communication, presented in Figure 2.7 has evolved from the works of Shannon, Weaver, & Schram (1953: 26).

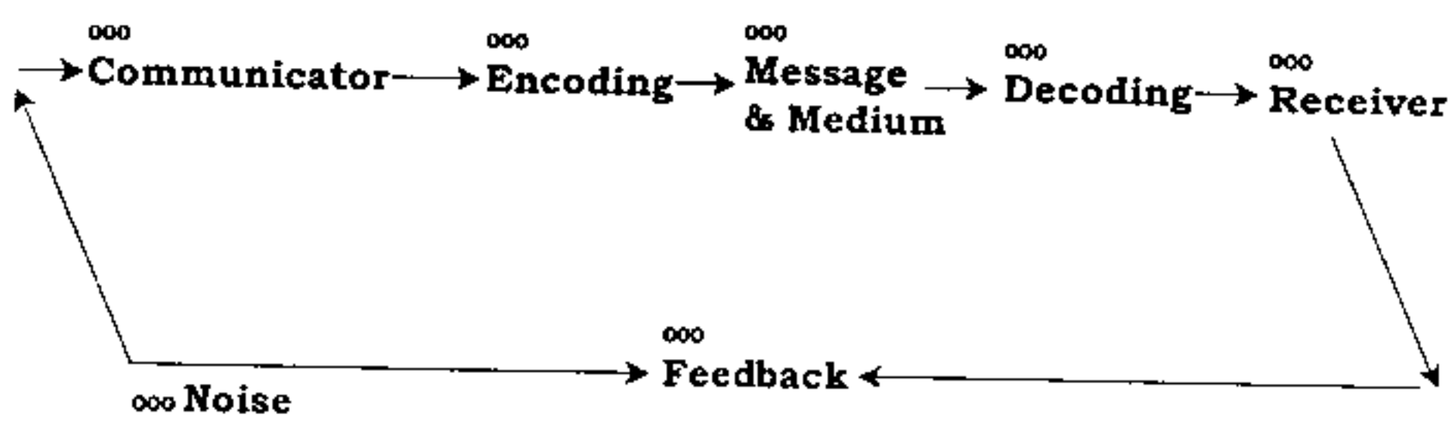

Figure 2.7 Contemporary Model of Communication

Source: Shannon, Weaver, & Schram, (1953: 3-26). in How Communication Works Process and Efforts of Mass Communication.

Two-way communication provides important receiver-to-communicator feedback. This type of communication may be face-to-face situations involving direct

feedback through verbal exchange or facial expressions. Affects can range from positive feedback or favorable information and praise to negative feedback or unfavorable information and criticism. The use of feedback improves the communication process by reducing the chance of major disparities between the information or idea received and the one intended. The literature verifies that feedback increases the accuracy of communication (Hoy & Miskel, 1991: 352-353).

Some theoreticians (Fisher. 1978; Krone, Jablin, & Putnam. 1987) classified conceptual approaches to communication into four categories:

1. **Mechanistic**. Mechanistic views are primarily concerned with communication channels and messages transmission.

2. **Psychological**. Psychological frameworks center on conceptual or mental filters that impact how individuals respond to their information environments.

3. **Interpretive Symbolic**. Interpretive symbolic conception focus on how shared meaning develops among communicators.

4. **Systems Interactive**. Systems interactive theories concentrate on pattern of contiguous communication acts and interacts, that is, sequences of communication behavior (Hoy & Miskel, 1991: 356).

While communication is necessary to an organization's functioning, effective communication can be evasive (Gibson, Ivancovich & Donnelly. 1976: 318). According to Griffin (1993: 15), the importance of effective communication skills have become a prime requirement for success, with most successful organizations considering communication skills as a primary component in the operations an effective business. Nevertheless, it was found very often that there was communication breakdown because of both internal and external factors of both the sender and receiver. Figure 2.8 presents the interpersonal communication process.

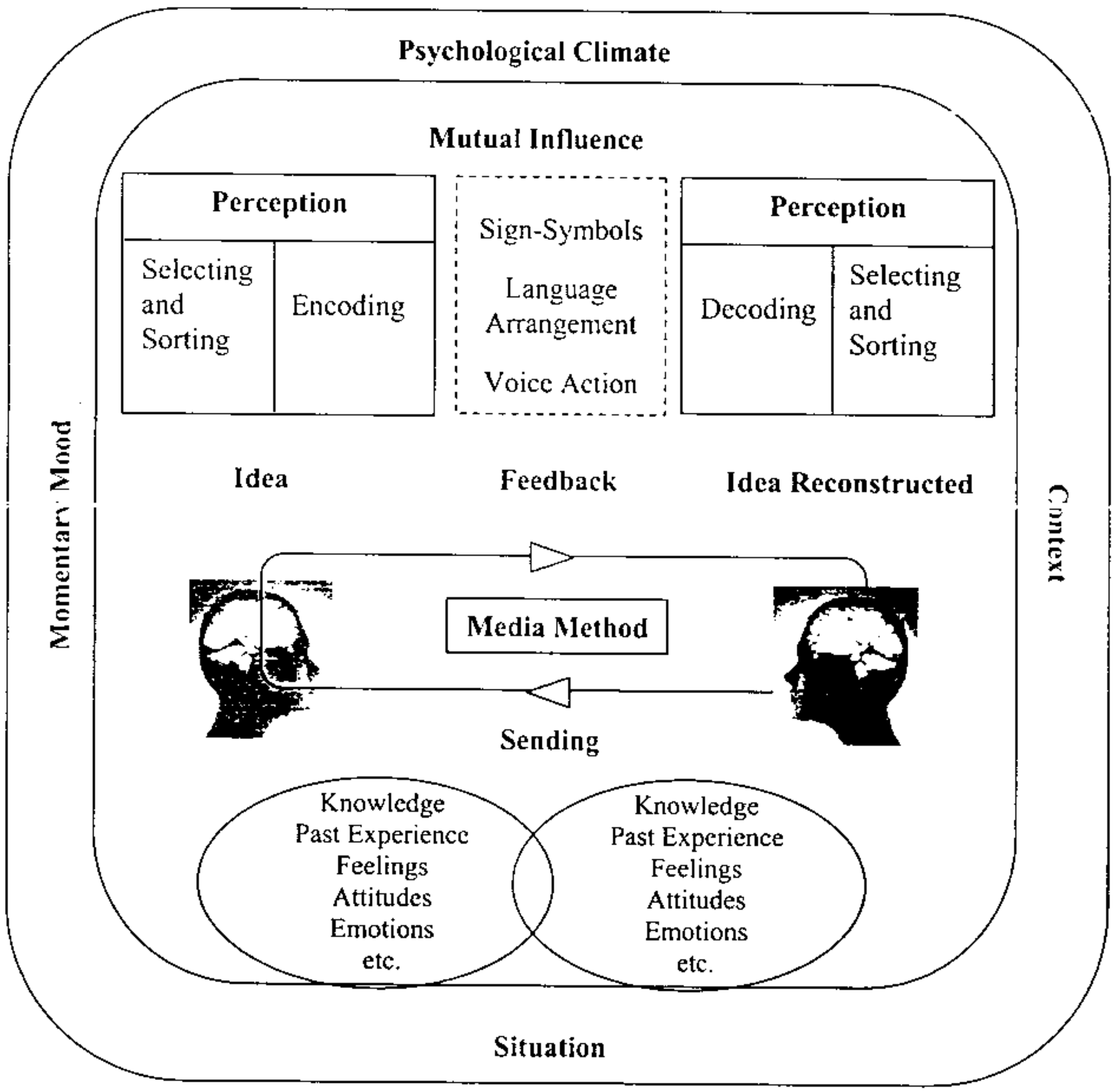

Figure 2.8 Effective Communication Model

Source: Adapted from Ross Communication Model (1980).

2.3.2 Conflict and Communication in Organization

Conflict in organization can often be traced to faulty communication. Effective communication can contribute to effective conflict management. The methods that supervisors use to communicate with subordinates can affect the climate

and have the potential to influence subordinates' perceptions and behavior. Some conceptual similarities and logical relationships between the constructs of general communication styles and conflict management styles suggest these methods should be extended to actual use by supervision in resolving problems in the workplace (Wheeless & Reichel. 1990: 372)

Rogers and Kincaid (1981: 69 cited in Doerfel. 1996: 32) suggested that "Once the interpretation and understanding of information is raised to the level of shared interpretations and mutual understanding, what was considered as individual information – processing becomes human communication among two or more persons who hold the common purpose --- of understanding one another".

Hocker and Wilmot (1985: 20) state that "communication is the central element in all interpersonal conflict". Additionally, the communication of conflict is a crucial element of organizational behavior because it relates to organizational and personal outcomes. Hocker and Wilmot summarize that relationship between communication and conflict, as well as their functions in productive or destructive outcomes, with the following three statements:

1. "Communication behavior often *creates* conflict"
2. "Communication behavior *reflects* conflict"
3. "Communication is the *vehicle* for the productive or destructive management of conflict"

It can be concluded that conflict is dependent upon communication and communication instigates conflict.

According to Griffin (1993: 75), effective communication skills have become a prime requirement for success, and may be the most component of an effective business.

Communication was a means through which conflict becomes socially defined, and a medium through which influence is exercised (Simon, in Putnam. 1982). As Frost and Wilmont (cited in Putnam. 1982: 630) noted., "it is through communication behaviors that conflicts are recognized, expressed, and experienced".

2.4 Background of Organizational Communication Climate

The way in which supervisors communicate with subordinates can effect the climate and outcomes of the organization. Communicative methods or styles used by supervisors to handle conflicts have the potential of influencing subordinates' perceptions and behaviors within the organization (Wheeless & Reichel, 1990).

The nature and process of interpersonal communication in organizations has been referred to as the organizational communication climate. Sashkin (cited in Moss, Schwartz, & Jensrud. 1994), discussed two primary organizations types, supportive and defensive, with each type viewed as the extreme point along a single climate continuum. Supportive communication is open, with effective communication leading to collaborative work relationships. Defensive communication is characterized by behaviors that are evaluative, critical, and hierarchical in orientation.

An earlier researcher in organizational communication was Dr.Jack Gibb (Moss et al., 1994). In 1969, Gibb observed that in some organizations, the two types of communication climate, supportive and defensive, were present. The first type of organizational climate was "supportive". The second type of climate was "defensive". In an organization whose communication climate was considered "supportive," communication was generally open and accurate. Employees at all levels became involved in solving organizational problems together, sharing, and using information to deal with concerns effectively. In other organizations with a defensive communication climate, employees were afraid to talk to one another and problems were not managed effectively. This communication problem resulted from no one being able to collect the necessary information to get people involved and working together.

An effective communicator should create a trusting and supportive environment. The objective of this type of climate allows the organization to shift from evaluation to problem-solving in communication. A supportive climate should produce clear communication, productive employees, and effective teamwork. An open climate restored confidence and promoted individual autonomy as well as "esprit de corps" (Beck & Beck. 1986).

As mentioned previously, the two communication climate types are extremes on a single climate continuum with most climates "fitting in" somewhere between the two extremes. Most organizations, according to Gibb, vacillate between the two extremes. These two climates are divided into six categories, with each pair of labels attached to the end points of a single continuum (Moss et al. 1994: 611-612).

- **Evaluation vs. Description.** A defensive communication climate is created when people evaluate one another's behavior. Even if the judgment is accurate, it is not usually very useful for understanding a problem and developing possible solutions. On the contrary, the supportive climate is created when people are asked questions which are perceived as requests for information; to present feelings, to explain events and which do not ask the other to change his or her behavior.
- **Control vs. Problem Orientation.** Communication interactions and oriented towards obtaining some kind of control over the other person(s) involved. When the aim is to control others by imposing solutions on them, there is a natural defensive reaction; the result is a defensive communication climate. When the goal is to work together to resolve a problem, one consequence is a supportive climate.
- **Strategy vs. Spontaneity.** People react more strongly to a controlling approach when they see it is part of a strategy, especially a hidden strategy. When people are trying out hidden strategies on one another, the result is a defensive climate. In a supportive climate where people are spontaneous: they do not rely on hidden plans.
- **Neutrality vs. Empathy.** A sense of not caring personally about others is both the cause and result of a defensive climate. Sometimes people do not become emotionally involved with people who might be their enemies. Such a stance provokes strong defensive reaction. In contrast, in a supportive climate people tend to feel empathy toward one another. Empathy is a way of building a supportive environment.
- **Superiority vs. Equality.** People react defensively to one who communicate to them that they are superior in some ways, because they feel inadequate. The superior person is saying that others are not equal, that the relationship is one of mutual problem solving but is one in which the "superior" person has control and is going to help the "inferior" person. In a supportive climate,

facts are not central to the interaction, because for the purpose of that particular interaction, the parties are choosing to act on the basis of equality.

- **Certainty vs. Provisionalism.** In a defensive climate, people typically feel certain about their own position. They feel certain that the other person is "wrong". The other person may hide their inner feelings of uncertainty. In contrast, supportive communication climate are generated when people are willing to suspend judgment, to take things "provisionally", gathering data and testing facts to gain a better understanding of the situation. People feel comfortable without having all the answers and are willing to share in the search for answers. The resulting model is summarized in figure 2.9

Defensive	Supportive
1. *Evaluation:* To pass judgment on another, to blame or praise: make moral assessments of another or question his (or her) motives; to question the other's standards.	1. *Description:* Nonjudgmental; to ask questions which are perceived as requests for information; to present feelings, emotions, events which do not ask the other to change his or her behavior.
2. *Control:* To try to do something to another; to attempt to change behavior or attitudes of others; implicit in attempts to change others is the assumption that they are inadequate.	2. *Problem Orientation:* To convey a desire to collaborate in solving a mutual problem or defining it; to allow the other to set his (or her) goals and solve his (or her) own problem; to imply that you do not desire to impose your solution.
3. *Strategy:* To manipulate another or make him or her think that he or she was making his or her own decisions; to engage in multiple and/or ambiguous motivations; to treat the other as a guinea pig.	3. *Spontaneity:* To express naturalness; free of deception; a "clean " straight forwardness: uncomplicated motives.
4. *Neutrality:* To express a lack of concern for the other; the clinical, person-as-an-object-of-study attitude.	4. *Empathy:* To respect the other person and who he/she; is to take his (or her) role; to identify with his (or her) problems; to share his (or her) feelings.
5. *Superiority:* To communication that you are superior in position, wealth intelligence etc.; to arouse feelings of inadequacy in others; to express that you are not willing to enter into joint problem solving.	5. *Equality:* To be willing to enter into participative planning with mutual trust and respect; to attach little importance to differences in ability, worth, status, etc.
6. *Certainty:* Dogmatic; to seem to know the answers; wanting to win an argument rather than solve a problem; seeing one's ideas as truths to be defended.	6. *Provisionalism:* To be willing to experiment with your own behavior; to investigate issues rather that taking sides; to solve problems, not debate.

Figure 2.9 Descriptions of Gibb's Defensive and Supportive Communication Climates

Source: Jack Gibb. (1994: 141-148). "Defensive Communication". in Journal of Communication, 11.

According to Gibb, an organization's communication climate is the result of assumptions people made about the nature of the situation. The climate is created directly by behaviors in which people choose to engage, based on those assumptions.

Joann Hurd Andrees (1996), in her study reveals that conflict, a natural part of everyday life, often results from ineffective communication. Effective communication can contribute to an open and productive climate. One of the most powerful methods used to resolve conflict is that of integration. The technique of integration is known for having a more positive and long lasting effect, because it was based on the concept of joining powers rather than setting them against each other.

Principals and teachers differed in their perceptions of communications climate (equality vs superiority, and provisionalism vs certainty). The study suggested that principals who used a confrontational solution oriented approach to problem solving created on open and trusting climate.

Amy Lea Otto (1998) found in her research that quality of communication was one organizational culture variable. It was also found that departments that identified themselves as having problems with conflict management had lower quality of communication, were emotional rather than rational in their decision making, and were more likely to take a direct, or confrontational approach to solving conflict than other departments which were chosen at random.

Janet Lynn Haas (1999) studied a comparison of perceptions of organizational communication climate and organizational communication conflict between principals of career / technical centers and principals of feeder high schools and found significant correlations in a negative direction existed between four of the six dimensions of communication climate: control vs. problem orientation, strategy vs. spontaneity, superiority vs. equality, and certainty vs. provisionalism. The inverse relationship between non-confrontation and these four dimensions suggested that a more suppressive climate using control, strategy, superiority, and certainty may be associated with principals who were more able to be non-confrontational in their communication styles. A positive correlation existed between confrontation solution oriented and one of the six dimensions, empathy and neutrality.

Principals appear to perceive the organizational communication climate in a significantly more positive direction than teachers. These differences were not significant when the teachers and principals were compared by their school levels. The comparison between teachers and principals showed that principals generally

thought they used more open communication styles, while teachers gave lower scores and each of the six subscales measuring organizational communication styles.

This study suggested that principals in both comprehensive high schools and career / technical center used confrontation-solution orientation and/or compromise-solution orientation to problem solution, creating a climate that was open to debate, discussion, and dialogue, leading to greater trust within the organization.

David B. Scarpero' (1999) studied the relationship of organizational communication climates and interpersonal conflict management. He indicated that individuals may prefer certain conflict management styles, which can be categorized into several distinct modes of a two-dimensional taxonomy.

The key to a low conflict environment in an organization is good communication. If members of the organization communicate effectively, a climate of trust and understanding should result Jones' research (cited in Rahim. 1990: 2) suggested that contemporary communications research in conflict management focused on examining the types of communication behavior and strategies occurring in negotiation and mediation.

2.5 Organizational Culture and Thai Context

2.5.1 Organizational Culture

Organizational culture has become a major focus of management studies. It emphasizes the importance of understanding people, individually and collectively, to facilitate organizational success . Because it is a broad concept and one that derives from a variety of traditions, it is important for higher education administrators to clarify culture and their basic assumption and decision making regarding culture. An understanding of culture can facilitate conflict management styles. If the concept of culture can similarly be used to understand organizations, it may help researchers and administrators to explain how organizations differ in their patterns of behaviors, beliefs, and experiences. Researchers have proposed that organizational culture can influence such outcome variables as leader in decision making (Sapienza.1985),

productivity (Denison, 1990; Denison & Mishra. 1995), job satisfaction (Jackofsky & Slocum. 1987) and innovativeness (Lorsch. 1985) (cited in Otto. 1998: 10).

Defining Organizational Culture

The literature on organizational culture indicates that there remains a lack of consensus on exactly how to define the concept (Otto. 1989; Schein. 1990 citied in Otto. 1998: 11) However, most cultural anthropologists would agree that culture is reflected in shared ideas, behaviors, and artifacts (Hiebert, 1976). While organization researchers may not agree on a specific definition there are similarities in their representations of organizational culture. Most of the definitions currently in use follow directly from the anthropological work on national culture, through which researchers first discovered "culture" and determined that it could be applied to the study of organizations (Petty, Beadles, Lowery, Chapman, & Connell. 1995. citied in Otto. 1998: 11)

For example, a definition of organizational culture by Ouchi (1981) focuses on symbols, ceremonies and myths. These objects or events convey the underlying values and beliefs of the organization to its employees.

The concept of organizational culture as it is used in the business literature also tends to follow this anthropological approach to defining organizational culture. Managers may consider culture to be the mores and folkways of an organization (Tailoring culture. 1987: 29-31 citied in Otto. 1998: 11). However, many business writers and business leaders refer to organizational culture in more everyday language as "the way things are done around here" (Deal & Kennedy. 1983: 501). This explanation is no doubt easily understood by management and employees.

Even the most extensive theoretical work done by psychologists who study organizational culture has employed this anthropological approach. Perhaps the most well known theorist for the organizational culture perspective is Edgar Schein. Schein (1990: 111) has written extensively about organizational culture. He offers a detailed definition of organizational culture as "... (a) a pattern of basic assumptions, (b) invented, discovered, or developed by a given group, (c) as it learns to cope with its problems of external adaptation and internal integration, (d) that has worked well

enough to be considered valid and, therefore (e) is to be taught to new members as the (f) correct way to perceive, think and feel in relation to those problems".

His theory further explains organizational culture as a multi-level phenomena (Schein, 1985: 1990). At the lowest level are the observable artifacts of a culture. These artifacts are things that are likely to be immediately noticed by someone going to a company for the first time, for instance dressing, the way people speak to one another etc. Artifacts would also include any written representations of the companies such as mission statements or annual reports.

The next, deeper, level of culture is what Schein calls "values". The values consist of members' explanations for what they do. For example, a researcher might ask workers to explain why managers leave their office doors open . Their explanations may reveal a company value about accessibility. Explanations of observed patterns of interaction may reveal the extent to which the organization values cooperation. Schein (1990) also includes behavioral norms, ideologies, and philosophies in this category.

The third level of organizational culture, the basic assumptions, refers to pattern of assumptions a company acquires through a normal developmental process. As an organization works to solve day to day challenges it develops a "world view" or "cognitive map" about reality. These assumptions, according to Schein, are below the level of conscious awareness. Consequently, they can not be directly observed.

Numerous authors have followed Schein's basic approach to defining organizational culture (c.f., Kilmann, Saxton, & Serpa, 1985; Thacker. 1994. citied in Otto. 1998: 13).

According to Pheysey, culture refers to the whole way of life in which people grow up. Culture itself is subject to transformation. To study conflict management styles of higher education administrators it may be necessary to use a scheme of culture type, as Harrison (1987) categorized four organizational culture: role culture, achievement culture, power culture, and support culture (cited in Pheysey. 1993: 15-19).

Role Culture

The word "role", when it is used to describe the culture in a business, refers to the way in which the occupant of each position in the form is expected to act. There are usually job descriptions, rules and procedures to govern behavior, and principles for fixing remuneration. A role culture is one, which emphasizes conformity to expectations. It is common in government departments as well as large businesses. Such organizations can be said to be "bounded rational instruments for the achievement of specified goals".

Achievement Culture

In an achievement culture people are interested in the work itself, and have a personal stake in seeing that it is done. Small consulting firms and research institutes have also often been cited as examples of the achievement culture. They can be said to be "the outcome of the interaction of motivated people attempting to solve their own problem". The achievement oriented organization makes high demands on its people's energy and time assuming that people actually enjoy working at tasks which are intrinsically satisfying.

Power Culture

In a power culture certain persons are dominant and others subservient. There is a relatively bounded and stable social order based on habits of deference to authority. In the power organization, at its best, leadership is based on strength, justice and paternalistic benevolence, the leaders are expected to know as well as be all-powerful. Subordinates are expected to be compliant and willing. At its worst, the power organization tends towards a rule by fear.

Support Culture

The support-oriented organization offers its members satisfactions which come from relationships: mutuality, belonging, and connection. The assumption is that people will contribute out of a sense of commitment to a group or organization of which they feel themselves truly to be members, and in which they believe they have a personal stake.

2.5.2 Thai Context and National Character

2.5.2.1 Thai Context

As mention previously that organizational culture can influence human behavior, Thai culture also results Thai behaviors. This study focused on conflict management styles of higher educational administrators' which somewhat can be influenced by Thai culture. Therefore understanding the interpretations of Thai social behaviors in essential and beneficial. Suntaree Komin (1990) in her study of "The Psychology of the Thai People Values and Behavioral Patterns" states that there are seven existing different interpretations of Thai social systems and Behaviors which can be briefly presented as follows:

The "Loose Structure" Interpretation

The "Loose Structure" interpretation was proposed by John Embree in 1950 when he made observations concerning the looseness of the Thai social structure that it is loosely integrated which he meant that the Thai (cited in Suntharee Komin. 1990: 1-17):

(1) allow considerable variations in individual behaviors;

(2) concern less in observing reciprocal rights and duties;

(3) have no long-term obligation;

(4) have no strong sense of duty and obligation in family relations, to parents, spouses and kindred; and,

(5) there is an almost determined lack of regularity, discipline, and regimentation in Thai life.

The "Individualism" Interpretation

The "Individualism" Interpretation correlates highly with the "Loose Structure" paradigm, with emphasis on the "individualistic personality" as a core regulator of Thai social behaviors. The Thai have relatively freedom of choice in social action, as Phillips (1965) state that they have the "profound sense of self-

concern and freedom of choice" as a major dimension of their loosely structured relationships (Phillips. 1965: 206 cited in Suntaree Komin. 1990:5).

Most scholars studying Thai culture see a strong relationship between the Thai individualism and Buddhism, in the sense that Buddhism focused on Individual responsibility for his own "salvation", working for his own Karmic status.

Snit Smuckarn (1976 b), like many others, relies on Buddhism for his agreement. Piker explains the Thai "individualism" as the need to rely upon themselves as a result of the "perceived indeterminacy of motives of others" and the cognition of a general unreliability of human behavior. He too cites Buddhism to support his agreement (Piker, 1975). In most cases, people often cite Buddhism to support the argument for the "individualism" and "loose structure" interpretations.

More specifically, individualism can be seen as characterized by four attributes (Waterman, 1984), that is:

(a) a sense of separate personal identity;

(b) striving for self actualization;

(c) internal locus of control; and,

(d) principled moral reasoning, with emphasis on equity in interpersonal relations.

The "Buddhism" Interpretation

It is quite common that people would readily use Buddhism teachings to explain Thai social behaviors that they have observed. There is no doubt that Buddhism somehow has some pervasive influence in Thai social and cultural life. Using Buddhism offers little explanation for a variety of other Thai attitudes and behaviors which reflect emotions and cognitive orientations that are completely incongruent with the often cited attitudes and behaviors. Therefore, the Buddhism is in appropriate as it fails to explain a vast area of human behaviors, emotions and attributes of the Thai, not to mention that it could be proved mistaken or incorrect.

The "Entourage" Interpretation

An entourage (commonly refers to the patron-client relations in other societies) is a "hierarchically organized group in which a number of subordinates support a leader who holds their allegiance by successfully advancing their interests" (Potter. 1976: 193 cited in Suntaree Komin. 1990: 9).

The "Affiliative Society" Interpretation

From on entirely different perspective from "individualism" which stresses self-sufficiency as a core characteristic, Weerayut Wichiarajote (1973) perceives Thai society as an "affiliative society" in which people are highly dependent upon each other and find their security in dependence and patronage rather than in individualism. He postulates that the basic drive of individual behavior is to establish networks of personal relationships. And such basic motivational drives are characterized by the high need for affiliation, manifested by need for friendships, love, warmth, and social acceptance. The need for affiliation generally results in such personality traits of "low self confidence", "low self discipline, and "low self respect".

The "Moral-Amoral Power "Interpretation

Mulder (1978) attempts to formulate a cultural theory of everyday Thai life. The uses the concept of power as the core element for the description of the structure of Thai world news. He bases his theoretical frame of a person's perception on two concepts: *"khun"* (moral goodness-power), and *"decha"* (amoral-power). His conceptual frame, therefore, consists of the *Khun* dimension of moral power, where trust, dependence, respect of patrons are predominant traits in the realm of love gratitude and safely, and the *decha* dimension of amoral-power, where insecurity, distrust, and fear are dominant trail with all means of appeasing the amoral-power motivated by self-interest prevail.

The "Cultural Theme" Interpretation

Snit Smuckarn (1979) suggested that Thai behavior can be explained by three dominant cultural themes. They are: (1) **Personalism value**, where emphasis is

given to the survival of self as well as the dependence on other persons for the same survival purpose; (2) **Fun-loving value,** which includes present-time consumption or indulgence, abhorrance of hard-work, and abundance in material generosity; and (3) **Merit accumulation value**, which includes beliefs in Korma and the predestined luck and fortune of each person.

2.5.2.2 National Character

Suntaree Komin (1990: 157-256) grouped the 9 value clusters for explaining the Thai national character (built it does not mean that every person in the culture has all the characteristic dimensions arranged in the same order of importance) as follows:

(1) Ego orientation

The Thai are first and foremost ego oriented, characterized by the highest ego value of being "*Independent-Being Oneself*" (pen tua kong tua eng), and a very high value of "*Self Esteem*".

This "Ego" orientation is the root value underlying various key values of the Thai, such as "*Face-Saving*", "*Criticism-Avoidance*", and the "*Greng-Jai*" attitude.

(2) Grateful Relationship Orientation

Most-Thai interactions and honest and sincere, and the Thai are bound for sincere and deep reciprocal relationships. And the deepest one is "*Bukhun*" relationship (indebted goodness). **Grateful** is a highly valued characteristic trait in Thai society.

(3) Smooth Interpersonal Relationship Orientation

The smooth interpersonal relationship orientation is the picture of smooth, kind, pleasant, no-conflict interpersonal interactions, in short, the "*Surface Harmony*". The orientation is characterized by the preference for non-assertive, polite and humble type of personality, as well as the preference for a relaxed, and pleasant interaction which accounts for the "*Smiling*" and "*Friendly*" aspects of the Thai people.

(4) Flexibility and Adjustment Orientation

Evidently, besides ego and smooth interpersonal relations values, the Thai are flexible and situation oriented.

(5) Religio-Psychical Orientation

Suntaree Komin (1990: 205) reported from her study that the value for **Religious and spiritual life** has secured a very high and important place in the cognition of Thai people in general. With regards to religious activities, the Thai are constantly engaged in merit-makings, and numerous other religion ceremonies.

(6) Education and Competence Orientation

Knowledge-for-Knowledge sake value does not receive high value in the cognition of the Thai in general. Education has been perceived more as a "means" of climbing up the social ladder, in terms of higher prestige and higher salary pay, then as an end value in itself (Suntaree Komin, 1990: 223).

(7) Interdependence Orientation

Thai values, especially in rural Thai is more clearly reflected than in urban Thai, are the religious value and the community-oriented value of **Brotherhood spirit** in helping one another and for being **interdependent and mutually helpful** (Suntaree Komin. 1990: 227).

The value of helping one another basically motivates the cooperative behaviors in the community, and reinforces the sense of neighborhood.

(8) Fun and Pleasure Orientation

Mostly, the Thai are fond of having fun and leisure. Suntaree Komin (1990) in her study reveled that the fun-pleasure value functions as the imperative mechanism as means to support and maintain the more important interpersonal interaction value.

(9) Achievement-Task Orientation

This orientation is characterized by the achievement motivation emphasizing internal drive towards achievement through hard work.

Snit Smuckarn (2539: 57-59) concluded the dominant of Thai culture as follows:

(1) Highly adaptive

(2) Highly flexible

(3) Thai-ism

Paiboon Changrian (2532: 71-75) stated about Thai value in to 3 themes:

(1) Personalism which Thai people give importance to a person for the sake of their survival. This causes other 2 associate themes: individualism and permissiveness. The latter refers to conflict dislike which includes dislike to ask questions or to be asked.

(2) Fun-Loving which reflects Thai nature that enjoys like with pleasure. Three associate themes are: emphasis on present time consumption, abhorrence of hard-work and broad-mindedness.

(3) Merit accumulation

Thapanaporn Singhagowin (2000) in her study found that the outstanding, positive values about the organizational management was responsibility and focusing on the job achievement, while the negative values were the clique system, the patronage system, and the gratitude system. The results stated that there were 4 main Thai cultural values in the organization. These were authoritarianism, nepotism, gratitudism and consumablerism. All the values influenced all levels of administrators and officials in term of honesty, efficiency, fairness from a moderate to rather low degree.

Panchit Thoobteanratana (2000)'s study revealed that the value that caused a serious problem was unequal treatment and giving in return to show gratitude. Some aspects of Thai culture, such as powerism, cliquism, gratitudism, and pacifism had a moderate impact on NIDA's administration and management. When individual dimensions were considered, honesty and work efficiency were both found to be moderate, while fairness was found to be at a low level.

Kraiyudht Dhiratayakinant (1975: 91) reported the working behaviors of the Thais that they worked differently from the format assigned in order to avoid boring from routine work. It is also said that Thais are not well disciplined which can be proved from the problem resolution without system and can not follow the procedure arranged because they are very individualistic at work.

2.5.3 Organizational Culture and Organizational Conflict

A member of factors which are reflective of organizational culture are likely to affect one's choice of a conflict resolution procedure. Perhaps most important is a belief that whatever technique is chosen will be fair (Otto, 1998: 43). Fairness was cited as the most important factor in the research by Houlden et al. (1978) and La Tour et al. (1976) (cited in Otto. 1998: 43).

Another element of organizational culture that is likely to affect procedural choice is the quality of the relationship among the disputants. With closer relationships informal procedures are more likely to be chosen (Otto. 1998: 43).

Administrator behavior is another aspect of the organizational culture which can affect procedural choice. Analoui (1992: 25) states that: "Managers attitudes and approaches to people, their views concerning the nature of organizational conflict and the style of leadership; which they employ, by and large, determines the range of choices available to people...". Barker, Tjosvold and Andrews (1998: 167-168) report differences in the perceptions of project managers with different conflict styles. Managers who use cooperative and confirming approaches were viewed much more positively than those who used competitive and avoiding approaches (cited in Otto. 1998: 44).

The literature suggests that organizational culture can play a powerful and pervasive role in shaping many aspects of organizational life. While the research has not specifically focused on the link between organizational culture and conflict, the current research on conflict also identifies ways in which culture might relate to the incidence and handling of organizational conflict.

In fact, given the literature on organization culture it seems likely that culture is one of the most important factors influencing organizational conflict at every stage in the life of a conflict. Organizational culture creates the situations in which conflict occurs. So, while the previous research does not explicitly discuss the influence of organizational culture there are a number of studies on conflict which discuss various components of organizational culture without actually using this label. Culture is likely to influence the antecedent conditions to conflict, whether or not workers define

situations as injurious, and ultimately their choice of a technique for resolving the conflict.

While many researchers have sought to understand decision making in conflict situations, the research on organizational conflict has thus far failed to consider the cultures in which these conflicts occur. The decision making of disputants is likely to be strongly influenced by the culture in which the disputants are operating. The decision making of organizational leaders who attempt to improve the ways in which their organizations handle conflict is also likely to be influenced by their organizational culture. To understand conflict in organizations it seems vital that we seek to understand the cultures in which these conflicts occur.

2.6 Summary

Conflict between people could arise from breakdowns in communication and work policies and practices, as well as from adversarial and personality conflicts. While there was no one best style for resolving all conflicts, an administrator should apply the most appropriate conflict management style to resolve the situation. To become more effective in managing the conflicts within the organization the administrator might need to consider acquiring training in applying conflict management strategies.

Educational administrators must be aware of every decision they make in the communication's arena. Conflictual situations arise in day-to-day staff interactions without having to add extra organizational stress due to difficulties with communication. Many problems can be eliminated by using good communication skills, both formally and informally. For as long as there are organizations, administrators as leaders, and subordinates; strong communication sills will be a necessary part of effective leadership. In education, good communication skills can help educators move toward their common goal—what is best for all learners.

For a manager to be successful, management is an art that requires knowledge, skill and practice, regardless of whether it is for a cooperative education program or supervision of students and other subordinates. To become more effective, especially

in managing differences, an individual must acquire an understanding or his/her conflict management style and the manner in which he/she deals with conflict.

One of the interesting factors related to conflict management styles is Thai culture which most of the administrators are socialized through generation. Thai culture has influence in Thai life in serious ways and conflict management styles are included.

The next chapter will present conceptual framework, operational definitions and methodology.

CHAPTER 3

CONCEPTUAL FRAMEWORK, OPERATIONAL DEFINITIONS AND METHODOLOGY

This chapter presents the conceptual framework, operational definitions, and methodology used to collect and analyze the data for this study. The topics included in this chapter are: conceptual framework, restatement of the objectives of the study, research design, variables operational definitions in the study, hypotheses, instrumentation, statistics, population, samples, and data collection procedures. Each of these sections are presented separately.

3.1 Conceptual Framework

According to the review of related literature as explored in chapter 2, it can be summarized that individual factors: gender, age, educational level, type of institutes, and number of years in administration are factors affecting conflict management styles of administrators.

It was also found in many studies that there were relationships among psychological factors of the administrators and the styles they use to manage conflict. Psychological factors are attitude, personality, and perception the administrators has towards conflict in organization.

Since many researches and literature reviewed found that the conflict management styles have relationships with organizational communication climate in two types: supportive and defensive, in this study the relationships are also studied.

Therefore the researcher concludes all factors affecting and relating to conflict management styles, and studies the influence and relationships among them. Then the relationships between conflict management styles and organizational communication climate are also studied as presented in conceptual framework in figure 3.1

The conceptual framework is shown in Figure 3.1

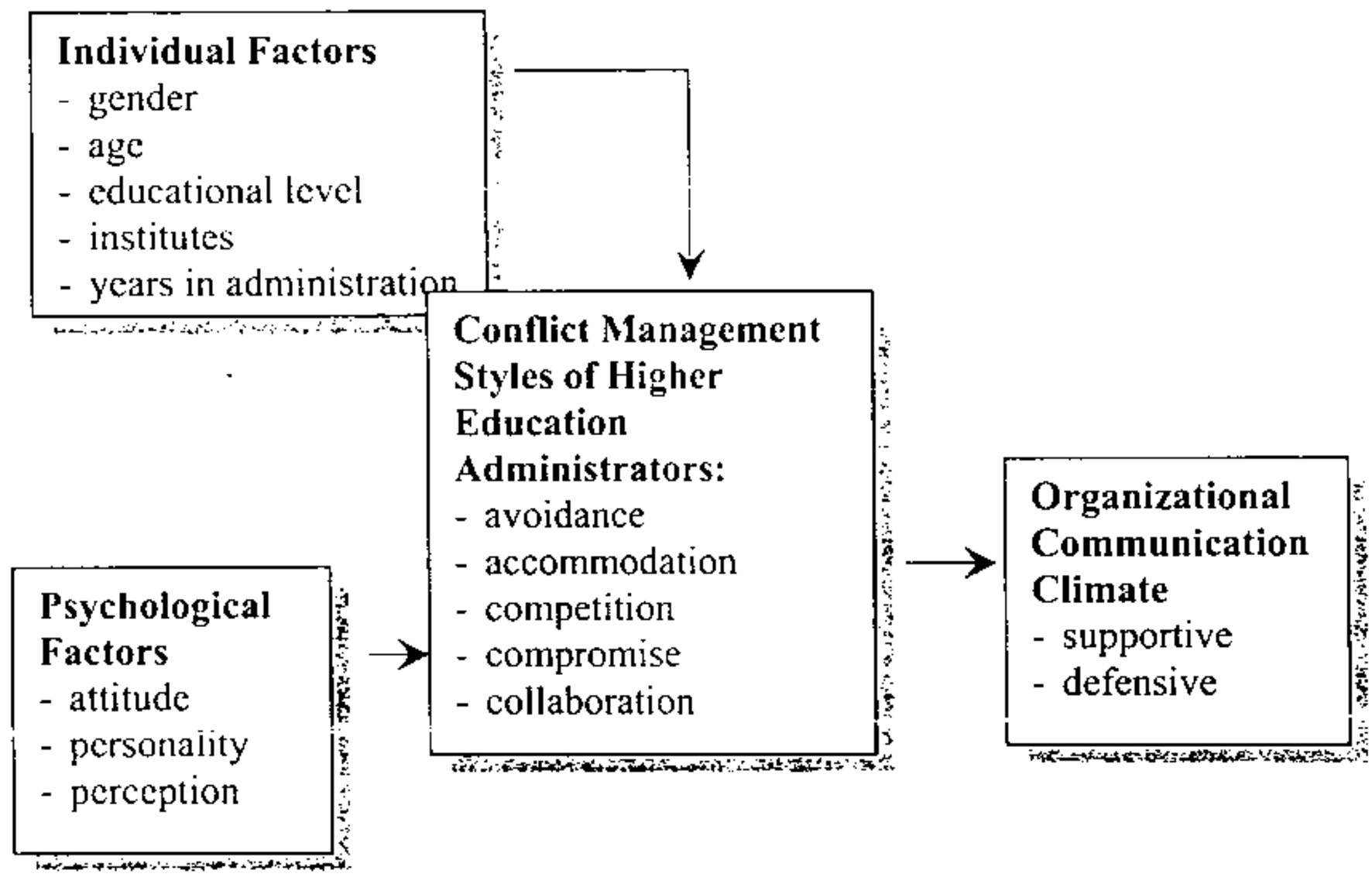

Figure 3.1 Conceptual Framework

3.2 Research Design

A non-experimental, descriptive research design was used for this study. This type of design is appropriate as the independent variables were not manipulated and no treatment was provided to the participants. The administrators were asked to participate in an in-depth interview and complete a questionnaire composed of four parts to measure the following topics:

1. The individual factors of administrators: demographics on gender, age, educational level, type of institutes, and number of years in current administrative position.

2. The psychological factors: attitude, personality, and perception of the administrators towards conflict and conflict management styles.

3. Conflict management styles: namely collaboration, avoidance, competition, accommodation, and compromise.

4. Organizational communication climate: supportive or defensive.

3.3 Variables in the Study

The following variables were included in the data collection:

Independent Variables:

The independent variables are individual factors, psychological factors and organizational factors.

The individual factors are demographic in nature: gender, age, educational level, type of institutes and number of years in administrative position.

The psychological factors are attitudes, personality, and perception of administrators of universities and higher educational institutes under the Ministry of University Affairs (MUA) and the Ministry of Education (MOE).

The study will focus on what different individual factors have influence on different conflict management styles. The relationship between psychological factors and conflict management styles, between organizational factors and conflict management styles, and between conflict management styles and organizational communication climate will also be examined.

Dependent Variables:

Conflict management styles of higher educational administrators were measured by the Organizational Communication Conflict Instrument (OCCI). This instrument measures five conflict management styles: Collaboration, Avoidance, Competition, Accommodation, and Compromise.

Organizational communication climate was measured by the Organizational Communication Climate Survey (OCCS). This instrument measures the communication behavior and techniques of administrators, which determine the communication climate as supportive or defensive.

3.4 Operational Definitions

The definitions for the variables are shown in Table 3.1

Table 3.1 Operational Definition of the Variables

Attitude:	Attitude refers to the opinion level of administrator showed the agreement on each conflict management style that it is the way to reduce conflict in organization. (See questionnaire part 2 number 1-5).
Personality:	Personality in this study refers to the opinion level the administrator showed on evaluating his/her personality that affects the choice of conflict management styles. (See questionnaire part 2 number 6-10).
Perception:	Perception here refers to the opinion level of administrator showed on the perception of conflict occurred in organization including the existence of conflict, source of conflict, understanding the subordinate's behaviors and conflict situation. (See questionnaire part 2 number 11-15).
Collaboration:	Collaborating style refers to the style the administrator chooses to create participation from the staff and subordinates by blends his/her ideas, suggests solutions, integrate arguments, offers creative solutions, tries to use his/her ideas to generate solutions, and suggests to work together in order to find some solution that fully satisfies the concerns of both individuals. (See questionnaire part 3 number 1-6)
Avoidance:	
Competition or Forcing:	Avoidance style refers to the behaviors of administrator that delays or ignores the existence of conflict or controversial issue in the hopes it will disappear, for instance shies away, withdraws, holds his/her tongue, avoids his/her staff, and avoids the disagreeable situations . (See questionnaire part 3 number 7-11)

Table 3.1 Operational Definition of the Variables (Cont.)

Competition or Forcing:	Competing style refers to the communication behavior that the administrator uses power to achieve submission to win the disagreement or dispute. For instance he/she makes his/her opinion known, raises his/her voice, assert his/her opinion, dominates arguments, argues insistently, insists his/her position, and stands firm. (See questionnaire part 3 number 12-18)
Accommodation:	Accommodation style refers to the style the administrator gives in to the other in order to reduce disagreement, for instance sides step, makes the disagreements seem insignificant, downplays the importance, makes them appear unimportant and less serious, keep quiet, and claims the differences trivial. (See questionnaire part 3 number 19-25)
Compromise:	Compromising style refers to the behaviors of the administrator and his/her staff /subordinate that both parties involved to find out some expedient, mutually agreed solution which partially satisfies each party such as gives in a little, meets at mid point, goes 50-50 to reach a settlement, gives in if his/her staff meet half way. and offers trade-offs. (See questionnaire part 3 number 26-30).
Organizational Communication Climate:	Refers to the internal communication environment, or interpersonal communication, and feedback from the communication technique the administrator used in managing conflict with the subordinate. There are two types: supportive and defensive climates (See questionnaire part 4)
Defensive Climate:	Refers to the interpersonal atmosphere in communication wherein the subordinate feels defensive and is unlikely to communicate openly because of being treated by communication techniques: evaluation, strategy, superiority, neutrality, certainty, and control. (See questionnaire part 4 number1-12, low scores indicate defensive climate).

Table 3.1 Operational Definition of the Variables (Cont.)

Supportive Climate:	Refers to the interpersonal atmosphere in communication wherein the subordinate feels supported and comfortable, so he/she is likely to communicate freely. The supportive climate is the feedback occurred from communication techniques the administrator used in managing conflict: description, equality, spontaneity, empathy, provisionalism, and problem oriented. (See questionnaire part 4 number1-12, high scores indicate supportive climate).
Evaluation	Refers to the type of communication that the administrator makes his/her subordinate feel that he/she is being evaluated. (See questionnaire part 4 number 2,4,9,11, low scores indicate evaluative technique)
Description	Refers to the type of communication that describes behaviors of administrator that verbally describes the feeling of another member has tried to express, restates for clarification and gives one another feedback that is concrete and specific without being evaluative. (See questionnaire part 4 number 2,4,9,11, high scores indicate description technique).
Certainty	Refers to the type of communication behavior the administrator showed that it is absolute and often dogmatic. It suggests that there is one and only one, valid point of view, or reasonable course of action. (See questionnaire part 4 number 1,7,8,10, low scores indicate certainty technique).
Provisionalism	Refers to the alternative communication to certainty which the administrator communicates consideration of other points of view. (See questionnaire part 4 number 1,7,8,10, high scores indicate provisionalism technique).

Table 3.1 Operational Definition of the Variables (Cont.)

Strategy	Strategy communication in this study refers to the communication that dominates at others expense. It is an effort to get an agreement without considering others. (See questionnaire part 4 number 5,6,8,9, low scores indicate provisionalism technique).
Spontaneity	Spontaneity is the counterpart to strategy. Spontaneous communication is the communication behavior that administrator makes feel open, honest, and unpremeditated. (See questionnaire part 4 number 5,6,8,9, high scores indicate provisionalism technique).
Control	Controlling communication refers to communication that is also like to trigger defensiveness. It overtly that administrator attempts to manipulate others. (See questionnaire part 4 number 3,10,11,12, low scores indicate control technique).
Problem-orientation :	Refers to the communication behavior that administrator focuses on finding answers that satisfy everyone. The goal is to come up with a solution that all parties find acceptable. (See questionnaire part 4 number 3,10,11,12, high scores indicate problem-orientation technique).
Neutrality	Neutral communication refers to the behavior of administrator implies a lack of regard and caring for others. (See questionnaire part 4 number 1,2,3,12, low scores indicate neutrality technique).
Empathy	Empathy communication in this study refers to the communication behavior that administrator confirms the worth of others and concern for their thoughts and feeling. (See questionnaire part 4 number 1,2,3,12, high scores indicate empathy technique).
Superiority	Superiority communication refers to the behavior of administrator that conveys superiority to the others by making them feel inadequate. (See questionnaire part 4 number 3,5,6,7, low scores indicate empathy technique).

Equality	Equality communication refers to the behavior of administrator that conveys equality and creates a climate of equality that allows everyone to be involved without fear of being judged. inadequate. (See questionnaire part 4 number 3,5,6,7, high scores indicate equality technique).

3.5 Hypotheses

There are three main hypotheses and thirteen sub-hypotheses in this study.

Hypothesis 1: Individual factors of administrators affect the choice of conflict management styles.

Hypothesis 1.1 Gender affects the choice of conflict management styles.

Hypothesis 1.2 Age affects the choice of conflict management styles.

Hypothesis1.3 Educational level affects the choice of conflict management styles.

Hypothesis 1.4 Type of educational institute affects the choice of conflict management styles.

Hypothesis 1.5 Number of years in administrative position affects the choice of conflict management styles.

Hypothesis 2: Psychological factors have relationships with the choice of conflict management styles.

Hypothesis 2.1 The attitude of administrators has the relationship with the choice of conflict management styles.

Hypothesis 2.2 The personality of administrators has the relationship with the choice of conflict management styles.

Hypothesis 2.3 The perception of administrators has the relationships with the choice of conflict management styles.

Hypothesis 3: Conflict management styles are correlated with organizational communication climate.

Hypothesis 3.1 Collaboration style is correlated with organizational communication climate.

Hypothesis 3.2 Avoidance style is correlated with organizational communication climate.

Hypothesis 3.3 Competition style is correlated with organizational communication climate.

Hypothesis 3.4 Accommodation style is correlated with organizational communication climate.

Hypothesis 3.5 Compromising style is correlated with organizational communication climate.

3.6 Instrumentation

The instruments used in this study are in-depth interviews and a questionnaire composed of four parts. They are as follows:

Part 1: Demographic data collection: gender, age, educational level, type of institutes, and number of years in administrative position

Part 2: Psychological data collection: attitude, personality, and perception. This part is composed of questions that the researcher developed by the literature review from within Thailand and abroad. There were fifteen questions.

The distribution of the questions is shown in Table 3.2; the questions themselves appear in Appendix B and C.

Table 3.2 Psychological Factors

Factors	Items on questionnaire
Attitude	No. 1,2,3,4,5
Personality	No. 6,7,8,9,10
Perception	No. 11,12,13,14,15

Validity and Reliability.

The questionnaire on psychological factors was completed by 30 persons whose characteristics are the same as the samples. The reliability was checked by

using a Cronbach's alpha analysis. The obtained coefficient of .82 on the 15 items included on this instrument indicated the instrument had good internal consistency. Content validity was determined by having the 3 experts in the area of organizational behavior review the survey. The experts provided feedback regarding the ability of the instrument to measure psychological factors.

Part 3: The Organizational communication conflict instrument (OCCI) was imported with permission from abroad to be used in this research (Putnam. 2001, March 27).

The OCCI measures five communication conflict management styles within an organization: collaboration, avoidance, competition, accommodation, and compromise. There are a total of 30 items on this instrument, which will be rated on a five point Likert scale, with a 5 indicating "always" to 1 "never". Table 3.3 presents the distribution of items that are included on each conflict management style.

Table 3.3 Organizational Communication Conflict Instrument (OCCI)

Subscale	Items on Survey
Collaboration	No.1,2,3,4,5,6
Avoidance	No. 7,8,9,10,11
Competition	No. 12,13,14,15,16,17,18
Accommodation	No. 19,20,21,22,23,24,25
Compromise	No. 26,27,28,29,30

Reliability. The OCCI was completed by 30 persons whose characteristics are the same as the samples. Their responses were used to determine internal consistency for each of the subscales. The subscale achieved a Cronbach alpha coefficient of .89. This coefficient indicated an adequate amount of reliability for this instrument.

Content validity was determined by having the three experts in the area of educational administration specializing in conflict management styles review the

survey. The experts provided feedback regarding the ability of the instrument to measure conflict management styles.

Part 4: The organizational communication climate survey (OCCS). This instrument was developed to measure organizational communication climate into two dimensions: supportive and defensive. The instrument was public domain (Moss cited in Andress, 1996).

The instrument consists of 12 items that measure six dimensions of communication climate within an organization. The 12 items are rated using a five point Likert scale with a "1" indicating "never" and "5" always. The six dimensions are presented in Table 3.4.

Table 3.4 **Organizational Communication Climate Survey (OCCS)**

Dimension	Description	Items included on Dimension
Description vs. Evaluation	High scores indicate a climate of description, low scores a climate of evaluation	No. 2,4,9,11
Problem Orientation vs. Control	High scores indicate a climate of problem orientation, low scores a climate of control	No. 3,10,11,12
Spontaneity vs. Strategy	High scores indicate a climate of spontaneity, low scores a climate of neutrality	No. 5,6,8,9
Empathy vs. Neutrality	High scores indicate a climate of empathy, low scores a climate of neutrality	No. 1,2,3,12
Equality vs. Superiority	High scores indicate a climate of equality, low scores a climate of superiority	No. 3,5,6,7
Provisionalism vs. Certainty	High scores indicate a climate of provisionalism, low scores a climate of certainty	No. 1,7,8,10

The guidelines for interpreting the scores obtained on this survey have been detailed by Moss, Aschwatz, and Jensrud (1994). The total scores on the instrument can be obtained by summing the responses.

Validity and Reliability. According to the published documents, the validity and reliability of OCCS had been checked by using a Cronbach's alpha analysis. The obtained coefficient of .92 on the 12 items included on this instrument indicated the instrument had good internal consistency. Content validity was determined by having the 3 experts in the area of organizational communications review the survey. The experts provided feedback regarding the ability of the instrument to measure organizational communication.

3.7 Statistical Analyses Techniques

1. **Percentage** is used with demographic factors of administrators for each item in questionnaire part 1 with description of data. Percentage is used to study distribution of variables and to express general data of samples (David A Kenny. 1987 : 9-10)

2. **Mean** ($\overline{X}$) is the standard measure of central tendency. Because it is an important and common statistic, special attention must be paid to its interpretation(David. 1987 : 49). Mean is used to describe questionnaire part 2.

3. **Standard Deviation (SD or S)** is defined as the square root of the arithmetic mean of the squared deviation from the mean (Blalock. 1979 : 78-79). SD will be used in questionnaire part 2.

4. **Cronbach Alpha Coefficient** is used to analyze reliability of the questionnaire (Cronbach. 1949)

5. **Pearson Product Moment Correlation Coefficient** is used to examine the relationships of two variables independently (Neil J. Salkind. 2000 : 207). It proves the correlation coefficient of data in questionnaire part 3, 4 and 5.

6. **T-Test** is used to test the different mean of 2 groups in hypotheses 1 (gender only)

7. **F-Test)** is used to analyze one way analysis of variance (One Way ANOVA) to compare mean of more than of more than two groups of samples. This is to test hypotheses 1 (except gender).

3.8 Population and Samples

Population. The presidents and deans of public universities/ institutes under the Ministry of University Affairs (MUA) and the Ministry of Education (MOE) were included in the population. The total number is shown in Table 3.6.

Table 3.5 Population

Universities / Institutes	Administrators	
	Presidents	**Deans**
Universities (MUA)	24	243
Rajabhat Institutes (MOE)	41	209
Rajamangala Institute of Technology (MOE)	1	16
Total	**66**	**468**

Source: Thai Government Organizational Directory 2002: 401-424, 469-596

The total number of presidents and deans is 534 persons.

Samples. To obtain a representative sample of the population, the researcher used the table for determining sample size from the statistics book of Krejcie, R.V., and Morgan, D.W. (1970: 607-610). "Determining Sample Size for Research Activities" in **Educational and Psychological Measurement.** The total sample is 223 persons.

The sample for the in-depth interviews is classified equally from both presidents and deans of MUA and MOE. The total is 12 persons.

3.9 Data Collection Procedure

This study was conducted based mainly on the quantitative method. The context selected for this study is the relationship between conflict management styles of higher education administrators and organizational communication climate. The researcher focused on the individual factors and psychological factors of the administrators of public universities under the Ministry of University Affairs and Ministry of Education, which related to the conflict management styles of administrators. Then the researcher studied the communication styles the administrators employ to deal with their staff in order to manage conflicts, which reflect the communication climate in the organizations.

Questionnaires. This approach focused on administrators of public universities. They are presidents and deans of universities, Rajabhat Institutes and Rajamangala Institute of Technology. It was conducted through the mail and personal contact where appropriate. To conduct the survey, questionnaires were distributed to all 223 persons in the sample size and a limit of 2 weeks was placed on data collection. The deadline was on December 5th, 2002 by post. The researcher also went to the nearby provinces to collect data by herself.

Questionnaires were designed based on a variable definition with a 5 point-scale measurement as described in the instrumentation section (questionnaires in Thai and English are provided in Appendix B and C). The survey packet contained a cover letter, copy of all surveys, and a self-addressed stamped envelope for confidential return of the completed survey. The cover letter included the purpose and importance of the study, assurances of confidentiality, voluntary nature of the study, explanation of coding on the surveys, and instructions for return of the instrument. The survey packet included the demographic questionnaire, the psychological factors, the organizational factors, the organizational communication conflict instrument (OCCI) and organizational communication climate survey (OCCS). Three weeks after the initial request, follow-up letters and phone calls were made to chief academic officers. Data analysis was made through SPSS Package for Social Sciences Statistical program.

In-depth Interviews. This approach focused on the selected administrators from the sample. It was intended to understand and investigate their personality, perception and attitude towards conflict in general and in their faculties, institutes and universities. Also investigated was their communication techniques in dealing with conflicts and with their staffs, and the communication climate reflected. Twelve selected interviewees were asked a list of questions, based on model of analysis, via telephone and personal contacts. The designed questionnaire was asked but in a different order where appropriate.

Questionnaires were mostly distributed through channels of official and personal contacts. Meanwhile, an in-depth interview session was carried out through personal contacts.

3.10 Summary

This study employed a non-experimental, quantitative research, mixed with qualitative research by in-depth interview.

The population was 534 presidents and deans of public universities and Rajabhat Institute. The sample size is 223 persons. The instrument used was a package of questionnaire to get quantitative data while in-depth interview 12 persons selected from both Ministry of University Affairs and Ministry of Education was used to get data in more details about conflict, conflict management styles, and organizational communication climate.

Statistical methods were used to answer three research questions and to test thirteen research hypotheses. Data was analyzed in order to describe the influence and relationships among demographic factors, psychological factors, conflict management styles and organizational communication climate by SPSS Program.

The results of data analysis are discussed in Chapter Four for quantitative data and the results from in-depth interview are presented in Chapter Five.

CHAPTER 4

QUANTITATIVE RESULTS OF DATA ANALYSES AND HYPOTHESES TESTING

The focus of the study was on revealing the relationships between conflict management styles of higher education administrators and organizational communication climate. The analysis is divided into seven parts.

In order to get common and mutual understanding, the following symbols and abbreviations in data analysis were used:

N	represents	samples of administrators
$\overline{X}$	represents	mean value
SD	represents	standard deviation
MS	represents	mean of squares
DF	represents	degree of freedom
T	represents	score for t-distribution
F-Prob.	represents	probability / statistics significance (in F-Test table)
r	represents	correlation coefficient
*	represents	statistically significant difference at an alpha level 0.05
**	represents	statistically significant difference at an alpha level 0.01
MUA	represents	Ministry of University Affairs
MOE	represents	Ministry of Education
RIs	represents	Rajabhat Institutes
RIT	represents	Rajamangala Institute of Technology
OCCI	represents	Organizational Communication Conflict Instrument

OCCS represents Organizational Communication Climate Survey

In presenting results of data analysis and interpreting the results, the researcher used descriptive tables and text. There are seven parts as follows:

4.1 Frequency and Percentage of Administrators by Gender, Age, Educational Level, Type of Insututes, and Number of Years in Administrative position

4.2 Analysis of Psychological Factors

4.3 Analysis of Administrators' Behaviors with Regard to Conflict Management Styles

4.4 Analysis of Administrators' Behaviors with Regard to Communication Climate Dimension

4.5 Comparison of Conflict Management Styles and Individual Factors

4.6 The Analysis of Relationship between Psychological Factors and Conflict Management Styles

4.7 The Analysis of Relationship between Conflict Management Styles and Organizational Communication Climate

4.1 Analysis of Individual Factors

The analysis of individual factors (demographics data) of the administrators by frequency and percentage is presented in Table 4.1.

Table 4.1 Frequency and Percentage of Administrators by Gender, Age, Educational Level, Type of Institutes, and Number of Years in Administrative Position

Data	Number	Percentage
1. Gender:		
Male	118	64.50
Female	65	35.50
Total	**183**	**100.00**
2. Age:		
31-40 years	8	4.38
40-50 years	49	21.85
51-60 Years	135	73.77
Total	**183**	**100.00**
3. Educational level:		
Bachelor Degree	4	2.20
Master Degree	111	60.65
Doctorate	68	37.15
Total	**183**	**100.00**
4. Institutes:		
Rajabhat (under MOE)	99	54.00
Rajamangala (under MOE)	14	7.70
University (under MUA)	70	38.30
Total	**183**	**100.00**
5. Years in administrative position:		
1-5 years	78	42.60
6-10 years	48	26.20
11-15 years	19	10.40
16-20 years	38	20.80
Total	**183**	**100.00**

Table 4.1 shows the majority of administrators (n=118, 64.50%) reported their gender as male, age as between 51-60 years (n=135, 73.77%), educational level as master degree (n=111, 60.65%), type of institutes as Rajabhat (n=99, 54.00%), and number of years in administrative position as 1-5 years (n=78, 42.60%).

4.2 Analysis of Psychological Factors

The analysis of mean and standard deviation of the opinion of administrators on psychological factors: attitude, personality, and perception will be presented in Tables 4.2

Table 4.2 Mean and Standard Deviation of the Opinion of Administrators on Psychological Factors: Attitude, Personality, and Perception in Relation to Conflict Management Styles

Psychological factors	$\overline{X}$	S	Opinion
1. Attitudes	3.99	0.71	high
2. Personality	3.81	0.87	high
3. Perception	3.68	0.87	high
Total	**3.82**	**0.81**	**high**

Table 4.2 shows the cumulative totals of the three psychological factors (attitude, personality, and perception). The results indicate the administrators have an overall highly positive attitude towards conflict management styles, they have positive personalities in dealing with conflict, and they have a highly accurate perception of conflict situations in their respective institutes. Their opinion on psychological factors showed a high level both in every factor and in the total result($\overline{X}$=3.82).

4.3 Analysis of Administrators' Behavior with Regard to Conflict Management Styles

The analysis of mean and standard deviation of behavioral level of administrators on conflict management styles is presented in Table 4.3

Table 4.3 Mean and Standard Deviation of Behavioral Level of Administrators on Conflict Management Styles

Conflict Management Styles	$\overline{X}$	S	Behavioral Level
1. Collaboration	3.78	0.40	often
2. Avoidance	2.49	0.73	seldom
3. Competition	3.14	0.56	sometimes
4. Accommodation	3.44	0.56	sometimes
5. Compromise	3.58	0.59	often
Total	**3.28**	**0.56**	**sometimes**

When considering on each style, the data on Table 4.3 indicates that administrators often use collaboration and compromise, while competition and accommodation are sometimes used. They seldom choose avoidance as their conflict management style.

4.4 Analysis of Administrator's Behavior with Regard to Communication Climate Dimensions

The analysis of mean and standard deviation of behavioral level of administrators on communication climate dimensions in their organizations are presented in tables 4.4.

Table 4.4 Mean and Standard Deviation of Behavioral Level of Administrators on Communication Climate Dimensions in their Organizations

Organizational Communication Climate Dimension	$\overline{X}$	S	Behavioral Level
1. Provisionalism vs. Certainty	3.68	0.70	often
2. Description vs. Evaluation	3.60	0.74	often
3. Empathy vs. Neutrality	3.42	0.72	sometimes
4. Equality vs. Superiority	3.76	0.78	often
5. Spontaneity vs. Strategy	3.70	0.73	often
6. Problem Orientation vs. Control	3.47	0.78	sometimes
Total	**3.60**	**0.62**	**often**

The results on Table 4.4 show that the administrators often used communication styles that indicate a supportive climate. When considering each style, they sometimes use empathy vs. neutrality, and problem orientation vs. control while they often used other styles.

4.5 Comparison of Conflict Management Styles and Individual Factors

An analysis of comparison of conflict management styles by gender, age, educational level, institutes, and years in administrative position is presented below. As well the results of testing of hypotheses 1.1 to 1.5 are shown.

4.5.1 Hypothesis 1.1

Gender affects the choice of conflict management styles.

Table 4.5 Comparison of Conflict Management Styles of Administrators by Gender

Conflict management styles	male		female		t	Prob.
	$\overline{X}$	SD	$\overline{X}$	SD		
1. Collaboration	3.79	0.39	3.77	0.41	0.395	0.693
2. Avoidance	2.48	0.72	2.51	0.74	-0.230	0.818
3. Competition	3.18	0.58	3.07	0.52	1.311	0.192
4. Accommodation	3.44	0.57	3.46	0.55	-0.225	0.822
5. Compromise	3.54	0.60	3.65	0.56	-1.253	0.212
Total	**3.30**	**0.38**	**3.30**	**0.36**	**0.059**	**0.953**

When scores on gender were compared, as done on Table 4.5, the results indicated that administrators whether male or female have no significant different conflict management styles both in total and in each style. Therefore it rejects the hypothesis that gender affects the choice of conflict management styles.

4.5.2 Hypothesis 1.2

Age affects the choice of conflict management styles.

Table 4.6 Comparison of Conflict Management Styles by Age

Conflict Management Styles	Source of Variance	Df	SS	MS	F	Prob.
1. Collaboration	between group	2	4.817	2.408	0.413	0.663
	within group	180	1050.833	5.838		
Total		**182**	**1055.650**			
2. Avoidance	between group	2	124.876	62.438	4.885	0.009**
	within group	180	2300.708	12.782		
Total		**182**	**2425.585**			
3. Competition	between group	2	61.060	30.530	1.990	0.140
	within group	180	2761.934	15.344		
Total		**182**	**2822.995**			
4. Accommodation	between group	2	59.172	29.586	1.926	0.149
	within group	180	2765.134	15.362		
Total		**182**	**2824.306**			
5. Compromise	between group	2	10.784	5.392	0.613	0.543
	within group	180	1584.145	8.801		
Total		**182**	**1594.929**			
Total of every style	between group	2	935.787	467.894	3.741	0.026*
	within group	180	22510.650	125.059		
Total		**182**	**23466.437**			

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

The results shown on table 4.6 indicate that in sum, as a result of one-way analysis of variance, there was enough evidence to support the hypothesis and thus it was determined a statistically significant difference at alpha level 0.05 existed. Therefore, administrators of different ages have different management styles. When considering each style, avoidance is statistically significantly different at alpha level

0.01 while the results of the other styles provided no evidence of statistically significant differences.

In order to know that in which pair of age groups have different conflict management styles with regard to avoidance, the researcher tested the difference of mean by the method of LSD (Least Significant Difference). The results are presented in table 4.7.

Table 4.7 Comparison of Avoidance Conflict Management Style by Age, Using LSD

Age	$\overline{X}$ avoidance	31-40 years 2.80	41-50 years 2.76	51-60 years 2.39
31-40 years	2.80	-	0.18	2.02
41-50 years	2.76	-	-	1.85**
51-60 years	2.39	-	-	-

** statistically significant difference at an alpha level 0.01

The results, as indicated on Table 4.16, found that administrators at age between 41-50 years use avoidance style more often than those at age 51-60 years at a statistically significant difference level of 0.01. There was no difference among the other ages.

4.5.3 Hypothesis 1.3

Educational level affects the choice of conflict management styles.

The results of hypothesis testing for hypothesis 1.3 are shown on table 4.8

Table 4.8 Comparison of Conflict Management Styles by Educational Level

Conflict Management Styles	source of variance	Df	SS	MS	F	Prob.
1. Collaboration	between group	2	0.932	0.466	0.079	0.924
	within group	180	1054.719	5.860		
Total		**182**	**1055.650**			
2. Avoidance	between group	2	101.997	50.998	3.951	*0.021
	within group	180	2323.588	12.909		
Total		**182**	**2425.585**			
3. Competition	between group	2	35.378	17.689	1.142	0.321
	within group	180	2787.617	15.487		
Total		**182**	**2822.995**			
4. Accommodation	between group	2	281.914	140.957	9.980	0.000**
	within group	180	2542.392	14.124		
Total		**182**	**2824.306**			
5. Compromise	between group	2	33.433	16.717	1.927	0.149
	within group	180	1561.496	8.675		
Total		**182**	**1594.929**			
Total of every style	between group	2	1339.616	669.808	5.454	0.005**
	within group	180	22106.821	122.816		
Total		**182**	**23466.437**			

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

The data displayed in Table 4.8 shows that in sum, the results of one-way analysis of variance indicates there was enough evidence to support the hypothesis and thus it was determined a statistically significant difference at alpha level 0.01. Administrators with different educational levels have different management styles.

When considering each style, avoidance and accommodation are statistically significant different at alpha level 0.05 and 0.01 while the results of the other styles provided no evidence of statistically significant differences.

In order to know in which pair of educational levels the administrators have different conflict management styles in both avoidance and accommodation, the researcher tested the difference of mean by the method of LSD (Least Significant Difference). The results are presented in Tables 4.9 and 4.10.

Table 4.9 Comparison of Avoidance Conflict Management Style by Educational Level, Using LSD

Educational Level	$\overline{X}$ Avoidance	Bachelor 2.15	Master's 2.61	Doctorate 2.32
Bachelor	2.16	-	-2.31	-0.85
Master's	2.61	-	-	1.46**
Doctorate	2.32	-	-	-

** statistically significant difference at an alpha level 0.01

From table 4.9, we can see the results found that administrators with Master's degrees use avoidance style more often than those with Doctorate degrees at a statistically significant difference level of 0.01. There were no differences among the other educational levels.

Table 4.10 Comparison of Accommodation Conflict Management Style by Educational Level, Using LSD

Educational Level	$\overline{X}$ Avoidance	Bachelor 3.75	Master's 3.57	Doctorate 3.72
Bachelor	3.75	-	1.20	3.71
Master's	3.57	-	-	2.50**
Doctorate	3.72	-	-	-

** statistically significant difference at an alpha level 0.01

The analysis shown on Table 4.10 found that administrators with doctoral degrees use accommodation style more often than those with Master's degrees at a statistically significant difference level of 0.01. There were no differences among the other educational levels.

4.5.4 Hypothesis 1.4

Type of educational institute affects the choice of conflict management styles.

The results of hypothesis testing are shown on Table 4.11.

Table 4.11 Comparison of Conflict Management Styles by Type of Institute

Conflict Management Styles	Source of Variance	Df	SS	MS	F	Prob.
1. Collaboration	between group	2	17.683	8.842	1.533	0.219
	within group	180	1037.967	5.766		
Total		**182**	**1055.650**			
2. Avoidance	between group	2	189.446	94.723	7.625	0.001**
	within group	180	2236.138	12.423		
Total		**182**	**2425.585**			
3. Competition	between group	2	28.124	14.062	0.906	0.406
	within group	180	2794.871	15.527		
Total		**182**	**2822.995**			
4. Accommodation	between group	2	46.905	23.452	1.520	0.222
	within group	180	2777.401	15.430		
Total		**182**	**2824.306**			
5. Compromise	between group	2	32.084	16.042	1.848	0.161
	within group	180	1562.845	8.682		
Total		**182**	**1594.929**			
Total of every style	between group	2	511.646	255,823	2.008	0.137
	within group	180	22934.792	127.416		
Total		**182**	**23466.437**			

** statistically significant difference at an alpha level 0.01

In sum, the results from Table 4.11 of one-way analysis of variance provided no evidence of statistically significant differences among institutes. When considering each style, avoidance is statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences.

In order to know in which pair of institutes the administrators have different conflict management style regarding avoidance, the researcher tested the difference of mean by the method of LSD (Least Significant Difference). The results are presented in Table 4.12.

Table 4.12 Comparison of Avoidance Conflict Management Styles by Institutes Using LSD

Institute	$\overline{X}$ avoidance	Rajabhat 2.68	Rajamangala 2.32	University 2.26
Rajabhat	2.68	-	1.76	2.09**
Rajamangala	2.32	-	-	0.33
University	2.26	-	-	-

** statistically significant difference at an alpha level 0.01

The results shown in Table 4.12 found that administrators from Rajabhats employ avoidance style more often than those from universities under MUA at a statistically significant difference level of 0.01. There were no differences among the other institutes

4.5.5 Hypothesis 1.5

Number of years in administrative position affects the choice of conflict management style.

The results of hypothesis testing for hypothesis 1.5 are shown on Table 4.13

Table 4.13 Comparison of Conflict Management Styles by Years in Administrative Position

Conflict Management Styles	Source of Variance	Df	SS	MS	F	Prob.
1. Collaboration	between group	3	5.587	1.862	0.317	0.813
	within group	179	1050.064	5.866		
Total		**182**	**1055.650**			
2. Avoidance	between group	3	95.861	31.954	2.455	0.065
	within group	179	2329.723	13.015		
Total		**182**	**2425.585**			
3. Competition	between group	3	44.750	14.917	0.961	0.412
	within group	179	2778.245	15.521		
Total		**182**	**2822.995**			
4. Accommodation	between group	3	96.015	32.005	2.100	0.102
	within group	179	2728.291	15.242		
Total		**182**	**2824.306**			
5. Compromise	between group	3	27.217	9.072	1.036	0.378
	within group	179	1567.712	8,758		
Total		**182**	**1594.929**			
Total of every style	between group	3	591.701	197,234	1.545	0.205
	within group	179	22854.736	127.680		
Total		**182**	**23466.437**			

As indicated on Table 4.13, in sum and in each item, the results of one-way analysis of variance procedures provided no evidence of statistically significant differences among number of years in administrative position.

4.6 The Analysis of Relationship between Psychological Factors and Conflict Management Styles

A Pearson product correlation coefficient was used to determine the relationship between conflict management styles and psychological factors. The results were presented in Tables 4.14 to 4.16.

4.6.1 Hypothesis 2.1

The attitude of administrators has the relationship with the choice of conflict management styles.

The results on hypothesis testing for hypothesis 2.1 are shown on Table 4.14.

Table 4.14 The Analysis of Relationship between Attitude and Conflict Management Styles

Attitude towards conflict management styles	Collaboration	Avoidance	Competition	Accommodation	Compromise
1. Avoidance is the way to reduce conflict in organization.	0.115 (0.122)	0.240** (0.001)	0.126 (0.071)	0.129 (0.081)	0.095 (0.200)
2. Compromise is the way to reduce conflict in organization.	0.233** (0.002)	0.141 (0.057)	0.123 (0.096)	0.238** (0.001)	0.185* (0.012)
3. Competition is the way to reduce conflict in organization.	0.171* (0.021)	0.139 (0.061)	0.163* (0.027)	0.080 (0.282)	0.143 (0.054)
4. Accommodation is the way to reduce conflict in organization.	0.248** (0.001)	0.098 (0.187)	0.119 (0.108)	0.177* (0.016)	0.255** (0.000)
5. Collaboration is the way to reduce conflict in organization.	0.205** (0.005)	0.014 (0.848)	0.080 (0.280)	0.155* (0.036)	0.216** (0.003)
Total	**0.237** (0.001)**	**0.286** (0.000)**	**0.15** (0.004)**	**0.206** (0.005)**	**0.177* (0.016)**

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

When the mean of scores for attitude, as shown on table 4.14, were correlated with all of the five conflict management styles, the results were statistically significant, correlated at alpha level 0.01 and 0.05. Therefore the results accepts the positive hypothesis which means that administrators with different attitudes have different conflict management styles.

When considering each item, the results were as follows:

- The administrators whose opinion was that avoidance can reduce conflict had a positive relationship with avoidance only while there was no relationship with other styles.
- The administrators whose opinion was that compromise can reduce conflict had a positive relationship with collaboration, accommodation, and compromise while there was no relationship with other styles.
- The administrators whose opinion was that competition can reduce conflict had a positive relationship with collaboration and competition while there was no relationship with other styles.
- The administrators whose opinion was that accommodation can reduce conflict had a positive relationship with collaboration and competition while there was no relationship with other styles.
- The administrators whose opinion was that collaboration can reduce conflict had a positive relationship with collaboration, accommodation and compromise while there was no relationship with other styles.

4.6.2 Hypothesis 2.2

The personality of administrators has the relationship with the choice of conflict management styles.

The analysis of the relationship between personality and conflict management styles is shown on Table 4.15.

Table 4.15 The Analysis of Relationship between Personality and Conflict Management Styles

Personality Attributes	Collaboration	Avoidance	Competition	Accommodation	Compromise
1. You always listen to the opinion of the others.	0.198** (0.006)	0.113 (0.127)	0.126 (0.090)	0.226** (0.002)	0.233** (0.002)
2. You can control yourself even when you are angry.	0.196** (0.006)	0.163* (0.010)	0.171* (0.021)	0.207** (0.005)	0.178* (0.26)
3. You can easily get along with others.	0.238** (0.000)	0.104 (0.160)	0.162* (0.028)	0.221** (0.003)	0.141** (0.050)
4. You are flexible in working.	0.167* (0.010)	0.199* (0.022)	0.171* (0.033)	0.186* (0.012)	0.163* (0.011)
5. You are a leader in expressing your opinion.	0.238** (0.001)	0.236 (0.002)	0.213* (0.004)	0.334** (0.000)	0.336** (0.000)
Total	**0.240** (0.001)**	**0.214** (0.004)**	**0.233** (0.002)**	**0.181* (0.014)**	**0.298** (0.000)**

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

When the mean of scores for personality were correlated with all of the five conflict management styles, as shown in Table 4.15, the results were statistically significantly correlated at alpha level 0.01 and 0.05. Therefore the results accept the positive hypothesis which states that the personality of administrators has relationship with the choice of conflict management styles.

When considering each item, the results were as follows:

The administrators who always listen to others' opinion have a positive relationship with avoidance, accommodation and compromise while there was no relationship with other styles.

- The administrators who can control themselves even when angry have positive relationship with every conflict management style.
- The administrators who can easily get along with others have a positive relationship with collaboration, competition, accommodation and compromise, but no relationship with avoidance.
- The administrators who were flexible in working have a positive relationship with every conflict management style.
- The administrators who were the leaders in expressing their ideas have a positive relationship with collaboration, competition, accommodation and compromise, but no relationship with avoidance.

4.6.3 Hypothesis 2.3

The perception of administrators has the relationship with the choice of conflict management styles.

The analysis of the relationship between perception and conflict management styles is shown on Table 4.16.

Table 4.16 The Analysis of Relationship between Perception and Conflict Management Styles

Perception of Conflict	Collaboration	Avoidance	Competition	Accommodation	Compromise
1. You know that there is conflict in your organization.	0.143** (0.026)	0.115* (0.047)	0.108* (0.018)	0.175* (0.041)	0.156* (0.035)
2. You know the source of conflicts.	0.164* (0.026)	0.226** (0.006)	0.238** (0.000)	0.205** (0.005)	0.223* (0.002)
3. You listen to your subordinate individually on the conflicts.	0.179* (0.015)	0.055 (0.337)	0.222** (0.000)	0.210** (0.004)	0.197** (0.008)
4. You understand your subordinate's behavior.	0.170* (0.021)	0.220** (0.003)	0.245** (0.002)	0.206** (0.005)	0.302** (0.000)
5. You understand the conflict situation.	0.203** (0.006)	0.266** (0.003)	0.220** (0.001)	0.223** (0.002)	0.273** (0.000)
Total	**0.153* (0.033)**	**0.159* (0.031)**	**0.254** (0.001)**	**0.209** (0.005)**	**0.221** (0.003)**

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

When the mean of scores for perception were correlated with all of the five conflict management styles, the results were statistically significant correlated at alpha level 0.01 and 0.05, as shown on Table 4.16. Therefore the results accept the positive hypotheses that different perceptions result in different choices of conflict management styles.

When considering each item, the results were as follows:

- The administrators who perceived that there was conflict in their organization have a positive relationship with every conflict management style.

- The administrators who know the source of conflicts have a positive relationship with every conflict management style.
- The administrators who understand their subordinators' behaviors have a positive relationship with every conflict management style.
- The administrators who understand the conflictual situation have a positive relationship with every conflict management style.

4.7 The Analysis of the Relationship between Conflict Management Styles and Organizational Communication Climate

4.7.1 Hypothesis 3.1

Collaboration style is correlated with organizational communication climate.

The analysis of the relationship between collaboration and organizational communications climate is shown on Table 4.17.

Table 4.17 The Analysis of the Relationship between Collaboration and Organizational Communication Climate

Organizational Communication Climate Dimension	Pearson Correlation	Sig. (2-tailed)
1. Provisionalism vs. Certainty	0.216**	0.003
2. Description vs. Evaluation	0.154*	0.037
3. Empathy vs. Neutrality	0.570**	0.000
4. Equality vs. Superiority	0.230**	0.002
5. Spontaneity vs. Strategy	0.320**	0.000
6. Problem Orientation vs. Control	0.221**	0.003
Total	**0.247****	**0.001**

* statistically significant difference at alpha level 0.05

** statistically significant difference at alpha level 0.01

Table 4.17 demonstrates that when the mean of scores of collaboration style were correlated with the six dimensions of communication climate, the results indicated that collaboration was positively correlated with communication climate statistically significant at alpha level 0.01. When considering each item, five of the six dimensions of organizational communication climate were found to be significantly correlated with collaboration at alpha level 0.01. Only one dimension on description vs evaluation was correlated statistically significant at alpha level 0.05. These results support the hypothesis that collaboration style is correlated with organizational communication climate.

The positive relationship between two variables indicated that administrators with collaboration style tended to be in organizations whose communication climate was more supportive and be described as provisionalism, description, empathy, equality, spontaneithy, and problem orientation rather than certainty, evaluation, neutrality, superiority, strategy, and control.

4.7.2 Hypothesis 3.2

Avoidance style is correlated with organizational communication climate.

The analysis of the relationship between avoidance and organizational communications climate is shown on Table 4.18.

Table 4.18 The Analysis of the Relationship between Avoidance and Organizational Communication Climate

Organizational Communication Climate Dimension	Pearson Correlation	Sig. (2-tailed)
1. Provisionalism vs. Certainty	-0.025	0.736
2. Description vs. Evaluation	0.041	0.584
3. Empathy vs. Neutrality	0.037	0.628
4. Equality vs. Superiority	0.006	0.936
5. Spontaneity vs. Strategy	0.028	0.711
6. Problem Orientation vs. Control	0.056	0.454
Total	**0.006**	**0.939**

When the mean of scores of avoidance style were correlated with all of the six dimensions, as shown on Table 4.18, the results were not correlated. Therefore, these results reject the hypothesis that avoidance style is correlated with organizational communication climate.

4.7.3 Hypothesis 3.3

Competition style is correlated with organizational communication climate.

The analysis of the relationship between competition and organizational communication climate is shown on Table 4.19

Table 4.19 The Analysis of the Relationship between Competition and Organizational Communication Climate

Organizational Communication Climate Dimension	Pearson Correlation	Sig. (2-tailed)
1. Provisionalism vs. Certainty	0.084	0.256
2. Description vs. Evaluation	0.091	0.221
3. Empathy vs. Neutrality	0.160*	0.030
4. Equality vs. Superiority	0.111	0.134
5. Spontaneity vs. Strategy	0.160*	0.030
6. Problem Orientation vs. Control	0.170*	0.021
Total	**0.138**	**0.063**

* statistically significant difference at an alpha level 0.05

The analysis shown on Table 4.19 indicates that when the mean of scores of competition style were correlated with all of the six dimensions, the results were not correlated. Therefore, the hypothesis that competition style is correlated with organizational communication climate is rejected.

When considering each item, three of the six dimensions of organizational communication climate: empathy vs. neutrality, spontaneity vs. strategy, and problem orientation vs. control, were found to be significantly correlated with competition at alpha level 0.05.

The positive relationship between two variables indicated that administrators with competition style tended to be in organizations whose communication climate could be more supportive and lacked provisionalism vs. certainty, description vs. evaluation, equality vs. superiority.

4.7.4 Hypothesis 3.4

Accommodation style is correlated with organizational communication climate.

Correlation analysis of the relationship between accommodation and organizational communication climate is shown on Table 4.20

Table 4.20 The Analysis of the Relationship between Accommodation and Organizational Communication Climate.

Organizational Communication Climate Dimension	Pearson Correlation	Sig. (2-tailed)
1. Provisionalism vs. Certainty	0.050	0.499
2. Description vs. Evaluation	0.088	0.234
3. Empathy vs. Neutrality	0.059	0.426
4. Equality vs. Superiority	0.120	0.106
5. Spontaneity vs. Strategy	0.161*	0.029
6. Problem Orientation vs. Control	0.100	0.177
Total	**0.082**	**0.267**

* statistically significant difference at alpha level 0.05

The data on Table 4.20 illustrates that when the mean of scores of accommodation style were correlated with all of the six dimensions, the results were not correlated. Therefore, the hypothesis that accommodation style is correlated with organizational communication climate is rejected.

When considering each item, only one dimension of organizational communication climate, spontaneity vs. strategy, was found to be supportive statistically significant at alpha level 0.05. The positive relationship between two variables indicated that administrators with accommodation style tended to be in

organizations whose communication climate could be more supportive in five of the six dimensions.

4.7.5 Hypothesis 3.5

Compromising style is correlated with organizational communication climate.

The correlation analysis of the relationship between the six dimensions of organizational communication climate and compromising style of conflict management is shown on Table 4.21.

Table 4.21 The Analysis of the Relationship between Compromise and Organizational Communication Climate

Organizational Communication Climate Dimension	Pearson Correlation	Sig. (2-tailed)
1. Provisionalism vs. Certainty	0.140	0.059
2. Description vs. Evaluation	0.229**	0.002
3. Empathy vs. Neutrality	0.151*	0.041
4. Equality vs. Superiority	0.162*	0.028
5. Spontaneity vs. Strategy	0.175*	0.017
6. Problem Orientation vs. Control	0.149*	0.045
Total	**0.163***	**0.027**

* statistically significant difference at an alpha level 0.05

** statistically significant difference at an alpha level 0.01

When the mean of scores of compromise were correlated with all of the six dimensions, as shown on Table 4.21, the results indicated that compromise was positively correlated with communication climate statistically significant alpha levels

of 0.01, and 0.05. These results support the positive hypothesis that compromise is correlated with organizational communication climate.

When considering each item, four of the six dimensions of organizational communication climate were found to be significant at alpha level 0.05. They were empathy vs. neutrality, equality vs. superiority, spontaneity vs. strategy, and problem orientation vs. control while description vs. evaluation was significant at alpha level 0.01; only provisionalism vs. certainty has no relation.

The positive relationship between two variables indicated that administrators with compromise tended to be in organizations whose communication climate could be more supportive in the area of description vs. certainty.

4.8 Summary

The results of the data analysis providing a description of the sample and answering the three research questions posed for this study have been presented in the chapter.

Demographic factors of administrators including gender, type of institutes, and number of years in administrative position do not affect the choice of conflict management styles. The other two factors: age and educational level affect the choice of conflict management styles.

Psychological factors including attitude, personality, and perception have relationship with conflict management styles.

Collaboration and compromise have relationship with supportive communication climate.

The next chapter will present the findings from in-depth interviews.

CHAPTER 5

ANALYSIS OF QUALITATIVE DATA FROM IN-DEPTH INTERVIEWS

In-depth interviews were conducted in order to collect data in more detail about conflict and conflict management styles that higher education administrators use in dealing with conflict within their organizations, as well as the communication climate in those organizations.

The samples were chosen from both Ministry of University Affairs (MUA) and Ministry of Education (MOE). A total of twelve persons were selected to be interviewed. Three of them were Presidents and the other nine were Deans.

Before designing the questions for the interviews, the researcher explored the background of conflict and conflict management styles, and also communication techniques. The basic concept is that all organizations experience conflict. While many disputes may appear on the surface to be rather simple, often the issues are much more complex and require careful handling. The researcher was interested in studying conflict management styles the administrators used in handling conflict in those situations.

To ensure accuracy, the interviews were recorded, with the permission of the interviewees. Extensive notes were also taken. As an added attempt to make sure the statements were correct, the transcript of each interview was reviewed for accuracy by each respective interviewee. The guidelines for interviews were as follows:

1. Demographic information: gender, age, educational background, universities / institutes, and years of experience in administration.

2. The ideas of the administrators about conflict, the importance of conflict, and the role of conflict in organizations.

3. The kinds of conflict that often occur in their organizations.

4. Decision-making in using conflict management styles.

5. The communication techniques used in dealing with staff or subordinates and their feedback.

The interviewees were nine males and three females. They were from 53 to 60 years old. The average age was 56 years old. Five of them hold Ph.D.'s and seven administrators hold Master's degrees. Their administrative experience ranged from eight to twelve years, with a mean of nine years. They started their administrative careers as directors of departments, or projects, then moved to deputy deans, deans, vice-presidents and president.

The interviews will be presented individually as case studies.

5.1 Interviews of Case 1 – Case 2

5.1.1 Case 1

The interviewee reported himself as male, 56 years old with a Master's degree. His academic rank is associate professor. He is the administrator of a faculty of a university (MUA). He has been in administration for 12 years.

Ideas about Conflict

"Conflict is natural in any organization. There are various kinds of conflicts that administrators have to face. We have to communicate in everyday life, and when we communicate, we plant the seeds for conflict. The message that is communicated may be misinterpreted, which can create conflict, or the message might be clearly understood but be perceived as a threat. So we should recognize that communication can result in conflict. The reverse relationship also exists; that is, conflict can bring about communication. Conflict can facilitate change through increased communication"

This administrator considered conflict in a productive way. "Conflict is necessary in the academic field. It can be both positive and negative. It should help the university to be healthy. All administrators have the responsibility of listening to the legitimate job complaints of the subordinates. Conflict is of importance to

administrator in organizations. Its importance is equal or somewhat greater in practice than planning, communication, motivation, or decision-making."

"Interpersonal conflicts involve differences in interests, understanding, and accepting values of others, styles, and opinions. Conflicts start by being the expression of these types of differences."

Characteristics of Administrator as Conflict Solver

"An administrator, to be an effective conflict solver, must be an effective communicator who should create a trusting and supportive environment." The interviewee thinks that a good communicator should pass to the group, his staff and subordinates, the right to make decisions. He defines the problem and establishes the limitations within which the decision must be made. In some case he gives freedom to the team to manage the identification and diagnosis of the problem, the development of alternative procedures for solving it, and the decision on one or more of the alternative solutions. "This means that the administrator must be broad minded and by this method he will get participation from his subordinates."

"Effective communicator" also refers to skillful administrator who can choose communication techniques appropriate to the conflict, according to the interviewee. "He should confront the problem directly. Moreover he should understand the others' basic needs, feeling, attitudes, personality, and perception, so that he can make decision in an appropriate way."

Conflict Management Styles

The administrator in case one stressed that the attitudes of individuals toward conflict determined the methods used to manage conflict. He indicated compromise often was thought as a good method to use in solving conflict because both sides give up something to achieve the solution. However he thinks that conflict still exists after using compromise. He believes the most effective solution should be team management or collaboration. This style allows each party to attempt to work with the other person to find some solution that fully satisfies the concerns of both individuals. Avoidance, competing, and accommodation styles should not be accepted by good administrators, according to this interviewee.

Communication Climate

"Conflict in organizations can be said to occur because of faulty communication. Effective communication can contribute to effective conflict management. The methods that supervisors use to communicate with subordinates can affect the climate and outcomes of the organization. Communication methods or styles used by supervisors to handle conflicts have the potential of influencing subordinates' perceptions and behaviors within the organization."

In the opinion of the interviewee, the organizational communication climate which supervisors or administrators prefer is a climate of support that is open, and with effective communication leading to collaborative work relationships. That is, subordinates at all levels become involved in solving organizational problems or conflicts together, sharing, and using information to deal with concerns effectively.

In his faculty, the interviewee tried to create a trusting and supportive environment. The communication techniques he used are problem orientation, spontaneity, empathy, equality, description, and provisionalism. "The key to a low conflict environment in an organization is a good communication."

5.1.2 Case 2

The second interviewee was a female, 60 years old. Her academic position was associate professor of a public university (MUA). She holds a Master's degree. She has been in the present administrative position for four years, but her status was extended for another year to accomplish the term and to continue many projects, which were her responsibility. She has 10 years administrative experience, including the present position.

Ideas about Conflict

The second interviewee does not consider conflict as a problem. On the contrary, she thought that conflict is good and necessary in organizations. "Modern organizations operate at a rapid pace, constantly adapting to their chaotic, external environments. Today's university must change in order to survive. The occurrence

of change commonly brings about conflict. The administrator has the duty to manage conflict in a productive way."

She indicated most conflicts in her faculty are concerned with money issues, such as money for projects, money for routine work, promotion, personnel positioning etc. The level of conflict is not too serious because she treats everyone equally, especially in front of the rest of her staff. She said that she keeps her office in the faculty to show that she is in the same family. Her staff can come to see her any time she is free at the office. She does not want anyone to feel uneasy or uncomfortable to come to consult her, so that they will feel relaxed and express their opinion freely because they trust her.

Characteristics as a Conflict Solver

"Administrators should be aware of antecedents to conflict and both internal and external factors, especially organizational culture. Administrators should have basic knowledge on human, psychology, as well as be skillful in communication. Since communication is like the lifeblood of the organization, therefore the administrator who has skills in effective communication techniques will get more participation from their subordinates."

Conflict Management Styles

This interviewee prefers compromise and collaboration because she considers every one in the faculty equal. Therefore in both styles, the two parties face together in confronting conflict. Even though in compromise, some may say that conflict still exists, but she prefers that her faculty members still continue to work in harmony. Avoidance, accommodation, or competition would not be her choices for conflict resolution. She thinks that conflict resolution is the important and necessary task of the administrator. By collaboration, she prefers that the staff participate in a team management atmosphere.

She also uses internal media as printed media, internal broadcasting to give more details on the issues related to the conflict.

Communication Climate

"Communication climate is the result of communication method the administrator uses." In the interviewee's opinion, communication among subordinates that includes threats, insults, or criticism is associated with more conflict. Therefore she tries to treat her subordinates with empathy and equality. Description is the basic method she often uses to clarify the topic of conflict. She gives everyone a chance to express their ideas, suggestions, or even their needs. She said that by this method, the atmosphere of trust and openness will occur. She indicated the method cannot be fixed and that she cannot use the same method to all conflict. It depends on the kind of conflict as well as the level of conflict.

5.1.3 Case 3

The respondent identified himself as male, 55 years old. He holds a Doctorate degree with an academic position as associate professor. He has been working as the administrator of a faculty of a university (MUA) for four years. He used to be a deputy dean and director of many programs. He has about 10 years experience in various administrative positions.

Ideas about Conflict

"In most organizations, conflicts occur during the normal course of daily work. Organizational conflict is also a major concern for higher education administrators. Most conflicts are intra-organizational conflict, especially among individuals. These interpersonal conflicts involve differences in interests, understanding, and accepting values of others, styles and opinions. Not only the disputants' personality comes in to play, but also their past history in conflict situations is likely to affect whether the party interprets events as injurious or not. Conflict starts by being the expression of these types of differences. Fear of conflict often is prevalent in the faculty, because the presence of conflict was assumed to imply trouble." However, the opinion of the interviewee toward conflict is that it is necessary and can be productive if manage properly.

"These kinds of experiences are also likely to be related to the culture of the organization. For example, workers who know from past experience that they are unlikely to be able to exert much control over the outcome of a dispute are less likely to file a claim and take action following an event which could be perceived as injurious. The amount of control individuals possess in conflict situations is directly related to their organization's culture.

Characteristics of Administrator as Conflict Solver

"Leadership is the most required characteristics of an administrator. He should be an open-minded person who listens to all his subordinates with empathy. So he should study deeply about their way of thinking and also their way of living in order to understand their thinking, and behavior. It seems like he is a psychologist. He must try to encourage his staff to participate in team working on conflict resolution."

Conflict Management Styles

According to the interviewee, conflict management styles refer to strategies or any action taken by administrator in order to manage or resolve conflict. Strategies include specific mechanisms for managing conflict, such as negotiation, mediation, or arbitration, as well as actions such as seeking advice and coalition building. The strategies this administrator uses are both formal and informal depending on types of conflict. He himself prefers the topic of conflict to be described and put into discussion among a committee for consideration. By this method, it may take longer than avoidance or accommodation or even competition. Moreover, compromise and collaboration help his subordinates feel that the administrator cares about their issues and takes them seriously. Therefore, they will participate in other activities of the organization in the future.

Communication Climate

"Communication in the organization is the vehicle which conveys messages, thought, and information through out the organization. Flow of communication can be said to flow in three directions; they are downward, upward, and in the same

horizontal level. Upward communication can reflect the climate in an organization which is a central concern for leaders because it is strongly associated with organizational effectiveness."

Organizational effectiveness requires a supportive climate, which comes from appropriate communication techniques the administrator uses in handling conflict." Interviewee number three prefers problem orientation, description, empathy, equality, and provisionalism to those techniques of control, evaluation, neutrality, superiority, and certainty.

5.1.4 Case 4

The fourth administrator interviewed was as male, 53 years old, with a Master's degree. He is an administrator of an institute under MOE. His working experience is five years as a dean; he has held other positions as deputy dean and director for eight years. Therefore the total experience in administration is 13 years. His academic position is assistant professor.

Ideas about Conflict

Similar to the previous interviewees, interviewee number four believes conflict occurs everyday in every kind of organization. He stated that conflict is a situation that evolves when individuals, groups, or organizations believe that their interests are incompatible. "It is the social condition in which two or more persons or groups cannot or at least perceive that they cannot have the same thing at the same time."

He said that to work, manage, and live in an organization is to be in conflict. Therefore, dealing with conflict is important. "The administrator has to find the best way to manage conflict into constructive way. However, management should be equally concerned with adapting the organizational environment to control the likelihood of conflict in future."

Characteristics of Administrator as Conflict Solver

"An administrator has to work among individuals whose attitudes, beliefs, personalities, and behaviors are different. So he must understand what causes the subordinates to react like that in order to manage conflict appropriately. He has to handle conflict to produce functional outcomes and try for win-win situations."

"An administrator who is skillful in communication will have more advantages to deal with his subordinates because appropriate techniques in communication will help the administrator cope with conflict properly."

Conflict Management Styles

Domination (competing) and compromise are the two methods used most often as means of coping with conflict, according to this administrator. "Domination is perhaps the easiest way of setting a conflict, if the administrator has the power and can use it. When domination is applied successfully, the resulting victory is not permanent. It is a victory of moment only. He sometimes has to use domination in the case that he feels the situation is going to get bigger without any decision. He will use his power to stop the disputes, for instance, in considering a person to be in training program abroad, to get scholarship, to nominate a special committee for a project etc.

In the opinion of the interviewee, compromise is often thought to be good in solving conflict because it involves both sides giving up something of their demand to achieve the solution for the immediate problem. However, he thinks that compromise is neither effective nor ineffective. "This type of solution usually does not work in practice over a long period of time because a conflicting party who really believe that they are right are still firm in their belief. Therefore as time passes, the same type of conflict or another situation may arise again sooner or later." The administrator said that compromise provides temporary peace. He sometimes uses compromise in solving problems because this type of management style is compatible with Thai culture that treats everyone as members in the same family.

The administrator mentioned that the most effective solution is collaboration but it is time consuming. "This solution lets both sides have equal chance to express their own ideas, needs, and suggestion. So by team management, there will be

various ways to resolve conflict and the administrator can choose the best way that fits for all."

Communication Climate

"Conflict is said to be from faulty communication. The way in which an administrator communicates with subordinates can affect the climate and outcomes of the organization. Therefore communicative methods or styles used by the administrator in handling conflicts have an influence on subordinates' perception and behaviors. An effective administrator should create a trusting and supportive environment. The objective of this type of climate allows the organization to shift from evaluation to problem-solving in communication. A supportive climate should produce clear communication. An open climate restores confidence and promotes individual autonomy." Moreover, the interviewee believes that empathy, equality, spontaneity, and provisionalism can provide a supportive climate.

5.1.5 Case 5

The interviewee was female, 59 years old, and holds a Master's degree. She is an assistant professor and administrator in Rajamangala Institute of Technology (MOE). She has been in her present position for three years but she used to be in other administrative positions for seven years. The total administration experience is 10 years.

Ideas about Conflict

In her opinion, conflict is inevitable especially in educational institute where there is academic freedom. "Members in organization usually have different ideas, different goals. It is good that there are varieties of ideas so that there will be many choices. Conflict is not a problem. Conflict is the thing that administrators must be aware of and manage well. Conflicts can lead to change and change can lead to improvement. If an organization has no conflict, there will be no progress. Administrators should face conflict and choose appropriate communication techniques to deal with it."

"The administrator must consider the reason that conflicts occur, especially the antecedent conditions that give rise to the conflicts. Organizational culture in Thai society is also one factor that affects conflict resolution. We treat each other as members in the same family, so when solution to conflict is being considered and it may harm the others, we often choose compromise to smooth down the situation."

"The communication channel is an important vehicle to contain and convey information so that the two parties will have a better understanding. It can be said that faulty communication may cause conflict in an organization, so the administrator should be aware of using proper communication methods so that the situation of conflict can be resolved."

Characteristics of Administrator as Conflict Solver

The interviewee believes basic knowledge in psychology is necessary for an administrator because she has to live with many people. It helps the administrator understand the others' needs, beliefs, and behaviors which reflect in their conflict situation. Knowledge and experiences in communication are also helpful for the administrator to manage conflict into constructive circumstance, according to interviewee number five.

The interviewee believes the effective administrator should choose a problem solving style and confront conflict directly. She suggests that the administrator should manage conflict for the benefit of the organization and for the members with sincerity so that her staff and subordinates will trust her and contribute their ideas and opinions freely.

Conflict Management Styles

"When a lot of people live together, they usually live in conflict. The administrator cannot use the same style to manage different conflicts. It depends on the content of conflict, and level of conflict as well. In big organizations, the lines of control are clearly identified, so when the topic of conflict is related to the responsible body, then they will manage that conflict directly. This will reduce workload of the supervisor and conflict will be managed. But if that conflict is a policy concern, then she will take the topic into the administration board and let the board make the

decision." The interviewee thinks that team management is much more beneficial than the other styles. In some cases she sometimes uses an indirect method such as using printed media inside the institute to explain in detail. Sometimes she uses face-to-face communication by talking informally to reduce misunderstanding and explain more in detail.

Communication Climate

The preferable climate the interviewee wants the institute to be in is the supportive climate; that is the climate of openness, trust, and cooperation. The supportive climate reflects the effectiveness of the administration of the institute.

"A supportive climate will occur because of communication techniques the administrator uses such as description, spontaneity, empathy, equality, problem orientation, and provisionalism. Appropriate communication techniques are helpful, so that the administrator must consider them carefully."

5.1.6 Case 6

Interviewee number six is male, 55 years old. He is an assistant professor of a faculty of Rajamangala with a Master's degree. He has been in his present position for three years and used to be deputy dean for five years. Therefore he has a total of 8 years administrative experience.

Ideas about Conflict

"All organizations experience conflicts. To analyze a conflict one must consider the process through which conflicts develop. There are antecedent conditions that gave rise to the situation, and numerous points where the parties have to make decisions about whether to act, and then how to act. At each point in the process both situational and individual factors will affect the decisions made by the parties in the dispute or conflict. All of these things influence whether or not the conflict will be resolved, and how satisfied the parties in the dispute will be with the final outcome. These are the responsibility of the administrators to consider well,

which communication technique appropriate to that kind of conflict and satisfy both sides fairly. Conflict management strategy may be considered as the hardest work in dealing with people in organization."

"Most conflicts at my institute concern scarce resources, both human resources, material and equipment resources. Some conflicts arise from the budget, and promotion."

Characteristics of Administrator as Conflict Solver

"Since conflict affects the relationship and coordination among membership in the faculty, conflict management must be a concern of the administrator who is in the leadership position. That is, one characteristic of an effective leader is the ability to manage conflict."

"The basic characteristic of an effective administrator is to know and understand his staff's needs, attitudes, and personality. That is, he should have the quality as a psychologist. Moreover he should have skills in communication in order to convey the contents related to the topic of conflict successfully."

"The administrator should be an open-minded person so that he will get real information or ideas from his subordinates. The administrator with this characteristic will create a climate of confidence and trust in the faculty."

Conflict Management Styles

Interviewee number six thinks that handling conflicts with subordinates is the most challenging work of every administrator. Therefore he should be conflict orientated and prepare to confront conflict rather than avoid it.

In dealing with conflict confrontation, he prefers team management or collaboration because the subordinates can participate in making solution. Compromise is also used in order to calm down the situation and satisfy both parties.

Communication Climate

In the opinion of interviewee number six, a climate of cooperation from subordinates is necessary for the effectiveness of the administration. An appropriate climate will occur if the administrator chooses the correct methods.

The nature and process of interpersonal communication in the faculty is referred to as the organizational communication climate, of which he explains there are two types: supportive and defensive. He prefers supportive communication, which he believes to be open and accurate. That is, effective communication methods will lead to collaborative work. His subordinates at all levels become involved in solving organizational problems or conflicts.

5.1.7 Case 7

The interviewee was is a 56 year old male. He is the administrator of a faculty of a university (MUA). He holds a doctoral degree and is an associate professor by academic position. He has been the dean for 5 years. This is his second term to be a dean. He used to be deputy dean for four years. Therefore, he has experience in administration for 9 years.

Ideas about conflict

Interviewee number seven believes dealing with conflict in the faculty is important, and that the transformation of educational governance systems appear to be a source of increased conflict in the university as well as within the faculty. Consequently an administrator has to take action as a conflict solver or mediator more often.

The interviewee identified conflict at the faculty level as mostly concerned about academic thinking, budgeting, scholarships to continue studying, in-service training and also seminars abroad, as well as promotion issues. He does not blame conflicts in ideas, on the contrary, he considers it in a positive way because it shows a variety of thinking wherein academic freedom is expanded. The serious conflict he is worried about is behavioral conflict (violation of policies, and instructions), which he thinks may lead to bigger problems.

Characteristics of Administrator as Conflict Solver

His opinion is that an administrator should confront conflict, and he says he will face any kind of conflict. The administrator should have leadership characteristics to steer the faculty toward its goal. "He should be sincere, open-minded and listen to all of his members". Interviewee number seven says he lets everyone share his and her idea equally in staff meetings. He usually accepts the decision of the majority in the meeting, but if it is against rules and regulations of the faculty and also the university, he will use his authority to overrule a decision that is in conflict with university policy. He believes an administrator should be strong in ideas and should dare to make tough decisions, if necessary.

Conflict Management Styles

In immediate decisions because of emergencies, interviewee number seven says he will use his authority to decide, for example, choosing a representative for a seminar or training. He will inform the staff of his decision as soon as possible. Once he has decided, he will not change, even though some people will complain. This type of decision-making follows the competition style of conflict management.

He does not prefer compromise because he thinks that it is similar to avoiding, that is the conflict still exists. He thinks that conflict must be managed, not be neglected just to satisfy one party.

Communication Climate

In the opinion of the interviewee, the climate or atmosphere or overall situation of the faculty results from the communication process. "The administrator should be skillful in communicating and carefully encode the message to convey appropriate and effective contents to the receivers, (his subordinates), so that he will get the climate of coordination or support."

Communication techniques he uses to create supportive climate are description, empathy, equality, and provisionalism, which he considers the appropriate way to show his sincerity and skills in communication. he dislikes evaluating people, maintaining neutrality, superiority and certainty because he wants everyone to express their feeling, ideas, and suggestions. He considers these methods

cause a defensive climate, which is not good for the effectiveness of the administration.

5.1.8 Case 8

The interviewee is a man of 58 years. He has been the President in a Rajabhat Institute for three years. He has a doctoral degree and his academic position is associate professor. He was vice president and dean for seven years. Therefore he has been in administrative positions for 10 years.

Ideas about Conflict

Interviewee number eight expressed the opinion that to work, manage, and live in an organization was to be in conflict. Conflict between people could arise from breakdowns in communication and work policies and practices, as well as personality conflicts. Educational leaders must be aware of every decision they make in the communication area. Conflictual situations arise in day-to-day staff interactions due to difficulties with communication. Using good communication skills, both formally and informally, can eliminate many problems. In education, good communication skills can help administrators go toward their goal.

With regard to his opinion about organizational conflicts or disputes, he explains that they develop through a series of stages. First is "naming" when the party identifies the event as being injurious to them. Then there is the process of "blaming", when the party attributes the injury to another. The last stage is "claiming" where the party seeks some remedy for the injury they perceived has been done to them. He points out that injury or grievances are both subjective and reactive. That means the same event may be viewed by some as injurious while others may not consider it as a problem. They may be considered as a normal thing or routine work of the administrator.

Anyway, according to the interviewee, since we live among conflicts, we must find the best way to manage them properly.

Characteristics of Administrator as Conflict Solver

"Those who are administrators, especially in the top position should have the personality of leadership. Since he has many subordinates to be taken care of, the chief should be firm in his decision, strong enough to be tolerant of problems, should not be too sensitive, and use his authority reasonably. In some case he takes the responsibility for identifying the problem, considering alternative solutions, choosing one of them, and reporting his decision to the subordinates for implementation, while in some cases he takes the additional step of persuading his subordinates to accept." In some cases related to the policy or to the benefits of the majority, the administrator will identify the problems and let the subordinate suggest a solution and make the decision."

In the opinion of interviewee number eight, the President clearly decentralizes the authority to the vice presidents and their staff according to their responsibility; for instance, academic issues will go to the academic board for discussion and resolution. If the conflicts are related to policy, then the president himself will take action in the committee.

In addition, to soften the conflictual situation the interviewee prefers to use close interpersonal communication by talking directly. He thinks Thai culture, which treats people as brothers and sisters in the same family is good in administration.

Moreover, the skills in communication are necessary for the administrator because through effective communication, information can be moved smoothly in both upward and downward directions. Communication permits people to organize and coordinate their activities to accomplish common education goals.

Conflict Management Styles

The interviewee agrees that compromise often was thought of as a good process to use in solving conflict reasonably, sensibly, and can harmonize with Thai culture because in compromising, each side gives up something to achieve a solution for the immediate problem. Anyway it usually does not work in practice over a long time because conflict is not solved and the same type of conflict or situation may arise again sooner or later. Therefore he considers compromise a temporary solution.

"In some cases such as appointing the special committee, domination is used with approval of some staff but he thinks that if domination is applied successfully, the resulting victory is not permanent, it is a victory of moment only and similar conflict may happen again."

To manage conflicts in his organization, a technique he often uses is the team management approach or collaboration. As mentioned above, he has decentralized to the responsible bodies, so most conflicts are resolved by the specific team concerned.

Communication Climate

"The climate of an organization is a central concern for leaders because it is strongly associated with organizational effectiveness. It reflects the feedback from members in the organization after they were communicated to through various methods. For example, if they are evaluated without description, they may feel opposed to the evaluation and this may cause a defensive climate, which no administrator wants." The above statement indicates interviewee number eight prefers a supportive climate, which he calls "a harmony situation" through the communication methods of description, spontaneity, empathy and equality. One more technique he feels his subordinates want to see in their leader is a problem-solving orientation. He himself prefers to confront the problems by expressing his idea directly and then give equal chance for all to express theirs, too. These are all communication methods he uses to create a supportive climate.

5.1.9 Case 9

The interviewee was 53 year old administrator of a faculty of Rajamangala Institute of Technology (MOE). He holds a Master's degree and the academic position of assistant professor. He has been a dean for two years and was deputy dean for six years, giving him a total of 8 years administrative experience.

Idea about Conflict

Like many of the other administrators interviewed, interviewee number nine agrees conflict is an inevitable event in everyday life since a lot of people live in the

same organization. He thinks conflict affects the relationships among individuals; therefore, conflict management must be a concern of administrator who is in leadership positions. Conflict in an organization can occur in various forms such as interpersonal conflict, intragroup conflict, and intergroup conflict, but conflicts among individuals are a highly misunderstood phenomenon, according to this interviewee. He does not consider conflict in a negative way; on the contrary, conflicts seem to him a challenge for the effective administrator. Since being a dean is the top administrator he should prefer conflicts to be solved and managed. He thinks that conflicts can contribute to organizational success.

"Conflicts are caused by various issues, but the more frequent issues relate to scarce resources, that is, human resources, material and equipment resources, budget, scholarships, different academic ideas, and position chairs etc. Since the majority of the staff is male, therefore when conflicts occur, it often becomes serious." The interviewee considers conflict in ideas is not harmful but conflicting behavior is more harmful and the administrator should be aware of this and be careful in managing it.

Characteristics of Administrator as Conflict Solver

"An important characteristic of an effective administrator is the ability to manage conflict. When conflict occurs he will try to persuade the other side to agree with his opinion. He tries to show his sincerity, and empathy and when his staff or subordinates trust him, they will willingly discuss the reason or sources of conflicts so that he can turn the conflicts into productive ones."

The basic tool the interviewee uses is verbal communication through speaking. He considers speaking words are the cheapest and the most effective. He thinks that an administrator should be a natural communicator. He also emphasizes the characteristics of both he himself as sender and his staff as receivers, who should understand each other and be aware of each other's knowledge, attitude, and personality. "The message which contains information from the administrator should be carefully expressed in order to be persuasive and successful in explanation."

Conflict Management Styles

Interviewee number nine thinks that even though conflicts are inevitable, he believes that conflicts can be negotiated and managed for the benefit of the faculty and university. Moreover, an organizational leader must understand how organizational structures and actions influence the management of conflict.

He thinks that collaboration should be the best management style because both sides get the feeling of being a winner. Therefore they are willing to participate in solving the conflicts. In some cases, he has to smooth the conflict by giving in (accommodation) when this approach does not cause harm to the faculty.

Communication Climate

As mentioned above with regards to the characteristic of the administrator as a skillful communicator, in the opinion of interviewee number nine, he has to have leadership qualities, too. "Leadership is interpersonal influence, exercised in a situation and directed through the communication process, toward the achievement of the faculty's goals. Leadership behavior influences the overall climate of an organization, and behavior of the organizational membership. Organizational communication climate is related to profitability of an organization, job performance, and organizational commitment. The reaction of the subordinates expressed by being treated through some communication techniques can be the sign of support or defense." The interviewee indicated a productive climate should be the supportive one, in which he thinks communication methods such as description, empathy, equality, and problem orientation are factors. He believes a supportive climate is beneficial for the effectiveness of the faculty.

5.1.10 Case 10

The tenth interviewee was a female of 55 years of age. She is the administrator of a faculty of a Rajabhat (MOE). Her educational background is a doctoral degree and she holds the academic position of assistant professor. She has been in her present position for four years and has a total of 8 years administrative experience.

Ideas about Conflict

"When people live together in an organization, there must be different needs, different ideas and different goals. These are sources of conflict in an organization. Conflicts can occur both inside and outside the faculty." The interviewee thinks that conflicts can have positive effects for the faculty because conflicts make both sides reveal what they think and want. They can help get rid of suspicion. Conflicts also produce thorough and reasonable discussion of issues because both sides will express their reasons directly. They will help develop the ability of administrators in order to manage conflicts.

In the interviewee's faculty, the most frequent conflict is about different ideas between persons, or interpersonal communication. Most conflict is not so serious but some are quite serious and may cause larger conflicts if they not resolved in a timely manner. The topics of conflicts mostly based on appointment to administrative positions such as dean, deputy dean, director, or on the budget, and other topics such as teaching load, etc.

In her opinion, administrators have to deal with conflict effectively in order to be called a qualified administrator. Effective conflict management does not mean to suppress or get rid of it, but refers to managing conflict with appropriate methods to change conflict into productive results. "Communication techniques are important in conveying messages properly for mutual understanding. Techniques must be carefully considered and be appropriate in content and to the situation so that conflict can be reduced and managed."

Characteristics of Administrator as Conflict Solver

In her opinion, gender does not make a difference in being a conflict manager. The most important characteristics of the administrator should be to confront the problem , always listen to the other's opinion, and treat the subordinates equally and fairly with empathy, which is the Thai nature. Interviewee number ten thinks that the dean of the faculty is like the housekeeper whose duty is to keep everything in order and peace. The dean has to understand at least all the heads of the sections, directors of departments or programs, deputy deans, and know all instructors, and other staff. He/she should have knowledge or information about staff members so that she can

analyze their needs, attitudes, beliefs, and way of lives for the benefit of conflict management.

Conflict Management Styles

In her faculty, everyone is like member of the same family, so interviewee number ten does not like to use power control or forcing. She prefers compromising to avoidance and accommodation. She believes the best management technique is team management in a collaborative approach. She likes everyone to speak out and express their ideas in meetings or even in personal informal communication. Various ideas are good for the faculty to adapt in living together peacefully. Duty and responsibility of her administrative staff are clarified, so when there is conflict, it will automatically go to that responsible person. For example, conflicts on financial issues will be under supervision of the deputy dean in finance. If the conflicts are policy concerned, she will use a meeting as a tool in team management.

Communication Climate

Climate of warm, open, and trust in the faculty are necessary factors in managing conflicts in organization, according to the interviewee. The administrator should practice skills in communication in order to get into the subordinates' mind. Therefore she considers everyone as an important part of the faculty. She wants them to get involved and be willing to participate in harmony. A climate of support comes from sincere, direct interaction.

5.1.11 Case 11

The interviewee was the chief administrator of a Rajabhat Institute (MOE) . He has been in this position for three years out of a total of 8 years in administration. His academic position is assistant professor. He is 57 years old and has a Master's degree.

Ideas about Conflict

"Conflict is inevitable in organizations, including higher educational institutes where academic freedom is broader." In the interviewee's opinion, conflict is necessary for an organization to be progressive, because conflict reflects needs and ideas of people living together. "We get to know each other better, understand each other better and accept each other more through discussions of our common interests and, more importantly, our differences. We should understand that people are different, so conflict is a natural situation, which shouldn't be considered a problem. On the contrary it should be counted as routine work of the administrator." The interviewee believes it is challenging for the effective administrator to manage conflict and turn it into productive results.

In his opinion, conflict leads to change, change leads to adaptation, and adaptation leads to survival. His institute needs to survive, so it needs conflict to be managed effectively to be constructive conflict. Most conflicts are interpersonal conflict. Therefore the leader must be able to empower the organizational membership to deal with conflict effectively in order to get mutual understanding. He should understand the way his staff deals with conflict as well as the variables, such as the environment of the institute, the faculty, the culture, and communication patterns etc. that influence the behavior. Most conflicts center around promotion, budget, scholarships for further education or training and seminars, and position ranking etc. which he considers natural in any organization. As mentioned above most conflicts are interpersonal ones, therefore the administrator should be careful in dealing with each one.

According to the interviewee, among interpersonal conflicts in organization, there are several types of conflicts, for example, interest conflicts, relationship conflicts, value and belief conflicts etc. Personality, attitudes, knowledge, behaviors of the administrators are also variables of conflicts and conflict resolution methods. In his opinion, conflict in ideas is better than conflict in behavior. Communication patterns or styles are the tools that administrators use, so if administrators are skillful in communication techniques, they will be successful in managing conflicts.

Characteristics of Administrator as Conflict Solver

"The dean and his administration staff such as deputy deans, directors of departments are important persons in administrating the faculty. We have a clear span of control in which the responsibility and authority in decision-making in each sector within the rules and regulations of the faculty are clearly understood. We explain, let them discuss, and express their opinion freely. We live in the faculty as we live in the same family. The dean will be interested in everyone's affairs, for instance their family, way of life, or even their personal problems, such as economic problem, family problems etc. The dean tries to understand everyone's differences and tries to help."

"The administration lets the lecturers focus on their teaching while we have the faculty staff work for them on the other work such as financial work, preparation of teaching materials, personnel administration, etc. We separate the work clearly so that the lecturers and staff will not be confused. Here, decision- making on projects is finalized by the dean. Therefore, we are more flexible because we need not pass everything through the President."

The interviewee strongly believes top administrators should be fair for all. He/she must act as if he/she is a judge who has to get enough information before making decisions. He/she should also be like a psychologist who understands the reasons and causes of conflict because we are living among people. His opinion about characteristics of an administrator is that he/she should be problem oriented. Dealing with conflict gives the administrator more experience in problem solving and can create a healthier faculty environment. Moreover, the administrator has to practice skills in communication techniques. Some conflicts may need indirect communication while the others may need direct face to face conversation.

Conflict Management Styles

According to the theory of management styles, there may be many styles for different effects as win-win, win-lose, lose-win, and lose-lose, but the interviewee's opinion, he doesn't like to call his subordinate winners or the losers because they are not fighting in a match, they are working together in the same organization. In some cases the supervisor or administrator may use his authority to decide in order to

control conflict, while in some case he may use team management. Some may say that compromising is the best way to manage conflict but the interviewee does not accept it because conflicts still exists. The benefit of compromising may only temporarily reduce the feeling of both sides. At some later point they may again be in conflict to regain what they lost.

Communication Climate

The interviewee interprets communication climate as the atmosphere or environment that occurs after messages are conveyed through the communication process. "The sender of the message is not alone in determining the effectiveness. The receivers, in this case the staff and subordinates, also play an important role in determining the effectiveness. The receivers' perception, understanding, and feedback behaviors are the sign of successful communication and also reflect the communication climate or atmosphere. A collaborative climate is caused by free interaction between the sender and receivers. They can share their feelings and ideas openly for the benefit of the faculty." Problem orientation, description, spontaneity, equality, and empathy which is strongly ingrained in Thai culture are communication tools this administrator often uses in dealing with conflict and to reflect a climate of warmth, support, and trust.

5.1.12 Case 12

The twelfth interviewee has been the chief administrator of a university (MUA) for three years. He is 58 years old with a doctoral degree. His academic position is associate professor. Prior to becoming president, he served as a vice president and dean for 7 years.

Ideas about Conflict

According to the interviewee, conflict in organizations is usually interpersonal conflict because of differences in opinion, but there are also other kinds of conflict such as intergroup conflict, and intragroup conflict. It is the nature of any organization that people group themselves according to their common interest,

common taste, common belief, and common behaviors; thus there are groups with differing values and beliefs, which may come into conflict with one another. These kinds of conflicts impact the university as well as individuals who participate. It is the duty of the administrator to choose the best management strategy to deal with conflict. Working on conflict is challenging. If conflict is resolved, then the university will benefit.

Interviewee number twelve had the following to say: "To analyze conflicts, the administrator must consider the process through which conflicts occur and develop. There are antecedent conditions that give rise to the situation, and many points where the parties have to make decisions about whether to act and how to act. At each point in the process, both situational and individual factors will affect the decisions made by the parties in the dispute. Moreover, organizational culture, especially in Thai society, implies that we prefer not to harm each other, respect the elders and those who have more experience as members of the family. This has affected decision-making and dispute resolution. Communication channels are also considered an important vehicle to transfer information or messages regard conflict issues. The administrator must act as the effective messenger to ensure mutual understanding so that there will be no conflict or confiict will be managed in a constructive way. That is, the administrator should take the role of conflict solver or mediator."

Participative management practices and the management of professionals are two aspects of educational institutions that make conflict management especially critical in the administration of a university, according to the interviewee. In a university, department chairs' allowance, promotions, budget allocations, resources, and feelings of unfairness in appointments, salary increments, scholarships, and seminar or training opportunities are major sources of job dissatisfaction that cause dispute and conflicts at different levels.

Characteristics of the Administrator as Conflict Solver

The interviewee believes the President or other administrators in the organization should have a basic knowledge of psychology in order to better understanding the needs, beliefs, and behaviors of the faculty and other staff

members. The administrator himself also has to understand his personality, attitudes, and perception for the benefit of conflict solution. The interviewee's opinion about the characteristics of the administrator is that he should be concerned about both the university and the staff as well. Another characteristic, in his opinion, is a good administrator needs to be a good fighter. He prefers to confront the problems rather than avoidance or even accommodation. However, if some issue involves the needs of the majority or will provide a benefit and it doesn't break rules and regulations of the university, he sometimes uses the accommodation technique.

He believes the president, to solve problems and manage conflict, needs skills in communication so that he/she can be helpful in effective communication. Some focus on self, some focus on issues, and some focus on others is a good balance. Therefore strong communication skills will be a necessary part of effective leadership in accordance with psychological techniques.

Conflict Management Styles

Interviewee number twelve agrees conflict is inevitable in everyday life. And a big organization like a university is no exception. If a lot of people live together, they usually live in conflict. The way an administrator deals with conflict is not specific. It depends on the topic of conflict, and level of conflict. The interviewee suggests an administrator should confront the issues and adopt a problem solving approach. "In the university we decentralize through vice presidents and deans of each faculty, so the faculty dean and the staff have responsibility to administer their work freely. Decision-making is delegated to the responsible body of each faculty. For decisions at the university level, we have given authority through vice presidents. Sometimes, in case of emergency that need immediate decisions, the president must use his authority to solve the problem or conflict. But in some case that he considers not urgent and not serious, he may choose avoidance to let the situation calm down. If the topic is related to the policy of the university, then the team management approach is adopted. Therefore it cannot be stated which style is the best, but it should chosen on the basis of which one is suitable for that particular conflict.

Communication Climate

According to the interviewee, the way in which supervisors communicate with subordinates can affect the climate and outcomes of the organization. Communication methods or styles the administrators use to handle conflicts have influence upon their staffs' attitudes, perceptions, and also behaviors within the organization which reflect the communication climate of the university. The constructive climate this administrator prefers is the supportive one. By supportive climate he means a climate that is open and has the feeling of trust, which leads to collaborative work relationships. He generally tries to create an atmosphere in which his staff feels comfortable and is willing to discuss and be involved in solving problems. He thinks that his staff have equal rights and should be treated fairly. The feeling in Thai culture, which treats people as members in the same family, as brothers and sisters, also influences the climate of mutual understanding. He prefers speaking or describing directly to using hidden or indirect strategy because that will cause the feeling of distrust.

5.2 Data Analyses

The content from the interviews can be summarized according to the conceptual framework, as mentioned previously in Chapter three, into four parts:

1. Ideas about conflict in the Universities and Institutes.
2. Psychological factors namely attitude, personality, and perception of administrators toward conflict and conflict management styles.
3. Conflict management styles the administrators used in dealing with conflict.
4. Communication techniques the administrators used and feedback from their subordinates.

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5.2.1 Ideas about Conflict in Universities and Institutes.

All respondents supported the concept that conflict is naturally inevitable and occurs in any organization including educational institutes. Organizational conflict is also a major concern for higher education administrators. They think that to work, manage, and live in the university or institute is to be in conflict. In most organizations, conflicts occurred during the normal course of daily work. Most conflicts are intra-organizational conflicts especially among individuals. These interpersonal conflicts involve differences in interests, understanding, and accepting values of others, and in styles and opinions. Conflict starts by being the expression of these types of differences. Higher education organizations are similar to other organizations where there are a lot of people living together, therefore differences occur especially differences in academic thinking. The interviewees expressed their ideas as the following dialogue:

> "The importance of conflict is equal or somewhat greater is practice than planning, communicating, motivation, or decision-making."
>
> "Today's university must change in order to survive. The occurrence of change commonly brings about conflict."
>
> "To analyze a conflict one must consider the process through which conflicts develop. There are antecedent conditions that give to the situation, and numerous points where the parties have to make decisions about whether to act, and then how to act."
>
> "To work, manage and live in an organization was to be in conflict. It's normal life of everyone."

Most administrators think that conflicts of ideas are better than behavioral conflicts, that is conflicts involving breach of policies, rules, regulation or accepted standards of behavior.

5.2.2 Psychological Factors Namely Attitude, Personality, and Perception of Administrators Toward Conflict Management Styles.

Personality, attitudes, perception, knowledge, and behaviors of the administrators are also variables of conflicts and conflict resolution methods. It is the situation that evolves when individuals, groups, or organizations believe that their interests are incompatible. It is the social condition in which two or more persons or groups cannot or at least perceive that they cannot have the same thing at the same time.

The interviewees agree that leadership is the most required characteristic of an effective administrator. Many of them stated an administrator must have a good knowledge of psychology. It is also important that administrators confront problems rather than avoid them and adopt a problem-solving approach with open minded characteristic so that the solution well be accepted willingly.

The interviews from many administrators can support this topic.

> "An administrator should have leadership as well as psychological characteristics. I have to understand basic needs of my subordinates, understand the source of conflict before making solution."
>
> "To be an administrator is to be a conflict solver."
>
> "I let my staff and subordinates express their idea, feeling, and even their needs freely and directly in front of the committee or the team."
>
> "Conflict must be perceived, if not there is no conflict."
>
> "I like everyone to join and participate in decision making. Some idea from my subordinates is the thing that I can't believe that it will be the source of conflict. So it's good to let them speak out what they think, feel, and want."
>
> "Avoidance should not be the management style of an administrator. Since I am the administrator, I have to confront conflicts."

Most the interviewees all agree that effective administrator must be skillful in communication techniques as well in order to be effective conflict solver. Psychologist and communicator must be mixed into one administrator. Some may consider higher education administrator's work in much easier than those in other educational organizations as high school and primary school because they have to deal with the mature and well educated persons. In fact it is more difficult because they are all educated persons in similar level. They have their own ideas and strong self-esteem. Therefore higher education administrators have to understand psychology on attitude, personality, and perception which relates to performance.

> "Conflict is good, if not there'll be no progress."
> "Dealing with high educated people is so difficult because they know everything more or less the same level. An administrator must be aware of sufficient and reasonable back up so that he/she can cope with conflict."
> "Communication is an art that administrator should know, study, and practice."

5.2.3 Conflict Management Styles the Administrators Used in Dealing with Conflict.

There was a significant difference in the attitudes towards conflict management styles between senior administrators (presidents) and less senior administrators (deans). The presidents showed much more flexibility in their choice of styles. Indeed, they indicated they were willing to use a forcing (competition) style in emergency situations. They also said that they would use smoothing or avoidance if the situation warranted it. It was noticeable from the following interviews.

"I like my staff share their idea equally. I will accept the majority solution but if it's against rules and regulations of the organization, I'll use my authority to overrule a decision."

"I have to be strong in idea and I dare to make tough decisions, if necessary."

"In some cases, I have to smooth the conflict by giving in when this approach doesn't cause harm to the faculty."

"In case of emergency, once I decided without consulting my staff such as selecting a person to join training abroad, I would not change even though there had a lot of complaints from those whose ideas and needs are incompatible."

Almost all the interviewees mentioned that compromise often was thought of as a good process to use in solving conflict; it was reasonable, sensible and was invariably advocated by the parties in conflict. This would indicate that compromise was prevalent in the respective institutes. However most of the administrators were quick to point out that compromise was not their preferred choice. They indicated compromise was not viable because a conflicting party who really believed their position was right and fair should not have to concede any part of it to the other party. The same type conflict or another situation may arise again sooner or later.

The most common agreement from the administrators was the style of team management or collaboration because it let the people participate in the problem. However, some of their thoughts were contradictory. They indicated decision by majority vote, which means the majority forces their will on the minority, which is a competition style. Nonetheless, in spite of this apparent contradiction, the administrators showed a strong preference for collaboration. Through team management, there is a sharing of ideas, and a solution that satisfies the needs of all parties can be found.

The dialogues from many interviewees are as follows:

"I like everyone to speak out and express their ideas in the meetings or even in personal informal communication."

"Team management is the most effective solution but it's time consuming. By this method, there will be various ways to resolve conflict and I can choose the best way that fits for all."

"Avoidance, accommodation, or competing will not be my choices for conflict resolution. By collaboration, I prefer that everyone participate in a team management atmosphere."

"Dominating is perhaps the easiest way of setting a conflict if the administrator has power. But the victory is not permanent."

"Compromise is often thought to be good but usually it doesn't work in practice over a long time. As time passes, the same type of conflict may arise again."

"Compromise may be good in Thai culture because both sides give in half way. Nobody is hurt but conflict is not managed, it still exists. It is only kept aside for a while.

Conflict management styles used by all administrators are interpersonal communication. Since it is accepted that conflict can be traced by faulty communication or sometimes communication breakdowns. There are some administrators used other channels to support the usual conflict management styles. They are printed media an internal broadcasting as the interviewees explained by the following dialogues.

"Sometimes the solution was made but the staff were still upset and did not understand clearly, I will use the channel of internal printed media to give more information to better understanding. They felt better because they had time to read and to understand."

> "Printed media used are in form of newsletter, journal, and circulation letter as appropriate. From reading they understood and didn't feel upset."
> "Internal broadcasting is also effective and sounds interesting. I use it in form of articles, interview and sometimes ask and answer program."

The "Greng-Jai" factor has important role in dealing with conflict in Thai society especially when the administrator has to deal with those who are order, while sometimes be has to deal with the inferior. This situation makes the administrators feel uncomfortable because in Thai culture people are considered as members in the family. Many interviewees mentioned this atmosphere as follows:

> "Here we know each other well enough to be called as members in the same family. We know their situation in their own family: many children they have, any family problem that we can share and help."
> "Personal affairs of everyone are our affairs too. We don't interfere too much, but we know and understand as if we are brothers and sisters."
> "In Thai society, we respect the elders, we listen to them who have more experiences. So sometimes we have to be careful in making solution on conflicts. We like everyone to live in harmony and peace."

Although the most common agreement from the administrators was the style of team management but in fact it can not be said that only single style can be appropriate to all kinds of conflict. It depends on the content of conflict, and level of conflict. The external environment especially Thai culture has important influence in dealing with conflict. Therefore this should be carefully considered as well.

5.2.4 Communication Techniques The Administrators Used and Feedback from Their Subordinates.

The interviewees all agreed the way in which supervisors or administrators communicate with their subordinates can affect the climate and outcomes of the organization. Communicative methods or styles used by administrators to handle conflicts have the potential of influencing subordinates' perceptions and behaviors within the universities and institutes. The climate was created directly by behaviors in which people chose to engage.

The desirable climate is the supportive and trusting one. In universities and institutes whose communication climate was considered "supportive", communication was generally open and accurate. People at all levels became involved in solving conflicts together, sharing, and using information to deal with concerns effectively.

An effective communicator should create a trusting open, and supportive environment. The objective of this type of climate allowed the organization to shift from evaluation to problem-solving in communication. A supportive climate should produce clear communication, and effective teamwork. An open climate restored confidence and promoted individual autonomy.

In the supportive climate, the administrators chose the communication techniques of provisionalism, description, spontaneity, empathy, and equality, although several of them mentioned that communication about conflict situations had to be carefully planned, which would indicate an element of strategy as opposed to spontaneity. However, because there was no distinction between informal conflict and formal processes such as grievance procedures and appeals, there may have been some confusion. The results of decisions of these formal proceedings should be carefully planned and communicated.

The key to a low conflict environment is good communication. If members communicate effectively, a climate of trust, and understanding should result.

> "The climate reflects the feedback from members after they were communicated to through versions methods. For example, if they are evaluated without description, they may

feel apposed and this may cause a defensive climate, which no administrator wants."

"Through the methods of description, spontaneity, empathy and equality, "a harmony situation" or "a supportive climate" occurs."

"I always keep the door open for anybody to come and talk or discuss."

"I face disagreement directly and try to understand the reasons underlying differences."

"I provide support and encouragement in a discussion in order to really explore an issue in depth."

"A productive climate should be the supportive one."

"Supportive climate is the climate of warm, open, sincere and trust, are necessary factors in managing conflict in organization."

Problem orientation, description, spontaneity, equality and empathy which is strongly ingrained in Thai culture are communication tools the administrators often use in dealing with conflict and to reflect a climate of warmth, support, and trust.

5.3 Typological Analysis from In-Depth Interviews.

From in-depth interviews, it can be drawn into typological analysis of the findings on demographic factors, psychological factors, conflicts, conflict management styles of higher education administrators and organizational communication climate as follows:

5.3.1 Demographic Factors: Gender, Age, Educational Level, Type of Institutes, Number of Years in administrative Position

The interviewees were 9 males and 3 females. They were from 53 to 60 years old. The average age was 56 years old.

Five of them hold Doctorate's and seven administrators hold Master's degrees. Their academic positions were 5 associate professors and 7 assistant professors.

Five of them were administrators from MOE and seven of them were from MUA. There were 3 Presidents and 9 Deans.

They started their administrative careers as directors of program and project, director of department, deputy dean and deans. Then they moved to vice president and president. Therefore their experiences in administrative position ranged from 8 to 12 years with a mean of 9 years.

5.3.2 Psychological Factors: Attitude, Personality, Perception

The administrators had positive attitude toward conflict. Conflict is inevitable in any organization and it is necessary for the administrators to manage it into productive since they believed that conflictual situations arise in day-to-day staff interactions.

To be effective administrators is the ability to manage conflict with appropriate management styles. Open-minded persons, understandable the others' needs, leadership, patient, skillful in communication are characteristics necessary for an effective administrator.

5.3.3 Ideas about Conflict in University and Institutes: Importance, Roles, and Kinds of Conflict

They all think that to work, manage, and live in university or institute is to be in conflicts. Today's university must change in order to survive. The occurrence of change commonly brings about conflict. Therefore conflict is inevitable and necessary for the university / institute to survive.

Most conflicts are intra-organizational conflicts especially among individuals. Interpersonal conflicts involve difference in interests, understanding, accepting values of others, and in styles and opinions. Difference in thinking is good for the progress of the university / institute because it shows a variety of thinking wherein academic freedom is expanded. Behavioral conflict is worse than conflict in idea because it may lead to bigger problems.

5.3.4 Conflict Managements Styles

Conflict management styles are communication methods the administrators used in managing conflict. They are art in communicating with the parties about conflict

The frequent styles the administrators used are collaboration or team management, and compromise. Compromise is appropriate with Thai culture that people meet half way. The feeling of "Greng-Jai" often influences upon conflict management styles of the administrators. There is neither "the winner" no "the loser". People live in harmony as brotherhood with peace though conflict is not managed.

Team management is considered to be the best because people participate in conflict resolution. They felt released during the meeting and the feeling of share, open, trust, and warmth occurred.

Avoidance and accommodation were not preferred since they were against administrators' duty and responsibility.

Sometimes domination or competition or forcing was used in case of immediate decision needed or the administrators feel the situation is going to get bigger without any decision..

Sometimes internal broadcasting and printed media are used to give more detail about the topic of conflict as appropriate.

Communication techniques and message which contains information should be clearly and carefully expressed in order to be persuasive and successful in explanation.

5.3.5 Organizational Communication Climate

Communication feedback reflects the climate in organization. The preferable one is supportive climate.

The administrators had tendency to use problem orientation, description during the meeting or in personal contact, directly and clear solution by letting the subordinators or staff express and propose the solution in various ways first, then made solution be accepted as the majority. The administrators treated their subordinates equally with empathy.

Many of the administrators mentioned the "family atmosphere" prevalent in Thai culture and it is referred to as "Greng-Jai", significant factor in communications.

5.4 Summary

This chapter presented data from in-depth interviews with twelve administrators from universities under MUA and institutes under MOE. The content of interviews were emphasized on variables in conceptual framework. They are demographic factors, psychological factors, conflict management styles, and communication climate in organization.

The findings were consistent with data from quantitative method that individual factors do not affect the choice of conflict management styles while psychological factors had relationships with conflict management styles.

The common agreeable on conflict management styles the administrators used were collaboration or team management and compromise.

The communication climate was supportive from communication techniques the administrator chose. They all preferred a trust, open, and warm climate.

Many of the administrators mentioned the "family atmosphere" prevalent in Thai culture. This is often referred to as "Greng-Jai", and is a significant factor in communications. The importance placed on it by the interviewees suggests it may be a topic worthy of separate independent study,

The next chapter will present conclusion, discussion and recommendations from the study and for further research.

CHAPTER 6

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The objectives of this study are to examine and explore the relationships between conflict management styles of higher education administrators and organizational communication climate as it is related to communication in universities. The study process was as follows:

6.1 Data Collection Procedure

Questionnaire:

This study was mainly conducted based on the quantitative method. The context selected for this study is the relationships between conflict management styles of higher education administrators and organizational communication climate. The researcher focuses on individual demographic factors, and psychological factors, including attitudes, personality, and perception of the administrators. The sample consisted of presidents / rectors, and deans of public universities under The Ministry of Universities Affairs and Ministry of Education. First the researcher attempted to determine the conflict management styles of administrators. Then she studied the communication styles the administrators used to deal with their staff in order to manage conflicts. This would reflect the communication climate, and determine whether it was supportive or defensive.

The questionnaires were distributed through the mail and through personal contact where appropriate. To conduct the survey, questionnaires were distributed to an estimated 223 persons, the returned questionnaires were 183 copies.

A time limit of two weeks was set for the return of the questionnaires. Three weeks after the initial request, follow-up letters and phone calls were made to chief academic officers.

Data analysis was made through use of the SPSS program.

Quantitative Data Analysis :

The returned questionnaires were collected, checked and coded. Then data analysis was implemented by use of SPSS 2 PC (Statistical Package for Social Sciences) Version 10 for Window. The analysis was divided into seven parts and presented in tables and through description.

Part one contained the analysis of individual factors from questionnaire part 1, that is, demographics data on gender, age, educational level, institutes, and years in administrative position of the administrators by using frequency and percentage.

The analysis of mean and standard deviation of the opinion of administrators on psychological factors, including attitude, personality, and perception from part 2 of the questionnaire, was the second part of the analysis.

The third part was comprised of the analysis of mean and standard deviation of behavioral level of administrators on conflict management styles based on responses to questions in the questionnaire part 4.3.

The analysis of mean and standard deviation of behavioral level of administrators on communication climate (questionnaire part 4) formed the fourth part of the analysis.

Part five contained the analysis of comparison of conflict management styles divided by gender, age, educational level, type of institutes, and number of years in administrative position. The comparison testing of mean of gender was tested by T-Test Independent. One-way Analysis of Variance was used to test variable for more than 2 groups (except gender). When the result was found statistically different, LSD(Least Significant Difference) was employed.

The analysis of the relationship between psychological factors and conflict management styles was conducted by Pearson Product Correlation Coefficient, and made up part sixth of the analysis.

The final part, the analysis of relationship between conflict management styles and organizational communication climate, was conducted by Pearson Product Correlation Coefficient.

In-depth Interviews :

This approach focused on the selected administrators from samples. Twelve selected interviewees were asked a list of questions, based on model of analysis, via telephone and personal contacts. The designed questions were asked, but in a different order where appropriate.

Qualitative Data Analysis :

The interview was recorded and analyzed according to the variables designed in conceptual framework and reported in typological writing, with the comparison of data from both quantitative and qualitative methods.

6.2 Results of the Study

The results of the study were as follows:

6.2.1 The majority of administrators reported their gender as male, age as between 51-60 years, educational level as master degree, and years in administrative position as 1-5 years.

6.2.2 The administrators gave their opinion on psychological factors. The results showed a high level in every factor and in the total result. When considering each factor, the result was as follows:

6.2.2.1 Attitude: The administrators showed a highly favorable attitude towards four conflict management styles, namely, compromise, competition, accommodation, and collaboration, at a high level. Only the attitude on avoidance was at a moderate level.

6.2.2.2 Personality: The administrators showed a highly open personality both in sum and in each item.

6.2.2.3 Perception: The administrators showed a highly accurate perception both in sum and in each item.

6.2.3 The administrators used every conflict management style. When considering each style, it was found that they often use collaboration and compromise while competition and accommodation are sometimes used. They seldom choose avoidance as their conflict management style.

6.2.4 Organizational Communication Climate Survey (OCCS). In sum, the administrators often use communication styles that indicate supportive climate. When considering at each style, they sometimes use empathy vs. neutrality and problem orientation vs. control.

6.2.4.1 Provisionalism vs. Certainty. The administrators often use this communicational style both in sum and in each item.

6.2.4.2 Description vs. Evaluation. The administrators often use this communicational style both in sum and in each item.

6.2.4.3 Empathy vs. Neutrality. In sum, the administrators often use this communicational style but in each item the administrators sometimes asked the staff to repeat or explain what they had said again.

6.2.4.4 Equality vs. Superiority. In sum, the administrators often use this communicational style but in each item the administrators sometimes asked the staff to repeat or explain what they had said again.

6.2.4.5 Spontaneity vs. Strategy. The administrators often use this communicational style both in sum and in each item.

6.2.4.6 Problem Orientation vs. Control. In sum, the administrators often use this communicational style but in each item the administrators sometimes asked the staff to repeat or explain what they had said again.

6.2.5 The results of comparison between conflict management styles divided by individual factor; gender, age, educational level, type of institutes, and number of years in administrative position were as follows:

6.2.5.1 Gender: When scores on gender were compared, the result indicated that administrators with different gender have no different conflict management styles both in sum and in each style.

6.2.5.2 Age: In sum, the results of one-way analysis of variance procedures, it was determined a statistically significant difference at alpha level 0.05 that administrators of different ages have different management styles. When considering each style, avoidance is statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences.

6.2.5.2.1 In order to know that in which pair of age the administrators with different age have a different conflict management style, the researcher tested the difference of mean by the method of LSD (Least Significant Difference). The results found that administrators of the ages between 41-50 years use avoidance more often than those at age 51-60 years, at a statistically significant difference level of 0.01. There were no differences among the other ages or other conflict management styles.

6.2.5.3 Educational Level: In sum, the results of one-way analysis of variance procedures, it was determined a statistically significant different at alpha level 0.01 that administrators with different educational level have different management styles. When considering each style, avoidance and accommodation are statistically significantly different at alpha level 0.05 and 0.01 while the results of the other styles provided no evidence of statistically significant differences.

6.2.5.3.1 In order to know which educational level of administrators have different conflict management styles in both avoidance and accommodation, the researcher tested the difference of mean by the method of LSD (Least Significant Difference). The results found that administrators with Master's degrees use avoidance style more often than those with Ph.D.s at a statistically significant difference level of 0.01. There were no differences among the other educational level.

6.2.5.3.2 The results found that administrators with doctorate degrees use accommodation style more often than those with Master's degrees at a statistically significant difference level of 0.01. There were no differences among the other educational level.

6.2.5.4 Type of Institutes: In sum, the results of one-way analysis of variance procedures provided no evidence of statistically significant differences among institutes. When considering each style, avoidance is statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences.

6.2.5.4.1 In order to know from which institutes the administrators have different conflict management styles, the researcher tested the differences of mean by the method of LSD (Least Significant Difference). The results

found that administrators from Rajabhat Institutes use avoidance style more often than those from universities under MUA at a statistically significant difference level 0.01. There were no differences among the other institutes.

6.2.5.5 Number of years in administrative position: In sum and in each item, the results of one-way analysis of variance procedures provided no evidence of statistically significant differences among years in administrative position.

6.2.6 The results of the relation between psychological factors and conflict management styles

6.2.6.1 Attitude: When the scores for attitude were correlated with each of the five conflict management styles, the results of collaboration, competition, accommodation and compromise were statistically significant correlated at alpha level 0.01 and 0.05. Only avoidance was not correlated. When considering each item, the results were as follows:

- The administrators with the opinion that avoidance style was the way to reduce conflict, had a positive relationship with avoidance only but there was no relationship with the other styles.
- The administrators with the opinion that compromising style was the way to reduce conflict, had positive relationships with collaboration, accommodation, and compromise but there was no relationship with competition and avoidance.
- The administrators with the opinion that competition style was the way to reduce conflict, had a positive relationship with competition only but there was no relationship with the other styles.
- The administrators with the opinion that accommodation style was the way to reduce conflict, had positive relationships with collaboration, accommodation, and compromise but there was no relation with competition and avoidance.
- The administrators with the opinion that collaboration style was the way to reduce conflict, had positive relationships with collaboration, accommodation, and compromise but there was no relationship with competition and avoidance.

6.2.6.2 Personality: When the scores for personality were correlated with each of the five conflict management styles, the results of collaboration, competition, accommodation and compromise were statistically significant correlated at alpha level 0.01 and 0.05. When considering at each item, the results were as follows:

- The administrators who always listened to others had positive relationships with avoidance, accommodation, and compromise but there was no relationship with the competition and collaboration.
- The administrators who could control themselves even when angry had positive relationships with every conflict management style.
- The administrators who could easily get along with others had positive relationships with collaboration, competition, accommodation, and compromising. There was no relationship with avoidance style.
- The administrators who were always flexible had positive relationship with every conflict management style.
- The administrators who were leaders in expressing their ideas, had positive relationships with collaboration, competition, accommodation, and compromise except avoidance style only that there was no relation.

6.2.6.3 Perception: When the scores for perception were correlated with each of the five conflict management styles, the results were statistically significant, correlated at alpha level 0.01 and 0.05. When considering at each style, the results were as follows:

- The administrators who perceived that there were conflicts in their organizations, perceived the sources of conflicts, understood the subordinate's behaviors, and understood the conflict situation, had positive relationships with every management style. The administrators who listened to the subordinates' conflicts and talked individually had positive relationships with all styles except avoidance style.

6.2.7 The results of relationship between conflict management styles and organizational communication climate.

6.2.7.1 Collaboration Style: Collaboration style was significantly related to every climate dimension, provisionalism vs. certainty, description vs.

evaluation, empathy vs. neutrality, equality vs. superiority, spontaneity vs. strategy, problem orientation vs. control, at alpha level 0.01. The responses indicated a supportive climate.

6.2.7.2 Avoidance Style: In sum, avoidance style had no relationship to organizational communication climate.

6.2.7.3 Competition Style: In sum, competition style had no relationship to organizational communication climate. When considering each item, the results found a supportive climate from climate dimension by empathy, spontaneity and problem orientation, while there was no relationship to the other dimensions.

6.2.7.4 Accommodation Style: In sum, accommodation style had no relation to organizational communication climate. When considering each item, the results found a supportive climate from climate dimension by spontaneity only while there was no relationship to the other dimensions.

6.2.7.5 Compromising Style: In sum, compromising style had a statistically significant relationship to supportive organizational communication climate at alpha level 0.01 and 0.05. When considering each item, the results found the supportive climate from climate dimension by description, empathy, equality, spontaneity and problem orientation were related to compromise, while there was no relationship to the dimension of provisionalism vs. certainty.

6.3 Discussion

From the study of relationships between conflict management styles of higher education administrators and organizational communication climate, the following conclusions could be reached:

1. The results were found that administrators often used collaboration and compromising styles, they sometimes used competition and accommodation styles, while avoidance was seldom used.

Conflict, a natural part of everyday life, could result from ineffective communication. Effective communication could contribute to a supportive, open and productive climate. It was unlikely that a single quick solution could solve the

complex issues facing educators. One of the methods used to resolve conflict was that of integration. The findings were consistent with Andress'(1996) and Ayers'(1999) studies, which concluded the technique of integration was known for having a more positive and long lasting effect, because it was based on the concept of joining powers rather than setting them against each other. They also recommended that administrators must maintain the awareness of organizational climate, which linked to conflict management styles.

2. From the comparison of demographic factors: gender, age, educational level, institutes and number of years in administrative position, the results could be discussed as follows:

2.1 Gender: The results indicated that administrators with different gender have no different conflict management styles both in total and in each style. The majority of administrators used the following conflict management styles in order: collaboration, compromise, accommodating, competition and avoidance. The behaviors of administrators in managing conflicts, whether male or female, were not significantly different. The findings were consistent with many studies: Maria's (cited in Charoen Kokesiamnuay, 1987) study that gender was not the important factor in conflict management of education administrators, Amy Lea. Otta's (1998) study that gender does not had an impact on respondent's handling resources conflict, David F Ayers' (1999) study that individuals with different gender demonstrated similar frequencies of non-confrontation behaviors when communication conflict to a direct supervisor.

The findings were also consistent with Terey L. Nelson's (2000) study that no statistically significant difference existed among the perceptions of the groups according to gender towards conflict management climate.

2.2 Age: There was enough evidence to determine a statistically significant different at alpha level 0.05 that administrators in different age groups have different management styles.

When considering each style, avoidance is statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences. The results found that administrators aged between 41-50 years often used avoidance style than those at age 51-60 years at

statistically significant difference level 0.01. There were no difference among the other ages.

The findings were consistent with Elizabeth A. Secumski-Kiligian (1993) study that age of the principal was significantly correlated with three management styles: team management, compromising and accommodation styles, Amy Lea Otte's (1998) study that age was associated both with respondents use of informal techniques and with their use of formal techniques which might indicate that order workers were more likely to take some kind of action (formal or informal) to resolve their disputes, while younger workers may decide to "lamp it" and not take any action. The findings were also consistent with Siriwan Serirat's (1995) that age was the factor affecting people in thinking and behavior. The increase use of avoidance in this group may be attributed to the "Greng-Jai" factor in Thai culture.

2.3 Educational Level: There was enough evidence to determine a statistically significant different at alpha level 0.01 that administrators with different educational level have different management styles.

When considering each style, avoidance and accommodation were statistically significant different at alpha level 0.05 and 0.01 while the results of the other styles provided no evidence of statistically significant differences. The results found that administrators with Master's degrees use avoidance style more than those with doctoral degrees. There were no significant differences among the other educational levels.

The findings were consistent with Parama Satawethin's (1995) study that people with higher education would be interested in broader information but they did not accept ideas easily without evidence or reasonable information This was also consistent with Maria's (cited in Charoen Kokesiamnuay: 1987) study that the education administrators with higher education used different conflict management styles. Again, educational level strongly affects the "Greng-Jai" factor in Thai culture. The findings were also consistent with Elizabeth A. Secumski-Kiligian (1993) study that educational level was correlated with three leadership styles namely: team management, compromising and avoidance style.

2.4 Type of Institutes: In sum, the results provided no evidence of statistically significant differences among institutes. This may be the organizational

structure and administration of higher education institutes in Thailand were similar in bureaucratic style.

When considering each style, avoidance is statistically significant different at alpha level 0.01 while the results of the other styles provided no evidence of statistically significant differences. The results found that administrators from Rajabhat have use avoidance style more than those from universities under MUA at statistically significant difference level 0.01. Because the frequency of Master's degrees among Rajabhat administrators, particularly deans is higher, this may explain the result.

The findings were consistent with Joann Hurd Andrees' (1996) study that the results of correlation between conflict management styles and type of school provided no evidence of statistically significant differences among the principals relative to the level of their building. These results indicate that principals, regardless of their building level, tended to use similar communication conflict styles.

2.5 Number of years in administrative position: In sum and in each item, the results provided no evidence of statistically significant differences among years in administrative position. This may be explained by the fact that they had experiences in being administrators from other department before becoming deans and presidents, for instance directors, deputy dean or vice presidents. Therefore they all had enough experiences in dealing with conflicts.

The findings were consistent with David F. Ayers' (1999) study that individuals across the array of demographic groups including years of experience demonstrated similar frequencies of non-confrontation behavior, and also in solution orientation behaviors.

3. The analysis of relation between psychological factors and conflict management styles revealed the following:

When the mean of scores for attitude were correlated with each of the five conflict management styles, the results of collaboration, competition, accommodation and compromise were statistically significant, correlated at alpha level 0.01 and 0.05. Only avoidance was not correlated.

When the mean of scores for personality were correlated with each of the five conflict management styles, the results of collaboration, competition,

accommodation and compromise were statistically significant correlated at alpha level 0.01 and 0.05.

When the mean of scores for perception were correlated with each of the five conflict management styles, the results were statistically significant correlated at alpha level 0.01 and 0.05.

From the study on psychological factors: attitude, personality, and perception, the findings were consistent to Stanton and Futrell's (1987) study that physical needs and psychological needs caused motivation and perception which depended on internal factors as belief, experiences, needs and emotion. Moreover, the external factors of stimulus and perception are the processes that lead to "learning" which can influence on behaviors.

The findings were also consistent with Bennis, et al. (1994) that the attitudes of individuals toward conflict determined the methods used to manage conflict, and with many researchers' work (James Charles Dyson. 2002; Shirley Marie Joiner. 1993; Mujahid Ikram. 1992; and Brenda S. Dietrich, 1991) that psychological factors namely attitude, personality, and perception have relationship with conflict management styles.

4. The analysis of relationship between conflict management styles and organizational communication climate shows the following:

4.1 Collaboration Style

Collaboration style was significantly related to every climate dimension, provisionalism vs. certainty, description vs. evaluation, empathy vs. neutrality, equality vs. superiority, spontaneity vs. strategy, problem orientation vs. control, at alpha level 0.01. The responses indicated a supportive climate from all dimensions.

4.2 Avoidance Style

In sum, avoidance style had no relationship to organizational communication climate. None of the dimensions support this style.

4.3 Competition Style

In sum, competition style had no relationship to organizational communication climate. When considering each item, the results found the climate

dimensions of empathy, spontaneity and problem orientation were supportive, while there were no relationship to the other dimensions.

4.4 Accommodation Style

In sum, accommodation style had no relationship to organizational communication climate. When considering each item, the results found a supportive climate from climate dimension from spontaneity only, while there was no relationship to the other dimensions.

4.5 Compromising Style

Compromising style had a statistically significant relationship to a supportive organizational communication climate at alpha level 0.01 and 0.05.

When considering each item, the results found the supportive climate from climate dimension of description, empathy, equality, spontaneity and problem orientation while there were no relationship to the dimension of provisionalism vs certainty.

The findings were consistent with Andrees'(1996) study that a significant negative correlation was found between non-confrontational communication style and descriptive vs. evaluative climate. Confrontational-solution oriented styles are correlated with the five of the six dimensions of communication climate. The significant relationship between compromise-solution oriented and provisional vs. certainty and problem orientation vs. control indicated principals who used this style were more likely to work in institutions where control and certainty were part of the climate.

The findings were also consistent with David F. Ayers' (1999) study that there were significant relationships between organizational climate variables and each conflict communication behavior.

6.4 Comparison of Quantitative and Qualitative Data

This study was designed as a descriptive research. The instrument used was a package of questionnaire to get quantitative data, another instrument was the method of in-depth interviews to get qualitative data in more details. The results were presented separately in chapter 4 and chapter 5. Therefore, in this chapter will present

the comparison of data from both quantitative method and qualitative method in order to see clearly the correlation of results which support the conceptual framework of the study. First the findings of both methods were summarized and then the comparison:

Quantitative	Qualitative
1. Individual Factors Affecting Conflict Management Styles	**1. Individual Factors Affecting Conflict Management Styles**
Administrators with different individual factors including Gender, Type of Institutes and Years in administrative position have no different conflict management styles. Age and Educational level are the two factors which affect different conflict management styles.	It can be concluded that administrator with different individual factors on Gender Age, Educational level, Type of Institutes and Number of Years in administrative position have no different conflict management styles.
The results found that administrators at age between 41-50 years have often use avoidance style than those at age 51-60 years.	The results found that the administrators used similar styles including Collaboration and Compromise while the other styles were seldom used.
The results found that administrators with master's degree level have often use avoidance style than those with doctorate degree. There were no difference among the other educational level.	Almost all administrators seemed to use compromise and collaboration quite often, no matter what educational level they were.

Quantitative	Qualitative
2. Psychological Factors Related to Conflict Management Styles.	**2. Psychological Factors Related to Conflict Management Styles.**
The results found that psychological factors including Attitude, Personality, and Perception of administrators toward conflict management styles had relationship with conflict management styles.	The results can be concluded that Attitudes, Personality, and Perception of administrators had important relationship with conflict management styles especially Personality which was observed clearly that they all are conflict confront administrators. They considered conflict management as crucial as other work to be managed effectively. It is the duty of administrators to manage conflict into constructive way. The outstanding of "Greng-Jai" factor in Thai culture also emerged through in-depth interviews that affects behaviors of administrators in choosing management styles.
3. Conflict Management Styles.	**3. Conflict Management Styles**
The results found that the administrators often showed their behaviors on Collaboration style and Compromising styles while	The results found that the administrators usually used Collaboration style and Compromising style in dealing with

Quantitative	Qualitative
Competition and Accommodation were sometimes used. They seldom chose Avoidance as their conflict management style.	conflict. They preferred to decentralize the topic to the responsible bodies in their organizations first and let the staff or subordinates participate in finding the solution. If the topic was policy concerned, it then would go to the administrative board. They also preferred Compromising style which they considered appropriate with Thai culture because it made both parties feel relax and comfortable that they both met half way. This method reflected Thai culture, especially Buddhism which affected way of living for the Thais. The outstanding of "Greng-Jai" factor in Thai culture also emerged as important factor affecting performance in managing conflicts. Some administrators used personal contact by talking directly through telephone to lower the conflicts, while some administrators added printed media and internal broadcasting to communicate indirectly on the case of more

Quantitative	Qualitative
	details needed. They said that through printed media, the parties could revise and read the related information so that they had better understanding.
4. Organizational Communication Climate	**4. Organizational Communication Climate**
The results found that support climate occurred in Thai organization were from communication styles the administrators used. The Provisionalism, Description, Equality, Empathy, Problem Orientation, and Spontaneity communication were often used.	The results found that they often used every management style to manage conflicts, while sometimes they used superiority in case of immediate decision needed. Through in-depth interview, it was clearly that Thai culture had strongly affected conflict management styles. They lived in the organization as if they were brotherhood in the same family. The top administrator preferred the climate of trust and open so that their staff and subordinates could rely on him. Description here referred to discussion and description in the meeting of team management and also in personal contact.

Quantitative	Qualitative
5. The Relationship Between Conflict Management Styles and Organizational Communication Climate.	**5. The Relationship Between Conflict Management Styles and Organizational Communication Climate.**
The results found that Collaboration style and Compromising style were correlated with six dimensions of communication climate while Avoidance, Competition, and Accommodation were not correlated.	The results found were similar to the quantitative data. The noticeable results were that some administrators used Competition or Forcing the party to accept their decision making in case of urgent topic which needed solution immediately and they would tell in front of the meeting when appropriate the decision. At that time, there were conflict in ideas but the administrators had already decided, they still confirmed in their decision.

The comparison can be summarized as follows:

1. **Individual Factors:** The findings from both methods were compatible that individual factors namely: gender, educational level, and number of years in administration have no different conflict management styles. The different findings from quantitative were that the administrators from age between 41-50 years

often used avoidance style than those at age 51-60 years, while the findings from in-depth interviews found no different.

One more factor which is significantly different from quantitative is educational level between Master's Degrees and Doctorate Degrees on non-confrontation: avoidance and accommodation style, while the findings from qualitative found no different.

2. **Psychological Factors:** The findings from both methods found that psychological factors namely attitude, personality, and perception, have relationships with every conflict management style.

3. **Conflict Management Styles:** The results from quantitative were compatible with qualitative that the administrators often showed their behaviors on Collaboration and Compromising styles while the other styles were seldom used.

The noticeable factor emerged from in-depth interviews was Thai characteristic of "Greng-Jai" affected behaviors in choosing management styles.

The feeling of "family atmosphere" which the administrators preferred was caused by this characteristic in Thai culture though in compromise the result was temporary peace, but they felt released and comfortable to live in "harmony" and "peace".

From in-depth interviews, some administrators used other communication techniques such as printed media and internal broadcasting to give indirect detail or information concerning conflict in order to make better understanding. Sometimes they used personal contact, for instance talking informally, calling on phone.

4. **Organizational Communication Climate:** The consistency from both methods was found on communication styles the administrators often used : provisionalism, description, spontaneity, and equality from which caused the climate of support in organization and the feeling of trust, open, and warm occurred.

From quantitative method, the administrators sometimes used communication style of empathy and problem orientation, while the findings from interviews showed that all administrators used empathy and problem orientation. They considered the two styles can affect in conflict and can be compatible with Thai context.

6.5 Contribution of the Study

The contribution of the study will focus on conflict management styles and communication climate in organization as follows:

1. The administrators have positive attitude towards conflicts in organization and accept conflicts as their main responsibility to manage into constructive ones.

2. The study contributes the effective communication strategies towards conflict which administrators can be generalized to use in other public and private organizations such as private university, business company etc. to manage conflicts in a positive manner and can lead to success in their organizations.

3. Conflict management could be seen as a communication process for working out joint solutions to conflict.

4. Communication methods are important in dealing with conflicts and in determining whether conflict will be managed productively or destructively. Therefore the basic knowledge about communication process, strategies and practice are necessary for the effective administrators.

5. The reflection of communication methods on communication climate will be of benefits on exploring the characteristics of climate in organizations in details. The body of knowledge concerning the relationship between conflict management styles and organizational communication climate will be developed for the benefit in academic field of public administration and the field of communication arts as well.

6. The study will be beneficial in conducting a training program on conflict management styles and also be helpful for determining appropriate curricula in the public administration field.

6.6 Recommendation from the Study

Based on this research, the following recommendations were proposed:

1. The most frequent conflict management styles the administrators often used were: collaboration , compromising, accommodation , and competition respectfully, while avoidance style was seldom used. It was found that no single approach will solve the conflicts. Research suggested that integration or team management created a solution with a more positive and long lasting effect.

2. Because of the results found and the theoretical connection of organizational climate to the quality of interpersonal interaction among the organizational membership. it is suggested that conflict communication behavior or related factors be considered as a component of organizational climate.

3. From the findings of this study and the theory concerning conflict and conflict management styles, they could confirm the theory that conflict was traced by faulty communication. Therefore the administrators should study their own styles of communication in order to become an effective leader in a supportive climate within the organizations.

Limitations of The Study

A very significant cultural factor in Thai society is the phenomenon of "Greng-Jai" roughly translated as respect accorded for such things as age, social status, wealth, position, education, etc. This factor is pervasive and also unique to Thailand. However, in this and all other studies it has not been considered separately as a factor, although it is recognized it may influence the results.

The survey was perceptual in nature: one of the principles of perception is that "people see things the way they want them to be, not necessarily the way they actually are." Other management studies have shown radically different perceptions between managers and staff. Because only administrators were surveyed, the view of attitudes, personality perception, culture, and communication climate may be somewhat more positive than as perceived by staff.

6.7 Recommendation for Further Research

The results of this study have shown the need for additional research in the area of communication and conflict resolution in organizations. Suggestions include:

1. Examine the communication conflict styles used in educational institutes that have a multicultural staff and student body to determine of there are differences in communication styles relative to the culture of the respondents.

2. Examine the communication conflict styles used in other kind of organizations, for instance private universities, business company etc.

3. Investigate the communication conflict styles used in higher education institutes using a sample of all the stakeholders in education including administrators and staff of all division, instructors, students and community members. This would perhaps eliminate perceptual biases.

4. Compare the communication conflict styles of top administrators with communication conflict styles used by administrators of department or projects or middle managers in comparable sized businesses to determine of working in an educational setting requires different types of communication conflict management than are required in a business environment.

5. Study the effects of communication conflict styles using an experimental research design where administrators are engaged in a communication conflict resolution program to determine if this type of program can change the communication conflict style of the administrators.

6. Investigate the influence of external environment related to conflict management styles such as leaderships, commitment to the organization etc.

7. Use a longitudinal research design to determine if communication conflict styles of administrators change over time and in different circumstances, such as changes in position or institutes.

8. Study communication conflict styles and their effects on administrators as instructional leaders as it relates to the organizational communication climate.

9. This research was conducted in the time that higher education institutes were under supervision of two ministries: Ministry of Education and Ministry of University Affairs, Rajabhat Institutes, which make up the majority, were previously

under MOE, but will soon be combined with universities under MUA into the single ministry, Ministry of Education: therefore it would be interesting to study whether the results are changed as a result of the structural change.

10. As mentioned previously, a limitation of this study was lack of consideration of "Greng-Jai". A study of the effects of "Greng-Jai" would be valuable. Furthermore, studies taking this unique phenomenon into consideration would provide a better understanding of many managerial concepts in a Thai context.

APPENDIX D

LIST OF EXPERTS

LIST OF EXPERTS

Content

1. **Assistant Professor Doctor Prangsri Panichakul**
   From Rajabhat Institute Suansunantha
   Doctor of Education in Educational Administration
2. **Assistant Professor Doctor Euyjit Wirojtrairat**
   From Sukhothaithammatirat Open University
   Doctor of Arts in Communication Arts
3. **Assistant Professor Doctor Jitra Jitranukul**
   From Rajabhat Institute Suandusit
   Doctor of Education in Educational Technology

Methodology

1. **Assistant Professor Doctor Kanda Nakawech**
   From Rajabhat Institute Phranakhon
   Doctor of Education in Educational Research
2. **Acharn Achara Chamniprasart**
   From Rajabhat Institute Phranakhon
   Master of Education in Educational Research
3. **Acharn Sirichai Ratanunpinij**
   From King Monkut's Institute of Technology North Bangkok
   Master of Education in Educational Research

APPENDIX E

LIST OF PUBLIC UNIVERSITIES / INSTITUTES

MINISTRY OF UNIVERSITY AFFAIRS (MUA)

University / Institutes

Type of Institution	Number
Grand Total	75
1. Public Institute	**24**
1.1 Limited Admission University	18
1.2 Open Admission University	2
1.3 Autonomous University	4
2. Private Institute	**54***
2.1 University	23
2.2 College	31

* Not Available

1. College of Asian Scholars
2. Shinawatra University
3. Bangkok Thonburi College
4. Bundit Borihanthrakij College

University / Institute

Public Institute
1.1 Limited Admission University
1) Burapha University
2) Chiang Mai University
3) Chulalongkorn University
4) Kasetsart University
5) Khon Kaen University
6) King Mongkut's Institute of Technology Ladkrabang
7) King Mongkut's Institute of Technology North Bangkok
8) Maejo University
9) Mahasarakham University
10) Mahidol University
11) Naresuan University
12) The National Institute of Development Administration
13) Prince of Songkla University
14) silpakorn University
15) Srinakharinwirot University
16) Thaksin University
17) Thammasat University
18) Ubon Ratchathani University
1.2 Open Admission University
19) Ramkhamhaeng University
20) Sukhothai Thammathirat Open University
1.3 Antonomous University
21) King Mongkut's University of Technology Thonburi
22) Mae Fah Luang University
23) Suranaree University of Technology
24) Walailak University

MINISTRY OF EDUCATION (MOE)

RAJABHAT INSTITUTES

	Rajabhat Institute
1	Rajabhat Institute Chiang Rai
2	Rajabhat Institute Chiang Mai
3	Rajabhat Institute Lampang
4	Rajabhat Institute Uttaradit
5	Rajabhat Institute Kamphaeng Phet
6	Rajabhat Institute Nakhon Sawan
7	Rajabhat Institute Pubulsongkram
8	Rajabhat Institute Phetchabun
9	Rajabhat Institute Maha Sarakham
10	Rajabhat Institute Loei
11	Rajabhat Institute Sakon Nakhon
12	Rajabhat Institute Udon Thani
13	Rajabhat Institute Nakhon Ratchasima
14	Rajabhat Institute Buri Ram
15	Rajabhat Institute Surin
16	Rajabhat Institute Ubon Ratchathani
17	Rajabhat Institute Rajanagarindra
18	Rajabhat Institute Thepsatri
19	Rajabhat Institute Phranakhon Si Ayutthaya
20	Rajabhat Institute Petchburiwittayalongkorn

Rajabhat Institutes

	Rajabhat Institute
21	Rajabhat Institute Rambhaibarni
22	Rajabhat Institute Kanchanaburi
23	Rajabhat Institute Nakhon Pathom
24	Rajabhat Institute Phetchaburi
25	Rajabhat Institute Muban Chom Bung
26	Rajabhat Institute Nakhon Si Thammarat
27	Rajabhat Institute Phuket
28	Rajabhat Institute Yala
29	Rajabhat Institute Songkhla
30	Rajabhat Institute Surat Thani
31	Rajabhat Institute Chandrakasem
32	Rajabhat Institute Dhonburi
33	Rajabhat Institute Bansomdejchaopraya
34	Rajabhat Institute Phranakhon
35	Rajabhat Institute Suan Dusit
36	Rajabhat Institute Suan Sunandha
37	Rajabhat Institute Chaiyapoom
38	Rajabhat Institute Srisakate
39	Rajabhat Institute Nakhon Panom
40	Rajabhat Institute Roiet
41	Rajabhat Institute Kalasin

RAJAMANGALA INSTITUTE OF TECHNOLOGY

	Rajamangala Institute of Technology
1	Bangkok Technical Campus
2	Nonthaburi Technical Campus
3	Thewet Campus
4	Uthen Thawai Campus
5	North Bangkok Campus
6	Bangkok Commercial Campus
7	Bophit Phimuk Maha Mek Campus
8	Bophit Phimuk Chakkrawat Campus
9	Chumphon Khet Udomsak Campus
10	Phra Nakhon Tai Campus
11	Chakrapong Phuvanart Campus
12	Poh-Chang Campus
13	Chotivet Campus
14	Pathum Thani Campus
15	North-Eastern Campus
16	Northern Campus
17	Tak Campus
18	Khon Kean Campus
19	Southern Campus
20	Bhangphra Campus

	Rajamangala Institute of Technology
21	Kalasin Campus
22	Nan Campus
23	Lampang Campus
24	Surin Campus
25	Phisanulok Campus
26	Phra Nakhon Si Ayutthaya Huntra Campus
27	Chanthaburi Campus
28	Nakhon Si Thammarat Campus
29	Wang Klai Kangwon Campus
30	Sivichai Campus
31	Chiang Rai Campus
32	Sakon Nakhon Campus
33	Suphanburi Campus

ADVISORY COMMITTEE CURRICULUM VITAE

ADVISORY COMMITTEE CHAIRPERSON

NISADA WEDCHAYANON Ph.D.

EDUCATIONAL BACKGROUND

B.A. (1st HONS) Chulalongkorn University

M.P.A. (HONS) School of Public Administrations, National Institute of Development Administration

Ph. D. Northern Illinois University, U.S.A.

ADDRESS

Office School of Public Administrations, National Institute of Development Administration

Tel: 0-2377-7401 ext. 8737

ACADEMIC APPOINTMENTS

Present: Associate Professor, School of Public Administration, National Institute of Development Administration

Assistant Professor, School of Public Administration, National Institute of Development Administration

Deputy Dean (Administration) School of Public Administration, (NIDA)

PROFESSIONAL APPOINTMENTS

Assistant Director, The Executive MPA Program, Graduate School of Public Administration

Director, The Executive MPA Program, Graduate School of Public Administration

Director, Doctor of Philosophy Program in Development Administration (International) School of Public Administration

SCHOLARLY PAPERS

"Change Agent: Problems, Obstacles, and Strategies"

"A Study and Analysis of Police Cadet Academy's Educational System"

"The Department of Municipality's Training"

"Problems of Project Management in Thailand"

"Thai Style Human Resource Management"

"The Impact of Reengineering Toward Human Resource Management Process"

"Learning Organization"

"Thai Women Labors"

December 2003

Advisory Committee

YUBOL BENJARONGKIJ Ph.D.

EDUCATIONAL BACKGROUND

1976	B.A. in English Faculty of Arts, Chulalongkorn University, Thailand
1979	M.A. in Communication Theory, Michigan State University, East Lansing, Michigan, U.S.A.
1985	Ph. D. in Mass Communication, The Ohio State University, Columbus, Ohio, U.S.A.

ADDRESS

Office	Department of Public Relations, Faculty of Communication Arts, Chulalongkorn University Bangkok, Thailand Tel. 0-2215-2202
Home	210 / 209 Muangthong 22 Pattanakarn Road, Praves, Bangkok 10250 Tel. 0-2321-6959

WORKING EXPERIENCE

1992-Present	Associate Professor
1986-1992	Assistant Professor
1976-1986	Lecturer

COURSES LECTURED

Ph.D. Level	Project Planning for Development Program
M.A. Level	Communication Research Methods
	Audience Analysis
	Applied Research for Advertising
B.A. Level	Advertising & Communication Behavior
	Public Relations Research
	Advertising Research

RESEARCH AND PUBLICATIONS

2000	Public Relations Planning for Industrial Restructuring Project for the Office of Industrial Economics. The Project included two surveys and all the production of communication materials and activities
	Survey of Nation-wide Satisfaction among customers of National Housing Authority of Thailand, submitted to the National Housing Authority of Thailand
1999	The Social and Economics Survey of Thongpahaphoom's Villages, Kanchanaburi Province, a project under the Celebration of the 5th cycle of the King's Birthday, submitted to Petroleum Authority of Thailand.
1998	Public Relations Planning for Reengineering Projects under the OCSC (The Office of the Civil Service Commissioners). The Project included two surveys, one in depth interview and all communication materials and activities.
	Survey of Thai Female's Consumption of Cosmetic, submitted to Betterway (Thailand) Co., Ltd.
1997	Survey of Attitude and Opinion towards Renovation Program among Residents of National Housing Authority of Thailand's Dindaeng Housing Project

1996	The Study for National Environmental PR Plan: Master and Action Plans, submitted to the Department of Environmental Quality Promotion
1995	A Study for Operation Planning and Prioritizing of Environmental Problem Solving Investment for Petchaburi Province
1994	Survey of Organization and Product Images of the Premier Group, submitted to Premier Global Corporation Survey of Attitude towards the National Housing Authority of Thailand, submitted to the National Housing Authority of Thailand Survey of Nation-wide Images of the Revenue Department, submitted to the Revenue Department The Implementation of Public Relations Plan for Pasak Dam Project
1993	Attitude and Behavior of S&P Restaurant Customers, submitted to S&P Syndicate Co., Ltd. Consumer's Acceptance to PTT's Low Smoke 2-T. Submitted to Petroleum Authority of Thailand Attitude toward Fresh Powder Consumers, submitted to Asia Supreme Marketing Co., Ltd. Public Relations Planning for Feasibility Study and Environmental Impact Assessment of Songkhla Lake Project. Study for the Royal Irrigation Department of Thailand
1992	Attitude and Behavior of Unleaded Gasoline Consumers: a nation-wide study, submitted to Petroleum Authority of Thailand. Public Relations Planning and Feasibility Study and Environmental Impact Assessment of Pasak Dam Project. Study for the Royal Irrigation Department of Thailand.

1991	Behavior of PTT's Low-smoke 2-T Lubricant Consumers, submitted to Petroleum Authority of Thailand
	Audience Analysis, 100 pages, A book published by Department of Public Relations, prepared by Faculty of Communication Arts, Chulalongkorn Univesity
1990	Packaging Test of Foremost Yogurt (Yomost), submitted to Foremost Diary. (Bangkok) Co., Ltd.
1989	Attitude and Behavior of Muscles Ointment Consumers, submitted to Pfizer International Corporation Co., Ltd.
1988	Computer Usage among Government Higher Education Institutes' Employees. Research funded by the Thai Government Research Foundation
	Attitude and Behavior of UHT Milk Consumers, submitted to Thai Dairy Industry Co., Ltd.
1987	Attitude and Behavior of Packaged Rice Consumers, submitted to Kao Rak Thai Co., Ltd.
1986	Demand measurement of rubber belt market in Thailand, submitted to Siam Rubber Industry Co., Ltd.

Yubol Benjarongkij

September 2002

Advisory Committee

PICHIT RITCHAROON Ed. D.

EDUCATIONAL BACKGROUND

Ed. D.	(Curriculum and Research Development) Srinakharinwirot University in 1995.
M. Ed.	(Educational Measurement) Srinakharinwirot University in 1984
B. Ed.	(Mathematics) Srinakharinwirot University in 1976.

ADDRESS

Office	Faculty of Education, Rajabhat Institute Phranakhon 3 Moo 6 Changwattana Road, Bangkhen, Bangkok 10220 Tel. 0-2552-6677, 0-2552-6688 ext. 1128
Home	254/107 Sammakorn Project, Sot 48 / 5 Ramkamhaeng 112, Ramkamhaeng Road, Sapansoong, Bangkok 10240 Tel. 0-2372-1492 Mobile Phone 0-1613-3604

WORKING EXPERIENCE

Present	Assistant Professor Lecturer of Faculty of Education, Rajabhat Institute Phranakhon Lecturer of Graduate School, Rajabhat Institute Phranakhon Lecturer of Basic Industry Program, Faculty of Industrial Technology, Rajabhat Institute Phranakhon President of the Committee of Curriculum Development for Master Degree in Industrial Technology, Graduate School, Rajabhat Institute Phranakhon

President of the Committee of Curriculum Development for Master Degree in Education (Curriculum and Instruction), Graduate School, Rajabhat Institute Phranakhon

Executive Committee of Graduate School, Rajabhat Institute Phranakhon

Past Secretary of The Office of Educational Reform, Ministry of Education

Educational Supervisor in Research and Development. The Department of General Education Ministry of Education

Teacher of Mathematics, Rajavinitbangkaew Secondary School

GUEST SPEAKER

Topics Educational Research

Project Evaluation

Curriculum Development

School Self Evaluation

Educational Quality Assurance

ISO 9000 Quality Administrative System

School Charter

TRAINING

Preparation for Senior Educational Executive, The Department of General Education, Ministry of Education

Educational Innovation and Learning System at England, Germany, and France

ISO 9000 Quality Administrative System

PUBLICATION IN THAI EDITION

Research

The Development of A School Self Evaluation System on Curriculum Implementation for Secondary Schools, 1985 (Doctoral Dissertation)

A Construction of Scholastic Aptitude Test in Construction Courses for The Secondary year of Vocational Certificate Students 1983 (Master Degree Thesis)

The Evaluation of Middle Administrators Training Program. The Department of General Education, Ministry of Education 1997

The Evaluation of New Supervisor Training Program, The Department of General Education, Ministry of Education, 1997

The Evaluation of Educational Management Quality of Bangkok Metropolis Secondary Schools, The Department of General Education, 1996.

The Evaluation of Student Leaders Training Program, Rajavinitbangkaew School, 1987

TEXT AND TEACHING MATERIALS

Concepts and Process for Classroom Research, 2000

Achievement Test Construction, 1999

Classroom Research, 1999

School Charter, 1999

Research in Nursing, 1999

ISO 9000 Quality Administration for Secondary Schools, 1998

Monitoring and Evaluation, 1998

Utilization of Research Outcomes, 1997

Research Design, 1998

Techniques of Project Evaluation for Educational Institution, 1996

School Self Training Package on "Project Evaluation for Head of Subject Group in Secondary School", 1995

COURSES LECTURED

Research Methodology / Research Methodology in Behavioral and Social Science

Curriculum and Learning Evaluation

Classroom Research

Educational Evaluation

Learning Evaluation

Seminar in Research for Curriculum and Learning Development

Pichit Ritcharoon Ed. D.

September 2002

APPENDIX A

CORRESPONDENCE

ที่ ทม 1802/ 0053

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม 10240

30 ตุลาคม 2545

เรื่อง ขอความอนุเคราะห์ในการสัมภาษณ์

เรียน

ด้วย นางบุญทิวา โง้วศิริมณี นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต (การบริหารการพัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง "การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" และมีความจำเป็นอย่างยิ่งที่จะต้องเก็บรวบรวมข้อมูลโดยการสัมภาษณ์ผู้บริหารตั้งแต่ระดับคณบดีขึ้นไป

คณะรัฐประศาสนศาสตร์ จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน ในการอนุญาตให้สัมภาษณ์ครั้งนี้ สำหรับข้อมูลที่รวบรวมได้จะถูกเก็บไว้เป็นความลับ โดยผู้วิจัยจะนำไปวิเคราะห์และนำเสนอในภาพรวม มิได้นำเสนอเป็นรายหน่วยงาน ทั้งนี้ เพื่อประโยชน์ในทางวิชาการโดยตรงเท่านั้น

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

รองศาสตราจารย์

(จินดาลักษณ์ วัฒนสินธุ์)
คณบดีคณะรัฐประศาสนศาสตร์

คณะรัฐประศาสนศาสตร์
โทรศัพท์/โทรสาร 0 2374 -[illegible]

ที่ ทม 1802/ 0054

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม 10240

30 ตุลาคม 2545

เรื่อง ขอความอนุเคราะห์ในการเก็บข้อมูล

เรียน

สิ่งที่ส่งมาด้วย แบบสอบถามเรื่อง การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" จำนวน 1 ชุด

ด้วย นางบุญทิวา โง้วศิริมณี นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต (การบริหารการพัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง "การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" และมีความจำเป็นอย่างยิ่งที่จะต้องเก็บรวบรวมข้อมูลในเบื้องต้นเพื่อดำเนินการทดสอบความเชื่อถือได้ของมาตรวัดในการวิจัย(Reliability of Measurement)

คณะรัฐประศาสนศาสตร์ จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านในการตอบแบบสอบถามตามสิ่งที่ส่งมาด้วยสำหรับข้อมูลที่รวบรวมได้จะถูกเก็บไว้เป็นความลับ โดยผู้วิจัยจะนำไปวิเคราะห์เพื่อประโยชน์ในทางวิชาการโดยตรงเท่านั้น อนึ่ง หากหน่วยงานของท่านจะแจ้งความคืบหน้าในเรื่องนี้ ขอความกรุณาติดต่อโดยตรงที่นักศึกษาหมายเลขโทรศัพท์ 0-1840-6431

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

รองศาสตราจารย์

(จินดาลักษณ์ วัฒนสินธุ์)

คณบดีคณะรัฐประศาสนศาสตร์

คณะรัฐประศาสนศาสตร์
โทรศัพท์ โทรสาร 0 2374 4977

ที่ ทม 1802/ 0060

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม 10240

31 ตุลาคม 2545

เรื่อง ขอความอนุเคราะห์ในการเก็บข้อมูล

เรียน

สิ่งที่ส่งมาด้วย แบบสอบถามเรื่อง การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" จำนวน 1 ชุด

ด้วย นางบุญทิวา โง้วศิริมณี นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต (การบริหารการพัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง "การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" และมีความจำเป็นอย่างยิ่งที่จะต้องเก็บรวบรวมข้อมูล เพื่อประกอบการทำวิทยานิพนธ์ให้สมบูรณ์ยิ่งขึ้น

คณะรัฐประศาสนศาสตร์ จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านในการตอบแบบสอบถามตามสิ่งที่ส่งมาด้วยสำหรับข้อมูลที่รวบรวมได้จะถูกเก็บไว้เป็นความลับ โดยผู้วิจัยจะนำไปวิเคราะห์เพื่อประโยชน์ในทางวิชาการโดยตรงเท่านั้น อนึ่ง หากหน่วยงานของท่านจะแจ้งความคืบหน้าในเรื่องนี้ ขอความกรุณาติดต่อโดยตรงที่นักศึกษาหมายเลขโทรศัพท์ 0-1840-6431

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

รองศาสตราจารย์

(จินดาลักษณ์ วัฒนสินธุ์)
คณบดีคณะรัฐประศาสนศาสตร์

สำนักงานเลขานุการคณะ
โทรศัพท์/โทรสาร 0 -2374- 4977

ที่ ทม 1802/ ๐๐๗๔

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม 10240

๑๙ พฤศจิกายน 2545

เรื่อง ขอเรียนเชิญเป็นผู้เชี่ยวชาญตรวจแบบสอบถามเพื่อการวิจัย

เรียน

สิ่งที่ส่งมาด้วย 1. แบบสอบถาม จำนวน 1 ชุด

2. กรอบความคิดและเอกสารการวิจัย จำนวน 1 ชุด

ด้วย นางบุญทิวา โง้วศิริมณี นักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต (การบริหารการพัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง "การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษากับบรรยากาศการสื่อสารในองค์กร" และมีความจำเป็นอย่างยิ่งที่จะต้องเก็บรวบรวมข้อมูล เพื่อประกอบการทำวิทยานิพนธ์ให้สมบูรณ์ยิ่งขึ้น

คณะรัฐประศาสนศาสตร์ พิจารณาเห็นว่าท่านเป็นผู้มีความรู้ ความเชี่ยวชาญ และประสบการณ์ตรงในเรื่องดังกล่าว จึงใคร่ขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจแบบสอบถามตามสิ่งที่ส่งมาด้วย อนึ่ง หากท่านจะแจ้งความคืบหน้าในเรื่องนี้ ขอความกรุณาติดต่อโดยตรงที่นักศึกษาหมายเลขโทรศัพท์ 0-1840-6431

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

รองศาสตราจารย์

(จินดาลักษณ์ วัฒนสินธุ์)
คณบดีคณะรัฐประศาสนศาสตร์

สำนักงานเลขานุการคณะ
โทรศัพท์/โทรสาร 0 –2374- 4977

N0. 1544.06

Rajabhat Institute Phranakhon,
3 Changwattana Road, Bangkhen,
Bangkok, 10220, Thailand

3 March 2001

Dear Dr. Linda L. Putnam

I, Ms. Boontiwa Ngowsirimanee, a doctoral student in School of Public Administration, National Institute of Development Administration, am working on the dissertation titled "The Relationships Between Conflict Management Styles of Higher Education Administrators and Organizational Communication Climate". Seemingly every piece of literature I read references your "Organizational Communication Conflict Instrument (OCCI)".

I would like to know I might acquire a copy or copies of this instrument to use in my research. I would appreciate hearing from you. Thank you for your attention to this matter.

Respectfully Yours,

(Ms. Boontiwa Ngowsirimanee)

Faculty of Management Science
Tel. 66-2552-6677 ext. 2195
Mobile Phone 66-1840-6431

AS A&M UNIVERSITY
COLLEGE OF LIBERAL ARTS

Department of Speech Communication

March 27, 2001

Ms. Boontiwa Ngowsirimanee
Rajabhat Institute Phranakhon
3 Changwattana Road Bangkhen
Bangkok 10220 Thailand

Dear Ms. Ngowsirimanee:

I have enclosed a copy of the OCCI and the scoring information. Feel free to duplicate and use it for your work. If you are conducting a research project with the OCCI, I would appreciate receiving any papers, reports, or summaries of your study. I keep a record of this work for future literature reviews. Two publications detail information on the reliability and the validity of the OCCI. You may already be familiar with them, but if not, I have listed the articles below.

Wilson, S.R., & Waltman, M.S. (1988) Assessing the Putnam-Wilson Organizational Communication Conflict Instrument (OCCI). Management Communication Quarterly, 1, 367-388.

(The entire issue of MCQ is devoted to conflict scales--see also Knapp, Putnam, & Davis in this issue).

Putnam, L.L. & Wilson, C. (1982). Communication strategies in organizational conflict: Reliability and validity of a measurement scale. In M. Burgoon (Ed.), Communication Yearbook 6 (pp. 629-652). Newbury Park, CA: Sage.

You can also read an abbreviated summary of this scale in Communication Research Measures: A Sourcebook, edited by Rebecca Rubin, Phillip Palmgreen, and Howard Sypher. New York: Guilford Press, 1994, pp. 242-245.

I hope that this information is useful to you. I appreciate your interest in the OCCI and will be looking forward to receiving information on your study.

Cordially,

Linda L. Putnam

Linda L. Putnam
Professor

[illegible]

Organizational Communication Conflict Instrument

DIRECTIONS

Think of disagreements you have encountered in task situations with your immediate supervisor. Then indicate below how frequently you engage in each of the described behaviors. DO NOT respond to the items with a particular disagreement in mind. Instead, keep in mind your experience with supervisor disagreements, in general. For each item select the number that represents the behavior you are MOST LIKELY to exhibit. There are no right or wrong answers. Please respond to all items on the scale. The alternative responses (1-7) are:

1	2	3	4	5	6	7
Always	Very Often	Often	Sometimes	Seldom	Very Seldom	Never

1.	I blend my ideas with my supervisor to create new alternatives for resolving a disagreement.	1 2 3 4 5 6 7
2.	I shy away from topics which are sources of disputes with my supervisor.	1 2 3 4 5 6 7
3.	I make my opinion known in a disagreement with my supervisor.	1 2 3 4 5 6 7
4.	I suggest solutions which combine a variety of viewpoints.	1 2 3 4 5 6 7
5.	I steer clear of disagreeable situations.	1 2 3 4 5 6 7
6.	I give in a little on my ideas when my supervisor also gives in.	1 2 3 4 5 6 7
7.	I avoid my supervisor when I suspect that he or she wants to discuss a disagreement.	1 2 3 4 5 6 7
8.	I integrate arguments into a new solution from the issues raised in a dispute with my supervisor.	1 2 3 4 5 6 7
9.	I will go 50-50 to reach a settlement with my supervisor.	1 2 3 4 5 6 7
10.	I raise my voice when I'm trying to get my supervisor to accept my position.	1 2 3 4 5 6 7
11.	I offer creative solutions in discussions of disagreements.	1 2 3 4 5 6 7
12.	I keep quiet about my views in order to avoid disagreements.	1 2 3 4 5 6 7
13.	I give in if my supervisor will meet me half way.	1 2 3 4 5 6 7
14.	I downplay the importance of a disagreement.	1 2 3 4 5 6 7
15.	I reduce disagreements by making them seem insignificant.	1 2 3 4 5 6 7

1 Always	2 Very Often	3 Often	4 Sometimes	5 Seldom	6 Very Seldom	7 Never

16.	I meet my supervisor at a mid-point in our differences.	1 2 3 4 5 6 7
17.	I assert my opinion forcefully.	1 2 3 4 5 6 7
18.	I dominate arguments until my supervisor understands my position.	1 2 3 4 5 6 7
19.	I suggest we work together to create solutions to disagreements.	1 2 3 4 5 6 7
20.	I try to use my supervisor's ideas to generate solutions to problems.	1 2 3 4 5 6 7
21.	I offer trade-offs to reach solutions in a disagreement.	1 2 3 4 5 6 7
22.	I argue insistently for my stance.	1 2 3 4 5 6 7
23.	I withdraw when my supervisor confronts me about a controversial issue.	1 2 3 4 5 6 7
24.	I side-step disagreements when they arise.	1 2 3 4 5 6 7
25.	I try to smooth over disagreements by making them appear unimportant.	1 2 3 4 5 6 7
26.	I insist my position be accepted during a disagreement with my supervisor.	1 2 3 4 5 6 7
27.	I make our differences seem less serious.	1 2 3 4 5 6 7
28.	I hold my tongue rather than argue with my supervisor.	1 2 3 4 5 6 7
29.	I ease conflict by claiming our differences are trivial.	1 2 3 4 5 6 7
30.	I stand firm in expressing my viewpoints during a disagreement with my supervisor.	1 2 3 4 5 6 7

OCCI Form 1-g (06/87) Copyright 1987

Putnam and Wilson

Organizational Communication Conflict Instrument

Linda Putnam, Department of Communication, Purdue University
West Lafayette, IN 47907, (317) 494-3429

SCALE FACTORS

Nonconfrontation -- indirect strategies for handling a conflict; choices to avoid or to withdraw from a disagreement; such communicative behaviors as silence, glossing over differences, and concealing ill feelings.

Solution Orientation -- direct communication about the conflict; behaviors that aim to find a solution, to integrate the needs of both parties, and to give in or compromise on issues.

Control -- direct communication about the disagreement; arguing persistently for one's position, taking control of the interaction, and advocating one's position.

SCORING

Add the following items for each scale to produce three separate scores for each individual:

Nonconfrontation 2, 5, 7, 12, 14, 15, 23, 24, 25, 27, 28, 29
Solution Orientation:
Confrontation 1, 4, 8, 11, 19, 20
Compromise 6, 9, 13, 16, 21
Control 3, 10, 17, 18, 22, 26, 30

INTERPRETATION OF SCORES

High Scores = Infrequent Use of Style
Nonconfrontation . . . . . 73 to 84
Solution Orientation . . . . . 45 to 49
Control . . . . . 40 to 49

Low Scores = Frequent Use of Style
Nonconfrontation . . . . . 10 to 37
Solution Orientation . . . . . 16 to 26
Control . . . . . 10 to 23

General Statistics

Nonconfrontation	Mean=55	SD=17.7	N=360
Solution Orientation	Mean=36	SD=10.1	
Control	Mean=32	SD= 8.7	

USE OF INSTRUMENT

1. The scale purports to be a situational measure of conflict management strategies. Support for this contention is evident in the number of subjects who score in the upper 1/3 on more than one of these scales and in repeated measure designs in which subjects scored differently across targets.

2. Researchers are urged to substitute appropriate targets for particular audiences in the section on directions for completing the instrument and in the items on the questionnaire; for example, substitute "work group" for the target "supervisor."

3. Subjects can score in the upper and lower ranges on more than one of the three scales.

OCCI Form B2 (06/87) Copyright, 1987

N0. 1544.06

Rajabhat Institute Phranakhon,
3 Changwattana Road, Bangkhen,
Bangkok, 10220, Thailand

3 March 2001

Dear Dr. Jerome Moss

I, Ms. Boontiwa Ngowsirimanee, a doctoral student in School of Public Administration, National Institute of Development Administration, am working on the dissertation titled "The Relationships Between Conflict Management Styles of Higher Education Administrators and Organizational Communication Climate". Seemingly every piece of literature I read references your "Organizational Communication Climate Survey (OCCS)".

I know from the literature reviewed that the document was public domain. I would like to use in my research. I would appreciate hearing from you. Thank you for your attention to this matter.

Respectfully Yours,

(Ms. Boontiwa Ngowsirimanee)

Faculty of Management Science
Tel. 66-2552-6677 ext. 2195
Mobile Phone 66-1840-6431

คำสั่งคณะรัฐประศาสนศาสตร์

ที่ 015 /2544

เรื่อง แต่งตั้งอาจารย์ผู้ควบคุมวิทยานิพนธ์และกรรมการสอบวิทยานิพนธ์

อาศัยอำนาจตามความในข้อบังคับสถาบันบัณฑิตพัฒนบริหารศาสตร์ ว่าด้วยการศึกษา พ.ศ. 2541 หมวด 6 ข้อ 27 คณะรัฐประศาสนศาสตร์ เห็นสมควรแต่งตั้งอาจารย์ผู้ควบคุมวิทยานิพนธ์และกรรมการสอบวิทยานิพนธ์ระดับปริญญาเอกของ นางบุญทิวา โง้วศิริมณี ดังรายนามต่อไปนี้

1. ผู้ช่วยศาสตราจารย์ ดร. นิสดารก์ เวชยานนท์	ประธานกรรมการวิทยานิพนธ์และอาจารย์ผู้ควบคุมวิทยานิพนธ์
2. รองศาสตราจารย์ ดร. ยุบล เบ็ญจรงค์กิจ	กรรมการสอบวิทยานิพนธ์
3. อาจารย์ ดร. พิชิต ฤทธิ์จรูญ	กรรมการสอบวิทยานิพนธ์

ทั้งนี้ ให้อาจารย์ผู้ควบคุมวิทยานิพนธ์และกรรมการสอบวิทยานิพนธ์ดังกล่าวข้างต้น ทำหน้าที่พิจารณาอนุมัติหัวข้อเค้าโครงวิทยานิพนธ์และเป็นกรรมการสอบวิทยานิพนธ์ โดยให้อาจารย์ผู้ควบคุมวิทยานิพนธ์เป็นผู้ให้คำแนะนำควบคุมการค้นคว้าและการเขียนวิทยานิพนธ์

สั่ง ณ วันที่ 14 มกราคม พ.ศ. 2544

ผู้ช่วยศาสตราจารย์

(ทวีศักดิ์ สุทกวาทิน)

รองคณบดีฝ่ายวิชาการปฏิบัติราชการแทน

คณบดีคณะรัฐประศาสนศาสตร์

APPENDIX B

QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE

THE RELATIONSHIPS BETWEEN CONFLICT MANAGEMENT STYLES OF HIGHER EDUCATION ADMINISTRATORS AND ORGANIZATIONAL COMMUNICATION CLIMATE

Direction:

1. The questionnaire is composted of 4 parts:
   - **Part 1** Demographic Questionnaire (page 2)
   - **Part 2** Psychological Factors in decision making on conflict management styles of higher education administrators. (page 3)
   - **Part 3** Organizational Communication Conflict Instrument (OCCI) (page 5)
   - **Part 4** Organizational Communication Climate Survey (OCCS) (page 8)

2. This questionnaire is formulated to survey higher education administrators' opinion on conflict management styles and organizational communication climate. Please answer all questions according to the truth without indicating names of respondents. The information received will be used only for the benefits of the research.

Part 1

Demographic Questionnaire

Direction: Please check ✓ in the boxes as they refer to you.

1. Gender
   - ❑ Male
   - ❑ Female
2. Age
   - ❑ 31-40 years
   - ❑ 41-50 years
   - ❑ 51-60 years
3. Educational Level
   - ❑ Bachelor's Degree
   - ❑ Master's Degree
   - ❑ Doctorate
4. Institutions
   - ❑ Rajabhat Institutes
   - ❑ Rajamonkol Institute of Technology
   - ❑ Universities under ministry of university affairs
5. Total years in administrative position
   - ❑ 1-5 years
   - ❑ 6-10 years
   - ❑ 11-15 years
   - ❑ 16-20 years

Part 2

Psychological Factors in Decision Making on Conflict Management Styles of Higher Education Administrators

Direction: Please check ✓ as the items as they refer to your opinion level by using 5 scale evaluation as follow:

5 meaning strongly agree or most agreeable to your opinion

4 meaning agree or much agreeable to your opinion

3 meaning fair or fairly agreeable to your opinion

2 meaning disagree or little agreeable to your opinion

1 meaning strongly disagree or least agrecable to your opinion

Example:

Items	Level				
	5	4	3	2	1
1. Person with good human relations will be high compromising quality dealing with conflict.	✓				

Meaning: From number 1 you strongly agree with the item that a person with good human relations will have a high compromising quality when dealing with conflict.

Items	Level				
	5	4	3	2	1
Attitude on conflict management styles					
1. Avoidance style is the way to reduce conflict in an organization.					
2. Compromise is the way to reduce conflict in organization.					
3. Competition is the way to reduce conflict in organization.					
4. Accommodation style is the way to reduce conflict in organization.					
5. Collaboration style is the way to reduce conflict in organization.					
Personality on conflict management styles					
6. You always listen to the opinion of the others					
7. You can control yourself even when you are angry.					
8. You can easily get along with others.					
9. You are flexible in working.					
10. You are a leader in expressing your opinion.					
Perception on conflict management styles					
11. You know that there is conflict in your organization.					
12. You know the source of conflicts.					
13. You listen to your subordinate individually on the conflicts.					
14. You understand your subordinate's behavior.					
15. You understand the conflict situation.					

Part 3

Organizational Communication Conflict Instrument (OCCI)

Direction: The following situations are the administrators' behaviors engaged in dealing with conflicts in their universities. Please check ✓ to the number that represents the level of behaviors you are most likely to exhibit by using the following scale:

5 meaning Always

4 meaning Often

3 meaning Sometimes

2 meaning Seldom

1 meaning Never

Example:

Items	Behavioral Level				
	5	4	3	2	1
1. I stand firmly on my objectives and opinions in order to reach solutions in conflicts.	✓				

Meaning: From number 1 the meaning is that is any case of conflict, the administrators always stand firmly and clearly their objectives

Items	Behavioral Level				
	5	4	3	2	1
1. I blend my ideas with others to create new alternatives for resolving a disagreement.					
2. I suggest solutions which combine a variety of viewpoints.					
3. I integrate arguments into new solution from the issues raised in a dispute with my staff.					
4. I offer creative solutions in discussions of disagreements.					
5. I try to use my supervisor's ideas to generate solutions to problems.					
6. I suggest we work together to create solutions to disagreements.					
7. I shy away from topics which are sources of dispute with my staff.					
8. I avoid my staff when I suspect that they want to discuss a disagreement.					
9. I hold my tongue rather than argue with my staff.					
10. I steer clear of disagreeable situations.					
11. I withdraw when my staff confronts me about a controversial issue.					
12. I make my opinion known in a disagreement with my staff.					
13. I raise my voice when I am trying to get my staff to accept my position.					
14. I assert my opinion forcefully.					

Items	Behavioral Level				
	5	4	3	2	1
15. I dominate arguments until my staff understand my position.					
16. I argue insistently for my stance.					
17. I insist my position be accepted during a disagreement with my supervisor.					
18. I stand firm in expressing my viewpoints during a disagreement with my staff.					
19. I side-step disagreements when they arise.					
20. I reduce disagreements by making them seem insignificant.					
21. I downplay the importance of disagreement.					
22. I try to smooth over disagreements by making them appear unimportant.					
23. I make our differences seem less serious.					
24. I keep quiet about my views in order to avoid disagreements.					
25. I ease conflict by claiming our differences are trivial.					
26. I give in a little on my ideas when my staff also gives in.					
27. I will go 50-50 to reach a settlement with my staff.					
28. I meet my staff at a mid-point in our differences.					
29. I give in if my staff will meet me half way.					
30. I offer trade-offs to reach solutions in a disagreement.					

Part 4

Organizational Communication Climate Survey (OCCS)

Direction: The following situations are the administrators' behaviors engaged in dealing with conflicts in their universities. Please check ✓ to the number that represents the level of behaviors you are most likely to exhibit by using the following scale:

5 meaning Always

4 meaning Often

3 meaning Sometimes

2 meaning Seldom

1 meaning Never

Example:

Items	Behavioral Level				
	5	4	3	2	1
1. I stand firmly on my objectives and opinions in order to reach solutions in conflicts.	✓				

Meaning: From number 1 the meaning is that in any case of conflict, the administrators always stand firmly and clearly their objectives

Items	Behavioral Level				
	5	4	3	2	1
1. Show that they listen to one another, try to understand other's viewpoints.					
2. "Pick up on" and verbally describe the feeling another member has tried to express.					
3. Ask others to repeat or clarify what they have said in order to better understand.					
4. Restate for clarification what another person has said before going on to make their own points.					
5. Share their own feelings in clear and non-threatening ways.					
6. Provided support and encouragement in a discussion in order to really explore an issue in depth.					
7. Give others a chance to talk; "opening the door" for others to contribute to a discussion.					
8. Help explore an issue in depth without trying to push their own ideas.					
9. Say clearly and up front what their expectations of one another really are.					
10. Face disagreement directly; try to understand the reasons underlying differences.					
11. Give one another feedback that is concrete and specific without being evaluative.					
12. When talking, care about another as a person and colleague.					

APPENDIX C

QUESTIONNAIRE IN THAI

แบบสอบถามเพื่อการวิจัย

"การศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษา กับบรรยากาศการสื่อสารในองค์กร"

คำชี้แจง

1. แบบสอบถามฉบับนี้แบ่งออกเป็น 4 ตอน จำนวน 11 หน้า ดังนี้

   ตอนที่ 1 แบบสอบถามภูมิหลังของผู้ตอบแบบสอบถาม (หน้าที่ 2)

   ตอนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยจิตวิทยาในการแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันการศึกษาระดับอุดมศึกษา (หน้าที่ 3)

   ตอนที่ 3 แบบสอบถามเกี่ยวกับวิธีการแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันการศึกษาระดับอุดมศึกษา (หน้า 5)

   ตอนที่ 4 แบบสอบถามเกี่ยวกับบรรยากาศการสื่อสารในองค์กร (หน้า 9)

2. กรุณาตอบแบบสอบถามทุกข้อตามความคิดเห็นของท่านที่เป็นจริง โดยไม่ต้องระบุชื่อผู้ตอบแบบสอบถาม ทั้งนี้ ข้อมูลที่ได้จากการตอบแบบสอบถามฉบับนี้จะนำไปใช้ในการศึกษาความสัมพันธ์ระหว่างวิธีแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันอุดมศึกษา กับบรรยากาศของการสื่อสารในองค์กร

ตอนที่ 1
แบบสอบถามภูมิหลังของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อความลงในช่องว่างหรือทำเครื่องหมาย ✓ ลงใน ❑ ที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ
   - ❑ ชาย
   - ❑ หญิง
2. อายุ
   - ❑ 31-40 ปี
   - ❑ 41-50 ปี
   - ❑ 51-60 ปี
3. ท่านสำเร็จการศึกษาในระดับ
   - ❑ ปริญญาตรี
   - ❑ ปริญญาโท
   - ❑ ปริญญาเอก
4. ส่วนราชการที่ท่านสังกัด
   - ❑ สถาบันราชภัฏ
   - ❑ สถาบันเทคโนโลยีราชมงคล
   - ❑ สถาบันอุดมศึกษาของรัฐ ทบวงมหาวิทยาลัย
5. ระยะเวลาที่ท่านดำรงตำแหน่งบริหาร
   - ❑ 1-5 ปี
   - ❑ 6-10 ปี
   - ❑ 11-15 ปี
   - ❑ 16-20 ปี

ตอนที่ 2
แบบสอบถามเกี่ยวกับปัจจัยจิตวิทยาในการแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันการศึกษาระดับอุดมศึกษา

คำชี้แจง โปรดอ่านข้อความในช่องข้อความแล้วทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุด โดยใช้มาตรประเมิน 5 ระดับดังนี้

5 = เห็นด้วยอย่างยิ่ง หรือตรงกับความรู้สึกมากที่สุด

4 = เห็นด้วยหรือตรงกับความรู้สึกมาก

3 = ปานกลาง หรือตรงกับความรู้สึกปานกลาง

2 = ไม่เห็นด้วย หรือตรงกับความรู้สึกน้อย

1 = ไม่เห็นด้วยอย่างยิ่ง หรือตรงกับความรู้สึกน้อยที่สุด

ตัวอย่างการตอบแบบสอบถาม

Items	ระดับความสำคัญ				
	5	4	3	2	1
1. บุคคลที่มีมนุษยสัมพันธ์ที่ดีต่อผู้อื่น ถ้ามีกรณีที่เกิดความขัดแย้ง จะมีลักษณะของการประนีประนอมสูง	✓				

อธิบายความหมาย ข้อ 1. หมายความว่า ท่านเห็นด้วยอย่างยิ่งกับข้อความที่ว่า บุคคลที่มีมนุษยสัมพันธ์ที่ดีต่อผู้อื่น ถ้ามีกรณีที่เกิดความขัดแย้ง จะมีลักษณะของการประนีประนอมสูง

ข้อความ	ระดับความสำคัญ				
	5	4	3	2	1
1. การหลีกเลี่ยงเป็นวิธีการที่จะช่วยลดปัญหาความขัดแย้งภายในองค์กร					
2. การประนีประนอมเป็นวิธีการที่จะช่วยลดปัญหาความขัดแย้งภายในองค์กร					
3. การแข่งขันเป็นวิธีการที่จะช่วยลดปัญหาความขัดแย้งภายในองค์กร					
4. การปรองดองเป็นวิธีการที่จะช่วยลดปัญหาความขัดแย้งภายในองค์กร					
5. ความร่วมมือกันแก้ปัญหาเป็นวิธีการที่จะช่วยลดปัญหาความขัดแย้งภายในองค์กร					
ความคิดเห็นของผู้บริหารสถาบันอุดมศึกษาเกี่ยวกับบุคลิกภาพต่อวิธีแก้ปัญหาความขัดแย้ง					
6. ท่านมักฟังความคิดเห็นของบุคคลอื่นเสมอ					
7. ท่านสามารถควบคุมตัวเองได้แม้อยู่ในสภาวะคับข้องใจ					
8. ท่านเข้ากับผู้อื่นได้ง่าย					
9. ท่านมีความยืดหยุ่นในการปฏิบัติหน้าที่					
10. ท่านเป็นผู้นำในการแสดงความคิดเห็น					
ความคิดเห็นของผู้บริหารสถาบันอุดมศึกษาเกี่ยวกับการรับรู้ต่อวิธีการแก้ปัญหาความขัดแย้ง					
11. ท่านรับรู้ว่าหน่วยงานของท่านมีสถานการณ์ความขัดแย้งเกิดขึ้น					
12. ท่านรับรู้ถึงสาเหตุของความขัดแย้งต่างๆ					
13. ท่านรับฟังปัญหาและพูดคุยกับผู้ใต้บังคับบัญชาเป็นรายบุคคล					
14. ท่านเข้าใจถึงพฤติกรรมของผู้ใต้บังคับบัญชา					
15. ท่านเข้าใจต่อสถานการณ์ที่ขัดแย้งกันอยู่					

ตอนที่ 3

แบบสอบถามเกี่ยวกับวิธีการแก้ปัญหาความขัดแย้งของผู้บริหารสถาบันการศึกษาระดับอุดมศึกษา

คำชี้แจง ข้อความต่อไปนี้เป็นข้อความที่แสดงพฤติกรรมของผู้บริหารในการแก้ปัญหาความขัดแย้ง ขอให้ท่านอ่านข้อความในช่องข้อความแล้วทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับพฤติกรรมของท่านมากที่สุด โดยใช้มาตรประเมิน 5 ระดับดังนี้

ระดับ 5	หมายถึง	พฤติกรรมที่มีการปฏิบัติสม่ำเสมอ
ระดับ 4	หมายถึง	พฤติกรรมที่มีการปฏิบัติบ่อยครั้ง
ระดับ 3	หมายถึง	พฤติกรรมที่มีการปฏิบัติบางครั้ง
ระดับ 2	หมายถึง	พฤติกรรมที่มีการปฏิบัตินาน ๆ ครั้ง
ระดับ 1	หมายถึง	พฤติกรรมที่ไม่เคยปฏิบัติเลย

ตัวอย่างการตอบแบบสอบถาม

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
1. เพื่อให้การแก้ไขความขัดแย้งให้ยุติ ผู้บริหารจะยืนยันในเป้าหมายหรือความต้องการของตน	✓				

อธิบายความหมาย ข้อ 1. หมายความว่า การแก้ปัญหาความขัดแย้งไม่ว่าจะเกิดจากสาเหตุใดก็ตาม ผู้บริหารมักจะยืนยันในเป้าหมายหรือความต้องการของตน ซึ่งมักแสดงให้เห็นเสมอ

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
1. ท่านร่วมเสนอความคิดเห็นกับผู้อื่นเพื่อหาทางออกในการแก้ปัญหาความขัดแย้ง					
2. ท่านเสนอข้อยุติซึ่งรวบรวมความคิดเห็นจากหลาย ๆ ฝ่ายเข้าด้วยกัน					
3. ท่านจะรับฟังความคิดเห็นของทุกฝ่ายและหลอมรวมข้อขัดแย้งเพื่อหาข้อสรุปร่วมกับผู้ร่วมงานในการแก้ปัญหาจากประเด็นเรื่องที่เป็นสาเหตุ					
4. ท่านเสนอทางออกที่สร้างสรรค์ในการพิจารณาปัญหาร่วมกัน					
5. ท่านพยายามให้ความคิดเห็นในฐานะที่เป็นผู้บังคับบัญชาเพื่อยุติปัญหาความขัดแย้งในองค์กร					
6. ท่านเสนอให้ทำงานร่วมกันเพื่อหาข้อยุติปัญหาความขัดแย้ง					
7. ท่านหลีกเลี่ยงจากสถานการณ์ที่เป็นสาเหตุของความขัดแย้ง					
8. ท่นาหลีกเลี่ยงจากผู้ร่วมงานเมื่อรู้สึกว่าพวกเขาจะพูดถึงปัญหาความขัดแย้ง					
9. เพื่อเป็นการหลีกเลี่ยงปัญหาความขัดแย้ง ท่านจะใช้วิธีการเงียบหรือไม่แสดงปฏิกิริยาโต้ตอบกับผู้ที่ไม่เห็นด้วย					
10. ท่านจะหลีกเลี่ยงจากเหตุการณ์เมื่อผู้ร่วมงานมีความคิดเห็นขัดแย้งในประเด็นปัญหา					
11. เมื่อมีปัญหาและผู้ร่วมงานยืนยันความเห็นที่ต่างกัน ท่านจะเลี่ยงจากเหตุการณ์นั้น					
12. ท่านแสดงความเห็นของตนเองให้ผู้ร่วมงานทราบ					

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
13. ท่านจะยืนยันในฐานะผู้บริหารให้ผู้อื่นยอมรับวิธีแก้ปัญหาของท่าน					
14. ท่านแสดงอำนาจในการออกความเห็นอย่างจริงจัง					
15. ท่านแสดงบทบาทผู้นำในการแก้ปัญหาอย่างเผด็จการเพื่อให้ผู้ร่วมงานยอมรับในบทบาทของผู้นำการบริหาร					
16. ท่านยืนกรานในความคิดเห็นของท่าน					
17. ท่านจะใช้อำนาจในตำแหน่งผู้บริหารเพื่อยุติความขัดแย้ง					
18. ท่านยืนยันในความคิดเห็นของตนเองอย่างมั่นคง					
19. ท่านยอมคลี่คลายประเด็นในสถานการณ์ที่ไม่เห็นด้วย					
20. ท่านพยายามลดความสำคัญของประเด็นปัญหาที่ขัดแย้ง					
21. ท่านลดบทบาทที่ไม่เห็นด้วยโดยทำเสมือนว่าปัญหายังไม่มีความสำคัญ					
22. ท่านพยายามคลี่คลายปัญหาด้วยการทำให้เห็นว่าเป็นเรื่องที่ไม่สำคัญ					
23. ท่านทำให้ความเห็นที่แตกต่างกันในประเด็นปัญหาเป็นเรื่องไม่สำคัญ					
24. ท่านจะใช้ความเงียบแทนการตอบโต้หรือโต้เถียงกับผู้ที่ไม่เห็นด้วย					
25. ท่านพยายามคลี่คลายปัญหาความขัดแย้งด้วยการชี้ให้เห็นว่าความเห็นที่แตกต่างนั้นเป็นเรื่องเล็ก ๆ น้อย ๆ					

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
26. ท่านยอมผ่อนปรนเมื่อผู้ร่วมงานยอมผ่อนปรนด้วย					
27. เพื่อเป็นการยุติปัญหาความขัดแย้งที่เกิดขึ้นไม่ให้ลุกลามต่อไป ท่านจะให้มีการแบ่งผลประโยชน์กันคนละครึ่ง					
28. ท่านจะยอมผ่อนปรนกับผู้ร่วมงานในการแก้ปัญหาความขัดแย้ง					
29. ท่านยินดีร่วมมือกับผู้ร่วมงานในการแก้ปัญหาความขัดแย้ง					
30. ท่านเสนอข้อแลกเปลี่ยนในการยุติการแก้ปัญหา					

ตอนที่ 4
แบบสอบถามเกี่ยวกับบรรยากาศการสื่อสารในองค์กร

คำชี้แจง ข้อความต่อไปนี้แสดงถึงลักษณะการสื่อสารระหว่างบุคคลในหน่วยงานของท่าน เป็นการประเมินภาพรวมของบรรยากาศการสื่อสารระหว่างบุคคลภายในองค์กร กรุณาอย่าคำนึงถึงการประเมินบุคคลใดบุคคลหนึ่งเป็นการเฉพาะ

ระดับ 5	หมายถึง	พฤติกรรมที่มีการปฏิบัติสม่ำเสมอ
ระดับ 4	หมายถึง	พฤติกรรมที่มีการปฏิบัติบ่อยครั้ง
ระดับ 3	หมายถึง	พฤติกรรมที่มีการปฏิบัติบางครั้ง
ระดับ 2	หมายถึง	พฤติกรรมที่มีการปฏิบัตินาน ๆ ครั้ง
ระดับ 1	หมายถึง	พฤติกรรมที่ไม่เคยปฏิบัติเลย

ตัวอย่างการตอบแบบสอบถาม

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
1. คนในหน่วยงานของท่านมีการรับฟังซึ่งกันและกัน และพยายามเข้าใจความคิดเห็นของผู้อื่น	✓				

อธิบายความหมาย ข้อ 1. หมายความว่า ท่านเห็นว่าคนในหน่วยงานของท่านมีการรับฟังซึ่งกันและกัน และพยายามใจความคิดเห็นของผู้อื่นเสมอ

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
1. คนในหน่วยงานของท่านมีการรับฟังซึ่งกันและกัน และพยายามเข้าใจความคิดเห็นของผู้อื่น					
2. คนในหน่วยงานยอมรับและบรรยายความรู้สึกที่สมาชิกคนอื่นมีและแสดงออกมาทางวาจา					
3. เพื่อความเข้าใจที่ถูกต้องตรงกัน คนในหน่วยงานของท่านจะขอให้พูดซ้ำหรืออธิบายให้ชัดเจนในสิ่งที่พูดแล้ว					
4. ก่อนตัดสินใจแสดงความคิดเห็น จะมีการทบทวนสิ่งที่ผู้อื่นพูดมาแล้วอีกครั้งเพื่อความชัดเจน					
5. คนในหน่วยงานของท่านแสดงความรู้สึกอย่างชัดเจนโดยไม่ใช้วิธีการเชิงข่มขู่					
6. คนในหน่วยงานของท่านให้การสนับสนุนและกำลังใจในการอภิปรายเพื่อศึกษาประเด็นปัญหาให้ลึกซึ้ง					
7. คนในหน่วยงานของท่านเปิดโอกาสให้ผู้อื่นพูดและพร้อมที่จะให้ผู้อื่นร่วมแสดงความคิดเห็นในการร่วมอภิปราย					
8. คนในหน่วยงานของท่านสนับสนุนให้ผู้อื่นได้ศึกษาประเด็นของเรื่องอย่างเจาะลึกโดยไม่บีบบังคับให้แสดงความคิดเห็น					
9. คนในหน่วยงานของท่านพูดแสดงความคิดเห็นต่อกันอย่างชัดเจนและตรงไปตรงมา					

ข้อความ	ระดับพฤติกรรม				
	5	4	3	2	1
10. คนในหน่วยงานของท่านเผชิญปัญหาความขัดแย้งอย่างตรงไปตรงมา และพยายามเข้าใจสาเหตุที่ทำให้คนมีความเห็นแตกต่างกัน					
11. คนในหน่วยงานของท่านมีการโต้ตอบซึ่งกันและกันในทางสร้างสรรค์และชัดเจนโดยไม่มีการประเมินค่าใด ๆ					
12. ขณะที่มีการสนทนากัน คนในหน่วยงานของท่านจะให้ความระมัดระวังและปฏิบัติต่อกันในฐานะผู้ร่วมงาน					

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December 2003