

Thesis Title Factors Influencing the Organizational
Effectiveness of Health Sciences Faculties
in Government Universities

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ABSTRACT

Diagnostic research of factors influencing the organizational effectiveness of health sciences faculties in government universities was undertaken. The samples in this study were 27 deans and 263 head of departments in Medicine and Health Science related faculties in government universities. Structured interview questionnaire assessed and verified for content validity by

11 experts was used for collecting data. The questionnaire was tried out with a nonsample group, and showed a reliability of more than 0.7 . Ninety percent of the samples (261 out of 290) were included for statistically analysis using means of percentage, arithmetic mean, standard deviation, t-test, ANOVA and path analysis. The results were as follows:

Faculty climate and leadership behavior were found to be direct factors influencing the organizational effectiveness. The faculty climate showed the most influential effect followed by leadership behavior. Faculty, climate, communication, leadership behavior and faculty staff behavior had a confidence level of 34.8 percent for predicting the faculty effectiveness. About fifty six percent of the administrators mentioned that the level of faculty effectiveness was good. The problems of organizational effectiveness were centered around the capacity to reach the faculty goals in relation to research and preservation of art and culture, team work, community response to research results and preservation of art and cultural project, job satisfaction and incentives. The faculty effectiveness of regional universities was statistically lower than of central universities. Leadership behavior development was found to enhance faculty climate as indicated by prediction level of 10.7 percent. It was also found that the improvement of faculty climate, communication and leadership behavior had a profound effect on the development of the faculty staff behavior at the confidence level of prediction

of 55.4 percent. Some faculty administrators exhibited statistically significant differences in their task leadership behaviors and personnel development practices. Factors such as faculty climate, leadership behavior, determining and clarifying faculty goals and objectives, developing team work, evaluating community response to the faculty's mission, developing and facilitating materials and instruments and increasing incentives, especially in the regional universities must be taken into consideration in order to enhance faculty effectiveness.