OPINION OF THE STAFF TOWARDS
THE STAFF DEVELOPMENT OF THE ROYAL THAI
AIR FORCE ACADEMY

WING COMMANDER NARONGSAK PICHITCHALOTHORN

With compliments
of

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(POPULATION EDUCATION)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2003

ISBN 974-04-2816-9
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Thesis entitled

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AIR FORCE ACADEMY

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ACKNOWLEDGMENT

The accomplishment of this research would not be possible without dedication and contribution from several people coming into my life. I deeply appreciate my lead advisor, Associate Professor Dr. Chaiwat Panjapongse, for his valuable recommendations and assistance as well as his time for reviewing my work. I also want to express my appreciation to my advisors, Assistant Professor Dr. Siravit Koolrojanapat and Assistant Professor Wasin Plumcharoen as well as Associate Professor Dr. Nongluksana Thepsawasdi for their comments and assistance for the completion of this research.

Special thanks to the staffs of the Royal Thai Air Force Academy, Air Education and Training Command, the Royal Thai Air Force Academy who provided opinions and suggestions useful for this research.

I also wish to express appreciation to Dr. Kowit Krachang and Wing Commander Paripolth Sukpimai, Assistant Professor of Aeronautical Engineering Department, the Royal Thai Air Force Academy, who provided advice and assistance for all related subjects. Thanks to Lieutenant Colonel Rujirek Boonsiri and Mr. Suntorn Chollapand for translating this research to English.

Finally, the researcher will not have had today without two most significant persons and greatest givers in my life. I am extremely grateful to my beloved mother, Mrs. Somlugsana Pantheung, who had fully supported me until last day of her life. I also wish to express my gratitude to my father, Mr. Loi Pantheung, for not only taking care of but also always encouraging me for the best he can.

Wing Commander Narongsak Pichitchalothorn
OPINION OF THE STAFF TOWARDS THE STAFF DEVELOPMENT OF THE ROYAL THAI AIR FORCE ACADEMY.

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ABSTRACT

The objectives of this survey research were to study the opinions of the Royal Thai Air Force Academy staff towards staff development and to study associated problems, solutions, and staff development according to their opinions and suggestions. The population group of this research was 136 commissioned staff officers active and serving at the academy. A questionnaire prepared by the researcher was used for data collection while statistics such as number comparison, percentage, mean, and standard deviation were applied for data analysis.

The results revealed that according to the staff’s opinion, the highest concern regarding staff development of the Royal Thai Air Force Academy was further study. Meanwhile, academic seminars, research and academic papers, and position reshuffle were rated second, third, and fourth respectively. When promotion or support of each staff development need was considered separately, further study was rated at a high level while academic seminars, research and academic papers, and position reshuffles were rated at a medium level. These results were in line with the staff’s opinion and suggestions recommending the Royal Thai Air Force’s continuous support and promotion of the staff’s further study, especially in academic fields according to the staff’s desires and the Air Force’s requirements.

This research could be used as guidance in properly determining and implementing educational personnel development policy of the academy and in retaining personnel in the organization. In addition, it could reflect other opinions that should be taken into account.

KEY WORDS : OPINION / STAFF DEVELOPMENT / ACADEMY

81 P. ISBN 974-04-2816-9
ความคิดเห็นของศาสตราจารย์ต่อการจัดการพัฒนาศาสตราจารย์ของโรงเรียนนายเรืออากาศ (OPINION OF THE STAFF TOWARDS THE STAFF DEVELOPMENT OF THE ROYAL THAI AIR FORCE ACADEMY)

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ศาสตรา (ประธานศึกษา)

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ โดยมีวัตถุประสงค์เพื่อศึกษาความคิดเห็นของ ก้านศาสตราจารย์ต่อการจัดการพัฒนาศาสตราจารย์ และศึกษาปัญหา วิธีการแก้ปัญหาและการพัฒนาศาสตราจารย์ ตามความคิดเห็นและข้อมูลโดยของศาสตราจารย์ของโรงเรียนนายเรืออากาศ โดยทำการศึกษากับ นักศึกษาทั้งจำนวนได้แก่ปัญหาด้านที่มีการศึกษาต่อไป จำนวน 136 คน เก็บข้อมูลโดยใช้แบบสอบถามและวิเคราะห์ด้วยจำนวน, ร้อยละ, ค่าเฉลี่ย และส่วนเบี่ยงเบน มาตรฐาน

ผลการวิจัยพบว่า ความคิดเห็นของศาสตราจารย์ต่อการจัดการพัฒนาศาสตราจารย์ของโรงเรียนนายเรืออากาศที่ได้จากการศึกษาในภาพรวม เรียงตามอันดับที่หนึ่ง การศึกษา, การจัดงานทางวิชาการ การจัดและผลงานทางวิชาการ และการปรับปรุงด้านเนื้อหา ตามลำดับ เมื่อพิจารณาความ คู่ของศาสตราจารย์โดยได้รับการยกระดับหรือรับสมัครเนื้อหาซึ่งเป็นรายค่าทบทวนว่า การศึกษาต่อ อุปทานระดับสูง ในขณะที่การสัมมนาทางวิชาการ, การวิจัยและผลงานทางวิชาการ และการปรับปรุง ด้านเนื้อหาดีอยู่ในระดับปานกลาง ซึ่งนักศึกษาต้องความคิดเห็น ข้อมูลโดยของศาสตราจารย์ที่ว่า กองทัพอากาศจะมีการเรียนรู้สรุปแผนเริ่มการศึกษาต่อของศาสตราจารย์อย่างต่อเนื่อง โดยเฉพาะอย่างยิ่งการศึกษาต่อในสาขาวิชาที่ผู้เรียนต้องการ และตอบสนองความต้องการ ของกองทัพอากาศตัว

การวิจัยครั้งนี้เป็นแนวทางให้โรงเรียนนายเรืออากาศในการสัมมนานโยบายการ พัฒนาบุคลากรด้านการศึกษาของโรงเรียนนายเรืออากาศให้มีความเหมาะสม และสามารถสร้าง
รักษากลั่นพลที่มีคุณค่าให้กับกองทัพ กรรรมผู้ทำงานความคิดเห็นอันที่ควรจะนำมาพิจารณา

81 หน้า ISBN 974-04-2816-9
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CHAPTER I

INTRODUCTION

1. Significance of the problems

Section 72 of the Constitution of the Kingdom of Thailand A.D.1997 states that “The State shall arrange for the maintenance of the armed forces for the protection and upholding of its independence, security of the State, institution of kingship, national interests and the democratic regime of government with the King as Head of the State, and for national development” (Policy Statement of the Cabinet, 2001: 32).

As a part of Thai arm forces, the Royal Thai Air Force (RTAF) is responsible for “preparing and employing the air forces to defend the Kingdom of Thailand” by efficiently managing its resources. Major element at all level of Air Force command chain is “human resources” consisting of all Air Force personnel. The Royal Thai Air Force Academy (RTAFA) is an institution providing education at undergraduate level for air cadets who graduate from Arm Forces Preparatory School. RTAFA is aimed to produce Air Force commissioned officers in specific fields with morality, knowledge, responsibility, military leadership, and good physical and mental health. They must be ready for fulfilling the Air Force and the country’s goals. (RTAFA, 1999: 15)

In addition to providing education and training to air cadets, RTAFA has to be responsible for developing their staffs as well. The quality of new RTAFA graduates could imply the quality of staff development program of RTAFA. Academic Division of RTAFA is responsible for administering, controlling and providing air cadets with academic services both theory and practice in compliance
with the curriculum of RTAFA. It currently offers bachelor degrees in aeronautical engineering, mechanical engineering, electrical engineering, civil engineering, industrial engineering, computer engineering, computer science and material science. Meanwhile, Military Training Division and Royal Guard Air Cadet Corps are responsible for providing air cadets with military training services both theory and practice. It is aimed to improve air cadets’ discipline, behavior, morality, physical and mental health, leadership psychology, and to evaluate military leadership of air cadets.

Kreangsak Charoenwongsak (1996 cited by Veeraon Wadkanad, 1999: 59 - 67) stated that “tools and equipment is not as important as human which is the most valuable resources” Without human, other things including educational system or context seem to be meaningless. Groups of people influencing educational system development are as follows:

1. Teaching staff
2. Administrator
3. Student
4. Parent

Among these four, teaching staff is considered to be the most important one. In order to achieve a successful development of educational personnel, RTAF needs to develop its teaching staffs as desired. In addition to good personalities and efficient techniques of instruction, they should be knowledgeable and capable in their teaching areas. Such qualifications will enhance good attitude of air cadets toward the staffs and RTAFA. Positive attitudes will motivate air cadets in seeking for knowledge and skills that will consequently lead to efficient teaching and learning.
As one of the most important human resources, RTAFA staffs deserve to be developed continuously. Understanding their opinion toward the staff development will allow RTAFA in determining proper guidelines in developing the staffs.

Therefore, the researcher is interested in studying opinion of the staffs towards the staff development of the Royal Thai Air Force Academy as well as associated problems and suggested solutions perceived by the staffs. The findings will be beneficial to develop, improve, and obtain appropriate guidelines in determining staff development policy as a whole.

2. Objectives of the study

2.1 To study opinion of the staffs towards the staff development of the Royal Thai Air Force Academy in four development aspects: further study, academic seminar, research and academic paper, and position reshuffle.

2.2 To study associated problems, solutions, and staff development according to opinion and suggestions of RTAFA staffs.

3. Scope of the study

3.1 The population under this study is RTAFA staffs active and fully serving for RTAFA in the academic year of 2002 (1 October 2001 - 30 September 2002). It excludes others who are in temporary leave for study further in Thailand or abroad.

3.2 Theories applied under this study are Management and Human Factors theories of Miles, Motivation-Hygiene theory of Herzberg, and Theory X and Theory Y of McGregor.
3.3 Descriptive statistics applied to elaborate staff’s opinion towards the staff development.

3.4 The researcher will utilize questionnaires as instrument to obtain staff’s opinion towards the staff development along with associated problems, solutions and staff development according to their opinion and suggestions.

4. Definition of the terms

The Royal Thai Air Force or RTAF means the air forces consisting of commanding, combat, logistics, education and training and special affairs section. RTAF is responsible for “preparing and employing the air forces to defend the Kingdom of Thailand” by efficiently conducting strategic air operations, tactics and defenses.

The Royal Thai Air Force Academy or RTAFA means RTAF educational institution offering bachelor degree in several areas as desired by RTAF. It is directly under Air Education and Training Command of RTAF.

Development means determination for continuous changing of working process in compliance with objectives of RTAFA and for continuous learning of RTAFA personnel.

Management means an efficient utilization of RTAFA resources such as personnel, budget, or equipment that must be worthwhile and useful for its management and personnel and the academy itself.

Staff means commissioned officers of the Royal Thai Air Force Academy. They must be active and fully serving for the academy in the academic year of 2002. It excludes others who are on temporary leave for study further in Thailand or abroad.
**Opinion** means a belief, based on what seems true or probable, in RTAFA staff development policy with respect to further study, academic seminar, research and academic paper, and position reshuffle.

**Further study** means staff development by well preparing and providing educational personnel with specific knowledge and skills required and suitable to their job.

**Academic seminar** means activities aimed for developing staff by the meeting for giving, exchanging and discussing information, research, reports or problems under supervisor.

**Research and academic paper** means painstaking or diligent inquiry or examination aimed at the discovery, interpretation, or practical application of facts, revision of accepted theories or laws.

**Position reshuffle** means redistribution of job position at same level or promotion to higher position.

**Academic Division** means the division of RTAFA responsible for administering, controlling, and providing educational services to air cadets both theoretically and practically by following RTAFA curriculum.

**Military Training Division** means the division of RTAFA responsible for administering, controlling and providing military training services to air cadets both theoretically and practically by following RTAFA curriculum.

**Royal Guard Air Cadet Corps** means the corps responsible for governing, commanding, and training air cadets to improve their discipline, behavior, morality, physical and mental health, leadership psychology, and to evaluate military leadership of air cadets. It consists of Student Affairs Division and Physical Health Division.
5. Benefits of the study

5.1 To provide supervisors or commanders with relevant information required for making decision on RTAFA staff development.

5.2 To provide relevant information required for determining RTAFA staff development policy.
CHAPTER II

LITERATURE REVIEW

The researcher has studied and reviewed related literatures and academic researches relevant to this study. Review of literatures in this chapter consists of four parts as follows:

1. Concepts and theories about human resources development
2. Concepts about staff development of the Royal Thai Air Force Academy
3. Staff development policy of the Royal Thai Air Force Academy
4. Other thesis about human resources development

1. Concepts and theories about human resources development

Payom Wongsarasri (2000: 5) stated that human resources management is an artful and strategic process in searching, recruiting and assigning personnel with proper qualification to perform certain job in the organization. It also includes developing, enhancing and maintaining their knowledge, ability, good physical and mental conditions. In addition, it incorporates how to make them having happy lives after leaving the organization.

Human resources are considered the most valuable assets in organization. In the past, it was viewed not different from machine or equipment that is utilized to run organization successfully. At present, it is viewed as valuable assets that must be kept
with the organization. In addition, it is generally accepted that efficient job performance in an organization can be achieved when its personnel is satisfied with his or her job, happy with the organization, and recognized by management and colleagues.

As a military educational institution, the Royal Thai Air Force Academy (RTAFA) offers specific academic program at undergraduate level to air cadets. Becker (1975 cited by Boonkong Hanchangsit, 1997: 231) stated that specific training is required in performing a certain job in a certain organization. Therefore, such training is generally more useful for the organization than for the well-trained personnel. Their knowledge or skills might not be useful when moving to other organization.

Banyong Tojinda (2000: 188-191) stated that human resources development is the continuous learning process for the entire life of each individual. It deals with training, education, and development by emphasizing on each person. The development can be achieved when it is considered as an ultimate goal of management. All resources within an organization such as man, money or machine must be used efficiently to achieve its objectives. Human is regarded as the most important resource in the organization; therefore human development is necessary in the rapidly changing world. Such development is an important strategy in developing the organization. It deals with not only providing knowledge, skills, and experiences but also exerting potential of human resources optimally and effectively. Moreover, high quality human resources should be retained with the organization. Therefore, human resources development is a part of personnel management and it focuses on creating quality person for high quality of work.
Payom Wongsarasri (2000: 41 - 42) discussed concepts of human resource development as behavioral science by following Motivation - Hygiene theory of Herzberg. The theory is divided into two programs as follows:

1. Motivator - Needs program is a program promoting job satisfaction of employees. The satisfaction is considered as motives to work. Education level, proper job design, assistance and training are examples.

2. Hygiene - Needs program is a program preventing job dissatisfaction of employees. Employment, pays, and labor relations are examples.

Bernardin & Russell (1993: 15) said that efficient management is the one who properly set up human resources development policy and relevant activities in accordance with organizational mission and objectives. Meanwhile, Riggs, et al., (1995: 40 - 42) viewed that good personnel affairs planning, good personnel recruitment, suitable job assignment, pays, promotion and other benefits will help boost individual’s morale and willingness to work.

Under this study, the researcher is interested in considering human resources while working for the organization. Management should be interested in developing knowledge and skills of their employees and making them happy with their job. Consequently, it is expected that they will fully dedicate to the organization.

It can be summarized that human resource is the most important factor especially in rapidly changing world according to human resource development concepts. Therefore, developing human resources is the most important strategy in developing the organization. Personnel knowledge and ability development, recruitment and assignment of qualified person to suitable position, promotion and proper management of employees’ welfare and benefit will boost employees’ morale and willingness to work. If the organization is able to well respond to its employees’
desire, they will be satisfied with such development. Hence, an understanding of RTAFA staff opinion towards existing staff development policy of RTAFA is very important with respect to developing RTAFA staff properly. Consequently, learning of air cadets will be much more effective and efficient in accordance with the objectives of RTAFA.

1.2 Theories about human resources development

Payom Wongsarasri (2000: 3) said that sound personnel management can properly lead to common understanding of all involved parties within the organization. It will eventually lead to the growth of the organization. According to Miles’ discovery (1975 cited by Koontz, O’ Donnell & Weihrich, 1984: 468) suggested a Dual - Model theory which states that managerial task is to integrate such organizational variables as goals, technology, and structure and such human variables as capabilities, attitudes, values, needs, and demographic characteristics into an effective sociotechnical system. In developing this model, Miles drew extensively from McGregor. He identified three “theories” of management known as the traditional, the human relations, and the human resources models as shown on Table 1.

According to aforementioned theories, it can be concluded that human resources were previously viewed as another form of capital. It later turned to be viewed as the most valuable resources of the organization with unlimited developing potential. In case that RTAFA management is able to determine participative staff development policy, supportive sentiment for full contribution of RTAFA staffs can be expected. As a result, RTAFA staffs are likely to satisfy with their job. Efficiency of teaching and learning can be improved to an excellence.
Table 1 Miles’ theories of management and human factors

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<th>Human Relation Model</th>
<th>Human Resources Model</th>
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<td><strong>Assumptions</strong></td>
<td><strong>Assumptions</strong></td>
<td><strong>Assumptions</strong></td>
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<tr>
<td>1. Work is inherently distasteful to most people</td>
<td>1. People want to feel useful and important</td>
<td>1. Work is not inherently distasteful. People want to</td>
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<tr>
<td></td>
<td></td>
<td>contribute to meaningful goals which they have helped</td>
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<tr>
<td></td>
<td></td>
<td>establish</td>
</tr>
<tr>
<td>2. What workers do is less important than what they</td>
<td>2. People desire to belong and to be recognized as</td>
<td>2. Most people are able to work more creatively with</td>
</tr>
<tr>
<td>earn for doing it</td>
<td>individuals</td>
<td>responsibility to be self-directed or self-controlled.</td>
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<tr>
<td>3. Few want or can handle work which requires creativity,</td>
<td>3. These needs are more important than money in motivating</td>
<td></td>
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<td>self-direction, or self-control</td>
<td>people to work</td>
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<tr>
<td><strong>Policies</strong></td>
<td><strong>Policies</strong></td>
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<tr>
<td>1. The manager’s basic task is to closely supervise</td>
<td>1. The manager’s basic task is to make each worker feel</td>
<td>1. The manager’s basic task is to make use of his</td>
</tr>
<tr>
<td>and control his subordinates</td>
<td>useful and important</td>
<td>“untapped” human resources</td>
</tr>
<tr>
<td>2. He must break tasks down into simple, repetitive,</td>
<td>2. He should keep his subordinates informed and listen to</td>
<td>2. He must create an environment in which all members</td>
</tr>
<tr>
<td>easily learned operations</td>
<td>their objections to his plans</td>
<td>many contribute to the limits of their ability</td>
</tr>
<tr>
<td>3. He must establish detailed work routines and</td>
<td>3. The manager should allow his subordinates to exercise</td>
<td>3. He must encourage full participation on important</td>
</tr>
<tr>
<td>procedures and enforce these firmly but fairly</td>
<td>some self-direction and self-control on routine matters</td>
<td>matters, continually broadening subordinate self-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>direction and control</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td><strong>Expectations</strong></td>
<td><strong>Expectations</strong></td>
</tr>
<tr>
<td>1. People can tolerate work if the pay is decent and</td>
<td>1. Sharing information with subordinates and involving</td>
<td>1. Expanding subordinate influence, self-direction, and</td>
</tr>
<tr>
<td>the boss is fair</td>
<td>them in routine decisions will satisfy their basic needs</td>
<td>self-control will lead to direct improvements in</td>
</tr>
<tr>
<td></td>
<td>to belong and to feel important</td>
<td>operating efficiency</td>
</tr>
<tr>
<td>2. If tasks are simple enough and people are</td>
<td>2. Satisfying these needs will improve morale and reduce</td>
<td>2. Work satisfaction may improve as a “by-product” of</td>
</tr>
<tr>
<td>closely controlled, they will produce up to standard</td>
<td>resistance to formal authority subordinate will</td>
<td>subordinates making full use of their resources</td>
</tr>
<tr>
<td></td>
<td>“willingly cooperate”</td>
<td></td>
</tr>
</tbody>
</table>

Source: Miles’ theory (1984: 468)
1.3 Theories related to satisfaction and needs

1.3.1 Motivation Theory

Herzberg’s research cited by Sroytrakool (Tewyanont) Arthamana (1999: 100 - 103) purports to find a two-factor explanation of motivation. He described motivation by considering work-related factors or elements influencing satisfaction. Herzberg listed certain “satisfiers” -- and therefore motivators-- all related to job content. This group of needs consists of achievement, recognition, advancement, challenging work, possibility of growth, and responsibility. Their presence will yield feelings of satisfaction. Another group of needs are such thing as status, interpersonal relations with superiors, peers and subordinates, quality of supervision, organization policy and administration, job security, working conditions, salaries and pay and personal life. Herzberg found that this group of needs is only “dissatisfiers” and not motivators all related to job context. Their lack of existence would, however, bring on dissatisfaction.

Table 2 Maintenance and motivational factors of Frederick Herzberg

<table>
<thead>
<tr>
<th>Maintenance factors</th>
<th>Motivational factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job context</td>
<td>Job content</td>
</tr>
<tr>
<td>Status</td>
<td>Achievement</td>
</tr>
<tr>
<td>Company policy and administration</td>
<td>Recognition</td>
</tr>
<tr>
<td>Quality of supervision</td>
<td>Advancement</td>
</tr>
<tr>
<td>Interpersonal relations - superiors</td>
<td>The Work Itself</td>
</tr>
<tr>
<td>Interpersonal relations - peers</td>
<td>The Possibility of Growth</td>
</tr>
<tr>
<td>Interpersonal relations - subordinates</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Job security</td>
<td></td>
</tr>
<tr>
<td>Working conditions</td>
<td></td>
</tr>
<tr>
<td>Salary and personal life</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Thongchai Santiwong (2000: 406)
Herzberg’s theory cited by Yongyuth Katesakorn (1998: 73) concluded that “motivational” factors are found to be the real motivators because they have the potential of yielding a sense of satisfaction. Meanwhile, “maintenance” or “hygiene” factors will not motivate people in an organization: yet they must be present, or dissatisfaction will arise. In other words, if these factors exist in a work environment in high quantity and quality, they yield no dissatisfaction. Their existence does not motivate in the sense of yielding satisfaction.

With application of Herzberg’s theory, in case that RTAFA tries to reduce “dissatisfiers” or maintenance factors influencing satisfaction of the staffs, it would yield no dissatisfaction. Lack of these factors will not lead to the satisfaction of the staffs towards work. It will not motivate the staff to work more efficiently. Only motivational factors can do so. According to two-factor theory of Herzberg, the staffs should be supported to do challenging job, a real motivator of the staff towards work.
1.3.2 Needs Theory

Since 1960, studies related to human resource management have emphasized on importance of motivational factors such as working environment, rewards, salaries and pay or punishment. Yongyuth Katesakorn (1998: 70 - 71) said that Douglas McGregor powerfully presented fundamental choices for managing worker and working within organization with his Theory X and Theory Y. The
Theories are presented into two different sets of assumptions about the nature of people.

First set of managerial beliefs labeled "Theory X" includes negative assumptions such as:

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Most people need to be coerced, controlled, directed, threatened with punishment to get them to put forth - adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

The other set of managerial beliefs labeled "Theory Y" includes the following positive assumptions:

1. Most people put forth physical and mental effort in work is as natural as play or rest.

2. People will exercise self-direction and self-control in the service of objectives to which they are committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns under proper conditions not only to accept but to seek responsibility also.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Intellectual potentialities of the average human being are only partially utilized.

**Figure 2** Managerial behavior of leader

![Managerial Behavior Diagram](image)

Source: Thongchai Santiwong (2000: 402)

Behavior of personnel, Theory X cited by Yongyuth Katesakorn (1998: 71) concluded that management's role deals with organizing and directing and emphasis on control, coercion, and punishment. Control is primarily external, that is, imposed on the subordinates by the superior. Meanwhile, subordinates are motivated strictly by personal economic concerns that are basic needs for sustaining human life.
In contrast, Theory Y views that people like work and like to assume responsibility and, hence, they work best under self-direction. In other words, Theory Y is optimistic, dynamic, and flexible with an emphasis on self-direction and the integration of individual needs with organizational demands. Management’s role only deals with providing appropriate context and operation procedures that will help subordinates in achieving their own goals along with that’s of organization.

By applying Theory Y with two-factor theory, Banyong Tochinda (2000: 19) believed that workers should be satisfied with their job if management well understand and respond to his workers’ needs as defined by Abraham Maslow. Workers are viewed positively and job success is an important motivator.

Correct meaning of “motivation” should be influenced by work-directed drives. Possibility to control of workers by using motivation depends on assumptions or managerial beliefs in their workers. If they are viewed negatively according to Theory X, motivation is not likely to work. If workers are viewed positively according to Theory Y, motivation should be applied and better utilization of human resources is expected. Organization will benefit from such positive attitude. However, all actions depend on and are initiated by the management. Outcome will reflect leadership skills of the management of the organization.

All motivation theories want to find ways that will enhance satisfaction pertinent to mechanism and needs influencing higher productivity. Effective motivation is artful but motivation theories and pattern can help management in realizing mechanics and related factors used to drive out behavioral actions of human.

In sum, motivation can be properly applied when well understood by the management. It can be initiated and implemented by using goal-directed
behavior as a center in controlling behavioral pattern. In doing so, existing motivation theory must be realized. Two-factor theory and Theory X and Y are very important to an effectiveness of the management of the organization. Motivation will take place when management changes their perception from Theory X to Theory Y and create suitable environment and guidelines. Workers will be self-directed and controlled when they assume responsibility. Consequently, personal as well as organizational goals can be achieved by motivating workers.

2. Concepts about staff development of the Royal Thai Air Force Academy

In the past, most Air Force personnel were from the Royal Thai Army, the Royal Thai Navy or even Thai and foreign universities. They might not have knowledge and skills as demanded by RTAF that is responsible for duties requiring rapidly changing and advanced technology. Hence, the Royal Thai Air Force Academy was established on May 7, 1953 in response to an initiation of Air Chief Marshal Fuen Ronnapakas Riddhagni, then Air Force Command-in-chief. The establishment followed ideas of the Father of Royal Thai Air Force, Air Marshal Phraya Chalerm-arkad who determined to “have our own academy to produce commissioned officers”. At present, RTAFA is under Air Education and Training Command of the Royal Thai Air Force.

It is accepted that RTAF is required to rely on modern technology that has changed at faster pace. Meanwhile, commissioned officers produced by RTAFA are the most valuable resources of the Air Force. Therefore, staff development policy of RTAFA inevitably has to be constantly changed in accordance with such development.

In conclusion, RTAFA has to develop its staffs along with producing new graduates. In this study, the researcher will apply Miles’ theories of management and
human factors, two-factor theory of Herzberg and Theory X and Theory Y of McGregor to explain RTAFA staff opinion towards their development.

3. Staff development policy of the Royal Thai Air Force Academy

3.1 Mission of the Royal Thai Air Force Academy

RTAFA is an educational institution at undergraduate level under Education and Training Command Headquarters, Royal Thai Air Force, Ministry of Defense. Its major responsibility is to produce commissioned officers to serve RTAF.

3.2 Philosophy of the Academy

RTAFA philosophy to produce commissioned officers with morality, knowledge, responsibility, military leadership, and strong physical and mental health.

3.3 Responsibility and duties

3.3.1 To administer and arrange education with respect to academic and military training both theoretically and practically

3.3.2 To train air cadets with respect to discipline, behavior, morality and good conduct, military leadership, and physical and mental health

3.3.3 To govern and command air cadets

3.4 Structure of the Royal Thai Air Force Academy

3.4.1 General Headquarters is responsible for administering, coordinating, commanding, and managing the academy complying with RTAFA missions.

3.4.2 Finance Section is responsible for funds requisition, cash receiving and paying, accounting, documenting accounting transactions, including preparing other related documents in compliance with official practice.
3.4.3 General Service Division is responsible for general administrative work, personnel management, logistics and other general service.

3.4.4 Academic Division is responsible for administering, controlling and providing air cadets with academic services both theory and practice in compliance with the curriculum of RTAFA.

3.4.5 Military Training Division is responsible for administering, controlling and providing air cadets with military training services both theory and practice in compliance with the curriculum of RTAFA.

3.4.6 Royal Guard Air Cadets Corps is responsible for commanding and training air cadets.

3.4.7 Statistics and Records Division is responsible for statistics and analysis, recording, publication, including management of RTAFA museum.

3.5 The Royal Thai Air Force Academy Organization Chart

Figure 3 Organization chart of the Royal Thai Air Force Academy

Air Education and Training Command

Royal Thai Air Force Academy

General Headquarters

General Services Division

Statistic and Records Division

Finance Section

Academic Faculty

Royal Guard Air Cadet Corps

Military Training Division

Source: RTAFA (1999: 2)
3.6 Staff development policy of the Royal Thai Air Force Academy

Royal Thai Air Force Academy has followed framework of RTAF personnel policy (RTAF, 1998: 9 - 11) as indicated below:

3.6.1 Quality as well as quantity of RTAF personnel is determined by the Air Force’s mission and structure.

3.6.2 The Air Force reserves for both combating and supporting groups are prepared and trained in response to RTAF demand during emergency.

3.6.3 The personnel are provided with education that enhances knowledge, ability, personality, and ethical conduct of military personnel.

3.6.4 Continued development of personnel in all academic lines must be conducted as required by missions and likelihood of utilization.

3.6.5 Moral system is principally applied in personnel management by putting the qualified man at the required job as well as supporting career growth of person who are capable, diligent, and sacrifice.

3.6.6 Guidelines in transferring some military servants to civil servants under Ministry of Defense are determined.

3.6.7 Research and studies useful for RTAF operations are fully supported.

3.6.8 Morale and welfare of personnel are maintained properly

3.6.8.1 Benefits for which personnel are eligible should be processed promptly.

3.6.8.2 All welfare system should be promoted and improved.

3.6.8.3 Housing project for personnel without their own house should be supported.
In sum, the researcher has followed staff development policy of RTAFA indicated above as guidelines in determining study content. In doing so, the researcher want to study the staff opinion towards staff development of the academy concerning with further study and academic seminar according to 3.6.4 and with research and academic paper according to 3.6.7 and position reshuffle according to 3.6.5. The findings will help RTAFA management in providing motives to their staff in performing their job well responding to their own needs and the academy’s objectives.

4. Other thesis about human resources development

4.1 Thesis in Thailand

Jutha Sutthapas (2000: 167 - 174) studied the needs of 333 faculties from Rajabhat Institute in term of development activities. The study found that further study is activity they prefer most. Academic information, field trips, academic seminar, workshop, discussions and orientation, and position reshuffle are less preferable respectively.

The study also suggested that faculty development policy should incorporate the principal task of the Institute. The differences of individual needs should be taken into account in response to relevant needs and effectiveness. The researcher will apply these suggestions in explaining opinion of RTAFA staffs with respect to further study, academic seminar, research and academic paper and position reshuffle by using close - end questionnaires.

Niruttha Rujirawatchara (1997: 90 - 103) studied the work satisfaction of 300 nursing school lecturers from 34 different divisions and departments under Ministry of Health. The study found that the policy and management has positive relationship with ages and working environment. In addition, salaries, benefit, responsibility,
security and activities have positive relation with working hours. Meanwhile, their salary has inverse relation with superior. When such personal factors as gender, ages, educational degree, term of services, and their faculty were considered, it was found that the lecturers with the different factors are statistically significant indifferences in development needs at .05 level. Meanwhile, the difference in academic position and organizations with which they are serving are significantly different for development needs at .05 level.

The study also suggested that staff council should be set up to work as coordinating center and arrange educational funds. It could support extra pays, and providing of education and training to the personnel like other educational institutions. The researcher will apply these suggestions in determining study guidelines, problem solving, and staff development according to opinion and suggestions of RTAFA staffs by using open - end questionnaires.

Polwat Pochat (2001: 111 - 124) studied the relationship between work satisfaction and mental health of 203 patrol policemen from Metropolitan Police Command. He found that the sample group is moderately satisfied with their work. The satisfaction is related with their mental health with statistic significance. The findings also suggested that the relationship between superior and subordinate along the chain of command should be increasingly developed. The researcher will apply the results of this study in explaining opinion of RTAFA staff with respect to position reshuffle.

Thaweeporn Munchawanon (1998: 131 - 142) studied the relation between personalities and satisfaction of police work. The sample of 144 policemen was drawn from Office of Board of Police Officers. The findings are as follows:
1. Most policemen have moderate level of such personalities as socialization, intellectual, emotional stability, eagerness, imagination, and self-reliance. They have high level of such personalities as politeness, adaptation, suspicion, anxiety, self-control, and stress.

2. Their work satisfaction with regards to directing and controlling is at high level. Meanwhile, their work satisfaction with regards to colleagues, presentation, security, working conditions, salaries, and career advancement opportunity is moderate.

3. It was found that only presentation personality is related with work satisfaction.

4. Intellectual and emotional stability personalities are related with work satisfaction with salary and welfare. Such personalities as presentation and stress are related with work satisfaction with career advancement and security. Self-control personality is related with work satisfaction with colleagues. The researcher will apply the results of this study in explaining opinion of RTAFA staff with respect to position reshuffle.

The study by Atthaporn Makham (2000: 68 - 74) was conducted to find out work satisfaction of 226 patrol policemen in Pathumthani province. It was found that their work satisfaction level is moderate. Their satisfaction with career advancement opportunity is most concerned while working status and characteristic of assigned task are less important respectively. There are no satisfaction differences when ages, educational level, working experiences and marital status are concerned. The different work satisfaction is caused by the differences in income and interpersonal relationship with peers and superiors. The researcher will apply the results of this study in explaining opinion of RTAFA staff with respect to position reshuffle.
4.2 Thesis in foreign countries

Jones (1996: 269 - 294) This paper identifies the factors which determine the human resources reputation of firms involved in R&D. Reputation in this context refers to the extent to which employees regard their organization as a "good" place to work. The sample of 402 respondents was drawn from ten science-based firms. In terms of age, educational qualifications, and years of experience, the sample was representative of scientists employed in the ten organizations. Reputation is regarded as being of importance both conceptually and practically. Organizational reputation has been widely referred to in the literature, but it has not been consistently defined nor its determinants investigated systematically. Innovatory climate and job satisfaction is identified as the main determinants of reputation among R&D scientists. The researcher will use this finding in explaining further study, academic seminar, research and academic paper and position reshuffle in this study by using open-end and close-end questionnaire.

Sagie & Weisberg (1996: 371 - 381) Behavior of group members in work situations is often guided by work norms. Traditionally, work norms (entitlement and obligation) and work attitudes (job satisfaction and organizational commitment) have been investigated separately. In the present study, a multifaceted definition of work norms was proposed, and it was suggested that people's work norms are more highly related to organizational commitment than to job satisfaction. Data gathered from 138 Israeli managers and workers was used to examine the construct validity of this definition. An exploratory factor analysis and Guttman's smallest space analysis (SSA) showed that the hypotheses were generally supported. Three facets of the norm definition were verified: norm referents (superiors, co-workers, and the environment), behavior modality (instrumental, affective, and cognitive), and norm
type (entitlement and obligation). The work norms were also more highly correlated with organizational commitment than with job satisfaction. The researcher will use this finding in explaining further study, academic seminar, research and academic paper and position reshuffle in this study by using open - end and close - end questionnaire.

Singer & Coffin (1996: 313 - 328) This study examined the relative utility of expectancy - value theory and social - cognitive theory in predicting job - attitudes in a voluntary organization. Results showed that

1. Intrinsic valences better predicted members’ job satisfaction and organizational commitment than extrinsic valences
2. Social - cognitive theory alone - predicted newcomers job attitudes
3. Expectancy - value theory was as effective as both theories in predicting longer - serving members’ job attitudes
4. Length of service had a significant effective on members’ effectiveness self - efficacy expectancies, but no impact on measures of valences, past performance appraisals, or job attitudes.

The researcher will apply this finding in explaining further study, academic seminar, research and academic paper and position reshuffle in this study by using open - end and close - end questionnaire.

Related studies in Thailand and abroad can be concluded as follows:

1. In determining personnel development policy framework, it must cover not only primary mission of the organization but needs of personnel as well. This will help develop quality personnel according the requirement and also maximize efficiency.
2. To develop personnel in compliance with organizational policy, personnel must be satisfied with their job first. Then, their potential can be developed for the sake of organizational efficiency. As a result, it will reflect suitability of organizational policy.

3. Personnel expectation is norms in performing job. It relates to commitment with the organization rather than job satisfaction.

4. Staff council and educational funds should be set up. Meanwhile, extra pays and benefit should be raised as close as the level set by other educational institutions. Finally, staff should be provided with relevant knowledge, potential, and visions required for their responsibilities.
CHAPTER III

RESEARCH METHODOLOGY

This research will use descriptive statistics to study opinion of staff towards staff development of the Royal Thai Air Force Academy (RTAFA). The researcher has used questionnaire as a tool in collecting data. The methodology was presented in the following details.

1. The population
2. Research instrument
3. Development of research instrument
4. Collection of data
5. Data processing
6. Data analysis

1. The population

The population in this study was 209 commissioned officers who are staff from Academic Division, Military Training Division, and Royal Guard Air Cadet Corps of the Royal Thai Air Force Academy. They must be active and fully serve at the academy excluding others who were on leave for study in Thailand or abroad. It also excluded others who temporarily transferred to the academy or other organizations. Therefore, there were 136 staff meeting with such requirement.
Table 3  Number of commissioned officers of the Royal Thai Air Force Academy

<table>
<thead>
<tr>
<th>Division</th>
<th>Commissioned officers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Academic</td>
<td>157</td>
</tr>
<tr>
<td>Military Training</td>
<td>18</td>
</tr>
<tr>
<td>Royal Guard Air Cadet Corps</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>209</strong></td>
</tr>
</tbody>
</table>

2. Research instrument

The instrument used in this study was a researcher - constructed questionnaire. It was formulated from concepts, theories and other relevant research and was given guidance from the questionnaire committee. The questionnaire was divided into two sections as follows:

Section 1  Questionnaires were used for gathering opinion of the staff towards staff development of RTAFA. The questionnaire had 43 questions in total covering four aspects as follows:

1. Further study consists of 11 questions
2. Academic seminar consists of 11 questions
3. Research and Academic Paper consists of 13 questions
4. Position Reshuffle consists of 8 questions

Scoring on each question indicated the staff opinion as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Level of Opinion towards the Staff Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
</tr>
<tr>
<td>1</td>
<td>Low</td>
</tr>
</tbody>
</table>
Section 2  Questionnaire were used to obtain relevant information from the staff in terms of their opinion and associated problems they want to solve, improve, and develop. It was open-end questionnaire consisting of 9 questions.

3. Development of research instrument

The researcher has studied concepts, theories, previous research and related textbooks by using theories of Miles, Herzberg and McGregor as guidance in drafting questionnaire's content and topics. The questionnaires then were formulated by following Likert’s rating scale (Suchat Prasitratthasin, 1997: 185).

4. Collection of data

The researcher has collected data from the sample population by using questionnaire with timeframe and process as follows:

4.1 Introduction letter from both Department of education, Faculty of Social Sciences and Humanities and Faculty of Graduate Studies, Mahidol University was sent to Commander of the Royal Thai Air Force Academy asking for permission. After the approval, 136 set of questionnaire were then distributed to the staff from 3 divisions of the academy at the beginning of April 2002.

4.2 The questionnaire was collected from the staff at the end of May 2002.

4.3 The researcher has followed up the completion of the questionnaires by telephone call.

4.4 The data collected by the questionnaires was then analyzed and processed.
5. Data processing

Data collected from the questionnaires was processed as follows:

5.1 The completeness and readiness of all responded questionnaires was examined. It was then scored following rating scales as determined.

5.2 Each questionnaire was encoded on the coding sheet. It was later processed by personal computer.

5.3 The researcher has determined the criterion used for scoring translation as follows:

An average score on each question was used to reflect level of agreed opinion of the staffs towards the staff development in three levels: high, medium, and low. According to Prakong Kannasutr (1994: 75 - 76), criterion has been determined and calculated by using a following formula:

\[
\text{Band Width of Data} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Band}}
\]

\[
\text{Represent} = \frac{3 - 1}{3} = 0.66
\]

When bandwidth was determined, level of average score at each level is as follows:

Average score between 2.34 - 3.00 means “high” level of agreed opinion.
Average score between 1.67 - 2.33 means “medium” level of agreed opinion.
Average Score between 1.00 - 1.66 means “low” level of agreed opinion.

5.4 Data recorded on coding sheet was saved in diskette and later processed by personal computer.

5.5 Data was processed by using Statistical Package for The Social Science Program - Personal Computer Plus.
6. Data analysis

Descriptive statistics were employed to explain general information received from sample population to gain insight of basic characteristics of the population. Such statistics used as follows:

6.1 Number was used to explain general information and describe the study.
6.2 Percentage was employed to explain general information and describe the study.
6.3 Mean and standard deviation were employed to report average results and to explain opinion of the staff towards the staff development of RTAFA.
CHAPTER IV

RESULTS

The results of the study on opinion of the staff towards staff development of the Royal Thai Air Force Academy were presented into two sections as follows:

1. To study opinion of the staff towards staff development of the Royal Thai Air Force Academy with respect to further study, academic seminar, research and academic paper, and position reshuffle.

2. To study associated problems, solutions and staff development according to opinion and suggestions of the staff with respect to further study, academic seminar, research and academic paper, and position reshuffle.
1. To study opinion of the staff towards staff development of the Royal Thai Air Force Academy

Table 4 Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to further study.

<table>
<thead>
<tr>
<th>No</th>
<th>RTAFA Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Further study program will enhance knowledge, skill, and ability of personnel in the organization.</td>
<td>82</td>
<td>35</td>
<td>19</td>
<td>136</td>
<td>2.46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(60.3%)</td>
<td>(25.7%)</td>
<td>(14.0%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Further study is personnel development particularly for personnel in educational areas.</td>
<td>69</td>
<td>47</td>
<td>20</td>
<td>136</td>
<td>2.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(50.7%)</td>
<td>(34.6%)</td>
<td>(14.7%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Further study for master or doctor degree is essential for staff development.</td>
<td>84</td>
<td>34</td>
<td>18</td>
<td>136</td>
<td>2.49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(61.8%)</td>
<td>(25.0%)</td>
<td>(13.2%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Government service is a career with an opportunity in studying further study</td>
<td>42</td>
<td>72</td>
<td>22</td>
<td>136</td>
<td>2.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30.9%)</td>
<td>(52.9%)</td>
<td>(16.2%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Staffs has chances to join academic association or club for learning and teaching improvement.</td>
<td>71</td>
<td>42</td>
<td>23</td>
<td>136</td>
<td>2.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(52.2%)</td>
<td>(30.9%)</td>
<td>(16.9%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Staffs have chances to write textbooks, academic articles or training material after the course end.</td>
<td>63</td>
<td>55</td>
<td>18</td>
<td>136</td>
<td>2.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(46.3%)</td>
<td>(40.4%)</td>
<td>(13.2%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teaching of staffs should be evaluated for future development after course.</td>
<td>60</td>
<td>55</td>
<td>21</td>
<td>136</td>
<td>2.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(44.1%)</td>
<td>(40.4%)</td>
<td>(15.4%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>An academic information center should be linked with other educational institutions for joint use of academic information.</td>
<td>73</td>
<td>36</td>
<td>27</td>
<td>136</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(53.7%)</td>
<td>(26.5%)</td>
<td>(19.9%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>An academic service center should be set up for accommodating staffs in searching for academic information.</td>
<td>70</td>
<td>42</td>
<td>24</td>
<td>136</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(51.5%)</td>
<td>(30.9%)</td>
<td>(17.6%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Staffs should be encouraged to study further in areas their teaching areas.</td>
<td>74</td>
<td>43</td>
<td>19</td>
<td>136</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(54.4%)</td>
<td>(31.6%)</td>
<td>(14.0%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Staffs should be encouraged to study further to develop their knowledge and ability in doing academic researches.</td>
<td>74</td>
<td>40</td>
<td>22</td>
<td>136</td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(54.4%)</td>
<td>(29.4%)</td>
<td>(16.2%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>2.35</td>
<td>0.58</td>
</tr>
</tbody>
</table>
Overall opinion of the staff toward RTAFA staff development with respect to further study was at high level as \( X = 2.35 \) and S.D. = 0.58. The staff opinion considered items by items was as follows:

1.1 Their opinion was at “high” level on “Further study will enhance knowledge, skills, and ability of personnel in the organization” with \( X = 2.46 \) and S.D. = 0.73.

1.2 Their opinion was at “high” level on “Further study is personnel development particularly for personnel in educational areas” with \( X = 2.36 \), S.D. = 0.72.

1.3 Their opinion was at “high” level on “Further study for master’s or doctor’s degree is essential for staff development” with \( X = 2.49 \) and S.D. = 0.72.

1.4 Their opinion was at “medium” level on “Government service is a career with an opportunity in studying further study” with \( X = 2.15 \) and S.D. = 0.67.

1.5 Their opinion was at “high” level on “Staffs has chances to join academic association or club for learning and teaching improvement” with \( X = 2.35 \) and S.D. = 0.76.

1.6 Their opinion was at “medium” level on “Staffs have chances to write textbooks, academic articles or training material after the course end” with \( X = 2.33 \) and S.D. = 0.70.

1.7 Their opinion was at “medium” level on “Teaching of staffs has been evaluated for future development after course end” with \( X = 2.29 \) and S.D. = 0.72.

1.8 Their opinion was at “high” level on “An academic information center should be linked with other educational institutions for joint use of academic information” with \( X = 2.34 \) and S.D. = 0.79.

1.9 Their opinion was at “high” level on “An academic service center should
be set up for accommodating staffs in searching for academic information" with $X = 2.34$ and S.D. = 0.76.

1.10 Their opinion was at “high” level on “Staffs should be encouraged to study further in areas their teaching teaching areas” with $X = 2.40$ and S.D. = 0.72.

1.11 Their opinion was at “high” level on “Staffs should encouraged to study further to develop their knowledge and ability in doing academic researches” with $X = 2.38$ and S.D. = 0.75.

Table 5 Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to academic seminar

<table>
<thead>
<tr>
<th>No</th>
<th>RTAFA Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>$X$</th>
<th>SD</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Participants in seminar should have sufficient knowledge, ability and working experiences required for useful analysis and criticism.</td>
<td>53 (39.0%)</td>
<td>70 (51.5%)</td>
<td>13 (9.6%)</td>
<td>136 (100%)</td>
<td>2.29</td>
</tr>
<tr>
<td>2</td>
<td>Participation in seminar will lead to learning of new techniques and operations useful for teaching improvement.</td>
<td>67 (49.3%)</td>
<td>49 (36.0%)</td>
<td>20 (14.7%)</td>
<td>136 (100%)</td>
<td>2.34</td>
</tr>
<tr>
<td>3</td>
<td>Participation in seminar abroad will enhance knowledge, skills, and experiences applicable to teaching improvement.</td>
<td>62 (45.6%)</td>
<td>51 (37.5%)</td>
<td>23 (16.9%)</td>
<td>136 (100%)</td>
<td>2.29</td>
</tr>
<tr>
<td>4</td>
<td>Participation in domestic seminar will lead to good attitude towards teaching and learning.</td>
<td>66 (48.5%)</td>
<td>58 (42.6%)</td>
<td>12 (8.8%)</td>
<td>136 (100%)</td>
<td>2.40</td>
</tr>
<tr>
<td>5</td>
<td>Staffs should be introduced about how to provide academic education.</td>
<td>44 (32.4%)</td>
<td>68 (50.0%)</td>
<td>24 (17.6%)</td>
<td>136 (100%)</td>
<td>2.15</td>
</tr>
<tr>
<td>6</td>
<td>Meetings or discussions among staffs should be arranged in order to identify problems and find agreements related to their teaching.</td>
<td>65 (47.8%)</td>
<td>49 (36.0%)</td>
<td>22 (16.2%)</td>
<td>136 (100%)</td>
<td>2.32</td>
</tr>
<tr>
<td>7</td>
<td>Workshops in topics about teaching and learning should be conducted.</td>
<td>55 (40.4%)</td>
<td>59 (43.4%)</td>
<td>22 (16.2%)</td>
<td>136 (100%)</td>
<td>2.24</td>
</tr>
<tr>
<td>8</td>
<td>Seminar among staffs should be conducted for developing staffs' teaching.</td>
<td>58 (42.6%)</td>
<td>53 (39.0%)</td>
<td>25 (18.4%)</td>
<td>136 (100%)</td>
<td>2.24</td>
</tr>
</tbody>
</table>
Table 5  Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to academic seminar (Cont.)

<table>
<thead>
<tr>
<th>No</th>
<th>RTAFA Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>X</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Staffs should mutually participate in seminar or observe classes in order to exchange</td>
<td>50 (36.8%)</td>
<td>56 (41.2%)</td>
<td>30 (22.1%)</td>
<td>136</td>
<td>2.15</td>
</tr>
<tr>
<td></td>
<td>their teaching experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Staffs should be introduced about how to conduct researches.</td>
<td>58 (42.0%)</td>
<td>57 (41.9%)</td>
<td>21 (15.4%)</td>
<td>136</td>
<td>2.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Staffs have chances to participate in seminar at institutions widely recognized with</td>
<td>68 (50.0%)</td>
<td>47 (34.6%)</td>
<td>21 (15.4%)</td>
<td>136</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td>successful research conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.28</td>
</tr>
</tbody>
</table>

Overall opinion of the staff toward RTAFA staff development with respect to academic seminar was at “medium” level with \( \overline{X} = 2.28 \) and S.D. = 0.56. The staff opinion considered items by items was as follows:

2.1 Their opinion was at “medium” level on “Participants in seminar should have sufficient knowledge, ability and working experiences required for useful analysis and criticism” with \( \overline{X} = 2.29 \) and S.D. = 0.63.

2.2 Their opinion was at “high” level on “Participation in seminar will lead to learning of new techniques and operations useful for teaching improvement with \( \overline{X} = 2.34 \) and S.D. = 0.72.

2.3 Their opinion was at “medium” level on “Participation in seminar abroad will enhance knowledge, skills, and experiences applicable to teaching improvement” with \( \overline{X} = 2.29 \) and S.D. = 0.74.

2.4 Their opinion was at “high” level on “Participation in domestic seminar will lead to good attitude towards teaching and learning” with \( \overline{X} = 2.40 \) and S.D. = 0.65.
2.5 Their opinion was at “medium” level on “Staffs should be introduced about how to provide academic education” with $X = 2.15$ and S.D. = 0.69.

2.6 Their opinion was at “medium” level on “Meetings or discussions among staffs should be arranged in order to identify problems and find agreements related to their teaching” with $X = 2.32$ and S.D. = 0.74.

2.7 Their opinion was at “medium” level on “Workshops in topics about teaching and learning should be conducted” with $X = 2.24$ and S.D. = 0.71.

2.8 Their opinion was at “medium” level on “Seminar among staffs should be conducted for developing staffs’ teaching” with $X = 2.24$ and S.D. = 0.75.

2.9 Their opinion was at “medium” level on “Staffs should mutually participate in seminar or observe classes in order to exchange their teaching experiences” with $X = 2.15$ and S.D. = 0.76.

2.10 Their opinion was at “medium” level on “Staffs should be introduced about how to conduct researches” with $X = 2.27$ and S.D. = 0.71.

2.11 Their opinion was at “high” level on “Staffs have chances to participate in seminar at institutions widely recognized with successful research conduct” with $X = 2.34$ and S.D. = 0.73.

Table 6 Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to research and academic paper

<table>
<thead>
<tr>
<th>No</th>
<th>RTAF Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>X</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Academic researches should be conducted constantly.</td>
<td>61 (44.9%)</td>
<td>53 (39.0%)</td>
<td>22 (16.2%)</td>
<td>136 (100%)</td>
<td>2.29</td>
</tr>
<tr>
<td>2</td>
<td>Budget or funds should be increasingly allocated for conducting researches.</td>
<td>68 (50.0%)</td>
<td>40 (29.4%)</td>
<td>28 (20.6%)</td>
<td>136 (100%)</td>
<td>2.29</td>
</tr>
</tbody>
</table>
Table 6: Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to research and academic paper (Cont.)

<table>
<thead>
<tr>
<th>No</th>
<th>RTAFA Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>X</th>
<th>SD</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>New researches should be presented to other educational institutions in the Air Force.</td>
<td>62 (45.6%)</td>
<td>55 (40.4%)</td>
<td>19 (14.0%)</td>
<td>136 (100%)</td>
<td>2.32</td>
</tr>
<tr>
<td>4</td>
<td>Materials and equipment such as software or computers should be provided to support research conducting.</td>
<td>70 (51.5%)</td>
<td>39 (28.7%)</td>
<td>27 (19.9%)</td>
<td>136 (100%)</td>
<td>2.32</td>
</tr>
<tr>
<td>5</td>
<td>Information center should be established to gather articles, academic researches and paper and other information serving for the staffs.</td>
<td>69 (50.7%)</td>
<td>41 (30.1%)</td>
<td>26 (19.1%)</td>
<td>136 (100%)</td>
<td>2.32</td>
</tr>
<tr>
<td>6</td>
<td>Staffs should be assessed for improvement of research conduct</td>
<td>54 (39.7%)</td>
<td>55 (40.4%)</td>
<td>26 (19.9%)</td>
<td>136 (100%)</td>
<td>2.20</td>
</tr>
<tr>
<td>7</td>
<td>Research activities should be used as another criteria for career promotion.</td>
<td>36 (26.5%)</td>
<td>56 (41.2%)</td>
<td>44 (32.4%)</td>
<td>136 (100%)</td>
<td>1.94</td>
</tr>
<tr>
<td>8</td>
<td>Researches should be presented or publicized on appropriate channel.</td>
<td>62 (45.6%)</td>
<td>46 (33.8%)</td>
<td>28 (20.6%)</td>
<td>136 (100%)</td>
<td>2.25</td>
</tr>
<tr>
<td>9</td>
<td>Experts in conducting researches should be invited to be consultants and/or co-researchers.</td>
<td>58 (42.6%)</td>
<td>57 (41.9%)</td>
<td>21 (15.4%)</td>
<td>136 (100%)</td>
<td>2.27</td>
</tr>
<tr>
<td>10</td>
<td>Staffs should participate in meetings and discussions aiming at determining qualitative and quantitative target of researches.</td>
<td>49 (36.0%)</td>
<td>71 (52.2%)</td>
<td>16 (11.8%)</td>
<td>136 (100%)</td>
<td>2.24</td>
</tr>
<tr>
<td>11</td>
<td>There should be workshops for developing and publicizing the researches.</td>
<td>56 (41.2%)</td>
<td>58 (42.6%)</td>
<td>22 (16.2%)</td>
<td>136 (100%)</td>
<td>2.25</td>
</tr>
<tr>
<td>12</td>
<td>Seminar among staffs should be arranged to share their knowledge and experiences in conducting research.</td>
<td>54 (39.7%)</td>
<td>58 (42.6%)</td>
<td>28 (20.6%)</td>
<td>136 (100%)</td>
<td>2.19</td>
</tr>
<tr>
<td>13</td>
<td>Staffs should be provided with academic journal, researches, articles and documents useful for enhancing knowledge in conducting research.</td>
<td>61 (44.9%)</td>
<td>43 (31.6%)</td>
<td>32 (23.5%)</td>
<td>136 (100%)</td>
<td>2.21</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>242</td>
<td>242</td>
<td>242</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall opinion of the staff toward RTAFA staff development with respect to research and academic paper was at “medium” with $\bar{X} = 2.24$ and S.D. = 0.61. The staffs opinion considered items by items was as follows:

3.1 Their opinion was at “medium” level on “Academic researches should be conducted constantly” with $X = 2.29$ and S.D. = 0.73.

3.2 Their opinion was at “medium” level on “Budget or funds should be increasingly allocated for conducting researches” with $X = 2.29$ and S.D. = 0.79.

3.3 Their opinion was at “medium” level on “New researches should be presented to other educational institutions in the Air Force” with $X = 2.32$ and S.D. = 0.71.

3.4 Their opinion was at “medium” level on “Materials and equipment such as software or computers should be provided to support researches conducting” with $X = 2.32$ and S.D. = 0.79.

3.5 Their opinion was at “medium” level on “Information center should be established to gather articles, academic researches and paper and other information serving for the staffs” with $X = 2.32$ and S.D. = 0.78.

3.6 Their opinion was at “medium” level on “Staffs should be assessed for improvement of research conduct” with $X = 2.20$ and S.D. = 0.75.

3.7 Their opinion was at “medium” level on “Research activities should be used as another criteria for career promotion” with $\bar{X} = 1.94$ and S.D. = 0.7

3.8 Their opinion was at “medium” level on “Researches should be presented or publicized on appropriate channel” with $X = 2.25$ and S.D. = 0.78.

3.9 Their opinion was at “medium” level on “Experts in conducting researches should be invited to be consultants and/or co-researchers” with $X = 2.27$ and S.D. = 0.71.
3.10 Their opinion was at “medium” level on “Staffs should participate in meetings and discussions aiming at determining qualitative and quantitative target of researches” with $X = 2.24$ and S.D. = 0.65.

3.11 Their opinion was at “medium” level on “There should be workshops for developing and publicizing the researches” with $X = 2.25$ and S.D. = 0.72.

3.12 Their opinion was at “medium” level on “Seminar among staffs should be arranged to share their knowledge and experiences in conducting research” with $X = 2.19$ and S.D. = 0.76.

3.13 Their opinion was at “medium” level on “Staffs should be provided with academic journal, researches, articles and documents useful for enhancing knowledge in conducting researches” with $X = 2.21$ and S.D. = 0.80.
Table 7  Number, percentage, mean, standard deviation and level of opinion of the staff on the Royal Thai Air Force Academy staff development with respect to position reshuffle.

<table>
<thead>
<tr>
<th>No</th>
<th>RTAFA Staff Development</th>
<th>Level of Opinion</th>
<th>Total</th>
<th>X</th>
<th>SD</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Staffs should be put or assigned to appropriate duty and responsibility.</td>
<td>70 (51.5%)</td>
<td>45 (33.1%)</td>
<td>21 (15.4%)</td>
<td>136 (100%)</td>
<td>2.36</td>
</tr>
<tr>
<td>2</td>
<td>Staffs should be rotated to other duties and responsibility to enhance their knowledge, ability and experiences.</td>
<td>41 (30.1%)</td>
<td>71 (52.2%)</td>
<td>24 (17.6%)</td>
<td>136 (100%)</td>
<td>2.13</td>
</tr>
<tr>
<td>3</td>
<td>Reshuffling position of staffs should be made in accordance with their knowledge and ability.</td>
<td>55 (40.4%)</td>
<td>59 (43.4%)</td>
<td>22 (16.2%)</td>
<td>136 (100%)</td>
<td>2.25</td>
</tr>
<tr>
<td>4</td>
<td>Staffs should be promoted to higher position with higher pays and responsibility.</td>
<td>60 (44.1%)</td>
<td>51 (37.5%)</td>
<td>25 (18.4%)</td>
<td>136 (100%)</td>
<td>2.26</td>
</tr>
<tr>
<td>5</td>
<td>Staffs transferred to other position should receive same pays with same responsibility.</td>
<td>36 (26.5%)</td>
<td>75 (55.1%)</td>
<td>25 (18.4%)</td>
<td>136 (100%)</td>
<td>2.08</td>
</tr>
<tr>
<td>6</td>
<td>Staffs who are demoted should receive same pays or less with less responsibility.</td>
<td>24 (17.6%)</td>
<td>72 (52.9%)</td>
<td>46 (29.4%)</td>
<td>136 (100%)</td>
<td>1.88</td>
</tr>
<tr>
<td>7</td>
<td>Dismissing staffs from government services is considered as a loss of organization’s personnel as same as resignation, early retirement, or superannuation.</td>
<td>38 (27.9%)</td>
<td>70 (51.5%)</td>
<td>28 (20.6%)</td>
<td>136 (100%)</td>
<td>2.07</td>
</tr>
<tr>
<td>8</td>
<td>Staffs should be transferred to the position that allows them to work more researches.</td>
<td>47 (34.6%)</td>
<td>60 (44.1%)</td>
<td>29 (21.3%)</td>
<td>136 (100%)</td>
<td>2.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>2.14</td>
<td>0.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall opinion of the staff toward RTAFA staff development with respect to position reshuffle was at “medium” level with X = 2.14 and S.D. = 0.47. The staff opinion on each item was as follows:

4.1 Their opinion was at “high” level on “Staffs should be put or assigned to appropriate duty and responsibility” with X = 2.36 and S.D. = 0.74. 4.2 Their opinion was at “medium” level on “Staffs should be rotated to other duties and responsibility to enhance their knowledge, ability and experiences” with X = 2.13 and S.D. = 0.68.
4.3 Their opinion was at "medium" level on "Reshuffling position of staffs should be made in accordance with their knowledge and ability" with $X = 2.25$ and S.D. = 0.71.

4.4 Their opinion was at "medium" level on "Staffs should be promoted to higher position with higher pays and responsibility" with $X = 2.26$ and S.D. = 0.75.

4.5 Their opinion was at "medium" level on "Staffs transferred to other position should receive same pays with same responsibility" with $X = 2.08$ and S.D. = 0.67.

4.6 Their opinion was at "medium" level on "Staffs who are demoted should receive same pays or less with less responsibility" with $X = 1.88$ and S.D. = 0.68.

4.7 Their opinion was at "medium" level on "Dismissing staffs from government services is considered as a loss of organization's personnel as same as resignation, early retirement, or superannuation" with $X = 2.07$ and S.D. = 0.70.

4.8 Their opinion was at "medium" level on "Staffs should be transferred to the position that allows them to work more researches" with $X = 2.13$ and S.D. = 0.73.

2. To study associated problems, solutions and staff development according to opinion and suggestions of the staff

2.1 Further study

2.1.1 45 staffs responded that further study, either normal programs or short courses, is necessary for developing staffs constantly. However, number of available scholarship for master degree, doctor degree and specific training in Thailand or abroad is relatively low.

2.1.2 8 staffs viewed that RTAF should realize an importance of continuous education due to increasing application of new technology. Meanwhile,
RTAF is arm forces that rely highly on advanced technology in developing itself. Therefore, its staffs deserves to have relevant knowledge and ability in providing educational services to air cadets. Its staffs should obtain at least master degree and with good personal conduct. In addition, RTAF staffs should be encouraged and supported to pursue doctor degree like other educational institutions.

2.1.3 9 staffs viewed that RTAF should arrange a long-term educational program five years or more in advance according to its personnel development plan by considering such influencing factors on education standard as follows:

2.1.3.1 Selection process for granting scholarship should be fair, transparent, and suitable.

2.1.3.2 Objectives of staffs seeking for scholarship should be examined whether it is relevant to the objectives of the scholarship. Proper duration of each scholarship should be taken into account as well.

2.1.3.3 Further study in areas relevant to the requirement of position and duty should be promoted and supported constantly following clearly determined framework.

2.1.4 4 staffs perceived that RTAF should revoke regulations and orders, regarding to further study, considered outdated. For examples, existing Air Force’s regulations state that newly graduated staffs must come back to serve the Air Force for at least two years before being allowed to pursue another degree. In addition to scholarship for master or doctor degree, training of staffs in short courses should be promoted. The staffs’ knowledge and ability will be updated and keep up with academic advancement.
2.2 Academic seminar

2.2.1 20 staffs viewed that academic seminars should be arranged within RTAFA before extending the cooperation with other educational institutions constantly. This will allow RTAFA staffs in learning of educational development of the country continuously.

2.2.2 16 staffs suggested that objectives of academic seminars conducted each time should be stated clearly. They should know in advance what they expect and what could benefit from the seminar. Operating guidelines in conducting seminar should follow clearly stated policy by proper planning.

2.2.3 14 staffs viewed that budget allocation and requisition procedures are major obstacles. Moreover, long-term planning for arranging academic should be made at least one year in advance. This will make the seminar much more interesting.

2.2.4 10 staffs viewed that academic seminar is a mutual sharing of knowledge. Therefore, resolution obtained from the seminar should be honored and used as operating guidelines for specific purpose.

2.3 Research and academic paper

2.3.1 20 staffs viewed that there are few obstacles in conducting research or academic paper. For examples, most research scholarships have several limitations or the researcher is not properly compensated. The Air Force should realize an importance of researches. It is apparent that several researches will benefit the Air Force if applied properly. Further study of previous researches should be supported and promoted.
2.3.2 16 staffs viewed that findings from researches should not be highly expected when considering the budget allocation. It should be kept in mind that not all research is successful.

2.3.3 7 staffs thought that RTAF should establish an office or division specifically responsible for research development. Such research office will provide services and support administrative work and staff funding. This will be motivating factors in conducting more researches while researches do not need to seek for external funds or scholarship in conducting research.

2.3.4 9 staffs viewed that research or academic paper of the staffs should be taken into account for annual promotion. It will help motivate staffs in conducting researches. Furthermore, proper channel for publicizing research and academic paper should be promoted.

2.4 Position reshuffle

2.4.1 12 staffs viewed that staffs should be rotated to position suitable to their knowledge, ability and personal intention. In doing so, they will be able to gain new experiences. Moreover, moral system should be applied when considering reshuffle for the sake of fairness and the highest performance efficiency.

2.4.2 15 staffs thought that supervisors or commanders should be unbiased. They should be provided with correct information used for personnel management. Meanwhile, the reshuffle should be made not too often with good care in order to avoid any problems. It was recommended that the staffs teaching in specific areas should serve at least two years in each position.

2.4.3 21 staffs viewed that position structure should be reconsidered in proper with actual working conditions. In doing so, reshuffle policy should be determined in relation to suitability, dexterity and subject areas. As a major academic
source of the Air force, RTAFA staffs should be temporarily transferred to help other divisions within RTAF. However, they should not lose their special right as teaching staffs. This will benefit the Air Force and staffs themselves. The staffs will be able to gain more experiences and understanding how other related academic sections work. This would bring better coordination among academic sections. Eventually, it will benefit air cadets as well.

2.5 Others

2.5.1 Staff council

2.5.1.1 At present, RTAFA do not have staff council but RTAFA council. 16 staffs believed that an establishment of the staff council would help solve problems within Academic Division easily. However, 6 staffs viewed that such establishment would be useless.

2.5.1.2 17 staffs perceived that setting up the staff council must be in concrete so it would be the channel the staff can propose concepts, share ideas or introduce new technology useful to air cadets and RTAFA. Like other educational institutions, it will be a forum that the management and the staffs can share their ideas. It can be assigned to work or coordinate other units or divisions within RTAFA.

2.5.2 Position allowance

34 staffs suggested that RTAFA should pay allowance for each academic position in proper with assigned job and responsibility. RTAFA practice is different from the Royal Thai Army Academy that can pay allowance any time without permission during a certain period of time. The other suggestions are as follow:

2.5.2.1 Academic position should be separated from other common position due to required academic ability and specialty. This will help encourage staffs to conduct research or write academic paper or textbooks.
2.5.2.2 The position, allowance, and extra pays should be increased in accordance with academic experiences or status such as professor, associate professor and assistant professor.

2.5.2.3 Allowance for all position should be raised. Meanwhile, research and academic paper should also be taken into account when considering promotion of academic position.

2.5.2.4 Proper tenure of each position should be determined in order to encourage performance and efficient rotation.

2.5.3 Staff welfare funds

37 staffs responded that an existing Staff Welfare Funds has not had sufficient funds to support members as there have been limited source of funds. Therefore, Staff Welfare Funds should be officially established with full support from RTAFA. It can boost morale and willpower of the staffs. In addition, the funds can be used to provide scholarship to the staffs' dependent or to support members experiencing financial difficulties.

2.5.4 Annual income

44 staffs were satisfied with current annual income. Meanwhile, 31 staffs disagreed by reasoning that private sectors have better welfare and benefits as well as higher annual income. Their suggestions regarding to annual income were as follows:

2.5.4.1 5 staffs thought that position allowance and pays on teaching and researching should be raised as close as that of other educational institutions.

2.5.4.2 6 staffs viewed that salary structures of non-pilot officers should be raised as close as that of engineers or faculties of other educational institutions.
2.5.4.3 2 staffs viewed that rate of pays on teaching should be raised in order to prevent the staffs from finding extra teaching job.

2.5.4.4 7 staffs viewed that the staffs should be allowed to find extra income. Their research should be promoted and supported with some pays.

2.5.5 Problems, obstacles and other suggestions in developing staffs

2.5.5.1 10 staffs viewed that career advancement of the staffs should be highly concerned. Therefore, superiors along the chain of command must realize an importance of providing educational services. Their visions should not be attached only with ranks or positions. Finally, the educational policy must be stated clearly.

2.5.5.2 3 staffs viewed that RTAF has paid high attention to pilot or combating units while having provided less support on such groups as communications, ordnance and other supporting groups whose officers also graduate from RTAFA. Therefore, RTAFA staff should have chances to obtain education as high as possible.

2.5.5.3 One staff viewed that due to military bureaucratic system, RTAFA has been developed very slowly. It will be a very big obstacle in case that RTAF do not realize an importance of educational service sections.

2.5.5.4 2 staffs viewed that RATAF staffs were lack of morale and willpower as they do not have chances to be RTAFA commander.
CHAPTER V
DISCUSSION

The results of the study on opinion of the staffs towards the staff development of the Royal Thai Air Force Academy (RTAFA) by considering education and training policy of RTAF in 4 aspects further study, academic seminar, research and academic paper and position reshuffle - were discussed into two section as follows:

Section 1 To study opinion of the staff towards staff development of the Royal Thai Air Force Academy with respect to further study, academic seminar, research and academic paper, and position reshuffle.

Section 2 To study associated problems, solutions and staff development according to opinion and suggestions of the staff with respect to further study, academic seminar, research and academic paper, and position reshuffle.

1. Opinion of the staff towards staff development of the Royal Thai Air Force Academy

1.1 Further study

From the study, overall opinion of the staffs toward RTAFA staff development concerning with further study was at “high” level. The highest concern of the staff regarding to this aspect is “Further study for master or doctor degree is essential for staff development”. Meanwhile, their concerns over “Further study will enhance knowledge, skills, and ability of personnel in the organization” and “Staffs
should be encouraged to study further in areas their teaching teaching areas" were rated second and third, respectively.

Among concerns viewed at “medium” level on this aspect “Staffs have chances to write textbooks, academic articles or training material after the course end” was ranked first. Meanwhile, “Teaching of staffs should be evaluated for future development after course end” and “Government service is a career with an opportunity in studying further study” were rated second and third, respectively.

The result corresponded with the study of Polwat Pochat (2001: 111 - 124) which found that the sample group is moderately satisfied with their work. It suggested that the relationship between personnel along the chain of command should be increasingly developed and career development of developed personnel in education should be supported.

1.2 Academic seminar

The results of the study showed that overall opinion of the staffs toward RTAFA staff development concerning with academic seminar was at “medium” level. The highest concern of the staff regarding to this aspect is “Participation in domestic seminar will lead to good attitude towards teaching and learning”. Meanwhile, “Staffs have chances to participate in seminar at institutions widely recognized with successful research conduct” and “Participation in seminar will lead to learning of new techniques and operations useful for teaching improvement” were ranked second and third, respectively.

Among their opinions at “medium” level, “Meetings or discussions among staffs should be arranged in order to identify problems and find agreements related to their teaching” was rated highest. Meanwhile, “Participation in seminar abroad will
enhance knowledge, skills, and experiences applicable to teaching improvement” and “Participants in seminar should have sufficient knowledge, ability and working experiences required for useful analysis and criticism” were rated second and third, respectively. In addition, “Staffs should be introduced about how to provide academic education” was concerned lowest.

1.3 Research and academic paper

From the study, overall opinion of the staffs toward RTAFA staff development concerning with research and academic paper was at “medium” level. The highest concern of the staff regarding to this aspect is “Materials and equipment such as software or computers should be provided to support research conducting”. Meanwhile, “Information center should be established to gather articles, academic researches and paper and other information serving for the staffs” and “New researches should be presented to other educational institutions in the Air Force” were rated second and third, respectively. In addition, “Research activities should be used as another criteria for career promotion” was concerned lowest.

1.4 Position reshuffle

From the study, overall opinion of the staffs towards RTAFA staff development concerning with position reshuffle was at “medium” level. “Staffs should be assigned to appropriate duty and responsibility” was only concern rated “high”. Among other concerns rated “medium”, “Staffs should be promoted to higher position with higher pays and responsibility” was ranked highest. Meanwhile, “Reshuffling position of staffs should be made in accordance with their knowledge and ability” and “Staffs should be transferred to the position that allows them to work more researches” were ranked second and third, respectively.
The results were in line with the study of Atthaporn Makham (2000: 68 - 74) which found that overall work satisfaction level of patrol policemen was moderate where their satisfaction regarding to career advancement opportunity was highest concern. The results also corresponded with the study of Thaweeporn Munchawanon (1998: 131 - 142) which found that the overall satisfaction of policemen from Office of Board of Police Officers on career advancement was moderate.

Finally, their opinion concerning with “Staffs who are demoted should receive same pays or less with less responsibility” was ranked lowest.

2. Associated problems, solutions and staff development according to opinion and suggestions of the staff

2.1 Further study

The study found that a majority of the staffs needs to study further. Lack of scholarship in pursuing higher degree and high expenditure were major obstacles. Some higher educational program available was not relevant to RTAF demand. In addition, economic downfall of the country also attributed to insufficient budget for scholarship.

As an armed force highly relying on high technology, RTAF has realized an importance of further study. Therefore, the RTAFA staffs should have sufficient experiences and knowledge required by job and responsibility. They should obtain at least master degree and have a good personal conduct. If possible, they should be supported to pursuing doctor degree.
It was also suggested that the RTAF must arrange its educational program following personnel development plan at least five years in advance. Other factors influencing educational standard should be considered as follows:

1. Selection process for granting scholarship should be fair, transparent, and suitable.

2. Objectives of staffs seeking for scholarship should be examined whether it is relevant to the objectives of the scholarship. Proper duration of each scholarship should be taken into account as well.

3. Further study in areas relevant to the requirement of position and duties should be promoted and supported constantly following clearly determined framework.

In addition, RTAF should revoke regulations and orders, regarding to further study, considered outdated. For examples, existing Air Force’s regulations state that newly graduated staffs must come back to serve the Air Force for at least two years before being allowed to pursue another degree. In addition to scholarship for master or doctor degree, training of staffs in other short courses should be promoted. The staffs’ knowledge and ability will be updated and keep up with academic advancement.

2.2 Academic seminar

The study found that academic seminars should be arranged within RTAFA before extending the cooperation with other educational institutions constantly. This will allow RTAFA staffs in learning of educational development of the country continuously. Meanwhile, objectives of academic seminars held each time should be stated clearly. They should know in advance what they expect and what can benefit
from the seminar. Operating guidelines in conducting seminar should follow clearly stated policy by proper planning.

Budget allocation and requisition procedures were major obstacles for academic seminar. Moreover, long-term planning for arranging academic should be made at least one year in advance. This will make the seminar much more interesting. Academic seminar is a mutual sharing of knowledge: hence resolution obtained from the seminar should be honored and used as operating guidelines for specific purpose.

2.3 Research and academic paper

The study found that most staffs were interested in conducting researches and academic paper. However, there were few obstacles. For examples, most research scholarships have several limitations or the researcher is not properly compensated. The Air Force should realize an importance of researches. It is apparent that several researches will benefit the Air Force if applied properly. Further study of previous researches should be supported and promoted.

The Air Force should not highly expect on findings from the research when considering the budget allocation. It should be kept in mind that not all research is successful.

RTAF should establish an office or division specifically responsible for research development. Such research office will provide services and support administrative work and funding to the staffs. This will be motivating factors in conducting more researches and the researchers do not need to seek for external funds or scholarship in conducting research. In addition, research or academic paper of the staffs should be taken into account for annual promotion. It will help motivate staffs
in conducting researches. Finally, proper channel for publicizing research and academic paper should be promoted.

2.4 Position reshuffle

The study found that the staffs should be rotated to position suitable to their knowledge, ability and intention. In doing so, they will be able to gain new experiences. Moreover, moral system should be applied when considering reshuffle for the sake of fairness and the highest performance efficiency. Moreover, supervisors or commanders should be unbiased. They should be provided with correct information used for personnel management. The reshuffle should be made not too often with good care in order to avoid any problems. It was recommended that the staffs teaching in specific areas should serve at least two years in each position.

It was also found that position structures should be reconsidered in proper with actual working conditions. In doing so, reshuffle policy should be determined in relation to suitability, dexterity and subject areas. As a major academic source of the Air force, RTAFA staffs should be temporarily transferred to help other divisions within RTAF. However, they should not lose their special right as teaching staffs. This will benefit RTAF and RTAFA staffs. The staffs will be able to gain more experiences and understanding how other related academic sections work. This would bring better coordination among academic sections. Eventually, it will benefit air cadets as well.

2.5 Others

2.5.1 The staff council

The study found that at present RTAFA do not have staff council but RTAFA council. It was believed that an establishment of the staff council would help
solve problems within Academic Division easily. The study of Nirattha Rujirawatchara (1997: 90 - 103) showed support of the staff council as a coordination center, educational funds, and extra pays, and providing of education and training to the personnel. Setting up the staff council must be in concrete so it would be the channel the staff can propose concepts, share ideas or introduce new technology useful to air cadets and the RTAFA. Like other educational institutions, it can be a forum that the management and the staff can share their ideas. It can be assigned to work or coordinate other units or divisions within RTAFA.

2.5.2 Position allowance

The study found that RTAFA should pay allowance for each academic position in proper with assigned job and responsibility. RTAFA practice is different from the Royal Thai Army Academy that can pay allowance any time without permission during a certain period of time. The other suggestions are as follow:

2.5.2.1 The academic position should be separated from other common position due to required academic ability and specialty. This will help encourage staffs to conduct research or write academic paper or textbooks.

2.5.2.2 The position, allowance, and extra pays should be raised in accordance with the academic experiences or status such as the professor, the associate professor and the assistant professor.

2.5.2.3 Allowance for all position should be increased. Meanwhile, research and academic paper should also be taken into account when considering promotion of academic position.

2.5.2.4 Proper tenure of each position should be determined in order to encourage performance and efficient rotation.
2.5.3 Staff welfare funds

The study found that an existing Staff Welfare Fund has not had sufficient funds to support members while there have been limited source of funds. Therefore, the Staff Welfare Funds should be officially established with full support from RTAFA. Morale and willpower of the staffs will be boosted. In addition, the funds can be used to provide scholarship to the staffs’ children or to support members experiencing financial problems.

2.5.4 Annual income

The study found that a majority of the staffs were satisfied with current annual income. Some of them disagreed by reasoning that private sectors have better welfare and benefits and higher annual income. Their suggestions regarding to annual income were as follows:

2.5.2.1 The position allowance and pays on teaching and researching should be raised as close as that of other educational institutions.

2.5.2.2 Salary structures of non-pilot officers should be raised as close as that of engineers or faculties of other educational institutions.

2.5.2.3 Rate of pays on teaching should be raised in order to prevent the staffs from finding extra teaching job.

2.5.2.4 The staffs should be allowed to find extra income. Their research should be promoted and supported with some pays.

2.5.5 Problems and obstacles in developing staffs and other suggestions

The study found that career advancement of the staffs should be highly concerned. Therefore, superiors along the chain of command must realize an importance
of providing educational services. Their visions should not be attached only with ranks or positions. Finally, the educational policy must be stated clearly. Thaweeporn Munchawanon (1999: 56) stated that there are several factors attributing to job satisfaction; such as policy, management, governance, pays, working conditions or career advancement.

It was widely accepted that RTAF has paid high attention to pilot or combating units while having provided less support on such groups as communications, ordnance and other supporting groups whose officers graduate from the RTAFA. Therefore, RTAFA staffs should have chances to obtain education as high as possible.

Due to military bureaucratic system, RTAFA has been developed slowly. It will be very big obstacles in case that RTAF do not realize an importance of educational service sections.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The study of opinion of the staff towards staff development of the Royal Thai Air Force Academy was survey research. Objectives of this research was

1. To study opinion of the staffs towards the staff development of the Royal Thai Air Force Academy (RTAFA) in four aspects consisting of further study, academic seminars, research and academic paper, and position reshuffle.

2. To study associated problems, solutions, and staff development according to opinion and suggestions of RTAFA staffs.

Population group in this study was drawn from commissioned officers from Academic Division, Military Training Division and Royal Guards Air Cadet Corps of the Royal Thai Air Force Academy. They must be the staff active and fully serving at the Academy. It excluded others who were in temporary leave for further study in Thailand or abroad.

Questionnaires were used as research instrument. It was divided into two sections as follows:

Section 1 was questionnaire inquiring for opinion of the staff towards staff development of RTAFA following staff development policy.
Section 2 was questionnaires inquiring for their descriptive opinion and suggestions of the staff towards staff development of RTAFA following staff development policy.

Data and information obtained from questionnaires were then processed by personal computer. Statistics used to analyze data were number, percentage, mean and standard deviation.

1. The conclusions

1.1 Further study

Most staffs agreed that further study for master's or doctor's degree is essential for staff development and will enhance knowledge, skills, and ability of personnel in the organization. This is in line with their suggestions that RTAFA must arrange its educational program following personnel development plan at least five years in advance. Other factors influencing educational standard such as fair and transparent selection process and corresponding objectives of staffs and scholarship should be considered. In addition, RTAFA should revoke regulations and orders, regarding to further study, considered outdated. For examples, existing Air Force's regulations state that newly graduated staffs must come back to serve the Air Force for at least two years before being allowed to pursue another degree. Training of staffs in other short courses should be promoted as well.

1.2 Academic seminar

Most staffs agreed with developing the staff concerning with academic seminar. It was believed that participation in domestic seminar would lead to good attitude towards teaching and learning. Staffs have chances to participate in seminar at institutions widely recognized with successful research conduct. This would lead to
learning of new techniques and operations useful for teaching improvement. The results corresponded with their suggestions. They proposed that academic seminars should be arranged within RTAFA before extending the cooperation with other educational institutions constantly. However, objectives of academic seminars held each time should be stated clearly and what is expected or could benefit from the seminar. Moreover, long-term planning for arranging academic should be made at least one year in advance. This will make the seminar much more interesting.

1.3 Researches and academic paper

From the study, the staffs agreed with the staff development concerning with research and academic paper aspect. In support of conducting researches materials and equipment such as software or computers should be provided. Information center should be established to gather articles, academic researches and paper and other information serving for the staffs while new researches should be presented to other educational institutions in the Air Force. Budget or funds for conducting researches should be increased. In addition, research activities should be another criteria for career promotion. This is in line with the staffs' suggestions. Most staffs were interested in conducting researches and academic paper. However, there are few obstacles such as insufficient scholarship or unworthy researches. The Air Force should realize an importance of researches. Continuous study of previous researches should be supported and promoted. Moreover, RTAF should establish an office or division specifically responsible for research development in order to provide services and support of administrative work and funding. The researchers do not need to seek for external funds or scholarship in conducting research. In addition, research or academic paper of the staffs should be taken into account for annual promotion. These suggestions would help motivate staffs in conducting researches.
1.4 Position reshuffle

From the study, the staffs agreed with RTAFA staff development concerning with position reshuffle aspect. They believed that staffs should be put or assigned to appropriate duty and responsibility. Meanwhile, staffs should be promoted to higher position with higher pays and responsibility while reshuffling position of staffs should be made in accordance with their knowledge and ability. Furthermore, the staffs should be transferred to the position that allows them to work more researches. Their opinion corresponded with their suggestions. They suggested that the staffs should be rotated to position suitable to their knowledge, ability and intention with application of moral system. It was recommended that the staffs teaching in specific areas should serve at least two years in each position.

It was also suggested that position structures should be reconsidered in proper with actual working conditions. In doing so, reshuffle policy should be determined in relevance to suitability, dexterity and subject areas. As a major academic source of the Air force, its staffs should be temporarily transferred to help other divisions within RTAF. However, they should not lose their special right as teaching staffs. This will be beneficial to the Air Force and staffs. The staffs will be able to gain more experiences and understanding how other related academic sections work. This would bring better coordination among academic sections. Meanwhile, it will be beneficial to air cadets as well.

2. The recommendations

2.1 Recommendations - practical aspect

The study found that overall opinion of the staffs towards RTAFA staff development concerning with further study was at “high” level. Meanwhile, overall
opinion towards RTAFA staff development concerning with academic seminar, researches and academic paper, and position reshuffle was at “medium” level. Their development concern as agreed was ranked descending from high to low as follows: further study, academic seminar, researches and academic paper, and position reshuffle. As a result, for effective staff development, the staffs should be developed following educational personnel development policy of RTAF in such four aspects in accordance with the needs of the staffs.

2.2 Recommendations - policy aspect

2.2.1 The staffs should be promoted and supported to study further for master or doctor degree as they viewed that it is necessary for staff development. It will enhance their knowledge, ability and skills especially in the field that suit the teaching areas. The staff who leaves for study further should be financially supported. Allowing staffs to study further in the field as desired will boost, support and motivate staffs to pursue their further education. Raising educational background of the staff is relevant to educational policy. Other development aspects should be applied following staffs opinion found in this study.

2.2.2 Within proper period of serving time, academic status of the staffs should be raised to assistant professor, associate professor and professor in compliance with RTAFA rules and regulations.

2.2.3 Staff development policy should be determined and considered in aspects according to their needs as follows:

2.2.3.1 Policy relating to further study: The RTAFA staffs should be promoted and supported to pursue master degree or doctor degree. This will help enhance their knowledge, ability, and skills especially in the field that suit the teaching areas.
2.2.3.2 Policy relating to academic seminar: Meetings or discussions among the staffs should be arranged in order to identify problems and find agreements related to their teaching. The participation in academic seminar abroad will enhance their knowledge, skills, and experiences applicable to teaching improvement. However, they should have sufficient knowledge, ability and working experiences required for useful analysis and criticism.

2.2.3.3 Policy relating to researches and academic paper: Materials and equipment such as software or computers should be provided to support research conduct. Information center should be established to gather articles, academic researches and paper and other information serving for the staffs. Finally, new researches should be presented to other educational institutions in the Air Force.

2.2.3.4 Policy relating to position reshuffle: Staffs should be assigned to appropriate duty and responsibility while they should be promoted to higher position with higher pays and responsibility. Reshuffling position of staffs should be made in accordance with their knowledge and ability.

The staffs also suggested that allowance for each position associated to job and responsibility should be allocated as same as the Royal Thai Army Academy. Such incentives will help encourage staffs in performing their job such as teaching or conducting research efficiently and effectively.

Another incentive is the Staff Welfare Funds that may boost morale and willpower of the staffs. It can be used to provide scholarship to staffs’ children or to support membership experiencing financial problems. When annual income is concerned, a majority of staffs were satisfied with their annual income. But some of them working full time believed that it is relatively low compared with other private educational institutions.
2.3 Recommendations for further researches

In this research, the researcher has studied population sample who are commissioned officers of the Royal Thai Air Force Academy without considering their personal quality such as gender, ages, educational background, and etc. Further study by considering such personal quality will be increasingly beneficial. In addition, there were some limitations in this study such as time and data collection process as population sample have been burden with teaching duties during both regular and extra time. Therefore, other researcher should find other appropriate method to ensure that respondents understand objectives of questionnaires. This will prevent any errors from the study.
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APPENDIX

Questionnaire on Opinion of the Staff towards the Staff Development of The Royal Thai Air Force Academy
แบบสอบถามการวิจัย
เรื่อง “ความคิดเห็นของคณำ'class'ต่อการจัดการพัฒนาคณำ'class'ของโรงเรียนนายเรืออากาศ”

ที่มา

แบบสอบถามนี้เป็นการสอบถามความคิดเห็นของคณำ'class'ต่อการจัดการพัฒนาคณำ'class'
ของโรงเรียนนายเรืออากาศ เพื่อให้ทราบถึงความคิดเห็นเกี่ยวกับการพัฒนาทรัพยากรมนุษย์ขององค์
กร การตอบคำถามในแบบสอบถามจะไม่มีผลกระทบต่อการปฏิบัติงานที่ความรับผิดชอบของผู้
ตอบแบบสอบถามแต่ประกอบใด เพื่อจากแบบสอบถามนี้ใช้เพื่อการวิจัยเท่านั้น การเสนอผลการ
วิจัยจะเผยแพร่ในภาพรวมและเก็บรักษาข้อมูลของท่านไว้เป็นความลับ ดังนั้น จึงให้ความกุญญา
จากผู้ตอบแบบสอบถามทุกท่านได้ตอบแบบสอบถามด้วยความคิดเห็นที่เป็นจริงมากที่สุด

1. แบบสอบถามนี้แบ่งออกเป็น 2 ตอน คือ

ตอนที่ 1 แบบวัดความคิดเห็นของคณำ'class'ต่อการจัดการพัฒนาคณำ'class'
ของโรงเรียนนายเรืออากาศ

ตอนที่ 2 ปัญหาและวิธีแก้ปัญหา ตามความคิดเห็นและข้อเสนอแนะของคณำ'class'
ของโรงเรียนนายเรืออากาศ

2. แบบสอบถามนี้เป็นส่วนหนึ่งของการวิจัย ซึ่งผู้วิจัยจะใช้ประโยชน์ในการวิจัย
ข้อมูลที่ได้จากการวิจัย ผู้วิจัยจะเก็บเป็นความลับ
ตอนที่ 1 แบบวัคคุณคิดเห็นของคณาจารย์ต่อการจัดการพัฒนาคณาจารย์ของโรงเรียน

นายเรืองอากาศ

ก้าวที่แยกลง

การทำเครื่องหมาย / ลงโน้ตบางวัคคุณคิดเห็นที่ตรงกับความคิดเห็นหรือความรู้สึกของ

ท่านมากที่สุดพิจารณาดีกว่า ความหมายของตัวเลขดังนี้

3 หมายถึง เห็นด้วยสูง
2 หมายถึง เห็นด้วยปานกลาง
1 หมายถึง เห็นด้วยต่ำ
<table>
<thead>
<tr>
<th>การพัฒนาภาษาของโรงเรียนนายเรืออากาศ</th>
<th>ความคิดเห็น</th>
</tr>
</thead>
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<td>1</td>
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<tr>
<td>1. การศึกษาต่อ</td>
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<tr>
<td>1.1 การศึกษาต่อยังคงเป็นการขยับเชิงชูฐาน ความรู้ ความสามารถ และทักษะของบุคคลการในองค์กร</td>
<td></td>
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<tr>
<td>1.2 การศึกษาต่อเป็นการพัฒนาบุคลากร โดยเฉพาะบุคลากรที่ปฏิบัติหน้าที่ทางการศึกษา</td>
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<tr>
<td>1.3 การศึกษาต่อในระดับปริญญาโทหรือปริญญาเอกมีความจำเป็นต่อการพัฒนาภาษาต่างประเทศ</td>
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<td>1.4 การรับราชการอยู่ในระดับปริญญาที่มีโอกาสแข่งขันความรู้โดยการไปศึกษาต่อ</td>
<td></td>
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<tr>
<td>1.5 การให้คณะอาจารย์เข้าร่วมสมัสดาหรือชมรมทางวิชาการเพื่อพัฒนาการเรียนการสอน</td>
<td></td>
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<td>1.6 มีการเขียนด้าน ทางผลงานทางวิชาการ หรือเอกสารประกอบการสอนหลังจากเสร็จการศึกษา</td>
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<td>1.7 การประเมินผลการสำนวนการเรียนการสอนเพื่อพัฒนาการเรียนการสอนหลังจากเสร็จการศึกษา</td>
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<tr>
<td>1.8 มีฐานข้อมูลข่าวสารทางวิชาการที่เชื่อมโยงระหว่างสถาบันระดับอุดมศึกษาเพื่อใช้ในการสืบค้นข้อมูลทางวิชาการร่วมกัน</td>
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<td>1.9 มีฐานข้อมูลข่าวสารทางวิชาการเพื่อการอานวิเคราะห์ภาษาและคำคมภาษาที่เป็นภาษาที่ข้อมูลทางวิชาการ</td>
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<td>1.10 การให้ความรู้เปิดเผยเพื่อดำรงในวิชาที่สอนหรือรายวิชาที่เป็นประโยชน์กับวิชาที่สอนโดยเฉพาะ</td>
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<td>1.11 การให้ความรู้เปิดเผยเพื่อดำรงในวิชาที่สอน ความสามารถในด้านการวิจัย</td>
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<td>การพัฒนาคุณลักษณะของโรงเรียนดำเนินการศึกษา</td>
<td>ความคิดเห็น</td>
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<tr>
<td>2. การสัมมนาทางวิชาการ</td>
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<td>2.1 ผู้เข้าร่วมสัมมนาจะต้องมีความรู้</td>
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<td>ความสามารถ และประสบการณ์ในด้านการเรียนการสอนมากพอที่จะวิเคราะห์และวิจารณ์วิชาการ</td>
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<td>2.2 การไปร่วมสัมมนาทำให้รู้เทคนิคและวิธีการสอนใหม่ ๆ ที่สามารถนำมาปรับปรุงการเรียนการสอน</td>
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<tr>
<td>2.3 การไปร่วมสัมมนาในต่างประเทศช่วยเพิ่มความรู้ ความ ข้งาญ และประสบการณ์ที่สามารถนำมาปรับปรุงการเรียนการสอน</td>
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<td>2.4 การไปร่วมสัมมนาภายในประเทศ มีการศึกษาแนวทางการสอนทำให้เกิดการพัฒนาดีต่อการเรียนการสอน</td>
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<tr>
<td>2.5 มีการประเมินนักเรียนแนะนInteractiveวิธีการให้การสัมมนาทางวิชาการ</td>
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<td>2.6 มีการประชุมภูมิใจร่วมกันในกลุ่มคณาจารย์เพื่อจัดวางปัญหา และหาข้อคดีร่วมกันในด้านการเรียนการสอน</td>
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<td>2.7 มีการประชุมเชิงปฏิบัติการในหัวข้อที่เกี่ยวกับการเรียนการสอน</td>
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<td>2.8 การให้คณาจารย์ร่วมร่วมสัมมนาเพื่อพัฒนาคุณลักษณะในด้านการเรียนการสอน</td>
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<td>2.9 การให้คณาจารย์ร่วมสัมมนาและสังเกตการเรียนการสอนช่วยกัน และกันเพื่อแลกเปลี่ยนประสบการณ์ในด้านการเรียนการสอนร่วมกัน</td>
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<td>2.10 มีการจัดการประเมินเทคนิคหรือแนะนำในเรื่องการดำเนินการด้านการวิจัย</td>
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<td>2.11 มีการไปร่วมสัมมนาในสถาบันระดับอุดมศึกษาที่ประสบความสำเร็จในการดำเนินการด้านการวิจัย</td>
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<td>การพัฒนาคาบข้างของโรงเรียนนายเรืออากาศ</td>
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<td>3. การวิจัยและผลงานทางวิชาการ</td>
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<td>3.1 มีการทำการวิจัยอย่างต่อเนื่อง</td>
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<td>3.2 การจัดสรรงบประมาณหรือแหล่งเงินทุนสนับสนุนในการทำวิจัยเพิ่มขึ้น</td>
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<td>3.3 มีการนำเสนอผลงานการวิจัยใหม่ ๆ แก่สถาบันการศึกษาต่าง ๆ ของกองทัพอากาศ</td>
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<td>3.4 มีวัสดุอุปกรณ์ต่าง ๆ เพื่อสนับสนุนการทำวิจัย เช่นคอมพิวเตอร์และโปรแกรมสำเร็จรูป เป็นต้น</td>
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<td>3.5 มีการจัดตั้งศูนย์ข้อมูลข่าวสารเพื่อรวบรวมเอกสารผลงานการวิจัยและข้อมูลต่าง ๆ บริการแก่คาบข้างของทัศนคติ</td>
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<td>3.6 มีการประเมินค่าคาบข้างเพื่อการพัฒนาผลการดำเนินการทำวิจัย</td>
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<td>3.7 มีการนำเสนอผลงานวิจัยไปประกอบการพิจารณาพิจารณาหนังสือความคิดความชอบประจำปี</td>
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<td>3.8 มีการส่งเสริมการนำเสนอผลงานวิจัยหรือตีพิมพ์เผยแพร่ผลงานทางวิชาการ</td>
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<td>3.9 การให้ผู้มีสิทธิ์ทางด้านการวิจัยเป็นที่ปรึกษาและวิจารณ์สำคัญทางการวิจัย</td>
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<td>3.10 การให้คำมั่นยืนยันประชุมอธิปริญญาเพื่อกำหนดเป้าหมายด้านบริบทและภูมิภาคของผลงานทางวิชาการ</td>
<td></td>
</tr>
<tr>
<td>3.11 มีการประชุมเรื่องปฏิบัติการเพื่อพัฒนาและเผยแพร่ผลงานทางวิชาการ</td>
<td></td>
</tr>
<tr>
<td>3.12 มีการประชุมสัมมนาคาบข้างเพื่อแลกเปลี่ยนความรู้ ความสามารถและประสบการณ์ในการดำเนินการวิจัย</td>
<td></td>
</tr>
<tr>
<td>3.13 การให้คำมั่นยืนยันวิชาภูมิพื้นที่ทางวิชาการที่เกี่ยวกับผลงานการวิจัยและข้อมูลต่าง ๆ ที่อ้างอิงในความรู้ทางการวิจัย</td>
<td></td>
</tr>
<tr>
<td>การพัฒนาพัฒนาระดับของทฤษฎีนักเรียนภาษา</td>
<td>ความกิจกรรม</td>
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<tr>
<td>4. การปรับอัศัยต่อหน่วยงาน</td>
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<tr>
<td>4.1 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
<td></td>
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<tr>
<td>4.2 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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<tr>
<td>4.3 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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<tr>
<td>4.4 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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<tr>
<td>4.5 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
<td></td>
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<tr>
<td>4.6 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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<td>4.7 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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<tr>
<td>4.8 การปรับอัศัยต่อหน่วยงานที่ต่าง ๆ</td>
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</tbody>
</table>

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ตอนที่ 2 ปัญหาและวิธีแก้ปัญหาตามความคิดเห็นและข้อเสนอแนะของคนงานย์

2.1 การศึกษาคืบ

2.2 การสืบเน้นทางวิชาการ

2.3 การวิจัยและผลงานทางวิชาการ

2.4 การปรับปรุงด้านหนังสือ
2.5 อื่น ๆ

2.5.1 การจัดศึกษาศาสตร์

2.5.2 การขอเงินประจำสัมภาระ

2.5.3 การจัดค้นกองทุนสวัสดิการคณำกร

2.5.4 รายได้โดยรวมประจำปี/ต่อปี

( ) พอใจ

( ) ไม่พอใจ
กรณีที่ไม่พอใจ ท่านควรมีความคิดเห็นว่าควรจะแก้ไขอย่างไร

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2.5.5 ปัญหาและอุปสรรคในการพัฒนาคอมพิวเตอร์ และข้อเสนอแนะอื่น ๆ

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ขอขอบคุณที่ให้ความร่วมมือและอนุเคราะห์อย่างดี

ผ่านอากาศโท

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