Hypotheses	Mean Values	Test values	Comparisons of MV & TV	P-Value	Emp... Concl...
H_1: Highly educated individuals are unable to sacrifice their predatory gains.	4.4	4	MV > TV	0.000	Acce...
H_2: Highly qualified individuals are not satisfied with their current jobs.	4.7	4	MV > TV	0.000	Acc...
H_3: High qualification leads to an egotistical nature.	4.8	4	MV > TV	0.000	Acc...
H_4: Highly qualified people underestimate others.	4.1	4	MV > TV	0.000	Acc...
H_5: Teaching professors misuse their authorities and perform illegal activities.	4.3	4	MV > TV	0.000	Acc...
H_6: Literate individuals usually do not listen to their elders.	4.1	4	MV > TV	0.000	Acc...
H_7: Higher Education is creating negative impact on our moral and ethical values.	3.2	4	MV < TV	0.000	Re...

TV= Test value= 4 Implies the minimal level of Agreement with the statements of hypothese... respondents of this research survey.

N= Nos. of respondents in the collected sample = 4060

Discussions and Conclusion

Gough and Scott (2001) focused on education and society factor and elab... through his study that highly educated people are more helpful and are prone to deliv... right knowledge to others while in contrast to the findings of Gough and Scott (2001) ... many other authors, this study found the very contrasting facts for the space of se... regions which include Pakistan, UK, India, USA, China, Indonesia, Turkey, and Th... Australia, Germany, UAE, Panama, Albania, that though the educations and teachings ... man, human but at times this educations also brought its negative and drastic side effe... the individuals and make people plunged in self assertiveness and ethnocentrism but it ... true that the impact of educations on individuals varies from person to person.

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ACADEMIC FREEDOM AND LEADERSHIP IN MODERN ACADEMIC INSTITUTIONS

Pennapha Meeto
Raweewan Khankham

Suan Sunandha Rajabhat University, Bangkok, Thailand

...er presents some practical lessons in leadership and governance. . Several topics ...ined, including: the continual need for board education in academic culture; ... micromanagement by the board on one hand, and disengagement by the board on ... and the problem of establishing shared values and vision. Leadership is an art, ...stly different from management. Governance is also an art, requiring patience, ...nd a willingness to take reasonable risk in order to achieve world class results. ...no certain formula for success. It is a complex human process requiring constant ...tion, intense commitment and patience, and a healthy measure of good fortune.

...ple and Culture

... context here is the establishment of a leadership and governance environment ... to a promote world class university. We begin with an observation that world class ...s are, without exception, characterized by world class people, and also a special ...at results in widespread excellence and continual learning. Since universities are ...s and people, the quality and impact of a university is determined fundamentally ...ality of the people affiliated with the university. One way of thinking about the ...ects of a world class university (finances, facilities, location, leadership, etc.) is that ...ate purpose is to attract and retain world class people. No matter how good these ...ects are, nothing can compensate for the absence of truly excellent people. But ...ented and motivated people is not enough.

...ddition, the university must also establish a culture that results in the continual ...earning and on collaboration.

...stated by Dr. Charles Vest, former President of MIT and of the US National ... of Engineering: "Making universities and engineering schools exciting, creative, ...us, rigorous, demanding and empowering milieus is more important than ... curricular details." Academic Freedom, Intrinsic Motivation, and Management At ... of this special culture—which is undoubtedly the most difficult aspect of creating a ...s university—is the notion of academic freedom.

...demic freedom provides the freedom for all members of the academic community ... the truth, wherever it may lead, without fear of retribution. It allows them to think

broadly and deeply about whatever excites them, to be driven solely by curiosity, and exp multidisciplinary aspects of problems in pursuit of a more complete understanding.

Balancing this freedom is the expectation that the results they produce will be mar by rigor, quality, and impact. This expectation for high standards is powerfully enforced b system of "peer review," where the academic rank and general respect of every individua the university is determined by a process of very serious and confidential peer review o the academic work (scholarship, research, artistic creations, etc.) produced by e individual.

When properly established, a culture of academic freedom thrives on achievements pursuits of faculty and students that are driven by intrinsic motivation, rather than extri motivation. When people are driven by intrinsic motivation, they simply do their best wor

As reported in the recent book: the surprising truth about what motivates us (P 2011), when objective assessment of art works produced under commission is compared v the assessment of similar work by the same artists motivated instead by self-interest, intrinsically motivated art is consistently judged to be of higher quality. Simply put, pe do their very best work when they really care about the subject and are deeply motiva from within. This principle almost certainly applies to research and scholarship, too.

And when the goal is to achieve world class standards of excellence across a univer each faculty member should be motivated intrinsically to get world class results. He academic freedom is essential for the culture of intrinsic motivation to thrive.

However, academic freedom also presents some very challenging problems decisionmaking and management. If everyone in the university is independently purs their own ideas and following their own passions, coherence and institutional direction very difficult to achieve. Perhaps instead of determining a precise direction for the univer the best that can be achieved is an alignment of values and interests among members o academic community.

In practice, shared governance – or the engagement of all members of the acad community in major institutional decisions – is necessary to attract and retain world faculty members, who expect to be treated as senior stakeholders in any important chang the institution. This shared governance can take many forms, but it always involves exte conversations characterized by lengthy discussions at all levels, rather that abrupt memos direct others in what to think or do. In short, it takes much longer to make a signifi change in a university with academic freedom and shared governance than it does to ma change in a top-down managed organization, like the military or some tightly-man corporations.

The contrast between the time to reach a conclusion within an academic institution a corporation is often profound. For example, it may take only a few days for a corporati make a profound strategic decision that affects all members of the organization; for exam to stop making a certain product and terminate the employees working on that produc contrast, it is typical under shared governance for a university to take up to an academic to make a final decision on a new strategic direction, such as a strategic plan. This differ in lapsed time may be considered a "clock speed" problem in a university.

When properly implemented, the result is a culture where each member o community reports that "I have never worked this hard in my life, but there is nothing e would rather be doing (!)"

Another important dimension to leading edge innovation is that it typically involves the fertilization of ideas from one academic discipline (or research laboratory) to another. spect of the culture is better illustrated by corporations that have a great track record of innovations than it is in universities, where faculty members have so much autonomy ey often evolve a working environment that minimizes inconveniences for them.

One such inconvenience is interacting significantly with people who are not familiar, or ng with a problem where you need to admit that your expertise is limited. Some ations whose culture provides a good example of this inherently interdisciplinary and based approach to problem solving include 3M Corporation, Bell Laboratories, Apple uters, Google, Pixar, IDEO, and facebook. Although each company has a unique e, these particular companies all share the characteristic that they encouraged cross- nal approaches to research and product development. (Professional colleges and nic departments within universities, unfortunately, often provide substantial barriers to havior.)

nterdisciplinarity and Education for Innovation

he term "innovation" is so over utilized today that its definition has become unclear. s the discussion here, I will define Innovation as the process of having original ideas ights that have value, and then implementing them in ways that result in significant in the way people live. A really profound innovation is one that changes life so dly that few people can remember life before the innovation was introduced. This definition of innovation intentionally includes non-technology innovations, which are o become fundamentally important in the 21st century. For example, I propose that profound innovation involves the simultaneous occurrence of three independent feasibility, viability, and desirability.

othing happens in this world unless it is consistent with the laws of natural science asibility). Among all those things that are feasible, only those that are also viable – that are financially beneficial by producing more value than they require to make – ones that investors might be willing to attempt to produce in large quantities. Finally, all those things that are both feasible and viable, only those that are also desirable to iety at large are likely to be chosen over competing alternatives in order to become accepted. Some examples of profound innovations in the last one hundred years the automobile, the airplane, the telephone, the radio, television, computer, internet, ravel, etc. Each of these innovations is now so widespread that few people in the ed world can remember life before they were introduced.

ut these innovations all involve the invention and widespread implementation of some hnology. Innovations have also occurred that do not involve technology, at least not entral feature. These include, for example, the credit card. The credit card, which is a ly recent invention, has changed profoundly the way people live and behave.

nother example is perhaps the iTunes business model for distribution of music Apple products. This music distribution systems, which is fundamentally a business innovation, has completely changed the music recording industry and now threatens ge the book publishing industry. Finally, innovations may also include more abstract ike Facebook.

What does Facebook sell, exactly? We believe Facebook provides the opportunity all people to tell their story. All humans apparently have a fundamental need to tell story to friends, perhaps to compensate for the transition to a globalized world in which nuclear family and local communities are much less influential in the lives of young pe today. Another example might even be religion, which changes the personal identity relationship between people on a large scale.

What do we learn from this framing of the concept of Innovation about educating next generation? Well, first we see that innovation involves the simultaneous intersecti three independent domains (feasibility, viability, and desirability). But higher educati the last two hundred years has separated these domains into distinct specialty schoo large campuses. For example, "feasibility" is the primary domain of engineering and n sciences. Viability is the primary domain of business and management.

And, desirability is the primary domain of psychology, art, and design. Our educa system tends to isolate students in each of these sub-disciplines, minimizing their opport to see the intersections. This over-specialization is very likely to create barriers to innov The graduates of our traditional academic programs are good specialists in their discip but the insights and opportunities that lead to big innovations lie at the intersections, n the center of these domains. To compensate for this, our educational model should cha encourage, or require, a greater degree of interdisciplinary learning.

Experience on heterogeneous teams drawn from very different disciplines has p in innovative corporations to accelerate the production of innovations. Our educa models should learn from this and prepare our graduates accordingly. (This is why College does not have academic departments, and students work on 10 – 20 team projects during their 4-year engineering degree program.)

Can Innovation Be Taught?

A recent study at Harvard University (Wagner, 2011) followed the early life and of several exceptional innovators to discover the characteristics most responsible fo education and success. The themes that emerge are (1) unstructured play during child (2) development of personal passion that fuels an obsessive time commitment necess develop real expertise, and (3) identification of a purpose in life in the later career, that a commitment to use the expertise to make a positive difference in the world. (This contains an extensive description of the learning model adopted at Olin Colle Engineering.)

The conclusion is that creativity is more a product of the learning environment person's DNA. As a result, careful attention to creating the right environment is an im contributing factor to the development of innovators. The learning environment should for unstructured experimentation and experiential learning, cultivation of in motivation, and an ultimate focus on making a positive impact on the world. The esse learning to innovate is the skill or practice of improvisation. Learning to improvise faced with unexpected challenges, is a central aspect of preparing innovators (just as preparing jazz musicians, as compared to classical musicians, who learn instead to p reproduce the notes written centuries ago by someone else).

Now that we have outlined the type of education needed to become world class, a learning culture necessary to cultivate world class academic achievement and innovati

our attention to the problem of structuring the leadership and governance necessary e and sustain such an organization.

Who Is Responsible for Attracting the People and Building the Culture?

all starts with the President. Leadership is of critical importance to the establishment re and of attracting the right people. The President should establish and live the core of the institution. S/he must create a culture and organization that values academic and shared governance. To insure that the entire institution understands on an al level as well as an intellectual level that the President is authentic in her/his the President should let her/his personal passion shine brightly and infect others in ization.

harisma is a very useful tool of effective leadership. The President's task starts with the right people. These are people who are not only world class in talent, but d not to seek personal gain or recognition, but rather to make a positive difference s. In my opinion, the true measure of greatness of an individual is not seen in their tions, but rather in their contributions.

is spirit of commitment to a cause greater than themselves is fundamental to building class institution. Finally, the President must be or become the change you wish to see rld, as demonstrated by Gandhi in India.

hat is the Primary Role for Governance?

primary role for governance is to define the purpose and goals of the university, to d support the president, and to assume a fiduciary responsibility for all assets of the n. This includes responsibility for all forms of inter-generational equity. Trustees in universities are unpaid volunteers who willingly donate their time and treasure for term benefit of the university. It is critical to note that the governance board is NOT le for managing or leading the university. The leadership team manages the , while the Trustees simply govern. Governance ≠ Leadership ≠ Management It is al to note that Governance is not the same as Management, which is also distinct dership. These are all three separate and distinct roles that are played by separate ct people in the university. For example, Leadership should ideally be provided by ent, or Chief Executive Officer. The CEO is primarily responsible for "doing the ."

s often involves making decisions that may be inconvenient and/or unpopular, but for the long-term welfare of the university. One example might be to give highest factors that affect quality, while simultaneously managing the less important cost and schedule. Most leadership decisions have consequences on all three of rs, but leadership requires prioritization.

world class institution is the goal, then quality must be given higher priority than or schedule, most of the time. (Ten years after a key decision is made, no one is remember whether the budget was balanced initially, or whether the project perfectly on schedule, but everyone will notice whether the overall quality turned h as planned. It is the leader's responsibility to meet the quality goals.) On the other

hand, the Vice Presidents, or management team, are responsible for managing the univers and executing the decisions made by the President.

This team constitutes the group of operating officers that must "do things righ Finally, the Governance Board is responsible for providing oversight, not decisions implementation. This means asking general or strategic questions, judging the judgment the President, and changing the President when needed. Ideally, a key responsibility of board is to do whatever it takes to support the leadership of the president, rather t undermine it. In addition, the governance board must exemplify the utmost integrity avoidance of even the appearance of a conflict of interest.

The honesty and integrity of all member of the board should become a beacon inspires others to demonstrate the highest level of ethical behavior in building the honor reputation of the university.

Teamwork Between Governance and Leadership Team

The maintenance of a positive relationship between the governance board and leadership team (including the President and Vice Presidents) is essential for the universit operate successfully. Experience shows that this requires a delicate balance involv constant attention. Best practices in this area involve a special relationship between President and the Chair of the governance board. Ideally, there should never be any se between them (Chait, et al., 2004) Between the leadership team and the entire governa board, there should be no surprises.

The leadership team should make sure to consult with the governance board be making any decisions of long term or strategic importance. "No surprises" is the fundame rule. Of course, the same applies in the opposite direction. The governance board sh never surprise the President or the leadership team with any decisions of long ter strategic 19 importance. In fact, most decisions should be made by the President, and governance board should be in the position or approving or denying proposals made by President and the leadership team (Sample, et al., 2003) and then supporting these decisio

The leadership team has an equal obligation to engage with the entire acade community before making any major strategic decisions. Communication with community should ideally be so good that the community also feels informed and engage all major strategic decisions. "No surprises" applies in this area, too.

Experience shows that many of the problems that develop in leadership and governa of universities are the result of problems with communication. One rule for handling th the following: "It doesn't matter what you told them. It only matters what they heard!" the responsibility of each member of the leadership team to communicate so well that personally insure the right people actually received and understood the message in case, not just that they told then in some way. It is not acceptable to refer to the fine prin memo, which no one read or understood. Another useful rule for leaders to hear is this "First, tell them what you are going to tell them.

Conclusion is that you cannot communicate too often or too much!

When operating successfully, it should feel to the leadership that they are emphasizing communication. In conclusion, successful establishment of world universities involves exceptional people; academic freedom and a culture of innovation

ident sets the vision and establishes the culture; the leadership team manages the lementation; and the governance board provides oversight and support. World class versities are characterized by a complex dynamic ecology of excellence in leadership and rnance which is an exquisite art requiring constant attention and improvisation, not a nce that can be precisely codified in an algorithm.

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UNIVERSITY'S MANAGEMENT AND STUDENTS' SATISFACTION: AN MPIRICAL STUDY THROUGH STRUCTURAL EQUATION MODELLING

Johan W de Jager

Tshwane university of Technology, Pretoria, South Africa

ions of higher education are facing intense competition fueled by globalization. A g realization has formed on the significance of rendering quality service and customer tion. This study focuses on the influence of Universities' management on academic and students satisfaction. A sample of three hundred and ninety-one students from versities in South Africa was chosen at random to participate in the study. tory Factor Analysis (EFA) was used followed by Confirmatory Factor Analysis and finally hypotheses testing through Structural Equation Modelling (SEM). The indicate that Management related factors have a strong impact on Academic factors. t strongest impact was of the Academic factors on Students' satisfaction. Both ement factors and Academic factors impact Students' Satisfaction; therefore, special n should be given to these by the universities in order to enhance the satisfaction the students.

ey-words: Service, service quality, higher education, Confirmatory Factor Analysis, Africa

troduction

stitutions of higher education are being driven towards commercial competition by economic forces. Competition is often the result of the development of global n markets and the reduction of public funds that urges institutions of higher n to ensure that customers (students) receive what they expect. Identifying ting factors including service related factors more effectively and ensuring the