



**UNIVERSITI PUTRA MALAYSIA**

**WORK PERFORMANCE OF THE ACADEMIC STAFF IN  
COMMUNITY OUTREACH AT THE UNITED COLLEGES  
OF RATTANAKOSIN, THAILAND**

**JITTRARAT POTHIMAMAKA**

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IN COMMUNITY OUTREACH  
AT THE UNITED COLLEGES OF RATTANAKOSIN, THAILAND**

**By**

**JITTRARAT POTHIMAMAKA**

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for the Degree of Doctor of Philosophy in the Centre for  
Extension and Continuing Education,  
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**JANUARY 1994**

**Chairman : Associate Professor Dr. Hj. Saidin b. Teh**

**Faculty : Centre for Extension and Continuing Education**

The major objective of this study was to identify the predicting factors and discriminating variables of community outreach work performance of academic staff at the United Colleges of Rattanakosin in Thailand.

A survey with structured, self-administered questionnaires was employed to a random sample of 304 academic staff members from four faculties representing each of the six teachers colleges of the United Colleges of Rattanakosin. Descriptive and inferential statistical procedures, namely, frequency, factor analysis, F-test, Pearson correlation, multiple regression, and discriminant analysis were used to analyze the data.

More than three quarters of the respondents were females, with an average age of 45 years and teaching experience of 21 years. Most of the respondents were instructors with master's degree holders.



The self-perceived community outreach work performance by the academic staff was considerably low. The staff members of Faculty of Education tended to perform better than those in the Faculties of Science and Technology, Management Science and Humanities. Likewise, the sole operators and committee members tended to be higher performers than the project leaders.

The five hypotheses tested showed that (a) the staff who possessed a higher degree of ability and longer years of experience in teaching showed higher level of outreach work performance; (b) the higher the level of staff outreach work performance, the higher their perceived extrinsic outcomes, perceived expected intrinsic rewards, and perceived equity of rewards; (c) the more specific and clearer the goal, the higher the staff outreach work performance level; (d) the reward-related factor was the most important factor in predicting the staff outreach work performance, and promotion opportunities ranked as the most significant incentive that motivated staff to carry out the outreach work; and (e) the discriminating variables classified 76 percent of the low and the high performers.

The high performers tended to (a) have better outreach work ability; (b) be satisfied with equity of rewards; (c) be satisfied with extrinsic outcome; (d) be satisfied with goal setting; (e) be satisfied with supportive leaders; (f) be satisfied with work groups; (g) be dissatisfied with teaching facilities; and (h) be dissatisfied with their intrinsic outcomes.



The key variables of expectancy theory were found to be relevant and appropriate in explaining and predicting the staff outreach work performance cross-culturally and in different organizational settings. Four major guidelines in making the staff outreach work performance more effective were drawn from the findings. These were (a) defining the expected rewards of the academic staff in outreach work; (b) analyzing the outreach work ability; (c) making the work achievable (goal setting); and (d) improving logistics by encouraging supportive leadership, building work group, and providing adequate teaching facilities.



Abstrak disertasi yang dikemukakan kepada Senat Universiti Pertanian Malaysia sebagai memenuhi sebahagian daripada syarat untuk mendapatkan Ijazah Doktor Falsafah.

**PRESTASI KERJA PEMBANGUNAN MASYARAKAT  
DI KALANGAN PEGAWAI AKADEMIK  
DI UNITED COLLEGES RATTANAKOSIN, THAILAND**

Oleh

**JITTRARAT POTHIMAMAKA**

**JANUARI 1994**

Pengerusi : Profesor Madya Dr. Hj. Saidin b. Teh

Fakulti : Pusat Pengembangan dan Pendidikan Lanjutan

Objektif utama kajian ini adalah untuk meramal faktor-faktor dan pembolehubah-pembolehubah diskriminasi berkaitan dengan pencapaian kerja pembangunan masyarakat di kalangan pegawai akademik di United Colleges, Rattanakosin, Thailand.

Satu kajian survei menggunakan borang soalselidik yang dijawab sendiri oleh responden telah digunakan bagi sejumlah 304 orang pegawai akademik yang telah dipilih secara rawak mudah untuk mewakili empat buah fakulti dari enam buah maktab di Rattanakosin United Colleges. Data dianalisis mengikut prosedur statistik deskriptif dan inferensi, iaitu kekerapan, faktor analisis, ujian-F, korelasi Pearson, regresi berganda dan analisis diskriminan.

Kajian mendapati lebih daripada tiga-perempat jumlah responden terdiri daripada pegawai akademik wanita yang berpurata umur 45 tahun dan purata pengalaman mengajar 21



tahun. Kebanyakan dari mereka adalah pengajar yang mempunyai Ijazah Sarjana.

Pegawai akademik menganggap prestasi kerja pembangunan masyarakat mereka sebagai agak rendah. Prestasi kerja pembangunan masyarakat kakitangan Fakulti Pendidikan adalah lebih baik berbanding dengan prestasi kakitangan Fakulti-Fakulti Sains dan Teknologi, Sains Pengurusan, dan Kemanusiaan. Begitu juga, pegawai yang menjalankan projek secara perseorangan dan sebagai ahli biasa adalah lebih tinggi pencapaiannya berbanding dengan ketua-ketua projek.

Lima hipotesis telah diuji. Hasil didapati bahawa: (a) kakitangan yang berkemampuan lebih dan banyak pengalaman akan menunjukkan tahap prestasi pembangunan masyarakat yang lebih tinggi; (b) lebih tinggi tahap prestasi pembangunan masyarakat, lebih tinggi tanggapan mereka terhadap hasil ganjaran luaran, ganjaran dalaman dan ganjaran saksama; (c) lebih tepat dan jelas penentuan matlamat, lebih tinggi prestasi pembangunan masyarakat; (d) faktor ganjaran merupakan faktor peramal terpenting prestasi pembangunan masyarakat pegawai akademik dan peluang-peluang kenaikan pangkat adalah insentif signifikan menggalakkan kerja-kerja pembangunan masyarakat; (e) pembolehubah diskriminan dengan tepatnya dapat mengklasifikasikan 76 peratus kes.

Pembolehubah diskriminan yang mempengaruhi prestasi yang tinggi adalah (a) kemampuan kerja pembangunan masyarakat; (b) tanggapan terhadap ganjaran saksama; (c) nilai ganjaran luaran; (d) penentuan matlamat yang tepat; (e) kepimpinan yang memberi sokongan; (f) kumpulan kerja; (g) kemudahan asas pendidikan; dan (h) hasil ganjaran dalaman.

Pembolehubah utama Teori "Expectancy" didapati relevan dan bersesuaian bagi menerang dan meramalkan prestasi kerja pembangunan masyarakat antara budaya dan dalam pelbagai persekitaran organisasi. Hasil kajian ini telah memberikan empat garis panduan utama untuk menjadikan kerja pembangunan masyarakat lebih berkesan: (a) mendefinisikan ganjaran yang diharapkan dalam kerja pembangunan masyarakat; (b) menganalisis keupayaan pegawai dalam kerja pembangunan masyarakat; (c) membolehkan kerja mencapai matlamat dengan mengadakan matlamat yang tepat dan jelas; dan (d) memperbaiki logistik-logistik seperti menggalakkan kepimpinan yang disokong, menubuhkan kumpulan kerja, dan menyediakan kemudahan pengajaran yang mencukupi.



# CHAPTER I

## INTRODUCTION

### An Overview of Teachers Colleges in Thailand

#### Historical Background

The first teacher training school in Thailand was founded in 1892 at the Children's Home in Bangkok for the purpose of training elementary school teachers. As education expanded, the need for teachers inevitably increased. This resulted in the establishment of teacher training schools both in the metropolitan and provincial areas in order to prepare teachers for both elementary and secondary schools. In 1954, Teacher Education Department was established in the Ministry of Education. This constituted a major reorganization of the teachers education system for training of elementary and secondary school teachers throughout the country.

At present, there are 36 teachers colleges under the supervision and administration of the Department of Teacher Education (DTE), Ministry of Education. These colleges are distributed all over the country to serve the needs of the local community (Department of Teacher Education, 1991).

During the early years and up to 1975, teachers colleges offered two programmes. One, leading to Lower Certificate in Education, offered a two-year training to those who had finished



junior high school education, and wished to become elementary school teachers. The other, the Higher Certificate in Education programme, provided a two-year training to those who had completed their senior high school education and wanted to enter secondary school teaching. As a result of the expansion of compulsory education, a high rate of population growth, and the need to upgrade the quality of secondary school teachers, the teachers colleges in 1975 began to offer a four-year programme leading to the bachelor's degree in education.

The Teachers College Act of 1975 (TCA 1975) established teachers colleges as institutions of education and research, with the purpose of providing knowledge and training qualified teachers to the bachelor's degree level, conducting research, promoting quality teaching and administration, maintaining and conserving culture as well as national identity, and providing academic services to the community. Owing to a surplus of graduate teachers however, the TCA of 1975 was revised in 1984, resulting in reorganization of the teachers colleges. The new DTE consisted of and is represented by 36 teachers colleges, and has diversified its curricula to train manpower in fields other than education. The subject areas now offered in teachers colleges are in accordance with local needs (Department of Teacher Education, 1991).

### **Present Status of Teachers Colleges**

The 36 teachers colleges spread throughout the geographical regions of Thailand are united into eight new entities now known as United Colleges (Figure 1). Each United College is made up of a number of teachers colleges in the same geographical area. The DTE



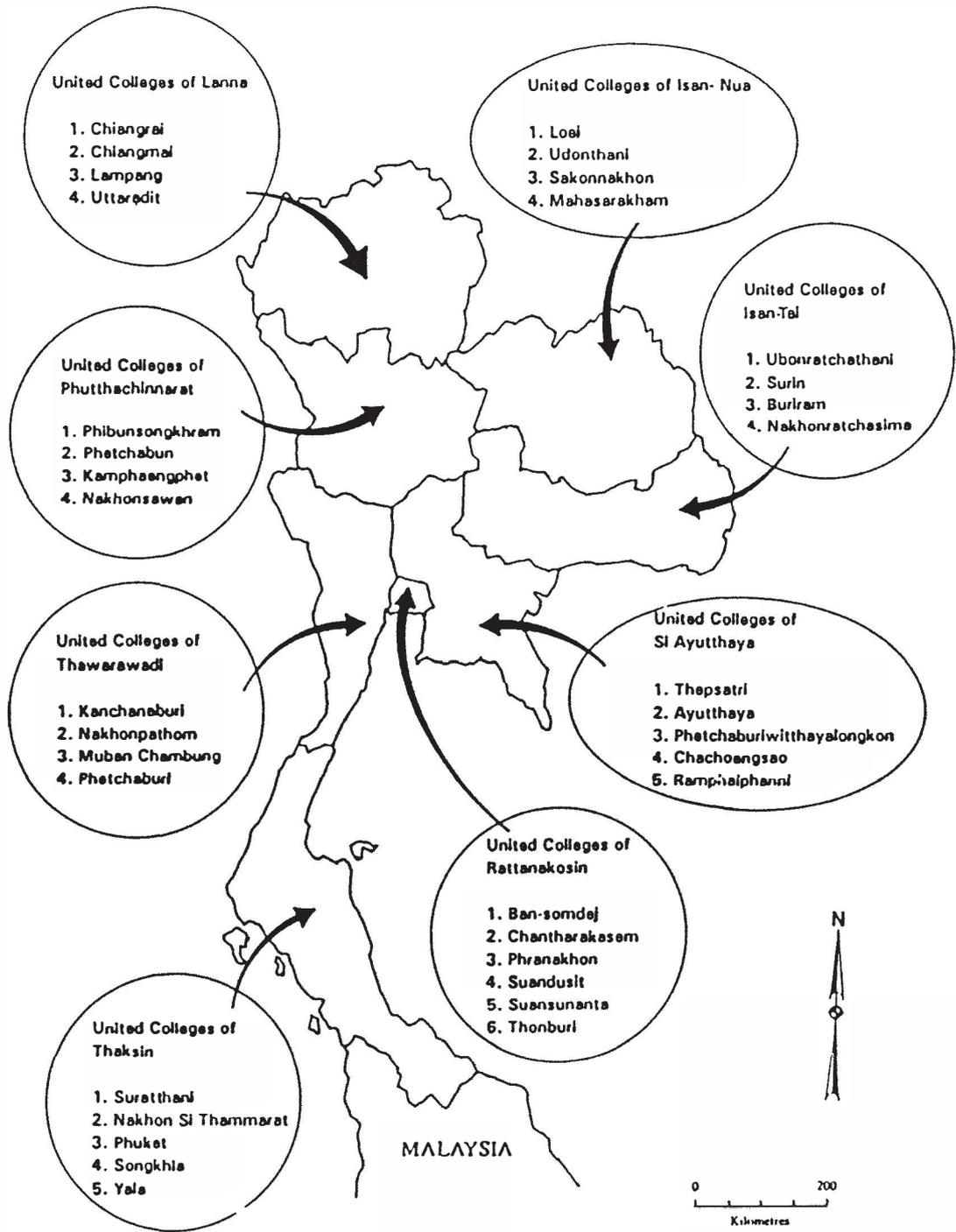


Figure 1: The Distribution of 36 Teachers Colleges in Thailand:  
Eight United Colleges  
(Source : Department of Teacher Education, 1991)

has direct responsibilities in supervising the functioning of the eight United Colleges. These eight United Colleges are organized to cooperate with and assist the teachers colleges in providing educational services to their students. The United Colleges act as coordinating bodies of the teachers colleges and also as liaison between the teachers colleges and the DTE. The United Colleges themselves do not produce graduates. Such responsibilities rest with each of the individual teachers college, each of which consists of a number of academic faculties and supporting offices.

### **Functions of Teachers Colleges**

As government-funded institutions, teachers colleges have to comply with the overall national plan for social and economic development. Teachers colleges are expected to carry out the following functions:

1. providing educational programmes at the bachelor's degree level in various fields needed by the community;
2. conducting research on teacher education and other areas;
3. providing academic services/outreach programme to the community;
4. promoting academic and professional status of teachers and educational personnel; and
5. preserving and promoting national arts and regional culture.

Of these five functions, the first is considered the most important. Teachers colleges are expected to prepare graduates to meet local manpower demands (Department of Teacher Education, 1991).



## **Extension Programmes and Activities of Community Outreach in Teachers Colleges**

### **History and Evolution of Community Outreach in Teachers Colleges**

The history and evolution of community outreach programmes in teachers colleges described here can be divided into two periods. The first was before the passage of the enactment of the TCA of 1975 and, the second period was after the enactment.

#### **The Pre-TCA Enactment of 1975 Period**

The community outreach programme was divided into either rural or non-rural teacher training programme depending on its location. The programme was started in 1956 in cooperation with DTE and UNESCO. The purposes of the programme were to train and upgrade the quality of teachers college students (future teachers) so that they will become competent and respectable teachers, and role models for their students as well as the community (Department of Teacher Education, 1981).

Every student was required to undergo practical training for one term/semester. The staff would take turns supervising and guiding their students for this long term programme, both in schools and in communities. This practical training required the students to do two kinds of activities, namely, the school activities and the community activities.