

ABSTRACT

Title : Role Performance and Role Preference of the
Instructors in The United Colleges of Dvaravadi.

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The research investigates and compares the role performance and role preference of the 250 instructors in the United Colleges of Dvaravadi. The questionnaire employed in this study was constructed in accordance with the teachers' job description stated in the 2527 Teachers' College Royal Degree. The questionnaire was tested and was found to have a Cronbach's Reliability Coefficient or r_{kk} of 0.94 or 88.36 %. The results of the study were analysed by using the Mean (\bar{X}) and Standard Diviation (S.D.) to find the level of the role performance and role preference of the instructors under study. The t-test was also employed to find the difference between the two roles.

It was found that the instructors give priority to the teaching and research work. Concerning the role performance and role preference of the six types of work including teaching, research work, culture preservation work, public service, in-service training and administrative work, the instructors give their time and attention to

the activities involving lesson preparation field work and experiments, organizing academic and cultural exhibitions, academic co-operation with other institutions, organizing in-service training and meetings on budget allocation. Regarding the role performance of the instructors, the priority is given to the following types of work in the following descending order : report auditing, implementing research results, organizing cultural exhibitions, in-service training and conducting meetings on staff welfare. The difference between the role performance and role preference of teaching, research work, culture preservation work, public service, in-service training work, and administrative work, was found to be significant at a level of 0.01

The instructors thought that the type of work they were given the most freedom to perform was grading and its procedures. The work they were given the least freedom to perform was deciding on the load of teaching. Concerning the role preference of the instructors, the first priority was given to a fair treatment of the administration regarding staff benefits and welfare while the last priority was a role in curriculum planning and teaching methods.

It is suggested herein that this research finding which demonstrates a divergence between role performance and role preference resulting from a role stress, role conflict and role ambiguity might be beneficial for searching for ways and means in improving instructors' motivation towards working smarter in the years to come.