

**JOB SATISFACTION OF ACADEMIC STAFF  
IN MAHIDOL UNIVERSITY**



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Thesis  
Entitled

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IN MAHIDOL UNIVERSITY**



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**THESIS ADVISOR: PRASERTCHAI SUKSA-ARD, Ph.D.,  
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PRAVIT KHAEMASUNAN, Ph.D.****ABSTRACT**

This research studied overall job satisfaction of Mahidol University's academic staff in 2005, and identified and discussed the possible differences between levels of job satisfaction in relation to age, gender, marital status, educational level, academic position, income, duration of work, and position. Overall job satisfaction was broken down into five sub-categories: administrative satisfaction, academic satisfaction, research satisfaction, academic service satisfaction and cultural support satisfaction. Primary research was done by collecting quantitative data through a questionnaire which required participants to rate their levels of satisfaction on a five-point Likert scale. The sample included 350 academic staff members employed in Mahidol University. Data analysis was done through t-tests and ANOVA.

The results concluded that overall job satisfaction of Mahidol University's academic staffs was at a moderate level. When comparing each type of satisfaction, the results indicated the highest level of job satisfaction was academic satisfaction, followed by cultural support satisfaction, administrative satisfaction, and academic service satisfaction. Research satisfaction represented the lowest level of job satisfaction when compared to the other four aspects. There was a significant difference between age, marital status, educational level, academic position, income, duration of work, and position and the level of job satisfaction. Gender was the only personal characteristic that indicated no significant difference in overall job satisfaction.

This study is beneficial to Mahidol University and Thailand's higher education system in the following respect: a satisfied workforce is a more efficient and productive workforce, and by getting an accurate description of job satisfaction within an institution we can work to improve the conditions that might cause it to be low. The researcher concluded that some of the lower levels of job satisfaction in Mahidol were due to a need to clearly state academic goals, improve academic service evaluation systems, and open up communication between university staff and management personnel. The researcher also recommends revising the current financial aid system, as it is perceived to be one of the major factors that negatively affects job satisfaction in Mahidol University. This research also suggests that there should be a qualitative study to enhance the level of job satisfaction.

**KEY WORDS : JOB SATISFACTION/ ACADEMIC STAFF/ MAHIDOL  
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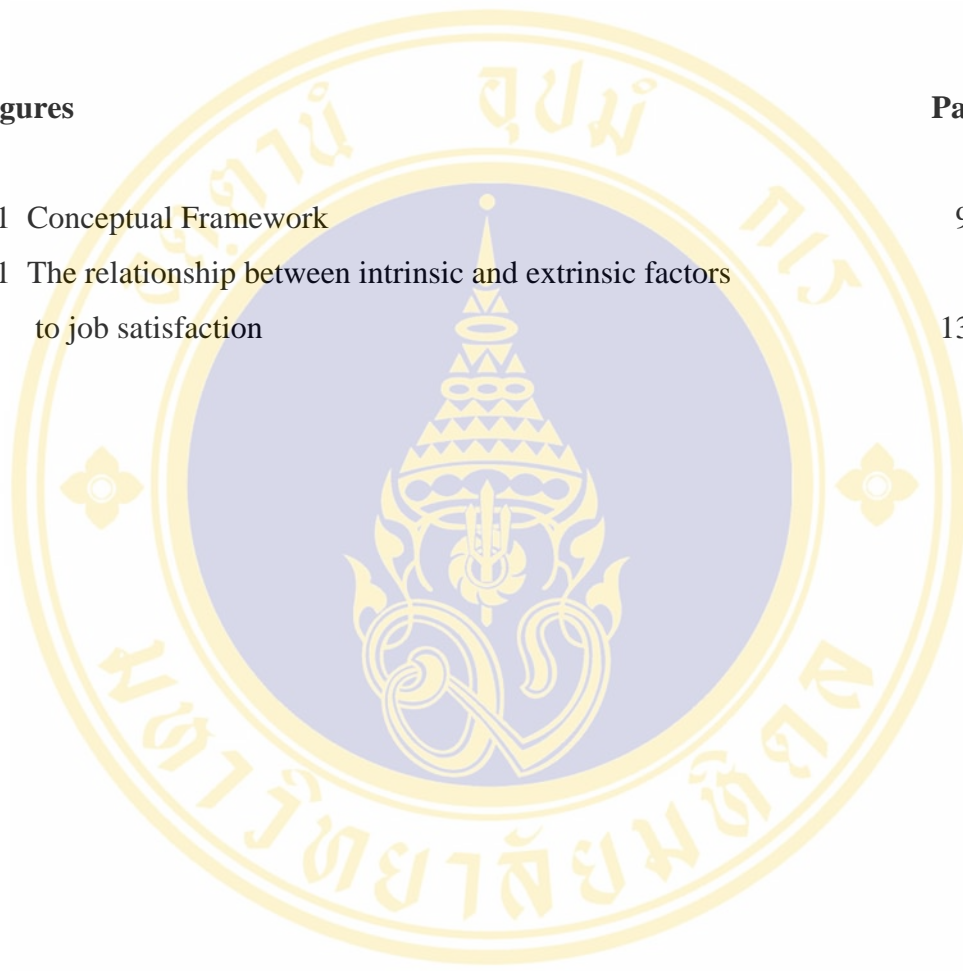
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background and Rationale of the Study

Job satisfaction has been defined in many different ways and a definitive designation for the term is unlikely to materialize. A simple way to define it, therefore, is as an attitudinal variable, “*Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.*” (Spector, 1997)

As investigated by many different areas such as psychology, sociology, economics and management sciences, job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being (Diaz-Serrano & Cabral Vieira, 2005), as well as a good predictor of intentions or decisions of employees to leave a job (Gazioglu & Tansel, 2002).

Beyond research literature and studies, job satisfaction is also important in everyday life. Organisations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997). This makes job satisfaction an issue of substantial importance for both employers and employees. As many studies suggest, employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also “be happy in their work, given the amount of time they have to devote to it throughout their working lives” (Nguyen, Taylor & Bradley, 2003a).

According to current studies, job satisfaction appears to be declining while job dissatisfaction is rising. This may be the reason for the increased amount of attention

focused on this topic. Considering this trend, an employer is faced with a problem that has an impact on many aspects of our society. Organizations such as industrial, educational, medical, etc., may be suffering adverse economic consequences when dissatisfied workers are employed. In the case of education, the dissatisfaction among teachers could be a paramount issue because their attitudes may affect students.

Bruce and Blackburn (1992) emphasized that positive job satisfaction can produce qualified works. Job satisfaction creates better work performance. Thus, job satisfaction of academic staff is very important as it directly relates to the quality of works of academic staff and the quality of the students.

To investigate the apparent decline in job satisfaction, it was necessary to determine the variables that tend to be correlated with job satisfaction. Personal factors, such as age, gender, income and position, are variables mostly used to assess different levels of job satisfaction. In this research, personal factors will be applied to investigate and identify the possible difference between those factors, including age, gender, marital status, educational level, academic position, income, duration of work and position, and job satisfaction among Mahidol University's faculty members.

Spector (1997) presented three reasons to explain the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behaviors would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. Spector (1997) also believed that each one of the reasons is validation enough for the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

This study only focuses on job satisfaction of Mahidol University's academic staff as Mahidol University is one of the most prestigious universities in Thailand. Established in 1889 by His Majesty King Chulalongkorn Great (Rama V) as a medical school, Mahidol University was the first institute of higher education in Thailand and has been continuously developed overtime in order to provide the highest standard of education to students and country. Currently, Mahidol University comprises 16 faculties, 6 colleges, 8 research institutes, 6 centers, and over 70 sub-faculties centers, which provide a higher level of education to students, both national and international, in the areas of science and social sciences.

Mahidol University has five major objectives as followed:

1. To produce qualified labor to serve the country's needs in many fields.
2. To improve the body of knowledge through research.
3. To be an academic center for serving the community's needs.
4. To have systematic administration support the learning process of students, officers and people in community.
5. To be a center for cultural support for the community.

These are the five major objectives of every university in order to produce a fully qualified and effective workforce, which serves the country's needs at a macro level, as well as provides academic knowledge and benefits to people within a community at a micro level. Moreover, religious and cultural promotion is also one of the university's objectives, since morality is considered to be a crucial aspect for sustainable development of the country.

To achieve the above goals, university staff has an important part in contributing to the success of the university. A qualified and knowledgeable workforce must be employed to be able to compete among today's opposition. In addition, ethics and discipline must also be acquired in order to effectively pursue such goals. Raktham (1990) further supported these ideas that in order to meet economic and social development goals, abilities and behaviors of government employees are a part of achievement or failure of national development.

Results of this study will provide directions which are essential to all concerned parties, both within Mahidol University and outside as well. As a

researcher, I, myself, believe that the results of this study will further provide a better way for achieving the utmost benefit to the nation.

## **1.2 Research Objectives**

1.2.1 To study the overall job satisfaction of academic staff in Mahidol University.

1.2.2 To compare job satisfaction among academic staff in Mahidol University with regards to personal characteristics, including age, sex, marital status, educational level, academic position, income and work duration.

## **1.3 Research Questions**

1.3.1 What is the level of job satisfaction of academic staff at Mahidol University?

1.3.2 Do any differences exist in the level of job satisfaction with regards to age, gender, marital status, educational level, income, academic positions, work duration and position?

## **1.4 Research Hypotheses**

1.4.1 Mahidol University's academic staffs who are different in age have job satisfaction differently.

1.4.2 Mahidol University's academic staffs who are different in gender have job satisfaction differently.

1.4.3 Mahidol University's academic staffs who are different in marital status having job satisfaction differently.

1.4.4 Mahidol University's academic staffs who are different in educational level have job satisfaction differently.

1.4.5 Mahidol University's academic staffs who are different in academic position have job satisfaction differently.

1.4.6 Mahidol University's academic staffs who are different in income have job satisfaction differently.

1.4.7 Mahidol University's academic staffs who are different in work duration have job satisfaction differently.

1.4.8 Mahidol University's academic staffs who are different in position having job satisfaction differently.

## 1.5 Scope of the Study

This research is aimed at measuring the level job satisfaction of academic staff at Mahidol University. The population of the study included only academic staff. According to Mahidol University's personnel division database in 2005, there was 2,268 academic staff in the positions of lecturers, assistant professors, associated professors and professors.

To measure the job satisfaction level among Mahidol University staff, five different categories were derived from the university's objectives previously mentioned.

1. Administrative satisfaction
2. Academic satisfaction
3. Research satisfaction
4. Academic service satisfaction
5. Cultural support satisfaction

In relation to job satisfaction measurement, personal factors including age, gender, marital status, educational level, academic position, income, duration of work, and position were investigated in order to identify the correlation between each personal factor and the level of job satisfaction.

## 1.6 Definition of Terms

1.6.1 **Academic Staff:** Academic staff covers only staffs who work in four positions for all 2,268 staff members: professor, associated professor, assistant professor and lecturer.

1.6.1.1 **Professor** means academic staffs who have responsibility to teach, train and do research at a high academic level; do academic service for society, and encourage Thai culture; as well as other assigned duties.

1.6.1.2 **Associated professor** means academic staffs who have responsibility to teach in a subject branch, control and review student research, be an advisor to students in academic and activity matters, research in high academics, and service academic knowledge to society, and do other duties involved.

1.6.1.3 **Assistant professor** means academic staffs who have responsibility to teach a subject, control and review student research, be an advisor to students in academic and activity matters, research in high academics, service academic knowledge to society, and do other duties involved.

1.6.1.4 **Lecturer** means academic staffs who have responsibility to teach in a subject branch, be an advisor to students in academic and activity matters, research in high academics, and service academic knowledge to society, and do other duties involved.

1.6.2 **Job Satisfaction** refers to the personal attitude of staff towards their jobs and other working concerns. Job satisfaction in this study is measured through a questionnaire generated by the researcher. The questionnaire was developed based on research findings on motivational factors affecting job satisfaction combined with five objectives necessary for academic staffs in university level.

1.6.2.1 **Administrative satisfaction** is defined as the attitude of academic staff towards the effectiveness and success of their administrative duties. Administrative satisfaction encompasses policy and decision making, the execution of public affairs, and executive management performance.

1.6.2.2 **Academic satisfaction** is defined as the attitude of academic staffs towards the effectiveness and success of their academic duties. Academic satisfaction focuses mainly on methods of learning and how they are maintained and updated.

1.6.2.3 **Research satisfaction** is defined as the attitude of academic staff towards the effectiveness and success relating to academic research serving university, student and community needs. Research satisfaction is mainly concerned with the creation and sharing of new ideas both inside and outside the university.

1.6.2.4 **Academic service satisfaction** is defined as the attitude of academic staff towards the effectiveness and success of their academic service duties. Academic service satisfaction pertains to the methods for which the university's learning environment is supported within the university.

1.6.2.5 **Cultural support satisfaction** is defined as the attitude of academic staff towards the effectiveness and success of their cultural support duties in maintaining and passing on traditional Thai culture to the next generation. Cultural support satisfaction includes the study of Thai social practices and arts, as well as the sharing of Thai heritage to sources outside the university.

1.6.3 **Personal factors** cover seven items of individual characteristics: age, gender, marital status, education, academic position, income level, work duration, and position.

1.6.3.1 **Age** is defined as the lifespan of academic staff calculated from the year of birth up to the present.

1.6.3.2 **Gender** is defined as the sex of academic staff.

1.6.3.3 **Marital status** is defined as the marital position of academic staff.

1.6.3.4 **Education** is defined as the highest educational level that the academic staff obtained.

1.6.3.5 **Academic position** is defined as the organizational position of academic staff.

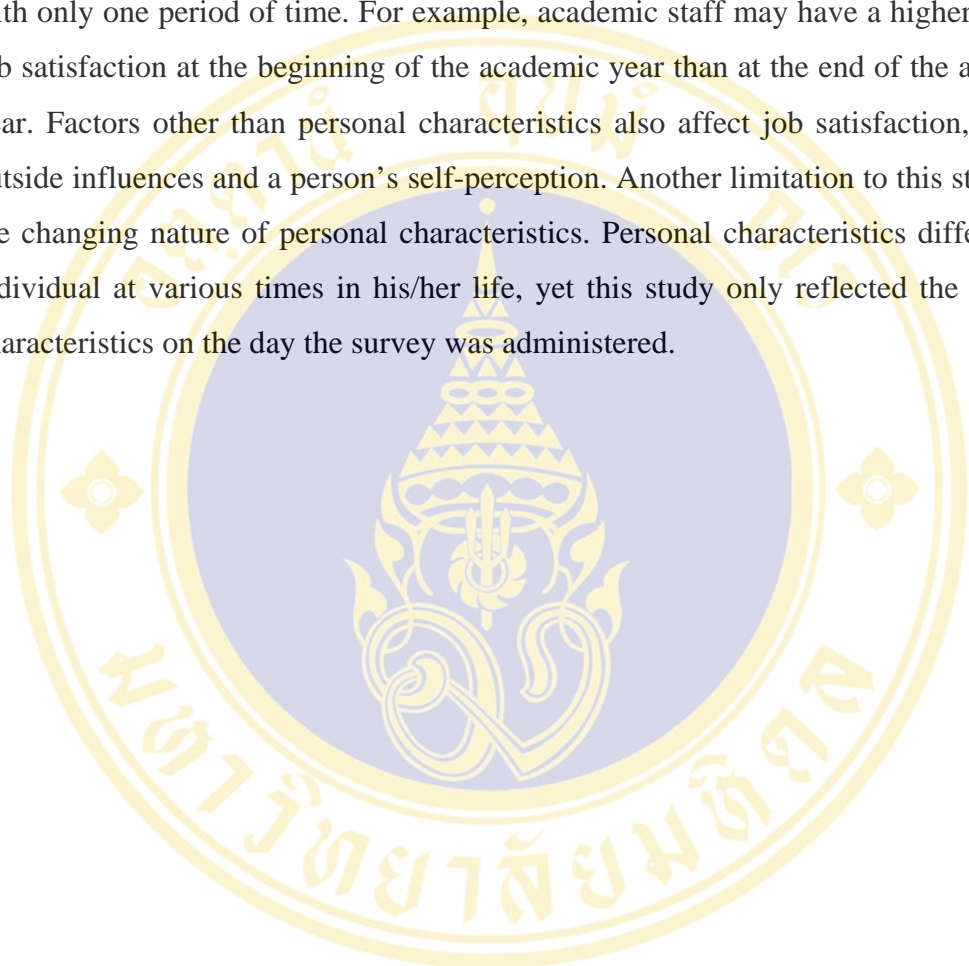
1.6.3.6 **Income** is defined as the present salary which the academic staff receives monthly.

1.6.3.7 **Duration of work** is defined as the total number of years the academic staff has been working at Mahidol University calculated from start date up to the present.

1.6.3.8 **Position** refers to the working position of the staff which is divided into 2 groups: governmental officers and university staff.

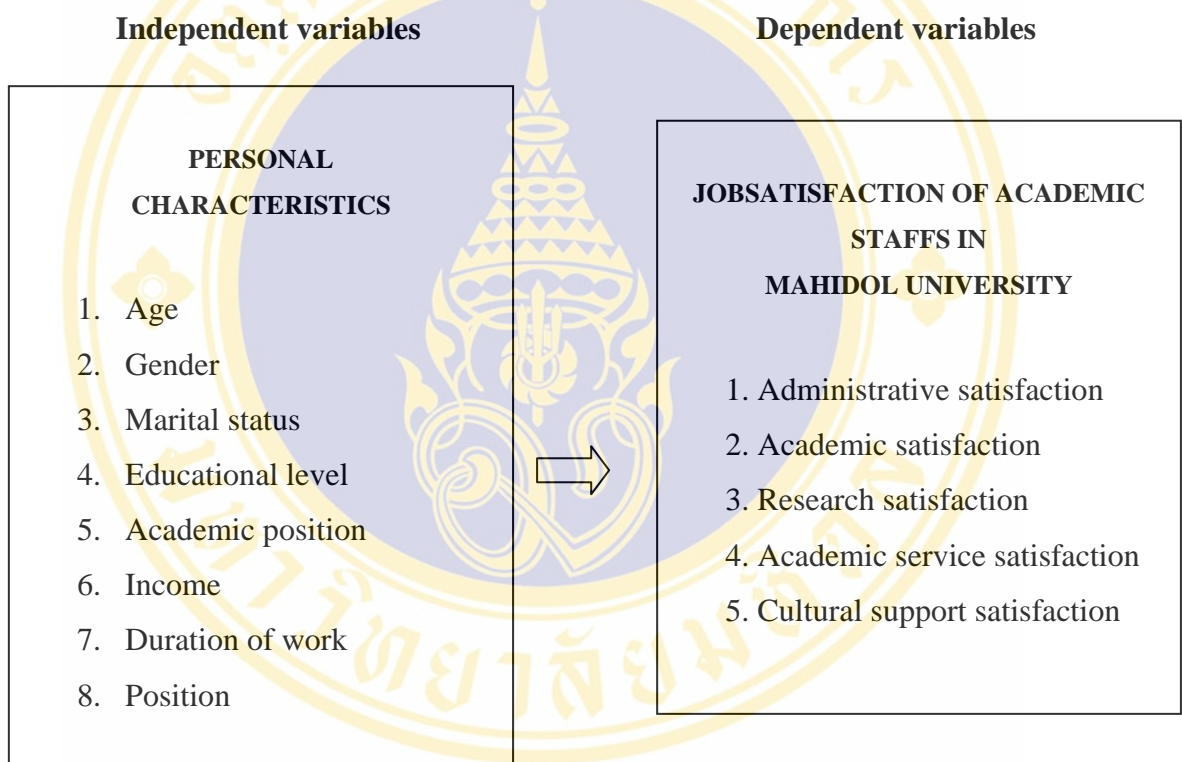
### 1.7 Limitations of the Study

There were several limitations to this investigation. Academic staffs' perception of job satisfaction may vary during the academic year, yet the study dealt with only one period of time. For example, academic staff may have a higher level of job satisfaction at the beginning of the academic year than at the end of the academic year. Factors other than personal characteristics also affect job satisfaction, such as outside influences and a person's self-perception. Another limitation to this study was the changing nature of personal characteristics. Personal characteristics differ for an individual at various times in his/her life, yet this study only reflected the personal characteristics on the day the survey was administered.



### 1.8 Conceptual Framework

A person’s job satisfaction can be constructed through motivational factors as well as personal characteristics. Previous studies show that personal characteristics of persons directly influence the level of job satisfaction. Based on the literature concerning personal characteristics, motivational factors and job satisfaction, the conceptual framework is illustrated in Figure1.



**Figure 1.1:Conceptual Framework**

### 1.9 Research Benefits

The advantages from this study will provide at least 2 benefits: implementation benefit and academic benefit. The implementation benefit is mainly concerned with describing the current situation of job satisfaction for the 2,268 academic staff in Mahidol University. The information gained from this study can be utilized by the university in order to form a clear direction and proper policy guidelines for improving job satisfaction of academic staff in the future. The academic benefits can be divided into the three following types:

1. Job satisfaction among academic staffs in Mahidol University will be revealed.
1. Effects of different variables on job satisfaction will be described.
2. Policy guidelines for improvement of work performance will be understood?

## **CHAPTER II**

### **LITERATURE REIVIEW**

This chapter reviews the different theories and previous studies related to job satisfaction and its relationship between different variables. This chapter consists of three sections. Section 2.1 summarizes theoretical framework relating to job satisfaction. Section 2.2 describes the general background of Mahidol University. Finally, section 2.3 analyzes previous studies related to job satisfaction in order to assess variables affecting job satisfaction.

#### **2.1 Theoretical Frameworks of Job Satisfaction**

In order to understand employees and their satisfaction, there are many theories accepted by scholars around the world. The research provides some theories that are a fundamental framework for studying as follows:

##### **2.1.1 Content Theories**

###### **2.1.1.1 Maslow's Need Hierarchy Theory**

According to Maslow's view of individual needs, job satisfaction occurs when an individual's needs are met by the job and the corresponding working environment. The hierarchy of needs focuses on five categories arranged in ascending orders of importance. Physiological, safety, belongingness and love are the lower-level needs in the hierarchy. The higher-level needs are esteem and self-actualization. When ones need is satisfied, another higher-level need emerges and motivates the person to do something to satisfy it. A satisfied need is no longer a motivator (Maslow, A.H.,1954).

### 2.1.1.2 Herzberg's Motivator-Hygiene Theory

The study of job satisfaction became more sophisticated with the introduction of Herzberg's motivator-hygiene theory (Herzberg, 1966). This theory focuses attention upon the work itself as a principal source of job satisfaction. To Herzberg, the concept of job satisfaction has two dimensions, namely intrinsic and extrinsic factors.

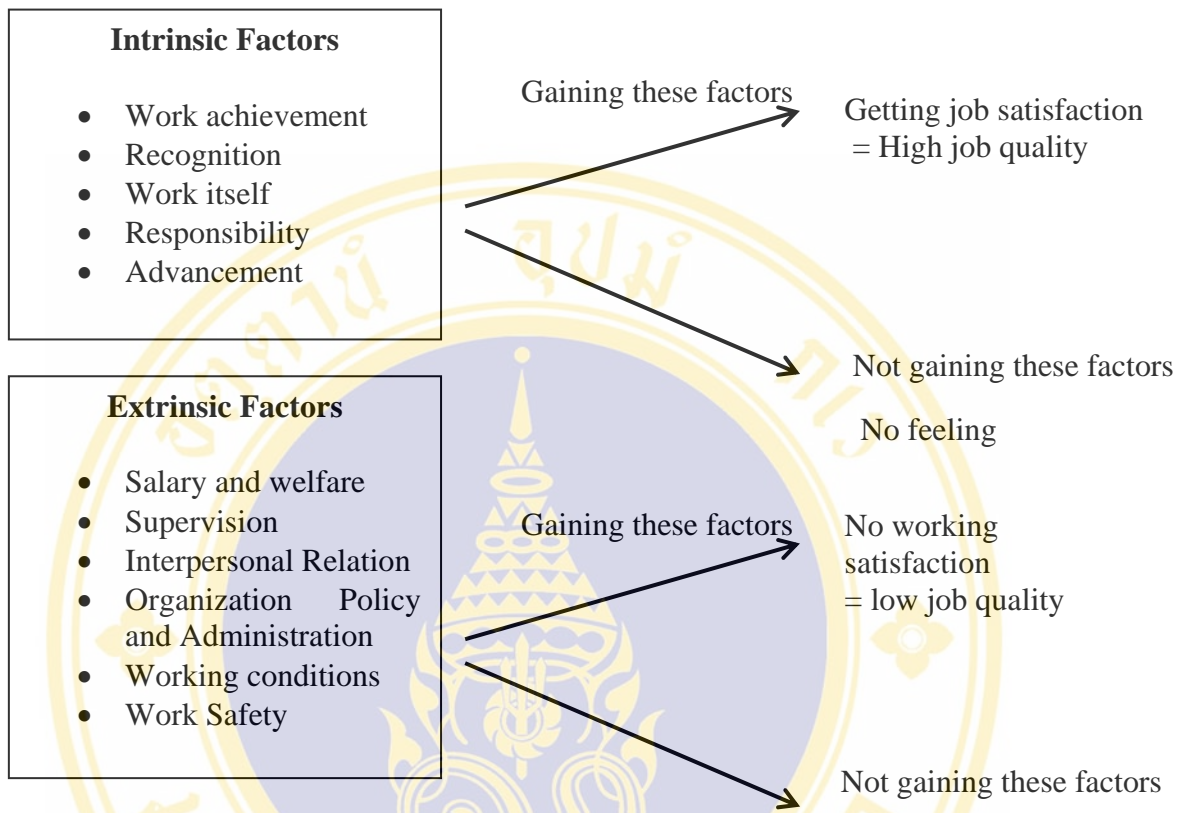
*Intrinsic factors* (motivators or satisfiers): The motivators relate to job content (work itself) and include;

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement

*Extrinsic factors*: The factors relate to work environment in following items:

1. Company policy and administration
2. Supervision
3. Salary
4. Interpersonal relations
5. Working conditions

Herzberg’s Motivation Theory can be explained by Figure 2 below:



**Figure2.1: The relationship between intrinsic and extrinsic factors to job satisfaction**

Source: Jackson, J. H. and Keaveny, TJ. 1980

Assessing the motivator-hygiene theory, Locke, Fitzpatrick, and White (1983: 343-365) pointed out that Herzberg’s theory is method dependent. Herzberg used what is known as the critical incident technique in the development of his theory. This type of research approach has been the only one method that consistently leads to results confirming the theory. The results of other applied methods have indicated that hygiene indeed can be associated with job satisfaction and motivators with job dissatisfaction.

### **2.1.1.3 Vroom's Expectancy Theory**

Vroom's (Vroom, 1982) expectancy theory suggests that people not only are driven by needs but also have some degree of free will, which they can use to decide what they will or won't do. The theory proposes that individuals make work-related decisions on the basis of their perceived abilities to perform tasks and receive rewards. Vroom established an equation with three variables to explain this decision process. The three variables are expectancy, instrumentality, and valence. Expectancy is the degree of confidence a person has in his or her ability to perform a task successfully. Instrumentality is the degree of confidence a person has that if the task is performed successfully, he or she will be rewarded appropriately. Valence is the value a person places on expected rewards.

Expectancy, instrumentality, and valence are given probability values. Because the model is multiplicative, all three variables must have high positive values to imply motivated performance choices. If any of the variables approaches zero, the probability of motivated performance also approaches zero. When all three values are high, motivation to perform is also high. Vroom's expectancy theory (Vroom, 1982) suggests that both situational and personality variables produce job satisfaction.

### **2.2.1.4 Adams' Equity Theory**

The primary research on equity theory was done by Adams (Adam, 1963). Equity theory proposes that workers always compare their own outcome received from their jobs to the inputs they contributing to job. The reference used to compare is simply another worker or group of workers perceived to be similar to oneself. Unequal ratios create job dissatisfaction and motivate the worker to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase. Outcomes include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and receive from an organization. Inputs include special skills, training, education, work experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization.

### **2.1.1.5 Situational Occurrences Theory**

The situational occurrences theory of job satisfaction was proposed by Quarstein, Mckee, J.G. (1991). The two main components of the theory are situational characteristics and situational occurrences. Examples of situational characteristics are pay, promotional opportunities, working conditions, company policies, and supervision. Individuals tend to evaluate situational characteristics before they accept a job. Situational occurrences tend to be evaluated after accepting a job. Situational occurrences can be positive or negative. Positive occurrences include, for example, giving employees some time off because of exceptional work or placing a microwave in the work place. Negative occurrences include, for example, confusing email messages, rude remarks from coworkers, and copiers which seem to break down a great deal. Moreover, Quartstein et al. hypothesized that overall job satisfaction is a function of a combination of situational characteristics and situational occurrences. The findings of their study supported the hypothesis. According to the researchers, a combination of situational characteristics and situational occurrences can be a stronger predictor of overall job satisfaction than each individual factor.

### **2.1.1.6 Predictors of Job Satisfaction Theory**

Glisson and Durick (1988) simultaneously examined the ability of multiple variables from three categories (worker, job, and organizational characteristics) to predict both job satisfaction and organizational commitment. They proposed that job tasks would be excellent predictors of job satisfaction, while characteristics of workers and characteristics of the organization would only be moderate predictors. Their findings supported the traditional emphasis on job characteristics as factors of job satisfaction, and to a lesser extent, the more recent examinations of organizational factors. The concept of those theories can provide the researcher more understanding on employee's needs. Knowledge gained on topic of job satisfaction relates directly to effective provision on employee welfare as well. Based on the concept of a person's needs, job satisfaction in any organization can be maintained effectively through wisely utilized incentives.

## **2.1.2 Measurement of Job Satisfaction**

Unlike productivity, absenteeism and worker turnover, job satisfaction is present only inside an individual's mind and cannot be measured directly. Methods for indirectly measuring job satisfaction include observing employees, interviewing them, and asking them to complete a questionnaire. Many organizations and researchers favor questionnaires because personal observations and interviews are very time consuming (Cherrington et al, 1989). Job satisfaction can be measured using either single-item, general, or facet measures. The items below hold some details of each measure.

### **2.1.2.1 Single-Item Job Satisfaction Measure**

A description of a single-item measure has been given, for example, by Robbins (1998), in terms of the question, "All things considered, how satisfied are you with your job?" Response alternatives can range from very dissatisfied to very satisfied. Evidence points toward an overestimation of job satisfaction when the construct is measured using only single-items.

### **2.1.2.2 General Job Satisfaction Measure**

General job satisfaction scales, like single-item measures, are used to determine the overall level of job satisfaction. An instrument available to measure overall job satisfaction, for example, is the Job in General Scale (JIG) (Ironson et al, 1989). The JIG is made up of a list of descriptive phrases i.e., "Better than most" or adjectives (i.e., "Worst") beside which the respondents are asked to mark "Y" for "YES" if it describes their job in general, "N" for "NO" if it does not describe it, or "?" if they cannot decide whether or not the word or phrase describes their job.

### **2.1.2.3 Facet-Specific Job Satisfaction Measure**

If a study of job satisfaction is conducted to identify areas of dissatisfaction to improve upon them, facet-specific levels of job satisfaction should be assessed. Numerous standardized reliable and valid instruments are available for this type of approach. Normative data has also been documented for the scales of the instruments described in the following paragraphs.

- The Job Satisfaction Survey (JSS) (Spector, 1997) yields an overall satisfaction score and 9 facet-specific scores. The facet-specific scales include pay, promotion, supervision, eleven fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

- The Job Descriptive Index (JDI) (Smith et al, 1969) measures satisfaction levels of work, pay, promotion, supervision, and coworkers. Participants in studies utilizing the JDI are asked to indicate whether each statement does or does not describe their jobs. "YES" responses are scored +1, "NO" responses -1, and "?" responses 0, indicating the participant cannot decide.

### **2.1.3 Job Satisfaction as Criterion Variable**

Originally job satisfaction was studied as a predictor of behaviors such as performance, absenteeism, and turnover. More recently the interest has shifted toward identifying factors that influence or predict job satisfaction. Personal and work-related characteristics can influence job satisfaction (Spector, 1997), (Locke, 1976).

#### **2.1.3.1 Personal Characteristics**

Personal characteristics such as age, gender, education and tenure are often included in job satisfaction studies to describe the participants and to determine relationships among the variables. Research evidence often shows the presence of relationships between personal characteristics and job satisfaction, but the evidence tends to be mixed. Sometimes positive relationships are identified and sometimes negative ones for the same variables.

**Age:** Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. Herzberg et al. (1957), after an extensive review of job satisfaction literature, concluded that the association is best described by a U-shaped function. Initially satisfaction is high, then decreases, and eventually, after hitting a low point, increases again with age.

Hulin and Smith (1965) indicated that job satisfaction increases in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their jobs. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work environment. Quinn, Staines, and McCullough (1974) claimed that older workers are more satisfied with their work because they move into better work or more desirable positions throughout their careers.

Saleh and Otis (1964) proposed a positive linear function between age and job satisfaction until the pre-retirement period during which job satisfaction significantly declines. They attributed the increasing level of job satisfaction to the general adjustment to life, and the decreasing level of job satisfaction to a decline in health and an obstruction of channels for self-actualization and psychological growth.

Zeitz (1990) adopted a situational perspective of employee attitudes to investigate the relationship between age and work satisfaction among 434 employees of a Federal Government agency. The employees were grouped into three groups: nonprofessionals (mostly clerical personnel), non-elite professionals (not promoted to highest rank), and elite professionals (attainment of grade 13 or above). The results of the study showed that age-satisfaction curves differed among the nonprofessionals, non-elite professionals, and elite professionals.

Iacqua et al. (1995) did a study to analyze factors that affect job satisfaction and dissatisfaction of faculty in higher educational institutions. Age was among the factors found to affect job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty. Spector (1997: 26) suggested two reasons why job satisfaction might increase with age. One, better benefits such as pension, for example, and rewards, pay, for example, could increase satisfaction. Two, Spector stated that, "...people adapt to the job by adjusting their expectations to be more realistic, so that they are happier with less as they get older".

**Gender:** Research investigating the relationship between gender and job satisfaction has uncovered three possibilities. First, females are more satisfied than males (Hoppock, 1935). Second, males are more satisfied than females (Hulin and Smith, 1965), (Locke et al, 1963). Third, no difference exists between males and

females with respect to job satisfaction (D'Arcy et al, 1984), (Golding et al, 1983), (Iiacqua, 1995).

Thompson and McNamara (1997) synthesized job satisfaction research findings published in the first 26 volumes of *Educational Administration Quarterly*. They reported that neither age nor gender was of value in the prediction of job satisfaction.

Gruneberg (1979) presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men.

Smith and Hoy (1998) recently considered the issue of gender-related differences in job satisfaction for employees in small businesses. When the research team initially did not find differences in job satisfaction of men and women, they continued their investigation of the gender-related differences in job satisfaction considering the gender of 13 small business owners. The results indicated a significant difference. The most satisfied females were employed in female owned and managed companies, with less than 25 employees. The most satisfied men were employed in male owned and managed companies, with 50 or more employees.

**Educational level:** A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive. Carrell and Elbert (1974) reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs. DeSantis and Durst (1996) compared job satisfaction among public and private-sector employees. They identified many similarities between the two groups, but one of the clear differences concerned the education variable. The expected negative relationship between education and overall job satisfaction was much stronger for the private-sector employees than the public sector

ones. DeSantis and Durst offered as a possible explanation that the private-sector individuals might be employed in unchallenging positions and might be experiencing larger gaps between expectations and realities.

Quinn and Baldi de Mandilovitch (1980) analyzed data from 11 studies of American workers. Based on this analysis, they documented a positive relationship between the worker's educational level and overall job satisfaction. The attainment of a college degree resulted in the largest increase in overall job satisfaction.

**Duration of work:** Gruneberg (1979) pointed out that the relationships between duration of work, defined as length in academic position, and job satisfaction was unclear. It is possible that an increase in duration of work can be associated with a decrease in job satisfaction (Smith et al, 1969). It is also possible, as evidence provided by Bedeian, Ferris, and Kacmar (1992) has shown, that duration of work and job satisfaction are positively related.

**Work status:** Job satisfaction can be affected by the work status. Based on an extensive review of the literature, Bruce and Blackburn (1992), Locke (1983), and Vroom (1982) mentioned that official work position directly relates to job satisfaction, since having an officially proper position makes a worker feel proud of his self. Thus, he responds better to the organization by doing the job with his full ability.

**Salary and income:** Salary itself is the factor that correlates most highly with overall job satisfaction (Schneider et al, 1992). Employees' preferences tend to be jobs that pay them appropriately or higher when compared to other workers in the same type of organization. One tends to be motivated to do their job to the best of their ability when proper salary or income is received. An appropriate level of income or salary will significantly cause feelings of pleasure and satisfaction (Bruce and Blackburn, 1992), (Locke et al, 1983), (Vroom, 1982).

**Marital status:** Many individuals' social needs can be satisfied through their warm relations with family, both spouse and children. Sympathetic and helpful family members can increase employee job satisfaction. A great deal of research has found that one who interacts favorably and kindly with others tends to come from a warm family. Since family and spouse are the closest people, communication done frankly with spouse and family members brings an individual to feel better in any time of suffering. Thus, a warm relationship with spouse and family members can lead to increased job satisfaction for employees (Bruce and Blackburn, 1992), (Locke et al, 1983), (Vroom, 1982), (Herzberg et al, 1957).

**Position:** Position itself is a factor that correlates with job satisfaction, since position in an organization implies stability in employment and a secured income. Much research has found that the comparison between those who have a secure job and those who do not are different in job satisfaction. Those who have a secured job tend to have significantly higher levels of job satisfaction than those who work in a temporary job (Ferris, and Kacmar, 1992).

## 2.2 Mahidol University

### 2.2.1 History and Background of Mahidol University

Mahidol University originated from the first institution of higher learning in Thailand. In 1889 King Chulalongkorn (Rama V) granted this royal permission to found Siriraj Hospital as the first medical school in the country. Due to the successful endeavors of Prince Mahidol, the present King's Father, the Medical School at Siriraj Hospital upgraded its teaching and service standards. The Rockefeller Foundation has also provided grants to the university for over a decade providing Mahidol with international recognition. Recently, several more advanced medical science facilities in Thailand have been combined into the University of Medical Sciences. In 1969, King Bhumibhol Adulyadej gave the University of Medical Sciences the new name "Mahidol University" after His Majesty's Royal Father, in honor of his significant contributions to modern medicine and public health. Since then, Mahidol University has expanded into a comprehensive university and strived for academic excellence in

a number of other fields.

Mahidol University is one of the most prestigious universities in Thailand, recognized for its outstanding achievements in teaching, research and professional services. During the past two decades, Mahidol staff members and alumni have been the recipients of many prestigious awards including four Magsaysay, eight Outstanding Scientist, twelve Outstanding Invention, and eighteen Outstanding Research Awards which have been presented annually by The National Research Council of Thailand (Mahidol University Profile, 2004).

Mahidol is one of Thailand's leaders in the "internationalization" of higher education, collaborating with numerous universities from around the world as well as many international organizations. In addition, students from 45 different countries are currently enrolled in various programs at the university.

### **2.2.2 Faculties and Institutes**

Currently, there are approximately 12,000 undergraduate students, 6,800 postgraduate students and 2,268 academic staff members and a total of sixteen faculties, eight institutes, six colleges and six centers. These are located on three main campuses in Bangkok and a modern campus in Nakorn Pathom.

#### **Faculties**

1. Faculty of Arts
2. Faculty of Dentistry
3. Faculty of Engineering
4. Faculty of Environment and Resource Studies
5. Faculty of Graduate Studies
6. Faculty of Medicine at Ramathibodi Hospital
7. Faculty of Medicine at Siriraj Hospital
8. Faculty of Medical Technology
9. Faculty of Nursing
10. Faculty of Public Health
11. Faculty of Physical Therapy and Applied Movement Science
12. Faculty of Pharmacy

13. Faculty of Science
14. Faculty of Social Science and Humanities
15. Faculty of Tropical Medicine
16. Faculty of Veterinary Science

### **Institutes**

1. ASEAN Institute for Health Development
2. Institute of Innovation and Development of Learning Process
3. Institute of Language and Culture for Rural Development
4. Institute of Molecular Biology and Genetics
5. Institute of Nutrition
6. Institute of Population and Social Research
7. Institute of Science and Technology for Research Development
8. National Institute of Child and Family Development

### **Centers**

1. Applied and Technological Service Centre
2. National Doping Control Centre
3. National Laboratory Animal Center
4. Office of the University
5. University of Computing Center
6. University Library Center

### **Colleges**

1. College of Management
2. College of Music
3. College of Religious Studies
4. College of Sports Science and Technology
5. Mahidol University International College
6. Ratchasuda College

There are 4 academic staff positions at Mahidol University: lecturer, assistant professor, associate professor and professor.

### **1. Lecturer**

**Duties and Responsibilities:** To teach, research, advise students, perform academic service for society, encourage Thai culture, and do other duties involved.

**Job Description:** To teach in a subject program, to be advisor to students in academic and activity needs, to research in high academics, to service academic knowledge to society, and do other duties involved.

#### **Position Specific:**

1. Bachelor degree in an academic branch which has teaching in Mahidol University or
2. Master degree in an academic branch which has teaching in Mahidol University
3. Doctoral degree in academic branch which has teaching in Mahidol University.

#### **Wage and Job Advancement**

1. To get a salary in levels 3-7, the lecturer can be promoted 1 level through one of the following situations:

- Persons who have been hired or got promoted to be a level 3 lecturer by using a bachelor degree. If they work in a lecturer position at least 2 years and pass a teaching efficiency evaluation, they can be promoted to level 4.

- Persons who have been hired or got promoted to be level 4 lecturer by using a master degree. If they work in a lecturer position at least 2 years and pass teaching efficiency evaluation, they can be promoted to level 5.

- Persons who have been hired or got promoted to be level 5 lecturer by using a doctoral degree. If they work in a lecturer position at least 2 years and pass teaching efficiency evaluation, they can be promoted to level 6.

- In order to be promoted to a teacher position in first 3 rules, if the lecturer receive wage at the lower rate the first hired rate, addition with working in lecturer position at least 2 years and pass teaching efficiency evaluation, they can get a wage promotion up 1 level.

2. To get a salary in level 8, persons need to be a lecturer in level 7 and teach bachelor degree or up at the university or institute. If they work in a lecturer position for at least 7 years and pass a teaching efficiency evaluation, they can be promoted to level 8.

## **2. Assistant Professor**

**Duties and Responsibilities:** To teach, research, advise students, perform academic service for society, encourage Thai culture, and do other duties involved.

**Job Description:** To teach a subject, control and review student research, to be an advisor to students in academic and activity aspects, to research in high academics, to service academic knowledge to society, and do other duties involved.

### **Position Specific:**

1. Bachelor degree in an academic branch which has teaching in Mahidol University and a position as a lecturer for at least 9 years, have the ability and competency to teach, produce academic works or
2. Master degree in academic branch which has teaching in Mahidol University and a position as a lecturer for least 5 years, have the ability and competency to teach, produce academic works or
3. Doctoral degree in academic branch which has teaching in Mahidol University and position as a lecturer for at least 2 years, have the ability and competency to teach, produce academic works.

### **Wage and Job Advancement**

To get a salary in levels 6-8.

## **3. Associated Professor**

**Duties and Responsibilities:** To teach, research, advise students, perform academic service for society, encourage Thai culture, and do other duties involved.

**Job Description:** To teach in a subject program, control and review student research, to be an advisor to students in academic and activity aspects, to research in high academics, to service academic knowledge to society, and do other duties involved.

**Position Specific:**

Position in Assistance Professor at least 3 years, have the ability and competency to teach, produce academic works.

**Wage and Job Advancement**

To get a salary in levels 7-9.

**4. Professor**

**Duties and Responsibilities:** To teach, training, research in high academic level, academic service to social, encourage Thai cultural, and do other duties involved.

**Job Description:** To teach in a high level subject program, control and review student research, to be an advisor to students in academic and activity aspects, to be an academic advisor to other academic staff, to research in high academics, to service academic knowledge to society, and do other duties involved.

**Position Specific:**

Position in Association for at least 2 years, have the ability and competency to teach, produce academic works, they will get a salary in level 11.

### 2.3 Related Researches

Much research has been done on topic of job satisfaction at both the national and international level. Some of this research is listed below.

Truell et al. (1998) determined that their study's participants, full-time and part-time occupational-technical faculty, were satisfied with their jobs. Comparing satisfaction levels of ten satisfaction/dissatisfaction factors, which were based on Herzberg's motivation-hygiene theory, part-timers experienced significantly higher satisfaction levels in the areas of policy and administration, responsibility, supervision, and working conditions. Of the four statistically significant different factors, supervision was the only one that might have been of practical significance. Approximately 9.79% of variance in supervision could be explained by the status of full-time versus part-time. Work itself reflected the highest level of satisfaction for both part time and full-time faculty.

Murray and Murray (1998: 54) measured the propensity to leave an institution, level of job satisfaction, and perception of role conflict and ambiguity among two-year college division chairs. Furthermore, they investigated the impact of job satisfaction and role conflict and ambiguity on propensity to leave. High levels of job satisfaction and role ambiguity, a medium level of role conflict, and a low level of propensity to leave were identified. The researchers reported these findings to be "somewhat paradoxical" because of the existing evidence of negative relationships between the two role perceptions, ambiguity and conflict, and propensity to leave. The community college chairpersons were most satisfied with the work itself and least seventeen satisfied with salary. The application of stepwise regression showed that the factors included in the study could explain 23% of the propensity to leave.

McBride et al. (1992) examined the effects of ten job satisfaction factors, role ambiguity, and role conflict on community college faculty's propensity to leave. They discovered that as satisfaction levels of growth opportunities, salary, work, policy and administration, and supervision decreased, turnover intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work itself reflected the highest satisfaction level and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very

low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave.

Konicek's (1992) random sample included 204 faculty members from 37 community colleges in Texas. The relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment.

McKee (1991) researched the leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty job satisfaction. McKee concluded that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another interesting finding was the significantly lower job satisfaction experienced by faculty who had been over 15 years at their institutions.

Chieffo (1991) assessed job satisfaction and organizational commitment of community college leadership team members and identified factors that influenced the members' satisfaction and commitment. The participants appeared to be fairly committed to their institutions and they were fairly satisfied with their jobs. Consideration of the position characteristics of role clarity, role overload, and task significance showed significant correlations with commitment. Only role clarity showed a significant correlation with job satisfaction. Role clarity was the key factor in predicting commitment and job satisfaction. Furthermore, with regard to personal characteristics, one labeled "inclusion in decision-making meetings with the president" was identified as being significant in the determination of commitment and job satisfaction.

Finley (1991) compared unionized and non-unionized faculty job satisfaction levels of nine dimensions. The economic dimension, which encompassed salary and benefits, was the only one for which unionized faculty reported a higher satisfaction level, a difference that was not significant. Non-unionized faculty indicated higher satisfaction levels in all other dimensions with a significant difference in three: governance (i.e., involvement in decision-making), support (i.e., clerical and

equipment), and convenience (i.e., physical surroundings).

Coll and Rice (1990) were curious about the overall level of job satisfaction of community college counselors. They also wanted to know more about the factors that influenced job satisfaction. Using the Minnesota Satisfaction Questionnaire and the responses of 66 community college counselors, the following results were obtained:

- 1) Above average level of overall job satisfaction as indicated by a mean of 3.9 out of five.
- 2) Least levels of job satisfaction with organizational policies and their implementation (mean: 2.78) and supervisory human relations (mean: 2.84).
- 3) Highest levels of job satisfaction with opportunities to help others (mean: 4.63) and provision of steady employment (mean: 4.43).
- 4) Counselor teaching load, formal job title, incompatible demands, clarity of explanations, and conflict of resources significantly correlated with job satisfaction.
- 5) Formal job title, teaching load, and incompatible demands were identified as predictors of job satisfaction.

Milosheff (1990) designed her study to explore job satisfaction of community college faculty. The independent variables included personal and demographic characteristics, professional activities/responsibilities, perceptions of and relationships with students, institutional environment, and departmental environment. Significant variables were discovered among four of the five broad categories. The perception of students was the most significant variable. None of the personal and demographic characteristics was a significant variable. On the average, the participants were satisfied with their jobs.

Hill (1986) set out to identify which facets of job satisfaction (i.e., work, supervision, coworkers, pay, and promotion) would be predictors of commitment to or withdrawal from the work organizations among selected community college faculty in New York state. The independent variable of work itself was the best predictor of both dependent variables, commitment and withdrawal. Satisfaction with promotional opportunities and co-workers also had a predictive value. The Job Descriptive Index was used to assess facet-specific levels of job satisfaction.

Filan et al. (1986) measured job rewards, job values, achieved social statuses, ascribed social statuses, and job satisfaction of community college faculty. The population of the study included all full-time faculty of a multi-campus community college district located in a metropolitan area. The researchers determined the contribution of job rewards, job values, achieved social status, and ascribed social status to job satisfaction. The results indicated that the positive predictors of job satisfaction were the work itself, job rewards, good supervision, and chronological age. Gender was not significantly related to job satisfaction.

Hutton and Jobe's (1985) study inquired about community college faculty job satisfaction. The respondents were 390 faculty from 14 community colleges in Texas. Teaching itself and relationships with supervisors and colleagues reflected the greatest satisfaction levels. Professional development opportunities, time allocation, and student preparation/motivation were the variables indicating the least job satisfaction. Women seemed to be more satisfied than men overall.

Diener (1985) elicited faculty judgment about their jobs and stressors and job satisfaction and dissatisfaction. Student achievement, their own intellectual growth in a discipline, working under flexible and relatively autonomous conditions, and association with stimulating peers contributed to job satisfaction. Job conditions (equipment and facilities, inflexible teaching schedules), personal conditions (lack of recognition, heavy teaching load), salary, red tape, and student and colleague apathy presented reasons for job dissatisfaction. Herzberg's motivator-hygiene theory was also tested in this study. The findings supported the theory. The work itself provided sources of satisfaction and factors external to the respondents' work led to dissatisfaction.

Riday et al. (1985), using Wood's (1976) Faculty Satisfaction/Dissatisfaction Scale, compared the degree of job satisfaction and dissatisfaction among teachers from secondary schools, community colleges, and four-year colleges. Overall, the education level did not matter. Teaching appeared to be satisfying and fulfilling for all teachers. The community college faculty was the group expressing the highest level of satisfaction. Four-year college faculty experienced the next highest level.

Hill (1983) set out to examine the extent to which individual characteristics and work related characteristics influence levels of facet-specific job satisfaction. The participants were 161 faculty members in community colleges in Pennsylvania, USA. Based on factor analysis, Hill identified six facets of job satisfaction: economic, teaching, administrative, associational, recognition-support, and convenience. The predictors included, for example, academic rank, degree level, age, sex, disciplinary affiliation, and involvement in faculty development programs. Results showed that satisfied faculty was likely to be among the older groups, among those with higher ranks, and among those who teach in business and nursing. Women tended to be less satisfied than men on several dimensions. As degree level of faculty increased, so did level of job satisfaction.

Benoit and Smith (1980) studied demographic and job satisfaction characteristics of Florida, USA community college faculty. The term “faculty” included not only full-time and part-time instructors, but also administrators, counselors, librarians, and media support people. The two main reasons given for satisfaction were related to enjoyment of teaching and associating with and helping college-age students. Dissatisfaction was expressed with ill-prepared or unmotivated students. Overall, 95% of the faculty was either satisfied or very satisfied.

Cohen and Friedlander (1980) asked the question: “What do instructors want?” They found that faculty responses could be categorized in two ways. One way was attitudes about the work situation and another way was attitudes about themselves. Considering their work situation, instructors wanted better support services, better students, and better media and materials. For themselves the instructors wanted more time, more interaction with colleagues, and better professional development opportunities.

Friedlander (1978) analyzed job satisfaction data of two-year humanities faculty and non-humanities chairpersons. In general, participants were satisfied with their jobs but expressed some dissatisfaction with working conditions. Other findings of Friedlander’s research included that a general job satisfaction measure was relatively independent of a specific work-activity satisfaction measure and that the general measure was a better predictor of the desire to remain at the college than the specific measure.

Wood (1976) primarily focused in his study on the identification of factors related to job satisfaction and dissatisfaction. The anchor of Wood's inquiry was Herzberg's motivator hygiene theory. The study's participants represented a sample drawn from a population of 56 institutions and 2,352 full-time instructors in the North Carolina, USA community college system. The product of Wood's study, the Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1976), is an instrument suitable for measuring job satisfaction and dissatisfaction of instructors in two-year educational institutions. In the community college environment, Wood's instrument has been used, for example, by McBride et al. (1992), Murray and Murray (1998), Riday et al. (1985), and Truell et al. (1998).

Cohen (1974) followed Herzberg's example by using the critical incident method to ask 222 community college instructors from twelve colleges to relate aspects of their work that led them to feel satisfied and aspects that led them toward feelings of dissatisfaction. More than two-thirds of the group indicated that they gained satisfaction from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties as leading to dissatisfaction. The study supported the Herzberg's two factors theory.

Mahaphasuthanon (1999) studied levels of job satisfaction and the relationship between selected factors concerning perception of academic advancement, perception of leadership types, communication satisfaction and organizational culture, with job satisfaction of government teachers in Rajamangala's Institute of Technology. The main findings are as follows: (1) the level of a teacher's job satisfaction is moderate; (2) the length of civil service is relative to job satisfaction; (3) all selected factors are related to job satisfaction; (4) the multiple correlation that exists between 18 predictive variables and job satisfaction is about .76; (5) the level of a teacher's job satisfaction can be predicted given 5 major variables: relations with supervisor, aggressive/defensive styles, the perception of opportunity of advancement, the length of civil service and horizontal communication. It was also found that the multiple correlations that occur between these 5 variables and teacher's job satisfaction is about .72.

In conclusion, job satisfaction is one of the main aspects proven to motivate workers to do their best work on the job. There have been many studies done to find

the relationships among the many concerned variables and job satisfaction of workers in all types of organizations. These studies have provided results that are beneficial for future researchers to do further in depth analyses on job satisfaction.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter describes the methodology employed in the research in order to investigate and identify the possible differences between the level of job satisfaction in relation to age, gender, marital status, educational level, academic position, income, duration of work and position. Primary research was done by collecting data from the sample group of the population of academic staff in order to explain job satisfaction. Questionnaires were used as research instrument.

The research is descriptive using quantitative data to assess the possible difference in the level of job satisfaction of Mahidol University's academic staff with regards to age, gender, marital status, educational level, academic position, income, work duration and position. The method of cluster sampling was used to select the samples, with the sampling size of 350 individuals out of 2,268 academic staff at Mahidol University. The questionnaire was used as a research instrument to collect quantitative data. Questionnaires were distributed directly to the respondents within Mahidol University. The study's direction was as follows:

- 3.1 Population and sampling
- 3.2 Research instrument
- 3.3 Pre-testing the questionnaire
- 3.4 Data collection
- 3.5 Data analysis

### 3.1 Population and Sampling

Yamane (1967, p. 886) provides a simplified formula to calculate sample sizes. This formula was used to determine an appropriate response rate, which is illustrated as a 95% confidence level and  $P = .5$  are assumed for equation 1.

$$n = \frac{N}{1 + N(e)^2}$$

Where  $e$  = Error of random sampling = 5% (0.05)

$N$  = Population size

$n$  = Sampling size

Since the total population for this research was 2,268 academic staff, the researcher calculated the sampling size as follows:

$$n = \frac{2,268}{1 + 2,268(.05)^2} = 340 \text{ samples}$$

Thus, the sampling size after calculation = 340 samples. However, researcher decided to increase the sampling size up to 350 in order to avoid some errors from the incompleteness of gathered questionnaires. The response rate to questionnaire was 100% because researcher decided to use direct distribution of questionnaires to the respondents.

Finally, sampled populations distributed by faculty and institute are shown in Appendix.

### 3.2 Research Instrument

Questionnaire was the selected instrument for this research. First, the questionnaire was constructed from the review of literature. The following steps were used to construct the questionnaire:

1. Review literature relating to job satisfaction in any organizations such as in other academic institutes, hospitals, health centers or even private organizations, at both national and international levels.
2. Data and ideas obtained from step 1 were then summarized in conceptual framework.
3. The questionnaire was then constructed as a tool to collect quantitative data.

The questionnaire was divided into two sections as follows:

**Part 1:** General information about personal characteristics including gender, age, educational level, marital status, duration of work, academic position, income level and position of the respondent.

**Part 2:** Job satisfaction was measured with the construction of five-point Likert scale, which identified different levels of job satisfaction.

Satisfaction level	scores
Very satisfied	5
Satisfied	4
Moderate	3
Not satisfied	2
Least satisfied	1

When mean values were gained they are compared to the level under the following criteria.

Mean	Level of academic staffs' satisfaction
1.00 – 1.49	Least satisfied
1.50 – 2.49	Not satisfied
2.50 – 3.49	Moderate satisfied
3.50 – 4.49	Much satisfied
4.50 – 5.50	Most satisfied

In evaluating job satisfaction, five categories of job satisfaction below were derived from Mahidol University's 5 major responsibilities and University's Evaluation Form.

- Administrative satisfaction
- Academic satisfaction
- Research satisfaction
- Academic service satisfaction
- Cultural support satisfaction

**Part 3:** Additional suggestions – an open-ended question and the respondents can provide comments and recommendations.

### 3.3 Pre-testing the Questionnaire

The questionnaires were pre-tested with 30 academic staff in other universities who were not included in the sample group. The results were then analyzed to assess its reliability value by means of Cronbach's Alpha-Coefficient.

$$\alpha = \frac{n}{n-1} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Where $\alpha$	represents	coefficient of reliability
$n$	represents	numbers of question in the instrument
$s_i^2$	represents	score variation for each question
$s_t^2$	represents	score variation for the whole instruments

The results from finding out the reliability value of the satisfaction test was 0.75 and 52 questions were selected.

### 3.4 Data Collection

3.4.1 The researcher asked permission from the Faculty to distribute the questionnaires.

3.4.2 Upon such permission, the researcher directly distributed the questionnaires to all samples with 100% response rate. Two weeks were spent for the questionnaires collection process.

3.4.3 The researcher then checked out the completeness of each questionnaire returned before doing data analysis.

### 3.5 Data Analysis

All collected data was entered into a computer data base and analyzed by means of Statistical Software Package under the following statistical methods:

3.5.1 Analysis of gender, age, marital status, educational level, duration of work and income of academic staffs by means of percentage, mean, and standard deviation.

3.5.2 Analysis of job satisfaction regarding the five aspects of administrative satisfaction, academic satisfaction, research satisfaction, academic service satisfaction and cultural support satisfaction by means of percentage, mean, standard deviation, t-test and Analysis of Variance (ANOVA) and multiple comparison by L.S.D.



## CHAPTER IV

### RESULTS

This chapter discusses the results of the 350 questionnaires and focuses on the interpretation and analysis of the results obtained from them. The data collection was done through these questionnaires. The collected data was then analyzed and findings are shown below as follows:

4.1 General information of the sample group.

4.2 Job satisfaction of Mahidol University's Academic Staff.

4.3 Analysis of the difference between personal characteristics and its effects on the level of job satisfaction among academic staff in Mahidol University.

#### 4.1 General Information of the Sample Group

**Table 4.1: General Information of Academic Staff in Mahidol University**

General Information	Number	Percentage
Gender		
- Male	177	50.60
- Female	173	49.40
Total	350	100.00
Age		
- 30 - 40	46	13.10
- 41 - 50	122	34.90
- 51 - 60	164	46.90
- Older then 60	18	5.10
Total,	350	100.00
$\bar{X}$ = 51.46		
S.D = 12.86		
Educational Level		
- Master degree	127	36.30
- Doctoral degree	223	63.70
Total	350	100.00
Marital status		
- Single	59	16.90
- Married	235	67.10
- Widow/divorced/separated	19	5.40
- Other (don't specify)	37	10.60
Total	350	100.00
Duration of work		
- 10 years and less	32	9.10
- 11 - 20 years	70	20.00
- 21 - 30 years	178	50.90
- more then 30 years	70	20.00
Total,	350	100.00
$\bar{X}$ = 34.49		
S.D= 25.52		

**Table 4.1: General Information of Academic Staff in Mahidol University (Cont.)**

General Information	Number	Percentage
Academic position		
- Professor	33	9.40
- Associate Professor	130	37.10
- Assistance Professor	71	20.30
- Lecturer	116	33.10
Total	350	100.00
Income		
- 20,000 baht and less	32	9.10
- 21,000 – 30,000 baht	70	20.00
- 31,000 – 40,000 baht	84	24.00
- 41,000 – 50,000 baht	114	32.60
- 51,000 – 60,000 baht	43	12.30
- more than 60,000 baht	7	2.00
Total,	350,	100.00
$\bar{X}$ = 37,321.91		
S.D = 19,154.01		
Position		
-100 Governmental officers	254	72.57
-101 University workers	96	27.43
Total	350	100.00

The total number of samples was 350 academic staff members in Mahidol University. The response rate obtained was 100 percent. Respondents included 177 males and 173 females, 50.6 percent and 49.4 percent of the total samples respectively.

The majority of the respondents, 164 persons, were between 51 – 60 years old, which contributed to 46.9 percent, while the next biggest age group was between 41 – 50 years old (34.9 percent). Together, 81.8 percent of the respondents ranged from 41 years old to 60 years old, while the respondents who were between 30 – 40 years old contributed to only 13.1 percent and those who were older than 60 consisted of only 5.1 percent.

37.1 percent (130 respondents) were associate professors and 33.1 percent (116 respondents) were lecturers. An additional 20.3 percent of the respondents were assistant professors and a small proportion, making up a mere 9.4 percent, was professors.

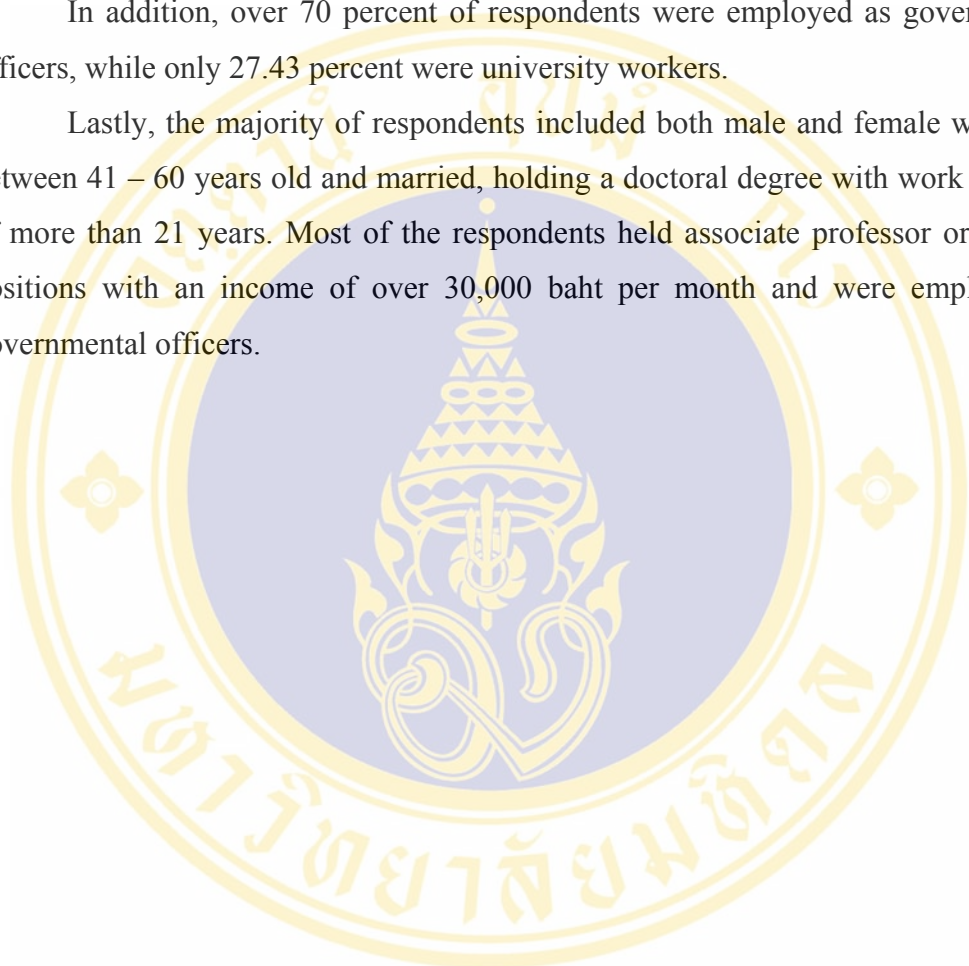
Moreover, the majority of the respondents, 63.7 percent (223 persons), obtained a doctoral degree and the remaining 36.3 percent (127 persons) received a masters degree.

The findings in terms of marital status found 67.1 percent of the respondents were married (235 persons), while only 16.9 percent were single. The remaining 5.4 percent were widowed, divorced, or separated.

In terms of income, 32.6 percent of the respondents earned between 40,000 baht to 50,000 baht per month and 24 percent received income ranging from 30,000 baht to 40,000 baht per month. The respondents who earned over 40,000 baht per month made up the largest group at 46.9 percent of the total sample group.

In addition, over 70 percent of respondents were employed as governmental officers, while only 27.43 percent were university workers.

Lastly, the majority of respondents included both male and female who were between 41 – 60 years old and married, holding a doctoral degree with work duration of more than 21 years. Most of the respondents held associate professor or lecturer positions with an income of over 30,000 baht per month and were employed as governmental officers.



## 4.2 Job Satisfaction of Mahidol University's Academic Staff

### 4.2.1 Administrative Satisfaction

**Table 4.2: Number and Percentage of the Sample Group Classified by Answers Regarding Administrative Satisfaction**

Job satisfaction	Satisfaction Level										Level of satisfaction	
	5		4		3		2		1			$\bar{X}$ , S.D.
	N	%	N	% N	N	% N	N	%	N	%		
<b>Administrative Satisfaction</b>												
1. On taking a lead to generate a knowledge-based environment and culture, also being an active participant.	18	5.10	132	37.70	193	55.10	7	2.00	-	-	3.46 0.626	Moderate
2. On having supervisors who pay attention to work morale and ethics	6	1.70	148	42.30	175	50.00	21	6.00	-	-	3.40 0.628	Moderate
3. On having good communication, both inside and outside the organization.	6	1.70	125	35.70	198	56.60	21	6.00	-	-	3.33 0.614	Moderate
4. On having the organization's goals and strategies, also the enforcement to make all jobs achieve their goals.	19	5.40	132	37.70	167	47.70	32	9.10	-	-	3.39 0.729	Moderate
5. On having training courses to continually develop manpower.	13	3.70	133	38.00	152	43.40	52	14.90	-	-	3.31 0.765	Moderate
6. On having manpower that works at full capacity	7	2.00	112	32	178	50.90	53	15.10	-	-	3.21 0.714	Moderate
7. On having a good and transparent checking system.	6	1.70	118	33.70	186	53.10	40	11.40	-	-	3.26 0.675	Moderate
8. On having manpower plans to support all workers enhancing goals.	-	-	105	30.00	219	62.60	26	7.40	-	-	3.23 0.569	Moderate
9. On good managing in environment, welfare and recreation supporting workers in doing their work.	6	1.70	164	46.90	133	38.00	47	13.40	-	-	3.37 0.733	Moderate
10. On having information technology (IT) which is good, up to date and reliable.	19	5.40	119	34.00	167	47.70	45	12.90	-	-	3.32 0.765	Moderate
11. On having an effective intellectual property management system.	12	3.40	75	21.40	192	54.90	71	20.30	-	-	3.08 0.741	Moderate
12. On having an administrative system which pays attention mainly to quality of work.	6	1.70	105	30.00	154	44.00	85	24.30	-	-	3.09 0.778	Moderate
13. On having training courses to provide knowledge and skills related to IT to all workers.	12	3.40	112	32.00	167	47.70	59	16.90	-	-	3.22 0.761	Moderate
Average Total											3.28 0.63	

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfied

Table 4.2 summarizes the results of job satisfaction in terms of administrative satisfaction. 13 questions were addressed in order to determine the level of administrative satisfaction of Mahidol University's Academic Staff. The results demonstrate that overall job satisfaction of Mahidol University's academic staff is at a moderate level, with a mean ( $\bar{X}$ ) of 3.28 and SD of 0.63.

Job satisfaction on taking a lead to generate a knowledge-based environment and culture, and on being an active participant demonstrated the highest level of satisfaction, with  $\bar{X} = 3.46$  and  $SD = 0.626$ . Only 2 percent of the respondents indicated their dissatisfaction towards this question. The next highest level in administrative satisfaction was on having supervisors who pay attention to work morale and ethics ( $\bar{X} = 3.39$ ,  $SD = 0.729$ ).

In terms of administrative satisfaction on having an effective intellectual property management system ( $\bar{X} = 3.08$ ,  $SD = 0.741$ ) and on having an administrative system which pays attention mainly to quality of work ( $\bar{X} = 3.09$ ,  $SD = 0.778$ ) obtained the lowest level of job satisfaction among the 13 items of administrative satisfaction. Over 20 percent of the respondents indicated that they were dissatisfied with these two aspects of job satisfaction (20.3 percent and 24.3 percent respectively).

### 4.2.2 Academic Satisfaction

**Table 4.3 : Number and Percentage of the Sample Group Classified by Answers Regarding Academic Satisfaction**

Job satisfaction	Satisfaction level										$\bar{X}$ , S.D.	Level of satisfaction
	5		4		3		2		1			
	N	%	N	%	N	%	N	%	N	%		
<b>Academic Satisfaction</b>												
14. On having effective student admission.	19	5.40	150	42.90	157	44.90	24	6.90	-	-	3.47	Moderate
15. On setting clear academic directions, goals and plans.	19	5.40	114	32.60	158	45.10	59	16.90	-	-	3.27	Moderate
16. On providing a sufficient budget for academic planning development.	-	-	92	26.30	213	60.90	45	12.90	-	-	3.13	Moderate
17. On constructing both intra and inter academic networks student development program.	-	3.40	36	10.30	274	78.30	28	8.00	-	-	3.09	Moderate
19. On providing a support system to give help and advice to students.	-	-	126	36.00	186	53.10	38	10.90	-	-	3.25	Moderate
20. On generating and developing modern standardized curricula.	18	5.10	127	36.30	179	51.10	26	7.40	-	-	3.39	Moderate
21. On having a transparent system to recruit academic staff.	6	1.70	138	39.40	180	51.40	26	7.40	-	-	3.35	Moderate
22. On providing appropriate benefits and welfare to academic staff	-	-	113	32.30	185	52.90	52	14.90	-	-	3.17	Moderate
23. On providing a learning system in which students are the center	6	1.70	155	44.30	182	52.00	7	2.00	-	-	3.46	Moderate
24. On providing additional activities to support students in learning life skills.	-	-	138	39.40	212	60.60	-	-	-	-	3.39	Moderate
25. On having a performance appraisal system to gauge the achievement of students on their	-	-	79	22.6	258	73.7	13	3.7	-	-	3.19	Moderate
26. On providing learning resources teaching process and academic quality development.	-	-	170	48.60	167	47.70	13	3.70	-	-	3.45	Moderate
27. On having a monitoring system to assess students' qualifications.	-	-	132	37.70	218	62.30	-	-	-	-	3.38	Moderate
28. On having mechanisms to generate students' feelings of affiliation and love for the university.	-	-	98	28.00	220	68.90	32	9.10	-	-	3.19	Moderate
Average Total											3.33	Moderate
											0.51	

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfied

Table 4.3 above shows that the overall level of job satisfaction in terms of academic satisfaction was at a moderate level, with  $\bar{X} = 3.33$  and  $SD = 0.51$ . Academic satisfaction on having effective student admission, on providing a learning system in which students are the centers, and on providing learning resources and IT to support

the teaching process and academic quality development presented the most distinctive level of satisfaction, with  $\bar{X} = 3.47, 3.46,$  and  $3.45$  respectively. Additionally, 48.3 percent of the respondents indicated their satisfaction on having effective student admission at satisfied or very satisfied levels.

Academic satisfaction on constructing both intra and inter academic networks represented the lowest level of satisfaction, with  $\bar{X} = 3.09$  and  $SD = 0.559$ . Over 14 percent of the respondents were still dissatisfied with the aspects of setting clear academic directions, goals and plans; providing appropriate benefits and welfare to academic staff; and providing a continual student developmental program.

The absence of academic dissatisfaction appeared in the aspects of on providing additional activities to support students in learning life skills and on having a monitoring system to assess students' qualifications.

### 4.2.3 Research Satisfaction

**Table 4.4: Number and Percentage of the Sample Group Classified by Answers Regarding Research Satisfaction**

Job satisfaction	Satisfaction level										$\bar{X}$ , S.D.	Level of satisfaction	
	5		4		3		2		1				
	N	%	N	%	N	%	N	%	N	%			
<b>Research Satisfaction</b>													
29. On having mechanisms to support effective and efficient research.	6	1.70	130	37.10	168	48.00	46	13.10	-	-	3.27	Moderate	
											0.705		
30. On financing and providing opportunities to create newly qualified researchers and research.	-	-	32	17.70	225	64.30	63	18.00	-	-	3.00	Moderate	
											0.598		
31. On extending integrated research and linking them with community and local agencies' research.	6	1.70	92	26.30	194	55.40	58	16.60	-	-	3.13	Moderate	
											0.694		
32. On having the potential for personal enhancement to support all researchers.	-	-	99	28.30	207	59.10	44	12.60	-	-	3.16	Moderate	
											0.620		
33. On having mechanisms to create a new generation of researchers.	-	-	130	37.10	181	51.70	39	11.10	-	-	3.26	Moderate	
											0.645		
34. On having a system to reward the researchers who provide qualified research.	-	-	98	28.00	239	68.30	13	3.70	-	-	3.24	Moderate	
											0.509		
35. On providing a opportunities for all students to do research together.	7	2.00	131	37.40	206	58.90	6	1.70	-	-	3.40	Moderate	
											0.561		
Average Total											3.18	Moderate	
											0.56		

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfie

Table 4.4 shows the average total of the mean ( $\bar{X}$ ) for research satisfaction was 3.18 and SD = 0.56, indicating a moderate level of overall research satisfaction. Research satisfaction in terms of providing opportunities for all students to do research together represented the highest level of satisfaction, with  $\bar{X} = 3.40$  and SD = 0.561.

The aspect of on financing and providing opportunities to create newly qualified researchers and research indicated the lowest level of job satisfaction ( $\bar{X} = 3.00$ , SD = 0.598). 18 percent of the respondents indicated that they were dissatisfied with this aspect.

#### 4.2.4 Academic Service Satisfaction

**Table 4.5: Number and Percentage of the Sample Group Classified by Answer Regarding Academic Service Satisfaction**

Job satisfaction	Satisfaction level										$\bar{X}$ , S.D.	Level of satisfaction
	5		4		3		2		1			
	N	%	N	%	N	%	N	%	N	%		
Academic Service Satisfaction	-	-	152	43.40	191	54.60	7	2.00	-	-	3.41	Moderate
36. On having a supportive and cooperative system to provide various academic services.	-	-	152	43.40	191	54.60	7	2.00	-	-	3.41	Moderate
37. On having a completed and reliable IT system.	12	3.40	150	42.90	182	52.00	6	1.70	-	-	3.48	Moderate
38. On having a monitoring system to evaluate the provided academic services.	12	3.40	143	40.90	123	35.10	72	20.60	-	-	3.27	Moderate
40. On having target management to support and generate various academic services.	6	1.70	89	25.40	210	60.00	45	12.90	-	-	3.25	Moderate
41. On providing qualified and effective services.	-	-	99	28.30	199	56.90	52	14.90	-	-	3.16	Moderate
42. On providing service-minded support to enhance academic support.	6	1.70	86	24.60	227	64.90	31	8.90	-	-	3.13	Moderate
43. On providing an equal, ethical and transparent service system.	6	1.70	117	33.40	194	55.40	33	9.40	-	-	3.19	Moderate
44. On having management system which is aimed to extend the academic market share.	7	2.00	98	28.00	218	62.30	27	7.70	-	-	3.24	Moderate
Average Total											3.27	Moderate
											0.59	

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfied

As can be seen from Table 4.5 below, overall academic service satisfaction was at a moderate level of  $\bar{X} = 3.27$  and SD = 0.59. Academic service satisfaction on having a completed and reliable IT system demonstrated the highest level of

satisfaction, with  $\bar{X} = 3.48$  and  $SD = 0.595$ . Furthermore, 46.3 percent of the respondents were satisfied or very satisfied with this aspect of job satisfaction. On having a supportive and cooperative system to provide various academic services resulted in  $\bar{X} = 3.41$  and  $SD = 0.532$ . 43.4 percent specified their satisfaction towards this aspect.

The lowest level of job satisfaction was on providing service-minded support to enhance academic support, with  $\bar{X} = 3.13$  and  $SD = 0.644$ . More importantly, over 20 percent of the respondents indicated that they were dissatisfied with on having a monitoring system to evaluate the provided academic services. While 14.9 percent were dissatisfied with on providing qualified and effective services.

### 4.2.5 Cultural Support Satisfaction

**Table 4.6: Number and Percentage of the Sample Group Classified by Answers Regarding Cultural Support Satisfaction**

Job satisfaction	Satisfaction Level										$\bar{X}$ , S.D.	Level of satisfaction	
	5		4		3		2		1				
	N	%	N	%	N	%	N	%	N	%			
<b>Cultural Support Satisfaction</b>													
45. On having a plan/project with full support to maintain Thai art and culture.	-	-	156	44.60	182	52.00	12	3.40	-	-	3.41	Moderate	
46. On providing a monitoring system to evaluate projects concerning Thai culture maintenance.	-	-	88	25.10	255	72.90	7	2.00	-	-	3.23	Moderate	
47. On emphasizing value and good environmental culture in the university.	-	-	114	32.60	210	60.00	26	7.40	-	-	3.25	Moderate	
48. On applying research to maintain, conserve and restore culture.	6	1.70	107	30.60	237	67.70	-	-	-	-	3.34	Moderate	
49. On applying good culture to support daily life properly.	6	1.70	126	36.00	211	60.30	-	-	-	-	3.37	Moderate	
50. On promoting and publicizing information concerned with cultural research, also other news related to culture maintenance activities.	-	-	120	34.30	230	65.70	-	-	-	-	3.34	Moderate	
51. On providing activities related to knowledge and experience transference from honorable teachers.	-	-	109	31.10	227	64.90	14	4.00	-	-	3.27	Moderate	
52. On providing a budget to maintain Thai culture.	-	-	82	23.40	268	76.60	-	-	-	-	3.23	Moderate	
Total											3.31	Moderate	
											0.46		

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfied

**Table 4.6: Number and Percentage of the Sample Group Classified by Answers Regarding Cultural Support Satisfaction (cont.)**

Job satisfaction	Satisfaction level										$\bar{X}$ , S.D.	Level of satisfaction	
	5		4		3		2		1				
	N	%	N	%	N	%	N	%	N	%			
<b>Cultural Support Satisfaction</b>													
45. On having a plan/project with full support to maintain Thai art and culture.	-	-	156	44.60	182	52.00	12	3.40	-	-	3.41	Moderate	
											0.558		
46. On providing a monitoring system to evaluate projects concerning Thai culture maintenance.	-	-	88	25.10	255	72.90	7	2.00	-	-	3.23	Moderate	
											0.467		
47. On emphasizing value and good environmental culture in the university.	-	-	114	32.60	210	60.00	26	7.40	-	-	3.25	Moderate	
											0.581		
48. On applying research to maintain, conserve and restore culture.	6	1.70	107	30.60	237	67.70	-	-	-	-	3.34	Moderate	
											0.509		
49. On applying good culture to support daily life properly.	6	1.70	126	36.00	211	60.30	-	-	-	-	3.37	Moderate	
											0.556		
50. On promoting and publicizing information concerned with cultural research, also other news related to culture maintenance activities.	-	-	120	34.30	230	65.70	-	-	-	-	3.34	Moderate	
											0.475		
51. On providing activities related to knowledge and experience transference from honorable teachers.	-	-	109	31.10	227	64.90	14	4.00	-	-	3.27	Moderate	
											0.528		
52. On providing a budget to maintain Thai culture.	-	-	82	23.40	268	76.60	-	-	-	-	3.23	Moderate	
											0.424		
Total											3.31	Moderate	
											0.46		

Note: 5 = Very satisfied; 4 = Satisfied; 3 = Moderate satisfied; 2 = Unsatisfied; 1 = Very unsatisfied

Job satisfaction in terms of cultural support satisfaction represented a moderate level of satisfaction, with  $\bar{X} = 3.38$  and  $SD = 0.36$ . The results showed that satisfaction on having a plan/project with full support to maintain Thai art and culture illustrated the highest level of satisfaction, with  $\bar{X} = 3.41$  and  $SD = 0.558$ . 44.6 percent of respondents were satisfied with this aspect. On applying good culture to support daily life properly,  $\bar{X} = 3.37$  and  $SD = 0.556$ . Over 37 percent of the respondents indicated that they were satisfied or very satisfied with this aspect.

Satisfaction on providing a budget to maintain Thai culture,  $\bar{X} = 3.23$  and  $SD = 0.424$ , and on providing a monitoring system to evaluate projects concerning Thai culture maintenance,  $\bar{X} = 3.23$  and  $SD = 0.467$ . It should be noted that there was the absence of cultural support dissatisfaction in four aspects in Table 4.6.

**Table 4.7: Mean and Standard Deviation of Overall Job Satisfaction of Academic Staff in Mahidol University**

Overall of Job Satisfaction of Mahidol Academic Staffs	$\bar{X}$	S.D.	Satisfaction Level
1. Administrative Satisfaction	3.28	0.63	Moderate
2. Academic Satisfaction	3.33	0.51	Moderate
3. Research Satisfaction	3.18	0.56	Moderate
4. Academic Service Satisfaction	3.27	0.59	Moderate
5. Cultural Support Satisfaction	3.31	0.46	Moderate
Total	3.27	0.42	Moderate

Note: 1.00 – 1.49 = Least satisfied; 1.50 – 2.49 = Not satisfied; 2.50 – 3.49 = Moderate satisfied; 3.50 – 4.49 = Much satisfied; 4.50 – 5.50 = Most satisfied

Table 4.7 demonstrates overall job satisfaction was at a moderate level, with  $\bar{X} = 3.27$  and  $SD = 0.42$ . When comparing the items to one another, the results indicated the highest level of job satisfaction was academic satisfaction,  $\bar{X} = 3.33$  and  $SD = 0.51$ , followed by cultural support satisfaction ( $\bar{X} = 3.31$ ), administrative satisfaction ( $\bar{X} = 3.28$ ) and academic service satisfaction ( $\bar{X} = 3.27$ ). Research satisfaction represented the lowest level of job satisfaction ( $\bar{X} = 3.18$ ) compared to the other four aspects.

### 4.3 Analysis of the Difference between Personal Characteristics and Its Effects on the Level of Job Satisfaction of Academic Staff in Mahidol University

#### 4.3.1 Difference in Age and Its Effects on the Level of Job Satisfaction

**Table 4.8: Mean, Standard Deviation, F-Value and Least Square Deviation on Job Satisfaction of Mahidol University’s Academic Staff, Identified by Age Group**

Job Satisfaction	Age Group (Years)								F	LSD
	30-40		41-50		51-60		More than 60			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Administrative Satisfaction	3.96	0.28	3.40	0.43	3.12	0.58	2.07	0.00	73.85*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*
2. Academic Satisfaction	3.89	0.24	3.38	0.42	3.22	0.45	2.41	0.08	62.66*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*
3. Research Satisfaction	3.79	0.27	3.27	0.43	3.06	0.51	2.13	0.11	65.59*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*
4. Academic Service Satisfaction	3.88	0.32	3.35	0.47	3.15	0.53	2.15	0.12	63.48*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*
5. Cultural Support Satisfaction	3.82	0.29	3.31	0.43	3.23	0.40	2.64	0.46	46.17*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*
Total	3.87	0.27	3.34	0.43	3.16	0.49	2.28	0.08	64.59*	1-2*,1-3*,1-4*, 2-3*,2-4*,3-4*

\* Statistical significance level of .05

Table 4.8 illustrates that overall job satisfaction of all age groups was at a moderate level. Overall job satisfaction with regards to difference in age indicated that there was a difference at a significance level of 0.05, with an F-value equivalent to 64.59. Thus, hypothesis 1 was accepted. In addition, after employing Least Square Deviation (LSD) to do a post-hoc test in order to find paired differences, it was found that there were differences in the level of job satisfaction among the age groups as follows:

Under 30 years old	vs.	Between 41-50 years old
Under 30 years old	vs.	Between 51-60 years old
Under 30 years old	vs.	60+ years old
Between 41-50 years old	vs.	Between 51-60 years old
Between 41-50 years old	vs.	60+ years old
Between 51-60 years old	vs.	60+ years old

#### 4.3.2 Gender Differences and Its Effects on the Level of Job Satisfaction

**Table 4.9: Mean, Standard Deviation and Value of “t” (t-test) on Job Satisfaction of Mahidol University’s Academic Staff, Identified by Gender**

Job Satisfaction	Gender				t
	Male (177)		Female (173)		
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
1. Administrative Satisfaction	3.29	0.63	3.26	0.62	0.37
2. Academic Satisfaction	3.31	0.51	3.33	0.50	-0.32
3. Research Satisfaction	3.17	0.57	3.19	0.55	-0.38
4. Academic Service Satisfaction	3.26	0.59	3.28	0.57	-0.34
5. Cultural Support Satisfaction	3.30	0.47	3.31	0.46	-0.33
Total	3.26	0.55	3.28	0.53	-0.18

\* Statistical significance level of .05

Table 4.9 shows overall job satisfaction of Mahidol University’s Academic staff was at a moderate level for both male and female. By comparing between gender and job satisfaction, the results showed that overall job satisfaction between male and female was no different ( $t = -.18$ ) Since the t-value of -.18 represented no difference

in the level of job satisfaction between male and female, hypothesis 2 was rejected.

### 4.3.3 Difference in Marital Status and Its Effects on the Level of Job Satisfaction

**Table 4.10: Mean, Standard Deviation, F-value and Least Square Deviation on Job Satisfaction of Mahidol University’s Academic Staff, Identified by Marital Status**

Job Satisfaction	Marital status								F	LSD
	Single		Married		Separated		Other			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Administrative Satisfaction	3.69	0.38	3.00	0.53	4.10	0.22	3.95	0.26	83.63*	1-2*,1-3*,1-4* 2-3*,2-4*
2. Academic Satisfaction	3.66	0.36	3.09	0.41	4.04	0.15	3.88	0.21	92.46*	1-2*,1-3*,1-4* 2-3*,2-4*
3. Research Satisfaction	3.51	0.42	2.94	0.47	3.94	0.14	3.77	0.24	75.83*	1-2*,1-3*,1-4* 2-3*,2-4*
4. Academic Service Satisfaction	3.65	0.42	3.01	0.49	4.07	0.19	3.87	0.29	79.60*	1-2*,1-3*,1-4* 2-3*,2-4*
5. Cultural Support Satisfaction	3.55	0.42	3.10	0.35	4.01	0.05	3.83	0.27	88.76*	1-2*,1-3*,1-4* 2-3*,2-4*
Total	3.61	0.39	3.03	0.44	4.03	0.14	3.86	0.24	87.25*	1-2*,1-3*,1-4* 2-3*,2-4*

\* Statistical significance level of .05

Table 4.10 shows that overall job satisfaction of academic staff was at a moderate level in all groups. At a statistical significance level of 0.05, the findings demonstrate that there was a difference in the level of job satisfaction with regards to marital status,  $F = 87.25$ . Since the F-value was equivalent to 87.25, hypothesis 3 was accepted. To further assess the difference between each marital status group, the researcher used the LSD method to check the paired differences. It was found that there were paired differences among the groups as follows:

- Single vs. Married
- Single vs. Separated
- Single vs. Other
- Married vs. Separated
- Separated vs. Other

#### 4.3.4 Difference in Educational Level and Its Effects on the Level of Job

##### Satisfaction

**Table 4.11: Mean, Standard Deviation, and t-value on Job Satisfaction Mahidol University's Academic Staff, Identified by Educational Level**

Job Satisfaction	Educational level				t
	Master Degree		Doctoral Degree		
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
1. Administrative Satisfaction	3.58	0.46	3.11	0.64	7.81*
2. Academic Satisfaction	3.53	0.43	3.21	0.51	6.02*
3. Research Satisfaction	3.42	0.44	3.05	0.58	6.33*
4. Academic Service Satisfaction	3.51	0.48	3.13	0.60	6.04*
5. Cultural Support Satisfaction	3.46	0.46	3.23	0.44	4.58*
Total	3.50	0.44	3.15	0.55	6.18*

\* Statistical significance level of .05

Table 4.11 represents the overall level of job satisfaction of Mahidol University's Academic staff was at a moderate level pertaining to educational level. The level of job satisfaction in comparison to different educational level indicated a difference with a statistical significance level of 0.05,  $t = 6.18$ . Hypothesis 4 was, therefore, accepted. Differences were found in each sub-category as well.

#### 4.3.5 Difference in Academic Position and Its Effects on the Level of Job

##### Satisfaction

**Table 4.12: Mean, Standard Deviation, F-value and LSD on Job Satisfaction of Mahidol University's Academic Staff, Identified by Academic Position**

Job Satisfaction	Academic position								F	LSD
	Prof.		Assoc. Prof.		Assist. Prof.		Lect.			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Administrative Satisfaction	3.97	0.23	3.07	0.64	3.22	0.35	3.17	0.58	27.99*	1-2*,1-3*,1-4* 2-3*,3-4*
2. Academic Satisfaction	3.92	0.22	3.16	0.51	3.49	0.42	3.24	0.45	28.37*	1-2*,1-3*,1-4* 2-3*,3-4*
3. Research Satisfaction	3.81	0.26	2.99	0.58	3.37	0.43	3.09	0.50	27.21*	1-2*,1-3*,1-4* 2-3*,3-4*
4. Academic Service Satisfaction	3.92	0.31	3.08	0.61	3.47	0.47	3.18	0.53	26.05*	1-2*,1-3*,1-4* 2-3*,3-4*
5. Cultural Support Satisfaction	3.87	0.26	3.18	0.44	3.40	0.44	3.24	0.41	26.14*	1-2*,1-3*,1-4* 2-3*,3-4*
Total	3.89	0.24	3.09	0.55	3.45	0.45	3.18	0.49	27.95*	1-2*,1-3*,1-4* 2-3*,3-4*

\* Statistical significance level of .05

Table 4.12 shows that overall job satisfaction in relation to academic position

of Mahidol University’s Academic staff was at a moderate level. When the researcher conducted an F-test at a statistical significance level of 0.05, the finding indicated a difference in job satisfaction when taking academic position into account,  $F = 27.95$ . As a result, hypothesis 5 was accepted. In addition, the results showed paired differences between the different groups accordingly:

- Professor vs. Associate Professor
- Professor vs. Assistant Professor
- Professor vs. Lecturer
- Associate Professor vs. Assistant Professor
- Assistant Professor vs. Lecturer

#### 4.3.6 Difference in Income and Its Effects on the Level of Job Satisfaction

**Table 4.13: Mean, Standard Deviation, F-value and Least Square Deviation on Job Satisfaction of Mahidol University’s Academic Staff, Identified by Income Level**

Job Satisfaction	Income												F	LSD
	less than 20,000		20,000-30,000		30,001-40,000		40,001-50,000		50,001-60,000		More than 60,000			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Administrative Satisfaction	3.81	0.36	3.30	0.54	3.15	0.63	3.03	0.61	3.59	0.44	4.19	0.30	17.25*	1-2*,1-3*,1-4*,2-4* 2-5*,2-6*,3-5*,3-6* 4-5*,4-6*
2. Academic Satisfaction	3.77	0.32	3.34	0.46	3.22	0.49	3.12	0.47	3.57	0.41	4.13	0.18	18.40*	1-2*,1-3*,1-4*,2-4* 2-5*,2-6*,3-5*,3-6* 4-5*,4-6*
3. Research Satisfaction	3.64	0.39	3.22	0.49	3.05	0.52	2.96	0.53	3.45	0.43	4.02	0.19	16.58*	1-2*,1-3*,1-4*,2-4* 2-5*,2-6*,3-5*,3-6* 4-5*,4-6*
4. Academic Service Satisfaction	3.76	0.38	3.29	0.52	3.14	0.59	3.04	0.55	3.55	0.47	4.12	0.28	17.01*	1-2*,1-3*,1-4*,2-4* 2-5*,2-6*,3-5*,3-6* 4-5*,4-6*
5. Cultural Support Satisfaction	3.69	0.39	3.29	0.45	3.23	0.42	3.14	0.40	3.49	0.45	4.03	0.09	14.87*	1-2*,1-3*,1-4*1-5* 2-4*,2-5*,2-6*,3-5* 3-6*,4-5*,4-6*
Total	3.74	0.36	3.29	0.49	3.16	0.53	3.06	0.51	3.53	0.43	4.10	0.20	17.38*	1-2*,1-3*,1-4*2-4* 2-5*,2-6*,3-5*,3-6* 4-5*,4-6*

\* Statistical significance level of .05

Table 4.13 below shows that overall job satisfaction identified by income of Mahidol University's academic staff was at a moderate level. Difference in job satisfaction was determined by an F-test at a statistical significance level of 0.05. The results indicated that there was a difference in the level of job satisfaction after taking income into account,  $F = 17.38$ . Since a difference in job satisfaction existed between different income levels, hypothesis 6 was accepted. After employing LSD to assess any paired differences, the following were found among the groups:

Less than 20,000 baht per month	vs.	20,000-30,000 baht per month
Less than 20,000 baht per month	vs.	30,001-40,000 baht per month
Less than 20,000 baht per month	vs.	40,001-50,000 baht per month
20,000-30,000 baht per month	vs.	40,001-50,000 baht per month
20,000-30,000 baht per month	vs.	50,001-60,000 baht per month
20,000-30,000 baht per month	vs.	60,000+ baht per month
30,001-40,000 baht per month	vs.	50,001-60,000 baht per month
30,001-40,000 baht per month	vs.	60,000+ baht per month
40,001-50,000 baht per month	vs.	50,001-60,000 baht per month
40,001-50,000 baht per month	vs.	60,000+ baht per month

Also, upon looking at the paired differences within each specific job satisfaction sub-category, an additional difference was found under cultural support satisfaction between the less than 20,000 baht per month group and the 50,001-60,000 baht per month group.

### 4.3.7 Difference in Duration of Work and Its Effects on the Level of Job Satisfaction

**Table 4.14: Mean, Standard Deviation, F-value and Least Square Deviation on Job Satisfaction of Mahidol University’s Academic Staff, Identified by Work Duration**

Job Satisfaction	Work duration								F	LSD
	Less than 10		10-20		21-30		More than 30			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Administrative Satisfaction	3.99	0.22	3.51	0.47	46.56*	0.61	3.50	0.47	46.56*	1-2*,1-3*, 1-4*,2-3*, 3-4*
2. Academic Satisfaction	3.93	0.22	3.51	0.43	48.21*	0.46	3.50	0.42	48.21*	1-2*,1-3*, 1-4*,2-3*, 3-4*
3. Research Satisfaction	3.83	0.26	3.39	0.44	47.37*	0.53	3.37	0.43	47.37*	1-2*,1-3*, 1-4*,2-3*, 3-4*
4. Academic Service Satisfaction	3.94	0.30	3.48	0.48	44.40*	0.55	3.46	0.47	44.40*	1-2*,1-3*, 1-4*,2-3*, 3-4*
5. Cultural Support Satisfaction	3.89	0.23	3.42	0.46	38.24*	0.38	3.41	0.45	38.24*	1-2*,1-3*, 1-4*,2-3*, 3-4*
Total	3.91	0.23	3.46	0.45	46.54*	0.50	3.45	0.44	46.54*	1-2*,1-3*, 1-4*,2-3*, 3-4*

\* Statistical significance level of .05

Table 4.14 illustrates that overall job satisfaction of Mahidol University’s academic staff was at a moderate level when considering the duration of work of the respondents. Difference in job satisfaction was determined by an F-test at a statistical significance level of 0.05. The results indicated that there was a difference in the level of job satisfaction after taking duration of work into account,  $F = 46.54$ . Thus, hypothesis 7 was accepted. Moreover, after applying LSD to find the paired differences, the following were found:

- Less than 10 years vs. 10-20 years
- Less than 10 years vs. 21-30 years
- Less than 10 years vs. 30+ years
- 10-20 years vs. 21-30 years
- 21-30 years vs. 30+ years

#### 4.3.8 Difference in Position and Its Effects on the Level of Job Satisfaction

**Table 4.15: Mean, Standard Deviation and Value of “t” (t-test) On Job Satisfaction of Mahidol University’s Academic Staff, Identified by Position**

Job Satisfaction	Position Level				t
	Governmental officers		University workers		
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
1. Administrative Satisfaction	3.12	0.61	3.69	0.45	-9.35*
2. Academic Satisfaction	3.19	0.48	3.68	0.38	-8.86*
3. Research Satisfaction	3.04	0.54	3.56	0.42	-8.33*
4. Academic Service Satisfaction	3.12	0.57	3.67	0.44	-8.52*
5. Cultural Support Satisfaction	3.20	0.42	3.60	0.43	-7.78*
Total	3.14	0.52	3.64	0.42	-8.49*

\* Statistical significance level of .05

As shown in Table 4.15, a t-test was undertaken to assess the difference in the level of job satisfaction at a statistical significance level of 0.05. The t-value obtained from this assessment was -8.49, which indicated a difference in the level of job satisfaction with regards to different positions. As a consequence, hypothesis 8 was accepted. Job satisfaction among Mahidol Academic staffs was at a moderate level in both persons who were governmental officers and university workers.

**Table 4.16: Summary of Research Results**

<b>Hypothesis</b>	<b>Result</b>
1. Mahidol University's academic staffs who are different in age have job satisfaction differently.	Accept
2. Mahidol University's academic staffs who are different in gender have job satisfaction differently.	Reject
3. Mahidol University's academic staffs who are different in marital status have job satisfaction differently.	Accept
4. Mahidol University's academic staffs who are different in educational level have job satisfaction differently.	Accept
5. Mahidol University's academic staffs who are different in academic position have job satisfaction differently.	Accept
6. Mahidol University's academic staffs who are different in income have job satisfaction differently.	Accept
7. Mahidol University's academic staffs who are different in work duration have job satisfaction differently.	Accept
8. Mahidol University's academic staffs who are different in position have job satisfaction differently.	Accept

In conclusion, staffs that were different in age, marital status, educational level, academic position, income level, duration of work, and position were found to be different in levels job satisfaction, as summarized by Table 4.16. The only personal characteristic that was found to be no different in relation to job satisfaction was gender.

## CHAPTER V

### DISCUSSION

This research is a study on job satisfaction of Mahidol University's academic staff in 2005. The data was collected from 350 samples of academic staff in Mahidol University. Research findings will be discussed relevant to research objectives as follows.

1. Analysis on job satisfaction level of academic staff in Mahidol University.
  - 1) Administrative Satisfaction
  - 2) Academic Satisfaction
  - 3) Research Satisfaction
  - 4) Academic service Satisfaction and
  - 5) Cultural Support Satisfaction
2. Analysis and discussion of differences in personal characteristics and their effects on the level of job satisfaction of academic staff in Mahidol University.

#### **5.1 Analysis of Job Satisfaction Level of Academic Staff in Mahidol University**

Research findings demonstrated that overall job satisfaction was at a moderate level, which is represented by a mean ( $\bar{X}$ ) of 3.27 and SD of 0.42. When comparing the items to one another, the results indicated that the highest level of job satisfaction was academic satisfaction,  $\bar{X} = 3.32$  and  $SD = 0.51$ , followed by cultural support satisfaction ( $\bar{X} = 3.30$ ), administrative satisfaction ( $\bar{X} = 3.28$ ) and academic service satisfaction ( $\bar{X} = 3.27$ ). However, research satisfaction represented the lowest level of job satisfaction ( $\bar{X} = 3.18$ ) when compared to the other four items above. Different types of job satisfaction are separately discussed below.

### 5.1.1 Administrative Satisfaction

The results of job satisfaction in terms of administrative satisfaction of Mahidol University's Academic Staff demonstrated a moderate level of overall satisfaction, with a mean ( $\bar{X}$ ) of 3.28 and SD of 0.63.

Job satisfaction on taking a lead to generate a knowledge-based environment and culture, and being an active participant demonstrated the highest level of satisfaction, which is represented by  $\bar{X} = 3.46$  and  $SD = 0.626$ . 55.7 percent of the respondents indicated their satisfaction at satisfied and very satisfied levels while only 2 percent of the respondents indicated their dissatisfaction towards this aspect. Academic staff was satisfied with this responsibility as they were able to actively take part in various activities. Academic staff's abilities were not only limited to the classroom, indeed all academic staff were encouraged to share their opinions in order to create the knowledge-based environment and culture within the university, which made Mahidol University a more pleasurable workplace.

The next highest level was administrative satisfaction on having supervisors who pay attention to work morale and ethics ( $\bar{X} = 3.40$ ,  $SD = 0.628$ ). The reason behind this satisfaction was because academic staff not only had the ability to work individually. They were also encouraged to work as a team in which there were always supervisors who could provide suggestions when needed or guidance to create the most effective job performance level.

However, administrative satisfaction on having an effective knowledge management system ( $\bar{X} = 3.08$ ,  $SD = 0.741$ ) and on having an administrative system which pays attention mainly to quality of work ( $\bar{X} = 3.09$ ,  $SD = 0.778$ ) obtained the lowest level of job satisfaction among the 13 items of administrative satisfaction. Over 20 percent of the respondents pointed out that they were dissatisfied with these two aspects. Participants pointed out that it was still a difficult task to manage an effective intellectual property management system, especially in Thailand, since knowledge could easily be violated in terms of copyrights and publications. In addition, the administrative system also represented a low level of job satisfaction due to the fact that it was sometimes difficult for academic staff to manage the complex job tasks under time constraints. Work quality was then affected or became lower than standard.

Moreover, a slow and long process of administrative works also occasionally occurred due to a complex process in which decisions must be made according to hierarchy.

### 5.1.2 Academic Satisfaction

Overall job satisfaction in terms of academic satisfaction was at a moderate level, with  $\bar{X} = 3.33$  and  $SD = 0.51$ . This explained that the majority of the respondents have academic satisfaction at moderate and satisfied levels. Academic satisfaction on having effective student admission; on providing a learning system in which students are the center; and on providing learning resources and IT to support the teaching process and academic quality development presented the most distinctive level of satisfaction, with  $\bar{X} = 3.47$ ,  $3.46$ , and  $3.45$  respectively. Additionally, 48.3 percent of the respondents indicated their satisfaction on having effective student admission at satisfied and very satisfied levels, which explained University's effectiveness in determining students' qualifications during admission procedures. A number of students contributed a high level of success to both academic and extracurricular activities. This was also due to an effective learning system that essentially focused on students as the center of learning as well as supportive learning resources and an IT system provided by the university.

On the contrary, academic satisfaction on constructing both intra and inter academic networks represented the lowest level of satisfaction,  $\bar{X} = 3.09$  and  $SD = 0.559$ . It seemed that over 14 percent of the respondents were still dissatisfied with the aspect of setting clear academic directions, goals and plans; providing appropriate benefits and welfare to academic staff; and providing a continual student development program. Research participants explained that even though they were satisfied with the operation of intra- and inter- academic networks at a moderate level, a wider academic network at the international level should be developed, especially in terms of research cooperation between universities as well as sharing of academic knowledge. In addition, academic directions and plans should be clearly set and revised from time to time in order to provide a continual student development program. More importantly, 14.9 percent of the respondents were dissatisfied with the benefits and welfare provided by the university as they believed that since they have worked at the

university for a long period of time, mostly over 20 years, better benefits and welfare should therefore be appropriately provided or consistently revised.

However, the absence of academic dissatisfaction appeared in the aspects of providing additional activities to support students in learning life skills and having a monitoring system to assess students' qualifications.

### **5.1.3 Research Satisfaction**

Average total of the means ( $\bar{X}$ ) for aspects of research satisfaction was 3.18 with a standard deviation of 0.56, indicating a moderate level of overall research satisfaction. Research satisfaction in terms of providing opportunities for all students to do research together represented the highest level of satisfaction,  $\bar{X} = 3.40$  and  $SD = 0.561$ . Most of the participants agreed that Mahidol University had a good reputation for research discipline, as the university had conducted a number of researches which were very beneficial to the society and the country.

In contrast, the aspect of financing and providing opportunities to create newly qualified researchers and research indicated the lowest level of job satisfaction ( $\bar{X} = 3.00$ ,  $SD = 0.598$ ). Additionally, 18 percent of the respondents pointed out that they were dissatisfied with this aspect. The reason behind this might be due to insufficiency in financial support to researchers. Limited numbers of scholarships were provided only to highly qualified researchers.

### **5.1.4 Academic Service Satisfaction**

The results reported overall academic service satisfaction was at a moderate level of  $\bar{X} = 3.27$  and  $SD = 0.59$ . The majority of the respondents indicated their levels of satisfaction as "moderate" or "satisfied." Academic service satisfaction on having a completed and reliable IT system demonstrated the highest level of satisfaction,  $\bar{X} = 3.48$  and  $SD = 0.595$ . Furthermore, 46.3 percent of the respondents were satisfied and very satisfied with this aspect. The next highest was on having a supportive and cooperative system to provide various academic services,  $\bar{X} = 3.41$  and  $SD = 0.532$ . 43.4 percent specified their satisfaction towards this aspect. Mahidol University has created an effective intranet system that connects all faculties and

departments together in which students and academic staff can fully utilize the system for their own academic purposes.

On the other hand, the lowest level of job satisfaction was on providing service-minded support to enhance academic support, with the mean  $\bar{X}$  of 3.13 and SD of 0.644. More importantly, over 20 percent of the respondents indicated that they were dissatisfied with having a monitoring system to evaluate the provided academic services while 14.9 percent were dissatisfied with providing qualified and effective services. The results here pointed out that even though the participants were moderately satisfied with the university's academic support, the service should still be improved, especially on the willingness to help and provide quality services.

### **5.1.5 Cultural Support Satisfaction**

Job satisfaction in terms of cultural support satisfaction represented a moderate level of satisfaction, in which  $\bar{X}$  was equivalent to 3.30 and SD = 0.42. The majority of the respondents indicated their satisfaction at a moderate and satisfied level. The evidence showed that satisfaction on having a plan/project with full support to maintain Thai art and culture illustrated the highest level of satisfaction,  $\bar{X}$  = 3.41 and SD = 0.558. 44.6 percent were satisfied with this aspect. The next highest level was on applying good culture to support daily life properly,  $\bar{X}$  = 3.37 and SD = 0.556. Over 37 percent of the respondents indicated that they were satisfied and very satisfied with this aspect. Mahidol University not only focuses on academics and research, but also on cultural support activities. Many events were organized as cultural activities such as Mahidol University's International Day and Loy Kratong Festival. This enables the university to promote valuable Thai culture and arts as well as encourages students to take part in promoting and sustaining Thai culture and arts.

However, satisfaction on providing a budget to maintain Thai culture,  $\bar{X}$  = 3.23 and SD = 0.424, and on providing a monitoring system to evaluate projects concerning Thai culture maintenance ( $\bar{X}$  = 3.23 and SD = 0.467) showed the lowest level of satisfaction but the mean ( $\bar{X}$ ) was still considered high when compared to other types of job satisfaction. It should also be noted here that there was also the absence of cultural support dissatisfaction on applying research to maintain, conserve and restore Thai culture; applying good culture to support daily life properly;

promoting and publicizing information concerned with cultural research and activities; and providing a budget to sustain Thai culture.

## **5.2 Analysis and Discussion of Differences in Personal Characteristics and Their Effects on the Level of Job Satisfaction of Academic Staff in Mahidol University.**

### **5.2.1 Age**

The results illustrated that overall job satisfaction of all age groups was at a moderate level. Moreover, the results indicated that overall job satisfaction with regards to difference in age was different at a statistical significance level of 0.05. When the researcher observed each age group and compared them to one another, it was found that the respondents tended to have a decreased level of job satisfaction as they became older. Older staffs were more dissatisfied than younger staffs. The data indicates that staff age and level of job satisfaction are negatively correlated. Each ascending age group had a lower level of job satisfaction than the one preceding it. The result also showed that age group between 30-40 obtained the highest job satisfaction while age group of more than 60 years old obtained the least job satisfaction.

These results go against most previous research about the relation of age to job satisfaction. Most notably, Iacqua et al. (1995), whose study found that younger, less experienced academic staffs tended to be more dissatisfied with their jobs than older ones. Iacqua et al. attributed the increase of job satisfaction with age to two possible reasons; one, better benefits and pay, and two, more realistic expectations regarding work.

The researcher suggests that this study might have achieved conflicting results due to a relation between age and duration of work within the Thai university system that is different from Western universities, where aforementioned studies about this topic took place. In Thai universities there might be a burnout factor which is different from Western universities due to different academic cultures and the organization of national education systems. As people get older and work within the same organization for an extended period of time, they might feel that their work has become repetitive and tedious. Academic freedoms, the ability to pursue ones own

academic interests and change institutions, in Thailand could be lower than in Western countries. This could be due to a financial aid system implemented by the Thai government that requires one to service his or her debt by working at a specified university for an equivalent amount of time to that which is required to graduate.

### **5.2.2 Gender**

Overall job satisfaction of Mahidol University's Academic staff was at a moderate level for both male and female. By comparing gender and job satisfaction, the results showed that overall job satisfaction between male and female was no difference at statistical significance level of 0.05.

Some previous research supports these findings; studies include Thompson and McNamara (1997), D'Arcy et al. (1984), Golding et al. (1983) and Iacqua (1995). The primary reason for the inexistence of different levels of job satisfaction between males and females was due to the fact that in an academic or education service industry, both genders are likely to have equal job opportunities in terms of income and promotion. Since the education service industry emphasizes gender equality and is a performance-based work environment, gender was not a factor that could directly affect job satisfaction. It should be noted, however, that the level of job satisfaction in relation to gender tended to be varied and different across industries and types of jobs. In some particular industries, for example, engineering, males were more likely to have higher job satisfaction than females due to higher acceptance towards career advancement and contributed roles.

### **5.2.3 Marital Status**

In terms of marital status, overall job satisfaction of academic staff was at a moderate level in all groups. At a statistical significance level of 0.05, the findings demonstrated that there was a difference in the level of job satisfaction with regards to different marital status. Separated and single group had the most job satisfaction while married group indicated the least job satisfaction.

The results go against previous research: Bruce and Blackburn (1992), Locke et al. (1983), and numerous other studies found that married people tend to be more satisfied, due to a possible link between the transference of warm familial relations to the workplace. Those who have healthy interpersonal relationships at home tend to

have healthy interpersonal relationships in the work place, which in turn, increases job satisfaction.

Difference in the level of job satisfaction between different marital status groups could be explained in terms of staffs' roles and responsibilities. Single and separated groups had more job satisfaction than the married groups because they seemed to focus more on work itself. They could dedicate more of their time to create effective job performance. While the married group not only has to focus on their jobs, but also has the responsibility to take care of their families, which in turn affects the level of job satisfaction. Family stress can be transferred to the work place. Yet this does not explain why the results differed from previous studies. The researcher suggests that the different findings could be due to a correlation with age and work duration; Thai people, in particular, Thai academics tend to marry older than those in Western countries.

#### **5.2.4 Educational Level**

The research findings concluded that overall job satisfaction of Mahidol University's Academic staff pertaining to educational level was at a moderate level. The level of job satisfaction in comparison to different educational level indicated a significant difference at a statistical significance level of 0.05. The result showed that academic staffs who obtained a master degree were more satisfied than those who obtained a doctoral degree.

Some research supports this: Carrell and Elbert (1974) and DeSantis and Durst (1996) both identified negative correlations between education level and job satisfaction. Older workers might be experiencing a larger disparity between expectations and realities within the work environment. Education level might be linked to age and work duration and the same idea of debt service to the Thai financial aid system as discussed before. The majority of younger academic staffs (30-40 years old) who obtained a master degree tended to have more job satisfaction than older ones who obtained a doctoral degree as previously discussed. It could be explained that age of academic staffs also affect job satisfaction in relation to educational level.

### **5.2.5 Academic Position**

Overall job satisfaction in relation to academic position of Mahidol University's Academic staff was at a moderate level. The findings showed the existence of differences in job satisfaction among different academic positions in which professors had the most job satisfaction while associate professors seemed to have the least job satisfaction.

Bruce and Blackburn (1992), Locke (1983) and Vroom (1982) all concur with this finding. They state that an official work position directly relates to satisfaction because of the pride and self worth gained through position. Research participants explained that as they moved into a higher academic position, they gained a higher level of job satisfaction. The results indicated the highest level of satisfaction occurred among professors; associate professors had the lowest levels. This is probably due to a work place culture which is heavily influenced by the Thai culture of hierarchies. A higher status means more influence in the workplace and the benefits that follow, such as the ability to get ensure resources and funding for one's own academic pursuits.

### **5.2.6 Income**

The research findings showed that overall job satisfaction identified by income was at a moderate level. The results indicated that there was a significant difference in the level of job satisfaction after taking level of income into account. The evidence showed that income group of more than 60,000 and less than 20,000 obtained the highest job satisfaction while income group between 40,001-50,000 had the lowest job satisfaction.

Previous research suggests that income level should be the factor that most highly correlated to job satisfaction; see Schneider et al. (1992). Employee's tend to prefer jobs they feel pays them what they are worth, motivation increases with proper monetary incentives. When the researcher analyzed the data, a u-shaped curve appeared in the set, with the income groups on either extreme reporting higher job satisfaction than those in the middle. The u-shaped curve in the data set may be due to a combination of the reasons given by previous studies on the topic, as well as the aforementioned negative correlation between age/work duration and job satisfaction. Although they get paid much less, younger staffs might have less academic burnout

than older ones. And older staffs, while experiencing more academic burnout, feel that they are compensated appropriately, in terms of income, for their work.

### **5.2.7 Duration of Work**

Overall job satisfaction of Mahidol University's academic staff was at a moderate level when considering duration of work of the respondents. The results indicated that there was difference in the level of job satisfaction. Academic staff who worked for less than 10 years had the most job satisfaction while academic staff who worked for 21-30 years had the least job satisfaction.

Smith et al. (1969) found a similar negative correlation between duration of work and job satisfaction, though another study, Bedeian, Ferris and Kacmar (1992), found a positive relation. The reason for the decline in job satisfaction as staffs aged was due to a long period of employment at the university in which academic they consistently experienced the same job tasks over an extended period of time. Consequently, this led to a decline in motivation to actively do work. Again, this could be due to a burnout factor and a correlation with age. Work becomes tedious over time, thereby affecting job performance and efficiency, which in turn, affects satisfaction.

### **5.2.8 Position**

In order to find the relationship between position and job satisfaction, a t-test was undertaken to assess the difference at a statistical significance level of 0.05. The result indicated a difference in the level of job satisfaction with regards to different positions. There was clear statistical evidence that university workers had more job satisfaction comparing to governmental officers.

The results of this study go against previous research in this topic. Ferris and Kacmar (1992) stated that those who have a secure job tend to have higher levels of satisfaction because of more stability in employment and income. Governmental officers actually have higher job security than university workers, and yet they reported lower levels of job satisfaction in this study. The results might be tied to the idea of debt service in the Thai university system, as well as income. They are tied to lengthy contracts in order to repay any scholarships received, this affects employment options. Governmental officers receive lower pay and have less academic freedom than university employees.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

This final chapter summarizes the research findings in three sections. Section 6.1 is the summary of findings in this study. Section 6.2 provides some useful recommendations for further improvements and developments. Section 6.3 provides recommendations for further studies.

#### **6.1 Summary of Research Findings**

The objective of this study was to study job satisfaction of Mahidol University's academic staffs in 2005 and to identify and discuss the possible differences between the level of job satisfaction in relation to age, gender, marital status, educational level, academic position, income, duration of work, and position. The research uses quantitative data to assess the possible differences in the level of job satisfaction of Mahidol University's academic staffs. The majority of the respondents included both male and female who were between 41 – 60 years old, married, holding a doctoral and a master degree, and had duration of work of more than 21 years. Most of the respondents held associate professor or lecturer positions with an income of over 30,000 baht per month and were employed as governmental officers.

##### **6.1.1 Overall Job Satisfaction of Mahidol University's Academic Staffs**

According to the above objectives, the results of this study concluded that overall job satisfaction of Mahidol University's academic staffs was at a moderate level. When comparing each type of satisfaction to one another, the results indicated the highest level of job satisfaction was academic satisfaction, followed by cultural support satisfaction, administrative satisfaction, and academic service satisfaction.

However, research satisfaction represented the lowest level of job satisfaction when compared to the other four aspects.

The results of job satisfaction in terms of administrative satisfaction of Mahidol University's Academic Staffs demonstrated a moderate level of satisfaction. Job satisfaction on taking a lead to generate a knowledge-based environment and culture and being an active participant demonstrated the highest level of satisfaction. In contrast, administrative satisfaction on having an effective intellectual property management system and on having an administrative system which pays attention mainly to quality of work obtained the lowest levels of job satisfaction.

Overall job satisfaction in terms of academic satisfaction was also at a moderate level. Academic satisfaction on having effective student admission; on providing a learning system in which students are the center; and on providing learning resources and IT to support the teaching process and academic quality development presented the most distinctive level of satisfaction. However, academic satisfaction on constructing both intra and inter academic networks represented the lowest level of satisfaction.

Research satisfaction in terms of providing opportunities for all students to do research together represented the highest level of satisfaction while satisfaction on financing and providing opportunities to create newly qualified researchers and research indicated the lowest level of job satisfaction. Overall, job satisfaction in terms of research satisfaction was at a moderate level.

The results reported overall academic service satisfaction was at a moderate level. Academic service satisfaction on having a completed and reliable IT system demonstrated the highest level of satisfaction. On the other hand, the lowest level of job satisfaction was on providing service-minded support to enhance academic support. Additionally, the respondents indicated that they were dissatisfied with having a monitoring system to evaluate the provided academic services and with providing qualified and effective services.

Job satisfaction in terms of cultural support satisfaction represented a moderate level of satisfaction. The majority of the respondents indicated their satisfaction at a moderate or satisfied level. Satisfaction on having a plan/project with full support to maintain Thai art and culture illustrated the highest level of

satisfaction. However, satisfaction on providing a budget to maintain Thai culture and on providing a monitoring system to evaluate projects concerning Thai cultural maintenance showed the lowest levels of satisfaction.

### **6.1.2 Differences in Personal Characteristics and Their Effects on the Level of Job Satisfaction among Academic Staffs at Mahidol University.**

Overall job satisfaction with regards to difference in age pointed out that there was a difference in the level of job satisfaction. Age and job satisfaction was found to be negatively correlated, the respondents tended to have a decrease in the level of job satisfaction as they became older. The researcher suggests this is due to a corresponding correlation with work duration and the idea of debt service for government scholarships. This, in turn, led to less ability to pursue their academic pursuits. The older staffs also had the added burden of worrying about post retirement income.

In terms of difference in gender, the results showed that overall job satisfaction between male and female was not significantly different. The primary reason for the inexistence of different job satisfaction between male and female was due to the fact that in an academic culture, both male and female are likely to have equal opportunities in terms of income and promotion, as the university is a performance-based environment.

In terms of marital status, the finding demonstrated that there was a difference in the level of job satisfaction with regards to different marital status. Single and separated groups tended to have higher job satisfaction when compared to the married group because they seemed to focus more on work than on personal matters. They could dedicate more of their time to achieve effective job performance. The married group not only had to deal with their jobs, but also had the responsibility to take care of their family, which in turn resulted in the lower level of job satisfaction. Family stress can be transferred to the workplace. These findings can also be explained if linked to age and work duration, as Thai academics have the tendency to marry older than their Western counterparts.

The level of job satisfaction in comparison to different educational level indicated a significant difference. Those holding a master degree had more job

satisfaction than those with a doctoral degree. This is because those holding a master degree were obligated to work for the university for a shorter period of time. Doctoral degree holders had less academic freedom, as they were tied to their scholarship debt for a longer period of time than master degree holders.

Overall job satisfaction in relation to academic position among Mahidol University's Academic staffs was at a moderate level. The findings showed the existence of differences in job satisfaction among different academic positions. As academic staffs moved into higher academic positions, they gained a higher level of satisfaction. The results indicated the highest level of satisfaction occurred among professors. Higher academic position meant higher workplace status; this was also in association with the higher income they received as compared to other academic positions. Status within the workplace is very important for one's feeling of self-worth, especially if the workplace is in a country, such as Thailand, that has a culture of social hierarchies.

The results pointed out that there was a significant difference in the level of job satisfaction after taking income into account. When the researcher focused on each individual income group, a u-shaped curve appeared in the data. Staffs earning less than 20,000 baht per month and staffs earning more than 60,000 baht per month were more satisfied than the other income groups. Staffs earning between 30,001 to 40,000 and staffs earning between 40,001 to 50,000 had the lowest levels of job satisfaction. These results might have been obtained because of a combination of the relationship between income and age/work duration and income with position. Those earning less than 20,000 baht per month had been working for the university for a shorter period of time, and those earning more than 60,000 baht per month held professor or associate professor positions. Shorter work duration meant less burnout and more perceived academic freedom, whereas higher position meant higher workplace status.

The findings indicated a difference in the level of job satisfaction after taking work duration into account. Work duration and job satisfaction was negatively correlated; those with longer work duration were less satisfied. The explanation to this was that academic staffs who had been working within the same institution for a longer period of time experienced more tedium, as they had been performing the same

tasks for an extended period of time. Work duration is probably tied to debt service for university scholarships and academic freedom as well.

Lastly, there was a difference in the level of job satisfaction with regards to different positions. Staffs employed as university workers were more satisfied than staffs employed as governmental officers. Governmental officers are tied to a specific institution under contract an extended period of time, which makes for fewer employment options as compared to governmental officers; this is also in conjunction with lower income. Debt service requirements are also probably a factor for the difference.

## **6.2 Recommendations**

Suggestions for this study are as follows:

6.2.1 One interesting point from this study is that almost 17 percent of academic staff felt dissatisfied with academic directions, goals and plans for their jobs. Better and concise academic directions and goals should be carefully established in accordance with the standard being set by the university. Continuous review of programs and curricula should be employed in order to keep up with today's rapidly changing academic environment.

6.2.2 In terms of research satisfaction, most of staff members felt satisfied with this aspect, but there were some people who felt dissatisfied in terms of providing financial support to create newly qualified researchers. Since qualified researchers are a crucial resource for academic and knowledge development, financial support in terms of scholarships and a budget distribution system should be revised.

6.2.3 In terms of academic service satisfaction, about 20 percent of academic staffs felt dissatisfied with having a monitoring system to evaluate the provided academic services. This finding suggests that the quality of provided academic services may still be unknown since the evaluation system is still not being fully utilized. More effective assessment for academic services should be established, especially in terms of quality service assessment.

6.2.4 The university's evaluation on assessing job satisfaction among academic staff should be applied in order to find out the problems that the university is currently dealing with. Open and comprehensive communication is important

within any institution and findings from this research strongly showed that two-way communication is very beneficial for organizational management.

### **6.3 Recommendations for Further Studies**

6.3.1 The research findings showed that marital status was an influential factor on the difference in the level of job satisfaction in many aspects. Although many previous studies discussed the relationship between marital status and job satisfaction, the results of these studies were still varied and did not directly focus on Thailand. Further studies should be conducted to find out the relationship between marital status and job satisfaction across countries. It would be interesting to find out why this study obtained the results it did in this respect. Why are Thai married academics less satisfied than their Western counterparts? Is there a cultural element to this equation or is it institutional factors which are influencing this? A cross-cultural study could help address this issue.

6.3.2 There should be a comparative study of job satisfaction between different educational field such as between Sciences field and Art/Social Sciences field. Academic staff in the science field may have different job satisfaction from art/social science field as a result of different areas of expertise and knowledge. It would be beneficial to higher education institution in terms of helping to implement and enhance the most appropriate and effective education system in Thailand with a high job performance of the academic staff.

6.3.3 There should also be an additional qualitative study to enhance the level of job satisfaction. This will help the researcher to find more explanation and guidelines for further improvement of job satisfaction in relation to job performance.

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**Number of Population and Sample of Academic Staffs in Mahidol University.**

Faculty	Prof.		Asso. Prof		Asst. Prof		Lect.		Total	
	N	n	N	n	N	n	N	n	N	n
Mahidol University	120	20	754	116	814	125	580	89	2,268	350
Officer of the University	0	-	1	0	-	-	-	-	1	0
Faculty of Veterinary Science	0	-	1	0	2	0	4	2	7	2
Faculty of Environment and Resource Studies	0	-	12	2	24	3	9	2	45	7
Institute of Nutrition	0	-	8	1	10	1	10	2	28	4
Faculty of Dentistry	5	2	52	10	47	11	44	11	148	34
Faculty of Medical Technology	1	0	26	4	17	4	16	4	60	12
Faculty of Nursing	0	-	51	8	76	13	47	11	174	32
Faculty of Medicine at Siriraj Hospital	43	7	204	42	205	47	137	21	589	117
Faculty of Pharmacy	4	2	45	8	17	4	15	2	81	14
Faculty of Science	21	7	78	14	80	16	78	10	257	47
Faculty of Tropical Medicine	4	2	31	7	29	5	4	2	68	16
Faculty of Social Science and Humanities	0	-	21	4	35	7	8	2	64	13
Faculty of Public Health	1	0	55	10	49	11	22	4	127	25
Faculty of Graduate Studies	2	1	6	1	7	1	9	1	24	4
Institute for Population and Social Research	1	0	15	2	4	1	2	0	22	3
Institute of Language and Culture for Rural Development	2	-	5	1	5	1	7	1	19	3
Institute of Science and Technology for Research and Development	0	-	1	0	5	1	7	1	13	2
ASEAN Institute for Health Development	0	-	1	0	2	0	2	0	5	0
Faculty of Engineering	0	-	1	0	25	4	30	4	56	8
Ratchasuda College	0	-	-	-	2	0	9	1	11	1
College of Sports Science and Technology	0	-	1	0	7	0	1	0	9	0
Institute of Molecular Biology and Genetics	0	-	2	0	5	0	2	0	9	0
National Institute for Child and Family Development	0	-	1	0	1	0	-	-	2	0
Faculty of Medicine at Ramathibodi Hospital	35	0	136	0	158	0	114	6	443	6
Faculty of Arts	1	0	-	-	2	0	3	0	6	0

Remarks: Prof = Professor, Assoc. = Associate Professor, Asst. = Assistant Professor  
Lect = Lecture, N = Number of Population, n = Number of Sample

# Research questionnaires

## Job satisfaction of academic staff in Mahidol University

### **Part 1 Personal characteristics**

Please check in / in the box  in front of your answer.

1. Gender

Male

Female

2. Age ..... years

3. Background of education

Ph.D.

Master degree

Bachelor degree

4. Marital status

Single

Married

Widowed

Divorced

Separated

5. Duration of work in Mahidol University .....years.

6. You are

Professor

Lecturer

Associate Professor

Assistance Professor

7. Your work status

Governmental officer

University officer

8. Your monthly income is ..... Baht

### **Part 2 Job satisfaction: Please check / in the box owing to your answer.**

5 = Very satisfied

4 = Satisfied

3 = Not sure

2 = Unsatisfied

1 = Very unsatisfied

Job satisfaction	Satisfaction level				
	5	4	3	2	1
<b>Administrative Satisfaction</b>					
1. On taking a lead to generate knowledge-based environment and culture, also being a participant to join.	.....	.....	.....	.....	.....
2. On having supervisors who pay attention to morale and ethics in working.	.....	.....	.....	.....	.....
3. On having good communication both inside and outside the organization.	.....	.....	.....	.....	.....
4. On having organization's goal and strategies also enforcement to make all jobs achieving the ultimate goal.	.....	.....	.....	.....	.....
5. On having training course to develop manpower's potentiality continually.	.....	.....	.....	.....	.....
6. On having manpowers who work in full capacity.	.....	.....	.....	.....	.....
7. On having good and transparent checking system.	.....	.....	.....	.....	.....
8. On having manpower plans to support all workers enhancing the goal.	.....	.....	.....	.....	.....
9. On good managing in environment, welfare, and recreation supporting workers on doing work.	.....	.....	.....	.....	.....
10. On having information technology (IT) which is good, up to dated and reliable.	.....	.....	.....	.....	.....
11. On having effective knowledge properly management system.	.....	.....	.....	.....	.....
12. On having administrative system which pays attention mainly on quality of work.	.....	.....	.....	.....	.....
13. On having training course to provide knowledge and skill relating to IT to all workers.	.....	.....	.....	.....	.....
<b>Academic Satisfaction</b>					
14. On having effective student admission.	.....	.....	.....	.....	.....
15. On setting clear academic direction, goal and plan.	.....	.....	.....	.....	.....

16. On providing sufficient budget for academic plan development.	.....	.....	.....	.....	.....
17. On constructing both intra and inter academic networks.	.....	.....	.....	.....	.....
18. On providing continual Student development program.	.....	.....	.....	.....	.....
19. On providing supportive System to give help and any Advices for students.	.....	.....	.....	.....	.....
20. On generating and developing modern standardized curricula.	.....	.....	.....	.....	.....
21. On having transparent system to recruit academic staffs.	.....	.....	.....	.....	.....
22. On providing appropriate benefit and welfare for academic staffs.	.....	.....	.....	.....	.....
23. On providing learning system which students are the centers.	.....	.....	.....	.....	.....
24. On providing additional activities to support students having skill to learn for their whole lives	.....	.....	.....	.....	.....
25. On having performance Appraisal system to gauge the achievement of students on their knowledge, skill and Characteristics.	.....	.....	.....	.....	.....
26. On providing learning resources and IT to support the process of teaching and academic quality developing.	.....	.....	.....	.....	.....
27. On having monitoring system to check the student's qualification.	.....	.....	.....	.....	.....
28. On having mechanism to generate students feel affiliated and love the University.	.....	.....	.....	.....	.....
<b>Research Satisfaction</b>					
29. On having mechanism to support effective and efficient researches.					

30. On financing and providing opportunity to create new Qualified researchers and researches.	.....	.....	.....	.....	.....
31. On extending integrated researches and linking them with community and local agencies' researches.	.....	.....	.....	.....	.....
32. On having the potential enhancement person to support all researchers.	.....	.....	.....	.....	.....
33. On having mechanism to create new generation of researchers.	.....	.....	.....	.....	.....
34. On having system to reward the researchers who provide qualified researches.	.....	.....	.....	.....	.....
35. On providing chance for all students to do researches together.	.....	.....	.....	.....	.....
<b>Academic Service Satisfaction</b>					
36. On having supportive and cooperative system to provide various academic services.	.....	.....	.....	.....	.....
37. On having completed and reliable IT system.	.....	.....	.....	.....	.....
38. On having monitoring system to evaluate the provided academic services.	.....	.....	.....	.....	.....
40. On having target management to support and generate various academic services.	.....	.....	.....	.....	.....
41. On providing qualified and effective services.	.....	.....	.....	.....	.....
42. On providing service behavior which is geared to the first class service.	.....	.....	.....	.....	.....
43. On providing equal, ethic and transparent service system.	.....	.....	.....	.....	.....
44. On having management system which is aimed to extend academic market share.	.....	.....	.....	.....	.....
45. On having plan/project with fiscal support to maintain Thai art and cultural.	.....	.....	.....	.....	.....
46. On providing monitoring system to evaluate projects	.....	.....	.....	.....	.....

46. On providing monitoring system to evaluate projects concerning on Thai culture maintenance.	.....	.....	.....	.....	.....
47. On emphasizing value and good environmental culture in the university.	.....	.....	.....	.....	.....
48. On applying researches to maintain, conserve and restore culture.	.....	.....	.....	.....	.....
49. On applying good cultures to support daily life properly.	.....	.....	.....	.....	.....
50. On promoting and publicizing information concerned with cultural researches also other news related to cultural maintain activities.	.....	.....	.....	.....	.....
51. On providing activities relating to knowledge and experience transformation from honorable teachers.	.....	.....	.....	.....	.....
52. On providing budget to maintain Thai culture.	.....	.....	.....	.....	.....

## BIOGRAPHY



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