

A COMPARATIVE STUDY OF JOB SATISFACTION BETWEEN THAI AND  
FOREIGN LECTURERS IN THE FACULTY OF HUMANITIES  
AT SRINAKHARINWIROT UNIVERSITY

A MASTER'S PROJECT  
BY  
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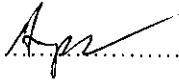
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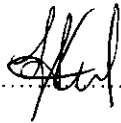
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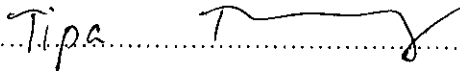


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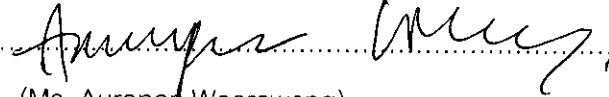
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# CHAPTER 1

## INTRODUCTION

### Background

Srinakharinwirot University (SWU), which was founded in 1949, is one of the largest public universities of Thailand. It serves 16,854 students and employs 1,217 academic staff. SWU has both undergraduate and graduate schools including 12 faculties: Education, Humanities, Fine Arts, Social Sciences, Physical Education, Sciences, Medicine, Nursing, Pharmaceutical Sciences, Dentistry, Health Science, and Engineering (Srinakharinwirot University. 2004 :Online)

The Faculty of Humanities, founded in 1975, is composed of 6 departments which are: Psychology, Library Science, Philosophy and Religion, Western Languages, Thai and Oriental Languages, and Linguistics. It offers academic curricula for both bachelors' and masters' degrees (Faculty of Humanities. 1999: 5). The personnel of this organization are specialized in each field of study. Khun Suleeporn Yakhod, a faculty administrative staff in an interview on August 24, 2004, said that the lecturers, as academic professionals, include 115 Thais and 13 foreigners (Suleeporn Yakhod. Interview. 2004).

All qualified staff and their abilities are important and affect academic quality. Employee job satisfaction and job performance are both important in attaining academic quality. Locke (1976: 1319) said that job satisfaction is not limited to workers in industry or business but applies to personnel in academic organizations as one indicator of organizational effectiveness. Moreover, according to Hoy and Miskel (1982: 124), satisfied educators seem to perform at higher levels than dissatisfied educators. In higher education, job satisfaction of faculty members can be considered to play a significant role in carrying out organizational goals. For this reason, Smith (1967: 267) pointed out that the study of faculty satisfaction can be considered as one criterion, or standard, by which to judge the success of management policies and practices of institutions.

In order to work productively, employees should understand their roles and responsibilities as well as be satisfied with their work. Spector (1997: 215) states that job



satisfaction is the most important element in terms of human resource management. Job satisfaction refers to the degree of pleasure an employee derives from his or her job (Muchinsky, 1999:271). Job satisfaction is composed of 5 basic facets: the pay, the job itself, promotion opportunities, the supervision, co-workers and other people (Nahavandi; & Malekzadeh, 1999:136). First, the pay refers to the amount of salary and other remuneration, benefits, and the individual's perception of the fairness of the remuneration system. Second, the job refers to how interesting and challenging it is perceived to be. Third, promotion opportunities mean the availability of opportunities for advancement. Fourth, supervision refers to the support expressed by one's superiors. And last, co-workers and other people refer to the employees' relationship with other workers in his or her professional environment. Satisfaction with each factor affects overall job satisfaction (Nahavandi; & Malekzadeh, 1999:136). Some employees may enjoy doing their jobs because they are happy with these factors but others may dislike their duties and perform their jobs out of obligation. The issue of employees' attitudes toward the job is one of the important areas of organizational psychology and organizational behavior. McShane and Glinow (2000: 204) said that "Employees can be satisfied with some elements of the job while simultaneously dissatisfied with others."

Many researchers have studied or have been concerned with job satisfaction. In each research that has been done, there are differences among factors used for analyzing job satisfaction. In job satisfaction studies, Maslow's Hierarchy of Needs theory has been used as a fundamental guideline. In the theory (1954: 35), there are five need categories which are arranged in a hierarchically, each of which must be satisfied before the individual may seek to satisfy the next higher need in the model. The hierarchy is composed of physiological, safety, belonging and love (social needs), esteem and self-actualization needs. Physiological needs are basic needs including air, water, and food. Safety needs include freedom from threat, danger, and deprivation. Social needs include the desire for association, belonging, and companionship. Self-esteem needs involve self-confidence, recognition, appreciation, and the respect of one's peers. And self-actualization is the realization of one's full potential (Muchinsky, 1999: 333-334). Maslow (1954: 51) pointed out that there is a hierarchy of needs through which

people progress. Once individuals satisfy a need at one level in the hierarchy, it ceases to motivate their behavior; instead they are motivated by the need at the next level up the hierarchy. Although not originally intended as an explanation of motivation in the workplace, Maslow's idea has, none the less, been enthusiastically adopted by many management theorists (Fincham; & Rhodes. 1999: 132).

Another theory which makes a similar basic point is known as Herzberg's Two Factors theory. The Two Factors Theory, which was the first major job satisfaction theory, attempts to explain how job satisfaction is affected by the presence of extrinsic job factors, such as salary and working conditions, and intrinsic job factors, such as responsibility and achievement (Dipboye; Smith; & Howell. 1994: 147).

Herzberg's Theory explains two sets of incidences and assumes that everyone has two types of needs which are motivators (satisfiers) and hygiene factors (dissatisfiers) (Dipboye; Smith; & Howell. 1994: 147). Thus, the theory argues that job satisfaction and dissatisfaction result from different causes; satisfaction depends on motivators while dissatisfaction is the result of hygiene factors (Locke. 1976: 1310). Motivator factors include achievement, recognition, the work itself, responsibility, and advancement. Hygiene factors comprise salary, possibility of growth, interpersonal relationships, status, supervision, company policy and administration, working conditions, personal life, and job security (Herzberg. 1966: 256).

In 1984, Mr. Paisal Wangpanich studied "Job Satisfaction of Faculty Members at Srinakharinwirot University." The study had three purposes: to compare the overall and specific dimensions of the respondents's job satisfaction based on their demographic factors, to correlate the level of job satisfaction and respondents' demographic information, and to predict the level of the respondents' job satisfaction from job components and their age, salary, and work experience. The study of job satisfaction at Srinakharinwirot University has not been updated in over 20 years.

In recent years, the issue of cross-cultural management has become increasingly urgent because of increased globalization (Hall. 2004: Online). As a result, companies have created organizations in which colleagues, bosses, and subordinates are very likely to come

from a range of different cultures. The differences and similarities of people are the source of a nation's cultural diversity (Nahavandi; & Malekzadeh. 1999: 84). In the workplace, the differences and similarities such as religion, gender, race or ethnicity, and other variations, are described as "cultural diversity", "workforce diversity", and "cultural variety" (Moorhead; & Griffin. 1998: 54). "Workforce diversity" refers to the similarities and differences in such characteristics as age, gender, ethnic heritage, physical abilities and disabilities, race, and sexual orientation among the employees of an organization (Moorhead; & Griffin. 1998: 54).

Employees' conceptions of work, expectations of rewards from an organization, and practices related to others are all influenced by diversity. Significantly, managers of diverse work groups need to understand and realize the composition of the workforce because it affects organizational productivity.

Similarly, factors related to cultural diversity increase the complexity of human resource management. Organizations, in both government and private sectors, have faced difficulties when employees from different cultures, such as Thais and westerners, work together because they come from different backgrounds and, thus, have different working styles and motivations. It is essential for them to adjust themselves when working together. Cross-cultural management has become an important challenge in administering staff who have different attitudes or beliefs because effective human resources management can enhance the success of an organization's policies.

This study updates the research on job satisfaction at Srinakharinwirot University, with a focus on analysing the differences and similarities in job satisfaction between Thai and foreign lecturers in the Faculty of Humanities.

## **Objectives of the Study**

1. To determine the degree of job satisfaction among Thai and foreign lecturers of the Faculty of Humanities at Srinakharinwirot University.
2. To compare the degree of job satisfaction and dissatisfaction between the two groups of respondents.

## **Significance of the Study**

One of the most important and difficult aspects of educational administration is to secure maximal staff satisfaction. A major problem in any profession is that of maintaining a reward and incentive system that attracts needed people into the profession and encourages those with aptitude and sufficient training to remain and make their contributions to the profession (Shaw and Buasri. 1968: 22-23).

Since a number of competent lecturers have resigned to take jobs in industry or have transferred to other government organizations, identification of factors affecting their job satisfaction is essential in order to seek ways to enhance existing staff efficiency (Paisal. 1984: 4). Paisal Wangpanich's study in 1984 attempted to compare the faculty members' job satisfaction based on their demographic data. The result of his study showed that there were not many differences among respondents because they all came from the same culture. This present research will focus on job satisfaction and compare the levels of job satisfaction or dissatisfaction between Thai and foreign lecturers. As the respondents come from different cultural backgrounds, it might be expected that differences in job satisfaction levels appear. For human resources management, it is difficult to manage staff who have different attitudes or beliefs on the basis of which they interpret experiences and behave individually and in groups. For this reason, it is important to achieve an understanding of the feelings and attitudes of the current staff by the faculty administrators who may apply these findings to develop new human resources management policies and plans.

The results of this job satisfaction study can be applied to the faculty's management policies and practices. It is hoped that this will lead to continuing quality improvement and organizational effectiveness.

### **Scope of the Study**

The study examined the attitudes of Thai and foreign lecturers towards their present job. The research focused on 11 Thais and 10 foreigners who were working in the Faculty of Humanities at Srinakharinwirot University during the academic year 2004-2005. Their degrees of job satisfaction were measured using Herzberg's Two Factors Theory as the instrument.

### **Definition of Terms**

1. **Job Satisfaction:** An individual's general attitude towards or degree of pleasure with his or her job.
2. **Thai Lecturers:** Thai lecturers who have worked in the Faculty of Humanities at Srinakharinwirot University.
3. **Foreign Lecturers:** Non-Thai lecturers who have worked in the Faculty of Humanities at Srinakharinwirot University.
4. **Hierarchy of Needs Theory:** The theory of human motivation proposed by Abraham H. Maslow. This theory explains the 5 basic human needs: physiological, safety, belonging and love, esteem, and self-actualization needs.

- 5. Two Factors Theory:** The theory of job satisfaction and dissatisfaction proposed by Fredrick Herzberg. This theory divides job satisfaction and dissatisfaction into 2 major factors: the motivator factors including achievement, recognition, the work itself, responsibility, and advancement; and the hygiene factors including salary, possibility of growth, interpersonal relationships, status, supervision, company policy and administration, working conditions, personal life, and job security.
- 6. Demographic Data:** The respondent's personal information regarding age, education, years of employment at Srinakharinwirot University, marital status, and income.
- 7. Faculty Administrators:** The administrators of the Faculty of Humanities who have the authority to administer the organization's human resources and other policies.
- 8. Human Resources Management:** The field of Business Administration focused on the movement of an organization's personnel.
- 9. Cultural Diversity:** The similarities and differences of people in terms of such characteristics as age, gender, ethnic heritage, physical abilities and disabilities, race, and sexual orientation among the employees of organization.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The researcher has reviewed related literature in order to reveal and apply concepts and theories as guidelines for this study. This chapter is divided into the following parts:

1. Literature on Job Satisfaction Terminology
2. Literature on Job Satisfaction Theories
3. Literature on Cultural Diversity
4. Literature on Previous Studies

#### 1. Literature on Job Satisfaction Terminology

The term “job satisfaction” is defined by many psychologists and specialists in very similar ways.

Keith Davis and John W. Newstorm (1985: 109) stated that job satisfaction was a set of favorable or unfavorable feelings by which employees view their work.

Edwin A. Locke (1976: 1300) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.

Paul M. Muchinsky (1999: 271) stated that job satisfaction referred to the degree of pleasure an employee derived from his or her job.

Stephen P. Robbins (1998: 151) defined job satisfaction as an individual’s general attitude toward his or her job.

Robert Kreitner and Angelo Kinicki (2001: 224) mentioned that job satisfaction was an effective or emotional response toward one’s job.

Steven L. McShane and Mary Ann Von Glinow (2000: 204) stated that job satisfaction represented a person’s evaluation of his or her job and work context.

Afsaneh Nahavandi and Ali R. Malekzadeh (1999: 135) defined job satisfaction as the general attitude that people had about their jobs.

Paul E. Spector (1997: 213) stated that job satisfaction was simply how people felt about their jobs and different aspects of their jobs. It was the extent to which people liked (satisfaction) or disliked (dissatisfaction) their jobs.

Victor H. Vroom (1964: 124) stated that “job satisfaction” can be interchanged with job attitude and vice versa because both words referred to affective study on the part of individuals toward work roles. Thus, positive attitude implied job satisfaction whereas negative attitude implied job dissatisfaction.

In this research paper, “job satisfaction” means an individual’s general attitude towards or degree of pleasure with his or her job.

## **2. Literature on Job Satisfaction Theories**

This study is based primarily on two theories, the Hierarchy of Needs Theory and the Two Factors Theory. These are described below.

### **Hierarchy of Needs Theory**

In 1954, Abraham Maslow proposed a theory of human motivation that grew out of the humanistic movement in psychology. Maslow argued that people had five basic needs that are arranged in a hierarchical fashion: physiological, safety, belonging and love, esteem and self-actualization needs. According to Maslow, these needs are arranged in a hierarchy of importance: Higher order needs are not important until lower needs are satisfied (Dipboye; Smith; & Howel. 1994: 87-88).





Figure 1: Maslow's Hierarchy of Needs

The physiological needs are those needs fundamental to survival, such as the need for food, water, sleep, and reproduction. The safety needs include the need for law and order and for protection from physical harm. The belonging and love needs are those related to giving and to receiving affection and regard. The esteem needs refer to the desire of individuals to feel a sense of achievement and accomplishment. The self-actualization needs involve needs associated with personal growth and development, and also refer to realizing one's potential and becoming the best one can be.

This theory states that people will be systematically satisfied with their needs, starting with the most basic needs and moving up the hierarchy to higher level needs. A higher level of needs will be irrelevant if the lower level has not been satisfied. For example, if one is hungry or thirsty, one will not be concerned with fulfilling one's needs for friendship and protection from harm until the hunger or thirst is satisfied.

## Two Factors Theory

In 1959, Fredrick Herzberg proposed his Two Factors Theory under the title “The Motivation to Work.” This was the first major job satisfaction theory, which attempted to explain how job satisfaction is affected by the presence of extrinsic job factors, (pay, and promotion) and intrinsic factors (coworkers, supervision, and the work itself) (Dipboye; Smith; & Howell. 1994:147).

Herzberg, Mausner, and Snyderman (1959: 68) conducted an empirical study to test this hypothesis. They interviewed engineers and accountants about their jobs: these workers were asked to identify factors that were associated with situations in which employees were satisfied with their jobs (satisfiers) and factors that were associated with situations that produced low satisfaction with their jobs (dissatisfiers) (Panitchayanubarn; & Paisan-Aka-Nee. 2001: 26). The results indicated that good feelings were associated with such job-related factors as achievement, responsibility, advancement, recognition, and work activities. Bad feelings were frequently associated with working conditions, supervision, salary, job security, organizational rules and practices, and interpersonal relationships at work.

According to Herzberg (1966: 225), people have two sets of needs: their need as humans to grow psychologically and their need as an animate beings to avoid pain. Since the satisfaction factors are related to personal growth and can be used effectively to motivate individuals to contribute higher performance and effort, these factors are named “motivators”. While the dissatisfaction factors are related to the environment that helps prevent job dissatisfaction, these factors are named “hygiene”.

**Motivator factors** are related to the actual job content and personal growth. The factors appearing to be strong determinants of job satisfaction are as follows:

1. *Achievement* refers to an attitude toward one’s success including successful completion of a job, solving problems, and seeing the result of one’s work.
2. *Recognition* involves an acknowledgement or approval of one’s achievement by supervisors and others.

3. *The Work itself* involves the nature of tasks performed which becomes a source of good or bad feelings.
4. *Responsibility* involves the sequences of events in which a person is given the authority to perform a job or tasks of a job without supervision, or is given a new type of job or new tasks for a job without formal advancement.
5. *Advancement* is an actual or perceived change in a person's status or position in the organization.

**Hygiene factors** are related to the relationship between an employee and the environment in which he works. These factors can lead to job dissatisfaction when inadequate.

1. *Salary* includes wages and other compensation that an employee gets for performing the work.
2. *Possibility of growth* involves the likelihood that one will be able to move onward and upward within the organization or to advance skills in his profession.
3. *Interpersonal relationships* involve interpersonal relationships with supervisors, peers, and subordinates.
4. *Status* involves the perceived value of a person in the eye of others.
5. *Supervision* involves the employee's perception of the supervisor's fairness or unfairness.
6. *Company policy and administration* involves a sequence of events which reflects some overall aspect of the organization's policy and administrative characteristics.
7. *Working conditions* involve the physical conditions of work, the amount of work, or the facilities available for doing the work.
8. *Personal life* is the situations in which some aspects of the job affect personal life.
9. *Job security* refers to considerations of factors such as tenure and company stability or instability.

Both kinds of factors serve the needs of the employee. Motivators are said to primarily bring about job satisfaction as they involve the need for growth. On the other hand, hygiene factors only serve the need to avoid unpleasantness (Panitchayanubarn: & Paisan-Aka-Nee,

2001: 28). In this respect, to make the work tolerable, the fewer the opportunities for the “motivators” to appear, the greater must be the “hygiene” offers (Herzberg et al., 1959: 235).

The Two Factors Theory will serve as the framework for this present study.

In summary, Maslow’s Hierarchy of Needs Theory is basic to an understanding of satisfaction and Herzberg’s Two Factors Theory explains the two major factors related to job satisfaction. Motivator factors can increase the level of employee job satisfaction while hygiene factors can prevent job dissatisfaction.

### **3) Literature on Cultural Diversity**

This study aims to study in comparison between people who come from different cultures working together. The issue of cultural diversity is applied as guidelines and concepts for this study.

Moorhead and Griffin (1998: 54) state that cultural diversity or workforce diversity refers to the similarities and differences in such characteristics as age, gender, ethnic heritage, physical abilities and disabilities, race, and sexual orientation among the employees of organizations. Although the concept of cultural diversity applies most directly to national or ethnic differences, each distinct group develops its own worldview and unique values and norms (Nahavandi; & Malekzadeh. 1999: 84).

Recognition and preservation of cultural differences is the heart of the cultural diversity movement. Having employees and managers with diverse worldviews, different approaches to problem solving, and distinct styles can cause complex problems within organizations. Because of globalization, it is important to manage cultural diversity, the heterogeneity of the workforce, and social and demographic changes. Whatever the cause of workforce diversity, managers cannot simply assume that all employees want the same thing and can be managed the same way. Instead, managers must understand how cultural diversity affects the expectations and behavior of people in their organizations (Nahavandi; & Malekzadeh. 1999: 84-85).

## Managing Diversity in Organizations

Managers should be concerned with managing diversity effectively because national culture, race, ethnicity, age, gender, sexual orientation, physical ability, and other individual differences determine how people view the world. Without active management these differences can lead to misunderstandings, conflicts, and poor productivity. The issue of workforce diversity has become increasingly important in the last few years as employees, managers, consultants, and governments have finally realized that the composition of the workforce affects organizational productivity (Moorhead; & Griffin. 1998: 56).

There are five key reasons which managers should learn to manage diversity effectively: (Nahavandi; & Malekzadeh. 1999: 86). They are as follows:

1. *Increased creativity.* Employees from diverse background can provide varied viewpoints and solutions to complex problems.
2. *Flexibility.* The presence of different viewpoints creates a more flexible organization that can respond effectively to varied environmental demands.
3. *Recruiting employees.* A reputation for managing diversity well helps a company attract and retain a wide variety of talented individuals, giving the organization access to better human resources.
4. *Marketing.* A diverse workforce improves a company's ability to serve a wider range of customers.
5. *Cost savings.* Effective management of and positive response to a diverse workforce can reduce some labor costs such as turnover, absenteeism, and litigation.

## Cross-Cultural Differences and Similarities in Organizations

The following are five basic conclusions about similarities and differences across cultures: (Moorhead; & Griffin. 1998: 65)

1. Behavior in organizational settings indeed varies across cultures.
2. Culture itself is one major cause of this variation.

3. Although behavior within organizational settings, e.g., motivations and attitudes, remains quite diverse across cultures, organizations and the way they are structured appear to be increasingly similar.

4. The same manager behaves differently in different cultural settings.

5. Cultural diversity can be an important source of synergy in enhancing organizational effectiveness.

#### **4) Literature on Previous Studies**

Several scholars in the field of organizational behavior have attempted to assess an individual's job satisfaction. Although systematic attempts to study the nature and causes of job satisfaction did not begin until the 1930's, studies of how workers' attitudes were reflected in job performance in the job situation was recognized long before (Wangpanich, 1984: 4). Various foreign and Thai studies have been done to investigate the level of job satisfaction and its relevant factors.

##### **Foreign studies**

Taylor (1970: citing Merill, 1970. *Classics in Management*. 67-71) found that the physical arrangement of work, physical working conditions, and pay were important factors in workers' attitudes and productivity. By "attitudes" Taylor meant much more than just feelings, he meant the workers' philosophy concerning cooperation with management and their view of their own self interest. Taylor assumed that workers who accepted the scientific management philosophy and who received the highest possible earnings with the least amount of fatigue would be satisfied and productive (Locke, 1976: 2).

The publication of Herzberg, Mausner, and Synderman's monograph in 1959 (Locke, 1976: 3, cited in,) signaled the beginning of a new trend which was to refocus attention on the work itself, a factor which had been ignored or de-emphasized. Herzberg's study in the late 1950's is considered a great change that led to specific dimensions of satisfaction (Wangpanich, 1984: 15). Herzberg and his associates used a critical incidents procedure in interviewing two hundred and three accountants and engineers. Each interviewee was asked to

describe work experiences that had resulted in either a marked improvement or a significant reduction in job satisfaction. Finally, Herzberg developed a theory of job satisfaction called the Motivator-Hygiene Theory or the Two Factors Theory. This theory described two sets of factor contributing to satisfaction (motivators) and dissatisfaction (hygiene factors).

Hugick and Leonard (1991: cited by Spector, 1997. *Organizational Psychology*. 124) refers to a survey conducted by the Gallup Organization in order to determine how Americans feel about their jobs and issues related to employment. Respondents were asked to indicate the importance of each one of sixteen aspects and how satisfied they were with each. The results showed that the majority of Americans liked their jobs overall. However, they did not feel the same about all facets of work. Most people were satisfied with how interesting the work was and the amount of contact with other people. Far fewer were satisfied with rewards such as fringe benefits and promotion opportunities.

Sokoya (2000: 54) identified personal predictors of job satisfaction among managers in the Nigerian public sector. The personal characteristics included tenure, age, levels of education, income, country of the university. He found that the longer the managers worked in an organization, the more satisfied they were with their jobs. Regarding age, the older the managers were, the more job satisfaction they had. For education, the results showed a negative relation between education and job satisfaction. In terms of income, the level on income rose with the level of job satisfaction. And last, the result did not show a significant difference in case of the country of university.

#### **Thai studies**

Panichchayanubarn and Paisal-aka-nee (2001: 10-12) studied job satisfaction among the Audit and Control Division employees of Bangkok Bank Public Company Limited (head office). They applied the Two Factors Theory to measure the levels of job satisfaction. This study aimed to find out a significant difference between the degree of job satisfaction with hygiene factors and with motivator factors and the respondents' degree of job satisfaction was affected by the demographic data or not. The questionnaire was distributed to 300 respondents who worked in the Audit and Control Division of Bangkok Bank. The findings revealed that there was

a statistically significant difference between hygiene and motivator factors in job satisfaction levels in comparison with personal information or demographic data including gender, age, marital status, work position, education, salary, and experiences. The results also showed that gender or sex did not affect job satisfaction levels. Age, position, education, salary, and experiences affected job satisfaction with motivator factors and the marital status affected both hygiene and motivator factors.

Paisal Wangpanich (1984: 117-119) studied job satisfaction of university faculty members at Srinakharinwirot. In his study, both overall satisfaction and job-dimension satisfaction were considered. Additionally, the study attempted to compare the faculty's job satisfaction based on their demographic factors: age, work experience, salary, sex, academic rank, and the location of the campus where they were working. It also endeavored to predict job satisfaction from demographic data and job components. The result showed that first, there was no interaction effects among faculty's age, work experience, and salary on job satisfaction. Second, there were significant differences in some job facets of satisfaction with demographic data: the faculty members with high age, high work experience, or middle and high salary showed the highest overall satisfaction and satisfaction with pay. Female faculty members were more satisfied with supervision and co-workers than male members, and the location of the campus did not make any difference in their satisfaction. Third, intercorrelations among age, work experience, and salary were significant, but these variables did not correlate significantly with job satisfaction. Fourth, age, work experience, and salary were not significant predictors of job satisfaction. Last, the job component satisfaction significantly predicted overall satisfaction and among these components, work and pay were important predictors.

Jirayavidyanont (1979: 8-10) studied job satisfaction of NIDA faculty members. This study aimed to investigate and analyze job satisfaction of the faculty members and to determine the members' attitudes toward their jobs. The result revealed that the faculty members were moderately satisfied with their jobs. There were ten specific aspects of job satisfaction including advancement, institutional policy and administration, interpersonal relationships, responsibility, salary, social status, supervision, welfare, working conditions, and the work itself. The social



status had the highest score recorded for all aspects while the score for salary and welfare was low. It can be concluded that the faculty members were most satisfied with their status when compared to all other aspects. Salary and welfare were the two aspects which reflected the least degree of satisfaction.

Pongpaew (1999: 11-12) studied job satisfaction of employees of Krung Thai Bank Public Company Limited branches in the northern region. The study relied on Herzberg's Two Factors theory. The test factors consisted of motivator factors: achievement, recognition, the work itself, responsibility, and advancement and hygiene factors: possibility of growth, company policy and administration, supervision, interpersonal relationships, working conditions, salary and benefits, job security, and personal life. He found moderate satisfaction with job security, working conditions, the work itself, company policy and administration, salary and benefits, and possibility of growth. The correlation between job satisfaction and demographic data showed differences in job satisfaction levels.

Paisal Wanpanich (1984) attempted to compare the overall and specific dimensions of respondents' job satisfaction based on their demographic factors in order to correlate the level of job satisfaction and respondents' demographic data, and predict the level of the respondents' job satisfaction from job components and the faculty members' age, salary, and work experience. He investigated the job satisfaction of the faculty members at Srinakharinwirot University. This present study will focus on the differences and similarities of job satisfaction between groups of respondents from different cultures: Thai lecturers and foreign lecturers at Srinakharinwirot University.

## CHAPTER 3

### METHODOLOGY

This chapter describes the population to be studied and the research tool of the study. It also explains the data collection and analysis procedure.

#### Population to be Studied

The informants of the research were 11 Thai and 10 foreign lecturers working in the Faculty of Humanities at Srinakharinwirot University during the academic year 2004-2005.

#### Research Tool

A questionnaire was used as the instrument to collect the primary data. (See Appendix A.) It was divided into three parts:

##### **Part 1: Demographic Information**

Six closed questions were asked: first, to classify the returned questionnaires into two groups: Thai lecturers and foreign lecturers; and secondly, to trace the profile of the respondents in terms of age, education, years of employment at Srinakharinwirot University, marital status, and income. Because of the small size of the sample group, the demographic factors of age, education, and years of employment at Srinakharinwirot University, marital status, and income were only reviewed broadly to protect the anonymity of the respondents. The Thai or foreign status of the lecturers was analyzed in detail for all 14 factors.

The demographic data of all 13 foreign lecturers in various departments and sections of the Faculty of Humanities were broadly known, so a similar profile of Thai respondents was sought. The Thai lecturers were selected from the peer group of the foreign lecturers, i.e., from the same departments or sections of the faculty and with similar levels of responsibility. As no foreign lecturers held supervisory positions (section or department heads . . .), only Thai lecturers with similar levels of responsibility were included in the study. The Thai lecturers were asked if their English language skills were adequate to respond fully to the questions. Only Thai

lecturers who were confident in their English language skills were asked to complete the questionnaire.

### **Part 2: Job Satisfaction Levels**

A series of questions were asked to determine the degree of job satisfaction of the two groups of lecturers. The fourteen factors of job satisfaction, based on Herzberg's Two Factors Theory, constituted the headings for the question list: achievement, recognition, the work itself, responsibility, advancement, salary, possibility of growth, interpersonal relationships, status, supervision, company policy and administration, working conditions, personal life, and job security. All factors were listed and the respondents were asked to indicate their degree of satisfaction with each factor using the scale: "Very Satisfied", "Somewhat Satisfied", "Neutral", "Somewhat Dissatisfied", and "Very Dissatisfied".

### **Part 3: Other factors affecting "Job Satisfaction"**

This part included two open-ended questions in order to encourage the respondents to express their own ideas as to what other factors increased or decreased their job satisfaction levels.

## **Data Collection**

The twenty-seven questionnaires were distributed to the respondents, 14 to Thai lecturers and 13 to foreign lecturers, in February 2005. The questionnaires were distributed personally to elicit cooperation from the respondents. Each questionnaire was accompanied by a return envelope to insure confidentiality. Ten questionnaires were returned by the foreign lecturers and 13 questionnaires by the Thai lecturers. For the Thai lecturers, 11 questionnaires were analyzed because the demographic data were incomplete on two of the questionnaires. All questionnaires were returned within 2 weeks.

## Data Analysis Procedures

The data analysis process was divided into 3 steps:

1. The data of this study were collected from the 21 questionnaires and divided into the 2 groups of respondents: Thai lecturers and foreign lecturers.
2. The collected data were analyzed by ranking the degrees of job satisfaction for each factor and calculating the results in percentages and mean scores.
3. The analyzed data, which came from each job satisfaction factor, were compared between the 2 groups of respondents.

## CHAPTER 4

### FINDINGS

This chapter presents the results of this study on the degrees of job satisfaction among the Thai and foreign lecturers of the Faculty of Humanities at Srinakharinwirot University and compares the degrees of satisfaction or dissatisfaction of the two groups of respondents.

The chapter is divided into three parts as in the questionnaire: Part 1, Demographic Information on the respondents; Part 2, Job Satisfaction Levels and Part 3, Other Factors Affecting Job Satisfaction.

Due to the large number of tables describing the findings, all tables have been placed in Appendix B.

#### **Part 1: Demographic Information**

A description of the 21 participants in the study is presented below.

One Thai lecturer was in the age group 30 years old or less, 3 were in the 31-40 year old group, 2 were 41-50 years old, and 5 Thai lecturers were more than 50 years old. Of the foreign lecturers, 2 were 30 years old or less, 1 was in the 31-40 year old group, 3 were 41-50 years old, and 4 foreign lecturers were more than 50 years old.

With regard to the educational levels of the 21 respondents, 8 Thai lecturers graduated with master's degrees and 3 graduated with doctoral degrees, while 3 foreign lecturers graduated with bachelor's degrees and 7 had master's degrees.

The number of years of employment at Srinakharinwirot University were categorized into 5 groups: 5 years or less, 6-10 years, 11-15 years, 16-20 years, and more than 20 years. Seven of the Thai lecturers had been employed for 6-10 years at Srinakharinwirot University, 2 for 11-15 years, and 2 for more than 20 years. Of the foreign lecturers, 8 had been employed for 5 years or less, 1 for 11-15 years, and 1 for more than 20 years.

In terms of marital status, five Thai lecturers were single and 6 were married. Six foreign lecturers were single and 3 were married. One foreign lecturer did not respond to this question.

The respondents were asked to rate their monthly income levels. Of the Thai lecturers, 2 received 8,001-15,000 baht per month, 4 received 15,001-25,000 baht, 4 received 25,001-35,000, and 1 Thai lecturer received more than 45,000 baht per month. Of the foreign lecturers, 2 received 8,001-15,000 baht per month, 2 received 15,001-25,000 baht, 7 received 25,001-35,000 baht, and one foreigner received 35,000-45,000 baht per month.

## **Part 2: Job Satisfaction Levels**

Based on Herzberg's Two Factors Theory, the factors related to job satisfaction were divided into two broad categories: Motivator Factors and Hygiene Factors.

The motivator factors included: 1. Achievement, 2. Recognition, 3. The Work Itself, 4. Responsibility and 5. Advancement. Motivator factors are those that may increase job satisfaction.

The hygiene factors included: 6. Salary, 7. Possibility of Growth, 8. Interpersonal Relationships, 9. Status, 10. Supervision, 11. Company Policy and Administration, 12. Working Conditions, 13. Personal Life and 14. Job Security. Hygiene Factors are those that may lead to decreased job satisfaction.

The findings, presented below, and the tables, presented in Appendix B, are divided into these two categories. The factors are numbered 1 through 14 as noted above, in the questionnaire, in the findings below and in Appendix B. Each statement, to which the study participants were asked to respond, is numbered (1.1, 1.2...) in the questionnaire, in the findings below and in Appendix B. This standardization in number labeling is designed to facilitate cross referencing within this document.

The final tables recap the tables for that factor, thereby providing a summary of the factor. These tables are numbered with the highest decimal number in each factor, e.g. 1.3 Achievement Totals, 2.4 Recognition Totals, 3.4 The Work Itself Totals and so forth. Tables also have been prepared to summarize the two major categories of factors: Table 15 summarizes Motivator Factor Totals and Table 16 summarizes Hygiene Factor Totals.

Finally, Table 17: All Factor Totals summarizes all job satisfaction factors in both categories providing a global view of job satisfaction of Thai and foreign lecturers in the Faculty of Humanities at Srinakharinwirot University.

### **Motivator Factors**

The findings related to the 5 motivator job satisfaction factors are presented below.

#### **1. Achievement**

Both Thai lecturers (TLs) and foreign lecturers (FLs) responded similarly to question 1.1 on their levels of satisfaction toward the results of their own work. Both groups were somewhat satisfied with mean scores of 4.09 and 4.22 for the TLs and FLs respectively. This is illustrated in Table 1.1. One FL did not respond to this question.

Table 1.2 shows that both groups of lecturers had a neutral satisfaction level when asked how they felt about attaining the goals of Srinakharinwirot University. The highest level of satisfaction for the TLs was in the somewhat satisfied level, 8 (73%) respondents; 2 (18%) were neutral and 1 (9%) TL felt somewhat dissatisfied. Of the FLs, 1 (10%) of 10 felt very satisfied, 5 (50%) felt somewhat satisfied and 4 (40%) were neutral. The mean scores for the TLs and the FLs were neutral, 3.64 and 3.70 respectively.

Table 1.3 illustrates that overall both groups of lecturers felt neutral about their achievements with similar mean scores of 3.86 for the TLs and 3.95 for the FLs.

## 2. Recognition

A clear difference in levels of satisfaction appeared between the Thai lecturers and the foreign lecturers with regard to recognition received from their direct supervisors, colleagues and the organization in general.

Table 2.1 shows that 10 (91%) of the TLs felt very satisfied or somewhat satisfied with the recognition they received from their direct superior. Only one (9%) felt neutral. In contrast, only 4 (40%) of the FLs felt very satisfied or somewhat satisfied with the level of recognition received from their direct superiors. Two (20%) felt neutral, 1 (10%) felt somewhat dissatisfied and 3 (30%) felt very dissatisfied. The Thai lecturers felt satisfied (mean score, 4.36) and the foreign lecturers felt clearly dissatisfied (mean score, 2.90) with the recognition received from their direct superiors. This represents a 50% higher level of satisfaction of the Thai lecturers than the foreign lecturers.

Table 2.2 indicates that 9 (82%) of the TLs felt satisfied with the level of approval received from their colleagues, 4 (36%) felt very satisfied and 5 (45%) felt somewhat satisfied. Only 2 (18%) felt neutral. Of the FLs, 6 (60%) FLs felt somewhat satisfied with the recognition received from their colleagues. Three (30%) FLs felt neutral and 1 (10%) felt very dissatisfied. The TLs felt somewhat satisfied (mean score, 4.18) and the FLs felt neutral (mean score, 3.40) with regard to statement 2.2. The TLs had a 23% higher satisfaction level than the FLs.

Table 2.3 shows that 8 (73%) of the TLs felt very satisfied or somewhat satisfied with the sense of belonging received from their organization, 5 (45%) felt very satisfied and 3 (27%) felt somewhat satisfied. In contrast, 3 (30%) of the FLs felt somewhat satisfied, 3 (30%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 3 (30%) felt very dissatisfied with the sense of belonging received from their organization. The TLs felt somewhat satisfied with a mean score of 4.09 and the FLs felt somewhat dissatisfied with a mean score of 2.60. The TLs had a 57% higher level of satisfaction than the FLs with regard to the sense of belonging received from their organization.



Table 2.4 illustrates that overall the TLs felt somewhat satisfied (mean score, 4.21) and the FLs felt somewhat dissatisfied (mean score, 2.70) with the recognition factor. The TLs had a 60% higher satisfaction level than the FLs.

### 3. The Work Itself

Table 3.1 reveals that the Thai lecturers felt somewhat satisfied with their current jobs with a mean score of 4.36 and the foreign lecturers were slightly less satisfied with a mean score of 4.00. Five (45%) of the TLs and 5 (50%) of the FLs felt very satisfied with their current jobs. Five (45%) and 1 (10%) of the TLs felt somewhat satisfied and neutral respectively. No one in the TL group felt neutral or dissatisfied. Of the FLs, 2 (20%) felt somewhat satisfied, 1 (10%) felt neutral, and 2 (20%) felt somewhat dissatisfied.

Both the TLs and the FLs responded with the same level of satisfaction to statement 3.2. Both groups had mean scores of 3.00. Two (20%) of the TLs and 5 (50%) of the FLs felt somewhat satisfied. Four (40%) of the TLs and only 1 (10%) of the FLs felt somewhat dissatisfied about their levels of satisfaction toward the equal or unequal distribution of work. This is illustrated in Table 3.2. One TL did not respond to this question.

Table 3.3 shows that both groups of lecturers had a neutral level of satisfaction when asked how they felt about the amount of time required to complete their work. Of the TLs, 4 (36%) felt somewhat satisfied, 4 (36%) felt neutral, and 3 (27%) felt somewhat dissatisfied. Of the FLs, 2 (20%) felt very satisfied, 3 (30%) felt neutral, and only 1 (10%) felt very dissatisfied. One FL did not respond to this question. The mean scores for the TLs and FLs were 3.09 and 3.56 respectively.

The overall levels of satisfaction of both groups of respondents were neutral about the work itself with mean scores of 3.50 for TLs and 3.52 for FLs. This is illustrated in Table 3.4.

### 4. Responsibility

Table 4.1 illustrates that the Thai lecturers felt somewhat satisfied with the responsibilities presently given to them with a mean score of 4.09. Nine (82%) of the TLs were in the satisfied level: 4 (36%) felt very satisfied and 5 (45%) felt somewhat satisfied. One (9%) TL felt neutral and one (9%) felt somewhat dissatisfied. Of the foreign lecturers, 6 (60%) were

in the satisfied level of satisfaction: 3 (30%) felt very satisfied and 3 (30%) felt somewhat satisfied. Two (20%) of FLs felt neutral, and 2 (20%) felt somewhat dissatisfied. The FLs positioned themselves in the neutral level of satisfaction with a mean score of 3.70.

Both the TLs and the FLs responded similarly to statement 4.2 on their levels of satisfaction when they were assigned other responsibilities in the absence of their direct superior. Both groups were somewhat dissatisfied with mean scores of 2.82 and 2.90 for the TLs and FLs respectively. This is illustrated in Table 4.2.

Table 4.3 reveals that both groups of lecturers felt neutral toward their responsibilities with mean scores of 3.45 for the TLs and 3.30 for the FLs.

## 5. Advancement

Table 5.1 shows that both groups of lecturers had a neutral level of satisfaction when asked how they felt about their personal level in the organization. Two (18%) of the Thai lecturers felt very satisfied, 4 (36%) felt somewhat satisfied, 4 (36%) felt neutral and 1 TL felt somewhat dissatisfied. Of the foreign lecturers, 3 (30%) felt somewhat satisfied, 5 (50%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 1 (10%) felt very dissatisfied. The mean scores for the TLs and the FLs were 3.64 and 3.00 respectively.

Table 5.2 demonstrates that 2 (18%) of TLs felt very satisfied, 2 (18%) felt somewhat satisfied, 5 (45%) felt neutral and 2 (18%) felt somewhat dissatisfied about their future career advancement opportunities. The TLs felt neutral about this with a mean score of 3.36. The highest number of responses of the FLs was in the very dissatisfied level, 4 (40%) respondents. One (10%) felt somewhat dissatisfied, 3 (30%) felt neutral, and 2 (20%) felt somewhat satisfied. Overall the FLs felt somewhat dissatisfied with a mean score of 2.30. The TLs had a 46% higher level of satisfaction regarding future career advancement opportunities than the FLs.

Table 5.3 illustrates that the TLs had a neutral level of satisfaction with a mean score of 3.00 when asked how they felt about the promotion system based on employees' performance. Four (36%) felt somewhat satisfied, 3 (27%) felt neutral, and 4 (36%) felt somewhat dissatisfied. Of the FLs, 4 (40%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 5 (50%) felt very dissatisfied. The FLs felt very dissatisfied with the promotion system with a mean score of 1.90.

No FL responded with any level of satisfaction. Neither TLs nor FLs felt satisfied with regard to the promotion system at Srinakharinwirot University, however the TLs had a 58% higher satisfaction level than the FLs.

Totally, the TLs had a neutral satisfaction level with a mean score of 3.30 while the FLs had a somewhat dissatisfied level of satisfaction with a mean score of 2.40 toward advancement. The TLs had a 39% higher level of satisfaction than the FLs. This is illustrated in Table 5.4.

### **Total of Motivator Factors**

Herzberg's 5 motivator factors including, achievement, recognition, the work itself, responsibility, and advancement, are factors which can create higher job satisfaction levels.

While some notable differences appeared between the two groups of lecturers in the Faculty of Humanities at Srinakharinwirot University, with regard to the 5 motivator factors, overall, both Thai lecturers and foreign lecturers had a neutral level of satisfaction toward these factors. The mean scores were 3.68 and 3.14 for TLs and FLs respectively. The TLs had only a 17% higher satisfaction level than the FLs. This is presented in Table 15.

### **Hygiene Factors**

The findings concerning the 9 hygiene job satisfaction factors are presented below.

#### **6. Salary**

Both the Thai lecturers and the foreign lecturers were a somewhat satisfied with their salaries in comparison to the type and amount of work they did with mean scores of 2.55 for the TLs and 2.00 for the FLs. However, the highest number of respondents from both groups of lecturers was in the somewhat dissatisfied level, 5 (45%) for the TLs and 5 (50%) for the FLs. Neither TLs nor FLs responded in the very satisfied level. The FLs posted a mean score of 2.00, on the border between somewhat dissatisfied and very dissatisfied. This is shown in Table 6.1.

Table 6.2 demonstrates that 6 (55%) of the TLs felt somewhat satisfied with the benefits package. This was the largest grouping of respondents. One TL (9%) felt very satisfied, 1 (9%) felt neutral, and 3 (27%) felt somewhat dissatisfied. In contrast, the highest satisfaction level for

the FLs was in the somewhat dissatisfied level, 4 (40%) respondents. One (10%) of the FLs felt somewhat satisfied, 3 (30%) felt neutral, and 2 (20%) felt very dissatisfied with the benefits package provided by Srinakharinwirot University. The TLs felt neutral with a mean score of 3.45 while the FLs felt somewhat dissatisfied with a mean score of 2.30. The TLs had a 50% higher satisfaction level than the FLs.

Table 6.3 shows that overall the TLs felt neutral (mean score, 3.00) and the FLs felt somewhat dissatisfied (mean score, 2.15) about their salaries. The TLs posted a score on the border between neutral and somewhat dissatisfied and the TLs posted a score very near the very dissatisfied level.

### **7. Possibility of Growth**

Table 7.1 illustrates that the Thai lecturers had a neutral level of satisfaction about the opportunities for research with a mean score of 3.00. Four (36%) of the TLs felt somewhat satisfied, 4 (36%) felt neutral, 2 (18%) felt somewhat dissatisfied, and 1 (9%) felt very dissatisfied. Of the foreign lecturers, the highest satisfaction level was in the neutral level, 8 (80%) respondents. One FL felt somewhat satisfied and another felt very dissatisfied. The FLs felt somewhat dissatisfied about the opportunities for research with a mean score of 2.90.

Table 7.2 shows that 2 (18%) of the TLs felt very satisfied, 4 (36%) felt somewhat satisfied, 4 (36%) felt neutral and 1 (9%) felt somewhat dissatisfied about opportunities for training and attending seminars posting a mean score of 3.64. Of the FLs, 4 (40%) felt somewhat satisfied, 1 (10%) felt neutral, 3 (30%) felt somewhat dissatisfied, and 2 (20%) felt very dissatisfied. The FLs felt somewhat dissatisfied (mean score, 2.70) with the opportunities for training and attending seminars. The Thai lecturers had a 35% higher satisfaction level than the foreign lecturers.

Overall the Thai lecturers felt neutral (mean score, 3.32) about the possibility of growth and the foreign lecturers felt somewhat dissatisfied with the mean score of 2.80. This is illustrated in Table 7.3.

## 8. Interpersonal Relationships

Table 8.1 demonstrates that the Thai lecturers felt somewhat satisfied with their relationships with superiors with a mean score of 4.64. Eight (72%) of the TLs felt very satisfied, 2 (18%) felt somewhat satisfied and 1 (9%) felt neutral. Of the foreign lecturers, 4 (40%) felt very satisfied, 2 (20%) felt somewhat satisfied, 1 (10%) felt neutral, 1 (10%) felt somewhat dissatisfied and 2 (20%) felt very dissatisfied. The TLs had a 33% higher satisfaction level than the FLs. This is demonstrated in Table 8.1.

Table 8.2 shows that the TLs felt somewhat satisfied about their relationships with their colleagues with a mean score of 4.18. The highest level of satisfaction for the TLs was in the somewhat satisfied level, 7 respondents (64%). Three (27%) of TLs felt very satisfied and 1 (9%) felt neutral. The FLs felt neutral (mean score, 3.50) about their relationships with their colleagues. The largest number of respondents was in the somewhat satisfied level, 4 respondents (40%). Two FLs (20%) felt very satisfied, 2 (20%) felt neutral, and 2 (20%) were in the dissatisfied level. The TLs had a 19% higher satisfaction level than the FLs.

Both groups of lecturers responded similarly to statement 8.3 on their levels of satisfaction toward their relationships with their students. All 11 TLs (100%) were in the satisfied level, 7(64%) felt very satisfied and 4 (36%) felt somewhat satisfied. Of the FLs, all 9 respondents (100%) felt satisfied about their relationships with their students, 7(78%) felt very satisfied and 2 (22%) felt somewhat satisfied, 1 FL did not respond to this question. The mean scores of TLs and FLs were 4.64 and 4.76 respectively. This is illustrated in Table 8.3.

Table 8.4 demonstrates that, in general, the TLs had a somewhat satisfied level of satisfaction toward their interpersonal relationships with a mean score of 4.48. The FLs felt neutral to somewhat satisfied with a mean score of 3.90.

## 9. Status

Table 9.1 reveals that the Thai lecturers felt somewhat satisfied (mean score, 4.00) with being accepted as an employee of the university. Three (27%) of TLs felt very satisfied, 5 (45%) felt somewhat satisfied, and 3 (27%) felt neutral. Of the foreign lecturers, 2 (20%) felt very satisfied, 3 (30%) felt somewhat satisfied, 4 (40%) felt neutral, and 1 (10%) felt very dissatisfied.

The FLs had a neutral level of satisfaction toward their status as employees of the university with a mean score of 3.50.

Table 9.2 shows that the TLs had a high neutral satisfaction level toward their status in society with a mean score of 3.91. Eight TLs (73%) were in the satisfied level, 3 (27%) felt very satisfied and 5 (45%) felt somewhat satisfied. Two (18%) of the TLs felt neutral and 1 (9%) felt somewhat dissatisfied. The TLs posted a mean score of 3.91, on the border between neutral and somewhat satisfied. The FLs felt neutral about their status in society with a mean score of 3.40 with the highest number of respondents in the neutral level, 6 (60%).

Both the TLs and FLs felt neutral about their status with mean scores of 3.95 and 3.45 respectively. This is demonstrated in Table 9.3.

#### **10. Supervision**

Table 10.1 shows that both Thai lecturers (mean score, 3.91) and foreign lecturers (mean score, 3.30) felt neutral toward the fairness of their employer. The somewhat satisfied level was the largest satisfaction level for the TLs with 6 respondents. Two (18%) of the TLs felt very satisfied and 3 (27%) felt neutral. The TLs posted a mean score of 3.91, on the border between neutral and somewhat satisfied. Of the FLs, 2 (20%) felt very satisfied, 3 (30%) felt somewhat satisfied, 3 (30%) felt neutral, and 2 (20%) felt very dissatisfied with the fairness of their employer.

Table 10.2 illustrates that the TLs felt neutral about whether their performance evaluations were made according to clear guidelines and carried out fairly with a mean score of 3.09. One TL (9%) felt very satisfied, 3 (27%) felt somewhat satisfied, 3 (27%) felt neutral, and 4 (36%) felt somewhat dissatisfied. The TLs posted a mean score of 3.09, on the border between neutral and somewhat dissatisfied. The FLs felt somewhat dissatisfied (mean score, 2.70) about their performance evaluations. Of the FLs, 1 (10%) felt very satisfied, 2 (20%) felt somewhat satisfied, 3 (30%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 3 (30%) felt very dissatisfied.

Table 10.3 reveals that the TLs had a somewhat satisfied level as the highest satisfaction level, 7 respondents (64%) categorized themselves in this level. Two (18%) of the

TLs felt very satisfied and another 2 (18%) felt neutral. The TLs felt somewhat satisfied about their direct superior's advice and assistance with a mean score of 4.00. Of the FLs, 2 (20%) felt very satisfied, 3 (30%) felt somewhat satisfied, 1 (10%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 3 (30%) felt very satisfied. Generally, the FLs felt neutral to somewhat dissatisfied about their direct superior's advice and assistance with a mean score of 3.00.

Table 10.4 demonstrates that the highest level of satisfaction about the acceptance of the respondents' ideas and comments by their superiors for the TLs was in the satisfied level, 8 respondents (73%); 2 (18%) felt very satisfied and 6 (55%) felt somewhat satisfied. The TLs posted a mean score of 3.91, on the border between neutral and somewhat satisfied. Of the FLs, 1 (10%) felt very satisfied, 4 (40%) felt somewhat satisfied, 2 (20%) felt neutral, and 3 (30%) felt very dissatisfied. The FLs felt neutral about the acceptance of their ideas and comments by their superiors with a mean score of 3.00, on the boarder between neutral and somewhat dissatisfied.

Table 10.5 illustrates that overall both groups of lecturers felt neutral about their supervision with mean scores of 3.73 for the TLs (high neutral level) and 3.00 for the FLs (on the boarder between neutral and somewhat dissatisfied).

### **11. Company Policy and Administration**

Table 11.1 indicates that the Thai lecturers had a somewhat dissatisfied level of satisfaction toward the current policies of the university with a mean score of 2.64. Two (18%) of TLs felt somewhat satisfied, 5 (45%) felt neutral, 2 (18%) felt somewhat dissatisfied, and 2 (18%) felt very dissatisfied. Among the TLs, no one responded at the very satisfied level. Of the foreign lecturers, 1 (10%) felt very satisfied, 1 (10%) felt somewhat satisfied, 5 (50%) felt neutral, and 3 (30%) felt somewhat dissatisfied. The FLs had a neutral to somewhat dissatisfied level of satisfaction toward the current policies of the university with a mean score of 3.00.

Both TLs and FLs felt neutral to somewhat dissatisfied when they followed the university's policies and rules with mean scores of 3.09 and 3.00 respectively. Of the TLs, 4 (36%) felt somewhat satisfied, 4 (36%) felt neutral, and 3 (27%) felt somewhat dissatisfied. None of the TLs felt very satisfied toward this statement. The largest number of FL respondents of was

in the neutral level, 6 (60%). One FL (10%) was positioned in each of the categories very satisfied, somewhat satisfied, somewhat dissatisfied and very dissatisfied. This is illustrated in Table 11.2.

Table 11.3 shows that the TLs felt somewhat dissatisfied about the communication within the organization with a mean score of 2.45. Two (18%) of the TLs felt somewhat satisfied, 3 (27%) felt neutral, 4 (36%) felt somewhat dissatisfied and 2 (18%) felt very dissatisfied. Of the FLs, the largest number of responses was in the very dissatisfied level, 5 respondents (50%). Only one FL (10%) felt somewhat satisfied and 4 (40%) felt somewhat dissatisfied. In general, the FLs felt very dissatisfied about the communication in the organization. Neither TLs nor the FLs responded at the very satisfied level.

Table 11.4 demonstrates that overall both groups of lecturers felt somewhat dissatisfied toward the company policy and administration with mean scores of 2.73 for the TLs and 2.57 for the FLs.

## **12. Working Conditions**

Table 12.1 shows that the Thai lecturers felt somewhat dissatisfied about the professional facilities provided by the organization with a mean score of 2.64 while the foreign lecturers felt neutral with a mean score of 3.10. The FLs had a slightly higher satisfaction level than the TLs, 17%.

Both groups of lecturers had a somewhat dissatisfied level of satisfaction toward the common facilities provided with mean scores of 2.55 for TLs and 2.90 for FLs. The largest level of satisfaction for the TLs was the somewhat dissatisfied level, 6 respondents (55%). Three (27%) of the TLs felt somewhat satisfied, 1 (9%) felt neutral, and 1 (9%) felt very dissatisfied. Of the FLs, 3 (30%) felt somewhat satisfied, 3 (30%) felt neutral, and 4 (40%) felt somewhat dissatisfied. Neither TLs nor FLs responded in the very satisfied level of satisfaction. This is illustrated in Table 12.2.

Table 12.3 indicates that both TLs and FLs felt somewhat dissatisfied toward the learning facilities provided by the university with mean scores of 2.30 for the TLs and 2.70 for the FLs respectively. The largest satisfaction level for the TLs was in the somewhat dissatisfied



level, 5 respondents (50%). Two (20%) TLs felt somewhat satisfied, 1 (10%) felt neutral, and 2 (20%) felt very dissatisfied. One TL did not respond to this question. Of the FLs, 4 (40%) felt somewhat satisfied, 1 (10%) felt neutral, 3 (30%) felt somewhat dissatisfied, and 2 (20%) felt very dissatisfied. The FLs had a 17% higher level of satisfaction than the TLs. No one responded at the very satisfied level.

Both TLs and FLs had a somewhat dissatisfied level of satisfaction about the general work environment with mean scores of 2.36 for the TLs and 2.78 for the FLs. The largest number of respondents for the TLs was in the somewhat dissatisfied level, 7 (64%). Two (18%) of TLs felt somewhat satisfied, 1 (9%) felt neutral, and 1 (9%) felt very dissatisfied. Of the FLs, 4 (44%) felt somewhat satisfied, 1 (11%) felt neutral, 2 (22%) felt somewhat dissatisfied, and 2 (22%) felt very dissatisfied. One FL did not respond to this statement. No TL or FL felt very satisfied with the general work environment. This is demonstrated in Table 12.4.

Table 12.5 illustrates that both TLs and FLs responded similarly to statement 12.5 on their levels of satisfaction toward the general atmosphere in the organization. Both groups were somewhat dissatisfied with mean scores of 2.91 and 2.80 for the TLs and FLs respectively.

Both TLs and FLs felt neutral toward the location of their workplace relative to their residence with mean scores of 3.18 for TLs and 3.80 for FLs respectively. Only 1 TL (9%) and 4 FLs (40%) felt very satisfied with the location of their workplace. This is presented in Table 12.6.

Table 12.7 demonstrates that both groups of lecturers had a somewhat dissatisfied level of satisfaction toward the working conditions at Srinakharinwirot University with mean scores of 2.66 for TLs and 3.02 for the FLs. The FLs posted a mean score of 3.02 which was on the border between somewhat dissatisfied and neutral and 14% higher than the mean score of the TLs.

### **13. Personal life**

Table 13.1 shows that both groups of lecturers felt neutral about whether or not the work affected their personal lives directly with mean scores of 3.55 for the Thai lecturers and 3.22 for the foreign lecturers. The largest number of respondents for the TLs was in the somewhat satisfied level, 6 (55%). One TL (9%) felt very satisfied, 3 (27%) felt neutral, and 1 (9%) felt very

dissatisfied. Of the FLs, 4 (44%) felt somewhat satisfied, 4 (44%) felt neutral, and 1 (11%) felt very dissatisfied. One FL did not respond to statement 13.1.

Table 13.2 illustrates that the TLs felt somewhat dissatisfied about the amount of "overtime" they were required to do with a mean score of 2.18. One (9%) of the TLs felt somewhat satisfied, 4 (36%) felt neutral, 2 (18%) felt somewhat dissatisfied, and 4 (36%) felt very dissatisfied. Of the FLs, 4 (40%) felt somewhat satisfied, 4 (40%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 1 (10%) felt very dissatisfied. Overall the FLs felt neutral (mean score, 3.10) with the amount of "overtime" required. The FLs had a 42% higher satisfaction level than the TLs.

Both TLs and FLs responded similarly to statement 13.3 on their levels of satisfaction about doing work at home. Both groups felt neutral with mean scores of 3.27 and 3.20 for the TLs and FLs respectively. Two TLs (18%) felt very satisfied and another 2 (18%) felt very dissatisfied. None of the FLs felt very satisfied or very dissatisfied. This is illustrated in Table 13.3.

Table 13.4 shows that the TLs had a somewhat satisfied level of satisfaction about their family's appreciation of their jobs. Four (36%) of the TLs felt very satisfied, 5 (45%) felt somewhat satisfied, 1 (9%) felt neutral, and 1 (9%) felt somewhat dissatisfied. The TLs posted a mean score of 4.09, on the border between neutral and somewhat satisfied. The FLs felt neutral about their family's appreciation of their job with a mean score of 3.30. Four FLs (40%) felt somewhat satisfied, 6 (60%) felt neutral, and 1 (10%) felt somewhat dissatisfied. None of the FLs had a very satisfied or very dissatisfied level of satisfaction.

Table 13.5 demonstrates that overall both groups of lecturers felt neutral about the effects of their jobs on their personal lives with mean scores of 3.27 and 3.21 for the TLs and the FLs respectively.

#### **14. Job Security**

Table 14.1 illustrates that the Thai lecturers felt somewhat satisfied about the security of their positions with a mean score of 4.27. The largest number of respondents for the TLs was in the very satisfied level, 5 (45%). Four (36%) of the TLs felt somewhat satisfied and 2 (18%) felt

neutral. In contrast, the foreign lecturers were a more dissatisfied with the security of their positions with a mean score of only 2.10. The largest number of respondents for the FLs was in the very dissatisfied level, 4 (40%), 3 (30%) felt somewhat dissatisfied, 1 (10%) felt neutral, and 2 (20%) felt somewhat satisfied. The TLs had a 103% higher level of satisfaction than the FLs.

Table 14.2 shows that the TLs had a neutral satisfaction level about their department's stability and development in the university with a mean score of 3.36. One (9%) of TLs felt very satisfied, 5 (45%) felt somewhat satisfied, 2 (18%) felt neutral, and 3 (27%) felt somewhat dissatisfied. The FLs felt somewhat dissatisfied (mean score, 2.50) with their department's stability and development in the university. Two FLs (20%) felt somewhat satisfied, 4 (40%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 3 (30%) felt very dissatisfied. The TLs had a 34% higher satisfaction level on this issue than the FLs.

Table 14.3 indicates that the TLs also felt neutral (mean score, 3.27) about the faculty's stability and development of the university. Only one (9%) of the TLs felt very satisfied, 3 (27%) felt somewhat satisfied, 5 (45%) felt neutral, and 2 (18%) felt somewhat dissatisfied. Of the FLs, 3 (30%) felt somewhat satisfied, 4 (40%) felt neutral, 1 (10%) felt somewhat dissatisfied, and 2 (20%) felt very dissatisfied. The mean score for the FLs was somewhat dissatisfied, 2.80.

Table 14.4 demonstrates that overall the TLs felt neutral toward their job security with a mean score of 3.64. The FLs had a more dissatisfied level of satisfaction with a mean score of 2.74.

### **Total of Hygiene Factors**

Herzberg's 9 factors included in the hygiene factors are salary, possibility of growth, interpersonal relationships, status, supervision, company policy and administration, working conditions, personal life, and job security. Hygiene factors can lead to job dissatisfaction.

Overall, both Thai lecturers and foreign lecturers had a low neutral level of satisfaction toward the 9 hygiene factors with mean scores of 3.35 for TLs and 2.98 for FLs respectively. The mean score of the foreign lecturers is on the border between neutral and somewhat

dissatisfied and is 11% lower than the mean score for the Thai lecturers. This is illustrated in Table 16.

### **Total of All Factors**

Grouped together, there are 14 factors of job satisfaction and dissatisfaction analyzed in this study. Overall both groups of respondents had a neutral level of satisfaction. The Thai lecturers posted a mean score of 3.45, in the center of the neutral level. The foreign lecturers posted a mean score of 3.03, on the boarder between neutral and somewhat dissatisfied. This is presented on Table 17.

### Part 3: Other Factors affecting Job Satisfaction

The last part of the questionnaire asked the two groups of respondents to write their own ideas about what other factors “increased” or “could increase” and “decreased” or “could decrease” their job satisfaction levels. Below, the responses are categorized based on Herzberg's Two Factors theory. The responses of the Thai lecturers are followed by those of the foreign lecturers.

#### Thai Lecturers

Factors that *increased or could increase* job satisfaction levels.

##### 1. *Salary*

The Thai lecturers felt that they should receive allowances and travel expenses for working at Ongkharak campus.

Factors that *decreased or could decrease* job satisfaction levels.

##### 1. *Working conditions*

The Thai lecturers felt that the physical conditions in the old offices were crowded and noisy. The resulting atmosphere disturbed them when trying to work at the university.

##### 2. *Interpersonal Relationships*

The Thai lecturers felt that a lack of communication skills of the staff reduced the work quality, especially when working in groups and/or interacting with peers and colleagues.

##### 3. *Job Security*

The Thai lecturers felt that they did not have long term security for their jobs, so they could not make any plans for their personal and family's lives.

#### Foreign Lecturers

Factors that *increased or could increase* the job satisfaction levels.

##### 1. *Responsibility*

The foreign lecturers thought that they should have more independence in preparing the content and conducting their own courses.

## **2. Possibility of Growth**

The foreign lecturers felt that both lecturers and students should have opportunities for doing poetry recitals, workshops, and seminars inside and outside the university.

## **3. Advancement**

The foreign lecturers felt that the university's staff should have orientation programs in order to adjust themselves to the university environment.

## **4. Company Policy and Administration**

The foreign lecturers thought that the university should better manage the precise administrative policies which were appropriate for the organization.

Factors that *decreased or could decrease* the job satisfaction levels.

### **1. Recognition**

The foreign lecturers felt that it was impossible to gain a promotion or academic recognition for professional achievements such as publishing books, articles, etc.

### **2. Company Policy and Administration**

The foreign lecturers thought that the university had a generally poor level of management because of: lack of management transparency, general management disorganization, lack of planning, lack of attention to quality, and unclear chains of command. They were also dissatisfied with the government's failure to consistently review salaries for overseas employees.

### **3. Interpersonal Relationships**

The foreign lecturers felt that the relationships with their students were weak because of low student output, participation and their attitudes toward work.

The relationships between lecturers from different cultures negatively affected the quality of work together. The foreign lecturers thought that there was a lack of communication between staff members, and that the unfriendliness of the Thai staff reduced their job satisfaction.

### **4. Salary**

The foreign lecturers were dissatisfied with how and where salaries were paid.

### **5. *Working Conditions***

The foreign lecturers thought that dangerous hygiene conditions, such as dogs on the premises, affected the levels of job satisfaction negatively.

### **6. *Job Security***

The foreign lecturers were dissatisfied that the university did not provide tenure for the foreign staff. They did not feel confident about keeping their positions or having inducements for performing their jobs.

The findings of this study, as presented in this chapter, were collected from the data received from both groups of respondents. Conclusions and discussion will be presented in the following chapter.

## CHAPTER 5

### CONCLUSIONS AND DISCUSSION

In this chapter, conclusions are drawn with regard to the two objectives of the study. The conclusions are followed by discussion and recommendations for further study.

#### Conclusions

The conclusions of the study are presented below with regard to each of the two objectives of the study.

**Objective 1:** To determine the degree of job satisfaction among Thai and foreign lecturers of the Faculty of Humanities at Srinakharinwirot University.

Overall, the degree of job satisfaction of all respondents in the study can best be described as "Mid-Low Neutral". On the numbering scale of 5 = Very Satisfied, 4 = Somewhat Satisfied, 3 = Neutral, 2 = Somewhat Dissatisfied and 1 = Very Dissatisfied, the Thai lecturers (TLs) ranked 3.45 and the foreign lecturers (FLs) ranked 3.03, the mean score of the two groups being 3.24 or only mid-low neutral.

The overall ranking of job satisfaction with regard to the 5 motivator factors, those factors that can be used effectively to motivate individuals to contribute higher performance and effort or appearing as strong determinants of job satisfaction, is slightly higher at 3.41 (TLs 3.68 + FLs 3.14). This figure should be considered to be in the "Mid Neutral" range.

Based on the 9 hygiene factors, those factors that are related to the environment that helps prevent job dissatisfaction or can lead to job dissatisfaction when inadequate, the degree of job satisfaction is somewhat lower at 3.17. This figure is derived in the same way as above, i.e. the mean of the 3.35 ranking for the TLs and the 2.98 ranking for the FLs. The overall level of job satisfaction with regard to the hygiene factors for all respondents can be characterized as "Low Neutral".

The degree of job satisfaction among the Thai and foreign lecturers of the Faculty Humanities at Srinakharinwirot University is neutral at best with a slight tendency toward



dissatisfaction. All combined scores of the 2 groups of lecturers were below 3.50 (mid-neutral point).

**Objective 2:** To compare the degree of satisfaction and dissatisfaction between the two groups of respondents.

A closer look at the conclusions drawn to objective 1 reveals that the Thai lecturers, while remaining only neutral in their levels of job satisfaction, were somewhat more satisfied than the foreign lecturers. Overall, the TLs ranked their job satisfaction at a "Mid-Neutral" level (3.45) while the FLs ranked theirs at a "Low-Neutral" level (3.03). With regard to the motivator factors, the TLs ranked their job satisfaction at "Moderately High-Neutral" (3.68) and the FLs ranked theirs at "Low Neutral" (3.14). In terms of the hygiene factors, the TLs ranked their job satisfaction at a "Moderately Low-Neutral" level (3.35) while the FLs ranked theirs in the "Somewhat Dissatisfied" level (1.98). This is the lowest combined ranking.

Focus on the specific factors of job satisfaction reveals several interesting contrasts and similarities between the two groups of lecturers.

#### **Motivator Factors**

In terms of the motivator factors, the Thai lecturers were most satisfied with the recognition they received with the highest mean score of 4.21 (Somewhat Satisfied) while the foreign lecturers ranked this factor at only 2.70 (Somewhat Dissatisfied). The difference is 1.51 or 60%. This means that the Thai lecturers were 60% more satisfied with the recognition factor than the foreign lecturers.

The foreign lecturers were most satisfied with achievement at 3.95 (High-Neutral) as their highest mean score, while the Thai lecturers ranked this factor at 3.86. The difference is only 0.09 or 2%, which means that both groups had similar levels of satisfaction with this factor.

On the other hand, both groups of respondents were least satisfied with the same factor: advancement. The mean scores were 3.33 (Neutral) for the Thai lecturers and 2.40 (Somewhat Dissatisfied) for foreign lecturers. The difference is 0.93, which means the Thai lecturers were 39% more satisfied than their foreign counterparts with advancement.

## Hygiene Factors

Among both groups of lecturers, the most satisfaction was observed in interpersonal relationships. The mean scores were 4.48 (Somewhat Satisfied) for the Thai lecturers and 3.90 (High Neutral) for the foreign lecturers. The difference is 0.58, which means the Thai lecturers were 15% more satisfied than the foreign lecturers with interpersonal relationships.

In contrast, the Thai lecturers were least satisfied with the working conditions with the lowest mean score of 2.66 (Somewhat Dissatisfied), while the foreign lecturers ranked this factor at 3.02. The difference is 0.36, meaning that the foreign lecturers were 14% more satisfied with this factor than the Thai lecturers. It is interesting that the level of satisfaction with working conditions is the only factor for which the foreign lecturers had a higher level of satisfaction than did the Thai lecturers. The foreign lecturers were least satisfied with the salary with a mean score of 2.15 (Low Somewhat Dissatisfied), while the Thai lecturers ranked this factor at 3.00. The difference is 0.85, which means the Thai lecturers were 40% more satisfied with the salary factor than the foreign lecturers.

Furthermore, both the Thai lecturers and foreign lecturers had a tendency toward dissatisfaction more than satisfaction. It can be concluded that both groups of lecturers were more dissatisfied with the hygiene factors.

## Discussion

Job satisfaction is one part of human resource management relating to the feelings and attitudes toward one's job. Actually, it is difficult to manage personnel within an organization especially people who come from different cultures. The purpose of this study was to determine the degrees of job satisfaction among two groups of respondents, Thai and non-Thai lecturers, and compare the degree of satisfaction and dissatisfaction between them. The results of the study revealed that among the 5 motivator factors, the Thai lecturers were most satisfied with recognition. They were "somewhat satisfied" (4.21) with the recognition received from their supervisors and others. For the foreign lecturers, they were most satisfied with the achievement factor, they were "high neutral" (3.95) with their professional achievement. In contrast, both Thai

and foreign lecturers were least satisfied with the same factor: advancement. The Thai lecturers were "neutral" (3.30) while the foreign lecturers were "somewhat dissatisfied" (2.40) with opportunities for advancement within the organization,

For the 9 hygiene factors, both Thai and foreign lecturers were most satisfied with the interpersonal relationships. The Thai lecturers were "somewhat satisfied" (4.48) with the relationships with supervisors, peers, and subordinates while the foreign lecturers were "high neutral" (3.90). In contrast, the Thai lecturers were least satisfied with working conditions, they were "somewhat dissatisfied" (2.66) with the working conditions such as the professional facilities, common facilities, learning facilities, general work environment, general atmosphere, and location of the workplace. For the foreign lecturers, they were least satisfied with salary. They were "low somewhat dissatisfied" with the salary received for their work. There was also a distinct difference between the two groups of lecturers with respect to benefits, where the Thai lecturers tended toward "somewhat satisfied" and the foreign lecturers were "somewhat dissatisfied".

Overall both Thai lecturers and foreign lecturers had neutral levels of job satisfaction. However, the mean score of 3.03 of the foreign lecturers indicated that they felt less satisfied than their Thai colleagues.

It can be concluded that the Thai lecturers tended toward satisfaction with the "motivator factors" including achievement, recognition, the work itself, responsibility, and advancement. All these factors motivated the Thai lecturers somewhat to accomplish higher performance and to continue to put effort into their jobs. However, the foreign lecturers had a tendency toward dissatisfaction more than satisfaction with the "motivator factors". It can be inferred that none of the 5 motivator factors affected the level of the foreign lecturers' job satisfaction. Although the foreign lecturers' total score for motivator factors was low, there were some individual factors which were more positive, for example, the total mean score of achievement (3.95, high neutral), the total mean score of the statement 2.2, "I feel...with the level of approval I receive from my colleagues." (3.40, neutral), and the total mean score for the work itself (3.52, neutral).

For hygiene factors, both groups of lecturers had a tendency toward dissatisfaction more than satisfaction. The respondents' answers suggest that both Thai and foreign lecturers felt that all 9 hygiene factors including salary, possibility of growth, interpersonal relationships, status, supervision, company policy and administration, working conditions, personal life, and job security, were inadequate for them to feel satisfaction or to make them happy with their jobs. When comparing and contrasting the highest versus lowest levels of satisfaction, similarities and differences were also observed. While the satisfaction with "salary" was "neutral" for the Thai lecturers, the foreign lecturers were "somewhat dissatisfied". Similar results were also seen with factors of possibility of growth, company policy and administration, working conditions, and personal life. Although for these factors, the Thai lecturers and the foreign lecturers had similar degrees of job satisfaction, there were some differences, especially in the category of "job security". In particular, the low score for the statement 14.1, "I feel...with the security of my position in the organization.", clearly shows the foreign lecturers insecurity with job security. Low scores here contributed to low overall scores for the category of job security.

Although the overall degree of job satisfaction for foreign lecturers was "neutral", there are some individual factors were more positive. The statements 1.1, 2.1, and 3.1 indicate that the foreign lecturers felt happy with doing their work and being with colleagues. On the other hand, none in either group was satisfied when they were assigned other responsibilities in the absence of their direct superiors (statement 4.2). Additionally, no lecturer was satisfied with advancement. Under company policy and administration, the foreign lecturers ranked the communication within the organization only at 1.70 (statement 11.3).

In the study of NIDA faculty members (Jirayavidyanont, 1978:8-10), the respondents of that study were least satisfied with "salary" as was the case in this study; both groups of lecturers at the Faculty of Humanities at Srinakharinwirot University were dissatisfied with their salary. It is interesting to note that "salary" is one of the most important factors that can decrease an employee's job satisfaction level. It should also be noted that both studies were conducted Thai government institutions or higher learning.

The results of this study imply that the level of job satisfaction of the two groups, who came from different cultures, was varied. When staff working in the same organization are more or less satisfied with different job satisfaction factors, it can affect job performance. In this situation, administrative personnel should adjust management policy to better suit the differences and similarities of the two groups of lecturers. Administrators should organize clear procedures for communication within the organization to insure that all staff understand company policy and practice well. Seminars or training programs for all staff should be created in order to improve communication, cooperation and understanding leading to improved job satisfaction and performance.

It should be noted that many human resource policies at Srinakharinwirot University, and all state universities, are established in various ministries of the government. Responsible individuals at Srinakharinwirot University have no authority to alter government policies that affect staff or their job satisfaction. Among those policies most affecting Thai lecturers' job satisfaction; low salaries, slow promotions and heavy work loads were often cited. Among those policies affecting foreign lecturers job satisfaction levels; low salaries, no possibility for promotions, one year employment contracts, no pension or health care benefits were often cited.

These management weaknesses are well known to both lecturers and administrators, but in lieu of permission from the various ministries, they remain obstacles to improve job satisfaction levels for both Thai and foreign lecturers.

This said, much can be done, and should be done, in areas where management flexibility is permitted to improve job satisfaction for both Thai and foreign lecturers, thereby improving the quality of instruction offered by the university.

## **Limitations and Recommendations**

This study was limited to a small and specific group of respondents in the Faculty of Humanities at Srinakharinwirot University.

In the future, further research should be done in other Thai private Universities where Thai lecturers work with foreign lecturers, in other Thai enterprises and organizations where Thais work with foreigners, and in international schools where, inversely, Thai staff work in a largely non-Thai environment.

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## APPENDIXES

## APPENDIX A: Questionnaire

## Questionnaire

This questionnaire is designed for a Master's degree research project in Business English for International Communication at Srinakharinwirot University. Your cooperation in completing this questionnaire will be greatly appreciated. All information you provide will be treated with the greatest confidentiality. Thank you very much for your help and cooperation.

### Part 1: Demographic Information

Please mark (✓) to the answer that best describes you.

1.  Thai Lecturer  
 Foreign Lecturer
2. Age  30 years old or less  
 31-40 years old  
 41-50 years old  
 More than 50 years old
3. Education  Bachelor's degree  
 Master's degree  
 Doctoral degree
4. Years of employment at Srinakharinwirot University  
 5 years or less  
 6-10 years  
 11-15 years  
 16-20 years  
 more than 20 years

**5. Marital status**

- Single
- Married

**6. Income per month (including salary, other allowances and payments from SWU)**

- 8,000 Baht or less
- 8,001-15,000 Baht
- 15,001-25,000 Baht
- 25,001-35,000 Baht
- 35,001-45,000 Baht
- More than 45,000 Baht

## Part 2: Attitudes toward job satisfaction factors

Complete each of the following statements about your level of job satisfaction or dissatisfaction at Srinakharinwirot University by placing a tick (✓) in the appropriate box.

1. Achievement	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
1.1 I feel						with the results of my work
1.2 I feel						that I attain the goals of Srinakharinwirot University.

2. Recognition	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
2.1 I feel						with the level of approval I receive from my direct superior.
2.2 I feel						with the level of approval I receive from my colleagues.
2.3 I feel						with the sense of belonging I receive from my organization.

3.The Work Itself	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
3.1 I feel						with my current job.
3.2 I feel						with equal or unequal distribution of work.
3.3 I feel						with the amount of time required to complete my work.

4.Responsibility	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
4.1 I feel						with the responsibilities presently given to me.
4.2 I feel						when I am assigned other responsibilities in the absence of my direct superior.



5. Advancement	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
5.1 I feel						with my present level in the organization.
5.2 I feel						with my future career advancement opportunities.
5.3 I feel						with the promotion system based on employees' performance.

6. Salary	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
6.1 I feel						with my salary which is appropriate for the type and amount of work I do.
6.2 I feel						with the benefit package provided by my employer (provident fund, loans, hospital and medical insurance...).

7. Possibility of Growth	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
7.1 I feel						with the opportunities for research.
7.2 I feel						with the opportunities provided for training and attending seminars.

8. Interpersonal Relationship	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
8.1 I feel						with my relationships with my superiors.
8.2 I feel						with my relationships with my colleagues.
8.3 I feel						with my relationships with my students.

9. Status	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
9.1 I feel						with being accepted as an employee of the university.
9.2 I feel						with my status in society.

10. Supervision	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
10.1 I feel						with the fairness of my employer.
10.2 I feel						that my performance evaluation was made according to clear guidelines and carried out fairly.
10.3 I feel						with my direct superior's advice and assistance.
10.4 I feel						that my superior accepts my ideas and comments.

11. Company Policy and Administration.	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
11.1 I feel						with the current policies of the university.
11.2 I feel						when I follow the university's policies and rules.
11.3 I feel						that communication within the organization is clear and current.

12. Working Conditions	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
12.1 I feel						with the professional facilities provided such as offices, desks and chairs, filing cabinets, computers, telephones, conference rooms....

12.2 I feel						with the general facilities provided such as elevators, restrooms, parking lots, cafeteria....
12.3 I feel						with the learning facilities provided such as classrooms, study rooms, media supports, library....
12.4 I feel						with the general work environment such as safety, security, sound levels, lighting and air conditioning, cleanliness....
12.5 I feel						with the social atmosphere in the organization.
12.6 I feel						with the location of my workplace relative to my residence.

13. Personal Life	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
13.1 I feel						that the work does not affect my personal life directly.
13.2 I feel						with the amount of "overtime" I am required to do.
13.3 I feel						when I do my work at home.
13.4 I feel						with my family's appreciation of my job.

14. Job Security	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	
14.1 I feel						with the security of my position the organization.
14.2 I feel						with my department's stability and development in the university.
14.3 I feel						With the faculty's stability and development in the university.

### Part 3: Other Factors Affecting "Job Satisfaction"

1. In your opinion, what other factors presently *increase* or *could increase* your job satisfaction level but are not included in this questionnaire?

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2. In your opinion, what other factors presently *decrease* or *could decrease* your level of job satisfaction, but are not included in this questionnaire?

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Thank you very much for your cooperation.

## APPENDIX B: Tables of Findings



## MOTIVATOR FACTORS

### 1. Achievement

TABLE: 1.1 I FEEL...WITH THE RESULT OF MY WORK.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	8	1	0	0	11	45	4.09
Foreign Lecturers	2	7	0	0	0	9	38	4.22

TABLE 1.2: I FEEL...THAT I ATTAIN THE GOAL OF SRINAKHARINWIROT UNIVERSITY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	8	2	1	0	11	40	3.64
Foreign Lecturers	1	5	4	0	0	10	37	3.70

TABLE 1.3: ACHIEVEMENT TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	16	3	1	0	22	85	3.86
Foreign Lecturers	3	12	4	0	0	19	75	3.95

## 2. Recognition

TABLE 2.1: I FEEL...WITH THE LEVEL OF APPROVAL I RECEIVE FROM MY DIRECT SUPERIOR.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	5	5	1	0	0	11	48	4.36
Foreign Lecturers	2	2	2	1	3	10	29	2.90

TABLE 2.2: I FEEL...WITH THE LEVEL OF APPROVAL I RECEIVE FROM MY COLLEAGUES.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	5	2	0	0	11	46	4.18
Foreign Lecturers	0	6	3	0	1	10	34	3.40

TABLE 2.3: I FEEL...WITH THE SENSE OF BELONGINGS I RECEIVE FROM MY ORGANIZATION.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	5	3	2	1	0	11	45	4.09
Foreign Lecturers	0	3	3	1	3	10	26	2.60

TABLE 2.4: RECOGNITION TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	14	13	5	1	0	33	139	4.21
Foreign Lecturers	2	9	8	2	7	30	81	2.70

### 3. The Work Itself

TABLE 3.1: I FEEL...WITH MY CURRENT JOB.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	5	5	1	0	0	11	48	4.36
Foreign Lecturers	5	2	1	2	0	10	40	4.00

TABLE 3.2: I FEEL...WITH THE EQUAL OR UNEQUAL DISTRIBUTION OF WORK.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	2	3	4	0	10	30	3.00
Foreign Lecturers	0	5	2	1	2	10	30	3.00

TABLE 3.3: I FEEL...WITH THE AMOUNT OF TIME REQUIRED TO COMPLETE MY WORK.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	4	4	3	0	11	34	3.09
Foreign Lecturers	2	3	3	0	1	9	32	3.56

TABLE 3.4: THE WORK ITSELF TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	6	11	8	7	0	32	112	3.50
Foreign Lecturers	7	10	6	3	3	29	102	3.52

#### 4. Responsibility

TABLE 4.1: I FEEL...WITH THE RESPONSIBILITIES PRESENTLY GIVEN TO ME.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	5	1	1	0	11	45	4.09
Foreign Lecturers	3	3	2	2	0	10	37	3.70

TABLE 4.2: I FEEL...WHEN I AM ASSIGNED OTHER RESPONSIBILITIES IN THE ABSENCE OF MY DIRECT SUPERIOR.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	2	6	2	1	11	31	2.82
Foreign Lecturers	0	3	4	2	1	10	29	2.90

TABLE: 4.3 RESPONSIBILITY TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	7	7	3	1	22	76	3.45
Foreign Lecturers	3	6	6	4	1	20	66	3.30

## 5. Advancement

TABLE 5.1: I FEEL...WITH MY PRESENT LEVEL IN THE ORGANIZATION.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	4	4	1	0	11	40	3.64
Foreign Lecturers	0	3	5	1	1	10	30	3.00

TABLE 5.2: I FEEL...WITH MY FUTURE CAREER ADVANCEMENT OPPORTUNITIES.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	2	5	2	0	11	37	3.36
Foreign Lecturers	0	2	3	1	4	10	23	2.30



TABLE 5.3: I FEEL...WITH THE PROMOTION SYSTEM BASED ON EMPLOYEES' PERFORMANCE.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	4	3	4	0	11	33	3.00
Foreign Lecturers	0	0	4	1	5	10	19	1.90

TABLE 5.4: ADVANCEMENT TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	10	12	7	0	33	110	3.33
Foreign Lecturers	0	5	12	3	10	30	72	2.40

## HYGIENE FACTORS

### 6. Salary

TABLE 6.1: I FEEL... WITH MY SALARY WHICH IS/IS NOT APPROPRIATE FOR THE TYPE AND AMOUNT OF WORK I DO.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	4	0	5	2	11	28	2.55
Foreign Lecturers	0	1	1	5	3	10	20	2.00

TABLE 6.2: I FEEL...WITH THE BENEFITS PACKAGE PROVIDED BY MY EMPLOYER (PROVIDENT FUND, LOANS, HOSPITAL AND MEDICAL INSURANCE...).

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	6	1	3	0	11	38	3.45
Foreign Lecturers	0	1	3	4	2	10	23	2.30

TABLE 6.3: SALARY TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	10	1	8	2	22	66	3.00
Foreign Lecturers	0	2	4	9	5	20	43	2.15

### 7. Possibility of Growth

TABLE 7.1: I FEEL...WITH THE OPPORTUNITIES FOR RESEARCH.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	4	4	2	1	11	33	3.00
Foreign Lecturers	0	1	8	0	1	10	29	2.90

TABLE 7.2: I FEEL...WITH THE OPPORTUNITIES FOR TRAINING AND ATTENDING SEMINARS.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	4	4	1	0	11	40	3.64
Foreign Lecturers	0	4	1	3	2	10	27	2.70

TABLE 7.3: POSSIBILITY OF GROWTH TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	8	8	3	1	22	73	3.32
Foreign Lecturers	0	5	9	3	3	20	56	2.80

## 8. Interpersonal Relationships

TABLE 8.1: I FEEL...WITH MY RELATIONSHIPS WITH MY SUPERIORS.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	8	2	1	0	0	11	51	4.64
Foreign Lecturers	4	2	1	1	2	10	35	3.50

TABLE 8.2: I FEEL...WITH MY RELATIONSHIPS WITH MY COLLEAGUES.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	3	7	1	0	0	11	46	4.18
Foreign Lecturers	2	4	2	1	1	10	35	3.50

TABLE 8.3: I FEEL... WITH MY RELATIONSHIPS WITH MY STUDENTS.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	7	4	0	0	0	11	51	4.64
Foreign Lecturers	7	2	0	0	0	9	43	4.78

TABLE 8.4: INTERPERSONAL RELATIONSHIPS TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	18	13	2	0	0	33	148	4.48
Foreign Lecturers	13	8	3	2	3	29	113	3.90

## 9. Status

TABLE 9.1: I FEEL...WITH BEING ACCEPTED AS AN EMPLOYEES OF THE UNIVERSITY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	3	5	3	0	0	11	44	4.00
Foreign Lecturers	2	3	4	0	1	10	35	3.50

TABLE 9.2: I FEEL...WITH MY STATUS IN SOCIETY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	3	5	2	1	0	11	43	3.91
Foreign Lecturers	2	1	6	1	0	10	34	3.40

TABLE 9.3: STATUS TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	6	10	5	1	0	22	87	3.95
Foreign Lecturers	4	4	10	1	1	20	69	3.45

### 10. Supervision

TABLE 10.1: I FEEL...WITH THE FAIRNESS OF MY EMPLOYER.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	6	3	0	0	11	43	3.91
Foreign Lecturers	2	3	3	0	2	10	33	3.30



TABLE 10.2: I FEEL...THAT MY PERFORMANCE EVALUATION IS MADE ACCORDING TO CLEAR GUIDELINES AND CARRIED OUT FAIRLY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	3	3	4	0	11	34	3.09
Foreign Lecturers	1	2	3	1	3	10	27	2.70

TABLE 10.3: I FEEL...WITH MY DIRECT SUPERIOR'S ADVICE AND ASSISTANCE.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	7	2	0	0	11	44	4.00
Foreign Lecturers	2	3	1	1	3	10	30	3.00

TABLE 10.4: I FEEL... THAT MY SUPERIOR ACCEPTS MY IDEAS AND COMMENTS.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	6	3	0	0	11	43	3.91
Foreign Lecturers	1	4	2	0	3	10	30	3.00

TABLE 10.5: SUPERVISION TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	7	22	11	4	0	44	164	3.73
Foreign Lecturers	6	12	9	2	11	40	120	3.00

### 11. Company Policy and Administration

TABLE 11.1: I FEEL...WITH THE CURRENT POLICIES OF THE UNIVERSITY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	2	5	2	2	11	29	2.64
Foreign Lecturers	1	1	5	3	0	10	30	3.00

TABLE 11.2: I FEEL...WHEN I FOLLOW THE UNIVERSITY'S POLICIES AND RULES.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	4	4	3	0	11	34	3.09
Foreign Lecturers	1	1	6	1	1	10	30	3.00

TABLE 11.3: I FEEL...THAT THE COMMUNICATION WITHIN THE ORGANIZATION IS CLEAR AND CURRENT.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	2	3	4	2	11	27	2.45
Foreign Lecturers	0	1	0	4	5	10	17	1.70

TABLE 11.4: COMPANY POLICY AND ADMINISTRATION TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	8	12	9	4	33	90	2.73
Foreign Lecturers	2	3	11	8	6	30	77	2.57

## 12. Working Conditions

TABLE 12.1: I FEEL...WITH THE PROFESSIONAL FACILITIES SUCH AS OFFICES, DESKS AND CHAIRS, FILING CABINETS, COMPUTERS, TELEPHONES, CONFERENCE ROOMS....

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	3	1	3	3	11	29	2.64
Foreign Lecturers	1	4	1	3	1	10	31	3.10

TABLE 12.2: I FEEL...WITH THE COMMON FACILITIES PROVIDED SUCH AS ELEVATORS, RESTROOMS, PARKING LOTS, CAFETERIAS....

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	3	1	6	1	11	28	2.55
Foreign Lecturers	0	3	3	4	0	10	29	2.90

TABLE 12.3: I FEEL...WITH THE LEARNING FACILITIES PROVIDED SUCH AS CLASSROOMS  
STUDY ROOMS, MEDIA SUPPORT, LIBRARY....

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	2	1	5	2	10	23	2.30
Foreign Lecturers	0	4	1	3	2	10	27	2.70

TABLE 12.4: I FEEL...WITH THE GENERAL WORK ENVIRONMENT INCLUDING SAFETY,  
SECURITY, SOUND LEVELS, LIGHTING AND AIR CONDITIONING, CLEANLINESS....

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	2	1	7	1	11	26	2.36
Foreign Lecturers	0	4	1	2	2	9	25	2.78

TABLE 12.5: I FEEL...WITH THE GENERAL ATMOSPHERE IN THE ORGANIZATION.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	1	3	4	1	11	32	2.91
Foreign Lecturers	2	0	5	0	3	10	28	2.80

TABLE 12.6: I FEEL...WITH THE LOCATION OF MY WORKPLACE RELATIVE TO MY RESIDENCE.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	5	1	3	1	11	35	3.18
Foreign Lecturers	4	2	2	2	0	10	38	3.80

TABLE 12.7: WORKING CONDITIONS TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neuiral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	16	8	28	9	65	173	2.66
Foreign Lecturers	7	17	13	14	8	59	178	3.02

### 13. Personal Life

TABLE 13.1: I FEEL... THAT THE WORK DOES OR DOES NOT AFFECT MY PERSONAL LIFE DIRECTLY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	6	3	0	1	11	39	3.55
Foreign Lecturers	0	4	4	0	1	9	29	3.22



TABLE 13.2: I FEEL...WITH THE AMOUNT OF "OVERTIME" I AM REQUIRED TO DO.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	0	1	4	2	4	11	24	2.18
Foreign Lecturers	0	4	4	1	1	10	31	3.10

TABLE 13.3: I FEEL...WHEN I DO MY WORK AT HOME.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	2	4	2	1	2	11	36	3.27
Foreign Lecturers	0	5	2	3	0	10	32	3.20

TABLE 13.4: I FEEL...WITH MY FAMILY'S APPRECIATION OF MY JOB.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	4	5	1	1	0	11	45	4.09
Foreign Lecturers	0	4	5	1	0	10	33	3.30

TABLE 13.5: PERSONAL LIFE TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	7	16	10	4	7	44	144	3.27
Foreign Lecturers	0	17	15	5	2	39	125	3.21

## 14. Job Security

TABLE 14.1: I FEEL...WITH THE SECURITY OF MY POSITION IN THE ORGANIZATION.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	5	4	2	0	0	11	47	4.27
Foreign Lecturers	0	2	1	3	4	10	21	2.10

TABLE 14.2: I FEEL...WITH MY DEPARTMENT'S STABILITY AND DEVELOPMENT IN THE UNIVERSITY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	5	2	3	0	11	37	3.36
Foreign Lecturers	0	2	4	1	3	10	25	2.50

TABLE 14.3: I FEEL...WITH THE FACULTY'S STABILITY AND DEVELOPMENT IN THE UNIVERSITY.

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	1	3	5	2	0	11	36	3.27
Foreign Lecturers	0	3	4	1	2	10	28	2.80

TABLE 14.4: JOB SECURITY TOTALS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	7	12	9	5	0	33	120	3.64
Foreign Lecturers	0	7	9	5	9	30	74	2.47

TABLE 15: TOTAL OF MOTIVATOR FACTORS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	30	57	35	19	1	142	522	3.68
Foreign Lecturers	15	42	36	12	21	126	396	3.14

TABLE 16: TOTAL OF HYGIENE FACTORS

Type of Academic Professional	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Number of Answers	Raw Score	Mean Score
Thai Lecturers	52	115	66	62	23	318	1065	3.35
Foreign Lecturers	32	75	83	49	48	287	855	2.98



VITAE

## VITAE

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A COMPARATIVE STUDY OF JOB SATISFACTION BETWEEN THAI AND  
FOREIGN LECTURERS IN THE FACULTY OF HUMANITIES  
AT SRINAKHARINWIROT UNIVERSITY

AN ABSTRACT

BY

MISS CHARUTAT CHANDRASURIN

- 9 ส.น. 2549

Presented in Partial Fulfillment of the Requirements for  
the Master of Arts Degree in Business English for International Communication  
at Srinakharinwirot University

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Master's Project. M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor : Mr. Leroy A. Quick.

The purpose of this study was to determine and compare the levels of job satisfaction or dissatisfaction between Thai and foreign lecturers in the Faculty of Humanities at Srinakharinwirot University. The study was based on Herzberg's Two Factors theory which defines the factors which influence job satisfaction of employees. A questionnaire was prepared in English and distributed to all foreign lecturers and an equal number of Thai lecturers in the faculty. A total of 28 questionnaires were distributed of which 22 were returned and analyzed.

The results of this study showed that overall, both groups of respondents had a neutral level of satisfaction toward job satisfaction 14 factors with mean scores of 3.45 for the Thai lecturers and 3.03 for the foreign lecturers on the scale: 1. Very Satisfied, 2. Somewhat Satisfied, 3. Neutral, 4. Somewhat Dissatisfied, and 5. Very Dissatisfied.

The Thai lecturers had higher levels of job satisfaction with regard to all factors except "working conditions", for which the foreign lecturers had higher levels of job satisfaction.

การศึกษาเปรียบเทียบความพึงพอใจในการทำงานของอาจารย์ชาวไทย และชาวต่างชาติ ที่ทำงานใน  
คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ

ของ

นางสาวจรรุพรรณ จันทร์สุรินทร์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

ธันวาคม 2548

จารุวรรณ จันทรสุนทร. (2548) การศึกษาเปรียบเทียบความพึงพอใจในการทำงานของอาจารย์ชาวไทย และชาวต่างชาติ ที่ทำงานในคณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ. สารนิพนธ์ ศศม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ลี ควิต.

การศึกษาวิจัยฉบับนี้มีจุดประสงค์เพื่อศึกษา และเปรียบเทียบความพึงพอใจในการทำงานของอาจารย์ชาวไทย และชาวต่างชาติที่ทำงานในคณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ วัตถุประสงค์หลักในการศึกษาครั้งนี้คือ (1) เพื่อเป็นการชี้ให้เห็นถึงระดับความพึงพอใจในการทำงานของอาจารย์ชาวไทย และชาวต่างชาติ ที่ทำงานในคณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ และ (2) เพื่อศึกษาเปรียบเทียบถึงระดับความพึงพอใจ และความไม่พึงพอใจในการทำงานระหว่างอาจารย์ชาวไทย และอาจารย์ชาวต่างชาติ โดยในการวิเคราะห์ถึงระดับความพึงพอใจในการทำงาน ผู้วิจัยใช้ปัจจัยทั้งหมด 14 ปัจจัยในการวิเคราะห์ตามทฤษฎีของเฟรดริก เฮิร์ซเบิร์ก

ผลของการศึกษาวิจัยพบว่า อาจารย์ชาวไทย และชาวต่างชาติมีระดับความพึงพอใจในการทำงานอยู่ในระดับกลาง โดยอาจารย์ชาวไทยมีค่ากลางเฉลี่ยอยู่ที่ 3.45 และอาจารย์ชาวต่างชาติมีค่ากลางเฉลี่ยอยู่ที่ 3.03. นอกจากนี้ผลของการศึกษาวิจัยยังพบอีกว่า อาจารย์ชาวไทยมีระดับความพึงพอใจในการทำงานสูงกว่าอาจารย์ชาวต่างชาติโดยการวิเคราะห์จากปัจจัยทั้งหมด มีเพียงแต่ “สภาพแวดล้อมในการทำงาน” เป็นปัจจัยเพียง 1 ปัจจัยที่อาจารย์ชาวต่างชาติมีระดับความพึงพอใจสูงกว่าอาจารย์ชาวไทย.