



# Survey on Attitudes towards Job Satisfaction of Front Office Employees at the D'MA Pavilion Hotel

By

Ms. Preeyapa Klasuik

A Final Report of the Three - Credit Course  
CE 6998 Project

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Science  
in Computer and Engineering Management  
Assumption University

November 2000



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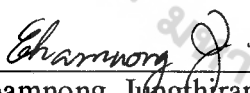
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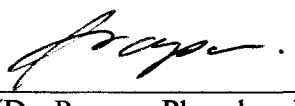
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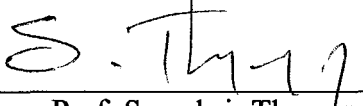
  
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## ABSTRACT

Nowadays, Thailand business is facing many problems. Some organizations have to quit their businesses. In order to get profit and stand longer in today's business, some organizations have to adjust or adapt their organized structure, others have to reduce a number of their employees or develop their business structure.

Hotel business is a service business in which workers play a very important part. Therefore, it is essential for hotel organization to study and understand how job satisfaction can improve their workers' responsibilities and their works to be efficient and effective.

The objectives of this project are: (1) To study which factors have more influence on the front office employees' responsibilities. (2) To study a possible relationship between the level of job satisfaction factors and personal background factors. (3) To present the information about job satisfaction of employees to employers.

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# **I. INTRODUCTION**

## **1.1 Background of the Study**

Nowadays, Thailand business is facing many problems. Some organizations have to quit their businesses. In order to get profit and stand longer in today's business, some organizations have to adjust or adapt their organizational structure, others have to reduce a number of their employees or develop their business structure.

Work motivation is one strategy used as the force which drives a worker to perform well. Industrial psychologists generally define work motivation as the tool that can improve workers.

Responsibilities, Abilities and skills determine whether a worker will perform properly. Although to test the relationship between motivation and performance is difficult, researchers generally agree that increasing worker motivation results in increasing job performance and responsibilities.

Work motivation strategy will be effective if it can satisfy worker's needs and want. So job satisfaction is the factor that every organization should study and understand well. Job satisfaction refers to the positive and negative feeling and attitudes we hold about our jobs. It depends on many work-related factors; from where we have to park to the sense of fulfillment we get from daily tasks. Personal factors can also influence job satisfaction. They include age, health, length of job experience, emotional stability, social status, leisure activities, and other social relationship.

Hotel business is a service business in which workers play a very important part. Therefore, it is essential for the hotel organization to study and understand how job satisfaction can improve their workers' responsibilities and their works to be efficient and effective.

## **1.2 Objective of the Project**

- (1) To study which factors have more influence on the Front office employees' responsibilities.
- (2) To study a possible relationship between the level of job satisfaction factors and personal background factors.
- (3) To present the information about job satisfaction of employees to employers, so that they will improve their works to be efficient and effective.

## **1.3 Scope of the Project**

In the survey on attitudes towards Job satisfaction of front office employees of the D'MA Pavilion Hotel, the related information is as follows:

- (1) The personal background factors of each employee  
In this study, we will focus on
  - (a) Personal Information: Sex, age, educational background, marital status.
- (2) General and non-financial factors.
  - (a) Attitude or feeling towards work
  - (b) Salary and benefit
  - (c) Growth/ promotion
  - (d) The relationship among co-workers
  - (e) The working conditions (working hours, workplace, vacation, overtime)
  - (f) The security of work
- (3) Working responsibility

#### 1.4 The Definitions

- (1) “Employees” means the front office employees of D’MA Pavilion Hotels
- (2) “Front office department”, in this research, means the front office department at D’MA Pavilion Hotel. It is the department of which staffs to only receive clients who come to stay in the hotel and use facilities concerning accommodation, (It does not include staffs who work for the food and beverage department). All staffs must report to “Front Office Manager”. This research has grouped the main sections in the front office department to in 3 categories which are
  - (a) Guest Service Agent: Reception, Front Cashier, Operator, Business Center, Reservation.
  - (b) Concierge, Bell Boy & Doorman
  - (c) Others
    - (1) “Work experience” means the employees’ former career before taking the job at D’MA Pavilion Hotel.
    - (2) “Job satisfaction” is an individual’s general attitude towards work. The most important factors related to job satisfaction are:
      - (3) Attitude or feeling towards work
      - (4) Salary and benefit
        - (a) “Salary” means the employees’ money received from the employer after doing the job.
        - (b) “Benefit” means other incentives besides salary, such as, pension, medical insurance, annual leave, paid vacation and so on.



- (c) “Growth and promotion” means the employees’ opportunity to upgrade their status by being given higher positions and more responsibilities.
- (d) “The relationship among colleagues” means the acceptance, assistance and friendliness among co-workers.
- (e) “The working conditions” means working hours, workplace, vacation and overtime.
- (f) “The security of work” means stability in the job.

### **1.5 Deliverables**

- (1) Identify a possible relationship between the level of job satisfaction factors and personal background factors.
- (2) Improve the quality of work.
- (3) Provide the information about job satisfaction of front office employees to the employers so that the employers can help improve their works to be efficient and effective.

## **II. LITERATURE REVIEW**

### **2.1 Job Satisfaction: A Measure of the Quality of Working Life**

Job satisfaction refers to the positive and negative feeling and attitudes we have about our jobs. It depends on many work-related factors, ranging from where we have to park to the sense of fulfillment we get from our daily tasks. Personal factors can also influence job satisfaction. These factors include age, health, length of job experience, emotional stability, social status, leisure activities, and family and other social relationships. How the employees' motivations and aspirations are satisfied by their work also affect their attitude towards their jobs.

For some employees, job satisfaction is a stable and enduring characteristics, independent from the features of the job. Changes in job status, pay, working conditions, and goals have little effect on the job satisfaction of these people. Their personal tendency towards happiness (satisfaction) or unhappiness (dissatisfaction) varies little over time and circumstances.

I/O psychologists have suggested, on the basis of the researches conducted on twins, that attitude towards work and its outcomes may be influenced more by our genetic endowment than by features of our work environment. Various Researches indicate that around 30 to 40% of job satisfaction may be related to genetic factors (Arvey, Bouchard, Segal, & Abraham 1989; Bouchard, Arvey, Keller, and Segal 1992; Keller, Bouchard, Arvey, Segal, & Dawis 1992). However, the notion of an inherited predisposition towards job satisfaction or dissatisfaction has drawn criticism. Additional researches have been needed before the issue is resolved (Cropanzano & James 1990; Newton & Keenan 1991). For example, a study in Sweden involving 540 pairs of twins,

some were reared together and others were reared apart, failed to find a significant genetic influence on job satisfaction (Hershberger, Lichtenstein, & Knox 1994).

Related researches suggest that different satisfaction patterns, involving both work-related and personal attitudes, may characterize different people. A study of 390 male college graduates, tested after they had held full-time jobs for 5 or 6 years, suggested that some people are generally more satisfied with life. They score high on both work and non-work satisfaction (Shaffer 1987).

A number of studies have confirmed that job satisfaction is related to satisfaction with all aspects of life. People who have positive attitudes towards their works are likely to have positive feeling about their personal and work lives. Data from the national surveys of middle-aged black men, black women, white men, and white women showed that, for all four groups, job satisfaction was positively related to life satisfaction (Crohan, Antonucci, Adelman, & Coleman 1989).

It is generally accepted that job satisfaction and life satisfaction are positively interrelated, but which one causes the other? Or are both influenced by some third factor? High job satisfaction is a hallmark of well-managed organizations. Low job satisfaction is often the cause of wildcat strikes, work downs slow, absenteeism, and employees' turnover. It may also result in grievances, low performance, poor product quality, employee theft, disciplinary problems, and a variety of other organizational problems.

A survey of corporate managers reveals that 65% of correspondents said: workers' views become worse in five years. Managers see less interest in extra hours, job dedication, attendance, and punctuality. Improving job satisfaction may lead to better relationship among colleagues and organizational performance.

**Absenteeism:** Over the years, it has been stated that employees with low job satisfaction are absent more often than employees with high job satisfaction. Many recent studies support this statement, but not strongly. All we can conclude for certain is that job satisfaction tends to be associated with less absenteeism, especially when employees have some control over absences, that is, when they are not really sick or injured. Absenteeism cost is very high. For example, at General Motors (GM) absenteeism is 5 percent. This means 25,000 employees are absent from work each day. This results in 50 million lost working hours each year at an annual cost of around \$1 billion. GM is not the only organization with absenteeism problems. Wells Fargo, Johnson & Johnson, and DWG Corp. have all taken action to combat this problem. A Carnegie-Mellon University study reveals that absenteeism can contribute to more job accidents.

**Employee Turnover:** Turnover is the rate of employees' leaving the organization. Virtually, every turnover process gives a central role to job satisfaction. Although many other factors are involved in the decision to leave an organization, dissatisfaction is the major one. Recruiting, selecting and training new employees often costs thousands of dollars. The higher the turnover rate is, the more the company's expense will be. For example, the electronic industry has a 35 percent annual turnover rate, that is, 35 out of every 100 employees leave their organization each year. Job satisfaction can contribute substantially to the effectiveness of an organization. It can make productive output in terms of high quantity and quality of products and services, It can lower absenteeism and turnover rate as well.

## **2.2 The Nature and Determinants of Job Satisfaction**

Job satisfaction is measured on a continuum from low to high. It will be of a single employee of a group, a department, or of an entire organization. Notice that our



definition of job satisfaction is an overall attitude toward work. In general people have both positive and negative attitudes towards their works. For example, they may enjoy doing their work but are not happy about their salary.

### The Nature of Job Satisfaction

When employees are hired, they come to the organization with a set of desires, needs, and past experiences, which become their job expectations. If their expectations are met, they will generally have high levels of job satisfaction. If their expectations are not met, their level of job satisfaction may be low.

Job satisfaction is a part of life satisfaction since it is the total person who comes to work. Our off-the-job lives affect our job satisfaction and, in return, our job satisfaction also affect our life satisfaction.

### Determinants of Job Satisfaction

There are varieties of determinants of job satisfaction. Each of these determinants is of great importance to some people, and of little importance to others. In this study, we will discuss the satisfaction with (1) the work itself, (2) the pay, (3) the growth and upward mobility, (4) the supervision, (5) the co-workers, and (6) the attitude towards work in general.

- (1) **Satisfaction with the work itself:** Whether a person enjoys performing the work itself has a major effect on the overall job satisfaction. People who view their jobs as boring, dull and unchallenging tend to have the low levels of job satisfaction. Often, people take up jobs without realizing what the job entails and so end up leaving after a short period of time. To prevent this situation many organizations give prospective employees realistic job previews to be sure that they understand what they are expected to do.

Studies have shown that employees who are given realistic job previews stay on the job longer than those without such a preview.

- (2) **Satisfaction with the pay:** An employee's contentment with the pay affects the overall job satisfaction. Employees who are not satisfied with their pay may not perform to their full potential. Some employees who are dissatisfied with their pay take advantages of the organizational resources: they see it as a morally justifiable supplement to their wages. Larcenous employees are generally dissatisfied with their job. The employees' perception of equitable pay is what counts. In reality, a dissatisfied employee may be overpaid for his job compared to employees in other jobs and organizations.
- (3) **Satisfaction with the growth and upward mobility:** Whether a person is satisfied with the personal or company growth and potential for upward mobility may affect his job satisfaction. Many, but not all, people want to be challenged and to learn new things. They want to be promoted to the higher level jobs, either in technical or managerial fields. Those who want to get ahead in any organization may not be satisfied if there is no room for growth and promotion.
- (4) **Satisfaction with the supervision:** Whether a person is satisfied with the received supervision affects his overall job satisfaction. Employees who feel that their bosses do not provide the needed directions get frustrated and dissatisfied with their works. Employees who feel that their bosses exercise too much control over their jobs also feel dissatisfied. The personal relationship between the bosses and employees also affects the job satisfaction.

- (5) **Satisfaction with the Co-workers:** Whether a person is happy with their co-workers affects his overall job satisfaction. Employees who like their co-workers often have higher levels of job satisfaction than those who dislike their co-workers.
- (6) **The attitudes towards work:** The first five determinants are all external to the individual. Our attitudes towards work in general, however, is internal. Some people feel that their work are fun and interesting, while others do not. Some people have been satisfied with many different duties, while others have remained dissatisfied in numerous work situations. People with positive attitudes towards work tend to have higher levels of job satisfaction. People differ in the way they prioritize these different determinants of job satisfaction. A person can be highly satisfied in some areas and dissatisfied in others. Still, he confirms his overall job satisfaction

### **2.3 How the Job Satisfaction Affects Workers' Performance**

Researchers have had difficulties in determining the relationship between job satisfaction and workers' performance. Until the early 1950s, it was generally assumed that "a happy worker is a productive worker." Therefore, many organizations tried to increase job satisfaction with the purpose of increasing the organizational performance. However, by the mid-1950s, a number of research studies failed to establish a clear link between the satisfaction and the performance. Since then, researchers have gradually returned to a viewpoint resembling the original one: linking productivity with job satisfaction.

Indeed, basing on all the recent studies of the relationship between job satisfaction and workers' performance we find that a positive correlation does exist when we

consider a general work situation, However, there are, some people who are very satisfied with their jobs, yet are poor worker. Some people are dissatisfied with their jobs but are good employees. Nevertheless, the possible positive relevance is there.

When job satisfaction and workers' performance are positively related, it is often difficult to discern which variables are affecting the others. This is because the relationship is complex and many variables exist. Some people contend that performance is the cause of job satisfaction. People who perform well are satisfied with their jobs because they do well. People who could not perform to their best are dissatisfied because they are not doing well on the job. The internal determinant results in higher levels of job satisfaction than the external. It is suggested that personality or locus of control causes the relationship between the satisfaction and the performance, Still others argue that it is perceived equity which governs the relationship. According to this viewpoint, employees are satisfied when they feel that their rewards are equal to their effort on the job.

We can conclude that there is no clear relationship between job satisfaction and workers' performance. People who are satisfied with their jobs may or may not be productive. In any case, to strengthen the organization, one should strive to attain job satisfaction and help others develop positive attitudes towards the job as well.

#### **2.4 Personal Characteristics and Job Satisfaction**

Many features of the job and the environment of the workplace affect job satisfaction. By redesigning the job features and the work environment, it is possible for the management team to raise the job satisfaction and productivity. The job features should be adjusted to maximize opportunities to satisfy the needs for achievement, self-



actualization, personal growth and development. The job characteristics should also be redesigned to enhance the motivator needs. Doing so can increase job satisfaction.

Personal characteristics which can influence job satisfaction include, age, sex, race, intelligence, skills, and job experiences. Although these factors cannot be altered they can be used to predict the satisfaction among various groups of workers.

**Age:** In general, job satisfaction increases with age; the lowest job satisfaction is reported by the youngest workers. This relationship holds for both blue-collar and white-collar employees and for both men and women employees. Many young people are disappointed with their first jobs because they fail to find any challenges and sufficient responsibilities. Why does job satisfaction tend to increase with age when our reaction to our first jobs is often disappointment? The followings are three possible explanation:

- (1) The most strongly dissatisfied young workers may drop out of the work force or change jobs so frequently in their search for satisfaction that they are no longer counted in surveys. This means that the older the sample of employees are studied, the fewer dissatisfied people are likely to be included.
- (2) A sense of resignation may set in, as employees grow older. They may give up looking for fulfillment or challenges in their work and seek these satisfactions elsewhere. Therefore, they may tend to report less dissatisfaction with their jobs.
- (3) Many older workers have greater opportunities to find fulfillment and self-actualization on the jobs. Age and experiences usually bring increasing confidence, competence, esteem, and responsibilities, leading, in turn, to a greater sense of accomplishment. In other words, older workers are more likely to have better position than younger workers do.

Gender: The research evidence about possible differences in job satisfaction between men and women employees is inconsistent and contradictory. Even when differences in work values and job satisfaction have been shown, there is the disagreement about the causes. A large-scale questionnaire study of over 6,000 employees in nine Western European countries found no clear pattern of differences between males and females in their job satisfaction (de Vaus & McAllister 1991). Other studies have shown that the sources of the job satisfaction of women who voluntarily choose their career in the business world are different from those of women who are forced to enter the work force to support their families.

It may not be the issued, gender, as such, that is related to job satisfaction as much as the group of factors that vary with sexes. For example, women are typically paid less than men for the same work and their opportunities for promotion are fewer. Most women employees believe that they have to work harder and be more outstanding on the job than men employees in order to receive comparable rewards. Obviously, such factors influence job satisfaction.

Race: In general, more white than nonwhite employees report the satisfaction with their jobs. However, before a person has a sense of job satisfaction, he or she must have a job. Although there is a large, thriving middle class among blacks and ethnic minority employees, a large number of these people who want to work are unemployed, are employed irregularly, or too discouraged to seek employment. Some of those who have full-time jobs are confined to the low-level ones, which offer marginal pay and little opportunity for advancement or fulfillment. Thus, the primary concern for many workers is not the job satisfaction but rather a job that pays decent wage.

**Cognitive Ability:** Cognitive ability does not appear to be a significant determinant of job satisfaction, but it may be important when considered in relations to the type of work. People who are too intelligent for their work may find insufficient challenges, which leads to boredom and dissatisfaction. On the other hand, people in jobs that require a higher level of intelligence than they have may become frustrated because they are unable to meet the job's demand.

One factor which is sometimes related to intelligence is the level of education. Some studies have shown that education has a slightly negative relationship to job satisfaction; the higher the level of formal education an employee has, the more likely he is to be dissatisfied with his job. One explanation is that better-educated people have higher expectations. They, therefore, believe that their work should provide greater fulfillment and responsibility. Most jobs do not meet these expectations. However, employees with the college degrees are somewhat more satisfied with their jobs than those who attended colleges but did not graduate. This finding may be related to the fact that many higher-level positions are open only to college graduates. It may also be related to the general dissatisfaction with life of people who did not finish their degrees.

**Job Experience:** During the initial stage of employment, new workers tend to be satisfied with their jobs. This period involves the stimulation and challenges of developing skills and abilities. The work may seem attractive just because it is new. However, this early satisfaction wanes unless employees receive evidence of progress and growth. After a few years on the job, discouragement is common, often being brought on by the feeling that advancement in the company is too slow. Job satisfaction appears to increase after a number of years of experience and to improve steadily thereafter. The relationship between job satisfaction and the length of work experience

parallels the relationship with age. They may be the same phenomenon under different labels.

**Use of Skills:** A common complaint, particularly among college graduates in engineering and science, is that their jobs do not allow them to exercise their skills or apply the knowledge acquired during their college trainings. Surveys of engineers show high dissatisfaction with job facets such as pay, working conditions, supervisors, and opportunities for promotion (Rynes, Tolbert, & Strausser 1998). Other studies show that people are happier at work if they have the chance to use the abilities they believe they possess.

**Job Congruence:** Another study investigated the relationship between job satisfaction and Job congruence. Those with the highest congruence - that is, the best match between their abilities and job demands - had aspired to their present jobs early in college and had majored in a field leading directly to the job. Thus, they were using skills acquired and developed in college. They were more satisfied with income, fringe benefits, and promotion opportunities than employees with low congruence. Those with the lowest congruence-that is, the poorest fit between their abilities and their jobs-had not aspired to their present job while in college, nor had they majored in a field leading to that job (Elton & Smart 1998).

The researchers found that agreement about organizational goals (goal congruence), such as increasing students' basic skills or upgrading physical resources, was positively related to job satisfaction and negatively related to intention to quit (Vancouver & Schmitt 1991).

**Personality:** Researches suggest that employees who are more satisfied with their work are better adjusted and more emotionally stable. Although the relationship seems clear,



the cause-and-effect sequence is not. Which comes first, emotional stability can cause discontent in every sphere of life, and prolonged job dissatisfaction can lead to poor emotional adjustment.

Two personality factors related to job satisfaction are alienation and locus of control. Employees who feel less alienated and who have an internal locus of control are more likely to have high job satisfaction, job involvement, and organizational commitment (King, Murray, & Atkinson 1982; Stout, Slocum, & Cron 1987).

A study of 117 life insurance salespersons in South Africa identified two dimensions of the Type A personality that are related to job satisfaction. Achievement striving (the extent to which people work hard and take their work seriously) was positively related to job satisfaction and high job performance. The factor of impatience/irritability (intolerance, anger, hostility, and a sense of time urgency) was negatively related to job satisfaction. The higher the impatience scores, the lower the job satisfaction does (Bluen, Barling, & Burns 1990).

Occupational Level: The higher the occupational status or level of a job an employee holds, the higher job satisfaction he has. Executives express more positive job attitudes and feeling than do first-line supervisors do, who, in turn, are usually more satisfied with their job than their subordinates. The higher the job level is, the greater the opportunity for the satisfaction of motivator needs, the autonomy, challenge, and responsibility of the work is. Satisfaction of Maslow's esteem and self-actualization needs also increase with each level in the organizational hierarchy.

Job satisfaction also varies with job categories. High job satisfaction scores have been found among entrepreneurs (self-employed persons) and employees in technical, professional, and managerial jobs.

## 2.5 Hoppock's the Composite Theory

Hoppock (Hoppock 1976) developed "The Composite Theory" from many concepts of several theories. His theory suggests 10 principles for career decisions as follows.

- (1) Occupations are chosen to serve the needs
- (2) The occupation that we choose is the best one, which we believe will meet the needs that concern us, the most.
- (3) Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us to certain directions. In either case, they may influence our choices.
- (4) Career development begins when we first become aware that the occupation can help us meet our needs.
- (5) Career development progresses and the occupational choice improves as we become better into anticipating how well a prospective occupation will meet our needs. Our capacity to anticipate depends upon our knowledge of ourselves, our knowledge of occupations and our ability to think clearly.
- (6) Information about ourselves affects occupational choice by helping us to recognize what we want and what we have to offer in exchange.
- (7) Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, what these occupations can offer us, and what they will demand of us.
- (8) Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

- (9) Satisfaction can result from a job that meets our needs today, or from a job that promises our needs in the future, or from a job that we think will help us get the job we want.
- (10) Occupational choice is always subject to change when we believe that a change will meet our needs better.

Hoppock's theory expresses that most human action is caused by feeling, by our desire to be more comfortable or less uncomfortable, more satisfied or less frustrated, in short, to feel better than we do. Human action is affected by intellect only after feeling has indicated what kind of action is desirable. Human action is influenced by intellect only to the extent that it can convince us that a particular kind of action will improve or relieve our feeling tone. Intellect gives directions to our action when factual information or logical reasoning indicates that one course of action is more likely than another to bring us the satisfaction we seek.

## **2.6 Informal Theories of Motivation**

Just as we have a need to make sense very quickly of the individual personalities we encounter and to make some decisions on what they're really like, Likewise we do need to make sense of the motivations for their behavior – why they did what they did. Three different types of informal theories have been discovered, each is based on a particular view of human nature. Two of these theories-Theory X and Theory Y-have been suggested, to describe the different assumptions of managers by a psychologist of the Neo-Human Relations school, Douglas McGregor (McGregor 1960), using the work of Abraham Maslow among others. The third, the theory of Social Assumptions, has been put forward by an organizational theorist Edgar Schein. This theory is based on the

Hawthorne Studies, later human relations-oriented works by Elton Mayo and others (Schein 1988).

#### Theory X

- (1) People are inherently lazy so they must be motivated by external incentives
- (2) They will pursue their own goals, which run counter to those of the organizations, so they need external controls to keep them in line
- (3) They are quite irrational and incapable of self-discipline or self-control
- (4) The rare individuals who are rational, controlled, and self-motivated will, therefore have to manage all the others.

#### Theory Y

- (1) People seek meaning and a sense of accomplishment and want to exercise autonomy and be independent in their work
- (2) As they are basically controlled and self-motivated, they will find external incentives and controls meaningless
- (3) If they are only given the chance to do so, they will come to regard the organizations' goals as their own.

#### Social Assumptions

- (1) Human behavior is primarily motivated by social needs
- (2) A sense of individual identity comes from interpersonal relationship
- (3) Much of the intrinsic meaning of work is lost through industrialization so meaning is sought in social relationships at work and the forming of peer groups
- (4) People are often more responsive to peer group forces than external financial incentives or attempts to control their behavior by the management team.

## 2.7 Theories of Motivation

Industrial/ Organization (I/O) psychologists have proposed various theories to explain motivation – why people behave the way they do on the job. Some theories emphasize the impact of factors in the workplace. Others focus on personal characteristics of the employees. These theories have inspired a many of researches and have spawned a number of techniques to modify work behavior.

Here, we discuss here two types of motivation theories: content theories and process theories.

- (1) Content theories: focus on the importance and the challenges, of the work itself growth opportunities, and responsibilities on the job of employees. Thus, these theories deal with the content of motivation, that is, with the specific needs that motivate and direct human behavior.
- (2) Process theories: do not focus directly on the work but rather deal with the cognitive processes we use in making decisions and choices about our work.

### Content Theories of Motivation

We discuss five content theories, namely, achievement motivation, needs hierarchy, ERG, motivator-hygiene (two-factor), and job-characteristics.

#### (1) The Achievement Motivation Theory

We describe the need for achievement, or achievement motivation, as a characteristic of successful executives. This desire to accomplish something, to do a good job, and to be the best characterizes many people, not only business leaders. People who have a high need for achievement get great satisfaction from working to accomplish some goals and they are motivated to excel in whatever they undertake.



Since the early 1950s, achievement motivation theory has been studied intensively by David McClelland and his colleagues (Atkinson & Feather 1966; McClelland, Atkinson, Clark, & Lowell 1953). Their research were conducted in several countries. It shows that successful business managers consistently display a high need to be successful. For example, in Poland, which was then a Communist country, the level of concern for achievement was almost as high as that in the United States. McClelland demonstrates that the economic growth of the organizations and of whole societies can be related to the level of the need for achievement among employees and citizens (McClelland 1961).

McClelland's research identifies three major characteristics of people who have a high need to excel. They are:

- (a) They prefer a working environment in which they are able to assume responsibility for solving problems.
- (b) They tend to take calculated risks and to set moderate, attainable goals.
- (c) They need continual recognition and feedback about their progress so that they know how well they are doing.

Studies find a high positive correlation between the achievement motivation scores of executives and the financial success of their companies. Researches also show that the managers who have a high need of success have more respect for their subordinates. They are more receptive to new ideas and are more willing to participate in management programs than the managers who have a low need of success. Later research findings indicate that the need for achievement is positively related to subsequent promotions

among middle and upper level managers. Moreover, both men and women entrepreneurs have been found to score significantly higher in the need to achieve than men and women employees who are not entrepreneurs (Langan-Fox & Roth 1995; McClelland 1987).

(2) Needs Hierarchy Theory

Abraham Maslow, a founder of humanistic psychology, developed the needs hierarchy theory of motivation in which human needs are arranged in a hierarchy of importance (Maslow 1970). According to Maslow, people always want what they do not have yet. Consequently, the needs that we have already fulfilled no longer provide any motivation for our behavior thus, new needs must come up. Once we have satisfied our lower-level needs, we can pay attention to higher-level needs. The needs, from lowest to highest, are as follows:

- (a) Physiological needs: the basic human needs, including food, air, shelter, water, and sleep, and the drives for sex and activity. In our case, an individual who does not have a job, is homeless, and is on the verge of starvation will be satisfied with any job as long as it provides these basic needs for him.
- (b) Safety needs: after basic physiological needs have been met, a job that merely provides food and shelter will no longer be satisfying. An employee then will become concerned with his safety needs. That is, he may work in an unsafe coal mine to earn enough money to ensure his family's survival, but once his family has food and shelter, he will

remain satisfied with his job only if the workplace is safe. It is the need for psychological security and stability.

- (c) Social needs: (the sense of belonging and the need for love) once the first two levels of needs have been met, an employee will remain satisfied with his job only when his social needs have been met. Social needs involve working with others, developing friendships, and feeling needed. Organizations attempt to satisfy their employees' social needs in a variety of ways. Company cafeterias provide workers the place and opportunity to socialize with employees. Company picnics allow families to meet one another and company sports programs such as bowling competitions and softball games provide opportunities for employees to play together in a neutral environment.

It is important that an organization should make a conscious effort to satisfy these social needs when the job itself does not encourage any social activity. For example, with such jobs as a janitor or night watchman, the employee will encounter very few people while working. Thus, the chance of making new friends is rare.

- (d) Self-esteem needs: when social needs have been satisfied, the employee will next concentrate on meeting his ego needs. These are the needs for self-esteem, esteem, admiration (Ego needs can be satisfied in many ways) and respect from other people. They are the needs for recognition and success. The organization can help its employees achieving their needs through praise, awards, promotions, the increase of salary, and publicity. Moreover, some organizations use

furniture to help satisfy ego needs, the higher the employee's position is, the better his office furniture is.

- (e) Self-actualization needs: even when an employee has friends, has earned awards and is making relatively high salary, he may not feel complete satisfaction with his job. Because his self-actualization needs might not have been satisfied yet. They are the need for self-fulfillment, for suching one's full potential and for realizing one's capabilities. These needs are the fifth and final level of Maslow's needs hierarchy theory. Self-actualization might be best defined by the U.S. Army's recruiting slogan: "Be all that you can be." Any employee striving for self-actualization wants to reach his potential in every task. Thus, an employee who has worked with the same machine for 20 years may become dissatisfied with her job. She has accomplished all that can be accomplished with that particular machine and is now searching for a new challenge. If none is available, she may become dissatisfied.



Figure 2.1. Maslow's Hierarchy of Needs.

#### Motivating with Needs Hierarchy

Based on Maslow's work, we conclude that the major recommendation to managers is to meet employees' lower level needs so that they will not block the employees' motivational process. Managers should get to know and understand people's needs and supply them as a means to increase performance.

#### Evaluation of Maslow's Theory



Although Maslow's needs theory makes good intuitive sense and is popular with managers and marketing analysts, other researches has generally not supported it (Wahba & Bridwell 1976). Probably, the biggest problem with this theory is the number of levels. Although Maslow believed there are five needs levels, researches failed to support that and suggested instead that there may be only two or three levels (Aldefer 1972; Lawler & Suttle 1972; Mitchell & Mougill 1976).

The second problem with the theory is that some people do not progress according to the hierarchy as Maslow suggested they do. That is, most people move up from the basic biological needs level to safety needs to social needs and so on. Some people, however, have been known to skip levels. For example, Evel Knievil obviously skipped the safety needs level and went straight to his ego needs. Thus, when exceptions to the hierarchical structure occur, the theory loses its ground.

The other problem is that the theory predicted that once the needs at one level are satisfied, the next needs level should become most important. The research, however, showed that this does not necessarily happens (Salancik & Pfeffer 1977).

Even if Maslow's theory has not been supported by researches, it still may be useful. Some of the theory's specific assertions may not be true, but they still provide guidelines for organizations to follow in order to increase job satisfaction. Providing recognition, life enrichment, and a safe workplace do increase employees' satisfaction. The validity of these suggestions is

probably why Maslow's theory is still widely used by industrial psychologists even though it is not popular with scholars and researchers.

### (3) ERG Theory

Related to Maslow's needs hierarchy theory is the ERG theory of work motivation developed by Clayton Alderfer. He proposed three basic needs: Existence needs, Relatedness needs and Growth needs. These needs cover the needs proposed by Maslow and they can be satisfied within the working environment (Alderfer 1972).

- (a) Existence needs: the lowest level of needs, concern with physical survival. They include the needs for food, water, shelter, and physical safety. Companies can satisfy these needs through pay, fringe benefits, a safe working environment, and job security.
- (b) Relatedness needs: involve interactions with other people and the satisfaction which are brought by such social relationships in terms of emotional support, respect, recognition, and the sense of belonging. The relatedness needs can be satisfied on the job by interactions among co-workers and mentors and off the job by that among family and friends.
- (c) Growth needs: focus on the self, such as the need for personal growth and for development. These needs can be satisfied by using our skills and abilities to the fullest. Growth needs include Maslow's self-esteem and self-actualization needs. A job can satisfy the growth needs if it involves challenge, autonomy, and creativity.

The ERG needs are not arranged in a hierarchy; all of the needs can influence people at the same time. Therefore, satisfaction of one set of needs does not automatically lead to the emergence of higher needs. However, the frustration on the relatedness or growth needs can lead to a reversion to the existence needs. Whereas Maslow believed that a person perseveres to satisfy a need, Alderfer suggested that a person gives up on that need and redirects his attention on a more basic need. For example, if employees cannot find emotional support or recognition of the job (the relatedness need), they may demand higher pay or better health care coverage (existence needs) as compensation in return.

Maslow suggested that once a need is satisfied, it no longer motivates the individual. On the contrary, Alderfer said that satisfying a need may increase its strength. For example, if a job provides a great deal of challenges and creativity, the growth needs might become stronger, leading the employee to seek greater challenges. The ERG theory has an intuitive appeal and is more directly applicable to employee motivation than the needs hierarchy theory. The ERG theory also has the greater empirical support (see, for example, Rauschenberger, Schmitt, & Hunter 1980; Wanous & Zwany 1977).

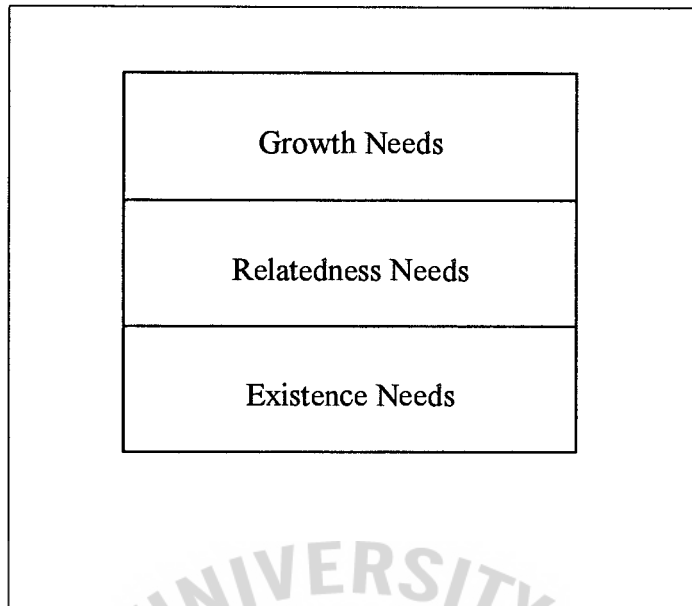


Figure 2.2. ERG Theory Dimensions.

(4) Motivator-Hygiene (Two-factor) Theory

The motivator-hygiene, or two-factor, theory, which concerns both motivation and job satisfaction, was proposed by Frederick Herzberg. The theory has stimulated a number of researches although the research results are not consistently supportive. The scientific validity of the theory is low, yet it has led to the redesigning of many jobs (Herzberg 1966, 1974). Two-factor theory is Herzberg's classification of needs as hygiene and motivators. Before we discuss Herzberg's theory, complete Self-Learning Exercise.

According to Herzberg, there are two sets of needs: the motivator needs, which produce job satisfaction, and the hygiene needs, which produce job dissatisfaction.

- (a) The motivator needs (the higher needs, esteem and self-actualization) motivate employees to high job performance. Motivator needs are

internal to the work itself. They include the nature or content of the job tasks and the employees' level of responsibilities, of achievement, of recognition, of advancement, and of career development and growth. The motivator needs are similar to Maslow's self-actualization needs and Alderfer's growth needs. They can be satisfied by stimulative, challenging, and absorb work. When any job provide such conditions, it results in employees' job satisfaction. However, when these conditions are not offered, the result is not necessarily job dissatisfaction.



- (b) Job dissatisfaction is produced by the hygiene needs (the lower level needs). The term hygiene relates to the promotion and maintenance of health. Hygiene needs are external to the tasks of a particular job and involve features of the working environment, such as the company policies and administration, supervision, interpersonal relations, working conditions, salary and benefits. When the hygiene needs are not supplied, the result is job dissatisfaction. However, when the hygiene needs are satisfied, it does not necessarily lead to job satisfaction, rather, it brings merely an absence of dissatisfaction. The



hygiene needs are similar to Maslow's physiological, safety, and sense of belonging needs. Both Maslow and Herzberg insisted that these lower level needs should be satisfied before a person can be motivated by higher needs.

### Hygienes

(the environment)

Dissatisfaction ————— No dissatisfaction

Pay, Job security, Working conditions, Fringe benefits,

Policies and Administration, Supervision, Relationships

Herzberg contended that supplying hygiene needs keeps people from being dissatisfied but it does not motivate people. For example, some people are dissatisfied with their pay. When they get a raise, they will no longer be dissatisfied. They may even be satisfied for a short period of time. However, before long, they get accustomed to the new standard of living and no longer are satisfied. Would they increase their level of productivity, after they got a pay raise, and maintain it until the next pay raise?

To motivate, Herzberg said, the organizations must first make sure that hygiene factors are adequate. Once employees are satisfied with their environment, they can be motivated in their jobs. However, Herzberg's theory has been refuted, as well as supported in academic articles.

Table 2.1. Examples from Herzberg's Two-factor Theory.

| Hygiene Factors    | Motivators       |
|--------------------|------------------|
| Pay                | Responsibilities |
| Security           | Growth           |
| Co-workers         | Challenges       |
| Working Conditions | Stimulation      |
| Company policies   | Independence     |
| Work schedule      | Varieties        |
| Supervisors        | Achievement      |
|                    | Control          |
|                    | Interesting work |

Herzberg's theory emphasizes on the importance of internal job factors as motivating forces for employees. If the motivator needs stimulate employees to perform at their best and to foster a positive attitude towards the job, then why not redesign the job to maximize opportunities to satisfy motivator needs? This effort, called job enrichment, adjust the job to give employees the greater roles in planning, performing, and evaluating their work. Such adjustment provides opportunities to satisfy the motivator needs. Herzberg suggested the following ways to enrich the job:

- (a) Remove some management controls over employees and increase their accountability and responsibilities for their work, thus increasing employee autonomy, authority, and freedom.
- (b) Create complete or natural work units where possible; for example, allow employees to produce a whole unit instead of one component of that unit. This policy increases the likeliness that employees will regard their work as meaningful in the total process.
- (c) Provide regular and continuous feedback on productivity and job performance for employees directly instead of through their supervisors.
- (d) Encourage employees to take up new and challenging tasks and to become experts in a particular task or operation.

All these suggestions have the goals of increasing personal growth, fulfilling the needs for achievement and responsibility, and providing recognition. Proper job enrichment, therefore, involves more than simply giving the workers more tasks to perform. Rather, it means promoting the level knowledge needed to perform the job. This was demonstrated in a 2-year study of 445 clerical employees in a financial services firm (Campion & McClelland 1993). Simply enlarging the tasks had negative consequences, such as decreasing job satisfaction and efficiency as well as increasing errors. In contrast, promoting the knowledge needed to perform the job resulted in increasing job satisfaction and efficiency and fewer errors in job performance. Enhancing the mental requirements for the job, therefore, increases the

worker's level of responsibilities and challenges, which may, in turn lead to the fulfillment of Herzberg's motivator needs.

Table 2.2. Comparison of the Herzberg, Maslow, and ERG Theories.

| Maslow             | ERG         | Herzberg        |
|--------------------|-------------|-----------------|
| Self-actualization | Growth      | Motivators      |
| Ego                |             | Hygiene factors |
| Social             | Relatedness |                 |
| Safety             | Existence   |                 |
| Physical           |             |                 |

(5) Job-characteristics Theory

The job-characteristics theory, developed by J. Richard Hackman and G. R. Oldham, grew out of researches on objective measures of job characteristics which would correlate with employee satisfaction and attendance (Hackman & Oldham 1976,1980). Evidence suggests that certain characteristics can influence behavior and attitudes at work, but these characteristics do not affect all employees in the same way. The research points to individual differences in the need for growth. People with a high growth need were found to be more affected by changes in job characteristics than people with a low growth need. Also, changes in these job characteristics do not seem to influence employees' attitudes and behavior

directly but are filtered by the employees' cognitive processes their perceptions of the changes.

The presence of positive job characteristics causes employees to experience a positive emotional state when they perform their jobs well. This condition motivates them to continue performing well, with the expectation that good performance will lead to good feeling. The strength of one's motivation to perform well depends on the strength of the need to grow and develop. The stronger the need is, the more one will value the positive emotional feeling which results from the good performance. Thus, the job-characteristics theory states that certain core job characteristics lead to the psychological conditions causing greater motivation, better performance, and higher satisfaction-if employees have a high growth need.

The core job characteristics identified by Hackman and Oldman are as follows:

- (a) Skill variety: the extent to which workers use various skills and abilities on the job. The more challenging a job is, the more meaningful it will be.
- (b) Task identity: the unity of a job-that is, whether it involves doing a whole unit of work or completing a product instead of making only parts of a product on an assembly line.
- (c) Task significance: the importance of a job to the lives and well-being of co-workers or consumers. For example, the job of aircraft mechanics affects the lives of many people in a more significant way than the job of postal clerks.



- (d) Autonomy: the amount of independence employees have in scheduling and organizing their work.
- (e) Feedback: the amount of information employees receive about the effectiveness and quality of their job performance.

Job can be redesigned to maximize these characteristics in a manner similar to that proposed earlier by Herzberg:

- (a) Combine small, specialized tasks to form larger work units; this enhances skill variety and task identity.
- (d) Arrange the tasks in natural, meaningful work units to make the worker responsible for an identifiable unit; this enhances task identity and task significance.
- (c) Give workers responsibility for direct contact with clients or end users; this enhances skill variety, autonomy, and feedback.
- (d) Give workers authority, responsibility, and control over the job tasks; this increases skill variety, task identity, task significance, and autonomy.
- (e) Arrange for workers to learn regularly how well they perform their job; this increases feedback.

Hackman developed the Job Diagnostic Survey (JDS) to measure the three major aspects of the theory: (1) employees' perceptions of the job characteristics, (2) employees' level of the need for growth, and (3) job satisfaction (Hackman 1975). The JDS is a self-report inventory consisting of short descriptive phrases about various job characteristics. Response rate how accurately each statement describes their job. A revised version, using

positively worded items only, has been found to be more valid than the original one (Corderoy & Sevastos 1993; Idaszak & Drasgow 1987).

Research suggests that the JDS provides useful information about employees' perceptions of job characteristics and that other measures are still needed for the complete assessment of the objective nature of a job. Additional job characteristics which need consideration include cognitive demand and production responsibility for dealing with such advanced technologies as computer-controlled machine tools (see, for example, Jackson, Wall, Martin, & Davids 1993; Spector & Jex 1991; Taber & Taylor 1990).

The job-characteristics theory keeps on stimulating researches. A meta-analysis of 200 studies has confirmed a positive relationship between actual and perceived job characteristics and provided support for the idea that job characteristics are related to the satisfaction and performance (Fried & Ferris 1987). However, not all the characteristics are similar in their effect. Improvements in productivity are related mostly to task identity and feedback decreasing absenteeism is related to skill variety, autonomy, and feedback. Job attitudes are related to skill variety, task significance, autonomy, and feedback. Feedback is the only characteristic associated with both job satisfaction and job performance. These results should be viewed with both job satisfaction and job performance. These results should be viewed with caution because they rely on job characteristics measures which may not be equivalent to the JDS (Fried 1991).

Another meta-analysis involved nearly 7,000 workers in 876 jobs in 56 organizations. The findings challenge some of the core dimensions in the job-characteristic theory, suggesting that task identity and feedback are legitimate but that the other three could be combined in to a single factor. The five core characteristics were found to vary with age, education, and job level and may not be applicable to all workplaces or types of workers (Fried & Ferris 1986).

Studies on job enrichment programs that followed the principles of job-characteristics theory have been more supportive. The redesigning of 11 clerical jobs for over 500 employees in a financial services company has shown that adding challenge, complexity, and responsibility to the jobs results in greater job satisfaction (Campion & McClelland 1991). A job enrichment study of 526 bank tellers found no change in workers' performance 6 months after their jobs were redesigned to be more professional and rewarding. However, the performance increased significantly when it was measured 24 and 48 months after the jobs were enriched (Griffin 1991). These findings suggest the important of relationship between the period of time and the impact of a major change in the nature and content of a job. Had the study ended after 6 months, the conclusion would have been that the job enrichment intervention had no effect on workers' performance at all.

## Process Theories of Motivation

In this study, we take a look at four process theories: valence-instrumentality-expectancy (VIE) theory, equity theory, goal-setting theory, and high performance cycle theory.

### (1) Valence-Instrumentality-Expectancy (VIE) Theory

The VIE theory, originated by Victor Vroom, asserts that people make choices based on their perceived expectancy that certain rewards will follow if they behave in a particular way (Vroom 1964). In the workplace, employees will choose to perform to some degree that results in the greatest payoff or benefit. They will be motivated to work hard if they believe that this effort leads to positive outcomes, such as, a promotion or higher pay and if those outcomes will be instrumental in leading to other desired outcomes.

The psychological value, or valence, of the reward varies with the individual. In other words, employees' perceptions of the importance of the outcomes determines its strength as a motivator. A high salary and increasing responsibility have a positive valence for many people. Dangerous working conditions have a negative valence for most people. The outcomes may not be as satisfying as we expected, but it is the level of expectancy that determines whether we will work hard to obtain those outcomes.

The three facets of the VIE theory are as follows:

- (a) First, employees must decide whether they expect certain job behaviors, such as, coming to work on time, following safe procedures, or increasing productivity-to have a high probability of leading to a particular outcome (expectancy).

Expectancy theory is Vroom's formula, which states that  $\text{motivation} = \text{expectancy} \times \text{valence}$ . In Victor Vroom's theory, motivation depends on how much people want something, and how likely they are to get it. The theory is based on the following assumptions:

- (1) Both internal (needs) and external (environment) factors affect behavior.
- (2) Behavior is the individual's decision
- (3) People have different needs, desires, and goals.
- (4) People make behavioral decisions based on their perceptions of the outcome.

There are two important variables in Vroom's formula which must be met before motivation can take place.

**Expectancy:** Expectancy refers to the person's perception of his or her ability (probability) to reach an objective. Generally, the higher one's expectancy is, the better the chance for motivation is. When employees do not believe that they can accomplish the task, they will not be motivated to try.

Equally important is the perception of the relationship between workers' performance and the outcome or reward, which increase the strength of motivation. If employees are certain to get the reward, they probably will be motivated. When not sure, employees may not be motivated. For example, Dan believes he could be a good supervisor and wants to get promoted. However, Dan has an external locus of



control and believes that hard working will not result in a promotion anyway. Therefore, he will not be motivated to work for the promotion.

- (b) Second, employees must decide whether those outcomes are valuable enough to motivate them to behave in a certain ways (valence).

Valence: Valence refers to the value a person places on the outcome or reward. Generally, the higher the value (importance) of the outcome or reward is, the better the chance of motivation is. For example, the supervisor, Jean, wants an employee, Sim, to work harder. Jean talks to Sim and tells him that hard working will result in a promotion. If Sim wants a promotion, he will probably be motivated. However, if a promotion is not something of importance to Sim, it will not motivate him.

- (c) Third, employees must determine whether that outcome will lead to other outcomes: for example, whether a good attendance record leads to a bonus (instrumentality).

Expectancy theory has an intuitive appeal to the management people because of its rational and quantifying approach (Porter and Lawler 1968). The theory has stimulated a lot of discussion and researches among psychologists, resulting in some support and a lot of criticism, pretty much along the lines of their reaction to Behaviorism in fact, from which it is not a million miles removed. That is, while the VIE theory can explain a lot of the immediate motivation behind the workplace behavior that has been studied, there is also a lot that it can't explain (Schwab, Olian-Gottlieb, and Heneman 1979).

Motivation with Expectancy Theory: expectancy theory can accurately predict a person's work effort, satisfaction level, and performance, but only if the correct values are plugged into the formula. Therefore, this theory works in certain contexts but not in others. The following conditions should be implemented to make the theory result in motivation:

- (1) Clearly define objectives and the necessary performance needed to achieve them.
- (2) Tie performance to rewards. High performance should be rewarded. When one employee works harder and produces more than other employees and is not rewarded, he or she may slow down productivity.
- (3) Make sure that rewards are of value to the employee. The supervisor should get to know his or her employees as individuals. Develop good human relations.
- (4) Make sure that your employees believe you will do as you promise. For example, if they do work hard, they must believe you will promote them. And you must do as you promise, so employees will trust you.

Equity theory also works best with employees who have the internal locus of control. Because if they believe they can control their destiny, their efforts will result in success. Expectancy theory does not work well with employees who have an external locus of control

because they do not believe in their own efforts. Believing that success is due to fate or chance doesn't motivate them to work harder.

## (2) Equity Theory

Equity theory is another example of the theory concerned with the process of motivation, in particular, the cognitive factors involved in the way an individual deals with motivational forces. The cognitive factors emphasized in this case are those that we use, it is suggested, in making social comparisons between the situations of other people and our own.

Comparing our personal situation with that of other individuals and groups is fundamental of the way we make senses of our lives (Statt 1977). Our behavior in the world of work is one aspect of that process. Equity theory is specifically concerned with our senses of fairness and justice about the way we and others are treated at work in terms of the ratios of inputs (like experience, qualifications and effort) to outcomes (like pay, promotion and status). The theory holds that we are pushed psychologically to equalize the two, that means, we perceive equality.

Other psychologists extended the equity theory, suggesting three behavioral response patterns to situations of perceived equity or inequity (Huseman, Hattfield, & Miles 1987). These three types are benevolent, equity sensitive, and entitled patterns. The level of reward received by each type affects motivation, job satisfaction, and job performance.

Benevolent persons: described as altruistic, are satisfied when they are under-rewarded compared with co-workers and feel guilty when they are equitable rewarded or over-rewarded.

Equity-sensitive persons: the type described by the equity theory, believe that everyone should be rewarded fairly. They feel distressed when under-rewarded and guilty when over-rewarded.

Entitled persons: believe that everything they receive is their due. They are satisfied only when they are over-rewarded and distressed when under-rewarded or equitably rewarded.

A study of 2,617 employees from the banking and the public utility industries confirmed that these three types varied in the importance they place on work outcomes (Miles, Hatfield, & Huseman 1994).

It seems intuitively correct to state that if we believe we are being treated fairly in comparison to others, in accordance with our expectations, then we will be motivated to maintain our level of job performance. In contrast, if we think we are being treated unfairly, then we will try to reduce that inequity.

A study that supported these assumptions involved 198 employees of a large insurance company. Because of extensive office renovations, the employees were moved to temporary office quarters for a 2-week period and randomly assigned to offices of higher, lower, or the same status as their regular offices. Status was defined in terms of the number of employees sharing an office, presence or absence of an office door, the amount of space employees sharing an office, the amount of space per employee, and the size of desks. Employees assigned to high-status offices showed improvements in job performance in terms of the number of insurance cases completed. Employees in same-status offices showed no change in job performance.

Employees assigned to low-status offices, who perceived themselves to be treated unfairly, showed a decline in job performance. The size of the change in job performance was directly related to the magnitude of the change in the office status (Greenberg 1988).

### (3) Goal-setting Theory

Developed by Edwin Locke, goal-setting theory also has a commonsense appeal and is clearly relevant to the workplace. Locke argued that our primary motivation in a work situation is defined in terms of our desire to achieve a particular goal (Locke 1968; Locke & Latham 1990b). The goal represents what we intend to do at a given time in the future. For example, we may set the goal of graduating from college with honors, that achieving the highest sales record in the company or getting a pay raise within a year so we can buy a new house.

Setting specific and challenging goals can motivate and guide our behavior, spurring us to perform in more effective ways. The research has shown that setting goals leads to better performance than not setting goals. Specific goals are more powerful motivating forces than general goals. Goals that are difficult to attain are greater motivators than goals that are easy to attain. However, difficult goals may spur greater achievement motivation toward attaining the goals at the expense of other behaviors, such as helping co-workers; this response has the potential to reduce the overall organizational effectiveness. In addition, goals that are too difficult, perhaps beyond our capabilities, are worse than having no goals in terms of their



impact on motivation and job performance (Wright, George, Farnsworth, & McMahan 1993).

An important aspect of the goal-setting theory is individual goal commitment; that is, the strength of our determination to reach our goal. That commitment is influenced by external factors, interactive factors, and internal factors (Locke, Latham, & Erez 1988). The external factors that affect goal commitment are authority, peer influence, and external rewards. The interactive factors that influence our commitment to reach our goals are competition and the opportunity to participate in setting goals. These factors have been shown to be an inducement to setting higher goals and to working harder to reach them. Internal cognitive factors that facilitate goal commitment are self-administered rewards and our expectation of success. Commitment to the goal is reduced when our expectation of achieving it declines.

Other personal and situational influences on goal commitment have been suggested. The need for achievement, endurance, aggressiveness, and competitiveness (so-called Type A behavior), success in achieving difficult goals, high self-esteem, and an internal locus of control have all been related to high goal commitment. Situation variables linked with high goal commitment include the extent to which others are aware of our goals and information about the performance of others in pursuit of the same or similar goals (Hollenbeck & Klein 1987).

Reviews of the research about the effects of goal-setting on performance, whether by Locke and his colleagues or by others, have found

a lot of support for the theory, which has been applied to groups as diverse as professors and lumberjacks (Locke and Latham 1990; Tubbs 1986; Mento, Steel, and Karren 1987). The theory seems to work best where these three conditions are present they are:

- (a) Feedback: We have noted that how crucially important feedback is to the learning process. This is a particular example of that process in which having knowledge of results provides someone with the information necessary to judge how he is doing in the pursuit of his goal. Moreover having that information may in itself help to strengthening his motivation to make further progress (Locke et al. 1981). Adding feedback like this to the setting of goals has been found to be the most effective in improving performance; more than either factor by itself and much more than using neither factor (Nemeroff and Cosentino 1979).
- (b) Setting specific goals: Setting specific goals for people is a more effective way of improving their performance than simply asking them to do their best. Having a target to aim at seems to be psychologically helpful for people.
- (c) Setting difficult goals: Provided that people accept difficult goals for themselves, they will lead to better performance than easy goals. (In psychology that kind of provision, however, is always a crucial one).

There are other findings from this huge body of research that have achieved widespread support:

- (a) People must have the necessary ability first before goal-setting can affect their performance. This is not quite as obvious as it sounds. In a “can-do” environment where the social norm is that you can do anything if you only want it badly enough, it is a salutary reminder that there are some things you may not be able to do, no matter how clear your intention or how steely your resolution, or how great the reward. If you have trouble distinguishing your left hand from your right one, you are not going to become a concert pianist no matter how motivated you may be.
- (b) Material incentives, like money, may improve performance by increasing commitment to a particular goal. (But keep in mind the first suggestion)
- (c) Participation in decision making about setting goals does not appear to have any more effect on performance than assigned goals which have been justified to, and accepted by, the people in question. But the justification is apparently necessary. Simply assigning goals to people is less effective (Latham, Erez, and Locke 1988).
- (d) People who are confident of their ability to perform a particular task are more likely to be successful at it, than people who are not. This dimension of individual difference is often referred to as self-efficacy (Bandura 1986). This concept should be distinguished from the two factors we have already encountered; “self-esteem” (a sense of one’s own worth) and “locus of control” (a belief about the nature of causality in one’s life).

(4) The High Performance Cycle

The research on the goal-setting theory led to the formulation of a more comprehensive theory to account for motivation and job satisfaction. This refinement and extension of the goal-setting theory expands the role of cognitive factors and describes the relationship between motivation and satisfaction (Locke & Latham 1990). Called the high performance cycle, this model is conceptually more complex than goal-setting theory.

The cycle begins with the demands, goals, or challenges provided by the job. This is the goal-setting theory, which asserts that goals-motivate employees to improve job performance. In addition to the goals we set for ourselves, challenges can come from authority figures (supervisors or managers), from participation (joint decisions between subordinates and superiors), from peer pressure or from role models. Whatever the source, these specific, attainable, and difficult goals do not automatically produce high performance. Rather, they lead to an increase in work motivation. Having challenging goals does not guarantee high performance, but they will lead to high performance if other factors, called moderators, are present.

Moderators affect the strength of the relationship between goals and job performance. A specific and challenging goal will enhance motivation and lead to high job performance when the employee has the following factors:

- (a) Commitment to the goal
- (b) Feedback demonstrating progress toward the goal
- (c) High self-efficacy or expectation of performing well
- (d) A not-too-difficult task

Assuming, then, the existence of challenging goals and demands and the moderators just listed, the next step in the cycle is how goals actually affect performance. This occurs through mediating mechanisms called universal task strategies, which are necessary to the accomplishment of a task. The strategies are direction of attention, effort, and persistence. “Virtually every individual learns at an early age that you perform better on a task if you pay attention to it, exert effort on it, and persist at it over time than if you do not do so” (Locke & Latham 1990; p.11).

Given challenging demands, the moderators that facilitate job performance, and the mediating strategies that translate goals into action, then employees’ performance will be high. The rewards that follow can serve as incentives to maintain job performance. Rewards can be external, such as pay raises, promotions or other organizational recognition, or internal and self-administered, such as feelings of achievement, self-efficacy and pride in one’s accomplishments. There are also noncontingent rewards that are based on simply having a job, such as fringe benefits, job security, and affiliation with co-workers. Noncontingent rewards do not motivate performance directly as moderators do, but they can encourage people to remain on the job.

If the internal and external rewards, which are contingent on high job performance, satisfy employee needs and values, employees will have high job satisfaction. If the rewards do not satisfy these needs, then the result is dissatisfaction. High satisfaction leads to greater organizational commitment and a willingness to accept new goals and challenges; this illustrates the



cyclical nature of the high performance model. High satisfaction results from high performance rather than causes it; that is, high performance comes first. Once satisfaction is experienced, it is related indirectly to future performance by the strength of the organizational commitment and by the employee's willingness to work toward new goals.

The high performance cycle has a commonsense appeal and is applicable to many work situations. The research supports the importance of moderators and mediators in job performance and the impact of rewards on job satisfaction. The influence of cognitive factors such as self-efficacy as mechanisms by which goals affect performance have also been demonstrated (see, for example, Early & Lituchy 1991; Wood & Bandura 1989). The high performance cycle suggests that motivation and job satisfaction can be affected by the same factors.

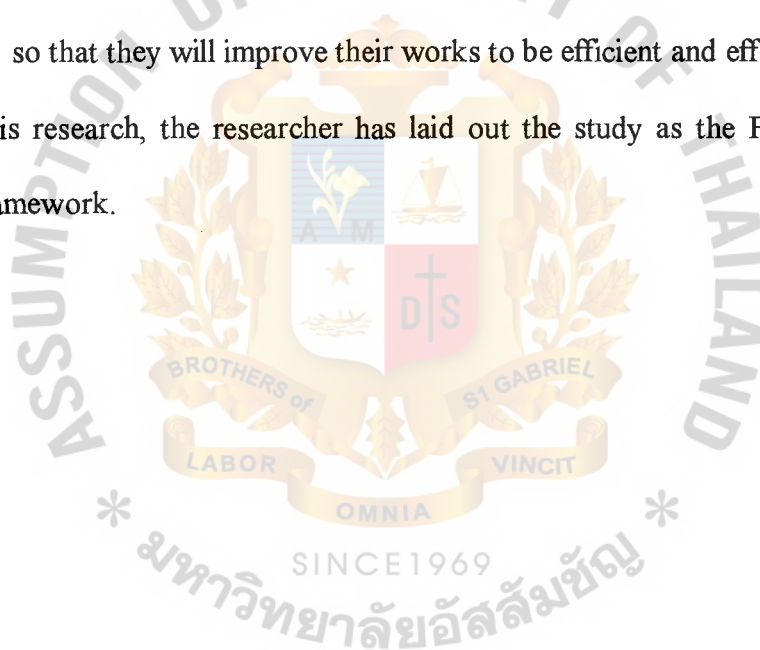
### III. RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Method and Steps

The project methodology of this study is descriptive. And the objective of this project is.

- (1) To study which factor influence the Front office employees' responsibilities.
- (2) To study a possible relationship between the level of job satisfaction factors and personal background factors.
- (3) To present the information about job satisfaction of employees to employers, so that they will improve their works to be efficient and effective.

In this research, the researcher has laid out the study as the Figure 3.1. for the concept framework.



## Population

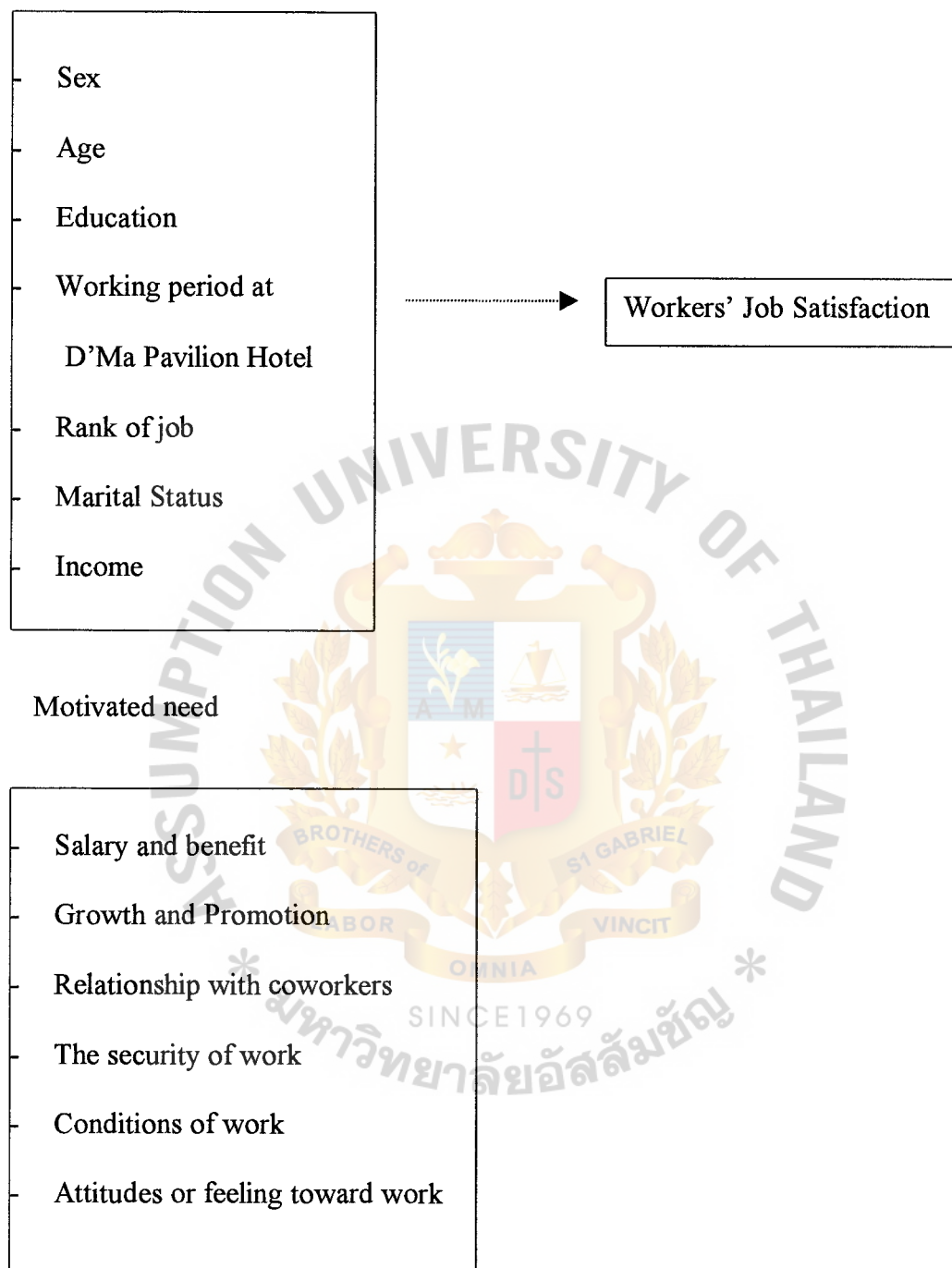


Figure 3.1. Concept Frame for the Research.

### **3.2 Population Selection**

The population in this study is the Front Office employee of D'MA Pavilion Hotel, Bangkok. They are in total 28 employees. The sampling size to be used for this study is 28 persons.

The method to do sampling in this study is “Stratified Random Sampling”, and the sampling size is only one random sampling, total 28 persons

### **3.3 Project Instruments**

Moreover, the researcher follows the research process for this study in order to do the systematic gathering, recording and analysis of data to help some decision making problems. The process will be done as the following steps:

- (1) Assessment of the source of research information
- (2) Selection of sample of population to study
- (3) Determination of Data Collection
- (4) Data Collection procedure
- (5) Determination of analytical procedures
- (6) Statistics to be used for data analysis

#### **Source of Research Information**

The researcher uses two sources of research information:

- (a) **Primary Data** - This data is collected by questionnaire (questionnaire method). The researcher will send questionnaire by hand directly to target group which is the workers at D'MA Pavilion Hotel , Bangkok.
- (b) **Secondary Data** - This study has gained information from research guides and bibliographies such as Maslow theory text books, periodical indexes, researches, newspapers, document indexes, references for individual data

from the human resources department of D'MA Pavilion Hotel. and etc.

Then, the data in this study will be completed with such data.

### **3.4 Technique for Data Collection**

The researcher collects data for this study by using “Questionnaire” as a technique, and works on the following process:

- (1) Study the concept, the theory and how to create the questionnaire structure.
- (2) Consider scope of the study including objectives, assumptions in this research.
- (3) Write the issues, questions of the questionnaire by dividing the questions to ask the target sample group into 3 parts:
  - (a) Part I - Questions about personal, bio-data of the sample group which cover all the variables in this study
  - (b) Part II - Questions about the motivated needs/non-financial variables and the researcher uses the techniques to measure for 5 levels.
  - (c) Part III - Questions about the workers' responsibility toward their jobs.  
This part the research also uses the technique to measure for 5 levels
- (4) Contact the advisor of the research to consider the questionnaire as created by the researcher.
- (5) Improve / revise the questionnaire as the advisor suggests.
- (6) Deliver the questionnaires to the target sample group, who are the Front Office employees at D'MA Pavilion Hotel, Bangkok in total 28 persons.
- (7) Collect the data from the answered questionnaires.



### 3.5 Data Collection Process

The researcher collects data by hand from the target sample group. The researcher hands out the questionnaires to the Front Office employee of D'MA Pavilion Hotel, the target group will return the reply and send back to the researcher within 2 weeks.

### 3.6 Data Analysis

After questionnaires are collected, the researcher checks all questionnaires and corrects it, then takes the answer data to do "Coding" and records all the answer into the computer program and analyzes the data as the research has set the objectives and assumptions in the beginning. The following statistical procedures are employed to resolve the specific questions raised in the study.

(1) Descriptive Statistics

The percentage and the mean were used to describe personal background information and the level of job satisfaction

(2) Percentage Difference was used to analyze the relationship between the level of job satisfaction factors and personal background factors.

## IV. RESULTS AND DISCUSSION

### Part I: Personal Biodata

The personal information of Front Office employees on Gender, Education Attainment, Marital Status, Income are presented in Table 4.1.

Table 4.1. The Background of the Respondents on Gender, Education Attainment, Marital Status, Income, and etc.

| Demographics   | Total No. of Respondents | Percent Against Total (%) |
|----------------|--------------------------|---------------------------|
| 1 Gender       |                          |                           |
| Male           | 13                       | 46.43                     |
| Female         | 15                       | 53.57                     |
| Total          | 28                       | 100.00                    |
| 2 Age          |                          |                           |
| Below 25 years | 12                       | 42.86                     |
| 26-35 years    | 14                       | 50.00                     |
| 36-45 years    | 2                        | 7.14                      |
| 46-55 years    | 0                        | 0                         |
| 56 years up    | 0                        | 0                         |
| Total          | 28                       | 100.00                    |

Table 4.1. The Background of the Respondents on Gender, Education Attainment, Marital Status, Income, and etc. (Continued)

| Demographics |  | Total No. of Respondents | Percent Against Total (%) |
|--------------|--|--------------------------|---------------------------|
| 3            | Educational Attainment                   |                          |                           |
|              | High-school                              | 11                       | 39.29                     |
|              | Vocational Schools                       | 10                       | 35.71                     |
|              | Bachelor Degree                          | 7                        | 25.00                     |
|              | Master Degree                            | 0                        | 0                         |
|              | Higher than Master Degree                | 0                        | 0                         |
| Total        |  | 28                       | 100.00                    |
| 4            | Period of working at D'MA Pavilion Hotel |                          |                           |
|              | Lower than 6 months                      | 4                        | 14.29                     |
|              | 6-12 months                              | 2                        | 7.14                      |
|              | 13-18 months                             | 3                        | 10.71                     |
|              | More than 18 months                      | 19                       | 67.86                     |
| Total        |  | 28                       | 100.00                    |

Table 4.1. The Background of the Respondents on Gender, Education Attainment, Marital Status, Income, and etc. (Continued)

| Demographics       | Total No. of Respondents | Percent Against Total (%) |
|--------------------|--------------------------|---------------------------|
| 5 Working schedule |                          |                           |
| 6:00-15:00 hrs.    | 8                        | 28.57                     |
| 14:00-23:00 hrs.   | 7                        | 25.00                     |
| 22:00-7:00 hrs.    | 5                        | 17.86                     |
| 8:00-17:00 hrs.    | 2                        | 7.14                      |
| Others             | 6                        | 21.43                     |
| Total              | 28                       | 100.00                    |
| 6 Marital status   |                          |                           |
| Single             | 21                       | 75.00                     |
| Married            | 7                        | 25.00                     |
| Divorced           | 0                        | 0                         |
| Total              | 28                       | 100.00                    |

Table 4.1. The Background of the Respondents on Gender, Education Attainment, Marital Status, Income, and etc. (Continued)

| Demographics       | Total No. of Respondents | Percent Against Total (%) |
|--------------------|--------------------------|---------------------------|
| 7 Income           |                          |                           |
| 5,000-10,000 Baht  | 25                       | 89.29                     |
| 10,000-15,000 Baht | 3                        | 10.71                     |
| 15,000-20,000 Baht | 0                        | 0                         |
| 20,000-35,000 Baht | 0                        | 0                         |
| 35,000-40,000 Baht | 0                        | 0                         |
| 40,000 Baht up     | 0                        | 0                         |
| Total              | 28                       | 100.00                    |

|   |    |        |
|---|----|--------|
| 8 Working section in Front Office Department  |    |        |
| G.S.A. (Guest Service Agent)<br>Reception, Front Cashier, Operator,<br>Business Center, Reservation | 17 | 60.71  |
| Concierge, Bell Boy & Doorman   | 11 | 39.29  |
| Others  | 0  | 0      |
| Total   | 28 | 100.00 |



Gender:

Table 4.1 shows that there are 13 males which is 46.43 % and 15 females which is 53.57 % among the correspondents. There are more females than males in the correspondent group.

Age:

Table 4.1 shows that the age of selected employees, in this study, who below 25 years is 42.86%, the age of 26-35 years is 50%, and the age of 36-45 years is 7.14%. Most of the correspondents are in between 26-35 years.

Educational Attainment:

Table 4.1 shows that the educational attainment of the correspondents, in this study, are high-school which is 39.28%, vocational school is 35.72%, and Bachelor Degree is 25%. Non of the correspondents graduated higher than the Bachelor Degree. It implies that most correspondents finished their study only at high-school.

Working Period at D'MA Pavilion Hotel:

Table 4.1 shows the working period of Front Office employees at D'MA Pavilion Hotel. In this study, most of the correspondent work at D'MA Pavilion Hotel more than 18 months which is 67.86%. The rest of them has been working for less than 6 months, which is 14.29%, between 13-18 months which is 10.71% and between 6-12 months which is 7.14%.

Working Schedule:

Table 4.1 shows the working schedule of Front Office employees at D'MA Pavilion Hotel. In this study, working time between 6:00 – 15:00 hours is 28.57%, 14:00 – 23:00 hours is 25%, 22:00 – 7:00 hours is 17.86%, 8:00 – 17:00 hours is 7.14%, and other schedules (this is the relief shift which is assigned by Front Office Manager) is

21.43% It implies that most of the correspondents work between 6:00 – 15:00 hours period.

#### Marital Status:

Table 4.1 shows that the marital status of most selected employees, in this study, is single which is 75%. The rest got married which is 25%, and none of the correspondents are divorced. It implies that the marital status of most correspondents are single.

#### Income:

From Table 4.1 shows that the correspondents' income can be divided into two range. The first one is 5,000 – 10,000 Baht which is 89.29%. The other is 10,000 – 15,000 Baht which is 10.71%. It implies that most of the correspondents earn between 5,000 – 10,000 Baht.

#### Sections of Work in the Front Office Department:

Table 4.1 shows the working section in the Front Office department of D'MA Pavilion Hotel. In this study we divide them into 2 sections. The first one is G.S.A. (Guest Service Agent) which includes Reception, Front Cashier, Operator, Business Center, Reservation which is 60.72%. The other is Concierge, Bell Boy, and Doorman is 39.28%. It implies that most of the correspondents are working in G.S.A. section.

## Part II: General, Non-financial Factors and Financial Factors

According to the survey of job satisfaction of the Front Office employees, the mean ( $\bar{X}$ ) of job satisfaction in many aspects were calculated (Table 4.2). This study shows that, the Front Office employees are most satisfied with the relationship with co-workers, of which the mean is 4.13. This is due to their positive feeling with the colleagues. The second most satisfied aspect in the Front Office employees' points of view is attitudes or feeling towards work. For example, they are proud of their work. They feel that the job evaluation is fair. However, the least satisfied aspect of this job is the salary and benefits, of which the mean is 2.75.

Table 4.2. The Job Satisfaction of the Front Office Employee at D'MA Pavilion Hotel

| Satisfaction                         | The Mean ( $\bar{x}$ ) |
|--------------------------------------|------------------------|
| 1. The relationship with co-workers  | 4.13                   |
| 2. The working conditions            | 3.55                   |
| 3. Attitudes or feeling towards work | 3.78                   |
| 4. The security of work              | 3.14                   |
| 5. Salary and benefits               | 2.75                   |
| 6. Growth and promotion              | 3.73                   |
| <b>Total Satisfaction</b>            | <b>3.51</b>            |

In this study, the job satisfaction level is divided into 2 levels, high satisfaction and low satisfaction level. The Front Office employees who have scored more than the mean are classified into the high satisfaction level, and those who have scored less than or equal to the mean are classified into the low satisfaction level.

Table 4.3. The Satisfaction Level of Front Office Employee Personal.

| Satisfaction<br>Aspects              | Low satisfaction level |              | The Mean<br>(X) | High satisfaction level |              |
|--------------------------------------|------------------------|--------------|-----------------|-------------------------|--------------|
|                                      | Number of Respondents  | Percent (%)  |                 | Number of Respondents   | Percent (%)  |
| 1.Relationship with coworkers        | 6                      | 21.43        | 4.13            | 22                      | 78.57        |
| 2.The working conditions             | 14                     | 50.00        | 3.55            | 14                      | 50.00        |
| 3.Attitudes or feeling towards works | 9                      | 32.14        | 3.78            | 19                      | 67.86        |
| 4.The security of work               | 20                     | 71.43        | 3.14            | 8                       | 28.57        |
| 5.Salary and benefits                | 27                     | 96.43        | 2.95            | 1                       | 3.57         |
| 6.Growth and Promotion               | 7                      | 25.00        | 3.73            | 21                      | 75.00        |
| <b>Total Satisfaction</b>            | <b>6</b>               | <b>21.43</b> | <b>3.51</b>     | <b>22</b>               | <b>78.57</b> |

Table 4.3 shows that, from 28 correspondents, 78.57% of the Front Office employees have high satisfaction level for doing this career. While 21.43% of them have low satisfaction level. After considering each satisfaction aspect, the study shows that high satisfaction aspects come from the relationship with co-workers, growth and promotion, attitudes or feeling towards work, working conditions, the security of work, and salary and benefits.

### **Part III: Factors Related to the Satisfaction in This Career**

In this part, the personal background factors are studied. The main purpose is to find out the relationship between the job satisfaction and those factors.

- (1) The relationship between the job satisfaction and personal background factors: This part is to study the relationship between the job satisfaction and the personal background factors such as age, educational background, marital status, income, working shift. There are still some personal factors such as sexes, period of working at D'MA Pavilion Hotel which would not be counted.

- (a) The relationship between the job satisfaction and the age

The age of employees are divided into 5 groups, under 25 years, 26-35 years, 36-45 years, 46-55 years, and 56 years up. The age of correspondents are not higher than 46 years so the range of age between 46-55 years and 56 years up is not shown. Table 4.4 shows that the Front Office employees aging 36-45 years have 100% of satisfaction in this job while the employees aging 26-35 years have only 64.29% of satisfaction in this job. From the result, the age factor also plays an important role in the job satisfaction. This is because the older feel they are too old to search for new jobs in the current business situation.



Table 4.4. The Relationship between Job Satisfaction and Age.

| Job Satisfaction | Under 25 years |        | 26 – 35 years |        | 36-45 years |        | Total No. of Respondents |
|------------------|----------------|--------|---------------|--------|-------------|--------|--------------------------|
|                  | n              | %      | N             | %      | n           | %      |                          |
| Low              | 4              | 33.33  | 5             | 35.71  |             |        | 9                        |
| High             | 8              | 66.67  | 9             | 64.29  | 2           | 100    | 19                       |
| Total            | 12             | 100.00 | 14            | 100.00 | 2           | 100.00 | 28                       |

- (b) The relationship between the job satisfaction and the educational background

In this study, the education level is divided into 5 levels: high-school, Vocational school, Bachelor Degree, Master Degree, and higher than Master Degree. None of the correspondents graduated higher than Bachelor Degree so the Table of Master Degree and higher than Master Degree would not be presented. Table 4.5 shows that, the Front Office employees with the higher education level have less satisfaction with this job. This is because they have potential to find better job.

Table 4.5. The Relationship between Job Satisfaction and Educational Background.

| Job Satisfaction | High-school |        | Vocational school |        | Bachelor Degree |        | Total No. of Respondents |
|------------------|-------------|--------|-------------------|--------|-----------------|--------|--------------------------|
|                  | n           | %      | n                 | %      | n               | %      |                          |
| Low              | 2           | 18.18  | 4                 | 40     | 5               | 71.43  | 11                       |
| High             | 9           | 81.82  | 6                 | 60     | 2               | 28.57  | 17                       |
| Total            | 11          | 100.00 | 10                | 100.00 | 7               | 100.00 | 28                       |

(c) The relationship between the job satisfaction and the marital status

In this study, marital status is divided into 3 groups: single, married and divorced. The divorced status is not included in this analysis because none of the correspondents are divorced. The Table 4.6 shows that married employees feel most satisfied with this job in comparison with single ones.

Table 4.6. The Relationship between Job Satisfaction and Marital Status.

| Job Satisfaction | Single |        | Married |        | Total No. of Respondents |
|------------------|--------|--------|---------|--------|--------------------------|
|                  | n      | %      | n       | %      |                          |
| Low              | 9      | 45     | 0       | 0      | 9                        |
| High             | 11     | 55     | 8       | 100    | 19                       |
| Total            | 20     | 100.00 | 8       | 100.00 | 28                       |

(d) The relationship between the job satisfaction and the income

The income of each employee can be divided into 2 groups from 6 groups: 5,000 – 10,000 and 10,000–15,000. Table 4.7 shows that most Front Office employees who have an income between 5,000–10,000 Baht feel more satisfied than those who get higher income.

Table 4.7. The Relationship between Job Satisfaction and Income.

| Job Satisfaction | 5,000 – 10,000 Baht |        | 10,000 – 15,000 Baht |        | Total No. of Respondents |
|------------------|---------------------|--------|----------------------|--------|--------------------------|
|                  | n                   | %      | n                    | %      |                          |
| Low              | 8                   | 32.00  | 1                    | 33.33  | 9                        |
| High             | 17                  | 68.00  | 2                    | 66.67  | 19                       |
| Total            | 25                  | 100.00 | 3                    | 100.00 | 28                       |

(e) The relationship between the job satisfaction and the working schedule

This study divides the working schedule of the correspondents into 5 periods: 6:00-15:00 hrs, 14:00-23:00 hrs, 22:00-7:00hrs, 8:00-17:00 hrs and others (which is the relief shift assigned by the Front Office Manager). Table 4.8 shows that, the employee who work between 8:00 and 17:00 hrs. and others (relief shift) have the 100% satisfaction in their job. The employees who work between 14:00 and 23:00 hrs. are satisfied with this job only, 71.43% and the employees who work on 6:00-5:00 hrs. shift have the lowest satisfaction in their career.

Table 4.8. The Relationship between Job Satisfaction and Working Schedule.

| Job Satisfaction | 6.00-15.00 |        | 14.00-23.00 |        | 22.00-7.00 |        | 8.00-17.00 |        | Other |        | Total No. of Respondents |
|------------------|------------|--------|-------------|--------|------------|--------|------------|--------|-------|--------|--------------------------|
|                  | n          | %      | n           | %      | n          | %      | n          | %      | n     | %      |                          |
| Low              | 5          | 62.50  | 2           | 28.57  | 2          | 40     | 0          | 0      | 0     | 0      | 9                        |
| High             | 3          | 37.50  | 5           | 71.43  | 3          | 60     | 2          | 100    | 6     | 100    | 19                       |
| Total            | 8          | 100.00 | 7           | 100.00 | 5          | 100.00 | 2          | 100.00 | 6     | 100.00 | 28                       |

## V. CONCLUSIONS AND RECOMMENDATIONS

The subject in this study is the Front Office employees of D'MA Pavilion Hotel, Bangkok. This study includes all 28 employees of the Front Office Department of D'MA Pavilion Hotel, Bangkok. The questionnaire is the tool used for interviewing the correspondents while all data are evaluated by Descriptive Statistics. Then all information will be presented and described together with tables.

### 5.1 Conclusions

#### Personal Biodata

In the study, 53.57 % of the correspondents are females aging from 26 to 35 years. Moreover, the majority of selected Front Office employees finished their study only high-school level. For marital status, most are single.

Concerning the period of working at D'MA Pavilion Hotel, 67.86% of the respondents have been working at the hotel for over 18 months. Most of them work on 6:00-15:00 hours shift. In addition, 89.29% of the correspondents have an income around 5,000-10,000 Baht.

In the study of employees' job satisfaction, the researcher collects 6 aspects related to the job satisfaction from various theories, view points, and researches of such scholars as Lussier (1990), Milton (1981), Robbin (1991) and Schaffer (1976). These six aspects are the attitudes or feeling towards work, salary and benefit, growth and promotion, the relationship with co-workers, working conditions, and the security of work. The result shows that, the Front Office employees of D'MA Pavilion Hotel are most satisfied with the relationship with co-workers. This is due to their positive feeling towards colleagues. Moreover, their colleagues could be their consultants in both working and private matters. This result can support the theory of Herzberg (Champoux 1996). His theory

indicated that the satisfaction with co-workers affects the overall job satisfaction. In addition, this study can support the research of Milton (1981), who agreed that the relationship with co-worker such as competence, helpfulness and friendliness could affect the job satisfaction.

The 2 least satisfying aspects of doing this job are the salary and benefits and the insecurity of work. Most Front Office employees feel that the income and benefits from this job is considerably low and the opportunity to get promoted is rarely seen. They do not feel any job security because Thailand business is now facing many problems and some organizations have to quit their businesses. In order to get profit and stand longer in today's business, some organizations have to adjust or reengineer their organization structure, others have to reduce a number of their employees. The results of this study supports Maslow's Theory (Champoux 1996). His theory described that man has five basic needs: physiological need, safety needs, social needs, ego needs, and self-actualization needs.

### 5.2 Recommendations

From the research, the employees who work in the Front Office Department at D'MA Pavilion Hotel are in the group of young age, which is about 20-30 years old. The job does not require very high knowledge and skills. In fact, most of the employees graduated from High-school and Vocational School. Very few are Bachelor graduates. From this research, the researcher could suggest some internal and external recommendations as follows:



## Internal Recommendations

- (1) This survey found that the two lowest satisfaction levels of employees toward job satisfaction are the work security and salary benefits. It implies that the hotel should consider and revise the scope of benefits for the employees if the hotel wants to keep employees. Moreover, it is suggested that the hotel should pay more attention on giving employees messages and information to make them feel secured enough in their work. However, there is the external factor; the recession of Thailand economic effects directly on travel industry i.e. lay off / early retirement, deduction of salary etc. As a result, the employees who work in the hotel business get nervous and think that to work in the hotel business is an unsecured job.
- (2) The researcher also found that the satisfaction with working conditions is also not high. The hotel should get direct feed back from employees about the working conditions such as office equipments, schedule of working hours, etc.
- (3) From the survey, the satisfaction with growth and the promotion are above the mean of the job's satisfaction level but not so high. It implies that some employees are not satisfied with the policy of promotions. It shows that there is a mix-up of the educational level in the same position, such as G.S.A. positions. For instance, some employees finished their study from Vocational School whereas others got their Bachelor degree. The hotel's evaluation policy should encourage employees to show high performance in order to get promoted impartially. This would stimulate the employees to work hard if they expect to get promotion.

- (4) The employees at the Front Office Department work in the area that has a direct contact with guests in the hotel. The hotel has just been established for about 2 years. So, the hotel needs to concentrate on training and the supervisors of the hotel should supervise the employees on regular basis. Moreover, the training and the supervision of employees will also help the hotel motivate their employees, resulting in better quality of service for the hotel guests.

#### External Recommendations

- (1) The government sector should provide the clear and concise information about the economic situation to encourage the employees who work in the hotel business. The government should work harder to attract more investment into the travel industry and to get overseas tourists to visit Thailand. This will create an indirect effect on the employees' attitudes towards their work satisfaction. If the travel industry in the country is still at risk, the hotel employees will have low motivation.
- (2) Relevant organizations such as the Labor Ministry, the Labor Union, etc. should have a systematic information to help employees stay in their jobs in the hotel industry in the long run. This will allow all employees to know more details about the job description, the condition of working, benefits of the occupation.

#### 5.3 Recommendations for Further Studies

The survey has some limitations. Firstly, it does not include some crucial information on employees' personal background and their expectation of works. Secondly, the number of correspondents to this survey is small. So, the attitudes

obtained from this survey cannot be treated as the whole attitudes of all hotel employees. Finally, details of some aspects have not been analyzed in this survey; therefore, the further studies could be recommended as follows:

- (1) The further studies on other departments at the D'MA Hotel should be conducted. This would provide more information and insights close to the whole attitudes of the hotel employees towards their job's satisfaction.
- (2) The further studies of other hotels which are different in terms of the levels, the years of operation, the location, etc are recommended. This would provide the attitudes of all employees in the whole hotel businesses in Thailand.
- (3) The feasibility study of encouraging people to work in hotel business should be conducted. Right now Thailand earns the second largest income from the travel industry. The study of this point would help get much information on attitudes of employees toward their job satisfaction.



## APPENDIX A

### THE QUESTIONNAIRES IN THAI AND ENGLISH

**Questionnaires**  
**for**  
**“Survey on Attitudes Towards Job Satisfaction of Front Office**  
**Employees at the D’Ma Pavilion Hotel”**

Note:

1. The objective of this questionnaire is to study the factors that influence the officials’ responsibilities.
2. The questionnaire consists of 2 parts:

|         |                                |          |           |
|---------|--------------------------------|----------|-----------|
| Part I  | Personal Biodata               | total 8  | Questions |
| Part II | General, Non-financial Factors |          |           |
|         | And Financial Factors          | total 20 | Questions |
3. Please answer all the question according to the reality

## Part I

Direction: Please mark X into ( ) and fill in your actual status in the blank.

---

1. Sex

( ) male ( ) Female

2. Age ( ) below 25 yrs. ( ) 26-35 yrs.

( ) 36-45 yrs. ( ) 46-55 yrs.

( ) 56 yrs. Up

3. Highest Education

( ) Highschool ( ) Vocational school

( ) Bachelor Degree ( ) Master Degree

( ) Higher than Master Degree

4. How long have you been working at D'MA Pavilion Hotel?

( ) less than 6 months ( ) 6-12 months

( ) 13-18 months ( ) more than 18 months

5. What shift do you work at D'MA Pavilion Hotel?

( ) 6:00-15:00 hrs. ( ) 14:00-23:00 hrs.

( ) 22:00-7:00 hrs. ( ) 8:00-17:00 hrs.

( ) others, please specify.....

6. Marital status

( ) Single ( ) Married

( ) Divorced ( ) Others, please specify.....

.....



7. Monthly Income

- ☐ 5,000-10,000 Baht      ☐ 10,000-15,000 Baht  
☐ 15,000-20,000 Baht      ☐ 20,000-35,000 Baht  
☐ 35,000-40,000 Baht      ☐ 40,000 Baht up

8. Which section are you working in the Front Office Department?

- ☐ G.S.A. (Guest Service Agent)

Reception, Front Cashier, Operator, Business Center,

Reservation

- ☐ Concierge, Bell Boy and Doorman

- ☐ Others, please specify.....



## Part II

Direction: Please read the statements below and circle the number under you choice.

| No. |  | Completely agree<br>5 | Agree<br>4 | Agree 50%<br>3 | Disagree<br>2 | Completely disagree<br>1 |
|-----|--|-----------------------|------------|----------------|---------------|--------------------------|
| 1.  | You have an opportunity to be trained.   | 5                     | 4          | 3              | 2             | 1                        |
| 2.  | Your immediate supervisor always backs you up in your job progression.               | 5                     | 4          | 3              | 2             | 1                        |
| 3.  | You get a chance to be promoted.   | 5                     | 4          | 3              | 2             | 1                        |
| 4.  | You always learn something from your work.   | 5                     | 4          | 3              | 2             | 1                        |
| 5.  | You believe that your job is a stable one.   | 5                     | 4          | 3              | 2             | 1                        |
| 6.  | You can work and co ordinate with your colleagues very well.                         | 5                     | 4          | 3              | 2             | 4                        |
| 7.  | You can work and finish the assignments given by your immediate supervisor smoothly. | 5                     | 4          | 3              | 2             | 1                        |
| 8.  | You are proud of you work  | 5                     | 4          | 3              | 2             | 1                        |
| 9.  | Your success gives your immediate supervisor a lot of contentment.                   | 5                     | 4          | 3              | 2             | 1                        |
| 10. | The job description of your position now is clear.                                   | 5                     | 4          | 3              | 2             | 1                        |
| 11. | The job evaluation of your company is fair.  | 5                     | 4          | 3              | 2             | 1                        |
| 12. | Your workplace have complete office supplies and office automation.                  | 5                     | 4          | 3              | 2             | 1                        |

| No. |   | Completely agree<br>5 | Agree<br>4 | Agree 50%<br>3 | Disagree<br>2 | Completely disagree<br>1 |
|-----|---|-----------------------|------------|----------------|---------------|--------------------------|
| 13. | The atmosphere in your workplace makes you close to your colleagues.                            | 5                     | 4          | 3              | 2             | 1                        |
| 14. | The job that you are doing right now fits your ability.   | 5                     | 4          | 3              | 2             | 1                        |
| 15. | The job responsibility is proper to you.  | 5                     | 4          | 3              | 2             | 1                        |
| 16. | Salary and benefit are considered to be high compared with other hotels.                        | 5                     | 4          | 3              | 2             | 1                        |
| 17. | Your workplace location is convenient for you travelling to work.                               | 5                     | 4          | 3              | 2             | 1                        |
| 18. | Working days, working hours, overtime and break time is suitable.                               | 5                     | 4          | 3              | 2             | 4                        |
| 19. | You are satisfied with the company's financial and non-financial reward programs.               | 5                     | 4          | 3              | 2             | 1                        |
| 20. | You feel the fairness in the workplace from the promotion that your immediate supervisor gives. | 5                     | 4          | 3              | 2             | 1                        |

## แบบสอบถามประกอบการสัมภาษณ์

### เรื่อง

ความพึงพอใจในการประกอบอาชีพของพนักงานในโรงแรมเดมาพาวิลเลียน

ศึกษาเฉพาะในส่วนของ Front Office

คำแนะนำ

แบบสอบถามฉบับนี้แบ่งเป็น 2 ส่วน โปรด ตอบคำถามทุกข้อที่เป็นจริงเกี่ยวกับตัวท่านมากที่สุด โดยผู้วิจัย

ใช้ข้อมูลเหล่านี้เพื่อการศึกษา และจะเก็บข้อมูลของท่านไว้เป็นความลับ

ผู้วิจัยขอขอบคุณทุกท่านที่ให้ความร่วมมือในครั้งนี้



5. ปัจจุบันท่านปฏิบัติงานในพลัด

☐ 6:00-15:00

☐ 14:00-23:00

☐ 22:00-7:00

☐ 8:00-17:00

☐ อื่น ๆ ระบุ.....

6. สถานภาพ

☐ โสด

☐ สมรส

☐ หย่าร้าง

☐ อื่น ๆ ระบุ.....

7. รายได้ของท่านต่อเดือน

☐ 5,000-10,000 บาท

☐ 10,000-15,000 บาท

☐ 15,000-20,000 บาท

☐ 20,000-35,000 บาท

☐ 35,000-40,000 บาท

☐ 40,000 บาทขึ้นไป

8. ท่านปฏิบัติงานอยู่ในส่วนงานไหนแผนก Front Office

☐ G.S.A. ( Guest Service Agent)

Reception, Front Cashier, Operator, Business Center,

Reservation

☐ Concierge, please specify.....



## ส่วนที่ 2

คำแนะนำ โปรดอ่านข้อความต่อไปนี้ และวงกลมตัวเลขที่ตรงกับความคิดเห็นของท่านมากที่สุดเพียงค่า

ตอบเดียว และขอความกรุณาตอบคำถามทุกข้อ

| ลำดับ | ข้อความ  | เห็นด้วยอย่างยิ่ง | เห็นด้วย | เห็นด้วยปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|-------|--|-------------------|----------|-----------------|-------------|----------------------|
| 1.    | ท่านมีโอกาสดำรงตำแหน่งประธานและที่กอบรม  | 5                 | 4        | 3               | 2           | 1                    |
| 2.    | ผู้บังคับบัญชาให้ความสนับสนุนเกี่ยวกับความก้าวหน้าในงานเสมอ                                      | 5                 | 4        | 3               | 2           | 1                    |
| 3.    | ท่านคิดว่างานที่ท่านทำอยู่ในปัจจุบันเปิดโอกาสให้ท่านได้เลื่อนตำแหน่งหน้าที่การงานสูงขึ้นเรื่อย ๆ | 5                 | 4        | 3               | 2           | 1                    |
| 4.    | งานที่ท่านทำอยู่ มีส่วนส่งเสริมให้ท่านได้เพิ่มพูนความรู้และประสบการณ์ใหม่ ๆ ในการทำงาน           | 5                 | 4        | 3               | 2           | 1                    |
| 5.    | ท่านมีความมั่นใจว่างานที่ท่านมีความมั่นคง  | 5                 | 4        | 3               | 2           | 1                    |
| 6.    | ท่านสามารถทำงานร่วมกับเพื่อนร่วมงานของท่านทุกคนได้อย่างดี  | 5                 | 4        | 3               | 2           | 1                    |
| 7.    | ท่านสามารถปฏิบัติงานที่ได้รับมอบหมายสำเร็จลุล่วงไปด้วยดี   | 5                 | 4        | 3               | 2           | 1                    |
| 8.    | ท่านมีความรู้สึกภูมิใจในผลงานที่ท่านได้ทำสำเร็จ  | 5                 | 4        | 3               | 2           | 1                    |
| 9.    | ความสำเร็จในการทำงานของท่านเป็นที่พอใจของผู้บังคับบัญชา  | 5                 | 4        | 3               | 2           | 1                    |

| ลำดับ | ข้อความ  | เห็นด้วยอย่างยิ่ง | เห็นด้วย | เห็นด้วยปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|-------|--|-------------------|----------|-----------------|-------------|----------------------|
| 10.   | งานที่ท่านทำอยู่ขณะนี้ มีรูปแบบการทำงานที่ชัดเจน   | 5                 | 4        | 3               | 2           | 1                    |
| 11.   | การประเมินผลการปฏิบัติงาน ยุติธรรมและเหมาะสม   | 5                 | 4        | 3               | 2           | 1                    |
| 12.   | ทางโรงแรมได้จัดเตรียมเครื่องมือ เครื่องใช้ อุปกรณ์ต่างๆ ในการทำงานไว้เพียงพอ และอยู่ในสภาพดี                     | 5                 | 4        | 3               | 2           | 1                    |
| 13.   | บรรยากาศในการทำงานมีความสนิทสนมเป็นกันเอง  | 5                 | 4        | 3               | 2           | 1                    |
| 14.   | งานที่ท่านทำในปัจจุบันตรงกับความถนัดของท่าน  | 5                 | 4        | 3               | 2           | 1                    |
| 15.   | งานในความรับผิดชอบของท่านมีความเหมาะสมดี   | 5                 | 4        | 3               | 2           | 1                    |
| 16.   | รายได้ และสวัสดิการ ตลอดจนสิทธิประโยชน์ต่าง ๆ ของทางโรงแรม นับว่าอยู่ในเกณฑ์ที่สูง เมื่อเปรียบเทียบกับโรงแรมอื่น | 5                 | 4        | 3               | 2           | 1                    |
| 17.   | สถานที่ทำงานอยู่ในจุดที่ทำให้ท่านได้รับความสะดวกสบายในการเดินทางไป และกลับ                                       | 5                 | 4        | 3               | 2           | 1                    |
| 18.   | วันทำงาน, ชั่วโมงทำงาน, การทำงานล่วงเวลา และเวลาหยุดพักของทางโรงแรม เหมาะสมดี                                    | 5                 | 4        | 3               | 2           | 1                    |
| 19.   | ท่านพอใจในระบบการให้รางวัลทั้งในด้านที่เป็นตัวจริง และไม่ใช้ตัวเงินของบริษัท                                     | 5                 | 4        | 3               | 2           | 1                    |
| 20.   | ท่านรู้สึกได้รับความยุติธรรมจากการเลื่อนตำแหน่ง  | 5                 | 4        | 3               | 2           | 1                    |

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