



RELATIONSHIP OF ORGANIZATIONAL STRUCTURE
AND ORGANIZATIONAL CULTURE TOWARDS THE EMPLOYEES
JOB SATISFACTION: A CASE STUDY OF OS COMPANY

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF

MASTER OF MANAGEMENT
IN ORGANIZATION MANAGEMENT

BY

CHITLADA CHONGCHAROEN

GRADUATE SCHOOL OF BUSINESS
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

NOVEMBER 1999

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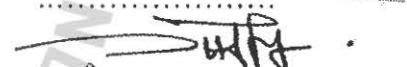
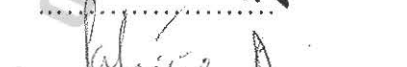
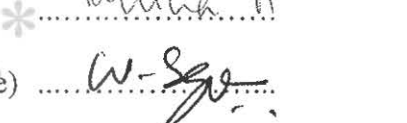
CHITLADA CHONGCHAROEN

A Thesis submitted in partial fulfillment
of the requirements for the degree of

Masters of Organization Management

Examination Committee :

1. Dr. Laura A. Lintao (Advisor)
2. Dr. Teay Shawyun (Member)
3. Dr. Patricia Arttachariya (Member)
4. Assoc. Prof. Wirat Sanguanwongwan (MUA Representative)


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Graduate School of Business
Assumption University
Bangkok Thailand
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ABSTRACT

Organizations certainly are today more interesting. They have become the fascinating places to study. And also the core components of each organization are tempting in the sense that how its components make alive the organization and relate to the human resources since these people have to live with the organization. Perhaps we are only now beginning truly to understand organization and to make it both effective and efficient. The objective of this research is to study the existing organizational structure and organizational culture and their relation toward employees job satisfaction. The significance of the study is to explore the status of satisfaction according to the employees' perceptions in the conducted organization by emphasizing on the two main factors of structure and culture. The organization selected for this research is a long establishment Thai well-known company in the business type of pharmaceuticals and food and beverages. The survey was conducted among its employees of every three level of management from every department. The respondents participated in filling and returning the questionnaires were 390 from total distribution of 420 sets. The total employees in this organization is approximately 2,700 persons. After the data collecting, the findings were summarized and analyzed. The results showed that both two research variables of organizational structure and organizational culture had significant relationships with job satisfaction i.e. they are influencing job satisfaction. The relationship varied by demographic profile of respondents; namely, age, gender, position, educational attainment, length of service and functional department.

Additionally, the result showed the differences on organizational structure, organizational culture and employees job satisfaction by the respondents' demographic profile.



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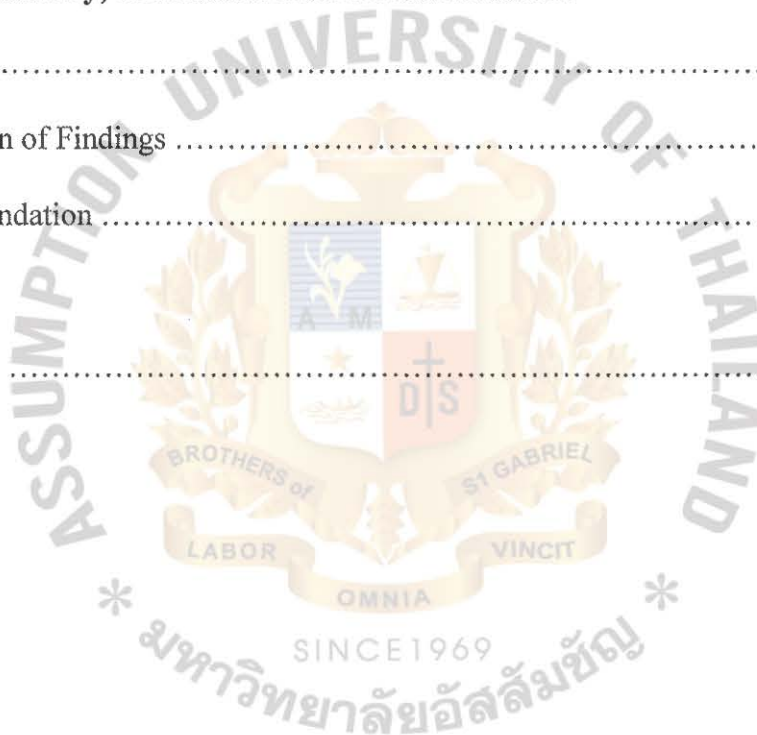
TABLE OF CONTENTS

	Page
Table of Contents	iv
List of Tables	viii
List of Figures	xi
Chapter 1 Generalities of the Study	1
1.1 Introduction of the Study	1
1.2 Objective of the Study	4
1.3 Statement of the Problem	4
1.4 Scope of the Study	6
1.5 Limitations of the Study	6
1.6 Significance of the Study	7
1.7 Definition of Terms	7
Chapter 2 Review of Literatures	
2.1 Definition of Organizational Structure	9
2.1.1 Features of the Organizational Structure	9
2.1.2 Span of Control	10
2.1.3 Control	11
2.1.4 Classification of Organizational Structure	12
2.1.5 Mintzberg's Element of Organizations	14
2.1.6 Structural Perspective	17
2.2 Theories Related to Organizational Structure	18
2.2.1 Modern Organization Theory	19
2.3 Critical Analysis Related to Organizational Structure	24

2.3.1 Selection of the Generic Set of Sub-variable	25
2.4 Discussion of Each of the Generic Set of Sub-variable	26
2.5 Definition of Organizational Culture	27
2.5.1 Features of the Organizational Culture	28
2.5.2 Types of Culture	28
2.5.3 Roles of Culture	33
2.5.4 Organizational Culture and Its Impact	35
2.5.5 Its Impact on Performance	37
2.5.6 Organization Culture as a Tool to Management	39
2.6 Theories Related to Employees Job Satisfaction	41
2.6.1 Levels of Cultures	41
2.6.2 Hofstede's Dimensions of National Cultures	42
2.6.3 Fon Trompenaars	43
2.7 Critical Analysis Related to Organizational Culture	44
2.8 Definition of Employees Job Satisfaction	46
2.9 Job Satisfaction as a Dependent Variable	47
2.10 Employee Dissatisfaction	47
2.11 Theories Related to Motivating Employees Job Satisfaction	48
2.11.1 Hierarchy of Needs Theory	48
2.11.2 ERG Theory	49
2.11.3 Acquired Needs Theory	49
2.11.4 Two-factor Theory	49
2.11.5 Equity Theory	50

2.11.6 Expectancy Theory	51
2.12 Critical Analysis Related to Employees Job Satisfaction	52
2.12.1 Selection of the Generic Set of the Sub-variable	55
2.13 Studies Related Employees Job Satisfaction and Demographic Profile	56
Chapter 3 Theoretical and Conceptual Frameworks	
3.1 Theoretical Framework	61
3.2 Conceptual Framework	64
3.3 Research Null Hypothesis	66
3.4 Operationalization of Variables	67
Chapter 4 Research Methodology	
4.1 Methods of Research Used	72
4.2 Respondents and Sampling Procedures.....	72
4.3 Research Instrument/ Questionnaire	73
4.4 Collection of Data/ Gathering Procedures	74
4.5 The Statistical Treatment of Data	75
Chapter 5 Research Findings, Analysis and Discussion	
5.1 Demographic Profile	77
5.2 Perceptions on Organizational Structure	82
5.3 Perceptions on Organizational Culture	89
5.4 Perceptions on Employees Job Satisfaction	94
5.5 Relationship between Demographic Profile and Organizational Structure	99
5.6 Relationship between Demographic Profile and Organizational Culture	103
5.7 Relationship between Demographic Profile and Employees Job Satisfaction ..	109

5.8 Correlation of Organizational Structure, Organizational Culture to Employees Job Satisfaction	112
5.9 Differences on the Responses of the Respondents on Organizational Structure, Organizational Culture, Employees Job Satisfaction by Demographic Profile	114
Chapter 6 Summary, Conclusion and Recommendation	
6.1 Summary	127
6.2 Conclusion of Findings	129
6.3 Recommendation	132
Bibliography	137
Appendices	



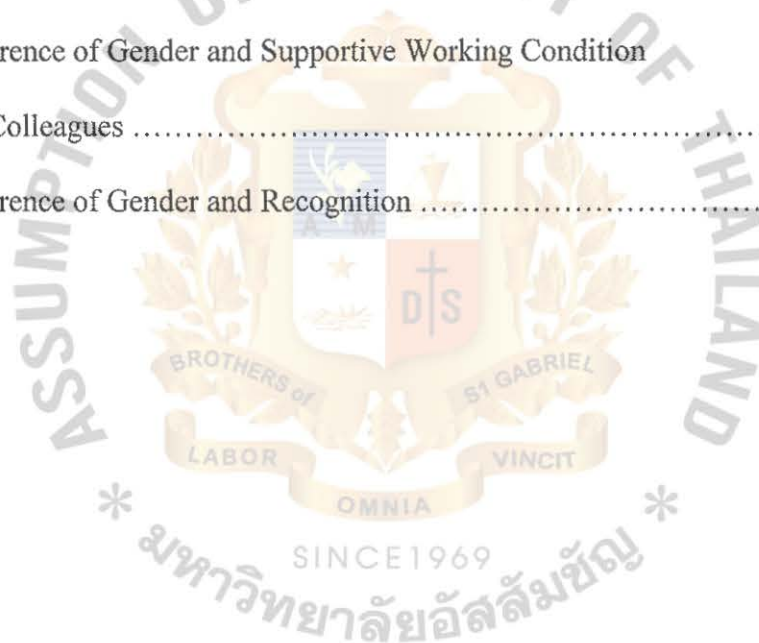
LIST OF TABLES

Table	Page
2.1 Summary of the Five Configuration	15
2.2 Evolution of Contemporary Organization	23
2.3 A Diagram for Matching People, Organizations and Jobs	30
2.4 Manager's Beliefs on How to Motivate Subordinates	32
2.5 Power of Motivation Theories	55
5.1.1 Description of Age	78
5.1.2 Description of Gender	78
5.1.3 Description of Position	79
5.1.4 Description of Educational Attainment	79
5.1.5 Description of Length of Service	80
5.1.6 Description of Functional Department	81
5.2.1 Perceptions on Division of Labor	83
5.2.2 Perceptions on Authority and Responsibility	83
5.2.3 Perceptions on Discipline, Rule and Regulation	84
5.2.4 Perceptions on Centralization and Decentralization	85
5.2.5 Perceptions on Relationships as A Whole	87
5.2.6 Perceptions on Line of Authority	88
5.2.7 Summary of Organizational Structure	88
5.3.1 Perceptions on Shared Values and Beliefs	90

5.3.2	Perceptions on Level of Commitment	91
5.3.3	Perceptions on Individual and Group Norms	92
5.3.4	Summary of Organizational Culture	93
5.4.1	Perceptions on Achievement	94
5.4.2	Perceptions on Equitable Rewards	95
5.4.3	Perceptions on Work Itself	96
5.4.4	Perceptions on Supportive Working Conditions and Colleagues	97
5.4.5	Perceptions on Recognition	98
5.4.6	Summary of Employee Job Satisfaction	98
5.5.1	Correlation between Educational Attainment, and Discipline Rule and Regulation	100
5.5.1.1	Distribution of Educational Attainment, and Discipline Rule and Regulation	100
5.5.2	Correlation between Educational Attainment and Relationship as A Whole	101
5.5.2.1	Distribution of Educational Attainment and Relationship as A Whole	101
5.5.3	Correlation between Age and Centralization and Decentralization	102
5.5.3.1	Distribution of Age and Centralization and Decentralization	102
5.6.1	Correlation between Age and Shared Values and Beliefs	104
5.6.1.1	Distribution of Age and Shared Values and Beliefs	104
5.6.2	Correlation between Gender and Shared Value and Beliefs	105
5.6.2.1	Distribution of Gender and Shared Values and Beliefs	106

5.6.3	Correlation between Position and Level of Commitment	106
5.6.3.1	Distribution of Position and Level of Commitment	107
5.6.4	Correlation between Educational Attainment and Level of Commitment..	107
5.6.4.1	Distribution of Educational Attainment and Level of Commitment	108
5.6.5	Correlation between Length of Service and Level of Commitment	108
5.6.5.1	Distribution of Length of Service and Level of Commitment	109
5.7.1	Correlation between Gender and Supportive Working Conditions and Colleagues	110
5.7.1.1	Distribution of Gender and Supportive Working Conditions and Colleagues	111
5.7.2	Correlation between Gender and Recognition	111
5.7.2.1	Distribution of Gender and Recognition	112
5.8.1	The Correlation Coefficient of Organizational Structure and Organizational Culture to Employees Job Satisfaction	113
5.9.1	Difference of Age and Authority and Responsibility	115
5.9.1.1	Mean Difference of Age and Authority and Responsibility	115
5.9.2	Difference of Position and Discipline, Rule and Regulation	116
5.9.2.1	Mean Difference of Position and Discipline, Rule and Regulation	116
5.9.3	Difference of Educational Attainment and Division of Labor	117
5.9.3.1	Mean Difference of Educational Attainment and Division of Labor	118
5.9.4	Difference of Educational Attainment and Discipline, Rule and Regulation	119
5.9.4.1	Mean Difference of Educational Attainment and Disciple,	

Rule and Regulation	120
5.9.5 Difference of Educational Attainment and Level of Commitment	121
5.9.5.1 Mean Difference of Educational Attainment and Level of Commitment ...	122
5.9.6 Difference of Length of Service and Shared Values and Beliefs	122
5.9.6.1 Mean Difference of Length of Service and Shared Values and Beliefs ...	123
5.9.7 Difference of Gender and Shared Values and Beliefs	124
5.9.8 Difference of Gender and Work Itself	125
5.9.9 Difference of Gender and Supportive Working Condition and Colleagues	125
5.9.10 Difference of Gender and Recognition	126



LIST OF FIGURES

Figure	Page
2.1 Organization Decision-Making Process	26
2.2 Organization Culture as a Tool to Management	40
2.3 Responses to Job Dissatisfaction	48
2.4 Equity Theory	50
2.5 Framework of the Integrating Contemporary Theories of Motivation Influencing Job Satisfaction	55
3.1 Framework of Organizational Structure: Its Determinants and Outcomes	62
3.2 Schein's Culture	62
3.3 A Framework for Organization Culture	64
3.4 Conceptual Framework of the Research Study	65
3.5 Conceptual Framework of Hypothesis Testing Model	66

CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction of the Study

“One would not ask how personnel development contributes to the management of organizations, rather one would ask how does the managing organization contribute to personnel development.” The saying presents the relationship of personnel development and managing organization - no matter which one would lay influence on the other.

Whenever the organizations start to concentrate on the performance of a whole they have to pay a lot of attention to the performances of their employees since personnel development is the key to an effective organization. In fact, no one seemed to challenge the belief that management effectiveness and personnel development are related.

The fate of the individual is a hotly debated topic. The role of employee is gradually viewed as meaningless factor. Considering the outstanding situations which constantly emerged the business firms have likely experienced higher economic crisis in Thailand. New strategies are suggested and applied in almost types of business with the explanation that these strategies would lead business to the survival. Re-engineering, downsizing by laying off a number of employees are widely practised.

Countless record of employees being laid off of almost every level in numerous organizations is shown. It seems to be that the factor that is most affected is the personnel factor. On the contrary, in the prosperous period of the business, it is of course the personnel factor that leads organizations to the high status that the organization can compete through the environmental changes. Organizations need all employees as a whole to complete the potential of the organization itself. In the same way it would be interesting to examine that being an employee of organization should it also serve the employees' own job satisfaction. Additionally the focus on self-development requires employers and employees to accept greater responsibility, to take more risks and to do things differently. The more efficient the employees, the more development and stability of the organization.

Organizations exist to achieve something by those who strive to make organizations better places to work. If a company is in business only to make a profit then it will regard people as costs, the beginning of the road to company extinction. If, however, you employ people just as a pair of hands then generally that is all they will give you. The fact is, companies do not just employ a pair of hands, but a walking miracle (Stapley, 1996).

However what employees do at work is constrained by structures, systems and procedures. Organizational structure affects the behaviour of individuals and groups in significant ways. In fact, the effects of organizational structure on behaviour are so profound: Organizational structure will be defined broadly as those features of the organization that serve to control or distinguish its components. Thus the purpose of organizational structure is to control behaviour, to channel and direct behaviour to achieve high levels of efficiency, satisfaction and development. The importance and powerful role towards the development of employees behaviour also depends on the

difference between the effective structure and ineffective one that the organizational structures contribute the minimum or maximum abilities to reinforce the organizational members.

Another significant factor to be considered necessary to the trend of personnel behaviour is organizational culture. The classic saying stated that “It is not just in Rome that people “do as the Romans do”. Individual would do a particular thing in order to be able to survive in that place that he would never think of doing elsewhere. Thus the organization’s overall culture can have a powerful influence on relationship as they occur within its environment. The organizational culture integrates the inner soul of organizational members while the members do likely not know the process of being influenced.

The organization the researcher is going to explore and conduct the survey is in the manufacturing and distributing type of business. The organization will be understood as called by “OS”. The company is more than a century establishment by a Chinese origin and successfully expanded through the descendents into one of the well-known companies of the same industry. The company has developed and produced wide range of product including pharmaceutical, food & beverage and consumer products. OS has strong marketing and distribution that the teams can penetrate the provinces and rural villages of Thailand which OS is fully integrated to create sustainable competitive advantages. OS is fully committed to research and development by investing heavily in modern in-house research and development. Moreover, OS focuses the importance on the human resources factor. The company realized the result of this effective factor that with its outstanding capability, effectiveness and efficiency is the ability to grow. The total number of personnel in OS - with record within the year 1999 - is approximately 3,000 employees. Not only

the core of the business that OS signify essential, the social contribution also reflects the value towards company's awareness. OS is firmly committed to helping raise the standard of living as a whole as well as education, national culture- and arts preservation.

1.2 Objective of the Study

The objective of this research is to determine the demographic profile of employees; identify the organizational structure; explore the existing organizational culture; and examine whether organizational structure and organizational culture will bring about to the motivators to employees job satisfaction.

1.3 Statement of the Problem

1. What is the demographic profile in relation to the following:
 - 1.1 age*
 - 1.2 gender
 - 1.3 position
 - 1.4 educational attainment
 - 1.5 length of service
 - 1.6 functional department
2. What are the perceptions of respondents on organizational structure in terms of:
 - 2.1 division of labor
 - 2.2 authority and responsibility

- 2.3 discipline, rule, regulation
 - 2.4 centralization and decentralization
 - 2.5 relationship as a whole
 - 2.6 line of authority
3. What are the perceptions of respondents on organizational culture in terms of:
- 3.1 shared values and beliefs
 - 3.2 level of commitment
 - 3.3 individual and group norms
4. What are the perceptions of respondents on the job satisfaction in terms of:
- 4.1 achievement
 - 4.2 equitable rewards
 - 4.3 work itself
 - 4.4 supportive working conditions and colleagues
 - 4.5 recognition
5. What is the relationship between demographic profile and organizational structure?
6. What is the relationship between demographic profile and organizational culture?
7. What is the relationship between demographic profile and employees job satisfaction?
8. What is the correlation relationship of organizational structure, organizational culture to employees job satisfaction?
9. Are there differences on the responses of respondents on organizational structure, organizational culture and employees job satisfaction by demographic profile?

1.4 Scope of the Study /

As the research concentrates on “OS” Thai organization in a few specific area, the research is delimited to studying the existing living and environment of such selected organization. The research will conduct on the population within the organization. The respondents will be approached to request for cooperation and approval to carry out the thesis in particular.

The sample population will be selected from the employees in the different departments: purchasing/ marketing/ personnel/ finance and accounting/ international business/ production/ office of the chairman, including top management, middle management and low management. The sample respondent will be chosen and be drawn from the departments depending on its availability and its appropriate characteristic toward the overall organization which more or less represent 75% of the sampling frame. The name and the relevant detail of the selected organization will be strictly kept confidential.

1.5 Limitations of the Study

The questionnaires received from the respondents in each department may not be able to represent the whole number of department members. The researcher may expect the non-cooperative manner from executives in the top level management if they are occupied by the routine responsibility or additional assignment. Not personnels from every department will be asked for co-operation. For the case of salesperson and factory workers, the researcher is very much concerned that they

cannot complete the questionnaires and return them within the researcher's time frame since they are working in the field, not in the office building.

1.6 Significance of the Study

The research is conducted with the aim to help or assist individuals, organizational members, organization itself, and the community as well as the country as a whole. Individual would be able to know the behavioural trend within the organization he is in in order to enable himself to comply as to the unity of the organizational structure and culture. Meanwhile the organization itself would be able to realize how to increase the personnel satisfaction to the maximum; consequently, to the organizational effectiveness and efficiency.

1.7 Definition of Terms

For clarity and uniformity of this study, the following terms as applied in the research are defined as follows:

Employees profile:

Age - It refers to the length of time that a person or thing has existed or is likely to exist.

Gender - It refers to males or females respondents of the study

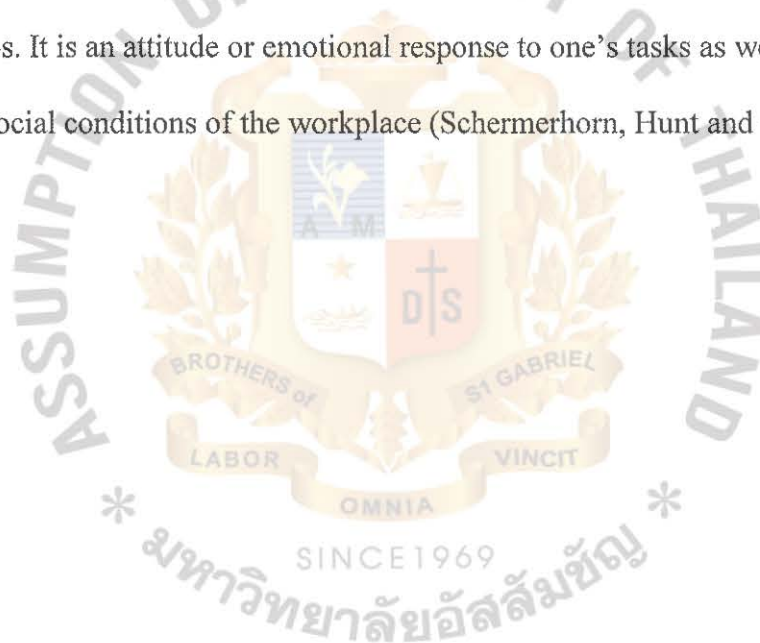
Position - It refers to the rank or status, high social understanding of the position

Educational attainment - It refers to the formal schooling of the respondent. It refers to elementary graduate to doctorate degree.

Organizational structure - It is to show how tasks are to be allocated, who reports to whom, and the formal coordinating mechanisms and interaction pattern that will be followed (Robbins, 1990).

Organizational culture - It is the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think and feel in relations to problems. (Schein, 1984)

Job satisfaction - It is the degree to which individuals feel positively or negatively about their jobs. It is an attitude or emotional response to one's tasks as well as to the physical and social conditions of the workplace (Schermerhorn, Hunt and Osborn, 1997).



CHAPTER 2

REVIEW OF LITERATURES

2.1 Definition of Organizational Structure

An organizational structure plays an important part in ensuring that rules and procedures exist that are necessary for the smooth running (and even the continued existence) of the whole organization. Unless everyone in the organization can behave in a self-disciplined way, then its structure provides an essential framework for the efficient running of the organization.

The structure of most large organizations in the twentieth century can be represented by a pyramid. It shows that an organization has both a vertical and horizontal dimension. Its broad base indicates that the vast majority of employees are located at the bottom, and are responsible for manufacturing the product or providing the service. Each of the levels above the workers represents a layer of management which can be divided into three groupings: supervisory or first-line management, middle management and senior or top. The layers also represent differences in status.

2.1.1 Features of the organizational structure. The hierarchy will be remarkably presented in the form of organizational chart. An examination of the organizational chart can help to clarify some of the basic concepts associated with

organizational structure. Hierarchy refers to the number of levels of authority to be found in an organization. In a company with a flat organizational structure, only one level of hierarchy separates the managing director at the top from the employees at the bottom. In contrast, a company with a tall organizational structure has many levels in between the top and the employees at the bottom.

2.1.2 Span of Control. The organizational chart with a flat hierarchy, there are many employees reporting to each supervisor. Hence, that person has a broad span of control. In a tall organizational structure, fewer employees report to each manager and hence the span-of-control of each of the managers is narrow. The larger the number of subordinates reporting to one manager, the more difficult it is for him to supervise and coordinate them effectively.

The concepts of span-of-control and hierarchy are closely related. The broader the span-of-control, the fewer the number of levels in the hierarchy. With a narrow span-of-control, it creates vertical differentiation and a taller hierarchy.

To create an organizational structure two key processes must take place: differentiation and integration. As part of the management team, it is the organization designer's role to make decisions about these two processes. Differentiation can also be vertical. People (who may share similar skills, knowledge, etc.) are divided into different managerial levels in the organization's hierarchy. Like differentiation, integration can be both horizontal or vertical. Horizontal integration concerns the activities that go on at the same hierarchical level within an organization to ensure that members of staff co-ordinate their activities. Vertical integration concerns the activities that go on at different hierarchical levels within organization to ensure that members of staff co-ordinate their activities.

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2.1.3 Control. Organizations need to ensure that their employees' activities are co-ordinated so that one person's work is fit with that of those colleagues whose work is dependent upon his or her efforts. However, organizations need also to ensure that employees' behaviour is controlled in a more general sense, to see that what they do and how they do it meets the needs of the organization.

All organizations need to control the activities of their workers, but the key issue here is the extent to which such control should be exercised. This is the balance between centralization and decentralization.

Much of modern management theory tends to stress the benefits of decentralization. Kanter (1984) emphasizes the benefits of empowering employees to enable them to take more control over their work and to take more decisions themselves. It gives employees direct responsibility and ownership of their actions. Such decentralization enriches people's work and improves their motivation and commitment to the organization. It is an essential step if the organization is to develop a flatter structure.

The researcher's personal view is that many layers of hierarchy should be removed by cutting out many of the middle management roles and reducing the hierarchy to a maximum of five layers of management. Giving relatively junior staff more control over their work can also give them experience of managing tasks and of taking decisions, so training them to take on more senior posts and responsibilities.

Decentralization also allows decisions to be taken close to the point where operations are being carried out, so that they are more likely to be influenced by the practical problems faced by the staffs who have to carry them out, and the customers whose needs are to be served. This closeness to the customer and to the supplier

provides its own control mechanism, as personnel who are directly dealing with situations also have the authority and responsibility to make decisions that have an immediate effect on their everyday life and effectiveness.

Despite the current emphasis on decentralization, all organizations must exercise a measure of control over their employees. They must strike a balance between centralization and decentralization. Centralization has its merits. It ensures that employees carry out a common policy and do not go their own way. It allows for quick decision making as decisions are taken by a few senior managers, rather than through negotiation with a larger group and control is retained by this top management team. Centralization can also reduce costs and increase specialization as employees can work in more specialist units reporting to top management, rather having to spread expertise more widely through the organization to serve a larger group of decision-maker.

2.1.4 Classification of organizational structure. Organizational structures can be classified into three main types; line, staff and functional. The basic one is the line structure, and this feature of every organization, irrespective of its size or simplicity. The staff and functional types are modifications of the line structure, which have been made necessary because of increased complexity of operation. These two other forms usually exist in combination with the line structure.

2.1.4.1 Line structure. A company's line structure consists of the direct vertical relationships which connect the positions at each level with those above and below. It is the series of superior-subordinate relationships which are collectively referred to as the organizations' chain of command. The line relationships are the designated channels through which authority from its source at the top of the

organizational pyramid flow, through the middle management ranks, passes down via the supervisors, to employees at the desk or on the factory floor.

A line structure is possessed by every organization which has differentiated a leader and a follower group. Every individual in an organization reports to a 'superior' from whom he receives orders, instructions, help, approval and not least, commands. That same superior has the authority to direct the activities of those in positions below on the same line.

Given the pyramidal nature of companies, the managers located towards the top of an organization are given authority to control more resources than those lower down. For this reason, the latter are forced to integrate their actions with those above them by having to ask their bosses to approve some of their actions. In this way, managerial control is exercised down through the organization.

2.1.4.2 Staff structure. A firm creates a staff structure in one of two ways. A staff structure can be created by appointing an 'assistant to' an existing line manager. The manager delegates tasks and projects in the assistant's specialist area. The assistant has no authority of her own, but acts in the name of the line manager and with the line manager's authority. Because she is not in a line relationship, she does not constitute a level in the hierarchy.

A second approach is to establish separate departments headed by staff specialist. This is a modification of the basic line structure, and is referred to as a line-and staff-structure. A staff department, such as market research, personnel, accounting, training, and so on, exists to aid the line structure managers in the areas or functions assigned to it. As with the 'assistant-to' example, the staff department performs its tasks through the line structure, and not independently of it. It does not have command authority over the other departments in the organization.

Staff specialists, such those in computing or industrial relations, are accountable to managers in the line structure. Within a staff structure, the members who constitute the staff departments can only plan for, recommend to, advise or assist other departments and their line manager, but they lack the authority to insist that their advice is taken.

Staff authority is always subordinate to line authority in a staff structure, and its purpose is to facilitate the activities being directed and controlled by the line structure. Of course, each staff department will have its own internal line structure.

2.1.4.3 Functional structure. The staff specialist's authority comes by delegation from a common superior. The general manager in the chart may decide that rather than have each piece of advice from staff cleared through her for onward transmission down to her departmental heads, it is more efficient for the specialist to issue an instruction directly to the department head.

The functional specialist in their function, remains accountable to the boss in whose name he issues the instructions. If the general manager requires functional assistance to be given to her subordinates in some area such as accounting, she has to delegate some of her own authority to the functional specialist concerned.

2.1.5 Mintzberg's element of organizations. There is another way of exploring the structure existing in the organizations particularly the perspective of what is happening inside, rather outside the organization according to Mintzberg's theory.

Table 2.1 Summary of the Five Configurations

Characteristic	Simple Structure	Machine Bureaucracy	Professional Bureaucracy	Divisional Structure	Adhocracy
Specialization	Low	High functional	High social	High functional	High social
Formalization	Low	High	Low	High within divisions	Low
Centralization	High	High	Low	Limited decentralization	Low
Environment	Simple and dynamic	Simple and stable	Complex and stable	Simple and stable	Complex and dynamic
General structural classification	Organic	Mechanistic	Mechanistic	Mechanistic	Organic

2.1.5.1 The simple or entrepreneurial structure. The simple structure is flat, not complex, has little formalization and authority is centralized into a one-person strategic apex, probably in the original owner or entrepreneur. The structure’s strengths are that it is fast, flexible and easy to maintain, but with increasing size this structure becomes unworkable. Employees are likely to enjoy working in this type of company. With a strong leader, they are likely to identify with the organization’s aims and objectives, although their relationship with the central figure is likely to be indicative of their relationship to the company as a whole.

2.1.5.2 The machine bureaucracy. The machine bureaucracy has highly routine operating tasks, formalized rules and regulations, a functional structure with centralized decision making and administration that separates line and staff activities. Technostructure is the dominant part of the organization as it is required to keep everything standardized, tightly controlled and planned. There is a hierarchy of

middle managers to control the specialized but probably simple operating core and ultimate control still resides in the top. You may recognize elements of this description; it describes the mechanistic structure.

The organization can perform standardized activities very efficiently. It can survive with relatively inexperienced managers as the rules and procedures cover most situations. However, this may cause problems when situations arise which require management intervention and initiative. In this type of organization, employees need to enjoy (or accept) routine work, the tight rules and regulations; otherwise they will become quickly discontented with the routine nature of the work and the lack of scope for personal initiative.

2.1.5.3 The professional bureaucracy. With a professional bureaucracy, standardization is maintained but the tasks are highly specialized. Highly trained professionals are hired in the operating core which is empowered with decision making. This means that control is decentralized from the top. As with the machine bureaucracy, rules can take over. There is little need for a technostructure; standardization is achieved through the training that the professionals have received outside the organization/ Professional staff operate to the codes of ethics and conduct of their professional associations. Few line managers are employed but many support staff are needed to back up the operating core of professionals.

2.1.5.4 The divisional of diversified structure. A divisional structure is made up of a set of autonomous units which are likely to be machine bureaucracies, loosely held together and co-ordinated by a central strategic headquarters. This type of organization is likely to be large and well established. Control is largely through middle management: the division managers. The divisions are accountable to operate as individual organizations; this does mean that some functions, marketing for

example, are duplicated within each division as this is obviously ineffective. There may be conflict between divisions as they compete for resources. There may be communications and co-ordination problems between the divisions. Each division is accountable but within company guidelines and policies.

2.1.5.5 The adhocracy or innovative structure. This structure is characterized by high horizontal differentiation, low vertical differentiation, low formalization and decentralization. It is responsive and flexible. There is no technostructure and a highly professional operating core. Since middle managers and support staff are professional, the traditional lines of authority do not exist. Power is distributed unevenly throughout the organization. An adhocracy is really a group of teams with few rules and regulations; co-ordination is by mutual adjustment. Roles within the teams change. Conflict can arise as there are no clear guidelines or 'bosses' in control. It lacks the advantages of standardized, bureaucratic structuring and can be rather unstable, but is very effective in certain complex, dynamic environments where innovation and flexibility are required to survive.

2.1.6 Structural perspective. Sociologists claim that people's attitudes are shaped as much by the organizations in which they work and by their pre-existing personality variables. The constraints and demands of the job can dictate their behaviour. For this reason, it is impossible to explain the behaviour of people in organizations solely in terms of individual or group characteristics. Fox (1966) has argued that, in seeking to make such explanations, 'The structural determinants of behaviour be included'.

Fox's description stresses an important element in the structural view of organizations. He argued that attention should be paid to the roles that people play and

not just to the personalities in these roles. Seeking to understand people's behaviour through their personality or motivation, and changing it with the use of social skills, tends to de-emphasize the structures within which organizational roles are played.

According to Fox (1966), structural determinants of behaviour at work

..... "the industrial behaviour of individuals and the relations between them are shaped not only by their being the son of people they are, but also by the technology with which they work, the structure of authority, communication and status within which they are located, the system of punishments, rewards and other management controls to which they are subjected, and the various other aspects of 'the structure of situation'".

There is a danger of taking the structural perspective to the extreme and ignoring the human element altogether. Some social scientists see individuals as playing only a minor role. Whilst acknowledging that it is people who do the work in companies, they consider their behaviour is determined by the organizational structure within which they operate. Other writers, especially those coming from a management background, tend to ignore the structural aspects of organizations altogether and prefer instead to focus on individual and group characteristics.

The structural approach, therefore, stresses the logical and rational elements of organizations and de-emphasizes peoples' preferences or feelings. It holds that if efficiency and effectiveness are to be achieved, then people need to adopt organizational plans as their own, and adapt to them as necessary.

2.2 Theories Related to Organizational Structure

2.2.1 Modern organization theory. “Organization theory” is the study of the structure and functioning of organizations and the behavior of groups and individuals within them (Pugh, 1997). Modern organization theory began with the work of Type 1 theorists. They relied heavily on simplistic and universal principles, developing models of organization that were overly rational and mechanistic. The Type 2 theorists, to a large degree, represented a counterpoint to the rational-mechanistic view. The focus moved away from division of labor and centralized authority toward democratic organizations. The Type 3 theorists have taken the insights provided by the earlier theorists and reframed them in a situational context. The contingency view, in addition to underlining the point that there is not “one best way,” has made significant strides in identifying those contingency variables that are most important for determining the right structure. The political perspective taken by the Type 4 theorists, which builds on our knowledge of behavioural decision making and political science, has significantly improved the ability to explain organizational phenomena that the contingency advocates’ rational assumptions overlooked.

2.2.1.1 Type 1 theorists.

2.2.1.1.1 Management Theorists

Frederick Taylor and Scientific Management

Taylor proposed four principles of scientific management would result in significant increases in productivity: the replacement of rule-of-thumb methods for determining each element of a worker’s job with scientific determination; the scientific selection and training of workers; the cooperation of management and labor to accomplish work objectives, in accordance with the scientific method; and a more equal division of responsibility between managers and workers, with the former doing the planning and supervising, and the latter doing the execution.

Henri Fayol and Principles of Organization

Fayol wrote the principles based on his years of experience as a practicing executive. He sought to develop general principles applicable to all managers at all levels of the organization and to describe the functions a manager should perform. His principles consist of 14 characteristics: division of work; authority; discipline; unity of command; unity of direction; subordination of individual interests to the general interests; remuneration; centralization; scalar chain; order; equity; stability of tenure of personnel; initiative; and esprit de corps.

2.2.1.1.2 Structural Theorists.

Max Weber and Bureaucracy

Weber developed a structural model that was the most efficient means by which organizations can achieve their ends. He called his ideal structure bureaucracy. It was characterized by division of labor, a clear authority hierarchy, formal selection procedures, detailed rules and regulations, and impersonal relationships. Weber's description of bureaucracy became the design prototype for the structure of most today's large organizations (Robbins, 1995).

2.2.1.2 Type 2 theories.

2.2.1.2.1 Group Theorists.

Elton Mayo and the Hawthorne Studies

Mayo discovered that the immediate informal group influenced on motivation and behaviour. It is generally agreed upon by management scholars that the Hawthorne studies had a dramatic impact on the direction management since it ushered in an era of organizational humanism (Robbins, 1995). Managers would no longer consider the issue of organization design without including effects on work groups, employee attitudes, and manager-employee relationships.

Douglas McGregor and Theory X-Theory Y

McGregor classified two distinct views of human being: one basically negative-Theory X - and the other basically positive-Theory Y. He concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mold his or her behaviour toward subordinates according to these assumptions.

Theory X assumptions

1. Employees inherently dislike work and, whenever possible, will attempt to avoid it.
2. Since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve desired goals.
3. Employees will shirk responsibilities and seek formal direction whenever possible.
4. Most workers place security above all other factors associated with work and will display little ambition.

Theory Y assumptions

1. Employees can view work as being as natural as rest or play.
2. Human beings will exercise self-control if they are committed to the objectives.
3. The average person can learn to accept, even seek responsibility.
4. Creativity-that is, the ability to make good decisions-is widely dispersed throughout the population and is not necessarily the sole province of those in managerial functions.

He argued that Theory Y assumptions were preferable and that they should guide managers in the way they designed their organizations and motivated their employees.

Warren Bennis and the Death of Bureaucracy

Bennis claimed that bureaucracy's centralized decision making, impersonal submission to authority, and narrow division of labor was being replaced by decentralized and democratic structures organized around flexible groups. Influence based on authority was giving way to influence derived from expertise.

2.2.1.3 Type 3 Theorists.

Herbert Simon and Principles Backlash

Simon recognized that Type 1 principles would have to give way to a contingency approach. He argued that organization theory needed to go beyond superficial and oversimplified principles to a study of the conditions under which competing principles were applicable.

Katz and Kahn's Environment Perspective

Daniel Katz and Robert Kahn's book "The Social Psychology of Organizations, was a major impetus toward promoting the Type 3 open-systems perspective for examining the important relations of an organization with its environment and the need for organizations to adapt to a changing environment if they are to survive.

The Case for Technology

Joan Woodward and Charles Perrow and James Thompson had made an impressive notion of the importance of technology in determining the appropriate structure for an organization.

The Aston Group and Organization Size

The researchers associated with the University of Aston in Great Britain commented that large organizations have been shown to have many common structural components. So, too, have small organizations. However, evidence suggests that certain of these components follow an established pattern as organizations expand in size.

2.2.1.4 Type 4 theorists.

Pfeffer's Organizations as Political Arena

Jeffrey Pfeffer had built on March and Simon's work to create a model of organization theory that encompasses power coalitions, inherent conflict over goals, and organizational-design decision that favor the self-interest of those in power. He

argued that if we want to understand how and why organizations are designed the way they are, we need to assess the preferences and interests of those in organization who have influence over the design decisions.

Developing a Framework

Table 2.2 Evolution of Contemporary Organization

APPROXIMATE TIME FRAME	1900-1930	1930-1960	1960-1975	1975-?
Systems perspective	Closed	Closed	Open	Open
Ends perspective	Rational	Social	Rational	Social
Central theme	Mechanical efficiency	People and human relations	Contingency designs	Power and politics
Theoretical classification	Type 1	Type 2	Type 3	Type 4

Based on W. Richard Scott, "Theoretical Perspectives," in Marshall W. Meyer, ed., Environments and Organizations (San Francisco: Jossey-Bass Publisher, 1978), p. 22.

In the evolution of organization theory, there are opposed perspectives. The first dimension reflects that organizations are systems. A close-system perspective means that organization were seen as essentially autonomous and sealed off from their environment. Lateron, the focus on the internal characteristics of organization gave way to approaches that emphasized the importance for the organization of events and processes external to it. The second dimension deals with ends of organization structure. The rational perspective argues that the structure of an organization is conceived as a vehicle to effectively achieve specified objectives. In contrast, the social perspective emphasizes that structure is primarily the result of the conflicting

forces by the organization's constituents who seek power and control. The third explanation give the summarized content of each type of theoretical classification.

Considering from the table above which depicts the evolution of contemporary organization theory along the systems and ends dimensions, the researcher will focus through the Type 1 and Type 2 theories which are the close system since the rest two types of 3 and 4 theorists contain the open system perspective. And the field of researcher's interest would limitedly fall on the existing structural perspective within the organization; not the result from the external variables.

2.3 Critical Analysis Related to Organizational Structure

To study exclusively the Type 1 and Type 2 theorists, the researcher views necessarily to find out the outstanding characteristics of each theory as described in the following framework.

Type 1 - to perceive organizations as close systems created to achieve goals efficiently

<u>Taylor</u>	<u>Fayol</u>	<u>Weber</u>
<ul style="list-style-type: none"> - increase in productivity - managers select, train and motivate workers to ensure that the one best way was followed in order to maximize efficiency 	<ul style="list-style-type: none"> - principles and functions of managers at all levels - division of labor/ specialization increases output - authority and responsibility of managers - discipline of organization - unity of command/ receive order from one superior - unity of directed/ directed by one manager using one plan - the interests of the org. as a whole is important - fair pay - centralization/ decision making within the management or decentralize to subordinates 	<ul style="list-style-type: none"> - division of labor - clear authority/hierarchy - formal selection procedures - rules and regulations - impersonal relationship

- line of authority from top to lowest rank
- order
- equity

Type 2 - to represent a human counterpoint to type 1’s mechanical view

Mayo	McGregor	Bennis
<ul style="list-style-type: none">- redesign of jobs- changes in the length of workday and workweek- introduction of rest periods- work groups- employee attitudes- manager-employee relationship	<ul style="list-style-type: none">- work is natural- committed to objectives/ self-direction and self-control- responsibility- creativity-ability to make good decisions throughout the population = participative decision making- develop good group relations	<ul style="list-style-type: none">- decentralize- democratic structure- flexible adhocracies

2.3.1 Selection of the generic set of sub-variable. The synthesis of the mentioned knowledge of the remarkably organizational theory theorists has come to the definite interest of the researcher under the main variable of organizational structure; namely, division of labor (specialization), authority and responsibility (of manager), discipline/ rule/ regulation (of organization), centralize/ decentralize (to the effect of decision making)/ relationship as a whole (manager-employee) and line of authority (hierarchy).

Organizational Structure

- division of labor
- authority and responsibility
- discipline/ rule/ regulation
- centralization/ decentralization
- relationship as a whole
- line of authority (hierarchical level)

2.4 Discussion of Each of the Generic of Sub-variable

Division of labor representing the individual job that is broken down into simple, routine, and well-defined tasks which is the other word called functional specialization. The functional specialization creates high substitutability among employees and facilitates their easy replacement by management. While the social specialization is achieved by hiring professionals who hold skills that cannot be readily routinized. Adam Smith (his discussion in “The Wealth of Nations”, 1776) concluded that division of labor raises productivity by increasing each worker’s skill, by saving time that is commonly lost in changing tasks, and by encouraging the creation of labor-saving inventions and machinery.

Authority and responsibility refer to the formal rights inherent in a managerial position to give orders and expect the orders to be obeyed.

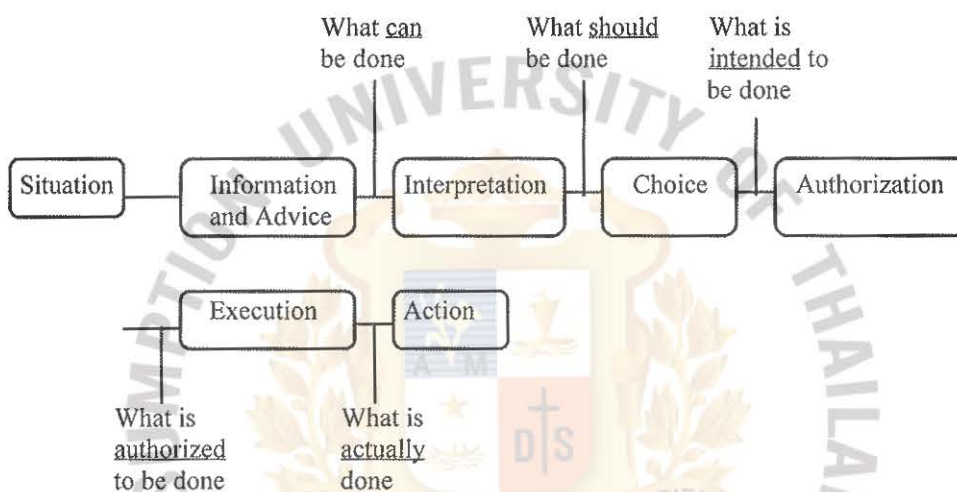
Discipline, rule and regulation are explicit statements that tell an employee what he or she ought or ought not to do. They can reduce ambiguity and increase uniformity of actions.

Centralization refers to the degree to which decision making is concentrated at a single point in the organization. A high concentration implies high centralization, whereas a low concentration indicates low centralization or what may be called decentralization. Centralization is concerned with the dispersion of authority to make decisions within the organization. With reference of the authority and the chain of command are to the understanding of centralization, the awareness of the decision-making process is equally important. The degree of control one holds over the full decision-making process is, itself, a measure of centralization. Referring to figure below, it can be said that decision making is most centralized when the decision

maker controls all the steps: “He collects his own information, analyzes it himself, makes the choice, needs seek no authorization of it, and executes it himself.”

(Mintzberg). As others gain control over these steps, the process becomes decentralized.

Figure 2.1 Organization Decision-Making Process



Based on T.T. Paterson, Management Theory (London: Business Publications, 1969), p. 150.

Relationship as a whole representing the relationship between manager and employee.

Line of authority hierarchy representing a multilevel formal structure, with a hierarchy of positions or offices, ensures that each lower office is under the supervision and control of a higher one.

2.5 Definition of Organizational Culture

The importance that the organizational structures play in ensuring the smooth running of organizations have been earlier mentioned. Relatedly, it is emphasized that in these times of change and development, organizations need to be more responsible and more flexible than in the past. However, as Watson (1994) put it: "Since the early 1980s, there has been a move away from emphasizing structures as the most important organizing device of organizations and a shift toward managing through values". This involves managing through the establishment of a shared culture with key values about, among other things, how employees should behave.

The organization's internal environment from which the organizational culture is partly learned has itself been influenced by that culture. One way in which organizational members absorb culture is through the various facets of the internal environment - the structures, procedures, styles, ceremonies and so on. This internal environment, however, is itself (partly) a product of the culture, created and recreated by those immersed in it.

It is a difficult term to define but is a form of ideology, a pervasive set of shared beliefs, values and norms. The culture affects the way in which the organization reacts to growth and it is both determined by the people employed within the organization. It also affects the way in which the organization treats the concept of productivity improvement.

2.5.1 Features of the organizational culture.

2.5.2 Types of culture. Having studied the meaning of organizational culture and explored the idea of the three levels of culture, the researcher will examine its characteristics in a more detailed manner based on Handy's study. Handy (1993) has

developed a useful, four-fold classification of cultural types, each with their own respective structures and systems: power culture; role culture; task culture and person culture.

2.5.2.1 Role Culture. A role culture is one which emphasizes conformity to expectations. It is common in government departments as well as large businesses. Such organizations can be said to be ‘bounded rational instruments for the achievement of specified goals’, Harrison (1972) says. The role orientation assumes that people work most effectively and efficiently when they have relatively simple, clearly defined, circumscribed and measurable tasks. Clarity and precision of roles and procedures are necessary in order to fit the parts of the organization together like a machine.

2.5.2.2 Power Culture. In a power culture, certain persons are dominant and others subservient. There is ‘a relatively bounded and stable occurrence of social order based on habits of deference to authority’. Harrison (1972) says, the power organization is at its best, when leadership is based on strength, justice and paternalistic benevolence... The leaders are expected to be compliant and willing... At its worst, the power organization tends towards a rule by fear.

2.5.2.3 Achievement Culture. In an achievement culture, people are interested in the work itself, and have a personal stake in seeing that it is done. Small consulting firms and research institutes have also often been cited as exemplars of the achievement culture. They can be said to be ‘the outcome of the interaction of motivated people attempting to solve their own problems.’ Harrison (1972) says, the achievement-oriented organization make high demands on its people’s energy and time, assuming that people actually enjoy working at tasks which are intrinsically satisfying.

2.5.2.4 Support Culture. Harrison (1972) says, the support-oriented organization offers its members satisfactions which come from relationships; mutuality, belonging, and connection... The assumption is that people will contribute out of a sense of commitment to a group or organization of which they feel themselves truly to be members, and in which they believe they have a personal stake.

Table 2.3 A Diagram for Matching People, Organizations and Jobs

Type of job	Type of organization	
	Mechanistic (role plus power culture)	Organic (achievement plus support culture)
Simple	1 High	3 High
	2 Low	4 Low
Complex	5 High	7 High
	6 Low	8 Low

Porter et al. (1975) divide people into those who have high or low psychological ‘need for growth’. People with a high need for growth will want to be challenged by the chance partly to design their own jobs. They will also value an organization where they are not closely supervised or rule-bound. People with low growth needs are more concerned with a steady job with clear instructions and a familiar routine where they can call on a supervisor for help when they need it. Out of eight positions numbered in the table, there are only two where people will be getting what they need -2, and 7. A person with high growth needs will be unhappy with position 1, for two reasons - the job will not stretch him or her, and the regulations of

the bureaucracy will seem confining. A person with low growth needs will feel most uncomfortable in position 8, because the work will overstretch him or her, and the lack of clear rule definition will create anxiety. All the remaining positions have lack of compatibility, either from the task or from the type of organization.

It has already been stressed that different cultures call for differing psychological contracts, that certain types of people will be happy and successful in one culture, not in another. A match between organizations, culture and an individual's psychological contract should lead to a satisfied individual. Satisfaction, as known, does not imply productivity but it is a good place to start from. The studies in job satisfaction do not differentiate between cultures or between individual expectations so that the statements above cannot as yet be demonstrated to be true, but they represent a plausible hypothesis. Leading on from there, some further hypotheses can be advanced:

1. Individuals with a low tolerance for ambiguity will prefer the tighter role prescriptions of the role culture.
2. High needs for security will be better met in the role culture.
3. A need to establish one's identity at work will be appropriate in a power or task culture. In a role culture it will be seen as a 'person' orientation and thought disruptive.
4. The impact of individual skills and talents will be more marked in power and task cultures than in role. Hence greater care needs to be paid to the selection and appraisal of individuals in these cultures.

5. Low-calibre people resources - in the sense of intelligence or inter-personal skills - would push an organization towards a role culture, where jobs can be defined down to the level of manpower available.

Employees who share the same culture tend to have similar attitudes and to engage in similar practices. Handy (1985) has a list of statements associated with the four cultures which can provide a starting point for discussion. The four statements about why people work are shown in the table.

Table 2.4 Manager’s Beliefs on How to Motivate Subordinates

By control	By encouragement
‘Work is performed out of a respect for contractual obligations backed up by sanctions and personal loyalty towards the organization or system’ (Role culture)	‘Work is performed out of satisfaction in excellence of work and achievement and/or personal commitment to the task of goal’ (Achievement culture)
‘Work is performed out of hope of rewards, fear of punishment or personal loyalty towards a powerful individual’ (Power culture)	‘Work is performed out of enjoyment of the activity for its own sake and concern and respect for the needs and values of the other persons involved’ (Support culture)

Note: The quotations are taken from Handy (1985).

One way to approach the problem of finding the appropriate cultural diversity is to look at the type of activity which primarily characterizes each part of the organization. There are four principal activity types (Handy, 1993): Steady state;

Innovation; Crisis; Policy. Steady state implies all those activities which can be programmed in some way, are routine as opposed to non-routine. Innovation includes all activities directed to changing the things that the organization does or the way it does. Crisis. All organizations have to deal with the unexpected. No one part of organization will have a monopoly of crises or breakdowns, although the part of the organization that interfaces with the environment is more likely to have to cope with the unexpected. Policy. The overall guidance and direction of activities must not be neglected. The setting of priorities, the establishment of standards, the direction and allocation of resources, the initiation of action, these are activities which form a category of their own, although there is some degree of overlap with the other sets. Each of these sets has its appropriate culture, structure and system. Organizations that are differentiated in their cultures and who control that differentiation by integration are likely to be more successful.

Studies of culture and effectiveness have proposed that the fit among strategy, environment, and culture is associated with four categories of culture. These categories are based on two factors: 1) the extent of which the competitive environment requires flexibility or stability and 2) the extent to which the strategic focus and strength is internal or external. The four categories associated with these differences are adaptability/entrepreneurial, mission, clan, and bureaucratic.

2.5.3 Roles of culture. Despite the lack of consensus regarding a precise definition of culture, review of the literature indicates that there is general agreement concerning the purpose of cultures in organization (Ott, 1989). According to Smircich (1983), culture fulfills several critical purposes: it conveys a sense of identity for organizational members, it facilitates the development of commitment to the

organization, it enhances the stability to the social system, and it serves as a sense-making mechanism to guide and shape individual actions (Louis, 1980). The following four functions of culture, originally proposed by Siehl and Martin (1984) and expanded later by Ott (1989), are consistent with the proposed by listed by Smircich.

- Culture provides a consistent way of interpreting the environment, a shared set of perceptions so members of the organization know what thoughts and behaviours are expected of them. Therefore, one of the major functions of culture is to reduce the amount of anxiety experienced by group members (Schein, 1990).
- Culture provides a set of shared emotions, a sense of what is important or valued. Consequently, organizational members know the expectations for the display of feelings in the culture.
- Culture establishes boundaries which allow members to identify one another and to be able to distinguish themselves from nonmembers.
- Culture acts as a mechanism for organizational control, placing limits on the activities of members.

A fifth function of culture lacks universal agreement: Organizational culture has a direct impact on organizational performance. Much has been written about the relationship between culture and performance, particularly in the popular management literature (Deal & Kennedy, 1982; Peter & Waterman, 1982; and Kotter & Heskett, 1992). Logically it would make sense that a certain type of culture would be more likely to result in productive organization. However, as hard evidence supporting this relationship is lacking, the question remains unanswered.

Based on the first four purposes of culture listed above, a functional definition of culture (Ott, 1989), could thus be:

“A social force that controls patterns of organizational behaviour by shaping members’ cognition and perceptions of meanings and realities, providing affective energy for mobilization, and identifying who belongs and who does not.”

The problem with this functional definition is that it provides little direction for how to manage, change, or study organizational cultures. How does one describe, let alone make policy decisions on, a “social force”? A functional definition is, however, useful for aiding understanding about the purpose of cultures and clarifying the reasons for their existence.

Organizational culture is but one dimension of the study of organizational behaviour and the concept is by no means a new one (Lewis, 1996). For example, Potter (1989), quotes Jaques (1951), as defining the culture of a factory as the customary and traditional way of thinking and of doing things, which is shared to a greater or lesser degree by all its members, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm...

2.5.4 Organizational culture and its impact: Only recently, have empirical research and critical reviews of culture construct begun to appear in the literature. Conspicuously lacking are comprehensive and integrative studies of the phenomenon of organizational culture and its impact. (Schein, 1992).

According to Lewis, French and Steane (1997), culture can have a significant impact on the effectiveness and competitive advantage of an organization (Bettinger, 1989; Brown, 1992; Fiol, 1991; Kilmann, 1989; Petrock, 1990; Sherwood, 1988; Whipp, Rosenfeld and Pettigrew, 1989). The researcher does not adhere to Peters and Waterman’s claims of culture as the sole basis for the success or failure of an

organization, and agree with Arogyaswamy and Byles (1987), and Schlesinger and Balzer (1985), that there is no direct link between culture and performance, behaviour being the only direct determinant of performance and culture not being the only determinant of behaviour. However, they did find that a culture containing a large component of particular forms of conflict had an important effect on the behaviour of organizational members. Therefore, culture indirectly affected the performance of the organization studied.

In reviewing, the majority of the theorizing and research regarding culture and its effect on the organizational variables has been done only within the past decade. The limited research that has been conducted, however, suggests that culture may be a useful way of looking at organizations and examining the consequences of assumptions held by members. The evidence supporting that usefulness of culture in the understanding of organizations will first be reviewed. Then a variety of approaches to studying culture will be examined.

The relationship of culture to organizational outcomes is important to research in organizational behaviour for a number of reasons. Because they are based on shared beliefs about what behaviours and attitudes are appropriate, cultural values determine what kinds of human resource strategies will be conceived. In turn, support mechanism initiated by the organization will impact the attitudes and perceptions of individuals and subsequent outcomes such as commitment, satisfaction, and productivity. Culture may also be able to explain why some organizations can adapt easily to new challenges and flourish in a changing environment, while other organizations are not able to handle change successfully.

2.5.5 Its impact on performance. The notion of organizational culture may be important for performance management in at least two ways, depending on which elements of the definition of culture are chosen to emphasize. First, to stress the values/behaviour standards aspects then culture provides the moral principles and behavioural guidelines that regulate employees' performance - quality, excellence, ethics, etc. Related to this is the view that culture and organizational performance are causally related. Second, to stress the artifact aspects, then performance management may be seen as part of an organization's culture - that is, part of 'the way we do things around here'. From this point of view performance management may be an instrument for maintaining culture or possibly for modifying it.

So far, there has been little solid evidence regarding the impact of organizational culture on measures of performance. The few research studies that have been conducted are encouraging, however. For example, a recent study has demonstrated that organizational culture has important consequences for job performance (Kopelman, Brief, & Guzzon, 1990). According to Kopelman and his colleagues, cultural values potentially impact organizational effectiveness by enhancing the quality and quantity of outputs and by reducing labor costs.

A large scale study by Denison (1984) compared the cultures of 34 US companies to examine whether there was relationship between culture and performance. Survey data were used to assess the cultural style of management and Standard and Poor's financial ratios were used as indicators of organizational performance. The study found that those companies possessing the characteristics consistent with a participative culture had a return on investment (ROI) almost twice that of organizations without such characteristics.

Organizational culture also has implications for individual performance, although care must be taken in assessing link between the two (Steel, 1969). Culture influences cooperation, decision making, control, communication, commitment, and perception in organizations (Tracy & Johnson, 1981, 1966). It also allows individuals to justify their behaviours in terms of their organization's values (Walton & Warwick, 1973). Thus managers can use organizational culture to foster the type of individual performance they desire. The fit of an individual's attitudes and behaviours with the culture has an effect on his or her performance in an organization. Because of this fact, researchers have analyzed the extent to which individuals hold the beliefs and values of their culture and the extent to which they behave in ways prescribed by the culture (Warwick & Kelman, 1973).

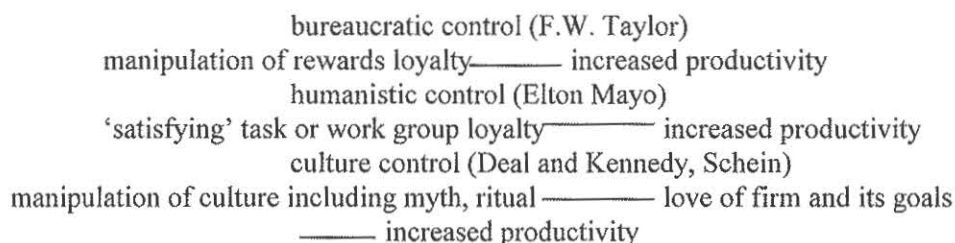
The organizations having strong culture can mediate the inevitable dilemmas. The strong corporate culture can integrate the necessary differentiation. Strong culture theory was put forward by Deal and Kennedy (1982), and holds that companies with strong cultures perform better than those with weak ones. In addition, Peters and Waterman's excellently managed companies and Ouchi's Theory Z organization were both seen as using their cultural harmony to outperform their rivals. Peters and Waterman (1982), told managers that the key to corporate success lay in having a strong culture, and according to Beer and Walton (1987), this resulted in an upsurge in the interest in and literature on organizational culture, as managers sought to change their organizations' cultures - according to Peters and Waterman's definition - in the hope of gaining a competitive advantage. Another powerful motivator of interest in organizational culture was the writings of Ouchi (1981), which led Western managers to believe that Japan's economic success and rapidly accelerating economic supremacy were due largely to its very strong corporate cultures. Strength refers to

the degree to which employees share a commitment to a range of goals and values espoused by management, and of having a high level of motivation to achieve these because of an absence of bureaucratic controls. Schein (1984) defined culture strength in terms of the homogeneity and stability of group membership, and the length and intensity of the shared experience of the group. He felt that if a company consisted of stable groups of employees, who had been together for a long time, worked closely together and had been challenged and successfully overcome problems, then it was likely to have a strong culture. Legge (1995, p. 190) raised three problems with establishing this linkage:

1. The culture-performance link is not monolithic: initially, as more and more employee behaviour is aligned with senior management's values and goals performance may be enhanced. Later, however, resistance may develop and performance can decline (Saffold, 1978).
2. Cultural values may act as obstacles to high performance. Whilst a cultural value may integrate members, it could also act as an obstacle to effectiveness.
3. There are problems of measurement. Researchers have to show that a highly performing company with a strong culture cannot achieve that same level of performance with a weak culture.

2.5.6 Organization culture as a tool to management.

Figure 2.2 Organization Culture as a Tool to Management



from Ray (1986, p. 362)

Ray (1986) distinguished different types of management control in history. She noted the move away from bureaucratic control towards humanistic control. The former focused on external, overt control of employees through rules, procedures, close supervision, appraisal and reward. Frederick Taylor, Henry Ford, Max Weber and Henri Fayol, all recommended this rationalist approach to direct the behaviour of employees towards organizational goals. It was expensive in terms of supervisory manpower required, frequently caused resentment and elicited grudging compliance from the worker. Humanistic control, in contrast, sought to satisfy employees' needs by providing a satisfying work task, or a pleasant working group life to promote internal control. Promoted by Mayo (1933, 1945), the hope was that individuals would willingly meet organizational goals by meeting their individual ones.

Ray suggested that by the end of the twentieth century, writers such as Deal and Kennedy and Schein suggested the possibility of using a third, more effective control tool - corporate culture. The selective application of rites, ceremonials, myths, stories, symbols and legends by managers to direct the behaviour of employees is termed symbolic management. In the long term, its form of control could be cheaper, avoided resentment, and built employee commitment to the company and its goals:

more than any other forms of control... corporate culture elicits sentiment and emotion, and contains possibilities to ensnare workers in hegemonic system, by providing an integrated set of corporate values and beliefs. (Ray, 1986, p. 287)

2.6 Theories Related to Organizational Culture

2.6.1 Levels of culture. The tangible elements of culture (Kotter and Schlesinger, 1979) are at the surface: the most visible level of an organizational culture - observable culture. These elements are sometimes referred to as artefacts and include behaviour patterns or norms of behaviour, rites or rituals, modes of dress, language, physical office or factory layout, logos, publications, annual reports and corporate image. They also include rules, systems and procedures. What is important about these tangibles is the meaning that organizational members attach to each of them. And their meaning is only grasped in terms of the values that underlie them.

Values concern what is important and they are culturally learnt by organizational members. They are connected to moral and ethical codes. They shape, predict and explain what happens at the surface level. So, for example, it is organizational values that guide people when dealing with uncertain situations. They deal with what people think they ought to do or how they think ought to behave and include honesty, integrity and being fair with people. This category also includes beliefs - what people believe is or is not true. In practice, values and beliefs are difficult to distinguish.

Basic assumptions deal with the fundamental aspects of culture. They tell members how to think, feel and perceive and yet they too may be taken for granted. It is only when they surface that the whole cultural pattern is illuminated and clarified. Basic assumptions may relate to, for example, human nature, organizational goals and the organization's relationship to its environment. Schein (1985) has suggested a typology of basic assumptions with five dimensions: humanity's relationship to nature; the nature of reality and truth; the nature of human nature; the nature of human activity; and the nature of human relationships.

A consistent culture is what also called a strong culture: basic assumptions, beliefs and values are shared solidly throughout the organization. It is also likely to have a charismatic owner or leader. The culture allows alignment and achievement of organizational goals because of the sharing of basic assumptions. Employees and managers are likely to be 'pulling in the same direction'. The level of involvement - informal or formal - of the employees is also linked to organizational effectiveness. A project, task team or quality circles approach fosters this involvement as individuals who have ownership and responsibility for a particular piece of work such as new product. Individuals feel a greater commitment to the project and the organization, perform better and require less control.

2.6.2 Hofstede's dimensions of national cultures. Geert Hofstede offers one approach for understanding value differences across national cultures. The five dimensions of national culture in his framework can be described as follows: (1) Power distance is the willingness of a culture to accept status and power differences among its members; (2) Uncertainty avoidance is the cultural tendency to be uncomfortable with uncertainty and risk in everyday life; (3) Individualism-

collectivism is the tendency of a culture's members to emphasize individual self-interests or group relationship; (4) Masculinity-femininity is the degree to which a society values so-called masculine or feminine traits; (5) Long-term short-term orientation is the degree to which a culture emphasizes long-term or short-term thinking.

2.6.3 Fons Trompenaars. Fons Trompenaars' framework offers a point to understand cultural differences. He suggests that cultures vary in the way their members solve problems of three major types: (1) relationship with people (2) attitude toward time and (3) attitudes toward the environment. Trompenaars identifies five major ways in which cultures may differ on how their members handle relationships with people. The orientations are:

1. Universalism versus particularism - relative emphasis on rules and consistency or relationships and flexibility.
2. Individualism versus collectivism - relative emphasis on individual freedom and responsibility or group interests and consensus.
3. Neutral versus affective - relative emphasis on objectivity and detachment or on emotion and expressed feelings.
4. Specific versus diffuse - relative emphasis on focused, narrow involvement or involvement with the whole person.
5. Achievement versus prescription - relative emphasis on performance-based, earned status or ascribed status.

In respect to problems based on attitudes toward time, Trompenaars distinguishes between cultures with sequential versus synchronic orientations. Time in a sequential view is a passing series of events; in a synchronic view, it consists of an

interrelated past, present, and future. In respect to problems based on attitudes toward the environment, he contrasts how different cultures may related to nature in inner-directed versus outer-directed ways. Members of an inner-directed culture tend to view themselves separate from nature and believe they can control it. Those in an outer-directed culture view themselves as part of nature and believe they must go along with it.

2.7 Critical Analysis Related to Organizational Culture

Not all cultures suit all purposes or people, Cultures are found and built over the years by the dominant groups in an organization. What suits them and the organization at one stage is not necessarily for ever – strong though that culture may be. The researcher is, then, interested to know the culture in the organization based on the characteristics studied by Schein.

Schein (1985) suggests that the simplest way to think about the culture of any group or social unit is to think of it as the total of the collective or shared learning of that unit as it develops its capacity to survive in its external environment and to manage its own internal affairs. Culture is the solution to external and internal problems that has worked consistently for a group that is therefore taught to new members as the correct way to perceive, think about, and feel in relation to those problems. Through cognitive transformation, such solutions eventually come to be assumptions about the nature of reality, truth, time, space, human nature, human activity and human relationships. The power of culture is derived from the fact that it operates as a set of assumptions that are unconscious and taken for granted.

Contrast to Schien's theory, Gordon (1991) argues that organizations are founded in industry-based assumptions about customers, competitors, and society, which form the basis of the organization's culture. From these assumptions, certain values develop concerning the "right thing to do". To be consistent with these values, management develops forms such as strategies, structures, and processes, necessary for the organization to conduct its business. Other values, which are unrelated to the basic assumptions, may also develop during the founding period as a result of the founder's background or at a later time as a reaction to either the environment or organization's outcomes. When this occurs, values and assumptions will then eventually be extracted from the successful forms as described by Schein.

Additionally, the researcher acquires to understand the culture relates to the group forming of organizational member. When the numbers of members get too large, perceiving themselves to be no longer a group but a crowd or association, will start reforming into smaller collections. For the group becomes an important part of acquiring a perceived identity. According to Handy (1993), when they wish to be a group and it is important for them to be a group, start to find a name, or private territorial sign, or a ritual, which give them an independent identity. If they do not do this, it often means that membership of such a group is not important to them, that they are happy to remain a random collection of individuals. The group as a whole has some 'norms' certain ideas of what is proper and fair way for things to do. The group needs to establish norms and practices. When and how it should work, how it should take decisions, what type of behaviour, what level of work, what degree of openness, trust and confidence is appropriate. It relates to the appropriate level of commitment.

2.8 Definition of Employees Job Satisfaction

The term job satisfaction refers to an individual's general attitude toward his or her job (Robbins, 1989). A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. When people speak of employee attitudes, more often than not they mean job satisfaction.

Locke's composite theory of job satisfaction is the product of many other concepts which he has developed through study and research on related topics such as goal setting and employee performance. Likewise, his explanation of job satisfaction is in part, a response to some of Herzberg's proposals. Thus, Locke's criticism of Herzberg will be the initial discussion, followed by his theory on values, agent/event factors, and finally an adjusted view of job satisfaction.

Herzberg (1959, 1966) identifies the following five items as satisfiers: achievement; recognition; work itself; responsibility; and opportunity for advancement. He lists the following as dissatisfiers: company policy; supervision; salary; interpersonal relationships; and working conditions.

For management, this means that when a worker's performance steadily declines, it is not due to a lack of perks or enforcement on the part of management. Instead, the task of the employee should be altered in such a way that the fulfillment gained from doing the job is expected daily (Tietjen and Myers, 1998).

The converse discussions suggest that there is positive relationship between job satisfaction and individual performance (Lawler and Porter, 1969) and life satisfaction (Chacko, 1983). Thus, managers need to recognize that behavioural influences such as job satisfaction have a very important impact on total

organizational well-being and effectiveness (Morgan, McDonagh and Ryan-Morgan, 1995).

2.9 Job Satisfaction as a Dependent Variable

An extensive review of the literature indicates that the more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions, and supportive colleagues (Locke, 1976). Mentally challenging work - employees tend to prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom, and feedback on how well they are doing. Under conditions of moderate challenge, most employees will experience pleasure and satisfaction; equitable rewards - employees want pay systems and promotion policies that they perceive as being just, unambiguous, and in line with their expectations; supportive working conditions - employees are concerned with their work environment for both personal comfort and facilitating doing a good job; supportive colleagues - people get more out of work than merely money or tangible achievements. For most employees, work also fills the need for social interaction.

2.10 Employee Dissatisfaction

Employee dissatisfaction can be expressed in a number of ways. The figure below offers four responses that differ from one another along two dimensions: constructiveness/destructiveness and activity/passivity.

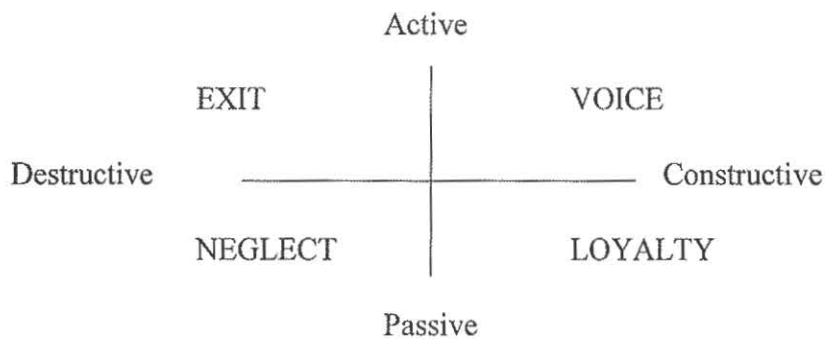


Figure 2.3 Responses to Job Dissatisfaction

Source: C. Rusbult and D. Lowery, "When Bureaucrats Get the Blues" *Journal of Applied Social Psychology*, Vol. 15 No. 1, 1985, p. 83.

The importance of job satisfaction is obvious. Managers should be concerned with the level of job satisfaction in their organizations for at least three reasons: (1) there is clear evidence that dissatisfied employees skip work more often and are more likely to resign; (2) it has been demonstrated that satisfied employees have better health and live longer; and (3) satisfaction on the job carries over to the employee's life outside the job.

2.11 Theories Related to Motivating Employees Job Satisfaction

2.11.1 Hierachy of needs theory. Abraham Maslow's hierarchy of needs theory identifies five distinct levels of individual needs: from self-actualization and esteem, at the top, to social, safety, and physiological at the bottom (Maslow, 1970). The notion of a needs hierarchy is important to Maslow, and he assumes that some needs are more important than others and must be satisfied before the other needs can serve as motivators.

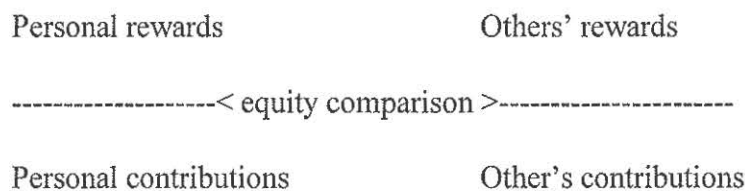
2.11.2 ERG theory. Clayton Alderfer's ERG theory differs from Maslow's theory in three basic respects (Alderfer, 1969, 1972; Schneider and Alderfer, 1973). First, the theory collapses Maslow's five need categories into three: existence needs - the desire for physiological and material well-being; relatedness needs - the desire for satisfying interpersonal relationships; and growth needs - the desire for continued personal growth and development. Second, whereas Maslow's theory argues that individuals progress up the hierarchy as a result of the satisfaction of lower order needs, ERG theory includes a unique frustration-regression component. This suggests that an already satisfied lower level need can become activated when a higher level need cannot be satisfy growth needs, relatedness needs can again surface as key motivators. Third, unlike Maslow's theory, ERG theory contends that more than one need may be activated at the same time.

2.11.3 Acquired needs theory. David I. McClelland identifies three themes individually corresponding to an underlying need that he believes is important for understanding individual behaviour. These needs are (1) need for achievement (nAch) - the desire to do something better or more efficiently, to solve problems, or to master complex tasks; (2) need for affiliation (nAff) - the desire to establish and maintain friendly and warm relations with others; and (3) need for power (nPower) - the desire to control others, to influence their behaviour, or to be responsible for others.

2.11.4 Two-factor theory. Frederick Herzberg developed the two-factor theory known as motivator-hygiene theory, which portrays different factors as primary causes of job satisfaction and job dissatisfaction. According to the theory, hygiene

factors are sources of job dissatisfaction. They are associated with the job context or work setting; that is, they relate more to the environment in which people work than to the nature of the work itself. The motivator factors identifies means to improve job satisfaction, the theory directs attention toward an entirely different set of factors. These factors are related to job content, what people actually do in their work. Adding these satisfiers or motivators to people's jobs is Herzberg's link to performance.

2.11.5 Equity theory. J. Stacy Adams argues that when people gauge the fairness of their work outcomes relative to others, any perceived inequity is a motivating state of mind. This occurs whenever someone believes that the rewards received for their work contributions compare unfavorably to the rewards other people appear to have received for theirs. When such perceived inequity exists, the theory states that people will be motivated to act in ways that remove the discomfort and restore a sense of felt equity. The equity comparison in a work situation can be described as:



Source: Schermerhorn, Hunt, Osborn (1997).



Felt negative inequity exists when an individual feels that he or she has received relatively less than others have in proportion to work inputs. Felt positive inequity exists when an individual feels that he or she has received relatively more than others have.

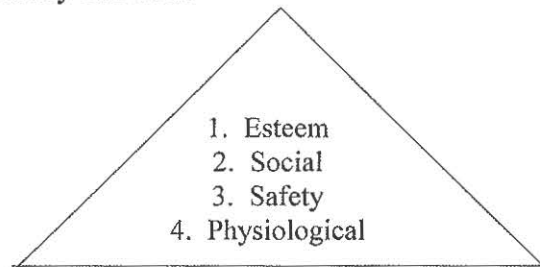
2.11.6 Expectancy Theory. Victor Vroom's expectancy theory of work motivation seeks to answer this basic question: What determines the willingness of an individual to exert personal effort to work at tasks that contribute to the performance of the work unit and the organization (Vroom, 1964). The answer, according to expectancy theory, is found in the individual beliefs regarding effort-performance relationships and the desirabilities of various work outcomes that are associated with different performance levels. Components of the theory are: (1) Expectancy - the probability assigned by an individual that work effort will be followed by a given level of achieved task performance. (2) Instrumentality - the probability assigned by the individual that a given level of achieved task performance will lead to various work outcomes. (3) Valence - the value attached by the individual to various work outcomes. Vroom supports the relationship of these components by the equation: $M = E \times I \times V$.

2.12 Critical Analysis Related to Employees Job Satisfaction

Models of Needs Theories

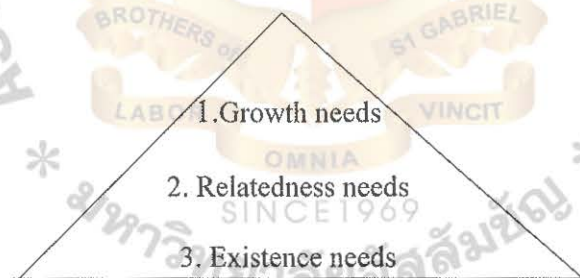
Maslow's Hierarchy of Needs

Self-actualization



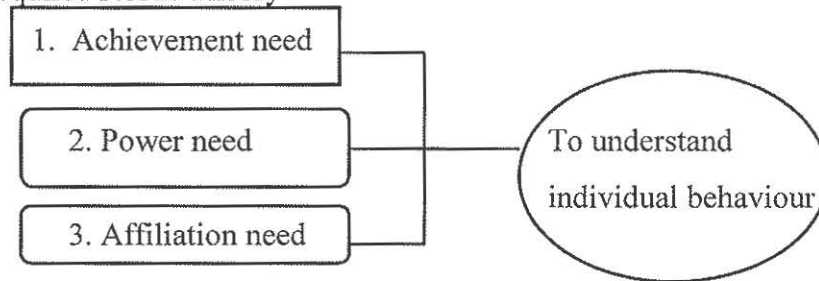
The characteristics of the individual stages are: (1) fulfill one's self, to grow (2) respect, recognition, need for self-esteem, competence (3) love, sense of belongingness (4) security (5) food, water, sustenance.

ERG Theory



The characteristics of individual stages are: (1) personal growth and development (2) satisfy interpersonal relationship (3) physiological and material well-being.

Acquired Needs Theory



The characteristics of individual stages are: (1) desire to do better, solve problems, complex tasks (2) control and influence others (3) friendly and warm relationship.

Two-factor Theory

Hygiene factors in job context affect job dissatisfaction	Motivator factors in job context affect job satisfaction
Organizational policies Quality of supervision Working conditions Base wage or salary Relationships with peers Relationships with subordinates Status Security	Achievement Recognition Work itself Responsibility Advancement Growth
High Job dissatisfaction 0 Job satisfaction High	

The motivating factors contributing to job satisfaction are (1) achievement (2) recognition (3) work itself (4) responsibility (5) advancement (6) growth.

Equity Theory

Ratio Comparison	Perception
$O/IA < O/IB^*$	Inequity due to being underrewarded
$O/IA = O/IB$	Equity
$O/IA > O/IB$	Inequity due to being overrewarded

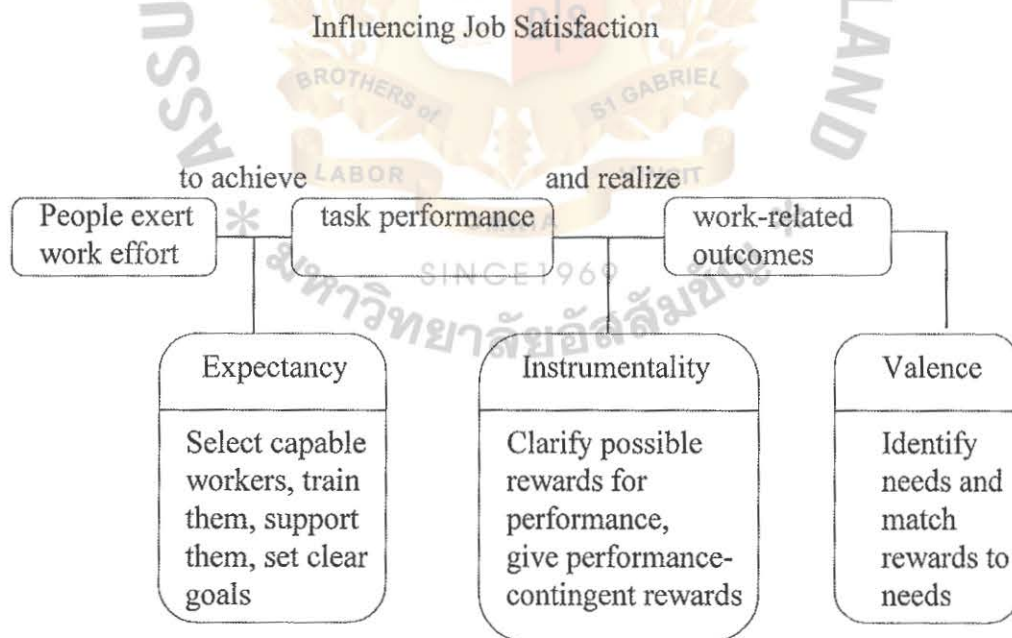
* Where O/IA represents the employee; and O/IB represents relevant others.

Source: Stephen P. Robbins (1996).

The two important variables of this theory are reward and contribution.

Expectancy Theory

Figure 2.5 Framework of the Integrating Contemporary Theories of Motivation



Source: Schermerhorn, Hunt, and Osborn (1997).

2.12.1 Selection of the generic set of sub-variable. The theory focuses on three relationships are (1) effort-performance (2) performance-reward (3) rewards-personal goals.

The synthesis of the mentioned knowledge of the remarkable theories influencing job satisfaction has come to the definite interest of the researcher under the main variable of job satisfaction; namely, growth/ personal development, respect/ recognition, interpersonal relationship, work itself, reward and physiological/ materiel well-being. In order to support the essence of the aforementioned theories which ones would explain and predict the satisfaction as an outcome, the table below can be represented the logic of studying the Needs Theory and Equity Theory.

Table 2.5 Power of Motivation Theories

Variable	THEORIES(a)				
	Need	Goal-Setting	Reinforcement	Equity	Expectancy
Productivity	3(b)	5	3	3 *	4(c)
Absenteeism			4	4	4
Turnover				4	5
Job Satisfaction	2			2	

(a) Theories are rated on a scale of 1 to 5, 5 being highest.

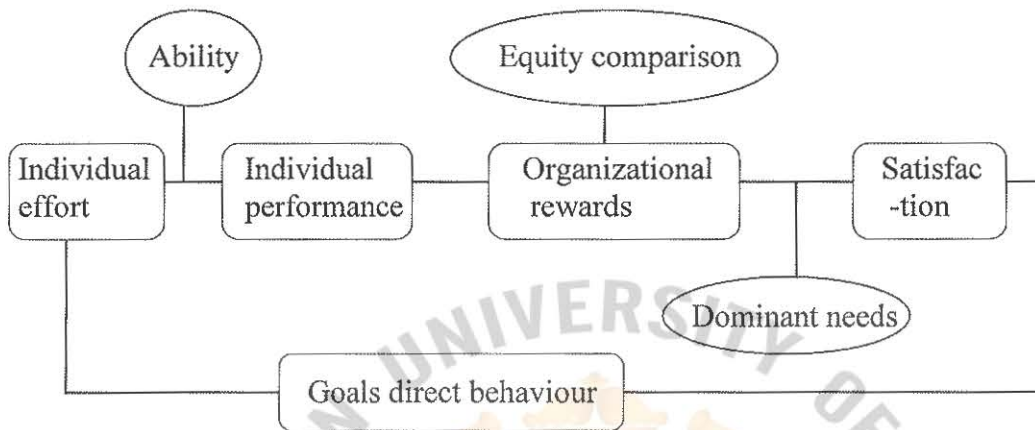
(b) Applies to individuals with a high need to achieve.

(c) Limited value in jobs where employees have little discretionary choice.

Source: Based on J.F. Landy and W.S. Becker, "Motivation Theory Reconsidered," in L.L. Cummings and B.M. Staw (eds.), *Research in Organization Behavior*, Vol. 9 (Greenwich, CT: JAI Press, 1987), p. 33.

Besides, the below flowchart can show the relationship of two important factors that promote job satisfaction

Figure 2.6 Framework of the Integrating Contemporary Theories of Motivation
Influencing Job Satisfaction



Source: Adapted from Robbins (1996).

The flowchart shows effort as the beginning point for the model. Motivated employees have the desire to initiate a task with their effort. Whether their motivation sustained over time depends on the remaining elements of the models, which are organized into two major segments: (1) the effort-performance link and (2) the outcomes-satisfaction link. The combination of goal and ability determines the extent to which effort is successfully transformed into performance. Proceeding to the outcomes-satisfaction segment of the model, the importance of perceived equity, reward and needs stand out. Individuals must believe that the rewards offered are appropriate, not only for their personal performance level but also in comparison to the rewards achieved by “similar” others.

2.13 Studies Related Employees Job Satisfaction and Demographic Profile

2.13.1 Job satisfaction and age. Age was shown to be related to the level of job satisfaction (Gibson and Klein, 1970 and Rhodes, 1983). However, the direction of the influence appears to be in question. Three views have been argued concerning this relationship. The first is that the relationship is best described as a U-shaped function (Herzberg and Peterson, 1957, pp. 5-6). This idea suggested that satisfaction initially decreased until the individuals were in their 20s and then increased with age. The second view was that there was a positive and linear relationship between job satisfaction and age (Hulin and Smith, 1965; Herrick, 1972, pp. 2-7; Lee and Wilbur, 1985; Savery, 1987, p. 30). Finally, the third view was that job satisfaction was positively and linearly related to age until a terminal point when it decreased significantly (Saleh and Otis, 1964; Carrell and Elbert, 1974).

In general, job satisfaction increases with age; the least amount of job satisfaction is reported by the youngest workers. The relationship holds for both blue-collar and white-collar employees and for women as well as men (Bourne, 1982; Rhodes, 1983). "Research has shown, however, that the increase in job satisfaction with age is reliable only until about the age of 60, at which point the evidence becomes less conclusive. Many young people are disappointed when they begin to work because they fail to find sufficient challenge and responsibility". (Muchinsky, 1989)

Why does job satisfaction increase with age when the initial reaction to work is one of such great disappointment? There are three possible explanations. First, the most strongly dissatisfied young workers may drop out of the labor force or change jobs so frequently in their search for fulfillment that they are no longer included in surveys. This would mean that the older the workers, the fewer dissatisfied people are

likely to be among them. Second, a sense of reality for (or resignation) sets in as workers grow older. They may give up looking for fulfillment and challenge in work, and, so, become less dissatisfied (although not necessarily fully satisfied) with their jobs. Perhaps they are making the best of a bad situation, realizing that for family and financial reasons they must remain on the job. Perhaps they also realize that they have fewer alternatives to their present jobs as they get older. Younger workers are more mobile in that they can more easily find other jobs elsewhere. Third, older workers may have more opportunities to find fulfillment and self-actualization in their jobs than do workers who are just starting out. Age and experience on the job usually bring greater competence, self-confidence, esteem, and a higher level of responsibility in which a person may feel a greater sense of accomplishment. (Muchinsky, 1989)

In their work with US school principals, Bacharach and Mitchell (1983) found mixed evidence to support the hypothesis that age was negatively related to dissatisfaction.

2.13.2 Job satisfaction and sex. When gender is considered, it appears that women are less likely to be satisfied with their job than men (Herrick, 1972; Savery, 1987). This finding may be due to the lack of challenge in women's jobs, as identified by Davis (1977) in his analysis of census data when he showed that women had fewer jobs requiring substantial discretion or decision making. These findings may well be as true today as they were when Davis made his comments because, as Karpin (1995) suggests, there has been a poor success to date in opening up management and corporate boards to women.

Research on the relationship between job satisfaction and sex is inconsistent. Some studies report that males are more satisfied than females, some report no

differences. Hulin and Smith (1964) think that sex differences are due to differences in education, pay, and tenure and that males and females are equally satisfied with their jobs when these factors are controlled for. Sauser and York (1978) found this to be correct in their study of government employees. Males were more satisfied in global terms and also with regard to such facets as promotions, supervision, and work. When differences between the sexes in education, pay, and tenure were considered, there were no significant differences between males and females.

Several studies have tried to find the sources of job satisfaction for men and women. Andrisani and Shapiro (1978) reported that females derived satisfaction both content and context factors. Results were similar to studies that tested the validity of Herzberg's theory with men. Weaver (1978c) directly compared sources of satisfaction for samples of men and women. He found that both sexes derived satisfaction from the same factors. Prestige, income, autonomy, and education exerted comparable influences for men and women.

It would be mistaken, however, to conclude that women and men are equal in their feelings about work. Traditionally, married makes have been the principal wage earners in a family, and females have had the main responsibility of child rearing. As more married women return to work, they experience role conflicts that influence their feelings about a job. Andrisani and Shapiro (1978) state, "(The) conflicting responsibilities at work and at home among those (females) with dual career may prevent such working women from utilizing their productive talents to the best advantage. As a consequence, many may be compelled to accept unfulfilling jobs in order to keep market work from too seriously interfering with family responsibility" (p. 30). Therefore, Muchinsky (1983) stated that for at least some parts of the female labor force, feelings of satisfaction and the importance of work must be weighed

against responsibilities in other aspects of their lives. Most males, on the other hand, do not experience such conflicting role pressures.

2.13.3 Job satisfaction and position. Miles et al. (1996) found job level (rank) to be a significant predictor of workers' level of job satisfaction. They examined job level as a structural determinant of role behaviour and suggest that job level moderates the communication-job satisfaction relationship.

Holden and Black (1996) conducted a research which showed that full professors displayed higher levels of productivity and satisfaction than associate or assistant professors.

The evidence from the literature seems to suggest, therefore, that rank is a reliable predictor of job satisfaction with workers at higher ranks being generally more satisfied with their jobs compared with workers at lower ranks (Oshagbemi, 1997).

2.13.4 Job satisfaction and length of service. From the UK there is the work done by Cooper and Kelly who, in a study of 2,638 head teachers or principals across the range of primary, secondary and tertiary education, found that "length of time in present post" was a significant source of job dissatisfaction, with the longer in post, the greater the dissatisfaction (Cooper and Kelly, 1993). The general notion appears to be that time-in-post is a major determinant of satisfaction with an initial surge of enthusiasm followed by a gradual diminution over time. The argument would seem to center on the idea that when the head teacher is newly appointed, the euphoria of the new position is sufficient to generate a good deal of job satisfaction. However, once the newness of the position has worn off, it would appear that the satisfaction with the job diminishes as dissatisfiers come to outweigh satisfiers.

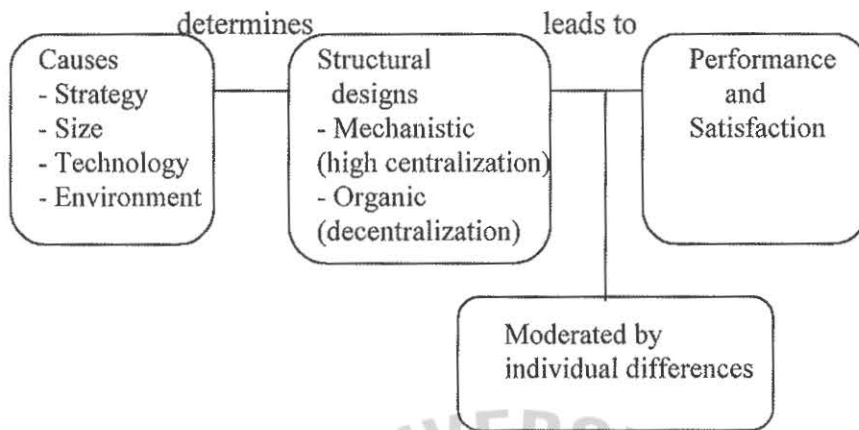
CHAPTER 3

RESEARCH FRAMEWORK

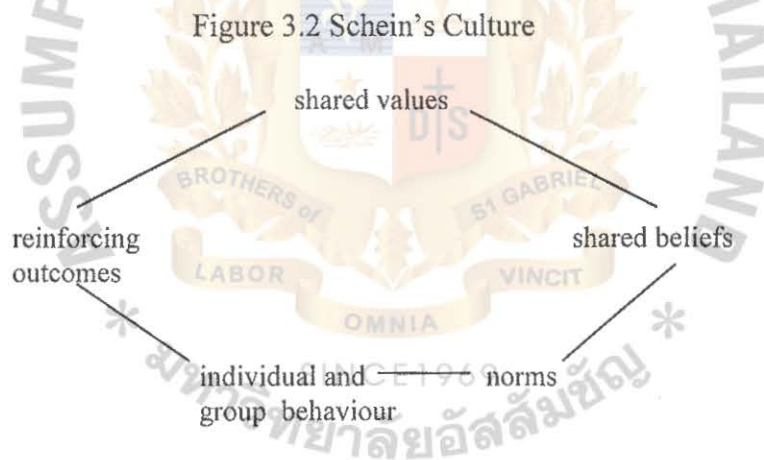
3.1 Theoretical Framework

The researcher based on the framework designed by Robbins (1996) which lastly depicted outcome of the organizational structure toward job satisfaction. However, the researcher did not pay attention to the determinants of the structural design since it's beyond the topic study. This framework can support the researcher's field of interest in acquiring to know that organizational structure can lead to the performance and job satisfaction. Additionally, Robbins also indicated that the specific effect of structural designs on performance and job satisfaction is moderated by employee's individual preferences.

Figure 3.1 Framework of Organizational Structure: Its Determinants and Outcomes



Source: Robbins (1996)



from R. Dennis Middlemist and Micheal A. Hitt, 1988, *Organizational Behaviour: Managerial Strategies for Performance*, West Publishing, St Paul, MN, p. 462.

According to Schein (1985a), for a corporate culture to form - that is, for shared values, beliefs, norms and behaviour to evolve - a fairly stable collection of people need to have shared a significant history, involving problems, in order for a social learning process to occur. Organizations which have such histories, also have resulting cultures that permeate most of their functions.

What Schein has described determined the importance of culture in the organization. The below framework adapted from the broader sense of understanding by Allaire and Firsirotu (1984) toward the culture. Their whole framework looked promisingly complex beyond the scope of the researcher's study. The two interrelated components: a cultural system and the individual actors. The cultural system embodies the organization's expressive and effective dimensions in a system of shared and meaningful symbols manifested in myths, ideology and values and in multiple cultural artifacts (rites, ritual, customs, metaphors, slogans, logo, etc). The framework described that the third components of this model, the individual actors, are not merely passive recipients of a prefabricated "reality", depending on their status and leadership role, they become contributors and molders of meanings toward organizational output. - That the model identified the output of individually actions and collectively meaningful acts. From the researcher's point of view, abovementioned final acts either individually or collectively can be adapted to the term of a satisfied need of an individual in achieving his/her job; and of a collective in running successfully the overall organization.

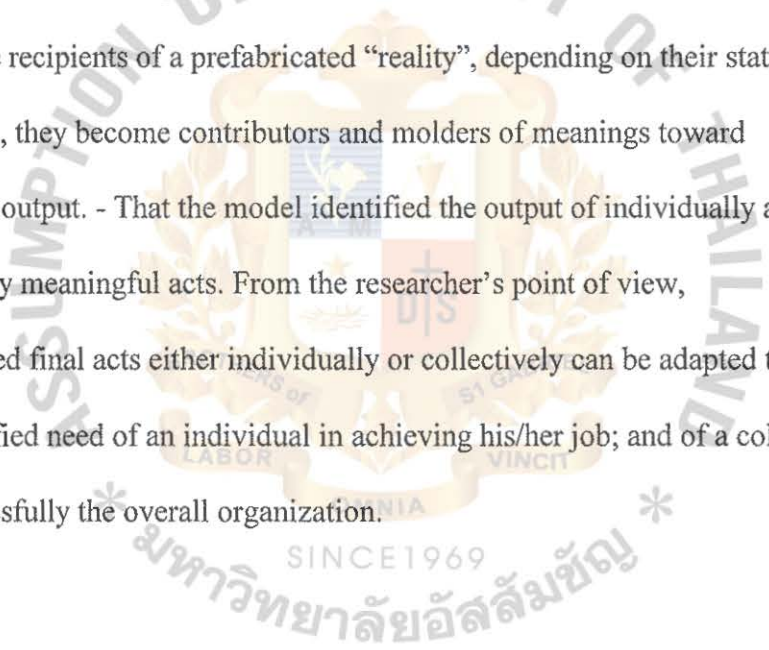
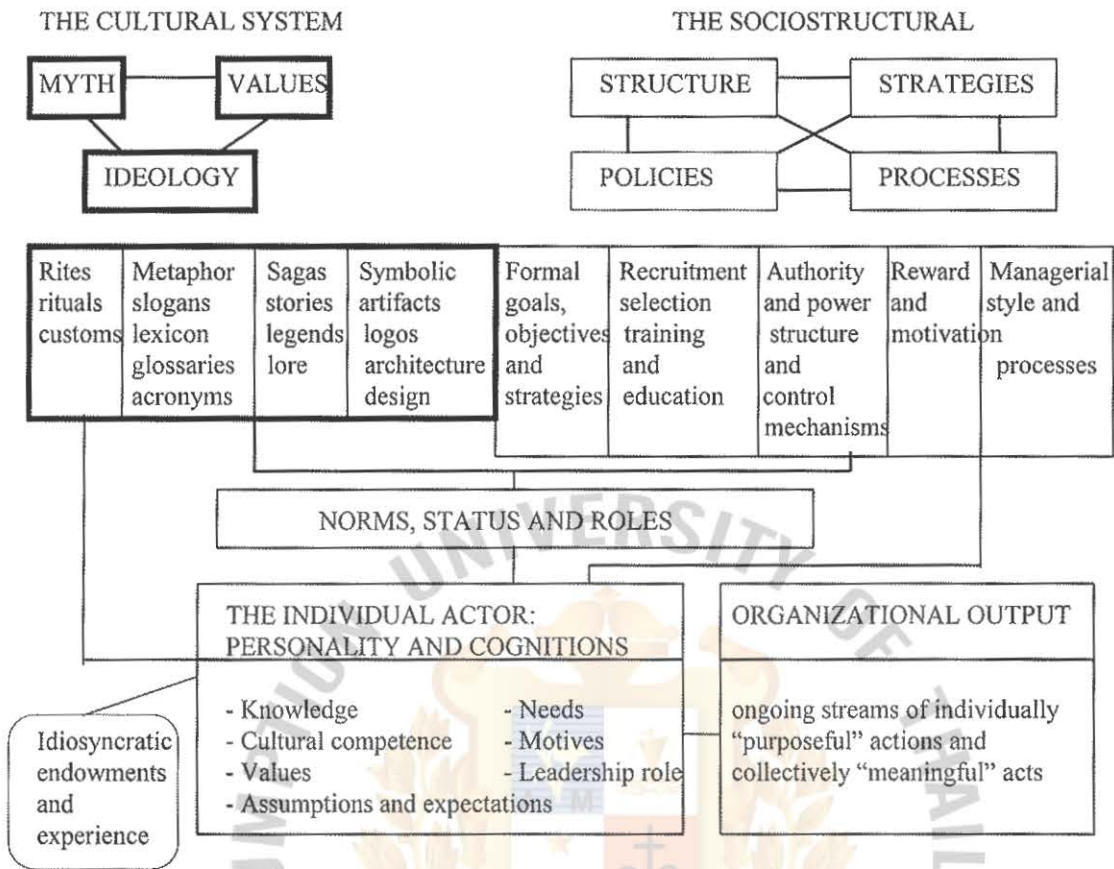


Figure 3.3 A Framework for Organizational Culture



Source: Allaire and Firsirotu, 1984.

3.2 Conceptual Framework of Variables

As shown in the framework, there are two dimensions of independent variables and one dimension of dependent. The dimension of independent variable contain the two main variables which are organizational structure and organizational culture. The dependent dimension is the variable of employees job satisfaction. For the purpose of this study, the sub-variables of both organizational structure and organizational culture variables will be study the relation with the employees job satisfaction. In order to relate these variables into operational study, each of these

variables will be used to develop the statements of hypothesis to test their relationship with employees job satisfaction. The variables are expanded to generate the sub-group of measurement elements and survey questions.

Independent Variables

Demographic Profile

- Age
- gender
- position
- educational attainment
- length of service
- functional department

Organizational Structure

- division of labor
- authority and responsibility
- discipline, rule, regulation
- centralization and decentralization
- relationship as a whole
- line of authority

Organizational Culture

- shared values and beliefs
- level of commitment
- individual and group norms

Dependent Variable

Employees Job Satisfaction

- achievement
- equitable rewards
- work itself
- supportive working conditions and colleagues
- recognition

Figure 3.4 Conceptual Framework of Research Study

3.3 Research of Null Hypothesis

Based on the above conceptual framework of hypothesis testing model, the null hypothesis statements are set forth as follows:

- Ho1: There is no significant relationship between the demographic profile and organizational structure
- Ho2: There is no significant relationship between the demographic profile and organizational culture
- Ho3: There is no significant relationship between the demographic profile and employees job satisfaction
- Ho4: There is no positive correlation between organizational structure, organizational culture to employees job satisfaction
- Ho5: There are no differences on the responses of the respondents on organizational structure, organizational culture and employees job satisfaction by demographic profile

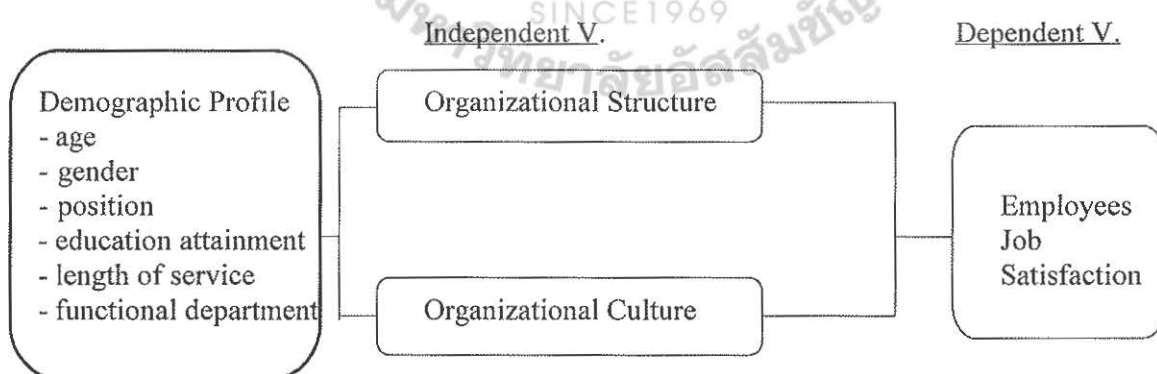


Figure 3.5 Conceptual Framework of Hypothesis Testing Model

3.4 Operationalization of the Variables

3.4.1 Organizational structure

Factor	Operationalized By
Authority and Responsibility	<ul style="list-style-type: none"> • Position is officially in written document • The higher the position, the more job burden. • Extent of the scope of job varies according to the position. • Number of persons under supervision varies according to the position. • Know who is doing what • Reward or punishment is outcome of the individuals' obligation that persons agree to carry out a series of duty.
Division of Labor	<ul style="list-style-type: none"> • Jobs require specialization of its own • Jobs is well defined • Level of replacement • Job rotation is not easy • Job is being breakdown
Discipline/Rule/Regulation	<ul style="list-style-type: none"> • Rule is breakdown and in written. • Followed the announced company policy and guidelines. • Ambiguity in performing job is minimized. • Standard of operation is publicly acknowledged.

Factor	Operationalized By
	<ul style="list-style-type: none"> • People know what is “Do” and “Don’t” in the organization. • Performance measurement is closely supervised.
Centralization/Decentralization	<ul style="list-style-type: none"> • Concentration in decision making. • Feedback between management and subordinate. • Involvement in company budget allocation. • Freedom to pursue task in employee’s own way. • Input from subordinates takes part in decision making. • Problem can be solved at point of origin.
Relationship As A Whole	<ul style="list-style-type: none"> • Promote good understanding between individual and group/team. • Promote the good relationship between manager and subordinates. • Constructive competition among members. • Exercise the two-way communication approach. • Gather collaboration within team. • Help solving problems with each other.
Hierarchical Level	<ul style="list-style-type: none"> • Number of subordinates under manager’s coordination • Level of direct control over subordinate. • Working across department is obviated • Pursue tasks in line with the specific scope in the

Factor	Operationalized By
	<p>company's chart.</p> <ul style="list-style-type: none"> • Formality of the relationship among members of the organization. • Privilege entitled according to position.

3.4.2 Organizational culture

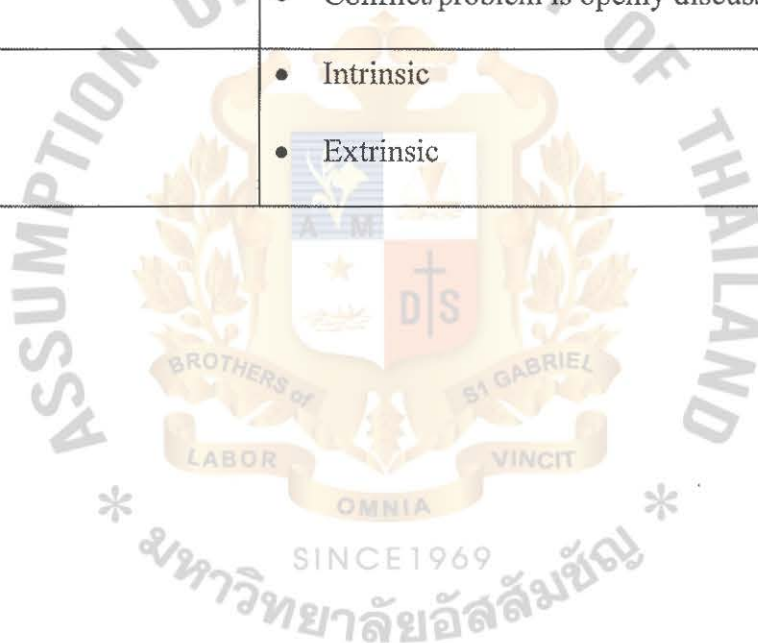
Factor	Operationalized By
Shared Values and Belief	<ul style="list-style-type: none"> • Physical uniformity (for example: symbolic, artifacts, architectural design etc.) • Symbolic is interpreted in the same direction. • Relationship of performance toward reward on time orientation. • Proximity and personal relationship. • Relationship of human nature and dedication. • Relationship tendency of ex-work activities and contribution to organization. • Collective thinking.
Level of Commitment	<ul style="list-style-type: none"> • Working hard despite getting no credit • Sense of being member of the organization. • Seek for better standard than conforming to achievable standard. • Willing to take risk. • Go beyond individual's benefit for the sake the

Factor	Operationalized By
	<p>organization.</p> <ul style="list-style-type: none"> • Dedication to work.
Individual And Group Norm	<ul style="list-style-type: none"> • Method of reward and punishment • Mode of addressing between each other. • Difference in treating “own” and “other” group (openness, trust, confidence)

3.4.3 Employees job satisfaction

Factor	Operationalized By
Achievement	<ul style="list-style-type: none"> • Do the job better • Enjoyment in the activities to be done. • Feeling of competency (solve problem, constructive relationship with other etc.) • Development of personal potentialities.
Equitable Rewards	<ul style="list-style-type: none"> • Reward meets expectation. • Reward or punishment is fair (reward and punishment conditions have been discussed and shared). • Reward also tailors to personal needs.
Work Itself	<ul style="list-style-type: none"> • Work is challenging. • Work that contributes to career advancement. • Work that can be done (achievable). • Works that can be controlled. • Work that creates binding.

Factor	Operationalized By
	<ul style="list-style-type: none"> • Work that matches with extrinsic values. • Work in the field of interest.
Supportive Working Condition	<ul style="list-style-type: none"> • Enthusiastic to work (individual, group) • Sufficient equipment • Training geared for individuals' needs and requirements. • Information is freely shared and accessed. • Conflict/problem is openly discussed and resolved.
Recognition	<ul style="list-style-type: none"> • Intrinsic • Extrinsic



CHAPTER 4

RESEARCH METHODOLOGY

This chapter discusses the method of research used, respondents and sampling procedure, research instrument, questionnaire, collection of data gathering procedures and statistical treatment of data.

4.1 Methods of Research Used

The researcher made use of the Descriptive Research and Correlational Research. Both research attempted to describe data in quantitative term. The correlation coefficient measured the extend of which variables vary in the same way from ranging -1.00 to 1.00. It investigated a number of variables like multiple correlation combines two or more independent variables to enhance the relationship to a dependent variable.

4.2 Respondents and Sampling Procedures

1. Respondents of the Study

The level of respondents was classified into 3 levels: top management, middle management and lower management varying in the departments and their divisions. According to the table designed by Gary Anderson, “Theoretical Sample Sizes for Different Sizes of Population and a 95 per cent level of certainty”, in order to be able to study the perspective of total population of the selected company, the quantity of 384 respondents was represented as the conducted numbers of the sampling size of 2,700 employees. The said figure of respondents reflected the 5% for tolerable error.

2. Sampling Procedures

The researcher used the simple random sampling method. The idea showed that each employee had an equal chance of being selected for participation by his/her supervisor.

4.3 Research Instrument/ Questionnaire

The questionnaire made used to elicit data from the three groups of respondents in each department. The questionnaire was pre-tested with at least 10 among volunteer respondents in the conducted company. The researcher prepared the question in English and later rendered it into Thai language in order to facilitate the better understanding of the questions according to several knowledge of different respondents' levels.

The structure of questionnaire was designed into four parts as follows:

Part I - Employees Profile

Part II - Organizational Structure

Part III - Organizational Culture

Part IV - Employees Job Satisfaction

Reliability of the Questionnaire

The analysis was calculated in order to be certain that every set of questions was reliable which would lead to the confidence of the findings in the next chapter. The research referred to the distinguished American statistician J.P. Guilford of whose interpretation could determine the coefficients of the questionnaires as follows: the coefficients of questionnaire part II (Organizational structure) consisting of 48 items was at .8447 which could be interpreted that the correlation was high and able to mark the relationship; the coefficients of questionnaire part III (Organizational Culture) consisting of 36 items was at .8146 which could be interpreted that the correlation was high and marked the relationship; the coefficients of questionnaire part IV (Employees Job Satisfaction) consisting of 40 items was at .9271 which could be interpreted that the correlation was very high and was a very dependable relationship.

4.4 Collection of Data/Gathering Procedures

The researcher submitted the request for permission to the selected company. With the permission, the questionnaires were distributed by the internal mailing system and asked to return within due time by the same despatching means or by personal collection.

The primary data was collected from the data interpreted from the questionnaires. The secondary data was referred from books, journals, articles,

internet, and libraries. The use of documentary analysis from the conducted organization was noted if valid and available.

4.5 The Statistical Treatment of Data

Based from the statement of the problem, each question must have an answer what statistical data to use.

Question 1: Descriptive Statistic and frequency tables were used in presenting respondents' demographic profile

Questions 2, 3, 4: Average weighted mean on 5-point scale and descriptive statistics were employed to identify the perceptions of respondents on organizational structure, organizational culture and employees job satisfaction. Average weighted means was assigned to the categories of ratings as follows:

Descriptive rating		Arbitrary level
Strongly Agree	5 points	4.20-5.00
Agree	4 points	3.40-4.19
Undecided	3 points	2.60-3.39
Disagree	2 points	1.80-2.59
Strongly disagree	1 point	1.00-1.79

Questions 5, 6, 7: Chi-Square test for independence and frequency tables were used in examining the relationships between respondents' demographic profile and their perceptions on organizational structure, organizational culture and employees job satisfaction

Question 8: Partial correlation was used in examining the relationships among organizational structure, organizational culture and employees job satisfaction

Question 9: One-way ANOVA F test was used in examining the differences between age, position, educational attainment, length of service and respondents' perceptions on the three variables. T test for independence was used in examining the difference between gender, functional department and the perceptions.

All the hypotheses were tested at 0.05 or 0.01 level of confidence.



CHAPTER 5

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

This chapter presents the research findings and analysis of the study in order to answer the research questions and the research hypotheses. The analysis and discussion of findings are in nine (9) sections; namely, descriptive data of respondents, perceptions on the Organizational Structure, Organizational Culture and Employees Job Satisfaction, the relationship of demographic profile to Organizational Structure, Organizational Culture and Employees Job Satisfaction, the correlation between Organizational Structure, Organizational Culture and Employees Job Satisfaction and the difference between Organizational Structure, Organizational Culture and Employees Job Satisfaction. The chapter ends with discussion on the result of the findings.

5.1 Demographic Profile

Demographic profile of the respondents in this study age, gender, position, educational attainment, length of service and functional department.

Table 5.1.1 Description of Age

	No. of Respondents	Percent	Valid Percent
25 yr and below	33	8.5	8.5
26-30 yr	136	34.9	34.9
31-40 yr	149	38.2	38.2
41-50 yr	57	14.6	14.6
over 50 yr	15	3.8	3.8
Total	390	100.0	100.0

Age group between 41-50 years represents the largest group of 38.2% of the total respondents of 390. The other age group which can represent the second majority of the group is the age between 26-30 years of 34.9%. The minority shared by the age group between 41-50 years, 25 years and below and over 50 years with the percentage of 14.6, 8.5 and 3.8 respectively.

Table 5.1.2 Description of Gender

	No. of Respondents	Percent	Valid Percent
Male	151	38.7	39.6
Female	230	59.0	60.4
Total	381	100.0	100.0
Missing	9	2.3	

The majority of respondents is female with 60.4%, while the male percentage is 39.6.

Table 5.1.3 Description of Position

	No. of Respondents	Percent	Valid Percent
Staff*	216	55.4	55.4
Sup to Dept Mgr*	165	42.3	42.3
DVP to President* and Higher than President*	9	2.3	2.3
Total	390	100.0	100.0

* staff represents low management, Sup to Dept Mgr represents middle management, DVP to President and Higher than President represent top management

The table shows that position of staff level (low management) is the top category with 55.4% of the total respondents, while the middle management is 42.3% represented by supervisor to department manager and the top management is 2.3% represented by deputy vice president to president and higher than president.

Table 5.1.4 Description of Educational Attainment

	No. of Respondents	Percent	Valid Percent
Primary	3	0.8	0.8
High school	20	5.1	5.1

	No. of Respondents	Percent	Valid Percent
Vocational	74	19.0	19.0
Bachelor	262	67.2	67.2
Master	31	7.9	7.9
Total	390	100.0	100.0

The table shows that the remarkably biggest group of respondents' highest educational attainment is bachelor degree of 67.2%. 74 respondents (19.0%) obtained vocational certificate, whereas 31 respondents (7.9%) obtained master degree and 23 respondents (5.9%) obtained high school or lower certificate.

Table 5.1.5 Description of Length of Service

	No. of Respondents	Percent	Valid Percent
less than 1 yr	21	5.4	5.4
1-5 yr	145	37.2	37.3
6-10 yr	108	27.7	27.8
11-15 yr	45	11.5	11.6
16-20 yr	22	5.6	5.7
more than 20 yr	48	12.3	12.3
Total	389	99.7	100.0
Missing	1	0.3	

The table indicates that the respondents with the service in the organization between 1-5 years is the largest group with 37.3%. Those who are in the organization

between 6-10 years is the second largest group of 27.8%. The two groups of respondents which represent almost the close percentage are those who have been working for the organization more than 20 years (12.3%) and between 11-15 years (11.6%). The rest are serving the organization less than 1 year at 5.4% and between 16-20 years at 5.7%.

Table 5.1.6 Description of Functional Department

	No. of Respondents	Percent	Valid Percent
Marketing	44	11.3	11.3
Sales	20	7.2	7.2
International Business	10	2.6	2.6
Purchasing	20	5.1	5.1
Research & Development	10	2.6	2.6
Foreign Affairs	7	1.8	1.8
Production	14	3.6	3.6
Marketing Research	9	2.3	2.3
Quality Assurance	11	2.8	2.8
Logistics&Warehouse	16	4.1	4.1
OPERATIONS	134	34.4	34.4
Law	16	4.1	4.1
Information Technology	17	4.4	4.4
Finance&Accounting	89	22.8	22.8
Public Relation	11	2.8	2.8
Administrative	24	6.2	6.2
Internal Audit	7	1.8	1.8
Personnel	15	3.8	3.8

	No. of Respondents	Percent	Valid Percent
Office of the Chairman	37	9.5	9.5
Regulatory Affairs & Business Info.	5	1.3	1.3
ADMINISTRATIONS	256	65.6	65.6
TOTAL	390	100.0	100.0

* Operations include the department of marketing, sales, international business, purchasing, research&development, foreign affairs, production, marketing research, quality assurance, logistics&warehouse

* Administrations include the department of law, information technology, finance&accounting, public relation, administrative, internal audit, personnel, office of the chairman, regulatory affairs and business information

The largest category of respondents' functional department is people in the administrations duty at 65.6% - marked highest by the department of finance & accounting at 22.8%, while people in the operations duty representing the second group is at 34.4% - marked highest by the department of marketing at 11.3%.

5.2 Perceptions on Organizational Structure

The following section presents analysis of perceptions on Organizational Structure perceived by the respondents in terms of division of labor, authority and responsibility, discipline, rule and regulation, centralization and decentralization, relationship as a whole and line of authority. The respondents' perceptions are rated on 5-point scale.

Table 5.2.1 Perceptions on Division of Labor

Constructs & Items	Mean	Rating	SD
<u>Division of Labor</u>			
1) maximum use of individual skill and talents	3.83	I	0.93
2) job description to every position	3.80	I	0.95
3) not practical to rotate	2.98	UND	1.07
4) replacement of new employee if work cannot be carried out	3.09	UND	1.05
5) job is being broken down	3.43	I	0.99
DIVISION OF LABOR	3.43	I	0.56

I = Important, UND = undecided

Respondents tend to rate favorable on the attribute of division of labor. Mean of the variable is 3.43. The respondents perceive that their organization gives importance toward the division of labor; especially, on the two items of job specialization (3.83) and job description (3.80); but likely not on the job rotation (2.98).

Table 5.2.2 Perceptions on Authority and Responsibility

Constructs & Items	Mean	Rating	SD
<u>Authority and Responsibility</u>			
6) employees' position is officially and clearly stated	4.12	I	0.85
7) higher position more job responsibility	4.36	VI	0.86

Constructs & Items	Mean	Rating	SD
8) delegation of matters of concern to the position	3.88	I	0.90
9) line of command of a subordinate to the position	3.06	UND	1.13
10) reward is the outcome of their obligation	3.49	I	1.12
11) punishment is the outcome of their obligation	3.11	UND	1.00
AUTHORITY AND RESPONSIBILITY	3.67	I	0.55

UI = unimportant, UND = undecided, I = important, VI = very important

The obtained mean scores of all items are 3.67 which reveals that the organization has moderately strong characteristic on authority and responsibility according to the respondents' perception. It is likely that people working in the organization know the scope of their position as well as their responsibility which are presented by the items stating that employees' position is officially and clearly stated (4.12); higher position has more job responsibility (4.36); and matters of concern is delegated to the concerned position (3.88). While the respondents perceived that the way of punishment is not totally depending on the their obligation (the qualitative rating of undecided); whereas the rewarding is effect by the outcome of their obligation (the qualitative rating of important).

Table 5.2.3 Perceptions on Discipline, Rule and Regulation

Constructs & Items	Mean	Rating	SD
<u>Discipline, Rule and Regulation</u>			
12) rule is clearly stated	4.30	VI	0.75

Constructs & Items	Mean	Rating	SD
13) organization's policy and guidelines are announced	4.11	I	0.85
14) standard of job performance	3.94	I	0.81
15) standard of behaviour	4.03	I	0.78
16) necessity of conforming in line with the old practice	3.72	I	0.91
17) organization to be well organized and orderly	4.23	VI	0.71
18) standard of performance measurement	3.77	I	0.92
DISCIPLINE, RULE AND REGULATION	4.01	I	0.56

VI = very important, I = important

In overall picture, the respondents perceive positively on the discipline, rule and regulation existed in the structure of the organization. Mean of the variable is 4.01. The high mean score of all items (higher than 3.40) and also the only qualitative rating of important of all items supported that respondents have the similar strong perception toward the discipline, rule and regulation.

Table 5.2.4 Perceptions on Centralization and Decentralization

Constructs & Items	Mean	Rating	SD
<u>Centralization and Decentralization</u>			
19) gives importance to decision-making policies	3.74	I	0.91
20) ideas are shared in the working process	3.90	I	0.86
21) final decision-making authority is retained	4.03	I	0.90
22) meetings are called regularly	3.51	I	1.13
23) criticism of policies and practices is not encouraged	2.91	UND	1.07
24) give comments on the working process	3.74	I	1.00

Constructs & Items	Mean	Rating	SD
25) listen to subordinates' complaints and compliments	3.44	I	1.11
26) listen to supervisors' complaints and compliments	4.04	I	0.81
27) exercise one-man-show strategy	2.75	UND	1.22
28) free to pursue their own task in their own way	3.77	I	0.89
29) subordinates are held accountable for finding solutions	3.61	I	0.89
30) subordinates organize work well and report the progress	3.98	I	0.83
CENTRALIZATION AND DECENTRALIZATION	3.62	I	0.45

I = important, UND = undecided

From the table, the respondents rated the construct of centralization and decentralization as important with mean of 3.62. In general, the result indicates that respondents perceive that within the organization, the exercise of both centralization and decentralization is performed. The high score mean of 4.03 of the item that the supervisors retain final decision-making authority implies decentralization characteristic; whereas the high score mean of 3.90 of the item that the ideas are shared in the working process implies centralization characteristic. There is also the qualitative rating of undecided on the criticism of policies and practices and supervisors' dictator style.

Table 5.2.5 Perceptions on Relationship As A Whole

Constructs & Items	Mean	Rating	SD
<u>Relationship As A Whole</u>			
31) two-way communication	3.82	I	1.11
32) help each other	3.99	I	0.91
33) go back home together after work	2.90	UND	1.07
34) invite subordinates for lunch or dinner	3.07	UND	1.08
35) pleased to assist when subordinates are in trouble	3.71	I	0.89
36) give respect to supervisors	4.13	I	0.69
37) summarize the overall performance in the meetings	3.69	I	1.03
that always called			
38) collaborative	4.05	I	0.75
39) feel comfortable when seeing supervisors	3.71	I	0.92
40) work atmosphere is easy and friendly	3.98	I	0.95
41) help subordinates solve problem when needed	4.03	I	0.95
RELATIONSHIP AS A WHOLE	3.73	I	0.52

UI = unimportant, I = important

On the construct of relationship as a whole, the results indicate a fairly high mean scores on al items as well as the overall average weighted mean at 3.73. These findings could be interpreted that the respondents are satisfied with the current situation within the organization that members of the organization are united at work. However, the statements relating to the personal privacy out of working time received low mean scores of 2.90 and 3.07.

Table 5.2.6 Perceptions on Line of Authority

Constructs & Items	Mean	Rating	SD
<u>Line of Authority</u>			
42) many levels of subordinates reporting to a supervisor	3.34	UND	1.02
43) supervisors direct subordinates of every level	3.57	I	0.98
44) not work across department	3.25	UND	1.12
45) strictly conduct work according to the job description	3.54	I	0.97
46) employee relationship is formal	2.79	UND	1.06
47) relationship takes place when necessary	2.79	UND	1.10
48) higher level has more privilege than lower level	3.12	UND	1.22
LINE OF AUTHORITY	3.20	UND	0.56

UND = undecided, I = important

The average mean score on the variable of line of authority falls at 3.20 which reflects the respondents' perception that the organization may or may not perform this structural characteristic. Their perceptions on this attribute are mixed, however there is a tendency of moving toward the unfavorable continuum. The only two items that are rated important are supervisor's control on every lower level (3.57) and employees conduct their work according to the job description (3.54).

Table 5.2.7 Summary of Organizational Structure

Variables	Mean	Rating	SD
DIVISION OF LABOR	3.43	I	0.56
AUTHORITY AND RESPONSIBILITY	3.67	I	0.55

Variables	Mean	Rating	SD
DISCIPLINE, RULE AND REGULATION	4.01	I	0.56
CENTRALIZATION AND DECENTRALIZATION	3.62	I	0.45
RELATIONSHIP AS A WHOLE	3.73	I	0.52
LINE OF AUTHORITY	3.20	UND	0.56
ORGANIZATIONAL STRUCTURE	3.62	I	0.33

UND = undecided, I = important

The table shows the final mean scores of respondents’ perceptions toward their organizational structure. This summary reflects that the respondents perceived their organization give the highest importance on the characteristic of discipline, rule and regulation and moderately high on another variables, except the line of authority, which more or less, is not presented clearly in the structure of the organization.

5.3 Perceptions on Organizational Culture

The following section presents analysis of perceptions on Organizational Culture perceived by the respondents in terms of shared values and beliefs, level of commitment and individual and group norms. The respondents’ perceptions are rated on the 5-point scale.

Table 5.3.1 Perceptions on Shared Values and Beliefs

Constructs & Items	Mean	Rating	SD
<u>Shared Values & Beliefs</u>			
1) uniforms	2.92	UND	1.17
2) office location and decoration differentiate the level of employees	3.01	UND	1.06
3) vehicle provided for high level employees	3.05	UND	1.13
4) there is specific place for everything and everyone	3.01	UND	1.11
5) stay after working hours in order to have extra pay	2.40	UI	1.02
6) working until retirement with lump sum benefit	2.95	UND	1.17
7) normally join lunch together	3.20	UND	1.01
8) share personal matter with each other	3.01	UND	1.02
9) participate in non-routine activities held by organization	3.35	UND	0.99
10) dedication to work	3.73	I	0.88
11) come and leave office punctually	3.50	I	0.99
12) eager to be part of the meeting	3.65	I	0.83
13) understand the direction of the organization's policy	3.88	I	0.77
SHARED VALUES & BELIEFS	3.20	UND	0.41

UI = unimportant, UND = undecided, I = important

The tendency of respondents' perceptions on shared values and beliefs is rated unfavorable with low mean score of 3.20. The majority of the qualitative rating is undecided most probably covering the items of privilege and personal privacy. The lowest mean fell on the statement related to pay received low mean score of 2.40. This can be interpreted positively that the employees are satisfied to carry out their task according to their responsibility and duty without any extra pay and as long as

they are working for the organization. The statement indicating the understanding of the direction of the organization’s policy received moderately high mean (3.88) among other statements.

Table 5.3.2 Perceptions on Level of Commitment

Constructs & Items	Mean	Rating	SD
<u>Level of Commitment</u>			
14) work hard to attain overall personal performances	4.18	I	0.71
15) work hard to attain overall organization performances	4.16	I	0.78
16) sense of being important	3.92	I	0.87
17) seek better ways to handle job better	4.01	I	0.86
18) risk is accepted when exposed to new things	3.54	I	1.01
19) like going to work	3.88	I	0.86
20) say with pride being a member of the organization	4.06	I	0.89
LEVEL OF COMMITMENT	3.96	I	0.58

I = important

The results show the moderately high mean scores on all statements and also on the domain construct of 3.96. However, it is noticeable that the mean score of response on the risk to new things exposure is comparatively lower than other statements with score of 3.54. This could be interpreted that the respondents still perceived that the organization seems to stay with the predictable means of work operation of which the managers can be sure of the outcome with less lost. In general,

the respondents perceived that they are committed to the organization as being an employee.

Table 5.3.3 Perceptions on Individual and Group Norms

Constructs & Items	Mean	Rating	SD
<u>Individual and Group Norms</u>			
21) salary increase and job achievement	3.82	I	1.05
22) salary decrease and job failure	3.19	UND	1.09
23) bonus and organization's outcome	4.15	I	0.83
24) bonus and job achievement	3.77	I	1.01
25) admiration when assignment is achieved	3.98	I	0.89
26) condemn when assignment is not carried out	3.35	UND	1.01
27) promotion and job achievement	3.93	I	1.01
28) greet each other coming to work	3.50	I	0.96
29) say good-bye leaving the office	3.24	UND	1.05
30) give respect to the senior people	4.00	I	0.78
31) value of individual right	4.10	I	0.79
32) openly talk to supervisors	3.60	I	0.96
33) openly talk to colleagues	3.34	UND	1.00
34) trust in people outside the group	3.25	UND	1.04
35) trust in people in the same group	3.61	I	0.89
36) avoid associating with people outside the group	2.58	UI	1.05
INDIVIDUAL AND GROUP NORMS	3.59	I	0.44

UI = unimportant, UND = undecided, I = important

From the overall picture, the table presents that the respondents perceived the construct of individual and group norms as important with slight mean score of 3.59. It is seen from the table that it is not correct to say that respondents do not prefer associating with people outside the group, but they wish to get know people not belonging to the same group (mean of 2.58). However, this related to the trust among groups. The respondents perceived trust and openness at neutral rating scale (3.25, 3.34 respectively). The respondents perceived unfavorably the organization’s reaction toward the job failure (3.19, 3.35). The item of bonus earn at the highest mean score of 4.15 can be implied that, to some extent, the respondents seem to be pleased to work hard so that the organization’s outcome is good enough to provide them benefit.

Table 5.3.4 Summary of Organizational Culture

Variables	Mean	Rating	SD
SHARED VALUES AND BELIEFS	3.20	UND	0.41
LEVEL OF COMMITMENT	3.96	I	0.58
INDIVIDUAL AND GROUP NORMS	3.59	I	0.44
ORGANIZATIONAL CULTURE	3.52	I	0.35

UND = undecided, I = important

The table shows the final mean scores of the respondents’ perceptions toward their organizational culture. Despite favorite expression on the overall rating of all variables (3.52), there is potential that some factors on shared values and beliefs can be improved.

5.4 Perceptions on Employees Job Satisfaction

The following section presents analysis of perceptions on Employees Job Satisfaction perceived by the respondents in terms of achievement, equitable rewards, work itself, supportive working conditions and colleagues and recognition. The respondents' perceptions are rated on the 5-point scale.

Table 5.4.1 Perceptions on Achievement

Constructs & Items	Mean	Rating	SD
<u>Achievement</u>			
1) complete job	4.00	A	0.75
2) perform work satisfactorily	3.98	A	0.69
3) satisfied when work is done	4.29	A	0.61
4) challenge	3.78	A	0.85
5) operationalize ability when the problem occurs	4.02	A	0.74
6) framework that people can work smoothly	4.09	A	0.69
7) pursue work in own means	3.50	A	0.95
8) initiate new things	3.80	A	0.89
9) being admired when initiation is materialized	3.83	A	0.92
10) able to oppose supervisors' opinion	3.60	A	0.96
ACHIEVEMENT	3.89	A	0.51

A = agree

In overall picture, respondents have tendency agree on achievement (3.89). Among all statements, only mean of pursuit work in own means shows the agree value

with rather low score. There is a likelihood that opinions from the respondents on the said item imply that they, more or less, prefer to have been guided the way of handling task. It is likely that the respondents feel most achievable when their work is done (4.29).

Table 5.4.2 Perceptions on Equitable Rewards

Constructs & Items	Mean	Rating	SD
<u>Equitable Rewards</u>			
11) receive rewards from dedication to work	3.34	UND	1.11
12) rewards meet employees' expectation and satisfaction	3.11	UND	1.02
13) being condemned when work cannot be done	3.38	UND	0.94
14) being informed of the mistake with acceptance before the punishment is exercised	3.71	A	0.84
15) being punished fairly	3.65	A	0.98
16) reward and successful performance	2.88	UND	1.04
17) punishment and unsuccessful performance	3.03	UND	1.01
EQUITABLE REWARDS	3.30	UND	0.57

UND = undecided, A = agree

In general, perceptions on equitable rewards are on the unfavorable rating (3.30). However, the only favorable ratings are on the item of punishment exercised fairly (3.17, 3.65). With reference to the undecided qualitative rating on almost statements, the respondents still perceived that equitable rewards are not distributed equally in the organization.

Table 5.4.3 Perceptions on Work Itself

Constructs & Items	Mean	Rating	SD
<u>Work Itself</u>			
18) challenging	3.76	A	0.83
19) create career advancement	3.88	A	0.89
20) create position advancement	3.88	A	0.92
21) can be controlled into the direction	3.70	A	0.89
22) in the field of interest	3.71	A	0.81
23) create solid relationship between man and task	3.95	A	0.80
24) give benefit	3.07	UND	1.05
25) create encouragement	3.90	A	0.81
WORK ITSELF	3.73	A	0.56

UND = undecided, A = agree

In relation to work itself, the results show moderately high mean scores on almost statements with average mean score at 3.73. The respondents perceived that work itself is necessary to create job satisfaction. However, the item of work gives benefit received less score (3.07) can imply that respondents are fully responsible for their work with no condition that their fulfillment will be rewarded. Moreover, the statement with highest score at 3.95 that work creates solid relationship between man and task also supported that respondents wish themselves to commit to their work.

Table 5.4.4 Perceptions on Supportive Working Conditions and Colleagues

Constructs & Items	Mean	Rating	SD
<u>Supportive Working Conditions and Colleagues</u>			
26) being enthusiastic	4.00	A	0.79
27) open in cooperating with people from different department	3.93	A	0.84
28) provide office supplies to facilitate work flow	4.14	A	0.88
29) participate in seminars conducted by different institutions	3.88	A	1.01
30) train to learn new things	3.83	A	0.99
31) internal useful source of information can be reached	3.52	A	1.01
32) brainstorming process is collected	3.69	A	0.95
SUPPORTIVE WORKING CONDITIONS&COLLEAGUES	3.86	A	0.64

A = agree

In terms of supportive working conditions and colleagues shown in the table, the results indicate that the respondents perceived good supportive working conditions and colleagues affects job satisfaction (3.86), especially, the statement indicating that respondents perceived that they are full equipped with office facilitator (4.14).

On the recognition, the respondents' perceptions rated favorable on all items with average mean score at 3.78. The respondents perceived that the organization realizes the importance of incentives to attract employees to work well (3.87). It is apparent that respondents are encouraging when they are promoted (3.62) than are rewarded (3.54). This could be due to other benefits that they may gain from holding higher position in the organization.

Table 5.4.5 Perceptions on Recognition

Constructs & Items	Mean	Rating	SD
<u>Recognition</u>			
33) rewards and good performance	3.54	A	0.99
34) promotion and good performance	3.62	A	0.96
35) celebration and organizations' overall performance	3.59	A	1.01
36) post an announcement to honour employees with good performance	3.65	A	1.04
37) importance of incentives	3.87	A	0.88
38) proud to be a member	4.06	A	0.75
39) recognize and admire employees when they perform work well	3.83	A	0.82
40) employees feel satisfied when perform work well	4.08	A	0.63
RECOGNITION	3.78	A	0.64

A = agree

Table 5.4.6 Summary of Employees Job Satisfaction

Variables	Mean	Rating	SD
ACHIEVEMENT	3.89	A	0.51
EQUITABLE REWARDS	3.33	UND	0.57
WORK ITSELF	3.73	A	0.56
SUPPORTIVE WORKING CONDITIONS AND COLLEAGUES	3.86	A	0.64
RECOGNITION	3.78	A	0.64
JOB SATISFACTION	3.73	A	0.46

UND = undecided, A = agree

The table shows final mean scores on respondents' perceptions toward employees job satisfaction. General perceptions of the respondents in employees job satisfaction are similar with each other with the mean score of 3.73. The low mean score fell on equitable rewards (3.33) which implies that the respondents realizes this construct less important compare to the rest constructs leading to employees job satisfaction.

5.5 The Relationship between Demographic Profile and Organizational Structure

The following section presents the analysis of relationship between demographic profile and Organizational Structure. To determine the relationship of these independent variables, the statistical treatment used is called Chi-Square. The following hypotheses will be tested:

Ho1: There is no significant relationship between demographic profile and Organizational Structure

Ha1: There is a significant relationship between demographic profile and Organizational Structure

The results from the test indicate the significant values of higher than 0.025, thus accept the null hypothesis that there is no relationship between demographic profile to Organizational Structure, except for the followings:

Table 5.5.1 Correlation between Educational Attainment and Discipline, Rule and Regulation

	Value	df	Sig.
Pearson Chi-Square	28.567	8	.000

The result from the test shows the significant value of .000 which means it rejects the Ho1 and accepts the Ha1 i.e. there is relationship between educational attainment and discipline, rule and regulation.

Table 5.5.1.1 Distribution of Educational Attainment and Discipline, Rule and Regulation

Educational Attainment	Discipline, Rule and Regulation					
	Unimportant		Undecided		Important	
	Count	%	Count	%	Count	%
primary					3	100
high school					20	100
vocational			4	5.41	70	94.59
bachelor	6	2.29	21	8.02	235	89.69
master	4	12.90	7	22.58	20	64.52
Total	10	2.56	32	8.21	348	89.23

From the result, it reveals that the important rating received the highest percentage (89.23%) by the major vote from the respondents holding vocational certificate (94.59%). While at the same educational level, they obtained from voting

for unimportant rating. Additionally, the count of respondents graduated in the levels of primary school and high school was zero on the unfavorable rating. Seemingly, the level of education implies the perceptions of respondents toward this construct differently.

Table 5.5.2 Correlation between Educational Attainment and Relationship As A Whole

	Value	df	Sig.
Pearson Chi-Square	19.232	8	.014

The result from the test shows the significant value of .014 which means it rejects the Ho1 and accepts the Ha1 i.e. there is relationship between educational attainment and relationship as a whole.

Table 5.5.2.1 Distribution of Educational Attainment and Relationship As A Whole

	Relationship As A Whole							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
Educational Attainment								
primary					3	100	3	100
high school					20	100	20	100
vocational			18	24.32	56	75.68	74	100
bachelor	10	3.82	43	16.41	209	79.77	262	100

	Relationship As A Whole							
Educational Attainment	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
master	4	12.90	6	19.35	21	67.74	31	100
Total	14	3.59	67	17.18	309	79.23	390	100

The results from the table presents that the important rating received the highest percentage (79.23%) by the major vote from the respondents holding bachelor degree (79.77%). On the undecided rating, the percentage did not represent the opinion from the respondents finished from primary school and high school. In the same situation with the unimportant rating that previous levels and vocational level gave no perceptions. Seemingly, the level of education implies the perceptions of respondents toward this construct differently.

Table 5.5.3 Correlation between Age and Centralization and Decentralization

	Value	df	Sig.
Pearson Chi-Square	20.111	8	.010

The result from the test shows the significant value of .010 which means it rejects the H_0 and accepts the H_a i.e. there is relationship between age and centralization and decentralization.

Table 5.5.3.1 Distribution of Age and Centralization and Decentralization

Age	Centralization and Decentralization							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
25 yr and below			9	27.27	24	72.73	33	100
26-30 yr	4	2.94	25	18.36	107	78.68	136	100
31-40 yr	3	2.01	38	25.50	108	72.48	149	100
41-50 yr	2	3.51	15	26.32	40	70.18	57	100
over 50 yr	3	20.00	1	6.67	11	73.33	15	100
Total	12	3.08	88	22.56	290	74.36	390	100

The results from the table presents that respondents at the age between 26-30 years perceived that organization gives important to the style of centralization and decentralization in its structure (78.68%). The percentage of this age group is comparatively close to the oldest group of over 50 years (73.33%). This can imply that gap between age range do not differ their perceptions.

5.6 The Relationship between the Demographic profiles and Organizational Culture

The following section presents the analysis of relationship between demographic profiles and Organizational Culture. To determine the relationship of these independent variables, the statistical treatment used is called Chi-Square. The following hypotheses will be tested:

Ho2: There is no significant relationship between demographic profiles and Organizational Culture

Ha2: There is a significant relationship between demographic profiles and Organizational Culture

The results from the test indicate the significant values of higher than 0.025, thus accept the null hypothesis that there is no relationship between demographic profiles and Organizational Culture, except for the followings:

Table 5.6.1 Correlation between Age and Shared Values and Beliefs

	Value	df	Sig.
Pearson Chi-Square	18.442	8	.018

The result from the test shows the significant value of .018 which means it rejects the Ho2 and accept the Ha2 i.e. there is relationship between age and shared values and beliefs.

Table 5.6.1.1 Distribution of Age and Shared Values and Beliefs

Age	Shared Values and Beliefs							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
25 yr and below	1	3.03	22	66.67	10	30.30	33	100
26-30 yr	15	11.03	76	55.88	45	33.09	136	100
31-40 yr	6	4.03	107	71.81	36	24.16	149	100

	Shared Values and Beliefs							
Age	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
41-50 yr	1	1.75	35	61.40	21	36.84	57	100
Over 50 yr	3	20.00	8	53.33	4	26.67	15	100
Total	26	6.67	248	63.59	116	29.74	390	100

Majority of the respondent expresses their opinion on the undecided scale with 63.59% of total population. The largest age group responses to this construct is those whose age range between 31-40 years with 107 counts. While the oldest age range of over 50 years voted least on the same scale (53.33%), but voted unfavorable with highest percentage (20%) among all age groups.

Table 5.6.2 Correlation between Gender and Shared Values and Beliefs

	Value	df	Sig.
Pearson Chi-Square	9.425	2	.009

The result from the test shows the significant value of .009 which means reject the Ho2 and accept the Ha2 i.e. there is relationship between gender and shared values and beliefs.

Table 5.6.2.1 Distribution of Gender and Shared Values and Beliefs

Gender	Shared Values and Beliefs							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
male	6	3.97	89	58.94	56	37.09	151	100
female	20	8.70	155	67.39	55	23.91	230	100
Total	26	6.82	244	64.04	111	29.13	381	100

From the table, more than half of total population expressed their opinion on the undecided rating on this construct (64.04%). Male and female shared the close proportion on this rating scale with slight difference (58.94%, 67.39%).

Table 5.6.3 Correlation between Position and Level of Commitment

	Value	df	Sig.
Pearson Chi-Square	23.214	4	.000

The result from the test shows the significant value of .000 which means it rejects the Ho2 and accepts the Ha2 i.e. there is relationship between position and level of commitment.

Table 5.6.3.1 Distribution of Position and Level of Commitment

	Level of Commitment							
	Unimportant		Undecided		Important		Total	
Position	Count	%	Count	%	Count	%	Count	%
low	3	1.39	17	7.87	196	90.74	216	100
middle	5	3.03	18	10.91	142	86.06	165	100
top	2	22.22	3	33.33	4	44.44	9	100
Total	10	2.56	38	9.74	342	87.69	390	100

Remarkably it appears that almost of the total population have tendency on the important rating (87.69%). The lowest management voted the highest percentage, the second and the third respectively. The respondents at top management voted for every rating with exact constant difference among each other.

Table 5.6.4 Correlation between Educational Attainment and
Level of Commitment

	Value	df	Sig.
Pearson Chi-Square	19.232	8	.014

The result from the test shows the significant value of .014 which means it rejects the Ho2 and accepts the Ha2 i.e. there is relationship between educational attainment and level of commitment.

Table 5.6.4.1 Distribution of Educational Attainment and Level of Commitment

Educational Attainment	Level of Commitment							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
primary					3	100	3	100
high school					20	100	20	100
vocational			18	24.32	56	75.68	74	100
bachelor	10	3.82	43	16.41	209	79.77	262	100
master	4	12.90	6	19.35	21	67.74	31	100
Total	14	3.59	67	17.18	309	79.23	390	100

The majority have tendency toward favorable rating on level of commitment (79.23%). The highest vote received from the respondents with bachelor degree. The respondents graduated from primary school and high school shared very few vote on this construct.

Table 5.6.5 Correlation between Length of Service and Level of Commitment

	Value	df	Sig.
Pearson Chi-Square	20.077	10	.015

The result from the test shows the significant value of .015 which means it rejects the Ho2 and accepts the Ha2 i.e. there is relationship between length of service and level of commitment.

Table 5.6.5.1 Distribution of Length of Service and Level of Commitment

Length of Service	Level of Commitment							
	Unimportant		Undecided		Important		Total	
	Count	%	Count	%	Count	%	Count	%
less than 1 yr	1	4.76			20	95.24	21	100
1-5 yr	5	3.45	10	6.90	130	89.66	145	100
6-10 yr	3	2.78	15	13.89	90	83.33	108	100
11-15 yr					45	100	45	100
16-20 yr			6	27.27	16	72.73	22	100
more than 20 yr	1	2.08	7	14.58	40	83.33	48	100
Total	10	2.57	38	9.77	341	87.66	389	100

From the table, most of the respondents from every length of service perceived level of commitment importantly exist in their organizational culture (87.66%). People have been working for the organization between 1-5 years seemed to be the most highest group while respondents with length of service between 16-20 years seemed to be the least group. This tended to be that longer the respondents stay in the organization, the less important they perceive this construct in the organization.

5.7 The Relationship between Demographic Profile and Employees Job

Satisfaction

The following section presents the analysis of relationship between demographic profile and Employees Job Satisfaction. To determine the relationship of

the independent variable and dependent variable, the statistical treatment used is called Chi-Square. The following hypotheses will be tested:

Ho3: There is no significant relationship between demographic profile and Employees Job Satisfaction

Ha3: There is a significant relationship between demographic profile and Employees Job Satisfaction

The results from the test indicate the significant values of higher than 0.025, thus accept the null hypothesis that there is no relationship between demographic profiles and Employees Job Satisfaction, except for the followings:

Table 5.7.1 Correlation between Gender and Supportive Working Conditions and Colleagues

	Value	df	Sig.
Pearson Chi-Square	7.951	2	.019

The result from the test shows the significant value of .019 which means it rejects the Ho3 and accepts the Ha3 i.e. there is relationship between gender and supportive working conditions and colleagues

Table 5.7.1.1 Distribution of Gender and Supportive Working
Conditions and Colleagues

	Supportive Working Conditions and Colleagues							
	Disagree		Undecided		Agree		Total	
Gender	Count	%	Count	%	Count	%	Count	%
male	4	2.65	12	7.95	135	89.40	151	100
female	11	4.78	39	16.96	180	78.26	230	100
Total	15	3.94	51	13.39	315	82.68	381	100

Study from the table, it represents that majority of both genders voted on the agree rating on this construct (82.68%). The result shows that male respondents are more satisfied with the supportive working conditions and colleagues atmosphere in their organization compared to the female respondents.

Table 5.7.2* Correlation between Gender and Recognition

	Value	df	Sig.
Pearson Chi-Square	13.698	2	.001

The result from the test shows the significant value of .001 which means it rejects the Ho3 and accepts the Ha3 i.e. there is relationship between gender and recognition.

Table 5.7.2.1 Distribution of Gender and Recognition

	Recognition							
	Disagree		Undecided		Agree		Total	
Gender	Count	%	Count	%	Count	%	Count	%
male	5	3.31	16	10.60	130	86.09	151	100
female	17	7.39	53	23.04	160	69.57	230	100
Total	22	5.77	69	18.11	290	76.12	381	100

Both two gender groups voted agree on the recognition (76.12%). Male population concerns on being recognized in the organization than female population.

5.8 The Correlation of Organizational Structure, Organizational Culture to Employees Job Satisfaction

The following section presents the analysis of the correlation of Organizational Structure, Organizational Culture to Employees Job Satisfaction. To identify the correlation of these independent variables and dependent variables, the statistical treatment used is called Partial Correlation. The following hypotheses will be tested in pair:

Ho4: There is no relationship between Organizational Structure, Organizational Culture and Employees Job Satisfaction

Ha4: There is relationship among Organizational Structure, Organizational Culture and Employees Job Satisfaction

Table 5.8.1 The correlation coefficient of Organizational Structure and
Organizational Culture to Employees Job Satisfaction

Variables	Org. Structure	Org. Culture	Job Satisfaction
Org. Structure	1.0000 (0) P=.		0.2711 (387) P=.000
Org. Culture		1.0000 (0) P=.	0.4315 (387) P=.000

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

"." is printed if a coefficient cannot be computed

The result from the table presents that Organizational Structure, Organizational Culture and Employees Job Satisfaction have mutual relationships with each other at a significant level because most of the significant values obtained are at .000, consequently, the null hypotheses (Ho4 and Ho5) are rejected.

In terms of the strength of relationship, Organizational Structure seems to have weak positive correlation with Employees Job Satisfaction with correlation coefficient value equates to .2711, while Organizational Culture has stronger positive correlation with Employees Job Satisfaction with correlation coefficient value equates to .4315.

5.9 The Differences on the Responses of Respondents on Organizational Structure, Organizational Culture and Employees Job Satisfaction by Demographic Profile

The following section presents the analysis of the differences on the responses of respondents on Organizational Structure, Organizational Culture and Employees Job Satisfaction. To indicate the difference of these independent variables, the statistic treatment used is called One-way ANOVA. The hypotheses will be tested as follows:

Ho5: There are no differences between demographic profile and Organizational Structure

Ha5: There are differences between demographic profile and Organizational Structure

The results from the test indicate that majority of respondents have the same perceptions on Organizational Structure as can be seen from the significant values which are higher than 0.025, thus the null hypotheses of no differences are accepted and rejected the alternative ones stating differences between variables. However, there are a number of factors which respondents perceived differently and these are presented as follows:

Table 5.9.1 Difference of with Age and Authority and Responsibility

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.403	4	.851	2.822	.025
Within Group	116.076	385	.301		
Total	119.479	389			

The result from the table indicates that the obtained significant value is .025, thus the null hypothesis that there is no significant difference between age and authority and responsibility is rejected. This means one can vary in his perception of authority and responsibility because of age difference.

To further examine which age range has different perception on the authority and responsibility factor, the Multiple Comparison (LSD) is used and the results are shown on the next table.

Table 5.9.1.1 Mean Difference of Age and
Authority and Responsibility

(I) Age	(J) Age	Mean	Mean Difference (I-J)	Std. Error	Sig.
25 yr and below	26-30 yr	3.76	-.3471*	.107	.001
	31-40 yr	3.64	-.2306*	.106	.030
	41-50 yr	3.67	-.2567*	.120	.033
	51 and above	3.63	-.2240	.171	.191
26-30 yr	25 yr and below	3.41	.3471*	.107	.001
	31-40 yr		.1165	.065	.074
	41-50 yr		9.037E-02	.087	.298
	51 and above		.1231	.149	.410
31-40 yr	25 yr and below		.2306*	.106	.030
	26-30 yr		-.1165	.065	.074
	41-50 yr		-2.61E-02	.086	.760
	51 and above		6.654E-03	.149	.964

*The mean difference is significant at the .05 level (2-tailed)

From the results of multiple comparison it appears that respondents with age between 25 years old and below and 26-30 years old had significantly different

perception on authority and responsibility. The group with age between 26-30 years old gave higher rated values comparing to those with younger and older ages. It is likely that the respondents with old age perceived that their organization had the structure of authority and responsibility. While the youngest group perceived almost unfavorable.

Table 5.9.2 Difference of between Position and Discipline,
Rule and Regulation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.549	2	1.274	4.172	.016
Within Group	118.221	387	.305		
Total	120.770	389			

The result indicates that the obtained significant value is .016 which is lower than .025, thus the null hypothesis that there is no significant difference between position and discipline, rule and regulation is rejected. This implies that different job levels have different perception on discipline, rule and regulation.

Table 5.9.2.1 Mean Difference of Position and Discipline, Rule and Regulation

(I) Position	(J) Position	Mean	Mean Difference (I-J)	Std. Error	Sig.
low	middle	3.99	6.056E-02	.057	.290

	top	3.52	.5271*	.188	.005
middle	low	4.05	-6.06E-02	.057	.290
	top		.4666*	.189	.014

*The mean difference is significant at the .05 level (2-tailed)

The results of multiple comparisons indicate that respondents at the top management level had significantly different perception with lower levels. This profile is what should be expected which means the respondents in the top management realize the necessity to conform themselves according to the discipline, rule and regulation stated by the organization for the good exemplar of the lower subordinates. However, the mean score showed that the low management respondents gave much higher value on this construct compared to the top management respondents.

Table 5.9.3 Difference of between Educational Attainment and

Division of Labor

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.475	4	1.119	3.671	.006
Within Group	117.335	385	.305		
Total	121.810	389			

The result indicates that the obtained significant value is .006 which is lower than .025, thus the null hypothesis that there is no significant difference between

educational attainment and division of labor is rejected. Different educational levels reflect different perception on division of labor.

Table 5.9.3.1 Mean Difference of Educational Attainment and Division of Labor

(I) Education	(J) Education	Mean	Mean Difference (I-J)	Std. Error	Sig.
primary	high school	3.63	-.1633	.342	.633
	vocational	3.41	5.647E-02	.325	.862
	bachelor	3.45	1.226E-02	.321	.970
	master	3.09	.3722	.334	.265
high school	primary	3.47	.1633	.342	.633
	vocational		.2197	.139	.115
	bachelor		.1755	.128	.171
	master		.5355*	.158	.001
vocational	primary		-5.65E-02	.325	.862
	high school		-.2197	.139	.115
	bachelor		-4.42E-02	.073	.543
	master		.3158*	.118	.008
bachelor	primary		-1.23E-02	.321	.970
	high school		-.1755	.128	.171
	vocational		4.421E-02	.073	.543
	master		.3600*	.105	.001

*The mean difference is significant at the .05 level (2-tailed)

The findings from the multiple comparisons indicate that respondents with the highest educational attainment perceived significantly different from the respondents with lower educational attainment. Respondents with master degree level gave lowest rated value on this construct while high school graduate gave the highest rated value. The respondents in the rest educational levels of primary, vocational and bachelor expressed their perceptions with the near value of mean scores.

Table 5.9.4 Difference of between Educational Attainment and
Discipline, Rule and Regulation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.594	4	1.899	6.458	.000
Within Group	113.176	385	.294		
Total	120.770	389			

The result indicates that the obtained significant value is .000 which is lower than .025, thus the null hypothesis that there is no significant difference between educational attainment and discipline, rule and regulation is rejected. This implies that different educational attainment has different perceptions on organizational structure in terms of discipline, rule and regulation.

Table 5.9.4.1 Mean Difference of Educational Attainment and Discipline, Rule and Regulation

(I) Education	(J) Education	Mean	Mean Difference (I-J)	Std. Error	Sig.
primary	high school	4.24	-.2905	.336	.387
	vocational	4.14	-.1886	.319	.555
	bachelor	4.01	.5.68E-02	.315	.857
	master	3.60	.3533	.328	.282
high school	primary	3.95	.2905	.336	.387
	vocational		.1019	.137	.456
	bachelor		.2337	.126	.064
	master		.6438*	.156	.000
vocational	primary		.1886	.325	.862

	high school		-.1019	.139	.115
	bachelor		.1318	.073	.543
	master		.5419*	.118	.008
bachelor	primary		-1.23E-02	.321	.970
	high school		-.1755	.128	.171
	vocational		4.421E-02	.073	.543
	master		.3600*	.105	.001

*The mean difference is significant at the .05 level (2-tailed)

The outcome from the multiple comparisons indicates that respondents with the highest educational attainment perceived significantly different from the respondents with lower educational attainment. Respondents with master degree level gave lowest rated value on this construct while high school graduate gave the highest rated value. The respondents in the rest educational levels of primary, vocational and bachelor expressed their perceptions with the near value of mean scores.

Ho7: There are no differences between demographic profile and Organizational Culture

Ha7: There are differences between demographic profile and Organizational Culture

The results from the test indicate that majority of respondents have the same perceptions on Organizational Culture as can be seen from the significant values which are higher than 0.025, thus the null hypotheses of no differences are accepted and rejected the alternative ones stating differences between variables. However, there are a number of factors which respondents perceived differently and these are presented as follows:

Table 5.9.5 Difference of between Educational Attainment
and Level of Commitment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.049	4	1.012	3.071	.016
Within Group	126.901	385	.330		
Total	130.950	389			

The result indicates that the obtained significant value is .016 which is lower than .025, thus the null hypothesis that there is no significant difference between educational attainment and level of commitment is rejected. This implies that different educational attainment has different perceptions on organizational culture in terms of level of commitment.

Table 5.9.5.1 Mean Difference of Educational Attainment and Level of Commitment

(I) Education	(J) Education	Mean	Mean Difference (I-J)	Std. Error	Sig.
primary	high school	4.18	-.1567	.355	.660
	vocational	4.03	-9.00E-03	.338	.979
	bachelor	3.96	6.329E-02	.333	.850
	master	3.67	.3575	.347	.304
high school	primary	4.03	.1567	.355	.660
	vocational		.1477	.145	.308
	bachelor		.2200	.133	.099
	master		.5142*	.165	.002
vocational	primary		8.996E-03	.338	.979
	high school		-.1477	.145	.308
	bachelor		7.229E-02	.076	.339

(I) Education	(J) Education	Mean	Mean Difference (I-J)	Std. Error	Sig.
	master		.3665*	.123	.003
bachelor	primary		-6.33E-02	.333	.850
	high school		-.2200	.133	.099
	vocational		-7.23E-02	.076	.339
	master		.2942*	.109	.007

*The mean difference is significant at the .05 level (2-tailed)

The table of multiple comparison indicates that respondents with the highest educational attainment perceived significantly different from the respondents with lower educational attainment. Respondents with master degree level gave lowest rated value on this construct while high school graduate gave the highest rated value. The respondents in the rest educational levels of primary, vocational and bachelor expressed their perceptions with the near value of mean scores.

Table 5.9.6 Difference of between Length of Service and Shared Values and Beliefs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.201	5	.440	2.743	.019
Within Group	61.478	383	.161		
Total	63.679	388			

The result indicates that the obtained significant value is .019, thus the null hypothesis that there is no significant difference between length of service and shared values and beliefs is rejected. This implies that respondents with different length of

service have different perceptions on organizational culture in terms of shared values and beliefs.

Table 5.9.6.1 Mean Difference of Length of Service and Shared Values and Beliefs

(I) Len of Ser.	(J) Len of Ser.	Mean	Mean Difference (I-J)	Std. Error	Sig.
less than 1 yr	1-5 yr	3.17	.2760*	.094	.003
	6-10 yr	3.15	.2995*	.096	.002
	11-15 yr	3.18	.2646*	.106	.013
	16-20 yr	3.24	.2091	.122	.088
	more than 20 yr	3.30	.1497	.105	.154
1-5 yr	less than 1 yr	3.45	-.2760*	.094	.003
	6-10 yr		2.351E-02	.051	.645
	11-15 yr		-1.15E-02	.068	.867
	16-20 yr		-6.69E-02	.092	.466
	more than 20 yr		-.1263	.067	.059
6-10 yr	less than 1 yr		-2.995*	.096	.002
	1-5 yr		-2.35E-02	.051	.645
	11-15 yr		-3.50E-02	.071	.623
	16-20 yr		-9.04E-02	.094	.335
	more than 20 yr		-.1498*	.070	.032
11-15 yr	less than 1 yr		-.2464*	.106	.013
	1-5 yr		1.145E-02	.068	.867
	6-10 yr		3.496E-02	.071	.623
	16-20 yr		-5.54E-02	.104	.595
	more than 20 yr		-.1149	.083	.168
16-20 yr	less than 1 yr		-.2091	.122	.088
	1-5 yr		6.689E-02	.092	.466
	6-10 yr		9.040E-02	.094	.335
	11-15 yr		5.544E-02	.104	.595
	more than 20 yr		-5.94E-02	.103	.565

*The mean difference is significant at the .05 level (2-tailed)

The respondents with length of service less than 1 year have different perceptions from other groups of respondents with length of service more than 1 year.

According to the results of multiple comparison, respondents who have been with the organization less than 1 year have the highest perception toward shared values and beliefs in their organizational culture while respondents with length of service between 6-10 years have the lowest perception. It is interesting to study this profile that only the length of service of less than 1 year rated favorable on this construct while the people have been working for the organization more than 1 year rated unfavorable.

For demographic factors on gender which have only two levels, T-Test was used to test the hypotheses.

Table 5.9.7 Difference of Gender and Shared Values and Beliefs

	Levene' s Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig (2-tailed)
Shared Values and Beliefs	.121	.728	3.696	379	.000

The result indicates the significant value is .000, thus the null hypothesis is rejected, which means male and female perceived differently on shared values and beliefs.

The results from the test indicate that majority of respondents have the same perceptions on Employees Job Satisfaction as can be seen from the significant values which are higher than 0.025, thus the null hypotheses of no differences are accepted and rejected the alternative ones stating differences between variables. However, there

are a number of factors which respondents perceived differently and these are presented as follows:

For demographic factors on gender which have only two levels, T-Test was used to test the hypotheses.

Table 5.9.8 Difference of Gender and Work Itself

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig (2-tailed)
Work Itself	1.302	.255	2.345	379	.020

The result indicates that male respondents perceived differently from female respondents on work itself as the T-test showed the significant value of .020, thus the null hypothesis is rejected.

Table 5.9.9 Difference of Gender and Supportive Working Conditions and Colleagues

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig (2-tailed)
Supportive Working Conditions and Colleagues	6.740	.010	2.273	355.882	.024

The table shows the different perception between male respondents and female respondents on supportive working conditions and colleagues at the significant value of .024 which is less than .025, then the null hypothesis is rejected.

Table 5.9.10 Difference of Gender and Recognition

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig (2-tailed)
Recognition	3.869	.050	2.939	379	.003

Gender plays an important role in differentiating the perception between male respondents and female respondents about recognition studying from the significant value at .003. Then there is the difference between gender and recognition i.e. rejected the null hypothesis.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains a brief summary of the study, the conclusion and recommendation as well as the implications for future research.

6.1 Summary

The essence of the organizational survival prominently depends on the efficiency and effectiveness of the members within the organization. In order to promote the strength of both efficiency and effectiveness it is important and necessary for the organization to learn how to satisfy their employees. Not only the incentives that will be considered, but the existing component of the organization is equally vital. It is for this reason that the intention of this study is to explore the relationship between Organizational Structure and Organizational Culture toward Employees Job Satisfaction.

Theories and concepts related to Organizational Structure and Organizational Culture and Employees Job Satisfaction have been reviewed and presented in Chapter II. The first framework “Organizational Structure” derived from the modern organization theory emphasizing on the theories of type 1 theorists (Taylor, Fayol,

Weber) and type 2 theorists (Mayo, McGregor, Bennis). The second framework “Organizational Culture” derived from the selection among the studies of Hofstede and Trompenaars and Schein and levels of culture could be viewed as a set of components of organizational culture was chosen to be the cultural framework of this study. The third framework “Employees Job Satisfaction” derived from the study of the need theories among the well-known scholars; namely, Maslow, Alderfer, McClelland, Herzberg, Adam and Vroom.

The research was focused on the “OS” organization which the researcher would like to conduct as a case study and it was done in descriptive and correlational methods.

A questionnaire composed of one hundred and thirty items was used to collect the data. The component of a set of questionnaire is (1) demographic profile of the respondents, (2) organizational structure (3) organizational culture and (4) employees job satisfaction. The one hundred and thirty items were combined to form fifteen independent sub-variables (six demographic factor, six organizational structure and three organization culture) and five dependent sub-variables of employees job satisfaction.

The data was analyzed statistically using percentage and frequency distribution, mean standard deviation and range for analyzing the personal profile of the respondents, average weighted mean to assign qualitative ratings for analyzing the perceptions of the respondents, Chi-square to test the relationship of the independent variables and the correlation between independent variables and dependent variable and one-way ANOVA and T-test to test the significant differences of the responses. A probability level of less than or equal to .05 was specified to establish the significance of the results of the analyses.

Four hundred and twenty set of questionnaires were floated to eighteen departments in the organization. Three hundred and ninety responses which is equivalent to ninety three percent (93%) returned rate, were obtained for further analysis as the subjects of this study.

6.2 Conclusion of the Findings

1) Respondents' Demographic Profile

Age range 31-40 years was the largest group, represented 38.2%. Majority of the respondents was female at 60.4%. The staff respondents which represented the lower management shared half of the total population at 55.4%. Two-thirds of respondents obtained bachelor degree (67.2%). Respondents with service tenures between 1-5 years were the largest category with 37.3%. Most of them were in the finance and accounting department (22.8%) which was classified in the main function of administrations.

2) Perceptions on Organizational Structure

Generally respondents rated favorable on attributes of organizational structure. The lowest rating among the six variables was Line of Authority which showed the undecided rating.

3) Perceptions on Organizational Culture

The result indicated the favorable perceptions of respondents toward the attributes of organizational culture. However the factor of shared values and beliefs received the lowest rating scale of neutral scale.

4) Perceptions on Employees Job Satisfaction

The lowest factor of equitable rewards was at neutral rating while the rest was voted favorable. The overall picture of this variable was at agree rating which meant that the respondents perceived they are satisfied with their job in their organization.

5) Relationship between demographic profile and organizational structure

Testing the null hypotheses of no significant relationship between demographic profile and organizational structure (Ho1) found that there was no relationship between each other, with the exception that three relationships were found between as follows:

- 1) Educational attainment and discipline, rule and regulation
- 2) Educational attainment and relationship as a whole
- 3) Age and centralization and decentralization.

6) Relationship between demographic profile and organizational culture

Testing the null hypotheses of no significant relationship between demographic profile and organizational culture (Ho2) found that there was no relationship between each other, with exception that five relationships were found between as follows:

- 1) Age and shared values and beliefs
- 2) Gender and shared values and beliefs
- 3) Position and level of commitment
- 4) Educational attainment and level of commitment
- 5) Length of service and level of commitment

7) Relationship between demographic profile and employees job satisfaction

Testing the null hypotheses of no significant relationship between demographic profile and employees job satisfaction (Ho3) found that there was no

relationship between each other, with the exception that the two relationship were found between as follows:

- 1) Gender and supportive working conditions
- 2) Gender and recognition
- 8) Correlation of organizational structure, organizational culture to employees job satisfaction

Testing the null hypotheses of no positive correlation between organizational structure, organizational culture to employees job satisfaction (Ho4) found that there was correlation between organizational structure and employees job satisfaction and between organizational culture and employees job satisfaction.

The relationship degree of both pair was considered weak positive correlation. However, the latter pair had stronger positive correlation compared to the previous pair.

- 9) Differences on the responses of respondents on organizational structure, organizational culture and employees job satisfaction by demographic profile

Testing the null hypotheses of no differences on demographic profile to organizational structure, organizational culture and employees job satisfaction (Ho5) found that there were no differences between them, with the exception. The rejected are:

- 1) Age and Authority and Responsibility (factor of Organization Structure)
- 2) Position and Discipline, Rule and Regulation (factor of Organizational Structure)
- 3) Educational Attainment and Division of Labor (factor of Organizational Structure), Discipline, Rule and Regulation (factor of Organizational Structure), Level of Commitment (factor of Organizational Culture)

4) Length of Service and Shared Values and Beliefs (factor of Organizational Culture)

5) Gender and Shared Values and Beliefs (factor of Organizational Culture), Work Itself (factor of Employees Job Satisfaction), Supportive Working Conditions (factor of Employees Job Satisfaction) and Recognition (factor of Employees Job Satisfaction)

Among seven demographic factors, gender and educational attainment are the factors that had high pairs of relationships (difference) with all independent and dependent variables.

6.3 Recommendation

Drawing from the significant findings of this research, the researcher proposes the following suggestions according to the likely problematic area for implication:

1. Organizational Structure

1.1 Issue of Line of Authority

The line of authority variable was found least clear among the perceptions of respondents in the structure of their organization. The employees perceived that their supervisors direct their subordinates of every level which is the characteristic of hierarchical system that the supervisors want to ensure that each lower of line of command is under the supervision and control of a higher one. And more or less one supervisor has too many levels of subordinates to supervise. This may cause the overlapping in the work process. Additionally, having studied from the aforementioned matters,

they will relate to the emergence of the unhappy atmosphere among employees that they feel that have to report every step of work and finish the work by the command of their supervisors; consequently, the relationship arose between them will be originated when co-operation is taken place and be quite formal. Besides, the employees realize that within their organization, there is a discrimination between the higher level and lower level; especially, the privilege gained according to the status of the high rank person.

1.2 Recommendation

- “not an organization of ‘boss’ and ‘subordinate’, but as a team of ‘associates’”

The organization should consider that the position of each should be determined by his/her contribution to the common task rather than by any inherent superiority or inferiority. Each member in an organization, should make a vital contribution without which there are no results. The employees (subordinates) should be accountable for the organization’s mission, its spirit, its performance and its results. The supervisor can be a conductor who controls the score, at the same time, let the subordinates enjoy the way of reaching the results by their own means with appropriate authority.

- should not supervise the work of more than six subordinates whose work interlocks

Extra levels are more to do with power and overstaffing than efficiency. The manager can increase span of control. The number of levels in a given hierarchy is restricted to the number that can be self-justifying. The subordinates should have right to take decisions which affect their own

working lives and that any decision must increasingly be taken with consent of those who will have to implement it.

2. Organizational Culture

1.2 Issue of Shared Values and Beliefs

The shared values and beliefs was the variable that perceived least clear in the organizational culture. There was a tendency that the employees realized the differentiation of the symbol represents people in high level and low level e.g. vehicle provided for people in top management. The employees prefer to reserve their personal privacy in terms of personal time and personal matter.

1.5 Recommendation

- Restore the integrative feeling of employees toward high managerial level

It is considered to be the normal phenomenon that the privilege and high level of management are always marrying. It is not at all a benefit to the organization that the high level management enjoy privilege to their position than their task. In spite of letting the feeling of inferiority influencing the lower level of management, the organization should try to substitute the feeling by approaching the subordinates realize their value of importance being the important factor of the organization. The high managerial level should reduce the distance of the different level by representing themselves not only the supervisors, but also the parent alike that their door are always open when the subordinates are in trouble. More or less, this would reinforce the gap between high level and lower level.

3. Employees Job Satisfaction

1.1 Issue of Equitable Rewards

In general, the overall picture of the employees' perceptions toward employees job satisfaction was satisfied individual. Except for this issue that the rating was not totally on the favorable scale. They perceived that the equitable rewards were not distributed equally, the condemn was not exercised fairly when assignment was not carried out by different employees, neither the rewards met their expectation and satisfaction.

1.2 Recommendation

- appraise and judge the performance against clear, known, impersonal objective and individual goals

The organization should hold its employees by recognizing them and rewarding (e.g. salary, promotion) them so that they will be satisfied which will related to efficiency of their work performance. Eventhough studies have shown that most individuals in large organizations do not believe that their salary is directly related to performance, but rather to such overall factors as length of service, seniority and qualifications, they prefer to be have this re-considered since they think that they are served to have that right. Rewarding can be done by using appraisal schemes with the following objectives: providing data base for the organization's inventory of people, skills and potentials; and providing a system for the proper assessment of performance by an individual so that he may be appropriately rewarded.

Recommendation for Other Research

The researcher would like to suggest some recommendations that further research in these areas could be pursued:

1. Similar studies should be conducted at an organization level to measure the employees' perceptions on the organizational structure, organizational culture and employees job satisfaction of that particular organization.

2. Likewise, similar studies should also be conducted in different types of business industries to evaluate the employees' perceptions on their organizational structure, organizational culture and employees job satisfaction of that particular organization.



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การศึกษาเกี่ยวกับความสัมพันธ์ระหว่างโครงสร้างองค์กร และวัฒนธรรมองค์กร
ต่อความพึงพอใจในการปฏิบัติงานของพนักงานบริษัท โอสดสภา จำกัด

ตุลาคม 2542

เรียน ผู้ตอบแบบสอบถาม

แบบสอบถามฉบับนี้ได้จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อใช้ในการศึกษาความสัมพันธ์ระหว่างโครงสร้างองค์กรปัจจุบัน และวัฒนธรรมองค์กรปัจจุบัน ต่อความพึงพอใจในการปฏิบัติงานของพนักงานทุกระดับในบริษัท โอสดสภา จำกัด โดยข้อมูลที่ได้จากแบบสอบถามจะถูกนำเสนอในลักษณะของภาพรวมของพนักงานจากหลายหน่วยงาน การศึกษาดังกล่าวนี้นเป็นส่วนหนึ่งของการทำวิจัยในการจัดทำวิทยานิพนธ์ ของภาควิชาการพัฒนองค์กร คณะการจัดการ มหาวิทยาลัยอัสสัมชัญ

ผู้จัดทำใคร่ขอขอบพระคุณท่านที่ได้สละเวลาในการตอบแบบสอบถามฉบับนี้ คำตอบที่มีค่าของท่านถือเป็นความลับ และจะไม่ถูกนำไปเปิดเผย แบบสอบถามจะถูกทำลายทันทีหลังจากเสร็จสิ้นผลการวิเคราะห์ในขั้นตอนสุดท้าย

ขอแสดงความนับถือ
จิตรลดา จงเจริญ
(นักศึกษาปริญญาโท
มหาวิทยาลัยอัสสัมชัญ (ABAC)
และ พนักงานบริษัท โอสดสภา จำกัด)



ส่วนที่ 1 ข้อมูลทั่วไป

โปรดตอบคำถามทุกข้อโดยใช้เครื่องหมายกากบาท (X) ในข้อที่ใกล้เคียงกับความเป็นจริงของท่านมากที่สุด กรุณาตอบคำถามทุกข้อ

1. อายุ () ต่ำกว่า 25 ปี () 26-30 ปี () 31-40 ปี
 () 41-50 ปี () มากกว่า 50 ปี

2. เพศ () ชาย () หญิง

3. ท่านปฏิบัติงานในระดับ

- () ผู้ปฏิบัติการ
() หัวหน้าแผนก ถึง ผู้จัดการฝ่าย หรือเทียบเท่า
() รองผู้อำนวยการ ถึง กรรมการผู้จัดการ หรือเทียบเท่า
() สูงกว่ากรรมการผู้จัดการ

4. ระดับการศึกษาสูงสุดของท่าน

- () ประถมศึกษา
() มัธยมศึกษา
() ปวช. ปวส. อนุปริญญา หรือเทียบเท่า
() ปริญญาตรี
() ปริญญาโท
() ปริญญาเอก

5. อายุการทำงานของท่านในองค์กรปัจจุบัน

- () น้อยกว่า 1 ปี () 1 ปี - 5 ปี
() 6 ปี - 10 ปี () 11 ปี - 15 ปี
() 16 ปี - 20 ปี () มากกว่า 20 ปี

6. ท่านปฏิบัติงานในหน่วยงานใด

- | | |
|--------------------------------------|-------------------------|
| () สำนักงานประธาน | () การตลาด |
| () ธุรกิจต่างประเทศ | () จัดซื้อ |
| () กฎหมาย | () ศูนย์สารสนเทศ |
| () การเงินและการบัญชี | () วิจัยและพัฒนาสินค้า |
| () ประชาสัมพันธ์ | () ธุรกิจ |
| () ทรัพยากรบุคคล | () ต่างประเทศ |
| () การผลิต | () ประกันคุณภาพ |
| () ตรวจสอบภายใน | () วิเคราะห์การตลาด |
| () ทะเบียนผลิตภัณฑ์ และข้อมูลธุรกิจ | () จัดส่งและคลังสินค้า |
| () อื่นๆ..... | |

ส่วนที่ 2 กรุณาแสดงระดับความคิดเห็นของท่านโดยการทำเครื่องหมายกากบาท (X) บนหมายเลข
ที่อธิบายความเป็นจริงที่สอดคล้องต่อความรู้สึกของท่านต่อองค์กรมากที่สุด กรุณาตอบคำถามทุกข้อ

I ความคิดเห็นของท่านต่อโครงสร้างองค์กรในบริษัทที่ท่านทำงานอยู่ (Organizational Structure)

1=ไม่สำคัญอย่างยิ่ง, 2=ไม่สำคัญ, 3=ไม่มีความเห็น, 4=สำคัญ, 5=สำคัญอย่างยิ่ง

ในบริษัทที่ท่านทำงานอยู่.....					
1 งานต้องการความสามารถพิเศษ/ความถนัดเฉพาะบุคคล	1	2	3	4	5
2 งานถูกกำหนดเป็นสายลักษณะอักษรอย่างชัดเจน	1	2	3	4	5
3 ไม่มีการหมุนเวียนพนักงานให้ปฏิบัติหน้าที่ที่แตกต่างไปจากหน้าที่เดิม (job rotation)	1	2	3	4	5
4 เมื่อพนักงานทำงานไม่สำเร็จ งานชิ้นนั้นจะถูกมอบหมายให้พนักงานท่านอื่น ทำแทน	1	2	3	4	5
5 ลักษณะของงานจะถูกจำแนกย่อย	1	2	3	4	5
6 มีการระบุตำแหน่งของพนักงานอย่างชัดเจนและเป็นทางการไว้ใน ระเบียบการของบริษัทฯ	1	2	3	4	5
7 พนักงานยังมีตำแหน่งสูง ยังมีความรับผิดชอบมากขึ้น	1	2	3	4	5
8 การกำหนดเนื้อหาขอบเขตของงานเป็นไปตามตำแหน่ง	1	2	3	4	5
9 จำนวนผู้ได้บังคับบัญชาเป็นไปตามตำแหน่งของผู้บังคับบัญชา	1	2	3	4	5
10 การให้รางวัลเป็นไปตามผลของงานที่พนักงานแต่ละคนตกลงที่จะปฏิบัติให้ งานนั้นๆ สำเร็จลุล่วงไปตามหน้าที่ของตน	1	2	3	4	5
11 การลงโทษเป็นไปตามผลของงานที่พนักงานแต่ละคนไม่สามารถปฏิบัติให้ งานนั้นๆ สำเร็จลุล่วงไปตามหน้าที่ของตน	1	2	3	4	5
12 กฎระเบียบถูกกำหนดและเขียนไว้อย่างชัดเจนในเอกสารกฎระเบียบ ข้อบังคับบริษัทฯ	1	2	3	4	5
13 พนักงานปฏิบัติตามนโยบาย และแนวทางของบริษัทฯ ที่ประกาศไว้ให้ พนักงานรับทราบโดยทั่วกัน	1	2	3	4	5
14 พนักงานรู้มาตรฐานการปฏิบัติงานของบริษัทฯ	1	2	3	4	5
15 พนักงานรู้มาตรฐานการประพฤติตนให้สอดคล้องกับกฎข้อบังคับของบริษัทฯ	1	2	3	4	5
16 พนักงานตระหนักถึงความจำเป็น และความสำคัญในการปฏิบัติตามสิ่ง ที่ได้ปฏิบัติกันมา	1	2	3	4	5
17 พนักงานปรารถนาที่จะให้บริษัทฯ มีความเป็นระเบียบเรียบร้อย	1	2	3	4	5
18 พนักงานได้รับการชี้แจงจากบริษัทฯ จนเป็นที่เข้าใจถึงมาตรฐานการวัดการ ปฏิบัติของบริษัทฯ	1	2	3	4	5
19 ให้ความสำคัญกับนโยบายการตัดสินใจ	1	2	3	4	5

20	มีการแลกเปลี่ยนความคิดเห็นกันในการปฏิบัติงาน	1	2	3	4	5
21	ผู้บังคับบัญชาเป็นผู้กำหนดการตัดสินใจขั้นสุดท้ายในบางกรณี	1	2	3	4	5
22	มีการเรียกประชุมเพื่อขอความคิดเห็นจากพนักงานอยู่เสมอ	1	2	3	4	5
23	พนักงานไม่สามารถวิจารณ์นโยบาย หรือแนวทางการปฏิบัติของบริษัทฯ	1	2	3	4	5
24	ผู้บังคับบัญชาเปิดกว้างให้ผู้ใต้บังคับบัญชาพูดจาได้ตรงไปตรงมาเกี่ยวกับวิธีการปฏิบัติงาน	1	2	3	4	5
25	ผู้บังคับบัญชารับฟังคำติชมจากผู้ใต้บังคับบัญชา	1	2	3	4	5
26	ผู้ใต้บังคับบัญชารับฟังคำติชมจากผู้บังคับบัญชา	1	2	3	4	5
27	ผู้บังคับบัญชานิยมบริหารงานแบบคนเดียวเบ็ดเสร็จ (one-man-show)	1	2	3	4	5
28	ผู้ใต้บังคับบัญชามีอิสระในการปฏิบัติงานตามสายงานและขอบข่ายหน้าที่ของตนเอง	1	2	3	4	5
29	ผู้บังคับบัญชาเชื่อใจให้ผู้ใต้บังคับบัญชาหาหนทางแก้ไขปัญหาที่เกิดขึ้นด้วยตนเอง	1	2	3	4	5
30	ผู้ใต้บังคับบัญชารวบรวมผลการปฏิบัติงาน และรายงานความคืบหน้าต่อผู้บังคับบัญชา	1	2	3	4	5
31	มีการสื่อสารสองทางคือ จากผู้บริหารสู่พนักงาน และพนักงานสู่ผู้บริหาร	1	2	3	4	5
32	พนักงานช่วยเหลือซึ่งกันและกัน	1	2	3	4	5
33	พนักงานกลับบ้านด้วยกันหลังเลิกงาน	1	2	3	4	5
34	ผู้บังคับบัญชาชวนผู้ใต้บังคับบัญชารับประทานอาหารด้วยอย่างเป็นกันเอง	1	2	3	4	5
35	ผู้บังคับบัญชายินดีให้ความช่วยเหลือเวลาที่ผู้ใต้บังคับบัญชาเดือดร้อน	1	2	3	4	5
36	ผู้ใต้บังคับบัญชาเคารพผู้บังคับบัญชา	1	2	3	4	5
37	มีการเรียกประชุมเพื่อสรุปภาพรวมของการปฏิบัติงานของแต่ละแผนกอยู่เสมอ	1	2	3	4	5
38	ผู้บังคับบัญชาได้รับความร่วมมือจากผู้ใต้บังคับบัญชาเป็นอย่างดี	1	2	3	4	5
39	ผู้ใต้บังคับบัญชารู้สึกเป็นกันเองเวลาเข้าพบผู้บังคับบัญชา	1	2	3	4	5
40	บรรยากาศภายในที่ทำงานมีความเป็นกันเองและเป็นมิตร	1	2	3	4	5
41	ผู้ใต้บังคับบัญชาไม่ถูกปล่อยให้แก้ไขปัญหากจากการปฏิบัติงานตามลำพัง ถ้าหาทางแก้ไขเองไม่ได้	1	2	3	4	5
42	มีจำนวนผู้ใต้บังคับบัญชาหลายระดับขึ้นต่อผู้บังคับบัญชาหนึ่งคน	1	2	3	4	5
43	ผู้บังคับบัญชามีอำนาจสั่งการโดยตรง และควบคุมผู้ใต้บังคับบัญชาในระดับ	1	2	3	4	5
44	พนักงานไม่ทำงานข้ามแผนก หรือ ไม่ใช่แผนกที่ตนเองสังกัดอยู่	1	2	3	4	5
45	พนักงานปฏิบัติหน้าที่ตามระดับขั้นที่ถูกระบุไว้ในแผนผังบริษัทฯ อย่างเคร่งครัด	1	2	3	4	5
46	ความสัมพันธ์ระหว่างพนักงานเป็นไปอย่างเป็นทางการ	1	2	3	4	5
47	ความสัมพันธ์ระหว่างพนักงานเกิดขึ้นตามความจำเป็นในการติดต่องาน	1	2	3	4	5

48 พนักงานในระดับ (ตำแหน่ง) สูง จะมีอิทธิพลเหนือกว่าพนักงานในระดับต่ำกว่า	1	2	3	4	5
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II ความคิดเห็นของท่านต่อวัฒนธรรมองค์กรในบริษัทฯ ที่ท่านทำงานอยู่ (Organizational Culture)

1=ไม่สำคัญอย่างยิ่ง, 2=ไม่สำคัญ, 3=ไม่มีความเห็น, 4=สำคัญ, 5=สำคัญอย่างยิ่ง

ในบริษัทฯ ที่ท่านทำงานอยู่.....					
1 พนักงานสวมเครื่องแบบพนักงาน	1	2	3	4	5
2 การออกแบบ/ตกแต่งสถานที่ทำงานของพนักงานและผู้บริหารมีความแตกต่างกัน	1	2	3	4	5
3 พนักงานที่มีระดับตำแหน่งคือพนักงานในระดับหัวหน้าเท่านั้น	1	2	3	4	5
4 พนักงานตระหนักว่าสิ่งของบางอย่าง หรือสถานที่บางแห่ง ถูกกำหนดไว้สำหรับพนักงานในระดับแตกต่างกัน	1	2	3	4	5
5 พนักงานทำงานจนเลยเวลาเลิกงานเพื่อหวังค่าล่วงเวลา	1	2	3	4	5
6 พนักงานมีอายุการทำงานนาน เพื่อหวังค่าตอบแทนเมื่อเกษียณ	1	2	3	4	5
7 พนักงานร่วมรับประทานอาหารกลางวันด้วยกัน	1	2	3	4	5
8 พนักงานแลกเปลี่ยนข้อมูลส่วนตัวกัน	1	2	3	4	5
9 พนักงานเข้าร่วมกิจกรรมสันทนาการ/กิจกรรมพิเศษของบริษัทฯ ที่นอกเหนือจากการทำงานประจำเสมอ	1	2	3	4	5
10 พนักงานยินดีที่จะทำงานที่ได้รับมอบหมายจนเสร็จ แม้จะต้องเสียสละเวลาส่วนตัว ความสะดวกสบาย และไม่หวังสิ่งตอบแทน	1	2	3	4	5
11 พนักงานมาทำงานและเลิกงานตรงตามเวลา	1	2	3	4	5
12 พนักงานปรารถนาที่จะมีส่วนร่วมในการประชุมกลุ่ม	1	2	3	4	5
13 พนักงานมีความเข้าใจในทิศทางการดำเนินงานของบริษัทฯ	1	2	3	4	5
14 พนักงานยินดีทุ่มเทความสามารถและความพยายามอย่างเต็มที่เพื่อให้ผลงานออกมาดี	1	2	3	4	5
15 พนักงานยินดีทุ่มเทความสามารถและความพยายามอย่างเต็มที่เพื่อให้บริษัทฯ ได้กำไรมากขึ้น	1	2	3	4	5
16 พนักงานตระหนักว่าตนเองมีความสำคัญต่อบริษัทฯ	1	2	3	4	5
17 พนักงานแสวงหาวิธีการทำงานใหม่ๆ เพื่อให้การปฏิบัติงานดีขึ้น	1	2	3	4	5
18 บริษัทฯ สนับสนุนให้พนักงานกล้าที่จะเสี่ยงต่อการทดลองสิ่งใหม่ๆ เพื่อให้ประสบความสำเร็จมากขึ้น	1	2	3	4	5
19 พนักงานชอบมาทำงาน	1	2	3	4	5
20 พนักงานภูมิใจที่บอกผู้อื่นว่าทำงานอยู่กับบริษัทฯ นี้	1	2	3	4	5
21 การขึ้นเงินเดือนขึ้นอยู่กับความสำเร็จของงาน	1	2	3	4	5

22	การปรับลดเงินเดือนมีผลจากความล้มเหลวในการปฏิบัติงาน	1	2	3	4	5
23	การให้โบนัสขึ้นอยู่กับผลกำไรจากการประกอบการ	1	2	3	4	5
24	การให้โบนัสขึ้นอยู่กับผลการปฏิบัติงาน	1	2	3	4	5
25	พนักงานได้รับคำชมเชยเมื่อปฏิบัติงานดี	1	2	3	4	5
26	พนักงานถูกตำหนิเมื่อปฏิบัติงานล้มเหลว	1	2	3	4	5
27	การเลื่อนตำแหน่งขึ้นอยู่กับความสามารถในการปฏิบัติงาน	1	2	3	4	5
28	พนักงานกล่าวคำทักทายเพื่อนร่วมงานเมื่อเข้างาน	1	2	3	4	5
29	พนักงานกล่าวคำอำลาเพื่อนร่วมงานเมื่อเลิกงาน	1	2	3	4	5
30	พนักงานให้ความเคารพผู้ที่มีตำแหน่งสูงกว่า	1	2	3	4	5
31	พนักงานให้ความเคารพในสิทธิส่วนตัวซึ่งกันและกัน	1	2	3	4	5
32	พนักงานสามารถพูดคุยกับหัวหน้าได้ทุกเรื่อง	1	2	3	4	5
33	พนักงานสามารถพูดคุยกับเพื่อนร่วมงานได้ทุกเรื่อง	1	2	3	4	5
34	พนักงานมั่นใจว่าเรื่องส่วนตัวจะไม่ถูกเปิดเผยให้กับเพื่อนร่วมงานนอกกลุ่มได้รับรู้	1	2	3	4	5
35	พนักงานไว้วางใจเพื่อนร่วมงานในกลุ่ม	1	2	3	4	5
36	พนักงานหลีกเลี่ยงที่จะคบเพื่อนร่วมงานนอกกลุ่ม	1	2	3	4	5

III ความคิดของท่านเห็นต่อสิ่งกระตุ้นให้เกิดความพึงพอใจในงาน (Employees Job Satisfaction)

ไม่เห็นด้วยอย่างยิ่ง = 1, ไม่เห็นด้วย = 2, ไม่มีความเห็น = 3,
เห็นด้วย = 4, เห็นด้วยอย่างยิ่ง = 5

ในบริษัทที่ท่านทำงานอยู่.....						
1	พนักงานสามารถปฏิบัติงานให้สำเร็จลุล่วงไปได้ดี	1	2	3	4	5
2	พนักงานมีความพึงพอใจในการปฏิบัติงาน	1	2	3	4	5
3	พนักงานมีความพึงพอใจเมื่องานบรรลุผลด้วยดี	1	2	3	4	5
4	พนักงานเห็นว่ามาตรฐานการทำงานท้าทายให้ปฏิบัติงาน	1	2	3	4	5
5	พนักงานได้ใช้ความสามารถในการแก้ไขปัญหาระหว่างการปฏิบัติงานให้ลุล่วง	1	2	3	4	5
6	พนักงานมีโอกาสร่วมสร้างความสัมพันธ์อันดีกับเพื่อนร่วมงานเพื่อให้เกิดความราบรื่นในการทำงาน	1	2	3	4	5
7	พนักงานมีอิสระที่จะเลือกวิธีปฏิบัติงานด้วยตนเอง	1	2	3	4	5
8	พนักงานได้รับการสนับสนุนให้ริเริ่มทำสิ่งใหม่ๆ	1	2	3	4	5
9	พนักงานได้รับคำชมเชยเมื่อมีความคิดริเริ่มสร้างสรรค์ในการปฏิบัติงานดีขึ้น	1	2	3	4	5
10	พนักงานสามารถโต้แย้งความคิดเห็นของหัวหน้า	1	2	3	4	5

11	พนักงานคาดหวังว่าจะได้รับรางวัลเมื่อทุ่มเทความสามารถในการปฏิบัติงานจนสำเร็จ	1	2	3	4	5
12	รางวัลที่ได้รับเป็นไปตามที่พนักงานคาดหวังและพึงพอใจ	1	2	3	4	5
13	เมื่อพนักงานปฏิบัติงานล้มเหลว พนักงานเห็นสมควรว่าตนควรจะถูกตำหนิ	1	2	3	4	5
14	พนักงานรับทราบถึงสิ่งที่ได้ทำผิดอย่างชัดเจนและยอมรับ ก่อนที่จะถูกหัวหน้าตัดสินลงโทษ	1	2	3	4	5
15	เมื่อพนักงานปฏิบัติงานล้มเหลว พนักงานเห็นว่าการถูกตัดสินลงโทษอย่างยุติธรรมเป็นสิ่งที่ถูกต้อง	1	2	3	4	5
16	พนักงานทราบว่าเมื่องานชิ้นนั้น ๆ สำเร็จจะได้รับรางวัล	1	2	3	4	5
17	พนักงานทราบว่าเมื่องานชิ้นนั้น ๆ ล้มเหลวจะถูกลงโทษ	1	2	3	4	5
18	งานท้าทายความสามารถ	1	2	3	4	5
19	งานสร้างโอกาสให้เกิดความก้าวหน้าในอาชีพ	1	2	3	4	5
20	งานสร้างโอกาสให้เกิดความก้าวหน้าในตำแหน่ง	1	2	3	4	5
21	งานเป็นไปในทิศทางที่ควบคุมได้	1	2	3	4	5
22	งานอยู่ในขอบข่ายความสนใจ	1	2	3	4	5
23	งานก่อให้เกิดความผูกพันระหว่างคนกับงาน	1	2	3	4	5
24	งานมีสิ่งตอบแทนเป็นวัตถุ	1	2	3	4	5
25	งานสร้างเสริมกำลังใจ	1	2	3	4	5
26	พนักงานมีความกระตือรือร้นในการปฏิบัติงาน	1	2	3	4	5
27	พนักงานปฏิบัติงานร่วมกับพนักงานในแผนกอื่น เพื่อให้งานสำเร็จ	1	2	3	4	5
28	พนักงานมีสิ่งอำนวยความสะดวกที่ทำให้การปฏิบัติงานง่ายและรวดเร็วขึ้น เช่น คอมพิวเตอร์	1	2	3	4	5
29	พนักงานได้รับการสนับสนุนให้เข้าอบรม/สัมมนาของบริษัทฯ	1	2	3	4	5
30	พนักงานได้รับการฝึกฝนในการเรียนรู้ใหม่ ๆ เสมอ	1	2	3	4	5
31	ข้อมูลที่เป็นประโยชน์ในการปฏิบัติงานสามารถหาได้จากแหล่งต่าง ๆ ภายในบริษัทฯ	1	2	3	4	5
32	พนักงานมีการระดมสมองเพื่อรวบรวมความคิดในการแก้ไขปัญหา	1	2	3	4	5
33	มีการให้ผลตอบแทนเมื่อปฏิบัติงานดี	1	2	3	4	5
34	มีการเลื่อนตำแหน่งสูงขึ้นเมื่อปฏิบัติงานดี	1	2	3	4	5
35	มีการจัดงานฉลองเมื่อบริษัทฯ ได้ผลกำไรดี	1	2	3	4	5
36	มีการติดประกาศเกียรติคุณเพื่อยกย่องพนักงานที่ประพฤติปฏิบัติงานดี	1	2	3	4	5
37	เห็นถึงความจำเป็นที่ต้องสร้างแรงดึงดูดใจให้พนักงานปฏิบัติงานดี	1	2	3	4	5
38	พนักงานเกิดความภาคภูมิใจที่เป็นพนักงานของบริษัทฯ	1	2	3	4	5
39	พนักงานเป็นที่ยอมรับและกล่าวขวัญถึงเมื่อปฏิบัติงานดี	1	2	3	4	5
40	พนักงานมีความพึงพอใจที่ปฏิบัติงานดี	1	2	3	4	5

Part I Personal Profile

Please make an (x) in the space that best describes you. Kindly complete every question.

1. Age ☐ less than 25 ☐ 26-30 ☐ 31-40
 ☐ 41-50 ☐ over 50
2. Sex ☐ Male ☐ Female
3. What is your position in the this organization?
☐ Officer at Operating level
☐ Supervisor to Department Manager
☐ Deputy Vice President to President
☐ Higher than President
4. What is your educational level?
☐ Secondary level
☐ High school graduate
☐ Vocational diploma
☐ Bachelor degree
☐ Master degree
☐ Doctorate degree
5. How many years have you worked for this organization?
☐ less than 1 ☐ 1-5
☐ 6-10 ☐ 11-15
☐ 16-20 ☐ over 20
6. In what department are you working?

<input type="checkbox"/> Office of the Chairman	<input type="checkbox"/> Marketing
<input type="checkbox"/> International Business	<input type="checkbox"/> Purchasing
<input type="checkbox"/> Legal	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Finance and Accounting	<input type="checkbox"/> Research and Development
<input type="checkbox"/> Public Relation	<input type="checkbox"/> Administration
<input type="checkbox"/> Personnel	<input type="checkbox"/> Foreign Affairs
<input type="checkbox"/> Production	<input type="checkbox"/> Quality Assurance
<input type="checkbox"/> Internal Audit	<input type="checkbox"/> Marketing Research
<input type="checkbox"/> Logistics and Warehouse	<input type="checkbox"/> Regulatory Affairs and Business Information
<input type="checkbox"/> Others	

Part II Please make an (x) in the number that best represents your feelings towards the different aspects in your organization. Kindly complete every question.

I – Organizational Structure

Your feelings towards Organizational Structure of the organization you are working for:

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant						
1	The maximum use of available individual skills and talents is achieved.	5	4	3	2	1
2	Job description to every position is stated and written clearly.	5	4	3	2	1
3	It is not practical to rotate employees to any other duty.	5	4	3	2	1
4	When the particular job cannot be carried out by the assigned employee he will be replaced by another employee.	5	4	3	2	1
5	Job is being broken down into unit.	5	4	3	2	1
6	Your organization states the employee position officially and clearly in the organization's document.	5	4	3	2	1
7	Employees with higher position have more job responsibility.	5	4	3	2	1
8	Matters of concern are delegated to employees according to their position.	5	4	3	2	1
9	The line of command of a subordinate varies according to the position.	5	4	3	2	1
10	Employees know that reward is the outcome of their obligation.	5	4	3	2	1
11	Employees know that punishment is the outcome of their obligation.	5	4	3	2	1
12	Rule is clearly stated in detail in the organization's document.	5	4	3	2	1
13	Organization's policy and guidelines are announced for immediate practice by all employees.	5	4	3	2	1
14	Standard of job performance is publicly acknowledged.	5	4	3	2	1
15	Standard of behaviour is publicly acknowledged.	5	4	3	2	1
16	Employees realize the necessity of conforming themselves in line with the old practice.	5	4	3	2	1
17	Employees wish the organization to be well organized and orderly.	5	4	3	2	1
18	Employees have been clearly informed of the standard of performance measurement.	5	4	3	2	1
19	The organization gives importance to decision-making policies.	5	4	3	2	1
20	Ideas are shared in the working process.	5	4	3	2	1

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant						
21	Supervisors retain final decision-making authority in some areas.	5	4	3	2	1
22	Meetings are called regularly to get ideas from subordinates.	5	4	3	2	1
23	Criticism of policies and practices is not encouraged.	5	4	3	2	1
24	Supervisors allow subordinates to give comments on the working process.	5	4	3	2	1
25	Supervisors listen to subordinates' complaints and compliments.	5	4	3	2	1
26	Subordinates listen to supervisors' complaints and compliments.	5	4	3	2	1
27	Supervisors themselves exercise one-man-show strategy.	5	4	3	2	1
28	Subordinates are free to pursue task according to their responsibility in their own way.	5	4	3	2	1
29	Subordinates are held accountable for finding solutions to the problems.	5	4	3	2	1
30	Subordinates organize work well and report the progress to supervisors.	5	4	3	2	1
31	There is two-way communication: from supervisor to subordinate and from subordinate to supervisor.	5	4	3	2	1
32	Employees help each other.	5	4	3	2	1
33	Employees go back home together after work.	5	4	3	2	1
34	Supervisors invite subordinates for lunch or dinner.	5	4	3	2	1
35	Supervisors are pleased to assist when subordinates are in trouble.	5	4	3	2	1
36	Subordinates give respect to supervisors.	5	4	3	2	1
37	Meetings are always called to summarize the overall performance of each department.	5	4	3	2	1
38	Subordinates are collaborative.	5	4	3	2	1
39	Subordinates feel comfortable when seeing supervisors.	5	4	3	2	1
40	Work atmosphere is easy and friendly.	5	4	3	2	1
41	Supervisors help subordinates solve problem when needed.	5	4	3	2	1
42	There are many levels of subordinates reporting to a supervisor.	5	4	3	2	1
43	Supervisors direct subordinates of every level.	5	4	3	2	1
44	Employees do not work across department.	5	4	3	2	1
45	Employees strictly conduct their work according to their job description.	5	4	3	2	1
46	Employee relationship is formal.	5	4	3	2	1

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant						
47	Employee relationship takes place according to the necessity of work.	5	4	3	2	1
48	Higher level employees have more privilege than lower level employees.	5	4	3	2	1

II – Organizational Culture

Your feelings towards Organizational Culture in the organization you are working for:

5=strongly important; 4=important; 3=undecided; 2=unimportant; 1=strongly unimportant						
1	Employees wear uniforms.	5	4	3	2	1
2	Office location and decoration differentiate the level of employees.	5	4	3	2	1
3	The organization provides cars for high level employees only.	5	4	3	2	1
4	Employees realize that there is specific place for everything and everyone.	5	4	3	2	1
5	Employees stay late after working hours in order to have extra pay.	5	4	3	2	1
6	Employees working until their retirement expect a lump sum benefit.	5	4	3	2	1
7	Employees normally join lunch together.	5	4	3	2	1
8	Employess share personal matter with each other.	5	4	3	2	1
9	Employees participate in non-routine activity e.g. social activity or recreation activity held by the organization.	5	4	3	2	1
10	Employees can get so absorbed in their work they often lose all sense of time, personal comfort or compensation.	5	4	3	2	1
11	Employees come and leave office punctually.	5	4	3	2	1
12	Employees are eager to be part of the meeting.	5	4	3	2	1
13	Employees understand the direction of the organization's policy.	5	4	3	2	1
14	Employees feel they must really work hard to attain their overall performance.	5	4	3	2	1
15	Employees feel they must really work hard to attain the organization's overall performance.	5	4	3	2	1
16	Employees have a strong sense of being important for the organization.	5	4	3	2	1
17	Employees seek for better ways to handle their job better.	5	4	3	2	1
18	The risk is accepted when employees are exposed to new things.	5	4	3	2	1
19	Employees like going to work.	5	4	3	2	1

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant						
20	Employees say with pride that they work for the organization.	5	4	3	2	1
21	Salary increase depends on the basis of job achievement.	5	4	3	2	1
22	Salary decrease depends on the basis of job failure.	5	4	3	2	1
23	Bonus reward depends on the basis of the organization's income.	5	4	3	2	1
24	Bonus reward depends on the basis of job achievement.	5	4	3	2	1
25	Employees are admired when assignment is achieved.	5	4	3	2	1
26	Employees are condemned when assignment is not carried out.	5	4	3	2	1
27	Promotion depends on the basis of job achievement.	5	4	3	2	1
28	Employees greet each other when they come to work.	5	4	3	2	1
29	Employees say good-bye to each other when they leave the office.	5	4	3	2	1
30	Employees give respect to the people with senior positions.	5	4	3	2	1
31	Employees realize the value of individual right.	5	4	3	2	1
32	Subordinates can openly talk to their supervisors in any matter.	5	4	3	2	1
33	Employees can openly talk to their colleagues in any matter.	5	4	3	2	1
34	Employees are confident that their personal matter will not be disclosed to people outside the group.	5	4	3	2	1
35	Employees rely on people belonging to the same group.	5	4	3	2	1
36	Employees avoid associating with people outside the group.	5	4	3	2	1

III - Employees Job Satisfaction

Your feelings towards to Employees Job Satisfaction in the organization you are working for:

5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree						
1	Employees are able to complete their job.	5	4	3	2	1
2	Employees are able to perform work satisfactorily.	5	4	3	2	1
3	Employees are satisfied when their work is done.	5	4	3	2	1
4	Employees feel that standards set are challenging to achieve.	5	4	3	2	1
5	Employees are able to operationalize their ability when the problem occurs.	5	4	3	2	1
6	Employees can provide framework within which people can work smoothly.	5	4	3	2	1
7	Employees are allowed to pursuit their work in their own means.	5	4	3	2	1
8	Employees are supported to initiate new things.	5	4	3	2	1
9	Employees are admired when the initiation is materialized.	5	4	3	2	1

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant

10	Employees can oppose their supervisors' opinion.	5	4	3	2	1
11	Employees expect to receive rewards from their dedication of work.	5	4	3	2	1
12	Rewards received meets the employees' expectation and satisfaction.	5	4	3	2	1
13	Employees feel right to be condemned when work cannot be done successfully.	5	4	3	2	1
14	Employees are informed of the mistake with acceptance before the punishment is exercised.	5	4	3	2	1
15	Employees feel suitable being punished fairly when the work performance falls.	5	4	3	2	1
16	Employees understand that reward is the result of a successful work performance.	5	4	3	2	1
17	Employees understand that punishment is the result of an unsuccessful performance.	5	4	3	2	1
18	Work is challenging.	5	4	3	2	1
19	Work creates career advancement.	5	4	3	2	1
20	Work creates position advancement.	5	4	3	2	1
21	Work can be controlled into the direction.	5	4	3	2	1
22	Work is in the field of interest.	5	4	3	2	1
23	Work creates solid relationship between man and task.	5	4	3	2	1
24	Work gives benefit.	5	4	3	2	1
25	Work creates encouragement.	5	4	3	2	1
26	Employees are enthusiastic.	5	4	3	2	1
27	Employees are open in cooperating with people from different department for their best performance.	5	4	3	2	1
28	Employees are provided with office supplies to facilitate the work flow e.g. computer	5	4	3	2	1
29	Employees are encouraged to participate in seminars conducted by different institutions.	5	4	3	2	1
30	Employees are regularly trained to learn new things.	5	4	3	2	1
31	Useful source of information in the organization can be reached without difficulty.	5	4	3	2	1
32	The brainstorming process among employees are collected to summarize the idea for problem solving.	5	4	3	2	1

5=strongly important; 4= important; 3=undecided; 2=unimportant; 1=strongly unimportant						
33	The organization gives rewards to the employees with good performance.	5	4	3	2	1
34	The organization approves the promotion to the employees with good performance.	5	4	3	2	1
35	The organization celebrates with the employees when the organization's overall performance is good.	5	4	3	2	1
36	The organization posts an announcement to honour the employees with good performance.	5	4	3	2	1
37	The organization realizes the importance of incentives to attract employees to work well.	5	4	3	2	1
38	Employees are proud to be a member of the organization.	5	4	3	2	1
39	The organization recognizes and admires the employees when they perform their work well.	5	4	3	2	1
40	Employees feel satisfied when perform their work well.	5	4	3	2	1

