A Study on Relationship between Employee Work Characteristic and Employee Cooperation: A Case of Bangkok Suksa School

By

Sukanya Wongsan

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

Master of Management in
Organization Development & Management

Graduate School of Business
Assumption University
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Abstract

Human resource management is an art that top managers should study deeply as it concerns the success of organization, whether for profit or not for profit organizations. People in organizations are a significant factor that enables organizations to achieve their goals.

In line with the above, the main purpose of this study is to assess the employee work characteristics in Bangkok Suksa School and in order to improve employee cooperation to increase productivity and performance. The reason in selecting this organization is because it is the family business of the researcher who considers work characteristics and cooperation to be one of the factors that allows an organization to achieve objectives.

Theories relevant to work characteristics, cooperation and factors which affects cooperation have been reviewed to develop a conceptual framework, which consists of four sub-variables of the independent variables (attitude toward work responsibility, employee behaviors at work, employee satisfaction, and employee organizational commitment) and four sub-variables of the dependent variables (achieving organizational objective, productivity improvement, customer orientation and team work). Seventeen hypotheses were developed to ascertain whether there was any relationship between the sub-variables of employee work characteristics and employee cooperation.

Target population was all one hundred employees of Bangkok Suksa School. It was census study in which all employees were asked to answer 40 questions in a structured questionnaire. The statistical technique used to test the relationship of independent variable and dependent variable was Pearson Chi-square.

From the analysis it was concluded that there was a relationship between employee work characteristics and employee cooperation.

Acknowledgement

First of all, I would like to thank Dr. Ismail Ali Siad, my thesis advisor, who provided me with continuous guidance and support during the entire period of this research.

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Last but not least, I owe my sincere thanks to my family members and friends for helping me with the accomplishment of this thesis. Without their help and support this thesis would not have been a success.
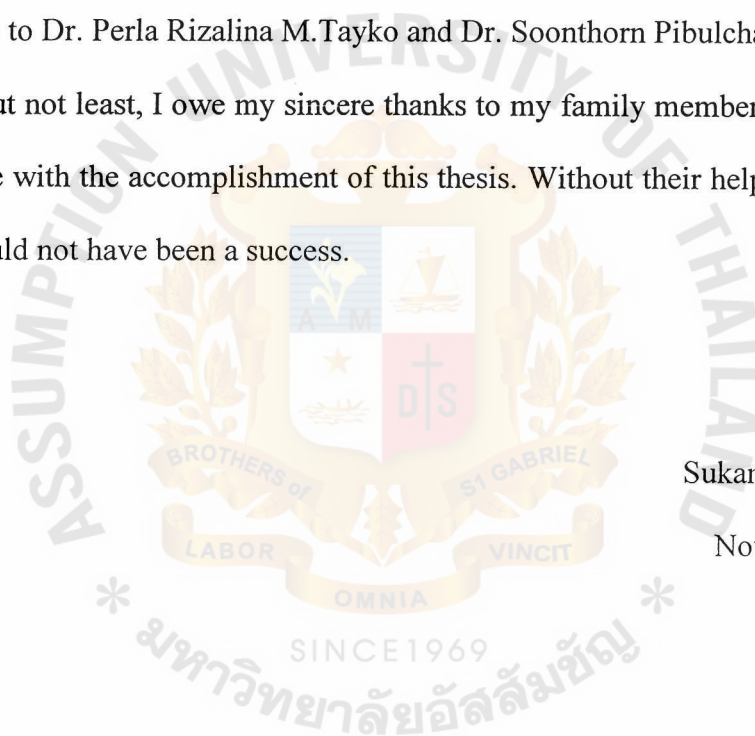
Sukanya Wongsan

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Chapter 1

Introduction

Generalities of the Study

1.1 Background of Study

World today has high competitive economic. Every country has to develop and improve competency in competing. Business sector is a factor that energizes the country to compete in the world. High quality human resource helps the country getting high efficiency, high productivity and income and generates the benefit back to the community. So it is the responsibility of each sector to develop their competency of business and builds competitive advantage for the country. Education is a solution in developing people to be ready to compete in global.

To help the people use their capability and do cooperation, Harrell, (2003) stated that positive attitudes in the workplace help improve communications and teamwork. Positive attitudes keep up good morale and help increasing productivity.

Thailand today, the policy to develop the country bases on the knowledge base. To face the quick changing world, the government encourages the public to develop them through the education, to improve people and technology and the productivity to have competency to compete with others in the world.

Overview history of Bangkok Suksa School

Bangkok Suksa School is an educational institute in Bangkok which has been established in 1966. It is a family business founded by Mister Prasit Wongsan. The mission is to provide general knowledge for grade 1-6 students and both the basic knowledge and Islamic religion knowledge to Muslim grade 7-12 students under the

permission and control of the Ministry of Education. It has 1,250 students both Buddhist and Muslim and 100 employees.

Organization Problem

Bangkok Suksa School is necessary to develop the quality as being the tool in developing people and there are other schools that have been operating after Bangkok Suksa School and enter the same market.

At the same time to increase the quality of product and services, human resource are the key to success. But Bangkok Suksa School staff revealed the feeling as unsatisfying with their job and need more morale; staff should be more duty conscious and need to pay more attention to customer orientation and have effective teamwork.

It can be said that the performance of majority of the staff seemed to be under per in terms of duty consciousness, quality assurance, enthusiastic cooperation and etc. The poor performance of same staff affects the entire work environment. This may also lead to the disappointment of fellow colleagues at work.

It is the obstacle to the employee to work together if they could not work as a team. Work could not be finished perfectly upon to some skills and knowledge of anyone in organization, work needs to be solved together finding solution and generate to each other, information and understanding need to share more effectively. That is still being problem for the flow of work that affects to the productivity, cost, time, and quality of task. It is better if employee work as a team.

The problems affects to the organization as school reputation , quality of tasks, customer satisfaction, cost and productivity that occur from level of cooperation of all employees. Customer asks for developing the relationship and the way employee

deals with them and their children, the responsibility of staff to their children in the light of security and quality of services. Organization needs employee responsibility to take care of the school's property.

The organization needs cooperation in developing changes for performance and productivity for entire organization.

1.2 Research Objective

1. To investigate, analyze, and evaluate Employee Cooperation in Bangkok Suksa School. In terms of:

a. Achieving Organizational Objectives

b. Productivity Improvement

c. Customer Orientation

d. Team Work

2. To document an assessment the Employee Work Characteristic in Bangkok Suksa School in terms of:

a. Attitude toward Work Responsibility.

b. Employee Behavior at Work.

c. Employee Satisfaction

d. Employee Organizational Commitment

3. To prepare appropriate OD intervention to improve employee cooperation, organizational productivity, organizational performance, customer satisfaction, teamwork and employee satisfaction.

1.3 Statement of the Problem

The main purpose of the study is on Relationship Between Employee work Characteristics and Employee Cooperation in Bangkok Suksa School.

The research determines employee perspectives toward work characteristic that brings the organization to achieve the organization goal. The study determines the factor that affects the employee cooperation to achieve the organizational objectives, productivity improvement, effective team work and customer orientation.

1.4 Research Question

The concern of this study means to search answers to the following question:

1. What is Employee Demographic Profile?

In terms of:

- Age

- Gender

- Education

- Working Experience

- Work department

2. What is Employee Work Characteristic?

In terms of:

- Attitude toward Work Responsibility

- Employee Behavior at Work

- Employee Satisfaction

- Employee Organizational Commitment

3. What is Employee Cooperation?

In terms of:

- Achieving Organizational Objectives

- Productivity Improvement

- Customer Orientation

- Team Work

4. Is there a Significant Relationship Between Employee Work Characteristics and Employee Cooperation?

Employee Work Characteristics in terms of:

- Attitude toward Work Responsibility

- Employee Behavior at Work

- Employee Satisfaction

- Employee Organizational Commitment

And Employee Cooperation in terms of:

- Achieving Organizational Objectives

- Productivity Improvement

- Customer Orientation

- Team Work

1.5 Hypotheses

Ho1: There is no significant relationship between Attitude toward Work

Responsibility and Achieving Organizational Objectives.

Ha1: There is significant relationship between Attitude toward Work Responsibility

and Achieving Organizational Objectives.

Ho2: There is no significant relationship between Attitude toward Work

Responsibility and Productivity Improvement.

Ha2: There is significant relationship between Attitude toward Work Responsibility

and Productivity Improvement.

Ho3: There is no significant relationship between Attitude toward Work

Responsibility and Customer Orientation.

Ha3: There is significant relationship between Attitude toward Work Responsibility

and Customer Orientation.

Ho4: There is no significant relationship between Attitude toward Work

Responsibility and Team Work.

Ha4: There is significant relationship between Attitude toward Work

Responsibility and Team Work.

Ho5: There is no significant relationship between Employee Behavior at Work and

Achieving Organizational Objectives.

Ha5: There is significant relationship between Employee Behavior at Work and

Achieving Organizational Objectives.

Ho6: There is no significant relationship between Employee Behavior at Work and

Productivity Improvement.

Ha6: There is significant relationship between Employee Behavior at Work and

Productivity Improvement.

Ho7: There is no significant relationship between Employee Behavior at Work and

Customer Orientation.

Ha7: There is significant relationship between Employee Behavior at Work

and Customer Orientation.

Ho8: There is no significant relationship between Employee Behavior at Work and

Team Work.

Ha8: There is significant relationship between Employee Behavior at Work and

Team Work.

Ho9: There is no significant relationship between Employee Satisfaction and

Achieving Organizational Objectives.

Ha9: There is significant relationship between Employee Satisfaction and Achieving

Organizational Objectives.

Ho10: There is no significant relationship between Employee Satisfaction and

Productivity Improvement.

Ha10: There is significant relationship between Employee Satisfaction and

Productivity Improvement.

Ho11: There is no significant relationship between Employee Satisfaction and

Customer Orientation.

Ha11: There is significant relationship between Employee Satisfaction and Customer

Orientation.

Ho12: There is no significant relationship between Employee Satisfaction and Team

Work.

Ha12: There is significant relationship between Employee Satisfaction and Team

Work.

Ho13: There is no significant relationship between Employee Organizational

Commitment and Achieving Organizational Objectives.

Ha13: There is significant relationship between Employee Organizational

Commitment and Achieving Organizational Objectives.

Ho14: There is no significant relationship between Employee Organizational

Commitment and Productivity Improvement.

Ha14: There is significant relationship between Employee Organizational

Commitment and Productivity Improvement.

Ho15: There is no significant relationship between Employee Organizational

Commitment and Customer Orientation.

Ha15: There is significant relationship between Employee Organizational

Commitment and Customer Orientation.

Ho16: There is no significant relationship between Employee Organizational

Commitment and Team Work.

Ha16: There is significant relationship between Employee Organizational

Commitment and Team Work.

Ho17: There is no significant relationship Between Employee Work

Characteristics and Employee Cooperation .

Ha17: There is significant relationship Between Employee Work

Characteristics and Employee Cooperation .

1.6 Definition of terms

Achieving Organizational Objectives: Completing the work as the organizational objectives.

Attitudes: Attitude is consistent inclinations whether favorable or unfavorable that employee has toward products and services and people and places or events in organization.

Attitude toward Work Responsibility: Feeling of the employees toward work responsibility.

Behavior: Manner of behaving, whether good or bad; mode of conducting

one's self (http://www.brainydictionary.com/words/be/behavior135737.html).

Commitment: The act of committing, or putting in charge, keeping, or trust.

Customer Orientation: The value of customer that employee see as worth.

Education level: Education Level of respondent.

Employee Behavior at Work: Manner of behaving of employee to their work in organization whether good or bad, high or low responsibility.

Employee Cooperation: Employee behavior at work that support work to be accomplished and achieve organizational goal.

Employee Organizational Commitment: The act of committing keeping or trust especially the act of committing to organization.

Employee Satisfaction: The act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands of employee in organization.

Job responsibility: Job responsibility is measured by the sensitivity of the value of the job outcome to the worker's input of effort (http://econ.bu.edu/manove/resp_abs.htm).

Productivity: The quality or state of being productive; productiveness (http://www.brainydictionary.com/words/pr/productivity207028.html).

Productivity Improvement: Developing the quality or state of being productive or improve productiveness.

Relationship: The way in which two people or groups behave towards each other or deal with each other.

Satisfaction: The act of satisfying, or the state of being satisfied; gratification of

desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands (http://www.brainydictionary.com/words/sa/satisfaction215665.html).

Teamwork: The Teamwork focuses on the importance of working together. (http://www.marastar.com/toonup_detailswp.asp?cat=26)

Values: All organizations operate according to overall values, or priorities in the nature of how they carry out their activities. These values are the personality (http://www.managementhelp.org/org_thry/org_defn.htm).

Work: Work shall be used in work statements to explicitly define the total nature of the work requirement in terms of what is to be done .Activity directed toward making or doing something. Being employed or having a job. (http://www.wordreference.com/definition/employment)

Work characteristics: Nature of work that affects to employee's interesting.

Work Department: There are seven types of work: accounting& financing, general administrative, student affairs, public relationship, place& equipment, academic affaires, personal.

Working Experience : Life of working in organization.

1.7 Significance of the Study

This study result will be helpful to Bangkok Suksa School management:

1. To understand employee behavior and responsibility and employee attitude toward work.

2. To develop employee cooperation.

3. To develop an appropriate work design to increase employee satisfaction, effective

team work, high productivity and good performance to achieve organizational objectives and customer orientation.

4. This study can be used for other industries by applying this knowledge in appropriate work design and get high productivity and high performance through employee cooperation.

1.8 Scope and Delimitation of the Study

Scope of the research

The study focus 100 employees who work in Bangkok Suksa School in Bangkok, top executives were excluded. The study focuses on independent variables and dependent variable; in which the employee work characteristics is the independent variable and the dependent variable is employee cooperation. The respondents are the employees who work in Bangkok Suksa School in Bangkok.

Limitation of study

It is the idea that people do not want to reveal their opinion and fear of the effect to their lives and every employee has limited time to provide the information to the management. Also the top management has no time to discuss deep problem due to lack of intention in doing so.

Time period of doing research: September-October.

Chapter 2

Review of Related Literature and Studies

Organization of Bangkok Suksa School works as system. When system is good the out put will be good but if the system failed and need to change, it is better to change. Before changing, system must consider to find out which factor or factors cause failure to the system and develop to be new system that will work better.

2.1 Organizations as Systems

It is worth to think of organizations as systems. A system is an organized collection of parts that are highly integrated in order to accomplish an overall goal. The system has various inputs which are processed to produce certain output that accomplish the overall goal desired by the organization. There is ongoing feedback among these various parts to ensure they remain aligned to accomplish the overall goal of the organization. There are several classes of systems, ranging from very simple frameworks all the way to social systems, which are the most complex. Organizations are, of course, social systems. Systems have inputs, processes, outputs and outcomes. To explain, **inputs** to the system include resources such as raw materials, money, technologies and people. These inputs go through a **process** where they're aligned, moved along and carefully coordinated, ultimately to achieve the goals set for the system. **Outputs** are tangible results produced by processes in the system, such as products or services for consumers. Another kind of result is **outcomes,** or benefits for consumers, e.g., jobs for workers, enhanced quality of life for customers, etc. Systems can be the entire organization, or its departments, groups, processes, etc.   (http://www.managementhelp.org/org_thry/org_defn.htm)

2.2 Change Management

Three Basic Definitions:

In thinking about what is meant by "change management," at least three basic definitions come to mind:

1. The *task of managing change* (from a reactive or a proactive posture)

2. An *area of professional practice* (with considerable variation in competency and skill levels among practitioners)

3. A *body of knowledge* (consisting of models, methods, techniques, and other tools)   (http://home.att.net/~nickols/change.htm)

Typically, the concept of organizational change is in regard to organization-wide change, as opposed to smaller changes such as adding a new person, modifying a program, etc. Examples of organization-wide change might include a change in mission, restructuring operations (e.g., restructuring to self-managed teams, layoffs, etc.), new technologies, mergers, major collaborations, "rightsizing", new programs some experts refer to organizational transformation. (http://www.mapnp.org/library/mgmnt/orgchnge.htm#anchor494256)

Task of Managing Change:

The first and most obvious definition of "change management" is that the term refers to the task of managing change. The obvious is not necessarily unambiguous. Managing change is itself a term that has at least two meanings.

One meaning of "managing change" refers to the making of changes in a planned and managed or systematic fashion. The aim is to more effectively implement

new methods and systems in an ongoing organization. Perhaps the most familiar instance of this kind of change is the change or version control aspect of information system development projects.

Hence, the second meaning of managing change, namely, <u>the response to changes over which the organization exercises little or no control</u> (e.g., legislation, social and political upheaval, the actions of competitors, shifting economic tides and currents, and so on). (http://home.att.net/~nickols/change.htm)

An Area of Professional Practice:

The second definition of change management is "an area of professional practice." They are change agents engaged in planned change, that they manage change for their clients, and that their practices are change management practices. And of course, most of the major management consulting firms have a change management practice area to manage the process of change in specifics situation. It is <u>expertise in this task of managing the general process of change</u> that is laid claim to by professional change agents. (http://home.att.net/~nickols/change.htm)

A Body of Knowledge:

<u>This consists chiefly of the models, methods and techniques, tools, skills and other forms of knowledge that go into making up any practice.</u> The content or subject matter of change management is drawn from psychology, sociology, business administration, economics, industrial engineering, systems engineering and the study of human and organizational behavior. For many practitioners, these component bodies of knowledge are linked and integrated by a set of concepts and principles known as General Systems Theory (GST). It is not clear whether this area of

professional practice should be termed a profession, a discipline, an art, a set of techniques or a technology. (http://home.att.net/~nickols/change.htm)

2.3 Organization Development Intervention

Organization Development Intervention is a set of activities and a process that helps the managers and people in the organization increase abilities to communicate and motivates them by using innovative techniques to develop the organization to be more anticipative and adaptive to change.

Training and development emerged as a valuable human resource role and, as expertise in organizational development and design was acquired, the real potential of this type of work within an organization was recognized. Training which will help the skill development for the current job, development which is preparation for the next job then likely to move to and education which focuses on developing skills and abilities that will be useful in future career moves (Sethananda, 2003).

Developing Key intervention Skills on Four Organizational Level

Training and developing managers in skills that enable them to deal effectively with the multiple issues within an organization is a perennial task for teachers and trainers. In the systems approach, complex systems are divided into hierarchical levels of complexity (Miller 1978). In organizations these levels are typically described as individual, group, inter-group and organizational (Staw 1984, Rousseau 1985). Levels of organizational behavior provide a useful action skills tool for managers. This framework is integrative in that it attempts to describe in a single paradigm the psychological processes of individual, group and inter-group behavior

with issues of technological and strategic management (James & Jones 1974, Ivancevich, Szilagyi and Wallace 1977, Harrison 1987).

(http://cobe.boisestate.edu/msr/skilbook/coghlan.htm)

Work performance that is the indicator of system that organization reveals to reflect the quality of an organization. Organization factor is composed to be system .

2.4 Theory related to Organization Factors

2.4.1 Job Performance

Ginzberg (1959) have used the term performance to refer to individual's response to demands that are made on a person by the family, employer and community, of which he is a part and Schermerhorn (1996), defines job performance as the quality and quantity of task accomplished by an individual or group. The performance is commonly the bottom line for the people at work and it is a cornerstone of productivity, and it should contribute to the accomplishment of organizational objectives. Generally, people will improve the performance in areas that are measured, and then the key is that organizations should formulate effective criteria and a consistent measure of performance. Baldridge (1997), also indicates the performance profile of the employee: quality, ability to produce reliable work that is accurate; attitude, ability to work with others; productivity, amount of satisfactory work; initiative, knowledge and comprehension of fundamental responsibility; dependability and integrity; and effective communication, the ability to deal with superior and subordinates in work.

Organization could not have good performance it self but depends on people in organization as ability, effort, motivation, equity & expectation, task or role and perception.

2.4.2 The Factors Affecting Performance

Ability:

Character traits, skills and knowledge which are used in the performance It is always present and will not vary widely over short periods of time (http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm).

Effort:

The amount of manual or mental energy that a person is prepared to expend on a job to reach a certain level of performance.

(http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm)

Motivation:

Many people who are not motivated keep their performance to an acceptable level by expending only 20-30% of their ability, Managers who know how to motivate their employees can achieve 80-90% ability levels and consequently higher levels of performance.

(http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm)

Equity & Expectation

Again, detailed notes elsewhere. Basically, people expect to be treated equally, within the company and as others are in similar companies; they expect to get a certain reward for a certain effort; and they expect to get promoted if they undergo training. All these factors are inter-related and affect the amount of effort people are

prepared to put in (http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm).

Task, or role, perception

The direction in which the person wishes to channel his or her effort and ability;

It varies according to such factors as; Whether or not the job is seen to be important or of value in itself, to the organization, to workmates, to the individual and whether or not there is an end in sight: Is what I do simply lose in the larger organization? , Can I see it as a finished entity in its own right, no matter how small? Standards & job descriptions must be known and understood.

(http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm).

From the early researches that were indicating that the number of factors affecting on the individual performance:

1. *Self concept*, the overall attitudes about ourselves. The self-concept also has bearing on future behavior through the person's attribution (attribution is the perception of causes of successes and failure). The person's expectation affects the performance of a person to think. He will be successful, but if the person thinks he will fail, he wills (Lussier, 1990).

2. *Work situation and environment*, It includes detrimental condition of work, excessive danger, negative factors associated with geographic location as indicated by Miner (1970).

3. *Working condition*, There are job boredom, job's being dirty and job responsibility, on this negative belief could lead to negative attitudes (dissatisfaction, low job involvement), Steer and Porter(1991), Sherman and Bohlander (1992).

4. *Job concerns*, there are work procedures, job boredom, job growth and job

description, in order to ensure the effective communication of expectations to current and perspective employees. It will help the organization/manager to focus on what each person should do and in turn helps the employee becomes more effective. This factor may cause ineffective employee's performance directly, as referred by Sherman & Bohlander (1992) and Black(1997).

5. _Personal characteristics_. There are some <u>relationship between an individual personal characteristics</u> and performance as indicated by Genzberg (1959), Miner (1970) and Sherman and Bohlander (1992), such as material problem, family problem, financial worries and lack of family support. However it could not rely only on the analysis of their personal characteristics. It is rather on interplay between the person's quality and traits. These statements can be supported by Graham (1998), in his writing from some experienced leaders, it states that the best way to have motivated employees is to hire motivated people. It is largely true that the organization cannot hire lazy, self -serving, and mouthy employees with bad attitudes and then turn them into highly motivated team or inspire them to higher performance level. That means that individual characteristics or attributes of the employee can be a basic factor affecting the employee's performance.

6. _Organizational policies_, It includes job placement, training/practices, inadequate communication within the organization, evaluation system and employment contract. Genzberg (1959), Lussier (1990), Sherman and Bohlander (1992) and Black(1997), also included selection process(Coker,1998), policies is the process of using the power in an organization, the policies can be helpful or harmful to an organization's performance and certainly the organization is included with people.

7. *Management style*, the way manager treats employees will largely affect their job behavior and performance, which can cause low personal work standards and lack of motivation (Lussier, 1990). However, the way that leaders use can affect employee's performance. Lussier gave an opinion that there are different styles of leadership and style affecting the leader's behavior. Then such behavior will influence the people in the work place. This idea was being supported by Baldrige (1997), how the supervisor can improve the employee's performance: focus attention on the achievement of assigned duties; relate the findings of present and future needs of the organization; challenge the employee to survive for continual improvement; allow the employee to be part of the planning of their own success and control his/her own progress as empowers the employee.

It could be concluded that work performance could not be perfect by organization itself but concern to all factors include self concept of people, personal characteristic, the condition of work, what job are concern about, the situation & work environment, management style and organizational policy.

2.4.3 Motivation of Personnel

People could not work if they have no motivation to incentive for them and no chance to build up their dream and make the dream come true. Organization sets the goal to make the dream can be easy for tough and encourage people to achieve that goal. People appreciate to work in organization that practice equally to people and organization that can satisfy their need. Organization should motivate people include intrinsic factor and extrinsic factor.

Employees have their motivation pushing them work. Work motivation refers

to conditions responsible for variations in the intensity, quality, direction, and duration of work-related behavior. Variation in the quality of work produced by employees may arise from either motivational or knowledge differences. If an employee is not achieving satisfactory results, it is necessary to ascertain whether the problem originates with lack of motivation, lack of knowledge, or both (Seyfarth, 2002).

Motivation has been defined as: the psychological process that gives behavior purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). Motivation is operationally defined as the inner force that drives individuals to accomplish personal and organizational goals (http://www.joe.org/joe/1998june/rb3.html).

Psychologists have advanced several theories to explain how people become motivated to perform a job and what factors within the individual or in the work setting influence the level of motivation experienced.

Expectation Theory: Advocates believe that people are motivated by the opportunity to earn incentives.

Equity Theory

To whom do employees compare themselves in making equity judgments? According to equity theory, an interpersonal standard is the basis for judgment individuals compare their effort/ reward ratio to that of other employees in similar jobs. If the ratios are equal or nearly so, individuals feel satisfied, but they are not likely to be satisfied if they feel they are working harder or receiving fewer

rewards than co workers in similar jobs (Seyfarth, 2002).

Goal-Setting Theory

Goal-setting theory had been shown to work in psychological laboratories as well as actual work environments when the goals are accepted by the people involved. Individuals who were given specific goals did better than those who were given vague admonitions such as "Do your best." (Seyfarth, 2002).

Goal setting is a form of self-leadership. Self-leadership refers to an inclination by an employee to engage in behaviors that contribute to the accomplishment of an organization' mission and that are performed in the absence of any external constraint. Employees engage in self-leadership because they are committed to the goals and purpose of the organization that employs them (Seyfarth, 2002).

Maslow's Hierarchy of Needs

"According to Maslow's hierarchy of needs, which includes basic, safety, social, self-esteem, and self-actualization needs, every individual strives to satisfy these needs to some degree. Maslow states that the lower needs must be met before the others can be achieved".

Higher Order Needs:

Self-actualization - need to fulfill oneself; to grow and use abilities to fullest and most creative extent.

Self-esteem - need for esteem of others; respect, prestige, recognition, personal sense of competence, mastery.

Lower Order Needs:

Social - need for love, affection, sense of belongingness in one's

relationships with other persons.

Safety - need for security, protection, and stability in the physical and interpersonal events of day-to-day life.

Basic - most basic of all human needs; need for biological maintenance; need for food, water, and sustenance.

(http://www.success-motivation.com/concept.html)

Two- Factor Theory

From Frederick Herzberg's (1959): Work motivation categorized into two factors: motivators and hygiene. Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction (http://www.joe.org/joe/1998june/rb3.html).

Reinforcement Theory

Theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). Managers should positively reinforce employee behaviors that lead to positive outcomes. Managers should negatively reinforce employee behavior that leads to negative outcomes (http://www.joe.org/joe/1998june/rb3.html).

2.4.4 Job Satisfaction

Employee have satisfaction with the work , the work performance outcome will be better than dissatisfaction.

One of the factors influences employees to work. Hovekamp(1995) from the Western State College of Colorado, from his research of job satisfaction among the professional library employee, indicated first three categories factors that cause the

employee's satisfaction; (1) <u>salary/benefit</u> (2) <u>job content or growth</u>, and (3<u>) work environment</u>. Tarter(1993), who conducted a research on job satisfaction and organizational commitment of the college and university faculty staff, indicated that the strongest predictor of job satisfaction are <u>well-defined roles, meaningful, identifiable tasks</u>, the opportunity to use all of one's <u>professional skills</u>, <u>limited supervision</u>, <u>participation in decision making</u>, <u>structured leadership </u>in the organization and high rank.

In brief, job satisfaction is both <u>an individual attitude and feeling of the employee toward the organization and several working factor in the units and group</u>. These could be positive and negative feelings which are dependent on <u>how the person can be served by the organization on both physical and mentality</u>, thus the individual satisfaction will lead to efficiency of work towards the organizational goals (Chaiyachatana, 1999).

Sumpaopol (1999) stated that, there are numerous of research that stated the factors affecting employee satisfaction in the work place. Job satisfaction factors should include recognition, competence and achievement, job challenge, job clarity and job contents, benefit, growth work environment, respect from the supervisor, recognition from organization and supervisor, organization character and job character, management style and length of services in the organization.

2.4.5 Effective Team

Organization has varieties of work and the work must be flow in the same direction to make work performance be achieved as objective, organization requires the cooperation from people in organization that is the way to make all over the organization work as team.

Brooks (1999) stated that; Douglas McGregor (1960) provides an account of differences between effective and ineffective groups. According to McGregor the effective group is cohesive, relaxed and friendly. Their discussion is open, hence disagreement is always possible. Effectiveness is a function of group members' orientation and attitude, not simply the behavior of the leader. Mullins (1999:467) views the characteristics of an effective work group as being more holistic humanistic. He sees the underlying feature of these groups is a spirit of co-operation in which members work well together as united team, and with harmonious and supportive relationships. Team to be effective it should contain diversity; it should have people with differing outlooks and strength. To some extent this need for diversity is satisfied and forced upon us by growing inevitability of globalization and cross-cultural fertilization. Team members invariably have very different values, norms and beliefs about how to behave and even different perceptions of what is going on around them. Kandola (1995) identified team need and require integration; According to Arnold et al. (1998) integration relies on a social reality sharing, point of view, motivation to communicate, negotiation and norm agreement, identifying the true cause of difficulties, self-confidence.

Environmental factors affect to performance. Those factors over which an individual has no control, e.g.: the job may have been completed under severe time constraints, with a lack of adequate resources, or by using obsolete equipment; there may have been conflicting priorities or information overload, such that the individual was confused and under stress; other staff and departments may have been less than cooperative; the restrictive policies of the organization may have prevented the individual from using her initiative and imagination to the extent that she wished; the quality of the supervision exercised may have been defective - some people need

encouragement and support, whereas others like to be left to get on with the job (http://userwebs.cth.com.au/~gcutts/Management/19a_factors.htm).

Beer and Ruh (1976), described about the individual performance for the employee performance appraisal: openness to influence; constructive initiative; priority setting; work accomplishment; thoroughness accuracy; formal communications; organizational perspective; credibility; cooperation ; decisiveness, and flexibility.

2.5 Theories and Studies Related to Employees Work Characteristics

It is better if organization knows that how much people in organization like their work and the work affect to their attitude or not. What work should be modified to make the organization achieved the goal and also people appriciate to continue doing their work.

To develop the organization to have high performance and high productivity, it is necessary to design the work appropriate to the employee needs to make them satisfied with their jobs and to motivate them do good work so that the organization produces high performance.

Two facts from researches finding: (1) Jobs are different and (2) some are interesting and challenging than others. Organizational behavior researchers have developed a number of task characteristics theories that seek to identify task characteristics of jobs, how these characteristics are combined to form different jobs, and the relationship of task characteristic to employee motivation, satisfaction, and performance (Robbins, 2001).

Below are three most popular tasks characteristics Theories: Requisite Task Attributes theory, the Job Characteristics model, and the Social Information

Processing model.

2.5.1 Requisite task attributes theory

Researches studied to assess the effect of different kinds of jobs on employee satisfaction and absenteeism have predicted that employee would prefer jobs that were complex and challenging; that is, such job would increase satisfaction and result in lower absence rates. Job complexity is defined in term of six task characteristics; (1) variety; (2) autonomy; (3) responsibility; (4) knowledge and skill; (5) required social interaction; and (6) optional social interaction. The high score on these characteristics the more complex it was. Employees in high complexity tasks had better attendance records. But no general correlation between task complexity and satisfaction until broke their data down by the background of employees. Employees with rural backgrounds reported higher satisfaction in high-complexity jobs. Workers in large communities had a variety of non-work interest and, thus, were less involved and motivated by their work. In contrast workers from smaller communities had fewer non-work interests and were more receptive to the complex tasks of their jobs. Requisite Task Attributes theory was important for at least three reasons first: demonstrate that employees did respond differently to different types of jobs. Second: provide a preliminary set of task attributes by which jobs could be assessed. And third: focus attention on the need to consider the influence of individual differences on employees' reaction to jobs.

(Robbins, 2001).

2.5.2 The job characteristics model

Job characteristics model (JCM).

According to the JCM of Hackman and Oldham (1981), any job can be described in

terms of five core job dimensions, defined as follows:

1. Skill Variety: The degree to which the job requires a variety of different activities so the worker can use a number of different skills and talent.

2. Task identity: The degree to which the job requires completion of a whole and identifiable piece of work.

3. Task significance: The degree to which the job has a substantial impact on the lives or work of other people.

4. Autonomy: The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

5. Feedback: The degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance (Robbins,2001).

Does the Job Characteristic Model (JCM) still fit the work variety? This is an issue that a manager should pay much attention while doing work redesign. The redesigned work influences the job performance and is various with the work content. There are many factors affecting the work design and work performance, such as individual character, personal trait, work satisfaction, contextual satisfaction and growth need strength. The task significance is unrelated to the contextual performance (http://www.umich.edu/~ncpi/53/collaborate.html).

Employees with higher job satisfaction believe that the organization will be satisfying in the long run. They care about the quality of their work. They are more committed to the organization and have higher retention rates and more productive. (http://www.employeesatisfactions.com/).

Figure 2.1

The job characteristics model
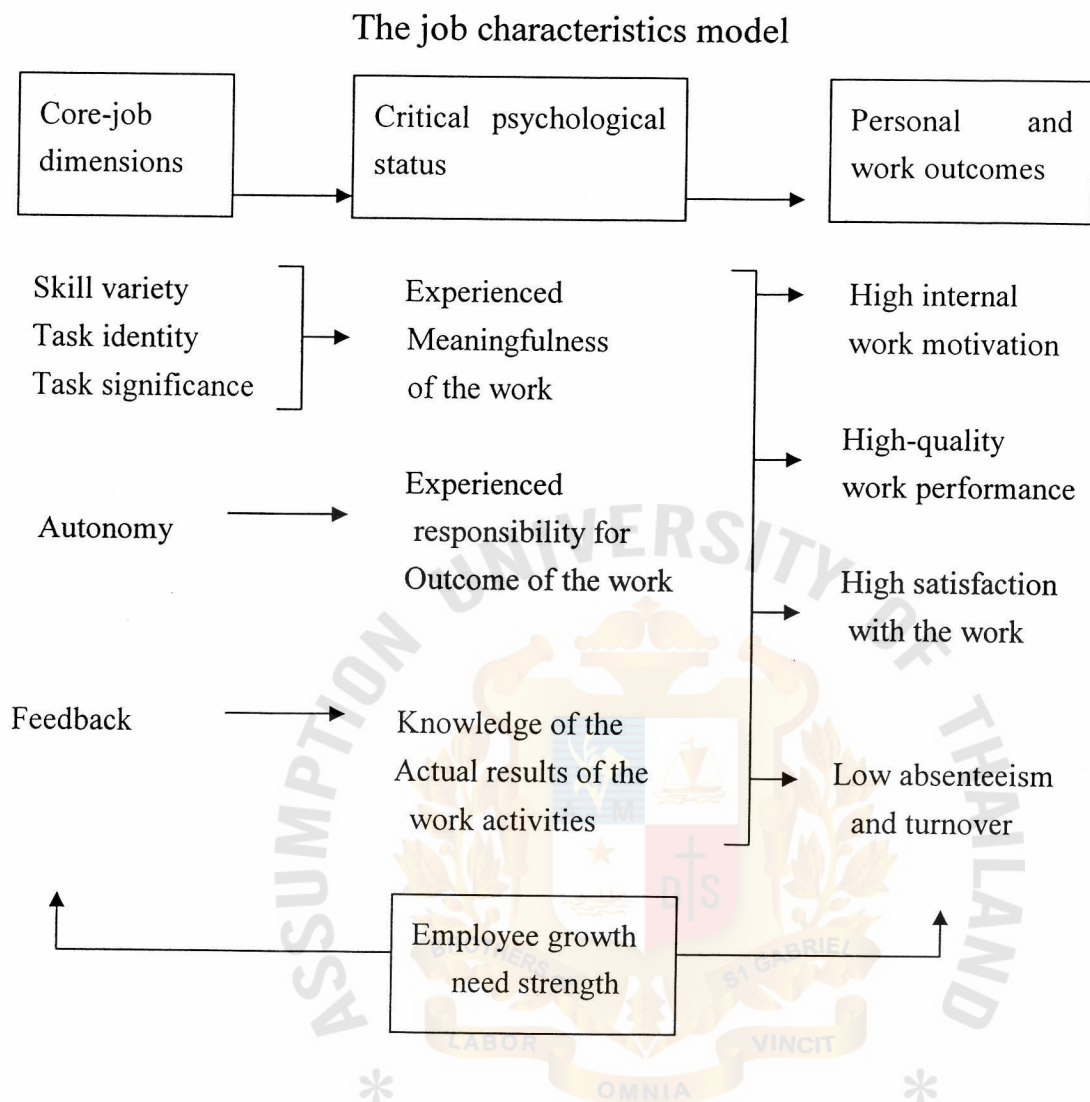
Job characteristics and work characteristics are used interchangeably in this thesis.

Source: Robbins, Stephen P. (2001). "Organizational Behavior"(9th edition).USA: Prentice Hall.

The first three dimensions skill variety, task identity, and task significance combine to create meaningful work. If these three characteristics exist in a job, we can predict that the incumbent will view the job as being important, valuable, and worthwhile. The jobs that posses autonomy give job incumbents a feeling of personal responsibility for the results and that, if a job provides feedback,

employees will know how effectively they are performing. From a motivational standpoint, internal rewards are obtained by individuals when they learn (knowledge of results) that they personally (experienced responsibility) have performed well on task that they care about (experienced meaningfulness).The more that these three psychological state are present, the greater will be employees' motivation, performance, and satisfaction and the lower their absenteeism and likelihood of leaving the organization (Robbins, 2001).

The link between the job dimension and the outcomes are moderated or adjusted by the strength of the individual's growth need, that is, by the employee's desire for self esteem and self actualization. This means that individuals with a high growth need are more likely to experience the psychological states when their jobs are enriched than are their counterparts with a low growth need. Moreover, they will respond more positively to the psychological states when they are present than will individuals with a low growth need (Robbins, 2001).

The Job Characteristics Model (Hackman & Oldham, 1976) is derived from an expectancy theory of motivation and suggests that employees derive job satisfaction, and are motivated to perform well, within jobs which are high in five core job characteristics (autonomy, skill variety, job feedback, task significance & task identity). Autonomy and job feedback are weighted over the other job characteristics in the model's formulation though, in practice, autonomy or job control is generally given primacy (Wall & Jackson, 1995). Job control (autonomy) as a key direct causal determinant of affective well-being, but also posits that affective well-being is a function of the interaction of job control with the cognitive demands arising out of the tasks being performed.

(http://www.psy.uwa.edu.au/davidm/psy510/case/case1.doc)

2.5.3 Social information processing (SIP) model

People respond to their jobs as they perceive them rather than objective job themselves. The SIP argues that employee adopt attitudes and behaviors in response to the social cues provided by others with whom they have contact. These others can be co-worker, supervisors, friends, family members, or customer.

Employee motivation and satisfaction can be manipulated by such subtle actions as co-worker or boss commenting on the existence or absence of job feature such as difficulty, challenge, and autonomy. Manager should give as much attention to employees' perceptions of their jobs as to actual characteristics of those jobs. They might spend more time telling employees how interesting and important their jobs are (Robbins, 2001).

2.6 Discussion on each Sub Variable of Employee Work Characteristics

Attitude toward Work responsibility:

Division of labor and specialization, all responsibilities in an organization are rationalized to the point where each employee will have the necessary expertise to master a particular task. This necessitates granting each employee the requisite authority to complete all such tasks.

(http://iris.nyit.edu/~shartman/mba0299/120_0299.htm)

Employee has been given the work responsibility they have to do the best for their job. The given work has been considered for appropriate to each employee.

Employee Behavior at Work:

There are two basic kinds of managers.

One type of manager, Theory X, has a negative view of employees assuming they are lazy, untrustworthy and incapable of assuming responsibility while the other type of Manager, Theory Y, assumes employees are trustworthy and capable of assuming responsibility having high levels of motivation (http://iris.nyit.edu/~shartman/mba0299/120_0299.htm).

Theory X

1. Employees normally do not like to work and will try to avoid it.

2. Since employees do not like working, they have to coerced, controlled, directed and threatened with punishment to motivate them to work.

3. The average employee is lazy, shuns responsibility, is not ambitious, needs direction and principally desires security.

Theory Y

1. Work is as natural as play and therefore people desire to work.

2. Employees are responsible for accomplishing their own work objectives.

3. Comparable personal rewards are important for employee commitment to achieving work goals.

4. Under favorable conditions, the average employee will seek and accept responsibility.

5. Employees can be innovative in solving organizational problems.

6. Most organizations utilize only a small proportion of their employees' abilities.

Theory X and Y is appealing to managers and dramatically demonstrate the divergence in management viewpoints toward employees. As such, Theory X and Y have been extremely helpful in promoting management understanding of supervisory

styles and employee motivational assumptions.

(http://iris.nyit.edu/~shartman/mba0299/120_0299.htm)

Productive Behavior: (Motivation and Performance). Motivation is an individual characteristic, but it can arise both within the worker in personality and from environmental conditions. Organizational attempts to enhance motivation in the workforce have focus more on environmental interventions than on individual selection. Attempts to enhance motivation have been concerned primarily with structure of jobs, with incentive systems, or with design of technology (Spector, 2003).

Employee behavior affects directly to the organization, to consider to select the people to put in any position requires to choose the appropriate person that matches to the organization's job and characteristic of work.

Employee Satisfaction:

Frederick Herzberg's motivation theory is one of the content theories of motivation. These attempt to explain the factors that motivate individuals through identifying and satisfying their individual needs, desires and the aims pursued to satisfy these desires. The theory of motivation is known as a **two factor theory**. It is based upon the notion that motivation can be split into hygiene factors and motivation factors. He concluded that there were two types of motivation:

Hygiene Factors which can de-motivate when not present. Hygiene Factors affect the level of dissatisfaction, but are rarely quoted as creators of job satisfaction: supervision, interpersonal relations, physical working conditions, salary.

Motivation Factors which will motivate when present. Job dissatisfaction

isn't usually blamed on "Motivation Factors", but they are cited as the cause of job satisfaction: Achievement, advancement, recognition, responsibility

(http://www.envisionsoftware.com/articles/Herzberg_Motivational_Theory.html).

Employee Organizational Commitment:

Organization commitment is the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization (Robbin, 1998). Organizational commitment is other popular attitudinal variable in the work domain. It is strongly related to job satisfaction, but it is distinctly different (Tett& Meyer, 1993). The most often studied conception is based on the work of Mowday, Steers, and Porter (1979), which views organizational commitment as consisting of three components:

1. An acceptance of the organization's goals
2. A willingness to work hard for the organization
3. The desire to stay with the organization

More recently, a three-component conception of commitment has been developed (Meyer, Allen, & Smith, 1993).

The three types of commitment:

1. *Affective*: occur when the employee wishes to remain with the organization because of an emotional attachment.

2. *Continuance*: commitment exists when a person must remain with the organization because he or she needs the benefits and salary or can not find another job.

3. *Normative*: commitment comes from the value of the employee. The person believes that he or she owes it to the organization to remain to return to remain

because of a sense that this is the right thing to do (Spector, 2003).

Employee who commits with the organization work have to accept the work they do. It is harm to the organization if organization knows later that employee finds the appropriate organization for them all time.

2.7 Theories and Studies Related to Employee Cooperation

Cooperation of employee concludes body power and mind power that organization needs. It helps organization accomplish the goal easily. It can reduce problems. It helps organization achieve the objective. Work performance and productivity improvement has been in employee mind. Customer will be satisfied properly and it is low cost.

2.7.1 Cooperation

Customer service matters the employees' role in quality service. There is great discussion in the business community about customer satisfaction and its relationship with customer brand loyalty and re-purchase behavior to understand and to demonstrate the critical role that employees at all levels of the firm play in ensuring high levels of customer service.

Employees have direct contact with customers, provide a meaningful framework for businesses, trying to evaluate their customer service capabilities and to achieve high levels of customer satisfaction.

A supportive work environment is critical for encouraging employee customer-oriented behavior that can ultimately lead to increased levels of customer

satisfaction.

An autonomous work environment where employees feel they have latitude and freedom to engage with customers can foster more positive employee-customer interactions and improve customer satisfaction (http://www.incentivecentral.org/Employee.559.0.html#5).

A manager that is in full control of an organization has the potential to establish a wide range of cooperative activities. In principle, such a manager is capable of putting together any pattern of cooperative specialization and division of labor. But what particular cooperative activities should it organize? Of all the alternatives the manager could support, how does it discover those that are best for itself and the organization? Unless the manager is able to discover the most productive forms of cooperation, it will not be able to fully exploit the benefits of cooperation. It is not enough that a manager is able to organize cooperation. It must also be smart. It must be able to discover the cooperation that is best. http://www.incentivecentral.org/Employee.559.0.html#5).

Active participations and considering his or her perceived performance level important to self-worthiness and the employee with a high level of job involvement strongly identify with and really care about the kind of work they do. High level of job involvement have been found to be related to fewer absences and lower resignation rates (Robbin, 1998). Reed& Hughes state that capitalistic production process requires the cooperation of labor. The cooperation mandates that labors have access to the means of production and have the practical knowledge to operate the means of production (1994).

2.7.2 Collaboration depends on the following situational factors

People who collaborate must have shared values and goals. Unless their values and goals are common, their desires and visions will work at cross purposes and they will have no basis for cooperation (http://www.humanlinks.com/manres/collaboration/build.htm).

Similarly, collaboration requires shared perceptions, which amount on what constitutes fact. Unless people agree on what is true, they will not be able to co-operate. Even disagreements in wording or perception are enough to destroy collaborations. (http://www.humanlinks.com/manres/collaboration/build.htm)

Some situations (like debates) are purposely competitive, and this obviously inhibits collaboration. Even when competition is implicit, such as the competition among colleagues for promotion, it often destroys the collegial atmosphere needed for effective collaboration. (http://www.humanlinks.com/manres/collaboration/build.htm)

Finally, people who collaborate must trust one another, and trust requires history (especially a history of consistent behavior) for people to learn to trust. Hence, it is less likely for strangers to collaborate than it is for colleagues who have worked together for a long period.

(http://www.humanlinks.com/manres/collaboration/build.htm)

Conflict is the ultimate breakdown in collaboration. So the most effective approach to handling conflict is to try to build or rebuild a sense of collaboration with the people in conflict. (http://www.humanlinks.com/manres/collaboration/build.htm)

2.7.3 Collaboration and Influence

Consider collaborative because they involve or invoke a cooperative friendship between the influencer and the influence. It should come as no surprise that these four are typically the most effective of all the influence tactics , and, to a greater or lesser extent, everyone will respond to them. Other tactics, which are not necessarily collaborative, do not have the universal appeal that these do.

(http://www.humanlinks.com/manres/collaboration/build.htm)

Consulting is the most obviously collaborative of the tactics because it explicitly seeks a shared solution. The only way you can consult is to establish a dialogue with the influence in which views are exchanged and the solution emerges from the dialogue. This is the *most powerful* influence tactic. (http://www.humanlinks.com/manres/collaboration/build.htm)

Appealing to friendship and socializing are also collaborative because their power derives from reciprocation - from an implicit agreement to cooperate and to exchange influence. My friend, in effect, agrees to be influenced by me because he or she knows that I will agree to be influenced in return at some later point when my friend needs to influence me. When I socialize, I do not have any established relationship, so I rely on social customs of reciprocation.

(http://www.humanlinks.com/manres/collaboration/build.htm)

Exchanging, whether it involves implicit or explicit bartering, is perhaps the most obvious form of interpersonal cooperation. You can see an obvious contrast between these collaborative tactics and the ones that are non-collaborative, such as explaining (logical persuading or legitimizing), inspiring (appealing to values and modeling), and stating. None of these tactics require or solicit active cooperation.

Alliance building would seem to be collaborative, but it is really a way of magnifying one's power, and in use it is like legitimizing.

(http://www.humanlinks.com/manres/collaboration/build.htm)

Because employees are motivated by many of the same considerations as supervisors, winning their cooperation frequently requires giving them what you yourself want. For example, do you appreciate praise and recognition of your achievements? Do you prefer a clear-cut work assignment? If you like to know exactly what you are expected to do, why not issue assignments in the same clear manner. Do you like to understand the "why" of what you are doing?

Then you may safely assume that it boosts an employee's interest and will cooperate when you explain the purpose of their part of the job and where it fits into the total picture. Do you like an attentive listener? When you have something to say, you like someone to stand still and really listen to your suggestion or complaint about the job. So do your people. Do you like consistent and well thought out management policies? Nothing is as demoralizing as poorly planned policies that head in one direction today and in another tomorrow. Examine your policies toward your people in this light. Do you resent being criticized in front of others?

A certain amount of constructive criticism is often necessary, but it should be delivered in private. Finally, do you like to work for someone you respect?

It brings out the best in most people. Everyone likes to feel that the boss knows their job and is giving their best to it every day. It may not be an infallible rule, but in nine cases out of ten, you won't go far wrong when trying to win employees' cooperation if you simply ask yourself, "What would I want if I were in their shoes?"

When Introducing Change, Anticipate Objections: As a person with a new idea or method, you are the bearer of precisely what employees are conditioned

to resist—change. Their defenses automatically go up as they prepare to do battle for the status quo. Most often, these defenses take the form of objections—one or more reasons for not accepting the change you are advocating.

Does it require any knowledge or training that your employee does not now possess? Would it require more employees? Has it been tested for bugs? Has anything similar to it failed in the past? Is there any good reason why it shouldn't work?

By asking—and answering—pointed questions like these yourself, before you approach your people with the change you have in mind, you can probe it for weaknesses, modify it accordingly and strengthen it until it is virtually "objection-proof." By raising the objections to the change yourself and answering them convincingly, you leave the employees little choice: they can not help but agree with you.

When You Must Give an Unpleasant Assignment: Sometimes there is no escape: you must hand out an assignment that is boring, tedious or undesirable in some way. Predictably, the individual on the receiving end is not going to be happy about it. Yet, the job has to get done. If the job is messy, boring or time consuming, don't claim that it's clean, exciting or can be done in a jiffy. Preface the assignment with something like "This is your lucky day" when it clearly is not, and you risk losing an employee's respect as well as his cooperation.

Be fair: Unless there is a very special reason to break the rule, make sure that the less desirable jobs are rotated democratically among your people

(http://www.pfonline.com/columns/0204mgmt.html).

2.7.4 Factor affect to cooperation

Many variables get in the way of effective regional cooperation. Some of these

factors are easy to deal with, while others are intrinsically difficult. In surveys of individuals involved in regional-scale efforts, resource constraints such as limited time, energy, and staffing are often identified as significant obstacles. Policies are governing administrative behavior.

A wide range of attitudinal factors also get in the way. Inter-group attitudes, such as the images of the timber industry held by environmentalists and vice versa, are often exaggerated or false, constraining effective communication that is the starting point for cooperation. Disparate and conflicting agency goals and norms provided by statute and tradition are an additional set of attitudinal variables that impede multi-group efforts. Often, cooperation does not develop simply because of a limited set of opportunities for it to do so, or the specific opportunities that are available are damaged by inadequate facilitation. As a result of a combination of these factors, many regional-scale cooperative institutions have been ineffective, with the group effort dominated by local parochialism and unable to generate decisions that rose above the lowest common denominator.

Inter groups attitudes (between social groups, organizations, disciplines, levels of government), Organizational norms, Conflicting goals, values and missions, Lack of agency support for interagency or multiparty efforts, Public opposition: fear, and skepticism, inadequate opportunities for interaction and ineffective or conflicting incentives to do so, Ineffective process management, Lowest common denominator decision making, inappropriate political influence. (http://www.fs.fed.us/eco/s4pre.htm)

Employee involvement, cooperation and commitment are the primary reasons contributing to successful employee supervision. A good manager knows the importance of conducting an employee orientation since it promotes enthusiasm

among new employees and conveys relevant information regarding the organizational structure and culture. Moreover, managers must promote good morale among employees because it adds to industrial productivity, develops loyalty and prevents boredom

(http://www.highbeam.com/library/doc0.asp?DOCID=1G1:21265336&num=10&ctrlI nfo=Round18%3AMode18c%3ASR%3AResult&ao=&FreePremium=BOTH).

2.8 Organizational Citizenship

Organizational Citizenship is required for all organization; Organizational Citizenship is discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization.

Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations. Today's dynamic workplace, where tasks are increasingly done in teams and where flexibility is critical, organizations need employees who'll engage in "good citizenship" behaviors such as making constructive statements about their work group and the organization, helping others on their team, volunteering for extra job activities, avoiding unnecessary conflicts, showing care for organizational property, respecting the spirit as well as the letter of rules and regulations, and gracefully tolerating the occasional work-related impositions and nuisances.

Organizations want and need employees who will do those things that aren't in any job description (Robbins, 2001).

Employee that offers themselves to work and develops the organization than get command, it is the sign of accomplishment of the organization. It is the behavior that organization needs as organizational citizenship

2.9 Discussion each Sub Variable of Cooperation

The researcher focuses on the cooperation of all employees in organization for all work departments and all service department. Cooperation that the researcher needs to focus:

Achieving Organizational Objectives:

In today's complex, team-based, and increasingly matrixes organizations, managing roles and relationships between individuals and functions is essential. Insight employee opinion research confirms that most organizations today are struggling to establish effective collaboration/teamwork and communication across departments. "A lack of cross-functional teamwork creates lower levels of productivity and growth and makes it much more difficult for organizations to operate efficiently or achieve their strategic objectives,"

(http://www.highbeam.com/library/docfree.asp?DOCID=1Y1:75176045&ctrlInfo=Round18%3AMode18c%3ADocG%3AResult&ao=)

Employee cooperation helps the work done and reduces the obstacle of work out and makes it convenient in complete the work.

Productivity Improvement:

Business has invested millions of dollars in technology tools and data bases, to try to empower and enhance the productivity of front-line employees. Increasingly, these employees are what Peter Drucker calls knowledge workers – people whose skills, experience and knowledge are increasingly specialized and unique, and whose jobs primarily entail employing their know-who (networks), know-how (skills) and know-what (expertise) to achieve the organization's business objectives.

(http://blogs.salon.com/0002007/images/PPIBusCase.doc)

Cooperation is required to develop employee to work together with other employee as team and cooperate with other in organization than only cooperative with organization only. That is the power that can bring the organization to accomplish.

Customer Orientation:

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Establishes customer alliances, anticipates and fulfills customer needs, and translates customer needs to program/projects. Interacts independently and proactively with customers to identify and define complex/difficult problems and to develop and implement strategies or techniques for resolving problems e.g., determining priorities and resolving conflict among customers' requirements (http://www.acq.osd.mil/dpap/policy/acqdemo/hr/p19103.txt).

Employee who cooperative with the organization offers service to the customer with high commitment and can maintain the customer with the organization is better than finding the new customer . When customer impresses to services of organization it is difficult to switch to other.

Teamwork:

Schermerhorn (1997) defined a team as a small group of people with complementary skills, and who work together in order to achieve a common purpose. The ability to build effective team is increasingly considered an essential managerial

capability; the ability to contribute successful team performance is increasingly considered an essential capability of any worker. More over all teams need members who are motivated of work actively with others to accomplish important task. Teamwork occurs when members of the team work together in such a way that certain core values promote the utilization of skills necessary to accomplish certain goals.

Employee cooperation is unpredictable tool that helps organization get the gift of employee to use in team work in many dimension because the work always still in their mind and they are ready to solve any problem they face in the organization.

Figure 2.2
Conceptual Framework

Independent Variable

Dependent Variable

Employee Work Characteristics	Employee Cooperation
• Attitude toward Work responsibility • Employee Behavior at Work • Employee Satisfaction • Employee Organizational Commitment	• Achieving Organizational Objectives • Productivity Improvement • Customer Orientation • Team Work
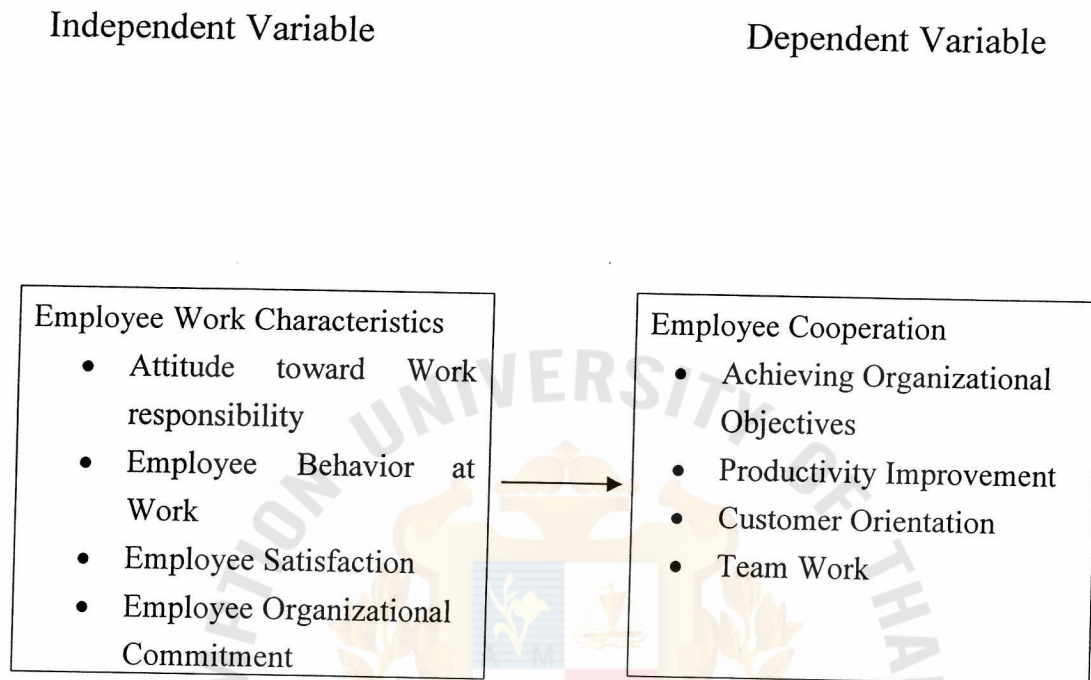
Discussion on Conceptual Framework

Conceptual framework is constructed from various literatures discussed in chapter 2. The conceptual frame work consists of two parts. The first is employee work characteristics (independent variable) consists of attitude toward work responsibility, employee behavior at work, employee satisfaction and employee organizational commitment. The second part is employee cooperation (dependent variable) consists of achieving Organizational objectives, productivity improvement, customer orientation and team work.

This study designed to determines the effectiveness of employee work characteristics on employee cooperation which work characteristics can affect to employee responsibility. As the attitude employee has for their work and that attitude

also affects to their work behavior. Employee satisfaction and employee commitment are factor that push the work to achieve organizational goal. All are factors that commit the employee to cooperate to the work.

"Cooperative work integrates self-interest to achieve mutual goals. Members of task force, committed to the cooperative goal of presenting the best possible recommendation to management, encourage each other to investigate solutions and develop proposals so that they call all succeed and add to their reputation. (Mcintyre and Salas, 1995)

The productivity will be improved, customer will be satisfied and all organization works as team .It is not difficult to achieve the organizational objective.

Chapter 3

Methodology

The purpose of this section is to present the Relationship Between Employee work Characteristics and Employee Cooperation in Bangkok Suksa School. The theories and concepts of study from literature review in chapter 2 are being applied to the key theoretical and conceptual framework for the study. The research hypothesis, research variables and operational definition of the variables are defined for testing.

3.1 Research Design

The objective of the study is to study the Relationship Between Employee work Characteristics and Employee Cooperation in Bangkok Suksa School. In order to assess employee work characteristic (attitude toward work responsibility, employee behavior at work, employee satisfaction, employee organizational commitment) that are relate to employee cooperation. To investigate, analyze, and evaluate employee cooperation in researched organization involve the productivity improvement, achieving organizational objective, customer orientation, and team work.

The researcher has designed a Descriptive Research as the approach describing data in quantitative terms and Correlation Research was used as an approach for describing the relationship between independent variables and dependent variables. Secondary data was taken from documentary analysis, relevant publication, journals and from the internet.

3.2 The Respondents

3.2.1 Respondent Profile

Employee in Bangkok Suksa School was selected to be the target respondents in this study. There are 100 employees in Bangkok Suksa School.

3.2.2 Sampling Methods

To clearly define the target population it must rely on logic and judgment. The population is defined in keeping with the objectives of the study.

The entire population is sufficiently small, and can include the entire population in the study. This type of research is called a census study because data is gathered on every member of the population. (http://www.statpac.com/surveys/sampling.htm)

All entire of 100 of employee were selected to complete the questionnaires in order to get the accurate data due to the size of the organization. The researcher chooses all employee as target and no sampling . There are 100 persons who were divided to work in various department. These staff members are all full-time.

Table 3.1 The number of respondents and work departments

Work Department	Number of Respondent
General Administration	27
Accounting & Finance	5
Personnel	13
Public Relationship	15
Student Affair	15
Academic Affair	15
Place & Property	10
Total	100

3.3 Instruments

Margaret E. Martin, American Statistical Association; 1980 cites that:

Surveys can be classified in a number of ways. One dimension is by size and type of sample. Many surveys study the total adult population, but others might focus on special population groups: physicians, community leaders, the unemployed, or users of a particular product or service. Surveys may be conducted on a national, state or local basis, and may seek to obtain data from a few hundred or many thousand people. (http:// www.Surveys_ASA.htm)

The researcher designs the questionnaires to meet the situation of the organization and uses the example from the website of HR management as guide line. (www.hr_ survey .com)

The researcher will use questionnaires as research instrument for study the Relationship Between Employee work Characteristics and Employee Cooperation in Bangkok Suksa School.

The question based on sub-variables of variables in two main variables as identified in Conceptual Framework. The question developed in Multiple Choices and Likert Five Point Scale and the questionnaires will be developed in English and translated into Thai language and checked by a Thai language expert for accuracy.

The questions based on sub variables of three main variables. It consisted of three parts in questionnaire as follow:

Part 1: **Demographic Profile**; It comprises 7 questions, using the multiple choices to gather data on personal factors as age, gender, marital status, education, working experience, religion, and work department.

Part 2: **Employee Work Characteristic:** Likert Scale is used for 4 sub-variables

as attitude toward work responsibility, employee behavior at work, employee satisfaction and employee organizational commitment.

Part 3: **Perception on employee cooperation:** Likert Scale is used for 4 sub-variables as achieving organizational objectives, productivity improvement, customer orientation, team work

Descriptive Rating:

1. Strongly Disagree

2. Disagree

3. Neither Agree nor Disagree

4. Agree

5. Strongly Agree

Table 3.2 Questions No. and Sub- Variables of Demographic Profile

Part	Sub-variable	Measurements	Question No.
1	Age	Multiple Choice	1
2	Gender	Multiple Choice	2
3	Marital Status	Multiple Choice	3
4	Education	Multiple Choice	4
5	Working Experience	Multiple Choice	5
6	Religion	Multiple Choice	6
7	Current Department	Multiple Choice	7

Table 3.3 Questions no. , sub-variable of employee work characteristics and sub-variable of employee cooperation

Part	Sub-variable	Measurements	Question No.
1	Attitude toward Work Responsibility	Likert Scale	8-12
2	Employee Behavior at Work	Likert Scale	13-17
3	Employee Satisfaction	Likert Scale	18-22
4	Employee Organizational Commitment	Likert Scale	23-27
5	Achieving Organizational Objectives	Likert Scale	28-32
6	Productivity Improvement	Likert Scale	33-37
7	Customer Orientation	Likert Scale	38-42
8	Team Work	Likert Scale	43-47

3.4 Data Collection

Techniques and Procedure:

The questionnaire is tool to collect data and the test will be conducted on 20 persons in order to assure that the research instrument was complete and reliable.

The researcher has made appointment with the Director of Bangkok Suksa School for permission to do the action research, interview for the information of organization and explaining the objective of the action research and ask them to distribute the questionnaires to the employees.

The researcher will distribute all questionnaires to the respondents in Bangkok Suksa School. The researcher has to translate all the questionnaires into Thai language for through understanding of respondents. The researcher will request Director to collect all questionnaires while collecting of annual report that are the company's secondary data.

Time Sequence:

1. Select Organization to do research.

2. Ask cooperation from Organization.

3. Study general problem from the over all area of organization's problem.

4. Interview for Specific Area Required to Develop and Intervention.

5. Get Secondary Data and Organization Profile

6. Study Related Theory

7. Create Conceptual Frame Work

8. Design Questionnaire

9. Launch Questionnaire

10. Collect the Questionnaire: One week after questionnaire are distributed .

11. Analyze the Result

Schedule Interview:

First time the researcher asks Authorized person to do action research. Ask for the history and what part that organization is interested in searching through the employees.

3.5 Data Analysis:

The researcher uses SPSS (Statistical Package for Social Science) program in analyzing the data collected. The program transforms data into comprehensible form through the use of statistic analytical techniques.

"Descriptive Analysis" is used to describe the sample data .The researcher makes used of frequency distribution to describe the typical respondent.

Descriptive statistics provide ways of reducing large amount of data to summary statistics such as mean and variable (Spector, 2003).

Hypothesis Testing is a statistic procedure used to accept or reject the hypothesis based on sample information. The statistical concept-underlying hypothesis testing permits to measure the difference between two variables.

Correlation is a statistic used to indicate the degree to which two continuous variables are related and the direction of the relation (Spector, 2003).

Correlation and Causality; Correlation indicates the relationship between two variables without assuming that a change in one causes a change in the other. Causality implies that there is a cause and effect relationship between two variables; that is, a change in one variable causes the change in the other variable.

Demographic Profile: "Descriptive Analysis" will be used and 'Frequencies , Percentage and Mean" will be used to determine demographic profile.

Employee Work Characteristic and Employee Cooperation Question: "Mean

and Standard Deviation" will be used to determine the attitude of respondents to work characteristics and to determine cooperation of respondents. Pearson Chi-square will be used to determine the relationship between employee work characteristics and employee cooperation of organization. The hypotheses will be tested at 0.05 level of significance.

Table 3.4 Statistical Treatment of Data

	Variables	Statistical treatment	Measurement
1	Demographic Profile	Descriptive Statistic	Frequency Analysis, Mean, Percentage
2	Relationship of Employee Work Characteristic and Employee Cooperation	Pearson Chi-square Test of Hypotheses	Mean and Standard Deviation

The Arbitrary Level given below and Descriptive Rating will be used for grouping responses into level:-

Arbitrary Level	Descriptive Rating
4.20-5.00	Strongly Agree
3.40-4.19	Agree
2.60-3.39	Neither Agree nor Disagree
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree

Chapter 4

Data Analysis

This chapter intends to focus on the analysis of all collected data, which includes descriptive statistics analysis and inferential statistics analysis of hypothesis testing between independent and dependent variables.

4.1 Descriptive Statistics

Descriptive statistics are procedures for organizing and summarizing data so that the research can communicate and describe the important characteristics of the data (Heiman, 2000).

Bangkok Suksa School is a family business established for 40 years in Bangkok, providing the general basic knowledge for 1,250 students and employs 100 people. The organization requires organizational development to have high productivity and high performance.

Based on the observation and interview, the researcher summarizes that Bangkok Suksa School employee requires to improve themselves to become service minded and duty conscious.

Employee's experience is very important as it affects the children whom their parents wish them to gain knowledge, and ethic. Security and health care and also employee's work performance will affect direct to the school reputation.

Employee's tasks are upon the feedback of the job performance which is required to be developed to meet the quality. For the entire of work, employee should have cooperated each others in their work. To be able to improve productivity and better performance.

In this research, the researcher is interested in study on employee   work

characteristics and employee cooperation.

4.2 Questionnaires Summary

Table 4.1.1 Summery of the questionnaires distributed and returned

Questionnaires	Cases	Percent (%)
Questionnaires distributed	100	100 %
Questionnaires returned	100	100 %
Invalid Questionnaires	0	0
Total valid Questionnaires	100	100 %

Table 4.1.1 summarizes that questionnaires were distributed for all one hundred of employees working in Bangkok Suksa School and all questionnaires were returned back. There are no invalid questionnaires.

Twenty of questionnaires were used in reliability testing:

Reliability Analysis –Scale (Alpha)

Reliability Coefficients   40 items

Alpha = .9115   Standardized item alpha = .9205

Method 2 (covariance matrix) will be used for this analysis

4.3 Frequency Distribution of the Respondents

A frequency distribution reveals the number of times that each different value appears in a particular set of values. The percentages for case are shown for the comparison. The researcher will interpret the data using frequency distributions and percentage techniques. Demographic Data analysis consists of:

1. Age

2. Gender

3. Marital Status

4. Education

5. Working Experience

6. Religion

7. Work Department

The demographic Profile

Table 4.1.2 Summery of respondents based upon age.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25 years	9	9.0	9.0	9.0
	25-30 years	47	47.0	47.0	56.0
	31-35 years	13	13.0	13.0	69.0
	36-40 years	11	11.0	11.0	80.0
	41-45 years	13	13.0	13.0	93.0
	More than 45 years	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Table 4.1.2 shows the frequency distribution based on age of employee in Bangkok Suksa School. 9% from the respondent are age less than 25 years , 47 % are age range 25-30 years, 13 % are age range 31-35 years , 11% are age range 36-40 years, 13% are age range 41-45 years and more than 45 years are 7%. The respondents are one hundred and the number counted are equal to number of percent. The respondents whose age is less than 25 years are nine persons. The respondents' age between 25 and 30 years are forty seven persons. The respondents' age range 31and 35 years represent thirteen persons. The respondents' age 36-40 years are eleven persons. The respondents' whose age between 41to 45 years are thirteen persons and respondents' with age more than 45 years are seven persons.

Figure 4.1 Age
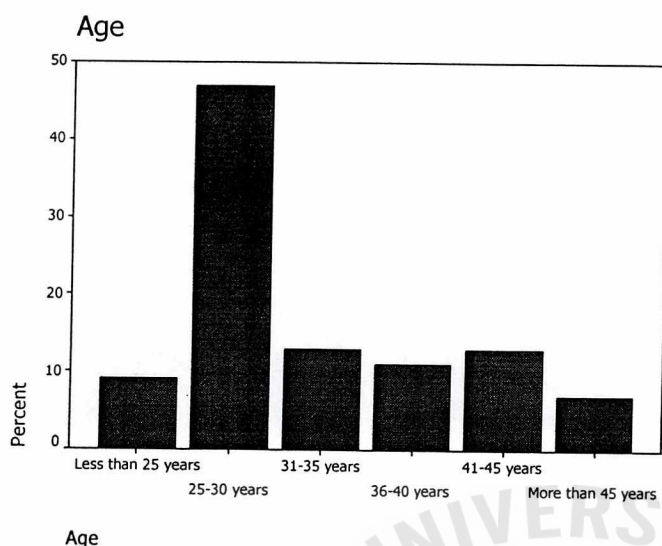
Gender:

Table 4.1.3 Summery of respondents based upon gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	21.0	21.0	21.0
	Female	79	79.0	79.0	100.0
	Total	100	100.0	100.0	

Table 4.1.3 shows the frequency distribution based on gender of employee in Bangkok Suksa School. 21% of the respondent are male and 79% are female. The male are counted equal to twenty one persons out of one hundred employees and the female are equal to seventy nine persons out of one hundred employees.

Figure 4.2 Gender

Gender
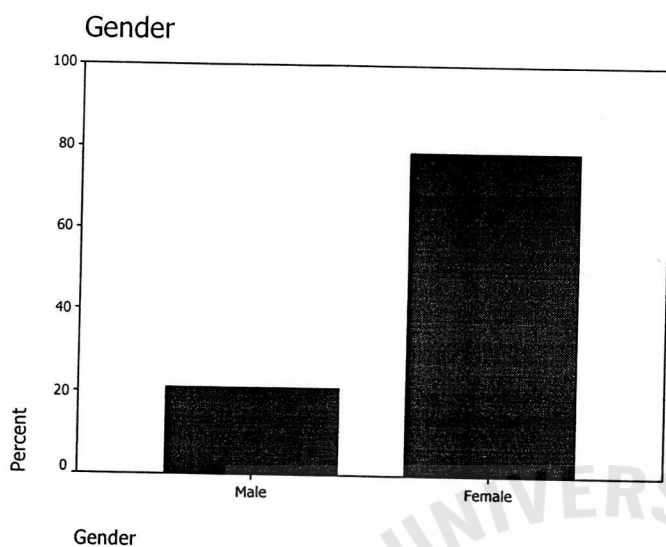
Marital Status:

Table 4.1.4 Summery of respondents based upon marital status.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	52	52.0	52.0	52.0
	Divorce	3	3.0	3.0	55.0
	Married	32	32.0	32.0	87.0
	Separated	13	13.0	13.0	100.0
	Total	100	100.0	100.0	

Table 4.1.4 shows the frequency distribution based on marital status of employees in Bangkok Suksa School. Fifty two persons out of one hundred employees are single and equal to 52%. Three persons out of one hundred employees are divorced, equal to 3%. Thirty two persons out of one hundred employees are married that is equal to 32%. Thirteen persons out of one hundred employees are separated equal to 13%.
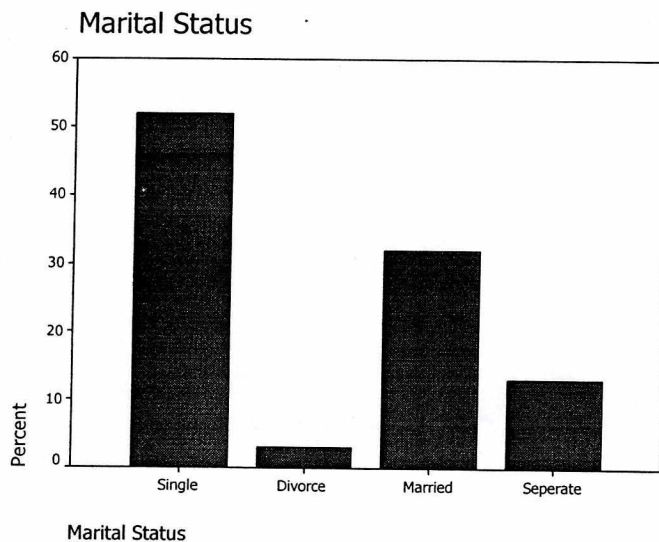
Marital Status

Figure 4.3 Marital Status

Education:

Table 4.1.5 Summery of respondents based upon education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than high School	9	9.0	9.0	9.0
	High School	9	9.0	9.0	18.0
	Diploma Degree above	9	9.0	9.0	27.0
	Bachelor Degree	69	69.0	69.0	96.0
	Master Degree & Above	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table 4.1.5 shows the frequency distribution based on education level of employee in Bangkok Suksa School. Nine persons out of one hundred employees have education less than high school, equal to 9%. Another nine persons out of one hundred employees education level is high school and it is equal to 9%. Another nine persons out of one hundred employees have diploma that is equal to 9%. Sixty nine

persons out of one hundred employees are holding bachelor degree which is equal to 69%. Four persons out of one hundred employees are holding master degree & above which is equal to 4%.
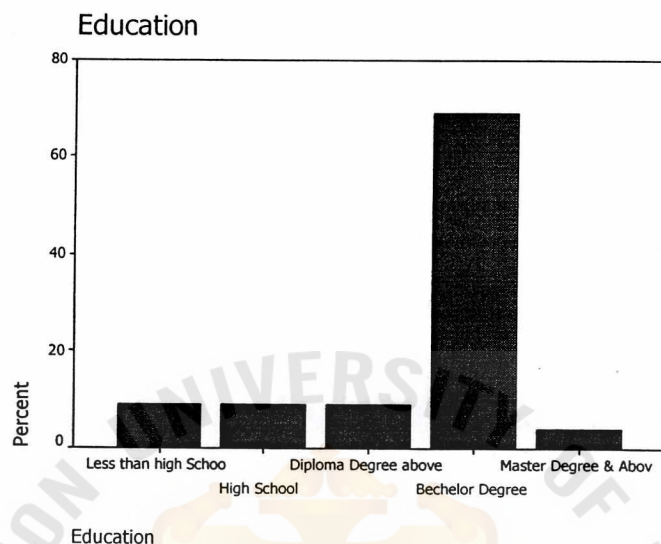
Figure 4.4 Education

Working Experience:

Table 4.1.6 Summery of respondents based upon working experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	8	8.0	8.0	8.0
	1 year - 5 years	41	41.0	41.0	49.0
	6 years - 10 years	12	12.0	12.0	61.0
	More than 10 years	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

Table 4.1.6 shows the frequency distribution based on working experience of employee in Bangkok Suksa School. The employees who have working experience less than 1 year are eight persons out of one hundred employees and is equal to 8 %.The employees who have working experience between 1 year to 5 five years are forty one persons out of one hundred employees which is equal to 41%. The

employees who have working experience between 6 years to 10 years are twelve persons out of one hundred employees and is equal to 12%. The employees who have working experience more than 10 years are thirty nine persons out of one hundred employees and is equal to 39%.
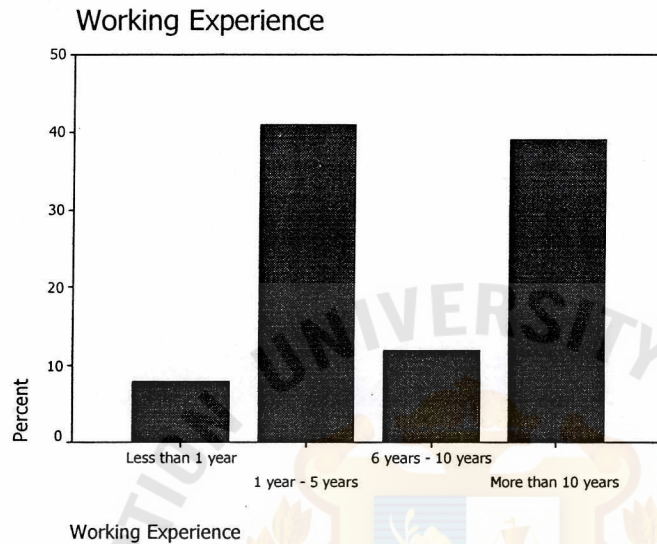
Figure 4.5 working Experience

Religion:

Table 4.1.7 Summery of respondents based upon religion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Buddhist	38	38.0	38.0	38.0
	Christian	1	1.0	1.0	39.0
	Islamic	61	61.0	61.0	100.0
	Total	100	100.0	100.0	

Table 4.1.7 shows the frequency distribution based on religion of employee in Bangkok Suksa School. Thirty eight persons out of one hundred employees are Buddhist, equal to 38%. One person out of one hundred employees is Christian, equal to 1%. Sixty one persons out of one hundred employees are Muslim (Islam) equal to 61%.

Figure 4.6 Religion
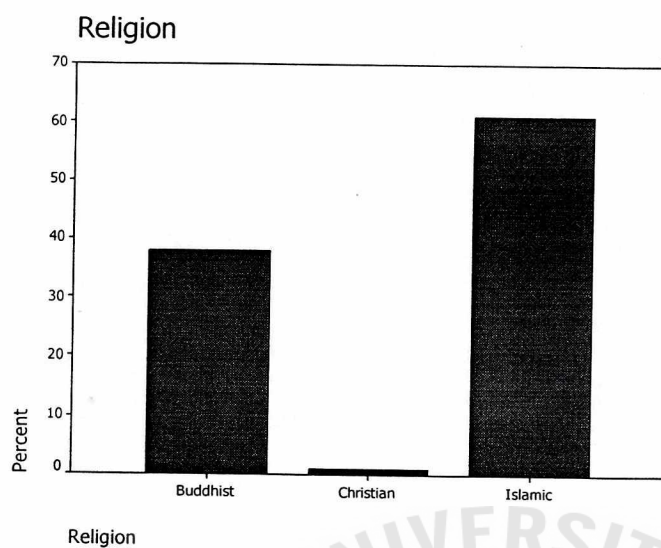
Work Department:

Table 4.1.8 Summery of respondents based upon department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting and finance	5	5.0	5.0	5.0
	General Administration	27	27.0	27.0	32.0
	Personal	13	13.0	13.0	45.0
	Student Affair	15	15.0	15.0	60.0
	Public Relationship	15	15.0	15.0	75.0
	Academic affair	15	15.0	15.0	90.0
	Place & Property	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Figure 4.7 Work Department
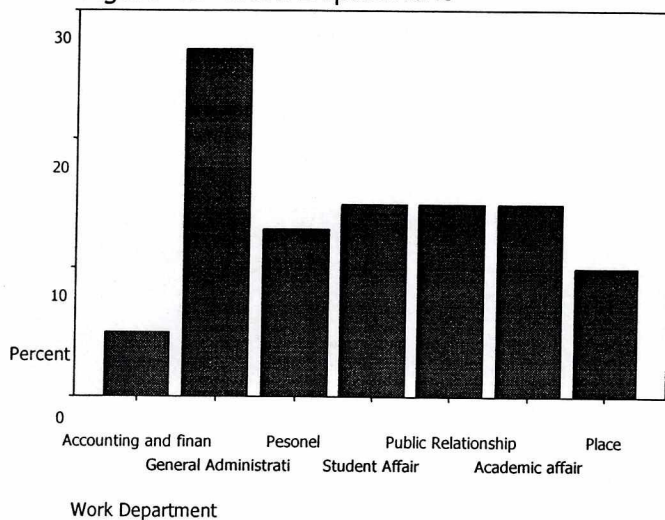
Work Department

Table 4.1.8 shows the frequency distribution based on department of employee in Bangkok Suksa School. Accounting and finance department have five persons out of one hundred employees, representing 5%. General administration department have twenty seven persons out of one hundred employees, holding 27 %. Personal department have thirteen persons out of one hundred employees, taking 13%. Student affair department have fifteen persons out of one hundred employees, having 15 %. Public Relationship department have fifteen persons out of one hundred employees, indicating 15%. Academic Affair department have fifteen persons out of one hundred employees, that is equal to 15%. Property and Place& Property department have ten persons out of one hundred employees, belonging 10%.

4.4 Result of the Hypothesis Testing

Hypothesis 1

Ho1: There is no significant relationship between Attitude toward Work
Responsibility and Achieving Organizational Objectives.

Ha1: There is significant relationship between Attitude toward Work Responsibility
and Achieving Organizational Objectives.

Table 4.2.1

Attitude toward Work Responsibility * Achieving Organizational Objectives

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	269.859(a)	156	.000
Likelihood Ratio	166.537	156	.267
Linear-by-Linear Association	35.687	1	.000
N of Valid Cases	100		

Table 4.2.1 shows result from the test that p- value is equal to .000 less than 0.05 level of significance. So the null hypothesis is rejected. Reject Ho1 and accept Ha1. It can be concluded that there is significant relationship between attitude toward work responsibility and achieving organizational objectives.

Hypothesis 2

Ho2: There is no significant relationship between Attitude toward Work

Responsibility and Productivity Improvement.

Ha2: There is significant relationship between Attitude toward Work Responsibility

and Productivity Improvement.

Table 4.2.2

Attitude toward Work Responsibility * Productivity Improvement

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	368.128(a)	180	.000
Likelihood Ratio	155.031	180	.911
Linear-by-Linear Association	24.111	1	.000
N of Valid Cases	100		

Table 4.2.2 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho2 and accept Ha2. It can be concluded that there is significant relationship between attitude toward work responsibility and productivity improvement.

Hypothesis 3

Ho3: There is no significant relationship between Attitude toward Work

  Responsibility and Customer Orientation.

Ha3: There is significant relationship between Attitude toward Work Responsibility

  and Customer Orientation.

Table 4.2.3 Attitude toward Work Responsibility * Customer Orientation
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	306.526(a)	156	.000
Likelihood Ratio	168.558	156	.233
Linear-by-Linear Association	41.794	1	.000
N of Valid Cases	100		

Table 4.2.3 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho3 and accept Ha3. It can be concluded that there is significant relationship between attitude toward work responsibility and customer orientation.

Hypothesis 4

Ho4: There is no significant relationship between Attitude toward Work

  Responsibility and Team Work.

Ha4: There is significant relationship between Attitude toward Work

Responsibility and Team Work.

Table 4.2.4

Attitude toward Work Responsibility * Team Work

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	310.212(a)	156	.000
Likelihood Ratio	175.928	156	.131
Linear-by-Linear Association	33.846	1	.000
N of Valid Cases	100		

Table 4.2.4 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho4 and accept Ha4. It can be concluded that there is significant relationship between attitudes toward work responsibility and team work.

Hypothesis 5

Ho5: There is no significant relationship between Employee Behavior at Work and

Achieving Organizational Objectives.

Ha5: There is significant relationship between Employee Behavior at Work and

Achieving Organizational Objectives.

Table 4.2.5

Employee Behavior at Work * Achieving Organizational Objectives

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	319.122(a)	156	.000
Likelihood Ratio	160.942	156	.377
Linear-by-Linear Association	28.314	1	.000
N of Valid Cases	100		

Table 4.2.5 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho5 and accept Ha5. It can be concluded that there is significant relationship between employee behavior at work and achieving organizational objectives.

Hypothesis 6

Ho6: There is no significant relationship between Employee Behavior at Work and Productivity Improvement.

Ha6: There is significant relationship between Employee Behavior at Work and Productivity Improvement.

Table 4.2.6 Employee Behavior at Work * Productivity Improvement
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	362.630(a)	180	.000
Likelihood Ratio	152.622	180	.932
Linear-by-Linear Association	27.711	1	.000
N of Valid Cases	100		

Table 4.2.6 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho6 and accept Ha6. It can be concluded that there is significant relationship between employee behavior at work and productivity improvement.

Hypothesis 7

Ho7: There is no significant relationship between Employee Behavior at Work and Customer Orientation.

Ha7: There is significant relationship between Employee Behavior at Work and Customer Orientation.

Table 4.2.7

Employee Behavior at Work * Customer Orientation

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	289.423(a)	156	.000
Likelihood Ratio	139.401	156	.826
Linear-by-Linear Association	40.484	1	.000
N of Valid Cases	100		

Table 4.2.7 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho7 and accept Ha7. It can be concluded that there is significant relationship between employee behaviors at work and customer orientation.

Hypothesis 8

Ho8: There is no significant relationship between Employee Behavior at Work and Team Work.

Ha8: There is significant relationship between Employee Behavior at Work and Team Work.

Table 4.2.8

Employee Behavior at Work * Team Work

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	270.841(a)	156	.000
Likelihood Ratio	151.690	156	.583
Linear-by-Linear Association	28.996	1	.000
N of Valid Cases	100		

Table 4.2.8 shows result from the test that p- value is equal to .000 less than

0.05 level of significance . So the null hypothesis is rejected. Reject Ho8 and accept Ha8. It can be concluded that there is significant relationship between employee behavior at work and team work.

Hypothesis 9

Ho9: There is no significant relationship between Employee Satisfaction and Achieving Organizational Objectives.

Ha9: There is significant relationship between Employee Satisfaction and Achieving Organizational Objectives.

Table 4.2.9

Employee Satisfaction * Achieving Organizational Objectives
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	403.985(a)	182	.000
Likelihood Ratio	205.875	182	.108
Linear-by-Linear Association	51.624	1	.000
N of Valid Cases	100		

Table 4.2.9 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho9 and accept Ha9 . It can be concluded that there is significant relationship between employee satisfaction and achieving organizational objectives.

Hypothesis 10

Ho10: There is no significant relationship between Employee Satisfaction and Productivity Improvement.

Ha10: There is significant relationship between Employee Satisfaction and Productivity Improvement.

Table 4.2.10

Employee Satisfaction * Productivity Improvement

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	425.578(a)	210	.000
Likelihood Ratio	187.848	210	.862
Linear-by-Linear Association	33.230	1	.000
N of Valid Cases	100		

Table 4.2.10 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho10 and accept Ha10. It can be concluded that there is significant relationship between employee satisfaction and productivity improvement.

Hypothesis 11

Ho11: There is no significant relationship between Employee Satisfaction and

Customer Orientation.

Ha11: There is significant relationship between Employee Satisfaction and Customer

Orientation.

Table 4.2.11

Employee Satisfaction * Customer Orientation

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	353.936(a)	182	.000
Likelihood Ratio	177.861	182	.573
Linear-by-Linear Association	31.108	1	.000
N of Valid Cases	100		

Table 4.2.11 shows result from the test that p- value is equal to .000 less than

0.05 level of significance . So the null hypothesis is rejected. Reject Ho11 and accept Ha11. It can be concluded that there is significant relationship between employee satisfaction and customer orientation.

Hypothesis 12

Ho12: There is no significant relationship between Employee Satisfaction and Team Work.

Ha12: There is significant relationship between Employee Satisfaction and Team Work.

Table 4.2.12

Employee Satisfaction * Team Work

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	301.075(a)	182	.000
Likelihood Ratio	160.124	182	.877
Linear-by-Linear Association	37.712	1	.000
N of Valid Cases	100		

Table 4.2.12 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho12 and accept Ha12.It can be concluded that there is significant relationship between employee satisfaction and team work.

Hypothesis 13

Ho13: There is no significant relationship between Employee Organizational Commitment and Achieving Organizational Objectives.

Ha13: There is significant relationship between Employee Organizational Commitment and Achieving Organizational Objectives.

Table 4.2.13

Employee Organizational Commitment * Achieving Organizational Objectives
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	314.880(a)	143	.000
Likelihood Ratio	183.285	143	.013
Linear-by-Linear Association	50.452	1	.000
N of Valid Cases	100		

Table 4.2.13 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho13 and accept Ha13. It can be concluded that there is significant relationship between employee organizational commitment and achieving organizational objectives.

Hypothesis 14

Ho14: There is no significant relationship between Employee Organizational

Commitment and Productivity Improvement.

Ha14: There is significant relationship between Employee Organizational

Commitment and Productivity Improvement.

Table 4.2.14

Employee Organizational Commitment * Productivity Improvement
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	377.884(a)	165	.000
Likelihood Ratio	170.854	165	.361
Linear-by-Linear Association	41.757	1	.000
N of Valid Cases	100		

Table 4.2.14 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho14 and accept Ha14. It can be concluded that there is significant relationship between employee organizational commitment and productivity improvement.

Hypothesis 15

Ho15: There is no significant relationship between Employee Organizational Commitment and Customer Orientation.

Ha15: There is significant relationship between Employee Organizational Commitment and Customer Orientation.

Table 4.2.15
Employee Organizational Commitment * Customer Orientation
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	361.070(a)	143	.000
Likelihood Ratio	166.521	143	.087
Linear-by-Linear Association	49.542	1	.000
N of Valid Cases	100		

Table 4.2.15 shows result from the test that p- value is equal to .000 less than 0.05 level of significance . So the null hypothesis is rejected. Reject Ho15 and accept Ha15. It can be concluded that there is significant relationship between employee organizational commitment and customer orientation.

Hypothesis 16

Ho16: There is no significant relationship between Employee Organizational

Commitment and Team Work.

Ha16: There is significant relationship between Employee Organizational

Commitment and Team Work.

Table 4.2.16

Employee Organizational Commitment * Team Work
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	287.322(a)	143	.000
Likelihood Ratio	170.271	143	.059
Linear-by-Linear Association	42.817	1	.000
N of Valid Cases	100		

Table 4.2.16 shows result from the test that p- value is equal to .000 less than

0.05 level of significance . So the null hypothesis is rejected. Reject Ho16 and accept

Ha16. It can be concluded that there is significant relationship between employee

organizational commitment and team work.

Hypothesis 17

Ho17: There is no significant relationship Between Employee Work

Characteristics and Employee Cooperation .

Ha17: There is significant relationship Between Employee Work

Characteristics and Employee Cooperation .

Table 4.2.17

Employee Work Characteristic * Employee Cooperation

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2450.831(a)	1978	.000
Likelihood Ratio	549.970	1978	1.000
Linear-by-Linear Association	66.956	1	.000
N of Valid Cases	100		

Table 4.2.17 shows result from the test that p- value is equal to .000 less than

0.05 level of significance . So the null hypothesis is rejected. Reject Ho17 and accept

Ha17. It can be concluded that there is significant relationship between employee

work characteristics and employee cooperation.

4.5 Analysis of the Result from Tabulation of Questionnaire:

Table 4.3.1 Attitude toward Work Responsibility * Employee Cooperation Tabulation

	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Attitude	2 (2%)	4 (4 %)	41 (41 %)	53 (53%)
achieving	6 (6 %)	25 (25 %)	46 (46 %)	23 (23%)
Productivity	3 (3 %)	12 (12 %)	42 (42 %)	43 (43 %)
Customer	4 (4 %)	10 (10 %)	47 (47 %)	39 (39 %)
Team work	4 (4 %)	19 (19 %)	48 (48 %)	29 (29 %)

Table 4.3.1 shows the frequency distribution of respondent based on attitude

toward work responsibility (independent variable) and achieving organizational

objectives, productivity improvement, customer orientation and team work

(dependent variable).

There are 41 respondents who agree with attitude toward work responsibility

from total respondent, 46% from total respondent agree in cooperation with achieving organizational objective, 42% agree with cooperation in productivity improvement, 47% agree with cooperation in customer orientation and 48% agree with cooperation in team work.

There are 53 respondents who strongly agree in attitude toward work responsibility from total respondent, 23% from total respondent strongly agree with cooperation in achieving organizational objective, 43% strongly agree with cooperation in productivity improvement, 39% strongly agree with cooperation in customer orientation and 29 % strongly agree with cooperation in team work.

The researcher groups the result from tabulation of questionnaire into two groups of agreed and disagreed to make it easy for considering the percentage of agreed respondent.

Table 4.3.1.1 Attitude toward Work Responsibility * Employee Cooperation
Tabulation (comparing in group of agree and disagree)

	Disagree	Agree
Attitude	6%	94%
achieving	31%	69%
Productivity	15%	85%
Customer	14%	86%
Team work	23%	77%

When compare between group of agree and disagree the result shows that 94% of total respondent agree with attitude toward work responsibility and the cooperation in productivity improvement is equal to 85%. But the cooperation in achieving organizational objective revealed that the disagreed respondent is equal to 31% and also it is bad because the cooperation in team work indicated that disagreed respondent is 23%.

Table 4.3.2 Employee Behavior at Work * Employee Cooperation tabulation

	Disagree	Neither	Agree	Strong Agree
Behavior	2 (2%)	5 (5%)	34 (34%)	59(59%)
Achieving	5 (5%)	20 (20%)	50 (50%)	25 (25%)
Productivity	4 (4 %)	17 (17%)	41 (41%)	38 (38%)
Customer	4 (4 %)	10 (10%)	47 (47%)	39 (39%)
Team work	4 (4 %)	19 (19%)	48 (48%)	29(29%)

Table 4.3.2 shows the frequency distribution of respondent based on employee behavior at work (independent variable) and achieving organizational objectives, productivity improvement, customer orientation and team work (dependent variable).

There are 34 respondents who agree with employee behavior at work from total respondent while 50% from total respondent agree with cooperation in achieving organizational objective: 41% agree with cooperation in productivity improvement where as 47% agree with cooperation in customer orientation. 48% agree with cooperation in team work.

There are 59 respondents who strongly agree with employee behavior at work while 25% from total respondent strongly agree in cooperation with achieving organizational objective. 38% strongly agree with cooperation in productivity improvement when 39% strongly agree with cooperation in customer orientation. Only 29 % strongly agree with cooperation in team work.

The researcher groups the result from tabulation of questionnaire into two groups of agreed and disagreed to make it easy to consider the percentage of agreed respondent.

Table 4.3.2.1 Employee Behavior at Work * Employee Cooperation
tabulation (comparing in group of agree and disagree)

	Disagree	Agree
Behavior	7%	93%
Achieving	25%	75%
Productivity	21%	79%
Customer	14%	86%
Team work	23%	77%

The result shows that 93% of total respondent agree with employee behaviors at work while the cooperation in customer orientation is as high as to 86%. For the cooperation in achieving organizational objective, the disagreed respondent is equal to 25%. Unfortunately for the cooperation in team work disagreed respondent is as high as 23%. For the cooperation in productivity improvement, disagreed respondent is equal to 21%.

Table 4.3.3 Employee Satisfaction * Employee Cooperation tabulation

	Disagree	Neither	Agree	Strong Agree
Satisfaction	3 (3%)	2 (2%)	34 (34%)	61 (61%)
achieving	6 (6%)	19(19%)	50 (50%)	25 (25%)
Productivity	6 (6%)	23 (23%)	55 (55%)	16 (16%)
Customer	4 (4 %)	10 (10%)	47 (47%)	39(39%)
Team work	4 (4 %)	19 (19%)	48 (48%)	29 (29%)

Table 4.3.3 shows the frequency distribution of respondent based on employee satisfaction (independent variable) and achieving organizational objectives, productivity improvement, customer orientation and team work (dependent variable).

There are 34 respondents who agree with employee satisfaction from total respondent while 50% from total respondent agree with cooperation in achieving organizational objective. 55% agree with cooperation in productivity improvement

where as 47% agree with cooperation in customer orientation. Only 48% agree with cooperation in team work.

There are 61 respondents who strongly agree in employee satisfaction at work from total respondent where as 25% from total respondent strongly agree with cooperation in achieving organizational objective. 16% strongly agree with cooperation in productivity improvement while 39% strongly agree with cooperation in customer orientation. Only 29 % strongly agree with cooperation in team work.

The researcher groups the result from tabulation of questionnaire into two groups of agreed and disagreed to make it easy to consider the percentage of agreed respondent.

Table 4.3.3.1 Employee Satisfaction * Employee Cooperation tabulation (comparing in group of agree and disagree)

	Disagree	Agree
Satisfaction	5%	95%
achieving	25%	75%
Productivity	29%	71%
Customer	14%	86%
Team work	23%	77%

This table is good as the result shows that 95% of total respondent agree with employee satisfaction but the cooperation in customer orientation is equal to 86%. It is neither bad nor good. For the cooperation in achieving organizational objective, the disagreed respondent is as high as 25%, where as for the cooperation in team work, disagreed respondent is also as high as 23%. Unfortunately, for the cooperation in productivity improvement, disagreed respondent is also high as it is equal to 29%.

Table 4.3.4 Employee Organizational Commitment * Employee Cooperation tabulation

	Disagree	Neither	Agree	Strong Agree
Commitment	3 (3%)	10 (10%)	52 (52%)	35 (35%)
achieving	6 (6%)	19 (19%)	50 (50%)	25 (25%)
Productivity	6 (6%)	23 (23%)	53(53%)	18 (18%)
Customer	4 (4 %)	10 (10%)	47 (47%)	39 (19%)
Team work	4 (4 %)	19 (19%)	48 (48%)	29 (19%)

Table 4.3.4 shows the frequency distribution of respondent based on employee organizational commitment (independent variable) and achieving organizational objectives, productivity improvement, customer orientation and team work (dependent variable).

There are 52 respondents who agree with employee organizational commitment from total respondent when 50% from total respondent agree with cooperation in achieving organizational objective: 53% agree with cooperation in productivity improvement where as 47% agree in cooperation in customer orientation. Only 48% agree with cooperation in team work.

There are 35 respondents who strongly agree in employee organizational commitment at work from total respondent while 25% from total respondent strongly agree with cooperation in achieving organizational objective. 18% strongly agree with cooperation in productivity improvement where as 39% strongly agree with cooperation in customer orientation. Only 29 % strongly agree in cooperation with team work.

The researcher groups the result from tabulation of questionnaire into two groups of agreed and disagreed to make it easy to consider the percentage of agreed respondent.

Table 4.3.4.1 Employee Organizational Commitment * Employee Cooperation
tabulation (comparing in group of agree and disagree)

	Disagree	Agree
Commitment	13%	87%
achieving	25%	75%
Productivity	29%	71%
Customer	14%	86%
Team work	23%	77%

This table is worst as the result revealed that 87% of total respondent agree

with employee organizational commitment where as the cooperation in customer

orientation is equal to 86%. It is neither bad nor good. For the cooperation in

achieving organizational objective, the disagreed respondent is equal to 25%, while

for the cooperation in team work, disagreed respondent is equal to 23%. For the

cooperation in productivity improvement, disagreed respondent is only 29%.

4.6 Discussion of the Result

The testing result of employee work characteristics found that

employee satisfaction and attitude toward work responsibility were on the favorable

rating, from total of employee who has agreed it is 95%, and 94% respectively. The

second is employee behavior at work as the result found that it is lower than first two

terms. It is 93% from total who have agreed. The testing found that it is bad

because employee organizational commitment is only 87% from total respondent who

have agreed.

For attitude toward work responsibility and employee behavior at work;

Productivity improvement and customer orientation is not too low in percentage but it

should be higher than this. Team work and achieving organizational objectives have

low percentage of strongly agree respondents.

For employee satisfaction; customer orientation is not too low in percentage but it should be higher than this. Team work and achieving organizational objectives have low percentage of strongly agree respondents. Productivity improvement is the lowest in cooperation.

For employee organizational commitment; customer orientation is not too low in percentage but it should be higher than this. Team work and achieving organizational objectives have low percentage of strongly agree respondents. Productivity improvement is the lowest in cooperation.

Chapter 5

Summary, Conclusion and Recommendations

This chapter consists of three sections. The first section is the interpretation of the results or summary of findings. The second section is the conclusion the research finding. The last section contains recommendations for Bangkok Suksa School in order to solve employee working design and employee cooperation problems.

5.1.1 Summary of Demographic Profile

From one hundred respondents, all the questionnaires are returned completely and no missing value. Demographic profile consisted of 47 % respondent with age between 25-30 years. 79 % of the respondents are female. For the marital status the single respondent is 52% while the married is 32%. 69% of the respondents are holding bachelor degree. Most of the respondents have working experience between 1 year to 5 years with forty one persons (41%) and those with working experience of more than 10 years are thirty nine persons (39%). 38% is Buddhist where as the most are Muslim (Islam) with 61%. There are seven departments with 5 persons in accounting and finance, 27 in general Administration, 13 in personal, 15 in student affair, another 15 in public relationship, 15 in academic affair, and 10 in place & property.

5.1.2 Summary of Hypothesis Testing

Seventeen hypothesis are tested with Pearson Chi-square and all the result of the testing; null hypotheses are rejected and the research can be concluded as follow.

Hypothesis 1:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between attitude toward work responsibility and achieving organizational objectives.

Hypothesis 2:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between attitude toward work responsibility and productivity improvement.

Hypothesis 3:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between attitude toward work responsibility and customer orientation.

Hypothesis 4:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between attitudes toward work responsibility and team work.

Hypothesis 5:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee behavior at work and achieving organizational objectives.

Hypothesis 6:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee behavior at work and

productivity improvement.

Hypothesis 7:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee behaviors at work and customer orientation.

Hypothesis 8:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee behavior at work and team work.

Hypothesis 9:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee satisfaction and achieving organizational objectives.

Hypothesis 10:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee satisfaction and productivity improvement.

Hypothesis 11:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee satisfaction and customer orientation.

Hypothesis 12:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee satisfaction and team

work.

Hypothesis 13:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee organizational commitment and achieving organizational objectives.

Hypothesis 14:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee organizational commitment and productivity improvement.

Hypothesis 15:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee organizational commitment and customer orientation.

Hypothesis 16:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship between employee organizational commitment and team work.

Hypothesis 17:

P- value is equal to .000 less than 0.05 level of significance. Null hypothesis is rejected. There is significant relationship Between Employee Work Characteristics and Employee Cooperation.

5.2 Conclusion

The researcher study focuses on the relationship between employee work characteristics in terms of attitude toward work responsibility, employee behavior at work, employee satisfaction and employee organizational commitment and employee cooperation in terms of achieving organizational objectives, productivity improvement, customer orientation and team work.

From the result, the researcher sees that this organization has low effective team work and has very low commitment that becomes a barrier in improving the organization and in productivity improvement. Consequently it is harm to the organization if employee has low organizational commitment. The satisfaction is the highest but it could not help in productivity improvement and also achieving organizational objectives is very low in cooperation. For employee behavior at work 25% disagreed with cooperation in achieving the organizational objectives while 23% disagreed in cooperation in team work. In term of the attitude toward work responsibility, 31% of employees disagreed with the cooperation in achieving organizational objectives and 23% disagreed with the cooperation in team work. With regard to the customer orientation, percentage of employees agreed with the cooperation was not high but such percentage must be higher.

5.3 Recommendations

Drawing from major finding and discussion, the researcher would like to give the following recommendations:

1. Clear goal and policy Organization should set the goal and policy clearly to act as direction for employees in working in order to meet the organizational objectives.

2. <u>Job description</u> Bangkok Suksa School should review the job descriptions. Employees should know well as what job they should do and have responsibility, including the details, what is required and prioritizing the importance of each requirement, and skills that the employees should be developed to facilitate in performing the job.

3. <u>Assessment criteria</u> Employees should know the job they work by using criteria in assessing or evaluating. The evaluation should be furnished with criteria. The performance of an individual should be recorded and compared with the previous evaluation in order to consider the development of their work performance so the productivity will be developed.

4. <u>Motivation</u> What job employees do to have high performance as the criteria assigned. They should be rewarded for what they have done as an incentive for their work in the future. Good performance should be recognized by the management and among the employees within the organization. The fairness in practice should be appreciated for not becoming problem later.

5. <u>Between supervisors and employees, among employees, and the employees and customers</u>; the relationship should be developed to help the employee's work to achieve organizational objectives meanwhile they also can satisfy customer's needs and create to team work environment. Activity is the tool in developing the relationship among the employees and the employees and the organization and customers.

6. <u>Training</u> Organization should provide training to improve employee's knowledge required in their work, and also have coaching system closely to their development and change and give suggestion. Employee must be provided a training regarding the manner in facing with the customers.

7. Attitude, Employee attitude should be changed to a creative one. New ideas must be given other than waiting for order. They should share ideas and opinions with other employees within their team and participate, discuss and find out what barrier they have in achieving organizational goal. This can help improve the productivity.

8. Organization should set their own culture to encourage the employee to understand the value of work and the effect of work on the other person especially children.

9. Regulation Employee who has not complied with the rules and regulations should be recorded for the purpose of compensation and promotion consideration.

10. Organization should request for cooperation from the employees directly in order to get a long term joint benefit.

Table 5.1:

Organization Development Intervention Table.

Diagnosis	Organization Development Intervention	Desired Outcome
Employee works with unclear goal and policy affect to the quality of work.	Clear goal and policy setting is required.	Clear goal and policy will lead the employee to work in the same direction.
Employees are not clear with their work responsibility.	Job description must be reviewed and made it clear for employee's duty responsibility.	Employee will do their work well as they know their responsibility.

Quality of work could not be defined.	Assessment criteria need to be set as same standard to assess the quality of work.	The development of work performance will be assess clearly.
Employee motivation is required to push them develop their work.	Employee has to be rewarded for good performance they have done.	Motivation will be used as incentive for productivity improvement.
Organization has low team work environment.	Activity will be used as tool in develop relationship among people.	Good relationship among people helps them work in team.
Employee has to be trained to develop knowledge and skill in service.	Training and coaching system closely is required to develop the services quality.	Improving employee knowledge and skill help satisfy the customer.
Employee used to wait for the command from management only. It is problem in developing the productivity.	Giving employee opportunity to participate in creating new work and analyzing the barriers togather.	Employees will have more responsibility and are proud of their work.
Organization has no culture to motivate people to learn the value of work.	Organization should continuously encourage people to realize the value of work.	To encourage the employee to understand the value of work and work will come from their mind.

Weakness of work responsibility affects people in organization and quality of work. .	Regulation should be used as tool to control employee responsibility.	Fairness in management help the people work together with collaboration and commitment.
It is fair to the people to work in organization in long run.	Request cooperation from employee directly to work together.	The cooperation helps the organization to get achievement quickly.

5.4 Recommendations for Future Research

1. Research is a tool that helps organization find the cause of problems and help find the right solution. Studying more deeply can lead to a better organizational development.

2. Similar study should be conducted in other organizations. It would be valuable information to know other results in the same industry for the purpose of work comparison and work development.

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Appendix A

Questionnaire

Questionnaire

Dear Respondent,

This questionnaire is the instrument for gathering the data of the requirement for the degree of Master of Organization Management, Assumption University. Obtained data will be kept confidentially. You can feel free to respond every item honestly.

There are two parts in this questionnaire.

Part I   : Employee Demographic
Part II   : Work Characteristics
Part III : Employee Cooperation

Sukanya w.

Thank You
Researcher

Remark   Please answer all questions.

Part I : Employee Demographic Profile

1. Age

      1.☐   Less than 25 years   2.☐   25-30 years

      3.☐   31-35   years   4.☐   36-40 years

      5.☐   41-45   years   6.☐   More than 45 years

2. Gender

      1.☐   Male   2.☐   Female

3. Marital Status

      1.☐   Single   2.☐   Divorce

      3.☐   Married   4.☐   Separate

4. Education

      1.☐   Less than high School   2.☐   High School

      3.☐   Diploma Degree   4.☐   Bachelor Degree

      5.☐   Master Degree& above

5. Working Experience

      1.☐   Less than 1year   2.☐   1 year-5years

      3.☐   6years-10years   4.☐   More than 10 years

6. Religion

      1.☐   Buddhist   2.☐   Christian

      3.☐   Islamic   4.☐   Other

7. Work Department

      1.☐   Accounting and Finance

      2.☐   General Administration

      3.☐   Personnel

      4.☐   Student Affair

      5.☐   Public Relationship

      6.☐   Academic Affair

      7.☐   Place& Property

Part2: Employee Work Characteristics

Direction:

The following statements in table are to indicate your own attitude and personal feeling toward your work responsibility, behavior at work, satisfaction and organizational commitment. Please mark (x) on only the appropriate response for each statement on the following rating scale.

Descriptive Rating

1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

Attitude toward Work Responsibility	1	2	3	4	5
8. I always plan for my work to get good performance.					
9. I am interested in quality of work.					
10. I always make sure of completing my given work.					
11. I know my responsibility so I can get the best out of it.					
12. I use feedback from my work reflecting to know what is need to do and improve.					
Employee Behavior at Work	1	2	3	4	5
13. I always fill in the leave form when I want to take the day off.					
14. I always separate my work from my personal issue.					
15. I do my work as for my own work.					
16. I always come to work on-time.					
17. I was only absent from work when necessary.					

Employee Satisfaction	1	2	3	4	5
18. I feel happy with my job as I can handle it.					
19. I feel that my job is appropriate with my skill.					
20. I get fair payment.					
21. My boss always recognize when I perform the tasks well.					
22. I have good co-worker.					
Employee Organizational Commitment	1	2	3	4	5
23. I feel I get reasonable job.					
24. I feel confident with my life since I work here.					
25. I am proud for the school success.					
26. I believe in value of my work for School.					
27. I am happy since I get respect from co-worker in school.					

Part3: Employee Cooperation

Direction:

The following statements in table are to indicate your own attitude and personal feeling toward the cooperation. Please mark (x) on only the appropriate response for each statement on the following rating scale.

Descriptive Rating

1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

Achieving Organizational Objectives	1	2	3	4	5
28. I have enough time to complete my job as organizational objectives.					
29. I understand the organizational objectives of school.					
30. School supports me to achieve my organizational goal.					
31. I get participation from my coworker so the work gets success.					
32. My appropriate skill help me achieve organizational objective.					
Productivity Improvement	1	2	3	4	5
33. Communication in school helps my work getting improvement.					
34. I help school to save cost as policy.					
35. To improve my work I have never missed training that school provided.					
36. I avoid doing mistake if I've got the same experience.					
37. I realize the value of my work performance so I assess my work and improve for the next.					
Customer Orientation					
38. I am appreciate to provide value added to parents and students.					
39. With the perception of clear goal, I could help parents to understand the school.					
40. I have shared value with school. I pay attention to individual parent for his or her request.					
41. My work is worth I am ready to help parents for their satisfaction.					
42. Supporting among co-worker, I can provide alternative choice for customer to get satisfaction.					

Team Work	1	2	3	4	5
43. Good relationship in team help my work flows effectively.					
44. I have working skill I always assist my co-worker when they are having problems.					
45. I have no conflict in team I always get support from my co-worker.					
46. My duty was divided clearly so I do my work well in clear role.					
47. My team understand team goal clearly so the work always go in the same direction.					

Thank you for your cooperation in completing this questionnaire. The information obtained will only be used for study purpose.
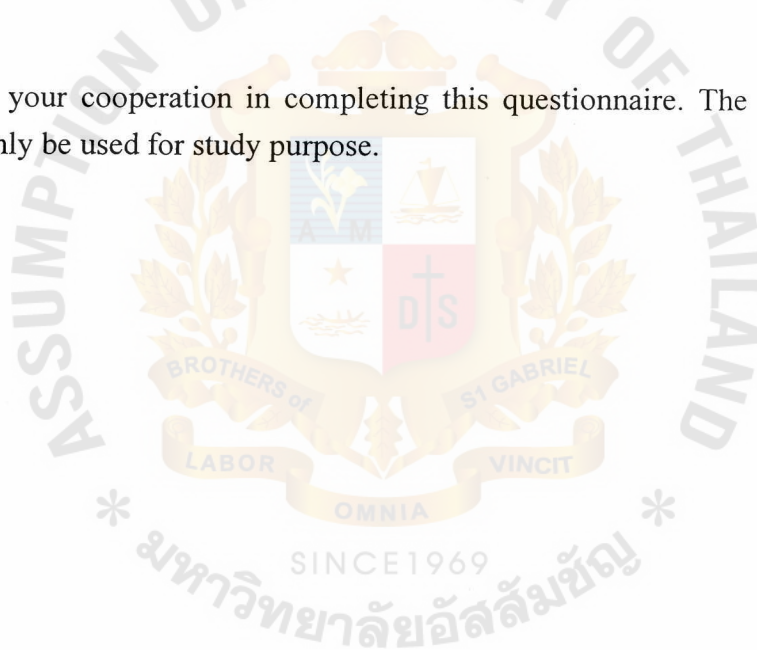
<u>แบบสอบถามเพื่องานวิจัย:</u>

<u>ศึกษาความสัมพันธ์ระหว่างลักษณะงานและความร่วมมือของบุคลากรในโรงเรียน</u>

กรุณาตอบแบบสอบถามข้างล่างนี้ ให้ตรงกับความคิดเห็นของท่านมากที่สุด จุดประสงค์ของแบบสอบถามนี้เพื่อ
ทำการวิจัยเท่านั้น ข้อมูลจากแบบสอบถามนี้จะถูกเก็บไว้เป็นความลับ

<u>ส่วนที่หนึ่ง : ข้อมูลส่วนตัว</u>

1. อายุ

    1.□   น้อยกว่า 25 ปี   2.□   25-30 ปี

    3.□   31-35   ปี   4.□   36-40 ปี

    5.□   41-45   ปี   6.□   มากกว่า45 ปี

2. เพศ

    1.□   ชาย   2.□   หญิง

3. สถานะภาพการแต่งงาน

    1.□   โสด   2.□   หย่าร้าง

    3.□   แต่งงานแล้ว   4.□   แยกกันอยู่

4. การศึกษา

    1.□   ต่ำกว่ามัธยม   2.□   มัธยมศึกษา

    3.□   ประกาศนียบัตร   4.□   ปริญญาตรี

    5.□   ปริญญาโท

5. ประสบการทำงาน

    1.□   น้อยกว่าเปี   2.□   1ปี - 5ปี

    3.□   6 ปี – 10 ปี   4.□   มากกว่า 10 ปี

6. ศาสนา

    1.□   พุทธ   2.□   คริสต์

    3.□   อิสลาม   4.□   อื่นๆ

7. แผนกงาน

    1.□   บัญชีและการเงิน

    2.□   ธุรการ

    3.□   บุคลากร

    4.□   กิจการนักเรียน

    5.□   สัมพันธ์ชุมชน

    6.□   งานวิชาการ

    7.□   อาคารสถานที่

<u>ส่วนที่สอง:</u> ลักษณะงานที่พนักงานรับผิดชอบ

กรุณาเลือกแสดงความคิดเห็นโดยกาเครื่องหมาย X ลงในช่อง สี่เหลี่ยมที่ตรงกับตัวท่าน

1. ไม่เห็นด้วยที่สุด

2. ไม่เห็นด้วย

3. ไม่มีความคิดเห็น

4. เห็นด้วย

5. เห็นด้วยที่สุด

ทัศนคติต่อความรับผิดชอบในงาน	ระดับความคิดเห็น				
	1	2	3	4	5
8.ฉันวางแผนในการทำงานเพื่อให้ผลงานออกมาดีเสมอ					
9.ฉันสนใจในคุณภาพงาน					
10.ฉันต้องแน่ใจว่าได้ทำงานตามที่ได้รับมอบหมายให้สำเร็จเสมอ					
11.ฉันรู้ว่างานที่ต้องรับผิดชอบคืออะไรดังนั้นฉันจึงทำงานนั้นให้ดีที่สุด					
12. ฉันใช้ผลสะท้อนจากงานที่ผ่านมาแก้ไขปรับปรุงงานใหม่ๆ					
พฤติกรรมในการทำงาน	ระดับความคิดเห็น				
	1	2	3	4	5
13..ฉันแจ้งลาเป็นลายลักษณ์อักษรเสมอเมื่อต้องการหยุดงาน					
14.ฉันแยกงานออกจากเรื่องส่วนตัวเสมอ					
15.ฉันทำงานของโรงเรียนเหมือนเป็นงานของตนเอง					
16.ฉันมาทำงานตรงเวลาเสมอ					
17.ฉันหยุดงานเมื่อมีความจำเป็นเท่านั้น					
ความพึงพอใจในการทำงาน	ระดับความคิดเห็น				
	1	2	3	4	5
18.ฉันรู้สึกมีความสุขกับงานที่ทำ					
19.ฉันรู้สึกว่างานตรงกับความชำนาญของฉัน					
20.ฉันได้รับค่าตอบแทนที่เป็นธรรม					
21.ผู้บังคับบัญชารู้ถึงผลงานดีดีที่ฉันทำ					
22.ฉันมีผู้ร่วมงานที่ดี					
ความผูกพันที่มีต่อองค์กร	ระดับความคิดเห็น				
	1	2	3	4	5
23.ฉันรู้สึกว่างานที่ทำนั้นเหมาะสม					
24.ฉันรู้สึกมั่นใจในชีวิตที่ทำงานที่นี่					
25.ฉันภูมิใจในความสำเร็จของโรงเรียน					
26.ฉันเห็นคุณค่าของงานที่ทำเพื่อโรงเรียน					
27.ฉันมีความสุขที่ได้รับเกียรติจากเพื่อนร่วมงานในโรงเรียน					

<u>ส่วนที่สาม : ความร่วมมือของพนักงานในองค์กร</u>

กรุณาเลือกแสดงความคิดเห็นโดยกาเครื่องหมาย X ลงในช่อง สี่เหลี่ยมที่ตรงกับตัวท่าน

1. ไม่เห็นด้วยที่สุด

2. ไม่เห็นด้วย

3. ไม่มีความคิดเห็น

4. เห็นด้วย

5. เห็นด้วยที่สุด

การทำงานให้สำเร็จตามเป้าหมายองค์กร	ระดับความคิดเห็น				
	1	2	3	4	5
28.ฉันมีเวลาเพียงพอที่จะทำงานให้เสร็จตามวัตถุประสงค์ขององค์กร					
29.ฉันเข้าใจวัตถุประสงค์องค์กร					
30.องค์กรสนับสนุนให้ฉันทำงานสำเร็จตามเป้าหมาย					
31.ฉันได้รับความร่วมมือจากผู้ร่วมงาน งานของฉันจึงประสบสำเร็จ					
32.ทักษะของฉันตรงกับงาน ช่วยให้ฉันทำงานได้สำเร็จตามเป้าหมาย					
การปรับปรุงประสิทธิภาพงาน	ระดับความคิดเห็น				
	1	2	3	4	5
33.การสื่อสารของโรงเรียนมีประสิทธิภาพช่วยให้งานของฉันพัฒนา					
34. ฉันช่วยลดค่าใช้จ่ายตามนโยบายของโรงเรียน					
35. ฉันไม่เคยพลาดการอบรมที่ทางโรงเรียนจัดให้เพื่อการพัฒนาบุคลากร					
36.ฉันจะไม่ทำงานผิดพลาดซ้ำอีกหากมีประสบการณ์ในงานนั้นมาแล้ว					
37.ฉันตระหนักถึงคุณค่าของงาน ฉันจึงประเมินผลงานของฉันเพื่อแก้ไขในครั้งต่อไป					
การให้ความสำคัญแก่ลูกค้า	ระดับความคิดเห็น				
	1	2	3	4	5
38.ฉันยินดีทำงานหนักเพื่อโรงเรียน ฉะนั้นฉันจึงพัฒนามูลค่าเพิ่มให้แก่ผู้ปกครองและนักเรียนเสมอ					
39. ฉันพยายามสื่อสารเพื่อให้ผู้ปกครองมีความเข้าใจตรงกับโรงเรียน					
40. ฉันตระหนักถึงคุณค่าของผู้ปกครองฉะนั้นฉันจึงใส่ใจในข้อเรียกร้องของผู้ปกครองเป็นรายบุคคล					
41.ฉันเห็นคุณค่าของงาน ฉันจึงพร้อมที่จะช่วยให้ผู้ปกครองได้รับความพึงพอใจในบริการของโรงเรียน					
42. ได้รับความช่วยเหลือจากเพื่อนร่วมงาน ฉันจึงจัดเตรียมทางเลือกให้แก่ผู้ปกครองเพื่อให้ได้รับความพึงพอใจได้					

การทำงานเป็นทีม	ระดับความคิดเห็น				
	1	2	3	4	5
43.ความสัมพันธ์ที่ดีในทีมงานช่วยให้งานของฉันดำเนินไปอย่างมีประสิทธิภาพ					
44.ฉันใช้ทักษะในการทำงาน ช่วยเพื่อนร่วมงานของฉันเสมอ เมื่อเขาประสบปัญหา					
45. ฉันไม่มีความขัดแย้งในทีมงาน ฉันได้รับความสนับสนุนจากเพื่อนร่วมงานเสมอ					
46. ฉันมีหน้าที่ชัดเจนในทีมงาน					
47.ทีมงานเข้าใจเป้าหมายของทีมอย่างชัดเจน ดังนั้นงานจึงเดินไปในทิศทางเดียวกัน					

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้   ข้อมูลที่ได้รับจะนำไปใช้ประโยชน์ทางการศึกษา
เท่านั้น

Appendix B

Organization Chart

Figure 5

Organization Chart
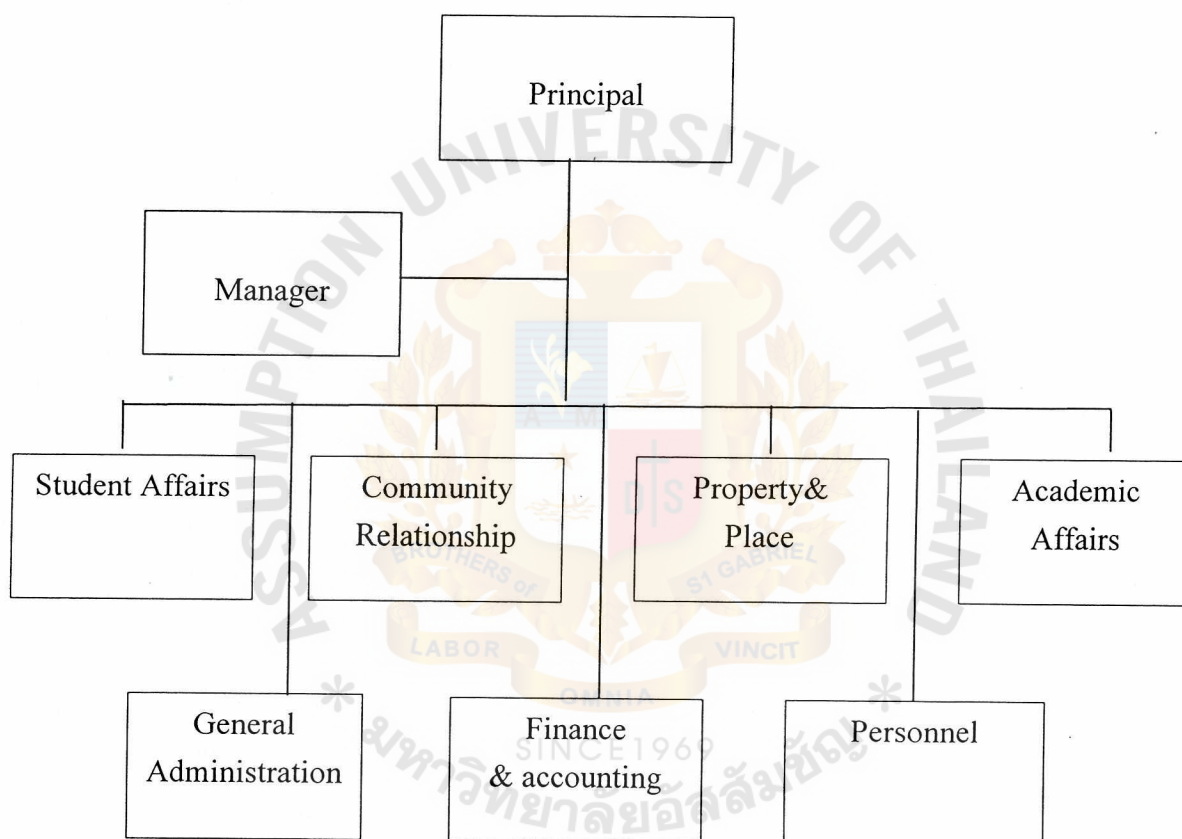
Appendix C

Reliability Testing
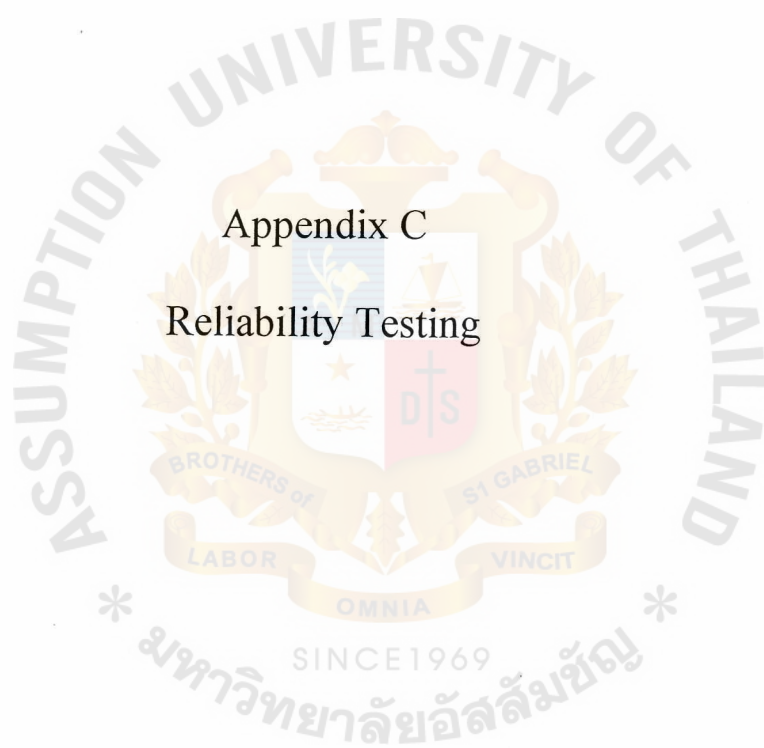
Reliability

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients   40 items

Alpha = .9115   Standardized item alpha = .9205

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	ATT_1	4.1500	.8127	20.0
2.	ATT_2	4.2500	.7164	20.0
3.	ATT_3	4.2000	.6959	20.0
4.	ATT_4	4.4000	.7539	20.0
5.	ATT_5	4.1500	.8751	20.0
6.	BEH_1	3.9000	.7182	20.0
7.	BEH_2	4.3500	.4894	20.0
8.	BEH_3	4.2000	.7678	20.0
9.	BEH_4	4.3500	.6708	20.0
10.	BEH_5	4.5000	.6070	20.0
11.	SAT_1	4.0000	.9733	20.0

12.	SAT_2	4.1500	.8751	20.0
13.	SAT_3	3.5000	1.2354	20.0
14.	SAT_4	3.5500	1.2344	20.0
15.	SAT_5	4.2000	.6959	20.0
16.	COMM_1	4.1500	.7452	20.0
17.	COMM_2	3.4000	1.3139	20.0
18.	COMM_3	4.2500	.5501	20.0
19.	COMM_4	4.1000	.8522	20.0
20.	COMM_5	4.0000	.8584	20.0
21.	ACH_1	3.6000	.9403	20.0
22.	ACH_2	3.7000	1.0311	20.0
23.	ACH_3	3.8000	1.2397	20.0
24.	ACH_4	3.9000	.7881	20.0
25.	ACH_5	4.0000	.7947	20.0
26.	PROD_1	3.1500	.9881	20.0
27.	PROD_2	3.6000	1.0463	20.0
28.	PROD_3	3.3500	.9333	20.0
29.	PROD_4	4.1000	.7881	20.0
30.	PROD_5	4.0500	.9445	20.0
31.	CUS_1	4.1000	.6407	20.0
32.	CUS_2	4.2000	.6959	20.0
33.	CUS_3	4.2000	.9515	20.0
34.	CUS_4	4.4000	.6806	20.0
35.	CUS_5	4.2500	.7864	20.0
36.	TEAM_1	4.0500	.7592	20.0

37.	TEAM_2	4.2000	.6156	20.0
38.	TEAM_3	4.1000	.7881	20.0
39.	TEAM_4	3.9000	.7881	20.0
40.	TEAM_5	4.2000	.6156	20.0

* * * Warning * * * Determinant of matrix is zero

Statistics based on inverse matrix for scale ALPHA

are meaningless and printed as   .

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases =   20.0

				N of
Statistics for	Mean	Variance	Std Dev	Variables
Scale	160.6000	261.5158	16.1714	40

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	4.0150	3.1500	4.5000	1.3500	1.4286	.0986

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ATT_1	156.4500	245.3132	.6105	.	.9073
ATT_2	156.3500	250.6605	.4559	.	.9093
ATT_3	156.4000	252.0421	.4069	.	.9098
ATT_4	156.2000	255.4316	.2289	.	.9117
ATT_5	156.4500	248.9974	.4256	.	.9095
BEH_1	156.7000	255.6947	.2310	.	.9116
BEH_2	156.2500	255.2500	.3854	.	.9103
BEH_3	156.4000	245.7263	.6315	.	.9072
BEH_4	156.2500	251.1447	.4666	.	.9092
BEH_5	156.1000	255.6737	.2820	.	.9110
SAT_1	156.6000	246.9895	.4439	.	.9093
SAT_2	156.4500	241.3132	.7149	.	.9058
SAT_3	157.1000	245.0421	.3864	.	.9108
SAT_4	157.0500	245.2079	.3824	.	.9109
SAT_5	156.4000	247.4105	.6222	.	.9076

COMM_1	156.4500	247.3132	.5823	.	.9079
COMM_2	157.2000	244.0632	.3831	.	.9112
COMM_3	156.3500	250.4500	.6181	.	.9083
COMM_4	156.5000	251.1053	.3585	.	.9103
COMM_5	156.6000	240.1474	.7755	.	.9051
ACH_1	157.0000	242.2105	.6294	.	.9068
ACH_2	156.9000	240.5158	.6234	.	.9067
ACH_3	156.8000	240.2737	.5127	.	.9086
ACH_4	156.7000	256.2211	.1852	.	.9122
ACH_5	156.6000	248.6737	.4872	.	.9088
PROD_1	157.4500	253.3132	.2298	.	.9124
PROD_2	157.0000	257.0526	.1004	.	.9145
PROD_3	157.2500	262.9342	-.0756	.	.9161
PROD_4	156.5000	246.8947	.5653	.	.9079
PROD_5	156.5500	247.5237	.4408	.	.9094
CUS_1	156.5000	252.5789	.4187	.	.9097
CUS_2	156.4000	252.1474	.4020	.	.9098
CUS_3	156.4000	247.0947	.4518	.	.9092
CUS_4	156.2000	250.5895	.4856	.	.9090
CUS_5	156.3500	247.5026	.5413	.	.9082
TEAM_1	156.5500	253.6289	.3023	.	.9109
TEAM_2	156.4000	250.6737	.5368	.	.9087
TEAM_3	156.5000	250.0526	.4350	.	.9094
TEAM_4	156.7000	243.1684	.7212	.	.9061
TEAM_5	156.4000	248.6737	.6419	.	.9078