



The Relationship Between Factors in the Job Characteristics Model and Work Outcomes: A Case Study of S.P.K. Industrial, Commercial Co., Ltd. Bangkok

By

Mr. Surakij Somprakij

**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
Bangkok Thailand**

November 2003

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ABSTRACT

This study purposed to examine the relationship between factors in the Job Characteristics Model and Work Outcomes of employees working in S.P.K. INDUSTRIAL, COMMERCIAL CO.,LTD., a family-owned business operating in Bangkok. The organization has experienced problems with adjustment of work systems and employee jobs after adopting the ISO 9002, last year. Job characteristics factors were set as the independent variable, and the work outcomes as the dependent variable. This research used a population census, in that it covered all 119 white-collar employees and blue-collar employees working in the company, except the owners.

This research study examined employee perceptions of each variable and tested correlations of fifteen hypotheses to answer the five research questions. All of the 119 questionnaires were distributed and collected for analyzing data for this research study. Overall, the findings showed that respondents' perception toward skill variety, task identity, task significance, autonomy, and feedback, which are the 5 characteristics of the JCM, fell in the "agree level". For the Work Outcomes perception of respondents toward attitude toward job, work satisfaction, and job commitment also fell in the "agree level". The findings showed that autonomy scored the lowest from all 5 factors of the JCM.

The study found seven moderate positive correlations between skill variety and attitude, task identity and attitude toward job, task identity and work satisfaction, task identity and job commitment, task significance and work satisfaction, task significance and job commitment, autonomy and attitude toward job. The correlation between skill variety and work satisfaction, skill variety and job commitment, task significance and attitude toward job, autonomy and work satisfaction, autonomy and

job commitment, feedback and attitude toward job, feedback and work satisfaction, and feedback and job commitment, fell in the moderately weak level. The study ended with suggestions for further research.



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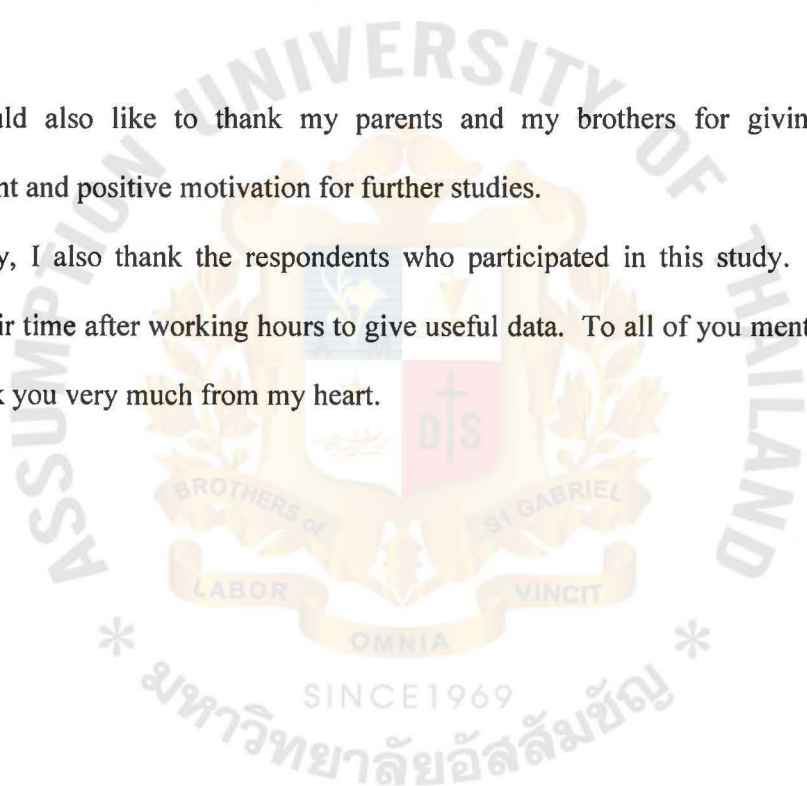


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CHAPTER I

GENERALITIES OF THE STUDY

1.1 Background of the study

In the global business of the world, there are many kinds of competition. Many organizations run smoothly by using strategic management and this helps them to attain success in their business. Each organization finds it necessary to increase effectiveness and efficiency of jobs. Some organization change their structures by re-engineering, others by laying off workers, decreasing wages and salaries of employees, or reducing working days. They find it necessary to decrease costs so as to win the battle against other competitors.

Money, feedback, and social recognition - each of these has a significant impact on task performance. However, when these three reinforcers are used in combination, they produce the strongest (synergistic) effect on task performance. (Luthans, 2003)

To attain competitive advantage, organizations today require a skilled work force, cutting edge technological proficiency, exemplary customer service, and higher quality products and services (O'Reilly & Pfeffer, 2000). Because these demands require high employee motivation and effort, the critical factor in gaining distinctive competencies in today's era of global hyper-competitiveness seems to be on the human side of organizations (Argyris, 1993; Pfeffer, 1998).

Organizations in Thailand faced with economic crisis in 1997. Some organizations have gone bust. Some could survive the crisis. Most organizations are now in the process of recovery and have started to recruit workers. These workers

have to improve and adjust their skills. They have to pass the requirements of the organization in terms of physical, mental, and professional skills.

The main premise of behavioral management is that employee behavior is a function of contingent consequences (Bandura, 1969; Komaki, Coombs, & Schepman, 1996; Pfeffer, 1995). Simply, behaviors that positively effect performance must be contingently reinforced.

As organization needs outcomes which come from the workers, the workers should have a positive attitude toward their job. However, fostering good attitudes can only come about if job designs are well-planned and offer motivation to the job doers. Effective job design includes skill variety, task identity, task significance, autonomy, and feedback. Job design can impact on job performance, and another outcomes positively and is the stepping stone toward improving the organization.

Besides job design, vertical job enrichment can support positive attitudes toward work by reinforcing motivational factors. Vertical job enrichment adds more authority, accountability, degree of difficulty and specialization to an individual's work. (Fourman 1997)

No company can survive in the long term without paying attention to the vital link between customer loyalty and employee satisfaction. Two factors were shown to be the strongest predictors of customer satisfaction. The first: employees' general satisfaction with their jobs and the second: employees' satisfaction with their work and life balance.(Hutcheson and Mcdonald,1999).

Successful companies are committed to helping employees develop to their full potential and to rewarding achievement. They believe that 'only through people can we achieve our goals'. They believe that a policy of continuous learning and improvement—throughout the whole of the workforce—is an increasingly vital

component of business success. Shared responsibility for training is encouraged, with employees being empowered to take responsibility for their own learning and personal development. (Elderkin, 1996).

The organization under study is S.P.K. INDUSTRIAL, COMMERCIAL CO.,LTD., which began operations in 1983, in Suangluang, Bangkok. The organization manufactures electrical hardware which is made from steel. There are four main departments in the organization, i.e., Sales and Purchasing department, Warehousing department, Production department, and Administration department.

This organization operates its business in Thailand, it is also deals with the agents of the government. It gets orders through a bidding process. This study covers employees working in all four departments. In this study, both white-collar and blue-collar are surveyed to examine the relationship between job characteristics and outcomes.

1.2 Objectives of the Study

The purpose of this study was to examine the perception of the respondents on the job characteristics and their relationship with personal and work outcomes.

Therefore, the main objectives of this study were as follows:

1. To identify the perceptions of the respondents toward the five dimensions of the job characteristics model.
2. To identify the perceptions of the respondents toward their work outcomes.
3. To examine relationship between each job characteristic and respondents' attitude toward the job

4. To examine relationship between each job characteristic and respondents' work satisfaction.
5. Finally, to examine relationship between each job characteristic and respondents' commitment to their jobs.

1.3 Research Questions

To meet the research objectives, five research questions were formulated as follows:

1. What are the perceptions of respondents toward their jobs, using the factors based on the Job Characteristic Model?
2. What are the perceptions of respondents toward their work outcomes?
3. What is the relationship between each job characteristic factor and respondents' attitude toward the job?
4. What is the relationship between each job characteristic factor and respondents' work satisfaction?
5. What is the relationship between each job characteristic factor and respondents' commitment to the job?

1.4 Statement of the Problem

This study proposed to examine the relationship between job characteristic factors and outcomes of employees in S.P.K Industrial Co. Ltd., which is a family-owned business in Thailand. The customers are mostly government officials and the company obtains government contracts through a bidding system. The company had to change its business system as per ISO 9000 requirements since 2001. This system has changed the design of many jobs and created more efficient working processes.

Nonetheless, because of the ISO requirements, every stage of work is determined by the procedure and work requirements. Because customer satisfaction is the most important factor, the organization has to find the cause of each problem that impacts quality and stop defects from occurring repeatedly. The ISO system has been in place for the past two years and during this time, no survey has been conducted to study the impact of the changes in job design on employee work outcomes. To ensure a smooth working relationship and high employee morale, feedback is necessary and this study has been conducted for this purpose.

The researcher has proposed to address the following specific questions in the study:

1. What are the perception of the respondents toward their jobs, using the job characteristics factors of:
 - Skill variety
 - Task identity
 - Task significance
 - Autonomy
 - Feedback
2. What are the perceptions of the respondents toward their work outcomes in regard to:
 - Attitude toward job
 - Work satisfaction
 - Job commitment
3. What is the relationship between each job characteristic and respondents' attitude toward the job?
4. What is the relationship between each job characteristic and respondents' work satisfaction?

5. What is the relationship between each job characteristic and respondents' commitment to the job?

1.5 Research Hypotheses

Based on the conceptual framework, the hypotheses for the current study were stated as follows:

H_{a1}: There is a significant relationship between skill variety and attitude toward job.

H_{a2}: There is a significant relationship between skill variety and work satisfaction.

H_{a3}: There is a significant relationship between skill variety and job commitment.

H_{a4}: There is a significant relationship between task identity and attitude toward job.

H_{a5}: There is a significant relationship between task identity and work satisfaction.

H_{a6}: There is a significant relationship between task identity and job commitment.

H_{a7}: There is a significant relationship between task significance and attitude toward job.

H_{a8}: There is a significant relationship between task significance and work satisfaction.

H_{a9}: There is a significant relationship between task significance and job commitment.

Ha10: There is a significant relationship between autonomy and attitude toward job.

Ha11: There is a significant relationship between autonomy and work satisfaction.

Ha12: There is a significant relationship between autonomy and job commitment.

Ha13: There is a significant relationship between feedback and attitude toward job

Ha14: There is a significant relationship between feedback and work satisfaction

Ha15: There is a significant relationship between feedback and job commitment

1.6 Significance of the study

As mentioned above, the organization operates under the ISO 9000 system. Using this system, it is necessary for the company to maintain documents about each aspect of the work. Documentation on work performance and outcomes is also an essential requirement for maintaining ISO status. The findings of the study will help to provide information on whether the changes have been beneficial in terms of outcomes which include important facets such as attitude, satisfaction, and commitment. By studying the direct effects of job characteristics or job design on organization's outcomes, the findings might be beneficial not only for the company under study, but also other industries of Thailand which are manufacturers. The findings will also add to the body of literature on family-owned business management

in Thailand and help those companies seeking ISO status to design their work processes more effectively.

1.7 Scope of the Study

This research will cover all employees both white-collar and blue-collar workers of the S.P.K.INDUSTRIAL, COMMERCIAL CO.,LTD. in Bangkok. The main theoretical model used in the study is the Job Characteristics Model by Hackman and Oldman (1980). The major independent variable of this research is job characteristics composing five core factors such as skill variety, task identity, task significance, autonomy, and feedback. And the main dependent variable of this research is outcomes of employees' performance measured by factors such as attitude toward job, work satisfaction, and job commitment.

The targeted respondents were all 119 employees who work in S.P.K.INDUSTRIAL, COMMERCIAL CO.,LTD. in Bangkok. These employees are white-collar workers, both managers and supervisors, and blue-collar workers who work in the four main departments of the company. The population covers Sales and Purchasing department, Warehousing department, Production department, and Administration department.

1.8 Limitations of the Study

There are some limitations of this study that can be identified as follows:

1. This study was limited to only one family-owned business which deals with agents of the government.
2. This study is conducted only on the employees who work in S.P.K. Industrial Company Ltd in Thailand.

3. The steel business does not employ workers with high level of education; hence respondents of this business may not have fully understood some questions.

1.9 Definition of Terms

To clarify some technical terms that are applied in this research, the researcher has provided the following definitions:

Job Characteristics Model	It refers to five job characteristics, which are skill variety, task identity, task significance, autonomy and feedback, and their relationship to personal work outcomes (Hackman and Oldham, 1975).
Skill variety	It refers to the degree to which the job requires a variety of different activities (Robbins,1998).
Task identity	It refers to the degree to which the job requires completion of a whole and identifiable piece of work (Robbins,1998).
Task significance	It refers to the degree to which the job has a substantial impact on the lives or work of other people (Robbins,1998).
Autonomy	It refers to the degree to which the job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out (Robbins,1998).
Feedback	It refers to the degree to which carrying out the work activities required by a job results in the individual

	obtaining direct and clear information about the effectiveness of his or her performance (Robbins, 1998).
Job enrichment	It refers to the vertical expansion of jobs (Greve, 1998).
Job design	It refers to the structuring of job elements, duties, and tasks to achieve job performance and optimal employee satisfaction (Schermerhorn et al., 2000).
Work outcomes	It refers to positive or negative emotional reactions to a job are strongly influenced by specific characteristics of the job (Griffeth & Hom, 1995).
Attitude toward job	It refers to the positive or negative feeling that employees hold toward their jobs (Schiffman and Kanuk, 2000).
Job commitment	It refers to the state of being bound emotionally or intellectually to a course of action or to another person or persons (Miffin, 2000).
Work satisfaction	It refers to the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands on the jobs (Zimmerman, 2001).
Absenteeism	It refers to employees are absent from work (Robbins, 1998).
White-collar employees	It refers to people who work in a "white shirt" office environment; generally people who work in offices (Trautmann, 2003).

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Blue-collar employees

It refers to employees, people who work in a shop,
factory or construction job (Trautmann, 2003).



CHAPTER II

REVIEW OF RELATED LITERATURE

Although, many researchers have studied the factors that impact job design, there are only a few studies in Thailand that explore *the linkage of the Job Characteristics Model with Work Outcomes*. Therefore, this study defines work outcomes as the dependent variable, and the five core job characteristics, elements of JCM, are displayed as the independent variables.

There are four parts in this chapter. The first section deals with the literature on motivation. This is followed by theories related to attitude. The third section deals with the concepts of work satisfaction and the last section covers the Job Characteristics Model.

Motivation theories

Robbins (1998) refers to motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. Need is one element of the motivation.

2.1 Definition and Features of Motivations

Hellriegel, Slocum, & Woodman (1998) stressed the importance of motivation as a determinant of effective performance. Employee personality traits are one of the factors that influence motivation. The manager's job performances are influenced by the individual differences. As for personal characteristics, they vary from person to person, hence employees may respond in vastly different ways to their jobs and their firm's practices.

2.2 Approaches to Motivation. Hellriegel, Slocum, and Woodman (1998) explain that individuals behave in certain ways to satisfy their needs and performance. The

two major classes of motivation are composed of content and process. *Content* models focused on the factors within the person that drive, sustain, or stop behavior. On the contrary, the *Process* approach emphasizes on how and why people choose certain behavior in order to meet their personal goals. These theories attempt to describe and analyze how the personal factors (content theories) interact and influence each other to produce certain kinds of behavior.

2.3 Intrinsic and Extrinsic Motivators.

The interaction between intrinsic and extrinsic rewards and motivation is not entirely clear. People can be induced to work because they enjoy the work itself and the work environment. Extrinsic rewards can influence people to try new, or difficult, or even dangerous jobs. A number of studies, however, suggest that extrinsic rewards can undermine a person's intrinsic motivation (Jordan, 1986).

By inducing an individual to engage in a particular task for monetary reasons, a manager may weaken that person's intrinsic interest in the task. The internal feeling of accomplishment and achievement may be reduced when the task is done primarily for the external reward offered by the manager. Moreover, some research suggests that adding extrinsic rewards to an already intrinsically rewarding job does not necessarily increase an individual's motivation, performance, or satisfaction. In fact, extrinsic outcomes (such as a sense of economic security or a financial stake in the success of the firm) integrate with intrinsic outcomes (such as greater control, recognition, and a sense of appreciation for one's contributions) are suggested to be important components of effective organizational productivity improvement program (Hamerstone, 1987).

Dubrin (1997) argues that intrinsic and extrinsic motivations have two parallels in the workplace. The concept of empowerment is associated with intrinsic motivation. The changes in compensation system generally referred to as new pay systems, correspond to the use of extrinsic reinforcement. In reality, these two ideas of employee empowerment and revised pay systems combine both intrinsic and extrinsic rewards. Intrinsic motivators can come in many varieties and forms.

Today, people appear to be interested in the quality of work life, not just the amount of pay or other compensation. Intrinsic motivators include quite a list. First among them is probably the sense of achievement and accomplishment that doing a job well can bring. The kinds of recognition can be both formal and informal. If fully internalized, recognition can come from judgments and evaluations the employee makes about his or her own work. The sense of mastering new skills and increasing the range of competence also is an intrinsic motivator. Mastery over skills prepares the individual for more challenges and presumably, for greater satisfaction from continuing to grow and meet those challenges.

2.4 Theories Related to Motivation

Hierarchy of Needs : Maslow (1943) suggests that people have a complex set of exceptionally strong needs. which can be arranged in a hierarchy (hierarchy of needs). The hierarchy holds basic assumptions as follows:

- Once a need has been satisfied, its motivational role decreases in importance. However, as one need is satisfied, another need gradually emerges to take its place, so people are always striving to satisfy some need.

- The needs network for most people is very complex, with several needs affecting behavior at any one time. Clearly, when someone faces an emergency, such as desperate thirst, that need dominates until it is gratified.
- Lower level needs must be satisfied, in general, before higher level needs are activated sufficiently to drive behavior.
- There are more ways of satisfying higher level than lower level needs.

Maslow proposes five classes of human needs, which are hierarchically ordered:

Physiological — the need for food, drink, warmth etc., (survival factors);

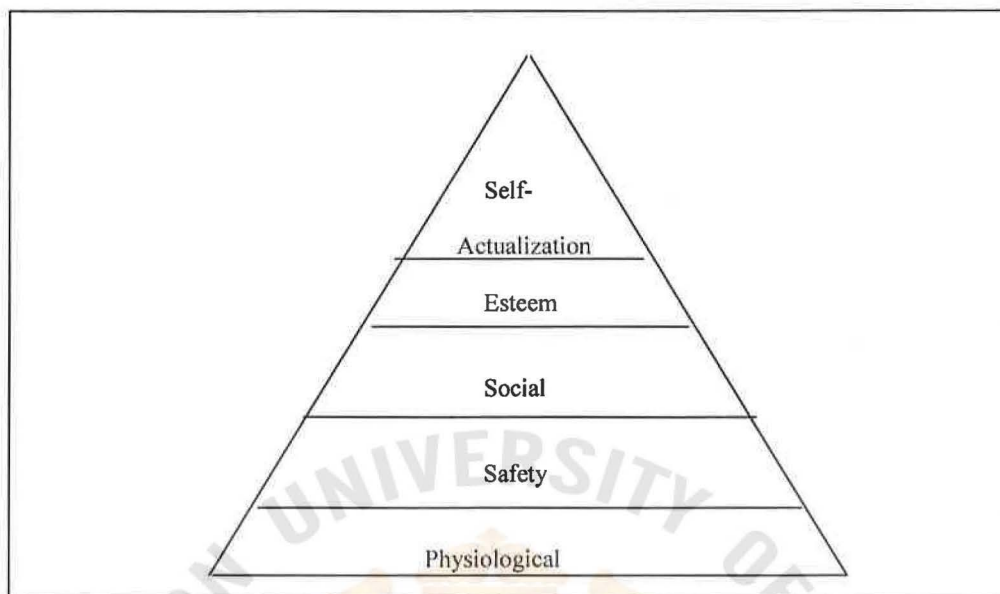
Safety — the need for physical and psychological safety in other words, a predictable and non —threatening environment:

Social — the need to feel a sense of attachment to another person or group;

Self—esteem — the need to feel valued and respected by the self and significant other people; and

Self-Actualization — the need to fulfill one's potential, develop one's capacities and express them.

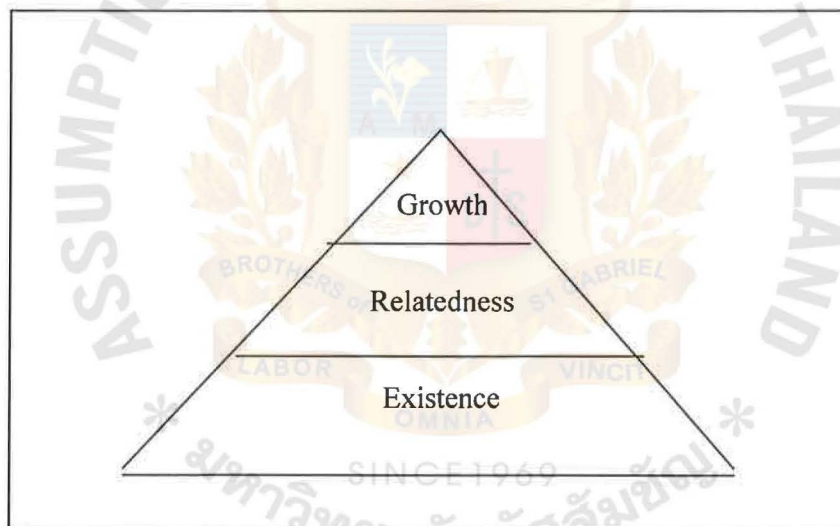
Figure 2.1: Maslow's Hierarchy of Needs



Source: Maslow, A.H. (1943) "Hierarchy of Needs" (excerpted from pages 156)
copyright by Prentice-Hall, Inc.

Theory of Alderfer (1972). Alderfer (1972) modifies Maslow's theory of motivation and propose a model reducing the need categories to three: existence or basic survival needs; relatedness, involving social interaction and respect or recognition from others; growth, involving self fulfillment, autonomy and success. Several studies support the three categories of need identified by Alderfer, and some research indicates that individuals move among the three needs levels. Also the research suggests growth needs increase in importance when they are satisfied. Intuitively, managers can easily grasp the ideas for existence, relatedness, and growth needs as they attempt to understand employee motivation.

Figure 2.2: Alderfer's Erg Theory



Source: Alderfer, C. (1969) "An Empirical Test of a New Theory of Human Needs" *Organizational Behavior and Human Performance*, May, pp. 142-75.

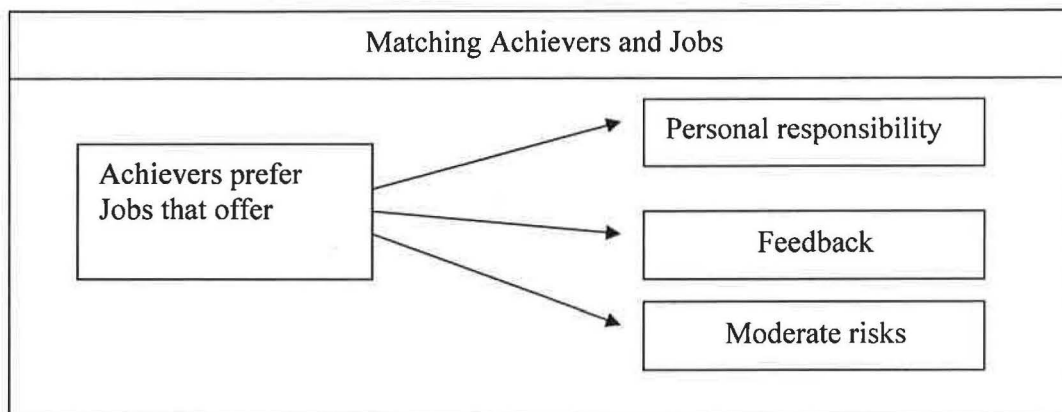
Theory of McClelland (1971). McClelland (1971) proposes a learned needs model of motivation that he believed to be rooted in culture. He argues everyone has three particularly important needs: for achievement, affiliation, and power. Individuals who possess a strong power motive take action that affects the behaviors of others and has a strong emotional appeal. These individuals are concerned with providing status rewards to their followers.

Individuals who have a strong affiliation motive tend to establish, maintain, and restore close personal relationships with others. Individuals who have a strong achievement motive compete against some standard of excellence or unique contribution against which they judge their behaviors and achievement.

According to his model, motives are “stored” in the preconscious mind just below the level of full awareness. They lie between the conscious and the unconscious, the area of daydreams, where people talk to themselves without quite being aware of it. A basic premise of the model is that the pattern of these daydreams can be tested and that people can be taught to change their motivation by changing these daydreams.



Figure 2.3 : McClelland's Matching Achievers and Jobs



Source: McClelland (1962), "Business, Drive and National Achievement" (excerpted from pages 163) copyright by Prentice-Hall, Inc.

Theory of Herzberg (1959). In the original study (Herzberg, 1959), 200 US engineers and accountants were asked to describe times when they felt either particularly dissatisfied with their jobs. Analysis for these accounts reveal a pattern suggesting the different sets of factors are involved in being satisfied or being dissatisfied. In short, it is concluded that there are two types of factor: motivators or satisfiers, which, when present, result in motivation or satisfaction with the job; and hygiene factors or dissatisfiers, which are a source of dissatisfaction. The motivator is achievement, recognition, the work itself, responsibility, and advancement and personality growth. This is all intrinsic to the job. The hygiene factors are company policy and administration, supervision, interpersonal, money, status and security. These are all extrinsic to the job. Motivation have little or no impact on dissatisfaction; hygiene factors have little or no effect on feeling motivated or satisfied. Two separate factors are argued to influence motivation to work and satisfaction with it.

All of the above theories emphasize the basic motivational concepts of needs, achievement motivation, and hygiene motivators. Maslow's hierarchy of needs serves as the basis for the ERG theory. Therefore, there are some important similarities between the two: self-actualization and esteem needs make up growth needs; social needs are similar to relatedness needs; and safety and physiological needs are building blocks of existence needs in ERG theory. A major difference between these two theories, however, is that Maslow's offers a static needs hierarchy whose pinnacle is fulfillment, whereas the ERG theory presents a flexible, three-needs system.

Herzberg's two-factor theory is drawn on both of the needs theories. That is, if hygiene factors are present, relatedness and existence needs (ERG theory) are not likely to be frustrated. Motivator factors focus on the job itself and the opportunity for people to satisfy their own higher-order or growth needs (ERG theory). Need achievement theory does not recognize lower-order needs; the need for affiliation can be satisfied if a person meets hygiene factors on the job; if the job itself is challenging and provides an opportunity for a person to make meaningful decisions it is motivating. These conditions go a long way toward satisfying the need for achievement.

Based on the above-mentioned literature on motivation theory, Maslow assumes that people have five types of needs: physiological, security, affiliation, esteem, and self-actualization. When a need is satisfied, it no longer motivates a person. Alderfer agrees with Maslow that needs motivate people but claims that people have only three types of needs: existence, relatedness, and growth (Robbins, 1998). If a person's growth need can't be satisfied, the person focuses on satisfying

relatedness needs. McClelland believes that people have three learned needs (achievement, affiliation, and power) that are rooted in the culture of a society. The role of achievement need and indicated the characteristics associated with high achievers. The final content model discussed was Herzberg's. He claims that two types of factors affect a person's motivation: motivators and hygiene. Motivators, such as job challenge, lead to job satisfaction but not to job dissatisfaction. Hygiene factors, such as working conditions, prevent job dissatisfaction but can't lead to job satisfaction.

Therefore, these motivation models have some common similarity, which can be matched into the content models as depicted in Figure 2.4.

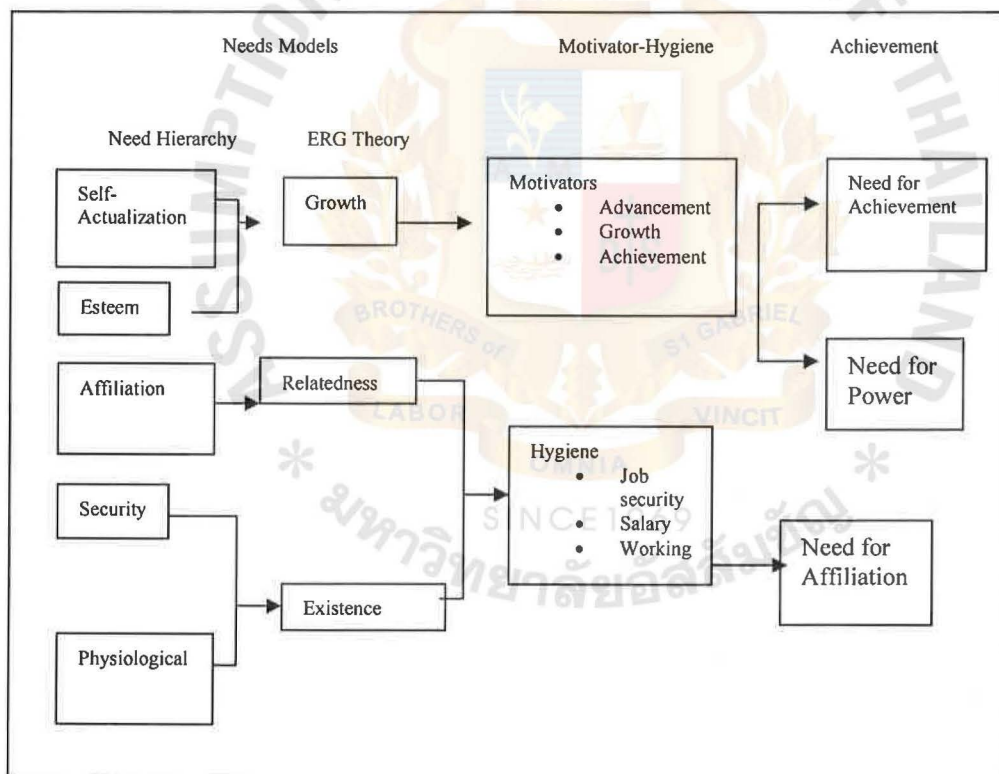
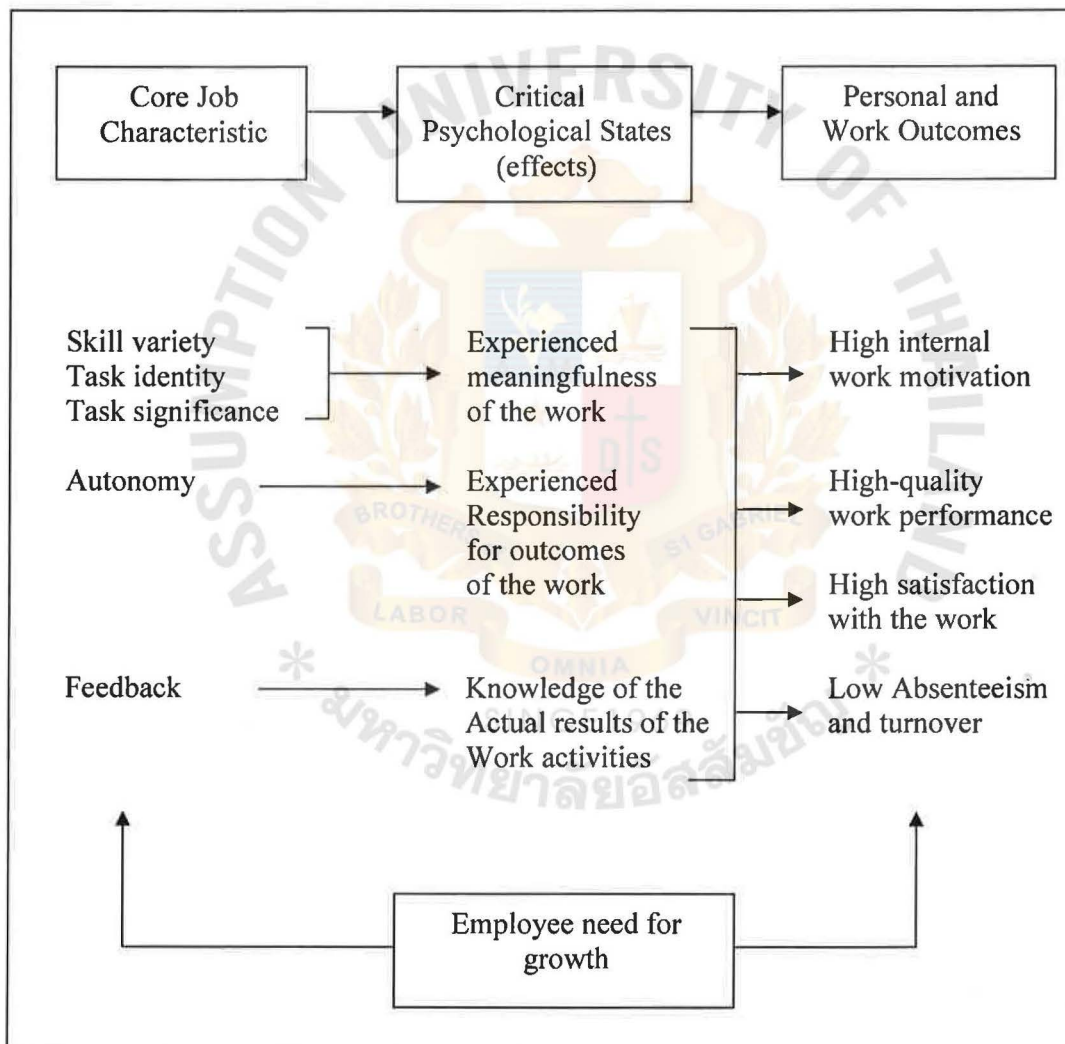


Figure 2.4 Matching Content Models
(Hellriegel, Slocum, and Woodman (1998), Organizational Behavior, 8th Edition,

2.5 The Job Characteristics Model

In this study, the Job characteristics Model is used as the independent variable for measuring the levels of Job Satisfaction. Hackman and Oldham (1980) created a job characteristics model in order to narrate the importance of five core job dimensions to any job. Figure 2.5 shows the Job Characteristics Model. The core job characteristics can be explained as follows:

Figure 2.5: The Job Characteristics Model by Hackman & Oldman (1980)



Source: J.R. Hackman, G.R. Oldham (1980) Work Design, pp. 78-80, Addison Wesley Publishing Co., Inc.

- **Skill variety:** The degree to which a variety of different activities are required for job, including a number of different skills and talents used by an employee.
- **Task identity:** The degree to which the completion of a whole and identifiable piece of work that are started and ended by an employee, is required for a job.
- **Task significance:** The degree to which the job is important and it influences others' jobs or lives within the organization or society.
- **Autonomy:** The degree to which substantial freedom, independence, and discretion are provided for an employee in setting plans of work and evaluating the outcome of used procedures created by oneself.
- **Feedback:** The degree to which carrying the work activities express employee the direct and clear information involving how his/her performance is effective.

Hackman and Oldman (1980) suggested to those who want to apply this model in a real work situation that the five core job characteristics should individually be determined with the current status. Thus, these job characteristics will systematically be driven upon the level of improving job and increasing the motivational potential. The Job Diagnostic Survey (JDS) created by Hackman and Oldham was brought to use as a tool for estimating the score of each job characteristic. These scores are combined into a single predictive index indicating the motivation potential in a job called a Motivating Potential Score (MPS), See Figure 2.6.

Figure 2.6 Computing a Motivating Potential Score

$$\text{Motivating Potential Score (MPS)} = \left[\frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3} \right] \times \text{Autonomy} \times \text{Feedback}$$

Source: Hackman and Oldham (1975), "Development of the Job Diagnostic Survey," *Journal of Applied Psychology*, Vol, 60, pp. 159-170.

From the job characteristic models, when these core characteristics are combined, and if the MPS for a job is high, it can be predicted that three critical psychological states for the individual will be also high. Those three critical psychological states are the experienced meaningful of the work, experienced responsibility for outcomes of the work, and knowledge of actual results of the work.

The experienced meaningfulness of the work can be created by skill variety, task identity, and task significance. The job requiring these characteristics will make the employee who is performing feel that his/her work is important, valuable, and worthwhile. An employee who is assigned the autonomy will be aware of the personal responsibilities for the result of work. And the employee will learn about the effectiveness of his/her performance, and the job providing the feedback. The more positive psychological states are presented, the more positive are work outcomes of employee's motivation, performance, and satisfaction. In contrast, the lower states represent the individual's absenteeism, and likelihood of leaving the organization.

Individuals are influenced by different moderators, so, the person is not controlled by the five core job characteristics in the same way. The outcome of a job will be poor, if a job does not suitably match with the individual needs and talents even though the job is designed with these five characteristics. The growth-need

strength is the moderator that expresses a person's requirement for the opportunity for self-direction, learning, and achievement. This moderator is similar to self-actualization and esteem needs of Maslow, and growth needs of Alderfer. A person who has high growth-need strength will respond to the enriched job positively, but will worry about work, when the growth-need strength is low.

The knowledge and skill moderators can create a good feeling and performance among people who have suitable qualification for the enriched job. The one who does not have proper ability for an enriched job would experience problems on the job. The last moderator is context satisfaction. This moderator is defined in terms of work setting such as salary level, quality of supervision, relationship with co-workers, and working conditions.

There are a number of studies that show the MPS would be a better work predictor when all variables are added in the MPS rather than adding only some and multiplying by others. There are additional current evidences that propose with relative confidence that:

- 1) People who work on jobs with high-core job dimensions are generally more motivated, satisfied, and productive than are those who do not.
- 2) Job dimensions operate through the psychological states in influencing personal and work outcome variables rather than influencing them directly (Robbins, 1999).

Moreover, there is considerable research has been done on the job characteristics approach in a variety of work settings, including banks, dentist offices, corrections departments, telephone companies, and manufacturing firms, as well as in government agencies. On the average, job characteristics closely affect satisfaction more than performance. Positive job characteristics impact performance for high-growth strength more than individual's low-growth strength, and job satisfaction is

also impacted in the same way. It is also clear that job enrichment can fail when job requirements are increased beyond the level of individual capabilities or interests (Schermerhorn, Hunt, and Osborn, 2000).

2.6 Skill flexibility

Armistead (1999) refers to the effect of skill flexibility on work attitudes and performance and into managerial attitudes toward skill flexibility. Skill flexibility is one of labor's responses to rapid changes in work demands. Labor skill flexibility is one of the sources of strength of modern organizations, enabling them to cope with environmental changes. Skill flexibility is the possession of various skills (multi-skilling, polyvalence, functional flexibility, craft flexibility, and skills extension). The assumption behind the presumed link between skill possession and flexibility is that multi-skilled employees can respond more easily than unskilled employees to changing conditions at work, utilizing various skills at different times as needed. Skill flexibility is often conceived as the antithesis of skill specialization. Traditional principles of scientific management, emphasizing work simplification, fragmentation, and division of labor have led to uni-skilling and enhanced the ability to substitute one worker for another.

It is widely agreed that organizations need to employ multi-skilled workers to better cope with environmental changes that entail fluctuations in work demands. Labor flexibility is an integral part of the overall efforts of organizations to become more flexible.

He found that work design and redesign include skill flexibility as a major component of work. In Herzberg's motivational theory (1959), one of the earliest and most fundamental theories in this field, it is the motivational factors of work such as

responsibility, advancement, and personal development that lead to job satisfaction. These factors imply the implementation of additional skills, such as administrative or leadership skills, together with those needed to perform the job itself. This vertical integration of skills, which has been labeled job enrichment, is associated with job satisfaction. Skill variety creates meaningfulness in work.

To achieve or augment skill variety, management needs to redesign the job by implementing concepts such as combining tasks and establishing client relationships. Skill flexibility in directly or indirectly in its various forms is associated with improved employees' work attitude and performance. That is, organizations should consider realignment of Human Resource Management practices in areas such as selection, training, and compensation, in order to support employee's skill flexibility.

2.7 Feedback

Greve(1998) found that risky organizational changes are taken when motivation, opportunity, and capabilities are present. It may be surprising to find such clear evidence of responsiveness to performance feedback as his study provided.. He argued that internal performance measures may lead to less response to performance feedback overall. Result in low change activity overall and to performance having little power to predict the probability of change. Instead, the internal politics of the top leaders of the firm may become more important in themselves and as a moderator of the effect of performance. Effects of performance feedback may be moderated by the internal politics of the organization, especially if the performance measure is constructed internally. Organizational change is easier in the parts of the organization close to the perceived problem (Cyert and March, 1963), so inertia may result when a problem has no well-defined organizational location. This further limits the

generalizability of the results: the effect of performance feedback is likely weaker when the correspondence between the performance measure and specific organizational changes is ambiguous. The importance of this limitation is well illustrated by the fact that the lower responsiveness of complex organizations is given as one reason why the simplified, de-conglomerated corporation is becoming a highly legitimate organizational form (Davis, Diekmann, and Tinsley, 1994).

Inertia is not the only puzzle in the study of the effect of performance feedback on organizational change. It was also not expected that some organizations would make changes even when performing highly, though such changes were likely to reduce performance. It seems to be no reason for the probability of change not to drop to zero when the organization is performing highly. The most important argument made here is that risk taking is guided by the performance relative to the goal currently active in the organization.

Kameda and Davis, (1990); Tindale, Sheffey, and Scott, (1993) argued that the problems start with the recognition that when organizational change is considered as a response to performance feedback, the members of the group deciding may have different aspiration levels.

Schurr (1987) stated that historical aspiration levels differ because members' individual histories are not equal to the organizations; their job experiences outside the organization are likely to affect their aspiration levels. Social aspiration levels differ because different functional backgrounds are likely to give different reference groups.

2.8 Attitude

2.8.1 Theories and Studies Related to Employees' Attitudes. Attitude can be defined as readiness to respond to a psychological object with some degree of favorableness. The evaluative reaction of favor or disfavor can range from extremely negative to extremely positive, through the neutral point, on a dimension such as: "good /bad", "pleasant/ unpleasant", or "favor/ opposed" (UMASS, 2002).

Attitudes have played a key role in social psychology because of the presumed connection between people's perception of their world and their behavior in it. Managers also consider attitudes important (Champoux, 2000).

A person with strong attitude toward an object, issue, idea, or another person will usually behave in accord with that attitude. If a person has positive beliefs about an object, the person forms a positive attitude toward it. If the person believes the object has negative attributes, the emerging attitude will be negative.

An attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein and Ajzen, 1975). The object of an attitude can be anything in a person's environment, including physical objects, issues, ideas, events, and people. For example, when you say that you like or dislike someone or something, you are expressing an attitude.

Attitude is linked with many other aspects of behavior. They have traditionally been considered to be a relatively stable disposition to behave in particular ways towards objects, institutions, situations, ideas or other people. They are also usually considered to develop as a result of experience. In other words they influence an individual's respond to something or someone. All people have attitudes

towards things-school, university, parents, work, politics, sport, religion and other people (Martin, 2002).

Robbins(1998) defined attitude as evaluative statements or judgments—either favorable or unfavorable—concerning objects, people, or events. They reflect how one feels about something.

Attitude is an important factor in the development of perceptual readiness, that is, it represents a readiness to respond to events according to defined courses of action (Cattell and Baggailey).

It has been argued that, where individuals are required to change their behavior in such a way that it clashes with their attitudes and gives rise to dissonance, an attitude change will only occur if the people concerned believe, rightly or wrongly, that they have a choice as to whether to adopt the new behavior or not. If, on the other hand, they feel that they are being compelled against their will to change their behavior, this can lead to high levels of dissonance and perhaps open defiance. It is very unlikely to create a positive attitude towards the proposed changes (Jones, 1990; Robbins, 1986; Fazio, Zanna, and Copper, 1977).

Attitudes are an integral part of the world of work. Managers speak of workers who have “bad attitudes” and conduct “attitude adjustment” talks with employees. Often, poor performance attributed to bad attitudes really stems from lack of motivation, minimal feedback, lack of trust in management, or other problems. So it is important to understand the antecedents to attitudes as well as their consequences, the different components of attitudes, the major attitudes that affect work behavior (Nelson and Quick, 1997).

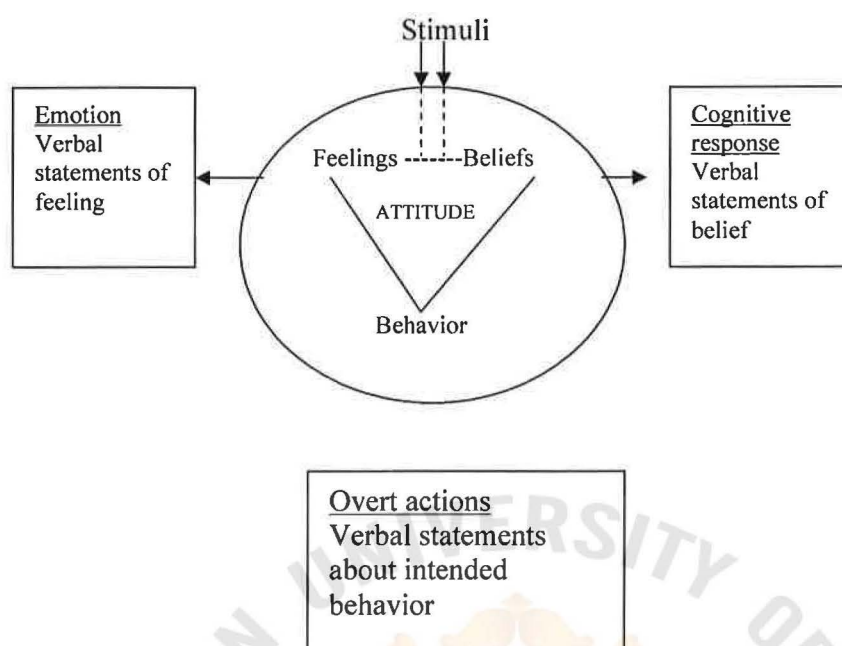
2.8.2 Components of attitudes. Schiffman and Kanuk (2000) pointed out that it is useful to consider attitudes as having three components. First, cognitive component

consists of a person's cognition. A person's cognition is knowledge and perceptions that are acquired by a combination of direct experience with the attitude object and related information from various sources. This knowledge and resulting perceptions are commonly taken in the form of beliefs. The person believes that the attitude object possesses various attributes and that specific behavior will lead to specific outcomes.

Second, affective component is a person's emotions or feelings about a particular product or brand. The emotions and feelings are frequently treated by researchers as primarily evaluative in nature; that is, they capture an individual's direct or global assessment of the attitude-object (or the extent to which to individual rates the attitude-object as favorable or unfavorable, good or bad).

Third, behavioral is concerned with the likelihood or tendency that an individual will undertake a specific action or behave in a particular way with regard to the attitude object. According to some interpretations, the cognitive component may include the actual behavior itself.

It is generally accepted that attitudes are composed of affective (feelings), cognitive (beliefs), and behavioral (actual actions) components as graphically shown in Figure 2.7.

Figure 2.7 Components of Attitudes

Source: Spooncer, F. (1992) Behavioural Studies for Marketing and Business Leckhampton, Stanley Thornes, UK (Publishers) Ltd.

Fishbein and Ajzen (1975) emphasized attitudes as accompanied by antecedents and results. The beliefs and values antecedents form the cognitive component of an attitude the beliefs, opinions, knowledge, or information a person possesses. Beliefs represent ideas about someone or something and the conclusions people draw about them.

The affective component of an attitude is a specific feeling regarding the personal impact of the antecedents. That is the actual attitude itself. The behavioral component is an intention to behave in a certain way based on specific feelings or attitudes. This intended behavior is a result of an attitude and is a predisposition to act in a specific way.

In Piderit's research (2000), she also examines the response of employees to organizational change along with cognitive, emotional, and intentional dimensions,

which have same idea with cognitive, affective, and behavioral, respectively. The cognitive dimension might range from strong positive beliefs (i.e., “this change is essential for organization to succeed”) to strong negative beliefs (i.e., “this change could ruin the company”). And employee’s response along the emotional dimension might range from strong positive emotions (such as excitement or happiness) to strong negative emotions (such as anger or fear). An employee’s response along the intentional dimension might range from positive intentions to support the change to negative intentions to oppose it.

2.8.3 Work Attitudes. Based on the findings of Hofstede (1980) and Schein (1985), culture is manifested at different levels: visible or tangible level such as norms and behavior; and invisible or intangible level such as basic assumptions, feelings, beliefs, values and attitudes. Work attitudes are, therefore, the invisible aspect of corporate culture.

Work attitudes are defined as feelings, beliefs, values and behavioral tendencies towards various aspects of the job, the setting in which the work is conducted, and/or the people involved. They are evaluative statements, either favorable or unfavorable.

2.8.3.1 Theories/Studies related to work attitudes. Two major influences of attitudes are direct experience and social learning. Research has shown that attitudes that are derived from direct experience are stronger, are held more confidently, and are more resistant to change than are attitudes formed through indirect experience.

Some studies suggest that attitudes and behavior are closely linked. Tietjen and Myers (1998), indicate that attitudes serve as the bottom line in specifying behavior. However, they do not act alone. The values or worldview which an

employee carries into the job form the foundation by which Attitudes and values are, therefore, significant to the actions. However, whereas the values are much more subjective and have individual's life, attitudes can be influenced much more easily.

Tietjen and Myers (1998) also pointed out that the intrinsic feelings that produce positive attitudes enhance and sustain work performance. Negative attitudes such as lack of trust in management, dissatisfaction with pay often resulting in poor performance. His findings are consistent to Harris's study (1996) that human performance is dependent on their work attitudes.

Attitudes have been described as capable of change through learning important in bringing about change in individual behavior. Any attempt to organizational change must therefore take account of attitudes (Stewart, 1996)

Two important work attitudes that are mostly studied and researched according to Schermerhorn (1996) and Robbins (1996) are job satisfaction and organization commitment because they, directly or indirectly, affect work behavior which consequently affect work performance.

Conley and Levinson (1993) stated that job redesign affected job satisfaction, especially among veteran teachers. They also found that adding no teaching roles, such as mentor roles or curriculum development, helped to better utilize teachers' skills.

Armistead (1999) found that within functional flexibility, a differential analysis of work performance ratings by disciplines revealed that multi-disciplinary flexible employees received significantly higher evaluations than uni-disciplinary flexible and non-flexible ones on both the general work performance scale and the professionalism sub scale. Organizational commitment and powerlessness could be expected to contribute to a flexibility-focused model. Powerlessness and organizational commitment contributed to the explanation of the three dependent

variables such as intention to quit, burnout, and work performance. In the case of two attitudinal variables no effect was detected when role and functional flexibility entered the model. But powerlessness appeared effect in intention to quit and in burnout.

Lee-Ross, Darren (1995) stated that the design of individual work impacts job attitudes. The Job Characteristics Model (JCM) recognizes the potential effect of both job and employee characteristics on workers' attitudes. It can be modified to include variables which are deemed important for study, thus improving its accuracy. Hotel work appears to be characterized by low job security and low pay, but factors, including unsocial hours, shift work and limited opportunities for promotion. It took account of all of these aspects of the hotel work itself and also considered the differences in personality and background between individual workers.

Job attitudes may depend on social aspects as well as job characteristics. Hotel worker culture' or 'occupational community' among hotel workers may be important in determining their work attitudes and behavior. This may have a great effect on hotel workers as many hotels provide worker accommodation. The JCM focuses on the interaction between three classes of variables: psychological states of employees that must exist for internally motivated work behavior to develop ('critical psychological states', CPSs), characteristics of jobs that can create these psychological states ('core job dimensions', CJDs), and those attributes of individuals that determine how positively a person will respond to a complex and challenging job irrespective of their psychological state (employee 'growth need strength', GNS). Experienced meaningfulness' of the work is enhanced primarily by 'skill variety', 'task identity' and 'task significance'. 'Experienced responsibility' for work outcomes is linked to the presence of 'autonomy' in a job, and 'knowledge of results' is increased

when a job elicits a high level of feedback. According to the JCM, positive 'personal and work outcomes' are the result of all three psychological states being engendered in the job incumbent, due to a job containing 'core job dimensions'. It focuses on the actual work which people perform in organizations. The concept of 'internal work motivation' assumes that the more effort expended by workers on their jobs, the more motivated they will become, creating a self-perpetuating cycle of motivation. Model specified outcomes are 'growth satisfaction', and 'general satisfaction'.

When a job is high in motivating potential, jobholders have enriched opportunities for personal learning and growth at work, and they tend to report that they find those opportunities personally satisfying. Employees on enriched jobs also express relatively high general satisfaction. Robbins (1998) linked between the objective job characteristics and the psychological states, and again between the psychological states and internal motivation. The first link specifies that people with high growth need strength will experience the psychological states more strongly than their low GNS counterparts. The second link means that individuals with high GNS will respond more positively to the psychological states, when they are present, than will low GNS individuals. Individuals' job motivation therefore depends on their desire to 'achieve and grow'. prioritize surrogate family(2) and social relationships within the workplace or socialising with work-based friends during off-duty periods; the other (primarily live-out) may prioritise family and social relationships outside the workplace, undertaking work duties which do not impinge on family commitments. The above should therefore be incorporated into the JCM as new moderators of employee work attitudes, linking with the JCM similarly to GNS.

2.9 Work satisfaction.

Two psychological perspectives on employees' motivational and affective reactions to job content have dominated the job design literature. The first of these, 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). A second influential theoretical framework is Karasek's demands-constraints (or demand-control) model (Karasek, 1978; Karasek & Theorell, 1990). This framework also identifies 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. the relationship between job design and outcomes (Wall, Corbett, Martin, Clegg & Jackson, 1990; Jackson & Wall, 1991; Wall, Jackson & Davids, 1992) . Researching the impact of varying levels of operator job control on performance within advanced manufacturing jobs, they found evidence that a 'learning' mechanism could explain improved performance within cognitively demanding jobs under conditions of high job control. That is, increased job control under such conditions (a) led to operators developing increased knowledge about work system functioning, and (b) provided them with the opportunity to apply that knowledge to the positive benefit of system functioning. Relationship between the opportunity to learn and apply skill and knowledge on the job, and affective well-being (O'Brien, 1980; O'Brien, 1982; Humphreys & O'Brien, 1986; O'Brien, 1986).

The opportunities a job affords to develop and apply knowledge and skill as an outcome of several other intrinsic job characteristics, such as job control and cognitive demands. When a job offers the freedom to make choices in relation to, say, the timing of or methods used in work performance, an incumbent is also potentially free to use a greater range of their existing knowledge in determining those aspects. Workers used knowledge developed in this way not only to respond rapidly to production difficulties as they arose, but also to predict and prevent technical problems arising which might disrupt the work process

Karasek & Theorell (1990) refer to this possibility as 'active learning', a process which is hypothesized to occur when a person has work which is highly intellectually challenging, but which also offers high levels of personal choice and freedom in determining how those demands are responded to.

Goris, Pettit, Vaught (2002) stated that the moderating influences of trust in superiors and influence of superiors as elements of an organization communication system on the association between individual-job congruence and job performance/satisfaction. Trust and influence act as moderators of the association between individual-job congruence. Trust and influence are two broadly recognized organizational constructs that allow supervisors to promote positive working relationships and the attainment of desired organizational outcomes. Trust in superiors is shown to be associated with job satisfaction, affect, innovative behavior, organizational citizenship, and hope. Influence of superiors is reported to increase subordinate satisfaction, commitment, learning, and performance.

2.10 Job commitment

Bennett (2002) argued that absence from work has been widely acknowledged to be a growing problem for organizations in general and for local government organizations. Cost of absence is even greater, once indirect costs such as lower quality products or services and lower customer satisfaction are included. For example, Ho (1997) argued that the economic impact of employee absenteeism derives mainly from the costs of decreased productivity because of absence from work, less experienced replacements and the additional expense of hiring substitute labor. The importance of issues such as employee absence and their need to form a focus for management attention are especially significant when organizations are being pressurized to achieve enhanced levels of performance. Employee absence has been widely acknowledged in recent years to be a growing problem for organizations, including local government organizations. The conclusion is reached that much employee absence in this sector can be attributed to the adoption of a “compliance”, or transactional approach, to employee commitment by both management and employees, and the absence of shared values between the employees and the organization (internalized commitment).

Adopting employee commitment as a moderating variable requires that, initially, relationships are examined between absence and organizational processes and procedures. The ways in which tasks or the work context are organized, the structure of the organization and the management hierarchy, together with low levels of employee responsibility, morale, motivation and job satisfaction, have all been shown to be associated with employee absence. Organizational development which results in changes in the organization’s core underlying values poses a significant threat to internalized commitment on the part of employee’s by its very nature such

change will dissolve the shared values on which internalized commitment is based. organizational change results in economic changes to terms and conditions of employment. Even where terms and conditions of employment are not altered, changes in tasks and duties can still impact on compliance commitment. It can also be argued that compliance commitment may be affected by changes in identification and internalized commitment. For example, the dissolution of shared values between the individual and the organization, or changes in the nature of the organization's business, may lower individuals' internalized and identification commitment, thereby leaving compliance commitment as the main basis of employee attachment. Commitment to organizations has variously been found to be positively related to such organizational outcomes as job satisfaction. Recognizing much employee absence to be rooted in organizational and managerial practices, including the way in which tasks or the work context are organized, the structure of the organization and nature of the management hierarchy, and low levels of employee responsibility, autonomy and job satisfaction, has examined perceptions of the causes of employee absence from three perspectives those of human resource practitioners, line managers and employees. Approaches to organizational commitment have been utilized to examine managerial and organizational practices in relation to the impact which these might be having on employee absence. compliance view of employees' relationships with the workplace i.e. one in which the primary basis of employee commitment is extrinsic reward. human resource practitioners and line managers both clearly recognized the absence of internalized commitment, evidenced by low moral, low motivation, and low job satisfaction, and generated by poor communications, lack of autonomy and little or no employee development, to be a major contributor to absence rates. Both management and employees recognize the absence of internalized

commitment. High absence rates and their attendant costs, and also reduced efficiency arise from low morale and motivation. Application of absence management policies can be successful in lowering absence rates. Establishing internalized commitment would enable both parties to benefit from the performance benefits associated with internalized commitment. Successful change management is dependent on high levels of employee commitment to both the organization and the change process.

Singh (1998) stated that some unconventional hypotheses of curvilinear and interaction influences of role stressors (i.e., role conflict, ambiguity, and overload) and job characteristics (i.e., autonomy, feedback, task variety, and participation) on 5 key job outcomes of salespeople. The over stimulation hypothesis because the dysfunctional effects of role ambiguity tend to be amplified when autonomy, feedback, and task variety are increased. His suggestions included developing detailed procedural guidelines for handling different sales situations. This will increase role clarity, reduce role ambiguity and conflict, and enhance performance. Providing greater variety (e.g., handle different types of products) and participation (e.g., in goal-setting decisions). Although less likely to affect role stress directly, this option would enrich salespeople's jobs and stunt the effects of role stress. Increase the autonomy of (e.g., in making pricing decisions) and feedback provided to (e.g., regarding monthly performance) individual salespeople. The salespeople thus will have greater latitude in, and regular information to deal with, stressful sales situations. each of the preceding options is plausible because (1) reduction in role ambiguity (stress) invariably increases job satisfaction and performance, (2) greater autonomy and feedback help reduce role stress and increase job outcomes, and (3) an

enhanced level of job characteristics likely increases job satisfaction and performance and buffers the effects of perceived role stress.

Salespeople may perform poorly because they have too little role stress, salespeople may be less effective and satisfied because of too much autonomy and feedback, and the negative effects of role stress may be enhanced by increased levels of participation and variety.

Singh's (1998) study focused on three role stressors (role conflict, ambiguity, and overload) and four job characteristics (autonomy, feedback, variety, and participation) and examine their influences on five job outcomes (job performance, tension, satisfaction, turnover intentions, and organizational commitment). Role stressors have significant dysfunctional (negative) effects on job performance, satisfaction, and organizational commitment and positive effects on job tension and turnover intentions. Provision of a high level of autonomy, variety, and participation in a job leads to a high level of intrinsic motivation because these characteristics enhance the experienced meaningfulness of work. A high level of feedback also provides information about the results of work activities and the efficacy of means for achieving desired end goals. As such, feedback provision clarifies the means-end connections, thereby providing motivational potential. This motivational potential is believed to result in higher levels of performance and psychological well-being for the job incumbent.

Researchers have posited inverted U-type effects for JCM/PGT dimensions. From a conceptual standpoint, such effects are plausible for two reasons. First, there is a leveling-off effect as increasing job characteristics no longer yield proportionate increments in the behavioral and psychological outcomes of salespeople. Second, there is an over stimulation effect, so that excessive levels of job characteristics,

including feedback, participation, variety, and autonomy, hinder rather than help a person's performance. Too much autonomy is perceived as lack of direction, too much variety as lack of focus, too much feedback as information overload, and too much participation as burdensome. Job complexity has distinct curvilinear effects on various job outcomes. Nevertheless, the results provide new insights that extend conventional wisdom on the influence of role stressors and job characteristics on the critical job outcomes of employees.

Moreover, task variety builds commitment, whereas feedback amplifies job satisfaction. This supports JCM predictions that task variety holds motivational potential (hence, commitment) through experienced meaningfulness of work and that feedback serves to enhance satisfaction through its instrumental function (e.g., knowledge of results). More focused effects are obtained for autonomy because its functional influence is limited to satisfaction. Role overload has a significant positive influence on commitment. Autonomy appears to over stimulate salespeople who are experiencing a high level of role ambiguity. The absence of additional stimulating effects of job characteristics, high levels of role ambiguity might have intrinsic motivation potential to energize the salesperson to put in additional efforts and focus on the task. task variety has buffering potential for role overload. When role overload among employees is high, task variety appears to buffer its dysfunctional influence on turnover intentions. Task variety provides distraction effects that render role overload more bearable. This results in reduced turnover intentions. Conversely, when overloaded salespeople are restricted to tasks that lack variety, it appears that boredom, combined with heavy role demands, amplifies the adverse consequences of role overload for the turnover intentions of salespeople.

The satisfaction and commitment of employees can be enhanced by increasing the autonomy, feedback, variety, and participation in their jobs. Increasing autonomy and feedback increases satisfaction and reduces turnover intentions but, at the same time, can over stimulate the employee to decrease performance significantly and increase tension, respectively. The provision of greater task variety helps increase commitment and performance and reduce the psychological tension of employees, but beyond an intermediate level, variety amplifies the dysfunctional effects of role ambiguity, which results in an increased tendency to quit. Viewing job design questions from the perspective of the trade-offs between increasing satisfaction and commitment, versus increasing performance and reducing job tension and turnover tendencies of salespeople. Increased autonomy, feedback, and task variety appear to amplify the dysfunctional effects of role ambiguity on performance, tension, and turnover intentions. task variety buffers the negative effects of role overload on turnover intentions. In designing job and role environments that promote psychological well-being and performance effectiveness. Increasing role clarity by reducing role conflict and ambiguity is likely to help salespeople obtain a higher level of job performance, satisfaction, and organizational commitment and a lower level of turnover intentions and job tension. Increasing job characteristics, such as variety and participation, that are less likely to reduce role stress directly might be useful to pursue (tempers conventional wisdom). Both variety and participation have significant, direct positive effects on a range of job outcomes. Moreover, in a high role conflict and overload environment, provision of task variety appears to hold distraction potential and is beneficial for performance and turnover intentions. At the same time, task variety holds a risk of over stimulation, especially if role ambiguity is high or of too much distraction if role conflict and/or role overload are low.

Autonomy and/or feedback is likely to increase job satisfaction and, to some extent, organizational commitment.

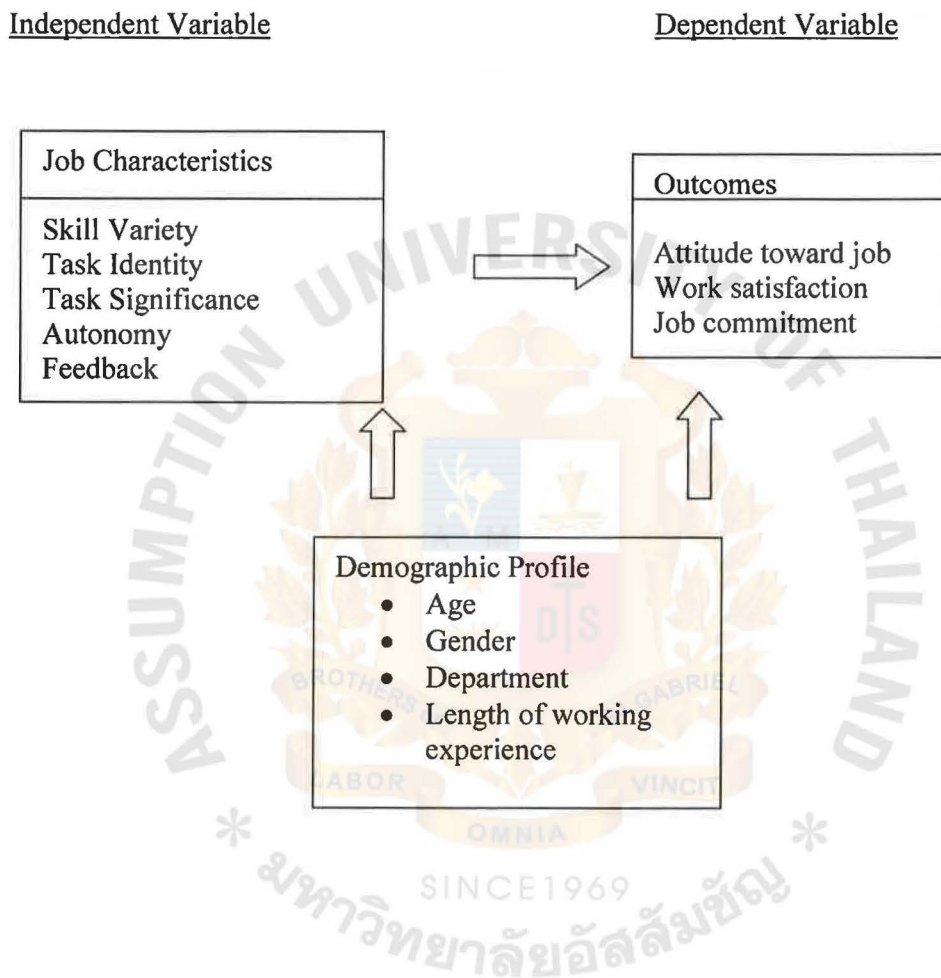
Mowday, Porter, and Steers(1982) emphasized the importance of early organizational experiences in building commitment. Their model, and the research supporting it, suggest that felt responsibility induces employees to become more behaviorally involved in the job. Greater behavioral involvement should, other factors held constant, lead to greater attitudinal commitment as employees develop attitudes consistent with their behavior". Early opportunities for success and felt responsibility fit very nicely with what is known about persons with a high need for achievement and therefore should be given serious consideration by managers attempting to integrate, and retain, high-achieving professionals into their work groups.

Many high achievers attain first-line and middle-management positions based upon their technical skills and corresponding high performance, but their success in middle management positions and their potential for executive-level responsibilities are hampered by their lack of people skills. One's interpersonal orientation becomes more important for success as organizational responsibilities increase. It can also be a valuable training ground to develop the skills needed for future managerial success.

2.11 Conceptual Framework of the Study

Based on the theoretical concept in Figure 2.5, a conceptual framework for the current study was proposed as follows:

Figure 2.8: Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is a descriptive research, which requires data to be gathered from both primary and secondary data. For the primary data collection, survey questionnaire was used for describing and analyzing data. The secondary data collection came from many previous relevant published reviews and research results.

3.2 Respondents

The S.P.K.INDUSTRIAL,COMMERCIAL CO.,LTD. is located in Suangluang, Bangkok. The business had run since 1983. It is a family-owned business which manufactures electrical hardware. The products have come from process of cutting, punching, welding, forging, rolling thread, and galvanizing. The products are manufactured under the guidelines of ISO 9002.

The total number of employees working for the S.P.K. INDUSTRIAL, COMMERCIAL CO.,LTD. is 119. All of employees are working in Bangkok and in this study, all employees, both white and blue-collar, are surveyed. Table 3.1 below shows the number of respondents in each of the departments.

Table 3.1: Number of respondents in the study

Groups of the respondents	Number of employee
Production department	95
Sales and Purchasing department	7
Administration department	7
Warehousing department	10

Aaker, Kumar, and Day (2003) referred that a census is appropriate if the population size itself is quite small. A census also is conducted if information is needed from every individual or object in the population. No sampling was collected for the study. The entire population of white-collar and blue-collar employees was surveyed. The researcher was granted permission by the managing director to collect data by distributing a questionnaire to all employees. The owners of the company were excluded from the population of the study.

3.3 Research Instruments/Questionnaires

In this study, the researcher designed a questionnaire to provide answers to the research questions. The questionnaire is divided into two parts as follows:

Part I Perception of Jobs based on the Job Characteristics Model, adapted from Hackman and Oldham (1980). A Likert scale was used to measure respondents' perception of the five core dimensions such as skill variety, task identity, task significance, autonomy, and feedback.

Part II Measurement of outcomes. A Likert scale was also used for measuring three variables, i.e., attitude toward job, work satisfaction, and job commitment.

3.4 Collection of Data/Gathering Techniques and Procedures

In collecting data, there are two types of data; primary and secondary. Secondary data has been found from books, journals, published theses, and the Internet. Primary data was collected from the questionnaire as the research instrument. The following are the action steps the researcher took:

- Step I The questionnaire was translated into Thai language version to facilitate Thai respondents' understanding
- Step II The questionnaire was pretested on approximately 15 persons to check its reliability during the first week of June, 2003.
- Step III A letter was written to the Managing Director of S.P.K. INDUSTRIAL, COMMERCIAL CO.,LTD., asking for permission to conduct the research.
- Step IV The questionnaires were distributed to the respondents (August, 2003)
- Step V The questionnaires were collected within 20-30 days after distribution (September, 2003).

3.5 Data Analysis

The data gathered from the questionnaires was revised and checked, inputted, and analyzed by using the following statistical tools under the SPSS package program.

Question I and II: Descriptive statistics, frequency tables, and average mean were used for analyzing the perception of the respondents toward their job characteristics factors and their work outcomes. The descriptive rating was used for grouping responses into 5 levels as follows:

Descriptive Rating

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Question III , IV and V: Pearson Correlation Coefficient was used to find the relationship between each job characteristic and respondents' attitude toward the job, their work satisfaction, and job commitment.

To measure the level of correlation of each variable, a range of confidence level was set at 95 percent.



CHAPTER IV

STATISTICAL ANALYSIS

This chapter exhibits the results of the survey data and analysis to answer the research questions and hypotheses stated in the first chapter. The summary of analysis for each survey item is shown in the following presentation. The analysis begins with the description of respondents' demographic profiles.

4.1 Demographic Profile

In this part, descriptive statistics were brought into use for studying the demographic profile of respondents, classified into 4 factors, age, gender, department, and length of service.

Table 4.1.1: Age

Age	Frequency	Percent
18-30 years	83	69.7
31-40 years	32	26.9
41-50 years	4	3.4
Total	119	100.0

From the above table, the majority group was 83 respondents who are 18-30 years old, amounting to 69.70%, while, 32 respondents are aged between 31-40 years old. And the minority group is 4 respondents whose ages are between 41-50 years old.

Table 4.1.2: Gender

Gender	Frequency	Percent
Male	80	67.2
Female	39	32.8
Total	119	100.0

There are 80 respondents, or 67.2%, who are male, represented as the majority group. Whereas, females form the minority group, composing of 39 respondents, amounting to 32.8%

Table 4.1.3: Department

Department	Frequency	Percent
Production	95	79.8
Purchasing	7	5.9
Warehouse	10	8.4
Administration/Finance	7	5.9
Total	119	100.0

The table shows that the majority of respondents work in production department, composing of 95 respondents or amounting to 79.8%, followed by 10 respondents who work in the warehouse department. Whereas, there were 7 respondents who worked in administration/finance department, and an equal number who work in Purchasing, amounting to 5.9%.

Table 4.1.4: Length of Service

Length of Service	Frequency	Percent
0-3 years	73	61.3
4-7 years	34	28.6
8-11 years	9	7.6
More than 11 years	3	2.5
Total	119	100.0

There are 73 respondents or 61.3% of all respondents, who have worked for company for only 0-3 years, followed by 34 respondents, or 28.6%, who have had working experience in the company for 4-7 years. Only, 3 respondents, or 2.5%, have had work experience in the company for more than 11 years.

4.2 Perception of Respondents

In this part, the descriptive statistics were used to find out the perceptions of respondents towards job characteristics, as per the JCM. And the Arbitrary Level was used in stating the rating of respondents' perceptions, details are shown as follows:

Arbitrary Level	Descriptive Rating
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral / Undecided (UND)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (DA)

Research Question no. 1: What are the perceptions of respondents toward their jobs using the factors of the job characteristic model?

Table 4.2.1: The Perception of Respondents toward Overall Job Characteristic Factors

Variable	Mean	SD	Rating
Skill Variety	4.1008	.4780	A
Task Identity	4.0958	.4807	A
Task Significance	4.0812	.4788	A
Autonomy	3.4233	.4127	A
Feedback	4.1933	.7369	A
Job Characteristics Factors	3.9789	.3630	A

Overall, the respondents rated their perceptions in the “agreed level”, which mean value was equal to 3.9789 and the standard deviation was 0.3630. Moreover, all sub-variables were also rated in the “agreed level”, with the feedback factor rated at the highest value, its mean equaled 4.1933.

Table 4.2.2: The Perception of Respondents toward Skill Variety

Item	Mean	SD	Rating
1. I have to use a variety of knowledge and skills for many different tasks.	4.13	.67	A
2. I am confident to use my skill to train new employees.	4.02	.86	A
3. I can use my skills to do other assigned works.	4.25	.51	SA
4. I should have adequate level of skills and knowledge for doing my job.	4.08	.74	A
5. I have a variety of duties, tasks, and responsibility in my job.	4.00	.87	A
6. I believe that I have adequate capacity to do my job.	4.13	.73	A
Skill Variety	4.1008	.4780	A

The overall perceptions of respondents toward skill variety factor were “agreed” with the average mean of 4.1008 and standard deviation of 0.4780. Moreover, one item that scored the highest mean of 4.25, which fell in the “strongly agreed level” was skill for doing other assigned work. For the remaining items, they were rated at the “agreed level”. And the item, concerning “I have a variety of duties, tasks, and responsibilities in my job” rated the lowest, with a mean equal to 4.00.

Table 4.2.3: The Perception of Respondents toward Task Identity

Item	Mean	SD	Rating
7. I can do my jobs to achieve goals.	4.34	.57	SA
8. I clearly know my specific or assigned job duties, requirements, and goals.	4.07	.69	A
9. I have clear explanation about the assigned work.	4.28	.72	SA
10. The amount of my current work is appropriate to my position.	4.06	.76	A
11. I can manage my working time for doing the entire piece of work properly.	3.73	.78	A
Task Identity	4.0958	.4807	A

Since the average mean and standard deviation were valued at 4.0958 and 0.4807, the overall perceptions toward task identity of respondents fell in the “agreed level”. This meant that the respondents agreed that their jobs had adequate levels of task identity. In addition, there were 2 items that were rated at the “strongly agreed” level, goal achievement, and clear explanation about the job. And the remaining

items were also perceived as “agreed”, with the item related to appropriate working time, rated at the lowest mean, equal to 3.73.

Table 4.2.4: The Perception of Respondents toward Task Significance

Item	Mean	SD	Rating
12. My job is highly specialized in terms of purpose, task, or activities.	4.18	.76	A
13. My job is simple and uncomplicated.	3.43	.87	A
14. My work is a critical process of finished product.	4.27	.65	SA
15. My work is meaningful to my colleagues and other departments in the organization.	4.25	.69	SA
16. The work I do is defined as necessary tasks to my organization.	4.31	.73	SA
17. My job is significant and important when it is compared with other colleagues' jobs.	4.04	.84	A
Task Significance	4.0812	.4788	A

The respondents' overall perceptions toward task significance were within the “agreed range” with an average mean of 4.0812 and standard deviation of 0.4788, interpreting that the respondents were satisfied with their task significance. There were 3 items that was rated in the “strongly agreed range”, critical process work, meaningful work, and necessary work for the organization, with the highest mean equal to 4.31. Whereas, the respondents rated their perceptions at “agreed level” for item nos. 12, 13, and 17, concerned with specialized work, simple and important work.

Table 4.2.5: The Perception of Respondents toward Autonomy

Item	Mean	SD	Rating
18. I have responsibility which is specified in work procedures, work instructions or other decision making.	4.29	.64	SA
19. I have to inform my supervisor/manager before decision making.	4.35	.79	SA
20. I have chance to participate or share new ideas for the jobs.	3.91	.83	A
21. I can get help from my colleagues to do the jobs.	3.76	.91	A
22. I solve urgent problems by myself which do not pass to my supervisor.	3.03	1.19	UND
23. When I have a new idea which can improve my organization, I often inform to my supervisor.	4.18	.74	A
24. I can change my assigned job by myself when I encounter a difficult problem.	1.96	.82	D
25. I ignore my assigned job when I see my friends have problems.	1.92	.82	D
Autonomy	3.4233	.4127	A

The respondents' overall perceptions toward autonomy were in the "agreed range" with an average mean of 3.4233 and standard deviation of 0.4127, meaning that the respondents agreed that their tasks contained enough autonomy. However, there were 2 items, which were rated in the "disagreed range", changing job by themselves and ignoring the assigned job, which had the lowest mean of 1.96 and 1.92 respectively. The employees showed a negative perception on these two items. Whereas, the respondents rated their perceptions at the "strongly agreed level", for work responsibility and informing the supervisor about their decision making.

Table 4.2.6: The Perception of Respondents toward Feedback

Item	Mean	SD	Rating
26. I can know my working outcomes are successful as expected.	3.90	.96	A
27. I would like to know performance results that came from the evaluation.	4.03	.78	A
28. I believe that my attendance and performance will affect my work outcomes.	4.50	2.45	SA
29. I know the evaluated performance show the effective and efficiency of my work.	4.25	.64	SA
30. The evaluated results from working will be indicated to improve my performance.	4.29	.90	SA
Feedback	4.1933	.7369	A

The respondents' overall perceptions toward feedback were in the "agreed range" with an average mean of 4.1933 and standard deviation of 0.7369, interpreting that the respondents agreed with the extent of their feedback. There were two items that were rated at the "agreed range", knowing working outcomes are successful as expected, and knowing performance results came from the evaluation, of which the lowest mean was 3.90. Whereas, the respondents rated their perceptions at "strongly agreed level" for remaining items, concerning attendance and performance will affect work outcomes, evaluated performance show the effective and efficiency of work, and evaluated results from working will be indicated to improve my performance.

Research Question no. 2: What are the perceptions of respondents toward their work outcomes?

Table 4.2.7: The Perception of Respondents toward their Work Outcomes

Variable	Mean	SD	Rating
Attitude toward Job	3.9076	.4388	A
Work Satisfaction	3.9742	.4421	A
Job Commitment	3.8630	.3878	A
Work Outcomes	3.9149	.3538	A

Overall, the perceptions of respondents toward work outcomes was rated in the "agreed level" with an average mean of 3.9149 and standard deviation of 0.3538. This implied that the respondents did see their work outcomes positively. All factors were rated in the "agreed level" and the work satisfaction factor was rated at the highest level, with a mean equal to 3.9742.

Table 4.2.8: The Perception of Respondents toward Attitude toward Job

Item	Mean	SD	Rating
31. I am proud of my job.	4.18	.61	A
32. I can use my ability to do my job.	3.72	.80	A
33. My present job challenges to my capacity.	3.52	1.11	A
34. I have skills in my jobs.	3.94	.69	A
35. I have appropriate and full capacity machines, tools, equipments for my jobs.	3.40	1.10	A
36. I expect to get some rewards from my work performances and results.	3.29	1.21	UND
37. I intend to produce high quality product.	4.62	.49	SA
38. I attempt to come to the factory before time each day.	4.25	.61	SA
39. Everyone in the organization is like a relative to me	4.24	.56	SA
Attitude toward Job	3.9076	.4388	A

The respondents' overall perceptions toward attitude toward job were in the "agreed range" with an average mean of 3.9076 and standard deviation of 0.4388, meaning that the respondents had good attitude toward the job provided in organization. In contrast, there was only 1 item, which was rated in the "disagreed range", expecting to get some rewards from work performances and results, which had the lowest mean of 3.29. While, the respondents rated their perceptions at the "strongly agreed level", for intending to produce high quality product, attempting to come to the factory before time, and experiencing good relationships with others (feeling like other employees were like their relatives).

Table 4.2.9: The Perception of Respondents toward Work Satisfaction

Item	Mean	SD	Rating
40. I enjoy working with my colleagues.	4.13	.61	A
41. I feel that the product belongs to me.	4.08	.82	A
42. I receive good care from my co-workers.	3.64	.62	A
43. I appreciate the cooperation of my co-workers.	4.08	.58	A
44. I am satisfied with co-working with my supervisors.	4.13	.65	A
45. My supervisor encourages me to give extra effort to my work.	4.03	.84	A
46. I receive good training from my supervisor to enhance my abilities.	4.11	.95	A
47. I receive good training from my colleagues to enhance my abilities.	3.76	.62	A
48. I know that the supervision I receive can help me advance in the future.	4.24	.47	SA
49. I receive good instruction from my supervisors to complete my job.	4.16	.68	A
50. I am not hesitant in asking for some help from my supervisor.	4.03	.91	A
51. I usually find my supervisors coaching and mentoring me in performing my job.	3.92	.84	A
52. My residence location is a factor that affects my performance.	3.82	.88	A
53. My work location has good environment	3.77	.80	A
54. I have enough tools to do my work.	3.71	.91	A
Work Satisfaction	3.9742	.4421	A

Overall, the perceptions of respondents toward work satisfaction was rated at “agreed level” with the average mean of 3.9742 and standard deviation of 0.4421. This implied that the respondents did have work satisfaction in their organization. There was only one factor the respondents rated their perceptions in the “strongly agreed level” with the mean of 4.24 that was supervision received, whereas all items were rated in the “agreed level”, and receiving good care from colleagues’ item showing the lowest mean equal to 3.64.

Table 4.2.10: The Perception of Respondents toward Job Commitment

Item	Mean	SD	Rating
55. I am willing to work hard in order to complete my job.	3.85	.73	A
56. I have ample opportunity to influence the decision which affect the way I do my job.	2.95	1.12	UND
57. I expect to work in this job because it is a good experience for my next job.	3.91	.72	A
58. People in my organization are treated fairly without gender discrimination	3.62	.98	A
59. I have an adequate authority to carry out my job.	2.88	.96	UND
60. I take care of my work environment all the time.	3.96	.86	A
61. I make suggestions to others when they have problems I have encountered.	4.17	.68	A
62. I have a real interest in my job.	4.28	.50	SA
63. I have a clear job description.	4.24	.70	SA
64. I am alert to do my job in time for the next process.	4.25	.61	SA
65. I would like my work station to be perfect.	4.24	.66	SA
66. I am proud of working here in my position.	3.97	.74	A
67. I take care of the products' specification.	3.90	.81	A
Job Commitment	3.8630	.3878	A

The overall perceptions of respondents toward job commitment factor were “agreed” with the average mean of 3.8630 and standard deviation of 0.3878. In contrast, there were 2 items that the respondents could not decide, which were item nos. 56 and 59, representing the lowest means of 2.95 and 2.88 respectively, rated at “undecided level”. Whereas, 7 items were rated at the same level in “agreed level”. And there were 4 items were rated at “strongly agreed level”, concerning job interest, job description clarification, in-time job completion, and a perfect work station.

4.3 Relationship

To test the relationship between variables, the Bivariate Correlation test (Pearson Correlation) was used for proving the relationship between job characteristics and work outcomes.

And the correlation results acquiring from the test were interpreted according to Correlation Coefficient Range as follows:

Correlation Coefficients	Correlation Level
-1.00	Perfect negative correlation
- 0.95	Strong negative correlation
- 0.50	Moderate negative correlation
- 0.10	Weak negative correlation
0.00	No correlation
+0.10	Weak positive correlation
+0.50	Moderate positive correlation
+0.95	Strong positive correlation
+1.00	Perfect positive correlation

As the significance level of this study was set at 0.05, the null hypothesis would be rejected when Sig. (2-tailed) or p-value was less than α .

Research Question no. 3: What are the correlations between each job characteristic factor and respondents' attitude toward their job? The hypothesis concerning this research question was set up as follows:

H_0 : There is no significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and attitude toward job.

H_a : There is a significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and attitude toward job.

Table 4.3.1 Correlation between each job characteristic factor and respondents' attitude toward their jobs.

		Attitude toward Job
Skill Variety	Pearson Correlation	.588
	Sig. (2-tailed)	.000
Task Identity	Pearson Correlation	.537
	Sig. (2-tailed)	.000
Task Significance	Pearson Correlation	.324
	Sig. (2-tailed)	.000
Autonomy	Pearson Correlation	.555
	Sig. (2-tailed)	.000
Feedback	Pearson Correlation	.371
	Sig. (2-tailed)	.000
Job Characteristics Model	Pearson Correlation	.659
	Sig. (2-tailed)	.000

Overall, the correlation coefficient between job characteristics model and attitude toward job was 0.659, and its p-value was 0.000, which was less than the level of significance of 0.05. Thus, the null hypothesis was rejected. This implied that there was a significant relationship between overall job characteristics model and attitude toward job, falling in the moderate positive correlation level.

In detail, p-values of all job characteristics model sub-variables, namely, skill variety, task identity, task significance, autonomy, and feedback were equal to 0.000, which was less than the 0.05 significance level, thus, the null hypothesis was rejected. This implied that there were significant relationships between overall attitude toward job and all job characteristic model sub-variables. And the correlation coefficient between skill variety and attitude toward job factors exhibited the highest value ($r = 0.588$), hence, the level of correlation fell in the moderate positive correlation. It means that the higher the skill variety, the more positive the attitude toward jobs.

Research Question no. 4: What are the correlations between each job characteristic factor and work satisfaction of the respondents? The hypothesis concerning this research question was set up as follows:

- H₀: There is no significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and work satisfaction.
- H_a: There is a significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and work satisfaction.

Table 4.3.2 The correlation between each job characteristic factor and work satisfaction of the respondents

		Work Satisfaction
Skill Variety	Pearson Correlation	.221
	Sig. (2-tailed)	.016
Task Identity	Pearson Correlation	.503
	Sig. (2-tailed)	.000
Task Significance	Pearson Correlation	.509
	Sig. (2-tailed)	.000
Autonomy	Pearson Correlation	.358
	Sig. (2-tailed)	.000
Feedback	Pearson Correlation	.370
	Sig. (2-tailed)	.000
Job Characteristics Model	Pearson Correlation	.557
	Sig. (2-tailed)	.000

Overall, the correlation coefficient between job characteristics model and work satisfaction was 0.557, and its p-value was 0.000, which was less than the level of significance of 0.05. Thus, the null hypothesis was rejected. This implied that there was a significant relationship between overall job characteristics model and work satisfaction, falling in the moderate positive correlation level.

In detail, p-values of all job characteristics model sub-variables, namely, skill variety, task identity, task significance, autonomy, and feedback were equal to 0.000 and 0.016, which was less than the 0.05 significance level, thus, the null hypothesis was rejected. This implied that there were significant relationships between work satisfaction and all job characteristic model sub-variables. And the correlation coefficient between task significance and work satisfaction factors exhibited the

highest value ($r = 0.509$), hence, the level of correlation fell in the moderate positive correlation level. It meant that the higher the task significance, the higher the work satisfaction was evident among employees.

Research Question no. 5: What are the correlations between each job characteristic factor and work commitment of the respondents? The hypothesis concerning this research question was set up as follows:

H_0 : There is no significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and job commitment.

H_a : There is a significant relationship between job characteristic factors in terms of skill variety, task identity, task significance, autonomy, and feedback, and job commitment.

Table 4.3.3 the correlation between each job characteristic factor and work commitment

		Job Commitment
Skill Variety	Pearson Correlation	.327
	Sig. (2-tailed)	.000
Task Identity	Pearson Correlation	.512
	Sig. (2-tailed)	.000
Task Significance	Pearson Correlation	.453
	Sig. (2-tailed)	.000
Autonomy	Pearson Correlation	.373
	Sig. (2-tailed)	.000
Feedback	Pearson Correlation	.379
	Sig. (2-tailed)	.000
Job Characteristics Model	Pearson Correlation	.580
	Sig. (2-tailed)	.000

Overall, the correlation coefficient between job characteristics model and job commitment was 0.580, and its p-value was 0.000, which was less than the level of significance of 0.05. Thus, the null hypothesis was rejected. It implied that there was a significant relationship between overall job characteristic factors and job commitment at the moderate positive correlation.

In detail, p-values of all job characteristic model sub-variables were equal to 0.000, which was less than the 0.05 significance level, thus, the null hypothesis was rejected. This implied that there were significant relationships between job commitment and all job characteristics model sub-variables. And the correlation coefficient between task identity and job commitment factors displayed the highest value ($r = 0.512$), therefore, the level of correlation was fallen in the moderate positive correlation. It meant that the higher the task identity provided, the higher was the employees' job commitment.

4.4 Testing Hypotheses

To test the relationship between variables, the Bivariate Correlation test (Pearson Correlation) was used for proving the relationship between each job characteristics model factor and work outcomes factors.

And the correlation results acquiring from the test were interpreted according to Correlation Coefficient Range as follows:

Correlation Coefficients	Correlation Level
-1.00	Perfect negative correlation
- 0.95	Strong negative correlation
- 0.50	Moderate negative correlation
- 0.10	Weak negative correlation
0.00	No correlation
+0.10	Weak positive correlation
+0.50	Moderate positive correlation
+0.95	Strong positive correlation
+1.00	Perfect positive correlation

As the significance level of this study was set at 0.05, the null hypothesis would

be rejected when Sig. (2-tailed) or p-value was less than α .

Table 4.4.1 The Relationship between Job Characteristics Model and Work Outcomes

		Attitude toward Job	Work Satisfaction	Job Commitment	Work Outcomes
Skill Variety	Pearson Correlation	.588	.221	.327	.455
	Sig. (2-tailed)	.000	.016	.000	.000
Task Identity	Pearson Correlation	.537	.503	.512	.619
	Sig. (2-tailed)	.000	.000	.000	.000
Task Significance	Pearson Correlation	.324	.509	.453	.511
	Sig. (2-tailed)	.000	.000	.000	.000
Autonomy	Pearson Correlation	.555	.358	.373	.515
	Sig. (2-tailed)	.000	.000	.000	.000
Feedback	Pearson Correlation	.371	.370	.379	.446
	Sig. (2-tailed)	.000	.000	.000	.000
Job Characteristics Model	Pearson Correlation	.659	.557	.580	.717
	Sig. (2-tailed)	.000	.000	.000	.000

From the table, there was a relationship between overall job characteristics model and work outcomes, and the correlation coefficient was valued at 0.717, which fell in the high positive correlation level. Thus, it can be concluded that the more the factors in the job characteristics model were evident in jobs, the more productive were the work outcomes that occurred.

In summary, all job characteristics model variables were related to all work outcomes variables, and correlation coefficient of these variables ranged from 0.221-0.588, or varied from a weak to moderate positive correlation level.

Hypothesis 1

Ho : There is no significant relationship between skill variety and attitude toward job.

Ha : There is a significant relationship between skill variety and attitude toward job.

		Attitude toward Job
Skill Variety	Pearson Correlation	.588
	Sig. (2-tailed)	.000

As the p-value was equal to 0.000 which is less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between skill variety and attitude toward job. And the correlation coefficient was equal to 0.588, which fell in the moderate positive correlation level.

Hypothesis 2

Ho : There is no significant relationship between skill variety and work satisfaction.

Ha : There is a significant relationship between skill variety and work satisfaction.

		Work Satisfaction
Skill Variety	Pearson Correlation	.221
	Sig. (2-tailed)	.016

The p-value was equal to 0.016 which was less than the significance level of 0.05, so, the null hypothesis was rejected. This meant that there was a significant relationship between skill variety and work satisfaction. And the

correlation coefficient was equal to 0.221, which fell in the weak positive correlation level.

Hypothesis 3

Ho : There is no significant relationship between skill variety and job commitment.

Ha : There is a significant relationship between skill variety and job commitment.

		Job Commitment
Skill Variety	Pearson Correlation	.327
	Sig. (2-tailed)	.000

From the above table, the p-value was equal to 0.000 that was less than the significance level of 0.05, thus, the null hypothesis was rejected. This meant that there was a significant relationship between skill variety and job commitment. And the correlation coefficient was equal to 0.327, which fell in the weak positive correlation level.

Hypothesis 4

Ho : There is no significant relationship between task identity and attitude toward job.

Ha : There is a significant relationship between skill variety and attitude toward job.

		Attitude toward Job
Task Identity	Pearson Correlation	.537
	Sig. (2-tailed)	.000

Since the p-value was equaled to 0.000 which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between task identity and attitude toward job. And the correlation coefficient was equaled to 0.537, which fell in the moderate positive correlation level.

Hypothesis 5

Ho : There is no significant relationship between task identity and work satisfaction.

Ha : There is a significant relationship between task identity and work satisfaction.

		Work Satisfaction
Task Identity	Pearson Correlation	.503
	Sig. (2-tailed)	.000

Since the p-value was equal to 0.000 that was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between task identity and work satisfaction. And the correlation coefficient was equaled to 0.503, which was fallen in the moderate positive correlation level.

Hypothesis 6

Ho : There is no significant relationship between task identity and job commitment.

Ha : There is a significant relationship between task identity and job commitment.

		Job Commitment
Task Identity	Pearson Correlation	.512
	Sig. (2-tailed)	.000

The p-value showed in the above table was equal to 0.000 that was less than the significance level of 0.05, therefore, the null hypothesis was rejected. This meant that there was a significant relationship between task identity and job commitment. And the correlation coefficient was equal to 0.512, which fell in the moderate positive correlation level.

Hypothesis 7

Ho : There is no significant relationship between task significance and attitude toward job.

Ha : There is a significant relationship between task significance and attitude toward job.

		Attitude toward Job
Task Significance	Pearson Correlation	.324
	Sig. (2-tailed)	.000

As the p-value showed in the above table was equal to 0.000 that was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between task significance and attitude toward job. And the correlation coefficient was equal to 0.324, which fell in the weak positive correlation.

Hypothesis 8

Ho : There is no significant relationship between task significance and attitude toward job.

Ha : There is a significant relationship between task significance and attitude toward job.

		Work Satisfaction
Task Significance	Pearson	
	Correlation	.509
	Sig. (2-tailed)	.000

From the table, the p-value was equal to 0.000, which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between task significance and work satisfaction. And the correlation coefficient was equal to 0.509, which fell in the moderate positive correlation level.

Hypothesis 9

Ho : There is no significant relationship between task significance and job commitment.

Ha : There is a significant relationship between task significance and job commitment.

		Job Commitment
Task Significance	Pearson	
	Correlation	.453
	Sig. (2-tailed)	.000

Since the p-value was equal to 0.000, which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that

there was a significant relationship between task significance and job commitment. And the correlation coefficient was equaled to 0.453, which was fallen in the moderate positive correlation level.

Hypothesis 10

Ho : There is no significant relationship between autonomy and attitude toward job.

Ha : There is a significant relationship between autonomy and attitude toward job.

		Attitude toward Job
Autonomy	Pearson Correlation	.555
	Sig. (2-tailed)	.000

As the p-value was equal to 0.000, which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between autonomy and attitude toward job. And the correlation coefficient was equaled to 0.555, which fell in the moderate positive correlation level.

Hypothesis 11

Ho : There is no significant relationship between autonomy and Work satisfaction.

Ha : There is a significant relationship between task autonomy and work satisfaction.

		Work Satisfaction
Autonomy	Pearson Correlation	.358
	Sig. (2-tailed)	.000

The p-value in the above table was equal to 0.000, which was less than the significance level of 0.05, therefore, the null hypothesis was rejected. This meant that there was a significant relationship between autonomy and work satisfaction. And the correlation coefficient was equal to 0.358, which fell in the weak positive correlation level.

Hypothesis 12

Ho : There is no significant relationship between autonomy and job commitment.

Ha : There is a significant relationship between autonomy and job commitment.

		Job Commitment
Autonomy	Pearson Correlation	.373
	Sig. (2-tailed)	.000

As the p-value in the above table was equal to 0.000 which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between autonomy and job commitment. And the correlation coefficient was equal to 0.373, which fell in the weak positive correlation level.

Hypothesis 13

Ho : There is no significant relationship between feedback and attitude toward job.

Ha : There is a significant relationship between task feedback and attitude toward job.

		Attitude toward Job
Feedback	Pearson	
	Correlation	.371
	Sig. (2-tailed)	.000

Since the p-value was equal to 0.000 which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between feedback and attitude toward job. And the correlation coefficient was equaled to 0.371, which fell in the weak positive correlation level.

Hypothesis 14

Ho : There is no significant relationship between feedback and work satisfaction.

Ha : There is a significant relationship between feedback and work satisfaction.

		Work Satisfaction
Feedback	Pearson	
	Correlation	.370
	Sig. (2-tailed)	.000

From the table, the p-value equals 0.000 which was less than the significance level of 0.05, thus, the null hypothesis was rejected. This meant that there was a significant relationship between feedback and work satisfaction. And the correlation coefficient was equaled to 0.370, which fell in the weak positive correlation level.

Hypothesis 15

Ho : There is no significant relationship between feedback and job commitment.

Ha : There is a significant relationship between task feedback and job commitment.

		Job Commitment
Feedback	Pearson Correlation	.379
	Sig. (2-tailed)	.000

As the p-value stated in the above table equal to 0.000 which was less than the significance level of 0.05, the null hypothesis was rejected. This meant that there was a significant relationship between feedback and job commitment. And the correlation coefficient equaled 0.379, which fell in the weak positive correlation level.

CHAPTER V

SUMMARY, CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter consists of research findings summary, conclusions of results, discussion and recommendations for the company under study, as well as recommendations for further research.

5.1 Research Findings Summary

In this study, there are four specific research questions. The findings were obtained from collecting primary data and the analysis of such data. Other relevant factors are outlined in the sections below:

5.1.1 The Respondents' profiles

- Age: From a total of 119 respondents, the majority of respondents are aged between 18-30 years old, which make up 69.7 percent. And the minority group of respondents are aged between 41-50 years old, which amount to 3.4 percent. The last ranges of age are those between 31-40 years old, or 26.9 percent.
- Gender: A total of 119 respondents, or 67.2 percent are male, and 32.8 percent are female.
- Department: The majority of respondents have worked in production department, amount to 79.8 percent. The next group of respondents have worked in warehousing department which amount to 8.4 percent. The Sales and Purchasing department and Administration /Finance department show equal numbers of 5.9 percent respectively.

- **Length of working experience:** The majority of the respondents have working experience ranging between 0-3 years or 61.3 percent. The range of working experience between 4-7 years, 8-11 years, and more than 11 years are 28.6, 7.6, and 2.5 percent respectively.

5.1.2 Perception of Respondents

To answer two research questions posed in this study, mean, standard deviation, and rating scales were distributed.

Question 1: What are the perceptions of respondents toward their jobs using the factors in the Job Characteristic Model?

The result showed in the chapter 4, the overall perceptions of respondents towards the factors in the JCM consisting of Skill variety, Task identity, Task significance, and Feedback fall in the “agree rating”. Each of the job characteristics factors are shown as follows:

- **Skill variety:** The respondents’ overall perceptions fall in the level of agree for all six items of skill variety factor with a mean of 4.1008. “They believe their skills to do any assigned works” item is rated at the highest mean, which equals 4.25.
- **Task identity:** Overall, the mean for this factor falls in the agree level. Its mean value is 4.0958. There are two strong agreement items, i.e., “They perceive they can do jobs to achieve goals” and “their assigned works have clear explanation” items which are rated at the highest mean of 4.34 and 4.28, respectively.
- **Task significance:** The respondents’ overall perceptions toward task significance were in the “agree level”. For some items the respondents

perception fell in the “strongly agree level”. Those are “they perceive that their tasks are a critical process of finished product”, “their jobs are meaningful to their colleagues and other departments”, and their jobs are necessary to the organization”.

- **Autonomy:** The perceptions of respondents on the overall Autonomy items are in the “Agree Level”. Its average mean is 3.4233. There are two “Strong Agree Level” items, i.e., “the respondents perceive their responsibility is specified in work procedures, work instructions, or other decision making”, and “they know that they have to inform their supervisor/manager before decision making” item. There are two disagree range” items, which are “they can change their jobs by themselves”, and “they ignore their own jobs when they see others have problems in the job”.
- **Feedback:** The overall perception of the respondents fall in “Agree Level”. There are three items which obtained “strongly agree”, these are “intended performance affect my work outcomes, “the evaluated performance will show their effective and efficiency of their work”, and “the results of evaluated performance can improve their performance” items.

Question 2. :What are the perceptions of respondents toward their work outcomes?

From the findings shown in Chapter 4, the respondents perceive their work outcomes such as attitude toward job, work satisfaction, and job commitment in the range of agree level. The details of each variable can summarized as followings:

- **Attitude toward job:** The overall perceptions of the respondents were in “agree level”. The respondents rated their perceptions at the “strongly agree level”, in attending to produce products in high quality, attempting to come the factory before time, and having warm relationships in the organization. But the respondents rated in the “undecided level” the factor of "expecting to get some rewards from their work performance".
- **Work satisfaction:** The perceptions of respondents in overall were rated at “agree level” with the average mean of 3.9742. Only one factor the respondents rated at “strongly agree level” with the mean 4.24 that was "benefits from supervision which they received".
- **Job commitment:** The overall perceptions of respondents toward job commitment factor were in the “agree level” with the average mean of 3.8630. There are four “strongly agreed level” items as "real interest in the job", "clear job description", "alterations in their processes", and "wish their workstations were perfect". Their means were at 4.28, 4.24, 4.25, and 4.24 respectively. The respondents rated two “Undecided level” items, "opportunity to influence the work decision, and "adequate authority to carry out the job". Their means were at 2.95 and 2.88, respectively.

5.2 Relationship

In this section, test the relationship between variables of two factors was used Pearson Correlation which used correlation coefficients and correlation level in previous chapter. Significance level was set at 0.05. The

survey results shown in the previous chapter are provided for summarizing the relationship of respondents between two factors, including answering the last three research questions as follows:

Question 3: What are the correlation between each job characteristic factors and the attitude toward job of the respondents?

H_0 : There is no significant relationship between job characteristic factor in terms of skill variety, task identity, task significance, autonomy, and feedback, and attitude toward job.

H_a : There is a significant relationship between job characteristic factor in terms of skill variety, task identity, task significance, autonomy, and feedback, and attitude toward job.

As the p-value is 0.000, the null hypothesis is rejected at 0.05 level of significance. And the correlation coefficient is 0.659. Thus, it could be concluded that there is a moderate positive correlation between factors in the job characteristic model and attitude toward job.

Question 4: What are the correlation between each job characteristic factor and work satisfaction of the respondents?

2) H_0 : There is no significant relationship between job characteristic factor in terms of skill variety, task identity, task significance, autonomy, and feedback, and work satisfaction.

H_a : There is a significant relationship between job characteristic factor in terms of skill variety, task identity, task significance, autonomy, and feedback, and work satisfaction.

As the p-value is 0.000, the null hypothesis is rejected at 0.05 level of significance. And the correlation coefficient is 0.557. This infers that there is a

moderate positive correlation between overall job characteristics factors and work satisfaction.

3) **Question 5:** What are the correlation between each job characteristic factor and job commitment of the respondents?

To answer the research question, fifteen sets of hypotheses were set for finding the relationship. The answers are separately provided in the Table according to fifteen sets of hypotheses as follows:

H_{01} : There is no significant relationship between skill variety and attitude toward job.

H_{a1} : There is a significant relationship between skill variety and attitude toward job.

The p-value is 0.000, the null hypothesis is rejected at the level of significance of 0.05. The correlation coefficient between skill variety and attitude toward job is 0.588.

H_{02} : There is no significant relationship between skill variety and work satisfaction.

H_{a2} : There is a significant relationship between skill variety and work satisfaction.

Since, the p-value is 0.016 that is less than the significance level of 0.05, so, the null hypothesis is rejected. This meant that there is a significant relationship between skill variety and work satisfaction. And the correlation coefficient is equaled to 0.221.

Ho3 : There is no significant relationship between skill variety and job commitment.

Ha3 : There is a significant relationship between skill variety and job commitment.

The p-value is equaled to 0.000 that is less than the significance level of 0.05, There was a significant relationship between skill variety and job commitment.

Ho4 : There is no significant relationship between task identity and attitude toward job.

Ha4 : There is a significant relationship between skill variety and attitude toward job.

Since the p-value was equaled to 0.000 that was less than the significance level of 0.05, the null hypothesis was rejected. There was a significant relationship between task identity and attitude toward job.

Ho5 : There is no significant relationship between task identity and work satisfaction.

Ha5 : There is a significant relationship between skill variety and work satisfaction.

The p-value is less than the significance level of 0.05. There is a significant relationship between task identity and work satisfaction.

Ho6 : There is no significant relationship between task identity and job commitment.

Ha6 : There is a significant relationship between skill variety and job commitment.

The null hypothesis was rejected because the p-value is 0.000 which is less than the significance level. That means there is a significant relationship between task identity and job commitment.

Ho7 : There is no significant relationship between task significance and attitude toward job.

Ha7 : There is a significant relationship between task significance and attitude toward job.

As the p-value shows to be 0.000 that was less than the significance level of 0.05. There is a significant relationship between task significance and attitude toward job.

Ho8 : There is no significant relationship between task significance and attitude toward job.

Ha8 : There is a significant relationship between task significance and attitude toward job.

From the table, the null hypothesis is rejected the p-value is equaled to 0.000, which is less than the significance level of 0.05, There is a significant relationship between task significance and work satisfaction.

Ho9 : There is no significant relationship between task significance and job commitment.

Ha9 : There is a significant relationship between task significance and job commitment.

Since the p-value is equaled to 0.000, which is less than the significance level of 0.05, the null hypothesis is rejected. That is inferred that there is a significant relationship between task significance and job commitment.

Ho10 : There is no significant relationship between autonomy and attitude toward job.

Ha10 : There is a significant relationship between task autonomy and attitude toward job.

As the p-value is equaled to 0.000, which is less than the significance level of 0.05, the null hypothesis is rejected. There is a significant relationship between autonomy and attitude toward job

Ho11 : There is no significant relationship between autonomy and Work satisfaction.

Ha11 : There is a significant relationship between task autonomy and work satisfaction.

The conclusion is a significant relationship between autonomy and work satisfaction. The p-value is equaled to 0.000, which is less than the significance level of 0.05, therefore, the null hypothesis is rejected

Ho12 : There is no significant relationship between autonomy and job commitment.

Ha12 : There is a significant relationship between task autonomy and job commitment.

As the p-value in the above table is equaled to 0.000 that is less than the significance level of 0.05, the null hypothesis is rejected. This meant that there is a significant relationship between autonomy and job commitment.

Ho13 : There is no significant relationship between feedback and attitude toward job.

Ha13 : There is a significant relationship between task feedback and attitude toward job.

There is a significant relationship between feedback and attitude toward job. Because the p-value was equaled to 0.000 which is less than the significance level of 0.05

Ho14 : There is no significant relationship between feedback and work satisfaction.

Ha14 : There is a significant relationship between task feedback and work satisfaction.

From the table, the p-value is equaled to 0.000 that is less than the significance level of 0.05, thus, the null hypothesis is rejected. It infers that there is a significant relationship between feedback and work satisfaction.

Ho15 : There is no significant relationship between feedback and job commitment.

Ha15 : There is a significant relationship between task feedback and job commitment.

As the p-value states in the above table is equaled to 0.000 that is less than the significance level of 0.05, the null hypothesis was rejected. It can be concluded that there is a significant relationship between feedback and job commitment.

5.3 Conclusion

From the above research findings, two major factors can be summarized as follows:

5.3.1 Job Characteristics Model

- 1) The respondents agree with the amount of skill variety which is required if they are to use their skills and capacity to do their

assigned work. With regards to the factor of task identity, they have clear explanation and attempt to achieve goals. For task significance, they know that their jobs are critical processes which affect their colleagues and their organization. In terms of autonomy, their responsibility are specified in work procedures. For the factor of feedback, the respondents perceive evaluated performance results can help them to improve the performance.

- 2) There are moderate positive correlations between all job characteristic factors and work outcomes.

5.3.2 Work Outcomes

- 1) The respondents agree that they have good attitude toward job, they are satisfied to do their jobs, and they are committed to their jobs.
- 2) Overall, there is moderate positive relationship between work outcomes and all job characteristics model.

5.4 Discussion and Recommendation for the company under study

In this section, the researcher provides discussions and recommendations in accordance with the findings obtained in this study as follows:

Although the respondents showed that they were satisfied overall with their job characteristics and work outcomes, several aspects of the jobs need to be scrutinized in order that they can be improved. From the findings, the following facets of the job obtained low scores:

Task Identity:

I can manage my working time for doing the entire piece of work properly.	3.73
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Task Significance:

My job is simple and uncomplicated.	3.43
-------------------------------------	------

Autonomy:

I can change my assigned job by myself when I encounter a difficult problem.	1.96
I ignore my assigned job when I see my friends have problems.	1.92

Feedback:

I can know my working outcomes are successful as expected.	3.90
--	------

Attitude toward the Job:

I have appropriate and full capacity machines, tools, equipment for my jobs.	3.40
I expect to get some rewards from my work performances and results.	3.29

Work Satisfaction:

I receive good care from my co-workers.	3.64
---	------

Work Commitment:

I have ample opportunity to influence the decision which affect the way I do my job.	2.95
I have an adequate authority to carry out my job.	2.88

The findings show that these items are rated lower than others within the

various contexts. As in many other family-owned businesses, employees are not given full autonomy in respect of their jobs. In this case, employees could not really make decisions without first consulting with their supervisors and they were not allowed to leave their own jobs and help out others who were in trouble.

In the original Hackman and Oldham (1980) model, when the three core characteristics, of task identity, significance, and variety are combined, it can be predicted that three critical psychological states for the individual will be also high. Those three critical psychological states are the *experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of actual results of the work.*

The findings of this study showed that the employees tried very hard to perform to the best of their ability and were satisfied with the 3 dimensions of their jobs. The literature shows that job requiring these characteristics will make the employee who is performing feel that his/her work is important, valuable, and worthwhile.

Nonetheless, in this study, employees did not show satisfaction with the amount of autonomy they had, neither did they feel satisfied with the reward system. Employees who are assigned adequate autonomy will be aware of the personal responsibilities for the result of work. And the employee will learn about the effectiveness of his/her performance from the job providing the feedback. The more positive psychological states are present, the more positive are work outcomes of employee's motivation, performance, and satisfaction. In contrast, the lower scores on autonomy and feedback represent the individual's absenteeism, and likelihood of leaving the organization.

It is important to note that individuals are influenced by different moderators, so, the person is not controlled by the five core job characteristics in the same way. The outcome of a job will be poor, if a job does not suitably match with the individual needs and talents even though the job is designed with these five characteristics. *The growth-need strength*, cited in the literature in Aldefer's theory is the moderator that expresses a person's requirement for the opportunity for self-direction, learning, and achievement. This moderator is similar to self-actualization and esteem needs of Maslow, and achievement needs of McClelland. A person who has high growth-need strength will respond to the enriched job positively, but will worry about work, when the growth-need strength is low.

The knowledge and skill factor, which scored high in this study, can create a good feeling and performance among people who have suitable qualification for the enriched job. The one who does not have proper ability for enriched job would experience problems on the job. The last moderator that we can examine is *context satisfaction*. This moderator is defined in terms of work setting such as salary level, quality of supervision, relationship with co-workers, and working conditions. Although several aspects of work satisfaction scored high in this study, there were also some gaps in supervision quality and relationships with colleagues.

On the average, job characteristics closely affect satisfaction more than any other outcomes. Positive job characteristics impact performance for high-growth strength and job satisfaction is also impacted in the same way. But it is also important to remember that clear redesigning jobs with increased responsibilities can fail when job requirements are increased beyond the level of individual capabilities or interests (Schermerhorn, Hunt, and Osborn, 2000). This is crucial to remember in the context

of S.P.K. Company because the nature of the jobs are highly routine and the number of promotions that can be made are limited.

Recommendations:

The findings demonstrated that there are many differences between demographic variables of employees and it is suggested that different training and development programs, particularly for new comers and well-educated employees should be used to maintain the levels of satisfaction as more and more responsibilities are added to each job, as per the ISO 9002 requirements.

Pool (1996) peruses the relationship of job satisfaction with leadership behavior and work motivation. In this study, it is recommended that owners and managers are also given training on job design and the application of motivational techniques. In Pool's study, there was a significant impact of leadership style on motivation, despite three out of five dimensions of the JCM being low.

Research shows that the act of performing simple tasks lowers performers' evaluations when they have demonstrated the ability to perform more complex tasks. In this study, there may be the need to select those employees who demonstrate a higher level of skills and responsibility than others and assign them more complex work.

Suggestions for further research:

It would be useful to study which motivational factors have stronger links to job satisfaction and commitment in small-sized, family-owned business. Thus far, studies have focused on only medium and large-sized companies in Thailand.

It would also be beneficial to study the jobs of managers and employees separately, using the factors in the JCM.

There are other constructs influencing job satisfaction and job characteristics such as role conflict and role ambiguity, and organizational commitment. These need to be considered in the model as well.

Finally, qualitative research using interviews and focus groups might be able to throw more light on the impact of the five dimensions of the JCM, particularly after the implementation of ISO 9002.





APPENDIX A

Research Questions

QUESTIONNAIRE

This questionnaire set up for collecting primary data is a part of the research conducted for a thesis for my Masters Degree in the ABAC Graduate School of Business. The purpose of this questionnaire is to give you, who is one of my respondents, opportunities to express your feelings about your present job. The researcher will kept all data strictly confidential and all responses will be used only for the purpose of research.

This questionnaire consists of two parts as follows:

Part I : Job Characteristics Questionnaire

Part II : Job Outcomes Questionnaire



Part I: Job Characteristics Questionnaire

Direction: This part provides you with statements about your present job characteristics.

Please decide how you feel about your present job attributes described by the statements, by choosing your required answer by using the following scale:

1 = Strongly agree 2 = Agree 3 = Neutral

4 = Disagree 5 = Strongly disagree

Please check the mark X in the box you require.

1) Skill variety

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1. I have to use a variety of knowledge and skills for many different tasks.					
2. I am confident to use my skill to train new employees.					
3. I can use my skills to do other assigned works.					
4. I have adequate level of skills and knowledge for doing my job.					
5. I have a variety of duties, tasks, and responsibilities on my job.					
6. I believe that I have adequate capacity to do my job.					

2) Task Identity

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
7. I can do my job to achieve goals.					
8. I clearly know my specific or assigned job duties, requirements, and goals.					
9. I have clear explanation about the assigned work.					
10. The amount of my current work is appropriate to my position.					
11. I can manage my working time for doing the entire piece of work properly.					

3) Task Significance

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
12. My job is highly specialized in terms of purpose, task, or activities.					
13. My job is simple and uncomplicated.					
14. My work is a critical process of the finished product.					
15. My work is meaningful to my colleagues and other departments in the organization.					
16. The work I do is defined as necessary for my organization.					
17. My job is significant and important when it is compared with other colleagues' jobs.					

4) Autonomy

Statement	1 Strongly Agree	2 Agree	3 Neutra l	4 Disagree	5 Strongly Disagree
18. I have responsibility which is specified in work procedures, work instructions or other decision making.					
19. I have to inform my supervisor/manager before decision making.					
20. I have the chance to participate or share new ideas for the jobs.					
21. I can get help from my colleagues to do the jobs.					
22. I solve urgent problems by myself which do not pass my supervisor.					
23. When I have a new idea which can improve my organization, I often inform my supervisor.					
24. I can change my assigned job by myself which I encounter a difficult problem.					
25. I ignore my assigned job when I see my friends are having problems.					

5) Feedback

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
26. I can know my working outcomes are successful as expected.					
27. I would like to know performance results come from the evaluation.					
28. I believe that my intended performance will affect my work outcomes.					
29. I know the evaluated performance will show the effective and efficiency of my work.					
30. The evaluated results from working will be indicated to improve my performance.					

Part II : Work Outcomes Questionnaire

Direction: This part provides you statements about your present job characteristics.

Please decide how you feel about your present job attributes described

by the statements, then choose your required answer by using the following

scale:

1 = Strongly agree 2 = Agree 3 = Neutral

4 = Disagree 5 = Strongly disagree

Please check the mark X in the box you require.

1. Attitude toward Job

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
31. I am proud of my job.					
32. I can use my ability to work at my job.					
33. My present job is challenging to my capacity.					
34. I use skills in my jobs.					
35. I have appropriate and full capacity machines, tools, equipments for my jobs.					
36. I expect to get some rewards from my work performances and results.					
37. I intend to produce high quality product.					
38. I attempt to come to the factory before time.					
39. Everyone in the organization is like a relative.					

2) Work Satisfaction

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
40. I enjoy working with my colleagues.					
41. I feel that the product belongs to me.					
42. I receive good care from my co-workers.					
43. I appreciate the cooperation of my co-workers.					
44. I am satisfied with co-workers and with my supervisors.					
45. My supervisor encourages me to give extra effort to my work.					
46. I receive good training from my supervisor to enhance my abilities.					
47. I receive good training from my partner to enhance my abilities.					
48. I know that the supervision I receive can help me advance in the future.					
49. I receive good instructions from my supervisors to complete my job.					
50. I am not hesitant in asking for some help from my supervisor.					
51. I usually find my supervisors coaching and mentoring me in performing my job.					
52. My residence is a factor that affects my job.					
53. My work location has good environment					
54. I have enough tools in my work.					

3) Job Commitment

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
55. I am willing to work hard in order to complete my job .					
56. I have ample opportunities to influence in the decision which affect the way I do my job.					
57. I expect to work in this job because it is a good experience for my next job.					
58. People in my organization are treated fairly without gender discrimination					
59. I have an adequate authority to carry out my job.					
60. I take care of my work environment all the time.					
61. I make suggestions to others when they have problems I have encountered.					
62. I have a real interest in my job.					
63. I have clarified the job description.					
64. I am alert to do my job in time for the next process.					
65. I would like my work station to be perfect.					
66. I am proud of working here in my position.					
67. I take care of the products' specification.					

Demographic questions

1. Age

☐ 18-30 yrs ☐ 31-40 yrs ☐ 41-50 yrs ☐ >50 yrs

2. Gender

☐ Male ☐ Female

3. Your department/position

☐ Production ☐ Sales& purchase ☐ Warehousing ☐ Administration

4. Working time experience

☐ 0-3 yrs ☐ 4-7 yrs ☐ 8-11 yrs ☐ >11 yrs

แบบสอบถาม

แบบสอบถามนี้จัดทำขึ้นเพื่อรวบรวมข้อมูลซึ่งเป็นส่วนหนึ่งของการทำวิทยานิพนธ์ของนักศึกษาปริญญาโท

มหาวิทยาลัย อัสสัมชัญ วัตถุประสงค์ของแบบสอบถามนี้ให้ผู้ทำแบบสอบถามได้มีโอกาสแสดงความรู้สึกลงในงานปัจจุบันของท่าน

ข้อมูลที่ได้จากแบบสอบถามจะนำไปวิเคราะห์ในปัจจัยลักษณะของงานซึ่งมีผลต่อผลลัพท์การทำงานของท่าน นักวิจัยจะเก็บข้อมูล

ของท่านไว้เป็นความลับ และข้อมูลดังกล่าวจะไม่มีผลกระทบต่องานที่ท่านทำในปัจจุบัน

คำถาม ถูกแบ่งออกเป็น 3 ส่วนดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับลักษณะของงาน

ส่วนที่ 2 แบบสอบถามเกี่ยวกับผลลัพท์การทำงาน

ส่วนที่ 3 ข้อมูลทั่วไป



ส่วนที่ 1 แบบสอบถามเกี่ยวกับลักษณะของงาน

คำอธิบาย: ส่วนนี้เป็นแบบสอบถามเกี่ยวกับลักษณะงานปัจจุบันของท่าน โปรดเลือกข้อที่ท่านรู้สึกอย่างไรเกี่ยวกับงานปัจจุบันของ

ท่านตามหมายเลขดังนี้

1 = เห็นด้วยอย่างยิ่ง 2 = เห็นด้วย 3 = ปานกลาง

4 = ไม่เห็นด้วย 5 = ไม่เห็นด้วยอย่างยิ่ง

โปรดกากบาทลงในช่องที่ท่านต้องการเพียงตัวเลือกเดียว

1) ความชำนาญการทำงานหลากหลาย

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
1. ท่านต้องใช้ความรู้และความชำนาญที่หลากหลายสำหรับงานที่แตกต่างกับหลายงาน					
2. ท่านมีความเชื่อมั่นในการใช้ความชำนาญเพื่อฝึกสอนเพื่อนร่วมงานคนใหม่ของท่าน					
3. ท่านสามารถใช้ความชำนาญของท่านในการทำงานชิ้นอื่นซึ่งได้รับมอบหมาย					
4. ท่านต้องมีระดับความชำนาญและความรู้ที่พอเพียงสำหรับงานของท่าน					
5. ท่านมีหน้าที่,งาน และความรับผิดชอบหลากหลายในงานของท่าน					
6. ท่านเชื่อว่าท่านมีความสามารถเพียงพอสำหรับการทำงานของท่าน					

2) ซึ่เฉพาะงาน

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
7. ท่านสามารถจัดการงานของท่านเพื่อให้สำเร็จเป้าหมาย ของงาน					
8. ท่านรู้อย่างถ่องแท้ในหน้าที่,ความต้องการของงาน รวมถึงเป้าหมายของงาน					
9. มีคำอธิบายอย่างชัดเจนเกี่ยวกับงานที่ได้รับมอบหมาย ของท่าน					
10. จำนวนของงานที่ท่านปฏิบัติอยู่ ณ ปัจจุบันเหมาะสม กับตำแหน่งของท่าน					
11. ท่านสามารถจัดการเวลาในการทำงานสำหรับงาน ทั้งหมดอย่างเหมาะสม					

3) ความสำคัญของงาน

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปานกลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
12. งานของท่านมีความสำคัญสูงสุดในด้านของ วัตถุประสงค์และกิจกรรมต่าง ๆ ที่ท่านทำ					
13. งานของท่านง่าย,ไม่ซ้ำซ้อน หรือซ้ำซาก					
14. งานของท่านเป็นส่วนหนึ่งที่สำคัญทำให้ขบวนการ ทำงานทั้งหมดคล่องไปได้					
15. งานของท่านมีความหมายต่อเพื่อนร่วมงาน และแผนก อื่น ๆ ในบริษัท					
16. งานที่ท่านปฏิบัติ ถือได้ว่าเป็นสิ่งจำเป็นต่อบริษัท					
17. งานที่ท่านปฏิบัติมีสำคัญ เมื่อเทียบกับงานของเพื่อน ร่วมงานอื่น					

4) อีสระในการทำงาน

คำถาม	1 เห็น ด้วย อย่าง ยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่ เห็น ด้วย	5 ไม่เห็น ด้วย อย่าง ยิ่ง
18. ขอบเขตและความรับผิดชอบของท่านถูกระบุอย่างชัดเจนในขั้นตอนการปฏิบัติงานและวิธีการทำงาน					
19. ท่านต้องแจ้งหัวหน้าแผนกหรือผู้บังคับบัญชาก่อนทำการตัดสินใจใด ๆ					
20. ท่านมีโอกาสแสดงความคิดเห็นเกี่ยวกับงานของท่าน					
21. ท่านสามารถขอความร่วมมือให้พนักงานฝ่ายอื่นช่วยเหลือในการทำงาน					
22. ท่านแก้ไขปัญหาเฉพาะหน้าของงานท่านโดยไม่ต้องแจ้งให้หัวหน้าของท่านทราบ					
23. เมื่อท่านมีความคิดใหม่ที่สามารถพัฒนาการทำงาน ท่านจะแจ้งให้หัวหน้าทราบเสมอ					
24. ท่านสามารถเปลี่ยนงานด้วยตัวท่านเอง เมื่อท่านเห็นว่างานที่ปฏิบัติอยู่มีปัญหา					
25. ปกติท่านทำงานที่ท่านปฏิบัติอยู่ เมื่อท่านเห็นงานของพนักงานคนอื่น ๆ คัดขัดหรือต้องซ่อมแซม					

5) ผลลัพธ์

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
26. ท่านสามารถรู้ผลลัพธ์ของการทำงานว่าสำเร็จตามเป้าหมายของแผนกท่าน					
27. ท่านต้องการรู้ผลลัพธ์ของการทำงานว่าดีหรือไม่จากการประเมินผล					
28. ท่านเชื่อมั่นว่าผลลัพธ์ของงานที่ดีได้มาจากการกระทำที่ตั้งใจทำงานของท่าน					
29. ท่านเห็นด้วยว่าการประเมินผลการทำงานเป็นการแสดงถึงประสิทธิภาพและประสิทธิผลในการทำงานของท่าน					
30. ผลลัพธ์ได้จากการประเมินพฤติกรรมการทำงานจะช่วยปรับปรุงพฤติกรรมการทำงานของท่านต่อไป					

ส่วนที่ 2: แบบสอบถามเกี่ยวกับผลลัพธ์ของบุคคลและการทำงาน

คำอธิบาย: ส่วนนี้เป็นแบบสอบถามเกี่ยวกับลักษณะงานปัจจุบันของท่าน โปรดเลือกข้อที่ท่านรู้สึกอย่างไรเกี่ยวกับงานปัจจุบันของ

ท่านตามหมายเลขดังนี้

1 = เห็นด้วยอย่างยิ่ง 2 = เห็นด้วย 3 = ปานกลาง
4 = ไม่เห็นด้วย 5 = ไม่เห็นด้วยอย่างยิ่ง

โปรดกากบาทลงในช่องที่ท่านต้องการเพิกเฉยตัวเลือกเดียว

1. ทักษะที่ต้องงาน

คำถาม	1 เห็น ด้วย อย่าง ยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่ เห็น ด้วย	5 ไม่เห็น ด้วย อย่างยิ่ง
31. ท่านมีความภูมิใจในงานของท่าน					
32. ท่านสามารถใช้ความสามารถของท่านในงาน					
33. งานปัจจุบันเป็นงานที่ทำให้ท่านความสามารถของท่าน					
34. ท่านคิดว่าท่านถนัดในงานที่ท่านทำ					
35. ท่านคิดว่าท่านมีเครื่องจักร, อุปกรณ์และเครื่องมือที่เหมาะสมและพร้อมในการ ทำงาน					
36. ท่านมุ่งหวังที่จะได้รับรางวัลเป็นสิ่งตอบแทนจากผลงานของท่าน					
37. ท่านมุ่งมั่นในงานที่ผลิตออกมามีคุณภาพดี					
38. ท่านรู้สึกกระตือรือร้นในการที่จะมาทำงาน					
39. ท่านคิดว่าทุกคนในบริษัทเปรียบเสมือนญาติพี่น้อง					

2) ความพอใจการทำงาน

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
40. ท่านมีความสุขที่ได้ร่วมงานกับเพื่อนร่วมงานของท่าน					
41. ท่านมีความรู้สึกว่าผลิตภัณฑ์ทุกชิ้นเปรียบเสมือนผลิตภัณฑ์ของท่านเอง					
42. ท่านได้รับการดูแลที่ดีจากเพื่อนร่วมงานของท่าน					
43. ท่านยินดีที่ได้ร่วมงานกับเพื่อนร่วมงานของท่าน					
44. ท่านรู้สึกพอใจกับการร่วมมือในการทำงานกับหัวหน้างาน					
45. หัวหน้างานของท่านส่งเสริมท่านให้มีความพยายามเป็นพิเศษในงานของท่าน					
46. ท่านได้รับการอบรมที่ดีจากหัวหน้างานที่จะเพิ่มความสามารถของท่าน					
47. ท่านได้รับการอบรมที่ดีจากเพื่อนร่วมงานที่จะเพิ่มความสามารถของท่าน					
48. ท่านรู้ว่าการอบรมที่ได้รับจากเพื่อนร่วมงานและหัวหน้างานเป็นประโยชน์ในการทำงานต่อไปของท่าน					
49. ท่านได้รับการแนะนำที่ดีจากหัวหน้างานเพื่อความสำเร็จในงานของท่าน					
50. ท่านไม่ลังเลที่จะขอความช่วยเหลือจากหัวหน้างานของท่าน					
51. ปกติท่านพบว่าหัวหน้างานของท่านฝึกสอนท่านในการทำงานของท่านในบริษัทฯ					
52. ที่พักของท่านเป็นปัจจัยที่มีผลต่องานของท่าน					
53. สถานที่ปฏิบัติงานของท่านมีสิ่งแวดล้อมที่สมบูรณ์					
54. ท่านมีเครื่องมือหรือเครื่องจักรที่พร้อมในการทำงานของท่าน					

3) การผูกพันในงาน

คำถาม	1 เห็นด้วย อย่างยิ่ง	2 เห็น ด้วย	3 ปาน กลาง	4 ไม่เห็น ด้วย	5 ไม่เห็น ด้วยอย่าง ยิ่ง
55. ท่านมีความเต็มใจที่จะทำงานหนักเพิ่มขึ้น เพื่อช่วยงานของท่านสำเร็จสมบูรณ์					
56. ท่านมีโอกาสที่มากพอที่จะมีอิทธิพลในการตัดสินใจที่จะมีผลกระทบต่อวิธีการทำงานของท่าน					
57. ท่านคาดหวังทำงานนี้ของท่าน เพราะว่ามันเป็นการฝึกฝนที่ดีสำหรับงานที่จะได้รับมอบหมายอื่น ๆ ต่อไปจากหัวหน้างานของท่าน					
58. ทุกคนในองค์กรถูกดูแลอย่างดีโดยไม่มีเรื่องการแบ่งแยกหรือดูถูกทางเพศ มาเกี่ยวข้องในการทำงาน					
59. ท่านมีอำนาจเพียงพอที่จะดำเนินงานของท่าน					
60. ท่านดูแลและรักษาสภาพแวดล้อมรอบตัวในการทำงานตลอดเวลา					
61. ท่านแนะนำเพื่อนร่วมงานอื่นๆ ที่พวกเขาประสบปัญหาการทำงานซึ่งท่านเคยมีประสบการณ์					
62. ท่านมีความสนใจจริงในงานของท่าน					
63. ท่านมีใบพรณงาน:ซึ่งบอกว่าจะทำอะไรบ้างในงานของตัวท่านเองอย่างชัดเจน					
64. ท่านมีความกระตือรือร้นทำงานของท่านให้ทันต่อขั้นตอนต่อไปของการผลิต (ผลงาน)					
65. ท่านต้องการงานของท่านเป็นสายการผลิตสินค้าที่สมบูรณ์					
66. ท่านภูมิใจที่ทำงานในองค์กร ในตำแหน่งปัจจุบันของท่าน					
67. ท่านสนใจในขนาดและมิติต่างๆ ของสินค้าท่านผ่านการผลิตจากตัวท่านเอง					

ส่วนที่ 3 ข้อมูลทั่วไป

กรุณาทำเครื่องหมาย X ลงในช่องที่เหมาะสมของท่าน

1. อายุของท่าน

☐ 18-30 ปี

☐ 31-40 ปี

☐ 41-50 ปี

☐ 51-60 ปี

2. เพศ

☐ ชาย

☐ หญิง

3. แผนก/ฝ่ายที่ท่านทำงานในปัจจุบัน

☐ ผลิต

☐ การตลาด/จัดซื้อ

☐ คลังสินค้า

☐ ธุรการ /การเงิน ☐ อื่น ๆ.....(ระบุ)

4. อายุงานปัจจุบันที่ท่านปฏิบัติงาน

☐ 0-3 ปี

☐ 4-7 ปี

☐ 8-11 ปี

☐ มากกว่า 11 ปี

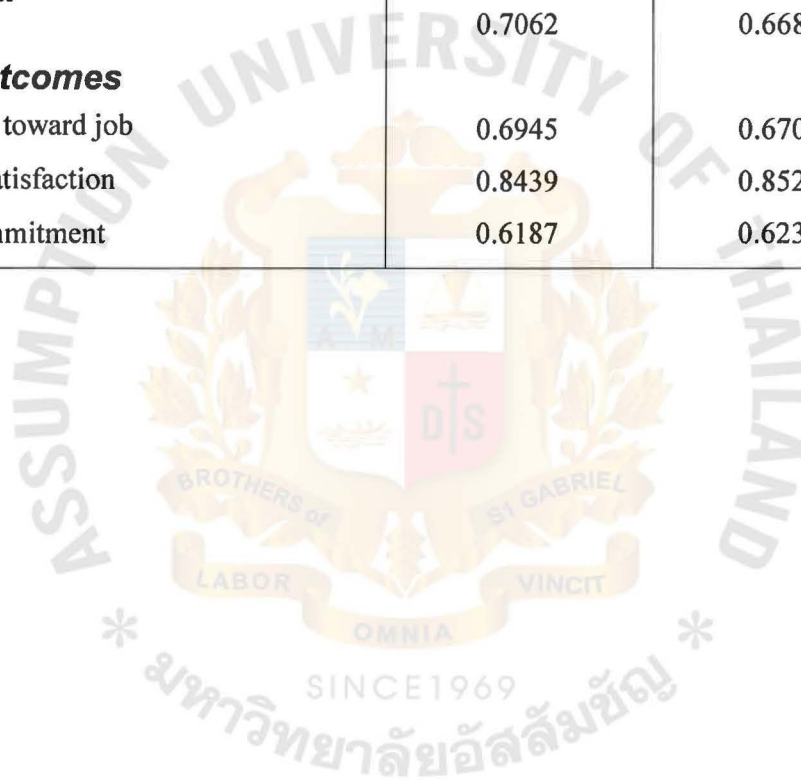




APPENDIX B

Alpha (Cronback) Coefficients

Variable	α -Coefficient	Standardized item
Job Characteristics Model		
• Skill Variety		
• Task Identity	0.7189	0.7257
• Task Significance	0.6054	0.6134
• Autonomy	0.6374	0.6411
• Feedback	0.6084	0.5923
	0.7062	0.6686
Work Outcomes		
• Attitude toward job	0.6945	0.6703
• Work Satisfaction	0.8439	0.8523
• Job Commitment	0.6187	0.6239



Reliability

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V1	V2	V3	V4	V5
V1	1.0000				
V2	-.0688	1.0000			
V3	.1904	.5446	1.0000		
V4	.1360	.3336	.4967	1.0000	
V5	.3365	.5212	.3962	.2597	1.0000
V6	.2685	.2513	.4401	.4258	.0579
V6					
V6	1.0000				

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.8833	1.7000	2.1000	0.4000	1.2353	.0177

Item-total Statistics

	Scale	Scale	Corrected		
	Mean	Variance	Item-	Squared	Alpha
	if Item	if Item	Total	Multiple	if Item
	Deleted	Deleted	Correlation	Correlation	Deleted
V1	9.4500	5.7342	.2463	.3149	.7446
V2	9.2000	5.1158	.4730	.5081	.6739
V3	9.3500	4.7658	.6446	.4710	.6198
V4	9.6000	5.5158	.4943	.3125	.6727
V5	9.4500	4.9974	.4850	.4648	.6701
V6	9.4500	5.4184	.4163	.3468	.6909

Reliability Coefficients 6 items

Alpha = .7189 Standardized item alpha = .7257

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V7	V8	V10	V11
V7	1.0000			
V8	.2867	1.0000		
V10	.4933	.0501	1.0000	
V11	.3862	.1080	.3800	1.0000

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.3625	1.9000	2.7000	.8000	1.4211	.1323

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V7	7.5500	2.0500	.5795	.3484	.3928
V8	7.2000	2.5895	.1826	.0937	.6829
V10	6.7500	2.0921	.4221	.2945	.5057
V11	6.8500	2.2395	.4031	.1971	.5217

Reliability Coefficients 4 items

Alpha = .6054 Standardized item alpha = .6134

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V12	V14	V15	V16	V17
V12	1.0000				
V14	.2610	1.0000			
V15	.0821	.3215	1.0000		
V16	.1075	.1683	.6151	1.0000	
V17	.3684	.3040	.1398	.2643	1.0000

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.8800	1.7000	2.1500	.4500	1.2647	.0507

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V12	7.2500	3.5658	.3012	.1605	.6258
V14	7.7000	3.5895	.3988	.2042	.5846
V15	7.6500	3.1868	.4219	.4351	.5681
V16	7.7000	3.2737	.4516	.4179	.5552
V17	7.3000	3.0632	.3969	.2292	.5842

Reliability Coefficients 5 items

Alpha = .6374 Standardized item alpha = .6411

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V18	V19	V20	V22	V23
V18	1.0000				
V19	.3933	1.0000			
V20	.1643	.0000	1.0000		
V22	.4473	.4505	.0000	1.0000	
V23	.6839	.4811	.2229	.6370	1.0000
V24	-.1942	.0914	.1298	-.2915	-.4811
V24					
V24	1.0000				

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.4333	2.0000	3.1000	1.1000	1.5500	.1577

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V18	11.5000	7.4211	.5697	.4924	.4353
V19	12.5500	8.3658	.5288	.4347	.4734
V20	12.6000	10.4632	.1706	.2101	.6105
V22	12.1000	8.2000	.4720	.4488	.4902
V23	12.1000	7.3579	.5996	.7651	.4211
V24	12.1500	12.8711	-.2384	.4721	.7452

Reliability Coefficients 6 items

Alpha = .6084 Standardized item alpha = .5923

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V25	V26	V27	V28	V29
V25	1.0000				
V26	.0904	1.0000			
V27	-.1757	.2699	1.0000		
V28	.0201	.5561	.2327	1.0000	
V29	.0439	.8098	.3443	.6830	1.0000

N of Cases = 20,0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.9300	1.7000	2.4000	0.7000	1.4118	.0845

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V25	7.2500	7.3553	.0000	.0516	.7900
V26	7.6500	4.0289	.7004	.6588	.5365
V27	7.9500	6.0500	.2590	.1550	.7354
V28	7.8000	4.6947	.5940	.4667	.5979
V29	7.9500	4.3658	.8079	.7446	.5047

Reliability Coefficients 5 items

Alpha = .7062 Standardized item alpha = .6686

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	ATT1	ATT2	ATT3	ATT4	ATT5
ATT1	1.0000				
ATT2	.6072	1.0000			
ATT3	.0144	.0177	1.0000		
ATT4	.5186	.5520	.2663	1.0000	
ATT5	.3459	.4980	.2450	.4771	1.0000
ATT7	.3445	.2604	.2381	.1631	.2250
ATT8	.6891	.5329	.0164	.5890	.2573
ATT9	-.6746	-.2762	-.2887	-.5535	-.2387
ATT10	.5845	.4682	.0652	.2971	.3506
	ATT7	ATT8	ATT9	ATT10	
ATT7	1.0000				
ATT8	.3913	1.0000			
ATT9	-.3536	-.5959	1.0000		
ATT10	.4795	.6638	-.5425	1.0000	
N of Cases =		20.0			

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.2778	1.2000	3.1000	1.9000	2.5833	.3088

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ATT1	18.4000	11.0947	.6236	.6977	.6067
ATT2	18.4000	11.7263	.6865	.5974	.6048
ATT3	18.1000	14.8316	.1124	.2824	.7134
ATT4	18.2500	12.1974	.5893	.6523	.6253
ATT5	17.4000	11.9368	.5212	.4051	.6344
ATT7	19.3000	14.5368	.4305	.3082	.6732
ATT8	18.4000	11.5158	.6588	.6935	.6054

ATT9	17.5000	19.8421	-.6677	.6776	.8194
ATT10	18.2500	10.8289	.5793	.6156	.6154

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 9 items

Alpha = .6945 Standardized item alpha = .6703

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V38	V39	V40	V41	V42
V38	1.0000				
V39	.3262	1.0000			
V40	.4077	.7917	1.0000		
V41	.5951	.5856	.8109	1.0000	
V42	.6424	.3898	.4924	.6488	1.0000
V43	.3404	.1242	.1863	.1511	.4587
V44	.1173	.0685	.0257	.0382	.2656
V45	.1594	.2535	.2308	.2973	.3476
V46	.4338	.5012	.5494	.6214	.4129
V47	.2537	.2037	.1111	.2027	.2599
V48	.1101	.1313	-.1969	-.1597	.1800
V49	.0758	.2519	.1308	.1257	.3148
V50	-.0461	.3453	.3649	.1686	.2087
V51	.0886	-.0724	-.0950	.0330	.3878
V52	.1240	-.2897	-.3123	-.1064	.2139

	V43	V44	V45	V46	V47
V43	1.0000				
V44	.7274	1.0000			
V45	.6072	.8621	1.0000		
V46	.3017	.2703	.4429	1.0000	
V47	.7454	.8162	.8630	.4305	1.0000
V48	.2516	.1214	.0672	.2538	.1500
V49	.5199	.4419	.5935	.3765	.6200

V50	.0351	-.1040	-.0844	.2533	-.1099
V51	.3643	.4492	.5044	.0911	.3440
V52	.4453	.4994	.4395	-.0911	.3802

	V48	V49	V50	V51	V52
V48	1.0000				
V49	.5362	1.0000			
V50	.1748	-.0985	1.0000		
V51	.1772	.2904	.1611	1.0000	
V52	.0672	.0884	-.1611	.7699	1.0000

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance	
	2.4533	1.8000	3.5500		1.7500	1.9722	.2477

Item-total Statistics

	Scale	Scale	Corrected		
	Mean	Variance	Item-	Squared	Alpha
	if Item	if Item	Total	Multiple	if Item
	Deleted	Deleted	Correlation	Correlation	Deleted
V38	34.5500	48.9974	.4231	.7615	.8372
V39	35.0000	50.1053	.4348	.8793	.8373
V40	34.4000	49.0947	.3917	.9670	.8389
V41	34.7500	48.7237	.4693	.9074	.8349
V42	34.6000	46.2526	.6462	.8301	.8247
V43	34.3000	47.2737	.6896	.9076	.8251
V44	34.3500	45.2921	.5940	.9043	.8266
V45	33.8500	44.2395	.7276	.9445	.8181
V46	34.7500	46.3026	.5951	.6735	.8271
V47	34.5000	45.0000	.6798	.9580	.8215
V48	34.7000	50.4316	.2324	.8682	.8485
V49	34.4000	46.9895	.5376	.8917	.8306
V50	34.4500	51.3132	.1136	.7447	.8599
V51	33.2500	47.3553	.4636	.8241	.8351
V52	33.3500	49.7132	.2754	.8438	.8466

Reliability Coefficients 15 items

Alpha = .8439 Standardized item alpha = .8523

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

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	V53	V54	V55	V56	V57
V53	1.0000				
V54	.4177	1.0000			
V55	.5412	.2993	1.0000		
V56	.1099	.1590	.3480	1.0000	
V57	-.2781	-.0213	-.2336	.2750	1.0000
V58	.2472	.1367	.2993	.2252	.4908
V59	.0825	.0161	.5040	.0394	.1747
V60	.2121	.0938	.2053	.2825	-.1264
V61	-.3685	-.1528	-.1038	.1262	.4221
V62	.3495	.0791	.1733	.3047	-.5335
V63	.2018	-.0341	.3729	-.2509	-.3435
V64	-.0471	.2252	.2030	.5122	.5893
V65	-.0328	.3596	.4240	.2547	-.0492
	V58	V59	V60	V61	V62
V58	1.0000				
V59	.1231	1.0000			
V60	-.2472	.1713	1.0000		
V61	.2688	.1843	-.2560	1.0000	
V62	-.4964	-.1767	.5030	-.2161	1.0000
V63	-.0341	.3802	-.0404	-.2246	-.0341
V64	.3577	.2859	-.2668	.5143	-.2252
V65	.1383	.4323	.0328	-.0608	-.0830

V63 V64 V65

V63 1.0000

V64	-.1882	1.0000	
V65	.4454	.3566	1.0000

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 20.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.3154	1.7500	2.9500		1.2000	1.6857
						.1243

Item-total Statistics

	Scale	Scale	Corrected		
	Mean	Variance	Item-	Squared	Alpha
	if Item	if Item	Total	Multiple	if Item
	Deleted	Deleted	Correlation	Correlation	Deleted
V53	28.0500	16.4711	.1766	.8433	.6121
V54	27.5500	15.8395	.2613	.5657	.6003
V55	28.0000	14.8421	.5440	.7951	.5629
V56	27.5000	11.5263	.4720	.7190	.5455
V57	27.3500	15.1868	.1556	.8719	.6276
V58	27.5500	15.4184	.3535	.8484	.5869
V59	27.7500	14.3026	.4067	.7256	.5700
V60	28.1500	16.7658	.1045	.6350	.6205
V61	27.1500	16.0289	.1139	.7167	.6276
V62	28.1500	17.6079	-.1006	.7913	.6496
V63	28.3500	17.1868	-.0248	.6378	.6414
V64	27.8000	14.0632	.6025	.8671	.5434
V65	27.8500	14.3447	.4197	.8244	.5684

Reliability Coefficients 13 items

Alpha = .6187 Standardized item alpha = .6239

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