



THE RELATIONSHIP BETWEEN DEMOGRAPHIC FACTORS AND
PSYCHOLOGICAL EMPOWERMENT ON JOB SATISFACTION OF
BANK EMPLOYEES

by
CHATRI ANUCHITANUKUL

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok Thailand

May 2003

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Abstract

This study examined the relationship between psychological empowerment and demographic on factors job satisfaction of Deutsche Bank A.G., Bangkok Branch. The study aims at examining the factors, which affected the satisfaction of bank personnel. The study is based on the previous research works, which studied the relationship between psychological empowerment (meaning, competence, self-determination and impact) and demographic factors (gender, age, education and work tenure) as independent variables and job satisfaction (nature of work, supervision, pay, colleague and job advancement) as dependent variable.

For the methods employed in this research, all employees were invited to complete self-report questionnaires. Psychological empowerment was measured with items from Spreitzer's Psychological Empowerment instrument with minimum demographic factors question. Minnesota Satisfaction Questionnaire (MSQ) measured job satisfaction. Descriptive and correlation statistics were employed to test the hypotheses.

The findings showed that there was a positive relationship between psychological empowerment and demographic factors on job satisfaction. Designing interventions that allowed for the relative influence of psychological empowerment on bank personnel may be a more effective strategy and have a greater effect on staff attitudes and behaviors.

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I would like to express my sincere gratitude to the employees of Deutsche Bank for their cooperation in conducting this research. Particular thanks go to the respondents who have devoted their time and efforts in completing the questionnaires and returned them on time.

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Table of Contents

	Page No.
Committee's Approval Sheet	i
Abstract	ii
Acknowledgement	iii
Table of Contents	iv
List of Tables	v
List of Figures	vi
 Chapter I – Generalities of the Study	
1.1 Introduction of the Study	1
1.2 Research Objectives	2
1.3 Statement of the Problem	3
1.4 Scope of the Research	3
1.5 Limitations of the Research	4
1.6 Significance of the Study	4
1.7 Definition of Terms	5
 Chapter II – Review of Related Literature & Studies	
2.1 Theories and Studies related to Demographic Profiles	8
2.2 Definition of Psychological Empowerment	9
2.3 Discussion of sub-variable of Psychological Empowerment	12
2.4 Theories and Studies related to Psychological Empowerment	13
2.5 Definition of Job Satisfaction	14
2.6 The relationship of Psychological Empowerment and Job Satisfaction	15
2.7 Theories and Studies related to Job Satisfaction	16
2.8 Measurement of Job Satisfaction	19
2.9 Local Research on Job Satisfaction	22
 Chapter III – Research Framework	
3.1 Theoretical Framework	24
3.2 Conceptual Framework	26
3.3 Research Hypothesis	26
3.4 Operationalization of the Independent & Dependent Variables	31
 Chapter IV – Research Methodology	
4.1 Research Method Used	34
4.2 Respondent and Sampling Procedures	34
4.3 Research Instruments/Questionnaires	35
4.4 Collection of Data/Gathering Procedures	36
4.5 Statistical Treatment of Data	37

Chapter V – Presentation of Data and Critical Discussion Results	
5.1 Descriptive information	41
5.2 Perception of Respondents on Psychological Empowerment	46
5.3 Perception of Respondents on Job Satisfaction	47
5.4 Relationship between Demographic Factors and Job Satisfaction	49
5.5 Relationship between Psy. Empowerment and Job Satisfaction	58
Chapter VI –Summary Conclusions and Recommendations	
6.1 Summary and Conclusion	68
6.2 Recommendations	71
6.3 Implications	72

Bibliography

Appendix A- Questionnaire

Appendix B- Reliability Analysis

Appendix C- SPSS Output



List of Table

	Page No.
Table 2.1 Job Satisfaction Measures of Published Studies	19
Table 3.1 Operationalized Table for Demographic Factors	31
Table 3.2 Operationalized Table for Psycho Empowerment	32
Table 3.3 Operationalized Table for Job Satisfaction	33
Table 4.1 Disconfirmation Average Weighted Mean	41
Table 4.2 Reliability Co-efficient Alpha	43
Table 4.3 Arrangement of Hypothesis	43
Table 5.1 Classification of Gender	44
Table 5.2 Classification of Age	45
Table 5.3 Classification of Education	45
Table 5.4 Classification of Work Tenure	46
Table 5.5 Perception of Respondents on Psycho Empowerment	47
Table 5.6 Perception of Respondents on Job Satisfaction	48
Table 5.7 Cross tab between Gender and Nature of Work and Chi Sq.	50
Table 5.8 Cross tab between Gender and Supervision and Chi Sq.	51
Table 5.9 Cross tab between Gender and Pay and Chi Sq.	52
Table 5.10 Cross tab between Gender and Colleague and Chi Sq.	53
Table 5.11 Cross tab between Gender and Job Advancement and Chi Sq.	54
Table 5.12 Correlation of Age and Job Satisfaction Variables	56
Table 5.13 Correlation of Education and Job Satisfaction Variables	57
Table 5.14 Correlation of Work Tenure and Job Satisfaction Variables	58
Table 5.15 Correlation of Meaning and Job Satisfaction Variables	61
Table 5.16 Correlation of Competence and Job Satisfaction Variables	62
Table 5.17 Correlation of Self-deter and Job Satisfaction Variables	63
Table 5.18 Correlation of Impact and Job Satisfaction Variables	65
Table 5.19 Summary of Hypothesis Testing	66
Table 5.20 Summary of Hypothesis Testing	67

List of Figures

	Page No.
Figure 3.1 Network of Psychological Empowerment in Workplace	25
Figure 3.2 Conceptual Framework of Research Study	26



Chapter I

Generalities of the Study

1.1 Introduction of the Study

The organizational researchers and practitioners identified psychological empowerment as a construct meriting critical inquiry (e.g., Kanter, 1989; Thomas and Velthouse, 1990). Widespread interest in psychological empowerment came at a time when global competition and change required employee initiative and innovation (Drucker, 1988). In the past, organizational researchers had focused their work on empowering management practices, including the delegation of decision making from higher organizational levels to lower ones and increasing access to information and resources for individuals at the lower levels (Blau and Alba, 1982, Mainiero, 1986, Neilsen, 1986, Bowen and Lawler, 1992). In 1990 Thomas and Velthouse advocated seeking alternative perspectives on empowerment that distinguish between situational attributes (e.g., management practices) and job incumbent cognitions about those attributes (e.g., psychological empowerment). Similarly, Conger and Kanungo (1988) argued that management practices were only one set of conditions and that those practices might empower employees but would not necessarily do so. Until recently, few researches had been conducted on individual's perspective on empowerment, focusing on the psychological experience of empowerment.

Nowadays banking systems were experiencing dramatic organizational changes. To manage the changes effectively, the management must understand the social processes that affect employees' work-related attitudes, particularly psychological empowerment

and demographic factors. At the unit level, department managers were responsible for ensuring that work flow were implemented successfully, because current restructuring strategies represented a change from traditional moribund operations, the psychological empowerment could be an important factor in influencing subordinates' acceptance of change and their productivity. In addition, to be effective in restructured systems, banking staff must be empowered to make judgments about the tasks and to delegate effectively (Douglas, 1995). Restructuring strategies frequently included work redesign to shift more directly to ordinary personnel. Therefore, empowerment of ordinary personnel was also becoming an increasingly important aspect of banking restructuring. Previous studies indicated that empowerment and demographic factors such as age, gender etc. positively affect the job satisfaction levels (Douglas, 1995; Medley and LaRochelle, 1995; Metle 1997; Islam and Saha, 2001). The researcher explored the relationship between psychological empowerment and demographic factors and its effect on job satisfaction.

1.2 Research Objectives

Since psychological empowerment was essential for organization (Spreitzer, 1997). To be effective, this study focused attention on the relationship of psychological empowerment, demographic factors and job satisfaction of employees of Deutsche Bank A.G. Bangkok Branch.

From the research work of Quinn and Spreitzer (1997), they found that a significant number of organizations appeared to believe the concept of job satisfaction due to the concern for efficiency improvement in their human resource. The present "efficiency revolution" had been forced by increased international competition and many

organizations had accepted the challenge of motivating employees and had begun extensive empowering. Hence, researcher came up with three main objectives in this study:

- 1) To examine the relationship between demographic factors on job satisfaction.
- 2) To examine the relationship between psychological empowerment on job satisfaction.
- 3) To draw appropriate conclusion from the analysis of collected data and offer useful recommendations to help the researched organization to improve company's human resource management.

1.3 Statement of the Problem

The problem in this study was to assess job satisfaction of employees of Deutsche Bank working in its Bangkok Branch. The study aimed to determine relationship between demographic factors (age, gender, education, work tenure), employees' psychological empowerment (meaning, competence, self-determination and impact) and job satisfaction (nature of work, supervision, pay, colleague and job advancement). The researcher seeks to answer the following specific questions:

1. What is the relationship between employees' demographic factors (gender, age, education and job advancement) and their job satisfaction?
2. What is the relationship between employees' psychological empowerment (meaning, competence, self-determination and impact) and their job satisfaction?

1.4 Scope of the Research

Quantitative research was required to investigate a problem or phenomenon, which did not lend itself to empirical or objective evaluation (Creswell, 1994). This study was not

intended to provide definite data to be used to modify current or implement new policies or procedures within the banking industry; it was intended to contribute to the bank's body of knowledge about job satisfaction and empowerment. The study was confined in the area of job satisfaction and psychological empowerment factors among Deutsche Bank's employees Bangkok Branch.

1.5 Limitations

The findings of this study must be confined to the following limitations of instrumentation, design and uncontrolled variables:

1. The present research focuses attention on investigating relationship between psychological empowerment and job satisfaction of employees working in Deutsche Bank, Bangkok Branch, therefore its findings may not be generalized for employees of this bank working in other branches.
2. The present research focuses attention on investigating relationship between psychological empowerment, demographic factors and job satisfaction of employees working in Bangkok Branch, therefore its findings related to job satisfaction may not be generalized with reference to other independent variables (other than psychological empowerment and demographic factors).
3. The present study is conducted within a specific time period therefore its findings may not be generalized for all times.

1.6 Significant of the Study

The primary purpose of this study is to examine the extent to which Deutsche Bank's employees are satisfied with their job in the bank.

The secondary purpose of the study is to understand the factors related to job satisfaction. After analyzing, the factors related to their job satisfaction, the findings would help to develop positive actions and adjustments for Deutsche Bank's employee to perform better in organization.

Lastly, the findings are intended to provide Deutsche Bank's management to deal and interact with the human resource program meaningfully.

1.7 Definition of Key Terms

Colleague One who work in the same organization
(Wood et al. 2001).

Competence The abilities, values, personality traits and
other characteristics of people that lead to
superior performance (McShane et al.
2003).

Demography: The study of human populations in terms of
size, density, location, age, gender, race,
occupation, and other statistics (Kotler &
Armstrong, 2001).

Impact Degree to which an individual can influence
strategic and administrative at work
(Ashforth, 1989).

Job advancement Chances for further advancement (Wood et
al. 2001).

* Job Satisfaction:

A person's attitude regarding his or her job and work content (McShane, et al. 2003).

Meaning

Meaning is the value of a work goal or purpose, judged in relation to an individual's own ideals or standards (Thomas & Velthouse, 1990).

Nature of Work

Responsibility, interest and growth (Wood et al. 2001).

* Pay

Adequacy of pay and perceived equity compared with the pay that others receive (Wood et al. 2001).

Psychological Empowerment:

Psychological empowerment is a mind-set that employees have about their role in the organization (Quinn and Spreitzer, 1997).

Self-Determination

Individual's sense of having choice in initiating and regulating actions (Deci et al. 1989).

* Supervision

Technical help and social support (Wood et al. 2001).

Chapter II

Review of Related Literature & Studies

Work satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including industrial psychology, public administration, business, and higher education (Wood et al 2001).

Organizations were demanding more from their employees than ever before. Higher customer expectations, increased globalization, more sophisticated technology – these were a few of the conditions at work. It was an environment where traditional command-and-control hierarchies were increasingly less appropriate. Instead, employees must learn to take initiative, be creative, and accept responsibility for their actions. They needed to be “empowered” – or so a growing consensus indicated (Quinn and Spreitzer, 1997).

The Cornell Studies of job satisfaction used a carefully constructed checklist of items descriptive of the total job situation. The Cornell studies showed that job satisfaction composed of 5 relatively independent aspects of the work environment. They were the work itself, pay, supervision, promotion and co-worker (Smith et al. 1969).

The chapter emphasized on the recent literature and studies concerning the psychological empowerment factor toward job satisfaction. The aspects included the key essential factors of empowerment efficiency, which affected through employee satisfaction in the organization.

*Me.

2.1 Theories and Studies Related to Demographic Factors

Several researchers had conducted the research related to demographic factors such as Glenn and Weaver (1982) examined job satisfaction specific to educational level. Their sample was composed of 1,500 white, full-time employees pooled from 1974, 1976, 1977 and 1980. Face-to-Face interviews were administrated throughout all 48 contiguous states. Findings would suggest that increasing education does not negatively impact on job satisfaction. The total effect of education emerged as slightly positive for both sexes, with the effect being slightly stronger for women. The important developments discussed so far called into question the assumed positive relationship between age and job satisfaction. For example Doering et al's comprehensive review (1983) concluded that age was positively associated with job satisfaction.

Early 1990s, Frankel (1993) also conducted an exploratory study to examine differences in the relationships between gender, sex role, use of moral orientations and job satisfaction among attorneys. Data were collected from Minnesota Satisfaction Questionnaire, the Personal Attributes Questionnaire, a demographic questionnaire, and an open-ended structured interview. The study found both length of years in law practice and income were significantly correlated with intrinsic job satisfaction. Men and women attorneys differed on both intrinsic and extrinsic job satisfaction, with men reporting significantly higher intrinsic and extrinsic job satisfaction. The study conducted by Metle (1997) concluded that there was linear relationship between age and each facet of job satisfaction i.e. pay, co-worker, supervision, promotion and work itself). She also showed that when the age increases, level of satisfaction with salaries as well as their feelings toward job security increases as well. The previous researches of Steffy and

Jones (1990), Pugliesi (1995), Cheung and Scherling (1999) found that there were relationships between job satisfaction and age, sex.

The research work of Islam and Saha (2001) on bank officers in Bangladesh also stated the impacts of work experience, age and sex differences on the attitudes toward job satisfaction. Work experience was found as the second most important factor affecting job satisfaction. Sex and age differences had relatively lower level of impact on it.

2.2 Definition of Psychological Empowerment

The definition of psychological empowerment could be traced back to 1980s, when organizations were demanding more from their employees than ever before. It was an environment where traditional command and control hierarchies were increasingly less appropriate. Hence, Conger and Kanungo (1988) defined empowerment as the motivational concept of self-efficacy. After reviewing the relevant research, Thomas and Velthouse (1990) argued that empowerment was multifaceted and that its essence cannot be captured by a single concept. They defined empowerment more broadly as increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role. Vogt and Murrell (1990) also elaborated the term empowerment as to enable, to allow or to permit and could be conceived as both self-initiated and initiated by others. For social change agents, empowering was an act of building, developing, and increasing power through cooperation, sharing, and working together. It was an interactive process based on a synergistic, not a zero-sum. Assumption about power i.e. the process of empowerment enlarges the power in the situation as opposed to merely redistributing it. In the early 1990s, Polzin (1991) stated broadly that empowerment referred to either psychological empowerment, focusing

largely on the individual's self-efficacy or organizational empowerment, focusing on shared power in the organizational structure and decision-making processes.

Arad (1994) indicated that the practice of empowering employees was often a principal component of management and organization effectiveness; organizational productivity increases when power and control are shared with subordinates, and empowerment played a crucial role in group development and maintenance. In 1995, Spreitzer constructed model called Network of Psychological Empowerment in the Workplace stated that psychological empowerment was defined as a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact. Together these four cognitions reflected an active rather than a passive, orientation to a work role. By active orientation, an individual wished and felt able to shape his or her work role and context. The structure of Network of Psychological Empowerment in the Workplace was consistent with the critical components of Thomas and Velthouse's (1990) notion of the process of empowerment: an individual's work context and personality characteristics shaped empowerment cognitions, which in turn motivate individual behavior.

The work of Simons in (1995) pointed out that a fundamental problem-facing manager in the 1990s was how to exercise adequate control in organizations that demand flexibility, innovation, and creativity. Competitive businesses with demanding and informed customers must rely on employee initiative to seek out opportunities and respond to customers' needs. Therefore, today's managers must encourage employees to initiate process improvements and new ways of responding to customers' needs-but in a controlled way (rightly empowered). Long (1996) supported the idea of Simons by

giving the definition of empowerment as building the climate wherein employees at all levels would want to be fully involved in and totally committed to the successful achievement of the overall corporate objective thereby developing both the organizational and personal performances/potential.

In the late 1990s, Quinn and Spreitzer (1997) commented on Organizational Dynamics that by basing on the model of Network of Psychological Empowerment in the Workplace, organizations were demanding more from their employees than ever before. Higher customer expectations, increased globalization, more sophisticated technology- these were a few of the conditions at work. Employees must learn to take initiative, be creative, and accept responsibility for their actions. They needed to be "empowered".

Morrison et al. (1997) took the concepts and definition of Spreitzer (1995) to study the differences in contributions of empowerment in predicting job satisfaction for licensed and unlicensed workers were evident. The research result appeared that the empowerment was positively related to job satisfaction.

For the beginning of the new millennium, Sewell (2001) stated that the current popularity of teamwork as source of empowerment could be attributed to its characteristics as a special form of group-based-work, whereas McShane et al. (2003) introduced another dimension of empowerment by stating that empowerment was a feeling of control and self-efficacy that emerges when people were given power in a previously powerless situation. This involved using teams as the fundamental unit of workplace reorganization, extending their role to include some tasks traditionally undertaken by managers. Schermerhorn (2002) defined empowerment as distributes decision-making power throughout an organization.

2.3 Discussion of sub-variable of Psychological Empowerment

Conger and Kanungo (1988) defined empowerment as the motivational concept of self-efficacy. After reviewing relevant research, Thomas and Velthouse (1990) argued that empowerment was multifaceted and that its essence could not be broadly as increased intrinsic task motivating manifested in a set of four cognitions reflecting an individual's orientation to his or her work role: meaning, competence (which was synonymous with Conger and Kanungo's self-efficacy, self-determination, and impact.

Meaning – Meaning was the value of a work goal or purpose, judged in relation to an individual's own ideals or standards (Thomas and Velthouse, 1990). Meaning involved a fit between the requirements of a work role and beliefs, values and behaviors (Hackman and Oldham, 1980, Brief and Nord, 1990, Quinn and Spreitzer 1997).

Competence – Competence, or self-efficacy, was an individual's belief in his or her capability to perform activities with skill (Gist, 1987). Competence was analogous to agency beliefs, personal mastery, or effort-performance expectancy (Bandura, 1989, Quinn and Spreitzer 1997).

Self-determination – Where competence was a mastery of behavior, self-determination was an individual's sense of having choice in initiating and regulating actions (Deci et al, 1989). Self-determination reflected autonomy in the initiation and continuation of work behaviors and processes; examples were making decisions about work methods, pace, and effort (Spector, 1986, Bell and Staw 1989, Quinn and Spreitzer 1997).

Impact – Impact was the degree to which an individual can influence strategic, administrative, or operating outcomes at work (Ashforth, 1989). Impact was the converse of learned helplessness (Martinko and Gardner, 1982). Further, impact was

different from locus of control; whereas impact was influenced by the work context; internal locus of control was a global personality characteristic that endures across situations (Wolfe and Robertshaw 1982, Quinn and Spreitzer 1997).

2.4 Theories and Studies Related to Empowerment

According to theory Z of Ouchi, he explained that organization empowerment should have decision making which was derived through democratic process involving remain with relevant individual. For employee, there was a willingness to deal with the whole person rather than fragmented organizational role player, trust was built which, in turn, motivated all organization members to do their best to achieve shared objective. The process of employee participative was one of mechanisms that provides for the broad dissemination of information and of value within the organization, and it also served symbolic role of signaling in an unmistakable way the cooperative intent of firm. The evidence was clear and coincidence with the concept of job enrichment (McShane 2003). Job enrichment increased the challenge of one's work by reversing the trend toward greater specialization built more complexity and depth into jobs by introducing planning and decision-making, responsibility normally carried out at higher levels.

Upgrading five cores dimension of work can enrich Job:

Skill Variety - the degree to which a job require a variety of different activities that involve the use of a number of different skill and talents.

Task identity – the degree to which, a job required completion of a whole and identifiable piece of work, doing a job from beginning to end with variable outcome.

Task significance – the degree to which, a job had a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment.

Autonomy – the degree to which a job provided substantial freedom independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

Feedback – the degree to which, carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his performance.

It could conclude that people who work on jobs high on the core job characteristics were more motivated, satisfied and productive than people who worked on job that were score low on these characteristic. The same was true for absenteeism; responses to jobs high in objective motivating potential were more positive for people who have strong needs for growth than for people with weak growth needs.

* 2.5 Definition of Job Satisfaction

The concept of job satisfaction had been studied several decades ago. The prominent author on this topic was Smith (1974). He stated that job satisfaction was a multivariate human attitude that has been defined as “an affective response of the worker to his job...consequence of the worker’s experience on the job in relation to his own values, i.e. what he wanted or expected from it. After reviewing the concept of Smith, Warr et al. (1979) also defined job satisfaction as the degree to which a person reported satisfaction with intrinsic and extrinsic feature of the job. Total job satisfaction was the sum of all separate items, and overall job satisfaction was reported satisfaction with the job as a

whole. In the mid of 1990s, Vecchio (1995) concluded that Job satisfaction was human's thinking, feeling and action tendencies or one's attitude towards work. A person's level of job satisfaction was influenced by experience, work itself, communication, and expectation. Job satisfaction was a consequence of the past, which referred to people's feeling about rewards they had received when compared with their outcomes, if equal, then work effort tended to be increased (Osborn et al, 1997). Schermerhorn (2002) defined that job satisfaction was the degree to which an individual felt positive or negatively about a job. McShane et al. (2003) defined that job satisfaction was a person's attitude regarding his or her job and work content.

2.6 The Relationship of Psychological Empowerment and Job Satisfaction

After spending several years in his studies on motivating workers, Herzberg (1966) discovered that feeling of job satisfaction was more importance than money for persuading people to increase productivity. It meant that people would not work harder to receive money they were already going to get just by showing up and doing the job. They would work harder, however, if it increased their own job satisfaction. Many people feel rewarded by knowing the job was well done, even when no one else had seen work yet. Job satisfaction appeared in the model as an outcome of perceived empowerment. This reflected the notion of job satisfaction as a pleasurable emotional state resulting from the perception that one's job allowed for the fulfillment of important job values (Locke, 1976). Several things accomplished Job satisfaction. Money was not the only thing that motivated or created job satisfaction. Need was what drive people to work. Only the basic need was covered by money. Job satisfaction came at a deeper level.

Schermerhorn (2002) defined that all managers must decide what work they should do themselves and what should be left for others. A common management failure was unwillingness to delegate. Whether due to a lack of trust in others or to a manager's inflexibility in the way things get done, failure to empowerment can be damaging. Empowerment gave freedom to contribute ideas and did their jobs in the best possible ways. This involvement could increase job satisfaction for the individual and frequently results in better job performance.

* 2.7 Theories and Studies Related to Job Satisfaction

V₁

V₂

The concept of job satisfaction could be able to trace back to mid 1990s. Maslow introduced the need hierarchy, the theory had much of its philosophical rationale in a personality theory proposed some years ago in 1954 and it was known as "The Hierarchy of Needs" model. According to this framework, man is a need-oriented organism, with the needs arranged in a hierarchy from lowest to highest i.e.:

1. Physiological Needs. Physiological needs were the most basic needs in Maslow's hierarchy and included needs that must be satisfied for the person to survive, including food, water, oxygen, sleep, sex etc.
2. Safety Need. If the physiological needs were relatively satisfied, Maslow claimed that safety needs would emerge. These needs included a desire for security, stability, dependency, protection, freedom from fear and anxiety, and a need for structure, order and law.
3. Social Needs. Originally Maslow referred to this need as the need for belongingness and love.

4. Self-esteem Needs. It was the desire for self-respect, and for the esteem of others, and might be focused either internally or externally.
5. Self-actualization Needs. The highest need in Maslow's hierarchy was for self-actualization, which referred to the needs for self-realization, continuous self-development, and the process of becoming all that a person was capable of becoming.

According to Maslow, these five needs were arranged in a hierarchy of importance called "prepotency". Higher-level needs were not important and not manifest until lower level emerged and influenced behavior. By Basing on a series of studies, Alderfer condensed Maslow's need hierarchy from five needs to just three, which he referred to as the ERG theory.

1. Existence Needs. The existence needs referred to all forms of material and physiological factors necessary to sustain human existence.
2. Relatedness Needs. These needs included all socially oriented needs.
3. Growth Needs. Growth needs were those related to the development of human potential.

In the early 1990s, McClelland hypothesized that there was a relationship between an aroused need for achievement and the amount of entrepreneurial activity and the resulting economic growth within a culture. Proof for this was first sought in the less economically developed societies. It was supposed that these societies could be differentiated on their rate of economic growth by measuring the strength of their need for achievement on a societal level. The need for achievement was measured by assessing the achievement imagery found in the folk tales of the various cultures.

McClelland found that the societies with a high need for achievement also had a high percentage of the population engaged in entrepreneurial activity. Although most of McClelland's work related the need for achievement in a society to its economic development, his approach had been extended to the study of the individual and work-related behavior. While the need for achievement was of central concern, McClelland's work had been expanded to include the need for power and affiliation. Each need was defined as follows:

1 Need for Achievement – a need to excel in relation to competitive or internalized standards.

2 Need for power – a need for control and influence over others.

3 Need for affiliation – a need for warm, friendly relationships.

In the study of Adams, there was a theory which, related to job satisfaction i.e. Equity Theory. The theory suggested that the inputs we perceived ourselves as investing in our job and the outcomes the job provided for us are compared against the inputs and outcome of some other relevant person or group. Equity would be perceived when the following ratios exist:

$$\text{My Inputs/My Outcome} = \text{Other's Inputs/ Other's Outcome}$$

Inputs consisted of anything that individuals consider relevant to their exchange with the organization, anything that they gave up, offered or trade to the organization. These might include factors such as education, training, seniority, hard work, high quality work and so on. Outcomes were those factors that the organization was perceived to offer in return for the inputs.

Equity theory had important implications for job satisfaction. First, inequity itself was a dissatisfying state of affairs, especially when we were on the “short end of the stick”.

2.8 Measurement of Job Satisfaction

The measurement of job satisfaction still remained a diverse and complex activity. While an excellent compilation of job-related scales was found in Robinson et al. (1969), the half-century of research on the topics had not produced a consensus measure or even consensus measurement strategy. A computer search of job satisfaction studies using PSYCINFO (Psychological Information) for 1990 and 1991 yielded 426 entries, a number of which were review articles. In order to obtain a reasonable perspective on current measures being employed, 75 articles were randomly selected.

Table 2.1: Job Satisfaction Measures Used in a Sample of Published Studies

Job Facets Global Measure (Quinn and Staines, 1977)	17
Single-Item Global Measure (Quinn and Shepard, 1974)	13
Job Descriptive Index (JDI) (Smith, Kendall, and Hulin, 1969)	11
Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al, 1967)	11
Hoppock Job Satisfaction Blank (Hoppock, 1935)	8
Brayfield and Roth Job Questionnaire (Brayfield and Rothe, 1951)	4
Action Tendency Measure (Hartmand et al, 1986)	3
Job Diagnostic Survey (JDS) (Hackman and Oldman, 1980)	2
Female Faces Scale (Dunham and Herman, 1975; Kunin, 1966)	1
Index of Job Satisfaction (Kornhauser, 1965)	1
Others	4

Note: In many instances, the scales used were modified versions of the original.

Source: Golembiewski, Robert. T (1993). Handbook of Organizational Behavior. New York: Marcel Dekker, Inc. pp.118

Other authors had documented similar disarray in the measurement of job satisfaction. In a review on the relationship between job satisfaction and life satisfaction, Rain et al. (1991) looked at 35 articles and noted that: “Before 1980, a variety of job satisfaction and life satisfaction measures were used, with no single measure dominating the research.

Current research continues this trend”. They reported that a “composite measure” was used in 15 of the studies they reviewed; composite measures being identified as either facet-free or facet-specific measures.

The advent of meta-analysis had brought this issue to the forefront. For example Spector (1985) conducted a meta-analytic study on the relationship between perceived control and a variety of outcome variables, including job satisfaction. He noted that many different measures of job satisfaction were used the JDI, MSQ and the Job Diagnostic Survey (JDS). In addition, many studies used single-item measures of overall satisfaction. Loher et al. (1985) conducted a meta-analysis on the relation of job satisfaction to various job characteristics. They identified more than eight different measures of job satisfaction in 28 studies. Another meta-analysis conducted by Farrell and Stamm (1988) looked at job satisfaction as a correlate of absenteeism. These authors used 72 studies in their meta-analysis, but did not report the specific measures or indexes encountered. However, they discussed their finding within the context of over all job satisfaction, with the exact meaning being unclear. Clearly, measurement issues such as method variance and multi-items and single-item measures of job satisfaction could affect the conclusions drawn in these meta-analyses.

Overall, the findings from existing literature reviews and meta-analyses were very similar to those reported in the review. The inability to develop a uniform or consensual strategy leaves the concept of job satisfaction in a tenuous position with regard to the use of newly developing methodologies such as meta-analysis. In addition, there appeared to be a “better mouse trap” approach to the problem. New measures were constantly being

developed, older measures were continually being modified, and other measures were being reconstituted.

A number of surveys had been developed to measure job satisfaction. Some has been used extensively. Others were developed for a single study. Some survey measured global satisfaction; others measured facet satisfaction (and not always the same facets). In recent years, researchers were using standardized surveys. It permitted a cross study comparison, which was one of value in making generalizations about job satisfaction. Three surveys were particular popular, and each had been the object of intensive research. The first one was the Job Descriptive Index (JDI) developed by Smith et al. (1969). It was the most used and most researched measure of job satisfaction.

The questionnaire measures five specific facets; satisfaction with work itself, supervision, pay, promotions, and co-workers, plus a global job-in-general scale. Five scale scores reflecting satisfaction for each of the facets were tabulated. The total score on the JDI had also been used to reflect overall job satisfactions. Indeed, Ironson et al. (1989) developed an overall satisfaction scale to accompany the facet scales of the JDI. The overall scale was not equivalent to the sum of the scores from the five facet scales.

Weiss et al. (1967) developed the Minnesota Satisfaction Questionnaire (MSQ). It was the second most popular measure of satisfaction. Like the JDI, the MSQ also measured satisfaction with facets of a job twenty items was included, such as creativity, independence, supervision-human relations, supervision-technical and working conditions. Each facet was composed of five items. The individual responds on a five-point scale ranging from “very satisfied” (5) to “very dissatisfied” (1).

How many facets of job satisfaction a questionnaire should measure was debatable. The JDI measure 5, the MSQ measures 20. The data clearly indicated that these facets were not independent. The issue of interest to the researcher should determine the number and kind of dimensions.

The third common satisfaction measure was the Faces Scale developed by Kunin (1955). This single-item scale was very different from the others. It measured global satisfaction and, was opposed to words or phrases. The scale points were drawings of a human face. The faces Scale was a good measure of overall satisfaction and was widely applicable. Since words were not used, there was less ambiguity about the meaning of the scale points. The person simply checked the face that reflected how he or she felt about the job in general. Kunin's Faces Scale was applicable to both males and females, though Dunham and Herman (1972) developed a version showing female faces.

Many researchers had used one of the above three scale to assess job satisfaction. However, as Weanous and Lawler (1972) stated, there was no one best measure of job satisfaction. Two things should guide the selection of a satisfaction questionnaire. First, it should provide reliable and valid assessments. Second, it should measure the facets of satisfaction that were the greatest interest to the researcher.

2.9 Local Research on Job Satisfaction

Jariyavidhyanont (1978) studied job satisfaction of faculty members at the National Institute of Development Administration (NIDA). He found no significant difference in faculty member's job satisfaction among gender, age, marital status, educational background and work experience.

Wangphanich (1984) studied job satisfaction of university faculty members at Srinakhrinwirot University, Thailand, both in overall satisfaction and in job-dimension satisfaction, which included satisfaction with work, supervision, pay, promotion and co-workers. He found that age; work experience, gender, and skill levels appeared to have a significant effect on job satisfaction. His study revealed that the most satisfied faculty members in this study were older people who had greater work experience, higher pay, or higher academic ranks.

Ongkasuwan (1994) investigated perception of job satisfaction among selected private school teachers in Bangkok and to determine whether job satisfaction was related to selected demographic variables. Teachers scored highest in the intrinsic satisfaction variables. The lowest satisfaction sources were for the extrinsic variable of recognition, advancement and compensation.

Chinapha (1995) studied the relationship between job satisfaction and selected characteristics of teachers in international schools in Thailand. The overall relationship between job satisfaction variables and each of the personality and demographic variables were analyzed by using canonical analyses.

Brahmasuwan (2001) surveyed a study of differences in job motivation and satisfaction between male and female supervisors. Significant relationship was found between motivation and job satisfaction facets.

Chapter III

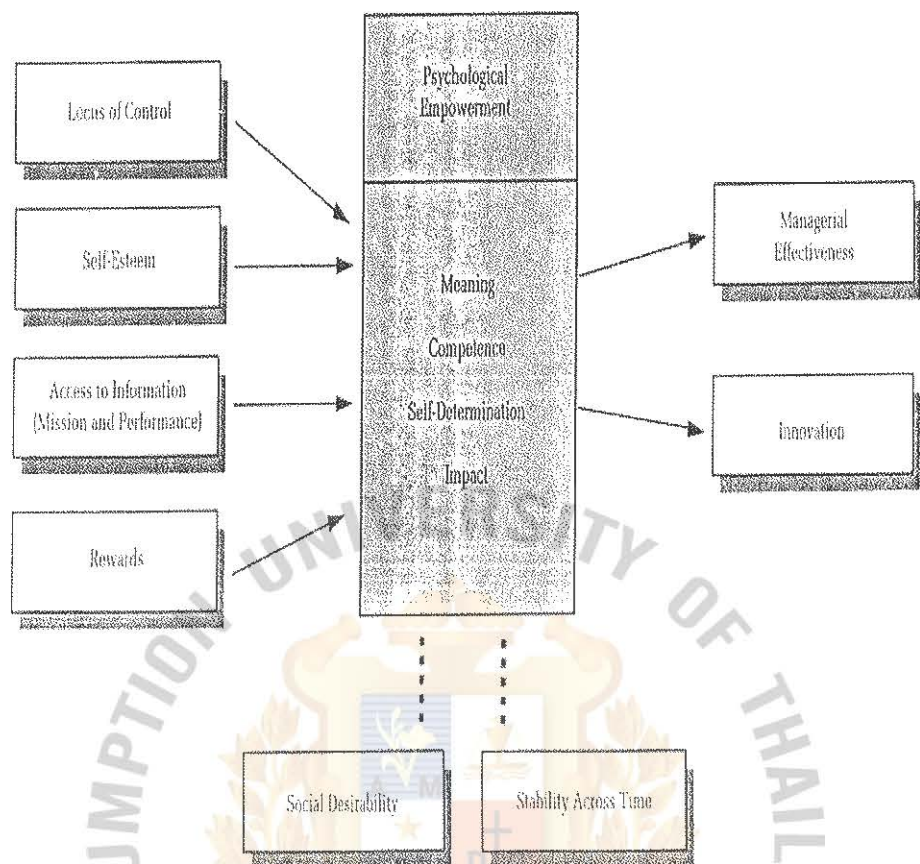
Research Framework

This chapter explained the theoretical and conceptual framework for studying the relationship between demographic factors, psychological empowerment and job satisfaction. For testing the hypotheses, the researcher had identified the demographic profile, and psychological empowerment as independent variables whereas the dependent variable was the job satisfaction. The researcher invited all respondents to participate.

3.1 Theoretical Framework

The theoretical framework referred to the theories being used as a basis or reference, which were drawn from the literature review. A framework was a model, which allowed the researcher to explore the relationship of variables, in a logical and prescribed fashion. It clarified questions and it summarized the overall concept being investigated.

Figure 3.1: Network of Psychological Empowerment in the Workplace



Source: Spreitzer, G.M. 1995, "Psychological Empowerment in the Workplace: Dimensions, Measurement and Validation". Academy of Management Journal: 38, 1442-1465.

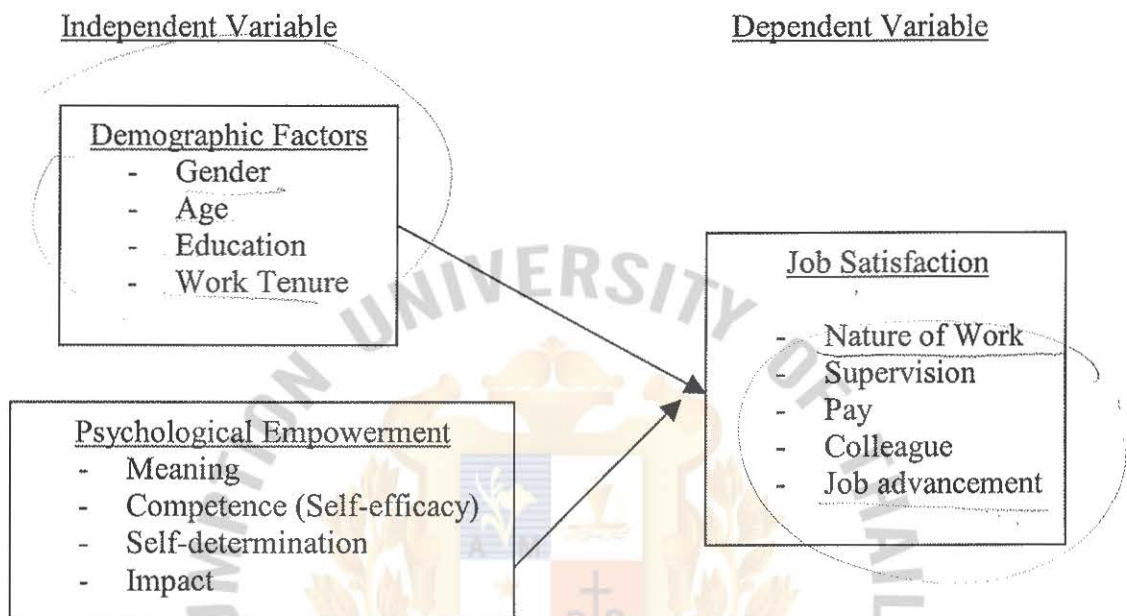
From the above figure, the structure of this set of dimensions and variables was consistent with the critical components of Thomas and Velthouse's (1990) notion of the process of empowerment: an individual's work context and personality characteristics shape empowerment cognitions, which in turn motivated individual behavior.

p. mel

3.2 Conceptual Framework

The following conceptual framework was developed based on the integration of concepts and theories of job satisfaction, empowerment and demographic factors.

Figure 3.2 Conceptual Framework of Research Study



3.3 Research Hypothesis

Based on the visualization of the key cluster concepts of the conceptual framework and the research question of this study, the independent variables were developed into two groups.

Group I: Demographic factors of employees and their Job Satisfaction. (The detailed hypotheses were shown on p.27-28).

Group II: Psychological empowerment of employees and their Job Satisfaction. (The hypotheses were shown on p. 29-30).

Group I: Demographic factors and Job Satisfaction

Ho1 Demographic factor (gender) of employees and their Job Satisfaction (nature of work) are not related.

Ho2 Demographic factor (gender) of employees and their Job Satisfaction (supervision) are not related.

Ho3 Demographic factor (gender) of employees and their Job Satisfaction (pay) are not related.

Ho4 Demographic factor (gender) of employees and their Job Satisfaction (colleague) are not related.

Ho5 Demographic factor (gender) of employees and their Job Satisfaction (job advancement) are not related.

Ho6. There is no relationship between demographic factor (age) of employees and their job satisfaction (nature of work).

Ho7. There is no relationship between demographic factor (age) of employees and their Job Satisfaction (supervision).

Ho8. There is no relationship between demographic factor (age) of employees and their Job Satisfaction (pay).

Ho9 There is no relationship between demographic factor (age) of employees and their Job Satisfaction (co-worker).

Ho10 There is no relationship between demographic factor (age) of employees and their Job Satisfaction (job advancement).

Ho11 There is no relationship between demographic factor (education) of employees and their Job Satisfaction (nature of work).

Ho12 There is no relationship between demographic factor (education) of employees and their Job Satisfaction (supervision).

Ho13 There is no relationship between demographic factor (education) of employees and their Job Satisfaction (pay).

Ho14 There is no relationship between demographic factor (education) of employees and their Job Satisfaction (colleague).

Ho15 There is no relationship between demographic factor (education) of employees and their Job Satisfaction (job advancement).

Ho16 There is no relationship between demographic factor (work tenure) of employees and their Job Satisfaction (nature of work).

Ho17 There is no relationship between demographic factor (work tenure) of employees and their Job Satisfaction (supervision).

Ho18 There is no relationship between demographic factor (work tenure) of employees and their Job Satisfaction (pay).

Ho19 There is no relationship between demographic factor (work tenure) of employees and their Job Satisfaction (colleague).

Ho20 There is no relationship between demographic factor (work tenure) of employees and their Job Satisfaction (job advancement).

Group II: Psychological Empowerment and Job Satisfaction

Ho21. There is no relationship between psychological empowerment (meaning) of employees and their job satisfaction (nature of work).

Ho22. There is no relationship between psychological empowerment (meaning) of employees and their job satisfaction (supervision).

Ho23. There is no relationship between psychological empowerment (meaning) of employees and their job satisfaction (pay).

Ho24. There is no relationship between psychological empowerment (meaning) of employees and their job satisfaction (colleague).

Ho25. There is no relationship between psychological empowerment (meaning) of employees and their job satisfaction (job advancement).

Ho26. There is no relationship between psychological empowerment (competence) of employees and their job satisfaction (nature of work).

Ho27. There is no relationship between psychological empowerment (competence) of employees and their job satisfaction (supervision).

Ho28. There is no relationship between psychological empowerment (competence) of employees and their job satisfaction (pay).

Ho29. There is no relationship between psychological empowerment (competence) of employees and their job satisfaction (colleague).

Ho30. There is no relationship between psychological empowerment (competence) of employees and their job satisfaction (job advancement).

Ho31. There is no relationship between psychological empowerment (self-determinant) of employees and their job satisfaction (nature of work).

Ho32. There is no relationship between psychological empowerment (self-determinant) of employees and their job satisfaction (supervision).

Ho33. There is no relationship between psychological empowerment (self-determinant) of employees and their job satisfaction (pay).

Ho34. There is no relationship between psychological empowerment (self-determinant) of employees and their job satisfaction (colleague).

Ho35. There is no relationship between psychological empowerment (self-determinant) of employees and their job satisfaction (job advancement).

Ho36. There is no relationship between psychological empowerment (impact) of employees and their job satisfaction (nature of work).

Ho37. There is no relationship between psychological empowerment (impact) of employees and their job satisfaction (supervision).

Ho38. There is no relationship between psychological empowerment (impact) of employees and their job satisfaction (pay).

Ho39. There is no relationship between psychological empowerment (impact) of employees and their job satisfaction (colleague).

Ho40. There is no relationship between psychological empowerment (impact) of employees and their job satisfaction (job advancement).

3.4 Operationalization of the Independent and Dependent Variables

In order to show the clearer picture of the independent and dependent variables accurately, the researcher had constructed a table of operationalization. It explained about variables related to the demographic factors, psychological empowerment and job satisfaction.

Table 3.1 Operationalized Table for Demographic Factors

Variables	Definition	Operational Components	Types of Scale
Gender	- Gender of respondent	- Male - Female	Nominal
Age	- Duration of life specific to one person	- (21-30) - (31-40) - (41-50) - (51 and over)	Ordinal
Education	- Individual highest degree of study	- High school, Diploma - Bachelor - Master - Doctoral	Ordinal
Work Tenure	- Duration of work in organization	- (< 1 year) - (1-7years) - (8-14 years) - (15-21 years) - (22 and over)	Ordinal

For the operationalized table of psychological empowerment, the researcher showed the sub-variable in accordance with the work of Spreitzer (1995). The variables began with meaning and end with impact.

Table 3.2 Operationalized Table for Psychological Empowerment Factors

Variables	Definition	Operational Components	Types of Scale
Meaning	- Value of work goal or purpose	<ul style="list-style-type: none"> - Work is important - Activities are meaningful - Work is meaningful 	Ordinal (Likert)
Competence	- Individual's belief in his capability to perform activities with skill	<ul style="list-style-type: none"> - Have confident to do job. - Self-assured - Master the skill for job. 	Ordinal (Likert)
Self-determination	- Individual's sense of having choice in initiating and regulating actions	<ul style="list-style-type: none"> - Significant autonomy - Self planning - Opportunity for independence and freedom 	Ordinal (Likert)
Impact	- The degree to which an individual can influence strategic, administrative or operating outcomes at work	<ul style="list-style-type: none"> - Impact on department. - Significant control - Significant influence 	Ordinal (Likert)

The last section of the operationalized table was the Job Satisfaction, which consisted of Nature of Work, Supervision, Pay, Co-worker and Job Advancement.

Table 3.3 Operationalized Table for Job Satisfaction Factor

Variables	Definition	Operational Components	Types of Scale
Nature of Work	- Work characteristics	- Challenging - Openness for learning - Sense of pride	Ordinal (Likert)
Supervision	- Controlling the work flow	- Fairly treating - Human relation - Administrative skill	Ordinal (Likert)
Pay	- Remuneration	- Amount of remuneration - Fairness	Ordinal (Likert)
Colleague	- Coworker	- Friendliness - Helpfulness - Competence	Ordinal (Likert)
Job advancement	- Opportunity to grow in the organization	- Promotion - Work career - Performance	Ordinal (Likert)

Chapter IV

Research Methodology

This Chapter discussed the issues related to the research methodologies, the target group, the sampling procedure, research instrument and questionnaires and the procedures used for data collection as well as the statistical treatment of data used in conducting the study.

4.1 Research Method Used

The researcher made use of both Descriptive Statistics and Inferential Statistics. The descriptive statistics, which was used in this study, were for the normative characteristics of the demographic profile variables. The inferential statistics of this study was Spearman Rank-Order Correlation Test and Chi-Square to describe the quantitative variables in the study. The SPSS software package was employed to analyze all information.

4.2 Respondents and Sampling Procedures

Element: all current employees in Deutsche Bank (male and female).

Sampling Unit: 150 employees in year 2003.

Extent: Bangkok Branch.

Time Horizon 1-31 March 2003

Deutsche Bank (Bangkok Branch) was selected as the site for conducting the census survey. All 150 employees were invited to participate in the survey.

4.3 Research Instrument and Questionnaires

Questionnaire was used to elicit data. This study used a descriptive design with a self-report survey instrument. The survey questionnaire included minimal demographic profile. Statements to measure the variables related to the demographic profile, psychological empowerment and job satisfaction comprised the questionnaire, with Likert-type response including 1) strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree. The statements were obtained from previously developed instruments.

Psychological empowerment was determined from the 4-items of Spreitzer (1995) i.e. meaning, competence, self-determination and impact. Spreitzer reported a reliability of 0.72 for the Psychological Empowerment instrument.

The Minnesota Satisfaction Questionnaire (MSQ) (Weiss, et al 1967) was used to measure subject satisfaction about their jobs.

The researcher divided the questionnaires into 3 parts: Demographic Profile, Psychological Empowerment and Job Satisfaction. Both English and Thai languages questionnaires were used in the questionnaires for the good understanding of both expatriates and Thais.

Three parts of the questionnaires were described as follows:

Part I: Demographic Profile of the respondents

Part II: Employee empowerment

Part III: Job Satisfaction

4.4 Data Collection and Gathering Procedures

The primary data was collected from the questionnaires that were distributed to the respondents. The researcher had to be careful due to the sensitivity of the topic. The researcher employed SPSS program in order to analyze and interpret the data. Secondary data was collected from books; previous research paper and other resources were obtained from the library.

Likert Scale was the most frequently used variation of the summated rating scale. Summated scales consisted of statements that expressed either a favorable or unfavorable attitude toward the object of interest. The respondents were asked to agree or disagree with each statement. Each response was given a numerical score to reflect its degree of attitude favorableness, and the scores might be totaled to measure the respondent's attitude. In this case, it would represent the level of job satisfaction of Deutsche Bank's employees.

Pilot Study/Pre Testing

The researcher had already conducted a pilot study of 40 questionnaires by using Cronbach's alpha to determine internal consistency of the questionnaire. Cronbach's alpha had the most utility for multi-item scales at the interval level of measurement. This reliability used only one administration of an instrument or test to assess consistency or homogeneity among the items. Reliability had not been tested for questionnaires part I because it concerned the demographic profiles of the respondent.

Reliability was the degree to which measures were free from error and therefore, yield consistent results. Imperfections in the measuring process that affected the assignment of scores or numbers in different ways each time a measure was taken, such as a respondent

who misunderstands a question, were the cause of low reliability. If the results of the correlation were high, the instrument was said to have reliability in an internal consistency sense; however, the longer the length of test, the higher was the reliability (Zikmund, 1997).

4.5 Statistical Treatment of Data

The completed questionnaires was encoded and processed by a program called Statistical Package for Social Science (SPSS). It was a program for evaluation and analysis of the statements. The researcher used the following statistical tools to answer the question of research questions:

Spearman Rank-Order Correlation Coefficient (Zikmund 1997).

Spearman Rank-Order Correlation Coefficient was a measure of association between two variables, which required that both variables be measured in at least an ordinal scale so that the objects or individuals under study might be ranked in two ordered series.

In this research, the spearman rank-order correlation coefficient was applied for testing the relationship between some demographics variables and job satisfaction. To calculate (r), the following formula was used:

$$r_s = 1 - \frac{6 \sum_{i=1}^N d_i^2}{N^3 - N}$$

$$d_i = x_i - y_i$$

$$d_i^2 = (x_i - y_i)^2$$

$$\sum d_i^2 = \sum (x_i - y_i)^2$$

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d^2}{2\sqrt{\sum x^2 \sum y^2}}$$

$$\text{where } \sum x^2 = \frac{N^3 - N}{12} - \sum T_x$$

$$\sum y^2 = \frac{N^3 - N}{12} - \sum T_y$$

$$\sum T_x = \sum_{i=1}^n T_i$$

$$\sum T_x = \sum_{i=1}^n T_i$$

$$T_i = \frac{t_i^3 - t_i}{12}$$

$$t = r_s \sqrt{\frac{N-2}{1-r^2}} \quad \text{d f} = n-2$$

Chi-Square Test (Keller et al. 1997).

Chi-square was used as a measure of association for categorical variables i.e. relationship or dependency between two nominal variables, two ordinal variables, and between nominal variable and quantitative variable. This was a test of hypothesis that the row and column variables were independent, without indicating strength or direction of the relationship. Chi-square values computed and displayed in each cross tabulation tables. Chi-square would not be used if any cell has an expected value less than 5, and Pearson Chi-square was valid for frequency table that had dimension larger than 2x2 (Keller et al., 1997).

Chi-square (X^2) could be written as:

$$x^2 = \sum \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

O_{ij} = Observed number in the i^{th} row of the j^{th} column

E_{ij} = Expected number in the i^{th} row of the j^{th} column

The expected frequency in I category of variable I and category j of variable ii under the null hypothesis is as follow:

$$E_{ij} = \frac{(r_i)(c_j)}{n}$$

$i = 1, 2, \dots, r,$

$j = 1, 2, \dots, c,$

r_i = number of observation in row i,

c_j = number of observation in column j,

N = total number of observations $= \sum r_i = \sum c_j$.

Then, the statistic notation was

a) if $X^2 \geq 0.05$ it meant that Accepted H_0 .

b) if $x^2 \leq 0.05$ it meant that Rejected H_0 or (p value $< \alpha$).

In order to judge whether the hypothesis was to be accepted or rejected, the significance value would be used. Observed significance level, which was often called as the p-value, was the basis for deciding whether or not to reject the null hypothesis (H_0). It was the probability that a statistical result as extreme as the one observed would occur if the null hypothesis were true. If the observed significance level was small enough, usually less than 0.05 or 0.01, the null hypothesis was rejected.

This study used 0.05 significance level (α) or 95% confidence $<(1 - \alpha * 100\%)>$. Null hypothesis (H_0) was rejected if $X^2 > X^2_{1-\alpha}$ and the value of $X^2_{1-\alpha}$ could be found in X^2 distribution table. Degree of free (d.f.) was defined as value associated with a test statistic that was used in determining the observed significance level. The degree of freedom corresponding to $X^2_{1-\alpha}$ value is $(r-1)(c-1)$. Alternatively, H_0 was rejected when significance value obtained from the test or observed significance level was less than significance used in the analysis. In other words, H_0 was when observed significance level was less than 0.05 for 95% confidence level (Keller et al., 1997).

Remark: All Hypotheses were tested at the 0.05 level of statistical significance.

Descriptive Statistics

In descriptive analysis, the raw data of the respondents are presented in the form of frequency as well as percentage for nominal data and some of interval data. These data

include demographic profile, usage patten and complaining behaviors. Furthermore, average weighted mean was used to measure perception of respondents on psychological empowerment and job satisfaction.

The most common statistical technique for tabulating data was percentage distribution, means and standard deviation. Percentage distribution indicated the percentage of customers who answered each of the available response options of each surveyed item. Mean scores measured the similarity in customer responses, but they did not indicate how response varies. The standard deviation measured the variance in responses. The more largely the standard deviation, the more disperse the response to the item. From this thesis study, the mean score was weighted into the category as follow:

Table 4.1 Disconfirmation Average Weighted Mean

Descriptive Rating	Scale	Arbitrary Level
Strongly Agree	5 points	4.20 –5.00
Agree	4 points	3.40-4.19
Neutral	3 points	2.60-3.39
Disagree	2 points	1.80-2.59
Strongly Disagree	1 points	1.00-1.79

Source: Unpublished dissertation of Lavasut, 1990.

Reliability Test

Reliability referred to the accuracy and precision of procedure. It was concerned with estimates of the degree to which a measurement was free of random or unstable error. Reliability testing was of significance and will be required solely in case of the independent variables were interdependent and contain linkages in operationalization process.

Since the concepts of the independent variables were composite measure, an index measure technique would be used. Reliability test of such concepts by “Cronbach’s Alpha” value indicated the certain acceptance of whether such particular concepts were statistically applicable for further test with the dependent variables. Cronbach’s Alpha utilized the internal consistency of the measurement. Each scale would be tested by SPSS to compute alpha value. If alpha was greater than or equal to 0.6, it indicated a strong measure of reliability. Reliability of sub variables of dependent variables would be assessed by the internal consistency.

Alpha coefficient ranged in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 5 = excellent). The higher the score, the more reliable the generated scale was. Nunnally (1978) had indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. For the 40 sample questionnaires, the researcher constructed the table to give a clear picture of the reliability testing in Table 4.2 and Table 4.3.

Table 4.2 Reliability Coefficients Alpha of Questionnaire Part II and III under Pilot Study of 40 Deutsche Bank personnel.

Question No.	Reliability Coefficients Alpha
Part II	
1-3 Psychological empowerment under the variable of Meaning	.7948
4-6 Psychological empowerment under the variable of Competence	.8712
7-9 Psychological empowerment under the variable of Self-Determinant	.9095
10-12 Psychological empowerment under the variable of Impact	.8951
Part III	
13-15 Job satisfaction factors concerning with Nature of Work	.8301
16-18 Job satisfaction factors concerning with Supervision	.8942
19-21 Job satisfaction factors concerning with Pay	.8304
22-24 Job satisfaction factors concerning with Colleague	.8791
25-27 Job satisfaction factors concerning with Job Advancement	.8462

Table 4.3 Arrangement of Hypothesis

Hypothesis	Statistics Test
Demographic Factors test with Job Satisfaction	
Hypothesis 1-5	Chi Square Test
Hypothesis 6-10	Spearman Rank Correlation
Hypothesis 11-15	Spearman Rank Correlation
Hypothesis 16-20	Spearman Rank Correlation
Psychological Empowerment test with Job Satisfaction	
Hypothesis 21-25	Spearman Rank Correlation
Hypothesis 26-30	Spearman Rank Correlation
Hypothesis 31-35	Spearman Rank Correlation
Hypothesis 36-40	Spearman Rank Correlation

Chapter V

Presentation of Data, Critical Discussion and Results

This chapter presented the research findings as well as the research and analysis of the study in order to answer the research question and the research hypothesis mentioned in Chapter III. The chapter began with the description of respondents on demographic profile in which primary data was derived from Part I of the questionnaires. Next part dealt with the analysis of the perceptions of respondents on psychological empowerment and job satisfaction. The last section ended with correlation test.

5.1 Presentation, Analysis and Interpretation of Data

Demographic profiles of respondents in this study were gender, age, education and work tenure. From the returned questionnaires, the researcher found that the largest group of employees was female. Female comprised of 62.7% of the respondents (see Table 5.1)

Table 5.1 Classification of Gender

Gender	No. of Respondents	Percent
Male	56	37.3
Female	94	62.7
Total	150	100

Age of the respondents in this study was separated into 4 categories. The age group between 21-30 represented the highest no. of respondent (36%). The second grouping was 31-40 years, which represented 30.7%. From this study, it clearly indicated that the age group between 51-60 year has only 6% of respondents in the bank (See Table 5.2).

Table 5.2 Classification of Age

Age	No. of Respondents	Percent
21-30 years	54	36.0
31-40 years	46	30.7
41-50 years	41	27.3
51-60 years	9	6.0
Total	150	100

From 150 respondents, there were only 2 groups of education levels those with bachelor's degree comprised of 63.3% of the respondents and the rest hold master's degree (36.7%) (See Table 5.3).

Table 5.3 Classification of Education

Education Level	No. of Respondents	Percent
High School/Vocational	0	0
Bachelor Degree	95	63.3
Master Degree	55	36.7
Doctoral Degree	0	0
Total	150	100

From Table 5.4, those who worked in the bank around 17-24 years were the largest group of respondents (39.3%). The second largest group of respondents was those who work between 9-16 years (31.3%) in the bank.

Table 5.4 Classification of Work Tenure

Work Tenure	No. of Respondents	Percent
1-8 year	29	19.3
9-16 years	47	31.3
17-24 years	59	39.3
25-32 years	15	10
Total	150	100

5.2 Perception of Respondents on Psychological Empowerment

The questions of the research focused on the factors of psychological empowerment as perceived by the respondents in terms of meaning, competence, self-determination and impact. The respondents' perceptions were rated on 5 point scale in which value of the mean of each item was read according to the arbitrary rating (present on statistical treatment of data in Table 4.1).

From the collected questionnaires (Table 5.5), the respondents tended to give “neutral” rating to the sub-variables of meaning, self-determination and impact, however, the result of total mean of psychological empowerment still got “agree” rating. The respondents tended to think that they had less impact on the organization and such thinking was reflected by the lowest mean (2.94) and standard deviation (1.00). The respondents gave more weight to sub-variable (competence), which showed the mean of 4.03 and 0.69 for standard deviation. It meant that they tended to believe that they had the ability to perform the assigned works (See Table 5.5).

Table 5.5 Perception of respondents on psychological empowerment variables

Constructs	Mean	Rating	SD
Meaning			
1. The work I do is very important to me.	3.56	Agree	0.92
2. My job activities are personally meaningful to me.	3.29	Neutral	0.88
3. The work I do is meaningful to me.	3.34	Neutral	0.96
Overall weighted mean	3.39	Neutral	0.85
Competence			
1. I am confident about my ability to do my job.	4.06	Agree	0.77
2. I am self-assured about my capabilities to perform my work activities.	4.04	Agree	0.77
3. I have mastered the skills necessary for my job.	3.99	Neutral	0.75
Overall weighted mean	4.03	Agree	0.69
Self Determination			
1. I have significant autonomy in determining how I do my job.	3.31	Neutral	0.89
2. I can decide on my own how to go about doing my work.	3.33	Neutral	1.03
3. I have considerable opportunity for independence and freedom in how I do my job.	3.19	Neutral	1.02
Overall weighted mean	3.28	Neutral	0.92
Impact			
1. My impact on what happens in my department is large.	3.06	Neutral	0.98
2. I have a great deal of control over what happens in my department.	2.90	Neutral	0.93
3. I have significant influence over what happens in my department.	2.87	Neutral	1.00
Overall weighted mean	2.94	Neutral	1.00
Overall weighted mean of Psychological Empowerment	3.42	Agree	0.58

5.3 Perception of Respondents on Job Satisfaction

From the perception of respondents on job satisfaction, the respondents tended to rate “Agree” for all sub-variables of job satisfaction. The respondents had the tendency to give importance to sub-variable (pay) with 3.79 for mean and 0.58 for standard deviation.

The rest went for colleague, supervision, job advancement and nature of work respectively (See Table 5.6).

Table 5.6 Perception of respondents on job satisfaction variables

Constructs	Mean	Rating	SD
Nature of Work			
1. The assigned work is challenging to me.	3.48	Agree	0.86
2. The assigned work enriches my ability.	3.63	Agree	0.88
3. I have a sense of pride in doing my job.	3.53	Agree	0.92
Overall weighted mean	3.55	Agree	0.79
Supervision			
1. I feel that I was treated fairly by my supervisor.	3.63	Agree	0.95
2. My supervisor gives a clear direction to solve the assigned work.	3.62	Agree	0.95
3. The supervisor's feedback about my performance makes me happy.	3.74	Agree	0.89
Overall weighted mean	3.66	Agree	0.87
Pay			
1. I am satisfied with my compensation.	3.48	Agree	0.83
2. My monthly income is paid accurately.	4.18	Agree	0.64
3. My income has positive correlation with pay.	3.73	Agree	0.88
Overall weighted mean	3.79	Agree	0.58
Colleague			
1. I like the people whom I work with.	3.75	Agree	0.72
2. My colleagues are helpful.	3.66	Agree	0.81
3. I get the cooperation from the colleagues.	3.71	Agree	0.81
Overall weighted mean	3.71	Agree	0.69
Job Advancement			
1. I am satisfied with the career opportunities.	3.57	Agree	0.71
2. Job promotion is handled fairly.	3.58	Agree	0.74
3. I understand that promotion is based on performance.	3.73	Agree	0.83
Overall weighted mean	3.63	Agree	0.68
Overall weighted mean of Job Satisfaction	3.68	Agree	0.55

5.4 Relationship between Demographic Factors and Job Satisfaction

In order to study the relationship between demographic factors and job satisfaction, the researcher had arranged the hypothesis under the Demographic factors (**gender, age, education level and work tenure**) and Job Satisfaction (**nature of work, supervision, pay, colleague and job advancement**) into 20 hypotheses as follows.

- **Chi-Square Test** was employed to test **gender** with **all variables of job satisfaction** (Hypotheses 1-5).
- **Spearman Correlation Test** was used to test **age** with **all variables of job satisfaction** (Hypotheses 6-10).
- **Spearman Correlation Test** was used to test **education level** with **all variables of job satisfaction** (Hypotheses 11-15).
- **Spearman Correlation Test** was used to test **work tenure** with **all variables of job satisfaction** (Hypotheses 16-20).

To accept or reject the hypothesis could be judged by *P-Value*. The p-value referred to the observed level of significant. If p-value was greater or equal to α , the null hypothesis was not rejected. All these tests employed 0.05 level of significant.

For the arrangement of rating scale, the researcher used rating scale from 1-5 by giving 1 = strongly disagree whereas 5 = strongly agree.

Hypothesis 1 (Ho): Gender and Nature of Work is not related.

Result: Accept Ho.

The hypothesis indicated that gender and nature of work are not independent with the significant value of 0.499. The table showed that when comparing with male, female employees tended to think that nature of work had significant impact toward them. The nature of work should be challenging, enriching etc (See Table 5.7).

Table 5.7 Crosstab between Demographic (gender) and Job Satisfaction (nature of work) and Chi-Square Tests

Crosstab													
		WORKITSE										Total	
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67		5.00
Gender Male	Count	0	2	1	4	15	3	6	16	5	1	3	56
	Expected Cou	.7	3.7	.7	3.0	10.8	4.5	7.1	15.3	4.9	3.0	2.2	56.0
Female	Count	2	8	1	4	14	9	13	25	8	7	3	94
	Expected Cou	1.3	6.3	1.3	5.0	18.2	7.5	11.9	25.7	8.1	5.0	3.8	94.0
Total	Count	2	10	2	8	29	12	19	41	13	8	6	150
	Expected Cou	2.0	10.0	2.0	8.0	29.0	12.0	19.0	41.0	13.0	8.0	6.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.355 ^a	10	.499
Likelihood Ratio	10.462	10	.401
Linear-by-Linear Association	.016	1	.900
N of Valid Cases	150		

a. 11 cells (50.0%) have expected count less than 5.

The minimum expected count is .75.

Hypothesis 2 (Ho): Gender and Supervision is not related.

Result: Accept Ho.

It clearly showed that gender and supervision was independent with the significant value of 0.140. Here it meant that female employees tended to have optimistic view toward the supervisors and supervision style when comparing with male employees (See Table 5.8). The result concluded that the null hypothesis should be accepted with 0.140 significant value.

Table 5.8 Crosstab between Demographic (gender) and Job Satisfaction (supervision) and Chi-Square Tests

Crosstab													
		SUPER											Total
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Gend Male	Count	1	0	2	1	10	8	4	21	2	4	3	56
	Expected	1.5	1.5	1.1	2.6	10.8	5.6	2.2	18.3	3.4	2.6	6.3	56.0
Fem:	Count	3	4	1	6	19	7	2	28	7	3	14	94
	Expected	2.5	2.5	1.9	4.4	18.2	9.4	3.8	30.7	5.6	4.4	10.7	94.0
Total	Count	4	4	3	7	29	15	6	49	9	7	17	150
	Expected	4.0	4.0	3.0	7.0	29.0	15.0	6.0	49.0	9.0	7.0	17.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.792 ^a	10	.140
Likelihood Ratio	16.559	10	.085
Linear-by-Linear Association	.031	1	.859
N of Valid Cases	150		

a. 13 cells (59.1%) have expected count less than 5.
The minimum expected count is 1.12.

Hypothesis 3 (Ho): Gender and Pay are not related.

Result: Reject Ho.

For the relationship between gender and pay, the researcher deducted the unnecessary cells out from the crosstabulation table. The table gave us the clearer picture of the relationship between these 2 variables. It meant that gender and pay were dependent at the significant value of 0.041. I can concluded that both male and female employees tended to agree that payment or remuneration from the bank played a significant role in making them satisfy with the current the works (See Table 5.9).

Table 5.9 Crosstab between Demographic (gender) and Job Satisfaction (pay) and Chi-Square Tests

Gender * PAY Crosstabulation								
			PAY					
			3.00	3.33	3.67	4.00	4.33	Total
Gender	Male	Count	7	10	10	17	5	49
		Expected Count	6.4	5.2	10.5	18.0	9.0	49.0
		% within PAY	41.2%	71.4%	35.7%	35.4%	20.8%	37.4%
	Female	Count	10	4	18	31	19	82
		Expected Count	10.6	8.8	17.5	30.0	15.0	82.0
		% within PAY	58.8%	28.6%	64.3%	64.6%	79.2%	62.6%
Total	Count	17	14	28	48	24	131	
	Expected Count	17.0	14.0	28.0	48.0	24.0	131.0	
	% within PAY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.955 ^a	4	.041
Likelihood Ratio	9.954	4	.041
Linear-by-Linear Association	4.548	1	.033
N of Valid Cases	131		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.24.

Hypothesis 4 (Ho): Gender and Colleague are not related.

Result: Reject Ho.

After analyzing the crosstabulation table between gender and colleague (Table 5.10), I could conclude that the null hypothesis must be rejected. Since the significant value from chi-square table was $(0.42) < 0.05$. It meant that gender and colleague were dependent. Both male and female respondents agreed that their coworkers were helpful and handy.

Table 5.10 Crosstab between Demographic (gender) and Job Satisfaction (colleague) and Chi-Square Tests

Gender * COLLEAG Crosstabulation						
			COLLEAG			
			3.00	3.33	3.67	4.00
Gender	Male	Count	10	13	5	15
		Expected Count	11.0	7.5	5.9	18.5
		% within COLLEAG	35.7%	68.4%	33.3%	31.9%
	Female	Count	18	6	10	32
		Expected Count	17.0	11.5	9.1	28.5
		% within COLLEAG	64.3%	31.6%	66.7%	68.1%
Total	Count		28	19	15	47
	Expected Count		28.0	19.0	15.0	47.0
	% within COLLEAG		100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.192 ^a	3	.042
Likelihood Ratio	8.058	3	.045
Linear-by-Linear Association	1.174	1	.278
N of Valid Cases	109		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.92.

Hypothesis 5 (Ho): Gender and Job Advancement is not related.

Result: Accept Ho.

The next pair to be tested was sub-variable gender of demographic profile and job advancement of job satisfaction. After considering Table 5.11, I concluded that the significant value of 0.062 was greater than 0.05, therefore, the null hypothesis must be accepted. I clearly explained that there was no relationship between gender and job advancement. Gender or sex did not have any effect toward their career path. Both male and female were equally treated for the advancement.

Table 5.11 Crosstab between Demographic (gender) and Job Satisfaction (job advancement) and Chi-Square Tests

Crosstab													
		ADVANCEM											
		1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	Total
Gend Male	Count	1	0	2	2	9	5	4	23	8	1	1	56
	Expected	.4	.7	4.1	.7	10.8	3.0	4.5	25.0	4.1	.7	1.9	56.0
Fem:	Count	0	2	9	0	20	3	8	44	3	1	4	94
	Expected	.6	1.3	6.9	1.3	18.2	5.0	7.5	42.0	6.9	1.3	3.1	94.0
Total	Count	1	2	11	2	29	8	12	67	11	2	5	150
	Expected	1.0	2.0	11.0	2.0	29.0	8.0	12.0	67.0	11.0	2.0	5.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.619 ^a	10	.062
Likelihood Ratio	19.141	10	.039
Linear-by-Linear Association	.518	1	.472
N of Valid Cases	150		

a. 14 cells (63.6%) have expected count less than 5.
The minimum expected count is .37.

Hypothesis 6 (Ho): There is no relationship between age and nature of work.

Result: Reject Ho (See Table 5.12).

Hypothesis 7 (Ho): There is no relationship between age and supervision.

Result: Reject Ho (See Table 5.12).

Hypothesis 8 (Ho): There is no relationship between age and pay.

Result: Reject Ho (See Table 5.12).

Hypothesis 9 (Ho): There is no relationship between age and colleague.

Result: Accept Ho (See Table 5.12).

Hypothesis 10 (Ho): There is no relationship between age and job advancement.

Result: Reject Ho (See Table 5.12).

From table 5.12, it was found that age had strong relationship with all facets of job satisfaction except the sub-variable of colleague (coworker). The result could be supported by the P-value, the result of P-value from the result had less than the level of significant thus, rejected Ho for sub-variables of job satisfaction (nature of work, supervision, pay and job advancement). It meant that age was one of the causes that created the feeling of satisfaction or dissatisfaction in employees.

Table 5.12 Correlation of Demographic Factor (Age) and Job Satisfaction

Spearman's Rho		Age	Nature of Work	Supervision	Pay	Colleague	Advance
Age	Correlation Sig. (2-tailed)		.304** .000	.231** .004	.342** .000	.117 .154	.331** .000
Nature of Work	Correlation Sig. (2-tailed)	.304** .000		.626** .000	.387** .000	.253** .002	.549** .000
Supervision	Correlation Sig. (2-tailed)	.231** .004	.626** .000		.413** .000	.349** .000	.485** .000
Pay	Correlation Sig. (2-tailed)	.342** .000	.387** .000	.413** .000		.222** .006	.513** .000
Colleague	Correlation Sig. (2-tailed)	.117 .154	.253** .002	.349** .000	.222** .006		.289** .000
Job Advancement	Correlation Sig. (2-tailed)	.331** .000	.549** .000	.485** .000	.513** .000	.289** .000	

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

Hypothesis 11 (Ho): There is no relationship between education and nature of work.

Result: Accept Ho (See Table 5.13).

Hypothesis 12 (Ho): There is no relationship between education and supervision.

Result: Accept Ho (See Table 5.13).

Hypothesis 13 (Ho): There is no relationship between education and pay.

Result: Accept Ho (See Table 5.13).

Hypothesis 14 (Ho): There is no relationship between education and colleague.

Result: Accept Ho (See Table 5.13).

Hypothesis 15 (Ho): There is no relationship between education and job advancement.

Result: Accept Ho (See Table 5.13).

From table 5.13, it was clearly indicated that education level had no significant relationship with all facets of job satisfaction. It meant that the education level was not the influencing factors in causing satisfaction or dissatisfaction of bank's employees.

Table 5.13 Correlation of Demographic Factor (Education) and Job Satisfaction

Spearman's Rho		Educate	Nature of Work	Supervision	Pay	Colleag ue	Advance
Education	Correlation Sig. (2-tailed)		.033 .686	.787 .345	-.061 .462	-.031 .708	-.005 .951
Nature of Work	Correlation Sig. (2-tailed)	.033 .686		.626** .000	.387** .000	.253** .002	.549** .000
Supervision	Correlation Sig. (2-tailed)	.078 .345	.626** .000		.413** .000	.349** .000	.485** .000
Pay	Correlation Sig. (2-tailed)	-.061 .462	.387** .000	.413** .000		.222** .006	.513** .000
Colleague	Correlation Sig. (2-tailed)	-.031 .708	.253** .002	.349** .000	.222** .006		.289** .000
Job Advancement	Correlation Sig. (2-tailed)	-.005 .951	.549** .000	.485** .000	.513** .000	.289** .000	

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

Hypothesis 16 (Ho): There is no relationship between work tenure and nature of work.

Result: Reject Ho (See Table 5.14).

Hypothesis 17 (Ho): There is no relationship between work tenure and supervision.

Result: Reject Ho (See Table 5.14).

Hypothesis 18 (Ho): There is no relationship between work tenure and pay.

Result: Reject Ho (See Table 5.14).

Hypothesis 19 (Ho): There is no relationship between work tenure and colleague.

Result: Accept Ho (See Table 5.14).

Hypothesis 20 (Ho): There is no relationship between work tenure and job advancement.

Result: Reject Ho (See Table 5.14).

From table 5.14, it was shown that there was a strong relationship between work tenure (working experience) with some facets of job satisfaction i.e. nature of work, pay and job advancement whereas there was no relationship at all toward supervision and colleague.

Table 5.14 Correlation of Demographic Factor (Work Tenure) and Job Satisfaction

Spearman's Rho		Work Tenure	Nature of Work	Supervision	Pay	Colleague	Advance
Work Tenure	Correlation		.214**	.111	.322**	.160	.200*
	Sig. (2-tailed)		.009	.178	.000	.051	.014
Nature of Work	Correlation	.214**		.626**	.387**	.253**	.549**
	Sig. (2-tailed)	.009		.000	.000	.002	.000
Supervision	Correlation	.111	.626**		.413**	.349**	.485**
	Sig. (2-tailed)	.178	.000		.000	.000	.000
Pay	Correlation	.322**	.387**	.413**		.222**	.513**
	Sig. (2-tailed)	.000	.000	.000		.006	.000
Colleague	Correlation	.160	.253**	.349**	.222**		.289**
	Sig. (2-tailed)	.051	.002	.000	.006		.000
Job Advancement	Correlation	.200*	.549**	.485**	.513**	.289**	
	Sig. (2-tailed)	.014	.000	.000	.000	.000	

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

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

5.5 Relationship between Psychological Empowerment and Job Satisfaction

The following section was to understand the relationship that might exist between the ideal of the respondents on perception of psychological empowerment. To comprehend the relationship between them, hypothesis testing was employed. Testing hypothesis was a problem of deciding between the null and alternative hypothesis, which based on the

information contained in a sample, then in order to test this relationship, the null and alternative hypothesis had been formulated.

Before study the relationship between psychological empowerment and job satisfaction, the researcher arranged the hypotheses under the psychological empowerment factors (**meaning, competence, self-determination and impact**) and Job Satisfaction (**nature of work, supervision, pay, colleague and job advancement**) into 20 hypotheses as follows.

- **Spearman Correlation Test** was employed to test **meaning** and **all facets of job satisfaction** (Hypothesis 21-25).
- **Spearman Correlation Test** was used to test **competence** and **all facets of job satisfaction** (Hypothesis 26-30).
- **Spearman Correlation Test** was used to test **self-determination** and **all facets of job satisfaction** (Hypothesis 31-35).
- **Spearman Correlation Test** was used to test **impact** and **all facets of job satisfaction** (Hypothesis 36-40).

To accept or reject the hypotheses could be judged by P-Value. The p-value was referring to the observed level of significant. If p-value was greater or equal to α , the null hypothesis was not rejected. These tests was employed 0.05 level of significant.

For the arrangement of rating scale, the researcher used rating scale from 1-5 by giving 1 = strongly disagree whereas 5 = strongly agree.

Hypothesis 21 (Ho): There is no relationship between meaning and nature of work.

Result: Reject Ho (See Table 5.15).

Hypothesis 22 (Ho): There is no relationship between meaning and supervision.

Result: Reject Ho (See Table 5.15).

Hypothesis 23 (Ho): There is no relationship between meaning and pay.

Result: Accept Ho (See Table 5.15).

Hypothesis 24 (Ho): There is no relationship between meaning and colleague.

Result: Reject Ho (See Table 5.15).

Hypothesis 25 (Ho): There is no relationship between meaning and job advancement.

Result: Reject Ho (See Table 5.15).

From table 5.15, after employing Spearman Rank Coefficient to test the hypothesis, the researcher found that the perception of respondents in term of the sub-variable of psychological empowerment (meaning) on all facets of job satisfaction had strong relationship except the sub-variable colleague. The result could be supported by the P-value, the result of P-value from the result had less than the level of significant thus, rejects Ho for sub-variables of job satisfaction (nature of work, supervision, pay and job advancement). It could conclude that there was a positive correlation of meaning and job satisfaction. It meant that sub-variable meaning was one of the causes that created the feeling of satisfaction or dissatisfaction in employees.

Table 5.15 Correlation of Psychological Empowerment (Meaning) and Job Satisfaction

Spearman's Rho		Meaning	Nature of Work	Supervision	Pay	Colleague	Advance
Meaning	Correlation Sig. (2-tailed)		.367** .000	.258** .001	.275** .001	.040 .629	.217** .008
Nature of Work	Correlation Sig. (2-tailed)	.367** .000		.626** .000	.387** .000	.253** .002	.549** .000
Supervision	Correlation Sig. (2-tailed)	.258** .001	.626** .000		.413** .000	.349** .000	.485** .000
Pay	Correlation Sig. (2-tailed)	.275** .001	.387** .000	.413** .000		.222** .006	.513** .000
Colleague	Correlation Sig. (2-tailed)	.40 .629	.253** .002	.349** .000	.222** .006		.289** .000
Job Advance	Correlation Sig. (2-tailed)	.217** .008	.549** .000	.485** .000	.513** .000	.289** .000	

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

Hypothesis 26 (Ho): There is no relationship between competence and nature of work.

Result: Reject Ho (See Table 5.16).

Hypothesis 27 (Ho): There is no relationship between competence and supervision.

Result: Reject Ho (See Table 5.16).

Hypothesis 28 (Ho): There is no relationship between competence and pay.

Result: Reject Ho (See Table 5.16).

Hypothesis 29 (Ho): There is no relationship between competence and colleague.

Result: Reject Ho (See Table 5.16).

Hypothesis 30 (Ho): There is no relationship between competence and job advancement.

Result: Reject Ho (See Table 5.16).

From table 5.16, it was clearly indicated that the sub-variable competence had strong relationship with all aspects of job satisfaction. It meant that the competency of the employees was likely to create the satisfaction or dissatisfaction of the assigned works.

Table 5.16 Correlation of Psychological Empowerment (Competence) and Job Satisfaction

Spearman's Rho		Competen	Nature of Work	Supervision	Pay	Colleag ue	Advance
Competence	Correlation		.483**	.356**	.253**	.229**	.384**
	Sig. (2-tailed)		.000	.000	.002	.005	.008
Nature of Work	Correlation	.367**		.626**	.387**	.253**	.549**
	Sig. (2-tailed)	.000		.000	.000	.002	.000
Supervision	Correlation	.356**	.626**		.413**	.349**	.485**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
Pay	Correlation	.253**	.387**	.413**		.222**	.513**
	Sig. (2-tailed)	.002	.000	.000		.006	.000
Colleague	Correlation	.229**	.253**	.349**	.222**		.289**
	Sig. (2-tailed)	.005	.002	.000	.006		.000
Job Advance	Correlation	.384**	.549**	.485**	.513**	.289**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

Hypothesis 31 (Ho): There is no relationship between self-determination and nature of work.

Result: Reject Ho (See Table 5.17).

Hypothesis 32 (Ho): There is no relationship between self-determination and supervision.

Result: Reject Ho (See Table 5.17).

Hypothesis 33 (Ho): There is no relationship between self-determination and pay.

Result: Accept Ho (See Table 5.17).

Hypothesis 34 (Ho): There is no relationship between self-determination and colleague.

Result: Accept Ho (See Table 5.17).

Hypothesis 35 (Ho): There is no relationship between self-determination and job advancement.

Result: Accept Ho (See Table 5.17).

From table 5.17, sub-variable (self-determination) had strong relationship with all sub-variables of job satisfaction. It meant that the strong self-determination had positive effect toward the job satisfaction. It could easily state that the higher self-determination of employees, the higher the level of job satisfaction.

Table 5.17 Correlation of Psychological Empowerment (Self-Determination) and Job Satisfaction

Spearman's Rho		Self-Deter	Nature of Work	Supervision	Pay	Colleague	Advance
Self-Determination	Correlation Sig. (2-tailed)		.375** .000	.286** .000	.142** .083	.092** .265	.095** .249
Nature of Work	Correlation Sig. (2-tailed)	.375** .000		.626** .000	.387** .000	.253** .002	.549** .000
Supervision	Correlation Sig. (2-tailed)	.286** .000	.626** .000		.413** .000	.349** .000	.485** .000
Pay	Correlation Sig. (2-tailed)	.142** .083	.387** .000	.413** .000		.222** .006	.513** .000
Colleague	Correlation Sig. (2-tailed)	.092** .265	.253** .002	.349** .000	.222** .006		.289** .000
Job Advance	Correlation Sig. (2-tailed)	.095** .249	.549** .000	.485** .000	.513** .000	.289** .000	

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

Hypothesis 36 (Ho): There is no relationship between impact and nature of work.

Result: Reject Ho (See Table 5.18).

Hypothesis 37 (Ho): There is no relationship between impact and supervision.

Result: Reject Ho (See Table 5.18).

Hypothesis 38 (Ho): There is no relationship between impact and pay.

Result: Reject Ho (See Table 5.18).

Hypothesis 39 (Ho): There is no relationship between impact and colleague.

Result: Accept Ho (See Table 5.18).

Hypothesis 40 (Ho): There is no relationship between impact and job advancement.

Result: Reject Ho (See Table 5.18).

From table 5.18, it was shown that sub-variable (impact) has positive relationship with sub-variables of job satisfaction on the aspect of nature of work, supervision, pay and advancement. It meant that if the employees think that they had an impact on the organization, they tended to have positively job satisfaction.

Table 5.18 Correlation of Psychological Empowerment (Impact) and Job Satisfaction

Spearman's Rho		Impact	Nature of Work	Supervision	Pay	Colleague	Advance
Impact	Correlation Sig. (2-tailed)		.421** .000	.387** .000	.191* .019	.068 .410	.251** .002
Nature of Work	Correlation Sig. (2-tailed)	.421** .000		.626** .000	.387** .000	.253** .002	.549** .000
Supervision	Correlation Sig. (2-tailed)	.387** .000	.626** .000		.413** .000	.349** .000	.485** .000
Pay	Correlation Sig. (2-tailed)	.191** .019	.387** .000	.413** .000		.222** .006	.513** .000
Colleague	Correlation Sig. (2-tailed)	.068 .410	.253** .002	.349** .000	.222** .006		.289** .000
Job Advance	Correlation Sig. (2-tailed)	.251** .002	.549** .000	.485** .000	.513** .000	.289** .000	

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

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



In order to make a brief and clear summary of all hypotheses, the researcher prepared the summary table by separating into 2 major groups.

1. Relationship between all sub-variables of Demographic Factors and all sub-variables of Job Satisfaction (See Table 5.19).
2. Relationship between all sub-variables of Psychological Empowerment and all sub-variables of Job Satisfaction (See Table 5.20).

Table 5.19 Summary of Hypothesis Testing of each explained variables

Hypothesis	Statistics Test	Significant Level	Result
Ho1 Gender	Chi Square	.499	Accept Ho
Ho2	Chi Square	.140	Accept Ho
Ho3	Chi Square	.041	Reject Ho
Ho4	Chi Square	.042	Reject Ho
Ho5	Chi Square	.062	Accept Ho
Ho6 Age	Spearman Rank	.000	Reject Ho
Ho7	Spearman Rank	.004	Reject Ho
Ho8	Spearman Rank	.000	Reject Ho
Ho9	Spearman Rank	.154	Accept Ho
Ho10	Spearman Rank	.000	Reject Ho
Ho11 Education	Spearman Rank	.686	Accept Ho
Ho12	Spearman Rank	.345	Accept Ho
Ho13	Spearman Rank	.462	Accept Ho
Ho14	Spearman Rank	.708	Accept Ho
Ho15	Spearman Rank	.951	Accept Ho
Ho16 Work Tenure	Spearman Rank	.009	Reject Ho
Ho17	Spearman Rank	.178	Reject Ho
Ho18	Spearman Rank	.000	Reject Ho
Ho19	Spearman Rank	.051	Accept Ho
Ho20	Spearman Rank	.014	Reject Ho

Table 5.20 Summary of Hypothesis Testing of each explained variables

Hypothesis	Statistics Test	Significant Level	Result
Ho21 meaning	Spearman Rank	.000	Reject Ho
Ho22	Spearman Rank	.001	Reject Ho
Ho23	Spearman Rank	.001	Accept Ho
Ho24	Spearman Rank	.629	Reject Ho
Ho25	Spearman Rank	.008	Reject Ho
Ho26 competence	Spearman Rank	.000	Reject Ho
Ho27	Spearman Rank	.000	Reject Ho
Ho28	Spearman Rank	.002	Reject Ho
Ho29	Spearman Rank	.005	Reject Ho
Ho30	Spearman Rank	.000	Reject Ho
Ho31 self-deter	Spearman Rank	.000	Reject Ho
Ho32	Spearman Rank	.000	Reject Ho
Ho33	Spearman Rank	.083	Accept Ho
Ho34	Spearman Rank	.265	Accept Ho
Ho35	Spearman Rank	.249	Accept Ho
Ho36 Impact	Spearman Rank	.000	Reject Ho
Ho37	Spearman Rank	.000	Reject Ho
Ho38	Spearman Rank	.019	Reject Ho
Ho39	Spearman Rank	.410	Accept Ho
Ho40	Spearman Rank	.002	Reject Ho

Chapter VI

Summary of Results Conclusions and Recommendations

Based on the research result, this chapter explored the perception of employee in term of psychological empowerment toward job satisfaction that existed within Deutsche Bank, A.G. In addition, this chapter would address the limitation of the current research effort and offer recommendations for the organization.

6.1 Summary and Conclusion

Banking industry was experiencing dramatic organizational changes. To manage the changes effectively, bank management must understand the social processes that affect employees' work-related attitudes, particularly psychological empowerment and demographic factors. The objectives of this research were a) to test the relationship between demographic factors with job satisfaction and b) to test the relationship between psychological empowerment with job satisfaction. The researcher employed both descriptive and inferential statistics to test the hypotheses.

For the descriptive statistic part, there was 150 staff in Deutsche Bank, Bangkok Branch. The Female staff captured 62.7% of the respondents when comparing with male staff (37.3%). For classifying the respondents by age group, the largest group of respondents had the age range between 21-30 years old (36%), the second largest group had the age range between 31-40 years old (30.7%).

When consider the education level of Deutsche Bank's employees, it was clearly separated into 2 groups i.e. those who held bachelor's degree (63.3%) and those with master's degree (36.7%). The last descriptive data was work tenure (working

experience). The respondents who had been working with the bank around 17-20 years was the largest group of respondent (39.3%). The second largest group of respondents had the working experience in the bank around 9-16 years (31.3%).

For the perception of respondents toward psychological empowerment, the questions of the research focused on the factors of psychological empowerment as perceived by the respondents in terms of meaning, competence, self-determination and impact. The respondents' perceptions were rated on 5-point scale in which value of the mean of each item was read according to the arbitrary rating.

From the collected questionnaires, the respondents tended to give "neutral" rating to the sub-variables of meaning, self-determination and impact, however, the total mean of psychological empowerment of 3.42 and standard deviation of 0.58 point to "agree" rating. The respondents tended to think that they had less impact to the organization and such thinking was reflected by lowest mean (2.94) and standard deviation (1.00). The respondents give more weight to sub-variable (competence), which showed the mean of 4.03 and 0.69 for standard deviation. It meant that they tended to believe that they had the ability to perform the assigned works.

From the perception of respondents on job satisfaction, the respondents tended to rate "Agree" for all sub-variables of job satisfaction. The respondents had the tendency to give important to sub-variable of pay with 3.79 for mean and 0.58 for standard deviation. The rest go for colleague, supervision, job advancement and nature of work respectively.

Another research objective was to test the relationship between demographic factors and all facets of job satisfaction.

Gender: It was shown that gender had significant relationship with pay and colleague.

Age: It was shown that gender had significant relationship with nature of work, supervision and job advancement.

Education level: It was shown that education had no significant relationship at all with job satisfaction.

Work Tenure: It was shown that work tenure had significant relationship with nature of work, supervision, pay and job advancement.

In order to show clear and firm evidences, the researcher found out the previous empirical researches to support the existing result. In the research study of Herzberg et al (1957), Doering et al. (1983), Clar et al. (1994), Metle (1997) Islam and Saha (2001), they found that demographic factors had strong relationship with the individual facets of job satisfaction.

The final research objective was to test the relationship between psychological empowerment and all facets of job satisfaction.

Meaning: It was shown that meaning had significant relationship with nature of work, supervision, colleague and job advancement.

Competence: It was shown that competence had no relationship at all with job satisfaction facets.

Self-determination: It was shown that self-determination had significant with nature of work and supervision.

Impact: It was shown that impact had significant relationship with nature of work, supervision, pay and colleague.

In order to show clear and firm evidences, the researcher sought out the previous empirical researches to support the existing result. In the research study of Morrison et al. (1997), Quinn and Spreitzer (1997) they found that psychological empowerment was positively related to job satisfaction.

6.2 Recommendations

Based on the research result, Deutsche Bank should explore and understand the importance of psychological empowerment, which could either directly or indirectly increase the performance of employees' productivity. The bank should take an appropriate implementation plan in developing the solid understanding of the concept of empowerment i.e. the employees, themselves, empower their minds not waiting for the delegation of authority and responsibility from the bank.

It clearly indicated that all sub-variables of psychological empowerment had the positive relationship with job satisfaction. It meant that if the employees had a self-directed-mind toward empowerment, the overall job satisfaction would be increased.

In summary, psychological empowerment offered a powerful tool for enhancing the organizational effectiveness and increased productivity. If management is willing to invest a substantial effort in supporting the psychological empowerment concept by arranging the program for human resource development, the level of job satisfaction will be increased.

6.3 Implication

Academic Contribution

The research aims at gaining a better understanding of human resources and their behavior. The framework of this study will help the academicians to build a concrete understanding of how the banking people react or think toward their works. Banking industry is a unique sector in Thailand; therefore, the research work on job satisfaction of banking people is minute. The research work on psychological empowerment and job satisfaction will be able to give a new dimension to study banking people.

Business Contribution

The research study is beneficial for the bank itself and those who work in human resources field. Banking systems are experiencing dramatic organizational changes. To manage the changes effectively, the management must understand the social processes that affect employees' work-related attitudes, particularly psychological empowerment and demographic factors. In addition, to be effective in restructured systems, banking staff must be empowered to make judgments about the tasks and to delegate effectively. As banking industry continue to undergo internal structural changes, it is important that executives not use one narrowly focused intervention program. The importance given to psychological empowerment recently as a panacea for improving quality of work life may be unwarranted. Designing interventions that allow for influence of psychological empowerment on varying classification of bank personnel may be a more effective strategy and have a greater effect on staff attitudes and behaviors.

Further Research

The current research study on the relationship between psychological empowerment and job satisfaction came from the research model of Spreitzer (1995), Morrison et al. (1997), Metle (1997) and Islam and Saha (2001). The research work studied only one aspect of psychological empowerment and job satisfaction on specific foreign bank only and at a specific point of time. Longitudinal research is clearly needed to assess issues of causality as well as the strength and duration of the relationship between empowerment and various outcomes. Longitudinal research would help clarify the causal direction of the relationships in the future.

Finally, the empirical study of psychological empowerment is in its infancy (Quinn and Spreitzer 1997). The researcher hopes that clarifying and encouraging more organizational scholars to study more details about psychological empowerment in the workplace.

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Appendix A

Questionnaire



Questionnaire

This questionnaire is constructed for use as part of a master thesis entitled “The Relationship between Demographic Factors and Psychological Empowerment on Job Satisfaction” by a student at Assumption University. Please fill in each item of the questionnaire according to your opinion. The information obtained will only be used for study purpose. Thank you for your cooperation.

Section I: Demographic Profile

1. Gender

☐ Male

☐ Female

2. Age

☐ 21-30 years

☐ 31-40 years

☐ 41-50 years

☐ 51 and over

3. Education

☐ High School/Vocational School

☐ Bachelor Degree

☐ Master Degree

☐ Doctoral Degree

4. Work Tenure

☐ Less than 1 year

☐ 1-7 years

☐ 8-14 years

☐ 15-21 years

☐ 22 and over



Section II Psychological Empowerment*

Instruction: Please mark (/) the appropriate number that matches well with your opinion about the given statement by using the scales as follows:

SD = Strongly Disagree
N = Neutral

D = Disagree
A = Agree
SA = Strongly Agree

	Sub-Variables	SA	A	N	D	SD
	Meaning					
1	The work I do is very important to me.					
2	My job activities are personally meaningful to me.					
3	The work I do is meaningful to me.					
	Competence					
4	I am confident about my ability to do my job.					
5	I am self-assured about my capabilities to perform my work activities.					
6	I have mastered the skills necessary for my job.					
	Self-Determination					
7	I have significant autonomy in determining how I do my job.					
8	I can decide on my own how to go about doing my work.					
9	I have considerable opportunity for independence and freedom in how I do my job.					
	Impact					
10	My impact on what happens in my department is large.					
11	I have a great deal of control over what happens in my department.					
12	I have significant influence over what happens in my department.					

* Modified from the 4-items of Spreitzer, G.M. (1995). "Psychological Empowerment in the Workplace: Dimensions, Measurement and Validation". Academy of Management Journal Vol. 38, No. 5. p. 1442-1465.

Section III: Job Satisfaction**

Instruction: Please mark (/) the appropriate number that matches well with your opinion about the given statement by using the scales as follows:

SD = Strongly Disagree
N = Neutral

D = Disagree
A = Agree
SA = Strongly Agree

	Sub-Variables	SA	A	N	D	SD
	Nature of Work					
13	The assigned work is challenging to me.					
14	The assigned work enriches my ability.					
15	I have a sense of pride in doing my work.					
	Supervision					
16	I feel that I was treated fairly by my supervisor.					
17	My supervisor gives a clear direction to solve the assigned work					
18	I am happy to work under the supervision of my boss.					
	Pay					
19	I am satisfied with my compensation.					
20	My monthly income is paid accurately.					
21	My performance has positive correlation with pay.					
	Colleague					
22	I like the people whom I work with.					
23	My colleagues are helpful.					
24	I get the cooperation from the colleagues.					
	Job Advancement					
25	I am satisfied with the career opportunities.					
26	Job Promotion is handled fairly.					
27	I understand that promotion is based on performance.					

** Modified from Weiss, D.J., Davis, R.V., England, G.W. and Lofquist, L.H. (1967) "Manual for the Minnesota Satisfaction Questionnaire" in: Huang, H.J. (1999) Job Rotation from the Employees' Point of View Research & Practice in Human Resource Management, Vol. 7(1), p. 76.

แบบสอบถาม

การทำแบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างการมอบหมายอำนาจในการทำงานและความพึงพอใจในการทำงานของพนักงานใน ธนาคารคอยซ์แบงก์ สาขากรุงเทพ ข้อมูลที่ท่านให้จะถูกเก็บเป็นความลับ

ส่วนที่ 1 ข้อมูลส่วนตัว

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 21-30 ปี

☐ 31-40 ปี

☐ 41-50 ปี

☐ มากกว่า 51 ปี

3. การศึกษา

☐ มัธยมศึกษาตอนปลาย หรือ สายอาชีพ

☐ ปริญญาตรี

☐ ปริญญาโท

☐ ปริญญาเอก

4. อายุงาน

☐ น้อยกว่า 1 ปี

☐ 1-7 ปี

☐ 8-14 ปี

☐ 15-21 ปี

☐ มากกว่า 21 ปีขึ้นไป

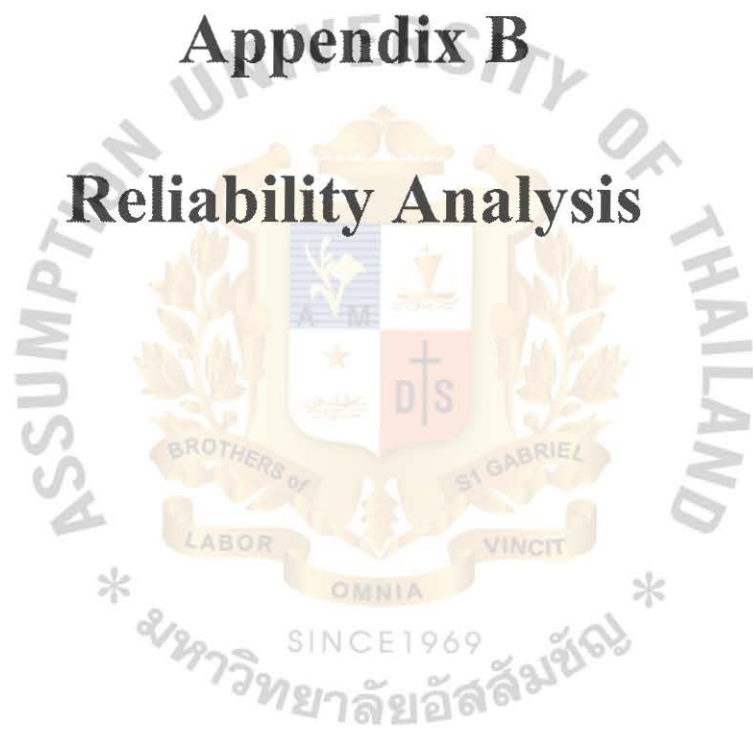


ส่วนที่2 การมอบหมายอำนาจในการทำงาน

คำสั่ง กรุณาใส่เครื่องหมาย (/) ในช่องที่ใกล้เคียงกับคำตอบของคุณมากที่สุดและตอบคำถามทุกข้อ

- 5 = ไม่เห็นด้วยอย่างยิ่ง
- 4 = ไม่เห็นด้วย
- 3 = เฉยๆ
- 2 = เห็นด้วย
- 1 = เห็นด้วยอย่างยิ่ง

ข้อ	รายละเอียด	5	4	3	2	1
ความสำคัญของงาน						
1	งานที่ฉันทำอยู่เป็นงานที่มีความสำคัญมากกับฉัน					
2	กิจกรรมในการทำงานของฉันมีความหมายต่อฉันเป็นการส่วนตัว					
3	งานที่ฉันทำมีความหมายต่อฉัน					
ความชำนาญในการทำงาน						
4	ฉันมีความเชื่อว่าในความสามารถที่จะปฏิบัติงานได้					
5	ฉันมั่นใจในความสามารถของฉัน					
6	ฉันมีความเชี่ยวชาญกับงานที่ฉันทำอยู่					
การกำหนดหน้าที่ของตัวเอง						
7	ฉันมีอิสระภาพที่จะกำหนดขอบเขตของการทำงาน					
8	ฉันสามารถตัดสินใจเรื่องเกี่ยวกับงานด้วยตัวฉันเองได้					
9	ฉันมีโอกาและอิสระบางครั้งในการตัดสินใจเรื่องงานของฉันในการที่จะคิดว่าทำงานอย่างไร					
ผลกระทบ						
10	ผลของการกระทำของฉันมีผลกระทบมากต่อฝ่าย					
11	ฉันมีอำนาจที่จะควบคุมสิ่งที่เกิดขึ้นภายในฝ่ายของฉัน					
12	ฉันมีอำนาจพอสมควรในการชักจูงสิ่งที่เกิดขึ้นในฝ่ายของฉัน					



Reliability Coefficients Alpha Of Questionnaire Part II

Psychological Empowerment (Meaning)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. MEANING1	4.5250	.5986	40.0
2. MEANING2	4.0750	.6938	40.0
3. MEANING3	3.9750	.6597	40.0

Reliability Coefficients

N of Cases = 40.0

N of Items = 3

Alpha = .7948

Psychological Empowerment (Competence)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. COMP1	4.4750	.5986	40.0
2. COMP2	4.5750	.5943	40.0
3. COMP3	4.2500	.5883	40.0

Reliability Coefficients

N of Cases = 40.0

N of Items = 3

Alpha = .8712

Psychological Empowerment (Self Determinant)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. SELFDE1	3.7250	.9055	40.0
2. SELFDE2	3.8750	.8224	40.0
3. SELFDE3	3.5250	.8767	40.0

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .9095

Psychological Empowerment (Self Impact)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. IMP1	3.3000	.8533	40.0
2. IMP2	3.2500	.8397	40.0
3. IMP3	3.5000	.9608	40.0

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8951

Job Satisfaction (Nature of Work)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. WORK1	3.8250	.6751	40.0
2. WORK2	3.9250	.6558	40.0
3. WORK3	3.8000	.9115	40.0

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8301

Job Satisfaction (Supervision)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases	
1. SUPER1	3.8750	.9388	40.0	
2. SUPER2	3.8250	.8738	40.0	
3. SUPER3	3.9750	.7334	40.0	

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8942

Job Satisfaction (Pay)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases	
1. PAY1	4.0250	.6597	40.0	
2. PAY2	4.3000	.5639	40.0	
3. PAY3	4.2000	.7579	40.0	

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8304

Job Satisfaction (Colleague)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases	
1. COLL1	3.9250	.6938	40.0	
2. COLL2	3.8000	.7910	40.0	
3. COLL3	3.8250	.9306	40.0	

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8791

Job Satisfaction (Job Advancement)

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases	
1. ADV1	4.0000	.5064	40.0	
2. ADV2	4.0750	.4168	40.0	
3. ADV3	4.1750	.5495	40.0	

Reliability Coefficients

N of Cases = 40.0 N of Items = 3

Alpha = .8462



Appendix C

SPSS Output



Correlations

			MEANING	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	MEANING	Correlation Coefficient	1.000	.367**	.258**	.275**	.040	.217**
		Sig. (2-tailed)	.	.000	.001	.001	.629	.008
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.367**	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.000	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.258**	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.001	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	.275**	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.001	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.040	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.629	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.217**	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.008	.000	.000	.000	.000	.
		N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

Correlations

			COMPETEN	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	COMPETEN	Correlation Coefficient	1.000	.483**	.356**	.253**	.229**	.384*
		Sig. (2-tailed)	.	.000	.000	.002	.005	.000
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.483**	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.000	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.356**	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	.253**	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.002	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.229**	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.005	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.384**	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.
			N	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

Correlations

			SELFDETE	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	SELFDETE	Correlation Coefficient	1.000	.375**	.286**	.142	.092	.095
		Sig. (2-tailed)	.	.000	.000	.083	.265	.249
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.375**	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.000	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.286**	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	.142	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.083	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.092	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.265	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.095	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.249	.000	.000	.000	.000	.
		N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

Correlations

			IMPACT	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	IMPACT	Correlation Coefficient	1.000	.421**	.387**	.191*	.068	.251**
		Sig. (2-tailed)	.	.000	.000	.019	.410	.002
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.421**	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.000	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.387**	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	.191*	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.019	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.068	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.410	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.251**	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.002	.000	.000	.000	.000	.
		N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

* . Correlation is significant at the .05 level (2-tailed).

Correlations

			MEANING	COMPETEN	SELFDETE	IMPACT	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	MEANING	Correlation Coefficient	1.000	.210*	.315*	.170*	.367*	.258*	.275*	.040	.217*
		Sig. (2-tailed)	.	.010	.000	.038	.000	.001	.001	.629	.008
		N	150	150	150	150	150	150	150	150	150
	COMPETEN	Correlation Coefficient	.210*	1.000	.285*	.286*	.483*	.356*	.253*	.229*	.384*
		Sig. (2-tailed)	.010	.	.000	.000	.000	.000	.002	.005	.000
		N	150	150	150	150	150	150	150	150	150
	SELFDETE	Correlation Coefficient	.315*	.285*	1.000	.456*	.375*	.286*	.142	.092	.095
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000	.083	.265	.249
		N	150	150	150	150	150	150	150	150	150
	IMPACT	Correlation Coefficient	.170*	.286*	.456*	1.000	.421*	.387*	.191*	.068	.251*
		Sig. (2-tailed)	.038	.000	.000	.	.000	.000	.019	.410	.002
		N	150	150	150	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.367*	.483*	.375*	.421*	1.000	.626*	.387*	.253*	.549*
		Sig. (2-tailed)	.000	.000	.000	.000	.	.000	.000	.002	.000
		N	150	150	150	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.258*	.356*	.286*	.387*	.626*	1.000	.413*	.349*	.485*
		Sig. (2-tailed)	.001	.000	.000	.000	.000	.	.000	.000	.000
		N	150	150	150	150	150	150	150	150	150
	PAY	Correlation Coefficient	.275*	.253*	.142	.191*	.387*	.413*	1.000	.222*	.513*
		Sig. (2-tailed)	.001	.002	.083	.019	.000	.000	.	.006	.000
		N	150	150	150	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.040	.229*	.092	.068	.253*	.349*	.222*	1.000	.289*
		Sig. (2-tailed)	.629	.005	.265	.410	.002	.000	.006	.	.000
		N	150	150	150	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.217*	.384*	.095	.251*	.549*	.485*	.513*	.289*	1.000
		Sig. (2-tailed)	.008	.000	.249	.002	.000	.000	.000	.000	.
		N	150	150	150	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

* . Correlation is significant at the .05 level (2-tailed).

Correlations

		Age	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	Age	1.000	.304*	.231*	.342*	.117	.331*
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150
WORKITSE	Age	.304*	1.000	.626*	.387*	.253*	.549*
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150
SUPER	Age	.231*	.626*	1.000	.413*	.349*	.485*
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150
PAY	Age	.342*	.387*	.413*	1.000	.222*	.513*
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150
COLLEAG	Age	.117	.253*	.349*	.222*	1.000	.289*
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150
ADVANCEM	Age	.331*	.549*	.485*	.513*	.289*	1.000
	Correlation Coefficient						
	Sig. (2-tailed)						
	N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

Correlations

			Education Level	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	Education Level	Correlation Coefficient	1.000	.033	.078	-.061	-.031	-.005
		Sig. (2-tailed)	.	.686	.345	.462	.708	.951
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.033	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.686	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.078	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.345	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	-.061	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.462	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	-.031	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.708	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	-.005	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.951	.000	.000	.000	.000	.
		N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

Correlations

			Work Tenure	WORKITSE	SUPER	PAY	COLLEAG	ADVANCEM
Spearman's rho	Work Tenure	Correlation Coefficient	1.000	.214**	.111	.322**	.160	.200*
		Sig. (2-tailed)	.	.009	.178	.000	.051	.014
		N	150	150	150	150	150	150
	WORKITSE	Correlation Coefficient	.214**	1.000	.626**	.387**	.253**	.549**
		Sig. (2-tailed)	.009	.	.000	.000	.002	.000
		N	150	150	150	150	150	150
	SUPER	Correlation Coefficient	.111	.626**	1.000	.413**	.349**	.485**
		Sig. (2-tailed)	.178	.000	.	.000	.000	.000
		N	150	150	150	150	150	150
	PAY	Correlation Coefficient	.322**	.387**	.413**	1.000	.222**	.513**
		Sig. (2-tailed)	.000	.000	.000	.	.006	.000
		N	150	150	150	150	150	150
	COLLEAG	Correlation Coefficient	.160	.253**	.349**	.222**	1.000	.289**
		Sig. (2-tailed)	.051	.002	.000	.006	.	.000
		N	150	150	150	150	150	150
	ADVANCEM	Correlation Coefficient	.200*	.549**	.485**	.513**	.289**	1.000
		Sig. (2-tailed)	.014	.000	.000	.000	.000	.
		N	150	150	150	150	150	150

** . Correlation is significant at the .01 level (2-tailed).

* . Correlation is significant at the .05 level (2-tailed).

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * WORKITSE	150	100.0%	0	.0%	150	100.0%
Gender * SUPER	150	100.0%	0	.0%	150	100.0%
Gender * PAY	150	100.0%	0	.0%	150	100.0%
Gender * COLLEAG	150	100.0%	0	.0%	150	100.0%
Gender * ADVANCEM	150	100.0%	0	.0%	150	100.0%

Gender * WORKITSE

Crosstab

		WORKITSE										Total	
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67		5.00
Gender Male	Count	0	2	1	4	15	3	6	16	5	1	3	56
	Expected Cou	.7	3.7	.7	3.0	10.8	4.5	7.1	15.3	4.9	3.0	2.2	56.0
	Female Count	2	8	1	4	14	9	13	25	8	7	3	94
	Expected Cou	1.3	6.3	1.3	5.0	18.2	7.5	11.9	25.7	8.1	5.0	3.8	94.0
Total	Count	2	10	2	8	29	12	19	41	13	8	6	150
	Expected Cou	2.0	10.0	2.0	8.0	29.0	12.0	19.0	41.0	13.0	8.0	6.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.355 ^a	10	.499
Likelihood Ratio	10.462	10	.401
Linear-by-Linear Association	.016	1	.900
N of Valid Cases	150		

a. 11 cells (50.0%) have expected count less than 5.
The minimum expected count is .75.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.010	.078	-.126	.900 ^c
Ordinal by Ordinal	Spearman Correlation	.026	.081	.311	.756 ^c
N of Valid Cases		150			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Gender * SUPER

Crosstab

		SUPER										Total	
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67		5.00
Gender Male	Count	1	0	2	1	10	8	4	21	2	4	3	56
	Expected Cou	1.5	1.5	1.1	2.6	10.8	5.6	2.2	18.3	3.4	2.6	6.3	56.0
Female	Count	3	4	1	6	19	7	2	28	7	3	14	94
	Expected Cou	2.5	2.5	1.9	4.4	18.2	9.4	3.8	30.7	5.6	4.4	10.7	94.0
Total	Count	4	4	3	7	29	15	6	49	9	7	17	150
	Expected Cou	4.0	4.0	3.0	7.0	29.0	15.0	6.0	49.0	9.0	7.0	17.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.792 ^a	10	.140
Likelihood Ratio	16.559	10	.085
Linear-by-Linear Association	.031	1	.859
N of Valid Cases	150		

- a. 13 cells (59.1%) have expected count less than 5.
The minimum expected count is 1.12.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.015	.076	-.177	.860 ^c
Ordinal by Ordinal	Spearman Correlation	.005	.079	.061	.951 ^c
N of Valid Cases		150			

- a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Gender * PAY

Crosstab

			PAY								Total	
			2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67		5.00
Gender	Male	Count	1	3	7	10	10	17	5	2	1	56
		Expected Count	1.9	1.1	6.3	5.2	10.5	17.9	9.0	1.5	2.6	56.0
	Female	Count	4	0	10	4	18	31	19	2	6	94
		Expected Count	3.1	1.9	10.7	8.8	17.5	30.1	15.0	2.5	4.4	94.0
Total	Count	5	3	17	14	28	48	24	4	7	150	
	Expected Count	5.0	3.0	17.0	14.0	28.0	48.0	24.0	4.0	7.0	150.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.505 ^a	8	.025
Likelihood Ratio	18.674	8	.017
Linear-by-Linear Association	4.500	1	.034
N of Valid Cases	150		

a. 8 cells (44.4%) have expected count less than 5. The minimum expected count is 1.12.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.174	.079	2.147	.033 ^c
Ordinal by Ordinal	Spearman Correlation	.196	.079	2.434	.016 ^c
N of Valid Cases		150			

- a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Gender * COLLEAG

Crosstab

		COLLEAG											Total
		1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Gender Male	Count	0	1	2	2	10	13	5	15	4	3	1	56
	Expected Cou	.4	.7	.7	2.2	10.5	7.1	5.6	17.5	4.9	1.9	4.5	56.0
Female	Count	1	1	0	4	18	6	10	32	9	2	11	94
	Expected Cou	.6	1.3	1.3	3.8	17.5	11.9	9.4	29.5	8.1	3.1	7.5	94.0
Total	Count	1	2	2	6	28	19	15	47	13	5	12	150
	Expected Cou	1.0	2.0	2.0	6.0	28.0	19.0	15.0	47.0	13.0	5.0	12.0	150.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.355 ^a	10	.049
Likelihood Ratio	19.981	10	.029
Linear-by-Linear Association	3.373	1	.066
N of Valid Cases	150		

- a. 12 cells (54.5%) have expected count less than 5.
The minimum expected count is .37.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.150	.078	1.851	.066 ^c
Ordinal by Ordinal	Spearman Correlation	.150	.079	1.848	.067 ^c
N of Valid Cases		150			

- a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Gender * ADVANCEM

Crosstab

		ADVANCEM											Total
		1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Gender Male	Count	1	0	2	2	9	5	4	23	8	1	1	56
	Expected Cou	.4	.7	4.1	.7	10.8	3.0	4.5	25.0	4.1	.7	1.9	56.0
	Female Count	0	2	9	0	20	3	8	44	3	1	4	94
	Expected Cou	.6	1.3	6.9	1.3	18.2	5.0	7.5	42.0	6.9	1.3	3.1	94.0
Total	Count	1	2	11	2	29	8	12	67	11	2	5	150
	Expected Cou	1.0	2.0	11.0	2.0	29.0	8.0	12.0	67.0	11.0	2.0	5.0	150.0

Gender*Pay

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.619 ^a	10	.062
Likelihood Ratio	19.141	10	.039
Linear-by-Linear Association	.518	1	.472
N of Valid Cases	150		

a. 14 cells (63.6%) have expected count less than 5.
The minimum expected count is .37.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.059	.081	-.718	.474 ^c
Ordinal by Ordinal	Spearman Correlation	-.087	.082	-1.064	.289 ^c
N of Valid Cases		150			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Gender * COLLEAG Crosstabulation

			COLLEAG				Total
			3.00	3.33	3.67	4.00	
Gender	Male	Count	10	13	5	15	43
		Expected Count	11.0	7.5	5.9	18.5	43.0
		% within COLLEAG	35.7%	68.4%	33.3%	31.9%	39.4%
	Female	Count	18	6	10	32	66
		Expected Count	17.0	11.5	9.1	28.5	66.0
		% within COLLEAG	64.3%	31.6%	66.7%	68.1%	60.6%
	Total	Count	28	19	15	47	109
		Expected Count	28.0	19.0	15.0	47.0	109.0
		% within COLLEAG	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.192 ^a	3	.042
Likelihood Ratio	8.058	3	.045
Linear-by-Linear Association	1.174	1	.278
N of Valid Cases	109		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.92.

Gender * PAY Crosstabulation

			PAY					Total
			3.00	3.33	3.67	4.00	4.33	
Gender	Male	Count	7	10	10	17	5	49
		Expected Count	6.4	5.2	10.5	18.0	9.0	49.0
		% within PAY	41.2%	71.4%	35.7%	35.4%	20.8%	37.4%
	Female	Count	10	4	18	31	19	82
		Expected Count	10.6	8.8	17.5	30.0	15.0	82.0
		% within PAY	58.8%	28.6%	64.3%	64.6%	79.2%	62.6%
Total	Count	17	14	28	48	24	131	
	Expected Count	17.0	14.0	28.0	48.0	24.0	131.0	
	% within PAY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

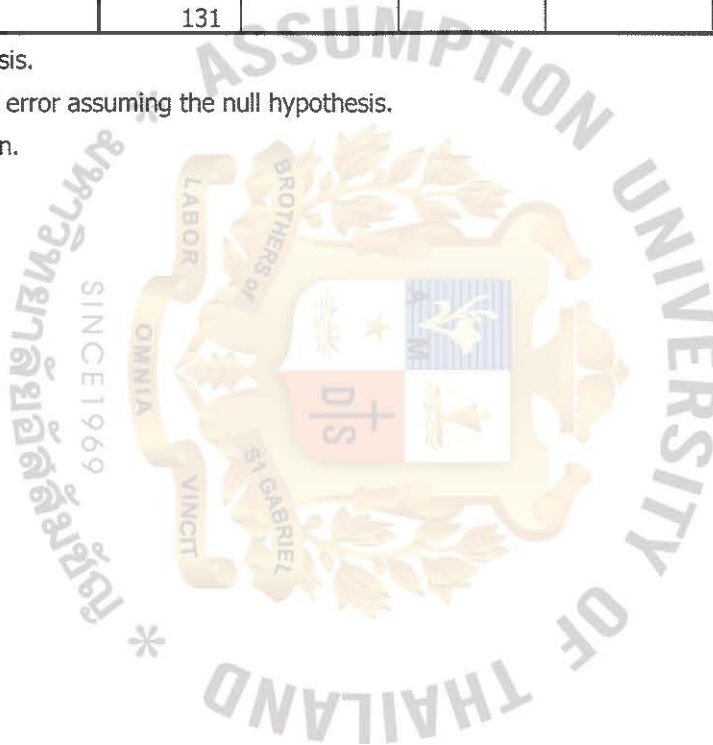
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.955 ^a	4	.041
Likelihood Ratio	9.954	4	.041
Linear-by-Linear Association	4.548	1	.033
N of Valid Cases	131		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.24.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.187	.085	2.163	.032 ^c
Ordinal by Ordinal	Spearman Correlation	.196	.084	2.273	.025 ^c
N of Valid Cases		131			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.



Age * WORKITSE Crosstabulation

Count

	WORKITSE											Total
	1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Age 21-30 ye	0	5	2	4	13	6	8	11	4	1	0	54
31-40 ye	0	5	0	3	11	2	6	10	4	2	3	46
41-50 ye	2	0	0	1	3	4	5	15	5	4	2	41
51-60 ye	0	0	0	0	2	0	0	5	0	1	1	9
Total	2	10	2	8	29	12	19	41	13	8	6	150

Age * SUPER Crosstabulation

Count

	SUPER											Total
	1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Age 21-30 ye	2	2	1	1	14	9	2	16	1	4	2	54
31-40 ye	0	2	0	3	11	4	2	15	3	2	4	46
41-50 ye	2	0	2	3	3	2	2	14	2	1	10	41
51-60 ye	0	0	0	0	1	0	0	4	3	0	1	9
Total	4	4	3	7	29	15	6	49	9	7	17	150

Age * PAY Crosstabulation

Count

	PAY									Total
	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Age 21-30 yea	2	2	10	10	8	14	7	1	0	54
31-40 yea	1	0	6	2	13	18	1	0	5	46
41-50 yea	2	1	1	2	6	14	11	2	2	41
51-60 yea	0	0	0	0	1	2	5	1	0	9
Total	5	3	17	14	28	48	24	4	7	150

Age * COLLEAG Crosstabulation

Count

		COLLEAG										Total	
		1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67		5.00
Age	21-30 ye	0	1	1	2	10	8	9	13	4	1	5	54
	31-40 ye	1	0	0	3	11	6	4	14	2	0	5	46
	41-50 ye	0	1	1	1	7	2	1	16	7	3	2	41
	51-60 ye	0	0	0	0	0	3	1	4	0	1	0	9
Total		1	2	2	6	28	19	15	47	13	5	12	150

Age * ADVANCEM

Co

		ADVA											Tot
		1.	2.	2.	2.	3.	3.	3.	4.	4.	4.	5.	
Ag	21-30	1	0	4	2	1	4	7	2	2	1	0	5
	31-40	0	0	7	0	1	3	4	1	1	0	3	4
	41-50	0	2	0	0	3	1	1	2	5	1	2	4
	51-60	0	0	0	0	0	0	0	6	3	0	0	9
Tot		1	2	1	2	2	8	1	6	1	2	5	15

Education Level * WORKITSE Crosstabulation

Count

		WORKITSE											Total
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Educati	Bachelor De	2	9	2	4	18	8	8	25	8	7	4	95
Level	Master Deg	0	1	0	4	11	4	11	16	5	1	2	55
Total		2	10	2	8	29	12	19	41	13	8	6	150

Education Level * SUPER Crosstabulation

Count

		SUPER											Total
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Educati	Bachelor De	4	3	1	6	20	10	3	25	6	6	11	95
Level	Master Deg	0	1	2	1	9	5	3	24	3	1	6	55
Total		4	4	3	7	29	15	6	49	9	7	17	150

Education Level * PAY Crosstabulation

Count

	PAY									Total
	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Educatio Bachelor Deg	5	0	12	8	13	34	15	3	5	95
Level Master Degre	0	3	5	6	15	14	9	1	2	55
Total	5	3	17	14	28	48	24	4	7	150

Education Level * COLLEAG Crosstabulation

Count

	COLLEAG											Total
	1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Educatio Bachelor Deg	1	1	1	4	16	13	10	29	9	3	8	95
Level Master Degre	0	1	1	2	12	6	5	18	4	2	4	55
Total	1	2	2	6	28	19	15	47	13	5	12	150

Education Level * ADVANCEM Crosstabulation

Count		ADVANCEM											Total
		1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Educatic Bachelor Deg		0	2	9	0	16	5	7	47	4	1	4	95
Level Master Degre		1	0	2	2	13	3	5	20	7	1	1	55
Total		1	2	11	2	29	8	12	67	11	2	5	150

Work Tenure * WORKITSE Crosstabulation

Count		WORKITSE											Total
		1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Work 1-8 years		0	3	0	2	5	5	4	8	2	0	0	29
Tenure 9-16 years		0	2	2	3	17	2	4	8	6	2	1	47
17-24 yea		0	5	0	3	6	5	10	18	5	4	3	59
25-32 yea		2	0	0	0	1	0	1	7	0	2	2	15
Total		2	10	2	8	29	12	19	41	13	8	6	150

Work Tenure * SUPER Crosstabulation

Count

	SUPER											Total
	1.00	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Work 1-8 years	0	1	1	0	9	2	1	10	1	3	1	29
Tenure 9-16 years	2	1	1	1	10	7	2	16	2	2	3	47
17-24 years	0	2	1	6	8	5	3	19	2	2	11	59
25-32 years	2	0	0	0	2	1	0	4	4	0	2	15
Total	4	4	3	7	29	15	6	49	9	7	17	150

Work Tenure * PAY Crosstabulation

Count

	PAY										Total
	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00		
Work 1-8 years	2	1	5	5	3	8	4	1	0	29	
Tenure 9-16 years	0	1	7	7	15	14	3	0	0	47	
17-24 years	1	1	5	1	9	22	14	0	6	59	
25-32 years	2	0	0	1	1	4	3	3	1	15	
Total	5	3	17	14	28	48	24	4	7	150	

Work Tenure * COLLEAG Crosstabulation

Count

	COLLEAG											Total
	1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Work 1-8 years	0	0	0	2	7	6	4	5	3	0	2	29
Tenur 9-16 yea	1	1	2	0	7	9	5	16	0	1	5	47
17-24 ye	0	1	0	4	11	3	5	20	9	2	4	59
25-32 ye	0	0	0	0	3	1	1	6	1	2	1	15
Total	1	2	2	6	28	19	15	47	13	5	12	150

Work Tenure * ADVANCEM Crosstabulation

Count

	ADVANCEM											Total
	1.33	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Work 1-8 years	0	0	0	1	5	2	4	16	1	0	0	29
Tenur 9-16 yea	1	0	4	1	14	4	6	15	1	1	0	47
17-24 ye	0	0	7	0	10	2	2	29	5	0	4	59
25-32 ye	0	2	0	0	0	0	0	7	4	1	1	15
Total	1	2	11	2	29	8	12	67	11	2	5	150

