



PERCEPTION OF ABAC INSTRUCTOR ABOUT JOB SATISFACTION AND
LEADERSHIP STYLE

By
THITIPORN KOSOLYUTTHASARN

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

November 2003

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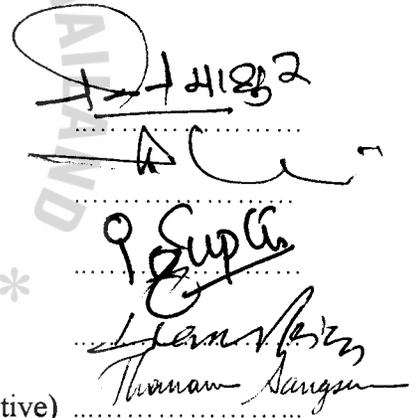
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A Thesis submitted in partial fulfillment
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Master of Business Administration

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ABSTRACT

This research was a study about the perception of ABAC instructors about job satisfaction and leadership style. The objective of the study was to find out the differences in perception of ABAC instructors of Assumption University in Bangkok, Thailand, who are full-time instructors, graduated with master's degree and have worked at the university for at least one year. The research aims to measure their level of job satisfaction with regard to leadership style.

For the part of demographic profile, most of the respondents are males aged 25 - 33 years who are single and earn incomes of more than 30,000 baht per month. Overall, they agreed with statements about whether their superior, both for task-oriented and relationship-oriented. They also agree to the overall statements indicating that their leader/superior is good. They also agree to the overall statements indicating that their co-workers are good and to the overall statements indicating that they feel that overall opportunities are fair, but are indifferent to the overall statements indicating that the present pay/rewards is adequate.

Recommendations include the fact that leaders of all levels at Assumption University should realize what the nature of their group's work is, how the people in the group are, what they need and expect from leaders, and what the situation is like. To increase satisfaction regarding pay, instructors could be asked to assess and make suggestions to improve the present system and create individualized benefits packages. In this way, the instructors would feel more involved in the pay/reward system, and they would become much more satisfied with the resulting changes that they helped make a reality. This research can be useful guidelines for future research that would result in more rigorous theoretical and methodological processes.

ACKNOWLEDGEMENT

I am indebted to the following people and organizations. This project would not have been possible without them.

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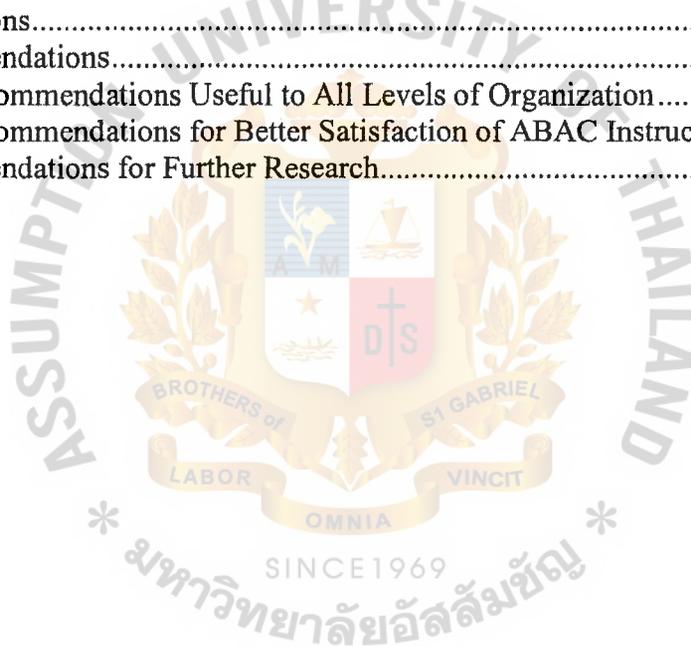
Assumption University

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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction of the study

People spend a large part of their lives working, most having a job that requires them to be at a certain place for an average of eight to ten hours a day, five to six days a week, working alongside other coworkers and reporting to a superior or boss. Because work is such an integral part of living, people's performance on the job could be affected by various factors. These include both internal factors relating to the health of an individual's mind and body to external factors that can affect that individual internally, including and most especially the way they perceive their superior and how he/she is treating them.

The concept of a "good boss" and a "bad boss" comes through from the subordinates' perception of their superior's leadership style, mainly from the way the superior handles himself or herself and how he or she relates to the subordinates, both of which can be seen as part of the person's "style." Certain actions and certain ways of speaking influence the way other people feel; when these actions or words result in negative emotions, the satisfaction that the subordinates feel at a job would be reduced. On the other hand, should the style of leadership that a person displays mesh or become integrated meaningfully with the subordinates, positive emotions and a feeling of satisfaction would most likely result. Because individuals work alongside their superiors on an almost-daily basis and because a company's performance is largely dependent on

the accumulated performance of each of its individual employees, the issue of appropriate leadership styles that encourage and motivate employees as well as give them feelings of satisfaction is very important. This can be seen through the numerous studies that have been conducted on both leadership as well as job satisfaction.

Over the course of history, leadership has always been a topic of interest, but it was only during the recent decades has there been any sort of extensive scientific study on it in various angles and contexts. Since then, there have been as wide a variety of definitions for the term “leadership” as there have been people who have studied it. More than 350 definitions exist for the word, and some say that leadership “is one of the most observed and least understood phenomena on earth (Warren Bennis and Burt Nanus, 1985).

It has mostly been agreed, however, that leadership is a process used by a leader to influence individuals or groups for shared purposes, or to meet established goals. Leadership involves influence among people in order to effect changes that are ideally desired by both the leader and the followers. The world today has been undergoing changes that are more profound and far reaching than any experienced since the dawn of the modern age and the scientific revolution (Daft, Richard L., 1999). In order to prosper today, organizations need leaders who have the capacity to run an organization.

Leadership is a critical management function and the most visible component of a manager’s responsibilities – it acts as a motivator for others to perform activities designed to achieve specific objectives (Boone 1996). One survey revealed that the most important reason that causes employed people to look for new jobs is dislike for their bosses (University of South Alabama poll, 1994).

In a complex, rapidly changing environment, it is frequently the absence of a sense of purpose that causes organizations to flounder and employees to lack commitment and enthusiasm, and thus one of the primary jobs of a leader is to find the capacity to help create a vision of what the organization can be and what it stands for, and to have employees understand and desire that vision as well. It is not enough that a person designated as “leader” or “boss” will stand up and announce what the goals of the organization would be; the person must also communicate it in such a way that the goals resonate with the employees, so that such things as dedication, teamwork, and satisfaction result.

1.2 Overview of Assumption University, Thailand*

History & Development

Assumption University was initially originated from Assumption Commercial College in 1969 as an autonomous higher education institution under the name of Assumption School of Business. In 1972, with the approval of the Ministry of Education, it was officially established as Assumption Business Administration College or ABAC. In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as "Assumption University" by the Ministry of University Affairs.

The University is a non-profit institution administered by the **Brothers of St. Gabriel**, a worldwide catholic religious order, founded in France in 1705 by St. Louis Marie De Montfort, devoted to education and philanthropic activities. The congregation has been operating many educational institutions in Thailand since 1901.

*Information reproduced from: <http://www.au.edu> and Undergraduate Bulletin of Assumption University 2003-2004

Philosophy

In loyalty to its Christian mission, Assumption University stands for

- the inculcation of respect for the three institutions of the Nation: Religion, Country, the King and a democratic way of life.
- the belief that a man justifies himself and his existence by the nobility of his work.
- the commitment to be a light that leads men towards the true source of all knowledge and life.

Objectives and Policies

Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge, particularly in the business education and management science through research and interdisciplinary approaches.

To this end it aims at forming intellectually competent graduates who:

- are morally sound, committed to acting justly, and open to further growth.
- appreciate freedom of expression, imbibe right attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management.
- achieve academic excellence through hard work, critical thinking, and effective decision-making.

Accreditation

The University is fully accredited by the Ministry of University Affairs. Its graduates enjoy the privileges accorded to State University graduates. Its academic standards are accepted by the Civil Service Commission of Thailand.

Assumption University is recognized in the USA and other countries and the transfer of credits from the University are accepted abroad. Graduates from the University can pursue advanced Degrees anywhere in the world. Assumption University is listed in the Handbook of Universities and other Institutions of the **INTERNATIONAL ASSOCIATION OF UNIVERSITIES** in Paris, France.

The University is recognized by:

- The Association of Christian Universities and Colleges in Asia (ACUCA)
- The Association of Southeast Asian Institution of Higher Learning (ASAIHL)
- The International Federation of Catholic Universities (IFCU)

Medium of Instruction

English is the officially approved medium of instruction at the University. Five courses are in the Thai language but only for Thai speaking students. Students whose native tongue is not Thai follow the same courses in English.

Non-Discrimination

Assumption University does not discriminate in its programs and activities against any person because of race, color, ethnic origin, ancestry, religion, age and sex. This non-

discrimination policy applies to admissions, employment, treatment of individuals, and access to programs. Inquiries concerning this policy may be directed to the Personnel office or the Office of the Registrar. (Source: Undergraduate Bulletin of Assumption University 2003-2004)

Facilities and Services

Campuses

Assumption University maintains two campuses: the original campus located at Hua Mak in the city, and the new campus at Bang Na, some thirty minutes to the South of the city campus on the way to the Eastern Seaboard. The original campus is a compact, vertical campus comprised of 17 buildings with the tallest having a total of 16 floors. A small lake surrounded by lush gardens and seating is a focal point of beauty and tranquility. Food, convenience and service shops to support student needs surround the campus. This will become the home of the postgraduate faculties.

The Bang Na Campus, constructed as a “University in a Park”, comprises 200 acres of a beautifully landscaped assembly of mixed architecture surrounded by lush, tropical gardens and trees. Designed to host the university’s undergraduate degree program, it offer everything: a meeting/exhibition center, hotel, non-coeducational dormitories, a magnificent chapel, a museum, three academic halls, and much more. The centerpiece of the campus is the Cathedral of Learning, a 38-story tower which houses student support services, the library, reception halls, seminar rooms and offices. Transportation between the two campuses is convenient and inexpensive. Shuttles run throughout the day between various points in Bangkok and the Bang Na campus.

Libraries

Each Assumption University campus maintains a large library with over 500,000 volumes total and subscribes to about 1,700 journals and periodicals. In addition to the study facilities provided for students and instructors in the main libraries, there are reading areas in many other locations. These include the Catholic Education Council library, the Catholic library, the graduate student lounge, the Guidance and Counseling library, the Faculty Lounge and the International Center.

Health Services

Assumption University provides health services on both campuses. Students are responsible for making arrangement for their own health care, except in cases of emergency. Registered nurses are on duty Monday through Friday from 8.00 a.m. to 4.30 p.m. and are available for emergencies, first aid, and medical counseling.

Students, faculty and staff members with medical problems are encouraged to keep their files active at the Health Center regarding the nature of their problems so that appropriate action can be taken in the event of an emergency.

Food Service and Cafeterias

Catering facilities are available to faculty, staff and students throughout both campuses. Contractor-operated facilities are in operation daily from 7.00 a.m. to 8.00 p.m. (Hours may change during semester breaks)

The Research Institute of Assumption University (RIAU)

The Research Institute of Assumption University (RIAU), originally known as the Center for Research in Business or CRIB, has been serving the Thai business community and international corporations since it was established in 1982. Since its inception, the CRIB has continued to grow into other research areas in response to demands for services. The center began by conducting social science research and in 1993, was recognized and known as the Center for Research in Business and social Science (CRIB & SSc.). In 1998 the center was incorporated into **the Research Institute of Assumption University (RIAU)**. This organizational change reflects the advancement of information technology as well as the academic diversity of research work conducted by the CRIB & SSc.

Mission: To provide and support the academic community and other sectors of society with research services and to help strengthen the academic programs of Assumption University.

Research Services: At present, the RIAU includes four major functional areas: Business Research, Social Science Research, Educational Research and Information Systems Research. (Source: Undergraduate Bulletin of Assumption University 2003-2004)

Computer Center

The Assumption University Computer Center strives to acquaint students with the uses of computer as tools for working with large quantities of information in high technology environments. Its general activities are supervised by the Director of the

Computer Center. In addition to supplying instruction in the use of computers to students and faculty, the Center also assists with classwork and research activities involving complex computations and intricate data processing.

Press

The AU press prints all of the University publications such as the AU Journal, Newsletter, etc., and offers opportunities and facilities for publication of outstanding research papers as an incentive for both faculty and students to conduct research and to publish reports.

Bookstores

Bookstores on each campus provide a wide range of magazines, periodicals, educational equipment, textbooks and professional books usually not available at regular commercial bookstores. In addition, they offer a wide range of Thai style gifts for friends and visitors.

International Center

The International Center, directly under the Office of the president, is engaged in multi-national activities to promote understanding, cooperation, and unity among the teaching staff and student community with foreign backgrounds.

The Center emphasizes the following international dimensions of the University through its counseling services:

- Cultural contribution to campus life by various nationalities represented.

- Opportunity for students to co-exist and to learn from each other.

The center is located adjacent to the Martin De Tours building and Dr. Choop Plaza and has its own full-time staff.

Office of International Affairs

The Office of International Affairs reports to the Office of the President and is responsible for taking the lead in establishing international education exchanges and Study Abroad opportunities at both undergraduate and postgraduate level programs. The Office provides guidance and counseling for students who wish to spend semester abroad, to transfer as an undergraduate or to continue postgraduate studies at other international institutions. It is also charged to collaborate with the Office of Student Affairs, the International Center, the Office of Thai Art and Culture and with each faculty to enhance the care-taking of international students.

Campus Ministry, Chapel and Religious Center

The Campus Ministry on each campus is designed for the Catholic community and makes use of the spacious and beautiful Chapels. The Religious Center is a multi-religion house of prayer, meditation, congregation, preaching, and for soul-searching pursuit of the true source of all knowledge and life. Space is provided for each community applying to establish a house of meditation and prayer.

St. Gabriel's Library, Au

Security

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Assumption University takes its responsibility seriously when it comes to protecting its students, its instructors and its facilities. At both campuses, teams of security staff are at every gate as well as throughout the campus to provide aid, to monitor activities and in general to provide for the well-being of everyone on campus.

(Source: Undergraduate Bulletin of Assumption University 2003-2004)

Symbols

Sedes Sapientiae : The Seat of Wisdom

It is a tradition handed down for centuries that Christians venerate the Mother of Christ as "the Seat of Wisdom". (Sedes Sapientiae)

According to Christian belief, Christ is the wisdom seated on the Throne. This implies, on the one hand, that the Mother of Christ is the Dwelling Place of the Supreme Wisdom of all science. On the other hand, the university is the Alma Mater, or our Mother who is also the "Dwelling Place of Knowledge". In this context, "Assumption" which, besides its religious meaning in glorification of the Mother of Christ, has yet another meaning in Thai, namely "the Abode of Abiding Knowledge" Rightly, "Assumption University" is the Seat of Wisdom.

Ashoka Tree

The Assumption University has adopted the Ashoka Tree as its symbol. The Ashoka Tree has as its scientific name "Polyalthia longifolia Benth & Hook. f. var. pandurata" of a Anonanceae Family, a native plant of India and Sri Lanka.

The Rationale behind the choice of the Ashoka Tree

The reasons why the University has taken it as its symbol are the following:

1. The Ashoka Tree is an ever-green tree. This fact signifies freshness, coolness, and constancy, unwavering with the turning of seasons and the changes of time. Thus, it means that the University is determined to fulfill its mission, giving emphasis to academic excellence together with quality and virtues.

2. The Ashoka Tree has a most beautiful form, majestically tall, like a stupa.

3. The Ashoka Tree is a tree with a beneficial name, because it derives from an Indian word "Ashok", after the name of King Ashok, the Great, the most well known king during Buddha's time, full of wisdom both in the secular and religious realms.

4. Lastly, it is the tree first brought from India into Thailand in 1957 by the St. Gabriel Foundation of Thailand, patrons of this university (by Bro. John Mary). This first tree was planted in the compound of St. Gabriel's College, and the Forestry Department of Thailand named it "St. Gabriel Ashoka" on 15 th December 1969.

Botanic Features of the Ashoka Tree

The Ashoka Tree is an ever green tree, of narrow-top can form and majestically tall. The bark is grey; its color becomes darker near the extreme top of the trunk, covered with leaves from the bottom to the top, so thick that the trunk's characteristics can hardly be clearly visible. Its leaves are lanceolate, about 0.5-0.7 inches wide, and 4-9 inches long. The widest part of the leaf is near the base; its rim is smooth, but twisted into a tide-like form. Its flower is white greenish shade, without odor, about 1.5-1.75 inches wide. Its fruit is ellipsoid, about 0.5 inches wide and 0.75 inches long, with smooth shiny skin; its color turns yellow, red, then finally black, when it is ripe. Normally, the ripening of the fruit occurs between July and August every year.

University Coat of Arms



Coat of arms is a translation of the French COTTE D' ARMES. Usually it is depicted with the particular heraldic bearings of a person or family on an escutcheon, and from it we can learn much about the person or family which adopted the particular coat of arms.

Brothers of St.Gabriel

The name "the Brothers of St.Gabriel" reminds us of those Brothers who sacrificed their lives, and their mother's land, in order to help educate and develop our Thai children to grow in the right path.

"LABOR OMNIA VINCIT" is the motto of the university. "We can overcome all difficulties through working hard," or, as the Latin proverb says: "Work conquers all things,"

"Life-Boat" Symbolized By "The Ship in the Sea"

"The ship in the Sea" symbolizes that we have to keep on struggling and facing different difficulties in the sea of life, just like the ship or the boat that fights stormy wind, steamy sun and rainy sea in order NOT to capsize in the middle of the sea. This should always remind us that "Life is a Struggle" or "To Live is to Struggle" against the problems and difficulties and not to give up.

"DS" (read "D and S") Cross In The Middle With The Cross

"D" or Divinity represents "Religion". We all need religion in life and mind. The Cross is the symbol of "love" and sacrifice "just as Jesus sacrificed his life for

our love and he redeemed our sins as he said: "There is no other love greater than sacrificing our life for others."

"S" or "Science" means "Knowledge," which is the root of man's ability to reason. Everyone should always aim at gaining more knowledge. The more people learn about mundane knowledge, the more they should also learn about "Dharma" or religious, ethical virtues. Moreover, D|S also comes from the French phrase, "Dieu Seul," which means "ALL WE DO IS FOR THE GRACE OF GOD ONLY." It is to remind people of St. Louis Marie de Montfort, the founding Father of the Brothers of St. Gabriel's motto. With this powerful motto, people have the will to work without yielding to difficulties, at studies as well as at work.

A.M. and The White Lilies

"A.M." is abbreviated from a Latin word, "ALMA MATER," meaning literally, "Dear Mother," in Latin and indicating "MOTHER COLLEGE," which symbolizes that our institution is like our "Alma Mater", our own birth place and as a part of our own families. We should love our institution as much as we should love our own parents. Moreover, "A.M" is also abbreviated from "AVE MARIA" (in Latin), the name of Jesus' Mother. This means that we should love our own Mother with our heart and soul. And the beautiful snow-white lilies are symbols to remind us that we should be clean and sincere with all our thoughts, words and minds, wherever we are.

The Star and The Man In a Boat

"The Star and the Boat" symbolizes "Spiritual Hope", meaning that religion is "the light of Dharma or Absolute Truth" and all the knowledge or sciences we have learned from the institution is "the Light of the Intelligence". Altogether they keep

conduct and intelligence on track so we are not lost or capsized in the middle of the sea of life. "The man in the boat "reflects us, ourselves, rowing or guiding our own "boat of life."

"The Shield" That Frames The "Four Symbols"

The "Shield" that frames the "Four Symbols" is the "COAT OF ARMS" which stands for "HONOUR," or "PRIDE and DIGNITY". It also represents the HONOUR, DIGNITY, PRIDE AND PRAISE that our institution has received from the King who reigns over the Kingdom.

The Olive Branches

The wreath of the "Olive Branches" stands for "Victory" or "Success."(In ancient times, in Greek History, the athletic winner received a wreath of olive branches from the king) Or, this represents "a wreath of high honour" to remind us that we should do good deeds to uphold the honour and fame of our beloved institution or "ALMA MATER" forever.

VISION 2000

The following is the vision of the University.

Assumption University of Thailand envisions itself as:

- an international community of scholars,
- enlivened by Christian inspiration,
- engaged in the pursuit of Truth and Knowledge,
- serving human society, especially through the creative use of interdisciplinary approaches and cyber-technology.

Vision 2000 for Assumption University Graduates

Assumption University of Thailand envisions its graduates as:

- healthy and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking,
- professionally competent, willing to exercise responsible leadership for economic progress in a just society,
- able to communicate effectively with people from other nations and to participate in globalization.

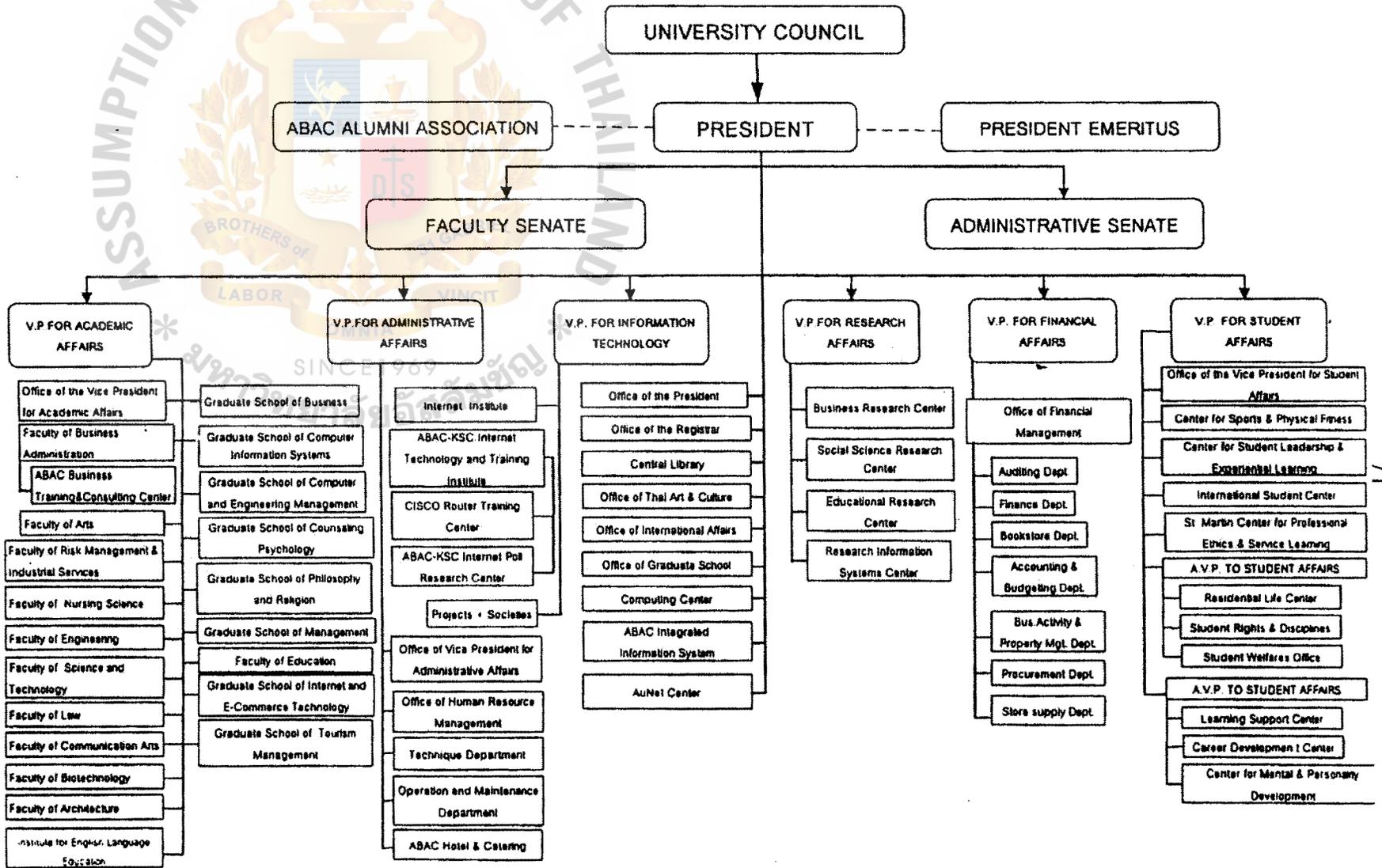
University Executive Body

Assumption University's executive body includes the following people:

- Rector Emeritus: Prathip M. Komolmas, f.s.g., Ph.D.
- Rector : Bancha Saenghiran, f.s.g., Ph.D.
- Vice Rector for Financial Affairs Anupatt P. Yuttachai, f.s.g., M.B.A.
- Vice Rector for Student Affairs: Loechai Lavasut, f.s.g., D.M.
- Vice Rector for Academic Affairs: Visith Srivichairatana, f.s.g., D.M.
- Vice Rector for Research Affairs: Asst. Prof. Jirawat Wongswadiwat, Ph.D.
- Vice Rector for Information Technology: Prof. Srisakdi Charmonman, Ph.D.
- Vice Rector for Administrative Affairs: Chavalit Meennuch, Ph.D.

(Source: website, <http://www.au.edu>)

Organization Chart of Assumption University



— Authorization to (Aug. 15, 03)

1.3 Statement of the Problem

The success of any organization is dependent on the individuals that make up that particular organization – especially its leaders. Being a leader means having to work with a group of people and motivating them in such a way as to lead the group to fulfill established objectives. Leadership appears in every situation, in normal working life as well as personal life, and it is something that occurs almost automatically when there is a group of two or more people who come together in order to solve problems, make decisions, or achieve certain things.

The way a superior (a “leader”) relates to the individuals in the group and to the group as a whole would determine how the individuals perceive the person. Satisfaction in having a good leader motivates individuals to achieve objectives together and makes it easier for the organization to ultimately realize its goals, as both the followers and the leader understand and desire the same things. Having leaders who are able to integrate themselves with their subordinates, who know that they make an impact on the group, and who have the appropriate leadership style for different kinds of situations and for the different groups of people they lead, is essential to success.

As stated previously, leadership is a critical management function and the most visible component of a manager’s responsibilities and acts as a motivator for others to perform activities designed to achieve specific objectives (Boone 1996), and one survey revealed that the most important reason that causes employed people to look for new jobs is dislike for their bosses (University of South Alabama poll, 1994). When skilled employees quit an organization, the organization is poorer for it, because the employees

take their skills and experience away with them when they leave. It is therefore essential that the job satisfaction employees feel and the way they perceive their superiors become known, in order to pinpoint any problems before they get out of hand.

It is ultimately this view that the researcher has chosen to study the relationship between leadership styles and job satisfaction for employees in the selected organization of Assumption University in Bangkok, Thailand. Related to this topic, the researcher was also interested in finding out how employees of the university perceive their superiors' leadership style and to determine the demographic factors that are related to and would affect that perception. Factors that make employees satisfied is also another topic covered, since knowing what makes employees satisfied and thereby being able to supply those things would enable employees to be satisfied and happy within their current situation and retain them.

The researcher went out to seek answers to the following:

1. The demographic profile of respondents regarding such things as:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Marital status
 - 1.4 Work experience
 - 1.5 Position
2. The respondents' perception of their superiors' leadership style in terms of:
 - 2.1 Task-oriented
 - 2.2 Relations-oriented

3. Whether demographic factors are related to how respondents perceive a particular superior's leadership style and how they differ
4. The factors that respondents perceive are important to job satisfaction, in terms of the following:
 - 4.1 Leader / Superior
 - 4.2 Salary
 - 4.3 Working environment
 - 4.4 Job security
5. Whether respondents of differing demographic profiles have different perceptions regarding factors that lead to job satisfaction
6. Whether there is a relationship between demographic profiles and job satisfaction
7. Whether there is any correlation between leadership styles and the respondents' job satisfaction

1.4 Objectives of the Study

To find out whether there are differences in perceptions about the level of job satisfaction with regard to leadership style of instructors who have the following characteristics:

- Instructors in Assumption University in Bangkok, Thailand
- Full-time instructors teaching bachelor program only in the Bang Na Campus
- Graduated master degree
- Worked at the university for at least one year.

1.5 Scope of the Study

The research study concerned the ABAC instructors of Assumption University in Bangkok, Thailand, who are full-time instructors teaching bachelor program only in the Bang Na Campus, graduated master degrees and have worked at the university for at least one year. The respondents were chosen by methods that would be explained in Chapter 3.

1.6 Limitations of the Study

- 1.6.1 The present research focuses attention on investigating the level of job satisfaction of ABAC instructors with regard to leadership style, therefore its finding may not be generalized to instructors working elsewhere.
- 1.6.2 The present research focuses attention on investigating the level of job satisfaction of ABAC instructors with regard to selective variables of leadership style, therefore its finding may not be generalized to those variables which are not included in the research framework of this study.
- 1.6.3 The present research is conducted in a specific timeframe therefore its findings may not be generalized for all times.

1.7 Significance of the Study

At the end of the research study, the researcher hoped to have achieved the following benefits:

- 1.7.1 That the research would help superiors recognize the way ABAC instructors perceive their leadership styles and to show how the leadership styles would impact the satisfaction that an employee feels on the job
- 1.7.2 That the research would help the company or organization to know about any differences in perception due to demographic profiles of ABAC instructors
- 1.7.3 That the research would help create recommendations that would be deemed useful to people at all levels to the organization
- 1.7.4 That the research would be helpful to other students who wish to study, understand, or undertake research regarding leadership styles and how it relates to job satisfaction (that is, recommendations for further research)

1.8 Definition of Terms

In order to have the research study be understood as contextually as possible, the researcher has felt that the following words should be operationally defined in order to ensure universal understanding whenever the words are used within the study:

Achievement oriented. This refers to the leader who sets challenging goals and encourages and expects employees to meet the goals (Daft, 1999).

Age. This refers to how long, in years, a respondent has lived since he was born.

Asset. This refers to anything of value owned, leased, or used by the organization (Boone and Kurtz, 1996).

Communication. This refers to meaningful exchanges of information through messages, whether written or verbal (Boone and Kurtz, 1996).

Compensation. This refers to the cash rewards such as base salary, bonus, incentive payments and allowance which employees receive for working in an organization (Boone and Kurtz, 1996).

Conflict. This refers to antagonistic interactions in which one party attempts to thwart or overthrow the intentions or goals of another (Boone and Kurtz, 1996).

Contingency. This refers to how one thing depends on other things (Daft, 1999).

Corporate Culture. This refers to the value system of an organization (Boone and Kurtz, 1996).

Demographics / Demographic profile. This refers to such things as the age, gender, marital status, work experience, position, department, job description, and length of employment of a respondent (Boone and Kurtz, 1996).

Department. This refers to the section the respondent works in within the organization.

Directive oriented leader. This refers to the leader who clarifies performance goals, how to achieve them and the standard that the employees will be measured against (Daft, 1999).

Education Level. This refers to the highest level of education that the respondent has achieved.

Employee involvement. This refers to practices that motivate employees to perform their jobs better through empowerment, training, and teamwork (Boone and Kurtz, 1996).

Empowerment. This refers to the practice of giving employees the authority to make decisions about their work without supervisory approval (Boone and Kurtz, 1996).

Gender. This refers to whether the respondent is male or female.

Instructor. This refers to an instructor of Assumption University in Bangkok, Thailand who has been working at the university for at least a year, has a master's degree, and is a full-time instructor.

Job Description. This refers to the duties, functions, or responsibilities that the respondent has within his job at the organization (Boone and Kurtz, 1996).

Job enlargement. This refers to expanding an employee's assignments to include additional smaller tasks (Boone and Kurtz, 1996).

Job enrichment. This refers to redesigning work to give employees more authority in planning their tasks, deciding how to complete their work, and allowing them to learn related skills or to trade jobs (Boone and Kurtz, 1996).

Job rotation. This refers to letting employees rotate, or exchange responsibilities, in order to have them learn about other aspects of the production process (Boone and Kurtz, 1996).

Job Satisfaction. This refers to the degree to which individuals feel positively or negatively about their jobs (Daft, 1999).

✓ **Leader.** This refers to a person responsible for achieving objectives through the work of others and for building and maintaining the team of which he or she is a member (Boone and Kurtz, 1996).

✓ **Leadership Style.** This refers to a leader's manner of behavior in a work situation when attempting to influence the activities of an individual or group (Daft, 1999).

✓ **Leadership.** This refers to the act of motivating or causing others to perform activities designed to achieve specific objectives (Boone and Kurtz, 1996).

Leading. This refers to guiding and motivating employees to accomplish organizational objectives, including vision developing, goal setting and direction giving aimed at unifying the disparate motives, desires and efforts of the members around a single philosophy, agreed vision statement, common set of values or consensus purposes (Daft, 1999).

Length of Employment. This refers to the number of years that the respondent has been employed at the organization.

✓ **Marital Status.** This refers to whether the respondent is single, married, divorced, or widowed. (Daft, 1999)

Morale. This refers to the mental attitude of employees toward their employers and jobs (Boone and Kurtz, 1996).

✓ **Objectives.** This refers to the guideposts by which managers define standards that the organization should accomplish in such areas as profitability, customer service, and employee satisfaction (Daft, 1999).

✓ **Organization.** This refers to a structured grouping of people working together to achieve organizational objectives (Boone and Kurtz, 1996).

Participative oriented. This refers to the leader who consults with employees on decisions that will affect them and takes their input seriously (Daft, 1999).

Performance. This refers to the behavior that has been evaluated or measured as to its contribution to organizational goals (Daft, 1999).

Position. This refers to the respondent's job title in the organization.

Respondent. This refers to an employee of Assumption University in Bangkok, Thailand who has been working at the university for at least a year and who has been included in the study.

Satisfaction. This refers to positive feelings that people have about an organization, whether as an employee, customer, supplier, or regulator (Daft, 1999).

Subordinate. This refers to a person at a lower level in an organizational hierarchy who would report to a superior (Daft, 1999).

Superior. This refers to a person at a higher level in an organizational hierarchy and with greater authority and responsibilities than the subordinates reporting to him (Daft, 1999).

Supportive oriented. This refers to the leader who is concerned for the employee's welfare and supportive of the employee's actions toward the end goals (Daft, 1999).

Theory X. This refers to the managerial assumption that workers dislike work and must be coerced, controlled, or threatened to motivate them to work (Boone and Kurtz, 1996).

Theory Y. This refers to the managerial assumption that workers like work and, under proper conditions, accept and seek out responsibilities to fulfill their social, esteem, and self-actualization needs (Boone and Kurtrz, 1996).

Theory Z. This refers to the management approach emphasizing employee participation as the key to increased productivity and improved quality of work life (Boone and Kurtrz, 1996).

Traits. This refers to the distinguishing personal characteristics of a leader, such as intelligence, values, self-confidence, and appearance (Daft, 1999).



CHAPTER 2

REVIEW OF LITERATURE

This research study was done to show how leadership styles affect job satisfaction for employees at Assumption University in Bangkok, Thailand. To create a well-rounded study, relevant studies and literature were reviewed and studied. The topics of the various studies, literature, and documents reviewed included the following:

- Leadership Theories
 - Trait Theory of Leadership
 - Behavioral Approach to Leadership
 - Contingency / Situational Leadership
 - Transactional vs. Transformational Leadership
 - Other Critical Issues for Leadership
- Theories Relating to Job Satisfaction
 - Herzberg's Two-Factor Theory
 - Maslow's Hierarchy of Needs

2.1 Leadership Theories

Many leadership theories exist, and most of these can be categorized into four areas: the trait theory of leadership, the behavioral approach, the contingency / situational approach, and transformational leadership theories. The following sections describe these in detail.

2.1.1 Trait Theory of Leadership

During the early efforts of studying leadership success, most research studies focused on trying to list the leader's personal traits. Traits are the distinguishing personal characteristics of a leader, such as intelligence, values, self-confidence, and appearance. Because the research usually examined leaders who achieved a level of greatness, the approach also came to be known as the Great Man approach. The fundamental principle

to this theory was the idea that some people are born with traits that make them natural leaders. The Great Man approach was pursued in order to identify the traits leaders possessed that would differentiate them from the people who were not leaders. Generally, research found only a weak relationship between personal traits and leader success (G.A. Yukl, 1981).

Researchers at first were dedicated to studying and isolating the characteristics that leaders possessed but that non-leaders did not possess, so that through a measurement of traits in successful leaders which correlated with effective leadership, a checklist of leadership attributes could be compiled. The researchers studied and examined traits in various categories: personality traits (such as self-confidence), physical traits (such as age), abilities (such as knowledge), social characteristics (such as popularity), and work-related characteristics (such as the desire to excel). Effective leaders were often identified by exceptional follower performance, or by a high status position within an organization and a salary that exceeded that of one's peers (G.A. Yukl, 1981).

Stogdill (1948) analyzed over one hundred studies based on the trait approach. By doing so, he uncovered several traits which appeared consistent with effective leadership. These included a basic willingness to be in a position of control and dominance over others, and being attuned to the needs of others. One important principle that his review revealed was that the crucial character of a particular trait was usually relative to the situation, meaning that it may contribute to the success of a leader in one situation but may be irrelevant to the leader in another situation.

Since the 1980's, researchers began focusing instead on competencies, which are characteristics broader than traits. There are seven competencies that have been identified through research as important to effective leadership (Bass, 1985):

- Drive – the possession of inner motivation that lets leaders pursue their goals
- Leadership motivation – leaders' possession of a strong need for power because they want to influence others
- Integrity – the leader's truthfulness and tendency to translate words into deeds
- Self-confidence – leaders' belief in themselves and their skills
- Intelligence – leaders' possession of above-average cognitive ability

- Knowledge of the business – leaders’ knowledge of the business environment in which they operate
- Emotional intelligence – effective leaders have a high level of emotional intelligence, which requires:
 - a. Strong self-monitoring personality
 - b. Social skills to build rapport with others

Although it is true that people who exhibit these competencies might be better qualified for leadership positions in an organization, leadership still is – in practical terms – just too complex to have only one list of competencies that would work for all people in any given situation. Also, it is believed that a person can learn and cultivate the various competencies for themselves; that is, a leader can be made, as it is usually not necessary for someone to be born possessing all competencies in order to be a good leader (Daniel Goleman, 1998).

2.1.2 Behavioral Approach to Leadership

Leadership style refers to a leader’s manner of behavior in a work situation when attempting to influence the activities of an individual or group. According to Fred E. Fiedler (1972), a person’s leadership style depends on his or her personality and is therefore relatively fixed. The behavior approach says that anyone who adopts the appropriate behavior in a situation can be a good leader.

Behavior can be learned more easily than traits, making leadership accessible to everyone. A study of leadership styles thus deals mainly with the style, or manner, in which the leader carries out his/her leadership functions or roles – the use of authority and power and the approach to the decision-making process. In its most basic way, the leadership style that is adopted would be the one with which the person is most comfortable, which is dependent on the person’s values, personality, and how comfortable he or she is in allowing subordinates to participate in the decision-making process (Daft 1999). Although many of these characteristics are well developed by the time persons on the job would be considered for leadership positions, training and

introspection have been used to in order to change a person's leadership style. As was mentioned above, behavior can be learned.

Four Basic Leadership Styles

The Iowa Studies was the first research to identify the Authoritarian, Democratic, and Laissez Faire Leadership styles. These leadership styles exist on a continuum from autocratic/authoritarian to laissez-faire. Afterwards, there had been several studies that expanded upon these. The four of the most basic leadership styles are (Scholl 2002):

- Autocratic/Authoritarian
- Bureaucratic
- Laissez-faire
- Democratic

Autocratic/Authoritarian Style

The Autocratic/Authoritarian Leadership Style is characterized by a leader who makes all the decisions and then communicates these decisions to followers or subordinates, who are expected to carry their responsibilities under close supervision (Scholl 2002). This is often considered the classical approach, in which the superior retains as much power and decision-making authority as possible. The superior does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. Any subordinates' attempt at questioning the directives given are discouraged. There is little or no opportunity for subordinates to develop initiative and creativity. Employee behavior is closely controlled through such means as punishment, reward, arbitrary rules, and task orientation.

The autocratic/authoritarian leadership style is based upon the assumption that the leader knows everything and knows what is best for the organization. Employees are ignorant, indolent, lack ambition, dislike responsibility, and prefer to be led. Employees cannot be trusted to do what is right for the organization. Unlimited authority is thus rightly vested in the leader. This is rather like Douglas MacGregor's Theory X, where he states that the leadership assumption is that workers dislike work and must be coerced, controlled, or threatened to motivate them to work.

This leadership style has been very much criticized during the past few decades. Some studies say that organizations with many autocratic/authoritarian leaders have higher turnover and absenteeism than other organizations. These studies say that autocratic/authoritarian leaders:

- Rely on threats and punishment to influence employees
- Do not trust employees
- Do not allow for employee input

However, autocratic/authoritarian leadership is not completely bad, as there are times when it is the most effective style to use. These situations can include those where (Scholl 2002):

- New, untrained employees who do not know which tasks to perform or which procedures to follow
- Effective supervision can be provided only through detailed orders and instructions
- Employees do not respond to any other leadership style
- There are high-volume production needs on a daily basis
- There is limited time in which to make a decision
- A leader's power is challenged by an employee
- The area had been poorly managed before
- Work needs to be coordinated with another department or organization

The autocratic/authoritarian leadership style should not be used when (Scholl 2002):

- Employees become tense, fearful, or resentful
- Employees expect to have their opinions heard
- Employees begin depending on their leader to make all their decisions

- There is low employee morale, high turnover and absenteeism and work stoppage

Despite its weaknesses, the autocratic/authoritarian leadership style is still well-suited for certain environments, such as the military or a prison. In those settings, the autocratic/authoritarian style is ideal, as people's lives depend on others following orders. This style would also be appropriate for directing beginning teachers in a school setting, because in their inexperience, they tend to need more direction.

Research shows that the autocratic/authoritarian leadership style is preferable to a democratic one for the achievement of tasks. An autocratic/authoritarian leadership style is thus well suited in a very structured environment, where the lives of people are stake, and where the level of professionalism is also low.

Bureaucratic Leadership Style

Bureaucratic leadership is one in which the leader manages "by the book" and everything must be done according to procedure or policy. If it is not covered by the book, the leader refers to the next level above him or her. The leader is more of a police officer than a leader, since he or she enforces the rules.

This style can be effective when (Scholl 2002):

- Employees are repetitively performing routine tasks.
- Employees need to understand certain standards or procedures.
- Employees are working with dangerous or delicate equipment that requires a definite set of procedures to operate.
- Safety or security training is being conducted.
- Employees are performing tasks that require handling cash.

This style is ineffective when (Scholl 2002):

- Work habit forms that are hard to break, especially if they are no longer useful.
- Employees lose their interest in their jobs and in their fellow workers.
- Employees do only what is expected of them and no more.

Democratic Style

The democratic leadership style, also called the participative style as it encourages employees to be a part of the decision making, is characterized by a structured but cooperative approach to decision making (Scholl 2002). The democratic leader keeps subordinates informed about things that affect their work and shares decision making and problem solving responsibilities with them. This type of leadership style fosters professional competence. Supervision is minimal, since individuals take the responsibility for their behavior. Subordinates are encouraged to express their ideas and make suggestions.

The democratic leadership style encourages employee participation and professional growth and is well suited in environments where people have a very high level of expertise. The democratic leadership style promotes greater job satisfaction and improved morale and can produce high quality and high quantity work for long periods of time, since many employees appreciate the trust they receive. Typically the democratic leader (Scholl 2002):

- Develops plans to help employees evaluate their own performance
- Allows employees to establish goals
- Encourages employees to grow on the job and be promoted
- Recognizes and encourages achievement.

The democratic style is most successful when used with highly skilled or experienced employees, when implementing changes, or resolving individual or group problems. The democratic leadership style is most effective when (Scholl 2002):

- The leader wants to keep employees informed about matters that affect them.
- The leader wants employees to share in decision-making and problem-solving duties.
- The leader wants to provide opportunities for employees to develop a high sense of personal growth and job satisfaction.
- There is a large or complex problem that requires lots of input to solve.
- Changes must be made or problems solved that affect employees or groups of employees.
- The leader wants to encourage team building and participation.

Democratic leadership should not be used when (Scholl 2002):

- There is not enough time to get everyone's input.
- It is easier and more cost-effective for just the leader to make the decision.
- The business cannot afford mistakes.
- The leader feels threatened by this type of leadership.
- Employee safety is a critical concern.

Laissez-Faire Style

The laissez-faire leadership style is also known as the "hands-off" style, since the leader provides little or no direction (Scholl 2002). Employees are given as much freedom as possible. All authority or power is given over to them, and they are the ones who determine goals, make decisions, and resolve problems on their own. There is an absence of any real leadership and every one is free to do as it pleases.

This leadership style is best used with persons who are highly motivated and can completely work on their own initiative. This type of leadership style would also be appropriate when there is nothing significant at stake, such as when employees want to throw a party, which makes a laissez-faire style the most appropriate to the situation.

This is an effective style to use when (Scholl 2002):

- Employees are highly skilled, experienced, and educated.
- Employees take pride in their work and possess the drive to do it successfully on their own.
- Outside experts, such as staff specialists or consultants, are being used.
- Employees are trustworthy and experienced.

This style should not be used when (Scholl 2002):

- It makes employees feel insecure at the unavailability of a leader.
- The leader cannot provide regular feedback to let employees know how well they are doing.
- Leaders are unable to thank employees for their good work.
- The leader does not understand his or her responsibilities and is hoping the employees can cover for him or her.

In conclusion, each style has its place in an organization and can be used for different situations, tasks, and the maturity and level of professionalism of employees.

Tannenbaum and Schmidt's Leadership Continuum

Tannenbaum and Schmidt (1958) indicated that leadership behavior existed on a continuum that displayed different amounts of employee participation, with the two extremes being *boss-centered leadership*, where the leader makes decisions and announces it, and *subordinate-centered leadership*, where the leader permits subordinates to function freely within the limits set by the leader. For example, a leader might be autocratic (boss-centered), democratic (subordinate-centered), or a mix of the two styles.

Tannenbaum and Schmidt also suggested that how much a leader should be boss-centered or subordinate-centered really depended very much on organizational circumstances – leaders should adjust their behaviors to fit the circumstances. For instance, if there is time pressure on a leader or if it takes too long for subordinates to

learn how to make decisions, the leader will need to use a more autocratic style. When subordinates are able to learn decision-making skills readily, a participative style can be used. Also, the greater the skill difference between leaders and subordinates, the more autocratic the leader approach, because it is difficult to bring subordinates up to the leader's expertise level (Heller and Yukl, 1969).

Goleman's Leadership Styles

Goleman (2000) developed the following descriptive leadership styles, according to how a person behaves. It is rather similar to the four basic leadership styles and is included here in order to more readily develop understanding.

"Do what I tell you"

Goleman (2000) calls this the "coercive" style of leadership and it is the least effective of the six, since no one really likes to be ordered around. However, in a short-term crisis it can mobilize people quickly.

"Do as I do, now"

This is the "pacesetting" style where the leader is focused on doing things better and faster but does not really make expectations clear to subordinates. As a result, responsibility and initiative disappear because people focus on second guessing the leader's expectations. Pacesetting can be effective with highly motivated, competent teams if used in combination with other styles (Goleman 2000).

"Try this"

In this "coaching" style of leadership, leaders help employees identify their strengths and weaknesses, offer lots of feedback and delegate challenging assignments to help people grow. Interestingly, while the leader's focus is on long-term results (the employee's growth), coaching delivers solid short-term payoffs as well, because employees tend to rise to the level of their boss' expectations (Goleman 2000).

“What do you think?”

This is the "democratic" style of leadership where leaders build trust and commitment by soliciting ideas and opinions (Goleman 2000). Morale and productivity would rise with this method. A drawback would be the extra time that the method requires, as well as the problem of using consensus to avoid making a decision.

“How do you feel?”

Goleman (2000) calls this the "affiliative" style, as the leader tries to seek out his employees' emotional concerns, offers plenty of praise, and gives workers freedom in doing their jobs. The result is fierce loyalty. This style is particularly effective for rebuilding teamwork, trust and morale, but it can leave the workers who need some direction feeling insecure and unsure of which direction to turn, so it is best used in combination with the authoritative style.

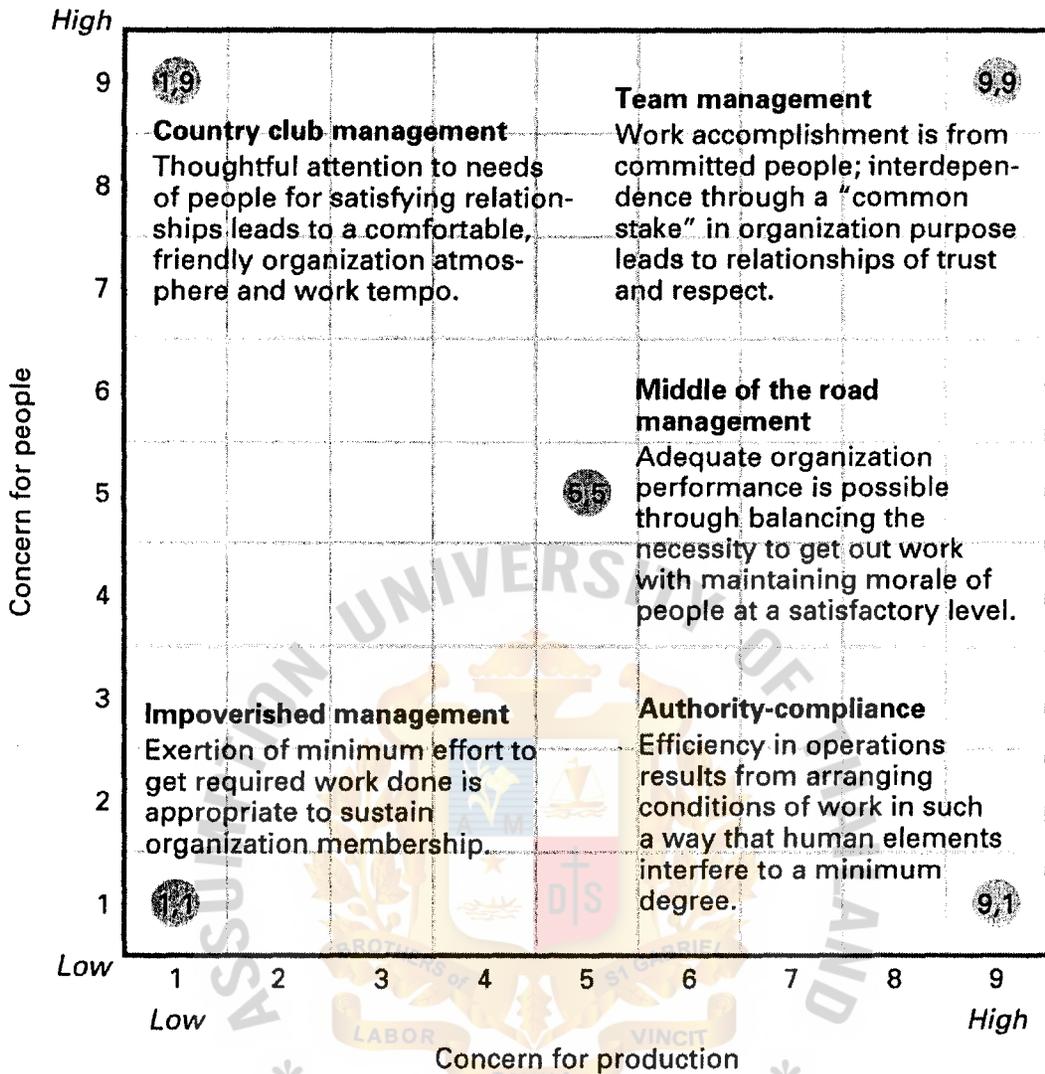
“Let’s do this together.”

This is the "authoritative" (not authoritarian) style of leadership. Authoritative leaders state a clear vision for their people and motivate them by letting them see clearly how their work contributes to reaching that vision (Goleman 2000). People see why their work matters and are given flexibility in achieving their goals. This is the most positive leadership style and works in most situations unless the leader is less experienced than his team.

Blake and Mouton’s Management Grid

Blake and Mouton (1985) created what they called a “Management Grid” to portray the range of leadership styles based on combinations of a concern for people and concern for production. The grid can be seen below:

Figure 2.1.2.1 The Blake and Mouton 'Management Grid'



Source: Robert Blake and Jane S. Mouton, "The Managerial Grid III" (1985)

The two-dimensional model and the seven major leadership styles are as follows (Daft 1999):

Impoverished management (1,1) is the absence of any kind of effective leadership – there is low concern for both the people and the production within the company. This style would be practiced by a leader who establishes minimum goals, expends little effort, and displays no control, with minimum standards.

Middle-of-the-road management (5,5) shows a moderate amount of concern for both people and for production within the company. In practice, the leader would place

some emphasis on performance and some emphasis on morale. Such a leader would stress easily defined production goals and group cohesion.

Authoritarian management (9,1) would be a leadership style that aimed for efficiency in operations much more dominantly than any concern for personal relationships. This style would be practiced by a leader who establishes strict quotas, stresses efficiency, and display strict control.

Country club management (1,9) occurs where thoughtful attention is given to the needs of people for satisfying relationships – the emphasis is on people rather than on work output. This leadership style places the needs of people first, attempts to establish meaningful relationships, arranges work in a comfortable manner, requires no quotas, stresses broad goals, and tries to create a friendly atmosphere.

Team management (9,9) is considered to be the most effective style, because high consideration is given to both the people and the productivity of the company, which results in dedicated employees working together to accomplish tasks and ultimately become self-managing and self-directed.

In year 2000 ABAC has issued the vision 2000 to achieve many objectives and one of the most important issues is the “Good Governance” of the university. The Good Governance can be explained into more detailed as the follows:

GOOD GOVERNANCE

Good governance has 8 major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Participation

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not

necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.

Transparency

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.



Characteristics of good governance

Consensus oriented

There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness

A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well- being.

Effectiveness and efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to whom varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

From the above discussion it should be clear that good governance is an ideal which is difficult to achieve in its totality. Very few countries and societies have come close to achieving good governance in its totality. However, to ensure sustainable human development, actions must be taken to work towards this ideal with the aim of making it a reality (Source: <http://www.unescap.org/huset/gg/governance.htm>).

Socio-Emotional vs. Task

Socio-emotional and task styles of leadership represent extreme forms. Most leaders tend to exhibit behaviors from both styles, and although some leaders are high on task leadership and socio-emotional leadership styles (combination style), most tend to favor one type (Scholl 2002).

Task Leaders

Task leaders mainly are concerned with the completion of tasks, the accomplishment of goals, and the general effectiveness of the work group. Leaders using this leadership method are often called directive leaders. They use conditional reinforcement as a management tool, meaning they tend to base rewards on performance, differentiating workers based on their relative contribution to the group. They show more support for when members achieve goals. Task leaders emphasize deadlines, structure tasks, set and maintain definite standards for performance, enforce standardized procedures, and generally insure that subordinates work up to capacity. The task leader emphasizes employee motivation to perform and behavioral change, rather than employee satisfaction. Task or directive leaders tend to specify not only desired outcomes, but desired means (behaviors) to achieve these outcomes or goals as well. Behaviors and perceptions of task leader include (Scholl 2002):

- Main concern is accomplishment of group goals
- Solves problems by telling followers how to change their behavior
- Rewards good performance and disciplines unacceptable behavior.
- Emphasize meeting group goals even at the expense of individual group members

Socio-Emotional Leaders (Relationship Building)

Socio-emotional leaders are more supportive and accepting of subordinates. They show concern for their welfare and use unconditional reinforcement, by acceptance of employees and recognition of their worth outside of task performance and goal attainment. However, socio-emotional leader often withhold criticism, fail to point out errors, or fail to attribute blame or responsibility for poor group performance to employees or group members. Employee satisfaction and the building of relationships is the dominate concern of the task leader (Scholl 2002).

The socio-emotional leader's main objective is maintaining quality relationships with group members. Relationship building behaviors include: *support* (showing acceptance, positive regard, and concern for the needs of others) by making the followers feel that they are important to the success of the team, bolstering a subordinate's self concept through positive feedback and recognition of skills and worth, providing assistance and guidance when needed, taking time to listen to the followers' problems and showing empathy, and being willing to help solve followers' problems; *development* (increasing skills and facilitating adjustment) by helping followers to analyze there own performance and skills, showing concern for the development of the followers, promoting person's reputation, and developing skills for future jobs; *recognition* of significant achievements, important contributions, and high effort, showing true appreciation, empowering followers, and seeking advice from followers; and *conflict management* by keeping conflicts de-personalized, attempting to develop win-win solutions, and recognizing the interests and points of view of followers by the development of shared objectives (Scholl 2002).

Combination (Task & Socio-Emotional)

This style involves a high level of interpersonal or emotional intelligence skills. The combination leader works to accomplish group goals and at the same time recognizing subordinate values. Subordinates are likely to feel secure and valued. Many times the difference is subtle and determined by the leader's skill in communication. The combination style is difficult if leaders try to keep the focus on group success and use the

skills and abilities of followers to solve problems (rather than simply telling them what they did wrong), that leader will be able to accomplish the combination approach (Scholl 2002).

2.1.3 Contingency or Situational Leadership

Because there are no clear signs of any universal traits or behaviors that would always determine effective leadership, researchers began studying the situation in which leadership occurred. The basic principle was that the behaviors that were effective in some circumstances may be ineffective in others, and therefore the effectiveness of leader behavior is contingent, or dependent, upon organizational situations (Daft, 1999).

Contingencies that are most important to leadership are situation and followers. The contingency approach seeks to explain the characteristics of situations and followers and examines the leadership styles that can be used effectively. If a leader can properly diagnose a situation and be flexible enough to lead according to the appropriate style, successful outcomes are highly likely.

Several models of situational leadership have been developed and will be described here, such as Fiedler's Contingency Model, the Vroom-Jago Problem-Solving Model, the Path-Goal Theory, and Hersey and Blanchard's Situational Theory.

Fiedler's Contingency Model

Fiedler (1972) suggested that leader effectiveness depended on whether the person's natural leadership style matched the situation and how much power and influence that the leader possessed in a particular situation. The two styles of leadership that Fiedler assumed was the relationship-oriented leader, who is concerned with people and establishes mutual trust and respect, and a task-oriented leader who is focused primarily on accomplishing tasks.

Leadership style would be affected by the following three factors (McShane and Glinow 2001):

1. Leader-member relations – the degree to which employees trust and respect the leader and are willing to follow him/her.

2. Task structure – the clarity or ambiguity of operating procedures
3. Position power – the extent to which the leader possesses legitimate, reward and coercive power over subordinates.

Combining the three situational characteristics creates eight leadership situations as shown in the following table:

Table 2.1.3.1 Fiedler’s Classification of Situations and Leadership Styles

<i>Type</i>	<i>Description of the Situation</i>			
	<i>Leader-Member Relation</i>	<i>Task Structure</i>	<i>Power Position</i>	<i>Effective Leadership Behavior</i>
I	Good	Structured	Strong	Task-oriented
II	Good	Structured	Weak	Task-oriented
III	Good	Unstructured	Strong	Task-oriented
IV	Good	Unstructured	Weak	Relations-oriented
V	Poor	Structured	Strong	Relations-oriented
VI	Poor	Structured	Weak	Relations-oriented
VII	Poor	Unstructured	Strong	Either
VIII	Poor	Unstructured	Weak	Task-oriented

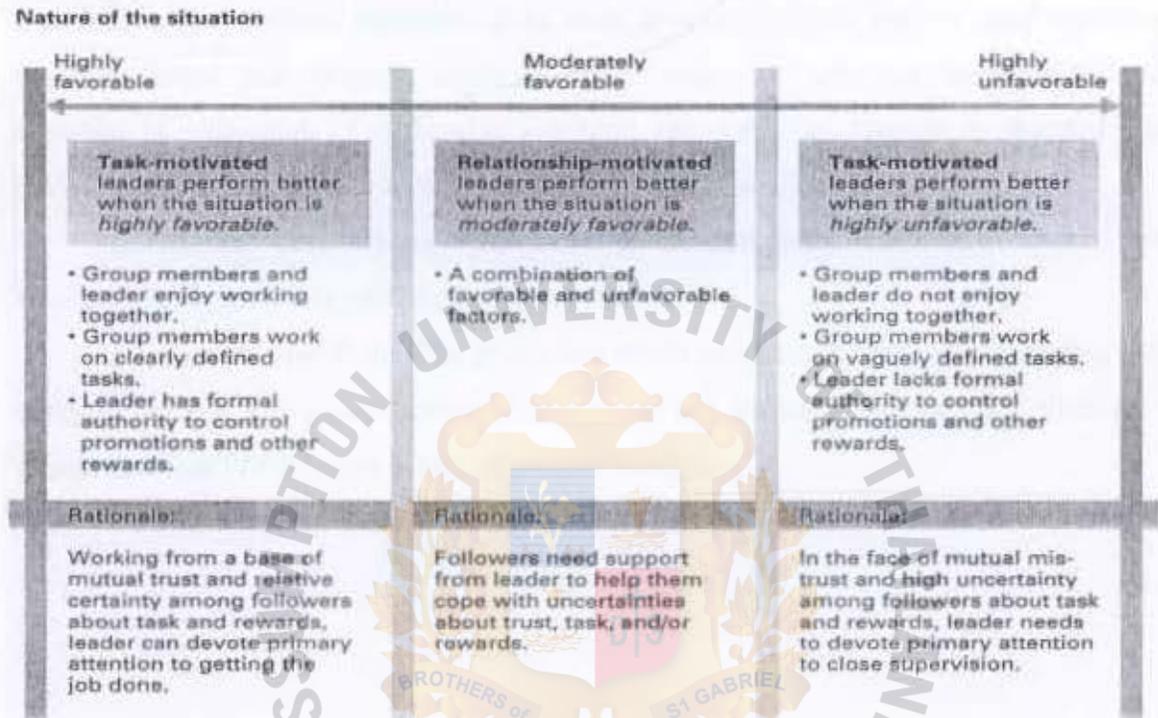
Source: Adapted from “The Effects of Leadership Training and Experience: A Contingency Model Interpretation.” (Administrative Science Quarterly, 1972)

Situation “I” is most favorable to the leader because leader-member relations are good, task structure is high, and leader position power is strong, while “VIII” is most unfavorable because leader-member relations are poor, task structure is low, and leader position power is weak.

Relationship-oriented leaders are more effective in situations of moderate favorability while task-oriented leaders are more effective when the situation is in the extremes of highly favorable or unfavorable. This is due to the fact that in favorable

situations when things are going wonderfully, all that is needed is someone to take charge. In unfavorable situations, having someone take charge is actually required. For moderate situations, human relations skills are important in achieving high group performance. The following Figure shows a summary of Fiedler's model:

Figure 2.1.3.1 Fiedler's Contingency Model Summary



Source: Fred E. Fiedler, "The Effects of Leadership Training and Experience: A Contingency Model Interpretation," *Administrative Science Quarterly* 1972.

Vroom-Jago Contingency Model

The Vroom-Jago Model assumes that the leader faces a problem that requires a decision to be made (Daft, 1999). Making that decision could be done by the leader alone, by consulting subordinates, or by group decision. The five leader decision styles are described below (Vroom and Jago, 1988). Autocratic leadership styles are AI and AII, consulting styles are CI and CII, and the group decision style is G:

AI: Autocratic Style of Problem Solving. The leader defines problem, diagnoses problem, generates, evaluates and choose among alternative solutions.

AII: Autocratic Style with Group Information Input. The leader defines the problem. Although the leader diagnoses the cause of the problem, the leader may use the group as an information source in obtaining data to determine cause. Using his or her list of potential solutions, the leader may once again obtain data from the group in evaluation of these alternatives and make a choice among them.

CI: Individual Consultative Style. The leader defines the problem and shares this definition with individual members of the work group. The leader solicits ideas regarding problem causes and potential solutions. The leader may also use these individuals expertise in evaluation of alternative solutions. Once this information is obtained, the leader makes the choice of which alternative solution to implement.

CII: Group Consultative Style. Same as CI, except the leader shares his or her definition of the problem with the group as a whole.

G: Participative Style. The group as a whole proceeds through the entire decision making process. The group defines the problem and performs all other functions as a group. The role of the leader is that of process facilitator.

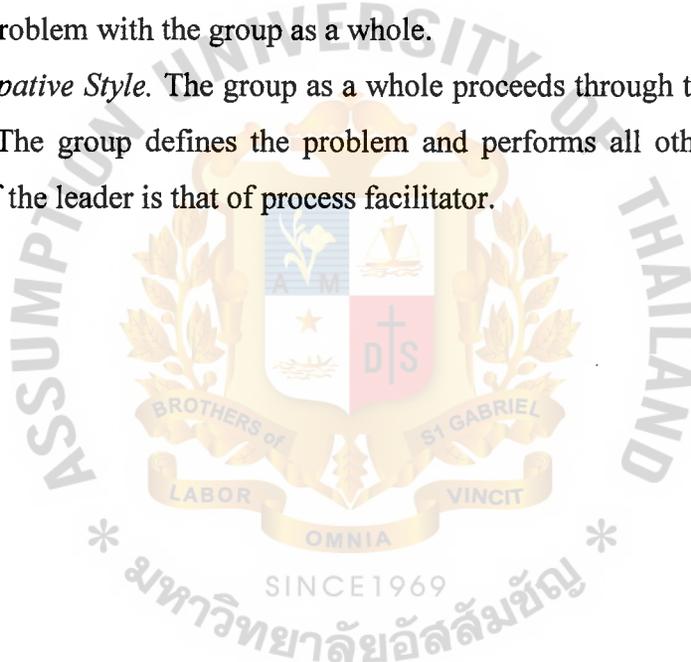


Figure 2.3.1.2 Vroom-Jago Leadership Continuum

Degree of subordinate participation	Symbol	Decision-making style
None	A1	Autocratic leader You solve the problem or make the decision yourself, using information available to you at that time.
Low	AII	You obtain the necessary information from your subordinate(s), then decide on the solution to the problem yourself. You may not tell your subordinates what the problem is. In getting the information from them, the role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
Moderate	CI	Consultative leader You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make a decision that may or may not reflect your subordinates' influence.
Moderate	CII	You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make a decision that may or may not reflect your subordinates' influence.
High	GII	Group directed You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of a chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has the support of the entire group.

Source: V.H. Vroom and Arthur G. Jago, *The New Leadership: Managing Participation in Organizations*, 1988

Deciding which leadership style to utilize depends on eight factors (Daft 1999):

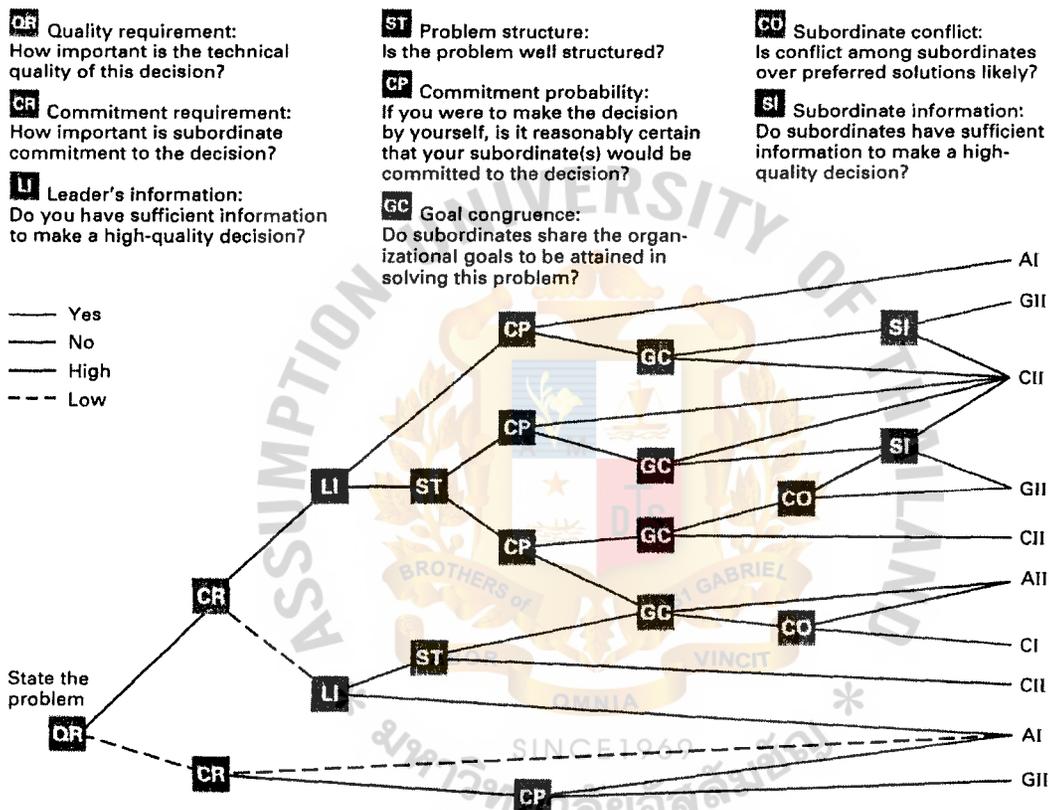
1. Quality requirement (QR) – How important is the quality of this decision?
2. Commitment requirement (CR) – How important is subordinate commitment to the decision?
3. Leader's information (LI) – Does the leader have sufficient information to make a high-quality decision?
4. Problem structure (ST) – Is the decision problem well structured?
5. Commitment probability (CP) – If the leader were to make the decision, is it reasonably certain the subordinated would be committed to the decision?
6. Goal congruence (GC) – Do subordinates share the organizational goals to be attained in solving the problem?

7. Subordinate conflict (CO) – Is conflict over preferred solutions likely to occur among subordinates?

8. Subordinate information (SI) – Do subordinates have enough information to make a high-quality decision?

When each of the above questions is answered, a leader can use the decision tree below to make a decision on leadership style:

Figure 2.1.3.3 – Vroom-Jago Decision Tree for Determining Leadership Style



Source: V.H. Vroom and Arthur G. Jago, *The New Leadership: Managing Participation in Organizations*, 1988

Path-Goal Theory

According to the path-goal theory, the leader's responsibility is to increase subordinates' motivation to attain personal and organizational goals (Evans 1970). The leader chooses among four leadership styles in order to clarify the path for his followers and/or increase the rewards that the followers value. Path clarification means that the leader helps subordinates learn behaviors that lead to successful task accomplishment,

while increasing rewards means the leader learns what rewards are important to subordinates (Daft 1999). The leader's job is to increase personal payoffs to subordinates for goal attainment and to make the paths to these payoffs clear and easy to travel (House 1971).

The four leadership styles (McShane and Glinow 2001) are:

1. *Directive oriented* – the leader clarifies performance goals, how to achieve them and the standard that the employee will be measured against.
2. *Supportive oriented* – the leader is concerned for the employee's welfare and supportive of the employee's actions toward the end goals
3. *Participative oriented* – the leader consults with employees on decisions that will affect them and takes their input seriously
4. *Achievement oriented* – the leader sets challenging goals and encourages and expects employees to meet the goals

Path-goal theory states that the four styles above will be effective in some situations and maybe not in others. Two sets of situational variables that moderate the relationship between a leadership style and effectiveness (McShane and Glinow 2001) are:

1. Employee characteristics – includes such factors as subordinate ability, skills, needs, and motivations
2. Characteristics of the employee's work environment – includes the degree of task structure, the nature of the formal authority system, and the work group itself.

Situational Theory of Hersey-Blanchard

The approach focuses on the characteristics of followers as the important element of the situation, and consequently of determining effective leader behavior. The model states that subordinates vary in readiness level, and that effective leaders vary their style with the "readiness" of their followers.

The four leadership styles include (Daft 1999):

Telling – a very directive style that involves giving explicit direction about how tasks should be accomplished.

Selling – involves providing direction but also includes seeking input from others before making decisions.

Participating – focuses on supporting the growth and improvement of others by guiding skill development and acting as a resource for advice and information.

Delegating – a style that offers little direction and little support. Under such conditions, employees assume responsibility for their work and for the success of their organization.

These styles are effective depending on the readiness of the employee; with low-readiness employees, a telling style is very appropriate because people are unable or unwilling to take responsibility for their own task behavior. The selling and participating styles work for followers with moderate readiness, and delegating is appropriate for employees with high readiness.

2.1.4 Transactional vs. Transformational Leadership

Transactional leadership fits with the contingency and behavioral theories because it focuses on leader behaviors that improve employee performance and satisfaction, whereas transformational leadership is about changing the organization's strategies and culture so they fit better with the environment (McShane and Glinow 2001).

Transactional leaders view the leader-follower relationship as an exchange process. They offer rewards for performance or threatening punishment for non-performance. The transactional leader attempts to tap the intrinsic process and instrumental sources of motivation (Scholl 2002).

Transformational leaders use a more visionary and inspirational approach. They communicate a clear and acceptable vision and goals that employees can identify with, which creates intense emotion and dedication. Rather than exchanging rewards for performance, transformational leaders attempt to build ownership on the part of group members by involving the group in the decision process (Tichy and Devanna 1986). When transformational leaders are successful, they are able to make desired behaviors or behavioral patterns internalized rather than become behavior motivated by extrinsic exchange. When the behavior becomes internalized, the leader's need to monitor

employee behavior is greatly reduced. Transformational leaders facilitate the transition from external to internal control by (Scholl 2002):

- a. Changing the mental models of employees
- b. Linking desired outcomes to values held by employees
- c. Creating employee ownership in outcomes so that positive outcomes validate the self concept of employees
- d. Building strong employee identification with the group or organization

2.1.5 Other Critical Issues of Leadership

Other Factors Affecting Leadership Style

Not only does proper leadership style depends on the situation, it depends on these three other factors as well:

1. The leader's personal background – The leader's personality, knowledge, values, ethics, and experiences, and what he thinks will work.
2. The employees being supervised – The employees have differing personalities and backgrounds, and effective leadership depends on what employees respond best to.
3. The organization – The traditions, values, philosophy, and concerns of the organization all influence how a leader acts.

Leader Priority

A leader can have one or a combination of the following priorities (Webb 2000):

- To control others.
- For monetary gain or cash flow.
- To get the job done.

A leader seeking control wants everyone to know he is the boss and wants subordinates to depend on him for decisions. This gives a feeling of superiority, power, control and a feeling of job security, the feeling that the organization cannot get along without him. Control leaders want to deal with high visibility problems only; they don't want to be bothered with minor problems and will not give authority for others to deal with them. By giving authority, he loses control. Ignoring minor problems will, someday,

give leaders many major problems to solve. This will enhance their status as a problem solver.

A leader seeking monetary gain or controlling cash flow is a barrier to getting the job done, because all decisions are based on money. When money controls decisions, leadership resist supplying subordinates the resources needed to get the job done efficiently. These people appear to be extremely busy, but most of their time is spent searching for ways to get the job done with available resources. This may appear to reduce cost, but down the road, cost explodes out of control. Leaders seeking monetary gain at the expense of subordinates reduce morale, increases overhead cost, and drives away customers.

A leader that is focused on getting the job done has authority to acquire the resources he needs and is willing to pass on responsibility to his subordinates with the authority to acquire needed resources (empowerment). Minor problems can be solved by the people who are first affected by them. Up-front costs may be high, but this is the stage where project cost can be controlled.

A leader's priority will determine the efficiency of his subordinates. Every new employee comes into an organization eager to learn and contribute his skills to the team. Under empowerment leadership, this desire grows, under control leadership it dies. Under empowerment leadership, people who have the ability to make decisions stay, people who only want to follow orders leave. Under control, people who have the ability to make decision leave, people who only follow orders stay. People who make decisions will search for efficient ways to complete tasks. Trial and error and finding a way is highly motivating. For people who only follow orders, their motivation is quitting time and payday.

Gender Issues in Leadership

Researchers have studied the leadership styles of men and women, such as the stereotype of women is that they have an interactive style. It has been found that there is no difference between men and women in the level of people-oriented vs. task-oriented leadership (McShane and Glinow 2001).

Nine Rules for Effective Empowered Teams

These nine rules are based on the belief that level of elementary problems controls efficiency, quality and cost (Webb 2000). If there are many elementary problems, productivity will be negative, likewise, low level of problems puts productivity in the positive column. In the typical workforce, there is no recognition for people who spend time on elementary problems, big problems receive all the attention, yet, big problems start as minor and there are people around who are aware of them. Because of leadership attitudes, employees develop the habit of ignoring problems until they explode, at which time they become big problems, and then, leaders want to go on record for being a problem solver. Empowered teams correct this attitude. They focus on getting the job done while solving or preventing problems while minor (Webb 2000).

1. Priority #1: Get the Job Done - In many work environments, top priority is cost control, which limits the ability to get the job done. It cost money to control project cost. Focusing on "getting the job done" is automatic cost control. Decision is based on what it takes to finish a job, not what it cost.

2. Consider employees as an investment, not a cost. - In any work environment, employees' skills and abilities will reflect the attitude of its leaders. If leadership considers employees a cost, quality of employees will suffer, likewise, if leadership considers employees an investment, then both sides will be motivated to increase skill quality. Greater efficiency is the result.

3. Employee attitudes are byproducts of leadership style. - If subordinates attitudes are negative toward the company, it is because of leadership style. If they are positive, it is because of leadership style. If attitudes need changing, it must start with the leaders.

4. Sharing knowledge inspires motivation. - People who have opportunity to share knowledge feel they are a part of the team. Team members want to impress by their ability to contribute valuable information and this motivates the desire to seek information. It maintains a desire to excel, accept challenges and reject the status quo.

5. Coach, not control. - People who only follow orders do not assume responsibility, are not motivated and do not have a desire to excel. Coaching is inspiring

people to find solutions to problems. Finding solutions, is a motivating force, it also becomes a habit. Coaching is sharing knowledge.

6. Team responsibility - Being responsible for results is a highly motivating force. Also, a group of three or more, focused on a common goal, becomes a highly intelligent force. They are aware of minor problems and have authority to manage them. The team is recognized for their ability to prevent problems while getting the job done.

7. Supply quality resources. - Efficiency is as effective as available resources, (tools, supplies, work environment), to complete tasks. Teams will work hard to get jobs done, but they need quality resources to be efficient. Resources influence pride, which affects output quality.

8. Opportunity to learn. - Repetitive tasks kill the desire to learn, an attitude that rejects change and accepts the status quo. There is always a better way of doing a task, including repetitive task, and better ways are found in empowered teams. Challenges motivate people to learn and the desire to learn is based on opportunity for challenges.

9. Wages - Effective empowered teams require above average wages. Empowerment is no substitute for low wages. High wages force leaders to manage in an efficient way. Low wages promotes sloppiness. Wage level influences attitude and output quality.

Leadership Development

Good leaders influence others toward positive action for themselves and the organization's mission. Although leadership styles vary, the following points have been pointed out from research conducted by numerous sources (Goleman 1998):

- The leader's role is integral to all the things that happen.
- A leader's success depends on his or her high levels of self-awareness, self-management and accurate self-assessment.
- Emotional intelligence is the foundation of good leadership.
- Good leaders are not threatened by their subordinates' abilities or fear that their subordinates would rise up higher than they; rather, they would encourage and develop these abilities and skills for success.
- Being promoted to a position of leadership does not make one a leader.

Research studies revealed that emotional intelligence is twice as important as any other factor in predicting outstanding employee performance, accounting for more than 85% of star performance in top leaders. When senior leaders had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earnings goals by 20%, whereas division leaders without that critical mass underperformed by almost the same amount (Goleman 1998).

Emotional intelligence is the ability to manage oneself and one's relationships effectively and consists of four fundamental capabilities: self-awareness, self-management, social awareness and social skill. Each capability is comprised of specific sets of competencies. Below is a representation of these capabilities and competencies:

Table 2.1.5.1 – Four Fundamental Capabilities of Emotional Intelligence

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence • Intuition 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy; Understanding others • Service orientation • Organizational/political awareness
<p>Self-Management</p> <ul style="list-style-type: none"> • Emotional self-control • Adaptability & flexibility • Resilience • Effectiveness under pressure • Authenticity & intentionality • Trustworthiness & integrity • Conscientiousness & accountability • Innovation 	<p>Social Skills</p> <ul style="list-style-type: none"> • Developing others • Leveraging diversity • Influence • Communication • Conflict management • Leadership - Visionary Leadership • Catalyzing change • Building bonds • Teamwork

Self-Motivation

- Achievement orientation; A drive for excellence
- Initiative
- Optimism
- Commitment

Source: Daniel Goleman, "What Makes a Leader?" – Harvard Business Review, 1998

Influence Zones

Every directive, request or command issued by a leader is not the same in the eyes of the employee. Some request involve behaviors the employee would do on his or her own, while directive would not be carried out under any circumstances. Below is a model that describes the degree of resistance a leader would encounter to various requests. The lower down on the list, the greater the resistance. The greater resistance, the more power the leader must have in relation to target to insure compliance (Burns 1978).

1. Preference Zone- Behaviors in the preference zone are those behaviors and activities the target actually enjoys doing and would probably do with any request.

2. Indifference Zone- These behaviors represent activities for which the target has no preference and is indifferent to. For example, if an employee really does not care if she is assigned to the Boston office or the Providence office, this decision would lie in the indifference zone.

3. Legitimate Zone- These are behaviors which the target would rather not do but recognizes that it his or her responsibility, as an employee to do when asked. The represent what is called Adequate Role Behavior, which defines the lower limits of acceptance work performance.

4. Influence Zone- Behaviors in the influence zone represent tasks and activities which the target views as outside his or her normal work duties and responsibilities. To carry out these directives would mean going beyond job requirements and as such are terms Extra Role Behaviors. While the individual perceives these activities as extra roles,

he or she can be motivated to perform if the proper source of motivation is tapped by the leader.

5. Non-Influence Zone- These are behaviors in which the target would not engage under any work related circumstances.

Influence Approaches

Ways a leader can influence compliance to directives or requests include (Burns 1978):

1. Enjoyment – The leader attempts to convince the target of the enjoyment he or she will experience along with compliance.
2. Coercion – The leader uses or implies threats, frequent checking
3. Reward – The leader offers favors, benefits, or future rewards for compliance
4. Legitimate – The leader seeks to establish legitimacy of request by claiming the authority or the right to make it, or by verifying that it is consistent with organizational policies, rule or practices
5. Reciprocity – The leader appeals based on feeling of debt (based on past favors) to the leader
6. Expertise – The leader bases appeal on his/her expertise
7. Loyalty or Identification with leader – The leader appeals to feelings of loyalty and friendship toward the leader
8. Appeal or challenge to traits – The leader appeals to the individuals traits such team player, hard worker, or risk taker to gain compliance.
9. Appeal to Values – The leader appeals to the individual's values such as concern for students, concern for the environment.
10. Appeal to Competencies and Skills – The leader appeals based on affirmation of the individual's values skills, such as good leader, or best negotiator
11. Appeal to goals- Identification with goal – The leader attempts to show that the request is in the best interests of the group and its goals.

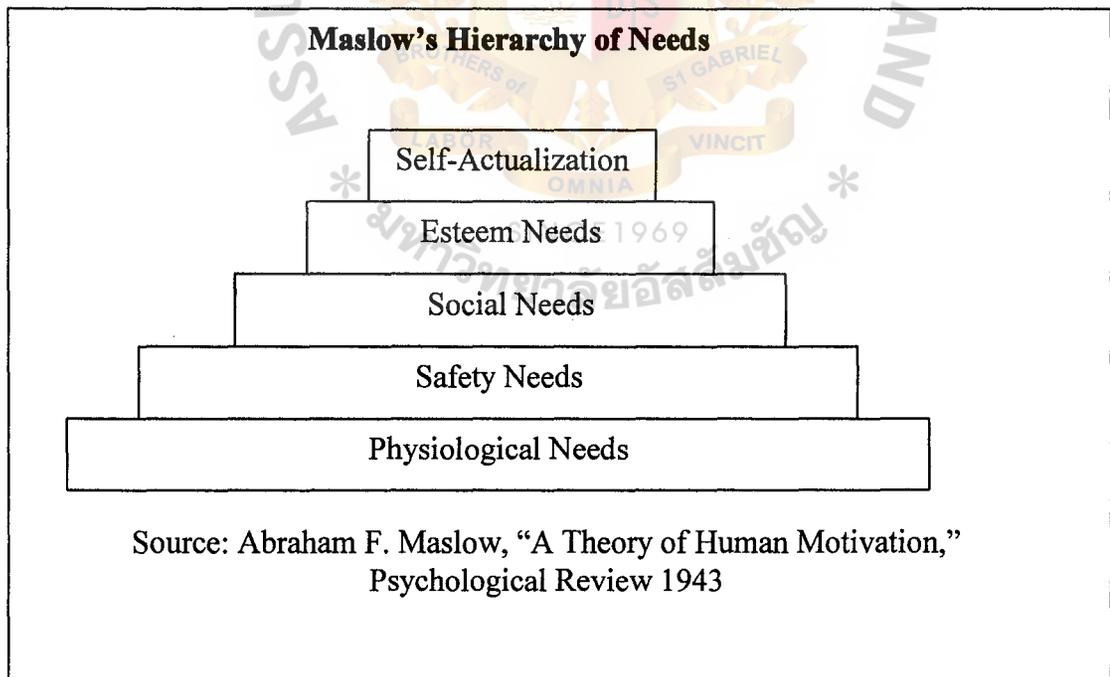
2.2 Theories Relating to Job Satisfaction

The following two theories deal with needs and the satisfaction of those needs, which is directly related to job satisfaction. Maslow's Hierarchy of Needs shows the typical categorical needs that people have, while Herzberg's Two-Factor Theory shows what can prevent dissatisfaction and what can be a motivator in the workplace.

2.2.1 Maslow's Hierarchy of Needs

If motivation is driven by the existence of unsatisfied needs, then it is worthwhile for a manager to understand which needs are the more important for individual employees. In this regard, Abraham Maslow (1943) developed a model in which basic, low-level needs such as physiological requirements and safety must be satisfied before higher-level needs such as self-fulfillment are pursued. In this hierarchical model, when a need is mostly satisfied it no longer motivates and the next higher need takes its place.

Figure 2.2.1.1 Maslow's Hierarchy of Needs



Physiological Needs

Physiological needs are those required to sustain life, such as:

- air
- water
- nourishment
- sleep

According to Maslow's theory, if such needs are not satisfied then one's motivation will arise from the quest to satisfy them. Higher needs such as social needs and esteem are not felt until one has met the needs basic to one's bodily functioning.

Safety Needs

Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by:

- Living in a safe area
- Medical insurance
- Job security
- Financial reserves

According to Maslow's hierarchy, if a person feels that he or she is in harm's way, higher needs will not receive much attention.

Social Needs

Once a person has met the lower level physiological and safety needs, higher level needs become important, the first of which are social needs. Social needs are those related to interaction with other people and may include:

- Need for friends
- Need for belonging
- Need to give and receive love

Esteem Needs

Once a person feels a sense of "belonging", the need to feel important arises. Esteem needs may be classified as internal or external. Internal esteem needs are those related to self-esteem such as self respect and achievement. External esteem needs are those such as social status and recognition. Some esteem needs are:

- Self-respect
- Achievement
- Attention
- Recognition
- Reputation

Maslow later refined his model to include a level between esteem needs and self-actualization: the need for knowledge and aesthetics.

Self-Actualization

Self-actualization is the summit of Maslow's hierarchy of needs. It is the quest of reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows psychologically there are always new opportunities to continue to grow.

Self-actualized people tend to have needs such as:

- Truth
- Justice
- Wisdom
- Meaning

Self-actualized persons have frequent occurrences of peak experiences, which are energized moments of profound happiness and harmony. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

Implications for Management

If Maslow's theory holds, there are some important implications for management. There are opportunities to motivate employees through management style, job design, organization events, and compensation packages, some examples of which follow:

Physiological needs: Provide lunch breaks, rest breaks, and wages that are sufficient to purchase the essentials of life.

Safety Needs: Provide a safe working environment, retirement benefits, and job security.

Social Needs: Create a sense of community via team-based projects and social events.

Esteem Needs: Recognize achievements to make employees feel appreciated and valued. Offer job titles that convey the importance of the position.

Self-Actualization: Provide employees a challenge and the opportunity to reach their full career potential.

However, not all people are driven by the same needs - at any time different people may be motivated by entirely different factors. It is important to understand the needs being pursued by each employee. To motivate an employee, the manager must be able to recognize the needs level at which the employee is operating, and use those needs as levers of motivation.

Limitations of Maslow's Hierarchy

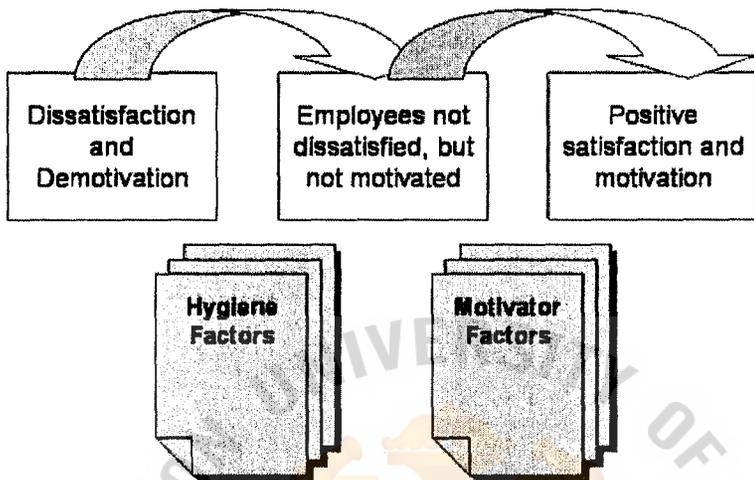
While Maslow's hierarchy makes sense from an intuitive standpoint, there is little evidence to support its hierarchical aspect. In fact, there is evidence that contradicts the order of needs specified by the model. For example, some cultures appear to place social needs before any others. Maslow's hierarchy also has difficulty explaining cases such as the "starving artist" in which a person neglects lower needs in pursuit of higher ones. Finally, there is little evidence to suggest that people are motivated to satisfy only one need level at a time, except in situations where there is a conflict between needs.

2.2.2 Herzberg's Two-Factor Theory

Herzberg's Two Factor Theory is a "content theory" of motivation" (the other main one is Maslow's Hierarchy of Needs). Herzberg analyzed the job attitudes of 200 accountants and engineers who were asked to recall when they had felt positive or negative at work and the reasons why.

From this research, Herzberg suggested a two-step approach to understanding employee motivation and satisfaction:

Figure 2.2.2.1 Herzberg's Two-Factor Theory



Source: Adapted from Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review, January-February, 1968

Hygiene Factors

Hygiene factors are based on the need to for a business to avoid unpleasantness at work. If these factors are considered inadequate by employees, then they can cause dissatisfaction with work. Hygiene factors include:

- organization policy and administration
- Wages, salaries and other financial remuneration
- Quality of supervision
- Quality of inter-personal relations
- Working conditions
- Feelings of job security

Motivator Factors

Motivator factors are based on an individual's need for personal growth. When they exist, motivator factors actively create job satisfaction. If they are effective, then they can motivate an individual to achieve above-average performance and effort. Motivator factors include:

- Status
- Opportunity for advancement
- Gaining recognition
- Responsibility
- Challenging / stimulating work
- Sense of personal achievement & personal growth in a job

There is some similarity between Herzberg's and Maslow's models. They both suggest that needs have to be satisfied for the employee to be motivated. However, Herzberg argues that only the higher levels of the Maslow Hierarchy (e.g. self-actualisation, esteem needs) act as a motivator. The remaining needs can only cause dissatisfaction if not addressed.

Applying Herzberg's model to de-motivated workers, the evidence of de-motivated employees in a business could be:

- Low productivity
- Poor production or service quality
- Strikes / industrial disputes / breakdowns in employee communication and relationships
- Complaints about pay and working conditions

According to Herzberg, management should focus on rearranging work so that motivator factors can take effect. He suggested three ways in which this could be done:

- Job enlargement – expanding an employee's assignments to include additional smaller tasks

- Job rotation – letting employees rotate, or exchange responsibilities, in order to have them learn about other aspects of the production process
- Job enrichment – redesigning work to give employees more authority in planning their tasks, deciding how to complete their work, and allowing them to learn related skills or to trade jobs

The first university in Thailand is Chulalongkorn University, which is the Thailand's first institution of higher learning and founded in 1917, while the the first international university of Thailand, Assumption University is the first, which founded in 1969

The university's mission is to implement international relations by emphasizing cooperative activities, academic exchanges with international institutions, and academic services to international communities in order to create role for Chulalongkorn University to serve as a gateway to regional and international forums.

Also, the Office of International Affairs was set up to develop and prepare academic readiness among personnel and students so as to enable them to keep abreast of academic development, and to communicate effectively on an international level and to restructure work in international relations in order to accommodate activities for teaching staff and international students attending courses in Chulalongkorn University.

The university's roles and responsibilities can be divided into 3 main categories.

International Liaison and Special Affairs Service

- accommodate delegates from international organizations and institutions
- coordinate with other division and faculties within the university and other organizations within Thailand for a state visit.

- organize international conference , seminar and special activities to promote the policy of the internationalization of the university.
- collect and disseminate information and activities of the university to external institutions.

Overseas Students and Exchange Programme Service

- Publicize exchange scholarships to CU students.
- Serve as coordinator for CU student applications, selection, and preparations to study abroad.
- Receive applicants from foreign countries, provide assistance for their well-being, and provide relevant information for foreign students.
- Promote student exchange with partner universities under Agreements of Academic Exchange, and arrange for student exchanges with partner universities.
- Organize cultural and social activities for international and exchange students at Chulalongkorn University.

International Cooperation Service

- Establish a database on universities that have signed academic agreements with Chulalongkorn University, and on activities undertaken with these partner universities.
- Draft and propose the Academic Agreements and arrange for the signing of the Agreement.

- Promote and act within university's policies and Agreements of Academic Exchanges to ensure a fruitful and mutually beneficial relationship with partner universities.
- Arrange for training and working programmes for international delegates, with support from the Ministry of University Affairs
- Collect information and serve as coordinator for the university's various activities with international organizations, and member universities.

(Source: <http://www.chula.ac.th>)



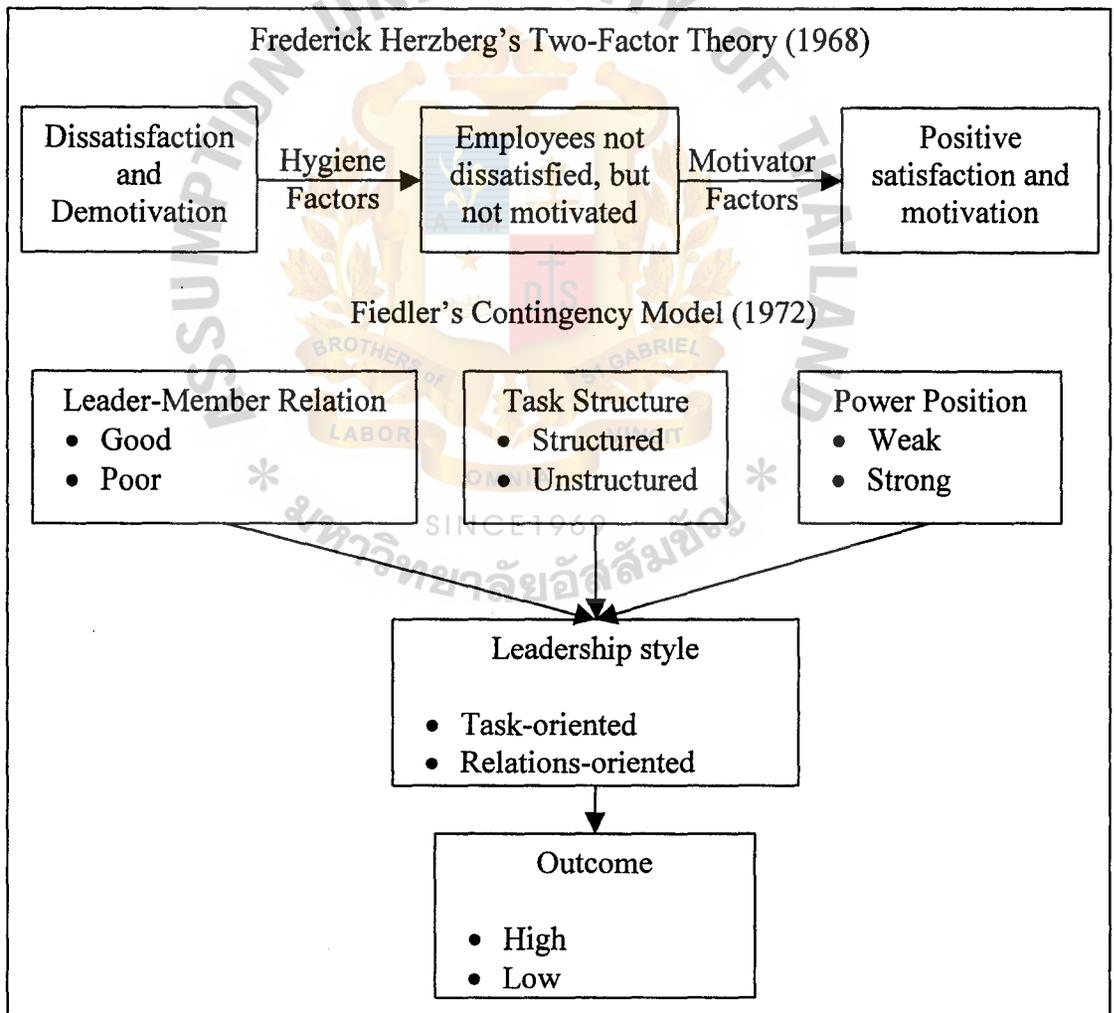
CHAPTER 3

RESEARCH FRAMEWORKS

This chapter contains a summary of the theoretical framework that has been transformed into a conceptual framework, the research hypotheses, and the operationalization of the independent and dependent variables.

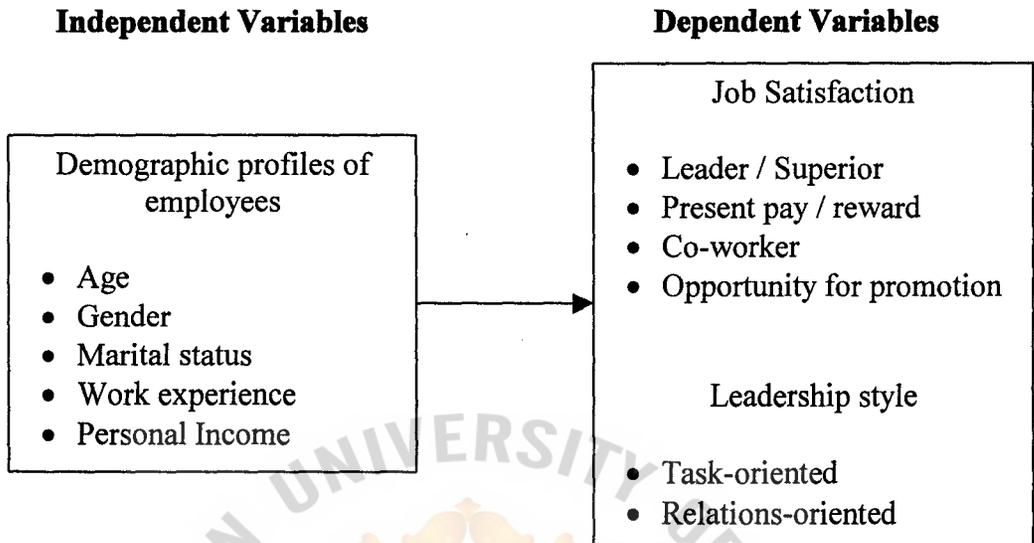
3.1 Theoretical Framework

Figure 3.1 Theoretical Framework



3.2 Conceptual Framework

Figure 3.2 Conceptual Framework



3.3 Research Hypothesis

This study tries to test the difference between the Demographic profiles with leadership style and job satisfaction as well as the leadership style and job satisfaction.

The hypotheses for this research are as follows:

H₀1: There is no difference in perception of ABAC instructors (classified by age) about leader/superior from the viewpoint of job satisfaction.

H_a1: There is a difference in perception of ABAC instructors (classified by age) about leader/superior from the viewpoint of job satisfaction.

H₀2: There is no difference in perception of ABAC instructors (classified by age) about present pay/reward from the viewpoint of job satisfaction.

H_a2: There is a difference in perception of ABAC instructors (classified by age) about present pay/reward from the viewpoint of job satisfaction.

H₀3: There is no difference in perception of ABAC instructors (classified by age) about co-worker from the viewpoint of job satisfaction.

H_a3: There is a difference in perception of ABAC instructors (classified by age) about co-worker from the viewpoint of job satisfaction.

H₀4: There is no difference in perception of ABAC instructors (classified by age) about opportunity for promotion from the viewpoint of job satisfaction.

H_a4: There is a difference in perception of ABAC instructors (classified by age) about opportunity for promotion from the viewpoint of job satisfaction.

H₀5: There is no difference in perception of ABAC instructors (classified by age) about task-oriented leadership style.

H_a5: There is a difference in perception of ABAC instructors (classified by age) about task-oriented leadership style.

H₀6: There is no difference in perception of ABAC instructors (classified by age) about relations-oriented leadership style

H_{a6}: There is a difference in perception of ABAC instructors (classified by age) about relations-oriented leadership style.

H_{o7}: There is no difference in perception of ABAC instructors (classified by gender) about leader/superior from the viewpoint of job satisfaction.

H_{a7}: There is a difference in perception of ABAC instructors (classified by gender) about leader/superior from the viewpoint of job satisfaction.

H_{o8}: There is no difference in perception of ABAC instructors (classified by gender) about present pay/reward from the viewpoint of job satisfaction.

H_{a8}: There is a difference in perception of ABAC instructors (classified by gender) about present pay/reward from the viewpoint of job satisfaction.

H_{o9}: There is no difference in perception of ABAC instructors (classified by gender) about co-worker from the viewpoint of job satisfaction.

H_{a9}: There is a difference in perception of ABAC instructors (classified by gender) about co-worker from the viewpoint of job satisfaction.

H_{o10}: There is no difference in perception of ABAC instructors (classified by gender) about opportunity for promotion from the viewpoint of job satisfaction.

H_{a10}: There is a difference in perception of ABAC instructors (classified by gender) about opportunity for promotion from the viewpoint of job satisfaction.

H₀11: There is no difference in perception of ABAC instructors (classified by gender) about task-oriented leadership style.

H_a11: There is a difference in perception of ABAC instructors (classified by gender) about task-oriented leadership style.

H₀12: There is no difference in perception of ABAC instructors (classified by gender) about relations-oriented leadership style

H_a12: There is a difference in perception of ABAC instructors (classified by gender) about relations-oriented leadership style.

H₀13: There is no difference in perception of ABAC instructors (classified by marital status) about leader/superior from the viewpoint of job satisfaction.

H_a13: There is a difference in perception of ABAC instructors (classified by marital status) about leader/superior from the viewpoint of job satisfaction.

H₀14: There is no difference in perception of ABAC instructors (classified by marital status) about present pay/reward from the viewpoint of job satisfaction.

H_a14: There is a difference in perception of ABAC instructors (classified by marital status) about present pay/reward from the viewpoint of job satisfaction.

H₀15: There is no difference in perception of ABAC instructors (classified by marital status) about co-worker from the viewpoint of job satisfaction.

H_a15: There is a difference in perception of ABAC instructors (classified by marital status) about co-worker from the viewpoint of job satisfaction.

H_o16: There is no difference in perception of ABAC instructors (classified by marital status) about opportunity for promotion from the viewpoint of job satisfaction.

H_a16: There is a difference in perception of ABAC instructors (classified by marital status) about opportunity for promotion from the viewpoint of job satisfaction.

H_o17: There is no difference in perception of ABAC instructors (classified by marital status) about task-oriented leadership style.

H_a17: There is a difference in perception of ABAC instructors (classified by marital status) about task-oriented leadership style.

H_o18: There is no difference in perception of ABAC instructors (classified by marital status) about relations-oriented leadership style

H_a18: There is a difference in perception of ABAC instructors (classified by marital status) about relations-oriented leadership style.

H_o19: There is no difference in perception of ABAC instructors (classified by work experience) about leader/superior from the viewpoint of job satisfaction.

H_a19: There is a difference in perception of ABAC instructors (classified by work experience) about leader/superior from the viewpoint of job satisfaction.

H₀20: There is no difference in perception of ABAC instructors (classified by work experience) about present pay/reward from the viewpoint of job satisfaction.

H_a20: There is a difference in perception of ABAC instructors (classified by work experience) about present pay/reward from the viewpoint of job satisfaction.

H₀21: There is no difference in perception of ABAC instructors (classified by work experience) about co-worker from the viewpoint of job satisfaction.

H_a21: There is a difference in perception of ABAC instructors (classified by work experience) about co-worker from the viewpoint of job satisfaction.

H₀22: There is no difference in perception of ABAC instructors (classified by work experience) about opportunity for promotion from the viewpoint of job satisfaction.

H_a22: There is a difference in perception of ABAC instructors (classified by work experience) about opportunity for promotion from the viewpoint of job satisfaction.

H₀23: There is no difference in perception of ABAC instructors (classified by work experience) about task-oriented leadership style.

H_a23: There is a difference in perception of ABAC instructors (classified by work experience) about task-oriented leadership style.

H₀24: There is no difference in perception of ABAC instructors (classified by work experience) about relations-oriented leadership style

H_a24: There is a difference in perception of ABAC instructors (classified by work experience) about relations-oriented leadership style.

H_o25: There is no difference in perception of ABAC instructors (classified by personal income) about leader/superior from the viewpoint of job satisfaction.

H_a25: There is a difference in perception of ABAC instructors (classified by personal income) about leader/superior from the viewpoint of job satisfaction.

H_o26: There is no difference in perception of ABAC instructors (classified by personal income) about present pay/reward from the viewpoint of job satisfaction.

H_a26: There is a difference in perception of ABAC instructors (classified by personal income) about present pay/reward from the viewpoint of job satisfaction.

H_o27: There is no difference in perception of ABAC instructors (classified by personal income) about co-worker from the viewpoint of job satisfaction.

H_a27: There is a difference in perception of ABAC instructors (classified by personal income) about co-worker from the viewpoint of job satisfaction.

H_o28: There is no difference in perception of ABAC instructors (classified by personal income) about opportunity for promotion from the viewpoint of job satisfaction.

H_a28: There is a difference in perception of ABAC instructors (classified by personal income) about opportunity for promotion from the viewpoint of job satisfaction.

H₀29: There is no difference in perception of ABAC instructors (classified by personal income) about task-oriented leadership style.

H_a29: There is a difference in perception of ABAC instructors (classified by personal income) about task-oriented leadership style.

H₀30: There is no difference in perception of ABAC instructors (classified by personal income) about relations-oriented leadership style

H_a30: There is a difference in perception of ABAC instructors (classified by personal income) about relations-oriented leadership style.

3.4 Operationalization of the Independent and Dependent Variables

Table 3.4.1: Operational Definition of Influencing Variable

Conceptual Label	Definition	Operational Components	Level of Measurement	Question Number
1. Task-oriented	Task oriented leaders mainly are concerned with the completion of tasks, the accomplishment of goals, and the general effectiveness of the work group.	<ul style="list-style-type: none"> • Close supervision • Concentrate on quantity element • Performance-result oriented rather than people-oriented 	Interval	Part 2: 1 (1.1, 1.2) 2 3
2. Relations-oriented	Relations-oriented leaders are more supportive and	<ul style="list-style-type: none"> • Concentrate on relationships • Motivate people by 	Interval	Part 2: 4 5

	accepting of subordinates. They show concern for their welfare and use unconditional reinforcement, by acceptance of employees and recognition of their worth outside of task performance and goal attainment.	<p>encouraging</p> <ul style="list-style-type: none"> • Share decision-making • View people as valued asset 		6 7
✓ 3. Leader / Superior	Direct leader of the respondents.	<ul style="list-style-type: none"> • Hard / easy to please • Gives / Does not give praise • Influences subordinates • Plays / Does not play favorites • Gives / Does not give feedback 	Interval	✓ Part 3: 1 2 3 4 5
4. Present pay / reward	Reimbursement rate of the respondents in all perspective such as salary and fringe benefit.	<ul style="list-style-type: none"> • Adequateness of salaries • Fairness of salaries • Reflection of employee's abilities • Quality of fringe benefits • Fairness of payment policy 	Interval	Part 3: 6 7 8

5. Colleague	The co-worker or co-worker of respondents	<ul style="list-style-type: none"> • How interesting co-workers are • How helpful co-workers are • How talkative co-workers are • How intelligent co-workers are • How responsible co-workers are • How dependable co-workers are 	Interval	Part 3: 9 10 11 12 13
6. Opportunity for promotion	The chance and fairness of promotion that respondent received	<ul style="list-style-type: none"> • The existence of opportunities for promotion • Whether promotion is based on abilities • Fairness of promotion policies • The frequency of promotion opportunities 	Interval	Part 3: 14 (14.1, 14.2) 15 16

CHAPTER 4

RESEARCH METHODOLOGY

This research is to study the relationship between leadership style and job satisfaction at Assumption University. The leadership style are task-oriented, relations-oriented, while the job satisfaction factors are leader / superior, present pay / reward, co-worker, and opportunity for promotion.

This chapter contains the research method, research instrument: structured questionnaire, target population, sampling procedures, sample size, pretest, procedure of data collection, and statistical treatment of data

4.1 Research Method

For the primary data collection, the sample survey was considered to be the most appropriate and most convenient. The survey was selected as data collection technique because it allows researchers to study and describe population in both efficient and economic. The type of questionnaire used in the survey will be structured questionnaire. For the data analysis of primary data, the researcher made use of the descriptive and inferential statistics to analyze the data (both techniques describe data in quantitative manner). Secondary data were taken from documentary analysis and elicited from published materials and journals from the Internet.

4.2 Research Instrument

The questionnaire is a structured questionnaire type. The data collection technique would be self-administered. In self-administrated technique, a questionnaire is filled in by the respondent rather than an interviewer. The questionnaires were distributed to respondents directly and the researcher collected them sometime later.

4.3 Respondents and Sampling Technique

This study uses survey method with structured self-administered questionnaires as a mean to collect the primary data. The research study concerned the ABAC instructors of Assumption University in Bangkok, Thailand. Respondents are full-time instructors teaching bachelor program only in Bang Na Campus, graduated master degrees (this is to ensure that they are most likely the instructors for the bachelor program – since usually doctorate degree holders teach masters program – because the university is unable to give confidential information regarding the exact number of bachelor program instructors), and have worked at the university for at least one year.

The non-probability sampling method was selected for this research. There are many techniques in non-probability sampling method; the convenience sampling was selected to be the means used to collect the data. For this research, the researcher distributed the questionnaires in both campuses of Assumption University.

4.4 Sample Size

The sampling size was calculated by using Taro Yamane formula. The number of sample size calculated is shown as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = the number of samples selected

N = the population of Assumption University instructors

e = the sampling error, equaling 5 percent (or a 95 percent confidence interval)

$$n = \frac{743^*}{1 + 743(0.05)^2}$$

Total individual sample size was 260 persons

4.5 Pretest

Before launching the research, the pretest of the questionnaire must be made in order to measure reliability of the questionnaire. The aim of reliability analysis was to test the reliability of the questionnaire. The reliability analysis will ensure that the data are free from error and therefore yield consistent results (Paul A. Tobias, 1986). J. L. Esposito (1997) cited that in the pilot study or pretest of survey technique, at least 25 sets

* Source: Assumption University – Management Information Booklet 2003

of questionnaires should be collected from respondents. Therefore, the researcher distributed 30 sets of questionnaires.

Before the pretest was launched, the research sought advice from experts to adjust some questions that were leading, loaded, ambiguous, likely to be misunderstood, and inappropriate for the research. After the questionnaires were adjusted, 30 sets were distributed to the target population in order to calculate the reliability of the questionnaires.

After all the questionnaires from the pretest have been answered, the data was keyed in to the SPSS program in order to calculate the reliability of the questionnaire by using Cronbach's Alpha technique. This technique was used to test the internal consistency of the questionnaire by the average inter-item correlation. The reliability of the questionnaire is shown in the following table:

Table 4.5.1 Reliability Analysis-Scale (Cronbach's Alpha)

Operational Dimensions	Cronbach's Alpha (α)
Leadership Style	
1. Task-oriented	0.8019
2. Relations-oriented	0.7721
Job Satisfaction	
3. Leader / Superior	0.6922
4. Present pay / reward	0.6223
5. Co-worker	0.6189
6. Opportunity for promotion	0.6593
Total	0.7285

The reliability of the questionnaire should be at least 0.6 to consider as reliable (Trivedi: 1982). The pretest resulted show that the questionnaire is reliable.

4.6 Procedure of Data Collection

In this research, both the primary and the secondary data were collected. The details of both the primary and the secondary data collection are discussed below:

1. Primary data

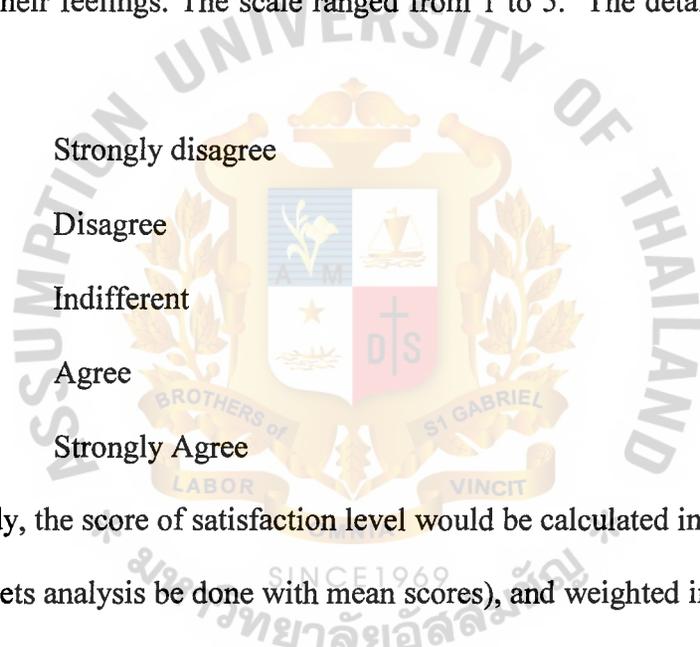
To collect the primary data, the researcher was required to distribute at least 295 sets of questionnaires, but the researcher distributed a total of 300 sets in order to ensure that there was sufficient number of completed questionnaires to use in data analysis process. Then, the structured self-questionnaires were distributed to the respondents by convenience sampling technique. The respondents in this research were ABAC instructors of Assumption University in Bangkok, Thailand, who have worked at the university for at least one year.

2. Secondary data

The secondary data were collected from newspapers, journals, web-site, magazines, and other research articles to find information about related theories and researches as well as any related information.

4.7 Statistical Treatment of Data

The data were analyzed by Statistical Package for Social Sciences (SPSS) version 11.5. The data were analyzed using both descriptive and inferential statistics – the descriptive statistics used included the mean, frequency, and standard deviation, whereas the inferential statistic included the ANOVA. Descriptive analysis is the method of preliminary data analysis that helps summarize the general nature of variables included in a study and the interrelations among them (Anderson: 1987). The descriptive statistics was applied to all sections of the questionnaire that used the rating scale (using Likert scale), which allowed respondents to select the level of agreement that they felt was most representative of their feelings. The scale ranged from 1 to 5. The details for each scale are as follows:

- 
- 1 = Strongly disagree
 - 2 = Disagree
 - 3 = Indifferent
 - 4 = Agree
 - 5 = Strongly Agree

In this study, the score of satisfaction level would be calculated into mean scores (a technique that lets analysis be done with mean scores), and weighted into categories as follows:

- 1.00 - 1.80 = Strongly disagree
- 1.81 - 2.60 = Disagree
- 2.61 - 3.40 = Indifferent
- 3.41 - 4.20 = Agree
- 4.21 - 5.00 = Strongly Agree

CHAPTER 5

RESEARCH FINDINGS, ANALYSIS, AND DISCUSSION

This chapter presents the research findings and the analysis of the findings to test the hypotheses. The analysis of the findings presented in this chapter consisted of five sections as follows:

- 5.1 Demographic Profiles of the Respondents
- 5.2 The Perceptions on Leadership styles
- 5.3 The Perceptions on Job Satisfaction
- 5.4 Differences in Perceptions of Leadership styles
- 5.5 Differences in Perceptions of Job Satisfaction

5.1 Demographic Profiles of the Respondents

The following tables show the demographic profiles of the respondents in the research study as well as a description of the statistics included therein.

Table 5.1.1 Frequency and Percentage of Respondents' Age

Age	Frequency	Percent
25 - 33 years old	114	43.8%
34 - 42 years old	95	36.5%
43 - 51 years old	41	15.8%
52 - 60 years old	10	3.8%
Total	260	100%

From the research, it was found that the largest group of the respondents, or 43.8%, was within the 25 – 33 years old category. 36.5% respondents were aged 34 – 42

years old, whereas 15.8% respondents were 43 – 51 years old. The minority group, which consisted of 3.8% of the respondents, was aged 52 – 60 years.

Table 5.1.2 Frequency and Percentage of Respondents' Gender

Gender	Frequency	Percent
Male	154	59.2%
Female	106	40.8%
Total	260	100.0%

From the research, it was found that the largest group of the respondents, or 59.2% respondents, was male. About 40.8% respondents were female.

Table 5.1.3 Frequency and Percentage of Respondents' Marital Status

Marital status	Frequency	Percent
Single	126	48.5%
Married	110	42.3%
Widow	14	5.4%
Divorced / Separated	10	3.8%
Total	260	100%

From the research, it was found that the largest group of the respondents, or 48.5% respondents, was single. About 42.3% respondents were married, whereas 5.4% respondents were widow. The minority group, which consisted of 3.8% of the respondents, was divorced / separated.

Table 5.1.4 Frequency and Percentage of Respondents' Personal Monthly Income

Personal monthly income	Frequency	Percent
10,000 - 15,000 baht	9	3.5%
15,001 - 20,000 baht	13	5.0%
25,001 - 30,000 baht	39	15.0%
More than 30,000 baht	199	76.5%
Total	260	100%

From the research, it was found that the largest group of the respondents, or 76.5% respondents, was in the more than 30,000 baht per month category. About 15.0% respondents earned 25,001 - 30,000 baht, whereas 5.0% respondents earned 15,001 - 20,000 baht. The minority group, which consisted of 3.5% of the respondents, earned 10,000 - 15,000 baht.

5.2 The Perceptions on Leadership styles

The following tables show the perception on leadership styles based on the responses received from the respondents. First, the task-oriented style would be dealt with for each statement and a table would showcase the overall statistics; then, the same treatment would be given to the relationship-oriented style.

Table 5.2.1 Frequency and Percentage of Respondents' Perception toward Factor 1 of Task-Oriented Leadership Style

The supervisor closely supervises the respondent.	Frequency	Percent
Strongly disagree	1	0.4%
Disagree	19	7.3%
Indifferent	74	28.5%
Agree	109	41.9%
Strongly Agree	57	22%
Total	260	100

For the statement enquiring about whether the supervisor closely supervises the respondents, the largest group of the respondents, or 41.9% respondents, agreed that this perception was true, with 28.5% respondents who were rather indifferent to the statement. This was followed by a group of respondents (22%) who strongly agreed with the statement, whereas only 7.3% respondents and 0.4% respondents said that they disagreed or strongly disagreed with the statement respectively. The mean score for this statement amounted to 3.78, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.89.

Table 5.2.2 Frequency and Percentage of Respondents' Perception toward Factor 2 of Task-Oriented Leadership Style

The supervisor closely inspects the respondent's work.	Frequency	Percent
Strongly disagree	2	0.8%
Disagree	14	5.4%
Indifferent	57	21.9%
Agree	134	51.5%
Strongly Agree	53	20%
Total	260	100

For the statement enquiring about whether the supervisor closely inspects the respondent's work, the largest group of the respondents, or 51.5% respondents, agreed that this perception was true, with 21.9% respondents who were indifferent with the statement. This was followed by a group of respondents (20%) who agreed with the statement, whereas only 5.4% respondents and 0.8% respondents said that they disagreed or strongly disagreed with the statement respectively. The mean score for this statement amounted to 3.85, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.83.

Table 5.2.3 Frequency and Percentage of Respondents' Perception toward Factor 3 of Task-Oriented Leadership Style

The supervisor gives importance only to how many hours the respondent work.	Frequency	Percent
Strongly disagree	11	4.2%
Disagree	49	18.8%
Indifferent	105	40.4%
Agree	76	29.2%
Strongly Agree	19	7%
Total	260	100

For the statement enquiring about whether the supervisor gives importance only to how many hours the respondent work, the largest group of the respondents, or 40.4% respondents, were indifferent to this perception, with 29.2% respondents who agreed that this perception was true. This was followed by a group of respondents (18.8%) who disagreed with the statement, whereas only 7% respondents and 4.2% respondents said that they strongly agreed or strongly disagreed with the statement respectively. The mean score for this statement amounted to 3.17, which is defined in arbitrary terms as being indifferent to the statement. The standard deviation equals 0.96.

Table 5.2.4 Frequency and Percentage of Respondents' Perception toward Factor 4 of Task-Oriented Leadership Style

The supervisor gives importance to work performance.	Frequency	Percent
Disagree	11	4.2%
Indifferent	61	23.5%
Agree	113	43.5%
Strongly Agree	75	28.8%
Total	260	100%

For the statement enquiring about whether the supervisor gives importance to work performance, the largest group of the respondents, or 43.5% respondents, agreed that this perception was true, with 28.8% respondents who strongly agreed with this statement. This was followed by a group of respondents (23.5%) who were indifferent with the statement, whereas 4.2% respondents said that they disagreed with the statement. No one said that he/she strongly disagreed with the statement. The mean score for this statement amounted to 3.97, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.83.

Table 5.2.5 Frequency and Percentage of Respondents' Perception toward Task-Oriented Leadership Style

Overall Task-oriented Leadership Style	Frequency	Percent
Strongly disagree	14	1.3%
Disagree	93	8.9%
Indifferent	297	28.6%
Agree	432	41.5%
Strongly Agree	204	20%
Total	1040	100

For the overall perception of the task-oriented leadership style of their supervisor, the largest group of the respondents, or 41.5% respondents, agreed that this perception was true of their supervisor, with 28.6% respondents who were rather indifferent to the statement. This was followed by a group of respondents (20%) who strongly agreed with the statement, whereas only 8.9% respondents and 1.3% respondents said that they disagreed or strongly disagreed with the statement respectively. The overall mean score

amounted to 3.69, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.93.

Table 5.2.6 Frequency and Percentage of Respondents' Perception toward Factor 1 of Relationship-Oriented Leadership Style

The supervisor gives importance to relationships	Frequency	Percent
Disagree	18	6.9%
Indifferent	73	28.1%
Agree	109	41.9%
Strongly Agree	60	23.1%
Total	260	100%

For the statement enquiring about whether the supervisor gives importance to relationships, the largest group of the respondents, or 41.9% respondents, agreed that this perception was true, with 28.1% respondents who were rather indifferent to the statement. This was followed by a group of respondents (23.1%) who strongly agreed with the statement, whereas 6.9% respondents said that they disagreed. No one stated that he/she strongly disagreed with the perception. The mean score for this statement amounted to 3.81, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.87.

Table 5.2.7 Frequency and Percentage of Respondents' Perception toward Factor 2 of Relationship-Oriented Leadership Style

The supervisor gives people encouragement.	Frequency	Percent
Strongly disagree	1	0.4%
Disagree	19	7.3%
Indifferent	93	35.8%
Agree	93	35.8%
Strongly Agree	54	21%
Total	260	100

For the statement enquiring about whether the supervisor gives people encouragement, the largest group of the respondents, or 35.8% respondents, agreed that this perception was true, with the same number of respondents, 35.8%, who said that they were indifferent to the statement. This was followed by a group of respondents (21%) who strongly agreed with the statement, whereas 7.3% respondents and 0.4% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.69, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.89.

Table 5.2.8 Frequency and Percentage of Respondents' Perception toward Factor 3 of Relationship-Oriented Leadership Style

The supervisor will share authority in making decisions with subordinates	Frequency	Percent
Strongly disagree	1	0.4%
Disagree	29	11.2%
Indifferent	73	28.1%
Agree	111	42.7%
Strongly Agree	46	18%
Total	260	100

For the statement enquiring about whether the supervisor will share authority in making decisions with subordinates, the largest group of the respondents, or 42.7% respondents, agreed that this perception was true, while 28.1% respondents were indifferent to the statement. This was followed by a group of respondents (18%) who strongly agreed with the statement, whereas 11.2% respondents and 0.4% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.66, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.91.

Table 5.2.9 Frequency and Percentage of Respondents' Perception toward Factor 4 of Relationship-Oriented Leadership Style

The supervisor believes that people are valued assets	Frequency	Percent
Disagree	9	3.5%
Indifferent	62	23.8%
Agree	127	48.8%
Strongly Agree	62	23.8%
Total	260	100%

For the statement enquiring about whether the supervisor believes that people are valued assets, the largest group of the respondents, or 48.8% respondents, agreed that this perception was true, while 23.8% respondents strongly agreed with the statement and the same number, 23.8% respondents, were indifferent. This was followed by a group of respondents (3.5%) who disagreed with the statement. The mean score for this statement amounted to 3.93, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.78.

Table 5.2.10 Frequency and Percentage of Respondents' Perception toward Relationship-Oriented Leadership Style

Overall Relationship-oriented	Frequency	Percent
Strongly disagree	2	0.2%
Disagree	75	7.2%
Indifferent	301	28.9%
Agree	440	42.3%
Strongly Agree	222	21%
Total	1040	100

For the overall perception of the relationship-oriented leadership style of their supervisor, the largest group of the respondents, or 42.3% respondents, agreed that this perception was true of their supervisor, with 28.9% respondents who were rather indifferent to the statement. This was followed by a group of respondents (21%) who strongly agreed with the statement, whereas 7.2% respondents and 0.2% respondents said that they disagreed or strongly disagreed with the statement respectively. The overall mean score amounted to 3.77, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.87.

5.3 The Perceptions on Job Satisfaction

The following tables will show the perception of respondents about job satisfaction, which is based on the responses received from the respondents. The statements for each issue would be dealt with and a table would showcase the overall statistics; then the same treatment would be given to the next issue. The issues involved include leader/superior, present pay/reward, co-worker, and opportunity for promotion.

Table 5.3.1 Frequency and Percentage of Respondents' Perception toward Factor 1 of Leader / Superior as a Job Satisfaction Factor

It is easy to please the supervisor	Frequency	Percent
Strongly disagree	4	1.5%
Disagree	33	12.7%
Indifferent	94	36.2%
Agree	94	36.2%
Strongly Agree	35	13%
Total	260	100

For the statement enquiring about whether it is easy to please the supervisor, the largest group of the respondents, or 36.2% respondents, agreed that this perception was true, while the same number of respondents, 36.2%, were indifferent to the statement. This was followed by a group of respondents (13%) who strongly agreed with the statement, whereas 12.7% respondents and 1.5% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.47, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.93.

Table 5.3.2 Frequency and Percentage of Respondents' Perception toward Factor 2 of Leader / Superior as a Job Satisfaction Factor

The supervisor praises the good work	Frequency	Percent
Disagree	8	3.1%
Indifferent	72	27.7%
Agree	130	50.0%
Strongly Agree	50	19.2%
Total	260	100%

For the statement enquiring about whether the supervisor praises good work, exactly half of the respondents, or 50.0% respondents, agreed that this perception was

true, while 27.7% respondents were indifferent to the statement. This was followed by a group of respondents (19.2%) who strongly agreed with the statement, whereas 3.1% respondents disagreed. No one stated that he/she strongly disagreed. The mean score for this statement amounted to 3.85, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.76.

Table 5.3.3 Frequency and Percentage of Respondents' Perception toward Factor 3 of Leader / Superior as a Job Satisfaction Factor

The supervisor influences the respondent	Frequency	Percent
Strongly disagree	6	2.3%
Disagree	22	8.5%
Indifferent	67	25.8%
Agree	112	43.1%
Strongly Agree	53	20%
Total	260	100

For the statement enquiring about whether the supervisor influences the respondent, the largest group of the respondents, or 43.1% respondents, agreed that this perception was true, while 25.8% respondents were indifferent to the statement. This was followed by a group of respondents (20%) who strongly agreed with the statement, whereas 8.5% respondents and 2.3% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.71, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.96.

Table 5.3.4 Frequency and Percentage of Respondents' Perception toward Factor 4 of Leader / Superior as a Job Satisfaction Factor

The supervisor does not play favorites	Frequency	Percent
Strongly disagree	7	2.7%
Disagree	19	7.3%
Indifferent	93	35.8%
Agree	101	38.8%
Strongly Agree	40	15%
Total	260	100

For the statement enquiring about whether the supervisor does not play favorites, the largest group of the respondents, or 38.8% respondents, agreed that this perception was true, while 35.8% respondents were indifferent to the statement. This was followed by a group of respondents (15%) who strongly agreed with the statement, whereas 7.3% respondents and 2.7% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.57, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.93.

Table 5.3.5 Frequency and Percentage of Respondents' Perception toward Factor 5 of Leader / Superior as a Job Satisfaction Factor

The supervisor tells the respondents where they stand	Frequency	Percent
Disagree	22	8.5%
Indifferent	96	36.9%
Agree	110	42.3%
Strongly Agree	32	12.3%
Total	260	100%

For the statement enquiring about whether the supervisor tells the respondents where they stand, the largest group of the respondents, or 42.3% respondents, agreed that

this perception was true, while 36.9% respondents were indifferent to the statement. This was followed by a group of respondents (12.3%) who strongly agreed with the statement, whereas 8.5% respondents disagreed. No one said that he/she/he/she strongly disagreed with the statement. The mean score for this statement amounted to 3.58, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.81.

Table 5.3.6 Frequency and Percentage of Respondents' Perception toward Leader / Superior as a Job Satisfaction Factor

Overall Leader / Superior	Frequency	Percent
Strongly disagree	17	1.3%
Disagree	104	8.0%
Indifferent	422	32.5%
Agree	547	42.1%
Strongly Agree	210	16%
Total	1300	100

For the overall perception about the leader/superior, the largest group of the respondents, or 42.1%, agreed with the perceptions in the statements mentioned above, while 32.5% respondents were indifferent to the statements. This was followed by a group of respondents (16%) who strongly agreed to the statements mentioned, whereas 8.0% respondents and 1.3% respondents disagreed and strongly disagreed, respectively. The overall mean score amounted to 3.64, which is defined in arbitrary terms as agreeing with the statements. The standard deviation equals 0.89.

Table 5.3.7 Respondents' Perception on Leader / Superior as a Factor of Job satisfaction

Perception on Leader / Superior as a Factor of Job satisfaction	Mean	Std. Deviation	Perception level
The supervisor praises the good work	3.85	0.76	Agree
The supervisor influences the respondent	3.71	0.96	Agree
The supervisor does not play favorites	3.57	0.93	Agree
The supervisor tells me where the respondent stands	3.58	0.81	Agree

Table 5.3.8 Frequency and Percentage of Respondents' Perception toward Factor 1 of Present Pay / Reward as a Job Satisfaction Factor

The present income is adequate for the respondent normal expenses	Frequency	Percent
Strongly disagree	3	1.2%
Disagree	36	13.8%
Indifferent	129	49.6%
Agree	75	28.8%
Strongly Agree	17	7%
Total	260	100

For the statement enquiring about whether the present income is adequate for the respondent normal expenses, the largest group of the respondents, or 49.6% respondents, were indifferent to the statement, while 28.8% respondents agreed that this perception was true. This was followed by a group of respondents (13.8%) who disagreed with the statement, whereas 7% respondents and 1.2% respondents strongly agreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.26, which is defined in arbitrary terms as being indifferent with the statement. The standard deviation equals 0.82.

Table 5.3.9 Frequency and Percentage of Respondents' Perception toward Factor 2 of Present Pay / Reward as a Job Satisfaction Factor

The respondent thinks that present pay is fair	Frequency	Percent
Strongly disagree	8	3.1%
Disagree	47	18.1%
Indifferent	104	40.0%
Agree	74	28.5%
Strongly Agree	27	10%
Total	260	100

For the statement enquiring about whether the respondent thinks that present pay is fair, the largest group of the respondents, or 40.0% respondents, were indifferent to the statement, while 28.5% respondents agreed that this perception was true. This was followed by a group of respondents (18.1%) who disagreed with the statement, whereas 10% respondents and 3.1% respondents strongly agreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.25, which is defined in arbitrary terms as being indifferent with the statement. The standard deviation equals 0.97.

Table 5.3.10 Frequency and Percentage of Respondents' Perception toward Factor 3 of Present Pay / Reward as a Job Satisfaction Factor

For the respondent, they feel that they receive a good fringe benefit package.	Frequency	Percent
Strongly disagree	12	4.6%
Disagree	26	10.0%
Indifferent	98	37.7%
Agree	93	35.8%
Strongly Agree	31	12%
Total	260	100

For the statement enquiring about whether for the respondent, they feel that they receive a good fringe benefit package, the largest group of the respondents, or 37.7% respondents, were indifferent to the statement, while 35.8% respondents agreed that this perception was true. This was followed by a group of respondents (12%) who strongly agreed with the statement, whereas 10.0% respondents and 4.6% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.40, which is defined in arbitrary terms as being indifferent with the statement. The standard deviation equals 0.98.

Table 5.3.11 Frequency and Percentage of Respondents' Perception toward Factor 4 of Present Pay / Reward as a Job Satisfaction Factor

For the respondent, they feel that payment policies are fair.	Frequency	Percent
Strongly disagree	8	3.1%
Disagree	40	15.4%
Indifferent	79	30.4%
Agree	89	34.2%
Strongly Agree	44	17%
Total	260	100

For the statement enquiring about whether for the respondent, they feel that payment policies are fair, the largest group of the respondents, or 34.2%, agreed that this perception was true, while 30.4% respondents were indifferent to the statement. This was followed by a group of respondents (17%) who strongly agreed with the statement, whereas 15.4% respondents and 3.1% respondents disagreed and strongly disagreed, respectively. The mean score for this statement mounted to 3.47, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 1.04.

Table 5.3.12 Frequency and Percentage of Respondents' Perception toward Present Pay / Reward as a Job Satisfaction Factor

Overall Present Pay / Reward	Frequency	Percent
Strongly disagree	31	3.0%
Disagree	149	14.3%
Indifferent	410	39.4%
Agree	331	31.8%
Strongly Agree	119	11%
Total	1040	100

For the statements regarding present pay/reward overall, the largest group of the respondents, or 39.4%, were indifferent to these statements, while 31.8% respondents agreed that these perceptions were true. This was followed by a group of respondents (14.3%) who disagreed with the statements, whereas 11% respondents and 3.0% respondents strongly agreed and strongly disagreed, respectively. The overall mean score amounted to 3.34, which is defined in arbitrary terms as being indifferent with the statement. The standard deviation equals 0.96.

Table 5.3.13 Respondents' Perception on Present Pay / Reward as a Factor of Job Satisfaction

Perception on Present Pay / Reward as a Factor of Job satisfaction	Mean	Std. Deviation	Perception level
The present income is adequate for the respondent normal expenses	3.26	0.82	Indifferent
The respondent thinks that present pay is fair	3.25	0.97	Indifferent
For the respondent, they feel that they receive a good fringe benefit package.	3.40	0.98	Agree
For the respondent, they feel that payment policies are fair.	3.47	1.04	Agree

Table 5.3.14 Frequency and Percentage of Respondents' Perception toward Factor 1 of Co-Worker as a Job Satisfaction Factor

The co-workers are interesting	Frequency	Percent
Strongly disagree	4	1.5%
Disagree	24	9.2%
Indifferent	56	21.5%
Agree	110	42.3%
Strongly Agree	66	25%
Total	260	100

For the statement enquiring about whether co-workers are interesting, the largest group of the respondents, or 42.3%, agreed that this perception was true, while 25% respondents strongly agreed. This was followed by a group of respondents (21.5%) who were indifferent to the statement, whereas 9.2% respondents and 1.5% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.81, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.97.

Table 5.3.15 Frequency and Percentage of Respondents' Perception toward Factor 2 of Co-worker as a Job Satisfaction Factor

The co-workers are helpful	Frequency	Percent
Strongly disagree	3	1.2%
Disagree	22	8.5%
Indifferent	66	25.4%
Agree	101	38.8%
Strongly Agree	68	26%
Total	260	100

For the statement enquiring about whether co-workers are helpful, the largest group of the respondents, or 38.8%, agreed that this perception was true, while 26% respondents strongly agreed. This was followed by a group of respondents (25.4%) who were indifferent to the statement, whereas 8.5% respondents and 1.2% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.80, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.96.

Table 5.3.16 Frequency and Percentage of Respondents' Perception toward Factor 3 of Co-worker as a Job Satisfaction Factor

The co-workers communicate well	Frequency	Percent
Strongly disagree	5	1.9%
Disagree	18	6.9%
Indifferent	62	23.8%
Agree	114	43.8%
Strongly Agree	61	23%
Total	260	100

For the statement enquiring about whether co-workers communicate well, the largest group of the respondents, or 43.8% respondents, agreed that this perception was true, while 23.8% respondents were indifferent to the statement. This was followed by a group of respondents (23%) who strongly agreed with the statement, whereas 6.9% respondents and 1.9% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.80, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.94.

Table 5.3.17 Frequency and Percentage of Respondents' Perception toward Factor 4 of Co-worker as a Job Satisfaction Factor

The co-workers are intelligent	Frequency	Percent
Strongly disagree	1	0.4%
Disagree	15	5.8%
Indifferent	56	21.5%
Agree	122	46.9%
Strongly Agree	66	25%
Total	260	100

For the statement enquiring about whether co-workers are intelligent, the largest group of the respondents, or 46.9%, agreed that this perception was true, while 25% respondents strongly agreed. This was followed by a group of respondents (21.5%) who were indifferent to the statement, whereas 5.8% respondents and 0.4% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.91, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.85.

Table 5.3.18 Frequency and Percentage of Respondents' Perception toward Factor 5 of Co-worker as a Job Satisfaction Factor

The co-workers are responsible people	Frequency	Percent
Disagree	17	6.5%
Indifferent	64	24.6%
Agree	101	38.8%
Strongly Agree	78	30.0%
Total	260	100%

For the statement enquiring about whether co-workers are responsible people, the largest group of the respondents, or 38.8%, agreed that this perception was true, while

30.0% respondents strongly agreed. This was followed by a group of respondents (24.6%) who were indifferent to the statement, whereas 6.5% respondents disagreed. No one said that he/she strongly disagreed with the statement. The mean score for this statement amounted to 3.92, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.90.

Table 5.3.19 Frequency and Percentage of Respondents' Perception toward Factor 6 of Co-worker as a Job Satisfaction Factor

The co-workers can be depended upon	Frequency	Percent
Strongly disagree	5	1.9%
Disagree	14	5.4%
Indifferent	55	21.2%
Agree	112	43.1%
Strongly Agree	74	28%
Total	260	100

For the statement enquiring about whether co-workers can be depended upon, the largest group of the respondents, or 43.1% respondents, agreed that this perception was true, while 28% respondents strongly agreed. This was followed by a group of respondents (21.2%) who were indifferent to the statement, whereas 5.4% respondents and 1.9% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.91, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.94.

Table 5.3.20 Frequency and Percentage of Respondents' Perception toward Factor Co-worker as a Job Satisfaction Factor

Overall Co-worker	Frequency	Percent
Strongly disagree	18	1.2%
Disagree	110	7.1%
Indifferent	359	23.0%
Agree	660	42.3%
Strongly Agree	413	26%
Total	1560	100

For the overall statements regarding co-workers, the largest group of the respondents, or 42.3% respondents, agreed that these perceptions were true, while 26% respondents strongly agreed. This was followed by a group of respondents (23.0%) who were indifferent to the statements, whereas 7.1% respondents and 1.2% respondents disagreed and strongly disagreed, respectively. The overall mean score amounted to 3.86, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.93.

Table 5.3.21 Respondents' Perception on Co-worker as a Factor of Job Satisfaction

Perception on Co-worker as a Factor of Job satisfaction	Mean	Std. Deviation	Perception level
The co-workers are interesting	3.81	0.97	Agree
The co-workers are helpful	3.80	0.96	Agree
The co-workers communicate well	3.80	0.94	Agree
The co-workers are intelligent	3.91	0.85	Agree
The co-workers are responsible people	3.92	0.90	Agree
The co-workers can be depended upon	3.91	0.94	Agree

Table 5.3.22 Frequency and Percentage of Respondents' Perception toward Factor 1 of Opportunity for Promotion as a Job Satisfaction Factor

The respondents feel that they have been given good opportunities	Frequency	Percent
Strongly disagree	1	0.4%
Disagree	11	4.2%
Indifferent	71	27.3%
Agree	89	34.2%
Strongly Agree	88	34%
Total	260	100

For the statement enquiring about whether respondents feel that they have been given good opportunities, the largest group of the respondents, or 34.2%, agreed that this perception was true, while 34% respondents strongly agreed. This was followed by a group of respondents (27.3%) who were indifferent to the statement, whereas 4.2% respondents and 0.4% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.97, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.90.

Table 5.3.23 Frequency and Percentage of Respondents' Perception toward Factor 2 of Opportunity for Promotion as a Job Satisfaction Factor

The respondent feels that they have good promotions	Frequency	Percent
Strongly disagree	4	1.5%
Disagree	19	7.3%
Indifferent	82	31.5%
Agree	119	45.8%
Strongly Agree	36	14%
Total	260	100

For the statement enquiring about whether respondents feel that they have good promotions, the largest group of the respondents, or 45.8% respondents, agreed that this perception was true, while 31.5% respondents were indifferent to the statement. This was followed by a group of respondents (14%) who strongly agreed, whereas 7.3% respondents and 1.5% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.63, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.87.

Table 5.3.24 Frequency and Percentage of Respondents' Perception toward Factor 3 of Opportunity for Promotion as a Job Satisfaction Factor

The promotion is based on the respondent's ability	Frequency	Percent
Strongly disagree	5	1.9%
Disagree	13	5.0%
Indifferent	89	34.2%
Agree	93	35.8%
Strongly Agree	60	23%
Total	260	100

For the statement enquiring about whether respondents feel that promotion is based on the respondent's ability, the largest group of the respondents, or 35.8% respondents, agreed that this perception was true, while 34.2% respondents were indifferent to the statement. This was followed by a group of respondents (23%) who strongly agreed, whereas 5.0% respondents and 1.9% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.73, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.94.

Table 5.3.25 Frequency and Percentage of Respondents' Perception toward Factor 4 of Opportunity for Promotion as a Job Satisfaction Factor

The promotion policies are fair	Frequency	Percent
Strongly disagree	7	2.7%
Disagree	37	14.2%
Indifferent	90	34.6%
Agree	86	33.1%
Strongly Agree	40	15%
Total	260	100

For the statement enquiring about whether respondents feel that promotion policies are fair, the largest group of the respondents, or 34.6% respondents, were indifferent to the statement, while 33.1% respondents agreed that this perception was true. This was followed by a group of respondents (15%) who strongly agreed, whereas 14.2% respondents and 2.7% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.44, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 1.00.

Table 5.3.26 Frequency and Percentage of Respondents' Perception toward Opportunity for Promotion as a Job Satisfaction Factor

Overall Opportunity for promotion	Frequency	Percent
Strongly disagree	17	1.6%
Disagree	80	7.7%
Indifferent	332	31.9%
Agree	387	37.2%
Strongly Agree	224	22%
Total	1040	100

For the overall statements regarding opportunities for promotion, the largest group of the respondents, or 37.2% respondents, agreed that this perception was true, while 31.9% respondents were indifferent to the statement. This was followed by a group of respondents (22%) who strongly agreed, whereas 7.7% respondents and 1.6% respondents disagreed and strongly disagreed, respectively. The mean score for this statement amounted to 3.69, which is defined in arbitrary terms as agreeing with the statement. The standard deviation equals 0.95.

Table 5.3.27 Respondents' Perception on Opportunity for Promotion as a Factor of Job Satisfaction

Perception on Opportunity for promotion as a Factor of Job satisfaction	Mean	Std. Deviation	Perception level
The respondent feels that they have given good opportunities	3.97	0.90	Agree
The respondent feels that they have good promotions	3.63	0.87	Agree
The promotion is based on the respondent's ability	3.73	0.94	Agree
The promotion policies are fair	3.44	1.00	Agree

5.4 Differences in in Perceptions of Leadership styles

The following table shows the hypotheses regarding task-oriented leadership style when perceived through the factors of work experience, age, gender, marital status, and personal monthly income.

Table 5.4.1 Differences in Respondents' Perceptions of Task-Oriented Leadership Style Classified by Demographic Profiles

Task-oriented Leadership Style When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	0.51	0.73	Accept Ho
Age	2.66	0.03	Reject Ho
Gender	1.09	0.36	Accept Ho
Marital Status	2.20	0.07	Accept Ho
Personal Monthly Income	0.76	0.55	Accept Ho

For work experience, the ANOVA test showed a significant level of 0.73, which means that the Ho hypothesis was accepted and there is no difference in perception of task-oriented leadership style through work experience. For age, the ANOVA test showed a significant level of 0.03, which means that the Ho hypothesis was rejected and there is a difference in perception of task-oriented leadership style through age. For gender, the ANOVA test showed a significant level of 0.36, which means that the Ho hypothesis was accepted and there is no difference in perception of task-oriented leadership style through gender. For marital status, the ANOVA test showed a significant level of 0.07, which means that the Ho hypothesis was accepted and there is no difference in perception of task-oriented leadership style through status. For personal monthly income, the ANOVA test showed a significant level of 0.55, which means that the Ho hypothesis was accepted and there is no difference in perception of task-oriented leadership style through personal monthly income.

The following table shows the hypotheses regarding relationship-oriented leadership style when perceived through the factors of work experience, age, gender, marital status, and personal monthly income.

Table 5.4.2 Differences in Respondents' Perceptions of Relationship -Oriented Leadership Style Classified by Demographic Profiles

Relationship-oriented Leadership Style When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	3.01	0.02	Reject Ho
Age	5.05	0.00	Reject Ho
Gender	0.88	0.48	Accept Ho
Marital Status	4.72	0.00	Reject Ho
Personal Monthly Income	2.65	0.03	Reject Ho

For work experience, the ANOVA test showed a significant level of 0.02, which means that the Ho hypothesis was rejected and there is a difference in perception of relationship-oriented leadership style through work experience. For age, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of task-oriented leadership style through age. For gender, the ANOVA test showed a significant level of 0.48, which means that the Ho hypothesis was accepted and there is no difference in perception of task-oriented leadership style through gender. For marital status, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of task-oriented leadership style through status. For personal monthly income, the ANOVA test showed a significant level of 0.03, which means that the Ho

hypothesis was rejected and there is a difference in perception of task-oriented leadership style through personal monthly income.

5.5 Differences in Perceptions of Job Satisfaction

The following table shows the hypotheses regarding job satisfaction issues (supervisor, income, co-worker, and promotion opportunities) when perceived through the factors of work experience, age, gender, marital status, and personal monthly income.

Table 5.5.1 Differences in Respondents' Perceptions of Supervisor as a factor of Job Satisfaction Classified by Demographic Profiles

Supervisor as a factor of Job Satisfaction When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	0.71	0.58	Accept Ho
Age	1.78	0.13	Accept Ho
Gender	1.84	0.12	Accept Ho
Marital Status	4.50	0.00	Reject Ho
Personal Monthly Income	1.02	0.39	Accept Ho

For work experience, the ANOVA test showed a significant level of 0.58, which means that the Ho hypothesis was accepted and there is no difference in perception of supervisor as a factor of job satisfaction through work experience. For age, the ANOVA test showed a significant level of 0.13, which means that the Ho hypothesis was accepted and there is no difference in perception of supervisor as a factor of job satisfaction through age. For gender, the ANOVA test showed a significant level of 0.12, which means that the Ho hypothesis was accepted and there is no difference in perception of supervisor as a factor of job satisfaction through gender. For marital status, the ANOVA

test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of supervisor as a factor of job satisfaction through marital status. For personal monthly income, the ANOVA test showed a significant level of 0.39, which means that the Ho hypothesis was accepted and there is no difference in perception of supervisor as a factor of job satisfaction through personal monthly income.

Table 5.5.2 Differences in Respondents' Perceptions of Income as a Factor of Job Satisfaction Classified by Demographic Profiles

Income as a factor of Job Satisfaction When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	1.69	0.15	Accept Ho
Age	2.74	0.03	Reject Ho
Gender	9.16	0.00	Reject Ho
Marital Status	0.73	0.57	Accept Ho
Personal Monthly Income	1.63	0.16	Accept Ho

For work experience, the ANOVA test showed a significant level of 0.15, which means that the Ho hypothesis was accepted and there is no difference in perception of income as a factor of job satisfaction through work experience. For age, the ANOVA test showed a significant level of 0.03, which means that the Ho hypothesis was rejected and there is a difference in perception of income as a factor of job satisfaction through age. For gender, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of income as a factor of job satisfaction through gender. For marital status, the ANOVA test showed a significant level of 0.57, which means that the Ho hypothesis was accepted and there is no difference in perception of income as a factor of job satisfaction through marital status. For

personal monthly income, the ANOVA test showed a significant level of 0.16, which means that the Ho hypothesis was accepted and there is no difference in perception of income as a factor of job satisfaction through personal monthly income.

Table 5.5.3 Differences in Respondents’ Perceptions of Co-worker as a Factor of Job Satisfaction Classified by Demographic Profiles

Co-worker as a factor of Job Satisfaction When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	0.95	0.44	Accept Ho
Age	5.37	0.00	Reject Ho
Gender	5.44	0.00	Reject Ho
Marital Status	1.26	0.28	Accept Ho
Personal Monthly Income	10.15	0.00	Reject Ho

For work experience, the ANOVA test showed a significant level of 0.44, which means that the Ho hypothesis was accepted and there is no difference in perception of co-worker as a factor of job satisfaction through work experience. For age, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of co-worker as a factor of job satisfaction through age. For gender, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of co-worker as a factor of job satisfaction through gender. For marital status, the ANOVA test showed a significant level of 0.28, which means that the Ho hypothesis was accepted and there is no difference in perception of co-worker as a factor of job satisfaction through marital status. For personal monthly income, the ANOVA test showed a significant level of 0.00, which

means that the Ho hypothesis was rejected and there is a difference in perception of co-worker as a factor of job satisfaction through personal monthly income.

Table 5.5.4 Differences in Respondents' Perceptions of Opportunity for Promotion as a Factor of Job Satisfaction Classified by Demographic Profiles

Opportunity for Promotion as a factor of Job Satisfaction When Perceived Through:	F-Value	Significant Level	Hypothesis
Work Experience	3.00	0.02	Reject Ho
Age	5.92	0.00	Reject Ho
Gender	4.11	0.00	Reject Ho
Marital Status	5.63	0.00	Reject Ho
Personal Monthly Income	0.86	0.48	Accept Ho

For work experience, the ANOVA test showed a significant level of 0.02, which means that the Ho hypothesis was rejected and there is a difference in perception of promotion opportunities as a factor of job satisfaction through work experience. For age, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of promotion opportunities as a factor of job satisfaction through age. For gender, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of promotion opportunities as a factor of job satisfaction through gender. For marital status, the ANOVA test showed a significant level of 0.00, which means that the Ho hypothesis was rejected and there is a difference in perception of promotion opportunities as a factor of job satisfaction through marital status. For personal monthly income, the ANOVA test showed a significant level of 0.48, which means that the Ho

hypothesis was accepted and there is no difference in perception of promotion opportunities as a factor of job satisfaction through personal monthly income.



CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter includes the conclusion to the research as well as some recommendations that have been suggested on the basis of this study.

6.1 Conclusions

The objective of the study was to find out the differences in perception of ABAC instructors of Assumption University in Bangkok, Thailand, who are full-time instructors, graduated with master's degrees and have worked at the university for at least one year about their level of job satisfaction with regard to leadership style. For the part of demographic profile, most of the respondents are males aged 25 - 33 years who are single and earn incomes of more than 30,000 baht per month. Overall, they agreed with statements about whether their superior was task-oriented, relationship-oriented. They also agree to overall statements indicating that their leader/superior is good. They also agree to overall statements indicating that their co-workers are good and to overall statements indicating they feel that overall opportunities are fair, but are indifferent to overall statements indicating that the present pay/rewards is adequate. The following contains the hypotheses that have been tested and the findings that have been analyzed:

Hypotheses 1, 7, 13, 19, and 25: Job Satisfaction Issue of Leader / Superior

For hypotheses regarding the job satisfaction issues of leader / supervisor when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, the results showed that there is no difference in perception through work experience and gender but there is a difference for age, marital status, and personal monthly income.

These results can be due to the fact that in general, there is not much difference with regards to how the male and female mind would perceive a leader or superior – this may be because gender plays no difference in how a person is treated as an instructor from their leader. Also, seen from the views of work experience, perhaps a person with a lot of work experience would be wise enough to perceive a leader in a certain way while a person with little experience may have a fresh mind that is sharp to grasp the same perception of the leader, thereby resulting in no difference in perception between the two. As for differences when perceived through age, those who are aged younger or older may have different perceptions of their leader – for example, an older person would perceive a superior differently than one who is younger, perhaps because of generational differences or the effects of pop culture and other relevant background information. People who are single and those who are married may also have different views due to differences in home and personal life. As for monthly income, perhaps someone with high monthly income may be more generous (or less generous) in thought for his/her leader than someone with lower monthly income.

Hypotheses 2, 8, 14, 20 and 26: Job Satisfaction Issue of Present Pay/Reward

For hypotheses regarding the job satisfaction issues of present pay / reward when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, there is no difference in perception of job satisfaction through marital status and personal monthly income but there is a difference for work experience, age, and gender.

These results can be due to the fact that in general a person's marital status and monthly income would not have much impact on how a person perceives his/her pay – perhaps because in a broad sense, if a person is married, the income of the spouse may supplement his/her own income, thus easing the expenses of the household and making it become on par with someone who is single. Also, the fact that the people would be on the same pay system would make it so that monthly income would deter differences. The differences that come about from work experience may be due to the fact that a person with more work experience would have a better idea of how much they are worth than a person with less experience, and a person who is older would be wiser and have a more mature view of what they should be paid. Also, perhaps differences in the male and female psyche would create differences in the way that they view their pay and their own self-worth.

Hypotheses 3, 9, 15, 21, and 27: Job Satisfaction Issue of Co-worker

For hypotheses regarding the job satisfaction issues of co-workers when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, there is no difference in perception of job satisfaction through work experience,

but there is a difference through age, gender, marital status, and monthly personal income.

These results can be due to the fact that in general, whether or not someone has a lot of work experience would not necessarily make him/her any more inclined to either like or dislike him/her co-workers differently. However, an older person may have more experience in dealing with co-workers and therefore have different perceptions of them. Males and females may also feel differently about a male co-worker, or a female co-worker. A person who has passed through the trials of marriage may also have reservoirs of strength and patience that someone who is single does not have, and someone who earns a lot of income may be more inclined to be either kinder or more impatient with co-workers.

Hypotheses 4, 10, 16, 22, and 28: Job Satisfaction Issue of Opportunity for Promotion

For hypotheses regarding the job satisfaction issues of opportunities for promotion when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, there is no difference in perception of job satisfaction through personal monthly income but there is a difference for work experience, age, gender, and marital status.

These results can be due to the fact that in general, the income a person earns does not have any bearing on that person's opportunities for promotion and therefore someone with low or high income would not feel any differently about him/her opportunities. However, a person with a high level of work experience may know and expect more in

regards to promotion opportunities than someone who has little work experience. An older person may be wiser and more inclined to know what, when, and why promotions should be given than someone who is young and green. Males and females may also perceive the issue differently, as perhaps one gender may prefer intrinsic rewards and higher pay whereas the other would prefer a better title (that is, promotion) and higher pay. Those who are married may wish to more readily make their spouses proud of them or may have a higher desire for security than a single person, thus perceiving opportunities for promotion differently.

Hypotheses 5, 11, 17, 23, and 29: Task-Oriented Leadership

For hypotheses regarding task-oriented leadership style when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, the results were as follows: there is no difference in perception through work experience, age, gender, and marital status but there is a difference through personal monthly income.

These results can be due to the fact that in general, whether a person has high or low work experience, whether a person is old or young, whether the person is male or female, and whether he or she is married, the person can still perceive task-oriented leadership in the way that their leader acts, since these factors probably do not color perception of a driven, objective-and-work oriented leader very differently. However, whether a person has a high income or a low income may dictate how kind in thought or how narrow in thought he/she perceives a leader to be because of his/her purchasing power (and thus the fact that he/she either feel that he/she is being treated fairly or feel

that he/she is underpaid), and thus may have an effect on how work-obsessed she/he perceives his/her leader to be.

Hypotheses 6, 12, 18, 24, and 30: Relations-Oriented Leadership

For hypotheses regarding relationship-oriented leadership style when perceived through the factors of work experience, age, gender, marital status, and personal monthly income, the results were as follows: there is no difference in perception through work experience and gender but there is a difference through age, marital status, and personal monthly income.

These results can be due to the fact that in general, the work experience and gender of a person would have little effect on how she/he perceives the way him/her leader to act on behalf of his/her well-being, as this kind of consideration can be perceived by either males or females and by someone who has high or low work experience. However, a person who is older or younger may have differences in how he/she perceives his/her leader, because of differences in how familiar he/she is to a certain leadership style (for example, an older person may feel uncomfortable by the concern that a relations-oriented leader would give, whereas a younger person would bask in the concern and feel grateful for it). A person's marital status may also result in differences in how he/she perceives a leadership style, because the marital status can determine how focuses a person is on building relations, with a single person and a married person perceiving relations-oriented leadership differently. Also, whether a person has a high income or a low income may dictate how kind in thought or how narrow in thought he/she perceives a leader to be because of his/her purchasing power

(and thus the fact that he/she either feel that he/she is being treated fairly or feel that he/she is underpaid), and thus may have an effect on how relations-oriented he/she perceives his/her leaders.

6.2 Recommendations

The researcher believes that there are several issues that could be solved in order to increase the job satisfaction of employees, which could affect the productivity of the organization, improve the relationships between leaders and the followers, and develop understanding of leaders and followers.

6.2.1 Recommendations Useful to All Levels of the Organization

It is necessary for the leaders of all levels of Assumption University to be aware of their leadership behaviors in leading their groups. Leaders should realize what the nature of their group's work is, how the people in the group are, what they need and expect from leaders, and what the situation is like. The leaders should also know when and what leadership behaviors should be used and with whom.

This does not mean that people should not be concerned with other leadership behaviors, or that they are not important. The leaders may use different leadership behaviors at the same time, which all depends on the situation and the environment in the group and the company. Most individuals have different expectations and perceptions, therefore it is the leaders' job to understand them and use the right leadership style at the right time to lead them. If the leaders can do that, the employees will be happy and

satisfied. When employees are happy and satisfied, they will perform the work with fun, effectiveness and efficiency and it will cause improved organizational performance.

6.2.2 Recommendations for Better Satisfaction of ABAC Instructors

Surprisingly, the researcher found that ABAC instructors of Assumption University in Bangkok, Thailand, who are full-time instructors, graduated with master's degrees and have worked at the university for at least one year have job satisfaction in all aspects. This means that the university uses the right way to manage its operation. The issue that the university has to be concerned with is how to keep the same level of job satisfaction or even improve it to a higher level.

With regards to pay, one thing that can be done would be to assess the present pay structure, and ask the instructors in what way they would like the university to make improvements. Also, they could be asked to identify how much they feel that they are worth, and the reasons why they feel that way. This would enable the instructors to quantify as well as explain their concerns with regards to pay, with which the university could then take under consideration.

Another recommendation that the University could put to use would be to garner suggestions from instructors with regards to a benefits package that the University would offer as part of the regular pay, or as a special incentive for instructors to work better with students and other staff (which would be concluded by evaluations done by the students and staff). The benefits package could contain such things as health or dental insurance, more vacation days, or any other kinds of things that the instructors themselves deem as “benefits” they desire.

When a list is available, the University could then let the instructors choose a certain number of benefits within a certain price range (the University itself can determine the worth of each benefit on the list), which would then become their own package of benefits. By letting each individual construct his or her own benefits package, the package would be worth more to the individual than a generic, one-for-all program that may include things the person does not even use. In this way, the instructors would feel more involved in the pay/reward system, and they would become much more satisfied with the resulting changes that they helped make a reality.

6.3 Recommendations for Further Research

This research was conducted to understand ABAC instructors of Assumption University in Bangkok, Thailand, who are full-time instructors, graduated with master's degrees and have worked at the university for at least one year about their perceptions toward job satisfaction and leadership styles. There are also several important avenues for further research in this area. This research can be useful guidelines for future research that would result in more rigorous theoretical and methodological processes. Examples of the further research in the future are as follows:

6.3.1 Research on job satisfaction and leadership styles in other industries or in the same industry but different organizations to compare the results.

6.3.2 Research on relationship of job satisfaction and leadership styles toward work performance.

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❖ **Questionnaire for Job satisfaction and leadership style** ❖

Confidentiality

All information provided by you will be held in the strictest confidence. Detailed financial information is not requested. Individual respondents will not be identified in any report or publication. Only summary responses of all respondents sampled will be used for analysis. Your answers will be destroyed after the analysis is completed.

Screening Question

Highest Education Level Completed

- Master degree Other (End of Survey)

Work Experience at ABAC

- Less than 1 year (End of Survey)
- 1 – 2 years 3 – 4 years
- 5 – 6 years More than 6 years

Part 1 : Demographic Data

1. Age.....yrs.

2. Gender..... Male Female

3. Marital status

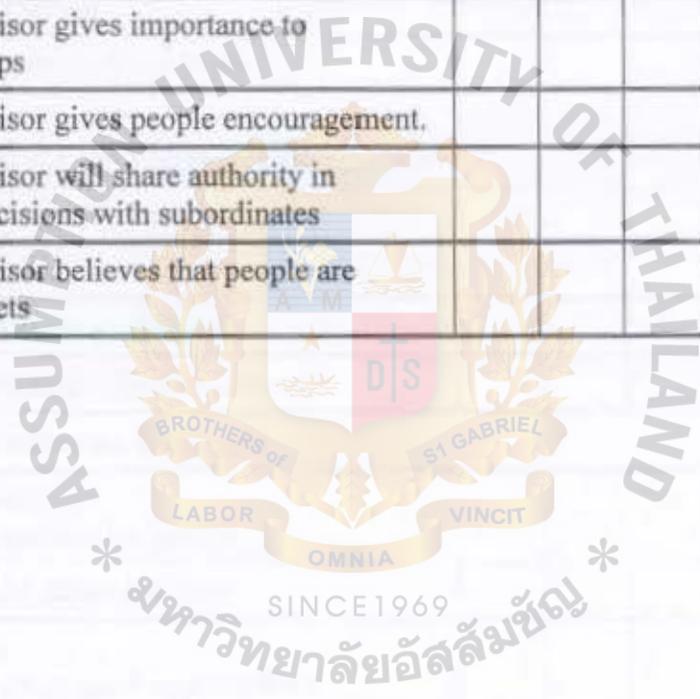
- Single Married Widow Divorced / Separated

4. Your personal monthly income

- 10,000 - 15,000 baht 15,001 - 20,000 baht
- 20,001 - 25,000 baht 25,001 – 30,000 baht
- More than 30,000 baht

Part 2 : Leadership Style

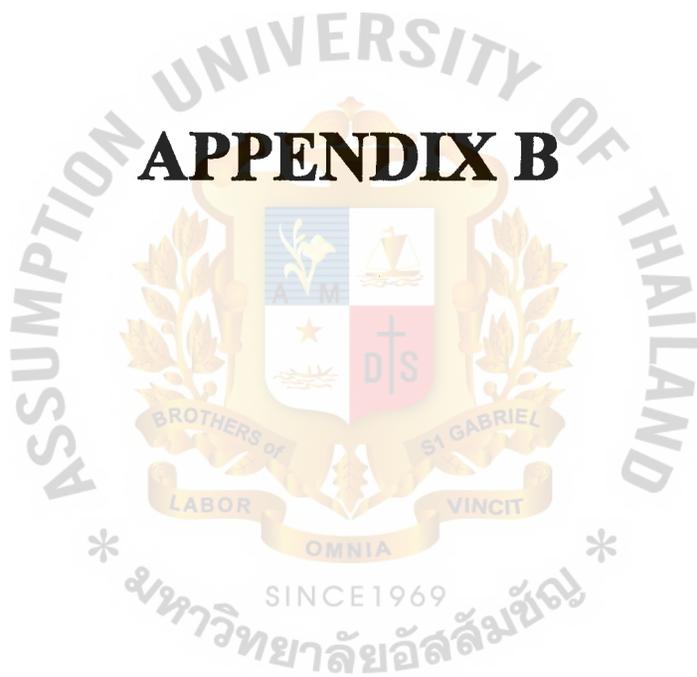
No.	I think that...	Level of agreement				
		5	4	3	2	1
1.	My supervisor: 1.1 Closely supervises me.					
	1.2 Closely inspects my work.					
2.	My supervisor gives importance only to how many hours I work.					
3.	My supervisor gives importance to work performance.					
4.	My supervisor gives importance to relationships					
5.	My supervisor gives people encouragement,					
6.	My supervisor will share authority in making decisions with subordinates					
7.	My supervisor believes that people are valued assets					



Part 3 : Job Satisfaction

No.	I think that...	Level of agreement				
		5	4	3	2	1
1.	It is easy to please my supervisor					
2.	My supervisor praises my good work					
3.	My supervisor influences me					
4.	My supervisor does not play favorites					
5.	My supervisor tells me where I stand					
6.	My present income is adequate for my normal expenses					
7.	I think my present pay is fair					
8.	For me, I feel that: 8.1 I receive a good fringe benefit package.					
	8.2 Payment policies are fair.					
9.	My co-workers are interesting					
10.	My co-workers are helpful					
11.	My co-workers communicate well					
12.	My co-workers are intelligent					
13.	My co-workers: 13.1 are responsible people					
	13.2 can be depended upon					
14.	I feel that I: 14.1 am given good opportunities					
	14.2 have good promotions					
15.	My promotion is based on my ability					
16.	The promotion policies are fair					

Thank you again for your assistance in this important study.



Work Experience at ABAC * The supervisor closely supervises the respondent. Crosstabulation

Count

		The supervisor closely supervises the respondent.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	0	3	30	47	17	97
	3 - 4 years	0	9	19	18	16	62
	5 - 6 years	1	4	12	24	11	52
	More than 6 years	0	3	13	20	13	49
Total		1	19	74	109	57	260

Work Experience at ABAC * The supervisor closely inspects the respondent's work. Crosstabulation

Crosstabulation

Count

		The supervisor closely inspects the respondent's work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	6	21	48	21	97
	3 - 4 years	1	3	12	34	12	62
	5 - 6 years	0	3	14	26	9	52
	More than 6 years	0	2	10	26	11	49
Total		2	14	57	134	53	260

Work Experience at ABAC * The supervisor gives importance only to how many hours the respondent work. Crosstabulation

Count

		The supervisor gives importance only to how many hours the respondent work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	4	23	43	25	2	97
	3 - 4 years	3	11	21	17	10	62
	5 - 6 years	0	10	26	16	0	52
	More than 6 years	4	5	15	18	7	49
Total		11	49	105	76	19	260

Work Experience at ABAC * The supervisor gives importance to work performance. Crosstabulation

Count

		The supervisor gives importance to work performance.				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	2	22	43	30	97
	3 - 4 years	4	19	26	13	62
	5 - 6 years	2	6	24	20	52
	More than 6 years	3	14	20	12	49
Total		11	61	113	75	260

Work Experience at ABAC * The supervisor gives importance to relationships Crosstabulation

Count

		The supervisor gives importance to relationships				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	10	30	37	20	97
	3 - 4 years	4	11	22	25	62
	5 - 6 years	0	12	29	11	52
	More than 6 years	4	20	21	4	49
Total		18	73	109	60	260

Work Experience at ABAC * The supervisor gives people encouragement. Crosstabulation

Count

		The supervisor gives people encouragement.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	11	39	35	11	97
	3 - 4 years	0	3	21	23	15	62
	5 - 6 years	0	2	18	19	13	52
	More than 6 years	0	3	15	16	15	49
Total		1	19	93	93	54	260

Work Experience at ABAC * The supervisor will share authority in making decisions with subordinates Crosstabulation

Count

		The supervisor will share authority in making decisions with subordinates					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	12	24	38	22	97
	3 - 4 years	0	7	19	28	8	62
	5 - 6 years	0	7	19	21	5	52
	More than 6 years	0	3	11	24	11	49
Total		1	29	73	111	46	260

Work Experience at ABAC * The supervisor believes that people are valued assets Crosstabulation

Count

		The supervisor believes that people are valued assets				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	7	27	43	20	97
	3 - 4 years	2	16	28	16	62
	5 - 6 years	0	9	26	17	52
	More than 6 years	0	10	30	9	49
Total		9	62	127	62	260

Work Experience at ABAC * It is easy to please the supervisor Crosstabulation

Count

		It is easy to please the supervisor					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	2	9	31	34	21	97
	3 - 4 years	1	9	22	23	7	62
	5 - 6 years	1	9	19	19	4	52
	More than 6 years	0	6	22	18	3	49
Total		4	33	94	94	35	260

Work Experience at ABAC * The supervisor praises the good work Crosstabulation

Count

		The supervisor praises the good work				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	26	51	19	97
	3 - 4 years	2	17	31	12	62
	5 - 6 years	3	14	24	11	52
	More than 6 years	2	15	24	8	49
Total		8	72	130	50	260

Work Experience at ABAC * The supervisor influences the respondent Crosstabulation

Count

		The supervisor influences the respondent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	2	8	33	34	20	97
	3 - 4 years	1	8	13	32	8	62
	5 - 6 years	0	0	10	27	15	52
	More than 6 years	3	6	11	19	10	49
Total		6	22	67	112	53	260

Work Experience at ABAC * The supervisor does not play favorites Crosstabulation

Count

		The supervisor does not play favorites					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	6	8	34	35	14	97
	3 - 4 years	1	7	26	22	6	62
	5 - 6 years	0	3	12	24	13	52
	More than 6 years	0	1	21	20	7	49
Total		7	19	93	101	40	260

Work Experience at ABAC * The supervisor tells me where the respondent stands

Crosstabulation

Count

		The supervisor tells me where the respondent stands				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	6	37	41	13	97
	3 - 4 years	8	25	23	6	62
	5 - 6 years	5	19	23	5	52
	More than 6 years	3	15	23	8	49
Total		22	96	110	32	260

Work Experience at ABAC * The present income is adequate for the respondent normal

expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	0	12	39	33	13	97
	3 - 4 years	0	8	30	20	4	62
	5 - 6 years	0	5	36	11	0	52
	More than 6 years	3	11	24	11	0	49
Total		3	36	129	75	17	260

Work Experience at ABAC * The respondent thinks that present pay is fair

Count

		The respondent thinks that present pay is fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	3	14	37	35	8	97
	3 - 4 years	1	11	28	17	5	62
	5 - 6 years	1	15	17	12	7	52
	More than 6 years	3	7	22	10	7	49
Total		8	47	104	74	27	260

Work Experience at ABAC * For the respondent, they feel that they receive a good fringe benefit package. Crosstabulation

Count

		For the respondent, they feel that they receive a good fringe benefit package.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	4	8	36	35	14	97
	3 - 4 years	1	7	26	22	6	62
	5 - 6 years	2	7	18	23	2	52
	More than 6 years	5	4	18	13	9	49
Total		12	26	98	93	31	260

Work Experience at ABAC * For the respondent, they feel that payment policies are fair. Crosstabulation

Count

		For the respondent, they feel that payment policies are fair.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	5	13	29	32	18	97
	3 - 4 years	1	11	21	20	9	62
	5 - 6 years	2	9	17	19	5	52
	More than 6 years	0	7	12	18	12	49
Total		8	40	79	89	44	260

Work Experience at ABAC * The colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	6	28	33	29	97
	3 - 4 years	1	3	11	34	13	62
	5 - 6 years	2	8	7	19	16	52
	More than 6 years	0	7	10	24	8	49
Total		4	24	56	110	66	260

Work Experience at ABAC * The colleagues are helpful Crosstabulation

Count

		The colleagues are helpful					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	0	6	32	32	27	97
	3 - 4 years	1	3	15	30	13	62
	5 - 6 years	1	6	7	20	18	52
	More than 6 years	1	7	12	19	10	49
Total		3	22	66	101	68	260

Work Experience at ABAC * The colleagues communicate well Crosstabulation

Count

		The colleagues communicate well					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	3	2	19	48	25	97
	3 - 4 years	1	7	13	30	11	62
	5 - 6 years	0	4	19	13	16	52
	More than 6 years	1	5	11	23	9	49
Total		5	18	62	114	61	260

Work Experience at ABAC * The colleagues are intelligent Crosstabulation

Count

		The colleagues are intelligent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	5	14	49	28	97
	3 - 4 years	0	5	13	33	11	62
	5 - 6 years	0	3	12	22	15	52
	More than 6 years	0	2	17	18	12	49
Total		1	15	56	122	66	260

Work Experience at ABAC * The colleagues are responsible people Crosstabulation

Count

		The colleagues are responsible people				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	8	27	36	26	97
	3 - 4 years	5	17	21	19	62
	5 - 6 years	1	9	24	18	52
	More than 6 years	3	11	20	15	49
Total		17	64	101	78	260

Work Experience at ABAC * The colleagues can be depended upon Crosstabulation

Count

		The colleagues can be depended upon					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	3	6	15	43	30	97
	3 - 4 years	1	5	18	20	18	62
	5 - 6 years	0	1	11	26	14	52
	More than 6 years	1	2	11	23	12	49
Total		5	14	55	112	74	260

Work Experience at ABAC * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	1	9	27	31	29	97
	3 - 4 years	0	1	21	21	19	62
	5 - 6 years	0	1	7	14	30	52
	More than 6 years	0	0	16	23	10	49
Total		1	11	71	89	88	260

Work Experience at ABAC * The respondent feels that they have good promotions

Crosstabulation

Count

		The respondent feels that they have good promotions				Total	
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	3	7	31	44	12	97
	3 - 4 years	0	6	21	27	8	62
	5 - 6 years	0	1	17	30	4	52
	More than 6 years	1	5	13	18	12	49
Total		4	19	82	119	36	260

Work Experience at ABAC * The promotion is based on the respondent's ability Crosstabulation

Count

		The promotion is based on the respondent's ability				Total	
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	4	3	35	32	23	97
	3 - 4 years	0	3	22	24	13	62
	5 - 6 years	1	5	12	18	16	52
	More than 6 years	0	2	20	19	8	49
Total		5	13	89	93	60	260

Work Experience at ABAC * The promotion policies are fair Crosstabulation

Count

		The promotion policies are fair				Total	
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	6	21	26	34	10	97
	3 - 4 years	0	6	22	21	13	62
	5 - 6 years	0	4	23	17	8	52
	More than 6 years	1	6	19	14	9	49
Total		7	37	90	86	40	260

Age * The supervisor closely supervises the respondent. Crosstabulation

Count

		The supervisor closely supervises the respondent.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	1	10	37	48	18	114
	34 - 42 years old	0	8	21	42	24	95
	43 - 51 years old	0	1	15	12	13	41
	52 - 60 years old	0	0	1	7	2	10
Total		1	19	74	109	57	260

Age * The supervisor closely inspects the respondent's work. Crosstabulation

Count

		The supervisor closely inspects the respondent's work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	2	11	22	50	29	114
	34 - 42 years old	0	3	25	54	13	95
	43 - 51 years old	0	0	9	23	9	41
	52 - 60 years old	0	0	1	7	2	10
Total		2	14	57	134	53	260

Age * The supervisor gives importance only to how many hours the respondent work. Crosstabulation

Count

		The supervisor gives importance only to how many hours the respondent work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	5	26	44	29	10	114
	34 - 42 years old	6	16	40	28	5	95
	43 - 51 years old	0	5	14	18	4	41
	52 - 60 years old	0	2	7	1	0	10
Total		11	49	105	76	19	260

Age * The supervisor gives importance to work performance. Crosstabulation

Count

		The supervisor gives importance to work performance.				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	3	23	45	43	114
	34 - 42 years old	4	24	45	22	95
	43 - 51 years old	3	8	20	10	41
	52 - 60 years old	1	6	3	0	10
Total		11	61	113	75	260

Age * The supervisor gives importance to relationships Crosstabulation

Count

		The supervisor gives importance to relationships				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	11	33	44	26	114
	34 - 42 years old	4	25	42	24	95
	43 - 51 years old	2	10	19	10	41
	52 - 60 years old	1	5	4	0	10
Total		18	73	109	60	260

Age * The supervisor gives people encouragement. Crosstabulation

Count

		The supervisor gives people encouragement.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	1	11	51	36	15	114
	34 - 42 years old	0	7	34	36	18	95
	43 - 51 years old	0	1	7	16	17	41
	52 - 60 years old	0	0	1	5	4	10
Total		1	19	93	93	54	260

Age * The supervisor will share authority in making decisions with subordinates

Crosstabulation

Count

		The supervisor will share authority in making decisions with subordinates					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	1	16	33	44	20	114
	34 - 42 years old	0	9	30	40	16	95
	43 - 51 years old	0	4	9	19	9	41
	52 - 60 years old	0	0	1	8	1	10
Total		1	29	73	111	46	260

Age * The supervisor believes that people are valued assets Crosstabulation

Count

		The supervisor believes that people are valued assets				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	6	32	48	28	114
	34 - 42 years old	3	18	51	23	95
	43 - 51 years old	0	8	23	10	41
	52 - 60 years old	0	4	5	1	10
Total		9	62	127	62	260

Age * It is easy to please the supervisor Crosstabulation

Count

		It is easy to please the supervisor					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	0	10	40	42	22	114
	34 - 42 years old	4	9	33	38	11	95
	43 - 51 years old	0	14	16	10	1	41
	52 - 60 years old	0	0	5	4	1	10
Total		4	33	94	94	35	260

Age * The supervisor praises the good work Crosstabulation

Count

		The supervisor praises the good work				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	2	28	57	27	114
	34 - 42 years old	5	28	49	13	95
	43 - 51 years old	1	14	18	8	41
	52 - 60 years old	0	2	6	2	10
Total		8	72	130	50	260

Age * The supervisor influences the respondent Crosstabulation

Count

		The supervisor influences the respondent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	3	14	33	42	22	114
	34 - 42 years old	1	6	25	48	15	95
	43 - 51 years old	2	2	5	16	16	41
	52 - 60 years old	0	0	4	6	0	10
Total		6	22	67	112	53	260

Age * The supervisor does not play favorites Crosstabulation

Count

		The supervisor does not play favorites					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	0	8	47	44	15	114
	34 - 42 years old	2	10	32	35	16	95
	43 - 51 years old	5	1	10	17	8	41
	52 - 60 years old	0	0	4	5	1	10
Total		7	19	93	101	40	260

Age * The supervisor tells me where the respondent stands Crosstabulation

Count

		The supervisor tells me where the respondent stands				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	5	45	48	16	114
	34 - 42 years old	12	29	40	14	95
	43 - 51 years old	5	18	16	2	41
	52 - 60 years old	0	4	6	0	10
Total		22	96	110	32	260

Age * The present income is adequate for the respondent normal expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	0	14	56	33	11	114
	34 - 42 years old	3	15	48	26	3	95
	43 - 51 years old	0	5	20	13	3	41
	52 - 60 years old	0	2	5	3	0	10
Total		3	36	129	75	17	260

Age * The respondent thinks that present pay is fair Crosstabulation

Count

		The respondent thinks that present pay is fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	3	20	49	34	8	114
	34 - 42 years old	4	21	35	26	9	95
	43 - 51 years old	1	6	16	12	6	41
	52 - 60 years old	0	0	4	2	4	10
Total		8	47	104	74	27	260

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Age * For the respondent, they feel that they receive a good fringe benefit package.

Crosstabulation

Count

		For the respondent, they feel that they receive a good fringe benefit package.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	6	15	40	42	11	114
	34 - 42 years old	5	7	37	36	10	95
	43 - 51 years old	1	2	20	12	6	41
	52 - 60 years old	0	2	1	3	4	10
Total		12	26	98	93	31	260

Age * For the respondent, they feel that payment policies are fair. Crosstabulation

Count

		For the respondent, they feel that payment policies are fair.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	7	17	39	37	14	114
	34 - 42 years old	0	14	24	37	20	95
	43 - 51 years old	1	8	13	14	5	41
	52 - 60 years old	0	1	3	1	5	10
Total		8	40	79	89	44	260

Age * The colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	3	12	29	36	34	114
	34 - 42 years old	1	9	16	44	25	95
	43 - 51 years old	0	3	7	25	6	41
	52 - 60 years old	0	0	4	5	1	10
Total		4	24	56	110	66	260

Age * The colleagues are helpful Crosstabulation

Count

		The colleagues are helpful					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	2	11	32	43	26	114
	34 - 42 years old	0	7	24	37	27	95
	43 - 51 years old	1	4	9	14	13	41
	52 - 60 years old	0	0	1	7	2	10
Total		3	22	66	101	68	260

Age * The colleagues communicate well Crosstabulation

Count

		The colleagues communicate well					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	4	11	26	46	27	114
	34 - 42 years old	0	3	25	42	25	95
	43 - 51 years old	1	4	10	20	6	41
	52 - 60 years old	0	0	1	6	3	10
Total		5	18	62	114	61	260

Age * The colleagues are intelligent Crosstabulation

Count

		The colleagues are intelligent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	1	8	17	58	30	114
	34 - 42 years old	0	3	22	44	26	95
	43 - 51 years old	0	4	12	16	9	41
	52 - 60 years old	0	0	5	4	1	10
Total		1	15	56	122	66	260

Age * The colleagues are responsible people Crosstabulation

Count

		The colleagues are responsible people				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	13	39	36	26	114
	34 - 42 years old	3	17	38	37	95
	43 - 51 years old	1	6	21	13	41
	52 - 60 years old	0	2	6	2	10
Total		17	64	101	78	260

Age * The colleagues can be depended upon Crosstabulation

Count

		The colleagues can be depended upon					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	4	9	26	44	31	114
	34 - 42 years old	1	5	21	43	25	95
	43 - 51 years old	0	0	6	19	16	41
	52 - 60 years old	0	0	2	6	2	10
Total		5	14	55	112	74	260

Age * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	1	8	33	38	34	114
	34 - 42 years old	0	2	21	31	41	95
	43 - 51 years old	0	1	14	17	9	41
	52 - 60 years old	0	0	3	3	4	10
Total		1	11	71	89	88	260

Age * The respondent feels that they have good promotions Crosstabulation

Count

		The respondent feels that they have good promotions					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	3	10	38	49	14	114
	34 - 42 years old	1	7	27	46	14	95
	43 - 51 years old	0	1	16	18	6	41
	52 - 60 years old	0	1	1	6	2	10
Total		4	19	82	119	36	260

Age * The promotion is based on the respondent's ability Crosstabulation

Count

		The promotion is based on the respondent's ability					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	5	7	46	37	19	114
	34 - 42 years old	0	2	25	38	30	95
	43 - 51 years old	0	2	15	15	9	41
	52 - 60 years old	0	2	3	3	2	10
Total		5	13	89	93	60	260

Age * The promotion policies are fair Crosstabulation

Count

		The promotion policies are fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	6	26	38	35	9	114
	34 - 42 years old	1	10	31	30	23	95
	43 - 51 years old	0	0	15	18	8	41
	52 - 60 years old	0	1	6	3	0	10
Total		7	37	90	86	40	260

Gender * The supervisor closely supervises the respondent. Crosstabulation

Count

		The supervisor closely supervises the respondent.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	15	42	62	34	154
	Female	0	4	32	47	23	106
Total		1	19	74	109	57	260

Gender * The supervisor closely inspects the respondent's work. Crosstabulation

Count

		The supervisor closely inspects the respondent's work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	13	35	75	30	154
	Female	1	1	22	59	23	106
Total		2	14	57	134	53	260

Gender * The supervisor gives importance only to how many hours the respondent work. Crosstabulation

Count

		The supervisor gives importance only to how many hours the respondent work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	9	28	66	39	12	154
	Female	2	21	39	37	7	106
Total		11	49	105	76	19	260

Gender * The supervisor gives importance to work performance. Crosstabulation

Count

		The supervisor gives importance to work performance.				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	4	37	72	41	154
	Female	7	24	41	34	106
Total		11	61	113	75	260

Gender * The supervisor gives importance to relationships Crosstabulation

Count

		The supervisor gives importance to relationships				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	13	37	66	38	154
	Female	5	36	43	22	106
Total		18	73	109	60	260

Gender * The supervisor gives people encouragement. Crosstabulation

Count

		The supervisor gives people encouragement.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	11	54	58	30	154
	Female	0	8	39	35	24	106
Total		1	19	93	93	54	260

Gender * The supervisor will share authority in making decisions with subordinates Crosstabulation

Count

		The supervisor will share authority in making decisions with subordinates					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	16	44	71	22	154
	Female	0	13	29	40	24	106
Total		1	29	73	111	46	260

Gender * The supervisor believes that people are valued assets Crosstabulation

Count

		The supervisor believes that people are valued assets				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	7	37	74	36	154
	Female	2	25	53	26	106
Total		9	62	127	62	260

Gender * It is easy to please the supervisor Crosstabulation

Count

		It is easy to please the supervisor					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	18	53	60	22	154
	Female	3	15	41	34	13	106
Total		4	33	94	94	35	260

Gender * The supervisor praises the good work Crosstabulation

Count

		The supervisor praises the good work				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	5	43	76	30	154
	Female	3	29	54	20	106
Total		8	72	130	50	260

Gender * The supervisor influences the respondent Crosstabulation

Count

		The supervisor influences the respondent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	3	18	43	64	26	154
	Female	3	4	24	48	27	106
Total		6	22	67	112	53	260

Gender * The supervisor does not play favorites Crosstabulation

Count

		The supervisor does not play favorites					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	6	13	63	57	15	154
	Female	1	6	30	44	25	106
Total		7	19	93	101	40	260

Gender * The supervisor tells me where the respondent stands Crosstabulation

Count

		The supervisor tells me where the respondent stands				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	15	55	68	16	154
	Female	7	41	42	16	106
Total		22	96	110	32	260

Gender * The present income is adequate for the respondent normal expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses				Total	
		Strongly disagree	Disagree	Indifferent	Agree		Strongly Agree
Gender	Male	3	23	78	42	8	154
	Female	0	13	51	33	9	106
Total		3	36	129	75	17	260

Gender * The present income is adequate for the respondent normal expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses				Total	
		Strongly disagree	Disagree	Indifferent	Agree		Strongly Agree
Gender	Male	3	23	78	42	8	154
	Female	0	13	51	33	9	106
Total		3	36	129	75	17	260

Gender * For the respondent, they feel that they receive a good fringe benefit package. Crosstabulation

Count

		For the respondent, they feel that they receive a good fringe benefit package.				Total	
		Strongly disagree	Disagree	Indifferent	Agree		Strongly Agree
Gender	Male	11	19	66	44	14	154
	Female	1	7	32	49	17	106
Total		12	26	98	93	31	260

Gender * For the respondent, they feel that payment policies are fair. Crosstabulation

Count

		For the respondent, they feel that payment policies are fair.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	8	29	48	45	24	154
	Female	0	11	31	44	20	106
Total		8	40	79	89	44	260

Gender * The colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	3	16	40	66	29	154
	Female	1	8	16	44	37	106
Total		4	24	56	110	66	260

Gender * The colleagues are helpful Crosstabulation

Count

		The colleagues are helpful					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	2	13	44	62	33	154
	Female	1	9	22	39	35	106
Total		3	22	66	101	68	260

Gender * The colleagues communicate well Crosstabulation

Count

		The colleagues communicate well					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	3	11	37	73	30	154
	Female	2	7	25	41	31	106
Total		5	18	62	114	61	260

Gender * The colleagues are intelligent Crosstabulation

Count

		The colleagues are intelligent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	12	37	70	34	154
	Female	0	3	19	52	32	106
Total		1	15	56	122	66	260

Gender * The colleagues are responsible people Crosstabulation

Count

		The colleagues are responsible people				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	13	38	56	47	154
	Female	4	26	45	31	106
Total		17	64	101	78	260

Gender * The colleagues can be depended upon Crosstabulation

Count

		The colleagues can be depended upon					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	5	10	30	73	36	154
	Female	0	4	25	39	38	106
Total		5	14	55	112	74	260

Gender * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	1	8	46	49	50	154
	Female	0	3	25	40	38	106
Total		1	11	71	89	88	260

Gender * The respondent feels that they have good promotions Crosstabulation

Count

		The respondent feels that they have good promotions					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	4	14	47	70	19	154
	Female	0	5	35	49	17	106
Total		4	19	82	119	36	260

Gender * The promotion is based on the respondent's ability Crosstabulation

Count

		The promotion is based on the respondent's ability					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	5	10	58	51	30	154
	Female	0	3	31	42	30	106
Total		5	13	89	93	60	260

Gender * The promotion policies are fair Crosstabulation

Count

		The promotion policies are fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	6	25	50	47	26	154
	Female	1	12	40	39	14	106
Total		7	37	90	86	40	260

Marital status * The supervisor closely supervises the respondent. Crosstabulation

Count

		The supervisor closely supervises the respondent.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	11	36	57	21	126
	Married	0	7	32	43	28	110
	Widow	0	1	3	6	4	14
	Divorced / Separated	0	0	3	3	4	10
Total		1	19	74	109	57	260

Marital status * The supervisor closely inspects the respondent's work. Crosstabulation

Count

		The supervisor closely inspects the respondent's work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	10	22	61	32	126
	Married	1	3	27	62	17	110
	Widow	0	1	6	6	1	14
	Divorced / Separated	0	0	2	5	3	10
Total		2	14	57	134	53	260

Marital status * The supervisor gives importance only to how many hours the respondent work. Crosstabulation

Count

		The supervisor gives importance only to how many hours the respondent work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	4	34	49	31	8	126
	Married	7	15	50	31	7	110
	Widow	0	0	2	9	3	14
	Divorced / Separated	0	0	4	5	1	10
Total		11	49	105	76	19	260

Marital status * The supervisor gives importance to work performance. Crosstabulation

Count

		The supervisor gives importance to work performance.				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	4	25	56	41	126
	Married	5	31	47	27	110
	Widow	0	2	9	3	14
	Divorced / Separated	2	3	1	4	10
Total		11	61	113	75	260

Marital status * The supervisor gives importance to relationships Crosstabulation

Count

		The supervisor gives importance to relationships				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	11	38	51	26	126
	Married	6	31	42	31	110
	Widow	1	3	9	1	14
	Divorced / Separated	0	1	7	2	10
Total		18	73	109	60	260

Marital status * The supervisor gives people encouragement. Crosstabulation

Count

		The supervisor gives people encouragement.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	13	53	39	20	126
	Married	0	6	34	43	27	110
	Widow	0	0	4	7	3	14
	Divorced / Separated	0	0	2	4	4	10
Total		1	19	93	93	54	260

Marital status * The supervisor will share authority in making decisions with subordinates Crosstabulation

Count

		The supervisor will share authority in making decisions with subordinates					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	16	37	48	24	126
	Married	0	10	30	53	17	110
	Widow	0	2	4	7	1	14
	Divorced / Separated	0	1	2	3	4	10
Total		1	29	73	111	46	260

Marital status * The supervisor believes that people are valued assets Crosstabulation

Count

		The supervisor believes that people are valued assets				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	7	32	55	32	126
	Married	2	28	53	27	110
	Widow	0	0	11	3	14
	Divorced / Separated	0	2	8	0	10
Total		9	62	127	62	260

Marital status * It is easy to please the supervisor Crosstabulation

Count

		It is easy to please the supervisor					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	3	14	42	46	21	126
	Married	1	12	39	44	14	110
	Widow	0	2	9	3	0	14
	Divorced / Separated	0	5	4	1	0	10
Total		4	33	94	94	35	260

Marital status * The supervisor praises the good work Crosstabulation

Count

		The supervisor praises the good work				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	28	63	34	126
	Married	3	33	58	16	110
	Widow	3	6	5	0	14
	Divorced / Separated	1	5	4	0	10
Total		8	72	130	50	260

Marital status * The supervisor influences the respondent Crosstabulation

Count

		The supervisor influences the respondent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	2	7	36	51	30	126
	Married	4	15	28	47	16	110
	Widow	0	0	3	7	4	14
	Divorced / Separated	0	0	0	7	3	10
Total		6	22	67	112	53	260

Marital status * The supervisor does not play favorites Crosstabulation

Count

		The supervisor does not play favorites					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	10	46	49	20	126
	Married	6	8	43	37	16	110
	Widow	0	1	3	8	2	14
	Divorced / Separated	0	0	1	7	2	10
Total		7	19	93	101	40	260

Marital status * The supervisor tells me where the respondent stands Crosstabulation

Count

		The supervisor tells me where the respondent stands				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	6	51	48	21	126
	Married	13	40	50	7	110
	Widow	0	1	9	4	14
	Divorced / Separated	3	4	3	0	10
Total		22	96	110	32	260

Marital status * The present income is adequate for the respondent normal expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	0	13	63	36	14	126
	Married	3	21	55	28	3	110
	Widow	0	2	5	7	0	14
	Divorced / Separated	0	0	6	4	0	10
Total		3	36	129	75	17	260

Marital status * The respondent thinks that present pay is fair Crosstabulation

Count

		The respondent thinks that present pay is fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	4	22	50	42	8	126
	Married	4	23	41	28	14	110
	Widow	0	1	7	1	5	14
	Divorced / Separated	0	1	6	3	0	10
Total		8	47	104	74	27	260

Marital status * For the respondent, they feel that they receive a good fringe benefit package. Crosstabulation

Count

		For the respondent, they feel that they receive a good fringe benefit package.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	6	19	49	42	10	126
	Married	6	7	39	39	19	110
	Widow	0	0	6	7	1	14
	Divorced / Separated	0	0	4	5	1	10
Total		12	26	98	93	31	260

Marital status * For the respondent, they feel that payment policies are fair. Crosstabulation

Count

		For the respondent, they feel that payment policies are fair.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	6	20	39	45	16	126
	Married	1	18	33	33	25	110
	Widow	0	0	3	8	3	14
	Divorced / Separated	1	2	4	3	0	10
Total		8	40	79	89	44	260

Marital status * The colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	2	9	30	45	40	126
	Married	2	15	22	54	17	110
	Widow	0	0	2	4	8	14
	Divorced / Separated	0	0	2	7	1	10
Total		4	24	56	110	66	260

Marital status * The colleagues are helpful Crosstabulation

Count

		The colleagues are helpful					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	8	32	48	37	126
	Married	2	14	30	42	22	110
	Widow	0	0	3	6	5	14
	Divorced / Separated	0	0	1	5	4	10
Total		3	22	66	101	68	260

Marital status * The colleagues communicate well Crosstabulation

Count

		The colleagues communicate well					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	3	5	29	50	39	126
	Married	2	12	23	58	15	110
	Widow	0	0	2	5	7	14
	Divorced / Separated	0	1	8	1	0	10
Total		5	18	62	114	61	260

Marital status * The colleagues are intelligent Crosstabulation

Count

		The colleagues are intelligent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	5	15	65	40	126
	Married	0	7	33	48	22	110
	Widow	0	1	3	6	4	14
	Divorced / Separated	0	2	5	3	0	10
Total		1	15	56	122	66	260

Marital status * The colleagues are responsible people Crosstabulation

Count

		The colleagues are responsible people				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	10	38	45	33	126
	Married	6	20	44	40	110
	Widow	0	3	7	4	14
	Divorced / Separated	1	3	5	1	10
Total		17	64	101	78	260

Marital status * The colleagues can be depended upon Crosstabulation

Count

		The colleagues can be depended upon					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	3	6	27	56	34	126
	Married	2	8	22	47	31	110
	Widow	0	0	5	5	4	14
	Divorced / Separated	0	0	1	4	5	10
Total		5	14	55	112	74	260

Marital status * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	1	9	25	41	50	126
	Married	0	1	39	38	32	110
	Widow	0	0	4	5	5	14
	Divorced / Separated	0	1	3	5	1	10
Total		1	11	71	89	88	260

Marital status * The respondent feels that they have good promotions Crosstabulation

Count

		The respondent feels that they have good promotions					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	3	9	38	57	19	126
	Married	1	10	34	51	14	110
	Widow	0	0	3	8	3	14
	Divorced / Separated	0	0	7	3	0	10
Total		4	19	82	119	36	260

Marital status * The promotion is based on the respondent's ability Crosstabulation

Count

		The promotion is based on the respondent's ability					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	5	6	44	36	35	126
	Married	0	5	35	47	23	110
	Widow	0	0	4	8	2	14
	Divorced / Separated	0	2	6	2	0	10
Total		5	13	89	93	60	260

Marital status * The promotion policies are fair Crosstabulation

Count

		The promotion policies are fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	6	27	40	43	10	126
	Married	1	10	42	32	25	110
	Widow	0	0	2	7	5	14
	Divorced / Separated	0	0	6	4	0	10
Total		7	37	90	86	40	260

Personal monthly income * The supervisor closely supervises the respondent. Crosstabulation

Count

		The supervisor closely supervises the respondent.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	6	3	0	9
	15,001 - 20,000 baht	0	0	4	8	1	13
	25,001 - 30,000 baht	0	0	7	20	12	39
	More than 30,000 baht	1	19	57	78	44	199
Total		1	19	74	109	57	260

Personal monthly income * The supervisor closely inspects the respondent's work.

Crosstabulation

Count

		The supervisor closely inspects the respondent's work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	4	3	0	9
	15,001 - 20,000 baht	0	0	1	9	3	13
	25,001 - 30,000 baht	0	1	2	22	14	39
	More than 30,000 baht	2	11	50	100	36	199
Total		2	14	57	134	53	260

Personal monthly income * The supervisor gives importance only to how many hours the respondent work. Crosstabulation

Count

		The supervisor gives importance only to how many hours the respondent work.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	6	2	0	9
	15,001 - 20,000 baht	2	2	2	5	2	13
	25,001 - 30,000 baht	0	9	17	9	4	39
	More than 30,000 baht	9	37	80	60	13	199
Total		11	49	105	76	19	260

Personal monthly income * The supervisor gives importance to work performance. Crosstabulation

Count

		The supervisor gives importance to work performance.				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	1	4	2	2	9
	15,001 - 20,000 baht	1	3	8	1	13
	25,001 - 30,000 baht	0	8	19	12	39
	More than 30,000 baht	9	46	84	60	199
Total		11	61	113	75	260

Personal monthly income * The supervisor gives importance to relationships Crosstabulation

Count

		The supervisor gives importance to relationships				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	1	2	5	1	9
	15,001 - 20,000 baht	1	5	4	3	13
	25,001 - 30,000 baht	2	8	19	10	39
	More than 30,000 baht	14	58	81	46	199
Total		18	73	109	60	260

Personal monthly income * The supervisor gives people encouragement. Crosstabulation

Count

		The supervisor gives people encouragement.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	3	4	0	9
	15,001 - 20,000 baht	0	1	7	1	4	13
	25,001 - 30,000 baht	0	4	17	7	11	39
	More than 30,000 baht	1	12	66	81	39	199
Total		1	19	93	93	54	260

Personal monthly income * The supervisor will share authority in making decisions with subordinates Crosstabulation

Count

		The supervisor will share authority in making decisions with subordinates					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	4	3	2	0	9
	15,001 - 20,000 baht	0	1	5	1	6	13
	25,001 - 30,000 baht	0	0	9	21	9	39
	More than 30,000 baht	1	24	56	87	31	199
Total		1	29	73	111	46	260

Personal monthly income * The supervisor believes that people are valued assets Crosstabulation

Count

		The supervisor believes that people are valued assets				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	1	5	3	0	9
	15,001 - 20,000 baht	0	2	5	6	13
	25,001 - 30,000 baht	1	15	13	10	39
	More than 30,000 baht	7	40	106	46	199
Total		9	62	127	62	260

Personal monthly income * It is easy to please the supervisor Crosstabulation

Count

		It is easy to please the supervisor					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	2	4	2	9
	15,001 - 20,000 baht	2	2	0	8	1	13
	25,001 - 30,000 baht	1	4	13	10	11	39
	More than 30,000 baht	1	26	79	72	21	199
Total		4	33	94	94	35	260

Personal monthly income * The supervisor praises the good work Crosstabulation

Count

		The supervisor praises the good work				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	3	4	2	9
	15,001 - 20,000 baht	0	5	8	0	13
	25,001 - 30,000 baht	0	5	18	16	39
	More than 30,000 baht	8	59	100	32	199
Total		8	72	130	50	260

Personal monthly income * The supervisor influences the respondent Crosstabulation

Count

		The supervisor influences the respondent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	6	2	0	9
	15,001 - 20,000 baht	0	1	6	5	1	13
	25,001 - 30,000 baht	2	3	3	20	11	39
	More than 30,000 baht	4	17	52	85	41	199
Total		6	22	67	112	53	260

Personal monthly income * The supervisor does not play favorites Crosstabulation

Count

		The supervisor does not play favorites					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	6	3	0	9
	15,001 - 20,000 baht	1	2	6	4	0	13
	25,001 - 30,000 baht	0	2	12	13	12	39
	More than 30,000 baht	6	15	69	81	28	199
Total		7	19	93	101	40	260

Personal monthly income * The supervisor tells me where the respondent stands Crosstabulation

Count

		The supervisor tells me where the respondent stands				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	2	5	2	0	9
	15,001 - 20,000 baht	0	7	2	4	13
	25,001 - 30,000 baht	2	18	16	3	39
	More than 30,000 baht	18	66	90	25	199
Total		22	96	110	32	260

Personal monthly Income * The present income is adequate for the respondent normal expenses Crosstabulation

Count

		The present income is adequate for the respondent normal expenses					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	4	4	0	9
	15,001 - 20,000 baht	0	4	5	1	3	13
	25,001 - 30,000 baht	0	4	21	12	2	39
	More than 30,000 baht	3	27	99	58	12	199
Total		3	36	129	75	17	260

Personal monthly income * The respondent thinks that present pay is fair Crosstabulation

Count

		The respondent thinks that present pay is fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	1	2	3	3	0	9
	15,001 - 20,000 baht	0	4	4	5	0	13
	25,001 - 30,000 baht	1	5	19	11	3	39
	More than 30,000 baht	6	36	78	55	24	199
Total		8	47	104	74	27	260

Personal monthly income * For the respondent, they feel that they receive a good fringe benefit package. Crosstabulation

Count

		For the respondent, they feel that they receive a good fringe benefit package.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	2	3	3	9
	15,001 - 20,000 baht	0	2	5	5	1	13
	25,001 - 30,000 baht	1	7	10	17	4	39
	More than 30,000 baht	11	16	81	68	23	199
Total		12	26	98	93	31	260

Personal monthly income * For the respondent, they feel that payment policies are fair. Crosstabulation

Count

		For the respondent, they feel that payment policies are fair.					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	2	1	4	9
	15,001 - 20,000 baht	1	4	2	5	1	13
	25,001 - 30,000 baht	0	6	11	15	7	39
	More than 30,000 baht	7	28	64	68	32	199
Total		8	40	79	89	44	260

Personal monthly income * The colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	4	0	4	9
	15,001 - 20,000 baht	0	0	1	8	4	13
	25,001 - 30,000 baht	0	0	8	16	15	39
	More than 30,000 baht	4	23	43	86	43	199
Total		4	24	56	110	66	260

Personal monthly income * The colleagues are helpful Crosstabulation

Count

		The colleagues are helpful					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	5	0	4	9
	15,001 - 20,000 baht	0	0	2	7	4	13
	25,001 - 30,000 baht	0	0	4	21	14	39
	More than 30,000 baht	3	22	55	73	46	199
Total		3	22	66	101	68	260

Personal monthly income * The colleagues communicate well Crosstabulation

Count

		The colleagues communicate well					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	0	4	5	9
	15,001 - 20,000 baht	0	1	2	5	5	13
	25,001 - 30,000 baht	0	0	5	15	19	39
	More than 30,000 baht	5	17	55	90	32	199
Total		5	18	62	114	61	260

Personal monthly income * The colleagues are intelligent Crosstabulation

Count

		The colleagues are intelligent					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	2	3	3	9
	15,001 - 20,000 baht	0	0	2	6	5	13
	25,001 - 30,000 baht	0	0	3	22	14	39
	More than 30,000 baht	1	14	49	91	44	199
Total		1	15	56	122	66	260

Personal monthly income * The colleagues are responsible people Crosstabulation

Count

		The colleagues are responsible people				Total
		Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	3	4	9
	15,001 - 20,000 baht	0	2	7	4	13
	25,001 - 30,000 baht	1	6	15	17	39
	More than 30,000 baht	16	54	76	53	199
Total		17	64	101	78	260

Personal monthly income * The colleagues can be depended upon Crosstabulation

Count

		The colleagues can be depended upon					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	2	2	5	9
	15,001 - 20,000 baht	0	0	1	5	7	13
	25,001 - 30,000 baht	0	1	12	19	7	39
	More than 30,000 baht	5	13	40	86	55	199
Total		5	14	55	112	74	260

**Personal monthly income * The respondent feels that they have given good opportunities
Crosstabulation**

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	1	3	5	9
	15,001 - 20,000 baht	0	1	2	6	4	13
	25,001 - 30,000 baht	0	0	9	13	17	39
	More than 30,000 baht	1	10	59	67	62	199
Total		1	11	71	89	88	260

**Personal monthly income * The respondent feels that they have good promotions
Crosstabulation**

Count

		The respondent feels that they have good promotions					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	4	4	0	9
	15,001 - 20,000 baht	0	0	4	4	5	13
	25,001 - 30,000 baht	0	2	13	16	8	39
	More than 30,000 baht	4	16	61	95	23	199
Total		4	19	82	119	36	260

Personal monthly income * The promotion is based on the respondent's ability Crosstabulation

Count

		The promotion is based on the respondent's ability					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	0	5	0	4	9
	15,001 - 20,000 baht	0	0	5	4	4	13
	25,001 - 30,000 baht	0	3	15	16	5	39
	More than 30,000 baht	5	10	64	73	47	199
Total		5	13	89	93	60	260

Personal monthly income * The promotion policies are fair Crosstabulation

Count

		The promotion policies are fair					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	1	3	4	1	9
	15,001 - 20,000 baht	1	4	4	3	1	13
	25,001 - 30,000 baht	0	3	16	16	4	39
	More than 30,000 baht	6	29	67	63	34	199
Total		7	37	90	86	40	260

Work Experience at ABAC * Task-oriented Crosstabulation

Count

		Task-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	5	34	116	163	70	388
	3 - 4 years	4	27	71	95	51	248
	5 - 6 years	1	19	58	90	40	208
	More than 6 years	4	13	52	84	43	196
Total		14	93	297	432	204	1040

Age * Task-oriented Crosstabulation

Count

		Task-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	8	50	126	172	100	456
	34 - 42 years old	6	31	110	169	64	380
	43 - 51 years old	0	9	46	73	36	164
	52 - 60 years old	0	3	15	18	4	40
Total		14	93	297	432	204	1040

Gender * Task-oriented Crosstabulation

Count

		Task-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	11	60	180	248	117	616
	Female	3	33	117	184	87	424
Total		14	93	297	432	204	1040

Marital status * Task-oriented Crosstabulation

Count

		Task-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	6	59	132	205	102	504
	Married	8	30	140	183	79	440
	Widow	0	2	13	30	11	56
	Divorced / Separated	0	2	12	14	12	40
Total		14	93	297	432	204	1040

Personal monthly income * Task-oriented Crosstabulation

Count

		Task-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	4	20	10	2	36
	15,001 - 20,000 baht	2	3	10	30	7	52
	25,001 - 30,000 baht	0	10	34	70	42	156
	More than 30,000 baht	12	76	233	322	153	796
Total		14	93	297	432	204	1040

Work Experience at ABAC * Relationship-oriented Crosstabulation

Count

		Relationship-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	2	40	120	153	73	388
	3 - 4 years	0	16	67	101	64	248
	5 - 6 years	0	9	58	95	46	208
	More than 6 years	0	10	56	91	39	196
Total		2	75	301	440	222	1040

Age * Relationship-oriented Crosstabulation

Count

		Relationship-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	2	44	149	172	89	456
	34 - 42 years old	0	23	107	169	81	380
	43 - 51 years old	0	7	34	77	46	164
	52 - 60 years old	0	1	11	22	6	40
Total		2	75	301	440	222	1040

Gender * Relationship-oriented Crosstabulation

Count

		Relationship-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	2	47	172	269	126	616
	Female	0	28	129	171	96	424
Total		2	75	301	440	222	1040

Marital status * Relationship-oriented Crosstabulation

Count

		Relationship-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	2	47	160	193	102	504
	Married	0	24	123	191	102	440
	Widow	0	3	11	34	8	56
	Divorced / Separated	0	1	7	22	10	40
Total		2	75	301	440	222	1040

Personal monthly income * Relationship-oriented Crosstabulation

Count		Relationship-oriented					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	8	13	14	1	36
	15,001 - 20,000 baht	0	3	19	11	19	52
	25,001 - 30,000 baht	0	7	49	60	40	156
	More than 30,000 baht	2	57	220	355	162	796
Total		2	75	301	440	222	1040

Work Experience at ABAC * Colleagues Crosstabulation

Count		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	8	33	135	241	165	582
	3 - 4 years	4	28	87	168	85	372
	5 - 6 years	3	23	65	124	97	312
	More than 6 years	3	26	72	127	66	294
Total		18	110	359	660	413	1560

Age * Colleagues Crosstabulation

Count		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	14	64	169	263	174	684
	34 - 42 years old	2	30	125	248	165	570
	43 - 51 years old	2	16	50	115	63	246
	52 - 60 years old	0	0	15	34	11	60
Total		18	110	359	660	413	1560

Gender * Colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	14	75	226	400	209	924
	Female	4	35	133	260	204	636
Total		18	110	359	660	413	1560

Marital status * Colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	10	43	171	309	223	756
	Married	8	62	150	293	147	660
	Widow	0	1	18	33	32	84
	Divorced / Separated	0	4	20	25	11	60
Total		18	110	359	660	413	1560

Personal monthly income * Colleagues Crosstabulation

Count

		Colleagues					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	15	12	25	54
	15,001 - 20,000 baht	0	1	10	38	29	78
	25,001 - 30,000 baht	0	2	38	108	86	234
	More than 30,000 baht	18	105	296	502	273	1194
Total		18	110	359	660	413	1560

Work Experience at ABAC * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Work Experience at ABAC	1 - 2 years	14	40	119	141	74	388
	3 - 4 years	0	16	86	93	53	248
	5 - 6 years	1	11	59	79	58	208
	More than 6 years	2	13	68	74	39	196
Total		17	80	332	387	224	1040

Age * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	25 - 33 years old	15	51	155	159	76	456
	34 - 42 years old	2	21	104	145	108	380
	43 - 51 years old	0	4	60	68	32	164
	52 - 60 years old	0	4	13	15	8	40
Total		17	80	332	387	224	1040

Gender * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Gender	Male	16	57	201	217	125	616
	Female	1	23	131	170	99	424
Total		17	80	332	387	224	1040

Marital status * The respondent feels that they have given good opportunities Crosstabulation

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Marital status	Single	15	51	147	177	114	504
	Married	2	26	150	168	94	440
	Widow	0	0	13	28	15	56
	Divorced / Separated	0	3	22	14	1	40
Total		17	80	332	387	224	1040

**Personal monthly income * The respondent feels that they have given good opportunities
Crosstabulation**

Count

		The respondent feels that they have given good opportunities					Total
		Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	
Personal monthly income	10,000 - 15,000 baht	0	2	13	11	10	36
	15,001 - 20,000 baht	1	5	15	17	14	52
	25,001 - 30,000 baht	0	8	53	61	34	156
	More than 30,000 baht	16	65	251	298	166	796
Total		17	80	332	387	224	1040



