THE COMPARATIVE STUDY OF SATISFACTION OF IMMEDIATE SUPERIOR TOWARD JOB PERFORMANCE OF ASSUMPTION AND NON-ASSUMPTION GRADUATED : A STUDY OF SMEs IN BANGKOK

By
U-LARIN WALAIKANOK

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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Bangkok Thailand
November
2003

ABSTRACT

The present situation of oversupply of graduates has been caused by the economics crisis during the mid 1997. Recruitment and selection of employees have been increasingly complex and competitive. Thus, companies today have overwhelming opportunities on selection of qualified and competent employees more than before.

Universities, having the role and responsibility of producing graduate to serve the labor market, should continually evaluate their students' performance and make use of the evaluation to develop their strategies to match their students to the employer's need and the labor market demand. The result from this study will be useful for the management of Assumption University and non-Assumption Universities to be aware about the strengths and weaknesses of their students in term of job performance and come up with proper adaptation to improve the situation.

There are three objectives of this study. The first objective is to measure the perception of immediate superiors in SMEs business toward job performance of Assumption and non-Assumption graduates. The second objective is also to measure and compare the satisfaction of immediate superiors in SMEs business toward job performance of Assumption and non-Assumption graduates. And the last objective is to generate useful information for management of Assumption and non-Assumption universities to improve their educational strategies necessary to meet labor market demand and immediate superior satisfaction.

Job performance is a key indicator for measuring the immediate superior satisfaction. It composes of trait, behavior and outcome criteria. For trait criteria which

focus on personal characteristics, the researcher investigates by using nine sub-criteria which are dependability, cooperation and teamwork, initiative, adaptability, responsibility, problem solving and judgment, communication skills, leadership and punctuality. Regarding behavioral criteria, which focuses on the specific behavior that leads to job success, three sub-criteria are investigated which composed of positive behavioral and attitude, knowledge, skill and capability and productivity. And lastly, the outcome criterion, which focuses on what was accomplished, the researcher investigates by using two sub-criteria, which are quality of work and quantity of work.

The primary data was collected through four hundred respondents who are SMEs immediate superiors and the result will be described by the descriptive and inferential analysis. Wilcoxon Signed Rank Test Method was used to test forty two hypotheses.

As regards to the perception of SMEs immediate superior toward job performance of Assumption and non-Assumption graduates, the results could be concluded that the immediate superiors perceived Assumption and non-Assumption graduate's job performance the same in all sub-criteria excepted positive behavior and attitude.

For the results of measuring satisfaction of SMEs immediate superiors toward job performance of Assumption and non-Assumption graduates indicated that immediate superiors have much more satisfaction toward job performance of Assumption graduates than those from non-Assumption on *Trait Criteria*. They are satisfied with Assumption graduates more than non-Assumption graduates in term of initiative, responsibility, as well as problem solving and judgment. As for other sub-criteria, they are satisfied with job performance both of Assumption and non-

Assumption graduates in the area of cooperation and teamwork, adaptability, and punctuality; however they are dissatisfied with job performance both of them in terms of dependability, communication skill, and leadership while, there is no sub-criteria that they more satisfied with non-Assumption graduates than Assumption graduates. *Regarding Behavior Criteria*, both of Assumption and non-Assumption graduates satisfy their immediate superior in term of productivity, but positive behavior and attitude, they are not satisfied. However, immediate superiors are more satisfied with non-Assumption than Assumption graduates in terms of knowledge, skill and capability. As for *Outcome Criteria*, immediate superiors are satisfied with both Assumption and non-Assumption graduates in terms of quality of work, however they seem to be more satisfied with those of non-Assumption than Assumption subordinates in terms of quantity of work.

In conclusion, the researcher would like to recommend the management of the universities to urgently improve for the criteria that do not meet the satisfaction of SMEs immediate superior and then they should maintain and improve their students performance in the criteria that have already met their immediate superior satisfaction. Finally, the management of the universities should continually improve and develop their curriculum aiming at improving their student's performance and producing the high quality graduates to serve the labor market.

ACKNOWLEDGEMENTS

I would like to express my sincerely thanks for Brother Vinai Viriyavidhayavongs, my thesis advisor, and all committee members, Dr. Theerachote Pongtaveewould, Dr. Jakarin Srimoon and Dr. Chittipa Ngamkroeckjoti who given me for generous guidance, and constructive recommendation for this thesis.

Moreover, special thanks all respondents as immediate superiors in SMEs business who were responded these questionnaires. Also, I am very grateful to all my friends who always supported and encouraged me until finished this thesis.

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U-larin Walaikanok

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Chapter 1

Generalities Of The Study

1.1 Introduction

An economic crisis in Thailand during 1997 followed by a recession period has affected not only several private business sectors such as banking, construction, retail business, manufacturing, electronics ,etc., but also the government sectors, to face with various unpredictable changes in their business environment. Many new business strategies therefore initiated, introduced and implemented to almost all types of business in order to enhance productivity and efficiency such as cost reduction, business control, etc., as well as strengthen an operation to be continued in an ongoing basis, in order to be survival in the long term. Downsizing and reengineering by laying off a number of employees are some of the strategies which have been widely practiced during the tough business situation.

It can be seen from Figure 1.1 below, which demonstrates employment data data in Thailand during 1991-2000, that a high degree of unemployment fluctuated during this period. However, during a certain period of 1997-2000, which was after the economic crisis, the unemployment was quite high compared with an earlier period. This trend implied that the employment market afterward has become the market of employer rather than that of employee as in the past.

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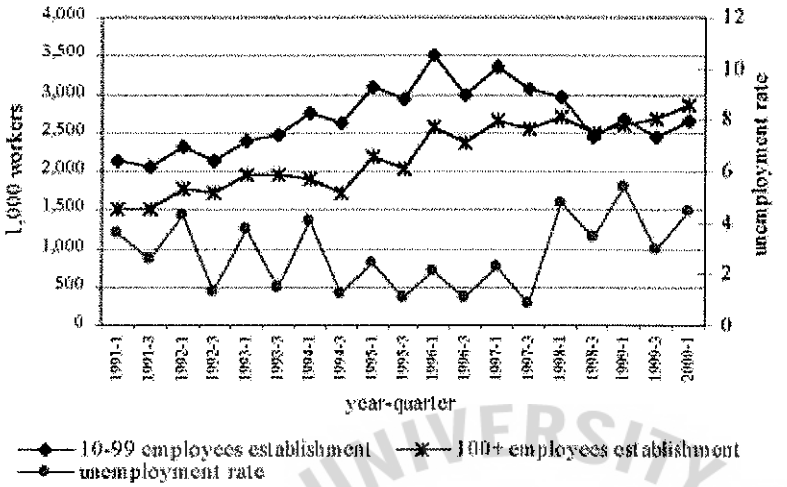
Figure 1.1 The labor data in Thailand



Source: National Statistics Office, Social Security Office, Department of Labor Protection and Welfare.

As a result the above, it seems appearing that the labor market has been tightening as like what Yongyuth (reference) mentioned in his journal that to select the employees to work with the companies are increasingly complex and competitive. It means that companies today have more opportunities to select competent and committed employees to work with their companies than they ever had before.

Just as manufacturing firms produce products to supply to the consumer markets so higher educational institutions produce graduates to meet the demand of the labor market. Due to the oversupply of graduates (Report of the Labor Force Survey, National Statistical Office:1997) coupled with the dramatic decrease of employment caused by the recent economic crisis (Thailand labor market report, 1997), the bargaining power shifts to the employers. The employment situation is now the employer market.

The role and responsibility of universities need to be paid special attention to

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since they are the major contributors of graduates to the labor market. Their existence would be meaningless as far as the labor market is concerned if the ability and competency of their graduates do not match up with the demand of the labor market. Universities, therefore, have to reevaluate their products in terms of a better match to the demands of the labor market which could be indicated by the level of satisfaction of employers derived from their employees' performance.

One of the primary objectives of producers is to satisfy their customers. Many companies try to measure their customers' satisfaction by assessing from their customers' expectation and perception. The outcomes of the assessment would be useful information for the companies to adopt their strategies.

The researcher is studying the Master Degree of Business Administration Program at Assumption University, and intends to study in depth on the subject of a comparison of employers' satisfaction toward job performance of the employees graduated from Assumption and non-Assumption Universities.

1.2 Research Objectives

For this study, the researcher aims at comparing the immediate superior's satisfaction with the job performance of Assumption and non-Assumption graduates who are working in SMEs . Thus, the specific objectives are as follows:-

2.1 To measure the perception of SMEs immediate superiors toward job performance of their subordinates who graduated from Assumption and non-Assumption University.

2.2 To measure and compare the satisfaction of SMEs immediate superiors toward job performance of their subordinates who graduated from

Assumption and non-Assumption University.

2.3 To generate the useful information for management of Assumption and non-Assumption Universities to improve their educational strategies necessary to meet labor market demand and satisfaction.

1.3 Statement Of The Problems

Universities have the role and responsibility to produce graduates meeting the demands of the labor market. Due to the oversupply of graduates and the economic downturn of the economy, getting employed is becoming more difficult and competitive. The immediate superior's satisfaction derived from their subordinates' performance could be a significant indicator that universities produce graduates match up to the demands of the labor market. In order to find out how universities perform in terms of their graduates, the researcher intends to make a comparative study of the satisfaction of immediate superior's toward job performance of Assumption University and non- Assumption University graduates in SMEs.

1.4 Scope Of The Study

This researcher intends to study the satisfaction of immediate superiors toward the job performance of Assumption and non-Assumption graduates.

The respondents under this research are immediate superiors who are working in SMEs located in the Bangkok area.

1.5 Limitation Of The Study

Since the study focuses on SMEs in Bangkok, the results may not be applicable to other kinds of business located outside Bangkok.

Following from the SMEs definition, trading sectors should be divided into wholesale business and retail business. However, the reports of Statistics on Registration of Formation and Liquidation and Number of Companies in Existence from the Ministry of Commerce shows the number of companies in totality , therefore , the researcher cannot classify each business separately. Similar to trading sector, information of service sector is shown by the number of companies in totality.

1.6 Significance Of The Study

The finding of this research would be to generate the beneficial information for management of Assumption and non-Assumption Universities to know and to improve the strengths of their graduates in term of job performance.

1.7 Definitions Terms

Subordinate means the students who graduated from Assumption and/or non-Assumption Universities and work in SMEs.

Immediate superior means the person who has Assumption and non-Assumption graduates as their subordinates.

Labor market means the external sources from which organizations attract employees, Henry Assael (1981).

Job performance means the dimensions that identify how well the employees performed, Susan E. Jackson and Randall S.Schuler (2000). In this research, the

researcher assesses job performance of Assumption and non-Assumption graduates based on trait, behavioral and outcome criteria.

- *Trait-based criteria* focus on personal characteristics. In this research, the researcher investigates by using nine sub-criteria as the following :-
  - *Dependability* means to monitor project and exercise follow through, on time for meeting and appointment and respond appropriately to instructors and procedure.
  - *Cooperation and teamwork* means to plan and make decision with others and support the outcome, respect the thoughts and opinion of others of the group and understand and work within the culture of the group.
  - *Initiative* means to show a sense of personal mission and direction to accomplish key job duties and prefer minimal guidance and training .
  - *Adaptability* means to recognition of and respect for people diversity and individual differences and have positive attitude toward change (duties, procedures, supervisor or work environment).
  - *Responsibility* means to plan and manage time and resources to achieve goal and set the priorities in work and personal life.
  - *Problem solving and judgment* to demonstrate ability to identify, define and analyze problems or situations, applying knowledge or experience to effective decision making.
  - *Communication skills* means to understand and communicate in the language in which business is conducted, express ideas clearly both oral and writing.

- *Leadership* means to lead, motivate toward achieving common goal.
- *Punctuality* means to work arrival and departure in accordance with job assignments.

- <u>*Behavior-based criteria*</u> focus on the specific behavior that leads to job success. In this research, the researcher investigates by using three sub-criteria as the following :-
  - *Positive behavioral and attitude* means having self - esteem, confident, honesty, integrity and positive attitude toward learning.
  - *Knowledge, skill and capability* means to use of established techniques, material, and equipments as they related to the performance and exhibit the required level of job knowledge and/or skills to perform the job.
  - *Productivity* means to get the job done and set high standards for productivities.
- <u>*Outcome-base criteria*</u> focus on what was accomplished. In this research, the researcher investigates by using two sub-criteria as the following: -
  - *Quality of work* means to complete assignment meeting quality standard (Accuracy, neatness and thoroughness)
  - *Quantity of work* means to manage several responsibilities simultaneous and perform work in productive and timely manner meet work schedule.

<u>Satisfaction</u> means a person's feeling and pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectation, Kotler (1997).

Small and medium enterprises or SMEs means the type of business that have small and medium sized. The Ministry of Industry definite SMEs based on measures of fixed assets or number of employees and it able to classify into three types of business including of production, trading and service (www.sme.go.th). Table 1.1 represents the definition of SMEs in Thailand:-

Table 1.1 Definition of SMEs in Thailand

Type of Business	Number of Employees		Fixed Asset (Million Baht)	
	Small	Medium	Small	Medium
Manufacturing	Not over 50	51-200	Not over 50	50-200
Services	Not over 50	51-200	Not over 50	50-200
Trading				
▪ Wholesales	Not over 25	26-50	Not over 50	50-100
▪ Retails	Not over 15	16-30	Not over 30	30-60

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Chapter 2

Review Of Related Literature And Studies

This chapter reviews the literature on theories and concepts related to both dependent and independent variables that are relevant to building up a conceptual model.

This research concerns with many variables including satisfaction, consumer perception and expectation. It also includes the performance appraisal concepts and the discussion of previous studied that would make this research more understandable and clear. The concepts and theories of these variables are explained as follows.

2.1 Satisfaction/Dissatisfaction

2.1.1 The basis of satisfaction/dissatisfaction

Over the last thirty years customer satisfaction/dissatisfaction has been extensively studied. It is the center of the marketing concept and has been one of the most widely studied and embraced constructs in marketing (Liechy and Churchill, 1997). Its importance has derived from the belief that customer satisfaction and dissatisfaction is a determinant of repeat purchase and brand loyalty (Peter and Wilson 1992). As a determinant of brand loyalty and repeat purchase behavior, customer satisfaction and dissatisfaction has been widely used in the design and manages of organization strategies (Blomemer and Lemmick, 1992).

There are many authors to definite the definition of the customer satisfaction and dissatisfaction. They are as follows:-

John C. Mowen (1993), satisfaction is the attitude formed toward goods or

service as a result of its purchase.

Evans and Berman (1996) stated that consumer satisfaction is a crucial element in successful marketing. It is a degree to which there is a match between a customer's expectation of goods or services and the actual performance of that good or service.

Satisfaction is a person's feeling and pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectation, Kotler (1997).

J. Paul Peter and Jerry C. Olson (1996), customer satisfaction as a degree to which a consumer's pre-purchase expectations and fulfilled or surpassed by a product and customer dissatisfaction occurred when prepurchase expectations are negatively disconfirmed.

According to Walters and Bergiel (1989) defined that customer satisfaction is an expected result of buying. Customer dissatisfaction is an unexpected result of buying.

2.1.2 Satisfaction/Dissatisfaction Judgment

Normally, a customer is able to evaluate the outcome of their decision after they have made acquisition, consumption, or disposition decision. The purpose of the evaluation provides the consumer with a check on factor related decision whether the product's performance after they consume meet their expectation or not. If the customer evaluate positive outcome, the resulting in satisfaction. But if the customer evaluate negative outcome, the dissatisfaction has occurred (Walters and Bergiel ,1989). If the customer is satisfied with a product or brand, they will be more likely to continue to purchase, use it and to tell others about their favorable experience with it. If they are

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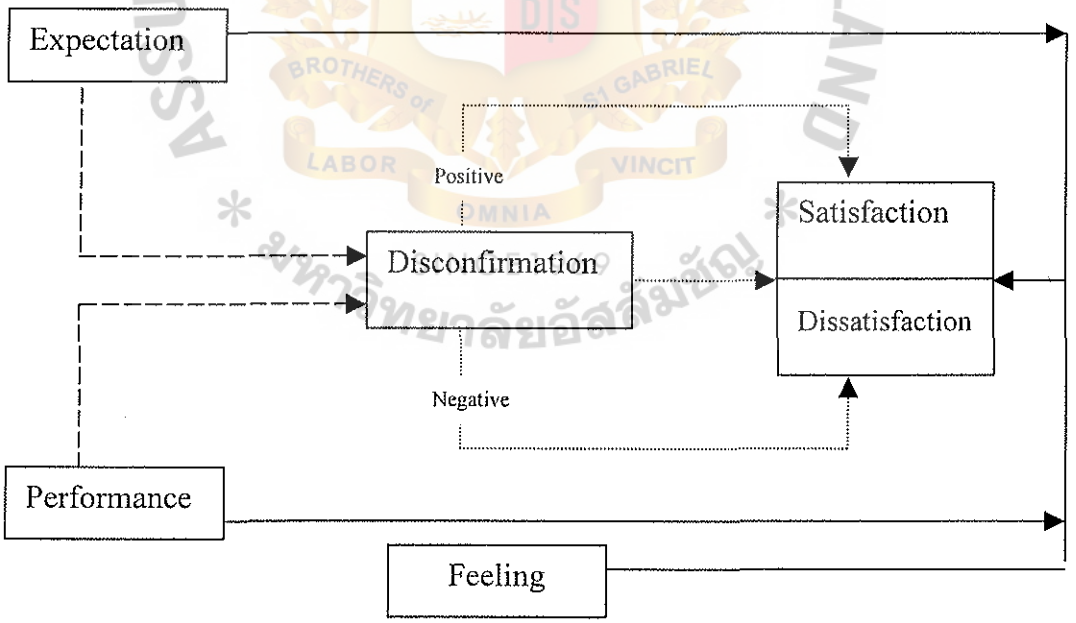
dissatisfied, they will be more likely to switch brands and complain about the product (J.Paul Peter and Jerry C.Olson, 1996).

The most central construct to the study customer satisfaction and dissatisfaction is "Disconfirmation" which is paradigm in Figure 2.1 Disconfirmation occurred when there is a discrepancy between prior expectation and actual performance (Hoyer Macinnis, 1997). The model is constructed on the basis of comparing perceived performance and expectation, which can be summaries as the following:-

Comparison Process	Result
Perceived Performance > Expectation	Satisfaction
Perceived Performance < Expectation	Dissatisfaction

Figure 2.1 : The Disconfirmation Paradigm



Source : Hoyer and Macinnis (1997) , Consumer Behavior, United States of America : Houghton Mifflin Publishing., 1997

R.L. Oliver (1981) stated that consumer satisfaction toward product or brand as a result of two cognitive variables being prepurchase expectation and disconfirmation. Prepurchase expectations are belief about anticipated performance of the product; disconfirmation refers to the difference between prepurchase expectation and perception of post purchase. Satisfaction occurs when product performance is better than expected and customer is dissatisfied if the product performance is less than expected.

One advantage of Oliver's approach is that it integrates the concept of satisfaction with consumer's attitude and purchase intentions. As shown in Figure 2.2 , prepurchase intentions are a function of prepurchase attitudes, which are a function of prepurchase expectations. After the product is purchased an experienced, it is hypothesized that prepurchased expectation, if positively disconfirmed or confirmed will lead to satisfaction, if they are negatively disconfirmed , this will lead to dissatisfaction. Postpurchase attitudes and intention are then influenced by the degree of satisfaction/dissatisfaction as well as the prepurchase levels of these cognitive (J.Paul Peter and Jerry C.Olson, 1996).

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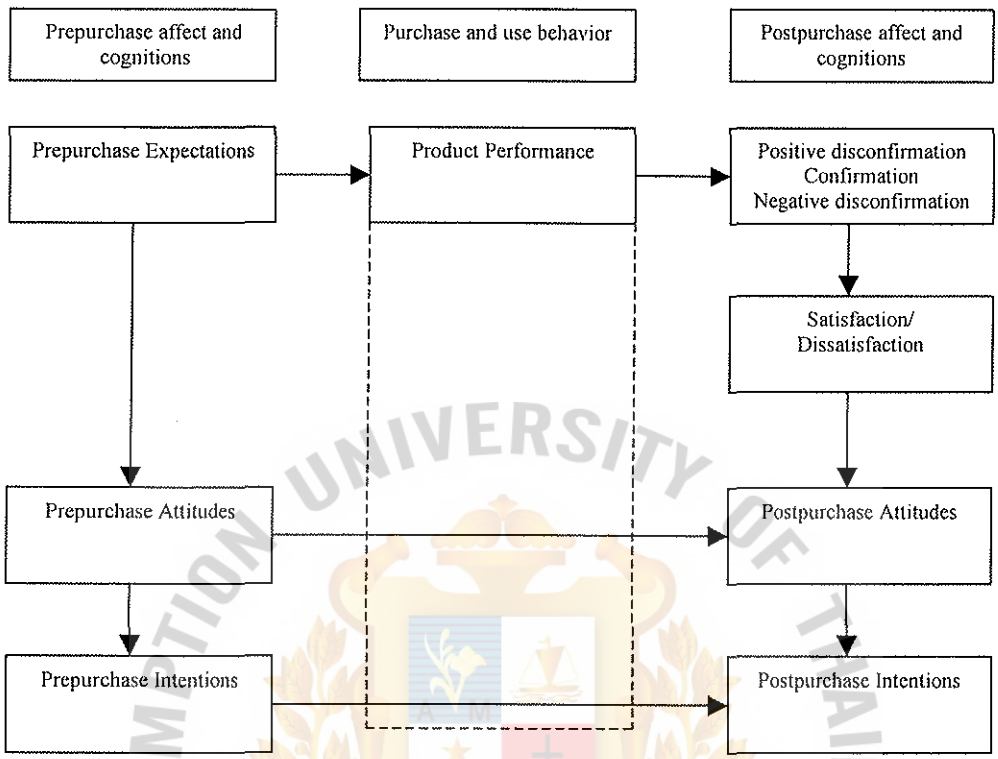
Figure 2.2 : Cognitive Antecedents and consequences of satisfaction



Source : J. Paul Peter and Jerry C. Olson (1996), Consumer Behavior and Marketing Strategy, Richard D.Irwin, A Time Mirror Higher Education Groups, Inc.

2.1.3 <u>Changing Of Satisfaction/Dissatisfaction</u>

Evaluation and feeling are generally temporary and can change over time. Being satisfied now does not necessarily mean we will be satisfied the next time. Evaluation also tends to be tied to specific consumption situation using the product or service at the current time (Hoyer Mccinnis, 1997).

2.1.4 Level Of Satisfaction/Dissatisfaction

Level of satisfaction can also vary by involvement and time. Specially, high involvement consumer tends to express a higher level of satisfaction immediately after purchase, probably due to more extensive evaluation. However, their satisfaction declined over time. On the other hand, lower involvement consumers exhibit a lower level of satisfaction initially, but their level satisfaction tends to increase over time (Hoyer Mccinnis, 1997).

Consumer satisfaction with product and services is a primary objective for many producers. Therefore, knowing customer satisfaction and dissatisfaction is important for the company.

Satisfaction and dissatisfaction will be occurred after the customer use the product and evaluate of its performance. If the performance of product or services is higher than expected, positive disconfirmation and satisfaction result. But if they are lower than expected, negative disconfirmation and dissatisfaction will be occurred.

Satisfaction with product and services can be associated with positive feeling like acceptance, happiness, relief, excitement, and delight while dissatisfaction can be related to feeling of tolerance, distress, sadness, regret, and outrage. On the other hand, dissatisfaction can lead to a variety of negative outcomes, including negative word-of-mouth communication, complaint and fewer purchases. For customer their satisfaction is an important result of consumption decision contributing on their well-being.

To study customer satisfaction and dissatisfaction is essentially for the company to contribute the policy of improving the quality of products and services, which will turn to improve customer satisfaction and prevent dissatisfaction.

2.2 Consumer Perception

2.2.1 Definition Of Perception

Micheal R. Czinkota, Peter R.Dickson and Abbie Griffin (2000) stated that perception is the process by which an individual select, organized and interpret the information received from the environment.

Schermerhorn et al. (2000) defines that perception is a way of forming impressions about oneself, other people, and daily life experiences. It also serves as a screen or filter through which information passes before it has an effect on people. The quality or accuracy of a person's perceptions, therefore, has a major impact on his or her responses to a given situation.

Perception is the meaning that a person attributes to incoming stimuli received through the five senses-sight, hearing, taste, touch and smell (Assael, 1981).

Kotler (1997) and Leon G.Schiffman and Leslie Lazar Kanuk (2000) define the definition of Perception in the same meaning. They are stated that perception as the process by which an individual selects, organizes, and interpret information input creates a meaningful picture of the world. The key word of perception is individual. Two individual may be exposed to the same stimuli under the same apparent conditions, but how each person recognizes, selects, organizes and interprets them is a highly individual process based on each person's own need, value, and expectations. The perception of an object or event results from the interaction of two types of characteristics:-

- *Stimulus Characteristics* : It is the nature of the information from the environment such as size, color, or shape that impulse in an

individual (K.Douglas Hoffman, Terence A Shimp And Thomas W. SPeh, 2000).

- *Consumer Characteristics* : It is the personal knowledge and experience, including their expertise on the relevant topic and prior experience with similar stimuli. Prior knowledge and feeling become expectation - prior beliefs about what something will possess or offer (K.Douglas Hoffman, Terence A Shimp and Thomas W. SPeh, 2000). Expectation influence perception in that we often end up seeing what we expect to see (Boone and Kurts, 1995).

2.2.2 Stage Of Perceptual Process

The stage involved in processing the information that ultimately determines a person's perception and reaction are illustrated in Figure 2.3. The perceptual process consist of information attention and selection, organization of information, information interpretation (K.Douglas Hoffman, Terence A Shimp And Thomas W. SPeh,2000).

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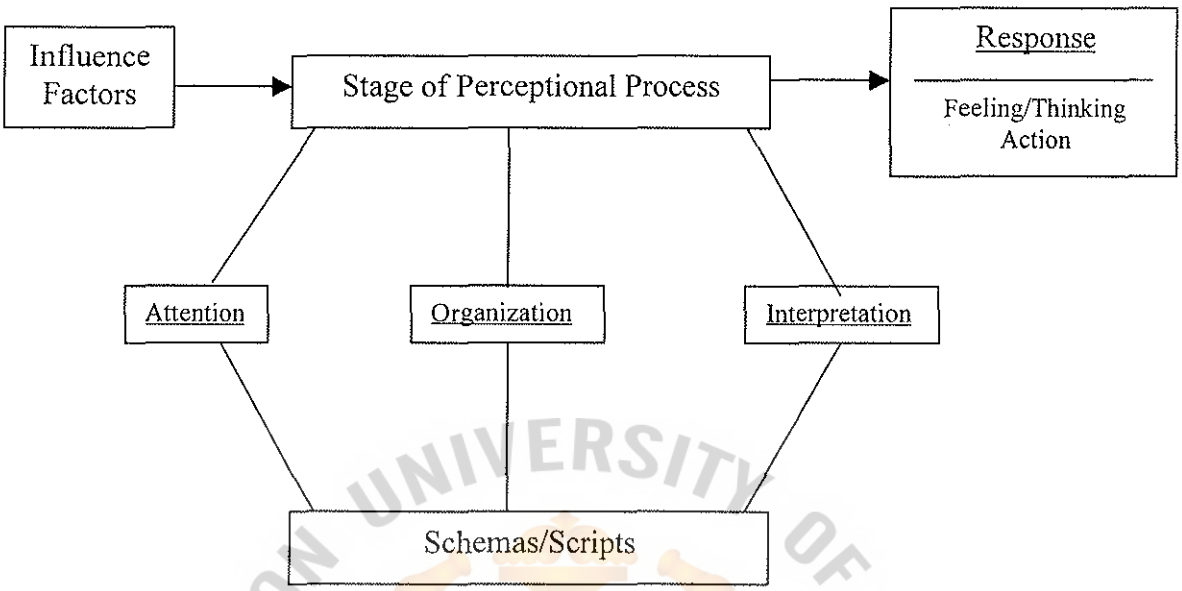
Figure 2.3 : The perceptual Process



Source : K. Douglas Hoffman, Terence A Shimp And Thomas W. SPeh,2000, Marketing Best Practices, The Dryden Press Harcourt College Publisher.

- *Attention and Selection*: Attending to an object or an event with one or more of the fives senses- seeing, hearing, smelling, touching and tasting. (K.Douglas Hoffman, Terence A Shimp And Thomas W. SPeh,2000). Selective attention refers to our tendency to heed information that interests us while at the same time we avoid information that is irrelevant, threatening or contrary to our beliefs (Hanna and Wozniak, 2001).
- *Organization:* Even though selective screening takes place in the attention stage, it is still necessary to find ways to organize the

information efficiency (Schermerhorn, Hunt and Osborn, 2000). Categorizing by matching the sensed stimulus with similar object categories in one's memory (Hanna and Wozniak, 2001).

- *Interpretation:* Attaching meaning to the stimulus, forming a "ruling" as to whether it is an object you like or do not like from prior learning and experience (K.Douglas Hoffman, Terence A Shimp And Thomas W. SPeh,2000).

2.3 Consumer Expectation

Consumer expectation is the pretrial beliefs a consumer has about the performance of product or service that used as the standard or reference against which product or service performance is judged (Kurtz and Clow, 1998). Expectation is the person's prior beliefs about what should happen in a given situation (Rust, Zahoirk and Keiningham, 1996). Hoyer Macinnis (1997) stated that expectations are desired product or service outcomes and include "pre-consumption beliefs about overall performance, or….the levels or attributes possessed by a product (service).

People expectations about products or services tend to be strongly influenced by their own prior experiences as customer-with a particular products /services provider, with competing their competitor. If they have no relevant prior experience, customer may base their prepurchase expectation on factor such as advertising, comments, new stories, or firm's marketing effort and word of mouth (Christopher Lovelock, 2001).

From the theory of customer satisfaction, it is generally agreed that customer satisfaction measure by comparing the prior expectation to the perceptions take place in minds of customer. Thus, to know the customer expectation and perception toward the

products or services are important because they have got a powerful impact on measuring satisfaction.

2.4 Performance Appraisal

"Maximize performance is a prior for most organizations today" (Bob Cardy, 2000).

"The organization performance depends largely on the performance of individual employee" (Robert L. Mathis and John H. Jackson, 2000).

From the above mentioned, we able to imply that the performance of employee is the important factor related to an organization's long-term success. Thus, measure how well employee performs and then use that information to ensure that performance meets present standards and improve over time is crucial for the organization. It is a complex task is difficult to do, and it is not done well by most organizations.

2.4.1 What is the performance appraisal?

According to Susan E. Jackson and Randall S. Schuler (2000 : 453), Performance appraisal refer to a formal, structured system for measuring, evaluating and influencing an employee's job related attribute, behavior and outcome.

Robert L. Mathis and John H. Jackson (2000: 384), Performance appraisal (PA) is the process of evaluating how well employee performs their jobs when compared to set of standard, and then communicating that information to those employees. Such appraisal also has been called employee rating, employee evaluation, performance review, performance evaluation and result appraisal.

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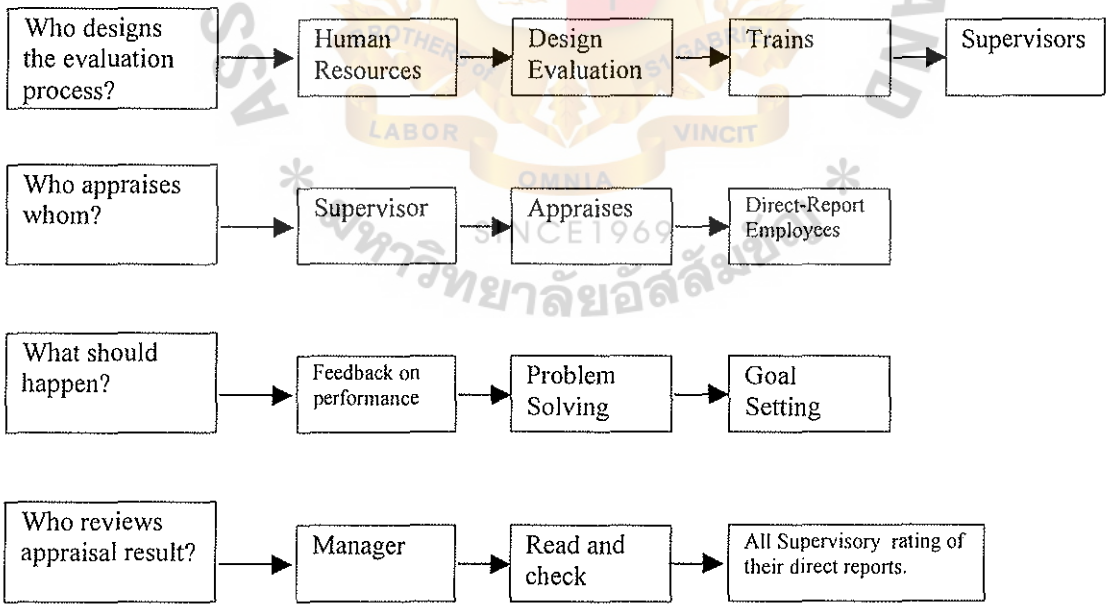
For Gary Dessler (2002: 222), Performance appraisal is defined as evaluating an employee's current or past performance relative to his or her performance standards.

Fisher , Schoenfeldt , Shaw (1996 : 450) , Performance appraisal is the process by which an employee's contribution to the organization during a specified period of time is assessed.

Michael W. Deafke and Stan Kossen (2002: 135), Performance appraisal is used to determine if the person meeting the job specification is able to perform the work in the job description.

Figure 2.4 demonstrates the traditional review process by which supervisors conduct performance appraisal on employees.

Figure 2.4 : The traditional Performance Appraisal: Logic and Process



Source : Robert L.Mathis and John H. Jackson, Human Resource Management, South-Western College Publishing: 2000.

2.4.2 Why has an appraisal system?

Appraisal can be used to improve current performance, provide feedback, increase motivation, identify training needs, identify potential, let individual know what is expected of them, focus on the career development, award salary increase and solve the job problems.

Fletcher and Williams (1985), have suggested two conflicting role of judge and helper, which the appraiser may be called upon to play, depending on the purpose of the appraisal process. Randell et al. (1984) suggest that the uses of appraisal can be divided into three categories, and that an appraisal system should attempt to satisfy only one of these. The categories they suggest are reward reviews, potential reviews and performance reviews. Robert L.Marthis and John H.Jackson (2000) defined that Performance appraisal has two general uses in organizations, and these roles often are potential conflicts. One role is to measure performance for the purpose of rewarding or otherwise making administrative decisions about employee. Another role is development of individual potential. Figure 2.5 shows the two potentially conflicting roles for performance appraisal.

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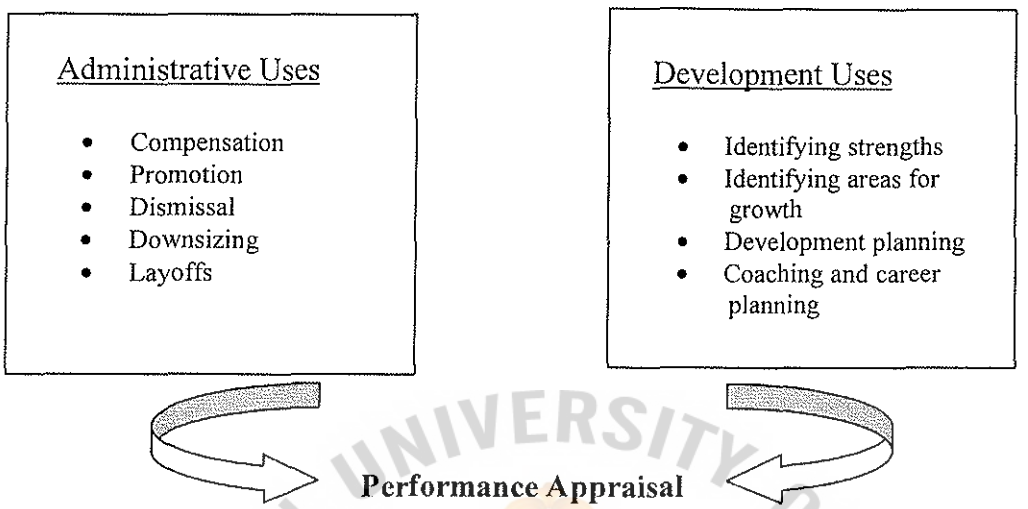
Figure 2.5 : Conflicting Roles for Performance Appraisal



Source : Robert L.Mathis and John H. Jackson, Human Resource Management, South-Western College Publishing: 2000

In conclusion, it can be used to set out job objectives, provide information for human resource or appraiser planning and career succession, assess the effectiveness of the selection process, and as a reward or punishment in itself. Human resource manager or appraiser should think more carefully about the primary purpose of their appraisal system, and make sure that procedure, training and individual expectation of the system do not conflict.

2.4.3 What to be appraised?

Appraisal system can measure a variety of thing. They are sometimes designed to measure personality, sometimes behavior or performance, and sometime achievement the goals (Coates, 1994).

For this research, the researcher intends to measure the job performance of the subordinates who are graduated from Assumption University and/or non-Assumption University. The report will give the performance feedback, and identifying individual subordinates strength and weakness.

2.4.4 Identifying And Measuring Employee Performance

Performance is essentially what an employee does or does not do. Thus, the organization should set the job criteria to measure their employee performance.

Job criteria or job performance is the dimensions that identify the elements most important in that job (Jack J. Phillips, 1999). Because of these criteria are important, individuals' performance on the job criteria should be measure, compared against standards. Job almost always have more than one job criteria or dimension multiple job criteria are that the role rather than the expectation, and it follows that a given employee might be better at one job criterion than at another (Gary Dessler,2002).

After study in many textbooks, Table 2.1 concludes the criteria that using for measure the job performance of employee.

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Table 2.1: The conclusion of job performance criteria that using for measure employee performance.

Author Name	Book Name	Criteria for assess Performance		
		Trait Based	Behavioral Based	Outcome Based
Noe, Hollenback, Gerheart and Wright, 1997	Human Resource Management, Gaining A Competitive Advantage.	√	√	√
Michael W.Drafke and Stan Kossen,1998	The Human Side of Organization.	√	√	√
Derek Torrington, Laura Hall and Stephen Taylor,2002	Human Resource Management	√	√	√
Susan E.Jackson and Randall S.Schuler,2000	Managing Human Resource A Partnership Perspective.	√	√	√
Robert L.Matis and John H. Jackson,1997	Human Resource Management.	√	√	√
Scarpello, Ledvinka and Bergman,1995	Human Resource Management: Environment and function.	√	√	√
Stephen P.Robbins,1998	Organization Behavior International Edition	√	√	√
George T.Milkovich and John W.Boudreau,1994	Human Resource Management.	√	√	√

As Table 2.1 demonstrated that there are three types of criteria that usually use to assess the job performance of employee : Trait-Based, Behavior-Based and Outcome-Based. The definitions of them are as follows:-

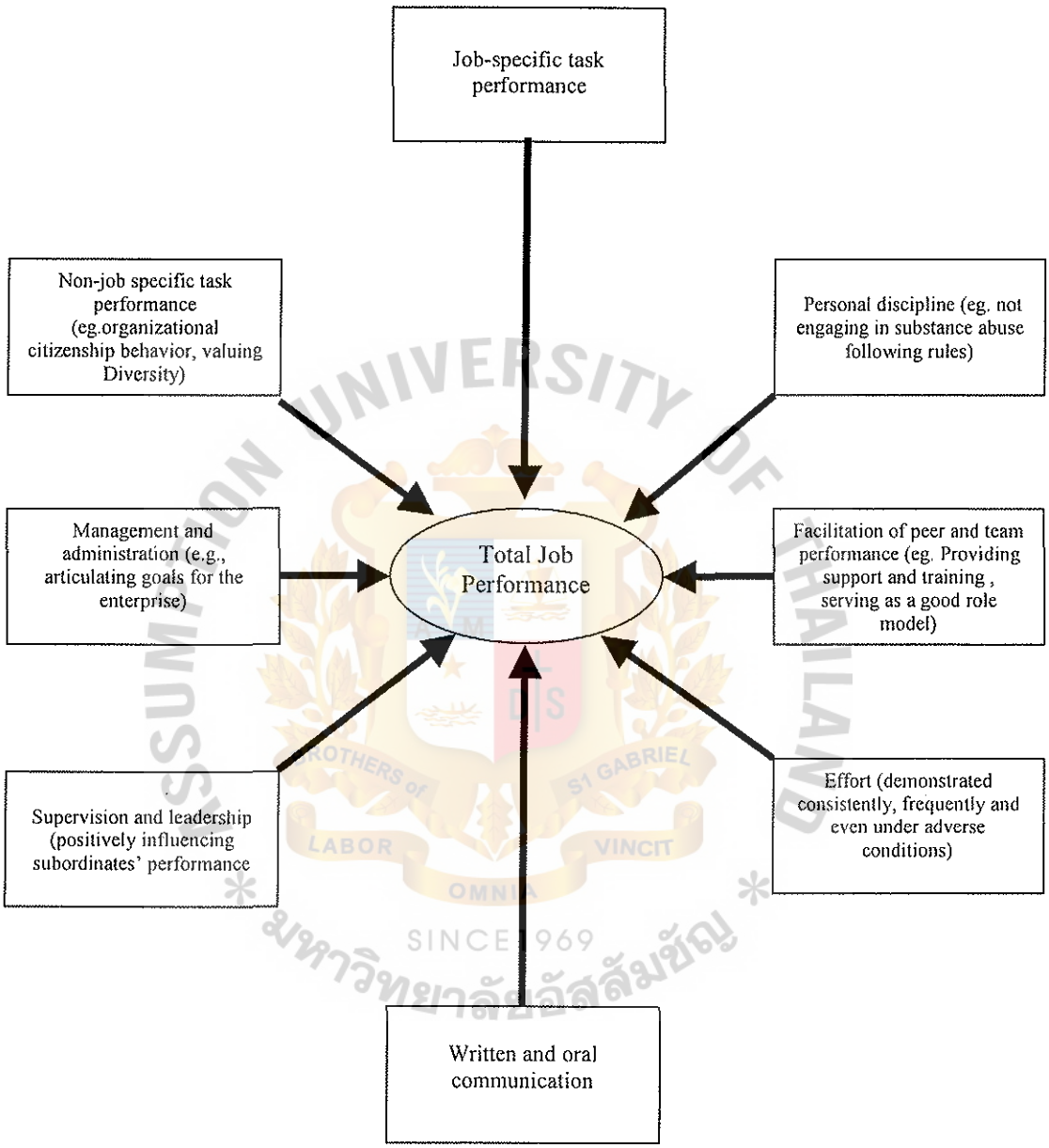
- *Trait-based criteria* focus on personal characteristics. Loyalty, dependability, conscientiousness, initiative and leadership exemplify

traits often assessed during the appraisal process. Criteria such as these address what a person is, not what a person does or does not accomplish on the job (Susan E. Jackson and Randall S. Schuler, 2000).

- *Behavior-based criteria* focus on the specific behaviors that lead to job success, employee are assessed on what they do on their job. Behavior measure is very useful for feedback purpose because they indicate exactly what an employee should do differently. When combined with performance feedback, behavior criteria are particularly useful for employee development. With behavior clearly identified, an employee is more likely to exhibit the act that lead to peak performance (Susan E. Jackson and Randall S. Schuler, 2000).
- *Outcome-based criteria* focus on what was accomplished or produce rather than on how it was accomplished or produce (Susan E. Jackson and Randall S. Schuler, 2000).

Figure 2.6 shows the eight domains thought to capture all aspects of performance. Not all jobs will include all these activities. Nevertheless, the taxonomy serves as a useful checklist when thinking through the types of criteria that might be relevant to the particular job.

Figure 2.6 : A Taxonomy of Performance Domains



Source : Susan E. Jackson and Randall S. Schuler, Managing Human Resource, South-Western College Publishing: 2000.

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2.4.4 Who conducts appraisal?

Performance appraisal can be done by anyone familiar with the performance of individual employee. Possibilities include the follows: -

- Self-Evaluation

Employees are sometime asked to evaluate themselves. It seems logical that individual would be the best judges of their own performance, particularly if supervisor cannot observe them on a regular basis. An employee's self-appraisal may provide important information of which the supervisor was not aware (Fisher, Schoenfeldt and Shaw, 1996).

- Peer Evaluation

Compared with supervisory rating, peer or co-worker evaluations are more stable overtime, can tap more dimensions of performance, are better able to distinguish effort from performance, and focus more on task-relevant abilities. (Fisher, Schoenfeldt and Shaw, 1996). One study has concluded that peer rating may be the most accurate evaluations of employee performance. Peer evaluation can be particularly useful when supervisors do not have the opportunity to observe an individual's performance. Sometimes this method maybe not accurate because of friendship bias may lead an employee to rate his or her friends higher than other employee (Jack J.Phillips, 1999).

- Subordinate Evaluation

Evaluation by subordinate may provide valuable information. They know how well a supervisor performs with respect to leading, organizing, delegating, planning and communication . In fact, evaluating the boss is becoming a popular mechanism in many organization. It is useful for develop but has historically not

been widely used for making administrative decision (Fisher, Schoenfeldt and Shaw, 1996).

- Customer Evaluation

Customer evaluation are popular in context of service delivery, where there is a high degree of client involvement and when the service employee is relatively remove from other employees or supervisors(Fisher, Schoenfeldt and Shaw, 1996).

- Computer in Performance Evaluation

Computer has several roles to appraisal of performance. First, software packages exist that allow assistance with the evaluation process. Second, as performance monitoring by computer is a direct measurement of work, allowing the manager to know the good performance from those who need improvement (Fisher, Schoenfeldt and Shaw, 1996).

- 360-Degree Appraisal

360-degree appraisal, where performance rating is collected simultaneously from subordinates, peers, supervisors and employees themselves. Typically 360-degree appraisal is used for development and feedback purposes. The focus on evaluation of competencies that is relevant for job performance in useful behavior terms.

Subordinates, peers, supervisors and employees themselves typically differ in their ability to appraise various dimension of performance. Thus, each source has access to unique information about performance and to use different source as possible to maximize the breadth information and cancel out biases unique to a particular sources (Fisher, Schoenfeldt and Shaw, 1996).

2.4.5 Method For Appraisal Performance

Performance can be appraised by a number of methods. They are categorized in four major groups : 1.) *Category Rating Methods* are a simplest method which requires a manager to mark an employee's level of performance on specific form divided into categories of performance but they usually do little to measure strategic accomplishment. 2.) *Comparative Method* require the manger directly compare the performance of their employee against one another It useful for administrative decisions such as pay raised, but they poor in linking performance to organization goal, and they do not provide feedback for improvement as well as other methods. 3.) *Narrative Method* are provides written appraisal information by manager. Documentation and records describe an employee's action. They work best for development because they guarantee more feedback information but they are poor for administrative use. 4.) *Behavioral/Objective Method* using for described the several different behavioral of employee. They work to link performance to organizational goals, but both can require much more effort and time to define expectation and explain the process to employee (Karen Vander, 1998).

There is no one best appraisal method, the appraiser should select the method that suitable for your appraisal objective and the important suggested that the method used does not change the accuracy.

Once the appraisal process has been completed, the appraiser should develop the appraisal feedback that is important part of appraisal process. The feedback should focus on developments an opportunities to consider the employee's performance and what has been done well and what has potential for important.

According to the theories, the critical factor related to an organization's long

term success is its ability to measure how well each employee performs. Performance appraisal is an important tool to measure employee performance.

Generally, there are three types of criteria that using for evaluate the performance of employee: *Trait-base criteria* that focus on personal characteristics. *Behavior-base criteria* that focus on the specific behavior that leads to job success. And *Outcome-base criteria* that focus on what was accomplished or produce. For this research, the researcher evaluates the performance of Assumption and Non-Assumption graduates based on these criterion. Regarding trait criteria, the research investigates by using nine sub-criteria which are dependability, cooperation and teamwork, initiative, adaptability, responsibility, problem solving and judgment, communication skills, leadership and punctuality. For behavioral criteria, three sub-criteria are investigated which are positive behavioral and attitude, knowledge, skill and capability and productivity. And outcome criteria, the research investigates by using two sub-criteria which are quality of work and quantity of work.

The appraisal feedback is useful the appraiser as management of Assumption and non-Assumption universities to identify strength and weakness of their graduated student. After that they able to use these information to find the strategy to improve their student performance to meet the immediate superior need and satisfaction. John C. Mowen (1993) stated that the factor most important to satisfaction is the level of performance. If the level of performance is high, consumers tend to be satisfied and if the levels of performance are not fulfilled, the consumer dissatisfaction will be resulted.

2.5 Previous Studies

For this study, the researcher has studies and examined to the related study of previous studies that will give the benefit to this research as follows:-

Nilubol (1988) studied "The Employer Assessment toward the Performance of Assumption Graduated Student". The objective of this study is to measure the satisfaction of employer toward the performance of Assumption graduated student in order to improve the student qualification to meet the labor market demand in the future. The criteria that using for assess their performance based on responsibilities, morality, enthusiastic, creativity, solving problem and skill in using English language respectively. The outcome shown that overall performance of Assumption graduated student satisfied their employer.

Inksuwan (1993) studied "The Satisfaction of employers toward their Employees' Qualification". The objective is to identify the criterion of employee's qualification that makes the employer satisfaction. The result of this research concluded that employers will satisfy with their employees who have high responsibilities, capabilities, patient, enthusiastic, friendliness and loyalty with their organization.

The research center of Chulalongkorn University (1989) studied "The Expectation of Employer toward the Quality of Chulalongkorn Graduated Student". The research survey was conducted to the employers who are working in many companies that located in Bangkok area. The result stated that almost employers place high hope on quality of Chulalongkorn graduated student that they should be have high qualifications in terms of capabilities, self-confident, responsibilities and friendliness.

Wattana (1990) studied "The Study of the Expectation of The Employers toward the Qualification of Employees: A case of Employer in Private and Government

Business Sectors". The purpose is to identify and to make better understanding about the employers expectation toward the employees qualification. The 200 questionnaires distribute to ask the employers who are working in Private Business Sectors and 200 questionnaires distribute to ask the employers who are working in Government Sectors . The conclusion are as follows:-

In Private business , the employers expect toward their employees' qualification as the following :-

- Influence in computer, foreign language and facilities machine such as typewriter, facsimile etc.
- Having good personalities in term of self-confident, enthusiastic, initiatively, courtesy, and responsibilities.
- Healthy.

In Government business, the employers expect toward their employees' qualification as the following:-

- Able to identify, analyze, solve and find the solution to solve the problems.
- Able to work with people at any level, patient, smart and hard working.
- Always improve them and work actively.

Fuhui Ding (1999) studied "A comparative study of leader and employee job performance between stated –owned manufacturing and manufacturing joint venture in China". The objective aim to determined and compare the individual's level of different indicators of job performance between Chinese stated –owned manufacturing and manufacturing joint venture. The result of the problem and hypothesis were shown that there were no significant different in the demographic profile between leader from stated–owned manufacturing and manufacturing joint venture in term of sex , age,

education and work experience, there was a significant different between employee from stated –owned manufacturing and manufacturing joint venture in term of education. The finding also shown that there were significant different in job performance between leader from stated –owned manufacturing and manufacturing joint venture in term of motivation and organization support, there were significant different in job performance between employee from stated –owned manufacturing and manufacturing joint venture in term of motivation, role perception and organize support.

Petdamrongkul (1999) studied "Interpersonal relationship between managers and their subordinates and its effects on job satisfaction: A case of Thai manufacturing firm". Objective to prove understanding an interpersonal relationship between managers and subordinates, and determine whether this relationship affects subordinates' job satisfaction. The result shown that there are both inter and intra relationship to interpersonal relation and subordinates. Second, there is a significant relationship between demographic profile of respondents to interpersonal relationship and subordinates' job satisfaction. Third, there are significant different on the responses of residents on their perception to interpersonal relationship and subordinates' job satisfaction. Finally, the results of finding are summarized, concluded and recommend in this research study as the implementation tool for the top management in this industry and also for future study in the future.

From the previous study shown that almost researcher studied employer's expectation or perception toward performance either Assumption or Non-Assumption graduates. But for this research, the researcher intends to comparative study the

satisfaction of immediate superiors who are working in SMEs toward job performance of Assumption and non-Assumption Graduates.

Job performance of subordinate is a key indicator for measuring immediate superior's satisfaction. It measures by three criteria: trait, behavioral and outcome criteria. Thus, the researcher will use this criterion to be the guideline for conclusion of the immediate superior satisfaction toward their subordinate's job performance.

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Chapter 3

Research Frameworks

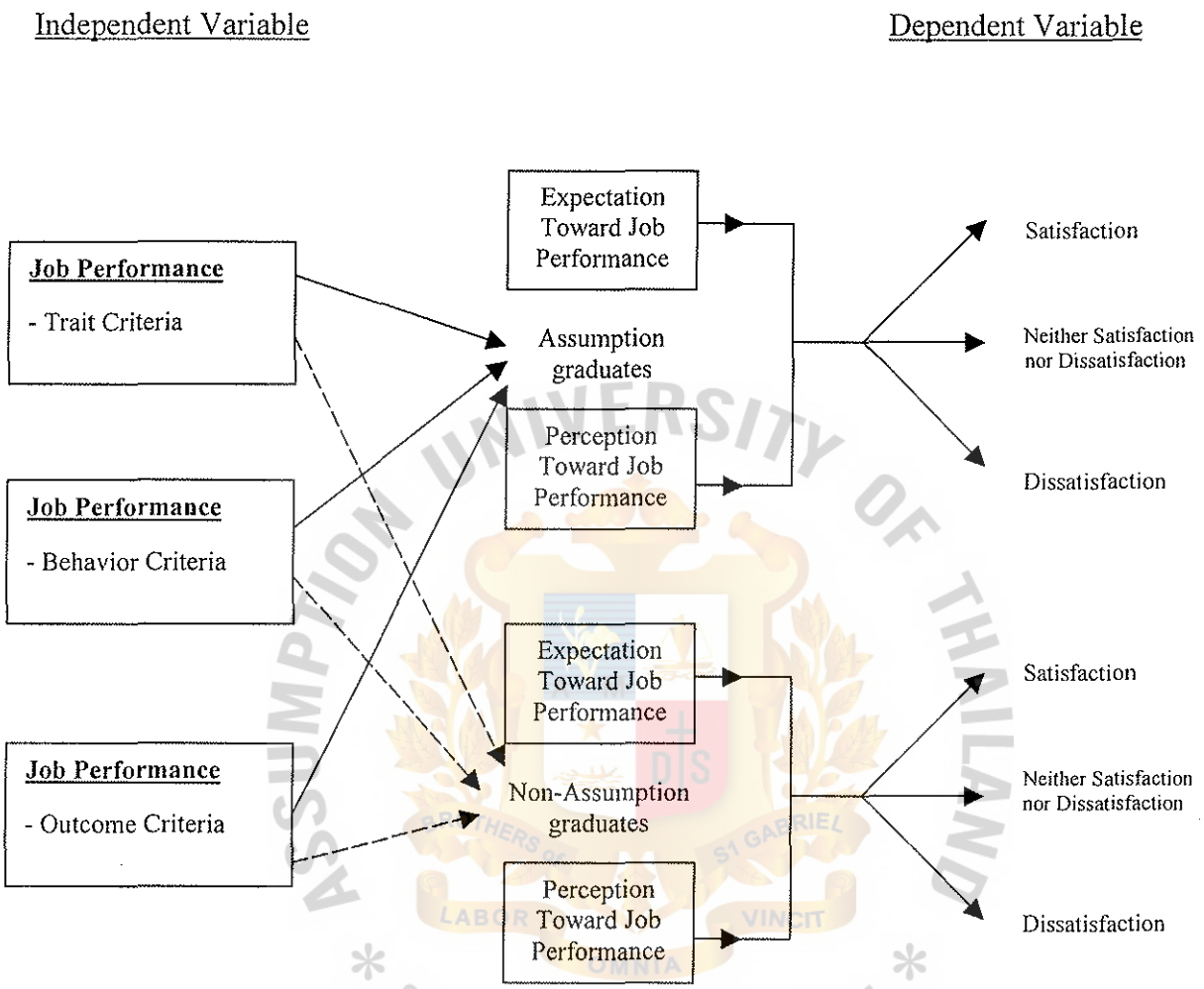
This chapter encompassed the framework of the research along with the elaboration of the theoretical framework that is the foundation on which the entire research is based. It is logically developed, described and elaborated network of associations among studied variables. These variables are related to the problem. In addition, hypothesis statements and information of concept and variables of this research are also discussed in this chapter.

3.1 Theoretical Framework

This research consists of many variables. Independent variables including of expectation and perception toward job performance of Assumption and Non-Assumption graduates that measuring based on trait, behavioral and outcome criteria. Dependent variables including of immediate superior's satisfaction towards job performance of Assumption and non-Assumption's graduates.

The researcher developed the conceptual model by relating the theories of satisfaction. The conceptual model of this research is presented in Figure 3.1.

Figure 3.1 : Conceptual Framework



3.2 Research Hypothesis

A hypothesis is an assumption or a guess that the researcher makes about some characteristics of the population under study (McDoniel and Roger, 1996) It is an unproven proposition or supposition that tentatively explains certain facts or phenomena and it is empirically testable (Zikmund, 1997)

According to the research objectives, the hypothesis were established in order to

test the relationship between each variables depicted in the regarding framework. They classify into three parts. The first part composes of H1-H14 for measuring the perception of immediate superior toward Assumption and non-Assumption graduate's job performance. The second part composes of H15-H28 that measures the satisfaction of immediate superior toward Assumption graduate's job performance and the third part composes of H29-H42 that measures the satisfaction of immediate superior toward non-Assumption graduate's job performance. The hypothesis of this study can be formulated as the following:-

Part I : Measure the perception of immediate superior toward job performance of their subordinates who graduated from Assumption and non-Assumption universities.

Trait-Based Criteria

$H1_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.

$H1_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.

$H2_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork.

$H2_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork.

$H3_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of initiative.

$H3_a$: There is a difference in superior perception between Assumption and

non-Assumption graduates in terms of initiative.

$H4_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability .

$H4_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability.

$H5_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility.

$H5_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility.

$H6_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.

$H6_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.

$H7_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of communication skills.

$H7_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of communication skills.

$H8_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of leadership.

$H8_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of leadership.

$H9_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality.

$H9_a$: There is a difference in superior perception between Assumption and

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non-Assumption graduates in terms of punctuality.

Behavioral-Based Criteria

$H10_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.

$H10_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.

$H11_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability.

$H11_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability.

$H12_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.

$H12_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.

Outcome-Based Criteria

$H13_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quality of work.

$H13_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of quality of work.

$H14_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quantity of work.

$H14_a$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quantity of work.

Part II : Measure the satisfaction of immediate superior toward job performance of Assumption's graduates.

Trait-Based Criteria

$H15_0$: Superior is normally dissatisfied with Assumption graduates in terms of dependability.

$H15_a$: Superior is normally satisfied with Assumption graduates in terms of dependability.

$H16_0$: Superior is normally dissatisfied with Assumption graduates in terms of cooperation and teamwork .

$H16_a$: Superior is normally satisfied with Assumption graduates in terms of cooperation and teamwork .

$H17_0$: Superior is normally dissatisfied with Assumption graduates in terms of initiative.

$H17_a$: Superior is normally satisfied with Assumption graduates in terms of initiative

$H18_0$: Superior is normally dissatisfied with Assumption graduates in terms of adaptability .

$H18_a$: Superior is normally satisfied with Assumption graduates in terms of adaptability .

$H19_0$: Superior is normally dissatisfied with Assumption graduates in terms of responsibility .

$H19_a$: Superior is normally satisfied with Assumption graduates in terms of responsibility .

$H20_0$: Superior is normally dissatisfied with Assumption graduates in terms of

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problem solving and judgment .

$H20_a$: Superior is normally satisfied with Assumption graduates in terms of problem solving and judgment .

$H21_0$: Superior is normally dissatisfied with Assumption graduates in terms of communication skills .

$H21_a$: Superior is normally satisfied with Assumption graduates in terms of communication skills .

$H22_0$: Superior is normally dissatisfied with Assumption graduates in terms of leadership .

$H22_a$: Superior is normally satisfied with Assumption graduates in terms of leadership .

$H23_0$: Superior is normally dissatisfied with Assumption graduates in terms of punctuality .

$H23_a$: Superior is normally satisfied with Assumption graduates in terms of punctuality .

Behavioral-Based Criteria

$H24_0$: Superior is normally dissatisfied with Assumption graduates in terms of positive behavior and attitude .

$H24_a$: Superior is normally satisfied with Assumption graduates in terms of positive behavior and attitude .

$H25_0$: Superior is normally dissatisfied with Assumption graduates in terms of knowledge, skill and capability .

$H25_a$: Superior is normally satisfied with Assumption graduates in terms of knowledge, skill and capability .

$H26_0$: Superior is normally dissatisfied with Assumption graduates in terms of productivity .

$H26_a$: Superior is normally satisfied with Assumption graduates in terms of productivity .

Outcome-Based Criteria

$H27_0$: Superior is normally dissatisfied with Assumption graduates in terms of quality of work .

$H27_a$: Superior is normally satisfied with Assumption graduates in terms of quality of work .

$H28_0$: Superior is normally dissatisfied with Assumption graduates in terms of quantity of work .

$H28_a$: Superior is normally satisfied with Assumption graduates in terms of quantity of work .

Part III : Measure the satisfaction of immediate superior toward job performance of non-Assumption's graduates.

Trait-Based Criteria

$H29_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of dependability.

$H29_a$: Superior is normally satisfied with non-Assumption graduates in terms of dependability.

$H30_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of cooperation and teamwork .

$H30_a$: Superior is normally satisfied with non-Assumption graduates in terms

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of cooperation and teamwork .

$H31_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of initiative .

$H31_a$: Superior is normally satisfied with non-Assumption graduates in terms of initiative

$H32_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of adaptability .

$H32_a$: Superior is normally satisfied with non-Assumption graduates in terms of adaptability .

$H33_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of responsibility.

$H33_a$: Superior is normally satisfied with non-Assumption graduates in terms of responsibility .

$H34_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of problem solving and judgment .

$H34_a$: Superior is normally satisfied with non-Assumption graduates in terms of problem solving and judgment.

$H35_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of communication skills .

$H35_a$: Superior is normally satisfied with non-Assumption graduates in terms of communication skills .

$H36_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of leadership .

$H36_a$: Superior is normally satisfied with non-Assumption graduates in

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terms of leadership .

$H37_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of punctuality .

$H37_a$: Superior is normally satisfied with non-Assumption graduates in terms of punctuality .

Behavioral-Based Criteria

$H38_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of positive behavior and attitude .

$H38_a$: Superior is normally satisfied with non-Assumption graduates in terms of positive behavior and attitude .

$H39_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of knowledge, skill and capability .

$H39_a$: Superior is normally satisfied with non-Assumption graduates in terms of knowledge, skill and capability .

$H40_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of productivity .

$H40_a$: Superior is normally satisfied with non-Assumption graduates in terms of productivity .

Outcome-Based Criteria

$H41_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of quality of work .

$H41_a$: Superior is normally satisfied with non-Assumption graduates in terms of quality of work .

$H42_0$: Superior is normally dissatisfied with non-Assumption graduates in

terms of quantity of work .

$H42_a$: Superior is normally satisfied with non-Assumption graduates in terms of quantity of work .

3.3 Concept And Variables Operationalization

For this section, the researcher concerns to definition and the measurement of concept of each variable. Concept can be defined as abstract idea generalized from particular facts without concept, there can be no theory (Davis and Consenza,1993). In this research, a concept must be made operational in order to be measurable by assigning the number. The properties of the scale of the number may allow the researcher to add, subtract, or multiply answer. There are a great many scales or number systems. It is traditional to classify scale of measurement on the basic of the mathematical comparison that are allowable with these scales. (William G.Zikmund, 1997, p.335). A measurement scales assigns numbers to objects, events or people according to set of rules. Different measurement scales can be developed to measure the same characteristic, depending on the rules used for assigning the number on the scale (Crask, 1995). The four types of scales are nominal, ordinal, interval and ratio. The details of variable measurement are as the bellowing table:-

Table 3.1 : Concept and variable operationalization- Independent

Concept	Conceptual Definition	Conceptual Component	Level of Measurement
Expectation with subordinate's job performance	Trait-Based Criteria	1.) Dependability: Monitor project and exercise follow through, on time for meeting and appointment and responds appropriately to instructors and procedure.	Ordinal
		2.) Cooperation and Teamwork: Plan and make decision with others and support the outcome, respect though and opinion of others and understand and work within the culture's group.	Ordinal
		3.) Initiative: Capable of expressing a sense of urgent for others to act, prefer minimal guidance training and identify the ideas to get the job done.	Ordinal
		4.) Adaptability: Recognition of and respect for people diversity and individual differences and positive attitude toward change.	Ordinal
		5.) Responsibility: Plan and manage time and resources to achieve the goal and set priorities in work and personal life.	Ordinal

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Concept	Conceptual Definition	Conceptual Component	Level of Measurement
		6.) Problem solving and judgment: Count on to respond quickly and effectively analyze problem, determinants appropriate action for solution.	Ordinal
		7.) Communication Skill: Understand and communicate in the language in which business is conducted, listen to understand and learn well and express ideas clearly both orally and writing.	Ordinal
		8.) Leadership: Lead toward achieving common goal.	Ordinal
		9.) Punctuality: Work arrival and departure in accordance with job assignment.	Ordinal
	Behavior–Based Criteria	1.) Positive behavior and attitude: Self-esteem and confident, honesty, integrity and personal ethics and positive attitude toward learning.	Ordinal
		2.) Knowledge, behavior and attitude : Use material and equipment as related to performance, exhibit the required level of job knowledge and/or skill to perform job.	Ordinal

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Concept	Conceptual Definition	Conceptual Component	Level of Measurement
		3.) Productivity: Get the job done and set high standard for productivities.	Ordinal
	Outcome-Based Criteria	1.) Quality of work : Complete assignment meeting quality standard	Ordinal
		2.) Quantity of work: Manage several responsibilities simultaneous and perform work in productive and timely manner meet work schedule.	Ordinal
Perception with subordinate's job performance	Trait-Based Criteria	1.) Dependability: Monitor project and exercise follow through, on time for meeting and appointment and responds appropriately to instructors and procedure.	Ordinal
		2.) Cooperation and Teamwork : Plan and make decision with others and support the outcome, respect though and opinion of others and understand and work within the culture's group.	Ordinal

Concept	Conceptual Definition	Conceptual Component	Level of Measurement
		3.) Initiative : Capable of expressing a sense of urgent for others to act , prefer minimal guidance training and identify the ideas to get the job done.	Ordinal
		4.) Adaptability :Recognition of and respect for people diversity and individual differences and positive attitude toward change.	Ordinal
		5.) Responsibility : Plan and manage time and resources to achieve the goal and set priorities in work and personal life.	Ordinal
		6.) Problem solving and judgment : Count on to respond quickly and effectively analyze problem, determinants appropriate action for solution.	Ordinal
		7.) Communication Skill : Understand and communicate in the language in which business is conducted , listen to understand and learn well and express ideas clearly both orally and writing.	Ordinal
		8.) Leadership : Lead toward achieving common goal.	Ordinal

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Concept	Conceptual Definition	Conceptual Component	Level of Measurement
		9.) Punctuality : Work arrival and departure in accordance with job assignment.	Ordinal
	Behavior–Based Criteria	1.) Positive behavior and attitude : Self-esteem and confident , honesty, integrity and personal ethics and positive attitude toward learning.	Ordinal
		2.) Knowledge, behavior and attitude : Use material and equipment as related to performance, exhibit the required level of job knowledge and/or skill to perform job	Ordinal
		3.) Productivity: Get the job done and set high standard for productivities	Ordinal
	Outcome–Based Criteria	1.) Quality of work : Complete assignment meeting quality standard	Ordinal
		2.) Quantity of work : Manage several responsibilities simultaneous and perform work in productive and timely manner meet work schedule.	Ordinal

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Table 3.2 : Concept and variable operationalization- Dependent

Concept	Conceptual Definition	Conceptual Component	Level of Measurement
Immediate superior satisfaction toward subordinate's job performance	Satisfaction or Neither satisfaction nor dissatisfaction or Dissatisfaction	An immediate superior's feeling and pleasure or disappointment resulting from comparing their subordinate's job performance perceived performance with their expectation.	Ordinal

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Chapter 4

Research Methodology

This chapter aims at explaining the process of various research tools used in conducting the research. They are respondents and sampling procedures, research questionnaires, procedure of collecting and gathering of data, and statistical treatment of data.

4.1 Research Method

This research is an exploratory research. It conducts to clarify and define the nature of the problem. Therefore, survey technique will be used for gathering the data from the target population because it provided quick, inexpensive, efficient and accurate for assessing about the population (Zikmund, 1997). A set of constructed questionnaire will be used in order to obtain primary data.

4.2 Respondents And Sampling Procedure

The target population of this research was the immediate superior of SMEs which located in only Bangkok area. The Ministry of Commerce of Thailand classifies SMEs into three types of businesses. They are production, trading, and service sectors. The total number of SMEs is 185,808 which composed of 26,478 production companies, 103,334 trading companies and 55,996 service companies (Statistics on Registration of Formation and Liquidation and Number of Companies in Existence During Jan,1912 –Nov,2002, Department of Business Development, The Ministry of Commerce).

4.2.1 Sample Size

In the research, the number of sample unit calculated by using A Method for Employing Sampling Techniques of New York State Division of Housing Formula (Taro Yamane, 1970).

Formula for finding the sample size:

$$n = \frac{N}{1+Ne^2}$$

Where n means number of sample unit

N means total population

e means the error of the estimation

Finding the number of sample unit that using in this research:

$$n = \frac{N}{1+Ne^2}$$

$$= \frac{185{,}808}{1+(185{,}808)(0.05)^2}$$, e = 0.05 that means we have 5 percent of error

$$= 399.141 \text{ or } 400$$

From the result of calculation, 400 sample units will be used for the collection of primary data.

4.2.2 Sampling Procedure

The target population in this research was specified to be respondents who are the immediate superior of SMEs which are located in Bangkok. The following are the steps of sampling procedure by using quota sampling method.

Step I : The researcher classified the population by type of business. From the definition of SMEs that defined by The Ministry of Commerce of Thailand, it composes of three types of business as production sector, trading sector and service sector (www.sme.go.th). Therefore, the population will be divided into three subgroups as follows: -

1.) Production Sector

2.) Trading Sector

3.) Service Sector

Step II : To determine proportion of sample from each subgroup. The samples representing in each subgroup related to the population size of that subgroups.The result demonstrated in the table 4.1:-

Table 4.1 : The sample units in each subgroup.

Type of Business	The number of company	Proportion of total companies' number (%)	The number of sample unit
Production	26,478	13.5	54
Trading	103,334	56.0	224
Service	55,996	30.5	122
Total	185,808	100	400

Source : Statistics on Registration of Formation and Liquidation and Number of Companies in Existence during Jan, 1912 –Nov, 2002, Department of Business Development, The Ministry of Commerce

Step III : The researcher will use the convenience sampling method to collect the data.

4.3 Research Instruments/Questionnaires

A set of questionnaires will be used as research instrument for data collection. They contain some questions asking the respondents as the immediate superior of SMEs about their expectation and perception towards their subordinate's job performance. All questions are classified into three parts:

Part I : General information which inquires about the number of their subordinates and the type of businesses they operate.

Part II : The questions about immediate superior's expectation toward subordinate's job performance. This part consists of 14 statements derived from the criteria that usually evaluate subordinate in job performance. They are composing of three dimensions including of trait, behavioral and outcome.

This part of questionnaires will ask the respondents to express their expectation related to their subordinate's job performance. Five points Likert Scales will be used to indicate the degree of respondents' assignments to each statement. They are as follows:-

Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly disagree	=	1

Part III : The questions about immediate superior's perception toward subordinates' job performance consist of 14 statements derived from the criteria that usually evaluate subordinate in job performance. They are composed of three dimensions which are trait, behavioral and outcome.

This part of questionnaires will ask the respondents to express their feeling and perception related to their subordinates' job performance. Five points Likert Scales will be used to indicate the degree of respondents' assignments to each statement. They are as follows: -

Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly disagree	=	1

4.4 <u>Pilot Study</u>

To use a questionnaire in collecting data, the researcher should be confident that it is a complete one. Churchill (1999) stated that the questionnaire should be reviewed to ensure that the questions are not confusing or ambiguous, potentially offensive to the

respondents, leading or bias inducing and also easy to answer. Therefore, the pilot study or pre-testing process will be useful for any researchers to determine if the designed questionnaire had been difficult for understanding, ambiguous or biased questions (Zikmund, 1996).

Wanichbuncha (2001) stated that the number of respondents for pilot survey or pre-test should be at least 25 so the researcher will choose 40 respondents participated in this pre-test. All questions are processed by SPSS Program to calculate the value of reliability by using Cronbach Alpha test. The result of the reliability testing is demonstrated in the table 4.2.

Table 4.2: The Result of Cronbach's Alpha Testing

Operationalization Dimension	Reliability (α-Coefficient)
Part II : Expectation toward subordinate's job performance	.8815
Part III : Perception toward subordinate's job performance	.9460
Total : Part II and Part III	.9471

The alpha coefficient valued measured in pre-test are between .8815-.9471. Sekarun (1992) indicated that the reliability valued is at least 0.6, it is considered to be acceptable. Therefore it able to imply that designed questionnaire is sufficient for examining the hypothesis of this research.

4.5 Collection Of Data/Gathering Procedures

The sources of data for conducting this research are from primary and secondary data. The primary data had been obtained from the questionnaires and secondary data had been obtained from journal, textbook, internet articles and the previous research studies.

A survey technique with questionnaire will be used in this research. The researcher prepares both Thai and English language questionnaires for data collection. The objective is to avoid ambiguous of any question and to make better understanding for respondents.

For data collection process, the researcher distributes the questionnaire by herself. Structure interview method will be used to collect the data from the respondents because it will reduce error in communication between the researcher and the respondents so the result from questionnaire will increase high accuracy. (Jantaluckkana, 1999). The questionnaires will be collected during September, 2003.

4.6 Statistical Treatment Of Data

The data that obtained from the respondents were interpreted by Statistical Package for Social Sciences Program (SPSS Program). Calculating of average, frequency distribution and percentage distribution were used to analyze the general information of company. Wilcoxon Signed Ranks Test method will use to test the hypotheses in this research.

The statistics formula that using in this research are :-

- Percentage

- Mean : $X = \frac{\sum x}{N}$

- Wilcoxon Signed Ranks Test

The Wilcoxon Signed Ranks Test is a good measure of differences when the researcher wishes to compare magnitudes of differences in ordinal ranking (Zikmund, 1997). The sample size is large; therefore, the Z-value will be used to calculated using the following formula :-

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Where T means the smaller of the summed ranks for the positive differences or the summed ranks for the negative differences

N means the number of pairs

Chapter 5

Presentation Of Data And Critical Discussion Of Result

This chapter presents the results of the data analysis according to the procedure discussed in chapter four. The data analysis presentation and interpretation based on the data of 400 samples collected from two sections. The first section is concerned with the descriptive statistics of the respondents and the second is the inferential testing of the research hypotheses. The results of data analysis are based on the expectation and perception of SMEs immediate superiors who have both Assumption and non-Assumption subordinates.

5.1 The Result Of The Descriptive Analysis Of The Study

5.1.1 Characteristics Of Respondents

In this section identifies the characteristics of the respondents which composing of the number of employees and the type of businesses. They were displayed in forms of frequency and percent.

Table 5.1 : Number of employees

no. of employee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50	99	24.8	24.8	24.8
	51-100	109	27.3	27.3	52.0
	101-150	97	24.3	24.3	76.3
	151-200	95	23.8	23.8	100.0
	Total	400	100.0	100.0	

From table 5.1, the number of respondents is 400. 27.3% or 109 respondents work at the company that has 51-100 employees range. This range was the largest portion of the population. 24.8% or 99 respondents work at the company that has less than 50 employees range. 24.3 % or 97 respondents work at the company that has 101-150 employees range. While, only 23.8% or 95 respondents of all respondents work at the company that has 151-200 employees range. In conclusion, all respondents work in SMEs having employees not over 200.

Table 5.2 : Type of businesses

type of business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Production	54	13.5	13.5	13.5
	Trading	224	56.0	56.0	69.5
	Service	122	30.5	30.5	100.0
	Total	400	100.0	100.0	

Four hundred respondents were collected. They were classified by types of businesses 56.0% or 224 of the respondents are in trading business , 30.5% or 122 of the respondents are in service business and the remaining (13.5%) or 54 of the respondents are in production business.

5.1.2 Frequency Of Expectation Of Immediate Superior Toward Subordinate's Job Performance.

As the first question of this research was proposed to measure the satisfaction of SMEs immediate superior toward Assumption and non-Assumption's subordinates. Therefore, the descriptive statistics was also use to clarify and identify the respondents required in their subordinate performance.

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The job performance in this research was evaluated with three criterions: trait, behaviors and outcome. Regarding trait criteria, the research investigates by using nine sub-criteria which are dependability, cooperation and teamwork, initiative, adaptability, responsibility, problem solving and judgment, communication skills, leadership and punctuality. For behavioral criteria, three sub-criteria are investigated which are positive behavioral and attitude, knowledge, skill and capability and productivity. And outcome criteria, the research investigates by using two sub-criteria which are quality of work and quantity of work.

Refer to theory of satisfaction (See chapter 2), the satisfaction will be occurred after the customer use the product and evaluate of its performance. If the performance of product or services is higher than expected, satisfaction will be resulted. But if they are lower than expected, dissatisfaction will be occurred.

Frequency of expectation in table 5.3 and 5.4 represented the number of immediate superiors that rated their expectation toward Assumption and non-Assumption's subordinate in job performance. The outcome will reflect the required performance of subordinates. Especially if superiors rated at "Agree" or "Strongly Agree" level, it implied that they expect or highly expect their subordinate to perform well in these performance factors.

Table 5.3 : Frequency analysis of immediate superior's expectation toward job performance of Assumption's subordinates.

Expectation toward Assumption Job Performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Expectation : Dependability	Count	2.00	25.00	80.00	182.00	111.00	400.00
	%	.50%	6.25%	20.00%	45.50%	27.75%	100.00%
Expectation : Corperation&Teamwork	Count	2.00	18.00	80.00	205.00	95.00	400.00
	%	.50%	4.50%	20.00%	51.25%	23.75%	100.00%
Expectation : Initiative	Count	1.00	20.00	111.00	171.00	97.00	400.00
	%	.25%	5.00%	27.75%	42.75%	24.25%	100.00%
Expectation : Adaptability	Count	.00	16.00	81.00	173.00	130.00	400.00
	%	.00%	4.00%	20.25%	43.25%	32.50%	100.00%
Expectation : Responsibility	Count	6.00	19.00	101.00	183.00	91.00	400.00
	%	1.50%	4.75%	25.25%	45.75%	22.75%	100.00%
Expectation : Problem Solving	Count	1.00	14.00	90.00	185.00	110.00	400.00
	%	.25%	3.50%	22.50%	46.25%	27.50%	100.00%
Expectation : Communication Skill	Count	1.00	21.00	79.00	198.00	101.00	400.00
	%	.25%	5.25%	19.75%	49.50%	25.25%	100.00%
Expectation : Leadership	Count	7.00	21.00	110.00	181.00	81.00	400.00
	%	1.75%	5.25%	27.50%	45.25%	20.25%	100.00%
Expectation : Punctuality	Count	5.00	19.00	80.00	159.00	137.00	400.00
	%	1.25%	4.75%	20.00%	39.75%	34.25%	100.00%
Expectation : Positive Behavior&Attitude	Count	1.00	10.00	80.00	207.00	102.00	400.00
	%	.25%	2.50%	20.00%	51.75%	25.50%	100.00%
Expectation : Knowledge, Skill&Capability	Count	1.00	20.00	93.00	185.00	101.00	400.00
	%	.25%	5.00%	23.25%	46.25%	25.25%	100.00%
Expectation : Productivity	Count	1.00	13.00	97.00	192.00	97.00	400.00
	%	.25%	3.25%	24.25%	48.00%	24.25%	100.00%
Expectation : Quality Of Work	Count	1.00	13.00	66.00	183.00	137.00	400.00
	%	.25%	3.25%	16.50%	45.75%	34.25%	100.00%
Expectation : Quantity Of Work	Count	8.00	53.00	106.00	156.00	77.00	400.00
	%	2.00%	13.25%	26.50%	39.00%	19.25%	100.00%

Table 5.3 shown that most of respondents rated at "Agree", "Strongly Agree" and "Neutral" level respectively. It implied that most of respondents expected with Assumption subordinate to perform well in all of performance sub-criteria. However, only a few sub-criteria were rated at "Neutral" rather than "Strongly Agree" level. They were initiative, responsibility, leadership and quantity of work respectively. While, "Strongly Disagree" and "Disagree" level represented as the minority group. For "Disagree" level, there was indifference among respondents and only adaptability sub-

criteria, none was "Strongly Disagree" .The sub-criteria that respondents least expected was quantity of work.

Table 5.4 : Frequency analysis of immediate superior's expectation toward job performance of non-Assumption's subordinates.

Expectation toward Non-Assumption Job Performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Expectation : Dependability	Count	2.00	17.00	81.00	199.00	101.00	400.00
	%	.50%	4.25%	20.25%	49.75%	25.25%	100.00%
Expectation : Corperation&Teamwork	Count	1.00	25.00	81.00	198.00	95.00	400.00
	%	.25%	6.25%	20.25%	49.50%	23.75%	100.00%
Expectation : Initiative	Count	1.00	23.00	102.00	183.00	91.00	400.00
	%	.25%	5.75%	25.50%	45.75%	22.75%	100.00%
Expectation : Adaptability	Count	.00	16.00	70.00	180.00	134.00	400.00
	%	.00%	4.00%	17.50%	45.00%	33.50%	100.00%
Expectation : Responsibility	Count	7.00	16.00	107.00	195.00	75.00	400.00
	%	1.75%	4.00%	26.75%	48.75%	18.75%	100.00%
Expectation : Problem Solving	Count	6.00	15.00	88.00	206.00	85.00	400.00
	%	1.50%	3.75%	22.00%	51.50%	21.25%	100.00%
Expectation : Communication Skill	Count	.00	15.00	84.00	202.00	99.00	400.00
	%	.00%	3.75%	21.00%	50.50%	24.75%	100.00%
Expectation : Leadership	Count	3.00	24.00	107.00	187.00	79.00	400.00
	%	.75%	6.00%	26.75%	46.75%	19.75%	100.00%
Expectation : Punctuality	Count	7.00	10.00	69.00	175.00	139.00	400.00
	%	1.75%	2.50%	17.25%	43.75%	34.75%	100.00%
Expectation : Positive Behavior&Attitude	Count	2.00	8.00	102.00	193.00	95.00	400.00
	%	.50%	2.00%	25.50%	48.25%	23.75%	100.00%
Expectation : Knowledge,Skill&Capability	Count	.00	12.00	79.00	191.00	118.00	400.00
	%	.00%	3.00%	19.75%	47.75%	29.50%	100.00%
Expectation : Productivity	Count	.00	9.00	94.00	198.00	99.00	400.00
	%	.00%	2.25%	23.50%	49.50%	24.75%	100.00%
Expectation : Quality Of Work	Count	2.00	11.00	71.00	190.00	126.00	400.00
	%	.50%	2.75%	17.75%	47.50%	31.50%	100.00%
Expectation : Quantity Of Work	Count	10.00	55.00	126.00	152.00	57.00	400.00
	%	2.50%	13.75%	31.50%	38.00%	14.25%	100.00%

Expectation of immediate superior toward job performance of Non-Assumption graduates was similar to Assumption. Most of respondents rated at "Agree", "Strongly Agree" and "Neutral" level respectively. It implied that most of respondents expected with Non-Assumption subordinate to perform well in all of performance sub-criteria. However, only a few sub-criteria were rated at "Neutral" rather than "Strongly Agree" level. They were initiative, responsibility, leadership, positive behavior and attitude and quantity of work respectively. While, "Strongly Disagree" and "Disagree" level proportionately represented a little. Adaptability, communication skill, knowledge, skill and capability and productivity sub-criteria, none was "Strongly disagree" For "Disagree" level, there was indifference among respondents and also quantity of work sub-criteria that respondents least expected.

5.1.3 Frequency Of Perception Of Immediate Superior Toward Subordinate's Job Performance.

Frequency of perception in table 5.5 and 5.6 represented the number of immediate superiors that rated their perception toward Assumption and non-Assumption's subordinates in job performance.

Table 5.5 : Frequency analysis of immediate superior's perception toward job performance of Assumption's subordinates.

Perception toward Assumption Job Performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Perception : Dependability	Count	1.00	9.00	86.00	230.00	74.00	400.00
	%	.25%	2.25%	21.50%	57.50%	18.50%	100.00%
Perception : Corperation&Teamwork	Count	1.00	19.00	108.00	214.00	58.00	400.00
	%	.25%	4.75%	27.00%	53.50%	14.50%	100.00%
Perception : Initiative	Count	4.00	19.00	123.00	188.00	66.00	400.00
	%	1.00%	4.75%	30.75%	47.00%	16.50%	100.00%
Perception : Adaptability	Count	2.00	14.00	95.00	207.00	82.00	400.00
	%	.50%	3.50%	23.75%	51.75%	20.50%	100.00%
Perception : Responsibility	Count	2.00	8.00	140.00	192.00	58.00	400.00
	%	.50%	2.00%	35.00%	48.00%	14.50%	100.00%
Perception : Problem Solving	Count	1.00	13.00	112.00	207.00	67.00	400.00
	%	.25%	3.25%	28.00%	51.75%	16.75%	100.00%
Perception : Communication Skill	Count	1.00	8.00	79.00	237.00	75.00	400.00
	%	.25%	2.00%	19.75%	59.25%	18.75%	100.00%
Perception : Leadership	Count	.00	22.00	108.00	205.00	65.00	400.00
	%	.00%	5.50%	27.00%	51.25%	16.25%	100.00%
Perception : Punctuality	Count	.00	15.00	92.00	210.00	83.00	400.00
	%	.00%	3.75%	23.00%	52.50%	20.75%	100.00%
Perception : Positive Behavior&Attitude	Count	1.00	4.00	85.00	218.00	92.00	400.00
	%	.25%	1.00%	21.25%	54.50%	23.00%	100.00%
Perception : Knowledge, Skill&Capability	Count	1.00	15.00	105.00	205.00	74.00	400.00
	%	.25%	3.75%	26.25%	51.25%	18.50%	100.00%
Perception : Productivity	Count	1.00	17.00	108.00	209.00	65.00	400.00
	%	.25%	4.25%	27.00%	52.25%	16.25%	100.00%
Perception : Quality Of Work	Count	.00	7.00	101.00	211.00	81.00	400.00
	%	.00%	1.75%	25.25%	52.75%	20.25%	100.00%
Perception : Quantity Of Work	Count	1.00	40.00	110.00	200.00	49.00	400.00
	%	.25%	10.00%	27.50%	50.00%	12.25%	100.00%

Table 5.5 shown that most of respondents rated at "Agree", "Neutral" and "Strongly Agree" level respectively. However, an only positive behavioral and attitude sub-criteria was rated at "Strongly Agree" rather than "Neutral" level. For "Agree" level, more than half of respondents were rated in many sub-criteria. Only initiative and responsibility sub-criteria that the respondents rated less than 50%. While, "Strongly Disagree" and "Disagree" level proportionately represented a little. For "Strongly

Disagree" level, there was indifference among respondents. And for some sub-criteria as leadership, punctuality and quality of work, none was "Strongly disagree".

Table 5.6 : Frequency analysis of immediate superior's perception toward job performance of non-Assumption's subordinates.

Perception toward Non-Assumption Job Performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Perception : Dependability	Count	2.00	8.00	95.00	232.00	63.00	400.00
	%	.50%	2.00%	23.75%	58.00%	15.75%	100.00%
Perception : Corperation&Teamwork	Count	2.00	18.00	98.00	227.00	55.00	400.00
	%	.50%	4.50%	24.50%	56.75%	13.75%	100.00%
Perception : Initiative	Count	3.00	15.00	113.00	206.00	63.00	400.00
	%	.75%	3.75%	28.25%	51.50%	15.75%	100.00%
Perception : Adaptability	Count	2.00	12.00	98.00	211.00	77.00	400.00
	%	.50%	3.00%	24.50%	52.75%	19.25%	100.00%
Perception : Responsibility	Count	2.00	10.00	135.00	201.00	52.00	400.00
	%	.50%	2.50%	33.75%	50.25%	13.00%	100.00%
Perception : Problem Solving	Count	1.00	10.00	110.00	212.00	67.00	400.00
	%	.25%	2.50%	27.50%	53.00%	16.75%	100.00%
Perception : Communication Skill	Count	.00	6.00	80.00	248.00	66.00	400.00
	%	.00%	1.50%	20.00%	62.00%	16.50%	100.00%
Perception : Leadership	Count	.00	15.00	119.00	212.00	54.00	400.00
	%	.00%	3.75%	29.75%	53.00%	13.50%	100.00%
Perception : Punctuality	Count	.00	7.00	99.00	212.00	82.00	400.00
	%	.00%	1.75%	24.75%	53.00%	20.50%	100.00%
Perception : Positive Behavior&Attitude	Count	1.00	14.00	102.00	207.00	76.00	400.00
	%	.25%	3.50%	25.50%	51.75%	19.00%	100.00%
Perception : Knowledge,Skill&Capabi	Count	.00	15.00	91.00	225.00	69.00	400.00
	%	.00%	3.75%	22.75%	56.25%	17.25%	100.00%
Perception : Productivity	Count	1.00	12.00	117.00	209.00	61.00	400.00
	%	.25%	3.00%	29.25%	52.25%	15.25%	100.00%
Perception : Quality Of Work	Count	1.00	4.00	109.00	210.00	76.00	400.00
	%	.25%	1.00%	27.25%	52.50%	19.00%	100.00%
Perception : Quantity Of Work	Count	1.00	33.00	129.00	190.00	47.00	400.00
	%	.25%	8.25%	32.25%	47.50%	11.75%	100.00%

Table 5.6 shown that most of respondents rated at "Agree", "Neutral" and "Strongly Agree" level respectively. Regarding to "Agree" level, most of respondents

rated more than 50% in many sub-criteria. Only quantity of work sub-criteria which the respondents rated 47.50%. On the others hand, "Strongly Disagree" and "Disagree" level proportionately represented a little. For "Strongly Disagree" level, there was indifference among respondents. Communication skill, leadership, punctuality and knowledge, skill and capability sub-criteria, none was "Strongly disagree".

5.2 Hypothesis Testing

For this study, there are 42 hypotheses to be tested. They are composed of three parts, H1-H14 determines the perception of immediate superiors toward job performance of Assumption and non-Assumption's graduates. H15-H28 determines the satisfaction of immediate superior toward job performance of Assumption's graduates. H29-H42 determines the satisfaction of immediate superior toward job performance of non-Assumption's graduates.

The analysis results of the hypotheses are explained in the following tables:-

Part I : Measure the perception of immediate superior toward job performance of their subordinates who graduates from Assumption and non-Assumption universities.

Hypothesis 1

$H1_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.

$H1_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.

Table 5.7 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of dependability by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Dependability - Per. toward ABAC graduate's job performance : Dependability	Negative Ranks	65[a]	56.67	3683.50
	Positive Ranks	47[b]	56.27	2644.50
	Ties	288[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Dependability < Per. toward ABAC graduate's job performance : Dependability

b. Per. toward Non-ABAC graduate's job performance : Dependability > Per. toward ABAC graduate's job performance : Dependability

c. Per. toward Non-ABAC graduate's job performance : Dependability = Per. toward ABAC graduate's job performance : Dependability

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Dependability - Per. toward ABAC graduate's job performance : Dependability
Z	-1.672[a]
Asymp. Sig. (2-tailed)	.094

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.7, the test statistics indicated that the Z-score is -1.672 and the significant value at p= .094 which greater than .05 (.094 > .05). Accordingly, the null hypothesis $H1_0$ is accepted.

Hypothesis 2

$H2_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork

$H2_a$. : There is a difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork

Table 5.8 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Cooperation&Teamwork - Per. toward ABAC student's job performance : Cooperation&Teamwork	Negative Ranks	54[a]	52.50	2835.00
	Positive Ranks	55[b]	57.45	3160.00
	Ties	291[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork < Per. toward ABAC student's job performance : Cooperation&Teamwork

b. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork > Per. toward ABAC student's job performance : Cooperation&Teamwork

c. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork = Per. toward ABAC student's job performance : Cooperation&Teamwork

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Cooperation& Teamwork - Per. toward ABAC student's job performance : Cooperation& Teamwork
Z	-.530[a]
Asymp. Sig. (2-tailed)	.596

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.8, the test statistics indicated that the Z-score is -.530 and the significant value at p= .596 which greater than .05 (.596 > .05). Accordingly, the null hypothesis $H2_0$ is accepted.

<u>Hypothesis 3</u>

$H3_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of initiative.

$H3_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of initiative.

Table 5.9 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of initiative by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Initiative - Per. toward ABAC student's job performance : Initiative	Negative Ranks	58[a]	60.46	3506.50
	Positive Ranks	66[b]	64.30	4243.50
	Ties	276[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Initiative < Per. toward ABAC student's job performance : Initiative

b. Per. toward Non-ABAC student's job performance : Initiative > Per. toward ABAC student's job performance : Initiative

c. Per. toward Non-ABAC student's job performance : Initiative = Per. toward ABAC student's job performance : Initiative

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Initiative - Per. toward ABAC student's job performance : Initiative
Z	-.997[a]
Asymp. Sig. (2-tailed)	.319

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.9, the test statistics indicated that the Z-score is -.997 and the significant value at p= .319 which more than .05 (.319>.05). Accordingly, the null hypothesis $H3_0$ is accepted.

Hypothesis 4

$H4_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability.

$H4_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability.

Table 5.10 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of adaptability by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Adaptability - Per. toward ABAC graduate's job performance : Adaptability	Negative Ranks	53[a]	49.12	2603.50
	Positive Ranks	47[b]	52.05	2446.50
	Ties	300[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Adaptability < Per. toward ABAC graduate's job performance : Adaptability

b. Per. toward Non-ABAC graduate's job performance : Adaptability > Per. toward ABAC graduate's job performance : Adaptability

c. Per. toward Non-ABAC graduate's job performance : Adaptability = Per. toward ABAC graduate's job performance : Adaptability

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Adaptability - Per. toward ABAC graduate's job performance : Adaptability
Z	-.292[a]
Asymp. Sig. (2-tailed)	.770

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.10, the test statistics indicated that the Z-score is -.292 and the significant value at p =.770 which more than .05 (.770 >.05). Accordingly, the null hypothesis $H4_0$ is accepted.

Hypothesis 5

$H5_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility.

$H5_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility.

Table 5.11 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of responsibility by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Responsibility - Per. toward ABAC student's job performance : Responsibility	Negative Ranks	58[a]	56.74	3291.00
	Positive Ranks	54[b]	56.24	3037.00
	Ties	288[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Responsibility < Per. toward ABAC student's job performance : Responsibility

b. Per. toward Non-ABAC student's job performance : Responsibility > Per. toward ABAC student's job performance : Responsibility

c. Per. toward Non-ABAC student's job performance : Responsibility = Per. toward ABAC student's job performance : Responsibility

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Responsibility - Per. toward ABAC student's job performance : Responsibility
Z	-.407[a]
Asymp. Sig. (2-tailed)	.684

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.11, the test statistics indicated that the Z-score is -.407 and the significant value at p= .684 which more than .05 (.684 >.05). Accordingly, the null hypothesis $H5_0$ is accepted.

Hypothesis 6

$H6_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.

$H6_a$. : There is a difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.

Table 5.12 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Problem Solving - Per. toward ABAC student's job performance : Problem Solving	Negative Ranks	65[a]	60.31	3920.00
	Positive Ranks	63[b]	68.83	4336.00
	Ties	272[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Problem Solving < Per. toward ABAC student's job performance : Problem Solving

b. Per. toward Non-ABAC student's job performance : Problem Solving > Per. toward ABAC student's job performance : Problem Solving

c. Per. toward Non-ABAC student's job performance : Problem Solving = Per. toward ABAC student's job performance : Problem Solving

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Problem Solving - Per. toward ABAC student's job performance : Problem Solving
Z	-.539[a]
Asymp. Sig. (2-tailed)	.590

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.12, the test statistics indicated that the Z-score is -.539 and the significant value at p=.590 which more than .05 (.590>.05). Accordingly, the null hypothesis $H6_0$ is accepted.

Hypothesis 7

$H7_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of communication skills.

$H7_a$. : There is a difference in superior perception between Assumption and non-Assumption graduates in terms of communication skills.

Table 5.13 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of communication skills by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Communication Skill - Per. toward ABAC student's job performance : Communication Skill	Negative Ranks	50[a]	47.89	2394.50
	Positive Ranks	46[b]	49.16	2261.50
	Ties	304[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Communication Skill < Per. toward ABAC student's job performance : Communication Skill

b. Per. toward Non-ABAC student's job performance : Communication Skill > Per. toward ABAC student's job performance : Communication Skill

c. Per. toward Non-ABAC student's job performance : Communication Skill = Per. toward ABAC student's job performance : Communication Skill

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Communication Skill - Per. toward ABAC student's job performance : Communication Skill
Z	-.269[a]
Asymp. Sig. (2-tailed)	.788

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.13, the test statistics indicated that the Z-score is -.269 and this value is sig. at p= .788 which more than .05 (.788>.05). Accordingly, the null hypothesis $H7_0$ is accepted.

Hypothesis 8

$H8_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of leadership .

$H8_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of leadership .

Table 5.14 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of leadership by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Leadership - Per. toward ABAC graduate's job performance : Leadership	Negative Ranks	62[a]	51.54	3195.50
	Positive Ranks	46[b]	58.49	2690.50
	Ties	292[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Leadership < Per. toward ABAC graduate's job performance : Leadership

b. Per. toward Non-ABAC graduate's job performance : Leadership > Per. toward ABAC graduate's job performance : Leadership

c. Per. toward Non-ABAC graduate's job performance : Leadership = Per. toward ABAC graduate's job performance : Leadership

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Leadership - Per. toward ABAC graduate's job performance : Leadership
Z	-.854[a]
Asymp. Sig. (2-tailed)	.393

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.14, the test statistics indicated that the Z-score is -.854 and the significant value at p=.393 which more than .05 (.393>.05). Accordingly, the null hypothesis $H8_0$ is accepted.

Hypothesis 9

$H9_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality

$H9_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality.

Table 5.15 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of punctuality by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Punctuality - Per. toward ABAC student's job performance : Punctuality	Negative Ranks	48[a]	49.63	2382.00
	Positive Ranks	52[b]	51.31	2668.00
	Ties	300[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Punctuality < Per. toward ABAC student's job performance : Punctuality

b. Per. toward Non-ABAC student's job performance : Punctuality > Per. toward ABAC student's job performance : Punctuality

c. Per. toward Non-ABAC student's job performance : Punctuality = Per. toward ABAC student's job performance : Punctuality

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Punctuality - Per. toward ABAC student's job performance : Punctuality
Z	-.543[a]
Asymp. Sig. (2-tailed)	.587

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.15, the test statistics indicated that the Z-score is -.543 and this value is sig. at p= .587 which more than .05 (.587 >.05). Accordingly, the null hypothesis $H9_0$ is accepted.

Hypothesis 10

$H10_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.

$H10_a$. : There is a difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.

Table 5.16 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Positive Behavior&Attitude - Per. toward ABAC graduate's job performance : Positive Behavior&Attitude	Negative Ranks	77[a]	59.62	4591.00
	Positive Ranks	37[b]	53.08	1964.00
	Ties	286[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Positive Behavior&Attitude < Per. toward ABAC graduate's job performance : Positive Behavior&Attitude

b. Per. toward Non-ABAC graduate's job performance : Positive Behavior&Attitude > Per. toward ABAC graduate's job performance : Positive Behavior&Attitude

c. Per. toward Non-ABAC graduate's job performance : Positive Behavior&Attitude = Per. toward ABAC graduate's job performance : Positive Behavior&Attitude

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Positive Behavior&Attitude - Per. toward ABAC graduate's job performance : Positive Behavior&Attitude
Z	-4.024[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.16, the test statistics indicated that the Z-score is -4.024 and the significant value at p= .000 which more than .05 (.000 < .05). Accordingly, the null hypothesis $H10_0$ is rejected.

Hypothesis 11

$H11_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability .

$H11_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability .

Table 5.17 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability - Per. toward ABAC student's job performance : Knowledge, Skill&Capability	Negative Ranks	53[a]	58.95	3124.50
	Positive Ranks	63[b]	58.12	3661.50
	Ties	284[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability < Per. toward ABAC student's job performance : Knowledge, Skill&Capability

b. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability > Per. toward ABAC student's job performance : Knowledge, Skill&Capability

c. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability = Per. toward ABAC student's job performance : Knowledge, Skill&Capability

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability - Per. toward ABAC student's job performance : Knowledge, Skill&Capability
Z	-.816[a]
Asymp. Sig. (2-tailed)	.415

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

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The table 5.17, the test statistics indicated that the Z-score is -.816 and this value is sig. at p= .415 which more than .05 (.415 >.05). Accordingly, the null hypothesis $H11_0$ is accepted.

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Hypothesis 12

$H12_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.

$H12_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.

Table 5.18 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of productivity by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Productivity - Per. toward ABAC graduate's job performance : Productivity	Negative Ranks	56[a]	53.68	3006.00
	Positive Ranks	51[b]	54.35	2772.00
	Ties	293[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Productivity < Per. toward ABAC graduate's job performance : Productivity

b. Per. toward Non-ABAC graduate's job performance : Productivity > Per. toward ABAC graduate's job performance : Productivity

c. Per. toward Non-ABAC graduate's job performance : Productivity = Per. toward ABAC graduate's job performance : Productivity

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Productivity - Per. toward ABAC graduate's job performance : Productivity
Z	-.400[a]
Asymp. Sig. (2-tailed)	.689

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.18, the test statistics indicated that the Z-score is -.400 and the significant value at p= .689 which more than .05 (.689>.05). Accordingly, the null hypothesis $H12_0$ is accepted.

Hypothesis 13

$H13_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quality of work.

$H13_a$: There is a difference in superior perception between Assumption and non-Assumption graduates in terms of quality of work.

Table 5.19 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of quality of work by using the Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Quality Of Work - Per. toward ABAC graduate's job performance : Quality Of Work	Negative Ranks	49[a]	50.14	2457.00
	Positive Ranks	46[b]	45.72	2103.00
	Ties	305[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Quality Of Work < Per. toward ABAC graduate's job performance : Quality Of Work

b. Per. toward Non-ABAC graduate's job performance : Quality Of Work > Per. toward ABAC graduate's job performance : Quality Of Work

c. Per. toward Non-ABAC graduate's job performance : Quality Of Work = Per. toward ABAC graduate's job performance : Quality Of Work

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Quality Of Work - Per. toward ABAC graduate's job performance : Quality Of Work
Z	-.712[a]
Asymp. Sig. (2-tailed)	.477

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.19, the test statistics indicated that the Z-score is -.712 and the significant value at p=.477 which more than .05 (.477>.05). Accordingly, the null hypothesis $H13_0$ is accepted.

<u>Hypothesis 14</u>

$H14_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quantity of work.

$H14_a$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quantity of work.

Table 5.20 : The analysis of the superior perception between Assumption and non-Assumption graduates in terms of quantity of work by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Quantity Of Work - Per. toward ABAC graduate's job performance : Quantity Of Work	Negative Ranks	60[a]	57.08	3425.00
	Positive Ranks	53[b]	56.91	3016.00
	Ties	287[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Quantity Of Work < Per. toward ABAC graduate's job performance : Quantity Of Work

b. Per. toward Non-ABAC graduate's job performance : Quantity Of Work > Per. toward ABAC graduate's job performance : Quantity Of Work

c. Per. toward Non-ABAC graduate's job performance : Quantity Of Work = Per. toward ABAC graduate's job performance : Quantity Of Work

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Quantity Of Work - Per. toward ABAC graduate's job performance : Quantity Of Work
Z	-.628[a]
Asymp. Sig. (2-tailed)	.530

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

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The table 5.20 , the test statistics indicated that the Z-score is -.628 and the significant value at p=.530 which more than .05 (.530>.05). Accordingly, the null hypothesis $H14_0$ is accepted.

Part II : Measure the satisfaction of immediate superior toward job performance of Assumption's graduates.

Hypothesis 15

$H15_0$: Superior is normally dissatisfied with Assumption graduates in terms of dependability.

$H15_a$: Superior is normally satisfied with Assumption graduates in terms of dependability.

Table 5.21 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of dependability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC graduate's job performance : Dependability - Exp. toward ABAC graduate's job performance : Dependability	Negative Ranks	102[a]	92.88	9473.50
	Positive Ranks	89[b]	99.58	8862.50
	Ties	209[c]		
	Total	400		

a. Per. toward ABAC graduate's job performance : Dependability < Exp. toward ABAC graduate's job performance : Dependability

b. Per. toward ABAC graduate's job performance : Dependability > Exp. toward ABAC graduate's job performance : Dependability

c. Per. toward ABAC graduate's job performance : Dependability = Exp. toward ABAC graduate's job performance : Dependability

Test Statistics[b]

	Per. toward ABAC graduate's job performance : Dependability - Exp. toward ABAC graduate's job performance : Dependability
Z	-.428[a]
Asymp. Sig. (2-tailed)	.669

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.21, the test statistics indicated that the Z-score is -.428 and the significant value at p=.669 which more than .05 (.669>.05). Accordingly, the null hypothesis $H15_0$ is accepted.

Hypothesis 16

$H16_0$: Superior is normally dissatisfied with Assumption graduates in terms of cooperation and teamwork .

$H16_a$. : Superior is normally satisfied with Assumption graduates in terms of cooperation and teamwork .

Table 5.22 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of cooperation and teamwork by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Cooperation&Teamwork - Exp. toward ABAC student's job performance : Cooperation&Teamwork	Negative Ranks	123[a]	100.04	12305.50
	Positive Ranks	73[b]	95.90	7000.50
	Ties	204[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Cooperation&Teamwork < Exp. toward ABAC student's job performance : Cooperation&Teamwork

b. Per. toward ABAC student's job performance : Cooperation&Teamwork > Exp. toward ABAC student's job performance : Cooperation&Teamwork

c. Per. toward ABAC student's job performance : Cooperation&Teamwork = Exp. toward ABAC student's job performance : Cooperation&Teamwork

Test Statistics [b]

	Per. toward ABAC student's job performance : Cooperation& Teamwork - Exp. toward ABAC student's job performance : Cooperation& Teamwork
Z	-3.557[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.22, the test statistics indicated that the Z-score is -3.557 and the significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H16_0$ is rejected.

Hypothesis 17

$H17_0$: Superior is normally dissatisfied with Assumption graduates in terms of initiative.

$H17_a$: Superior is normally satisfied with Assumption graduates in terms of Initiative.

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Table 5.23 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of initiative by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Initiative - Exp. toward ABAC student's job performance : Initiative	Negative Ranks	131[a]	109.94	14402.00
	Positive Ranks	90[b]	112.54	10129.00
	Ties	179[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Initiative < Exp. toward ABAC student's job performance : Initiative

b. Per. toward ABAC student's job performance : Initiative > Exp. toward ABAC student's job performance : Initiative

c. Per. toward ABAC student's job performance : Initiative = Exp. toward ABAC student's job performance : Initiative

Test Statistics[b]

	Per. toward ABAC student's job performance : Initiative - Exp. toward ABAC student's job performance : Initiative
Z	-2.397[a]
Asymp. Sig. (2-tailed)	.017

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.23, the test statistics indicated that the Z-score is -2.397 and the significant value at p= .017 which less than .05 (.017 <.05). Accordingly, the null hypothesis $H17_0$ is rejected.

Hypothesis 18

$H18_0$: Superior is normally dissatisfied with Assumption graduates in terms of adaptability .

$H18_a$: Superior is normally satisfied with Assumption graduates in terms of adaptability .

Table 5.24 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of adaptability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC graduate's job performance : Adaptability - Exp. toward ABAC graduate's job performance : Adaptability	Negative Ranks	121[a]	103.45	12517.00
	Positive Ranks	78[b]	94.65	7383.00
	Ties	201[c]		
	Total	400		

a. Per. toward ABAC graduate's job performance : Adaptability < Exp. toward ABAC graduate's job performance : Adaptability

b. Per. toward ABAC graduate's job performance : Adaptability > Exp. toward ABAC graduate's job performance : Adaptability

c. Per. toward ABAC graduate's job performance : Adaptability = Exp. toward ABAC graduate's job performance : Adaptability

Test Statistics[b]

	Per. toward ABAC graduate's job performance : Adaptability - Exp. toward ABAC graduate's job performance : Adaptability
Z	-3.376[a]
Asymp. Sig. (2-tailed)	.001

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.24, the test statistics indicated that the Z-score is -3.376 and significant value at p= .001 which less than .05 (.001 <. 05). Accordingly, the null hypothesis $H18_0$ is rejected.

Hypothesis 19

$H19_0$: Superior is normally dissatisfied with Assumption graduates in terms of responsibility .

$H19_a$: Superior is normally satisfied with Assumption graduates in terms of responsibility .

Table 5.25 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of responsibility by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Responsibility - Exp. toward ABAC student's job performance : Responsibility	Negative Ranks	132[a]	112.53	14854.50
	Positive Ranks	95[b]	116.04	11023.50
	Ties	173[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Responsibility < Exp. toward ABAC student's job performance : Responsibility

b. Per. toward ABAC student's job performance : Responsibility > Exp. toward ABAC student's job performance : Responsibility

c. Per. toward ABAC student's job performance : Responsibility = Exp. toward ABAC student's job performance : Responsibility

Test Statistics[b]

	Per. toward ABAC student's job performance : Responsibility - Exp. toward ABAC student's job performance : Responsibility
Z	-2.068[a]
Asymp. Sig. (2-tailed)	.039

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.25, the test statistics indicated that the Z-score is -2.068 and the significant value at p= .039 which less than .05 (.039 <. 05). Accordingly, the null hypothesis $H19_0$ is rejected.

Hypothesis 20

$H20_0$: Superior is normally dissatisfied with Assumption graduates in terms of problem solving and judgment .

$H20_a$: Superior is normally satisfied with Assumption graduates in terms of problem solving and judgment.

Table 5.26 : The analysis of the satisfaction of immediate superior toward job job performance of Assumption graduates in terms of problem solving and judgment by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Problem Solving - Exp. toward ABAC student's job performance : Problem Solving	Negative Ranks	131[a]	109.57	14354.00
	Positive Ranks	83[b]	104.23	8651.00
	Ties	186[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Problem Solving < Exp. toward ABAC student's job performance : Problem Solving

b. Per. toward ABAC student's job performance : Problem Solving > Exp. toward ABAC student's job performance : Problem Solving

c. Per. toward ABAC student's job performance : Problem Solving = Exp. toward ABAC student's job performance : Problem Solving

Test Statistics[b]

	Per. toward ABAC student's job performance : Problem Solving - Exp. toward ABAC student's job performance : Problem Solving
Z	-3.367[a]
Asymp. Sig. (2-tailed)	.001

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.26, the test statistics indicated that the Z-score is -3.367 and the significant value at p= .001 which less than .05 (.001 <.05). Accordingly, the null hypothesis $H20_0$ is rejected.

Hypothesis 21

$H21_0$: Superior is normally dissatisfied with Assumption graduates in terms of communication skills .

$H21_a$: Superior is normally satisfied with Assumption graduates in terms of communication skills.

Table 5.27 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of communication skills by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Communication Skill - Exp. toward ABAC student's job performance : Communication Skill	Negative Ranks	108[a]	96.64	10437.00
	Positive Ranks	96[b]	109.09	10473.00
	Ties	196[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Communication Skill < Exp. toward ABAC student's job performance : Communication Skill

b. Per. toward ABAC student's job performance : Communication Skill > Exp. toward ABAC student's job performance : Communication Skill

c. Per. toward ABAC student's job performance : Communication Skill = Exp. toward ABAC student's job performance : Communication Skill

Test Statistics[b]

	Per. toward ABAC student's job performance : Communication Skill - Exp. toward ABAC student's job performance : Communication Skill
Z	-.023[a]
Asymp. Sig. (2-tailed)	.981

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.27, the test statistics indicated that the Z-score is -0.023 and the significant value at p= .981 which greater than .05 (.981 >.05). Accordingly, the null hypothesis $H21_0$ is accepted.

Hypothesis 22

$H22_0$: Superior is normally dissatisfied with Assumption graduates in terms of leadership .

$H22_a$: Superior is normally satisfied with Assumption graduates in terms of leadership .

Table 5.28 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of leadership by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Leadership - Exp. toward ABAC student's job performance : Leadership	Negative Ranks	101[a]	100.82	10182.50
	Positive Ranks	100[b]	101.19	10118.50
	Ties	199[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Leadership < Exp. toward ABAC student's job performance : Leadership

b. Per. toward ABAC student's job performance : Leadership > Exp. toward ABAC student's job performance : Leadership

c. Per. toward ABAC student's job performance : Leadership = Exp. toward ABAC student's job performance : Leadership

Test Statistics[b]

	Per. toward ABAC student's job performance : Leadership - Exp. toward ABAC student's job performance : Leadership
Z	-.041[a]
Asymp. Sig. (2-tailed)	.967

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.28, the test statistics indicated that the Z-score is -0.041 and this value is sig. at p= .967 which greater than .05 (.967 >.05). Accordingly, the null hypothesis $H22_0$ is accepted.

Hypothesis 23

$H23_0$: Superior is normally dissatisfied with Assumption graduates in terms of punctuality .

$H23_a$: Superior is normally satisfied with Assumption graduates in terms of punctuality.

Table 5.29 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of punctuality by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Punctuality - Exp. toward ABAC student's job performance : Punctuality	Negative Ranks	135[a]	114.59	15469.00
	Positive Ranks	95[b]	116.80	11096.00
	Ties	170[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Punctuality < Exp. toward ABAC student's job performance : Punctuality

b. Per. toward ABAC student's job performance : Punctuality > Exp. toward ABAC student's job performance : Punctuality

c. Per. toward ABAC student's job performance : Punctuality = Exp. toward ABAC student's job performance : Punctuality

Test Statistics[b]

	Per. toward ABAC student's job performance : Punctuality - Exp. toward ABAC student's job performance : Punctuality
Z	-2.310[a]
Asymp. Sig. (2-tailed)	.021

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.29, the test statistics indicated that the Z-score is -2.310 and this significant value at p= .021 which less than .05 (.021 < .05). Accordingly, the null hypothesis $H22_0$ is rejected.

Hypothesis 24

$H24_0$: Superior is normally dissatisfied with Assumption graduates in terms of positive behavior and attitude .

$H24_a$. : Superior is normally satisfied with Assumption graduates in terms of positive behavior and attitude .

Table 5.30 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of positive behavior and attitude by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Positive Behavior&Attitude - Exp. toward ABAC student's job performance : Positive Behavior&Attitude	Negative Ranks	94[a]	86.39	8121.00
	Positive Ranks	83[b]	91.95	7632.00
	Ties	223[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Positive Behavior&Attitude < Exp. toward ABAC student's job performance : Positive Behavior&Attitude

b. Per. toward ABAC student's job performance : Positive Behavior&Attitude > Exp. toward ABAC student's job performance : Positive Behavior&Attitude

c. Per. toward ABAC student's job performance : Positive Behavior&Attitude = Exp. toward ABAC student's job performance : Positive Behavior&Attitude

Test Statistics[b]

	Per. toward ABAC student's job performance : Positive Behavior&Attitude - Exp. toward ABAC student's job performance : Positive Behavior&Attitude
Z	-.392[a]
Asymp. Sig. (2-tailed)	.695

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

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The table 5.30, the test statistics indicated that the Z-score is -0.392 and this significant value at p= .695 which greater than .05 (.695 >.05). Accordingly, the null hypothesis $H24_0$ is accepted.

Hypothesis 25

$H25_0$: Superior is normally dissatisfied with Assumption graduates in terms of knowledge, skill and capability.

$H25_a$: Superior is normally satisfied with Assumption graduates in terms of knowledge, skill and capability.

Table 5.31 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of knowledge, skill and capability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC student's job performance : Knowledge, Skill&Capability - Exp. toward ABAC student's job performance : Knowledge, Skill&Capability	Negative Ranks	111[a]	97.04	10771.50
	Positive Ranks	84[b]	99.27	8338.50
	Ties	205[c]		
	Total	400		

a. Per. toward ABAC student's job performance : Knowledge, Skill&Capability < Exp. toward ABAC student's job performance : Knowledge, Skill&Capability

b. Per. toward ABAC student's job performance : Knowledge, Skill&Capability > Exp. toward ABAC student's job performance : Knowledge, Skill&Capability

c. Per. toward ABAC student's job performance : Knowledge, Skill&Capability = Exp. toward ABAC student's job performance : Knowledge, Skill&Capability

Test Statistics[b]

	Per. toward ABAC student's job performance : Knowledge, Skill&Capability - Exp. toward ABAC student's job performance : Knowledge, Skill&Capability
Z	-1.656[a]
Asymp. Sig. (2-tailed)	.098

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.31, the test statistics indicated that the Z-score is -1.656 and the significant value at p= .098 which greater than .05 (.098 >.05). Accordingly, the null hypothesis $H25_0$ is accepted.

Hypothesis 26

$H26_0$: Superior is normally dissatisfied with Assumption graduates in terms of productivity.

$H26_a$: Superior is normally satisfied with Assumption graduates in terms of productivity.

Table 5.32 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of productivity by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC graduate's job performance : Productivity - Exp. toward ABAC graduate's job performance : Productivity	Negative Ranks	123[a]	107.38	13207.50
	Positive Ranks	85[b]	100.34	8528.50
	Ties	192[c]		
	Total	400		

a. Per. toward ABAC graduate's job performance : Productivity < Exp. toward ABAC graduate's job performance : Productivity

b. Per. toward ABAC graduate's job performance : Productivity > Exp. toward ABAC graduate's job performance : Productivity

c. Per. toward ABAC graduate's job performance : Productivity = Exp. toward ABAC graduate's job performance : Productivity

Test Statistics[b]

	Per. toward ABAC graduate's job performance : Productivity - Exp. toward ABAC graduate's job performance : Productivity
Z	-2.898[a]
Asymp. Sig. (2-tailed)	.004

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.32, the test statistics indicated that the Z-score is -2.898 and the significant value at p= .004 which less than .05 (.004 <.05). Accordingly, the null hypothesis $H26_0$ is rejected.

Hypothesis 27

$H27_0$: Superior is normally dissatisfied with Assumption graduates in terms of quality of work .

$H27_a$: Superior is normally satisfied with Assumption graduates in terms of quality of work .

Table 5.33 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of quality of work by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC graduate's job performance : Quality Of Work - Exp. toward ABAC graduate's job performance : Quality Of Work	Negative Ranks	125[a]	93.74	11718.00
	Positive Ranks	62[b]	94.52	5860.00
	Ties	213[c]		
	Total	400		

a. Per. toward ABAC graduate's job performance : Quality Of Work < Exp. toward ABAC graduate's job performance : Quality Of Work

b. Per. toward ABAC graduate's job performance : Quality Of Work > Exp. toward ABAC graduate's job performance : Quality Of Work

c. Per. toward ABAC graduate's job performance : Quality Of Work = Exp. toward ABAC graduate's job performance : Quality Of Work

Test Statistics[b]

	Per. toward ABAC graduate's job performance : Quality Of Work - Exp. toward ABAC graduate's job performance : Quality Of Work
Z	-4.197[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.33, the test statistics indicated that the Z-score is -4.197 and the significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H27_0$ is rejected.

Hypothesis 28

$H28_0$: Superior is normally dissatisfied with Assumption graduates in terms of quantity of work .

$H28_a$: Superior is normally satisfied with Assumption graduates in terms of quantity of work .

Table 5.34 : The analysis of the satisfaction of immediate superior toward job performance of Assumption graduates in terms of quantity of work by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward ABAC graduate's job performance : Quantity Of Work - Exp. toward ABAC graduate's job performance : Quantity Of Work	Negative Ranks	109[a]	111.29	12130.50
	Positive Ranks	115[b]	113.65	13069.50
	Ties	176[c]		
	Total	400		

a. Per. toward ABAC graduate's job performance : Quantity Of Work < Exp. toward ABAC graduate's job performance : Quantity Of Work

b. Per. toward ABAC graduate's job performance : Quantity Of Work > Exp. toward ABAC graduate's job performance : Quantity Of Work

c. Per. toward ABAC graduate's job performance : Quantity Of Work = Exp. toward ABAC graduate's job performance : Quantity Of Work

Test Statistics[b]

	Per. toward ABAC graduate's job performance : Quantity Of Work - Exp. toward ABAC graduate's job performance : Quantity Of Work
Z	-.508[a]
Asymp. Sig. (2-tailed)	.611

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.34, the test statistics indicated that the Z-score is -.508 and the significant value at p= .611 which greater than .05 (.611 >.05). Accordingly, the null hypothesis $H28_0$ is accepted.

Part III : Measure the satisfaction of immediate superior toward job performance of non-Assumption's graduates.

Hypothesis 29

$H29_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of dependability.

$H29_a$: Superior is normally satisfied with non-Assumption graduates in terms of dependability.

Table 5.35 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of dependability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Dependability - Exp. toward Non-ABAC graduate's job performance : Dependability	Negative Ranks	111[a]	99.87	11086.00
	Positive Ranks	86[b]	97.87	8417.00
	Ties	203[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Dependability < Exp. toward Non-ABAC graduate's job performance : Dependability

b. Per. toward Non-ABAC graduate's job performance : Dependability > Exp. toward Non-ABAC graduate's job performance : Dependability

c. Per. toward Non-ABAC graduate's job performance : Dependability = Exp. toward Non-ABAC graduate's job performance : Dependability

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Dependability - Exp. toward Non-ABAC graduate's job performance : Dependability
Z	-1.803[a]
Asymp. Sig. (2-tailed)	.071

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.35, the test statistics indicated that the Z-score is -1.803 and this significant value at p= .071 which more than .05 (.071>.05). Accordingly, the null hypothesis $H29_0$ is accepted.

<u>Hypothesis 30</u>

$H30_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of cooperation and teamwork .

$H30_a$. : Superior is normally satisfied with non-Assumption graduates in terms of cooperation and teamwork .

Table 5.36 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of cooperation and teamwork by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Cooperation&Teamwork - Exp. toward Non-ABAC student's job performance : Cooperation&Teamwork	Negative Ranks	116[a]	97.67	11330.00
	Positive Ranks	80[b]	99.70	7976.00
	Ties	204[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork < Exp. toward Non-ABAC student's job performance : Cooperation&Teamwork

b. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork > Exp. toward Non-ABAC student's job performance : Cooperation&Teamwork

c. Per. toward Non-ABAC student's job performance : Cooperation&Teamwork = Exp. toward Non-ABAC student's job performance : Cooperation&Teamwork

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Cooperation& Teamwork - Exp. toward Non-ABAC student's job performance : Cooperation& Teamwork
Z	-2.235[a]
Asymp. Sig. (2-tailed)	.025

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.36, the test statistics indicated that the Z-score is -2.235 and the significant value at p= .025 which less than .05 (.025 <.05). Accordingly, the null hypothesis $H30_0$ is rejected.

Hypothesis 31

$H31_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of initiative .

$H31_a$: Superior is normally satisfied with non-Assumption graduates in terms of initiative

Table 5.37 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of initiative by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Initiative - Exp. toward Non-ABAC graduate's job performance : Initiative	Negative Ranks	133[a]	118.81	15801.50
	Positive Ranks	106[b]	121.50	12878.50
	Ties	161[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Initiative < Exp. toward Non-ABAC graduate's job performance : Initiative

b. Per. toward Non-ABAC graduate's job performance : Initiative > Exp. toward Non-ABAC graduate's job performance : Initiative

c. Per. toward Non-ABAC graduate's job performance : Initiative = Exp. toward Non-ABAC graduate's job performance : Initiative

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Initiative - Exp. toward Non-ABAC graduate's job performance : Initiative
Z	-1.454[a]
Asymp. Sig. (2-tailed)	.146

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.37, the test statistics indicated that the Z-score is -1.454 and this value is sig. at p= .146 which greater than .05 (.146 > .05). Accordingly, the null hypothesis $H31_0$ is accepted.

Hypothesis 32

$H32_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of adaptability .

$H32_a$: Superior is normally satisfied with non-Assumption graduates in terms of adaptability .

Table 5.38 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of adaptability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Adaptability - Exp. toward Non-ABAC graduate's job performance : Adaptability	Negative Ranks	124[a]	105.76	13114.00
	Positive Ranks	72[b]	86.00	6192.00
	Ties	204[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Adaptability < Exp. toward Non-ABAC graduate's job performance : Adaptability

b. Per. toward Non-ABAC graduate's job performance : Adaptability > Exp. toward Non-ABAC graduate's job performance : Adaptability

c. Per. toward Non-ABAC graduate's job performance : Adaptability = Exp. toward Non-ABAC graduate's job performance : Adaptability

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Adaptability - Exp. toward Non-ABAC graduate's job performance : Adaptability
Z	-4.703[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.38, the test statistics indicated that the Z-score is -4.703 and this significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H32_0$ is rejected.

Hypothesis 33

$H33_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of responsibility .

$H33_a$: Superior is normally satisfied with non-Assumption graduates in terms of responsibility .

Table 5.39 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of responsibility by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Responsibility - Exp. toward Non-ABAC student's job performance : Responsibility	Negative Ranks	133[a]	122.09	16237.50
	Positive Ranks	110[b]	121.90	13408.50
	Ties	157[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Responsibility < Exp. toward Non-ABAC student's job performance : Responsibility

b. Per. toward Non-ABAC student's job performance : Responsibility > Exp. toward Non-ABAC student's job performance : Responsibility

c. Per. toward Non-ABAC student's job performance : Responsibility = Exp. toward Non-ABAC student's job performance : Responsibility

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Responsibility - Exp. toward Non-ABAC student's job performance : Responsibility
Z	-1.393[a]
Asymp. Sig. (2-tailed)	.164

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.39, the test statistics indicated that the Z-score is -1.393 and the significant value at p= .164 which greater than .05 (.164 > .05). Accordingly, the null hypothesis $H33_0$ is accepted.

<u>Hypothesis 34</u>

$H34_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of problem solving and judgment .

$H34_a$: Superior is normally satisfied with non-Assumption graduates in terms of problem solving and judgment .

Table 5.40 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of problem solving and judgment by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Problem Solving - Exp. toward Non-ABAC student's job performance : Problem Solving	Negative Ranks	121[a]	105.59	12776.50
	Positive Ranks	96[b]	113.30	10876.50
	Ties	183[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Problem Solving < Exp. toward Non-ABAC student's job performance : Problem Solving

b. Per. toward Non-ABAC student's job performance : Problem Solving > Exp. toward Non-ABAC student's job performance : Problem Solving

c. Per. toward Non-ABAC student's job performance : Problem Solving = Exp. toward Non-ABAC student's job performance : Problem Solving

Test Statistics [b]

	Per. toward Non-ABAC student's job performance : Problem Solving - Exp. toward Non-ABAC student's job performance : Problem Solving
Z	-1.097[a]
Asymp. Sig. (2-tailed)	.273

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.40, the test statistics indicated that the Z-score is -1.097 and the significant value is at p= .273 which greater than .05 (.273 >.05). Accordingly, the null hypothesis $H34_0$ is accepted.

Hypothesis 35

$H35_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of communication skills .

$H35_a$. : Superior is normally satisfied with non-Assumption graduates in terms of communication skills.

Table 5.41 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduate in terms of communication skills by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Communication Skill - Exp. toward ABAC student's job performance : Communication Skill	Negative Ranks	115[a]	91.53	10525.50
	Positive Ranks	89[b]	116.68	10384.50
	Ties	196[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Communication Skill < Exp. toward ABAC student's job performance : Communication Skill

b. Per. toward Non-ABAC student's job performance : Communication Skill > Exp. toward ABAC student's job performance : Communication Skill

c. Per. toward Non-ABAC student's job performance : Communication Skill = Exp. toward ABAC student's job performance : Communication Skill

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Communication Skill - Exp. toward ABAC student's job performance : Communication Skill
Z	-.090[a]
Asymp. Sig. (2-tailed)	.928

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

In the table 5.41, the test statistics indicated that the Z-score is -.090 and this value is sig. at p= .928 which greater than .05 (.928 >.05). Accordingly, the null hypothesis $H35_0$ is accepted.

Hypothesis 36

$H36_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of leadership .

$H36_a$: Superior is normally satisfied with non-Assumption graduates in terms of leadership .

Table 5.42 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of leadership by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Leadership - Exp. toward Non-ABAC student's job performance : Leadership	Negative Ranks	102[a]	96.12	9804.00
	Positive Ranks	90[b]	96.93	8724.00
	Ties	208[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Leadership < Exp. toward Non-ABAC student's job performance : Leadership

b. Per. toward Non-ABAC student's job performance : Leadership > Exp. toward Non-ABAC student's job performance : Leadership

c. Per. toward Non-ABAC student's job performance : Leadership = Exp. toward Non-ABAC student's job performance : Leadership

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Leadership - Exp. toward Non-ABAC student's job performance : Leadership
Z	-.744[a]
Asymp. Sig. (2-tailed)	.457

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.42, the test statistics indicated that the Z-score is -.744 and the significant value at p= .457 which greater than .05 (.457 >.05). Accordingly, the null hypothesis $H36_0$ is accepted.

Hypothesis 37

$H37_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of punctuality .

$H37_a$: Superior is normally satisfied with non-Assumption graduates in terms of punctuality .

Table 5.43 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of punctuality by using the Wilcoxon Signed Ranks Test..

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Punctuality - Exp. toward Non-ABAC student's job performance : Punctuality	Negative Ranks	139[a]	106.85	14851.50
	Positive Ranks	79[b]	114.17	9019.50
	Ties	182[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Punctuality < Exp. toward Non-ABAC student's job performance : Punctuality

b. Per. toward Non-ABAC student's job performance : Punctuality > Exp. toward Non-ABAC student's job performance : Punctuality

c. Per. toward Non-ABAC student's job performance : Punctuality = Exp. toward Non-ABAC student's job performance : Punctuality

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Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Punctuality - Exp. toward Non-ABAC student's job performance : Punctuality
Z	-3.337[a]
Asymp. Sig. (2-tailed)	.001

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.43, the test statistics indicated that the Z-score is -3.337 and the significant value at p= .001 which less than .05 (.001 < .05). Accordingly, the null hypothesis $H37_0$ is rejected.

Hypothesis 38

$H38_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of positive behavior and attitude .

$H38_a$. : Superior is normally satisfied with non-Assumption graduates in terms of positive behavior and attitude .

Table 5.44 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of positive behavior and attitude by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Positive Behavior&Attitude - Exp. toward Non-ABAC student's job performance : Positive Behavior&Attitude	Negative Ranks	110[a]	105.99	11658.50
	Positive Ranks	94[b]	98.42	9251.50
	Ties	196[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Positive Behavior&Attitude < Exp. toward Non-ABAC student's job performance : Positive Behavior&Attitude

b. Per. toward Non-ABAC student's job performance : Positive Behavior&Attitude > Exp. toward Non-ABAC student's job performance : Positive Behavior&Attitude

c. Per. toward Non-ABAC student's job performance : Positive Behavior&Attitude = Exp. toward Non-ABAC student's job performance : Positive Behavior&Attitude

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Positive Behavior&Attitude - Exp. toward Non-ABAC student's job performance : Positive Behavior&Attitude
Z	-1.550[a]
Asymp. Sig. (2-tailed)	.121

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.44, the test statistics indicated that the Z-score is -1.550 and this value is sig. at p= .121 which greater than .05 (.121 >.05). Accordingly, the null hypothesis $H38_0$ is accepted.

Hypothesis 39

$H39_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of knowledge, skill and capability .

$H39_a$: Superior is normally satisfied with non-Assumption graduates in terms of knowledge, skill and capability

Table 5.45 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of knowledge, skill and capability by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability - Exp. toward Non-ABAC student's job performance : Knowledge,Skill&Capability	Negative Ranks	136[a]	104.46	14207.00
	Positive Ranks	75[b]	108.79	8159.00
	Ties	189[c]		
	Total	400		

a. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability < Exp. toward Non-ABAC student's job performance : Knowledge,Skill&Capability

b. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability > Exp. toward Non-ABAC student's job performance : Knowledge,Skill&Capability

c. Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability = Exp. toward Non-ABAC student's job performance : Knowledge,Skill&Capability

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Knowledge,Skill&Capability - Exp. toward Non-ABAC student's job performance : Knowledge,Skill&Capability
Z	-3.705[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.45, the test statistics indicated that the Z-score is -3.705 and the significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H39_0$ is rejected.

Hypothesis 40

$H40_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of productivity.

$H40_a$: Superior is normally satisfied with non-Assumption graduates in terms of productivity.

Table 5.46 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of productivity by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC student's job performance : Productivity - Exp. toward Non-ABAC student's job performance : Productivity	Negative Ranks	138[a]	106.21	14656.50
	Positive Ranks	75[b]	108.46	8134.50
	Ties	186[c]		
	Total	399		

a. Per. toward Non-ABAC student's job performance : Productivity < Exp. toward Non-ABAC student's job performance : Productivity

b. Per. toward Non-ABAC student's job performance : Productivity > Exp. toward Non-ABAC student's job performance : Productivity

c. Per. toward Non-ABAC student's job performance : Productivity = Exp. toward Non-ABAC student's job performance : Productivity

Test Statistics[b]

	Per. toward Non-ABAC student's job performance : Productivity - Exp. toward Non-ABAC student's job performance : Productivity
Z	-3.924[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The table 5.46, the test statistics indicated that the Z-score is -3.924 and the significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H40_0$ is rejected.

Hypothesis 41

$H41_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of quality of work .

$H41_a$: Superior is normally satisfied with non-Assumption graduates in terms of quality of work .

Table 5.47 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of quality of work by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Quality Of Work - Exp. toward Non-ABAC graduate's job performance : Quality Of Work	Negative Ranks	137[a]	108.21	14825.00
	Positive Ranks	77[b]	106.23	8180.00
	Ties	186[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Quality Of Work < Exp. toward Non-ABAC graduate's job performance : Quality Of Work

b. Per. toward Non-ABAC graduate's job performance : Quality Of Work > Exp. toward Non-ABAC graduate's job performance : Quality Of Work

c. Per. toward Non-ABAC graduate's job performance : Quality Of Work = Exp. toward Non-ABAC graduate's job performance : Quality Of Work

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Quality Of Work - Exp. toward Non-ABAC graduate's job performance : Quality Of Work
Z	-3.944[a]
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

In the table 5.47, the test statistics indicated that the Z-score is -3.944 and the significant value at p= .000 which less than .05 (.000 <.05). Accordingly, the null hypothesis $H41_0$ is rejected.

Hypothesis 42

$H42_0$: Superior is normally dissatisfied with non-Assumption graduates in terms of quantity of work .

$H42_a$: Superior is normally satisfied with non-Assumption graduates in terms of quantity of work .

Table 5.48 : The analysis of the satisfaction of immediate superior toward job performance of non-Assumption graduates in terms of quantity of work by using the Wilcoxon Signed Ranks Test.

Ranks

		N	Mean Rank	Sum of Ranks
Per. toward Non-ABAC graduate's job performance : Quantity Of Work - Exp. toward Non-ABAC graduate's job performance : Quantity Of Work	Negative Ranks	99[a]	104.92	10387.00
	Positive Ranks	127[b]	120.19	15264.00
	Ties	174[c]		
	Total	400		

a. Per. toward Non-ABAC graduate's job performance : Quantity Of Work < Exp. toward Non-ABAC graduate's job performance : Quantity Of Work

b. Per. toward Non-ABAC graduate's job performance : Quantity Of Work > Exp. toward Non-ABAC graduate's job performance : Quantity Of Work

c. Per. toward Non-ABAC graduate's job performance : Quantity Of Work = Exp. toward Non-ABAC graduate's job performance : Quantity Of Work

Test Statistics[b]

	Per. toward Non-ABAC graduate's job performance : Quantity Of Work - Exp. toward Non-ABAC graduate's job performance : Quantity Of Work
Z	-2.621[a]
Asymp. Sig. (2-tailed)	.009

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table 5.48 , the test statistics indicated that the Z-score is -2.621 and this value is sig. at p= .009 which less than .05 (.009 <.05). Accordingly, the null hypothesis $H42_0$ is rejected.

The results of hypotheses testing summarized in the table 5.49:-

Table 5.49 : Summary of results from hypotheses testing.

Hypothesis	Significance	Analysis Result
$H1_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.	.094	Accept $H1_0$
$H2_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork	.596	Accept $H2_0$
$H3_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of initiative.	.319	Accept $H3_0$
$H4_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability.	.770	Accept $H4_0$
$H5_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility	.684	Accept $H5_0$
$H6_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.	.590	Accept $H6_0$
$H7_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of communication skills .	.788	Accept $H7_0$

Hypothesis	Significance	Analysis Result
$H8_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of leadership .	.393	Accept $H8_0$
$H9_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality	.587	Accept $H9_0$
$H10_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.	.000	Reject $H10_0$
$H11_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability	.415	Accept $H11_0$
$H12_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.	.689	Accept $H12_0$
$H13_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quality of work .	.477	Accept $H13_0$
$H14_0$: There is no difference in superior perception between Assumption and non-Assumption graduates in terms of quantity of work .	.530	Accept $H14_0$
$H15_0$: Superior is normally dissatisfaction with Assumption graduates in terms of dependability.	.669	Accept $H15_0$
$H16_0$: Superior is normally dissatisfaction with Assumption graduates in terms of cooperation and teamwork .	.000	Reject $H16_0$
$H17_0$: Superior is normally dissatisfaction with Assumption graduates in terms of initiative .	.017	Reject $H17_0$
$H18_0$: Superior is normally dissatisfaction with Assumption graduates in terms of adaptability .	.001	Reject $H18_0$

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Hypothesis	Significance	Analysis Result
$H19_0$: Superior is normally dissatisfaction with Assumption graduates in terms of responsibility .	.039	Reject $H19_0$
$H20_0$: Superior is normally dissatisfaction with Assumption graduates in terms of problem solving and judgment .	.001	Reject $H20_0$
$H21_0$: Superior is normally dissatisfaction with Assumption graduates in terms of communication skills.	.981	Accept $H21_0$
$H22_0$: Superior is normally dissatisfaction with Assumption graduates in terms of leadership .	.967	Accept $H22_0$
$H23_0$: Superior is normally dissatisfaction with Assumption graduates in terms of punctuality .	.021	Reject $H23_0$
$H24_0$: Superior is normally dissatisfaction with Assumption graduates in terms of positive behavior and attitude	.695	Accept $H24_0$
$H25_0$: Superior is normally dissatisfaction with Assumption graduates in terms of knowledge, skill and capability.	.098	Accept $H25_0$
$H26_0$: Superior is normally dissatisfaction with Assumption graduates in terms of productivity.	.004	Reject $H26_0$
$H27_0$: Superior is normally dissatisfaction with Assumption graduates in terms of quality of work .	.000	Reject $H27_0$
$H28_0$: Superior is normally dissatisfaction with Assumption graduates in terms of quantity of work	.611	Accept $H28_0$
$H29_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of dependability.	.071	Accept $H29_0$
$H30_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of cooperation and teamwork .	.025	Reject $H30_0$
$H31_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of initiative.	.146	Accept $H31_0$

Hypothesis	Significance	Analysis Result
$H32_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of adaptability .	.000	Reject $H32_0$
$H33_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of responsibility .	.164	Accept $H33_0$
$H34_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of problem solving and judgment .	.273	Accept $H34_0$
$H35_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of communication skills.	.928	Accept $H35_0$
$H36_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of leadership .	.457	Accept $H36_0$
$H37_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of punctuality .	.001	Reject $H37_0$
$H38_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of positive behavior and attitude .	.121	Accept $H38_0$
$H39_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of knowledge, skill and capability .	.000	Reject $H39_0$
$H40_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of productivity.	.000	Reject $H40_0$
$H41_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of quality of work .	.000	Reject $H41_0$
$H42_0$: Superior is normally dissatisfaction with non-Assumption graduates in terms of quantity of work	.009	Reject $H42_0$

*Significant at the 0.05 level

Chapter 6

Summary, Conclusions and Recommendations

This chapter consists of three major parts. The first part is the summary of finding in brief statement based on the objectives and hypotheses of the research. The second part is the recommendations and the last part is the suggestion for future research.

6.1 Summary of Finding

The objective of this research is to measure and compare the perception and satisfaction of immediate superiors toward job performance of Assumption and Non-Assumption graduates and also generates the useful information for management of universities to improve their educational strategies.

Job performance is a key indicator for measuring immediate superior's satisfaction. It can be classified into three types of criteria: trait, behavioral and outcome criteria. For trait criteria, the researcher conducted the investigation by using nine sub-criteria which are dependability, cooperation and teamwork, initiative, adaptability, responsibility, problem solving and judgment, communication skills, leadership and punctuality. For behavioral criteria, three sub-criteria were investigated which are positive behavioral and attitude, knowledge, skill and capability and productivity. And the outcome criteria, the research investigated by using two sub-criteria, which are quality of work and quantity of work. Therefore, the researcher used all of criterion to design the questionnaire for data collection.

The questionnaire was composed of three parts. They are general respondent data, immediate superior's expectation toward their subordinate's job performance and immediate superior's perception toward their subordinate's job performance. The four hundred respondents of this research are immediate supervisors who are in SMEs businesses.

The test of forty two hypotheses are divided into three parts. The first part ($H1_0$ - $H14_0$) for measuring the perception of immediate superior toward job performance of Assumption and non-Assumption graduates. The second part ($H15_0$ – $H28_0$) for measuring the satisfaction of immediate superior toward job performance of Assumption graduates and the last part for measuring the satisfaction of immediate superior toward job performance of their non-Assumption graduates. Wilcoxon Signed Rank method will be used for all hypotheses testing.

As it was stated in chapter one, there were three main objective of this research. The summary of finding which support each objective is described as follows: -

The first objective : To measure the perception of SMEs immediate superiors toward job performance of their subordinates who graduated from Assumption and non-Assumption University.

The results of hypotheses testing about the immediate superior's perception toward job performance of Assumption and non-Assumption graduates are demonstrated in table 6.1.

Table 6.1 : Summary of the result of immediate superior's perception toward job performance of Assumption and non-Assumption's graduates.

Job Performance Indicators	**Result of Testing**
Trait-Base Criteria	
Dependability	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of dependability.
Cooperation and Teamwork	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of cooperation and teamwork.
Initiative	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of initiative.
Adaptability	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of adaptability.
Responsibility	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of responsibility.
Problem Solving and Judgment	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of problem solving and judgment.
Communication Skill	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of communication skill.
Leadership	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of leadership.

Job Performance Indicators	Result of Testing
Trait-Base Criteria	
Punctuality	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality.
Behavioral-Base Criteria	
Positive Behavior and Attitude	There is difference in superior perception between Assumption and non-Assumption graduates in terms of positive behavior and attitude.
Knowledge, Skill and Capability	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of knowledge, skill and capability.
Productivity	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of productivity.
Outcome-Base Criteria	
Quality of Work	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality.
Quantity of Work	There is no difference in superior perception between Assumption and non-Assumption graduates in terms of punctuality.

For this study, the outcome of the perception difference dose not mean how well Assumption and non-Assumption graduates could perform in each criterion. But it simply compares whether the immediate superior perceives the same or difference toward job performance of Assumption and non-Assumption graduates.

The results from hypotheses testing about immediate superior's perception toward job performance of Assumption and non-Assumption graduates indicated that

the SMEs immediate superiors perceived Assumption and non-Assumption graduate's job performance the same in all sub-criteria except positive behavior and attitude. It means immediate superiors perceived differently toward Assumption and non-Assumption graduates in term of self-esteem, confident, honesty, integrity and positive attitude toward learning.

The second objective: To measure and compare the satisfaction of SMEs immediate superiors toward job performance of Assumption and non-Assumption's graduates.

From the theory of customer satisfaction in chapter two, satisfaction is the person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance in relation to his or her expectation.

- If the perceived performance of product or service is greater than expectation, the customer is satisfied.
- If the perceived performance of product or service is less than expectation, the customer is dissatisfied.

Base on the hypothesis testing in chapter five, the results could be concluded in table 6.2

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Table 6.2 : Summary of the result of immediate superior's satisfaction toward job performance of Assumption and non-Assumption's graduates.

Job Performance Indicators	The Result Of Immediate Superior's Toward Job Performance.	
	Assumption	non-Assumption
Trait-Base Criteria		
Dependability	Dissatisfied	Dissatisfied
Corporation and Teamwork	Satisfied	Satisfied
Initiative	Satisfied	Dissatisfied
Adaptability	Satisfied	Satisfied
Responsibility	Satisfied	Dissatisfied
Problem Solving and Judgment	Satisfied	Dissatisfied
Communication Skill	Dissatisfied	Dissatisfied
Leadership	Dissatisfied	Dissatisfied
Punctuality	Satisfied	Satisfied
Behavioral-Base Criteria		
Positive Behavior and Attitude	Dissatisfied	Dissatisfied
Knowledge, Skill and Capability	Dissatisfied	Satisfied
Productivity	Satisfied	Satisfied
Outcome-Base Criteria		
Quality of Work	Satisfied	Satisfied
Quantity of Work	Dissatisfied	Satisfied

Table 6.2 illustrates an overall result of immediate superiors toward job performance of Assumption and non-Assumption's graduates in three base criterions as follows: -

- Trait-Base Criteria – There are nine sub-criteria used to measure job performance of the subordinates. Overall, immediate superiors had much more satisfaction toward job performance of their subordinates from Assumption graduates than those from non-Assumption graduates. These are in terms of their initiative, responsibility, as well as problem solving and judgment, whereas there was not a single sub-criteria under trait-base that immediate supervisors had more satisfaction with non-Assumption graduates than Assumption graduates. Immediate superiors were satisfied with job performance of their subordinates from both Assumption graduates and non-Assumption graduates in terms of cooperation and teamwork, adaptability, and punctuality; however they were still dissatisfied with job performances of both in terms of dependability, communication skill, and leadership.
- Behavior-Base Criteria – There are three sub-criteria used to measure job performance in this section. Subordinates from both Assumption and non-Assumption satisfied their immediate superiors in terms of productivity but dissatisfied them in terms of positive behavior and attitude. However, immediate superiors were more satisfied with non-Assumption graduates than Assumption graduates in terms of knowledge, skill and capability.
- Outcome-Base Criteria - There are two sub-criteria used to measure job performance in this section. Immediate superiors were satisfied with both Assumption and non-Assumption graduates in terms of quality of work,

however they were more satisfied with those of non-Assumption graduates than Assumption graduates in terms of quantity of work.

As the result of hypotheses testing on perception and satisfaction of immediate superiors toward job performance of Assumption and non-Assumption graduates implied that the perception of immediate superiors may not be directly related to their satisfaction. If the immediate superiors perceived the same or different toward job performance of Assumption and non-Assumption graduates, the result of satisfaction could be either satisfaction or dissatisfaction in these job performance criterion.

For the example of initiative sub-criteria, the result shown that the immediate superiors perceived Assumption and non-Assumption graduates the same in this criterion. But the result of satisfaction was different. They satisfied Assumption graduates, whereas they dissatisfied non-Assumption graduates toward these sub-criteria.

Regarding the definition of satisfaction (See Chapter2) that means a degree to which there is a match between a customer's expectation and the actual performance of that goods or service. Therefore, the satisfaction of immediate superiors toward initiative of Assumption and non-Assumption graduates that were different may be caused by the difference of the degree of the immediate superior's expectation. For the level of expectation, if immediate superiors have lower and/or equal expectation of Assumption graduates than non-Assumption graduates implied that Assumption graduates are in a better position to fulfill their immediate superiors expectation than non-Assumption graduates.

The other example as positive behavior and attitude sub-criteria, the immediate superiors perceived job performance of Assumption graduates and non-Assumption graduates differently in these criteria but the results of satisfaction shown that both Assumption graduates and non-Assumption graduates dissatisfied their immediate superiors in these sub-criterions.

The reasons that the immediate superiors perceived on positive behavior and attitude of Assumption graduates and non-Assumption graduates differently might be caused by their experiences that related to job performance of Assumption and non-Assumption graduates. In this research, positive behavior and attitude means self–esteem and confidence, honesty, integrity and having positive attitude learning. Therefore, the performance of Assumption and/or non-Assumption graduates that would probably lead their immediate superiors to perceive differently in these sub-criteria could have been cheating time work and corruption, not enthusiastic and unwilling to learn new knowledge and having no self- confidence etc.…

Regarding the satisfaction of immediate superiors, the immediate superiors were dissatisfied with both Assumption and non-Assumption graduates. This could be caused by the expectation of immediate superiors toward Assumption graduates and non-Assumption graduates did not match with their perception. So the results were the immediate superior dissatisfied Assumption graduates and non-Assumption graduates in these sub-criteria.

The third objective: To generate the useful information for management of Assumption and non-Assumption Universities to improve their educational strategies necessary to meet labor market demand and satisfaction.

6.2 Recommendations

The results from this research will be useful for the management of Assumption and non-Assumption Universities to understand the strengths and weaknesses of their students, and to know the criteria that should be improved in order to increase the satisfaction of their immediate superiors.

The result from table 6.2 implied that the characteristic of Assumption's graduates matches with SMEs which are composed of production, services and trading businesses more than non-Assumption graduates. The result of satisfaction has shown that the immediate superiors in SMEs were satisfied with Assumption graduates more than non-Assumption graduates in these criteria. But for the behavior criteria that focus on what they did on job and outcome criteria that focuses on what was produced, non-Assumption graduates matched with SMEs business better than Assumption graduates.

Therefore, the management of Assumption University should urgently improve their students in the areas of positive behavior and attitude and knowledge, skill and capability under behavioral criteria. For trait base criteria, the management should be more concerned on dependability, communication skill and leadership criteria. While, the outcome base criteria, the management should improve on the area of quantity of work.

The immediate superiors were dissatisfied with non-Assumption students in many sub-criteria under trait base. There are composed of dependability, initiative, responsibility, problem solving and judgment, communication skill and leadership respectively. Therefore, trait base criterion is the critical for management of non-Assumption University to improve their student's performance. In additional to trait

base criteria, sub-criteria under behavioral base in the areas of positive behavioral and attitude should also be paid special attention to.

According to the results of this research, the management of Assumption and non-Assumption University should find ways to improve their students' performances. Regarding trait base criteria, the management of the university may integrate trait development lesson for their students in the class. The examples of the characteristics needs to be developed are responsibility, punctuality, adaptability, cooperation and teamwork etc… The frequent instructions that students derived from the class would be useful for them to develop and to improve better characters match with their workplace.

For behavior base criteria, the management of the universities should subsidize fundamental curriculum, which are more practical to their students such as computer lesson for beginners, English for businesses etc... The additional class would be beneficially for the students to practice themselves and then able to apply their knowledge fit with their job in the future.

On the other hand the management should maintain and continually improve their student's performance in the criterion that already met immediate superior satisfaction.

However if the management of the Assumption and non-Assumption Universities improves their student's performance following these recommendations, in the future the performance of their students may improve, thus, increase their superior's satisfaction.

6.3 Further Research

This research studied the satisfaction of SMEs immediate superiors toward job performance of Assumption graduates and non-Assumption graduates. Since the study focuses on immediate superiors who are working in SMEs that located in Bangkok area, therefore, it is recommended that future researchers could investigate respondents in other kinds of businesses as well as in other locations, for example, banking, manufacturing business etc… The result from the study, which compares the difference in the level of the satisfaction of employers toward their graduates in others kind of businesses, would enable the researcher and/or management of each faculty and university to understand more on the factors that influenced employer's satisfaction in greater details of each aspect. The information will be beneficial to the management of each university to improve their students to meet the need of the employers and market labor demand. This study could be the guideline for non-Assumption universities to make the same kind of research.

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APPENDIX A:

Questionnaires

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Questionnaires

The Comparative Study Of Satisfaction Of Immediate Superior Toward Job Performance Of Assumption And non-Assumption Graduates : A Study Of SMEs In Bangkok

This questionnaire is designed as a partial of fulfillment of the requirement for the Degree of Master of Business Administration Assumption University.

This Questionnaire is designed to obtain information about "The Satisfaction of Immediate Superior toward Job Performance of Assumption and non-Assumption University Graduates : A Study of SMEs In Bangkok". Please indicate your opinion as to extent to which you agree or disagree with the following statements. All information is for academic purpose. Your full-cooperation in responding to all items in this questionnaire would be very much appreciated.

Part I : General Data

1. How many employees in your company?
   ( ) Less than 50 ( ) 51-100 ( ) 101-150 ( ) 151-200 ( ) More than 200

2. What is your type of business?
   ( ) Production ( ) Trading ( ) Service ( ) Others

Part II : Immediate superior's expectation toward employee's job performance

Strongly Disagree	(SD)	1
Disagree	(D)	2
Neutral	(N)	3
Agree	(A)	4
Strongly Agree	(SA)	5

The bellowing statements use to assess your expectation toward job performance of your Assumption and non-Assumption employees. Please read and mark / in the blank that most accurate.

Expectation toward Trait –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Dependability 3. Employee should monitor project and exercise follow through, on time for meeting and appointment and respond appropriately to instructors and procedure.										
Cooperation and Teamwork 4. Employee should plan and make decision with others and support the outcome, respect the thoughts and opinion of others of the group and understand and work within the culture of the group.										
Initiative 5. Employee should show a sense of personal mission and direction to accomplish key job duties and prefer minimal guidance and training .										
Adaptability 6. Employee should recognition of and respect for people diversity and individual differences and have positive attitude toward change (duties, procedures, supervisor or work environment).										

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Responsibility 7. Employee should plan and manage time and resources to achieve goal and set the priorities in work and personal life.										
Problem Solving and Judgment 8. Employee should demonstrate ability to identify, define and analyze problems or situations, applying knowledge or experience to effective decision making.										
Communication Skills 9. Employee should understand and communicate in the language in which business is conducted, express ideas clearly both oral and writing.										
Leadership 10. Employee should lead, motivate toward achieving common goal.										
Punctuality 11. Employee should work arrival and departure in accordance with job assignments.										

Expectation toward Behavior –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Positive behavior and attitude 12. Employee should have self - esteem, confident, honesty, integrity and positive attitude toward learning.										
Knowledge, skill and Capabilities 13. Employee should use of established techniques, material, and equipments as they related to the performance and exhibit the required level of job knowledge and/or skills to perform the job.										
Productivity 14. Employee should get the job done and set high standards for productivities.										

Expectation toward Outcome –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Quality of work 15. Employee should complete assignment meeting quality standard (Accuracy, neatness and thoroughness)										
Quantity 16. Employee should manage several responsibilities simultaneous and perform work in productive and timely manner meet work schedule..										

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Part III : Immediate superior's perception toward employee's job performance

Strongly Disagree	(SD)	1
Disagree	(D)	2
Neutral	(N)	3
Agree	(A)	4
Strongly agree	(SA)	5

The bellowing statements use to assess your perception toward job performance of your Assumption and non-Assumption employees. Please read and mark / in the blank that most accurate.

Perception toward Trait –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Dependability 17. Your employee able to monitor project and exercise follow through, on time for meeting and appointment and respond appropriately to instructors and procedure.										
Cooperation and Teamwork 18. Your employee able to plan and make decision with others and support the outcome, respect the thoughts and opinion of others of the group and understand and work within the culture of the group.										
Initiative 19. Your employee able to show a sense of personal mission and direction to accomplish key job duties and prefer minimal guidance and training .										
Adaptability 20. Your employee able to recognition of and respect for people diversity and individual differences and have positive attitude toward change (duties, procedures, supervisor or work environment).										
Responsibility 21. Your employee able to plan and manage time and resources to achieve goal and set the priorities in work and personal life.										
Problem Solving and Judgment 22. Your employee able to demonstrate ability to identify, define and analyze problems or situations, applying knowledge or experience to effective decision making.										
Communication Skills 23. Your employee able to understand and communicate in the language in which business is conducted, express ideas clearly both oral and writing.										
Leadership 24. Your employee able to lead, motivate toward achieving common goal.										
Punctuality 25. Your employee able to work arrival and departure in accordance with job assignments.										

Perception toward Behavior –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Positive behavior and attitude 26. Your employee able to have self - esteem confident, honesty, integrity and positive attitude toward learning.										
Knowledge, skill and Capabilities 27. Your employee able to use of established techniques, material, and equipments as they related to the performance and exhibit the required level of job knowledge and/or skills to perform the job.										
Productivity 28. Your employee able to get the job done and set high standards for productivities.										

Perception toward Outcome –Base Criteria

Job Performance Indicator	Assumption's Employee					Non-Assumption's Employee				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
Quality of work 29. Your employee able to complete assignment meeting quality standard (Accuracy, neatness and thoroughness).										
Quantity 30. Your employee able to manage several responsibilities simultaneous and perform work in productive and timely manner meet work schedule.										

Thank You.

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แบบสอบถาม

การศึกษาเชิงเปรียบเทียบความพึงพอใจของนายจ้างที่มีต่อการปฏิบัติงานของลูกจ้าง ที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญ และลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอื่น

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับมหาบัณฑิตมหาวิทยาลัยอัสสัมชัญ เกี่ยวกับความพึงพอใจของนายจ้างที่มีต่อการทำงานของลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญและสำเร็จการศึกษาจากมหาวิทยาลัยอื่น ไม่มีคำตอบที่ถูกหรือผิด ผู้วิจัยต้องการทราบถึงความพึงพอใจของผู้ตอบแบบสอบถามเกี่ยวกับการทำงานของลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญและลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอื่นเท่านั้น

ส่วนที่ 1: ข้อมูลทั่วไป

1. บริษัทของคุณมีลูกจ้างจำนวนกี่คน?

   ( ) น้อยกว่า 50 คน ( ) 51-100 คน ( ) 101-150 คน ( ) 151-200 คน ( ) มากกว่า 200

2. บริษัทของคุณดำเนินธุรกิจประเภทใด

   ( ) การผลิต ( ) การค้า รวมทั้งค้าส่ง และค้าปลีก ( ) การบริการ ( ) อื่น ๆ

ส่วนที่ 2: ความคาดหวังของนายจ้างต่อการปฏิบัติงานของลูกจ้าง

ไม่เห็นด้วยอย่างยิ่ง	(SD)	1
ไม่เห็นด้วย	(D)	2
เฉยๆ	(N)	3
เห็นด้วย	(A)	4
เห็นด้วยอย่างยิ่ง	(SA)	5

ข้อความข้างล่างนี้ใช้ในการประเมินความคาดหวังของนายจ้างที่มีต่อการปฏิบัติงานของลูกจ้างทั้งที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญ และสำเร็จการศึกษาจากมหาวิทยาลัยอื่น กรุณาทำเครื่องหมาย / ลงในช่องคำตอบที่คิดว่าเป็นจริงมากที่สุด

ความคาดหวังของนายจ้างต่อลักษณะ/บุคลิกของลูกจ้าง

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจากมหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
ความเชื่อถือ/ไว้วางใจ										
3. ลูกจ้าง ควร ดูแล และควบคุมการทำงานได้จนสำเร็จ, ตรงต่อเวลาในการประชุม และงานที่ได้รับมอบหมาย และตอบสนองต่อผู้สอน และกระบวนการทำงานได้อย่างเหมาะสม										
การทำงานร่วมกับผู้อื่น										
4. ลูกจ้าง ควร วางแผน และตัดสินใจร่วมกับผู้อื่นในการสร้างสรรค์ผลงาน, รับฟัง และเคารพในความคิดเห็นของผู้อื่น และเข้าใจ และสามารถทำงานกับผู้อื่นภายใต้วัฒนธรรมกลุ่ม										
ความคิดริเริ่มสร้างสรรค์										
5. ลูกจ้าง ควร มีไหวพริบในการเป็นผู้นำผู้อื่นในยามคับขัน, ทำงานโดยได้รับการอบรม/คำแนะนำน้อยที่สุด และกล้าแสดงความคิดเห็น เพื่อให้งานบรรลุเป้าหมาย										

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การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
<u>การปรับตัวเข้ากับผู้อื่น</u> 6. ลูกจ้าง <u>ควร</u> ปรับตัวทำงานร่วมกับเพื่อนร่วมงาน และมีทัศนคติที่ดีต่อการเปลี่ยนแปลง ในหน้าที่, กระบวนการทำงาน,เจ้านาย และสิ่งแวดล้อมในการทำงาน										
<u>ความรับผิดชอบ</u> 7. ลูกจ้าง <u>ควร</u> วางแผนการจัดการและบริหารทรัพยากร และเวลาเพื่อบรรลุเป้าหมาย และกำหนด/ลำดับความสำคัญก่อนหลังในเรื่องงาน และเรื่องส่วนตัวของตนได้										
<u>การแก้ปัญหา และการตัดสินใจ</u> 8. ลูกจ้าง <u>ควร</u> แก้ปัญหาเฉพาะหน้าได้ โดยการวิเคราะห์ ,หาแนวทาง เพื่อแก้ไขปัญหาได้อย่างมีประสิทธิภาพ										
<u>ความสามารถในการติดต่อกับผู้อื่น</u> 9. ลูกจ้าง <u>ควร</u> เข้าใจ และสื่อสารกับผู้อื่นได้เป็นอย่างดี และแสดงความคิดเห็นทางคำพูด และการเขียนให้ผู้อื่นเข้าใจได้อย่างชัดเจน										
<u>ความเป็นผู้นำ</u> 10. ลูกจ้าง <u>ควร</u> มีความเป็นผู้นำ ,กระตุ้นเพื่อนร่วมงานในการทำงานให้บรรลุเป้าหมาย										
<u>การตรงต่อเวลา</u> 11. ลูกจ้าง <u>ควร</u> ทำงานเสร็จตามเวลาที่กำหนด										

<u>ความคาดหวังของนายจ้างต่อการปฏิบัติงานของลูกจ้าง</u>

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
<u>การกระทำ และทัศนคติเชิงบวก</u> 12. ลูกจ้าง <u>ควร</u> มีความมั่นใจในตัวเอง,ซื่อสัตย์สุจริต และมีความกระตือรือร้นในการพัฒนาตนเอง และเรียนรู้สิ่งใหม่ ๆ										
<u>ความรู้, ความชำนาญ และความสามารถ</u> 13. ลูกจ้าง <u>ควร</u> มีความสามารถในการใช้อุปกรณ์ และเครื่องมือเครื่องใช้สำนักงานต่างๆ ได้เป็นอย่างดี และมีความรู้ ความสามารถอย่างดีในการทำงาน										
<u>การผลิตผลงาน</u> 14. ลูกจ้าง <u>ควร</u> ทำงานได้สำเร็จ โดยงานที่ผลิตควรมีมาตรฐานที่สูง										

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ความคาดหวังของนายจ้างต่อผลงานของลูกจ้าง

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
คุณภาพของงาน										
15. ลูกจ้าง ควร ทำงานที่ได้รับมอบหมายได้ตามมาตรฐานที่กำหนดไว้ (ความถูกต้อง, ความสะอาดเรียบร้อย, ความละเอียดรอบคอบ)										
ปริมาณงานที่ทำ										
16. ลูกจ้าง ควร จัดการงานที่ได้รับมอบหมายหลาย ๆ อย่าง ได้ในเวลาเดียวกัน โดยผลงานที่ได้รับมอบหมายเสร็จทันตามเวลาที่กำหนดให้										

ส่วนที่ 3 : **การรับรู้ของนายจ้างต่อการปฏิบัติงานของลูกจ้าง**

ไม่เห็นด้วยอย่างยิ่ง	(SD)	1
ไม่เห็นด้วย	(D)	2
เฉยๆ	(N)	3
เห็นด้วย	(A)	4
เห็นด้วยอย่างยิ่ง	(SA)	5

ข้อความข้างล่างนี้ใช้ประเมินการรับรู้ของนายจ้างที่มีต่อการปฏิบัติงานของลูกจ้างทั้งที่สำเร็จการศึกษาจากมหาวิทยาลัยอัสสัมชัญ และสำเร็จการศึกษาจากมหาวิทยาลัยอื่น กรุณาทำเครื่องหมาย / ลงในช่องคำตอบที่คิดว่าเป็นจริงมากที่สุด

การรับรู้ของนายจ้างต่อลักษณะ/บุคลิกของลูกจ้าง

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
ความเชื่อถือ/ไว้วางใจ										
17. ลูกจ้างสามารถดูแล และควบคุมการทำงานได้จนสำเร็จ, มีความตรงต่อเวลาในการประชุมและงานที่ได้รับมอบหมาย และตอบสนองต่อผู้สอน , กระบวนการทำงานได้อย่างเหมาะสม										
การทำงานร่วมกับผู้อื่น										
18. ลูกจ้าง สามารถวางแผน และตัดสินใจร่วมกับผู้อื่นในการสร้างสรรค์ผลงาน, รับฟัง และเคารพในความคิดเห็นของผู้อื่น รวมถึงเข้าใจ และสามารถทำงานกับผู้อื่นภายใต้วัฒนธรรมกลุ่ม										
ความคิดริเริ่มสร้างสรรค์										
19. ลูกจ้างมีไหวพริบในการเป็นผู้นำผู้อื่นในยามคับขัน, ทำงานโดยได้รับการอบรม/คำแนะนำน้อยที่สุดและกล้าแสดงความคิดเห็นเพื่อให้งานบรรลุเป้าหมาย										
การปรับตัวเข้ากับผู้อื่น										
20. ลูกจ้างสามารถปรับตัวทำงานร่วมกับเพื่อนร่วมงาน และมีทัศนคติที่ดีต่อการเปลี่ยนแปลงในหน้าที่,กระบวนการทำงาน,เจ้านาย และสิ่งแวดล้อมในการทำงาน										

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การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
<u>ความรับผิดชอบ</u>										
21. ลูกจ้างสามารถวางแผนจัดการและบริหารทรัพยากร และเวลาเพื่อบรรลุเป้าหมาย และกำหนด/ลำดับความสำคัญก่อนหลังในเรื่องงาน และเรื่องส่วนตัวของตนได้										
<u>การแก้ปัญหา และการตัดสินใจ</u>										
22. ลูกจ้างสามารถแก้ปัญหาเฉพาะหน้าได้ โดยการวิเคราะห์ ,หาแนวทาง เพื่อแก้ไขปัญหาได้อย่างมีประสิทธิภาพ										
<u>ความสามารถในการติดต่อกับผู้อื่น</u>										
23. ลูกจ้างมีความเข้าใจ และสื่อสารกับผู้อื่นได้เป็นอย่างดี และแสดงความคิดเห็นทางคำพูด และการเขียนให้ผู้อื่นเข้าใจได้อย่างชัดเจน										
<u>ความเป็นผู้นำ</u>										
24. ลูกจ้างมีความเป็นผู้นำ,ชักจูงเพื่อนร่วมงานในการทำงานให้บรรลุเป้าหมาย										
<u>การตรงต่อเวลา</u>										
25. ลูกจ้างสามารถทำงานเสร็จตามเวลาที่กำหนด										

<u>การรับรู้ของนายจ้างต่อปฏิบัติงานของลูกจ้าง</u>

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
<u>การกระทำ และทัศนคติเชิงบวก</u>										
26. ลูกจ้างมีความมั่นใจในตัวเอง,ซื่อสัตย์สุจริต และมีความกระตือรือร้นในการพัฒนาตนเอง และเรียนรู้สิ่งใหม่ ๆ										
<u>ความรู้, ความชำนาญ และความสามารถ</u>										
27. ลูกจ้างมีความสามารถในการใช้อุปกรณ์ และเครื่องมือเครื่องใช้สำนักงานต่าง ๆ ได้เป็นอย่างดี และมีความรู้ ความสามารถอย่างดีในการทำงาน										
<u>การผลิตผลงาน</u>										
28. ลูกจ้างสามารถทำงานได้สำเร็จ โดยงานที่ผลิตควรมีมาตรฐานที่สูง										

<u>การรับรู้ของนายจ้างต่อผลงานของลูกจ้าง</u>

การปฏิบัติงานของลูกจ้าง	ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอัสสัมชัญ					ลูกจ้างที่สำเร็จการศึกษาจาก มหาวิทยาลัยอื่น				
	SA 5	A 4	N 3	D 2	SD 1	SA 5	A 4	N 3	D 2	SD 1
<u>คุณภาพของงาน</u>										
29. ลูกจ้างสามารถทำงานที่ได้รับมอบหมายได้ตามมาตรฐานที่กำหนดไว้ (ความถูกต้อง, ความสะอาดเรียบร้อย, ความละเอียดรอบคอบ)										
<u>ปริมาณงานที่ทำ</u>										
30. ลูกจ้างสามารถจัดการงานที่ได้รับมอบหมายหลาย ๆ อย่าง ได้ในเวลาเดียวกัน โดยผลงานที่ได้รับมอบหมายเสร็จทันตามเวลาที่กำหนดให้										

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APPENDIX B:

List of sample units: Categorized by type of SMEs businesses

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List of sample units : Categorized by type of SMEs businesses

Production

No.	Company Name
1.	Able Sanoh Industry (1996) Co.,Ltd.
2.	Asia Paper Bag Co.,Ltd.
3.	B.P. Power Engineering Co.,Ltd.
4.	Barcode And Id. Systems Co.,Ltd.
5.	Bio Foodtech Co.,Ltd.
6.	Boss Power Co.,Ltd.
7.	Brotherhood International Co.,Ltd.
8.	C.O.D. Construction Co.,Ltd.
9.	Chaiyaphan Macratronics Co.,Ltd.
10.	Cheval Enclosure Co.,Ltd.
11.	Cosmo Box Co.,Ltd.
12.	Cyber Machanic Co., Ltd.
13.	Emmark Solution Co.,Ltd.
14.	E-Tai Printing Co.,Ltd.
15.	Everbright Packaging Co.,Ltd.
16.	Extra Pharma Co.,Ltd.
17.	First Superfood Co., Ltd.
18.	Forward Freeland Co.,Ltd.
19.	Gold Mints Product Co.,Ltd.
20.	Grand Siam Boxes Co.,Ltd.
21.	GrandPack International Co., Ltd.
22.	ILO Real Estate Co., Ltd.
23.	Imperial Thai Toy Co.,Ltd.
24.	J.C.Handicraft & Top Most Co., Ltd.
25.	J.S.B. Candy Co., Ltd.
26.	Kelly Premiums Co., Ltd.
27.	L.M.E. Co.,Ltd.
28.	Mai Thong Co.,Ltd.
29.	M-Fac Co.,Ltd.
30.	Microsis Pharmacy Co.,Ltd.
31.	Natural Fresh Co.,Ltd.
32.	P.O. Intertrade Co.,Ltd.
33.	Podium Home Center Co.,Ltd.
34.	Power Air Systems Co.,Ltd.
35.	Rama Production Co.,Ltd.
36.	S.SV Trading Ltd., Part.
37.	Seagold Industrial Co., Ltd.
38.	Siam Protein Co.,Ltd.
39.	Srimunkong Co.,Ltd.
40.	Star Print Co.,Ltd.
41.	T.S.T. Plaspack Co.,Ltd.
42.	Thai Air Co.,Ltd.

St. Gabriel's Library, Au

No.	Company Name
43.	Thai Global Business Alliance Co.,Ltd.
44.	Thai International Making Co.,Ltd.
45.	Thai Radiator Manufacturing Co.,Ltd.
46.	Thaijacket Promotion Co.,Ltd.
47.	Thongchai Industry Co.,Ltd.
48.	Tin Can Industry Co.,Ltd.
49.	Tyearn Co., Ltd.
50.	V.Excel Product Co.,Ltd.
51.	Water Center Product Co.,Ltd.
52.	Wise Imex Co.,Ltd.
53.	Wonder Jewelry Co.,Ltd.
54.	Worldwide Trade Circuit Co.,Ltd.

Service

No.	Company Name
55.	3D Housing Co.,Ltd.
56.	A.C. Tech Co.,Ltd.
57.	A.P.I. Futuretek Co.,Ltd.
58.	A.V. Scope Co.,Ltd.
59.	Act Car World Co.,Ltd.
60.	Action Plus Holiday Co.,Ltd.
61.	Adinthebox Co.,Ltd.
62.	Advance Digital Solution Co.,Ltd.
63.	Allways Sons Co.,Ltd.
64.	Alpha O.A. Com Co.,Ltd.
65.	Anek & Asscociates Co., Ltd.
66.	Asign Networks Co.,Ltd.
67.	Bangkok Data Center Co.,Ltd.
68.	Bangkok System and Software Co.,Ltd.
69.	Better Modular System Co.,Ltd.
70.	Biz Dimension Co., Ltd.
71.	BKK Hi-Quality Recruitment Co.,Ltd.
72.	Blue and White Travel Center Co.,LTD
73.	Business Applications Co.,Ltd.
74.	Business Online Services Co.,Ltd.
75.	C.K.A. Accounting and Law Co.,Ltd.
76.	C.P.Management and Manager Co.,Ltd.
77.	C.Q.M. Co.,Ltd.
78.	C.R. Business Co.,Ltd.
79.	C.W. Service Express Co.,Ltd.
80.	Callvoice Communication Co.,Ltd.
81.	Can-Thai Consultant Co.,Ltd.
82.	Common Services (Thailand) Ltd.
83.	Computer Supply Co.,Ltd.
84.	Counter Service Co.,Ltd.
85.	Cyber and Nature Development Co.,Ltd.

No.	Company Name
86.	Data Business Computer Co., Ltd.
87.	Datapro Business Co.,Ltd.
88.	Delcam Thailand Co.,Ltd.
89.	EF English First Co.,Ltd.
90.	Eight and Nine Travel Co.,Ltd.
91.	E-Innovations Engineering Co.,Ltd.
92.	E-Media Co.,Ltd.
93.	G.M. Delivery Service Co.,Ltd.
94.	General Forwarding (Thailand) Ltd.
95.	Grand Service Center Co.,Ltd.
96.	H.I.S. Tour Co.,Ltd.
97.	Henriksen Co.,Ltd.
98.	HHH Natural HairTransplant Center
99.	Home By Home Co.,Ltd.
100.	Hometech Center Co.,Ltd.
101.	Hutter & Dhira Co.,Ltd.
102.	Ikon Solution Co.,Ltd.
103.	ILO Real Estate Co., Ltd.
104.	Indeco Services Co.,Ltd.
105.	Industrial Expert Services Co.,Ltd.
106.	Info Research Co.,Ltd.
107.	Informatic Systems Supplies Co.,Ltd.
108.	Informatics Management Associates Co., Ltd.
109.	Inter Cleaning Supplies Co.,Ltd.
110.	Interconnect Co.,Ltd.
111.	Internet Business Network Co.,Ltd.
112.	Internet Communication Co.,Ltd.
113.	Interpalace Co.,Ltd.
114.	IQA-Norwest Service Co.,Ltd.
115.	IT-Comtrade Consultant Co.,Ltd.
116.	J.P.B. Business Co.,Ltd.
117.	Journey Intertour Co.,Ltd.
118.	K.K.N. Consultants Co.,Ltd.
119.	Leetec Digital Co.,Ltd.
120.	Lelanunt Safety Pro. Co.,Ltd.
121.	Lemon and Lemon Co., Ltd.
122.	Luckystar Express Co.,Ltd.
123.	M.C. Electronic Co., Ltd.
124.	M.J.E. Enterprises
125.	Make Up Express Co.,Ltd
126.	Masterline Business Co.,Ltd.
127.	Media Magnet Co.,Ltd.
128.	Metric Co.,Ltd.
129.	Mobile Impact Co.,Ltd.
130.	N.U. International Manpower Supply Co.,Ltd.
131.	Net Image Co.,Ltd.
132.	Net Image Co.,Ltd.

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No.	Company Name
133.	Net Soft Co.,Ltd.
134.	Next Generation Co.,Ltd.
135.	Outer Space English Academy
136.	P.A.C. Express (Thailand) Co.,Ltd.
137.	P.L.Design Co.,Ltd.
138.	P.P. Ontime Co.,Ltd.
139.	Pacific Communication & Telecom Co.,Ltd.
140.	Pan Siam Sonic Co.,Ltd.
141.	Pasupat Realty Co., Ltd.
142.	Power Q Lightning & Surge Protection Co., Ltd.
143.	Pre-Development Consultant Co.,Ltd.
144.	Property Services Co.,Ltd.
145.	R&U Logistics Co.,Ltd.
146.	Ramindhra Factory Co.,Ltd.
147.	Realty World Alliance Co.,Ltd.
148.	Renowm Technical Co.,Ltd.
149.	Ricco Holiday Co.,Ltd
150.	S.H. Architects Co.,Ltd.
151.	S.K.S. Accounting Co.,Ltd.
152.	Samson Contractor Co.,Ltd.
153.	Seat Boat Co.,Ltd.
154.	Security Communication Center Co.,Ltd.
155.	Service (Thailand) Ltd.
156.	Siam Inet Online Co.,Ltd.
157.	Siam Member Corporation Co., Ltd.
158.	Siamplace Management Co.,Ltd.
159.	Sindhu Pulsirivong Consultants Co.,Ltd.
160.	Solar Air-Power Co.,Ltd
161.	Solution Corp.,Ltd.
162.	Som Hunsa Co.,Ltd.
163.	Spa I Am Co.,Ltd.
164.	Surachai Sales and Services Co.,Ltd.
165.	System Pro Enterprise Co.,Ltd.
166.	Teamwork Woldewide Co.,Ltd.
167.	Technology Infrastructure Co.,Ltd
168.	Tele-Intel Co.,Ltd.
169.	Tele-Planet Co.,Ltd.
170.	Telesense Co.,Ltd.
171.	Thai V.P. Auto Service Co.,Ltd.
172.	Thai Wealth Design Co., Ltd.
173.	The Matrix Vision Co.,Ltd.
174.	The Searcher Co.,Ltd.
175.	Triwork 2000 Co.,Ltd.
176.	Visual Web Co.,Ltd.

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Trading

No.	Company Name
177.	A.C.S.G. Co.,Ltd.
178.	A.P.Y. Engineering Co.,Ltd.
179.	AATPR Industry Co.,Ltd.
180.	Access Global Co.,Ltd.
181.	Action Engineering Co.,Ltd.
182.	Advance Technology Equipment Co.,Ltd.
183.	Advanced Device Co., Ltd.
184.	Alpha Envirotech Co.,Ltd
185.	Anglo Eastern Trading Co.,Ltd.
186.	Annadigit Co., Ltd.
187.	Art & Technology Co.,Ltd.
188.	Asan Life Co.,Ltd.
189.	Asia Star Lab Co.,Ltd.
190.	Asian Life Co.,Ltd
191.	Audio and Visual Trading Association Co.,Ltd
192.	B.K. Siam Co.,Ltd.
193.	B.T.I. Packaging Co.,Ltd.
194.	Bangkok Eagle Wings Co.,Ltd
195.	Bangkok Pewter Co.,Ltd.
196.	Bangkok S.K. Co.,Ltd.
197.	Bara Advanced Info Tech Co.,Ltd.
198.	Best Tech A.O. Co.,Ltd.
199.	Bio Food Tech Co.,Ltd.
200.	Bio Women Co.,Ltd.
201.	Biz Dimension Co.,Ltd.
202.	BKK Photo Co.,Ltd.
203.	Boat Book Co.,Ltd.
204.	Boonyalit Papercups Co., Ltd.
205.	Boston Co.,Ltd.
206.	C.K. Foods Marketing Co.,Ltd
207.	Chaiyakorn Craft Co.,Ltd.
208.	Chanakarn Furniture Co., Ltd.
209.	Chareonyont Thai Patana Co.,Ltd.
210.	Chew Poo Enterprise Co.,Ltd.
211.	Choice Coffee Co.,Ltd.
212.	Classic Mode Co., Ltd.
213.	Computer Planet Co.,Ltd.
214.	CRC A-Hold Co.,Ltd.
215.	Cyber Smart Co.,Ltd.
216.	D.D. Allwood (1993) Co.,Ltd.
217.	Data Business Computer Co.,Ltd.
218.	Data Pro Business Co.,Ltd.
219.	Distribution Master (Thailand) Ltd.
220.	Dreamer Marketing And Service Co.,Ltd.
221.	Electronics Sources Co., Ltd.

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No.	Company Name
222.	Etch Glass Co.,Ltd.
223.	Ever Fresh Corporation Co.,Ltd.
224.	Excel Multi Product Co.,Ltd.
225.	Famous Computer Co.,Ltd.
226.	Fancy Ceramic Co.,Ltd.
227.	Fancy World Co.,Ltd.
228.	First Super Food Co.,Ltd.
229.	Flex Technology Co.,Ltd.
230.	Fotofile Co.,Ltd.
231.	Freedom Co.,Ltd.
232.	Fujisawan International Co., Ltd.
233.	Genius Communication Systems Co.,Ltd.
234.	Gida Supply Co.,Ltd.
235.	Global Connection Co.,Ltd.
236.	Global Crossing Systems Co.,Ltd.
237.	Golden Herb Co.,Ltd.
238.	Goodtime Import-Export Co.,Ltd.
239.	H.T.S. Enterprise Co.,Ltd.
240.	Hatam Co.,Ltd.
241.	Heauta International Co., Ltd.
242.	Henson International Co., Ltd.
243.	Hi-View Co.,Ltd
244.	Hong Huat Co.,Ltd.
245.	HQ Equipment Co.,Ltd.
246.	Inabata (Thailand) Co.,Ltd.
247.	Indie Water Co.,Ltd.
248.	Inner Card Co.,Ltd.
249.	Intact Business Co.,Ltd.
250.	Intellect Co.,Ltd
251.	Inter Beverage Co.,Ltd.
252.	Inter Homecare Co.,Ltd.
253.	Intermac and Fiber Co., Ltd.
254.	Intertrade World Co.,Ltd.
255.	J.C.Handicraft & Top Most Co., Ltd.
256.	J.S.V. Hardware Co.,Ltd
257.	JTEEC International Co.,Ltd.
258.	K&J Enterprise Co., Ltd.
259.	K.D. Supply Co.,Ltd.
260.	K.T.N. Marketing Co.,Ltd.
261.	Kanjana-Apa Co., Ltd.
262.	Kelly Premiums Co., Ltd.
263.	Kramuangklang Co., Ltd.
264.	L.P.G Engineering Co.,Ltd.
265.	L.S.P. Siam Intertrade Co., Ltd.
266.	Lemon & Lemon Co.,Ltd.
267.	Less Is More Co., Ltd.
268.	M.C.D. Printing Co.,Ltd.

No.	Company Name
269.	M.P.S. Marketing Co.,Ltd.
270.	M.S. Royal Pet Co.,Ltd
271.	M.S. Union Enterprise Co., Ltd.
272.	M.T.C. Enterprise Co.,Ltd.
273.	Manee Mongkol Co.,Ltd.
274.	Master Electric Co.,Ltd.
275.	MG Aero Co.,Ltd.
276.	Micro Cybertek Co.,Ltd.
277.	Mitmai Factory Co.,Ltd.
278.	MSC PR Two Co.,Ltd.
279.	N.S.T.Plastics Co.,Ltd
280.	N.V. Battery Co.,Ltd.
281.	Narai Superbag Co.,Ltd.
282.	Nasubag Co.,Ltd.
283.	Neediss Supply Co.,Ltd.
284.	Newton Computer Co.,Ltd
285.	Nutrition Co.,Ltd.
286.	Nutrition Supply Co.,Ltd.
287.	Nutrition Supply Co.,Ltd.
288.	O.G.C. Trading Co.,Ltd.
289.	O-Clay Ceramic Co.,Ltd.
290.	O.G.P. Co.,Ltd.
291.	Optimaltech Everglory Co.,Ltd.
292.	Orange Decoration Co.,Ltd.
293.	P&N Flourishment Co., Ltd.
294.	P.F.P. Trading Co.,Ltd.
295.	P.J. Woodenbox Co.,Ltd.
296.	P.O.S. Telecom Co., Ltd.
297.	P.S. Autoseat Co.,Ltd.
298.	P.T. Trading Frame Co., Ltd.
299.	Pacific-Ice Co.,Ltd.
300.	PackSys Global Co.,Ltd.
301.	Panich Package Co., Ltd.
302.	Pansiri Co.,Ltd
303.	Parwell International Co., Ltd.
304.	Petracarbon Co., Ltd.
305.	Phisit Intergroup Co.,Ltd.
306.	Pinyopass Intertrade Co.,ltd.
307.	Piya Interior Fine Art Co.,Ltd.
308.	Plango Co.,Ltd.
309.	Plastic Co.,Ltd.
310.	Platform Co.,Ltd.
311.	Pneutrade Co., Ltd.
312.	Prakob Industry Trading Co.,Ltd.
313.	Precious Memory Co., Ltd.
314.	Progress Enterprise Co.,Ltd.
315.	R & V Premium Product Trading Co.,Ltd.

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No.	Company Name
316.	Ribbon Distributor Co.,Ltd.
317.	Richtek Co.,Ltd.
318.	Riken Export Co.,Ltd.
319.	Ruenrom Studio Co.,Ltd.
320.	Rungsang Co.,Ltd.
321.	S.K.V. Commercial Co.,Ltd.
322.	S.N.B. Marketing Co.,Ltd.
323.	S.P. Air Sale & Service Co.,Ltd.
324.	S.Y. Solution Co.,Ltd.
325.	Sangudom Autotrade Co.,Ltd.
326.	Scala Silk Screen Printing Co.,Ltd.
327.	Selectronics Co.,Ltd.
328.	Seltech Component Co., Ltd.
329.	Shadow Rota Pack (1991) Co.,Ltd.
330.	Siam Air Ocean Co.,Ltd.
331.	Siam Pacific Enterprise Co.,Ltd.
332.	Siam Sunlight Co.,Ltd.
333.	Siam Vasco Trading Co.,Ltd.
334.	Silver Pack Co.,Ltd.
335.	Sinsoomboon Trading Co.,Ltd.
336.	Sirin Stitch Co.,Ltd.
337.	SIS Distribution Co.,Ltd.
338.	Smart IT Co.,Ltd.
339.	Soap Gallery Co., Ltd.
340.	Soon Heng Co.,Ltd.
341.	Southeast A.O. Co., Ltd.
342.	Soya Foods Co.,Ltd.
343.	Star Santarywear Co.,Ltd.
344.	Step Commercial Co.,Ltd.
345.	Sunny Camera Trading Co.,Ltd.
346.	T.C.E. (1987) Co.,Ltd.
347.	T.E.C. Pack Co.,Ltd.
348.	T.M. International Development Co.,Ltd.
349.	T.N. Intertrade Co.,Ltd.
350.	T.R.C. Polypack Co., Ltd.
351.	T.S. Enginerring Co., Ltd.
352.	T.S.B. Holding Co.,Ltd
353.	T.S.N. Center Co.,Ltd.
354.	T.S.T. Plaspack Co.,Ltd.
355.	T.T.T. Candle Co., Ltd.
356.	T.V.P. Papers Co.,Ltd
357.	Tavornkij Machinery (2001) Co.,Ltd.
358.	Thai D.M.R. Retail Co.,Ltd.
359.	Thai Oclock Co.,Ltd.
360.	Thai Teletrol Co.,Ltd.
361.	Thai Trade Care Co.,Ltd.
362.	Thai Trade Care Co.,Ltd.

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No.	Company Name
363.	Thaiframe & Accessories Co., Ltd.
364.	The Value Systems Co.,Ltd.
365.	Three Master Co.,Ltd.
366.	Tincan Industry Co.,Ltd.
367.	Tong Hai Ceramic Co.,Ltd.
368.	Top Five Idea Co., Ltd.
369.	Top Pack Engineering Co.,Ltd.
370.	Top Star Water Ltd.,Part
371.	Topline Collection Co.,Ltd
372.	Toyland Co.,Ltd.
373.	Trisak Automation Co.,Ltd.
374.	U.C.S.S. Co.,Ltd.
375.	U.P.N. Industrail Tech Co.,Ltd.
376.	U.S. Polytrade Co.,Ltd.
377.	Udomsuk Paint Co.,Ltd.
378.	UIXIM Telecom Co., Ltd.
379.	Una Mac Co., Ltd.
380.	Union Medical (Thailand) Co.,Ltd.
381.	Union Toy Enterprise Co.,Ltd.
382.	Unitop Trading Co.,Ltd
383.	U-Sag International Co.,Ltd.
384.	V Go-On Co.,Ltd.
385.	V.C. Fabric Co.,Ltd.
386.	V.Viset Vitsawa Co.,Ltd.
387.	VET Product Co.,Ltd.
388.	Vijit Marketing Online Co.,Ltd.
389.	Vivaldi Beauty Supply Co.,Ltd
390.	Wanarat Trading Co.,Ltd.
391.	Waternet Holding Co.,Ltd.
392.	Whizzwork Technology Co.,Ltd.
393.	Winstore Co.,Ltd.
394.	Wisdom Information Systems Co.,Ltd.
395.	Wise Imex Co.,Ltd.
396.	Wise Step Co.,Ltd.
397.	World Packaging Industry Co.,Ltd.
398.	Yiemsawat Co.,Ltd.
399.	Yien Machinery Co., Ltd.
400.	Yongkee (1995) Co.,Ltd.

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APPENDIX C:

Reliability of Questionnaires

ASSUMPTION UNIVERSITY OF THAILAND
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Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 40.0 N of Items = 28

Alpha = .8815

Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 40.0 N of Items = 28

Alpha = .9460

Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 40.0 N of Items = 56

Alpha = .9471

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