

A STUDY OF JOB SATISFACTION OF STAFF AT

A PRIVATE INTERNATIONAL SCHOOL



MASTER'S PROJECT

BY

KRITTHAPORN WONGTHAWORN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

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Project Advisor: Dr. Usaporn Sucaromana

This study attempted to investigate the level of job satisfaction among staff at a particular private international school, and to compare the levels of job satisfaction among the staff at a private international school based on gender and position. A questionnaire following the theoretical framework of Herzberg's two-factor theory was developed to collect the data. The 72 staff of the international school constituted the population of this study. A total of 72 questionnaires were distributed, and 54 completed questionnaires were returned. The results were calculated in terms of percentages, mean scores, and standard deviations. T-test was also employed to determine the differences between levels of job satisfaction and the selected independent variables (gender and position).

The findings showed that staff members at the international school were highly satisfied with their jobs. However, staff members were moderately satisfied regarding two aspects of their work: salary and work conditions. The staff members were highly satisfied with achievement, recognition, work itself, responsibility, advancement, possibility of growth, relationship with peers, relationship with supervisor(s), company policy, and supervision. In addition, gender appears to have significant impact on the respondents' level of satisfaction. There were significant differences between gender in the following aspects: recognition, relationship with peers, work conditions, company policy, and supervision; and there was no significant difference regarding position in all aspects: achievement, recognition, work itself, responsibility, advancement, possibility of

growth, relationship with peers, salary, work conditions, relationship with supervisor(s), company policy, and supervision.



การศึกษาความพึงพอใจในการปฏิบัติงานของบุคลากร

ในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง



บทคัดย่อ

ของ

กฤตพร วงศ์ถาวร

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาหาระดับความพึงพอใจในการปฏิบัติงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง และเพื่อเปรียบเทียบระดับความพึงพอใจในการปฏิบัติงานนั้นตามเพศและตำแหน่งงาน เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม ซึ่งอิงทฤษฎีแรงจูงใจสององค์ประกอบของเฮิร์ซเบิร์กกลุ่มประชากรในการวิจัยครั้งนี้ได้แก่ บุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง จำนวน 72 คน เก็บรวบรวมข้อมูลโดยการแจกแบบสอบถาม เป็นจำนวน 72 ฉบับ และได้แบบสอบถามกลับคืนมาทั้งสิ้น 54 ฉบับ ผลที่ได้นำมาคำนวณโดยใช้สถิติในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test) เพื่อระบุความแตกต่างระหว่างระดับความพึงพอใจในการปฏิบัติงานจากตัวแปรอิสระที่กำหนด คือ เพศ และตำแหน่งงาน

ผลการวิจัยสรุปให้เห็นว่าบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่งมีความพึงพอใจในการปฏิบัติงานโดยรวมและเกือบทุกด้านอยู่ในระดับพึงพอใจ ยกเว้นด้านรายได้และสวัสดิการอื่นๆ แต่สภาพการทำงาน ซึ่งอยู่ในระดับปานกลางบุคลากรมีความพึงพอใจในด้านความสำเร็จในงาน ด้านการได้รับการยอมรับนับถือ ด้านลักษณะของงาน ด้านความรับผิดชอบในงาน ด้านความก้าวหน้าในตำแหน่งหน้าที่การงาน ด้านโอกาสความเจริญเติบโตในงานที่ปฏิบัติด้านความสัมพันธ์กับเพื่อนร่วมงาน ด้านความสัมพันธ์กับผู้บังคับบัญชา ด้านนโยบายการทำงาน และด้านการปกครองบังคับบัญชา นอกจากนี้การเปรียบเทียบระดับความพึงพอใจในการปฏิบัติงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่งตามตัวแปรเพศนั้นพบว่า บุคลากรชายและหญิงมีความพึงพอใจในการปฏิบัติงานทั้งโดยรวมและรายด้านเกือบทุกด้านมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ เมื่อพิจารณาเป็นรายด้านพบว่า ด้านการได้รับการยอมรับนับถือ ด้านความสัมพันธ์กับเพื่อนร่วมงาน ด้านสภาพการทำงาน ด้านนโยบายการทำงาน และด้านการปกครองบังคับบัญชาของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่งมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ในขณะที่บุคลากรที่มีตำแหน่งงานแตกต่างกัน มีความพึงพอใจในการปฏิบัติงานโดยรวมแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และเมื่อพิจารณาเป็นรายด้านพบว่าด้านความสำเร็จในงาน ด้านการได้รับการยอมรับนับถือด้านลักษณะของงาน ด้านความรับผิดชอบในงานด้านความก้าวหน้าในด้านตำแหน่งหน้าที่การงาน ด้านโอกาสความเจริญเติบโตในงานที่ปฏิบัติด้านความสัมพันธ์กับเพื่อนร่วมงานด้านรายได้และสวัสดิการอื่นๆด้านสภาพการทำงาน ด้าน

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ในโรงเรียนนานาชาติเอกชนแห่งหนึ่งแตกต่างกันอย่างไรไม่มีนัยสำคัญทางสถิติ



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Kritthaporn Wongthaworn

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CHAPTER ONE

INTRODUCTION

Background of the Study

The number of international schools in Thailand has recently increased as there is a growing demand from parents who put a high priority on education and are aware of the importance of bilingual education (Pratoomrat, 2008). These parents expect their children to receive the kind of education that will broaden their knowledge and equip them for the future. Although the tuition fees of international schools are much higher than those of Thai government schools, many parents are still willing to pay for the privilege. According to Pratoomrat (2008), this is because they believe that their children will receive more attention and benefit from the bilingual curriculum and the more effective educational system it offers.

Since 1991, the number of international schools in Thailand grew from 5% to 91%, due to the fact that the government changed its policy and allowed Thai children to enroll in international schools (Purnariksha, 2005). In 2007, there were more than 93 international schools, employing over 2,500 teachers and more than 26,000 students (Sangthongkam, 2007). The number of international schools has grown since then to 118 (Education Living, 2010). This rapid growth has led to a highly competitive business among international schools and, as a consequence, these schools need to listen to both the opinions of the parents and rely on strategic management (both internal and external factors) to remain competitive in a highly-competitive market (Pratoomrat, 2008). To cater to the demands of the parents, who can be referred to as the schools' clients, the schools' management needs to improve the quality of their staff, school environment, and

learning systems. Accordingly, international schools also require capable and experienced staff that can perform their duties efficiently and effectively.

The purpose of this study is to learn more about the level of job satisfaction among staff at a private international school. Job satisfaction significantly influences organizational behavior. Most studies have indicated that job satisfaction positively affects employee work performance and organizational commitment, and negatively influences employee turnover (Intaphase, 2007; Spector, 1997). According to Spector (1997), job satisfaction regards one's feelings or state-of-mind about the nature of their work, and can be influenced by a variety of factors, such as the quality of one's relationship with their immediate supervisor and upper management, the physical qualities of their working environment, and the degree of fulfillment that they find in their work. In other words, job satisfaction is how people feel about different aspects of their work. Previously, job satisfaction was approached by some researchers from a perspective that focused on the employees' level of fulfillment indicating whether or not the job meets the employees' physical and psychological needs based on the aspects provided by work, such as pay (Herzberg, Mausner, & Snyderman, 1959). Therefore, it is necessary to probe into this matter through a careful study, in the hope of achieving the following objectives.

Objectives of the Study

The objectives of this study are:

1. To investigate the level of job satisfaction among staff at a particular private international school, which for the purpose of this study, has not been named.
2. To compare the job satisfaction of staff at a private international school based on gender and position.

Research Questions

In response to the objectives of the study, two research questions have been proposed:

1. What is the level of job satisfaction of the staff at a private international school?
2. Is there any significant difference between the job satisfaction of the staff at a private international school based on gender and position?

Significance of the Study

The results of the study will help the school to realize their staff's level of job satisfaction, and gain insight into the staff's current level of job satisfaction. This may provide a guideline to improve school administration, staff management, and also to create the type of working environment that will improve the staff's job performance. In addition, the results will be beneficial to the work of school administrators that are responsible for providing an effective working environment for the staff and in order to develop new policies. The international school executives are also supportive of the study as they hope to develop a better working environment and increase job satisfaction. This study may also be useful as a guideline for developing and maintaining staff satisfaction, in order to attract and maintain quality staff at the school and to reduce the costs of new staff recruitment and training.

Scope of the Study

The objective of this research is to examine the level of job satisfaction among the staff of a private international school. The questionnaire used in the study is based on Herzberg's two-factor theory. The population of the study consists of the Thai staff members at a private international school. The variables investigated in this study are (a) the dependent variable which comprises job satisfaction, and (b) the independent variables of gender (male and female) and position (supervisor(s) and subordinate(s)).

Definition of Terms

The following consists of the definitions of the terms used in this study:

Job Satisfaction refers to a sense of fulfillment and pride achieved when performing a particular job. It can include both positive and negative feelings and attitudes toward a job.

Motivators Factors refers to a psychological drive that motivates individuals to attain personal and organizational goals and includes factors such as achievement, recognition, work itself, responsibility, advancement, and personal growth.

Hygiene Factors refers to the physical aspects of the work environment that are essential to maintain employee satisfaction. Hygiene factors include relationship with peers, salary, work conditions, relationship with supervisor(s), company policy, and supervision.

Achievement refers to an employee's attitude toward his or her success including job completion, competence in problem solving, and the results of his or her work.

Recognition refers to the extent of acknowledgement or approval of an employee's achievement by supervisors and others.

Work itself refers to the jobs or the tasks within a position. It can range from routine to varied, creative to repetitive, or easy to difficult.

Responsibility refers to the authority that a person is given to perform a job without supervision or to perform a new type of job without being formally coached.

Advancement refers to an actual or perceived change in a person's status or position in an organization.

Personal Growth refers to the enhancement of one's character, and the development of one's potential and growth as a person.

Relationship with peers refers to situations where interactions with peers, such as allowing employees time to socialize during lunch or break times, which helps develop a sense of camaraderie and improves teamwork.

Salary refers to all remuneration received for a job, including direct income, such as wages or salary or bonuses and commissions, and indirect income, such as benefits and rewards.

Work conditions refers to the physical conditions of a job and the facilities, including appropriate air circulation, lighting, tools, space and other environmental factors.

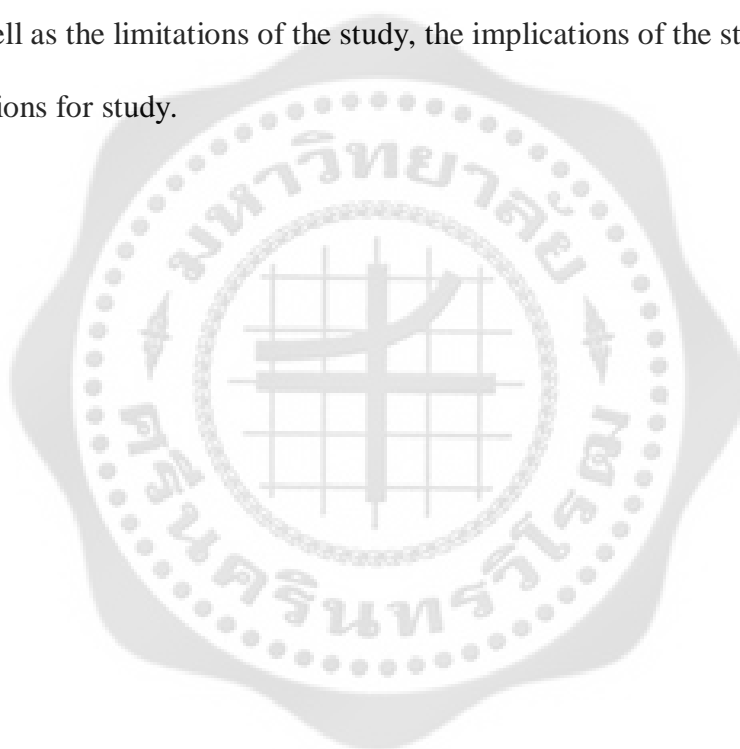
Relationship with Supervisor(s) refers to how employees relate to supervisor(s) in the working environment.

Company policy refers to the effectiveness of a company's management as well as the rules and regulations of a company, which pertain to issues such as employee conduct.

Supervision refers to the perceived level of competence of supervisor(s) and the perceived level of fairness or unfairness of their supervisor(s).

Organization of the Study

This study consists of five chapters, including this introductory chapter. Chapter Two is a review of the related literature, with an emphasis on job satisfaction. This overview is followed by an analysis of related research studies conducted in Thailand. In Chapter Three, the methods of the study are described and the procedures for data collection and analysis are outlined. In Chapter Four, the results of the study will be provided. Chapter Five consists of the conclusions of the study and a discussion of the findings as well as the limitations of the study, the implications of the study and further recommendations for study.



CHAPTER TWO

LITERATURE REVIEW

This chapter is a review of the literature related to theories of job satisfaction. The first section is a discussion of the ways in which job satisfaction has been interpreted by academics and researchers. The second section outlines theories of job satisfaction by Herzberg and Maslow. Finally, the results of previous research studies on job satisfaction are presented and discussed.

Job Satisfaction

The Interpretation of Job Satisfaction

Job satisfaction has been considered in a variety of ways, and has been extensively defined by numerous psychologists, theorists and researchers. Porter (1962) defined the term *job satisfaction* as a uni-dimensional construct, since one generally feels either satisfied or dissatisfied with one's job. However, Smith, Kendall, and Hulin (1969) argued that job satisfaction is multidimensional, and that one may be more or less satisfied with their job and work conditions such as their relationship with their supervisor(s), salary and work conditions. Similarly, Spector (1997) defined job satisfaction as how people feel about their jobs and the extent to which people like (experience satisfaction) or dislike (experience dissatisfaction) their jobs.

In addition, job satisfaction can be referred to as the positive or negative feelings and attitudes that are held regarding a job. Schultz and Schultz (1998) indicated that motivations, aspirations, and satisfaction with one's job have an effect on our attitudes toward our work. Follett (2006) also stated that job satisfaction is about finding out what

makes people feel a certain way about their job, and taking up challenges to discover the reasons behind them. When people speak of an employee's attitude to their job, they are most likely referring to their level of job satisfaction. Job satisfaction can be defined as an employees' level of satisfaction with both their job and working environment. A high level of morale among staff can be of tremendous benefit to a company, as satisfied workers are more likely to be both productive and strongly committed to the company.

In conclusion, job satisfaction is concerned with an employee's positive and negative feelings, and attitude towards a job resulting from the variety of the factors which can influence an individual.

Theories Related to Job Satisfaction

Several theories described job satisfaction. Among the most influential theories, there are the Herzberg's two-factor theory and the Maslow's hierarchy of needs theory.

Herzberg's Two-Factor Theory

The two-factor theory was introduced by Herzberg with Mausner and Snyderman in 1959, based on the interviews of 200 accountants and engineers in Pittsburgh, Pennsylvania, which were conducted to develop a better understanding of employees' attitudes and motivations. They also determined which factors in an employee's working environment caused satisfaction or dissatisfaction. The procedures used to collect data were: (a) direct observations and (b) interviews designed to measure whether or not the interviewees felt either particularly satisfied or particularly dissatisfied with their jobs. Two sets of factors have resulted from these interviews.

The first set involves achievement, recognition, work itself, responsibility, advancement, and personal growth. These factors are all intrinsic aspects of the work or

elements of the work. Intrinsic motivation, which is derived from within the individual or from the activity itself, positively affects behavior, performance, and well-being (Herzberg, et al, 1959). These data represent sources of satisfaction and can also be used to explain and predict behavior. These aspects that are called *Motivators Factors* are necessary to create job satisfaction and motivate employees to improve their job performance (Herzberg, et al, 1959). If these factors can be achieved, a high level of job satisfaction among employees is possible. However, if these conditions are not met, it will lead to indifference rather than dissatisfaction among employees (Herzberg, et al, 1959).

The other set involves work conditions, which includes factors such as relationship with peers, salary, work conditions, relationship with supervisor(s), company policy, and supervision. They are all extrinsic aspects or elements of the job and are called *Hygiene Factors* that can be described as sources of dissatisfaction. Hygiene factors are actions taken to remove sources of dissatisfaction from the environment, just as sanitation removes any potential threats to health from the physical environment (Herzberg, et al, 1959). When any of these factors are deficient, employees are likely to be dissatisfied and to express their displeasure. Even though hygiene factors cannot motivate job satisfaction, they are necessary and unavoidable conditions (Herzberg, et al, 1959). Figure 1 explains the model of Herzberg's two-factor theory.

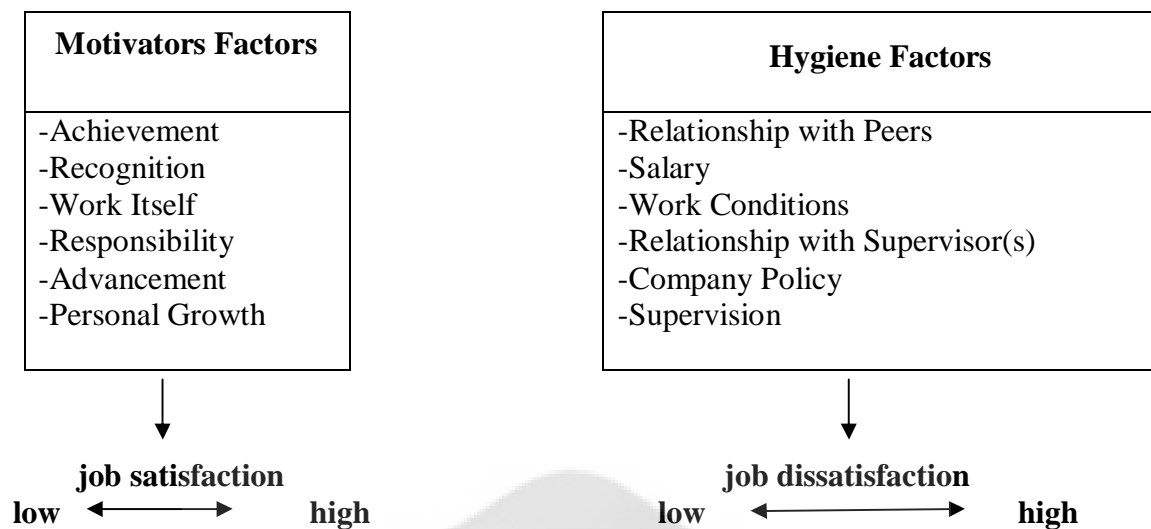


Figure 1. Herzberg's two-factor theory

According to Herzberg's two-factor theory, as shown in Figure 1, the motivators factors are related to job content and the hygiene factors are related to job context. These factors influence levels of job satisfaction or dissatisfaction. The motivators factors include achievement, recognition, the work itself, responsibility, advancement, and personal growth. According to Herzberg, et al. (1959), achievement is defined as an employee's attitude toward success, including job completion, competence in problem solving, and the results of their work. Recognition is the extent of acknowledgement or approval of one's achievement by both supervisor(s) and peers. The definition also includes negative recognition, such as acts of criticism or blame (Herzberg, et al, 1959).

Moreover, work itself is related to the intrinsic aspects of the job, which means the job or the set of tasks that comprise a job. The degree of work can range from routine to varied, creative to repetitive, or easy to difficult (Herzberg, et al, 1959). Responsibility is related to the level of authority that a person is given to perform a job without supervision or to perform a new type of job given without formal coaching. Employees will be more

motivated if they feel they are personally responsible for their jobs and they need a sense of freedom and self-empowerment to carry out their jobs more effectively (Herzberg, et al, 1959).

In addition, advancement refers to an actual or perceived change in a person's status or position in the hierarchy of an organization. Employees will be more highly motivated to do their jobs if they feel they have a good future with the organization (Herzberg, et al, 1959). Personal growth is a psychological function that drives an individual to continue to develop their potential and grow as a person. The need to actualize oneself and realize one's potential is central to clinical perspectives on personal growth (Herzberg, et al, 1959).

On the other hand, hygiene factors, such as relationship with peers, salary, work conditions, relationship with supervisor(s), company policy, and supervision are extrinsic aspects or elements of the work. Relationship with peers are concerned with situations where interactions between individuals take place. Allowing employees time for socialization, such as over lunch or during breaks, helps to develop a sense of camaraderie among the staff and improves teamwork (Herzberg, et al, 1959).

Salary includes all remuneration received for a job, including direct income, such as wages or salary, bonuses, commissions, and indirect income, such as benefits and rewards as well as benefits given to an employee in addition to a salary (e.g. a company car, company discounts on club memberships or company products). Although salary is not a motivator for employees, they expect to be paid equitably. If employees feel they are not, they will become dissatisfied. Salary is frequently associated with advancement and the work itself. In addition, salary is seen as a type of recognition (Pankasemsuk, 2010). A raise or salary increase is generally understood to be the result of a satisfactory performance.

Work conditions refer to the physical conditions of a job and the facilities, including appropriate air circulation, lighting, tools, space and other environmental factors (Herzberg, et al, 1959). Relationship with supervisor(s) are concerned with situations in which interactions between supervisor(s) and employees take place. Allowing supervisor(s) and employees time for socialization, such as over lunch or during breaks, helps to create positive work environment and can also improve teamwork (Herzberg, et al, 1959). Company policy refers to how effectively a company is managed. For example, situations in which an employee is unsure of their duties, an employee has inadequate authority to satisfactorily complete their job, a policy is not carried out due to inadequate resources or decisions to reduce commissions or promotions (Herzberg, et al, 1959). Supervision involves the competence or incompetence of the supervisor(s) and the perceived fairness or unfairness of the supervision. The most important expectation of employees, with regard to supervision is their supervisor's provision of new insights to help the employees do their jobs more effectively, and unnecessary or unequal supervision may lead to dissatisfaction (Herzberg, et al, 1959).

To sum up, Herzberg, et al. (1959)'s two-factor theory provides a perspective on levels of job satisfaction. The theory implicates motivators factors as well as hygiene factors. Motivators factors are necessary to motivate employees to improve their performance. These factors are a result of intrinsic motivation. On the other hand, the hygiene factors are necessary to ensure that employees do not become dissatisfied. These factors do not lead to higher levels of motivation, but there is dissatisfaction without them.

Maslow's Hierarchy of Needs Theory

Maslow in 1987 developed a renowned theory of satisfaction and motivation known as Maslow's Hierarchy of Needs. He developed the hierarchy theory of motivation, in which human needs were arranged in a hierarchy of importance. According to his theory, shown in Figure 2, people always need what they lack. Therefore, the needs that have already been satisfied no longer provide any motivation for their behavior, and new needs arise in place of the satisfied needs. Maslow believed that employees would be satisfied with their jobs at any given point in time, if certain needs were met. Maslow asserted that there were five major types of hierarchical needs: (a) physiological, (b) security, (c) social, (d) self-esteem, and (e) self-actualization. Once people have satisfied their lower-level needs, known as the deficiency need group, then they can pay attention to higher-level needs, known as the higher-order need group.

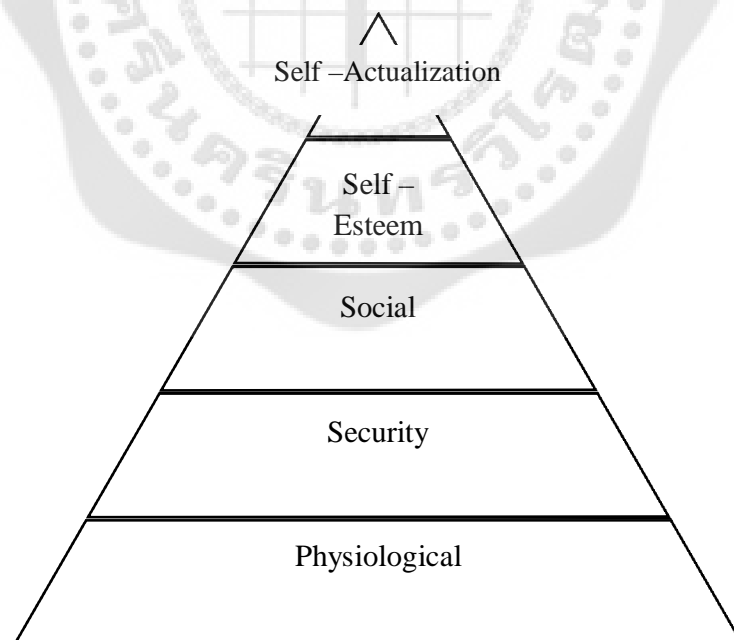


Figure 2. Maslow's Hierarchy of Needs

As shown in Figure 2, Maslow (1998) divided needs from the lowest to the highest. The lowest order is physiological, at the base of the hierarchy. This refers to satisfying primary biological needs, such as food, air, and water. For instance, an organization satisfies such basic needs by providing employees with a salary that allows them to maintain appropriate living standards. The second order is security, which is activated after the physiological needs have been satisfied. Security refers to the need for a secure environment, free of danger or physical risks. For example, a company provides employees with safety equipment, such as helmets, life or health insurance plans, and security in the form of fire safety equipment. The third order is social, which is initiated after the security needs have been fulfilled. This refers to the human need to be a member of a social group, to have friends, to be loved and to be accepted by other people. In order to help employees meet social needs, the company should support social participation in some events, such as a party or a sports day, or by providing company sports club memberships. Such activities not only promote good relationships within each department, but also help to promote physical fitness and satisfy physiological needs.

Deficiency needs can be collectively defined as the physiological need for self preservation, a sense of security and the need for social contact and community. In contrast, the higher order needs at the top of the hierarchy, are known as growth needs as they help people grow and develop to their fullest potential. The fourth order is self-esteem, which a person needs to develop self-respect and to gain support from others. The wish to achieve success and to be recognized by others falls into this category. For example, companies should award employees in order to recognize their achievements through either compensation or bonuses. Self-actualization is at the top of Maslow's hierarchy of needs. This need only develops after all lower order needs have been met. Self-actualization refers to the need to reach one's fullest potential. By working at their

maximum creative potential, employees who have achieved self-actualization can become an extremely valuable asset to their organizations.

In conclusion, Maslow indicated that motivation factors for people in a society or workplace increases as lower-level needs are satisfied. The process starts with deficiency needs. When jobs are limited, employees are motivated solely by deficiency needs. When jobs are readily available, deficiency needs are easily satisfied and social needs become important motivators in the workplace. Therefore, this theory suggests that employees will always tend to want more from their employers. Employees will continue attempting to fulfill their needs and will seek ways to become more satisfied with each step of the higher-order needs of self-esteem and self-actualization.

Both Herzberg and Maslow determined that their needs are divided into levels, from the most basic survival needs to very sophisticated needs that nourish the inner spirit. Maslow believed that people tend to satisfy their most basic needs first, and then move to higher level needs. Both theories specify the criteria as to what motivates people. However, this is controversial because entrepreneurs and people from different cultures, for example, have different values and norms, and therefore may have different criteria. As shown in Figure 3, Herzberg's hygiene factors correspond with Maslow's physiological, security, and social needs as they both share the same criteria, such as basic pay and working conditions. Moreover, Herzberg's motivator factors correspond with Maslow's self-esteem and self-actualization needs because they also share the same criteria, such as recognition, personal growth, and achievement.

Maslow's Hierarchy of Needs Theory	Herzberg's Two-Factor Theory	
Self-actualization needs	→	M O T I V A T O R Achievement Recognition Work Itself Responsibility Advancement Personal Growth
Self-esteem needs	→	
Social needs	→	H Y G I E N E Relationship with Peers Salary Work Conditions Relationship with Supervisor(s) Company Policy Supervision
Security needs	→	
Physiological needs	→	

Figure 3. The Comparison between Maslow and Herzberg Theories

For this study, the Herzberg's two-factor theory was selected because the presence of certain factors ("motivators"; e.g., achievement, recognition, and responsibility) led to job satisfaction, whereas absence of another set of factors ("hygiene"; e.g., salary, work conditions, and supervision) led to job dissatisfaction. Absence of the motivators or presence of hygiene factors had neutral effect on job satisfaction.

Previous Research on Job Satisfaction

As the concept of job satisfaction has attracted a great deal of attention, many studies have been conducted and have found that job satisfaction is related to job performance. Sornprasith (1998) studied job satisfaction of private vocational education school teachers in Nontaburi province. The purposes of the study were (a) to investigate the level of job satisfaction of teachers in private vocational schools in Nontaburi province, and (b) to compare the levels of job satisfaction of teachers according to gender, age, education, work experience, salary, and work conditions. The findings indicated that level of job satisfaction among private vocational school teachers was at a moderate level. When comparing levels of job satisfaction of teachers by gender, age, education, work experience, salary, and work conditions, it was revealed that there was no significant difference among those of differing genders, ages, and salary levels; however, there was significant difference ($p < .05$) among those with different levels of education, work experience and work conditions.

Similarly, Prayoon (1997) studied the level of job satisfaction among distance education tutors in Chiangmai province. The purpose of this research was to investigate their job satisfaction in terms of achievement, recognition, work itself, responsibility, interpersonal relations, salary, and work conditions. The main findings were that the tutors experienced job satisfaction as a whole at a high level, except the aspect of salary, which was only rated at a moderate level. When comparing levels of satisfaction by gender, there was no statistically significant difference. When considering levels of satisfaction by aspect, it was found that recognition and the work itself had statistically significant differences. It was also found that there were statistically significant differences in the aspects of recognition and the work itself at the level of .05.

Greehirun (2007) aimed to investigate the levels of job satisfaction among Srinakharinwirot University personnel based on ten aspects including success rate, respect, work characteristics, responsibility, advancement, policy planning and administration, salary and welfare, relationship with peers and superiors, working environment, line of work, and comparisons between differences in levels of job satisfaction based on gender, age, educational level, line of work, and work experience. The results revealed that the levels of job satisfaction among Srinakharinwirot University personnel were rated at a moderate level. When considering each aspect, it was found that each was rated at a moderate level, except that of job security, which was at a high level. In addition, there was no significant difference based on gender, age, educational level, line of work, and work experience.

Reansuwan (2004) studied the level of job satisfaction among employees at the head office of Thai Petrochemical Industry PLC. Reansuwan focused on eight aspects of job satisfaction: achievement, recognition, work conditions, company policy, supervision, interpersonal relations, security, and payment, and compared levels of job satisfaction based on differences such as gender, age, status, education level, position, experience period and salary. The results revealed that the overall satisfaction level of the employees was rated at a moderate level. There was no statistically significant difference overall and by aspect, except for that of job achievement, for which there was significant difference ($p < .05$) between male and female employees. However, there was a statistically significant difference overall, at a level of .01, regarding the job satisfaction of employees of different age groups and different levels of status. There was also statistically significant difference overall at a level of .01, regarding the job satisfaction of employees with different positions in the company, except in the aspect of payment. There was a significant difference overall at a level of .01 of employees with different positions in the

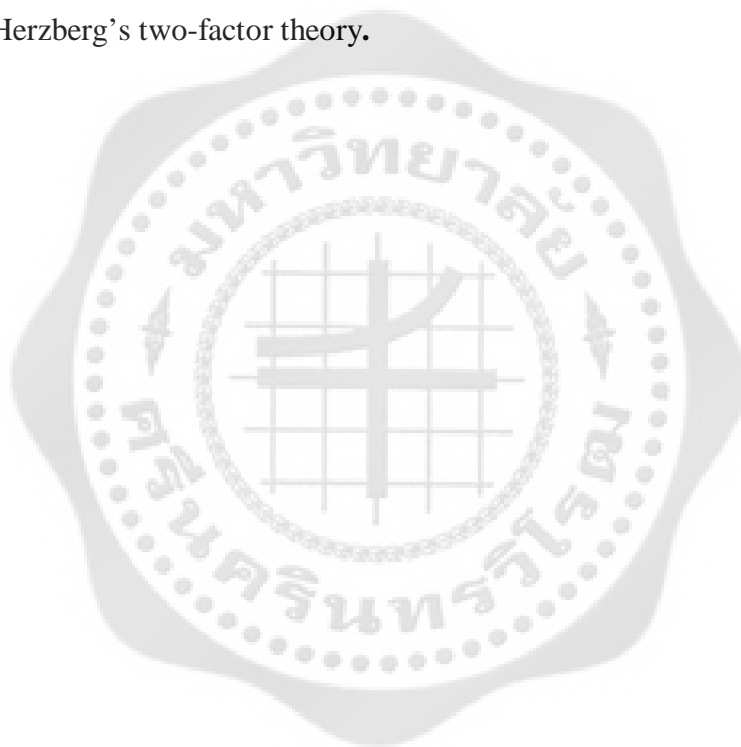
company, except the aspects of company policy, interpersonal relations, security, and payment.

Suksaichon (2003) studied the job satisfaction levels of the employees of DHL International (Thailand) Ltd. The research revealed that the job satisfaction of the employees was at a moderate level in all aspects and in terms of individual aspects, relationship with colleagues and the working environment were at a high level. The aspects of relationship with supervisor(s), compensation and benefits, and career opportunities were all rated at moderate levels. The aspects of gender, length of service, income, and educational level had no statistically significant difference in terms of overall job satisfaction.

Wiwajanasirin (2006) investigated the job satisfaction of ground staff at Thai Airways International PLC and compared the aspects of gender, age, position, educational level, work experience, length of service, and job function. The results revealed that the levels of job satisfaction among the ground staff were at a moderate overall level. The aspects of differences in terms of gender, age, and educational level had different levels of overall job satisfaction, with no statistically significant deviations. The members of the ground staff that had different levels of overall job satisfaction, with a statistically significant difference at level .01, were those who differed in terms of length of service. The ground staff with different job positions experienced different levels of job satisfaction, at a statistically significant level of .01. The ground staff with different job functions also had different levels of job satisfaction, with a statistically significant difference at a level of .01.

Summary

The aforementioned studies on job satisfaction are associated with organizations in Thailand. However, few studies have examined job satisfaction among staff in international schools, despite the fact that it is important for international schools to have effective management, an efficient staff, and a pleasant working environment. In an attempt to fill this gap, the present study was conducted with the cooperation of the staff in a private international school, with the aim of examining the level of job satisfaction, according to Herzberg's two-factor theory.



CHAPTER THREE

METHODOLOGY

A quantitative research design was deemed suitable for this study. This chapter begins with a description of the participants of the study. Following this explanation, the instrument used to obtain the data is described and the procedures for the pilot study and data collection are outlined. Finally, the method of data analysis is explained.

Participants of the Study

The population of this study consisted of the entire staff of a private international school. A total of 72 questionnaires were distributed, and 54 completed questionnaires were returned to the researcher. This gave a response rate of 75%. Therefore, the participants consisted of 54 Thai staff members (23 males and 31 females) currently working at a private international school. The staff members are Thai natives, and range from department heads to general staff. Of the total participants, 20 (37%) were between 31-40 years old, 18 (33.3%) were between 21-30 years old, 12 (22.2%) were 41-50 years old, and the remaining four (7.4%) were 51 years or older. Approximately 80% of participants were subordinates, and of the total participants, 21 (38.9%) held bachelor's degrees, while 15 (27.8%) held master's degrees or higher, and 18 (33.3%) held high school diplomas or had no degrees. In addition, they were informed that their identity would remain anonymous, and that their participation was voluntary. No incentive was offered for participation.

Instrument

To investigate the level of job satisfaction among staff at a private international school, this study used a questionnaire that was developed from Herzberg's two-factor theory, in order to collect the data. The questions allowed participants to share their thoughts and feelings based on their perceived level of job satisfaction. The self-report instrument consisted of 33 items (see Appendix A).

The questionnaire consisted of two main sections. The first section included demographic information, in which the participants were asked to provide their personal background information, such as gender and position, with the aim of drawing a profile of the respondents. The second part allowed the participants to select the most appropriate answer according to their level of job satisfaction. The level of job satisfaction among Thai staff at a private international school was measured by questions based on Herzberg's two-factor theory. The theory focused on both the motivators factors and the hygiene factors. The motivators factors are comprised of following six components: (a) achievement, (b) recognition, (c) the work itself, (d) responsibility, (e) advancement, and (f) personal growth. The hygiene factors are comprised of the following six components: (a) relationship with peers, (b) salary, (c) work conditions, (d) relationship with supervisor(s), (e) company policy, and (f) supervision.

Table 1 lists the variables taken from the questionnaire, and shows which items have been included for analysis.

Table 1 Questionnaire Descriptions

Factors	Item Number
Motivators Factors	
Achievement	1-2
Recognition	3-4
Work Itself	5-6
Responsibility	7-9
Advancement	10-12
Personal Growth	13-15
Hygiene Factors	
Relationship with Peers	16-18
Salary	19-21
Work Conditions	22-24
Relationship with Supervisor(s)	25-27
Company Policy	28-30
Supervision	31-33

Thirty-three questions were asked, using a five-point Likert scale ranging from the lowest (1) to the highest (5). All items were positive. Each item in the questionnaire was designed to measure the level of job satisfaction of the staff at a private international school. A score of 1 represents the lowest level of job satisfaction, 2 represents a low level of job satisfaction, 3 represents an average level of job satisfaction, 4 represents a high level of job satisfaction, and 5 represents the highest level of job satisfaction. The scores for this questionnaire ranged from 33 to 165, and the levels of job satisfaction are indicated by the score. The questionnaire was translated from English to Thai (see Appendix B) and the translators were asked to back-translate and revise when appropriate.

Procedures of the Study

Pilot Study

Data from a pilot study were collected during March 2011 as a guideline to gather information prior to a larger study, in order to improve the reliability and validity of the final questionnaire. The participants consisted of 32 staff members at another private international school. Of the total participants, 31 (97%) were female, and 1 (3%) was male. In addition, 24 (75%) of the participants were 21-30 years of age, 7 (22%) of the participants were 31-40 years of age, and 1 (3%) of the participants was 41-50 years of age. Moreover, 29 (91%) of the participants were subordinates, and 3 (9%) of the participants were supervisor(s). All 100% of the participants had bachelor's degrees. In addition, they were informed that their identity would be kept anonymous, and that their participation was voluntary. No incentive was offered for participation. The 33-item questionnaire was used in this pilot study, since the questionnaire was examined by Dr. Pinyapan Roamchart, Dr. Prama Sastraruji, and Dr. Thakrit Rujimora to ensure face validity. In order to measure the reliability of the questionnaire, the internal consistency of the instrument was also tested. The results showed that the reliability, as measured by the Cronbach Alpha Coefficient, was at an acceptable level of .92 (see Appendix C). Therefore, the same 33-item questionnaire was used in the actual study.

Data Collection

All the data for the actual study were obtained in April 2011. The researcher met with the principal of a private international school to seek permission to conduct the study and to explain the purpose of the research. With the permission of the participants, the researcher was able to access staff by contacting the Human Resources Manager to arrange a time for staff members to complete the questionnaire. The voluntary nature of

this study was emphasized. Through a written explanation, the participants were informed of the purpose of the research and that their participation was voluntary, indicating that the purpose of the research was to determine general patterns of results across all staff as a group. The 33-item questionnaire was then handed to the participants to complete. It took approximately 10-15 minutes to complete, but there were no imposed time limits. It took approximately two weeks to collect the completed questionnaires. Following the completion of the questionnaire, the raw data was entered in the Statistical Package for the Social Sciences program, known as SPSS, Version 10.5. Checks of basic descriptive statistics were conducted to ensure accuracy of data entry.

Data Analysis

The data were obtained from the returned questionnaires. To describe the levels of job satisfaction at a private international school, descriptive statistical techniques comprised of the means (\bar{x}), and standard deviations (SD) were used. Scores on each of the motivator and hygiene factors were identified as dependent variables, while gender and position were categorized as independent variables. In order to compare the levels of job satisfaction among the staff by gender and position, T-test was employed to determine the differences between job satisfaction and the selected independent variables of this study.

Summary

The study was designed to be both descriptive and quantitative in nature. The participants and the instrument for the study have been described. The procedures for data collection have been outlined. Finally, data analysis has been discussed. In the next chapter, the findings of the study are reported.



CHAPTER FOUR

FINDINGS

The objectives of this study were to investigate the levels of job satisfaction among staff members at a particular private international school, and to compare job satisfaction of the staff members by gender and position. As indicated in Chapter Three, this study utilized quantitative collection and analyses of data. The questionnaire employed Herzberg's two-factor theory, which included both motivators and hygiene factors. Motivator factors included achievement, recognition, work itself, responsibility, advancement, and personal growth. Hygiene factors included relationship with peers, salary, work conditions, relationship with supervisor(s), company policy, and supervision.

To describe the levels of job satisfaction of a private international school, the descriptive statistical techniques comprised of the means (\bar{x}), and standard deviations (SD) were employed. Scores on each of the factors were identified as dependent variables, while gender and position levels were categorized as independent variables. In order to compare job satisfaction of the staff members by gender and position, T-test was used to determine the differences between job satisfaction and the selected independent variables. In the previous chapter, information regarding the methodology of the study was described. In this chapter, the results of the study are presented.

Results

Demographic Features of the Sample

The data obtained from the sample provided a set of demographic features. The participants consisted of 23 (42.59%) males, and 31 (57.41%) females. Of the total

participants, 11 (20.37%) were supervisor(s), and 43 (79.63%) were subordinate(s), as identified in Table 2.

Table 2 Frequency and percentage of Staff at a Private International School

Item	Frequency	Percentage
Gender		
Male	23	42.59
Female	31	57.41
Total	54	100.00
Position Level		
Supervisor(s)	11	20.37
Subordinate(s)	43	79.63
Total	54	100.00

To investigate the level of job satisfaction among staff at a particular private international school, Table 3 presents the mean score of levels of job satisfaction (motivators factors).

To elicit the findings, the following scale was applied to this study. The criteria and meaning of the rating scale is presented as follows:

Rating of 4.51 - 5.00 reflects that the staff members were extremely satisfied.

Rating of 3.51 - 4.50 reflects that the staff members were highly satisfied.

Rating of 2.51 - 3.50 reflects that the staff members were moderately satisfied.

Rating of 1.51 - 2.50 reflects that the staff members were slightly satisfied.

Rating of 1.00 - 1.50 reflects that the staff members were rarely satisfied.

Table 3 Level of Job Satisfaction of Staff at a Private International School (Job Satisfaction: Motivators Factors)

Item	Mean	SD	Level
Achievement			
1. I feel that I can work efficiently.	4.02	.71	high
2. I feel that I am a part of the school's success.	4.02	.63	high
Recognition			
3. My work performance is acceptable to my colleagues.	3.89	.63	high
4. My school recognizes staff who work efficiently and perform well.	3.65	.83	high
Work Itself			
5. My work allows me to fully utilize my knowledge and abilities.	3.85	.94	high
6. I have the freedom to use my initiative and to be creative.	3.74	.65	high
Responsibility			
7. The work that I am responsible for is relevant to my position.	3.91	.76	high
8. I have the freedom to express opinions to supervisors.	3.63	.98	high
9. I have the freedom to make decisions about my work.	3.54	.93	high
Advancement			
10. I am able to advance my career in line with my capabilities.	3.59	.84	high
11. I have opportunities to attend seminars and to enhance work knowledge.	3.56	1.02	high
12. My work is performed in a way that allows me to develop professionally.	3.72	.94	high
Possibility of Growth			
13. My work provides the opportunity to develop my knowledge and abilities.	3.80	.88	high
14. The work that I do allows me to gain experience that will be beneficial in the future.	3.85	.92	high
15. I feel that I have opportunities for promotion.	3.43	.88	moderate

As shown in Table 3, the staff members were highly satisfied with their job in terms of motivators factors. However, staff members for item 15 were found moderately satisfied with $\bar{x} = 3.43$, $SD = .88$. For the remaining 14 items, the staff members were highly satisfied with a mean score of between 3.51 and 4.50. The highest mean scores are $\bar{x} = 4.02$, $SD = .71$ and $\bar{x} = 4.02$, $SD = .63$ (items 1 and 2), and the lowest mean score is $\bar{x} = 3.43$, $SD = .88$ (item 15).

The level of job satisfaction of staff at a private international school (hygiene factors) is shown in Table 4.

Table 4 Level of Job Satisfaction of Staff at a Private International School (Job Satisfaction: Hygiene Factors)

Item	Mean	SD	Level
Relationship with Peers			
16. When there is a problem at work, I get help from colleagues wholeheartedly	4.07	.89	high
17. My colleagues and I cooperate well together.	4.07	.91	high
18. After work I have the opportunity to get together with colleagues.	3.81	.85	high
Salary			
19. I receive an appropriate level of perks and benefits.	3.33	.95	moderate
20. The salary that I receive is in accordance with the amount of work required for my position.	3.17	.93	moderate
21. My salary is determined in an appropriate manner.	3.22	.79	moderate
Work Conditions			
22. My daily working hours are appropriate.	3.63	.94	high
23. My working environment is appropriate (e.g. light, noise level and temperature).	3.56	.86	high
24. I have access to all the equipment necessary to do my job.	3.15	1.14	moderate

Table 4 (Continued)

Item	Mean	SD	Level
Relationship with Supervisor(s)			
25. My supervisor(s) is/are friendly, sociable and easy to work with.	3.81	.85	high
26. My supervisor(s) is/are able to meet with me and assist me with solving problems at work.	3.78	.93	high
27. My supervisor(s) is/are supportive of me and encourages progress and growth.	3.65	.85	high
Company Policy			
28. The policies of my school are clearly stated.	3.50	.86	high
29. The policies of my school lead to operational efficiency.	3.69	.80	high
30. I am given the opportunity to become involved in the formulation of company policies.	3.59	.88	high
Supervision			
31. The chain of supervision of my school is clearly stated.	3.69	.72	high
32. My supervisor(s) offers appropriate work related advice.	3.74	.83	high
33. My supervisor(s) listens to comments and suggestions on my work.	3.78	.77	high

As shown in Table 4, the staff members were highly satisfied with their job in terms of hygiene factors. However, staff members had moderate satisfaction in items 19, 20, 21, and 24 with $\bar{x} = 3.33$, $SD = .95$; $\bar{x} = 3.17$, $SD = .93$; $\bar{x} = 3.22$, $SD = .79$; $\bar{x} = 3.15$, $SD = 1.14$, respectively. For the remaining 14 items, the staff members were highly satisfied with a mean score between 3.51 and 4.50. The highest mean scores are $\bar{x} = 4.07$, $SD = .89$ and $\bar{x} = 4.07$, $SD = .91$ (items 16 and 17) and the lowest mean score is $\bar{x} = 3.15$, $SD = 1.14$ (item 24).

Table 5 shows the overall mean score of levels of job satisfaction.

Table 5 Level of Job Satisfaction of Staff at a Private International School

Item	Mean	SD	Level
Motivators Factors	3.76	.54	high
Achievement	4.02	.63	high
Recognition	3.77	.54	high
Work Itself	3.80	.68	high
Responsibility	3.69	.83	high
Advancement	3.62	.83	high
Possibility of Growth	3.70	.81	high
Hygiene Factors	3.62	.62	high
Relationship with Peers	3.99	.78	high
Salary	3.24	.76	moderate
Work Conditions	3.44	.78	moderate
Relationship with Supervisor(s)	3.75	.83	high
Company Policy	3.59	.75	high
Supervision	3.73	.69	high
Total Factors	3.69	.54	high

As presented in Table 5, the staff members were highly satisfied with their jobs with $\bar{x} = 3.69$ and $SD = .54$. In addition, the staff members were highly satisfied with both motivators and hygiene factors with $\bar{x} = 3.76$, $SD = .54$ and $\bar{x} = 3.62$, $SD = .62$, respectively. However, the results for two aspects, salary and work conditions, were found to be moderate with $\bar{x} = 3.24$, $SD = .76$ and $\bar{x} = 3.44$, $SD = .78$, respectively. The highest mean score of motivators factors was achievement with $\bar{x} = 4.02$, $SD = .63$, while the lowest mean score of motivators factors was advancement with $\bar{x} = 3.62$, $SD = .83$. The highest mean score of hygiene factors was relationship with peers with $\bar{x} = 3.99$, $SD = .78$, while the lowest mean score of hygiene factors was salary with $\bar{x} = 3.24$, $SD = .76$. For the remaining seven aspects, recognition, work itself, responsibility, the possibility of growth, relationship with supervisor(s), company policy, and supervision, the staff members were highly satisfied with $\bar{x} = 3.77$, $SD = .54$; $\bar{x} = 3.80$, $SD = .68$; $\bar{x} = 3.69$,

SD = .83; \bar{x} = 3.70, SD = .81; \bar{x} = 3.75, SD = .83; \bar{x} = 3.59, SD = .75, and \bar{x} = 3.73, SD = .69, respectively.

Table 6 reports the overall mean score by comparing the levels of job satisfaction among the staff at a private international school in terms of gender.

Table 6 Comparison of job satisfaction of the staff at a Private International School by Gender

Item	Male		Female		t
	Mean	SD	Mean	SD	
Motivators Factors	3.57	.59	3.91	.45	2.47*
Achievement	3.89	.54	4.11	.68	1.29
Recognition	3.59	.42	3.90	.58	2.21*
Work Itself	3.65	.71	3.90	.64	1.36
Responsibility	3.38	.85	3.92	.61	2.77
Advancement	3.41	.96	3.78	.68	1.70
Possibility of Growth	3.48	.96	3.85	.64	1.70
Hygiene Factors	3.33	.65	3.84	.51	3.29**
Relationship with Peers	3.59	.88	4.28	.55	3.52*
Salary	3.04	.82	3.39	.68	1.68
Work Conditions	3.66	.83	3.66	.68	2.42*
Relationship with Supervisor(s)	3.49	.74	3.94	.86	1.99
Company Policy	3.26	.79	3.84	.63	3.01**
Supervision	3.42	.62	3.97	.66	3.10**
Total Factors	3.45	.58	3.88	.43	3.15**

Note: * $p \leq .05$

** $p \leq .01$

As presented in Table 4.5, there are noteworthy scores which indicate significant differences between male and female staff members ($p \leq .01$). The mean score of staff members at the private international school shows that female staff (\bar{x} = 3.88) were more satisfied than males (\bar{x} = 3.45). Similarly, the overall mean score in terms of motivators factors showed significant difference ($p \leq .05$). The mean scores of staff members in

terms of motivators factors shows that females ($\bar{x} = 3.91$) were more satisfied than males ($\bar{x} = 3.57$). However, there were five aspects, achievement, the work itself, responsibility, advancement, and possibility of growth, in which there were no significant differences between male and female staff members. The overall mean score in terms of hygiene factors showed a significant difference ($p \leq .01$). Additionally, the mean scores of staff members at a private international school in terms of hygiene factors, shows that females ($\bar{x} = 3.84$) were more satisfied than males ($\bar{x} = 3.33$). However, there were two aspects, salary and relationship with supervisor(s), in which there were no significant differences between male and female staff members.

Table 4.6 reports the overall mean score by comparing the level of job satisfaction among staff at a private international school in terms of position.

As presented in Table 4.6, there are scores which indicate no significant differences between supervisor(s) and subordinate(s). Similarly, the overall mean score in terms of motivators factors showed no significant differences. Additionally, the overall mean score in terms of hygiene factors showed no significant differences.

Table 7 Comparison of job satisfaction of the staff at a Private International School, by Position.

Item	Supervisor(s)		Subordinate(s)		t
	Mean	SD	Mean	SD	
Motivators Factors	3.79	.54	3.76	.54	.18
Achievement	3.95	.82	4.03	.58	.38
Recognition	3.73	.61	3.78	.53	.28
Work Itself	4.00	.63	3.74	.69	1.12
Responsibility	3.76	.75	3.67	.78	.32
Advancement	3.64	.75	3.62	.85	.06
Possibility of Growth	3.67	.86	3.70	.80	.11
Hygiene Factors	3.51	.68	3.65	.61	.68
Relationship with Peers	3.61	.87	4.09	.74	1.86
Salary	3.15	.75	3.26	.77	.44
Work Conditions	3.30	.64	3.48	.81	.67
Relationship with Supervisor(s)	3.70	.89	3.76	.83	.22
Company Policy	3.52	.86	3.61	.73	.38
Supervision	3.79	.58	3.72	.72	.28
Total Factors	3.65	.59	3.71	.53	.30

Note: * $p \leq .05$

** $p \leq .01$

Summary

As previously stated, the objectives of this study were to (a) investigate the level of job satisfaction among staff at a private international school, and (b) to compare job satisfaction of the staff by gender and position. The results showed that the staff members were highly satisfied with their jobs, except for salary and work conditions. In addition, there were significant differences between males and females staff members. However, there was no significant difference between supervisor(s) and subordinate(s).

CHAPTER FIVE

CONCLUSION AND DISCUSSION

In this chapter, the results of the study are discussed in relation to the research questions. Following the discussion, the implications of the study, recommendations for further study, and the limitations of the study are presented.

Conclusion

The study was conducted to (a) investigate the level of job satisfaction among staff at a private international school, and (b) to compare the levels of job satisfaction among staff based on gender and position. In response to the objectives of the study, the following research questions were proposed.

1. What is the level of job satisfaction of the staff at a private international school?
2. Is there any significant difference between the job satisfaction of the staff at a private international school based on gender and position?

The questionnaire used in the study was based on Herzberg's two-factor theory. The variables investigated through this study were: (a) the dependent variable, which was comprised of job satisfaction, and (b) the independent variables of gender and position. The questionnaire consisted of two main parts, the first of which included demographic information. The participants were asked to provide their personal details, such as gender and position. The second part allowed the participants to select an appropriate answer according to their level of job satisfaction. The overall reliability of the test, measured using Cronbach's alpha coefficient, is .92.

Calculations of the means (\bar{x}), and standard deviations (SD) were used to describe the levels of job satisfaction of a private international school. Additionally, in order to compare the levels of job satisfaction among staff at the school by gender and position, T-test was utilized to determine the differences between job satisfaction and the selected independent variables of this study.

The results showed that staff members at the private international school were highly satisfied with their jobs. The staff members were highly satisfied with both motivators and hygiene factors. However, staff members were found to be moderately satisfied regarding the aspects of salary and working conditions. Additionally, the results showed that females were more significantly satisfied than males with both motivators and hygiene factors. However, the aspect of position indicated no significant differences between supervisor(s) and subordinate(s) when looking at the overall composite data and the data based on separate factors.

Discussion

Research Question 1

What is the level of job satisfaction of the staff at a private international school?

According to the results of this study, staff members were highly satisfied with their jobs, except for the aspects of salary and work conditions. They are moderately satisfied with these two aspects. It is likely that salary might hardly cover living costs because the living costs are expectedly higher every year. This result is consistent with the findings of a study conducted by Prayoon (1997), in which the staff members were highly satisfied with their jobs in almost all aspects, except for the aspect of salary that was found to be moderately satisfied. In addition, work conditions are another factor that staff members are moderately satisfied with. From the result, staff members are only

moderately satisfied with item 24; *I have access to all the equipment necessary to do my job*. This item asked staff members whether they have access to all the necessary equipment needed to do their job. It might be because some of the equipment needs to be shared among staff members, for example, computers, fax machines, and printers. This may be the reason that they are moderately satisfied. Another reason may be because of the limited school budget, as it cannot cover what all the staff members need to use for work. Since the staff members may have to share the equipment together, they may make their work slower and inflexible. This is consistent with Sornprasith (1998). Her results showed that school staff members were moderately satisfied with hygiene factors, especially the work conditions.

Research Question 2

Is there any significant difference between the job satisfaction of the staff at a private international school based on gender and position?

The results of this study showed that there were significant differences between staff job satisfaction at a private international school based on gender. That is, female staff members are more satisfied with their jobs than male staff members in both motivators and hygiene factors. This result is consistent with those of Reansuwan (2004), since there was a statistically significant difference ($p \leq .05$) for job achievement, in terms of gender. Female staff members were more satisfied in 5 of 12 factors of job satisfaction, of which one factor was a motivator factor and four factors were hygiene factors. The motivator factor in which female staff members were more satisfied than males was recognition, while the hygiene factors were relationship with peers, work conditions, company policy, and supervision. It can be concluded that female staff members tend to

be satisfied with both motivators and hygiene factors. This may be due to the fact that female staff members are more satisfied with school jobs than males, since females had different attitudes towards working in a school environment, which can affect their job satisfaction. However, the findings in this research were inconsistent with some studies conducted. Reansuwan (2004), who studied the level of job satisfaction among employees at the head office of Thai Petrochemical Industry PLC, found that there was no significant difference between gender and job satisfaction. This contrast may be because male and female employees at Thai Petrochemical Industry PLC had different job descriptions.

There was no significant difference between position and job satisfaction.

Supervisors and subordinates both feel satisfied with their job satisfaction with motivators and hygiene factors. This may be due to supervisors and subordinates being close to each other and not feeling any distance. However the findings in the research were inconsistent with the study of Wiwajanasirin (2006), where there were different job positions in Thai Airways International PLC even though they received everything the same.

Recommendations for Further Studies

Some recommendations for further studies should include the comprehensive details of the study, such as obstacles encountered during work, workplace morale, the employees' attitudes toward and practical work motivations regarding their work, and study other factors of Herzberg's two-factor theory or another related theory.

The Limitations of the Study

The study was limited to the staff of a single, private international school. Therefore, the results cannot necessarily be generalized as being similar to those of staff at other international schools. Additionally, the study mainly focused on the 12 aspects of

employees' attitudes toward their jobs. As such, the results of this study may not represent the overall attitudes of staff regarding job satisfaction. Furthermore, this study was based upon the conceptual model of Herzberg's two-factor theory (Herzberg, et al, 1959), so the results of the study might have been different had other theories been applied.

The Implications of the Study

This research is intended to support people who are interested in understanding the level of job satisfaction among staff members and would like to positively influence the job satisfaction levels of their employees. Therefore, the executives of the private international school used in this study should pay more attention in hygiene factors, especially, (a) salary and (b) working conditions.



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Appendix A
QUESTIONNAIRE (English Version)

QUESTIONNAIRE

A Study of Job Satisfaction of Staff in a Private International School

This questionnaire belongs to *A Study of Job Satisfaction of Staff in a Private International School*, a research project for a Master of Arts Degree in Business English for International Communication at Srinakharinwirot University.

The questionnaire consists of the following two parts:

Part I: Demographic Information of staff in a private international school

Part II: Job Satisfaction of staff in a private international School

The researcher kindly requests that you answer the following questions as truthfully as possible. The information you provide will be kept strictly confidential and used solely for research purposes.

Thank you very much for your cooperation

(Kritthaporn Wongthaworn)

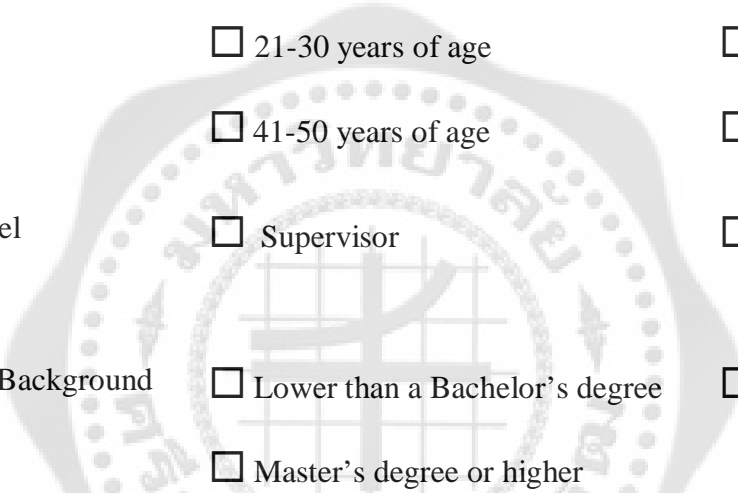
Master's Degree Student

Business English for International Communication

Srinakharinwirot University

Part I
Demographic Information

Directions: Please check ✓ the appropriate boxes

1. Gender Male Female
2. Age 21-30 years of age 31-40 years of age
 41-50 years of age 51 or above
3. Position Level Supervisor Subordinate
4. Educational Background Lower than a Bachelor's degree Bachelor's degree
 Master's degree or higher
- 

Part II

Job Satisfaction

Directions: This section consists of thirty-three questions relating to job satisfaction of staff in a Private International School. The scale ranges from the lowest level of satisfaction to the highest level of satisfaction. Please rate ✓ on your level of job satisfaction for the most appropriate answer.

Job Satisfaction Criteria	Satisfaction Level				
	Lowest	Low	Average	High	Highest
Achievement					
1. I feel that I can work efficiently.					
2. I feel that I am a part of the school's success.					
Recognition					
3. My work performance is acceptable to my colleagues.					
4. My school recognizes staff that work efficiently and perform well.					
Work Itself					
5. My work allows me to fully utilize my knowledge and abilities.					
6. I have the freedom to use my initiative and to be creative.					

Job Satisfaction	Satisfaction Level				
	Lowest	Low	Average	High	Highest
Responsibility					
7 The work that I am responsible for is relevant to my position.					
8 I have the freedom to express opinions to supervisors.					
9 I have the freedom to make decisions about my work.					
Advancement					
10 I am able to advance my career in line with my capabilities.					
11 I have opportunities to attend seminars and to enhance work knowledge.					
12 My work is performed in a way that allows me to develop professionally.					
Possibility of Growth					
13 My work provides the opportunity to develop my knowledge and abilities.					
14 The work that I do allows me to gain experience that will be beneficial in the future.					
15 I feel that I have opportunities for promotion.					
Relationships with Peers					
16 When there is a problem at work, I get help from colleagues wholeheartedly.					
17 My colleagues and I cooperate well together					

Job Satisfaction	Satisfaction Level				
	Lowest	Low	Average	High	Highest
18 After work I have the opportunity to get together with colleagues.					
Salary					
19 I receive an appropriate level of perks and benefits.					
20 The salary that I receive is in accordance with the amount of work required for my position.					
21 My salary is determined in an appropriate manner.					
Work Conditions					
22 My daily working hours are appropriate.					
23 My working environment is appropriate (e.g. light, noise level and temperature).					
24 I have access to all the equipment necessary to do my job.					
Relationship with Supervisors					
25 My supervisor is friendly, sociable and easy to work with.					
26 My supervisor is able to meet with me and assist with solving problems at work.					

Job Satisfaction	Satisfaction Level				
	Lowest	Low	Average	High	Highest
27 My supervisor is supportive of me and encourages progress and growth.					
Company Policy					
28 The policies of my school are clearly stated.					
29 The policies of my school lead to operational efficiency.					
30 I am given the opportunity to become involved in the formulation of company policies.					
Supervision					
31 The chain of supervision of my school is clearly stated.					
32 My supervisor offers appropriate work related advice.					
33 My supervisor listens to comments and suggestions on my work.					

Appendix B Questionnaire (Thai Version)

แบบสอบถาม

ความพึงพอใจในการปฏิบัติงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเรื่องการศึกษาความพึงพอใจในการทำงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง ซึ่งอยู่ในหลักสูตรศิลปศาสตรมหาบัณฑิต (ศศ.ม.) สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

แบบสอบถามนี้ แบ่งเป็น 2 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง

ส่วนที่ 2 ความพึงพอใจในการทำงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง

ผู้วิจัยใคร่ขอความกรุณาท่านได้ตอบแบบสอบถามนี้ ตามความเป็นจริงและคำตอบจากแบบสอบถามนี้จะถูกเก็บเป็นความลับและใช้เฉพาะกรณีนี้เท่านั้น

ขอขอบคุณในความร่วมมือ

(นางสาว กฤตพร วงศ์ถาวร)

ผู้ดำเนินงานวิจัย

ตอนที่ 1

ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย ✓ หน้าข้อความต่อไปนี้

1. เพศ ชาย หญิง
2. อายุ 21-30 ปี 31-40 ปี 41-50 ปี
 51 ปีขึ้นไป
3. ระดับตำแหน่งงาน หัวหน้าแผนก/ฝ่าย พนักงาน
4. วุฒิการศึกษา ต่ำกว่าปริญญาตรี ปริญญาตรี ปริญญาโท หรือสูงกว่า

ตอนที่ 2

แบบสอบถามความพึงพอใจในการปฏิบัติงาน

คำชี้แจง

คำถามในตอนนี้มี 33 ข้อ เป็นคำถามเกี่ยวข้องกับการศึกษาความพึงพอใจในการทำงานของบุคลากรในโรงเรียนนานาชาติเอกชนแห่งหนึ่ง แบ่งระดับความคิดเห็นออกเป็น 5 ระดับ ซึ่งเรียงจากความพึงพอใจน้อยไปหามาก โดยให้ผู้ตอบแบบสอบถามทำเครื่องหมาย ✓ ลงในช่องที่กำหนดเพียงข้อละ 1 เครื่องหมายที่ตรงกับความคิดเห็นของท่านมากที่สุด

ความพึงพอใจในการทำงาน	ระดับความพึงพอใจ				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
ความสำเร็จในงาน					
1. ข้าพเจ้ามีความรู้สึกว่าตนเองสามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ					
2. ข้าพเจ้ามีความรู้สึกว่าตนเองเป็นส่วนหนึ่งที่ทำให้โรงเรียนประสบความสำเร็จ					
การได้รับการยอมรับนับถือ					
3. ผลการปฏิบัติงานของข้าพเจ้าเป็นที่ยอมรับจากผู้ร่วมงาน					
4. หน่วยงานของข้าพเจ้าให้การยกย่องในผลการปฏิบัติงานที่ดีมีประสิทธิภาพ					
ลักษณะของงาน					
5. งานที่ข้าพเจ้าปฏิบัติอยู่มีโอกาสดำเนินการโดยใช้ความสามารถอย่างเต็มที่					

ความพึงพอใจในการทำงาน	ระดับความพึงพอใจ				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
6. งานที่ข้าพเจ้าปฏิบัติอยู่เป็นงานที่ต้องใช้ความคิดริเริ่มสร้างสรรค์ในการปฏิบัติงาน					
ความรับผิดชอบในงาน					
7. ข้าพเจ้าได้รับมอบหมายให้รับผิดชอบการปฏิบัติงานตรงตามตำแหน่งหน้าที่					
8. ข้าพเจ้ามีอิสระในการแสดงความคิดเห็นแก่ผู้บังคับบัญชาในการปฏิบัติหน้าที่					
9. ข้าพเจ้ามีอิสระในการตัดสินใจเกี่ยวกับการปฏิบัติงาน					
ความก้าวหน้าในตำแหน่งหน้าที่การงาน					
10. ข้าพเจ้าได้รับความก้าวหน้าในหน้าที่การงานซึ่งเป็นไปตามกำลังความสามารถของข้าพเจ้า					
11. ข้าพเจ้ามีโอกาสได้เข้ารับการอบรมสัมมนาเพิ่มพูนความรู้เพื่อการปฏิบัติงาน					
12. งานที่ข้าพเจ้าปฏิบัติอยู่ปิดโอกาสพัฒนาให้ข้าพเจ้าก้าวหน้าต่อไปในสายอาชีพนี้ได้					
โอกาสความเจริญเติบโตในงานที่ปฏิบัติ					
13. งานที่ข้าพเจ้าปฏิบัติอยู่มีโอกาสพัฒนาความรู้ความสามารถของข้าพเจ้า					
14. งานที่ข้าพเจ้าปฏิบัติอยู่มีโอกาสเสริมสร้างประสบการณ์การทำงานต่อไป					
15. ข้าพเจ้ารู้สึกว่าข้าพเจ้าสามารถก้าวหน้าในตำแหน่งหน้าที่การงานที่สูงขึ้น					

ความพึงพอใจในการทำงาน	ระดับความพึงพอใจ				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
ความสัมพันธ์กับเพื่อนร่วมงาน					
16. เมื่อมีปัญหาในการปฏิบัติงาน ข้าพเจ้าได้รับความช่วยเหลือจากเพื่อนร่วมงานด้วยความเต็มใจ					
17. เพื่อนร่วมงานให้ความร่วมมือในการปฏิบัติงานเป็นอย่างดี					
18. ข้าพเจ้ามีโอกาสเข้าร่วมกิจกรรม พบปะสังสรรค์กับเพื่อนร่วมงานอย่างเป็นกันเอง นอกเหนือจากการปฏิบัติงาน					
รายได้และสวัสดิการอื่นๆ					
19. สวัสดิการด้านต่างๆของหน่วยงานที่ได้รับมีความเพียงพอต่อความจำเป็นของข้าพเจ้า					
20. เงินเดือนประจำที่ได้รับสอดคล้องกับปริมาณงานในตำแหน่งหน้าที่ของข้าพเจ้า					
21. การพิจารณาเลื่อนขั้นเงินเดือนมีความเหมาะสม					
สภาพการทำงาน					
22. ระยะเวลาชั่วโมงการทำงานของข้าพเจ้าต่อวันมีความเหมาะสม					
23. สถานที่ปฏิบัติงานในหน่วยงานของข้าพเจ้า มีสภาพทางกายภาพ เช่น แสง เสียง และอากาศที่เหมาะสม					

ความพึงพอใจในการทำงาน	ระดับความพึงพอใจ				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
24. หน่วยงานของข้าพเจ้ามีเครื่องมืออุปกรณ์ในการปฏิบัติงานสมบูรณ์และเพียงพอ					
ความสัมพันธ์กับผู้บังคับบัญชา					
25. ผู้บังคับบัญชาให้ความสำคัญกับตนเองในการปฏิบัติงานกับข้าพเจ้า					
26. ผู้บังคับบัญชาให้โอกาสข้าพเจ้าเข้าพบเพื่อช่วยเหลือในการแก้ไขปัญหาในการปฏิบัติงาน					
27. ผู้บังคับบัญชานับสนุนข้าพเจ้าได้รับความก้าวหน้าในหน้าที่การงาน					
นโยบายการทำงาน					
28. หน่วยงานของข้าพเจ้าได้กำหนดนโยบายในการดำเนินงานอย่างชัดเจน					
29. นโยบายของหน่วยงานข้าพเจ้าสามารถนำไปสู่การปฏิบัติงานอย่างมีประสิทธิภาพ					
30. หน่วยงานให้โอกาสข้าพเจ้าเสนอความคิดเห็นต่อนโยบายและวิธีดำเนินงาน					
การปกครองบังคับบัญชา					
31. สายงานการปกครองบังคับบัญชาของหน่วยงานข้าพเจ้ามีความชัดเจน					
32. ผู้บังคับบัญชามีความสามารถในการให้คำปรึกษาแนะนำให้ข้าพเจ้าปฏิบัติงานอย่างมีประสิทธิภาพ					
33. ผู้บังคับบัญชารับฟังความคิดเห็นและข้อเสนอแนะของข้าพเจ้าในการปฏิบัติงาน					

Appendix C
Reliability Coefficients of Items in the Questionnaires

Item Number	Reliability Value
1	.92
2	.92
3	.92
4	.92
5	.92
6	.92
7	.92
8	.92
9	.92
10	.92
11	.92
12	.92
13	.92
14	.92
15	.92
16	.92
17	.92
18	.92
19	.92
20	.92
21	.92
22	.92
23	.92
24	.92
25	.92
26	.92
27	.91
28	.92
29	.92
30	.92
31	.91
32	.92
33	.92



VITAE

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