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CHAPTER 9

REVIEW, MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS

9.1 REVIEW

Job satisfaction is the combination of psychology and environment which enable a worker in an organization to speak out frankly that he or she is satisfied with the job.

Job satisfaction is a very important factor in work performance in various organizations. Job satisfaction is a feeling or attitude of a person towards his job. Good feelings induce satisfaction depend on various incentive work factors, determining willingness or unwillingness to work which leads to an organization success. If any organization or work section can manage its services to fulfill the worker's need, they will work on their jobs for satisfaction, love and work result. Hence, job satisfaction is important in responding to workers everywhere. Besides these factors, the present study focuses on the work effectiveness in order to see if it determine job satisfaction.

In the present study, Job satisfaction means a person's feelings or attitude towards the job. Poor feeling or attitude brings about dissatisfaction, lack of enthusiasm and job prospect. An important factor determining such thing is job motivation. Thus, job satisfaction is the consequence of motivation, the motivation to encourage a person to be willing to work with energy in order to achieve the fulfillment of the organizational goal. The job satisfaction of primary school teachers in this study comprised of the following aspects:

1) Personal Aspect i.e. Hygiene-Health, Values, Work Habit, Attitude and Feeling of Success

2) Environment i.e. School Climate and Relationship among staff, students and parents
3) Administration and Organization i.e. Types of administration, Attitude of the head of the institution, Supervision and Job security

OBJECTIVES OF THE STUDY

1. To construct and standardize the scale to measure the job satisfaction of primary school teachers and the scale to measure the work effectiveness of the school.

2. To study the levels of job satisfaction of primary school teachers and to compare the mean scores of the levels of job satisfaction of primary school teachers in the context of sex, age, level of education, work experience, teachers' salary, type of schools and size of schools.

3. To study the relationship between the job satisfaction of teachers and the work effectiveness of the school.

VARIABLES OF THE STUDY

1. There were eight independent variables of the present study i.e. Sex, Age, Level of education, Work experience, Teachers' salary, Type of schools, Size of schools and work effectiveness.

2. The dependent variable was job satisfaction of primary school teachers.

HYPOTHESES OF THE STUDY

1. The level of job satisfaction of primary school teachers is of medium level.

2. There was no significant difference between mean scores of job satisfaction of primary school teachers belonging to different groups of sex, Age, Level of education, Work experience, Teachers' salary, Type of schools, Size of schools.
TOOLS AND THEIR CHARACTERISTICS

In the present study, the researcher desired to make use of the tools in the form of scale. There were three parts in the tools to be used for this study.

1 THE RESPONDENTS' PERSONAL INFORMATION

It was the tool to enquire about the bio-data of the primary school teachers Viz; sex, age, level of education, work experience, teachers' salary, type of schools, size of schools, types of schools.

2 THE SCALE TO MEASURE THE JOB SATISFACTION OF TEACHERS

This scale consists of 52 statements. Each statement has five levels of job satisfaction of primary school teachers. The respondent can mark either "strongly agree" or "agree" or "undecided" or "disagree" or "strongly disagree" according to their feeling or actual deed of their behaviour.

3 THE SCALE TO MEASURE THE WORK EFFECTIVENESS OF SCHOOL

This scale measured the product of the work together in order to attain target set. This also includes how a person behaves in performing the work as well as working atmosphere in the group beneficial to attaining the target. The tool would measure the work effectiveness of group i.e. the quality of output of work and the volume of output of group. The tool also estimated the success of the school. The scale consists of 20 statements. Each statement has five levels of the work effectiveness of schools which the teachers can mark either "strongly agree" or "agree" or "undecided" or "disagree" or "strongly disagree" according to the feeling or actual deed of their behaviour or their schools.
**SELECTION OF SAMPLES**

In the present study, the researcher followed mainly the process of multi-stratified random sampling. There were 670 teachers to be in the sample of the study.

**TECHNIQUE OF ANALYSIS OF DATA**

The data yielded by the tools were analysed according to the hypotheses. The following techniques of analysis of data and the statistical calculations were employed.

1) The percentage was used to calculate the number of sample.

2) In order to determine the level of job satisfaction of primary school teachers and the work effectiveness of the schools, mean and standard deviation had been calculated.

3) The t-test used to test the significant difference between the mean scores of job satisfaction of the groups of primary school teachers belonging to different groups of sex and type of schools.

4) The analysis of variance (ANOVA) used to test the significant difference between mean scores of job satisfaction of the groups of primary school teachers belonging to different groups of age, level of education, work experience, teachers' salary, size of schools.

5) The Studentized Range Statistics Test (q) used just to get the general idea about the difference between mean score of various groups of job satisfaction of primary school teachers.

6) The Pearson Product Moment Correlation used to find out the relationship between the job satisfaction of teachers and the work effectiveness of schools.

7) The 0.05 and 0.01 level of significance had been considered satisfactory for the acceptance or rejection of the null hypotheses.
9.2 MAJOR FINDINGS

1. The present study was devoted to construct and standardization two kinds of tools, i.e. job satisfaction scale and work effectiveness scale. In the step of preparation of the tools, there were 80 and 30 statements of the tool to measure job satisfaction of primary school teachers and work effectiveness of schools. According to the criteria supported by Edwards, A.L., 68 statements were selected out of 80 statements of job satisfaction scale and 24 statements were selected out of 30 statements of work effectiveness scale. Out of 68, 53 statements of job satisfaction could stand the criteria of judges' agreement. In the same way, 21 statements of work effectiveness could stand the criteria of judges' agreement. After selection of the statements for the scale on the basis of judges' agreement, the researcher proceeded for the step of pilot study on the representative sample of population. It was decided to administer the job satisfaction scale and work effectiveness scale to 100 primary school teachers in different areas.

2. The item analysis was the important step of pilot study. There were four types of method to estimate the discrimination of the scale i.e. t-test, correlational method, phi-coefficient method and point biserial 'r' method. It was found that there were 52 and 20 statements of job satisfaction and work effectiveness respectively could stand the criteria of discriminative power.

3. The researcher decided to test the reliability of the scale by four types of method i.e. test-retest method, Split-half method, Rulon formula method and Flanagan method. The scale was administered to 100 primary school teachers in Bangkok. The obtained reliability value of the scale determine by test-retest method, Split-half method,
Rulon formula method and Flanagan method were found \( r' = 0.90, r'^* = 0.90, r' = 0.95 \) and \( r'^* = 0.96 \) respectively. It was shown that the reliability of the scale was quite highly satisfactory.

4. The obtained validity of the scale determined by construct validity and concurrent validity were found \( r' = 0.75 \) and \( r'^* = 0.82 \) respectively. It was shown that the validity of the scale was quiet highly satisfactory.

5. The job satisfaction (total score) of primary school teachers was at high level. It was further seen that the job satisfaction of primary school teachers in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction were also at high level.

6. The job satisfaction of male and female primary school teachers was at high level. It was further seen that the job satisfaction of male primary school teachers in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction were at high, high, medium and medium level respectively. The job satisfaction of female primary school teachers in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction was at high level.

7. The job satisfaction of primary school teachers belonging to government and private schools was at high level. It was further seen that the job satisfaction of primary school teachers belonging to government schools in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction were at high level whereas the job satisfaction of primary school teachers belonging to private schools
in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction was at high, medium, medium and high level respectively.

8. The job satisfaction of primary school teachers belonging to different groups of age was at high level. It was further seen that the job satisfaction of primary school teachers belonging to different groups of age in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction were also at high level.

9. The job satisfaction of primary school teachers belonging to different level of education was at high level. It was further seen that the job satisfaction of primary school teachers belonging to different level of education in total score and in different components i.e. personal satisfaction and organizational administration satisfaction were also at high level. The job satisfaction of primary school teachers belonging to different groups of level of education in environmental satisfaction were at high, high and medium level respectively.

10. The job satisfaction of primary school teachers belonging to different groups of work experience was at high level. It was further seen that the job satisfaction of primary school teachers belonging to different years of work experience in total score and in different components i.e. personal satisfaction and organizational administration satisfaction were also at high level. The job satisfaction of primary school teachers belonging to different groups of work experience in environmental satisfaction were at high, high, medium and medium level respectively.
11. The job satisfaction of primary school teachers belonging to different groups of teachers' salary was at high level. It was further seen that the job satisfaction of primary school teachers belonging to different groups of teachers' salary in total score and in different components i.e. personal satisfaction and organizational administration satisfaction were also at high level. The job satisfaction of primary school teachers belonging to different groups of teachers' salary in environmental satisfaction were at high, high, medium level respectively.

12. The job satisfaction of primary school teachers belonging to different size of schools was at high level. It was further seen that the job satisfaction of primary school teachers belonging to different size of schools in total score and in different components i.e. personal satisfaction and organizational administration satisfaction were also at high level. The job satisfaction of primary school teachers belonging to different size of schools in large environmental satisfaction were at high, high, medium level respectively.

13. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different sex. It was further seen that there was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different sex in total score and in different components i.e. environmental satisfaction and organizational administration whereas there was the significant difference at 0.05 level between the mean scores of job satisfaction of primary school teachers belonging to different sex in personal satisfaction.
14. There was the significant difference at 0.05 level between the mean scores of job satisfaction of primary school teachers belonging to different type of schools. It was further seen that there was the significant difference at 0.05 level between the mean scores of job satisfaction of primary school teachers belonging to different type of schools in total score and in different components i.e. personal satisfaction and environmental satisfaction whereas there was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different type of schools in organizational administration satisfaction.

15. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different groups of age in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction.

16. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different groups of level of education in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction.

17. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different groups of work experience in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction.

18. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different
groups of teachers' salary in total score and in different components i.e. personal satisfaction, environmental satisfaction and organizational administration satisfaction.

19. There was no significant difference between the mean scores of job satisfaction of primary school teachers belonging to different size of schools in total score and in different components i.e. personal satisfaction and organizational administration satisfaction whereas there was a significant difference between the mean scores of job satisfaction of primary school teachers belonging to different size of schools in environmental satisfaction.

20. There was the significant relationship between the job satisfaction and the work effectiveness of the schools.

9.3 CONCLUSION

It can be seen from the results of the present study that almost all levels of job satisfaction of primary school teachers belonging to different groups of sex, age, type of schools, level of education, work experience, teachers' salary, and size of school had been identified by 'mean' and 'standard deviation' indicated the high level.

The comparison of the mean score regarding job satisfaction of primary school teachers belonging to different groups of sex, and type of schools had been identified by 't-test' indicated not significant.

The comparison of the mean score regarding job satisfaction of primary school teachers belonging to different groups of age, level of education, work experience, teachers' salary, and size of school had been identified by 'F-test' indicated not significant.

The summary of the results of the study is given in table 9.1, 9.2 and 9.3 as follow:
**TABLE 9.1**

SUMMARY OF THE RESULTS OF THE STUDY REGARDING THE LEVEL OF JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PRIMARY SCHOOL TEACHERS (ENTIRE SAMPLE)</td>
<td>HIGH</td>
</tr>
<tr>
<td>(1) SEX</td>
<td></td>
</tr>
<tr>
<td>- MALE</td>
<td>HIGH</td>
</tr>
<tr>
<td>- FEMALE</td>
<td>HIGH</td>
</tr>
<tr>
<td>(2) TYPE OF SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>- GOVERNMENT</td>
<td>HIGH</td>
</tr>
<tr>
<td>- PRIVATE</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

**NOTE:**
1 MEANS PERSONAL SATISFACTION
2 MEANS ENVIRONMENT SATISFACTION
3 MEANS ORGANIZATIONAL ADMINISTRATION SATISFACTION
TOTAL MEANS TOTAL SCORE OF JOB SATISFACTION
<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) AGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 21-30 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 31-40 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 41-50 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 51-60 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>(4) LEVEL OF EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- UNDER BACHELOR</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- BACHELOR</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- HIGHER THAN BACHELOR</td>
<td></td>
<td>HIGH</td>
<td>MEDIUM</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>(5) WORK EXPERIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 1-10 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 11-20 YEARS</td>
<td></td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 21-30 YEARS</td>
<td></td>
<td>HIGH</td>
<td>MEDIUM</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 31-40 YEARS</td>
<td></td>
<td>HIGH</td>
<td>MEDIUM</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

NOTE: 1 MEANS PERSONAL SATISFACTION
2 MEANS ENVIRONMENT SATISFACTION
3 MEANS ORGANIZATIONAL ADMINISTRATION SATISFACTION
TOTAL MEANS TOTAL SCORE OF JOB SATISFACTION
<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>(6) TEACHERS' SALARY</td>
<td></td>
</tr>
<tr>
<td>- 5,000–10,000 BAHT</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 10,001–15,000 BAHT</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 15,001–20,000 BAHT</td>
<td>HIGH</td>
</tr>
<tr>
<td>- 20,001 ONWARDS</td>
<td>HIGH</td>
</tr>
<tr>
<td>(7) SIZE OF SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>- SMALL</td>
<td>HIGH</td>
</tr>
<tr>
<td>- MEDIUM</td>
<td>HIGH</td>
</tr>
<tr>
<td>- LARGE</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

NOTE: 1 MEANS PERSONAL SATISFACTION
2 MEANS ENVIRONMENT SATISFACTION
3 MEANS ORGANIZATIONAL ADMINISTRATION SATISFACTION
TOTAL MEANS TOTAL SCORE OF JOB SATISFACTION
LOW MEANS LOW LEVEL OF JOB SATISFACTION
MEDIUM MEANS MEDIUM LEVEL OF JOB SATISFACTION
HIGH MEANS HIGH LEVEL OF JOB SATISFACTION
TABLE 9.2

SUMMARY OF THE RESULTS OF THE STUDY REGARDING THE COMPARISON OF
THE MEAN SCORES OF JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS
CLASSIFIED BY DIFFERENT VARIABLES

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>(1) SEX</td>
<td>*</td>
</tr>
<tr>
<td>(2) TYPE OF SCHOOLS</td>
<td>*</td>
</tr>
<tr>
<td>(3) AGE</td>
<td>NS</td>
</tr>
<tr>
<td>(4) LEVEL OF EDUCATION</td>
<td>NS</td>
</tr>
<tr>
<td>(5) WORK EXPERIENCE</td>
<td>NS</td>
</tr>
<tr>
<td>(6) TEACHERS’ SALARY</td>
<td>NS</td>
</tr>
<tr>
<td>(7) SIZE OF SCHOOLS</td>
<td>NS</td>
</tr>
</tbody>
</table>

NOTE : * MEANS SIGNIFICANT AT 0.01 LEVEL
NS MEANS NOT SIGNIFICANT
1 MEANS PERSONAL SATISFACTION
2 MEANS ENVIRONMENT SATISFACTION
3 MEANS ORGANIZATIONAL ADMINISTRATION SATISFACTION
TOTAL MEANS TOTAL SCORE OF JOB SATISFACTION
TABLE 9.3


<table>
<thead>
<tr>
<th>JOB SATISFACTION</th>
<th>WORK EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>JOB SATISFACTION (TOTAL SCORES)</td>
<td>(r)</td>
</tr>
<tr>
<td>(1) PERSONAL SATISFACTION</td>
<td>0.67**</td>
</tr>
<tr>
<td>(2) ENVIRONMENTAL SATISFACTION</td>
<td>0.60**</td>
</tr>
<tr>
<td>(3) ORGANIZATIONAL ADMINISTRATION SATTISFACTION</td>
<td>0.63**</td>
</tr>
<tr>
<td></td>
<td>0.67**</td>
</tr>
<tr>
<td></td>
<td>0.60**</td>
</tr>
<tr>
<td></td>
<td>0.63**</td>
</tr>
</tbody>
</table>

r 0.05 = 0.19  
r 0.01 = 0.25

NOTE: ** MEANS SIGNIFICANT AT 0.01 LEVEL
NS MEANS NOT SIGNIFICANT
1 MEANS HIGH LEVEL OF WORK EFFECTIVENESS
2 MEANS MEDIUM LEVEL OF WORK EFFECTIVENESS
3 MEANS LOW LEVEL OF WORK EFFECTIVENESS
9.4 SUGGESTIONS

Job satisfaction is an important factor which determines work effectiveness of the organization. In order for the organization to earn both work and its people's heart, every person must be made satisfied and made ready to work with full capacity so as to get maximum work effectiveness. Satisfaction is a state of mind without stress. Since it is human nature to have fullfilment of needs, the stress will decrease once the needs have been partially or completely satisfied, and this is when satisfaction develops. On the other hand, the stress and dissatisfaction will take place if the needs are not met. Satisfaction is a satisfying feeling about the job and a willingness to reach the organizational goal. A person will be satisfied with the job if it returns both physical and mental benefits which can satisfy his basic needs. This definition thus shows a relationship between job benefits and satisfaction. The job satisfaction is a person's feelings or attitude towards the job. Poor feelings or attitude brings about dissatisfaction, lack of enthusiasm and job prospect. An important factor determining such things is job motivation. Thus, job satisfaction is the consequence of motivation, the motivation to encourage a person to be willing to work with energy in order to achieve the fulfillment of the organizational goal. If an organization can provide services that satisfy the worker's needs, they will be satisfied with their job, love it, and work effectively. Note that satisfaction is quite important and does not require payment. It can replace a pay as to satisfy a worker's needs. Satisfaction should therefore be provided in every kind of job. It can be said that the job satisfaction is the vital to a worker. A worker must reach self actualization. He
can fulfill his wish once his role has been expressed to the full capacity of his life. A person who has never been satisfied with job will never reach psychological maturity. Generally, a person will spend most of the time every day with his job. If that job is dull, not challenging, and does not give him freedom, he will be bored, frustrated and annoyed. This will impact directly on himself and on his colleagues, and in turn will cause a social problem. A person who has never been satisfied with his job will be frustrated, because a job is a basic need of human beings. A lack of job satisfaction or a job conflict will decrease job morale and, in turn, the productivity.

**HOW TO INCREASE THE LEVEL OF JOB SATISFACTION**

1. **PROVIDE THE GOOD WORKING CONDITION TO THE STAFF**

   The staff in an organization have expectation of getting what they need, and such expectation will always pass by once their needs have been satisfied, beginning from the basic need, which is physiological, to the need of self actualization. However, most people perceive the limitation of their work activities, informally to their social needs, and formally to economic needs and need of self actualization. In some working condition, informal systems can solve or replace poor working condition, repetition and lack of relationship among people.

2. **PROVIDE THE GOOD SERVICE TO THE STAFF**

   If an organization can provide services that satisfy the worker's needs, they will be satisfied with their job, love it, and work effectively. But if the organization cannot provide such services, productivity will decrease, and the workers will be bored. This will cause a lack of work effectiveness.
3. PROVIDE THE EXECUTION PROCEDURE TO RESPOND THE REQUIREMENT

The execution of procedure can be done to respond and requirement. The worker can work efficiently without any worry if the management has already given proper directive. However worker can get bored with a job with challenge, therefore, we must offer more inductive and change of routine i.e. increase in job concentration, increase in job enthusiasm and increase in productivity.

4. PROVIDE THE GOOD SUPERVISION

The supervisor should be aware of the need of job satisfaction for the workers, in order to make a quality and a highest amount of work as expected.

HOW TO INCREASE THE LEVEL OF JOB SATISFACTION

1. INCREASE MORE MOTIVATION

The degree of job satisfaction still depends on the motivation in the organization or work place. In an organization, more the motivation, the higher the satisfaction. Motivation helps to induce a worker to feel committed with his work to devote himself to the work and office, and to be willing to utilize his power to achieve his goal.

As a success of work results from satisfaction, a satisfied worker performs better than the one who is not satisfied. Satisfaction depends on motivation that springs from a person's needs. Motivation is a managerial technique that induces a person to utilize his ability since it leads his behaviour towards the organizational goal and thus maximizing the productivity. The more the motivators, the higher the satisfaction. Education administrators should, therefore, encourage their personnel to reach the goal. Administrators thus have to
understand their people's needs and harmonize them in order to get the jobs done successfully; in other words, to acquire both productivity and their people's spirits.

2. INCREASE MORE BENEFITS

The factors that can increase more benefits the workers are to understand as follows:

1. Security:
   Job security and justice from supervisors are much more vital to low educated workers than the high educated.

2. Opportunity for advancement

3. Company and management:
   This means a satisfaction with the work place, fame, and work procedure.

4. Adequate wages
5. Intrinsic aspects of the job
6. Supervision
7. Social aspects of the job
8. Communication and friendly cohesion
9. Working condition and desirable physical condition
10. Benefits
11. materials and good equipment
12. honour and work awareness
13. challenging and interesting work
14. freedom of decision making
15. advancement fairly and equally considered
16. good control
THE FACTORS RELATED TO JOB SATISFACTION

The factors directly relate to the job satisfaction are as follows:

1. ACHIEVEMENT

The strong need of a person is the need for success. Once he feels success, he will see his job meaningful to other people, and feels proud. Employers can inspire their employees with a sense of achievement and selfrespect. The people who had a high need for achievement were those who usually made a hard attempt, like hard work, and change. Job achievement results from satisfaction and two responses which are expectations for school personnel and expectations for materials or emotional rewards which will in turn cause a good feeling. People who have strong needs for achievement usually set their job target highly and want to get the job done on their own. They would think achievement itself rather than any rewards or benefits. Job achievement is the success and completion of a person's job, including problem solving ability and prevention. An achievement of job makes a person satisfied and proud to a large extent.

2. RECOGNITION

Motivation is in abstract form and is a means that induces a person to behave in a way to the goal. Behaviour results from motivation. Whenever we are accepted in a group of associates in a workplace, we will feel happy to do a job. This denotes recognition from other. Recognition means recognition from supervisors, friends who come for advice or work associates. Recognition may be admiration, congratulation, encouragement or other expressions that show acceptance of job achievement since recognition and achievement always
go together.

3. ADVANCEMENT

Advancement means the worker's progress, higher income and responsibility, increased skill, status, and honor. If an advancement does not contribute to higher pay, responsibility despite better working hours, location and working condition, it is not considered a true advancement. Advancement is an attainment of a more important position that yields higher power and freedom, less condition of being under control and better workplace. Advancement is everyone's favourite and is a reflection of job achievement. The society sees advancement as a person's status. However in Thai society advancement is based on merit system and favoritism which can in turn contribute to job incentives or disincentives.

4. RESPONSIBILITY

Responsibility is the subordinate's commitment resulting from a specific assignment. From this definition, it can be viewed that the important pivot of a responsibility is the obligation. Responsibility derives from superior and subordinate relationship, in which a superior can make an order, so as to have his subordinates do some job. As such, it is clear that duties and authority begin, from higher to lower level supervisors together with the assignments, and at the same time induce the subordinate's force to follow their supervisor's orders. The commitment of subordinates to their supervisors is called a responsibility. Responsibility is an expected job outcome that a worker can control. A case in point is a secretary's ability to always file her documents in order and keep them updated. Responsibility is an assertive intention to get the job done as
expected, including a search for a variety of methods to achieve the job success in a proper time.

5. **THE WORK ITSELF**

In order to make the worker operate to the goal effectively, a supervisor should induce spirit and satisfaction. Production of occupational dignity by awareness of responsible burdens since this will lead to respectability that in turn results in occupational faith and pride. High performance is attributed to the use of a suitable knowledge and skill. The work itself means the difficulty or simplicity, scope, and challenge that contribute to job willingness, creativity, decision making, planning, evaluation and modifications.

6. **SALARY REWARDS**

*For* hard job must be learned more, and a job that takes higher responsibility should give higher pay. Money can satisfy all kinds of their needs. Well paid occupations bring about a person's pride in his success. Other than satisfying a low need, a salary can also be used to satisfy a higher level need such as a need for enrolling in some clubs which is a mental need.

7. **POLICY AND ADMINISTRATION**

Policy is a guide for stable and harmonious job performance. It creates a standard and consistency of the job. A good policy contributes to effective management. It helps to create a right decision making, basically controls managerial work, creates good coordination, and reduce time consumption taken in a decision making. Participation in policy and goal formulation among the organization's staff leads to job devotion and encouragement. It is understood that a person will be satisfied better if he takes part in a formulation of
plans and policy, since this stimulated the courage to express his opinion and to take responsibility because of a sense of creation. Policy and administration is a framework or guideline for a managerial process and organizational communication.

8. **INTERPERSONAL RELATIONS**

A development of relations should rest on mutual respect. A supervisor should not see his staff as machines or lazy people deserving repetitive orders, fault finding or punishment. But he should seek ways to motivate them to work willingly. Supervisor must produce human relations in the work place. Some good plans for this are: producing interpersonal understanding, setting up activities for a promotion of relations, using incentives, solving conflicts, developing friendliness, giving financial incentives, and opportunities according to the job suitability, by means of merit system. The production of those relations depends on the supervisor’s personality. If supervisor is accepted, respected, and trusted, there is a sure sign that his subordinates will willingly give him good cooperation and perform their jobs with more confidence. An atmosphere of good relations between supervisors and subordinates develops a work progress with mutual understanding, smoothness, no fault finding, accusation, or appeal.

9. **WORKING CONDITIONS**

The working condition can make the person to work more effectively by arranging workplaces, seeking suitable equipments, establishing libraries, matching personnel to the job, arranging accommodation facilities; resorts, and educational advancement. Working conditions are the environments of work being performed such as the amount of work, comfort, suitable places, equipment,
instruments, buildings, etc. The manager must arrange these environments so as to promote staff's health and knowledge, and also the environment in the manager's responsible place since the environments contribute so much to job satisfaction.

10. SUPERVISION

Supervision means control, attention and management in order to follow the organizational goals and policies. Supervision is the manager's role and function for the organizational goal. If the manager wants his staff to express good behaviour and follow that order, work hard, and devote themselves effectively to the organization. Thus, the manager's attention is focused on an attempt to understand behavioural mechanisms, so as to control his staff's behaviour. A study of motivation is then equivalent to enable the manager, as a leader, to motivate, direct, or force work behaviours towards the maximum effectiveness. A goal-oriented administration is a process that a supervisor and his subordinates consider together by setting targets and assignments. Consequently, workers will use these targets as a guideline for the work in their responsibilities and for evaluation of the jobs done.

SUMMARY

It can be seen from the results of the present study that in order to motivate people to have job satisfaction in any organization, the supervisor has to know his people's needs first, then arrange some responses to satisfy those needs, by means of various managerial skills and strategies, such as the skills in leadership, supervision morale, teamwork communication and human relations, etc. The supervisor has to apply psychological principles and assumptions about human work in combination, so as to build up the motivation suitable to individual.
9.5 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the intensive study of research work done in the area of job satisfaction and the findings of the present study, the present researcher would like to highlight some research problems which may be examined by future researchers.

1. For further study, there should be study about the factors affecting on the level of job satisfaction i.e. the level of leadership behaviour of administrators, the level of organizational climate. The relationship between the job satisfaction and the leadership behaviour of administrators. The relationship between the job satisfaction and the organizational climate.

2. Attempts should be made to develop a more sophisticated battery of test workable in Thailand conditions on the measurement of job satisfaction of primary school teachers.

3. For making the studies in the area of job satisfaction more dependable all possible kinds of inter-actions may be taken care of while undertaking research in this area.

4. Job satisfaction may be assumed to play an important role in portraying the institutional achievement. Attempt may be made to examine the influence of organizational structure on the job satisfaction of the staff.

5. Case studies should also be taken to supplement the findings of researches in this area. Case studies highlight some significant variables determining the job satisfaction of primary school teachers. Such studies may go a long way in developing programmes for increasing the job satisfaction of primary school teachers.

6. Experimental studies should be conducted in this area so that strategies and models for increasing the level of job satisfaction may
be defined and developed.

7. Adequate and consistent evidence is not available in connection with the relationship of job satisfaction and institutional output variables such as achievement in curricular and co-curricular areas by the students. Further research may be planned and conducted on representative samples.

8. There is lack of prediction studies in this area. There is need for investigating other variables for improving prediction of the level of job satisfaction of primary school teachers. Such studies may prove very useful from the point of organizing training programmes for increasing the job satisfaction of primary school teachers.

9. Job satisfaction of primary school teachers and its relationship with the problems of student unrest may be examined.

10. Job satisfaction of primary school teachers may be assumed to have bearing on achievement motivation of the students and the phenomenon of relationship between job satisfaction, need for achievement and students self-concept may be examined.

11. Job satisfaction may also be examined as another dimension in the process of innovation.

12. Studies may be taken up to investigate the relationship of job satisfaction of primary school teachers and selected characteristics of principals.

13. An investigation of Participation-Influence in Decision-Making and job satisfaction as perceived by primary school teachers may be a good research problem from the view point of its application value.

14. Exploration of the perceptual relationship among organizational demands, individual needs and job satisfaction i.e. personal satisfaction, environment satisfaction and organizational administration
as it affects institution may be another aspect of this area which needs research.

15. Job satisfaction of secondary school teachers may be assumed to examine and have bearing on achievement motivation of the students and the phenomenon of relationship between job satisfaction, need for achievement and students self-concept may be examined.

16. Job satisfaction may also be examined as another dimension in the process of instructional innovation in different institution.