CHAPTER V
CHAPTER V
DISCUSSION OF RESULTS

The present study was designed to investigate job satisfaction/dissatisfaction level of Thai technical teachers in the context of Herzberg's dual factors theory. The results reported in the previous chapter for Tables 4.1 to 4.50 are discussed under the following headings:

5.1 EFFECTS OF THE AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS' CATEGORIES, DEPARTMENTS AND WORKING UNITS ON THE LEVEL OF JOB SATISFACTION WITH REGARD TO THE COMPOSITE FACTOR OF MOTIVATION:

5.1.1 Age Levels

It is clear from the results reported in the previous chapter that the technical teachers of the different age groups did not differ significantly on composite factor of motivation (Table 4.1) because the F-ratio for three age levels on composite factor of motivation did not reach the level of significance. As the composite factor of motivation indicates the job satisfaction (Herzberg et al. 1959), the level of job satisfaction of technical teachers at different age levels was not found to be of significant difference.

The research hypothesis I(a) of the present study which stated that "there will be significant differences in the level of job satisfaction of Thai technical teachers with regard to composite factor of motivation for different age levels: the higher the age, the greater will be the level of job satisfaction" was rejected.

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The obtained results are in consonance with the findings of Tabot (1974), May (1986), Semapakdi (1988), who found that there were no significant differences attributable to age of teachers in their expression job satisfaction. On the other hand, some researchers found significant differences between the age levels with regard to job satisfaction among the teachers. McCoy (1974), Putt (1976), Gilham (1976), Tripathi et al. (1981), Smith (1982), Pinchak (1983), Lowther et al. (1985), Galloway et al. (1985), Thanagosai (1989), Chewapan (1989), and Kravitz et al. (1990) found that higher the age, the greater will be the level of job satisfaction. The higher the age, the lesser will be the level of job satisfaction was also found by Tunner (1955), Singh (1980), Buhmeyer & Hunt (1982). However, Herzberg et al. (1957) found a "U shaped" relationship between age and job satisfaction. They indicated that job satisfaction was higher in youthful employees immediately after employment, dropped sharply after the first few years and then began to increase as workers continued on their job.

5.1.2 Salary Levels

The results reported in the previous chapter also indicate the insignificant F-ratio for three levels of salary on composite factor of motivation (Table 4.1). It means that the technical teachers belonging to the three salary levels did not differ significantly on composite factor of motivation. As the composite factor of motivation is related to job satisfaction, the level of job satisfaction of technical teachers in different salary level was not found to be of significant differences.
The research hypothesis 1(b) of the present study which stated that "there will be significant differences in the level of job satisfaction of the Thai technical teachers with regard to composite factor of motivation for different salary levels: the higher the salary, the greater will be the level of job satisfaction" was rejected.

The obtained results are in consonance with the findings of Stintzi (1970), Lawler (1971), Morgan (1987) who found the insignificant differences between salary levels with regard to the level of job satisfaction. On the other hand, some researchers found significant differences between the salary levels with regard to the level of job satisfaction. Windley (1980), Thanagosai (1989), and Kravitz et al. (1990) found that higher the salary level, the greater will be the level of job satisfaction. The higher the salary, the lesser will be the level of job satisfaction was not found in the previous studies.

5.1.3 Teaching Experience Spans

From the findings in the previous chapter which revealed insignificant F-ratio for four teaching experience spans on composite factor of motivation (Table 4.1), it can be concluded that there were no significant differences amongst the technical teachers belonging to four teaching experience spans with regard to the level of job satisfaction.

The research hypothesis 1(c) of the present study which stated that "there will be significant differences in the level of job satisfaction of Thai technical teachers with regard to composite factor of motivation for different teaching experience spans: the longer the teaching experience span, the greater will be the level of job satisfaction" was thus rejected.
The obtained results are in consonance with the findings of Cory (1974), Bowen (1980), Pinchak (1983). On the other hand some investigators, Probe (1971), Stitt (1980), Srivastava (1982), Arkom—(1983), Dixit (1985), Roberts & Sarvela (1989), Thanagosai (1989) and Elder (1989) found significant differences between the groups of teachers belonging to different experience spans with regard to the level of job satisfaction. The direction was in favour of longer length of service as against the shorter length of service.

5.1.4 Teachers' Categories

The findings in the previous chapter revealed insignificant F-ratio for teachers' categories on the composite factor of motivation (Table 4.1). This insignificant F-ratio shows that two teachers' categories (department chairmen and lecturers) did not differ significantly with regard to the level of job satisfaction.

Therefore, the research hypothesis 1(d) of the present study which stated that "there will be significant differences in the level of job satisfaction with regard to composite factor of motivation for department chairmen and lecturers: the department chairmen will have greater degree of satisfaction than the lecturers," was rejected.

The obtained results of the present study are in consonance with the findings of Karugu (1981), Christesson (1983), Hilton (1985), who found that there were no significant differences between the teachers belonging to different categories with regard to composite factor of motivation. However, Thanagosai (1989) found that the faculty members with higher administrative
positions were more satisfied with their job than those with lower rank.

5.1.5 Department Levels

The results reported in the previous chapter (Table 4.1) reveal that the F-ratio for five departments on the composite factor of motivation was significant at .05 level. The significant F-ratio indicated that the technical teachers of different departments differed significantly on this composite factor or in other words they differed significantly on the level of job satisfaction. Table 4.2 has shown that the teachers of the electronic & electrical power department (Dept. I) were significantly less satisfied than those of the departments of machine mechanic (shop) & welding and sheet metal (Dept. III) and science & mathematics department (Dept. V). On the other hand, the teachers of the department of building construction & civil survey (Dept. II) were also less satisfied than the ones of the department of machine mechanic (shop) & welding and sheet metal (Dept. III) and science & mathematics department (Dept. V).

It can be concluded that the group of technical teachers in the related subject department (science & mathematics) were found to be more satisfied with their job than the group of technical teachers of two technical subject departments (electronic & electrical power department and civil survey & building construction department).

Therefore, the research hypothesis I(e) of the present study which stated that "there will be significant differences in the level of job satisfaction of Thai technical teachers with regard to composite factor of motivation for different departments: the
teachers in the technical subject departments will be more satisfied than the teachers in the related subject department," was rejected.

The obtained results are contradictory to the findings of Hill (1987) who found the insignificant differences of the respondents based upon the subject career teaching areas.

5.1.6 Working Units

The results reported in the previous chapter also reveal that the F-ratio for working units on composite factor of motivation was found to be insignificant (Table 4.1). The insignificant F-ratio indicated that the technical teachers working under the different working units did not differ significantly on the level of job satisfaction.

Therefore, the research hypothesis I(f) of the present study which stated that "there will be significant differences in the level of job satisfaction of Thai technical teachers with regard to composite factor of motivation for different working units: the teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be more satisfied than the teachers working under the Office of Private Education Commission (OPEC)," was rejected.

The obtained results are in consonance with the findings of May (1986) who found the teachers of different types of educational institutions were not significantly different with regard to job satisfaction, but are contradictory to Srivastava's (1982) findings who found the significant differences in the level of satisfaction in teaching profession between the private school subjects and the public school
subjects. The private school subjects were more satisfied in teaching profession than the public school subjects.

5.2 EFFECTS OF AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS’ CATEGORIES, DEPARTMENTS AND WORKING UNITS ON THE LEVEL OF JOB DISSATISFACTION WITH REGARD TO COMPOSITE FACTOR OF HYGIENE.

5.2.1 Age Levels

It is clear from the results reported in the previous chapter that the technical teachers belonging to the different age levels differed significantly on composite factor of hygiene (Table 4.3). Only the mean score (219.65) on the composite factor of hygiene for the teachers who have the age of 50 years and above as shown in Table 4.4 was significantly higher than the mean scores of the teachers of the other two age groups (less than 30 years & 30-49 years). As the composite factor of hygiene indicates job dissatisfaction (Herzberg et al., 1959), the significant results reveal that the technical teachers of the upper age group (50 years and above) expressed less dissatisfaction with their job than the technical teachers of the other two age groups.

The research hypothesis II(a) of the present study which stated that "there will be significant differences in the level of job dissatisfaction of Thai technical teachers with regard to composite factor of hygiene for different age levels: the higher the age, the less will be the level of job dissatisfaction," was partially accepted.

The obtained results are in agreement with the findings of Furey & Lauroesh (1986) who found that the teachers in the age
groups of 30 years and below had higher job dissatisfaction than that of the teachers in the age of 40 years and above.

5.2.2 Salary Levels

From the results reported in the previous chapter, it is obvious that the F-ratio for three salary levels on composite factor of hygiene was found to be significant (Table 4.3). The significant F-ratio indicated that technical teachers belonging to three salary levels differed significantly on composite factor of hygiene. The mean score on composite factor of hygiene (217.35) of the subjects who fell in high salary level was significantly higher than the mean scores (208.74 & 211.61) of those in the low and intermediate salary levels respectively (Table 4.5). These significant mean differences show that the group of technical teachers at high salary level expressed less dissatisfaction with their job than the group of low and intermediate salary levels. From Table 4.5 it also becomes clear that there is no significant difference between the group of low and intermediate salary technical teachers on the level of job dissatisfaction.

Therefore, the research hypothesis II(b) of the present study which stated that "there will be significant differences in the level of job dissatisfaction of Thai technical teachers with regard to composite factor of hygiene for different salary levels: the higher the salary, the less will be the level of job dissatisfaction," was partially accepted.

5.2.3 Teaching Experience Spans

As the F-ratio for four teaching experience spans on the composite factor of hygiene, reported in the previous chapter,
did not reach the level of significance (Table 4.3), one can conclude that the technical teachers belonging to four groups of teaching experience spans did not differ significantly on the level of job dissatisfaction.

Therefore, the research hypothesis III(c) of the present study which stated that "there will be significant differences in the level of job dissatisfaction of Thai technical teachers with regard to composite factor of hygiene for different teaching experience spans: the longer the teaching experience span, the less will be the level of job dissatisfaction," was rejected.

5.2.4 Teachers’ Categories

The F-ratio for teachers’ categories on the composite factor of hygiene was also reported in the previous chapter to be insignificant. (Table 4.3). This insignificant F-ratio shows that two teachers’ categories (department chairmen and lecturers) did not differ significantly with regard to the level of job dissatisfaction.

Therefore, the research hypothesis III(d) of the present study which stated that "there will be significant differences in the level of job dissatisfaction with regard to composite factor of hygiene for department chairmen and lecturers: the department chairmen will be less dissatisfied in their job than the lectures" was rejected.

5.2.5 Department Levels

The results reported in the previous chapter vide (Table 4.3) indicated the significant F-ratio for five departments on composite factor of hygiene at .05 level. It means that the technical teachers belonging to different departments differed
significantly on composite factor of hygiene, or in other words, they differed significantly on the level of job dissatisfaction. From Table 4.6, it manifests that the technical teachers of the electronic & electrical power department (Dept. I) had significantly lower mean value (208.23) than the mean values (214.55 & 214.53) of the technical teachers of machine mechanic (shop) & welding and sheet metal department and science & mathematics department (Dept. III & Dept. V) respectively on the composite factor of hygiene. On the other hand, the technical teachers of the department of building construction & civil survey (Dept. II) had significantly lower mean value (207.53) than the mean values (214.55 & 214.53) of the technical teachers of the department of machine mechanic (shop) & welding and sheet metal and the department of science & mathematics (Dept. III & Dept. V) on the above mentioned composite factor. Further, the Table indicates significant differences between the mean scores of the technical teachers of machine mechanic (shop) & welding and sheet metal department and auto-mechanic department (Dept. III & Dept. IV), also. The technical teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) had higher mean value (214.55) than the mean value (209.09) of the technical teachers of auto-mechanic department (Dept. IV).

One can conclude from the above mentioned significant results that: (1) the teachers of electronic & electrical power and building construction & civil survey departments (Dept. I & Dept. II) were more dissatisfied with the job than the teachers of machine mechanic (shop) & welding and sheet metal department and science & mathematics department (Dept. III & Dept. V), and
(2) the teachers of auto-mechanic department (Dept. IV) were also found to be more dissatisfied with the job than teachers of the department of machine mechanic (shop) & welding and sheet metal (Dept. III). The rest of the combinations did not show significant differences with regard to composite factor of hygiene. The obtained results are not in the line of anticipated direction because the technical teachers of the related subject department (science & mathematics) express less dissatisfaction with their job than the technical teachers of the technical subject departments.

Therefore, the research hypothesis II(e) of the present study which stated that "there will be significant differences in the level of job dissatisfaction with regard to composite factor of hygiene for different departments: the teachers in technical subject departments will be less dissatisfied than those in the related subject department," was rejected.

5.2.6 Working Units

It becomes clear that the results in the previous chapter reported insignificant F-ratio for working units on the composite factor of hygiene (Table 4.3). The insignificant F-ratio indicated that the technical teachers working under different working units did not differ significantly on the level of job dissatisfaction.

Therefore, the research hypothesis II(f) of the present study which stated that "there will be significant differences in the level of job dissatisfaction of Thai technical teachers with regard to composite factor of hygiene for different working units: the teachers under the Department of Vocational Education
(DOVE) and Rajamangala Institute of Technology (RIT) will be less dissatisfied than those under the Office of Private Education Commission (OPEC)," was rejected.

5.3 EFFECTS OF AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS’ CATEGORIES, DEPARTMENTS, AND WORKING UNITS ON THE LEVEL OF SATISFACTION WITH REGARD TO EACH FACTOR OF MOTIVATION :

5.3.1 Age Levels

The results reported in the previous chapter reveal that the F-ratio for three age levels was significant on one factor of motivation - task achievement (Table 4.7). The significant F-ratio indicated that the technical teachers belonging to three age levels differed significantly only on the factor of task achievement. Table 4.8 has shown the significant differences between mean scores of two age groups (less than 30 years and 30-49 years). As the motivation factor is related to satisfaction (Herzberg et al. 1959). The group of technical teachers with the age between 30-49 years were found to be significantly more satisfied with task achievement than that of the group with the age of less than 30 years. The F-ratios on the rest of the factors of motivation were not significant.

Therefore, the research hypothesis III(a) of the present study which stated that "there will be significant differences in the level of satisfaction of Thai technical teachers with regard to each factor of motivation for different age levels : the higher the age, the greater will be the level of satisfaction" was partially accepted.
5.3.2 Salary Levels

It is evident from the results in the previous chapter that the F-ratios for three salary levels were significant only on two out of six factors of motivation (Table 4.9). These significant F-ratios indicated that the technical teachers belonging to three salary levels differed significantly on recognition for achievement and task achievement. From Table 4.10, it becomes clear that the group of high salary technical teachers expressed more satisfaction with the above mentioned two motivation factors than the group of low & intermediate salary teachers. However, only the group of intermediate salary technical teachers expressed more satisfaction with recognition for achievement than the group of low salary teachers.

Therefore, the research hypothesis III(b) of the present study which stated that "there will be significant differences in the level of satisfaction of Thai technical teachers with regard to each factor of motivation for different salary levels: the higher the salary, the greater will be the level of satisfaction" was partially accepted.

The obtained results are contradictory to the findings of Karoonlanjakorn (1986) who found that the faculty members with low salary were more satisfied with their achievement than those intermediate at their salary level.

5.3.3 Teaching Experience Spans

The results in the previous chapter also revealed that the technical teachers belonging to four experience levels differed significantly only on one out of the six motivation factors (task achievement). Table 4.12 in the previous chapter indicated that
the technical teachers who have 20-29 years of teaching experience were more satisfied with their task achievement than those who have less than 20 years of teaching experience.

Therefore, the research hypothesis III(c) of the present study which stated that "there will be significant differences in the level of satisfaction of Thai technical teachers with regard to each factor of motivation for different teaching experience spans: the teachers with longer teaching experience will have greater degree of satisfaction than the teachers with shorter teaching experience," was rejected.

The obtained results are in consonance with the findings of Vathaisong (1982) who found that the faculty members with over 10 years of teaching experience were more satisfied with task achievement than the ones with less than 10 years of teaching experience. However, the obtained results are contradictory to the findings of Elder (1989) who found that teachers with least experience reported greater satisfaction with recognition for achievement, advancement and work itself.

5.3.4 Teachers' Categories

It becomes clear that the t-values for the lecturers and the department chairmen were found to be significant on one out of six motivation factors (Table 4.13). The significant t-values indicated that the lecturers and the department chairmen differed significantly on task achievement factor. The department chairmen expressed significantly higher satisfaction with regard to this factor than the lecturers.

Therefore, the research hypothesis III(d) of the present study which stated that "there will be significant differences in
the levels of satisfaction of Thai technical teachers with regard to each factor of motivation for department chairmen and lecturers: the department chairmen will be more satisfied than the lecturers," was partially accepted.

5.3.5 Department Levels

So far as the individual factors of motivation are concerned, the results reported in the previous chapter (Table 4.14) indicated significant F-ratios for departments on two out of six motivation factors (recognition for achievement, task achievement) only. These significant F-ratios revealed that the technical teachers belonging to different departments differed significantly on above mentioned factors. In other words, the technical teachers working in different departments differed significantly on the level of satisfaction with regard to above mentioned factors. The results mentioned in the previous chapter from Table 4.15 indicated that the technical teachers of electronic & electrical power department (Dept. I) had significantly lower level of satisfaction than the technical teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) with regard to recognition for achievement and task achievement factors. The teachers of electronic & electrical power department (Dept. I) were found significantly less satisfied with the above mentioned two motivation factors than the teachers of science and mathematics department (Dept. V). The teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) had significantly higher satisfaction than the teachers of building construction & civil survey department and auto-mechanic department (Dept. II & Dept. V).
IV) with regard to recognition for achievement, and task achievement respectively. Further, the teachers of building construction & civil survey department (Dept. II) were found to be less satisfied with regard to only one factor, recognition for achievement, than the teachers of science & mathematics department (Dept. V). The teachers of auto-mechanic department (Dept. IV) were less satisfied with regard to only task achievement than the teachers of science & mathematics department (Dept. V).

Therefore, the research hypothesis III(e) of the present study which stated that "there will be significant differences in the level of satisfaction of Thai technical teachers with regard to each factor of motivation for different departments: the teachers in the technical subject departments will be more satisfied than those in the related subject department," was rejected.

5.3.6 Working Units

The results reported in the previous chapter revealed the significant F-ratio for three working units with regard to work itself factor only (Table 4.16). This significant F-ratio indicated that the technical teachers belonging to three working units differed significantly on above mentioned factor. Results also (Table 4.17) indicated that the technical teachers belonging to the Office of Private Education Commission (OPEC) were more satisfied than the technical teachers of Rajamangala Institute of Technology (RIT) and the Department of Vocational Education (DOVE) with regard to work itself. Significant differences were not found between the teachers of the Department
Therefore, the research hypothesis III(f) of the present study which stated that "there will be significant differences in the level of satisfaction of Thai technical teachers with regard to each factor of motivation for different working units: the teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be more satisfied than those under the Office of Private Education Commission (OPEC)," was rejected.

5.4 EFFECTS OF AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS' CATEGORIES, DEPARTMENTS AND WORKING UNITS ON THE LEVEL OF DISSATISFACTION WITH REGARD TO EACH FACTOR OF HYGIENE:

5.4.1 Age Levels

The evidence from the results in the previous chapter reveals that F-ratios for age groups on three out of ten hygiene factors (salary, policy & administration and job security) were found to be significant (Table 4.18). Thus significant F-ratios indicated that technical teachers belonging to three age levels differed significantly on above mentioned three hygiene factors. The mean score of teachers of upper age group (50 years and above) is significantly higher than the mean scores of the other two groups of age (Table 4.19). Thus, the technical teachers of the upper age group were less dissatisfied with salary, policy & administration and job security factors than the technical teachers of the other two age groups (less than 30 years and 30-49 years). However, the mean score of the teachers of age range
between 30-49 years is significantly higher than the mean score of the lowest age group (less than 30 years) with regard to the factors of salary and job security. Thus, the group of technical teachers with the age of between 30-49 years was less dissatisfied with salary and job security than the group of technical teachers who have the age of less than 30 years.

The research hypothesis IV(a) of the present study which stated that "there will be significant differences in the level of dissatisfaction of Thai technical teachers with regard to each factor of hygiene for different age levels: the higher the age, the less will be the level of dissatisfaction," was partially accepted.

5.4.2 Salary Levels

The results reported in the previous chapter also indicated that the F-ratios for three salary levels on five hygiene factors (salary, policy & administration, working conditions, factors in personal life and job security) were significant (Table 4.20). It means that technical teachers belonging to three salary levels differed significantly on above mentioned hygiene factors. From Table 4.21, it becomes clear that both the groups of high and intermediate salary teachers differed significantly from the group of low salary teachers on two factors of hygiene (salary & job security), but there were not significant differences between the group of high salary teachers and the group of intermediate salary teachers on these two factors. These results show that both the groups of high and intermediate salary teachers had mean scores higher than the mean score of the group of low salary teachers on the above mentioned two hygiene factors.
Therefore, the high and intermediate salary teachers were less dissatisfied than the low salary teachers with regard to salary & job security. Further, the Table reveals that the group of high salary teachers had significantly higher mean score than the mean scores of the group of low salary teachers and the group of intermediate salary teachers on three factors of hygiene (policy & administration, working conditions, and factor in personal life). The mean scores of the group of low salary teachers and the group of intermediate salary teachers did not differ significantly on these three hygiene factors. The significant results indicated that the high salary teachers were less dissatisfied than the low and intermediate salary teachers with above mentioned three hygiene factors.

Therefore, the research hypothesis IV(b) of the present study which stated that "there will be significant differences in the level of dissatisfaction of Thai technical teachers with regard to each factor of hygiene for different salary levels: the higher the salary, the less will be the level of dissatisfaction," was partially accepted.

5.4.3 Teaching Experience Spans

The F-ratios for four teaching experience spans on half of the total number of hygiene factors (salary, policy & administration, working conditions, factors in personal life and job security) were found to be significant (Table 4.22). These significant F-values indicated that the technical teachers belonging to four levels of experience differed significantly on the above mentioned hygiene factors. From the mean values mentioned in Table 4.23, it becomes clear that: (1) The group of
technical teachers having teaching experience of 20 years and above expressed less dissatisfaction than the group of teachers with the experience of less than 10 years, with regard to salary, as one of the hygiene factors; (2) the group of technical teachers having teaching experience of 30 years and above expressed less dissatisfaction than those with the experience of less than 10 years and with the experience of 10-19 years with regard to policy & administration; (3) the group of technical teachers having teaching experience of 20-29 years expressed less dissatisfaction than the group of less than 10 years and those with 10-19 years of teaching experience with regard to working conditions; (4) the group of technical teachers having teaching experience of 20-29 years expressed less dissatisfaction than the group of teachers with the experience of less than 10 years with regard to factors in personal life; and (5) the group of technical teachers having teaching experience of 20-29 years expressed less dissatisfaction than those with the experience of less than 10 years and with experience of 10-19 years with regard to job security. The group of technical teachers having teaching experience of 10-19 years also expressed less dissatisfaction than the group of teachers with the experience of less than 10 years with regard to job security.

From the above results, it can be concluded that technical teachers at the longer teaching experience spans were not found to be less dissatisfaction than those with the shorter teaching experience spans with regard to each factor of hygiene.

Therefore, the research hypothesis IV(c) of the present study which stated that "there will be significant differences in
the level of dissatisfaction of Thai technical teachers with regard to each factor of hygiene for different teaching experience spans: the longer teaching experience span, the less will be the level of dissatisfaction," was rejected.

The obtained results are contradictory to the findings of Vathaisong (1982) who found that the faculty members with over 10 years of teaching experience were less dissatisfied with working conditions, one of hygiene factors than the faculty members with under 10 years of teaching experience.

5.4.4 Teachers' Categories

It is clear that the t-values for the lecturers and department chairmen were found to be significant only on two out of ten hygiene factors (4.24). These significant t-values indicated that the lecturers and the department chairmen differed significantly on interpersonal relationships with superiors and factors in personal life. The department chairmen expressed less dissatisfaction with regard to above mentioned hygiene factors than lecturers.

It can be concluded that the department chairmen did not express less dissatisfaction on every hygiene factor than that expressed by the lecturers.

Therefore, the research hypothesis IV(d) of the present study which stated that "there will be significant differences in the level of dissatisfaction of Thai technical teachers with regard to each factor of hygiene for department chairmen and lecturers: the department chairmen will be less dissatisfied than the lecturers," was partially accepted.
The obtained results are contradictory to the findings of Gana (1985) who found that teachers have greater dissatisfaction than principals with regard to two hygiene factors -- pay and working conditions and Karoonlanjkorn (1986) who found that the instructors were less dissatisfied with working conditions than the principals.

5.4.5 Department Levels

So far as the individual factors of hygiene are concerned, the results reported in the previous chapter (Table 4.25) indicated significant F-ratios for five departments on four out of ten hygiene factors (salary, policy & administration, working conditions, and job security). It means that the technical teachers belonging to five departments differed significantly on above mentioned hygiene factors. In other words, one can say that the technical teachers belonging to five departments differed significantly on the level of dissatisfaction with regard to above mentioned hygiene factors. The results mentioned in Table 4.26 show that the teachers of electronic & electrical power department (Dept. I) were found significantly more dissatisfied with regard to above mentioned four hygiene factors than the teachers of science & mathematics department (Dept. V). The teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) were found significantly more dissatisfied than the teachers of science & mathematics department (Dept. V) with regard to salary and job security and were found significantly less dissatisfied than the teachers of building construction & civil survey department (Dept. II) with regard to working conditions. The teachers of machine mechanic (shop) &
welding and sheet metal department (Dept. III) were found significantly less dissatisfied than the teachers of auto-mechanic department (Dept. IV) with regard to job security. The teachers of building construction & civil survey department (Dept. II) were found significantly more dissatisfied with regard to already mentioned three hygiene factors (policy & administration, working conditions, and job security) than the teachers of science & mathematics department (Dept. V). Table 4.26 further reveals that the teachers of auto-mechanic department (Dept. IV) were more dissatisfied with regard to job security than the teachers of science & mathematics department (Dept. V).

Therefore, the research hypothesis IV(e) of the present study which stated that "there will be significant differences in the level of dissatisfaction of Thai technical teachers with regard to each factor of hygiene for different departments: the teachers in the technical subject departments will be less dissatisfied than those in the related subject department," was rejected.

5.4.6 Working Units

Table 4.27 in the previous chapter has shown significant F-ratios for working units with regard to four out of ten hygiene factors (salary, interpersonal relationships with peers, policy & administration and job security). These significant F-ratios indicated that the technical teachers of three working units differed significantly on above mentioned four hygiene factors. Results (Table 4.28) have revealed that the technical teachers of the Office of Private Education Commission (OPEC) expressed
higher dissatisfaction with regard to job security, but less dissatisfaction with regard to policy & administration than the technical teachers of the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT). The technical teachers of the Department of Vocational Education (DOVE) also expressed significantly less dissatisfaction than the technical teachers of the Rajamangala Institute of Technology (RIT) with regard to policy & administration. However, the significant differences between the technical teachers of these two working units with regard to job security could not be found. So far as interpersonal relationships with peers and salary are concerned, the technical teachers of Rajamangala Institute of Technology (RIT) expressed significantly higher dissatisfaction than the technical teachers of the Department of Vocational Education (DOVE) with regard to salary, and the technical teachers of the Department of Vocational Education (DOVE) expressed higher dissatisfaction than the technical teachers of the Office of Private Education Commission (OPEC) with regard to interpersonal relationships with peers.

It can be concluded that the technical teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institutes of Technology (RIT) were less dissatisfied than the technical teachers working under the Office of Private Education Commission (OPEC) with regard to job security factor only.

Therefore, the research hypothesis IV(f) of the present study which stated that "there will be significant differences in the level of dissatisfaction of Thai technical teachers with
regard to each factor of hygiene for different working units: the teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be less dissatisfied than those under the Office of Private Education Commission (OPEC)," was partially accepted.

The obtained results partially support the findings of Velazquez (1989) who found the differences between profit and non-profit organizations with regard to policy & administration, salary, working conditions and job security. The subjects of the profit organizations had higher satisfaction scores than those in non-profit organizations with the exception of job security.

5.5 PERCEPTION OF SATISFIED/DISSATISFIED THAI TECHNICAL TEACHERS WITH REGARD TO MOTIVATION & HYGIENE FACTORS:

The difference in the perception of satisfied/dissatisfied Thai technical teachers with regard to six motivation and ten hygiene factors can be perceived from the results of Table 4.29. From Table 4.29, it is clear that the perception of the satisfied technical teachers with regard to each factor of motivation and hygiene differed significantly from the dissatisfied technical teachers because all the significant t-values reveal significant mean differences.

Therefore, the research hypothesis V of the present study which stated that "there will be significant differences in the perception of satisfied and dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors" was accepted.

Further, the investigator found from the results given in Table 4.29 that the satisfied technical teachers perceived all
motivation factors positively. They also perceived nine hygiene factors positively, except salary which they perceived negatively. On the other hand, the dissatisfied technical teachers perceived motivation and hygiene factors negatively except one factor of hygiene (interpersonal relationships with peers) on which the perception of these teachers was on the positive side. This pattern of perception of Thai technical teachers is almost similar to that of Herzberg’s job satisfaction assessment model. According to this model, the positive motivation factors accompanying with positive or at least neutral hygiene factors tend to produce job satisfaction while the accompanying negative hygiene factors tend to produce job dissatisfaction. A large number of studies (Kuhlen & Dipboye, 1959; McGreal, 1968; Crusz, 1980; Olasiji, 1983; Diener, 1985; Hilton, 1985; Galloway et al. 1985, May, 1986; Taylor, 1986; Gaziel, 1986; Hill, 1986; Pederson, 1988) support the findings of the present study.

On the contrary, Cremer (1979), Lacewell (1983) and Gould (1987) found that the motivation and hygiene factors do not form two separate sets of work variables which contribute to job satisfaction and job dissatisfaction.

As the dissatisfied Thai technical teachers perceived the interpersonal relationships with peers positively, it may perhaps be because of the preference to work alongside with other friends working in technical institutions. Thus, this factor seems to function as a job aspect having intrinsic characteristics rather than extrinsic ones. This finding is similar to that of Warr’s (1976) conclusion that among New Zealand workers, the presence of
friends on the job was a motivating influence to stay at work, absence of friends made the job unattractive. In term of salary, as the satisfied Thai technical teachers perceived the salary one of hygiene factors negatively. Thus, the salary seems to have a considerable effect on the job attitude of Thai technical teachers who were satisfied with the job. According to the Herzberg's theory, hygiene factors basically serve to prevent job dissatisfaction. Once the needs for the hygiene factors are fulfilled, a person will no longer be concerned about them.

5.6 SATISFIED THAI TECHNICAL TEACHERS BELONGING TO DIFFERENT AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS' CATEGORIES, DEPARTMENTS, WORKING UNITS AND THEIR PERCEPTIVE LEVEL ON MOTIVATION & HYGIENE FACTORS:

An attempt was made to find out whether or not the perception of satisfied Thai technical teachers, when they were categorized into different age levels, salary levels, teaching experience spans, teachers' categories, departments, and working units differed significantly with regard to 16 factors of motivation & hygiene.

5.6.1 Age Levels

The results reported in the previous chapter (Table 4.30) reveal that satisfied technical teachers belonging to different age levels did not differ significantly with regard to the perception on each of sixteen factors of motivation & hygiene because all the F-ratios were found to be insignificant. The trend of perception for satisfied technical teachers in different age groups was in the anticipated direction.
Therefore, the research hypothesis VI(a) of the present study which stated that "there will not be significant differences in the perceptive levels of satisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different age levels" was accepted.

5.6.2 Salary Levels

The results reported in the previous chapter in (Table 4.31) revealed that the perception of satisfied technical teachers, when they were categorized into three salary levels, differed significantly with regard to two out of six motivation factors (advancement, and increase in task responsibility) and three out of ten hygiene factors (salary, working conditions and job security).

From Table 4.32 it becomes clear that the satisfied technical teachers belonging to high salary level differed significantly from the satisfied technical teachers of low & intermediate salary levels with regard to the perception of advancement. The satisfied technical teachers of high salary level perceived advancement factor more positively than the satisfied technical teachers of the other two groups. Anyway the perception of the satisfied technical teachers of low and intermediate salary levels did not differ significantly.

On another factor of motivation (increase in task responsibility), the perception of satisfied technical teachers belonging to low and high salary levels differed significantly. The high salary group perceived increase in task responsibility more positively than the group of low salary level. There were,
however, no significant differences in the perception of low & intermediate and intermediate & high salary groups with regard to this motivation factor.

So far as three factors of hygiene (salary, working conditions and job security) are concerned, Table 4.32 has showed significant differences in the perception of low & high salary groups. The high salary group perceived all the above mentioned factors more positively than those of the low salary group. On the other hand, the low salary group of satisfied technical teachers differed significantly from the intermediate salary group with regard to the perception of salary and the group of intermediate salary level differed significantly from the group of high salary level with regard to the perception of working conditions. The group of intermediate salary level perceived salary as one of the hygiene factors more positive than the group of low salary level, and the group of high salary level perceived working conditions more positive than the group of intermediate salary level. There were no significant differences in the perception of two groups of satisfied technical teachers of intermediate & high salary groups with regard to salary factor, low & intermediate salary groups with regard to working conditions, low & intermediate salary groups and intermediate & high salary groups with regard to job security.

Therefore, the research hypothesis VI(b) of the present study which stated that "there will not be significant differences in the perceptive levels of satisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different salary levels" was partially accepted.
5.6.3 Teaching Experience Spans

The results in the previous chapter (Table 4.33) reveal that the satisfied technical teachers belonging to four levels of teaching experience differed significantly on one out of six motivation factors (advancement) and three out of ten hygiene factors (interpersonal relationships with students, working conditions and job security).

Table 4.34 has shown that the satisfied technical teachers who have 30 and more than 30 years of teaching experience differed significantly from the teachers having teaching experience of less than 20 years on the mean scores of advancement factor. The technical teachers of first two experience levels (having less than 10 years and between 10-19 years of teaching experience) had significantly higher mean score than that of the teachers of the fourth level of teaching experience (having teaching experience of 30 years and above). In other words, teachers having less than 20 years of teaching experience perceived advancement factor significantly more positive than the teachers having an experience of 30 years and above.

On interpersonal relationships with students, the mean scores of the satisfied technical teachers having 20-29 years of teaching experience differ significantly from the mean scores of the satisfied technical teachers having teaching experience of 10-19 years and 30 years and above. Thus, one can conclude that the satisfied technical teachers who have 10-19 years and 30 years and above of the teaching experience perceived this factor in a more positive way than the satisfied technical teachers.
having 20-29 years of teaching experience because the satisfied technical teachers of these two experience levels (second & fourth) have significantly higher mean scores than the satisfied technical teachers of the third experience level.

With regard to working conditions and job security as two hygiene factors, the satisfied technical teachers having 20-29 years of teaching experience perceived these factors significantly more positive than the teachers belonging to the other two levels of teaching experience (first & second or having teaching experience of less than 20 years), as the mean scores of the teachers belonging to the third level of teaching experience are significantly higher than the mean scores of the teachers belonging to the first and second levels of teaching experience on both the above mentioned factors.

Therefore, the research hypothesis VI(c) of the present study which stated that "there will not be significant differences in the perceptive levels of satisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different teaching experience spans," was partially accepted.

5.6.4 Teachers' Categories

It becomes clear from the results presented in Table 4.35 in the previous chapter that the satisfied technical teachers when they were categorized into two different teachers' categories (department chairmen and lecturers) differed significantly on a single motivation factor (task achievement). Seeing the mean scores and significant t-values, it is obvious that the department chairmen had significantly higher mean scores than the
mean score of the lecturers. One can say that the department chairmen perceived task achievement factor significantly more positive than the lecturers.

Therefore, the research hypothesis VI(d) of the present study which stated that "there will not be significant differences in the perceptive level of satisfied Thai technical teachers with regard to each of the motivation & hygiene factors for different teachers' categories," was partially accepted.

5.6.5 Department Levels

It is evident from the results mentioned in the previous chapter (Table 4.36) that the satisfied technical teachers when categorized into five departments differed significantly on one out of six motivation factors (recognition for achievement) and five out of ten hygiene factors (salary, interpersonal relationships with peers, policy & administration, working conditions and job security).

Further, Table 4.37 in the previous chapter showed that the satisfied technical teachers belonging to department of building construction & civil survey (Dept. II) differed significantly from the satisfied teachers of the department of machine mechanic (shop) & welding and sheet metal (Dept. III) and the department of science & mathematics (Dept. V) with regard to one motivation factor - recognition for achievement. Seeing the mean score of the satisfied technical teachers belonging to the department of building construction & civil survey (Dept. II), machine mechanic (shop) & welding and sheet metal (Dept. III), science & mathematics (Dept. V), it is obvious that the satisfied teachers in all departments perceived this motivation factor positively.
The significant differences in the perception of the satisfied teachers were found only between the departments of building construction & civil survey and machine mechanic (shop) & welding and sheet metal (Dept. II & Dept. III); building construction & civil survey (Dept. II) and science & mathematics (Dept. V). The satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal (Dept. III) and science & mathematics department (Dept. V) perceived recognition for achievement on higher level than the satisfied teachers belonging to building construction & civil survey department (Dept. II). There were no significant differences in the perception of the satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) and science & mathematics department (Dept. V). Further, the Table indicated that the satisfied teachers belonging to auto - mechanic department (Dept. IV) also differed significantly from those of science & mathematics department (Dept. V) with regard to the perception of recognition for achievement. The satisfied teachers belonging to science & mathematics department (Dept. V) perceived this factor significantly on higher level than the satisfied teachers of the auto - mechanic department (Dept. IV).

So far as hygiene factors are concerned, the results presented in the previous chapter (Table 4.37) reveal that there were significant differences between the satisfied teachers of building construction & civil survey department (Dept. II) and machine mechanic (shop) & welding and sheet metal department (Dept. III), machine mechanic (shop) & welding and sheet metal department (Dept. III) and science & mathematics department
(Dept. V), with regard to salary; electronic & electrical power department (Dept. I) and auto-mechanic department (Dept. IV), building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V), auto-mechanic department (Dept. IV) and science & mathematics department (Dept. V) with regard to interpersonal relationships with peers; electronic & electrical power department (Dept. I) and science & mathematics department (Dept. V), building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V) building construction & civil survey department (Dept. II) and machine mechanic (shop) & welding and sheet metal department (Dept. III), auto-machine department (Dept. IV) and science & mathematics department (Dept. V) with regard to policy & administration; electronic & electrical power department (Dept. I) and machine mechanic (shop) & welding and sheet metal department (Dept. III), electronic & electrical power department (Dept. I) and science & mathematics department (Dept. V), building construction & civil survey department (Dept. II) and machine mechanic (shop) & welding and sheet metal department (Dept. III), building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V) with regard to working conditions; electronic & electrical power department (Dept. I) and science & mathematics department (Dept. V), building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V), machine mechanic (shop) & welding and sheet metal department (Dept. III) and science & mathematics department (Dept. V), auto-mechanic department (Dept. IV) and science & mathematics department (Dept. V).
V) with regard to job security factor. The satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) perceived salary factor significantly on lower level than the satisfied teachers of building construction & civil survey department (Dept. II). In the same way, the satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) perceived this factor on lower level than the satisfied teachers of science & mathematics department (Dept. V).

The satisfied teachers belonging to electronic & electrical power department (Dept. I) perceived interpersonal relationships with peers on a higher level than the satisfied teachers of auto - mechanic department (Dept. IV). The satisfied teachers belonging to science & mathematics department (Dept. V) also perceived this factor on a higher level than the satisfied teachers of building construction & civil survey department (Dept. II) and auto - mechanic department (Dept. IV). The satisfied teachers of science & mathematics department (Dept. V) perceived policy & administration factors on a higher level than the satisfied teachers of electronic & electrical power department (Dept. I), building construction & civil survey department (Dept. II) and auto - mechanic department (Dept. IV).

On the other hand, the satisfied teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) also perceived this factor on higher level than the satisfied teachers of building construction & civil survey department (Dept. II). The satisfied teachers belonging to science & mathematics department (Dept. V) and machine mechanic (shop) &
welding and sheet metal department (Dept. III) perceived working conditions factor on higher level than the satisfied teachers of electronic & electrical power department (Dept. I), and the satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) perceived this factor on higher level than the satisfied teachers of building construction & civil survey department (Dept. II). The satisfied teachers of science & mathematics department (Dept. V) perceived working conditions factor on higher level than the satisfied of building construction & civil survey department (Dept. II). Further, the satisfied teachers of science & mathematics department (Dept. V) perceived job security factor on higher level than the satisfied teachers of electronic & electrical power department (Dept. I), building construction & civil survey department (Dept. II), machine mechanic (shop) & welding and sheet metal department (Dept. III), auto - mechanic department (Dept. IV).

Therefore, the research hypothesis VI(e) of the present study which stated that "there will not be significant differences in the perceptive levels of satisfied Thai technical teachers with regard to each of the motivation & hygiene factor in respect of the teachers for different departments," was partially accepted.

5.6.6 Working Units

The results mentioned in Table 4.38 previous chapter also reveal that the satisfied technical teachers working in various working units differed significantly with regard to one out of six motivation factors (work itself) and six out of ten hygiene factors (salary, interpersonal relationships with superiors, &
policy & administration, working conditions working status and job security).

Seeing the mean scores and significant t-values, presented in Table 4.4.39, it becomes clear that the mean score (20.28) of the teachers working under Office of Private Education Commission (OPEC) was significantly higher than the mean score (19.61 and 19.54) of the teachers working under Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) on one motivation factor - work itself. It means that the satisfied technical teachers belonging to the colleges/Institutes under the supervision of the Office of Private Educational Commission (OPEC) perceived this factor of motivation significantly more positively than the satisfied technical teachers of the other two working units.

With regard to salary as one of hygiene factors, the significant differences of mean scores of satisfied technical teachers were found only between the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT). These significant differences showed that the satisfied teachers of both working units perceived salary factor differently.

As far as interpersonal relationships with superiors, policy & administration and working status as three out of ten hygiene factors are concerned, the mean score of the teachers working under the Office of Private Education Commission (OPEC) was significantly higher than the mean scores of the teachers working under Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT). Seeing the mean values under all above working units, it becomes clear that the satisfied
technical teachers of the Office of Private Education Commission (OPEC) perceived the above mentioned three hygiene significantly in a more positive way than the satisfied technical teachers of the other two working units. The significant differences of the satisfied technical teachers in perceiving policy & administration between the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) were also found. The satisfied technical teachers of the Department of Vocational Education (DOVE) perceived policy & administration in a more positive way than the satisfied technical teachers of Rajamangala Institute of Technology (RIT). As the mean score of the satisfied technical teachers of the Department of Vocational Education (DOVE) was found significantly less than the mean score of the satisfied technical teachers of the Office of Private Education Commission (OPEC) with regard to working conditions as one of hygiene factors, the satisfied technical teachers of the Office of Private Education Commission (OPEC) perceived working conditions more positively than the satisfied technical teachers of the Department of Vocational Education (DOVE).

With regard to job security factor, there were found significant differences between the mean scores of the satisfied technical teachers working under the Department of Vocational Education (DOVE) & Office of Private Education Commission (OPEC) and Rajamangala Institute of Technology (RIT) & Office of Private Education Commission (OPEC). The satisfied technical teachers working under the Department of Vocational Education (DOVE) & Rajamangala Institute of Technology (RIT) perceived job security factor in a more positive way than the satisfied
technical teachers of Office of Private Education Commission (OPEC). However, the significant differences could not be found between the satisfied technical teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) with regard to the perception of job security factor.

Therefore, the research hypothesis VI(f) of the present study which stated that "there will not be significant differences in the perceptive levels of satisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different working units," was partially accepted.

5.7 DISSATISFIED THAI TECHNICAL TEACHERS BELONGING TO DIFFERENT AGE LEVELS, SALARY LEVELS, TEACHING EXPERIENCE SPANS, TEACHERS' CATEGORIES, DEPARTMENTS, WORKING UNITS AND THEIR PERCEPTIVE LEVEL ON MOTIVATION AND HYGIENE FACTORS:

To find whether or not the perception of dissatisfied technical teachers belonging to three age levels, three salary levels, four levels of teaching experience, two teacher categories, five departments and three working units differ significantly with regard to 16 factors of motivation & hygiene, the results are presented in Tables 4.40 - 4.50 of the previous chapter.

5.7.1 Age Levels

The results reported in the previous chapter (Table 4.40) reveal that the dissatisfied technical teachers belonging to three age levels differed significantly with regard to the perception of two hygiene factors (factors in personal life and
job security). The significant differences in level of perception with regard to all motivation factors and eight hygiene factors for three age groups could not be found because the F-ratios with regard to these factors were not found significant at any level of significance.

Table 4.41 indicated that the dissatisfied technical teachers belonging to the age group of 30-49 years perceived job security as well as factors in personal life significantly less negatively than the technical teachers of the age group of less than 30 years. The significant differences between the dissatisfied technical teachers belonging to the age group of less than 30 years and 50 years & above; 30-49 years and 50 years & above with regard to the perception of these two hygiene factors could not be found.

Therefore, the research hypothesis VII(a) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different age levels," was partially accepted.

5.7.2 Salary Levels

The results of analysis of variance presented in the previous chapter (Table 4.42) reveal that the F-ratios for three salary levels were found to be significant on one out of six motivation factors (advancement) and two out of ten hygiene factors (working status and job security). These significant F-ratios indicated that the mean scores of dissatisfied technical teachers belonging to three salary levels differed significantly on above mentioned variables.
Table 4.43 has shown that the dissatisfied technical teachers belonging to low salary level had significantly a higher mean score on advancement than the dissatisfied technical teachers of intermediate salary group, and vice versa for job security. Regarding working status, the significant differences on the mean scores between the dissatisfied technical teachers of low & high salary groups and intermediate & high salary group were found. The low & intermediate salary groups had higher mean scores than the mean score the higher salary group. One can say that the dissatisfied technical teachers belonging to low & intermediate salary groups differed significantly with regard to the perception of advancement and job security. On the other hand, low & intermediate salary groups perceived working status significantly in a different way from that of the higher salary group.

Therefore, the research hypothesis VII(b) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different salary levels," was rejected.

5.7.3 Teaching Experience Spans

It is clear from the results of analysis of variance mentioned in Table 4.44 of the previous chapter that the dissatisfied technical teachers belonging to four levels of teaching experience differed significantly with regard to the perception of one hygiene factor (job security) only.
Further, Table 4.45 has shown significant differences on the level of perception with regard to job security between the dissatisfied technical teachers having the teaching experience spans of less than 10 years and 10-19 years. For other combinations of teaching experience variable, the significant differences were not found with regard to the level of perception on this factor.

One can say that the dissatisfied technical teachers when categorized into different levels of teaching experience, job security was higher for the group with the teaching experience between 10-19 years than for the group with the experience of less than 10 years.

Therefore, the research hypothesis VII(c) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different teaching experience spans," was rejected.

5.7.4 Teachers' Categories

The results of t-test showing comparison between two teacher categories with regard to the perception of individual factors of motivation & hygiene are presented in the previous chapter (Table 4.46). The results indicated that the mean values pertaining to each of the individual factors of motivation & hygiene under both teacher categories did not differ significantly because all the t-values were found to be insignificant. Thus, there were not significant differences between the two teachers' categories with regard to the perception of individual factors of motivation &
hygiene. It means that dissatisfied department chairmen and lecturers perceived sixteen factors of motivation & hygiene in nearly the same manner.

Therefore, the research hypothesis VII(d) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors for different teachers' categories," was accepted.

5.7.5 Department Levels

From Table 4.47 of the previous chapter, the results reveal that the F-ratios for five departments were found to be significant on two motivation factors (recognition for achievement and work itself) and two hygiene factors (salary and working status). The significant F-ratios indicate that the dissatisfied technical teachers belonging to different departments perceived the above mentioned motivation & hygiene factors differently.

The Table 4.48 has shown that the dissatisfied technical teachers belonging to electronic & electrical power department (Dept. I) differed significantly from the dissatisfied technical teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) and science & mathematics department (Dept. V) with regard to the perception of three out of four above mentioned factors (recognition for achievement, salary, and working status).

The dissatisfied technical teachers of electronic & electrical power department (Dept. I) further differed from the
dissatisfied teachers of auto-mechanic department (Dept. IV) with regard to recognition for achievement and from the dissatisfied teachers of building construction & civil survey department (Dept. II) with regard to work itself.

The Table also has shown significant differences on the level of perception between dissatisfied teachers of building construction & civil survey department (Dept. II) and auto-mechanic department (Dept. IV) with regard to recognition for achievement and work itself; between the dissatisfied teachers of building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V) with regard to recognition for achievement; between dissatisfied teachers of auto-mechanic department (Dept. IV) and science & mathematics department (Dept. V) with regard to work itself; and between dissatisfied teachers of building construction & civil survey department (Dept. II) and machine mechanic (shop) & welding and sheet metal department (Dept. III) with regard to working status.

The dissatisfied teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III), auto-mechanic department (Dept. IV) and science & mathematics department (Dept. V) perceived recognition for achievement factor less negatively than that perceived by the dissatisfied teachers of electronic & electrical power department (Dept. I). Further, the dissatisfied teachers of auto-mechanic department (Dept. IV) and science & mathematics department (Dept. V) perceived this factor less negative than that perceived by the dissatisfied teachers of building construction & civil survey department (Dept. II).
The dissatisfied teachers of electronic & electrical power department (Dept. I) perceived work itself less negatively than the dissatisfied teachers of building construction & civil survey department (Dept. II), and the dissatisfied teachers of auto-mechanic department (Dept. IV) also perceived work itself less negatively than the dissatisfied teachers of building construction & civil survey department (Dept. II) and science & mathematics department (Dept. V). As far as salary and working status are concerned, the dissatisfied teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) and science & mathematics department (Dept. V) perceived salary factor less negatively than the dissatisfied teachers of electronic & electrical power department (Dept. I) and vice versa for working status factor.

The dissatisfied teachers of building construction & civil survey department (Dept. II) perceived working status less negatively than that perceived by the dissatisfied teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III).

Therefore, the research hypothesis VII(e) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different departments," was partially accepted.

5.7.6 Working Units

Seeing the results presented in Table 4.49 of the previous chapter it becomes clear that the dissatisfied technical teachers
working in different working units differed significantly on one motivation factor (increase in task responsibility) and three hygiene factors (interpersonal relationships with peers, policy & administration and job security).

Table 4.50 has shown that the dissatisfied technical teachers of the Office of Private Education (OPEC) had significantly higher mean scores than the mean scores of dissatisfied technical teachers of the Department of Vocational Education (DOVE) on the increase in task responsibility, interpersonal relationship with peers, policy & administration and vice versa for job security. The dissatisfied technical teachers working under Rajamangala Institute of Technology (RIT) also differed significantly from the dissatisfied technical teachers working under Office of Private Education Commission (OPEC) on job security and policy & administration. The dissatisfied technical teachers of Rajamangala Institute of Technology (RIT) had higher mean values than those of the dissatisfied teachers working under Office of Private Education Commission (OPEC) on job security and in vice versa for policy & administration.

Thus, the dissatisfied technical teachers' perception with regard to above mentioned four factors differs significantly when they are working in the two working units (DOVE & OPEC).

The research hypothesis VII(f) of the present study which stated that "there will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors in respect of the teachers for different working units," was partially accepted.