CHAPTER VI
CHAPTER VI

Summary, Conclusions, Educational Implications and Further Research Possibilities

The present study is precisely stated as:

"A study of Job Satisfaction and Job Dissatisfaction in the context of Herzberg's Dual Factor Theory among Technical Teachers of Thailand at the Certification and Diploma Levels."

6.1 Objectives

The study was carried out with the following objectives in view:

1. To work out the differences in the level of job satisfaction (with regard to the composite factor of motivation) of Thai technical teachers in the following areas:
   1.1 Age Levels
   1.2 Salary Levels
   1.3 Teaching Experience Spans
   1.4 Teachers' Categories
   1.5 Departments
   1.6 Working Units

2. To work out the differences in the level of job dissatisfaction (with regard to the composite factor of hygiene) of Thai technical teachers in the following areas:
   2.1 Age Levels
   2.2 Salary Levels
   2.3 Teaching Experience Spans
   2.4 Teachers' Categories
   2.5 Departments
   2.6 Working Units

3. To work out the differences in the level of satisfaction (with regard to each factor of motivation) in respect of Thai technical teachers in the following areas:
   3.1 Age Levels
   3.2 Salary Levels
   3.3 Teaching Experience Spans
   3.4 Teachers' Categories
   3.5 Departments
   3.6 Working Units
To work out the differences in the level of dissatisfaction (with regard to each factor of hygiene) in respect of Thai technical teachers in the following areas:

4.1 Age Levels  
4.2 Salary Levels  
4.3 Teaching Experience Spans  
4.4 Teachers' Categories  
4.5 Departments  
4.6 Working Units

To find out the difference in the perception of satisfied & dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors.

To test the differences among satisfied Thai technical teachers in respect of different age levels, salary levels, teaching experience spans, teachers' categories, departments, working units in the perceptive level with regard to each factor of motivation & hygiene.

To test the differences among dissatisfied Thai technical teachers in respect of different age levels, salary levels, teaching experience spans, teachers' categories, departments, working units in the perceptive level with regard to each factor of motivation & hygiene.

6.2 HYPOTHESES

The following hypotheses have been formulated for the present study.

I. There will be significant differences in the level of job satisfaction with regard to composite factor of motivation in respect of Thai technical teachers in the following areas:

a) The higher the age, the greater will be the level of job satisfaction.
b) The higher the salary, the greater will be the level of job satisfaction.

c) The longer the teaching experience span, the greater will be the level of job satisfaction.

d) The department chairmen will have greater degree of job satisfaction than the lecturers.

e) The teachers in the technical subject departments will be more satisfied in their job than those in the related subject department.

f) The teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be more satisfied in their job than the teachers working under the Office of Private Education Commission (OPEC).

II. There will be significant differences in the level of job dissatisfaction with regard to composite factor of hygiene in respect of Thai technical teachers of the following areas:

a) The higher the age, the less will be the level of job dissatisfaction.

b) The higher the salary, the less will be the level of job dissatisfaction.

c) The longer the teaching experience span, the less will be the level of job dissatisfaction.

d) The department chairmen will be less dissatisfied in their job than the lecturers.

e) The teachers in the technical subject departments will be less dissatisfied in their job than those in the related subject department.
f) The teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be less dissatisfied in their job than those working under the Office of Private Education Commission (OPEC).

III. There will be significant differences in the level of satisfaction with regard to each factor of motivation in respect of Thai technical teachers in the following areas:

a) The higher the age, the greater will be the level of satisfaction.
b) The higher the salary, the greater will be the level of satisfaction.
c) The longer the teaching experience span, the greater will be the level of satisfaction.
d) The department chairmen will be more satisfied than the lecturers.
e) The teachers in the technical subject departments will be more satisfied than those in the related subject department.
f) The teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT) will be more satisfied than those working under the Office of Private Education Commission (OPEC).

IV. There will be significant differences in the level of dissatisfaction with regard to each factor of hygiene in respect of Thai technical teachers of the following areas:

a) The higher the age, the less will be the level of dissatisfaction.
b) The higher the salary, the less will be the level of dissatisfaction.
c) The longer the teaching experience span, the less will be the level of dissatisfaction.
d) The department chairmen will be less dissatisfied than the lecturers.
e) The teachers in the technical subject departments will be less dissatisfied than those in the related subject department.
f) 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).

V There will be significant differences in the perception of satisfied and dissatisfied Thai technical teachers with regard to each of the motivation & hygiene factors.

VI There will not be significant differences in the perceptive level of satisfied Thai technical teachers with regard to each of the motivation and hygiene factors in respect of the teachers in the following areas:
a) Age levels
b) Salary levels
c) Teaching experience spans
d) Teachers' categories
e) Departments
f) Working units
VII) There will not be significant differences in the perceptive level of dissatisfied Thai technical teachers with regard to each of the motivation and hygiene factors in respect of the teachers in the following areas:

a) Age levels
b) Salary levels
c) Teaching experience spans
d) Teachers' categories
e) Departments
f) Working units

6.3 DESIGN OF THE STUDY

For the present study, the descriptive survey method was employed to study the job satisfaction/dissatisfaction of Thai technical teachers in the context of Herzberg's dual factor theory. The descriptive method was selected on account of its distinctive advantages in various aspects of job satisfaction/dissatisfaction.

The variables for the present study comprise of different areas: age, salary, teaching experience spans, teachers' categories, departments, and working units. Each of above mentioned variables was divided into following categories.

Age Levels: less than 30 years, 30-49 years, 50 years and above.

Salary Levels: low (less than 200 U.S.$ per month), intermediate (200-350 U.S.$ per month), high (more than 350 U.S.$ per month).
Teaching Experience Spans: less than 10 years, 10-19 years, 20-29 years, 29 years and above.

Teachers' Categories: lecturers and department chairmen.

Departments: the technical subject departments, electronic & electrical power department (Dept. I), building construction & civil survey department (Dept. II), machine mechanic (shop) & welding and sheet metal department (Dept. III), auto-mechanics department (Dept. IV), and the related subject department (science & mathematics department (Dept. V)).

Working Units: units related to public technical colleges/Institutes of Technology (Department of Vocational Education (DOVE), Rajamangala Institute of Technology (RIT)), unit related to private technical colleges/Institutes of Technology (The Office of Private Education Commission (OPEC)).

Six motivation factors (Recognition for Achievement, Task Achievement, Possibility of Occupational Growth, Advancement, Increase in Task responsibility, Work Itself) and ten hygiene factors (Salary, Interpersonal Relationships with Superiors, Interpersonal Relationship with Students, Interpersonal Relationships with Peers, Supervision (Technical), Policy & Administration, Working Conditions, Factors in Personal Life, Working Status and Job Security) have been taken as different variables for the present study.

6.4 POPULATION AND SAMPLE

For the present study, population means all employees in teaching occupation belonging to five departments: electronic & electrical power, building construction & civil survey, machine mechanic (shop) & welding and sheet metal, auto-mechanics,
science & mathematics) in industrial training colleges/Institutes, which are mainly providing certificates and diplomas in industrial trades (technology) under the supervision of the department of Vocational Education (DOVE), Rajamangala Institute of Technology (RIT) and the Office of Private Education Commission (OPEC).

The sample consists of 940 subjects (technical teachers). 475 subjects out of 940 were randomly selected from 24 Colleges of the Department of Vocational Education (DOVE), 226 subjects out of 940 from 6 campuses of Rajamangala Institute of Technology (RIT), and 239 subjects out of 940 were randomly selected from 17 colleges/institutes which are under the supervision of the Office of Private Education Commission (OPEC). These Colleges/Institutes are spread widely all over Thailand. The stratified random sampling technique was used while choosing subjects.

6.5 TOOL USED

The questionnaire used for the present study for collection of data was divided into two parts. The first part contains the items for bio-data of the respondents, consisting of the items pertaining to the different types of working units, departments, age levels, salary levels, teaching experience spans, and teachers' categories. The second part contains 108 items which were written in accordance with the analysis of items of different factors taken from first level of Herzberg's Motivation to Work which reflect the feeling of satisfaction/dissatisfaction (Herzberg et al. 1959).
The Likert type scoring system consisting of 5 response categories was applied to each item. The scoring weight for each item ranges from 1 to 5 and the range of possible total scores on composite factor of motivation varies from 41 to 205. For hygiene factor, the range of possible total scores varies from 67 to 335. Higher score on composite factor of motivation indicates job satisfaction and lower score indicates no job satisfaction. Higher score on composite factor of hygiene indicates no job dissatisfaction while lower score indicates dissatisfaction. Some items in the second part of the questionnaire are negative items which need to be scored reversely. The weight of scores for each response category for all items/statements in shown in Table 6.1.

Table 6.1
Weight of Scores on Agreement Categories for Analysis of Data

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Positive items</th>
<th>Negative items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (SA)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Agree (A)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Undecided (U)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Disagree (D)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

108 items on the second part of questionnaire are distributed into different factors of motivation & hygiene as shown in the following Table:
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Factors of Motivation &amp; Hygiene</th>
<th>Item Numbers</th>
<th>Total</th>
<th>Possible Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognition for Achievement*</td>
<td>1,17,33,49,(65), (81), (92), 99, 104,108</td>
<td>9</td>
<td>9-45</td>
</tr>
<tr>
<td>2.</td>
<td>Task Achievement*</td>
<td>2,18,34,50,(66), 82,(93),100</td>
<td>8</td>
<td>8-40</td>
</tr>
<tr>
<td>3.</td>
<td>Possibility of Occupational Growth*</td>
<td>3,(19),(35),51, 67,83</td>
<td>6</td>
<td>6-30</td>
</tr>
<tr>
<td>4.</td>
<td>Advancement or Occupational Growth*</td>
<td>4,(20),(36),(52), 68</td>
<td>5</td>
<td>5-25</td>
</tr>
<tr>
<td>5.</td>
<td>Salary</td>
<td>5,21,37,(53),69</td>
<td>5</td>
<td>5-25</td>
</tr>
<tr>
<td>6.</td>
<td>Interpersonal Relationships with Superiors</td>
<td>6,22,38,54,(70), (84),94,101,105</td>
<td>9</td>
<td>9-45</td>
</tr>
<tr>
<td>7.</td>
<td>Interpersonal Relationships with Students</td>
<td>7,23,(39),(55), 71</td>
<td>5</td>
<td>5-25</td>
</tr>
<tr>
<td>8.</td>
<td>Interpersonal Relationships with Peers</td>
<td>8,(24),40,56, (72),85,(95)</td>
<td>7</td>
<td>7-35</td>
</tr>
<tr>
<td>9.</td>
<td>Supervision-Technical</td>
<td>(9),25,41,(57), (73)</td>
<td>5</td>
<td>5-25</td>
</tr>
<tr>
<td>10.</td>
<td>Task Responsibility*</td>
<td>(10),,(26),42,58, 74,86</td>
<td>6</td>
<td>6-30</td>
</tr>
<tr>
<td>11.</td>
<td>Policy &amp; Administration</td>
<td>11,27,43,(59), (75),87,96,(102), (106)</td>
<td>9</td>
<td>9-45</td>
</tr>
<tr>
<td>12.</td>
<td>Working Conditions</td>
<td>12,28,44,(60), (76),88,(97), (103),107</td>
<td>9</td>
<td>9-45</td>
</tr>
<tr>
<td>13.</td>
<td>Intrinsic Interest in Task or Work Itself*</td>
<td>(13),29,45,61, 77,(89)</td>
<td>6</td>
<td>6-30</td>
</tr>
<tr>
<td>14.</td>
<td>Factors in Personal Life</td>
<td>14,(30),46,(62), 78,(90),98</td>
<td>7</td>
<td>7-35</td>
</tr>
<tr>
<td>15.</td>
<td>Working Status</td>
<td>15,(31),47,63, (79),91</td>
<td>6</td>
<td>6-30</td>
</tr>
<tr>
<td>16.</td>
<td>Job Security</td>
<td>16,(32),(48),64, 80</td>
<td>5</td>
<td>5-25</td>
</tr>
</tbody>
</table>

Note: The items in the parenthesis are negative.
* Motivation factors as indicated in Herzberg's job satisfaction assessment model.

217
6.6 CLASSIFICATION OF TEACHERS INTO SATISFIED & DISSATISFIED GROUPS.

After scoring, the teachers were classified into two groups (satisfied & dissatisfied) on the basis of the following criteria:

6.6.1 The teachers who were getting high score (above the neutral point) on each of the composite factor of motivation & hygiene were regarded as satisfied teachers (High Hygiene & High Motivation Group).

6.6.2 The teachers who were getting low (below the neutral point) on each of the composite factors of motivation and hygiene were regarded as dissatisfied teachers (Low Motivation & Low Hygiene Group).

6.7 ORGANIZATION AND ANALYSIS OF DATA

In the organization of data, the collected raw scores were tabulated and analysed statistically. The organization and analysis of data presented in Chapter IV are presented briefly in the following Tables.

Table 6.3

t-Values Showing the Difference Between Mean Scores on Composite factors of Motivation & Hygiene for the levels of Age, Salary and Departments.

<table>
<thead>
<tr>
<th>Age Levels &amp; Composite Factor of Hygiene</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 yrs. &amp; 30-49 yrs.</td>
<td>253</td>
<td>208.92</td>
<td>28.76</td>
<td>883</td>
<td>1.15 (NS)</td>
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<tr>
<td>Low &amp; Intermediate</td>
<td>476</td>
<td>208.74</td>
<td>27.23</td>
<td>782</td>
<td>1.47 (NS)</td>
</tr>
<tr>
<td>Low &amp; High</td>
<td>156</td>
<td>217.35</td>
<td>28.58</td>
<td>462</td>
<td>3.39</td>
</tr>
<tr>
<td>30-49 yrs. &amp; 50 yrs. &amp; above</td>
<td>632</td>
<td>211.24</td>
<td>26.28</td>
<td>685</td>
<td>2.27</td>
</tr>
<tr>
<td>Low &amp; Intermediate</td>
<td>308</td>
<td>211.61</td>
<td>25.66</td>
<td>306</td>
<td>*</td>
</tr>
<tr>
<td>Low &amp; High</td>
<td>156</td>
<td>217.35</td>
<td>28.58</td>
<td>462</td>
<td>2.19</td>
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</tbody>
</table>

Cont.
<table>
<thead>
<tr>
<th>Departments</th>
<th>N</th>
<th>Mean SD df t-Value</th>
<th>Departments</th>
<th>N</th>
<th>Mean SD df t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. I &amp;</td>
<td>254</td>
<td>130.04 16.18</td>
<td>Dept. I &amp;</td>
<td>254</td>
<td>208.23 27.02</td>
</tr>
<tr>
<td>Dept. II</td>
<td>125</td>
<td>128.62 15.31</td>
<td>Dept. II</td>
<td>125</td>
<td>207.53 27.23</td>
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<td>Dept. III</td>
<td>227</td>
<td>133.54 15.38 479 2.42</td>
<td>Dept. III</td>
<td>227</td>
<td>214.35 25.53 479 2.63</td>
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<td>Dept. IV</td>
<td>137</td>
<td>130.87 14.74 389 0.50(NS)</td>
<td>Dept. IV</td>
<td>137</td>
<td>209.09 25.65 389 0.30(NS)</td>
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<tr>
<td>Dept. V</td>
<td>197</td>
<td>133.25 17.84 469 1.99</td>
<td>Dept. V</td>
<td>197</td>
<td>214.53 29.21 469 2.37</td>
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<td>128.62 15.31</td>
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<td>130.87 14.74 260 1.22(NS)</td>
<td>Dept. VIII</td>
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<td>128.62 15.31</td>
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<td>197</td>
<td>133.25 17.84 320 2.39</td>
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<td>133.25 17.84 332 1.28(NS)</td>
<td>Dept. XIII</td>
<td>197</td>
<td>214.53 29.21 332 1.76(NS)</td>
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</tbody>
</table>

One star (*) represents significant value at .05 level.
Two stars (**) represent significant value at .01 level.

Table 6.4

<table>
<thead>
<tr>
<th>Factors</th>
<th>Age Levels</th>
<th>N</th>
<th>Mean SD df t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Achievements</td>
<td>Less than 30 yrs. &amp; 30-49 yrs.</td>
<td>253</td>
<td>26.21 3.49 **</td>
</tr>
<tr>
<td></td>
<td>More than 50 yrs.</td>
<td>632</td>
<td>26.89 3.37 883 2.66</td>
</tr>
<tr>
<td></td>
<td>Less than 30 yrs. &amp; 30-49 yrs.</td>
<td>253</td>
<td>26.21 3.49 **</td>
</tr>
<tr>
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<td>More than 50 yrs.</td>
<td>55</td>
<td>26.91 3.79 306 1.32(NS)</td>
</tr>
<tr>
<td></td>
<td>30-49 yrs. &amp; 50 yrs. &amp; above</td>
<td>632</td>
<td>26.89 3.37 685 0.04(NS)</td>
</tr>
</tbody>
</table>

Task Achievements

<table>
<thead>
<tr>
<th>Department</th>
<th>N</th>
<th>Mean SD df t-Value</th>
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<tbody>
<tr>
<td>Dept. I &amp;</td>
<td>254</td>
<td>30.86 5.69</td>
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<td>30.39 5.23 377 0.74(NS)</td>
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<td>Dept. IV</td>
<td>137</td>
<td>31.54 4.79 389 0.87(NS)</td>
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Cont.
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<td>Low &amp; Intermediate</td>
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**One star (*) represents significant value at .05 level.**

**Two stars (**) represent significant value at .01 level.**
Table 6.5

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<td>14.76 ± 3.94</td>
<td>13.88</td>
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One star (*) represents significant value at .05 level.
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Two stars (**) represent significant value at .01 level.

Table 6.7: t-Values Showing the Difference Between Mean Scores of Satisfied Thai Technical Teachers on Motivation & Hygiene Factors for the levels of Salary, Teaching Experience Span, Department, and Working Unit.

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<th>High</th>
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One star (*) represents significant level .05. Two star (**) represent significant level .01.
### Table 6.8

Mean, SDs and t-Values for Teachers' Categories on Sixteen Factors of Motivation & Hygiene for Satisfied Thai Technical Teachers.

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One star (*) represents significant value at .05 level.
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<td>2.50</td>
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<tr>
<td>&gt; 30 Yrs. &amp; 30-49 Yrs.</td>
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<td>2.89</td>
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<th>SD</th>
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<td>3.35</td>
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<td>Intermediate &amp; High</td>
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<td>Low &amp; High</td>
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<td>14.71</td>
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<td>1.59**</td>
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<td>Intermediate &amp; High</td>
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### Salary

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### Job Security

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<td>1.59**</td>
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<td>2.60</td>
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<td>2.35</td>
<td>1.59**</td>
</tr>
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<td>11.00</td>
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<td>1.59**</td>
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<td>2.65</td>
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### Increase in Task Responsibility

<table>
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<th>Department &amp; Years</th>
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<td>1.59**</td>
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<td>2.60</td>
<td>1.59**</td>
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<td>11.16</td>
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<td>1.59**</td>
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<td>11.00</td>
<td>2.65</td>
<td>1.59**</td>
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<td>11.00</td>
<td>2.65</td>
<td>1.59**</td>
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### Working Units

<table>
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<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
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<td>Dept. II &amp; 29</td>
<td>29</td>
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<td>1.59**</td>
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<td>11.16</td>
<td>2.35</td>
<td>1.59**</td>
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<td>11.00</td>
<td>2.65</td>
<td>1.59**</td>
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<td>11.00</td>
<td>2.65</td>
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### Cont.
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<th>Lecturers (N = 155) Mean</th>
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<tr>
<td></td>
<td>SD</td>
<td>SD</td>
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<td>1.29 (NS)</td>
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<tr>
<td>Possibility of Occupational</td>
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<td>1.12 (NS)</td>
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<td>Growth</td>
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<td>Salary</td>
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<td>0.59 (NS)</td>
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<td>Interpersonal Relationships</td>
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<td>With Superiors</td>
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<td>0.92 (NS)</td>
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<td>with Students</td>
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One star (*) represents significant value at .05 level. Two stars (**) represent significant value at .01 level.

Table 6.10

Mean, SDs and t-Values for Teachers’ Categories on Sixteen Factors of Motivation & Hygiene for Dissatisfied Thai Technical Teachers.
### Table 6.8: Interpersonal Relationships with Peers

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean 1</th>
<th>SD 1</th>
<th>Mean 2</th>
<th>SD 2</th>
<th>F-value (NS)</th>
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<td>21.52</td>
<td>4.06</td>
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<td>2.76</td>
<td>12.64</td>
<td>2.96</td>
<td>0.22(NS)</td>
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<td>3.33</td>
<td>17.15</td>
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<td>0.12(NS)</td>
</tr>
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<td>Policy and Administration</td>
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<td>0.52(NS)</td>
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<td>Work Itself</td>
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<td>Factors in Personal Life</td>
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<td>1.32(NS)</td>
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<td>Working Status</td>
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<td>14.57</td>
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</table>

6.8 **THE STATISTICAL TECHNIQUES**

The following statistical techniques were used in organization and analysis of data.

(1) Frequency distribution.

(2) Calculation of Mean.

(3) Calculation of the standard deviation (SD).

(4) Calculation of the F-values (ANOVA-test).

(5) Calculation of the t-value (t-test).
6.9 MAJOR FINDINGS

Based on the analysis of data, the major findings of the present study are given below:

6.9.1 Effects of Age Levels, Salary Levels, Teaching Experience Spans, Teachers' Categories, Departments, Working Units on the level of Job Satisfaction (with regard to the composite factor of motivation) as well as on the level of Satisfaction toward job factors (with regard to the individual factors of motivation).

The conclusions are as follows:

6.9.1.1 Age Levels
- Significant differences were not found on the level of job satisfaction for the three age groups (50 years and above, 30-49 years and less than 30 years). This result indicates that the teachers in the higher age levels were not significantly more satisfied with the job than those in the lower age levels.
- The teachers in the group of age range between 30-49 years were significantly more satisfied with task achievement than the group of teachers with the age of less than 30 years.

6.9.1.2 Salary Levels
- Significant differences were not found on the level of job satisfaction for the three groups of different salary levels (low, intermediate and high).
- However, the group of high salary teachers expressed significantly more satisfaction than the group of low salary teachers with regard to recognition for achievement and task achievement.
6.9.1.3 Teaching Experience Spans
- Among the four groups of technical teachers having different teaching experience spans (less than 10 years, 10-19 years, 20-29 years, 30 years and above), the teachers with longer teaching experience were not found significantly more satisfied in their job than the teachers with shorter experience.
- However, the group of teachers with 20-29 years of teaching experience expressed significantly more satisfaction with one Motivation factor (task achievement) than the group of teachers with less than 20 years of teaching experience.

6.9.1.4 Teachers' Categories (department chairmen & lecturers)
- The level of job satisfaction between the department chairmen and lecturers was not found to be of significant differences as indicated by the composite motivation factor.
- The department chairmen expressed significantly more satisfaction than the lecturers with regard to only one factor of motivation pertaining to task achievement.

6.9.1.5 Departments Levels
- The level of job satisfaction as well as the level of satisfaction toward job factors of technical teachers for five departments was found to have significant differences.
- The teachers of the electronic & electrical power department (Dept. I) expressed less satisfaction in their job than the teachers of the department of machine mechanic (shop) & welding and sheet metal (Dept. III) and science & mathematics department (Dept. V).
- The teachers of the department of building construction & civil survey (Dept. II) also expressed less satisfaction in
their job than the teachers of the department of machine mechanic (shop) & welding and sheet metal (Dept. III), and science & mathematics (Dept. V).

- The teachers of electronic & electrical power department (Dept. I) expressed less satisfaction than the teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) with regard to recognition for achievement and task achievement.

- The teachers of this department (Dept. I) were also found significantly less satisfied with regard to recognition for achievement and task achievement than the teachers of science & mathematics department (Dept. V).

- The teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) expressed more satisfaction than the teachers of building construction & civil survey department and auto-mechanic department (Dept. II & Dept. IV) with regard to recognition for achievement and task achievement respectively.

- The teachers of science & mathematics department (Dept. V) expressed more satisfaction than the teachers of building construction & civil survey department (Dept. II) with regard to recognition for achievement and expressed more satisfaction than the teachers of auto-mechanic department (Dept. IV) with regard to task achievement.

6.9.1.6 Working Units

- The level of job satisfaction for the teachers working under different working units was not found significantly different.
However, the technical teachers working under the Office of Private Education Commission (OPEC) expressed significantly more satisfaction than the technical teachers working under the Rajamangala Institute of Technology (RIT) and the department of Vocational Education (DOVE) with regard to work itself.

6.9.2 Effects of Age Levels, Salary Levels, Teaching Experience Spans, Teachers’ Categories, Departments, Working Units on the level of Job Dissatisfaction (with regard to the composite factor of hygiene) as well as on the level of Dissatisfaction toward job factors (with regard to the individual factors of hygiene).

The conclusions are as follows:

6.9.2.1 Age Levels.
- Among the three age groups (less than 30 years, 30-49 years, 50 years and above), technical teachers of high age group (age of 50 years and above) were found to be significantly less dissatisfied with their job than those in the low age groups (with the age of less than 30 years).
- Technical teachers of high age group (age of 50 years and above) were also found significantly less dissatisfied with three hygiene factors (salary, policy & administration, and job security) than those in the low age groups (age less than 30 years).

6.9.2.2 Salary Levels
- Among the three groups of technical teachers having different salary levels (low, intermediate, and high) the technical teachers belonging to the low salary group were found significantly more dissatisfied with their job than those in the high salary group.
Technical teachers belonging to the low salary group were also found significantly more dissatisfied with five hygiene factors (salary, policy & administration, working conditions, factors in personal life and job security) than those in the high salary group.

The technical teachers of the low salary group were found more dissatisfied with the salary and job security factors than those in the high & intermediate salary groups.

6.9.2.3 Teaching Experience Spans

Among the four groups of technical teachers having different teaching experience spans (less than 10 years, 10-19 years, 20-29 years, 30 years and above), the teachers with longer teaching experience were not found significantly less dissatisfied with the job than the teachers with shorter teaching experience, because the significant differences were not found on the level of job dissatisfaction among these four groups.

So far as the hygiene factors are concerned, the significant differences on the level of dissatisfaction between the groups of technical teachers were found as follows: 1) the group of teachers having the teaching experience of 10 years and above expressed less dissatisfaction than the group of teachers having teaching experience of less than 10 years with regard to salary, 2) the group of teachers having teaching experience of 30 years and above expressed less dissatisfaction than the groups of teachers having teaching experience of less than 10 years and 10-19 years with regard to policy & administration, 3) the group of teachers having teaching experience of 20-29 years expressed less dissatisfaction than the group of teachers having teaching experience of less than 10 years and 10-19 years with regard to policy & administration.
experience of less than 10 years and between 10-19 years with regard to working conditions, 4) the group of teachers having teaching experience of 20-29 years expressed less dissatisfaction than the group of teachers having teaching experience of less than 10 years with regard to factors in personal life, 5) the group of teachers having teaching experience of 20-29 years expressed less dissatisfaction than the groups of teachers having teaching experience of less than 10 years and between 10-19 years with regard to job security; and the group of teachers having teaching experience of 10-19 years expressed less dissatisfaction than the group of teachers having teaching experience of less than 10 years with regard to job security

6.9.2.4 Teachers' Categories (department chairmen & lecturers)

- The level of job dissatisfaction between the department chairmen and lecturers was not found to be of significant differences. However, the department chairmen expressed significantly less dissatisfaction with regard to the factors of interpersonal relationships with superiors and factors in personal life than the lecturers

6.9.2.5 Department Levels

- When the technical teachers were categorized into different departments, the level of job dissatisfaction as well as the level of dissatisfaction toward job factors between departments was found to be of significant differences

- The teachers of electronic & electrical power department, and building construction & civil survey department (Dept. I & Dept. II) were more dissatisfied with their job than the teachers of machine mechanic (shop) & welding and sheet metal department and science & mathematics department (Dept. III & Dept. V)
The teachers of electronic & electrical power department (Dept. I) showed significantly more dissatisfaction with regard to policy & administration, working conditions, and job security than the teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III). The teachers of this department were found significantly more dissatisfied with regard to salary, policy & administration, working conditions, and job security 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. They also showed significantly less dissatisfaction 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 than the teachers of science & mathematics department (Dept. V) with regard to policy & administration, working conditions and job security.

The teachers of auto-mechanic department (Dept. IV) were found significantly more dissatisfied than the teachers of science & mathematics department (Dept. V) with regard to job security.
6.9.2.6 Working Units

- The level of job dissatisfaction for the teachers under different working units was not found to be of significant differences.

- The technical teachers working under the Office of Private Education Commission (OPEC) expressed significantly more dissatisfaction with regard to job security, and less dissatisfaction with regard to policy & administration than the teachers working under the Department of Vocational Education (DOVE) and Rajamangala Institute of Technology (RIT). The technical teachers working under the Department of Vocational Education (DOVE) also expressed significantly less dissatisfaction than the technical teachers working under Rajamangala Institute of Technology (RIT) with regard to policy & administration.

- So far as interpersonal relationships with peers and salary factors are concerned, the technical teachers working under the Rajamangala Institute of Technology (RIT) expressed significantly more dissatisfaction than the technical teachers working under the Department of Vocational Education (DOVE) with regard to salary factor. The technical teachers working under the Department of Vocational Education (DOVE) expressed more dissatisfaction than the technical teachers working under the Office of Private Education Commission (OPEC) with regard to interpersonal relationships with peers.
6.9.3 Perception of Satisfied/Dissatisfied Thai Technical Teachers with regard to Motivation & Hygiene Factors.

The conclusions are as follows:

- The perception of the satisfied technical teachers with regard to each factor of motivation & hygiene differed significantly from that of the dissatisfied technical teachers.
- The satisfied teachers perceived six motivation and nine hygiene factors positively except salary, as one factor of hygiene which they perceived negatively.
- The dissatisfied technical teachers perceived motivation and hygiene factors negatively except one factor of hygiene (interpersonal relationships with peers) in which the perception of this group of teachers was positive.

6.9.4 Satisfied 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.

The conclusions are as follows:

6.9.4.1 Age Levels
- The satisfied technical teachers belonging to different age levels did not differ significantly with regard to the perception on sixteen factors of motivation & hygiene.

6.9.4.2 Salary Levels
- The satisfied technical teachers of high salary level perceived advancement factor significantly less positive than the satisfied technical teachers of the other two groups, but this group of teachers perceived increase in task responsibility,
as one factor of motivation; and salary, working conditions, job
security, as three factors of hygiene significantly more
positive than those of the low salary group
- The group of technical teachers with the intermediate salary
level perceived salary significantly more positive than that of
the group of low salary level and the group of technical
teachers with the high salary level perceived working conditions
significantly more positive than that of the group of
intermediate salary level
6.9.4.3 Teaching Experience Spans
- The group of satisfied technical teachers having teaching
experience of less than 20 years perceived advancement factor
significantly more positive than that of the group of 30 years
and above. The groups of 10-19 years and 30 years and above
perceived the interpersonal relationships with students
significantly more positive than that by the group of 20-29
years
- With regard to working conditions and job security as two
hygiene factors, the group of satisfied technical teachers
between 20-29 years of teaching experience perceived these
factors more positively than that by the other two groups (first
& second or having teaching experience of less than 20 years)
6.9.4.4 Teachers’ Categories
- The satisfied department chairmen perceived task achievement
factor significantly more positive than the satisfied lecturers
6.9.4.5 Department Levels
- The satisfied technical teachers when were categorized into
different departments, the level of perception on motivation &
hygiene factors was found to be of significant differences.
- The satisfied teachers belonging to machine mechanic (shop) & welding and sheet metal department (Dept. III) perceived salary factor less positively than the satisfied teachers of building construction & civil survey department (Dept. II), and science & mathematics department (Dept. V).

- The satisfied technical teachers belonging to electronics & electrical power department (Dept. I) perceived interpersonal relationships with peers more positively than the satisfied teachers of auto-mechanic department (Dept. IV). The satisfied teachers belonging to science & mathematics department (Dept. V) also perceived this factor more positively 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 factor more positively than the satisfied teachers of electronic & electrical power department (Dept. I), building construction & civil survey department (Dept. II), and auto-mechanic department (Dept. IV). The satisfied teachers of machine mechanic (shop) & welding and sheet metal department (Dept. III) also perceived this factor more positively 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 the factors of working conditions more positively than the satisfied teachers of electronic & electrical power department (Dept. I), and the satisfied teachers of building construction & civil survey department (Dept. II).
department (Dept. II). The satisfied teachers of science & mathematics department (Dept. V) perceived job security factor more positively 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) and auto-mechanic department (Dept. IV).

6.9.4.6 Working Units

- The satisfied technical teachers when were categorized into different working units, the level of perception on motivation & hygiene factors between working units was found to be of significant differences.

- The satisfied teachers working under the Office of Private Education Commission (OPEC) perceived work itself factor more positively than the satisfied technical teachers of the other two working units.

- With regard to salary as one of hygiene factors, the satisfied teachers working under the Department of Vocational Education (DOVE) perceived it more positively than the satisfied teachers working under Rajamangala Institute of Technology (RIT).

- So far as interpersonal relationships with superiors, policy & administration and working status as three out of ten hygiene factors are concerned, the satisfied technical teachers of the Office of Private Education Commission (OPEC) perceived the above mentioned three factors of hygiene more positively than the satisfied technical teachers of the other two working units.

- The satisfied technical teachers working under the Department of Vocational Education (DOVE) perceived policy &
administration more positively than the satisfied technical teachers working under Rajamangala Institute of Technology (RIT) and perceived working conditions less positively than the satisfied technical teachers working under the 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 more positively than the satisfied technical teachers working under the Office of Private Education Commission (OPEC).

6.9.5 Dissatisfied Technical Teachers Belonging to different Age Levels, Salary Levels, Teaching Experience Spans, Teachers' Categories, Departments and Working Units and their perceptive level on Motivation & Hygiene Factors.

The conclusions are as follows:

6.9.5.1 Age Levels

- 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 negative than those in the age group of less than 30 years.

6.9.5.2 Salary Levels

- The dissatisfied technical teachers belonging to low salary level perceived advancement factor significantly less negative than the group of dissatisfied technical teachers belonging to intermediate salary level and vice versa for job security. As far as the working status is concerned, the dissatisfied teachers belonging to the high salary level perceived it significantly
more negative than the dissatisfied teachers belonging to the low
& intermediate salary groups

6.9.5.3 Teaching Experience Spans
- The dissatisfied technical teachers belonging to the group
of teaching experience 10-19 years perceived job security factor
significantly more negative than group with the teaching
experience of less than 10 years

6.9.5.4 Teachers' Categories
- The dissatisfied department chairmen and lecturers perceived
sixteen factors of motivation & hygiene with insignificant
differences

6.9.5.5 Department Levels
- The dissatisfied technical teachers when were categorized
into different departments, the level of perception on motivation
& hygiene factors was found to be of significant differences
- 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 the dissatisfied teachers of electronics &
electrical power department (Dept. I). The dissatisfied teachers
of auto-mechanic department (Dept. IV) and science & mathematics
department (Dept. V) perceived this factor less negatively than
the dissatisfied teachers of building construction & civil survey
department (Dept. II) also
- The dissatisfied teachers of electronic & electrical power
department (Dept. I) perceived work itself less negatively than
dissatisfied teachers of building construction & civil survey
department (Dept. II), and the dissatisfied teachers of auto-
mechanic department (Dept. IV) also perceived this factor less
negatively than the dissatisfied teachers of building
construction & civil survey department (Dept. II), and science &
mathematics department (Dept. V)
- So 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 the dissatisfied teachers of machine mechanic (shop) &
welding and sheet metal department (Dept. III)

6.9.5.6 Working Units
- The dissatisfied technical teachers working under the Office
of Private Education. Commission (OPEC) perceived the increase
in task responsibility, interpersonal relationships with peers,
policy & administration factor significantly less negative than
the dissatisfied teachers working under the Department of
Vocational Education (DOVE) and vice versa for job security
- The dissatisfied technical teachers working under
Rajamangala Institute of Technology (RIT) perceived job security
significantly less negative than the dissatisfied teachers
working under the Office of Private Education. Commission (OPEC)
and vice versa for policy & administration

249
The findings of the present study may serve as an eye-opener for searching to the attitude towards job of technical teachers in Thailand and can be guideline for the college directors and higher executive staff to solve the dissatisfaction problems and to maximize the satisfaction level on the job as well as on the job factors of technical teachers irrespective of different levels of age, salary, teaching experience, category of teachers, department and working unit. The findings have direct bearing on renovation of the personal management programme in the technical education institutions which are under supervision and control of the Ministry of Education. To ensure efficiency in this regard, the policy formulation will have to take into consideration the factors responsible for the job satisfaction of technical teachers for which adequate incentives (i.e. recognition for achievement, promotional opportunities, advancement, autonomous work) will have to be combined with the factors like working conditions, job security, working status and supervision technique.

The colleges directors and higher executive staff should try to know, from time to time, the level of satisfaction/dissatisfaction in the job as well as the job factors of technical teachers who are providing their services to the educational institutions. When the negative attitude of the teachers with regard to any job factors (motivation & hygiene factors) is found, the college directors and higher executive staff should try to create favourable situation for the technical teachers so that, it may enable them to change unfavourable
negative attitude to positive attitude. The favourable attitude usually leads to higher job satisfaction or less job dissatisfaction. To sum up a large number of job content and context factors that have been chosen for the present study may be beneficial to the college directors to find out the factors which are contributing to job satisfaction/dissatisfaction of the teachers in their respective institutions.

The people normally can do job at approximately 20 to 30 per cent of their ability, but whenever they are highly motivated, they can do the job at close to 80 to 90 per cent of their ability, (James cited in Hersey & Blanchard, 1988). In this regard, the importance of job satisfaction/dissatisfaction is involved with the organizational efficiency and productivity. Therefore, an application of the results to practice will not be just merely to meliorate the dissatisfaction problems on teaching occupation of technical teachers but also it has been yet helping in improvement of the efficiency and productivity of the organization of technical education.

6.11 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be taken into account for conducting further research in this area:

- A single study as the present one, however controlled, may not provide sufficient evidence for its utility in general application of the theory, so the studies should be done by replications in different subjects and different samples.
For instance:

- To compare the job satisfaction/dissatisfaction of industrial teachers to that of their industrial counterparts in the context of Herzberg dual factor.

A study of job satisfaction/dissatisfaction with the other variables may be carried out some of these studies are:

- A study of job satisfaction/dissatisfaction, job performance and job involvement.
- An investigation into the relationship among productivity, demographic variables and job satisfaction/dissatisfaction.
- A study of job satisfaction/dissatisfaction, turnover and absenteelims.
- A study of employment opportunities, job competence and job satisfaction/dissatisfaction.
- The relationship between selected demographic variables, job satisfaction/dissatisfaction and burnout.