CHAPTER I
CHAPTER-I
INTRODUCTION

1.1 TECHNICAL EDUCATION IN THAILAND: A HISTORICAL RETROSPECT

Technical education started in Thailand in 1935 when trade schools for boys and girls were provided throughout the country. The technical education at the early stage was not popular until 1945. The Ministry of Education modified the curriculum of technical education in order to make it more attractive. Various new schemes were also implemented to persuade young people to take more interest in technical education. For instance, students who had completed the fundamental course of technical education which had hitherto been terminal, could continue to higher level of education.

The present system of technical education emphasizes on producing manpower for the modern industrial concerns in which it exists in a precised organizational structure and in which the proportion and quality of each level of employee have been predetermined at an earlier stage. So the institutes of technology or technical colleges which are opened for technological training, instead of admitting those with low mentality as generally understood, turn out to be the high mental and manual ability. Since the new established industries require more skilled workers and technicians for their employers, attracting more capable students to turn towards technical education to improve their skill became more drastic.
1.1.1 The Technical Assistance in Technical Education

In 1951, the U.S. Government through the U.S. Operation Mission (USOM) project, assisted in setting up the first technical institute in Bangkok. The original objective was to produce technicians at a level higher than the existing certificate of technical education, and to have more diversified, specialized subjects in order to cater for the market demand. Later, more technical institutes were established, one in southern region of the country (1954), another in north-eastern region of the country (1955), and the third one in the northern region of the country (1957). With the Hawai University assistance in the technical matter under the South-East Asia Treaty Organisation (SEATO) project, in 1958, 18 schools of carpentry were modified for providing education in the fields of automobile, electrical, electronic, welding in addition to carpentry. In 1959, UNESCO provided assistance for developing technical education in one of the schools of carpentry in Chachoengsao province. In 1960, the Japan Government assisted in setting up a Telecommunication Institute in Nontaburi, the adjacent province of Bangkok to the North-West. In 1961, the German Government assisted in setting up an engineering school in Bang-son, Nontaburi province. In 1962, with the financial and technical assistance from the U.N., Thonburi Technical Institute was founded in Thonburi, the adjacent province to the West of Bangkok at that time, but this province has been combined to Bangkok recently. In 1970, these three technical institutes were unified and
transferred from the Ministry of Education for the supervision and control by the Ministry of University Affairs. These institutes were merged and named as King Mongkut's Institute of Technology. They were Northern Bangkok Technical College at Bangson that was assisted by the German Government, Thonburi Technical Institute that was assisted by U.N. and Nontaburi Telecommunication College that was assisted by the Japan Government.

1.1.2 Technical Education in Different Working Units

1.1.2.1 Department of Vocational Education (DOVE)

The role and status of vocational education has been developed and evolved ever since the foundation of the technical institutions in Thailand. The main purpose of the department at present is to produce the middle level manpower for specific vocations, and for advancement. This working unit is under the control and supervision of the Ministry of Education, and seventy-seven technical colleges (formerly the schools of carpentry) which spread widely all over the country are under its control and supervision. These colleges offer mainly technological courses at the Certificate and Diploma levels.

1.1.2.2 Rajamangala Institute of Technology (RIT)

In 1975, Rajamangala Institute of Technology (RIT) was established to provide opportunity for further technical education to degree level. The establishment of this educational institute could be perceived as recognition on part of the government for the need to promote and develop...
technical and vocational education in Thailand to the fullest. Thus, the Rajamangala Institute of Technology was chosen to fulfil the role of the University in technical and vocational education in the Ministry of Education. The four technical institutes under the U.S. assistance in 1951, 1954, 1955 and 1957 have been included in the Rajamangala Institute of Technology. At present, there are eight campuses which offer the industrial trade (technological) courses and are situated all over the country.

1.1.2.3 The Office of Private Education Commission (OPEC)

During the early democratic period (1932 to 1937), the government allowed the private educational institutes to be operated by individual or organisations to relieve government’s financial burden. In 1960, the government encouraged and promoted the establishment of private educational institutes up to the college level. These private educational institutes are offering educational activities conducted by private individuals or organisations on the basis of their own manpower, money and material resources with objectives of their own.

The office of Private Education Commission (OPEC) is responsible for supervision and control of the private educational institutes in the Ministry of Education. At present, 42 private institutes of technology/colleges which have offered the industrial trade (Technological) courses at the certificate and diploma levels are situated all over the country.
1.1.2.4 The Technical Education in Another Agencies

The technical education is also operated by some other governmental agencies such as the Ministries of Defence, Communication, Interior, the Royal State Railway of Thailand and the Ministry of University Affair. But these government agencies are excluded from this study because the Ministry of Education is chiefly responsible to produce the technical manpower at the skilled worker level and technicians for the country.

1.1.3 The Programmes of Technical Education in Thailand

The Department of Vocational Education (DOVE), the Rajamangala Institute of Technology (RIT) and the Office of Private Education Commission (OPEC) are responsible for providing technical training at different levels (semi-skilled labour, skilled labour, semi-professional labour or technician and professional labour) as mentioned below:

(a) Short Course in Technical Training at Diploma Level for the Semi-skilled Labour: This programme aims at providing workers for some specialized fields of work in shorter training time than needed for training of skilled labour which takes 1 or 2 years to complete the course. The students, after completion of the course, receive the diploma in technical education (Dip. Tech.).

(b) The Skilled Labour: This programme aims at producing workers with sufficient knowledge and experience needed for their tasks as well as ability to solve problems in
connection with their work which takes 3 years of study after completing grade nine. The students/trainees receive the Certificate in Vocational Education (Cert. Voc.) after completing course requirements.

(c) The Semi-Professionals or Technicians Level: This programme aims at producing technicians, laboratory assistants etc. It takes 2 years of study after passing the certificate in vocational education. The students after completing the course, receive the Diploma in Vocation Education (Dip. Voc.) In other words, they receive Higher Certificate in Vocational Education.

(d) The Professional Level: This programme aims at producing engineers and instructors which takes 4 years after grade 12 or passing certificate in vocational education or 2 years after completing diploma in vocational education. The students/trainees receive the degree of engineering in vocational education as they complete the course.

1.2 ROLE OF TECHNICAL TEACHERS FOR ECONOMIC GROWTH

The role of technical teachers has double imperative values to be met. It stems from individual and national dimensions. On the national dimension, technical teachers are responsible for the supply of necessary manpower to the society. On the individual dimension, they have to earn for livelihood and have professional satisfaction. Which one of the two dimensions should receive greater emphasis, depends on social factors.
However, technical teachers are facing complex task/situation due to the shifting manpower demands, economic conditions, continuous technological advancement, and numerous changes in social and political obligations. Recently in Thailand, the economic structure has been changed from the agricultural based to the more industrial based. The method and process of productivity of the new established industries have been changed from the labour intensive and resource based to the more skilled and technologically intensive. Thus, the quantity and quality of industrial manpower must be improved through proper training given by technical teachers.

Industrial trade (technological) courses can be divided into approximately 37 fields of study. But only 7 fields appear to produce a larger number of graduates in order to fulfil to the labour market demand. These are electronics, electrical power, civil survey, building construction, mechanic shop, welding and sheet metal, and auto mechanics which can be clustered into four departments, in the technical colleges/institutes of technology. These are: departments of electronic and electrical power, civil survey and building construction, mechanic shop & welding and sheet metal, and auto-mechanics. The role of technical teachers in these fields of technological course must be significant for the improvement of the working standard and number of industrial workers at the skilled labour level and the technician level for healthy economic development. The science and mathematics teachers are responsible for the
development of the fundamental knowledge which is necessary for studying technological subjects for technological and economic development.

1.3 JOB SATISFACTION/DISSATISFACTION

The term job satisfaction is quite frequently used for individual attitudes toward the specific aspects of the total work situation. However, job satisfaction is not to be confused with employee attitude to specific job factors. Crites (1969), has aptly distinguished between job attitudes, job satisfaction and vocational satisfaction. He observes, "If it is some specific of the job, task, such as working conditions, working status, job security, advancement, achievement, etc., then the concept which is defined would be job attitudes. If it is the overall job in which the individual is presently employed, then the concept would be job satisfaction. If it is the type of work in which the individual has been trained and/or has gained experience in several jobs (two or more), then the concept would be vocational satisfaction."

Broadly speaking, job satisfaction is generalized attitude resulting from many specific attitudes in these areas i.e., specific job factors, individual characteristics, and group relationships. In other words, job satisfaction consists of the total body of feelings that an individual has about his job. This total body of feelings involves in weighting up the sum total of influences on the job.
Hoppock (1935), observed that job satisfaction is the result from the interactions between job incumbents and their job environments. Bullock (1952), indicated that, "The job satisfaction is an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with job."

Morse (1953), in his book entitled. "Satisfaction in the white-collar job" has proposed that "Satisfaction depends basically upon what an individual wants from the world and what he gets." He developed four indices of job satisfaction. The first is related to the content of the job, the second is related to identification with the organisation, the third is related to financial and job status satisfaction, and the fourth is related to pride and group performance.

Schaffer (1953), has proposed the hypothesis that, "Overall satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied, the stronger the need, the more closely will job satisfaction depend on its fulfillment."

Smith (1955), suggested that job satisfaction is the employee’s judgement of how well his job on the whole is satisfying of various needs.

Kuhlen (1963), has reported that "Job satisfaction varies with the degree in which a person’s needs are satisfied by the occupation."
Thus, it seems to be that, the works of Morse, Schaffer, Smith and Kuhlen are in agreement to the view that job satisfaction depends upon the fulfillment of personal needs.

Vroom (1964), observes that job satisfaction refers to "Effective orientation on the part of individuals towards work role which they are presently occupying. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitude towards the job are conceptually equivalent to job dissatisfaction."

Sinha and Agarwal (1971), have defined job satisfaction as a persistent effective state which has aroused in the individual as a function of the perceived characteristics of his job in relation to his frame of reference. Quite close to this definition is the one given by Locke (cited by Dunnette, 1976) who says, "Job satisfaction is a pleasurable emotional state resulting from the perception of one’s job fulfilling or allowing the fulfillment of one’s important job values, provided these values are compatible with one’s needs. In contrast, job dissatisfaction was defined as the unpleasurable emotional state resulting from the appraisal of one’s job as frustrating or blocking the attainment of one’s job values or as entailing disvalues."

Kaur (1984), stated that "Job satisfaction is the extent to which a person is attracted towards his job and the activities associated with it, as well as the extent to which he is attracted to his employing organisation."
One can conclude that job satisfaction is governed, to a large extent, by perceptions and expectations in and about job situation. Men work to satisfy their needs and they aspire or expect their working life to fulfil these needs. For perfect job satisfaction, there should exist a one to one relationship between the perception of how well the job-life fulfils the various needs and expectations or aspirations of the individual and the extent to which these needs are actually fulfilled. Any discrepancy between aspirations and perceptions accounts for dissatisfaction. The perceived or imagined judgement of how well the job life is satisfying the various needs, accounts for the degree of job satisfaction and dissatisfaction.

1.3.1 Theories of Job Satisfaction

Several theories exist concerning the dynamics of job satisfaction.

1.3.1.1 Need Fulfillment Theory

Fulfillment theory of job satisfaction has its roots in Maslow's theory of needs (Maslow, 1954). Maslow indicated that satisfied needs no longer serve as determinants of behaviour, but dissatisfied needs dominate instrumental behaviour leading to satisfaction. Dissatisfied higher-order needs are activated upon gratification of lower-order needs. This dynamic process of deprivation - domination - satisfaction activation continues until physiological, safety, socialization, and self esteem needs have been gratified, and the self-actualization need is activated. In
essence, satisfaction of a need reduces its importance as a motivator, but it activates an unfulfilled need to motivate the person.

Cofer & Appley (1964), Lawler & Suttle (1972), and Wahba & Birdwell (1976), indicated that the deprivation-domination and satisfaction-activation propositions are only relevant in the case of the deprivation of existence needs. Maslow (1970), indicated that satisfaction of such higher-order needs as relation-oriented and growth-oriented needs strengthens the importance as motivators rather than reducing it. The implication of this revised need theory is that satisfaction of lower-order need leads to lower motivation. But, satisfaction of higher-order needs leads to increased motivation.

According to fulfillment theory, the level of job satisfaction can be measured by the perceived amount of rewards a person has received from his work environment. People who are in need-fulfilling job situations will be more satisfied than those who are in less fulfilling job situations. The sum of gratification of various needs or satisfaction with various job facets constitutes the amount of total job satisfaction.

1.3.1.2 Valence-Satisfaction Theory

Vroom (1964) perceived job satisfaction to be a future event rather than the past gratification. He defines it as a valence of outcome or an anticipation of need satisfaction. People are attracted to an object or incentive because it is perceived to be able to satisfy their needs.
satisfaction is measured by the total amount of outcome-valences available to an employee. The employee’s motivation depends on the amount of anticipated outcome valences and the expectancy that his effort will result in task performance.

March and Simon (1958), proposed a behaviour research model similar to the valence satisfaction model. According to this model, satisfaction reduces search behaviour or motivation, however, the anticipated value of rewards increases the level of search behaviour. The motivation stems from 1) the present of anticipated state of dissatisfaction (needs); 2) the anticipated value of rewards (valence); and 3) the perceived relationship between performance and anticipated satisfaction.

A state of dissatisfaction is necessary, but is not a sufficient condition for performance (Schwab & Cummings, 1970). It is necessary because same degree of dissatisfaction is needed to arouse search behaviour. However, it is not sufficient because dissatisfied persons may not perceive the relationship between performance and satisfaction due to a lack of reinforcement.

Valence theory of job satisfaction can be compared with the fulfillment theory and dual factor theory. The differences are: fulfillment theory defines job satisfaction as the amount of satisfied needs which reduces search behaviour; dual factor theory defines it as a source of reinforcement which increases search behaviour; and valence theory defines it as an anticipation of receiving valued outcomes.
However, they all seem to agree that satisfied needs do not serve as determinants of behaviour; unsatisfied needs stimulate behaviour.

1.3.1.3 Discrepancy Theory

Discrepancy theory compares what a person actually receives with what he expects to receive from his job. Job satisfaction is determined by the difference between the actual reward level and the expected reward level. For example, Lawler (cited in Steer & Porter, 1979) has defined satisfaction in his discrepancy model as follows: "When the person's perception of what his outcome level is and his perception of what his outcome level should be are in agreement, the person will be satisfied. When a person perceived his outcome level as falling below what he feels it should be, he will be dissatisfied. However, when a person's perceived outcome level exceeds what he feels it should be, he will have feeling of inequity and perhaps some discomfort."

An important feature of discrepancy theory is that job satisfaction involves more than knowing the actual reward level. In addition to knowing what a person has actually received, it is important to know what he expected to receive from his job to determine his level of job satisfaction. Two persons may have received the same amount of rewards, but their level of job satisfaction may differ depending on what they have expected to receive. One may be unhappy because what he has received is less than what he expected.
1.3.1.4 Equity-Inequity Theory

Adams (1963, 1965), extended the equity concept of discrepancy to accommodate social comparison in rewards systems. As in the case of discrepancy theory, satisfaction is function of a person's input-output balance. Satisfaction results from perceived equity, while dissatisfaction results from perceived inequity.

However, Adams's theory of equity-inequity emphasizes the importance of other people's input-output ratios in determining a person's input-output ratio. The person determines his own input-output by comparing it with the perceived input-output ratios of his co-workers. If he perceives his input-output ratio is compatible with others' input-output ratios, he will be satisfied with the rewards he receives. If he perceives his ratio is larger than that of others, he will perceive himself over-rewarded and may feel guilty. If he perceives himself under-rewarded in comparison with others, he will be dissatisfied. Generally, people who feel over-rewarded may try to increase their productivity or improve the quality of their work if they are able to do so (Middlemist & Peterson, 1976). On the other hand, people who feel under-rewarded attempt to increase their rewards (output) by increasing the number of products under incentive systems or may attempt to reduce the quality as well as quantity of their work under non-incentive systems.

When people are not able to alter the input-output balance by actually changing their productivity and/or the
quality of their work, they may attempt to change the balance by cognitively distorting their perceived input-output ratios. For instance, the failing of being underpaid can be reduced by increasing intensive rewards.

1.3.1.5 Social Influence Theory

Research by Weiss & Shaw (1979) showed that people indeed are influenced by their perceptions of others' satisfaction. Weiss & Shaw suggest that an individual simply infers a level of his or her own satisfaction from observing others. In a sense, individuals may come into a new job not knowing how satisfied they will be with it. They look around, see others like themselves who are satisfied or dissatisfied with it, and these observations influence how satisfied or dissatisfied they are with their job.

According to this theory, if a job meets the interests, desires and requirements of a person and his reference groups, he will like it, otherwise not.

Social influence theory of job satisfaction is interesting because it recognizes the social nature of work and suggests a way of determining job satisfaction that has been ignored for a long time. It is obvious that social factors do influence satisfaction and that they deserve more attention than they have received in the past.

1.4 HERZBERG’S DUAL FACTOR THEORY

The Herzberg's model attempts to explain variables in the work setting that are perceived as being desirable goals to achieve, and conversely, undesirables to avoid. McCormic
Tiffin (1965), stated that Herzberg and his associates have carried out a very significant study that sheds some light on the question. Dunnette & Kirchner (1965), similarly express a view that Herzberg's work is an important step toward developing an adequate measure of work motivation. According to the motivation-hygiene theory of Herzberg, Mausner and Snyderman in 1959 and later amplified and extended by Herzberg (1962) and Herzberg & Grigaliunass (1971), there are two groups of elements that act differentially in producing satisfaction and dissatisfaction.

The job satisfaction is determined by the feelings that an individual has toward the content of his job, the job content consists of six factors: task achievement, recognition for achievement, task responsibility, work itself or challenging work, advancement or occupational growth and the possibility of occupational growth. The job dissatisfaction is determined by the feeling that an individual has toward the context or environment in which his task is going to be accomplished.

Ten separate factors have been found to describe the job environment, they are: policy and administration, supervision (technical), working conditions, salary, factors on personal life, working status, interpersonal relationships with subordinates, interpersonal relationships with peer, interpersonal relationships with supervisors, and job security. The satisfiers serve to provide for human need to exercise one's capabilities or surplus potentiality.
The experience of growth can only arise when there is the opportunity to achieve or success in the performance of some tasks. The dissatisfiers serve to provide for the man's nature which needs to avoid unpleasant environments. They are called "Hygiene" factors, because primarily they serve to prevent dissatisfaction while having effect on positive job attitude and they relate to the environment. Another name for these factors is "Maintenance" factors because these factors primarily serve to maintain the worker rather than spur him to positive behaviour towards his jobs. The satisfying aspects of the job are named the "Motivator" factors that concern with the individual's active responsibility for psychological growth. Negative motivator factors usually do not produce dissatisfaction as long as hygiene factors are either positively or at least neutrally. Only hygiene factors tend to produce dissatisfaction even though positive motivator factors are apparent.

Feeling of psychological growth, superior performance and effort are concerned with motivator factors which lead to satisfaction. Distinct and separate from the motivator factors are hygiene factors that are related to the conditions surrounding the work. When hygiene factors are at a low level, they serve to bring about poor job attitude, but they neither push the individuals to superior performance nor lead to job satisfaction. The hygiene factors, according to the Herzberg's theory, basically serve to prevent job dissatisfaction. Once needs for the hygiene factors are fulfilled, a person will no longer be concerned
about them. Neither the fulfillment of hygiene factors needs nor the exceeding of them causes the person to become satisfied with his job. When hygiene needs are fulfilled, the person becomes neutral to these potential sources of dissatisfaction.

Motivator and hygiene factors are related to two types of needs. Firstly, the need to avoid pain which can be seen as comparable to Maslow's (1954) deficiency motives or what White (1959) calls tension reduction drives. These needs are the one upon which hygiene factor acts. Since, these needs serve only to reduce pain, they do not lead to growth. Secondly, growth needs which are like Maslow's growth motivators and White's competence motives are related to the human push toward self-actualization. The psychological growth can only be achieved through successful completion of meaningful task, only the factors in intrinsic aspects of job can influence these growth needs. It can be concluded that the motivator factors are not able to relieve pain nor to satisfy the avoidance needs just as the hygiene factors cannot satisfy the growth needs.

Because the model is constructed on these two types of variables, one type which can satisfy but not dissatisfy, and the other which can cause dissatisfaction but not satisfaction, it has been designed as Dual Factor Theory or Two-Factor Theory.

The major themes of two-factor theory are: when workers are not satisfied with dissatisfiers, they become a major source of job dissatisfaction, but satisfaction with
dissatisfiers neither leads to job satisfaction nor higher performance, and the presence of satisfiers tends to boost both job satisfaction and performance.

Job satisfaction and dissatisfaction are not adverse of each other. Rather they are best viewed as two separately. The opposite of job satisfaction is no job satisfaction rather than job dissatisfaction, and the opposite of job dissatisfaction is no job dissatisfaction rather than job satisfaction. This theory suggests a non-linear relationship between the job content and job context factors or motivation and hygiene factors. Satisfaction and dissatisfaction are not considered to be a bipolar continuum.

Since the Herzberg’s theory of job satisfaction was first published in 1959 under the title "The Motivation to Work," there have been many investigations designed to test its validity. These studies have also attempted to verify the degree to which the model can be generalized to other populations as Herzberg mentioned cross-cultural samples of workers in Finland, Hungary and Soviet Union. These investigations have met with varying degrees of success in their support of the theory.

Herzberg’s theory divides job related incentive factors into two major categories: satisfiers and dissatisfiers. These satisfiers and dissatisfiers include a large number of factors which are mentioned and discussed below:
1.4.1 Satisfier Factors

1.4.1.1 Achievement

Achievement means something carried out successfully or the attaining as by valor exertion, skill or body of knowledge, etc. (Funk, 1963). Achievement motivation is a desire or ambition of an individual to strive to excel when he knows that performance will be evaluated in relation to a standard. Achievement motivation can produce efficient performance of academic or practical work (Cayne, 1984). According to McCleland’s Achievement Motivation Theory (cited in Hersey & Blanchard, 1988), the achievement motive has been defined as a desire to perform in terms of a standard of excellence or desire to be successful in competitive situation. McCleland indicated that the need for achievement is a distinct human motive, it is distinguished from other needs, and it also can be isolated and assessed in any group. The achievement motivated person is that who seems to be more concerned with personal achievement than with rewards of success. Achievement-motivated people are promoted faster because they are constantly trying to think of better ways of doing things. McGregor (1970), stated that people are not by nature passive and they normally want to satisfy their needs of achievement as long as the working environment allowed.

Herzberg et al. (1959), indicated that achievement as a motivational factor, can affect employees' performance positively or negatively. It represents things, such as successfully completing a job, having problems, seeing the
results of one's work and generally, the outcomes of situations which can be classified as good or bad, successful or unsuccessful and pass or fail.

Feelings which stem from the outcomes of the above types of situations can lead to job satisfaction and motivation to produce above more acceptable levels, or to the absence of job satisfaction with performance at or below acceptable levels. Whether the situation results in the job satisfaction or the absence of it depends upon whether the outcomes produce a feeling of achievement or lack of achievement.

1.4.1.2 Recognition

Recognition is an appreciation or an acknowledgment of achievement, merits, and services (Funk, 1963). Herzberg et al. (1959), included the verbal or act of notice or praise for a job well done from management, supervisor or professional colleague. Maslow (1943), stated in his "Hierarchy of Needs" that people have a need or desire for high evaluation of themselves, for self-respect or self-esteem. The satisfaction on recognition or self-esteem need leads to the feeling of self-confidence, worth, strength, capability, and adequacy of being useful and nursery in the world. McGregor (1970), stated that people are not by nature passive or resistant to organizational conditions. So employees are recognized for their potential and effort in order to perform well toward the fulfillment of the organizational objectives. Flippo (1984), indicated that the various types of employees want from organization, one
is the "credit for work done". He further indicated that this want issues form the egoistic classification of needs which can be satisfied by management through verbal praise, praise of excellent work, public recognition through awards. Recognition can be positive or negative. Whether the motivational effects of recognition are positive or negative depends upon whether or not recognition occurs, and upon whether or not it is deserved. Deserved recognition for a job well done or job not well done has a positive motivating effect while undeserved positive or negative recognition has little effect.

1.4.1.3 Responsibility

Responsibility is the status of personality considered as capable of responding to the obligations established by moral law, or by ethical principles and ideas. It is also the state of being responsible, answerable or accountable (Funk, 1963). Workers may feel that they have too little responsibility, and that they deserve increasing responsibility. Whether or not responsibility has a positive or negative motivational effect depends upon the way in which employees feel about the responsibility they have. Herzberg et al. (1959), found that being responsible for jobs, and especially increase in responsibility, tend to have a positive effect on job satisfaction and performance. A feeling of too little responsibility or lack of any responsibility leads to no job satisfaction and no motivation above the neutral point. People may derive satisfaction from being given new responsibility for their
own work or for the work of others or being given new responsibility. McGregor (cited by Flippo, 1984), stated that the average human being learns under proper conditions, not only to accept but to seek responsibility. Argyris (cited by Hersey & Blanchard, 1988) found that broadening individual responsibility is beneficial to both the workers and the company because it motivates and allows the workers to use their potentiality in accomplishing organizational goals. The workers are given some responsibilities which naturally makes them feel more important and in turn motivates them to perform well.

1.4.1.4. Work Itself

Work itself, as a motivational factor, refers to the nature of the job or task that the workers do. Herzberg et al. (1959), found that the actual work that the workers do can be routine or varied, interesting or uninteresting, challenging or dull, easy or difficult, creative or stultifying. The effects of the nature of the work itself on motivation can be either positive or negative. Work which workers perceive as many combinations of interesting, challenging, varied or creative results in job satisfaction and motivation to produce above acceptable levels while perceived otherwise does not produce satisfaction and motivation.

Work itself is concerned with intrinsic reward. Cohen et al. (1980), indicated that in most cases, intrinsic reward is more effective and longer lasting than an extrinsic one. Thus, it is supported by McGregor's belief
in his theory which explains that employees normally are not lazy but they want to do challenging work. Weight (cited by Middlemist et al. 1983) stated that the happening with one’s work is the biggest motivator. A large number of organizations feel that motivation is aroused by the nature of the job itself, from internal needs and drives of the employees relating to that job.

1.4.1.5 Advancement

Advancement means the state of being progressed or promoted in status or knowledge (Funk, 1963). Herzberg et al. (1959), referred to it as an actual change in status or position of the person in an organization. In situations in which a person is transferred from one part of the organization to another without any change in status but with increased opportunities for responsible work, the change was considered an increased responsibility but not formally advancement. The motivational effects of advancement are what the people logically would expect.

Flippo (1984), stated that the advancement of the worker in the organization is the chance to develop oneself through training. The training may include both increasing skill in performing a specific job and increasing general knowledge and understanding of the environment.

1.4.1.6 Possibility of Growth

Possibility of growth is interchangeable term for opportunity to advance. When workers are in occupation, they do not expect to stay in the same job throughout their life. They normally look forward to being promoted to a
higher position which involves more difficult duties, greater responsibilities, higher status and/or receiving better privileges.

Flippo (1980), has identified one specific want of employee in the organization as "opportunity to advance." He further stated that not all workers want to advance. However, most of the workers like to know whether there is any opportunity for them. Herzberg et al. (1959), found that the provision of opportunities to grow in abilities and to move upward within the organization leads to job satisfaction and motivation above the neutral level but lack of opportunities to grow in abilities and to move upward within the organization results in little or no job satisfaction and motivation.

1.4.2 Dissatisfier Factors

1.4.2.1 Policy and Administration

Policy is an established system of management based on self-interest as opposed to justice or equity, Administration is the act of administering the policy according to established direction or overall goals of any office (Funk, 1963).

Flippo (1984) indicates that one of the various factors on which the workers want from the company is reasonable orders and directions. An order is the official communication of organization requirements which should be related to the requirements of situation capable of being executed.
Policy and administration are a hygiene factor that refer to the adequacy or inadequacy of organization and management and to the effectiveness of the basic personnel policies, including such things as the equality of authority and responsibility, the effects of personal policy and fringe benefits.

Herzberg et al. (1959), found that when the company policy and administration are inadequate, they produce dissatisfaction and may cause employees to restrict performance. When they are good, employees are not dissatisfied but they are not necessarily motivated to produce above acceptable level.

1.4.2.2 Supervision

Supervision is the act having a general oversight of, especially as an officer vested with authority (Funk, 1963). Megginson (1981), strongly holds that in addition to the technical competence, the effective supervisor must be tactful and should have concern for his subordinates.

House & Bowditch (1977), stated that the manager must believe in theory of assumption about people. He should generate the work situation so that subordinates can assume self-control and responsibility for the outcome of their efforts.

Flippo (1984), stated that one of the worker specific "wants" from the organization is competent and fair leadership. Good leadership helps to assure that the organization and its job will continue to exist. The fair treatment of subordinates is causal to generate high motivation among the workers.
Argule & Lane (1972), found that supervisors can affect mental health by being too authoritarian, applying too much pressure for high standards of work, and can damage self-confidence by being unskilled in giving appraisal interviews.

Herzberg et al. (1959), found that supervision is a hygiene factor that relates to how well supervisors do their jobs. The effects of supervision can be positive or negative. When supervision is good, there is little dissatisfaction, but when supervision is poor, there is much dissatisfaction. When dissatisfaction occurs people tend to perform at below acceptable levels. However, its removal does not create high levels of motivation.

1.4.2.3 Working Condition

Funk (1963), stated that working condition is the state in which persons or things are situated in relation to their environment. Flippo (1984) indicated that the workers want comfortable, safe and attractive working conditions. Reitz (1981), stated that the poor working conditions can lead to stress. Herzberg (1976), found that when employees have pleasant working conditions, they are not highly dissatisfied, but they also are not highly motivated. When working conditions are poor, there is dissatisfaction and productivity may be restricted.

1.4.2.4 Salary

Salary is interchangeable term of pay. Pay compensates for labour force, hire, service or goods (Funk, 1963). Megginson (1981) stated that what Adam Smith had said over
200 years ago is still true: "The premises of higher earning cause people to be more productive. While money has rarely been regarded as the sole motivator, it is still a potent one."

Hersey & Blanchard (1988), stated that money is a very complicated motive which is entangled in a way with all kinds of needs besides physiological ones. For instance, in some cases money can provide to an individual with certain material things from which he can gain a feeling of affiliation, recognition and even self-actualization.

Katzell & Yankelovich (1975), stated that workers who are highly paid generally like their jobs more than those who are not paid well.

Often the pay rate determines whether young capable man will choose his work or will seek other employment. The two most important requirements of pay system are fairness and equity. Fairness means workers should be paid fairly in relation to the value of their work, the costs of living, and the prevailing rates in the other employment. Equity means that like work should be equally paid. Discrimination and favouritism should be avoided.

Herzberg et al. (1959), indicated that salary is the compensation that employees receive for their jobs which may be adequate or inadequate. When employees feel that their salary is inadequate or they should have received an increment they are dissatisfied. Feeling of adequate salary and the acquisition of expected increment removes dissatisfaction, but does not motivate.
1.4.2.5 Personal Life

Personal life is a hygiene factor which affects the worker’s feeling towards his job. Herzberg et al. (1959), referred to the situation in individual’s life during working hours which affect his feelings about his job, such as shelter problem, family needs for salary, transportation problems, and community opportunities for childrens to education and recreation. Sanford & Bracey (1977) found that the family is an important source of need satisfaction for many individuals.

Today, for many people, the family still is a significant source of working life and job satisfaction and to some degree security need.

Maier (1955), stated, "Although high turnover is related to dissatisfaction, it must not be supported that employees who remain with a job are necessarily satisfied. It has already been pointed out that family responsibility decreases turnover. However, this type of influence does not make for job satisfaction and, therefore, it may be regarded as a fictitious influence."

1.4.2.6 Status

Status arises in the process of group formation, and is based upon the differentiation of roles, and the division of social power. Through his status, each person is allotted a sphere of action. According to the type of group, status may be one dimensional, i.e. based on a single criterion of status or multi-dimensional, i.e. based on several criteria of status. In groups with multi-dimensional status, a member
may have a high status in one respect and a relatively low status in another (Herder, 1972). Argule & Lane (1972), indicated that the level of satisfaction with different jobs corresponds very closely with social status commonly associated with those jobs. Herzberg et al. (1959) indicated that status is involved with a state or condition of a person in the egos of others and in it is also included some sign or appurtenance of status as being a factor in his feelings about the job.

1.4.2.7 Interpersonal Relation with Peers, Subordinates, Superiors

Interpersonal relation is purely social interaction of one with superior, subordinate or peers that Herzberg categories as one of hygiene factors. Man is a social animal. He likes to belong and be accepted.

Homans (cited by Hersey & Blachard, 1988), stated that activities, interactions and sentiments are the essential elements in a social system. Activities are the tasks that people perform. Interactions are the behaviours that occur between people in performing these tasks. Sentiments are the attitudes that develop between individuals and within groups. The more positive the sentiments, the more people will tend to interact with each other until the spiraling process becomes equilibrium and the group numbers become more alike in their activity and sentiments. As this happens, the group tends to develop expectations or norms. The group members become more cohesive. They are attracted by the group and are reluctant to leave it.

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McCleland (cited by Gray & Starke, 1977), stated that each person possesses at least one of these traits: need-power, affiliation, and achievement. He elaborates need for affiliation stating that individuals exhibiting this need as a dominant motive derive satisfaction from social and interpersonal activities. Maslow’s hierarchy of needs (1943), stated that when the physiological and safety needs are satisfied, the belonging and love needs emerge and serve to motivate the individuals.

1.4.2.8 Job Security

Generally, people desire to be free from the hazards of life—accidents, wars, disease, and economic instability. Galleman (cited by Hersey & Blanchard, 1988), stated that many organizations tend to overemphasize the security need by providing elaborate programmes of fringe benefits. Emphasis on security may make people docile and predictable because while the people’s concern for security can affect major decisions such as remaining in or leaving an organization.

Drucker (cited by Hersey & Blanchard, 1988), also stated that one’s attitude toward security is important in considering the choice of a job.

Argule & Lane (1972), indicated that when people are worried about losing their job, this is found to spread to discontent with all other aspects of their job. The people who are not concerned about security are those in the lower income group, and whose their parents were in unskilled or semi-skilled jobs. Presumably, because there is less security for less skilled workers.
1.5 NEED OF STUDY

The potent working groups in the industry usually comprise skilled workers or craftsmen and technicians. These groups are usually trained at the initial stage by the technical teachers in their respective institutions. In order to enable technical teachers to do their job effectively and happily, the quality of working life must be taken into consideration. Whenever the quality of working life of technical teachers is worsened, it definitely affects their jobs. So the need of the present research project arises to study job satisfaction/dissatisfaction of Thai technical teachers.

Most researchers agree that there is a complex set of variables/factors such as salary, policy and administration, interpersonal relationships with superior, peers and subordinates, supervision, working conditions, job security, working status, advancement, achievement, possibility of occupational growth, responsibility etc. which contribute to job satisfaction/dissatisfaction. For example, a person may be satisfied with his advancement, and possibility of occupational growth, but he may leave the job because of dissatisfaction with supervision or policy and administration. To determine the job satisfaction/dissatisfaction of Thai technical teachers in this study, Herzberg’s dual factor (dissatisfiers/satisfiers) model appears to be the most appropriate choice because its content can be applied to any organization and is able to deal seriously with working
problems. It can also identify and deal with a wider range of job satisfaction/dissatisfaction.

Dunnette & Kirchner (1965), stated that "Herzberg's theory can be regarded as the beginning, it does constitute an important and provocative first step toward a better understanding of human motivation." The theory has been prominent amongst researchers who are concerned with personnel management research. The theory is also concomitant with the famous theory of Maslow, the need hierarchy theory. There are also some factors such as achievement and interpersonal relation which are related to McClelland's achievement motivation theory; Mayo's interpersonal relationship theory; and Homan's individual interaction theory.

There are large a number of researchers (e.g. Ewen, 1964; Lidsay, 1965; Wernimont, 1966; Kosmo & Behling, 1969 etc.) who committed two errors in the investigation of dual factor theory. First, they have attempted to evaluate the Dual Factor Theory within the framework of overall job satisfaction. Second, they have attempted to test the theory using only a few of the 16 factors of motivation and hygiene. It would be considered inadequate to use only a few factors to test the Dual Factor Theory. To overcome this error/problem in the present study, the sixteen factors of motivation and hygiene were taken into consideration to test Herzberg's Dual Factor Theory and to study Job Satisfaction/Dissatisfaction of Thai Technical Teachers.
While considering the results of some researchers carried out in foreign countries in this area, one has to be cautious in making an error of sweeping generalizations for the Thai culture. As the way of life of Thai people is different from the western culture, the results obtained abroad cannot be generalized for Thai population unless cross validation is done on Thai population. The inherent problems of applying a western-based knowledge to culturally distinct countries of the third world have also been pointed by Sinha and Holtzmann (1984).

In brief, one can say that previous studies of job satisfaction/dissatisfaction have been conducted mainly on assessing the job satisfaction/dissatisfaction of the teachers in general in the context of Herzberg’s dual factor theory. Hardly, any study could be conducted so far to assess/compare the level of satisfaction/dissatisfaction on hygiene/motivator factors of technical teachers belonging to different working units, departments, age levels, salary levels, teachers’ categories and teaching experience spans. The present study aimed at taking into account all these variables.

1.6 STATEMENT OF THE PROBLEMS

The problem has been stated in the following way

"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."

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1.7 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 difference 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) 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

(4) To work out the difference 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.

1.8 HYPOTHESES

The following hypotheses have been formulated for 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 of 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 (OPSC).

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 of 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 of the following areas:
a) Age levels.
b) Salary levels.
c) Teaching experience spans.
d) Teachers' categories.
e) Departments.
f) Working units.

1.9 DEFINITION OF TERMS

Technical Teacher: Personnel who are in teaching occupation in industrial trade (technological) course and its related course at the diploma and certificate levels in the technical colleges or institutes of technology which are under the supervision and control of the Department of Vocational Education (DOVE), Rajamangala Institute of Technology (RIT) and Office of the Private Education Commission (OPEC), Ministry of Education of Thailand.

Technical College or Institute of Technology: It is an educational institution that offers wide fields of study in industrial trades (technological) course at the certification and diploma levels, except the Rajamangala Institute of Technology which offers some fields of study up to the degree level. Most skilled labourers, craftsmen and technicians have graduated from these institutions.

Technician: The term "technician" applies to the persons working in occupation requiring a knowledge of technology and related sciences and which is in between that of a
skilled worker and that of an engineer. Moreover, technicians may be called upon by engineers for inspection work. Cooperation with the engineer is an essential part of work of the technician. Technician on the other hand, being employed in the broad spectrums of occupations works between the craftsman on the one hand and the engineer on the other.

Craftsman: The term "craftsman" applies to the persons who work in manufacturing industries at the level of skilled labour and can be accounted to be one-third of its manpower. With the growing complexity of machines and the introduction of new materials, it becomes necessary for them to appreciate not only the how but also the why of work to do.