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Job satisfaction among nursing faculty in the Royal Thai Air Force Nursing College

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Force nursing college**

Sethawat, Fuanglada, M.S.

San Jose State University, 1993

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JOB SATISFACTION AMONG NURSING FACULTY IN THE
ROYAL THAI AIR FORCE NURSING COLLEGE

A Thesis
Presented to
The Faculty of the Department of Nursing
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
of Master of Science

by
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August, 1993

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ABSTRACT

JOB SATISFACTION AMONG NURSING FACULTY IN THE ROYAL THAI AIR FORCE NURSING COLLEGE

by Fuanglada Sethawat

The purpose of this study was to identify the level of job satisfaction among Thai Air Force nursing faculty. Sixty percent of the questionnaires were completed and returned ($N=28$). The questionnaire was based on an instrument designed by Buchanan (1983). Concepts were derived from Herzberg's Motivational Hygiene theory.

Analysis of data revealed that the majority of the Thai Air Force nursing faculty (over 50%) were highly satisfied with the intrinsic factors. The extrinsic factors of "adequacy of teaching aids," "institutional policies," and "salary" caused dissatisfaction in over 50% of the faculty. "Relations with colleagues" was ranked as the most satisfying and important factor, and "relations with dean" was ranked as the least satisfying factor among the intrinsic characteristics. For the extrinsic characteristics, the highest percentage of satisfaction and importance was "job security," while the least satisfying and important characteristic was "adequacy of teaching aids."

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Chapter 1

INTRODUCTION

There are an increasing number of problems among nurse professionals. Nurse educators, as nurse professionals, are often neglected in discussions of nursing resource utilization (Rosenfeld, 1990). They are subject to a variety of demands made by students. They are responsible for a heavy work load, such as preparing lectures, sitting on committees, holding office hours, and publishing their work. Some of them are also involved in faculty practice. Because educators are the most relevant nursing professionals for students in the learning process, their opinions are influencing factors for nursing students (Buchanan, 1983).

There has been little research about job satisfaction among nursing faculty in the educator role. Specifically, there has been no investigation about job satisfaction among Royal Thai Air Force (RTAF) nursing faculty. Therefore, it is essential to identify aspects of RTAF's faculties' work and work environment that contribute to job satisfaction, because job satisfaction has been shown to affect the quality of work. This study was designed to determine the level of job satisfaction perceived by nursing faculty and their job satisfaction characteristics at the RTAF Nursing College.

Statement of the Problem

Employees are the most important resource to an administration. Dissatisfaction with work is a serious

problem for society, especially among nursing professionals. Therefore, a goal of administrators is to convert dissatisfied employees into satisfied and productive workers so as to produce the highest quality work. Williams (1990) states that satisfied workers are more productive and are likely to remain in their positions longer.

Rosenfeld (1990) reports from a faculty census that the actual number of full-time faculty and the average number of faculty members per program has declined during the period of 1972-1990. The United States's nursing schools report that 5% of full-time positions remained unfilled in 1990. Turnover rates during the first year of employment are usually high for new staff. In hospitals, 65% of workers are nurses, and of these the average turnover in the past few years is 18%-25%. The cost for filling a single vacant position is \$20,000 (Prior, Cottingham, Kolski, & Shogan, 1990).

Jones (1990) studied staff nurse turnover costs in four acute care hospitals in a southeastern metropolitan area. She revealed that there was a mean turnover rate of 26%. The total cost of nursing turnover reported in 1990 was \$902,590 per year (\$10,198 per registered nurse) in all four hospitals. Because job satisfaction affects turnover (Oechsle & Landry, 1987), it is important to examine carefully both the intrinsic and extrinsic aspects of job satisfaction. High levels of job satisfaction help avoid the problems associated with job turnover, absenteeism, and poor productivity.

The Royal Thai Air Force (RTAF) Nursing College was founded in 1958. The purpose was to alleviate the problem of nurse shortages in the Air Force and in Thailand. Upon completion of the program and passing the licensing examination, graduate nurses receive a Bachelor of Nursing Science degree. They are qualified to work as registered nurses in the Air Force and throughout the country. The nurses who work for the Air Force receive the rank of Second Lieutenant.

The four-year Bachelor's degree program is accredited by the Ministry of University Affairs and approved by the Thai Nursing Council. This program is designed to provide an education in the liberal arts, the nursing profession, and basic military training including flight nurse training, which deserves special attention. There are 56 full-time faculty members (see Appendix A) who are responsible for teaching nursing students in the classroom and in the clinics. Approximately 60 students are admitted each year after graduating from high school. Each must have passed the college entrance examination.

The faculty members in the RTAF Nursing College have voiced many complaints. Besides the responsibility for teaching in the classroom and in the clinics, the RTAF nursing faculty are faced with many problems which affect their job satisfaction. Among these are increased living expenses while their salaries remain the same. Nurses are also concerned about the discrepancy between salary and responsibility.

Individuals working for the government earn less salary than those working for private agencies; therefore, many qualified military people have left their jobs. The RTAF Nursing College has attempted to solve these problems by providing scholarships and extra benefits for the faculty members; however, change is slow. Moreover, the RTAF Nursing College is also faced with a staff shortage because about eight faculty members are presently working full-time toward an advanced degree. Therefore, the workload has increased for those faculty members remaining. Staff shortages can lead to poor quality work.

Lack of physical comfort and dissatisfaction with financial rewards emerged as predictors of depersonalization and burnout (Sierfert, Jayaratne, & Chess, 1991). In another study of nurse burnout, Robinson, Roth, Keim, Levenson, Flentje, and Bashor (1991) examined the combined ability of perceived work environment, demographics, and work-related variables to predict burnout among 314 nurses at a large metropolitan hospital. They found that high work pressure and low work involvement and supervisor support predicted emotional exhaustion. Fong (1990) conducted a research study of role overload, social support, and burnout among nursing educators from eight campuses of the California State University system. The findings revealed that a demanding job was the most important predictor of emotional exhaustion.

Emotional exhaustion is related to stress. Stress

develops from conditions such as task overload. Overloaded job tasks and stressful working environments may lead staff into withdrawal and burnout. Chen and Ko (1991) revealed that stress affected job success. They conducted a study among nursing faculty members of a baccalaureate program. Job expectations and academic rank were predictors of faculty satisfaction with job and work environment. Stress reaction was low among nursing faculty who had both positive satisfaction with the job and with the work environment. Office facilities and leadership of the dean had an effect on faculty stress. The symptoms most common from stress were general fatigue, irritability, moodiness, and depression.

Herzberg, Mausner, and Snyderman (1959) stated that job satisfaction is related to mental health. Because of stress, psychosomatic effects such as gastrointestinal ulcers or cardiac conditions occur. Employees might have physiological changes, such as headaches. Anxiety increases from the pressure of the job. The other important effect of job dissatisfaction is in the performance of workers. Their tasks are usually performed more poorly than usual. "Dissatisfied workers will leave their jobs, they will not work with enthusiasm, and the result will be low efficiency" (Carroll, 1969, p. 2).

Purpose and Need for the Study

Conducting a research study about job satisfaction among the RTAF nursing faculty may identify factors that affect job

satisfaction/dissatisfaction including level of their job satisfaction. It can be used as a basis for recommendations for future development of the work setting. The problem is to find currently unknown job satisfaction components that potentially could improve motivation at the RTAF Nursing College. The data may also lead to an increased quality of faculty operation and identification of the factors that impact faculty job performance. Because job satisfaction is directly related to turnover, tardiness, absenteeism, motivation, and work productivity (Williams, 1990), the data will be useful to improve and assist the administration including personnel management of the RTAF Nursing College.

Research Question

The research question for this study was: What is the level of job satisfaction among nursing faculty in the RTAF Nursing College? In addition, a profile of the RTAF nursing faculty will be developed from demographic data.

Definition of Terms

Operational Definitions

For the purpose of this study, the following terms are identified.

1. Job satisfaction refers to positive attitudes of nursing faculty to their job and its environment as measured by job satisfaction questionnaire.
2. Job dissatisfaction refers to negative attitudes of nursing faculty to their job and its environment as measured by job satisfaction questionnaire.

3. Nursing faculty refers to all full-time faculty members who are employed by the RTAF Nursing College for the purpose of instructing nursing students.

In summary, a goal of administrators is to convert dissatisfied employees into satisfied and productive workers. This study was designed to identify factors that affect job satisfaction/ dissatisfaction, specifically the level of job satisfaction among nursing faculty at the RTAF Nursing College.

Chapter 2

CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE

Conceptual Framework

The conceptual framework for this study was derived from Herzberg's Motivational-Hygiene theory or Dual Factor theory (Herzberg, Mausner, & Snyderman, 1959; Herzberg, 1966). Herzberg's theory examines motivations for human behavior and focuses on how job conditions affect the individual. The concept of job attitudes was first summarized by Herzberg in 1966. The study was designed to test the concept that man has two sets of needs: (a) "need to avoid pain," and (b) "need to grow psychologically" (p. 59).

Herzberg's study was performed in Pittsburgh, Pennsylvania, using an interview technique to investigate job satisfaction among 200 engineers and accounting employees, specifically regarding factors that related to job satisfaction. The respondents were asked to describe periods in which they were satisfied or dissatisfied with their jobs. The interviews were then analyzed for factors that affected job satisfaction or dissatisfaction of those respondents.

According to Herzberg's theory, the intrinsic characteristics refer to factors that contribute to job satisfaction, while extrinsic characteristics refer to factors that contribute to job dissatisfaction. These two characteristics are distinctly different in their meaning. Intrinsic characteristics have no direct effect on job

dissatisfaction, and extrinsic characteristics have no direct effect on job satisfaction. For example, although employees may be satisfied with the extrinsic factors, it does not mean they are going to have a positive attitude toward their jobs.

There have been studies in many countries using Herzberg's theory about job satisfaction, including Finland, the Soviet Union, Hungary, and China. These studies investigated job satisfaction among scientists, nurses, soldiers, college students, faculty members, engineers, plant workers, accountants, etc. Therefore, the theory is useful for a varied group of people from different occupations.

Intrinsic Characteristics

Intrinsic factors are responsible for good feelings about the job. Achievement, responsibility, the work itself, and advancement are the factors leading to a sense of personal growth and of self-actualization, which are the keys to positive feelings about the job (Herzberg et al., 1959). According to Herzberg, there are five intrinsic characteristics related to motivation, including achievement, advancement, recognition, the work itself, and responsibility. Each will be discussed in turn.

Achievement

Achievement refers to the successful completion of a job or to a solution of the problem. It also includes its opposite (Herzberg, et al., 1959). The organizational and

individual objectives should contribute to the goal. Every employee has a need for achievement. Caine (1991) stated that the job satisfaction of the critical care nurses might be related to the fulfillment of personal needs and goals. The attainment of these needs and goals would lead to increased job productivity. A supportive organization influencing the achievements of nurses affected job satisfaction and reduced personnel turnover in the hospital (Bizek & Oermann, 1990; Bjorvell & Brodin, 1992).

Advancement

Advancement refers to the opportunity for moving ahead in the organization. Individuals have a chance to change in position or status within the organization. It includes increasing the responsibility of work (Herzberg et al., 1959). The power of promotion is related to feelings of growth, responsibility, recognition, and achievement. It usually is an unexpected one. In a research study of educational experiences, support, and job satisfaction among critical care nurse preceptors, Bizek and Oermann (1990) reported that the critical care nurse preceptors required educational preparation and continuing education to support their role. The developmental influences on nurses' motivation for their continuing education was investigated by Mackereth (1989). She found that a number of respondents left their jobs because they were required to continue their education.

Recognition

Recognition refers to some behaviors or interaction characteristics, such as notice or praise (Herzberg et al., 1959). It also includes negative recognition, such as blame. Recognition may come from supervisors, clients, students, peers, or colleagues. Rewards included both verbal and nonverbal items, such as promotions or salary increases as well as other acts of recognition. An important aspect of the effectiveness of recognition for producing positive job attitudes is achievement as a basis for recognition.

Blegen, Goode, Johnson, Maas, McCloskey, and Moorhead (1992) conducted a study of recognizing staff nurse job performance and achievements. They found that the most meaningful forms of recognition were monetary rewards commensurate with performance, private verbal feedback, and written acknowledgment. Moderately meaningful forms of recognition were public acknowledgment, opportunities for growth, and schedule adjustment. According to Caudill and Patrick (1989), praise by patient and family were the most important forms of recognition for nursing assistants, which lengthened their tenure on the job.

Work Itself

Work itself refers to "the actual doing of the job or tasks of the job as a source of good or bad feelings about it" (Herzberg et al., 1959, p. 49). It includes all the duties of that position. Due to the nature of the work, some jobs are

rewarding in themselves with or without achievement or recognition. Bjorvell and Brodin (1992) performed a study of job satisfaction of hospital staff members at a university hospital in Sweden. They reported that nearly half of the staff wanted to quit their jobs because of dissatisfaction with job complexity, and because of dissatisfaction with the help received from their supervisors.

Responsibility

Responsibility refers to responsibility for their own work, new responsibilities, or being responsible for the work of others (Herzberg et al., 1959). Workers with high motivation levels stated that their jobs gave them a feeling of responsibility and growth (Williams, 1990). For example, faculty members are responsible for all of the students, either in the schools or in the clinical setting. Nurse managers have to deal with people, and are responsible to help retain the nurses on their units.

Extrinsic Characteristics

Extrinsic factors (hygiene) are preventive for dissatisfaction and poor job performance (Herzberg, 1966). Employee unhappiness is not associated with the job itself but with the surrounding conditions of the job. These conditions are known as hygiene factors. When these factors deteriorate to a low level, job dissatisfaction results. Poor hygiene factors will depress work performance. On the other hand, high satisfaction with the hygiene factors will prevent many

of the negative results of low morale, such as turnover or absenteeism. According to Herzberg, there are five extrinsic characteristics related to the hygiene factors, including company policy, supervision, working conditions, interpersonal relationships, salary, and job security.

Company Policy

According to Herzberg et al. (1959) and Herzberg (1966), company policy refers to the overall aspects of organizational policy and administration. Company policy and administration are the most important factors in determining bad feelings about the job. Such feelings result in power struggles. A feeling that the company is unfair may make the worker have a negative job attitude. Dissatisfaction with work rules or a lack of clarity about procedures may decrease motivation.

Supervision

Supervision refers to the relationship between workers and their supervisors; it has more influence on output than any manipulation of environmental conditions (Herzberg, 1966). Workers may become unhappy because of a lack of concern by the supervisor and by the company. Overly strict supervisors cause a lowering of morale in the work setting. Many researchers found that job complaints center around the leadership and management skill of supervisors, especially in a military setting.

Garrett (1991) revealed that a high positive relationship was found between the behavior of head nurses and the job

satisfaction of staff nurses. A positive relationship was also found between educational activities and job satisfaction as well as between the performance of administrative functions by supervisors and the perception of support from the administration. According to a study among Canada's nurses, "nurses were treated disrespectfully, and most of the disrespect came from nursing administrators" (Newman, 1990, p.127).

Working Conditions

Working conditions refers to physical working conditions, the amount of work, or the facilities available for doing the work (Herzberg et al., 1959). It also includes the adequacy of ventilation, of lighting, of space, and whether or not location is convenient. For instance, working conditions in the classroom are important. If there are enough teaching materials and good ventilation in the classroom, both instructors and students will be active in the learning process. Because of faculty shortages, stress and burnout of the faculty may occur. These may increase job dissatisfaction. On the other hand, increased satisfaction may reduce stress and burnout (Mansfield, Yu, McCool, Vicary, & Packard, 1989).

Interpersonal Relationships

Interpersonal relationships refers to the characteristics of the interaction between the person and an other individual in terms of relationships with supervisor, subordinate or peer (Herzberg, et al., 1959). They mentioned that interpersonal

relationships are affected by job satisfaction. Many professional employees take their jobs home with them, which affects their home lives. For instance, dissatisfied workers may be irritable with their children. On the other hand, satisfied workers enjoy home life and tend to have a good relationship with their colleagues. Nurses have quit their jobs because a sense of collegiality and teamwork was lacking (Tumulty, 1992) or because of a verbal attack by a colleague (Davidhizar, 1989).

Salary

Salary refers to all factors involved in compensation, including wage or pay increases (Herzberg et al., 1959). Salary is a factor producing favorable job attitudes, and is an important factor in obtaining and recruiting workers. It was frequently tied to motivators such as recognition and achievement (Huston & Marquis, 1989). In a study of nurse practitioner training centers and faculty job satisfaction, Boettcher (1989) reported that the level of job satisfaction increased when the budget increased. The level of job satisfaction was related to higher pay and increased autonomy (Guevara, 1984).

Job Security

Job security refers to a feeling of security and company stability (Herzberg et al., 1959). Caudill and Patrick (1989) stated that job security influenced the length of stay of nursing assistants. The researchers found that the benefits

of retirement, vacation, and holidays tended to result in less turnover. According to the author, job security will be high if employees work for a military or the government organization. Increased salary was not an easy thing to obtain in a military setting; therefore, according to Herzberg's theory, fringe benefits might have more importance in the encouragement of positive employee attitudes. Vacations, retirement plan, worker's compensation, and housing have become institutionalized rewards along with the salary.

Fringe benefits are one of the factors that affect job security in the company or the organization. Recruitment success would be based on salary offered while retention would be based on the fringe benefits (Rowland & Rowland, 1985). Fringe benefits are compensation other than wages or salaries (Herzberg et al., 1959; Herzberg, 1966). In 1929, benefits cost the employer 3% of total wages and salaries. In 1949, the cost had increased to 16%, and by the 1970s, it had increased to between 30%-50% (Huston & Marquis, 1989).

Benefits have traditionally been paid only to the full-time workers. These fringe benefits provided security to the employee. It is important to include benefit planning in the long-term strategic planning such as: (a) increased coverage for health insurance plans, (b) a child care center, (c) an employee assistance program, (d) worker's compensation such as compensation for disabilities, (e) a retirement plan, (f) an official member club, (g) housing, or (h) a bonus.

The employee work pool should be examined. Certain employees receive more benefits than others; for instance, more educated, older, higher status employees get greater benefits. It is important to plan how to communicate about the benefits package to employees. Huston and Marquis (1989) stated that most employees had a limited understanding of the details of their benefits. All individuals affected by personnel planning should be encouraged to be involved in the planning process.

Review of Literature

Many studies used Herzberg's Motivational-Hygiene theory in analyzing job satisfaction. Workers with high job satisfaction presented a low job turnover rate (Collins, 1990). In some studies, job absence and turnover were important indicators of worker dissatisfaction (Buchanan, 1983; Robinson et al., 1991). In other studies, job absence and turnover were attributed to the perception of one's image, the hours of work and their compatibility with the good life, and insufficient respect from others. Rowland and Rowland (1985) reported that employees with negative feelings for the job will quit their jobs, while others with positive feelings toward their jobs will turn down offers to work elsewhere. Williams (1990) also stated that satisfied workers were more productive and were likely to remain in their positions longer.

Poor salary prospects (due to budget constraints) have resulted in a high rate of turnover among nurse professional

and other health care personnel. Herzberg et al. (1959) reported that when employees were not satisfied with their jobs because of extrinsic factors, excessive turnover or job absences are the result. Therefore, increased income is a major factor in increasing job satisfaction (Herzberg, 1966). Many studies indicate that an inadequate salary is a major cause of dissatisfaction for workers and may make them quit their jobs.

Employee dissatisfaction with salaries occurs for several reasons, such as inadequate pay differentials between job classifications or pay steps, inadequate number of steps in the salary schedule, or inconsistency in application of salary administration (Gael, 1988). Huston and Marquis (1989) stated that adequate pay differentials between each grade would increase the results of rewards, and avoided arguments if the increases between grades were too small. Employees who reach the top step of the salary progression should be rewarded in other ways.

According to the author's experiences in working with the Thai bureaucracy, many employees are dissatisfied with their salaries. However, they are satisfied with their job security and opportunities for advancement especially in military settings. Also, there are increased living expenses in Thailand. Therefore, some employees find part-time jobs in order to meet their living requirements, or leave their jobs.

Thongviwat (1979) conducted a research study about job

satisfaction among Thai faculty members, comparing private universities and state supported universities. Private universities included Bangkok University, Chamber of Commerce University, Business University, and Assumption Business Administration College. State supported universities included Chulalongkorn University and Thummasart University. The sample included 110 subjects from private universities and 224 subjects from the state supported universities. The major findings were as follows:

1. Private universities had moderate job satisfaction in job classification, work environment, salary, and fringe benefits.

2. The most important factors that affected job satisfaction in private universities were coworkers and work responsibility, but the least important factors that affected job satisfaction were opportunities for advancement and job security.

3. The most important factors that affected job satisfaction in state supported universities were work responsibility, but the least important factors that affected job satisfaction were salary and mutual benefits.

4. State supported universities had moderate job satisfaction in work environment and job classification.

5. The most objectionable factors in working in the private universities were opportunities for advancement and job security.

6. The most objectionable factors in working in the state support universities were supervision, salary and benefits.

In the Buchanan (1983) study of job satisfaction among nursing faculty in baccalaureate programs in Thailand, the majority indicated high satisfaction in all intrinsic characteristics, including achievement, advancement, recognition, the work itself, and responsibility. For the extrinsic characteristics, environmental conditions, and salary were identified as being low in satisfaction, but these were high in importance.

Williams (1990) used Herzberg's theory for her study of job satisfaction in a comparison of registered nurses (RNs) in critical care units and nurses in medical surgical care units in America. The findings were as follows:

1. RNs in critical care units and medical surgical care units were highly satisfied with their jobs.
2. Pay and autonomy were the most important factors of job satisfaction, and the least important were organizational policies and task requirements.
3. The most dissatisfying component for these groups were pay.

In a study based on Theory Z concepts supported by Herzberg's Motivation-Hygiene theory (Frieswick, 1990), poor salary prospects due to constrained budgets had reduced staffing in nursing departments. There was a high rate of

turnover among nurses and other health care professionals. These were attributed to increased workloads, lack of communications, dissatisfaction with professional roles in nursing, and low autonomy.

Lamborn (1991) conducted a study about motivation and job satisfaction among deans of schools of nursing in large universities in America. Salary or variables of pay were the most common factors, especially among deans who had long tenure in their administrative positions. Job satisfaction was also related to motivation and motivation was a predictor of job satisfaction. Job satisfaction, job desirability, and academic rank could predict the nursing faculty's overall satisfaction with their jobs.

A study of the relationship between primary health care practitioners' job satisfaction and the characteristics of their practice settings was performed by Tri (1991). The top three factors that contributed to job satisfaction were autonomy, a sense of accomplishment, and time spent in patient care. Salary was the highest ranked cause of dissatisfaction. The number of years of experience and self-perceived skill levels are also important variables that contribute to job satisfaction.

In an analysis of job satisfaction of 132 nurse practitioners (NP) using Herzberg's theory, Koelbel, Fuller, and Misener, (1991) reported that the current sociopolitical and economic forces affecting health care might lead to job

dissatisfaction. Intrinsic factors served as sources of job satisfaction. Job satisfaction influenced employee retention, worker productivity, and quality of performance. The NPs were moderately satisfied with their overall jobs, and extrinsic factors were found to be sources of dissatisfaction.

Dealing with staff turnover and cost factors are important aspects of the manager's role. Management's objective in developing a wage payment system is to maximize productivity and quality care in light of cost containment (Huston & Marquis, 1989), while decreasing turnover and job absences.

There are many factors that influence job satisfaction, and one factor may affect one person while it may not affect another in the same work environment. Some employees who are satisfied with their salaries may feel very negatively about the job because of conflict with coworkers (Tri, 1991). However, they may not quit their job if their expectations are met. Expectations are an important determinant of job satisfaction. "When the expectations, needs and values are not met in the work, job dissatisfaction results" (Williams, 1990, p. 104). Unmet expectations cause people to withdraw from the job, and seek other employment.

Money was a reinforcement of the motivators of recognition and achievement. Money affected production, and company loyalty; however, money alone would not do the job. If the worker found his job satisfying, he might tolerate an

economic problem. Higher pay did not always retain the workers (Blegen et al., 1992). Many workers also wished to participate in educational programs, to seek career advancement, to have their work recognized by peers and supervisors, or to have job security.

Huston and Marquis (1989) described the use of rewards to increase the job satisfaction of the workers. There were three categories of rewards as follows: (a) safety rewards, including salary and fringe benefits, (b) social rewards, including child care facilities, social contact with coworkers or supervisors, and (c) psychological rewards, including educational opportunities, recognition for work, or career advancement. The psychological rewards were more important than the safety and social rewards in keeping the workers on their jobs.

Sudsawasd (1980) conducted a study in Thailand about job satisfaction among faculty members in government universities named Thummasart University and Srinakarinviroat University using Herzberg Motivation-Hygiene theory. Both were state supported universities. He revealed that:

1. Most faculty members were satisfied with their work policies, administration and salary, but they were not satisfied with their work achievement, opportunities for advancement, interpersonal relationships, respect from others, responsibility, supervision, job classification, or work environment.

2. Satisfaction with salary depended on the workers' sex, education level, and position. For instance, workers holding doctoral degrees were less satisfied with their salaries.

3. The work environment caused some dissatisfaction.

4. Married employees were more dissatisfied with the work environment than unmarried employees.

Nuntramas (1981) conducted a research study about job satisfaction using Herzberg's theory in Thailand. He investigated job satisfaction of faculty members of Prince of Songkhla University. The findings were as follows:

1. Most faculty members were satisfied with both intrinsic factors and extrinsic factors. They ranked advancement as the most important characteristics and institutional policy as the least importance.

2. Faculty members with a bachelors degree were more satisfied with institutional policy and administration than those with both a masters degree and a doctoral degree.

3. Faculty members with more working experience were more satisfied with factors of supervision and working conditions than those with less working experience.

As an extrinsic characteristic, the work environment has been identified as directly influencing employees and as having a direct influence on job satisfaction (Koelbel et al., 1991). Dodds et al. (1991) conducted a study among college students and registered nurses which showed that recognition

and self-perceptions of work as a nurse were the strongest predictors of overall satisfaction with nursing. The satisfiers were related to the actual content of the work, while the dissatisfiers were related to the environment and the degree of structure of company policy.

Maloney, Bartz, and Allanach (1991) studied staff perceptions of their work environment before, and 6 months after, an organizational change. The data revealed the perception that middle management supervisors have little influence on the work environment and a heavy work load. The staff perceived the setting as poorly organized, because they were unclear about rules and procedures and they felt that there was a high degree of control over workers which influenced job dissatisfaction.

In summary, Herzberg's Motivational-Hygiene Theory postulates that there are two characteristics that contribute to job satisfaction/dissatisfaction: (a) the intrinsic characteristics and (b) extrinsic characteristics. Examples of intrinsic factors are achievement, advancement, recognition, the work itself, and responsibility. Examples of extrinsic factors are company policy, supervision, working conditions, interpersonal relationships, salary, and job security.

Excessive turnover or job absences were an important problem in many organizations. Herzberg's theory helped to identify factors that caused job dissatisfaction in the work

environment. Some studies were attempts to correlate certain characteristic such as age, education level, married status, salary, or length of employment with those satisfied and dissatisfied workers. As seen on this chapter, Herzberg's theory was popularly used as a guideline for many studies in analysis of factors that affected job satisfaction in America and Thailand.

Chapter 3

RESEARCH METHODOLOGY

This exploratory study was designed to collect detailed descriptions about job satisfaction and demographics from faculty of the Royal Thai Air Force Nursing College. Survey methodology was used because a great deal of information could be obtained from a large population. This method was used to assess current conditions and to suggest plans for the future.

Sample and Settings

The sample was one of convenience. All full-time nursing faculty who were employed in the RTAF Nursing College were included in the study. They had worked at the RTAF Nursing College for at least one year, and they were between 25-60 years of age. They had to be registered nurses. They had been contacted by the researcher and asked to participate on a voluntary basis. There was no compensation to be awarded to the subjects for participation in the study. They received a cover letter (see Appendix B) briefly describing the purpose, the outline of research design, and the usefulness. The letter explained that participation was voluntary and that they might withdraw at any time. After completion of the questionnaire, they were asked to seal it in an envelope and return it to a central mailbox at the RTAF Nursing College.

The setting for this study was the RTAF Nursing College in Bangkok, Thailand. The RTAF Nursing College offers a program which requires students to complete 142 semester units

and 480 hours of military training courses to receive a Bachelor of Science degree in nursing.

Instrument

The questionnaire used in this study (see Appendix C) was based on an instrument designed by Buchanan (1983) in her study about "Job Satisfaction Among Nursing Faculty in Baccalaureate Programs." Concepts derived from Herzberg's Motivational Hygiene theory with an emphasis on intrinsic and extrinsic characteristics of job satisfaction form the basis for the questionnaire (Herzberg, 1966). The author made numerous attempts to contact Ms. Buchanan to obtain permission to use her instrument, but without success.

The questionnaire had two parts which contained specific questions about demographic data and about job satisfaction. In the job satisfaction portion of the questionnaire, participants were asked to respond to two scales, one asking levels of satisfaction and the other asking about levels of importance using a five-point Likert-type scale. The job satisfaction part of instrument was composed of 18 items. The subjects were asked to rate each item as to the level of job satisfaction and the level of importance on a scale of one (low) to five (high). An open-ended question was used to obtain comments.

There was no evidence of the validity and reliability for this questionnaire, but Buchanan (1983) conducted a pilot study with 25 graduate students at San Jose State University

in November of 1982 to test for statement clarity, and she used it for her study. The questionnaire was translated to Thai by the researcher (see Appendix D) before being used with the RTAF nursing faculties in Thailand. The translation was certified by a United States State Department translator. The translated instrument was also validated for content by a bilingual expert in nursing.

Data Collection

Data were collected after permission was received from the Director of the RTAF Nursing College (see Appendix E) and the Institutional Review Board-Human Subjects (IRB-HS) of San Jose State University (see Appendix F). All nursing faculty were recruited by the researcher and asked to participate. They received a cover letter briefly describing the purpose, the outline of research design, and the usefulness. The letter explained that participation was voluntary and they might withdraw at any time. The identity of respondents remained confidential via the use of coded numbers on the questionnaires instead of using names. After completion of the questionnaire, subjects were asked to seal it in an envelope and return it by putting it in a central mailbox at the RTAF Nursing College. The mailbox was set up and protected by the researcher.

A pilot study was conducted with 5 RTAF faculty members using the 18-item questionnaire to test the adequacy of the Thai instrument. After the pilot study, the translated

instrument was modified and revised as necessary for clarity. These faculty members were not used as part of the study. A nurse representative at the RTAF Nursing College was needed for the pilot study. She received a formal letter from the author describing the purpose of and the procedure for the study. The representative contacted the researcher by telephone if she had any questions regarding to this study. The representative distributed the two-part questionnaire to the five faculty with a cover letter briefly describing the purpose, the outline of the research design, and the usefulness of the questionnaire to the participants. The completed questionnaires were returned directly to the researcher by mail in sealed, stamped envelopes.

After the pilot study, the questionnaire was revised for clarity. After revision, it was distributed by the researcher to the remainder of nursing faculty ($n = 42$) during February 4-6, 1993 at the RTAF Nursing College in Thailand. A sealed package containing the cover letter, the demographic data sheet, the job satisfaction questionnaire, and an envelope for returning the data were given to each participant. The participants were asked to return their completed questionnaires within two weeks. Each respondent's questionnaire was destroyed after data analysis.

Data Analysis

Data were analyzed and yielded a frequency count and a percentage of the sample characteristics. The data were

compiled and tabulated. The 18 items were categorized into either intrinsic or extrinsic characteristics. There were nine characteristics for each of these two concepts. For the purposes of analysis, "1" and "2" on the Likert scale were considered a low level of satisfaction and importance, while "4" and "5" were combined for and considered a high level of satisfaction and importance. The 3-level on the scale was considered neutral. Each characteristic rated at a high level of satisfaction and importance was ranked and percentages were determined according to age groupings, highest degree held, and years employed.

Chapter 4

FINDINGS AND INTERPRETATION

The purpose of this study was to investigate the level of job satisfaction among the Royal Thai Air Force (RTAF) nursing faculty in the RTAF Nursing College and to identify the factors that affected job satisfaction or dissatisfaction. The question for this study was: What is the level of job satisfaction among nursing faculty in the RTAF Nursing College?

The data were collected during February 4-15, 1993. The target population consisted of 42 cases. A total of 28 questionnaires (67%) were completed and returned. The data were analyzed using frequency and percentages of respondents to determine the level of job satisfaction.

Demographic Data

All members of the sample were female. Their ages ranged from 25 to 54 years. The 35-44 year age group provided 12 respondents (43%), while the 25-34 year age group was represented by 9 respondents (32%). The smallest number was in the 45-54 year age group with only 7 respondents (25%).

Fourteen respondents (50%) were married with children. Thirty-nine percent (n=11) were single, while 7% (n=2) were married with no children. Of these, 1 respondent (4%) was a "widow with children." There were no respondents in the categories from "divorced without children," "divorced with children," or "widow without children."

Of the entire population in this study, 22 respondents (79%) had a present rank ranging from Squadron Leader to Group Captain, while 6 (21%) had a present rank ranging from Pilot Officer to Flight Lieutenant. All respondents held some type of degree. Fifteen respondents (54%) held a Master of Science or a Master of Arts degree, while 13 (46%) held a baccalaureate degree. No respondents held a doctoral degree.

Eleven respondents (39%) had been in nursing for 1-5 years, while 5 (18%) had been in nursing for 11-15 years. The smallest groups were those faculty who had been in nursing 6-10, 16-20, and over 20 years with 4 respondents (14%) in each. The majority of the nursing faculty ($n=8$ or 29%) had been nurse educators for 6-10 years. The second most frequent group ($n=7$ or 25%) had been nurse educators for 1-5 years. Six respondents (21%) had been nurse educators for 11-15 years, while 5 respondents (18%) represented the 16-20 year group. The smallest group had 2 respondents (7%) who had been nurse educators for over 20 years.

Regarding years in current position, 17 respondents (61%) identified their time in their current position as between 1-5 years, while 7 respondents (25 %) had been in their current position 6-10 years. Three respondents (11%) had been in their current position 11-15 years, and only 1 respondent (4%) represented the 16-20 year group. There were no responses from anyone with more than 20 years in their current position. The majority of respondents ($n=9$ or 32%) in this study had

been employed for 6-10 years. Approximately 21% ($n=6$) had been employed for 1-5 years, 18% ($n=5$) had been employed for 11-15 years and another 18% for 16-20 years. A small number of 3 respondents (11%) had been employed for over 20 years. All faculty respondents (100%) worked 35-40 hours per week.

For area specialty, maternal child health (MCH) represented the most frequent specialty with 10 respondents or 36%. Medical-surgical (MS) was the second most frequent specialty with 9 respondents or 32%, and community health nursing (CHN) was the third most frequent with 5 respondents or 18%. The two smallest groups of respondents were psychiatric and fundamentals with 2 respondents or 7% each. In addition, 20 of the respondents (70%) were teaching in their area of specialty most of the time, with 6 faculty (21%) teaching half of the time, and 2 faculty respondents (7%) rarely teaching in their specialty areas.

There were 13 faculty respondents (46%) teaching sophomores, 6 respondents (21%) teaching juniors, 5 respondents (18%) teaching freshmen, and 4 respondents (14%) teaching seniors. Most faculty (25 respondents or 89%) were not currently working toward a degree; however, 3 respondents (11%) were working toward an advanced degree.

The income of respondents [see Table 1] ranged from 18% earning under 9,500 bahts (\$380) to 21% earning over 13,501 bahts (\$540.04) per month. The majority of respondents ($n=11$ or 39%) earned from 9,501-10,500 bahts (\$380.04-\$420).

The combined income indicated that 16 (57%) earned 10,500 bahts or less (\$420 or less), and 12 (43%) earned over 10,500 bahts (\$420) per month.

Table 1

Income of Faculty Respondents by Frequency and Percentage

(N=28)

Income (per month) in Bahts (dollars)	<u>n</u>	<u>%</u>
under 9,500 (under \$380)	5	18
9,501-10,500 (\$380.04-\$420)	11	39
10,501-11,500 (\$420.04-\$460)	2	7
11,501-12,500 (\$460.04-\$500)	3	11
12,501-13,500 (\$500.04-\$540)	1	4
over 13,501 (over \$ 540.04)	6	21
Total	28	100

Note. Income is reported from 1993 earnings.

The respondents' overall ratings are shown in Table 2. The majority of respondents (n=16 or 57%) rated their job satisfaction as "neutral," while 12 of them (43%) indicated that they were "satisfied" and "very satisfied" with their jobs. None reported dissatisfaction.

Table 2

Overall Evaluation of Faculty Respondents by Frequency and Percentage (N=28)

Overall Evaluation	<u>n</u>	%
Dissatisfied	0	0
Slightly satisfied	0	0
Neutral	16	57
Satisfied	10	36
Very satisfied	2	7
Total	28	100

Analysis of Questionnaire

The data were compiled and divided into the intrinsic and extrinsic characteristics. For the purpose of analysis, "1" and "2" on the Likert scale were combined and considered a low level of satisfaction and importance, while "4" and "5" were combined and considered a high level of satisfaction and importance. The 3-level on the scale was considered neutral.

Intrinsic Characteristics

On the high level of the satisfaction scale (4-5 were combined) [see Table 3], "relations with colleagues" was ranked at the highest level of satisfaction with 24 respondents or 86%. The second most satisfying area was "enjoyment of my work" with 20 respondents (72%). "Relation with dean" was ranked as the least satisfying with 12 respondents (42%).

Table 3
Job Satisfaction Levels of Importance for Intrinsic Characteristics by Frequency and Percentage (N=28)

<u>Job Satisfaction levels</u>					<u>Level of importance</u>					
Low	2	3	4	High		Low	2	3	4	High
1				5		1				5
n(%)	n(%)	n(%)	n(%)	n(%)	Intrinsic Characteristics	n(%)	n(%)	n(%)	n(%)	n(%)
<hr/>										
0 (0)	0 (0)	11 (39)	14 (50)	3 (11)	Recognition by others	0 (0)	0 (0)	3 (11)	15 (54)	10 (36)
0 (0)	1 (4)	3 (11)	15 (54)	9 (32)	Relations with colleagues	0 (0)	0 (0)	1 (4)	14 (50)	13 (46)
0 (0)	2 (7)	14 (50)	6 (21)	6 (21)	Relations with dean	0 (0)	0 (0)	2 (7)	12 (43)	14 (50)
0 (0)	1 (4)	11 (39)	13 (46)	3 (11)	Respect for my suggestions	0 (0)	0 (0)	3 (11)	21 (75)	4 (14)
0 (0)	2 (7)	6 (21)	12 (43)	8 (29)	Enjoyment of my work	0 (0)	0 (0)	2 (7)	13 (46)	13 (46)
1 (4)	6 (21)	6 (21)	15 (54)	0 (0)	Help from my dean	0 (0)	1 (4)	4 (14)	14 (50)	9 (32)
0 (0)	0 (0)	8 (29)	20 (71)	0 (0)	Relations with students	0 (0)	0 (0)	2 (7)	15 (54)	11 (39)
1 (4)	1 (4)	8 (29)	14 (50)	4 (14)	Opportunity use skills	0 (0)	0 (0)	1 (4)	14 (50)	13 (46)
0 (0)	5 (18)	8 (29)	14 (50)	1 (4)	Opportunity develop- new abilities	0 (0)	0 (0)	1 (4)	14 (50)	13 (46)

On the low level of the satisfaction scale (1-2 were combined), the highest percentage was 25% ($n=7$) for "help from dean," and 18% ($n=5$) for "Opportunity develop new abilities."

Most faculty ($n>16$, over 60%) responded that all intrinsic characteristics were highly important. On the high level of the importance scale (4-5 were combined), 27 respondents (96%) ranked "relations with colleagues," "opportunity use skill," and "opportunity develop new abilities" as the most important. The least important on both the high level and the low level of the importance scale was "help from my dean" with 23 responses (82%) and 1 response (4%), respectively.

Extrinsic Characteristics

The greatest level of satisfaction was "job security," with 26 responses or 93% [see Table 4]. It was also the most important on the high level scale with 27 responses (97%). The next greatest level of satisfaction was "recognition of past service" (22 responses or 78%). The least satisfying characteristics on the low level scale were "salary" and "adequacy of teaching aids" with 9 responses or 32% each. The next least satisfying area was "institutional policies," with 7 responses or 25%.

"Adequacy of teaching aids" was identified as the least important on the high level scale with 21 responses (75%). It was also the least satisfying with only 5 responses (18%). "Salary," "recognition of the past service," and "university reputation" were also ranked at the lower end of the high

Table 4

Job Satisfaction Levels of Importance for Extrinsic Characteristics by Frequency and Percentage (N=28)

<u>Job Satisfaction Levels</u>					<u>Level of importance</u>				
Low 1	2	3	4	High 5					
n(%)	n(%)	n(%)	n(%)	n(%)	Low 1	2	3	4	High 5
Extrinsic Characteristics					n(%)	n(%)	n(%)	n(%)	n(%)
0 (0)	9 (32)	14 (50)	5 (18)	0 (0)	Adequacy of teaching aids	0 (0)	0 (0)	7 (25)	10 (36)
0 (0)	2 (7)	11 (39)	13 (46)	2 (7)	Environmental conditions	0 (0)	0 (0)	3 (11)	10 (36)
1 (4)	6 (21)	15 (54)	6 (21)	0 (0)	Institutional policies	0 (0)	0 (0)	3 (11)	7 (25)
0 (0)	1 (4)	1 (4)	8 (29)	18 (64)	Job security	0 (0)	0 (0)	1 (4)	12 (43)
0 (0)	1 (4)	12 (43)	13 (46)	2 (7)	University reputation	1 (4)	1 (4)	2 (7)	9 (32)
0 (0)	4 (14)	11 (39)	11 (39)	2 (7)	Opportunity for advancement	0 (0)	0 (0)	3 (11)	16 (57)
2 (7)	7 (25)	8 (29)	11 (39)	0 (0)	Salary	0 (0)	1 (4)	3 (11)	14 (50)
0 (0)	4 (14)	5 (18)	13 (46)	6 (21)	Benefits from institution	0 (0)	0 (0)	3 (11)	11 (39)
0 (0)	0 (0)	6 (21)	18 (64)	4 (14)	Recognition of past services	0 (0)	1 (4)	3 (11)	13 (46)

level scale of importance with 86% responding. The least important extrinsic item on the low level scale was "university reputation" with 2 respondents (7%).

For the purpose of analysis, the faculty were divided into 2 groups. Each characteristic that was rated at a high level of satisfaction and importance was listed by rank and percentage according to age groupings, highest degree held, and years employed. The reasons for doing this were to compare and distinguish the job satisfaction of junior faculty versus senior faculty and to compare and distinguish that of the faculty who hold a Master of Arts or Master of Science versus those who hold Bachelor of Arts or Bachelor of Science degree.

Age Group

The respondents were divided into 2 groups according to age (see Appendix H). The first group was comprised of faculty who were under 35 years of age (junior faculty, $n=9$) while the other group was comprised of faculty who were 35 years of age and over (senior faculty, $n=19$). The majority of junior faculty (over 50%, $n>4$) ranked all of the intrinsic characteristics at high satisfaction except for "recognition by other" and "relation with dean." Those were ranked as highly satisfying by 44% of those responding ($n=4$), while 42% of senior faculty ($n=8$) ranked "relation with dean" as highly satisfying. "Relations with colleagues" represented the highest level of satisfaction in both groups with 89% ($n=8$)

for those under 35 years and 84% ($n=16$) for the 35 years and over group finding this characteristic to be satisfying.

Both groups ranked all intrinsic items as highly important ($n>21$, over 75% of those responding). However, the most important intrinsic characteristic for junior faculty was "relation with colleagues" with 100% of those responding ($n=9$), and for senior faculty it was "opportunity use skills" and "opportunity develop new abilities" with 100% of those responding ($n=19$). The least important for the faculty under 35 years of age was "recognition by others" and "help from dean" with 78% of those responding ($n=7$). The lowest importance rated by the faculty 35 years of age and over was 84% ($n=16$) for "help from dean" on the high level scale.

For the extrinsic characteristics (see Appendix I), the highest percentage of satisfaction rated by junior faculty was 89% ($n=8$) for "job security" which also was the highest percentage for the senior group with 95% responding ($n=18$). "Job security" was also ranked first on the high level of importance scale by 100% of senior faculty ($n=19$). The characteristic rated lowest in satisfaction by junior faculty was "institutional policies" ($n=2$, 22%), and by senior faculty it was "adequacy of teaching aids" ($n=2$, 11%). "Adequacy of teaching aids" was also ranked as the least important by senior faculty with 79% responding ($n=15$).

The second lowest percentage of satisfaction identified by junior respondents was 33% ($n=3$) for "salary" and "adequacy

of teaching aids," and it was 21% ($n=4$) by the seniors for "institutional policies." On the high level of importance scale, the highest percentage for the under 35 years group was 100% ($n=9$) for "environmental condition" and "institutional policies." On the other hand, the least important for junior faculty were "recognition of past services" and "adequacy of teaching aids" ($n=6$, 67%).

In comparing the ratings of intrinsic characteristics between the groups, the junior faculty ranked satisfaction high, and the senior faculty ranked importance high. Faculty under 35 years of age reported higher percentages of satisfaction for all items than did faculty 35 years of age and over except for "recognition by others" and "respect for my suggestion." Faculty 35 years of age and over rated all characteristics at a higher level of importance than did faculty under 35 years of age except for "relations with colleagues" and "recognition by others." For the extrinsic characteristics, senior faculty reported a higher level of satisfaction with "environmental conditions" "job security," "salary," "benefits from institution," and "recognition of the past service" than did junior faculty, whereas the junior faculty reported a higher percentage on the level of importance scale for "environment conditions," "institutional policies," and "salary" than did senior faculty.

Highest Degree Held

The respondents were divided into 2 groups: (a) faculty

who held a bachelor's degree ($\underline{n}=13$) and (b) faculty who held a master's degree ($\underline{n}=15$). "Relation with colleagues" was ranked as the most satisfying item by 87% of the faculty members responding who held a masters degree ($\underline{n}=13$) (Appendix J). Similarly, the bachelor's prepared faculty identified "relations with colleagues" and "enjoyment of my work" as the most satisfying intrinsic characteristics with 85% responding ($\underline{n}=11$). These two items were also ranked as first and second highest in importance by both groups.

As seen by the bachelor's group, only 31% of faculty respondents ($\underline{n}=4$) stated "opportunity develop new abilities" as high satisfaction. For the master's faculty, 47% of respondents ($\underline{n}=7$) revealed "relations with dean" as high satisfaction. All intrinsic items were identified as highly important by both groups with over 75% responding ($\underline{n}>21$).

For the extrinsic items (see Appendix K), the highest percentage on the satisfaction scale rated by the bachelor's faculty was 100% ($\underline{n}=13$) for "job security," while 87% of the master's faculty ($\underline{n}=13$) rated "job security" and "benefits from institution" as most satisfying. "Job security" was ranked on the importance scale as the highest item by 100% of the bachelor's faculty ($\underline{n}=13$). The lowest percentage in satisfaction was 15% ($\underline{n}=2$) for "adequacy of teaching aids" by the bachelor group and 13% ($\underline{n}=2$) for "institutional policies" by the master's faculty.

"Salary" and "institutional policies" were ranked as the

second least satisfying by the bachelor's prepared faculty with 31% responding ($n=4$), while "adequacy of teaching aids" was ranked as the second least satisfying by the master's faculty with 20% of responding ($n=3$). However, "adequacy of teaching aids" was ranked as the least important extrinsic characteristic by faculty holding a master's degree with 73% ($n=11$). On the high level scale, "recognition of past services" was ranked as the most important item by faculty holding a master's degree ($n=15$, 100%) while it was ranked as the least important item by faculty holding a bachelor's degree ($n=9$, 69%).

In comparing the intrinsic characteristics between both groups, master's faculty presented higher percentages of satisfaction than did bachelor's faculty except for "enjoyment of my work," "relations with students" and "opportunity use skills." Also master's faculty rated higher percentages of importance for each item than did the bachelor group except for "respect for my suggestions."

For the extrinsic factors, faculty holding a master's degree responded with higher percentages of satisfaction than did faculty holding a bachelor's degree except for "institutional policies," "job security," "university reputation," and "opportunity for advancement." In addition, they reported higher percentages of importance to the extrinsic characteristics than did faculty holding bachelor's degrees except for "adequacy of teaching aids," "environment conditions," and "job security."

Years Employed

As previously discussed, the respondents were again separated into 2 groups (see Appendix L): (a) one group was composed of those who were employed at the RTAF Nursing College for 10 years and under ($n=15$), and (b) the other group was composed of those who were employed at the RTAF Nursing College for more than 10 years ($n=13$). For the intrinsic items, the most satisfying for faculty employed 10 years and under was "relations with colleagues" with 87% responding ($n=13$) while 85% of the other group ($n=11$) ranked "relations with colleagues" and "relation with students" as the most satisfying.

On the other hand, 40% of the faculty employed 10 years and under ($n=6$) ranked "relations with dean" as the least satisfying. "Relations with dean" and "help from dean" was ranked at the lowest percentage in high satisfaction by faculty employed over 10 years with 46% responding ($n=6$). On the level of importance scale, most respondents ($n>22$, over 85%) ranked all intrinsic items with a high percentage except that the employed over 10 years group ranked "help from dean" with 69% ($n=9$) and "recognition by others" with 77% ($n=10$).

According to Appendix M, the most satisfying extrinsic characteristics for faculty employed 10 years and under was "job security" ($n=14$, 93%). It was also ranked first on the importance scale by 100% of faculty employed 10 years and

under ($\underline{n}=15$) and by 92% of faculty employed 10 years and over ($\underline{n}=12$). "Recognition of past services" was ranked at the highest percentage of satisfaction by faculty employed over 10 years with 100% ($\underline{n}=13$). It was also the highest on the importance scale with 92% responding ($\underline{n}=12$).

The least satisfying extrinsic item for faculty employed 10 years and under was "institutional policies" ($\underline{n}=2$, 13%), but it ranked the highest on the importance scale by 100% of those responding ($\underline{n}=15$). "Adequacy of teaching aids" was ranked as the least satisfying and of the least importance by faculty employed over 10 years with 15% ($\underline{n}=2$) and 54% ($\underline{n}=7$) respectively. On the level of importance scale, most respondents ranked all extrinsic items with a high percentage ($\underline{n}>21$, over 75%) except for "adequacy of teaching aids" with 54% ($\underline{n}=7$).

In comparing the intrinsic characteristics between both groups, faculty employed over 10 years reported higher percentages of satisfaction on the intrinsic characteristics than did faculty employed 10 years and under except for "relations with colleagues," "enjoyment of my work," "help from my dean," and "opportunity use skills." Faculty employed 10 years and under revealed higher percentages of importance in each item than did faculty employed over 10 years except for "relations with students" and "opportunity develop new abilities." For the extrinsic factors, faculty employed 10 years and under reported higher percentages of satisfaction except for

"institutional policies" and "recognition of past services." In addition, they revealed higher percentages of importance than did faculty employed 10 years and over except for "university reputation" and "recognition of past services."

In summary, the data revealed that the majority of the nursing faculty (over 50%) at the RTAF Nursing College were highly satisfied with the intrinsic factors. In responses about the extrinsic however, over 50% of faculty ($n > 14$) revealed high satisfaction in all areas except for "adequacy of teaching aids," "institutional policies," and "salary."

In the overall analysis of the questionnaire, "relations with colleagues" was ranked as the most satisfying and important factor, while "relations with dean" was ranked as the least satisfying factor for the intrinsic characteristics. For the extrinsic characteristics, the highest percentage of satisfaction and importance was "job security," while the factors with the least satisfaction and importance were "adequacy of teaching aids."

When the respondents were divided into 2 groups according to age group, highest degree held, or years employed, the most satisfying and important intrinsic characteristic ("relations with colleagues") was the same. The extrinsic item that provided the greatest level of satisfaction and had the greatest importance for them was "job security." Most respondents were least satisfied with "relations with dean" among the intrinsic characteristics, and they were least satisfied

with "adequacy of teaching aids," "salary," and "institutional policies" among the extrinsic characteristics although the individual responses were somewhat different.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the factors that affect job satisfaction and dissatisfaction, including the level of job satisfaction, among nursing faculty at the Royal Thai Air Force (RTAF) Nursing College. Herzberg's Motivation-Hygiene Theory has had a great impact on the job satisfaction field (Herzberg, 1966). Using this theory as the basis for the questionnaire and for this study, with an emphasis on the intrinsic and extrinsic characteristics of job satisfaction, this chapter draws conclusions about job satisfaction among the nursing faculty at the RTAF Nursing College ($N=28$).

Conclusions

The findings of this study revealed that the majority of the RTAF nursing faculty (over 50%) reported high satisfaction for the intrinsic factors. In both the general findings and when the respondents were divided into 2 groups according to age group, highest degree held, or years employed, "relations with colleagues" was reported to be the most satisfying and important factor among the nursing faculty. This may be because most faculty working for the Air Force graduated from the RTAF Nursing College. They have had a good relationship since they were nursing students. On the other hand, the responsibilities of the dean were different from those of other nursing faculty. She must work on administration of

the RTAF Nursing College instead of teaching nursing students. This might be the reason that "relations with dean" was ranked as the least satisfying factor for the intrinsic characteristics.

For the extrinsic characteristics, the highest percentage of satisfaction and importance was "job security" while the least satisfaction and importance were attached to "adequacy of teaching aids" and "salary." Working for the military provides a smaller salary than working for the private agencies; however, the benefits provided by a military institution are the best. Employees are not terminated or laid off without gross misconduct. A limited budget is a severe problem in some RTAF organizations, especially for the RTAF Nursing College, which might be the reason for the poor ranking of "adequacy of teaching aids."

In comparing certain intrinsic characteristics, faculty under 35 years of age reported a higher percentage of satisfaction than did faculty 35 years of age and over except for "recognition by others" and "respect for my suggestions." Faculty over 35 years of age have more experience in teaching or giving advice to many people; therefore, they may get more respect or recognition by others than younger faculty. When senior faculty get more recognition by others, they may think that it is an important factor for them.

For the extrinsic characteristics, senior faculty reported a higher percentage of satisfaction with

"environmental conditions," "job security," "salary," "benefits from institution," and "recognition of the past service" than did junior faculty. Currently, there is a nursing faculty shortage at the RTAF Nursing College because many of them are working toward an advance degree. Sometimes faculty may have to be responsible for extra work for which they might not have adequate skills or knowledge. They have to carry the extra work load while there is no increase in the amount of salary. Junior faculty may be less recognized for past services than senior faculty.

Sorted by highest degree held, faculty holding a master's degree reported a higher percentage of satisfaction than faculty holding bachelor's degree except for "enjoyment of my work," "relations with students," and "opportunity use skills." Master's faculty also revealed a higher percentage of importance for each item than did the bachelor's faculty. For the extrinsic factors, faculty holding a master's degree reported higher percentages on the satisfaction scale except for "institutional policies," "job security," "university reputation," and "opportunity for advancement." Master's faculty have reviewed many research studies so they think broadly in comparing the RTAF Nursing College with other colleges or universities in many ways. Therefore, when they find that other organizations are better, they feel less satisfied.

Sorted according to years employed, the highest

percentage difference between faculty employed over 10 years and faculty employed 10 years and under was for "respect for my suggestions" and "relationship with students." For the extrinsic factors, faculty employed 10 years and under reported high percentages of satisfaction in this area:

(a) "job security" and (b) "benefits from institution."

Exceptions to this higher level of satisfaction were "institutional policies," and "recognition of past services." Most faculty who are employed 10 years and under are "up to date" faculty. They may have different ideas about institutional policies. On the other hand, faculty employed 10 years and over may have gotten used to old policies so that they are satisfied with them.

In summary, each person has different job expectations. Satisfying the job expectation of employees is very important to make them enjoy working at their organization. Herzberg (1966) stated that intrinsic factors have no direct effect on job dissatisfaction, and extrinsic factors have no direct effect on job satisfaction. Although RTAF employees may be dissatisfied with some intrinsic factors, it does not mean they are going to have a negative attitude toward their jobs. They can still work in that organization if their job expectations are met. When a worker is unhappy with work conditions, a negative effect may result for an overall feeling toward the job (Herzberg, 1976).

Limitations

This study was limited to the RTAF Nursing College in Bangkok, Thailand. Generalization is limited to this population at this time and place. Validity and reliability of the questionnaire developed by Buchanan (1983) is not conclusive, although Buchanan did conduct a pilot study with 25 graduate students before data collection in the research study. Establishment of the reliability and validity of the questionnaire was beyond the scope of this study.

The study was conducted and completed at the RTAF Nursing College in Thailand by the researcher. The questionnaire was translated into Thai and reviewed by an expert translator. Therefore, language differences might affect the findings of the study and interpretation of the data. Because of the limited time for the researcher to distribute the questionnaire in Thailand and the fact that respondents might have had a heavy work load or increased responsibility at that time, responses may be biased. The stress of respondents might affect their completion of the questionnaires. Their feelings at a different time might vary from this study.

Recommendations

The results of this study indicate that intrinsic factors were found to provide satisfaction. Consistent with this finding, the following recommendations are made to increase job satisfaction. RTAF nursing faculty should have access to continuing education through scholarships and training

courses. Job rotation programs should be conducted. Every faculty member should participate in a seminar on institutional policies to provide suggestions for new policies. It is essential for the RTAF Nursing College to enhance their budget to provide resources for the nursing college's activities.

Additional research should be conducted with nursing faculty on job satisfaction. Comparisons of faculty satisfaction in Army, Navy, and Police Nursing Colleges and other universities in Thailand could be beneficial. Validity and reliability of the instrument should be established. In addition, revision of the questionnaire to avoid neutral responses could provide beneficial results to future researchers. According to Herzberg (1976), there is no neutral point on the motivator selection because motivators contribute only to satisfaction (same as hygiene factors), therefore the neutral responses may not be providing information on job satisfaction.

There is a weakness in Herzberg's theory because of its lack of flexibility in explaining differences in personal needs (Carroll, 1969). Therefore, future research should incorporate other theories, such as Maslow's theory. A research study among dissatisfied workers to find the factors that cause turnover or job absence could provide valuable information about job satisfaction.

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APPENDIX A

RTAF Personnel Organizational Chart

Personnel Organizational Chart of
the Royal Thai Air Force (RTAF) Nursing College

APPENDIX B

Letter to Participants

College of Applied Sciences and Arts • Department of Nursing
One Washington Square • San José, California 95192-0057 • 408/924-3130 • FAX 408/924-3135

February 2, 1993

Dear Participants:

I am Flying Officer Fuanglada Sethawat, a graduate student in the Master's program in Nursing Administration at San Jose State University. I am working on my thesis concerning job satisfaction among nursing faculty at the Royal Thai Air Force (RTAF) Nursing College. The two-part questionnaire requests information on demographic data and job satisfaction.

The purpose in conducting this research study is to identify factors that affect job satisfaction/dissatisfaction. Some findings from this study could suggest areas for change to increase your job satisfaction, or be used as a recommendation for future development in the RTAF Nursing College.

Your participation is on a voluntary basis, and your identity will remain anonymous. Please be assured that your response will also be confidential. After completing the questionnaire, please put it in the envelop provided, and drop it in the mailbox locates at the RTAF Nursing College by February 15, 1993.

If you have any questions regarding this questionnaire or any other questions about conducting this research study, please do not hesitate to contact me at 580-4851. If you have questions about research procedure, please contact Dr. Bobbye Gorenberg (thesis adviser) at (408) 924-3134. If you have questions regarding the rights of participants, please contact Dr. Serena Stanford at (408) 924-2480.

Thank you very much for your time in completing this questionnaire.

Sincerely yours,

Fly. Off. Fuanglada Sethawat, B.S.

Graduate student, San Jose State University.

College of Applied Sciences and Arts • Department of Nursing
One Washington Square • San José, California 95192-0057 • 408/924-3130 • FAX 408/924-3135

2 กุมภาพันธ์ 2536

เรื่อง ขอความร่วมมือในการตอบแบบสอบถาม
เรียน ท่านอาจารย์วิทยาลัยพยาบาลทหารอากาศ

ดิฉัน รท. หญิง เพ็ญลดา เตรษฐวัฒน์ ตำแหน่งครูฝึกประจำอาคารผู้ป่วย
วพอ.พอ. ปัจจุบันกำลังศึกษาต่อในระดับปริญญาโท สาขาบริหารการพยาบาล ณ
San Jose State University ประเทศสหรัฐอเมริกา ดิฉันกำลังทำวิทยานิพนธ์
เรื่อง ความพึงพอใจในการปฏิบัติงาน ของอาจารย์วิทยาลัย พยาบาลทหารอากาศ
(Job Satisfaction Among Nursing Faculty at the Royal Thai Air
Force Nursing College) โดยดิฉันได้จัดทำแบบสอบถามประกอบด้วย คำถาม
2 ส่วน คือ ส่วนที่ 1 สถานภาพของผู้ตอบแบบสอบถาม และ ส่วนที่ 2 แบบสอบถาม
เกี่ยวกับความพึงพอใจในการปฏิบัติงานของอาจารย์วิทยาลัยพยาบาลทหารอากาศ

จุดประสงค์ในการทำวิจัยครั้งนี้เพื่อศึกษาระดับความพึงพอใจในการปฏิบัติ
งาน รวมทั้งคุณลักษณะทั่วไปของอาจารย์วิทยาลัยพยาบาลทหารอากาศ ข้อมูลที่ได้
รับนั้นจะถูกนำไปเป็นข้อเสนอแนะในการปรับปรุงระบบการบริหารงานภายใน
วิทยาลัยพยาบาลทหารอากาศ ซึ่งจะเป็นประโยชน์แก่ท่าน และวิทยาลัยต่อไป

ในการนี้ดิฉันจึงใคร่ขอความร่วมมือด้วยความสมัครใจของท่าน ในการ
ตอบแบบสอบถาม โดยท่านไม่จำเป็นต้องระบุชื่อ คำตอบของท่านจะถูกเก็บเป็น
ความลับ สำหรับการเสนอข้อมูลจะถูกทำในลักษณะของกลุ่มบุคคลเท่านั้น
ดิฉันจะรู้สึกยินดีเป็นอย่างยิ่ง เมื่อท่านตอบแบบสอบถามเรียบร้อยแล้ว กรุณานำ
แบบสอบถามส่งในตู้รับแบบสอบถามที่อยู่หน้าห้องธุรการวิทยาลัยพยาบาลทหาร
อากาศ ภายใน 15 กุมภาพันธ์ 2536 นี้

ถ้าท่านมีข้อสงสัยเกี่ยวกับการวิจัยในครั้งนี้ หรือแบบสอบถาม กรุณาติดต่อ
ดิฉันได้ที่หมายเลขโทรศัพท์ (408) 279-4645 (สหรัฐอเมริกา) ถ้าท่านมีข้อสงสัย
เกี่ยวกับขั้นตอนในการวิจัย กรุณาติดต่อ Dr. Bobbye Gorenberg (อาจารย์ที่
ปรึกษาด้านวิทยานิพนธ์) ได้ที่หมายเลขโทรศัพท์ (408) 924-3134 ถ้าท่านมี
ข้อสงสัย เกี่ยวกับสิทธิของผู้ร่วมวิจัย กรุณาติดต่อ Dr. Serena Stanford
(รองประธานแผนก การศึกษาระดับปริญญาโทและการวิจัย) ได้ที่หมายเลขโทรศัพท์
(408) 924-2480

ดิฉันขอขอบคุณทุกท่านที่ได้สละเวลาในการตอบแบบสอบถามมา ณ ที่นี้

ขอแสดงความนับถือ

รช. หญิง

(เฟื่องลดา เสรฐวิวัฒน์)

APPENDIX C

Demographic Data and
Job Satisfaction Questionnaire

Part 1: Demographic Data

Please write or use **X** for the best answer for you

1. Age: _____ years
2. Marital status: _____ Single (1)
_____ Married without children (2)
_____ Married with children (3)
_____ Divorced without children (4)
_____ Divorced with children (5)
_____ Widow without children (6)
_____ Widow with children (7)
_____ Others (8)
3. Present rank: _____
4. Highest degree held:
_____ Under BS/BA (1) _____ BS/BA (2)
_____ MS/MA (3) _____ Doctoral (4)
5. Years in nursing: _____
6. Years as a nurse educator: _____
7. Years at current position: _____
8. Years employed: _____
9. Hours worked per week: _____
10. Area of specialty: _____ CHN (1) _____ MCH (2)
_____ MS (3) _____ Psych (4)
_____ Others (5) _____
11. Are you teaching in your area specialty:
_____ Most of the time (1)
_____ Half of the time (2)
_____ Rarely (3)

12. Level you teach (major of the time):

_____ Freshman (1) _____ Sophomore (2)
 _____ Junior (3) _____ Senior (4)

13. Are you currently working toward a degree:

_____ Yes (1) _____ No (2)

14. Income: _____ / month

15. Overall evaluation of your position:

_____ Dissatisfied (1) _____ Slightly satisfied (2)
 _____ Neutral (3) _____ Satisfied (4)
 _____ Very satisfied (5)

Part 2: Job Satisfaction Questionnaire

Please circle the best number that describes your perception of each of these items as "1" (least satisfied and least important) to "5" (very satisfied and extremely important).

<u>Satisfaction levels</u>					<u>Level of importance</u>				
Low	High				Low	High			
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5				

Satisfaction levelsLevel of importance

Low High

Low High

1 2 3 4 5 10.Enjoyment of my work

1 2 3 4 5

1 2 3 4 5 11.Opportunity for advancement

1 2 3 4 5

1 2 3 4 5 12.Salary

1 2 3 4 5

1 2 3 4 5 13.Help from my dean/ chairperson

1 2 3 4 5

1 2 3 4 5 14.Benefits from institution

1 2 3 4 5

1 2 3 4 5 15.Opportunity develop new abilities

1 2 3 4 5

1 2 3 4 5 16.Recognition of past services

1 2 3 4 5

1 2 3 4 5 17.Relations with students

1 2 3 4 5

1 2 3 4 5 18.Opportunity use skills/ talents

1 2 3 4 5

Comments:

APPENDIX D
Thai Questionnaire

ส่วนที่ 1 สถานภาพของผู้ตอบแบบสอบถาม

กรุณาดอบคำถาม หรือ เขียนเครื่องหมาย X ลงบนคำตอบที่ดีที่สุดเพียงคำตอบเดียว

1. อายุ: _____ ปี
2. สถานภาพ: _____ โสด (1)
 _____ แต่งงาน ไม่มีบุตร (2)
 _____ แต่งงาน มีบุตร (3)
 _____ หย่า ไม่มีบุตร (4)
 _____ หย่า มีบุตร (5)
 _____ หม้าย ไม่มีบุตร (6)
 _____ หม้าย มีบุตร (7)
 _____ อื่นๆ (8)
3. ยศปัจจุบัน: _____
4. วุฒิสถสุด: _____ต่ำกว่าปริญญาตรี(1) _____ปริญญาตรี (2)
 _____ปริญญาโท (3) _____ปริญญาเอก (4)
5. ประสบการณ์ทำงานเกี่ยวกับการให้การพยาบาล/สุขภาพอนามัย
 เช่นการดูแลผู้ป่วย หลังจากสำเร็จการศึกษา: _____ ปี
6. ประสบการณ์ทำงานในตำแหน่งเกี่ยวกับการศึกษาพยาบาล: _____ ปี
7. ประสบการณ์ทำงานในตำแหน่งปัจจุบัน: _____ ปี
8. ประสบการณ์ทำงานที่วิทยาลัยพยาบาล: _____ ปี
9. จำนวนชั่วโมงในการทำงาน: _____ ชั่วโมง/สัปดาห์
10. ความกดดันทางการพยาบาล (มากที่สุดเพียงคำตอบเดียว):
 _____ อนามัยชุมชน (1) _____ แม่และเด็ก (2)
 _____ อายุร/ศัลย์ (3) _____ จิตเวช (4)
 _____ อื่นๆ (5) _____
11. ท่านได้รับมอบหมายให้สอนในวิชาที่กดดัน (ในข้อ 10):
 _____ มาก (1) _____ ปานกลาง (2)
 _____ น้อย (3)

12. ส่วนมากท่านมักจะสอนชั้นปีใด (มากที่สุดเพียงคำตอบเดียว):

_____ ปี 1 (1) _____ ปี 2 (2)

_____ ปี 3 (3) _____ ปี 4 (4)

13. ขณะนี้ท่านกำลังศึกษาต่อ: _____ ใช้ (1) _____ ไม่ใช่ (2)

14. รายได้: _____ บาท/เดือน

15. ความพึงพอใจในการปฏิบัติงานโดยทั่วไป:

_____ ไม่พอใจ (1) _____ พอใจเล็กน้อย (2)

_____ ปานกลาง (3) _____ พอใจมาก (4)

_____ พอใจมากที่สุด (5)

ส่วนที่ 2 ความพึงพอใจในการปฏิบัติงาน

กรุณาวงกลมหมายเลขที่ตรงกับความคิดเห็นของท่านมากที่สุด ในเรื่องของระดับความพึงพอใจ และระดับความสำคัญขององค์ประกอบต่อไปนี้ โดย "1" หมายถึง มีความพอใจ และความสำคัญน้อยที่สุด และ "5" หมายถึง มีความพอใจและความสำคัญมากที่สุด

ระดับความพึงพอใจ					ระดับความสำคัญ					
น้อย		มาก				น้อย		มาก		
1	2	3	4	5	1. อุบัติการณ์การเรียนการสอนเพียงพอ	1	2	3	4	5
1	2	3	4	5	2. สภาพแวดล้อมในการทำงาน	1	2	3	4	5
1	2	3	4	5	3. ผลงานเป็นที่ยอมรับกับผู้อื่น	1	2	3	4	5
1	2	3	4	5	4. ความสัมพันธ์กับผู้ร่วมงาน	1	2	3	4	5
1	2	3	4	5	5. นโยบายของหน่วยงาน	1	2	3	4	5
1	2	3	4	5	6. งานมีความมั่นคง	1	2	3	4	5
1	2	3	4	5	7. ความสัมพันธ์กับหัวหน้า/ผู้บังคับบัญชา	1	2	3	4	5
1	2	3	4	5	8. ชื่อเสียงของวิทยาลัย	1	2	3	4	5
1	2	3	4	5	9. ยอมรับในข้อเสนอแนะของท่าน	1	2	3	4	5
1	2	3	4	5	10. พอใจในงานของท่าน	1	2	3	4	5

ระดับความพึงพอใจ

น้อย	มาก
------	-----

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
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1	2	3	4	5
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11. ความก้าวหน้าในการทำงาน

12. เงินเดือน

13. ความช่วยเหลือจากผู้บังคับบัญชา

14. สวัสดิการ

15. โอกาสในการพัฒนาความสามารถใหม่

16. ผลงานในอดีตเป็นที่ยอมรับ

17. ความสัมพันธ์กับนักเรียนพยาบาล

18. โอกาสในการแสดงความรู้ความ

สามารถในงานที่ได้รับมอบหมาย

ระดับความสำคัญ

น้อย	มาก
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1	2	3	4	5
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ข้อเสนอแนะ:

APPENDIX E

Permission Letter

The Royal Thai Air Force Nursing College
171/2 Krongthanon Bangkhen
Donmuang, Bangkok 10220
Thailand

December 1, 1992

To Whom It May Concern:

This letter is certification and acknowledgment that Flying Officer Fuanglada Sethawat, as a graduate student in the Nursing Administration Master's program at San Jose State University, San Jose, CA, U.S.A., has permission to conduct nursing research on " Job Satisfaction Among Nursing Faculty in the Royal Thai Air Force (RTAF) Nursing College" during January - March, 1993. The participants, as RTAF faculty members, will be given a questionnaire. They will participate on a voluntary basis, and the identity of the respondents will remain anonymous. Confidentiality will also be emphasized.

Sincerely yours,

Somsak Sri Pasaket
(SOMSAKSRI PASAKET)

Group Captain, RTAF
Director of the Royal Thai Air Force Nursing College

APPENDIX F

Approval from the Human Subjects-
Institutional Review Board

Office of the Academic Vice President • Associate Academic Vice President • Graduate Studies and Research
One Washington Square • San Jose, California 95192-0025 • 408/924-2480

To: Fuanglada Sethawat
423 S. 7th St., #6
San Jose, CA 95112

From: Serena W. Stanford *Serena W. Stanford*
AAVP, Graduate Studies and Research

Date: January 20, 1993

The Human Subjects-Institutional Review Board has approved your request to use human subjects in the study entitled:

"Job Satisfaction Among Nursing Faculty in
the Royal Thai Air Force (RTAF) Nursing
College"

This approval is contingent upon the subjects participating in your research project being appropriately protected from risk. This includes the protection of the anonymity of the subjects' identity when they participate in your research project, and with regard to any and all data that may be collected from the subjects. The Board's approval includes continued monitoring of your research by the Board to assure that the subjects are being adequately and properly protected from such risks. If at any time a subject becomes injured or complains of injury, you must notify Dr. Serena Stanford immediately. Injury includes but is not limited to bodily harm, psychological trauma and release of potentially damaging personal information.

Please also be advised that each subject needs to be fully informed and aware that their participation in your research project is voluntary, and that he or she may withdraw from the project at any time. Further, a subject's participation, refusal to participate or withdrawal will not affect any services the subject is receiving or will receive at the institution in which the research is being conducted.

If you have questions, please contact me at 408-924-2480.

CC: Bobbye Gorenberg

APPENDIX G

Intrinsic Job Characteristics

According to Faculty Age Groupings by Rank and Percentage

Intrinsic Job Characteristics According to Faculty Age Groupings by Rank and Percentages (N=28)

High Levels of Satisfaction				High levels of Importance			
Under 35		35 and over		Under 35		35 and over	
(n=9)		(n=19)		(n=9)		(n=19)	
n (%)	Rank	n (%)	Rank	Intrinsic	n (%)	Rank	n (%) Rank
4 (44)	5	13 (68)	2	Recognition by others	7 (78)	3	18 (95) 2
8 (89)	1	16 (84)	1	Relations with colleagues	9 (100)	1	18 (95) 2
4 (44)	5	8 (42)	6	Relations with dean	8 (89)	2	18 (95) 2
5 (56)	4	11 (58)	4	Respect for my suggestions	8 (89)	2	17 (90) 3
7 (78)	2	13 (68)	2	Enjoyment of my work	8 (89)	2	18 (95) 2
5 (56)	4	10 (53)	5	Help from my dean	7 (78)	3	16 (84) 4
7 (78)	2	13 (68)	2	Relations with students	8 (89)	2	18 (95) 2
6 (67)	3	12 (63)	3	Opportunity use skills	8 (89)	2	19 (100) 1
5 (56)	4	10 (53)	5	Opportunity develop new abilities	8 (89)	2	19 (100) 1

APPENDIX H

Extrinsic Job Characteristics

According to Faculty Age Groupings by Rank and Percentage

Extrinsic Job Characteristics According to Faculty Age Groupings by Rank and Percentages (N=28)

High Levels of Satisfaction				High levels of Importance			
Under 35		35 and over		Under 35		35 and over	
(n=9)		(n=19)		(n=9)		(n=19)	
n(%)	Rank	n(%)	Rank	n(%)	Rank	n(%)	Rank
Extrinsic							
3 (33)	5	2 (11)	8	Adequacy of teaching aids	6 (67)	4	15 (79)
4 (44)	4	11 (58)	4	Environmental conditions	9 (100)	1	16 (84)
2 (22)	6	4 (21)	7	Institutional policies	9 (100)	1	16 (84)
8 (89)	1	18 (95)	1	Job security	8 (89)	2	19 (100)
5 (56)	3	10 (53)	5	University reputation	7 (78)	3	17 (90)
5 (56)	3	8 (42)	6	Opportunity for advancement	7 (78)	3	18 (95)
3 (33)	5	8 (42)	6	Salary	8 (89)	2	16 (84)
6 (67)	2	13 (68)	3	Benefits from institution	8 (89)	2	17 (90)
6 (67)	2	16 (84)	2	Recognition of past services	6 (67)	4	18 (95)

APPENDIX I

Intrinsic Job Characteristics of Faculty
According to Highest Degree Held by Rank and Percentage

Intrinsic Job Characteristics of Faculty According to Highest Degree Held by Rank and Percentages (N=28)

High Levels of Satisfaction				High levels of Importance			
BS/BA		MS/MA		BS/BA		MS/MA	
(n=13)		(n=15)		(n=13)		(n=15)	
n (%)	Rank	n (%)	Rank	Intrinsic	n (%)	Rank	n (%)
7 (54)	4	10 (67)	3	Recognition by others	10 (77)	3	15 (100)
11 (85)	1	13 (87)	1	Relations with colleagues	12 (92)	1	15 (100)
5 (39)	6	7 (47)	5	Relations with dean	11 (85)	2	15 (100)
6 (46)	5	10 (67)	3	Respect for my suggestions	12 (92)	1	13 (87)
11 (85)	1	9 (60)	4	Enjoyment of my work	12 (92)	1	14 (93)
5 (39)	6	10 (67)	3	Help from my dean	10 (77)	3	13 (87)
10 (77)	2	10 (67)	3	Relations with students	11 (85)	2	15 (100)
9 (69)	3	9 (60)	4	Opportunity use skills	12 (92)	1	15 (100)
4 (31)	7	11 (73)	2	Opportunity develop- new abilities	12 (92)	1	15 (100)

APPENDIX J

Extrinsic Job Characteristics of Faculty

According to Highest Degree Held by Rank and Percentage

Extrinsic Job Characteristics of Faculty According to Highest Degree Held by Rank and Percentages (N=28)

High Levels of Satisfaction				High Levels of Importance			
BS/BA (n=13)		MS/MA (n=15)		BS/BA (n=13)		MS/MA (n=15)	
n (%)	Rank	n (%)	Rank	Extrinsic	n (%)	Rank	n (%)
2 (15)	6	3 (20)	7	Adequacy of teaching aids	10 (77)	4	11 (73)
6 (46)	4	9 (60)	3	Environmental conditions	12 (92)	2	13 (87)
4 (31)	5	2 (13)	8	Institutional policies	11 (85)	3	14 (93)
13 (100)	1	13 (87)	1	Job security	13 (100)	1	14 (93)
10 (77)	2	5 (33)	6	University reputation	11 (85)	3	13 (87)
7 (54)	3	6 (40)	5	Opportunity for advancement	11 (85)	3	14 (93)
4 (31)	5	7 (47)	4	Salary	11 (85)	3	13 (87)
6 (46)	4	13 (87)	1	Benefits from institution	11 (85)	3	14 (93)
10 (77)	2	12 (80)	2	Recognition of past services	9 (69)	5	15 (100)

APPENDIX K

Intrinsic Job Characteristics of Faculty
According to Years Employed by Rank and Percentage

Intrinsic Job Characteristics of Faculty According to Years Employed by Rank and Percentages (N=28)

High Levels of Satisfaction				High Levels of Importance			
10 and under over 10				10 and under over 10			
(n=15)				(n=15)			
(n=13)				(n=13)			
n (%)	Rank	n (%)	Rank	Intrinsic	n (%)	Rank	n (%)
9 (60)	4	8 (62)	3	Recognition by others	15 (100)	1	10 (77)
13 (87)	1	11 (85)	1	Relations with colleagues	15 (100)	1	12 (92)
6 (40)	7	6 (46)	5	Relations with dean	14 (93)	2	12 (92)
7 (47)	6	9 (69)	2	Respect for my suggestions	11 (93)	2	11 (85)
11 (73)	2	9 (69)	2	Enjoyment of my work	14 (93)	2	12 (92)
9 (60)	4	6 (46)	5	Help from my dean	14 (93)	2	9 (69)
9 (60)	4	11 (85)	1	Relations with students	13 (87)	3	13 (100)
10 (67)	3	8 (62)	3	Opportunity use skills	15 (100)	1	12 (92)
8 (53)	5	7 (54)	4	Opportunity develop- new abilities	14 (93)	2	13 (100)

APPENDIX L

Extrinsic Job Characteristics of Faculty
According to Years Employed by Rank and Percentage

Extrinsic Job Characteristics of Faculty According to Years Employed by Rank and Percentages (N=28)

High Levels of Satisfaction				High levels of Importance				
10 and under ($\bar{n}$ =15)		over 10 ($\bar{n}$ =13)		10 and under ($\bar{n}$ =15)		over 10 ($\bar{n}$ =13)		
$\bar{n}$ (%)	Rank	$\bar{n}$ (%)	Rank	Extrinsic	$\bar{n}$ (%)	Rank	$\bar{n}$ (%)	Rank
3 (20)	6	2 (15)	8	Adequacy of teaching aids	14 (93)	2	7 (54)	4
10 (67)	3	5 (39)	5	Environmental conditions	15 (100)	1	10 (77)	3
2 (13)	7	4 (31)	6	Institutional policies	15 (100)	1	10 (77)	3
14 (93)	1	12 (92)	2	Job security	15 (100)	1	12 (92)	1
9 (60)	4	6 (46)	4	University reputation	12 (80)	4	12 (92)	1
10 (67)	3	3 (23)	7	Opportunity for advancement	14 (93)	2	11 (85)	2
7 (47)	5	4 (31)	6	Salary	13 (87)	3	11 (85)	2
12 (80)	2	7 (54)	3	Benefits from institution	15 (100)	1	10 (77)	3
9 (60)	4	13 (100)	1	Recognition of past services	12 (80)	4	12 (92)	1