

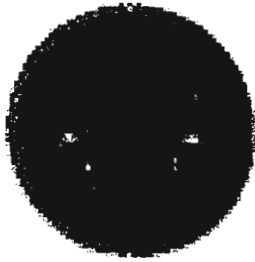


**Relationship between Perceived Climate of
Private Universities in Thailand and
Academics' Job Performance and
Organizational Commitment**

BY

Wasantha Rajapakshe

July 2006



**Relationship between Perceived Climate of
Private Universities in Thailand and
Academics' Job Performance and
Organizational Commitment**

BY

Wasantha Rajapakse,

July 2006

Contact Number: MRG 4880213

Completed Study Report

**Relationship between Perceived Climate of
Private Universities in Thailand and
Academics' Job Performance and
Organizational Commitment**

**Asst. Prof. Dr. Wasantha Rajapakshe
St Theresa Inti College**

This study was funded by grants from the Thailand Research Fund and the Commission on Higher Education in Thailand.

(The Interpretations, and conclusions, however are based on the data collected by the researcher and do not necessarily represent the positions of these institutions.)

Abstract

This study examines the relationship between perceived organizational climate and job performance and organizational commitment among private university academics in Thailand. The paper presents that the perception of organizational climate has a significant effect on job performance of some academics while it is not so for some others. It reveals that perception of climate to be positively related to job performance of many senior academics as well as more junior academic than who are in a middle level of experience and academic ranks. It also presents that there is strong relationship between organizational climate and organizational commitment. Further, it is revealed that climate dimensions, such as co-workers behavior, job itself and freedom are significantly related to the organizational commitment. It also presents that supervisors behavior, facilities, academic environment, teaching and research, job security and administration duties are not more significant factors for influencing a positive attitudes towards the organization.

บทคัดย่อ

งานวิจัยนี้ มุ่งศึกษาความสัมพันธ์ระหว่างทัศนคติที่มีต่อบรรยากาศขององค์กร กับผลการปฏิบัติงานและความมุ่งมั่นต่อองค์กร ในมหาวิทยาลัยเอกชนในประเทศไทย รายงานนี้ชี้ให้เห็นว่า ทัศนคติที่มีต่อบรรยากาศขององค์กรมีผลอย่างมีนัยสำคัญต่อผลการปฏิบัติงานของนักวิชาการบางประเภท แต่ไม่มีผลมากนักต่อนักวิชาการประเภทอื่น ๆ กลุ่มที่มีผลอย่างมีนัยสำคัญได้แก่กลุ่มที่มีอาวุโสมากและกลุ่มที่มีอาวุโสน้อย ซึ่งจะมีผลมากกว่ากลุ่มที่มีอาวุโสปานกลางในด้านประสิทธิภาพและตำแหน่ง นอกจากนี้รายงานยังชี้ให้เห็นว่า มีความสัมพันธ์สูงระหว่างบรรยากาศองค์กรและความมุ่งมั่นต่อองค์กร ยิ่งไปกว่านั้น การศึกษานี้ยังแสดงให้เห็นว่าองค์ประกอบด้านต่าง ๆ ของบรรยากาศในมหาวิทยาลัย เช่น พฤติกรรมของผู้ร่วมงาน ลักษณะงาน และความเป็นอิสระ ยังสัมพันธ์กับความมุ่งมั่นต่อองค์กรอย่างมีนัยสำคัญอีกด้วย ส่วนองค์ประกอบอื่น ๆ นอกเหนือจากนี้ ซึ่งได้แก่ พฤติกรรมของหัวหน้างาน สิ่งอำนวยความสะดวก สภาพแวดล้อมทางวิชาการ การสอนและการวิจัย ความมั่นคงของงาน และหน้าที่ในด้านการบริหาร ไม่เป็นองค์ประกอบสำคัญสำหรับการมีทัศนคติในทางบวกต่อองค์กร

Executive Summary

Relationship between Perceived Climate of Private Universities in Thailand and Academics' Job Performance and Organizational Commitment

1. Source & Significance of the Problem

The lack of research and publications among university academics has continued to plague higher educational institutes in recent years despite an increase in investigations into factors affecting such behavior. It is observed that university academics' contribution to the country's development by means of research and publications is seems to be substandard. Many academics away from research and publications and limit their services only for teaching. The climate of universities could be one of the reasons for substandard performance of academics. It is theoretically possible that acceptance of a favorable work climate could be a factor encouraging employees to turn in a peak performance. (Mill, 1988).

To predict organizational performance, structure, technology, strategy and environmental condition (Burn & Stalker, 1961; Lawrence & Lorsch, 1969; Thompson, 1967; Woodward, 1958) have been examined. Later, the study of organizational climate, participants' perception of their work environment, has been a long-standing interest among organizational researchers. This interest has been especially inspired by the documented efforts of organizational climate on employee attitudes, behavior and performance (Likert, 1967). This approach called as a **high performance management system** (Lawrence, Mohrman & Ledford, 1995; Walton, 1985; Womack, Jones & Roos, 1990). Researchers have identified difference competing approaches relating to high performance management system. Two of these approaches are the Human Relations Approach and The Rational Goal Approach. (Quninn & Rohrbaugh, 1983). The **Human Relation Approach** emphasizes a high value of employee well-being. (likert, 1967). This approach pays high attention to importance of employee morale, commitment and satisfaction.

Robert C. Mill (1988) identify that work climate is among one of the significance factors of job performance. Some other researchers also have justified this by selecting organizations in which skilled employees were available (Princhard and

Karasick: 1973 and Lawler: 1974). Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise.

Some evidence exists that individuals highly committed to an organization's goals and willing to devote a great deal of energy achieve organizational objectives. (Atchison & Lefferts, 1972; Kraut, 1970). In addition, considerable research evidence indicates that there exists a significant relationship between organizational climate and job performance. Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise. Prichard and Karasick (1973) examined the effects of organizational climate on job performance and satisfaction. However, they found organizational climate to be more highly related to employees' job satisfaction than to their job performance.

On the basis of those evidence and theoretical understanding, this paper is to be examining the effects of perceived organizational climate of private universities in Thailand and academics' job performance and organizational commitment.

Hypothesis:

H1: "Favorable perception of university's climate by individual academics is positively related to job performance of academics."

H2: "Favorable perception of university's climate by individual academics is positively related to organizational commitment of academics."

2. Research Objectives

- To identify the university's climate of Thailand as perceived by academics.
- To evaluate job performance of academics on the basis of self-rating.
- To measure organizational commitment of academics on the basis of self-assessment.
- To study empirically whether there is a relationship between perceived climate and job performance and organizational commitment.

3. Research Methodology

The methods to be used, while undertaking this research study, are as follows:

A. Library:

For literature review, the material will be collected by referring books, journals and reports from different libraries.

B. Questionnaires:

Under primary data collection, a questionnaire will be used to obtain data leading to measure three variables; perception of organizational climate, academics’ organizational commitment and academics’ accomplishment of job performance.

C. Survey:

Informal interviews focused on government officials, to cover existing rules and regulations of university administrators to identify their opinion about existing organizational climate.

D. Interview & Discussions:

Interview & Discussion will be held, for obtaining information, with the

- Academicians
- University Administrators

E. Research Design :

This study is primarily a survey research, relying mainly on the collection and analysis of primary data collected through a questionnaire. Quantitative methods will be used to provide answers to the research questions. The questionnaire will be designed for self-administration and involves a large number of subjects. The unit of analysis is the individuals working in private universities in Thailand.

F. Secondary data:

Secondary data, which are relevant to the study, included published materials will be gathered by way of reference and will be used for the study.

4. Research Operation Plan

Time	Duration	Activity	Responsible person
01.05.2005 – 31.10.2005	6 months	Literature survey	Head of the Research
01.11.2005 – 31.01.2006	3 months	Research Design	Research mentor and Head of the Research
01.02.2006 – 30.07.2006	6 months	Development of questionnaires and test the reliability of the questionnaire	Head of the Research

01.08.2006 - 30.04.2007	9 months	Field survey	Head of the Research
01.05.2007 - 30.10.2007	6 months	analysis of data	Head of the Research
01.11.2007 - 30.04.2008	6 months	Finalized the Study	Research mentor and Head of the Research

Acknowledgements

I would like to express my deepest appreciation to the Commission on Higher Education in Thailand and the Thailand Research Fund, for giving financial support and guidance me to pursue challenging goals throughout my research project.

In particular, my special thanks are extended to Associate Professor Dr. Tippawan Lorsuwannarat, mentor, Graduate School of Public Administration, the National Institute of Development Administration, for her guidance and support throughout the conduct and writing of the research report. This report would not exist without her valuable assistance, most importantly her advice, constructive comments and suggestions.

Also, special thanks are given to all lecturers in private universities in Thailand, who devoted their time to fill out the questionnaire. Further, I wish to convey my gratitude to the administrators of the universities in Thailand for their cooperation in providing related information.

My special gratitude also goes to Dr. Piyada Wattanasan, the Rector, St Theresa Inti College, for giving moral support and encouraging me to pursue challenging goals throughout my research project.

Finally, I am thankful to my little daughter Anjana Vihanganie Rajapakshe who has been politely patient and supportive of me through entire period of my study, this work is humbly dedicated.

Wasantha Rajapakshe

July 2006

Table of Contents

	Page
Abstract (English Version)	i
Abstract (Thai Version)	ii
Executive Summery	iii
Acknowledgement	vii
Table of Contents	viii
Lists of Tables	ix
 Section 1 Introduction	 1
Significance of the Study	1
Objectives of the Study	2
Research Methodology	2
Expected Benefits of the Study	3
Organization of the Study	3
 Section 2 Literature Review	 4
Introduction	4
Organizational commitment	4
Performance	5
Organizational Climate	5
Research Hypotheses	8
Section Summery	9
 Section 3 Research Methodology	 10
Research Design	10
Population and Sample	10
Variable Measurement	11
Methods of Data Analysis	12
Validity and Reliability	13
Section Summery	20
 Section 4 Data Analysis and Results of the Study	 21
Background of the Respondents	21
Results of Correlation Analysis	25
Results of Hypothesis Testing	28
Section Summery	33
 Section 5 Discussion and Conclusion	 34
Discussion	34
Conclusion	39
Limitations and Implications for Future Research	39
Section Summery	40
 References	 41
 Appendices	 44
Appendix 01 – Working Questionnaire (English)	44
Appendix 01 – Working Questionnaire (Thai)	49
 Biography	 54

List of Tables

	Page
Table 01 Reliability Analysis of Supervisor Behavior	14
Table 02 Reliability Analysis of Co-Workers' Behavior	15
Table 03 Reliability Analysis of Job Itself	15
Table 04 Reliability Analysis of Physical Conditions/ Working Facilities	16
Table 05 Reliability Analyses of Teaching and Research	16
Table 06 Reliability Analysis of Administration Duties	17
Table 07 Reliability Analysis of Academic Environment	17
Table 08 Reliability Analysis of Freedom	18
Table 09 Reliability Analysis of Job Security	19
Table 10 Reliability Analysis of Organizational Commitment	20
Table 11 Demographic Characteristics of the Respondents	22
Table 12 Perception of Organizational Climate and Organizational Commitment by Academicians	23
Table 13 Performance of Academics	25
Table 14 Correlation Analysis	26
Table 15 Analysis of Variance of Perceived Organizational Climate by Demographic Variables	26
Table 16 Multiple Classification Analysis of Perceived Organizational Climate by Demographic Factors	27
Table 17 Analysis of Variance of Perceived Organizational Climate by Job Performance	28
Table 18 Multiple Classification Analysis of Perceived Organizational Climate by Job Performance	29
Table 19 Regression Analysis of Organizational Climate and Organizational Commitment	30
Table 20 Regression Analysis of Satisfaction of Organizational Climate	31

Section 1

Introduction

Significance of the Study

Higher education policy of Thailand has been encouraged to open private universities. As a result, today there are more than hundred universities in Thailand, 63 of which are privately operated (Robert, 2005). These universities have a good reputation because of quality of education of those institution are controlled by the government. They are help government to reduced outflow of currency for overseas education as well as they also help high school graduates to enter into higher education who cannot get admission for state universities. But beside of these benefits, private university system today has caused many problems, especially lack of research and publications.

It is observed that university academics' contribution to the country's development by means of research and publications is seems to be substandard. Many academics away from research and publications and limit their services only for teaching. Surprisingly almost all of them are highly qualified, but most of them do not do what ever possible. The gap between what they are capable and what they are not doing might be affected to quality of teaching. A report of the Bowling Green State University (1998) indicates that 61 percent of faculties haven't published any article or book. Majority of them are spending their time for teaching (81 percent from total working hours) and preparation of teaching (42 percent from total working hours) female faculty, on average, published fewer scholarly works comparing with male faculties. Sergiovanni (1988) indicated that "teacher job satisfaction and teaching performance are linked to improvements in students' achievement". The climate of universities could be one of the reasons for substandard performance of academics. It is theoretically possible that acceptance of a favorable work climate could be a factor encouraging employees to turn in a peak performance (Mill, 1988).

On the basis of that evidence and theoretical understanding, this paper is to be examining the relationship between perceived organizational climate of private

universities in Thailand and academics' job performance and organizational commitment.

Objectives of the Study

- To identify the university's climate of Thailand as perceived by academics.
- To evaluate job performance of academics on the basis of self-rating.
- To measure organizational commitment of academics on the basis of self-assessment.
- To study empirically, whether there is a relationship between perceived climate and job performance and organizational commitment

Research Methodology

The methods used, while undertaking this research study, are as follows:

A. Library:

For literature review, the materials were collected by referring books, journals and reports from different libraries.

B. Questionnaires:

Under primary data collection, a questionnaire were used to obtain data leading to measure three variables; perception of organizational climate, academics' organizational commitment and academics' accomplishment of job performance.

C. Research Design:

This study is primarily a survey research, relying mainly on the collection and analysis of primary data collected through a questionnaire. Quantitative methods were used to provide answers to the research questions. The questionnaire was designed for self-administration and involves a large number of subjects. The unit of analysis is the academics working in private universities in Thailand.

D. Secondary data:

Secondary data, which are relevant to the study, included published materials gathered by way of reference and used for the study.

Expected Benefits of the Study

- This study generates benefits to the academic field. The results of the study provide practical experience in coping with problems of low job performance and low commitment among academics in Thailand. It shows from where the issue emerged and who is involved in resolving the issue.
- The literature of this study is well grounded in existing theories, and the results are empirically sound with personal experience. It would be of help to policy

makers in setting required policy and to administrators in predicting problems in their universities.

Organization of the Study

Section I of this study explains the significance of the problem, objectives of the study, research hypothesis, research methodology and expected benefits of the study. Section 2 of this study is devoted to the literature review. Section 3 describes the research method used. The topics discussed include the research design, target population, sampling results, analysis techniques, and variable measurements. Results of the reliability tests are also presented. Section 4 presents the results of the hypotheses testing. Descriptive statistics, an Analysis of Variance, a Multiple Classification Analysis, and a Multiple Regression Analysis of the sample are presented. Section 5, major findings are summarized, including the results of the objectives of the study, hypotheses testing and discussion and conclusion. It also presents recommendations for further study and explains the limitations of this study.

Section 2

Literature Review

This section presents the reviews the literature on organizational commitment, organizational climate, job performance and possible relationship among these concepts.

Introduction

In recent years, it has been identified that organizational climate is more important factor for job performance and commitment because, it is widely recognized that informal norms and perceived atmosphere of an organization may make some individuals feel accepted and welcome and others marginalized or not taken seriously. In this sense perceived organizational climate can be a one of influencing factors of employee's satisfaction with that environment to some degree.

Organizational Commitment

Organizational Commitment is defined in the present context in terms of the strength of an individual's identification with and involvement in a particular organization. Such commitment can generally be characterized by at least three factors: (a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization; (c) a definite desire to maintain organizational membership. (Porter, and Steers, Mowday, 1973). Organizational commitment may represent a related but more global evaluate linkage between the employee and the organization that includes job satisfaction among its specific components. Relatively few studies have examined the relationship between commitment and job satisfaction (Porter, Crampon, & Smith, 1972).

Performance

Performance refers to an individual's accomplishment on tasks that comprise one's job and is the end result of the application of effort (Porter and Steers, 1973). These scholars have identified three types of performance measures; objective and verifiable indices, rating on individuals by some one other than that person whose performance is being evaluated, and self ratings. Although the last method is partly subjective and difficult to validate, Porter believed that it can be better measurement tool for researcher to measure individuals' job performance.

Organizational Climate

Organizational climate refers to the perceived social milieu in which individual-organizational expectations are met. (Hellreigel & Stocum 1974; Litwin & Stringer 1968; Morey & Luthans 1985). Organizational culture refers to the shared realities, values symbols and rituals held in common by members of an organization that contribute to the creation of norms and expectations of behavior (Schall, 1983; Schein, 1990; Shockley-Zalabak and Morley, 1989). The perception of this atmosphere, which is "how it feels to be a member of the organization", is often referred to as organizational climate (Cooke and Rousseau, 1988). While organizational climate can be a powerful influence on individuals' expectations, behavior and performance, the effect of the organizational context naturally may vary across organizations and may affect individuals or groups in the same organization differently (Mowday and Sutton, 1993). It has been described as a "perception of organizational policies, practices and procedures that are shared by individuals within organizations" (Reichers & Schneider, 1990). James, James & Ashe, (1990) refers that individual' own values for their own well-being as "psychological climate". However, if majority of a workplace have been accepted and shared those values, those are change to an "organizational climate".

There are number of researches has tested organizational climate. Surprisingly, most of those studies refers only "psychological climate", which factors mostly beneficial or disturb employees' own well-being. However, there is strong evidence to support that climate that are perceived by employees to be beneficial to personal well-being are associated with higher levels of job satisfaction and organizational commitment (Mathieu, Hoffman & Farr, 1993)

Different organizations with different practices and processes may have different climate. Litwin and Stringer (1968) identified eight dimensions of climate; warmth, risk-taking, role structure, support standards, conflict, reward and responsibility. Campbell Dunnette, Lawler, and Weick (1970) identifies individual autonomy, structure, reward and consideration, and warmth and support while, Machinsky (1976) found interpersonal milieu, standards, behavior of management, organizational structure, facilities, procedures, responsibility, and organizational identification. Princhard and Karasick (1973) identified freedom, support from management, job itself, nature of work, and organizational working environment as indicators for organizational climate. It is evidenced that there is considerable diversity in the number and type of dimensions used to measure the climate concepts.

To predict organizational performance, structure, technology, strategy and environmental condition (Burn & Stalker, 1961; Lawrence & Lorsch, 1969; Thompson, 1967; Woodward, 1958) have been examined. Later, the study of organizational climate, participants' perception of their work environment, has been a long-standing interest among organizational researchers. This interest has been especially inspired by the documented efforts of organizational climate on employee attitudes, behavior and performance (Likert, 1967). This approach called as a high performance management system (Lawler, Mohrman & Ledford, 1995; Walton, 1985; Womack, Jones & Roos, 1990). Researchers have identified difference, competing approaches relating to high performance management system. Two of these approaches are the Human Relations Approach and The Rational Goal Approach. (Quninn & Rohrbaugh, 1983). The Human Relation Approach emphasizes a high value of employee well-being. (Likert, 1967). This approach pays high attention to importance of employee morale, commitment and satisfaction.

Robert C. Mill (1988) identify that work climate is among one of the significance factors of job performance. Some other researchers also have justified this by selecting organizations in which skilled employees were available (Princhard and Karasick: 1973 and Lawler: 1974). Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise.

Some evidence exists that individuals highly committed to an organization's goals and willing to devote a great deal of energy achieve organizational objectives.

(Atchison & Lefferts, 1972; Kraut, 1970). In addition, considerable research evidence indicates that there exists a significant relationship between organizational climate and job performance. Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise. Princhard and Karasick (1973) examined the effects of organizational climate on job performance and satisfaction. However, they found organizational climate to be more highly related to employees' job satisfaction than to their job performance.

In addition, considerable research evidence indicates that there is a significance relationship between organizational climate and performance. Friedlander & Greenberg (1971) demonstrated that employees who perceived their climate as supportive had higher performance than those who perceived otherwise. Lawler et. al. (1974) in a study of 117 research and development organizations also found perceived climate to be significantly related to measures of organizational performance and to job satisfaction.

Most of these studies related to job performance, and organizational climate are related to manufacturing organizations. However there is some limited studies pay attention to job satisfaction of school teachers. These research findings in general suggest that teachers working in private schools tend to be more satisfied with their jobs compared to teachers in public schools (Varlik, 2000). Another study found out that significance differences between teachers in a two sectors (Kinali, 2000). Instead of those, no specific studies were found out that relationship between job performance and organizational climate.

Some evidence found in the literature that climate-commitment relationship has already been examined in relation to university academics. Bowling Green State University (1998) found out that most of faculties satisfied with their autonomy, independence, professional relationship with other faculties, teaching load, relationship with administration, competency of colleagues, competency for scholarly pursuits and least satisfied with salary and fringe benefits and quality of students. The same survey found out that lecturers stress come from time pressure, lack of personal time, institutional red tape and personal responsibilities. Teaching load and research and publishing demand also affected their job stress. Committee works and faculty meeting create job stress but comparing less. Moreover, support from top administration, acceptable standard of behavior and

professional ethics, team work, internal communication method, reward structure are some other significant factors of job satisfaction. (Bowling Green State University, 1998).

University of Idaho "Work Life Study Reports" (1999) indicated that departmental climate, relationship with colleagues, discrimination and harassment, satisfaction with position, career development, and work life are more important factors for job satisfaction among faculty members. Faculty survey of University of Idaho found out that autonomy and independence, competency of colleagues, professional relationship with other faculty, opportunity to develop new ideas, office/lab space, relationship with other faculties and quality of students are more significant factors for lecturers' job satisfaction. Factors like salary and fringe benefits, opportunity to pursue scholarly pursuits, relationship with administration, availability of child care of the institution were given less priority. Satisfaction with work load, salary, work stress, home stress, careerism, and promotion decision are some of the significant factors for job satisfaction among university lecturers. (UW-Green Bay, Institutional Research, 2005).

A study by Fisher (1994) indicated that job stress among university staff depend on teaching, planning and preparation for teaching, laboratories and seminars, dealing with students' personal problems at the same time carrying out research, conducting personal experiments, attempting to obtain research funding, writing papers and books and attending conferences. Kinman (1998) states that organizational climate, educational policy, demands for publications and teaching, level of responsibility, autonomy, administrative duties are strongly affected to job stress among university academic staff in UK.

Research Hypotheses

In order to achieve the objectives stated in Section 1, it is intended to test the validity of the following hypotheses which were derived from the literature.

- H1: "Favorable perception of university's climate by individual academics is positively related to job performance of academics."
- H2: "Favorable perception of university's climate by individual academics is positively related to organizational commitment of academics."

Section Summary

This section has focused on the review of the literature. It consists of literature related to the organizational climate, job performance and organizational commitment and research hypotheses which were derived from the literature.

Section 3

Research Methodology

This section presents the research methodology, which was used for this study. It includes, research design, population and sample, variable measurement, validity and results of the reliability tests and methods of data analysis.

Research Design

The study would be covered the influence of organizational participants' perception of organizational climate on job performance and organizational commitment in a sample of university academics in private universities in Thailand. After reviewing the literature, a working questionnaire has been developed. The perceived organizational climate, organizational commitment and job performance have been selected as measurement variables. This problem would be interpreted through the perceptions of academics who are currently working in the private universities in Thailand. The targeted respondents are considered suitable on the premise that the participants, university academics, are primarily involving to the related issues and problems of the universities.

Population and Sample

A questionnaire survey was conducted in between September 2005 to February 2006. The population for this study is comprised of academicians from 54 private universities in Thailand. A total of 275 questionnaires distribute among academicians in 54 private universities in Thailand. Approximately 189 university lecturers from 36 private universities (66.6 percent) were responded to the questionnaire. However, some respondents were not able to answer all the questions and some of them gave the same answer for all the questions. These questionnaires were eliminated from the total; hence, 154 questionnaires (or 56 percent) were selected for the statistical analysis.

Variable Measurement

Under primary data collection, a questionnaire used to obtain data leading to measure three variables; perception of organizational climate, academics' organizational commitment and academics' accomplishment of job performance. The questionnaire was pre-tested with a small group of lecturers. Further improvements on the wording and some additional clarifications were made. The questionnaire consists of 66 items relating to 10 basic dimensions and several demographic questions. Four main demographic items were questioned; age, sex, academic rank, and length of service and three items related to job performance; leadership or management responsibility, publications in refereed journals and publications in non-refereed journals. The main 9 dimensions of perceived organizational climate are; supervisors' behavior, co-workers' behavior, job itself, working condition and facilities, academic environment, job security, teaching and research, administrative duties, Freedom and 11 items relating to organizational commitment.

The Job Performance dimensions are;

Leadership or management responsibility

Publications in refereed journals

Publications in non-refereed journals

The perceived organizational climate dimensions are;

Supervisors' behavior - Feelings and attitude towards superiors' assistance and behavioral support

Co-workers' behavior - The feelings of co-workers' technical proficiency and social support

Job itself- The perception of the job itself which provide interesting tasks for lecturers

Working condition and facilities- Feelings and attitudes towards existing facilities, aids, circumstances that make working or doing things easier or simpler

Academic environment - Perception towards all the surrounding conditions which influence teaching and research activities

Job security - The feelings of law breaking on employment rights

Teaching and research – The perception of receiving opportunities for imparting skills and knowledge and for undertaking investigations to discover new facts

Administrative duties – The perceptions towards performing administrative duties apart from teaching

Freedom – The perception towards conditions of being free and without constraint

A Likert rating scale has used to measure employees' feelings and perceptions towards these dimensions of organization climate. Each item carries a score of 7 for strongly satisfied/agreed and 1 for strongly dissatisfied/disagreed.

The job performance measures of the study refers to a lecturers' accomplishment tasks that comprise his or her job and is the end result of application effort. Performance criteria are selected by considering task, duties and responsibilities of lecturers and also criteria used by the Ministry of Education in Thailand for promotions. Leadership or management responsibility, publications in refereed journals and publications in non-refereed journals are used in this study. The number of hours spending in teaching was not considered because it is the primary job responsibility of a lecturer.

Methods of Data Analysis

The data were analyzed by using descriptive statistics to examine the levels of satisfaction/agreement and dissatisfaction/disagreement. This study presents data, firstly in the form of percentages. Secondly, it presents the results of the statistical techniques. The reactions of all 154 respondents to each item were aggregated. Each of these aggregated scores has been used for the multiple regression analysis.

To test the hypothesis one, job performance consider as the independent variable and organizational climate consider as a dependent variable. To test the hypothesis number two, organizational commitment consider as a dependent variable while, organizational climate considers as an independent variable. The research hypotheses were tested by using Analysis of Variance (ANOVA), Multiple Classification Analysis (MCA) and Multiple Regression Analysis (MCA).

The ANOVA was employed to test the significance of differences in the organizational commitment by their academic rank, research publications in refereed journals, research publications in non-refereed journals, and demographic factors; age, sex, academic rank and length of service. A 0.05 level of significance was applied in testing the null hypotheses, which used the F ratio values with the appropriate number of degrees of freedom. If the analysis show that there are significant differences, Multiple Classification Analysis is carried out to identify the pair or pairs that has or have significant difference(s).

The multiple regression analysis technique was employed to test the significance of the correlation between organizational commitment and organizational climate and organizational commitment. The regression model assumes a linear relationship between dependent and independent variables in the analysis.

Validity and Reliability

Validity

The variables, which were included in the questionnaire, have been derived through the review of literature, which are related to organizational climate and job performance theories and practices. A number of scholars have proved the content validity of the measurement, which has been selected for this study. Many variables in this study are concepts or factors with multiple attributes or qualities, and composite indexes have been used as measures of these variables. Therefore, some of the measurement scales have been adopted with modifications, while others are developed based on the underlying concepts found in previous studies. It is important that the validity and reliability of these measurement scales be evaluated to determine the appropriateness.

Reliability

The reliability of the variables in the questionnaire was tested by distributing the questionnaire to the selected number of lecturers of the sample. The raw data was coded, and the computation has done by using SPSS-PC (11.0-version) program of the reliability test. Reliability tests are useful for two purposes. The calculated reliability coefficient, Cronbach's *alpha*, helps determine the acceptability of the measure. The test procedure also yields a reliability coefficient calculated when each of the items is excluded. If the computed alpha has a value that is greater than the .5 where all the items are included, that respective item is excluded from the scale. Modifications in this fashion are

made to improve the internal consistency of the measurement scales. The details of the reliability tests were presented in Table 01 to Table 10 as follows.

Table 01 Reliability Analysis of Supervisor Behavior

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
1. I believe that my superior has enough worth to do his job sufficiently	5.6299	1.1840	.7541	.3627
2. I think that my superior is performing his duties exactly	5.4805	1.2286	.8204	.3204
3. I believe that my superior is judicious	5.6039	1.2506	.7707	.3411
4. I believe that my superior is honest	5.9870	1.1338	.5679	.4526
5. I believe that my superior is selfish	2.4675	1.6833	-.5559	.9061
6. I have no doubt that my superior is going to support me in every condition	4.9805	1.3166	.5051	.4636
Alpha = .5898		Standardized item alpha = .7035		

The Table 01 shows the results of the reliability tests of the questions related to the supervisor and supervisors' behavior. The alpha value of the question was .5898, reliable enough to measure organizational commitment towards the first dimension of the perceived organizational climate; supervisors' behavior. In order to increase a level of alpha two questions related to the supervisors' behavior; question number 7 and 8 were excluded to improve the value of the alpha.

Table 02 shows the results of the reliability analysis of the co-workers' behavior, which has tested in order to identify the consistency of the questions. The results of the test showed the value of alpha as .7434. Thus, the questions related to the co-workers' behavior was reliable enough to measure organizational commitment towards the co-workers' behavior.

Table 02 Reliability Analysis of Co-Workers' Behavior

	Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
9.	I can do collective work with my co-workers	6.1494	.8811	.6021	.6681
10.	My co-workers help me when I have a problem	5.6299	1.0687	.5942	.6631
11.	My co-workers esteem my thoughts	5.2078	.9165	.3990	.7352
12.	I have good relations with my co-workers	5.8831	.9394	.5272	.6915
13.	All my co-workers are experts in their areas of study	5.4416	1.1281	.4403	.7291
Alpha = .7434		Standardized item alpha = .7480			

Table 03 Reliability Analysis of Job Itself

	Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
14.	I can use my full potential in my job	5.6039	1.1190	.7389	.7797
15.	My job fits my abilities and knowledge	5.7013	1.1173	.6538	.7974
16.	My job contributes to my personal development	5.3961	1.3359	.6017	.8114
17.	I am doing my job willingly	6.0974	1.0615	.5449	.8189
18.	My job meets my expectations	5.3247	1.0744	.4816	.8307
19.	I can utilize my creativity in my job	5.7208	1.0475	.6430	.8006
Alpha = .8339		Standardized item alpha = .8356			

The Table 03 shows the results of the reliability analysis of the questions related to the job itself. The questions, which were asked to test the consistency of the questions, are shown in the Table 03. The Alpha value of the test is .8339, proved that the questions related to this factor is reliable enough to measure organizational commitment towards job itself.

Table 04 Reliability Analysis of Physical Conditions/Working Facilities

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
20. Canteen services	4.3791	1.6647	.7295	.8881
21. Medical services	4.2288	1.7169	.6926	.8916
22. Transportation	4.1439	1.5901	.7149	.8895
23. Internet access	5.3791	1.4552	.5675	.9017
24. Photocopy and printer amenities	5.0197	1.7206	.7687	.8843
25. Your Office	5.2158	1.4047	.6780	.8934
26. Sport centers	3.9477	1.9158	.7209	.8897
27. Library services	5.0393	1.5838	.6931	.8915
Alpha = .9036 Standardized item alpha = .9040				

Table 04 shows the questions on physical conditions or working facilities and the results of the reliability testing. The test results showed that the set of questions is very reliable to measure organizational commitment towards the physical condition, because the value of alpha is .9036.

Table 05 Reliability Analyses of Teaching and Research

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
28. My lecture schedule is very busy	3.9934	1.6839	.5251	.5842
29. I have to give lectures, which are out of my expertise	2.6645	1.6541	.5533	.5659
30. I have no time for my academic studies	3.8553	1.8582	.4750	.6220
31. The credit for my scientific studies is taken by others	1.9079	1.3686	.3380	.6944
Alpha = .6866 Standardized item alpha = .6842				

Table 05 shows the results of the reliability analysis of teaching and research. The test result showed that the alpha value as .6866. The tests result shows that the sets of questions are very reliable to measure organizational commitment towards the teaching and research.

Table 06 Reliability Analysis of Administration Duties

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
32. Non-academic activities are taking so much time	4.9221	1.7190	.4764	—
33. I am doing an administrative job that I don't want to.	3.4481	1.9139	.4764	—
Alpha = .6429 Standardized item alpha = .6454				

The reliability analysis of administration duties is presented in Table 06. The questions, which are related to opinion about administration duties, were tested in order to find out the consistency of the questions. The alpha value of the questions is .6429. This result was showed that the set of questions was very reliable to measure organizational commitment towards the administrative duties.

Table 07 Reliability Analysis of Academic Environment

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
34. All academicians benefit from the sources of the University Equally	4.5231	1.5604	.6896	.8514
35. There is a merit promotion system in my University	4.4171	1.7505	.7357	.8481
36. New ideas are given opportunity in my University	4.7749	1.5829	.7275	.8496
37. The problems of the academicians are solved immediately in my University	3.9073	1.6967	.7283	.8488
38. The job related suggestions of the academicians are taken into consideration in my university	4.1523	1.7060	.8171	.8444
39. The activities are executed as scheduled in my University	4.5233	1.3706	.7368	.8509
40. I can easily transmit my problems to the upper management	5.0529	1.5128	.5791	.8563
41. I am informed about all subjects, which are relevant to me	4.5695	1.5843	.5894	.8526

Table 07 Reliability Analysis of Academic Environment (Continued)

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
42. I am conferred with all of the activities that might affect me	4.4834	1.5087	.6690	.8526
43. My University is prestigious for me.	5.0529	1.4774	.5785	.8564
44. I believe that my university is a respected one among others.	5.1259	1.3825	.6005	.8560
45. The behaviors and manners of students dispirit my teaching	3.0929	1.7200	-.2662	.8919
46. My teaching performance is not appreciated	2.6755	1.4852	-.2881	.8886
47. Attendance to academic seminars and symposiums is encouraged in my university	5.3179	1.4844	.4890	.8600
48. My university sponsors all my research expenses	4.4305	1.8106	.6514	.8521
49. Being an academician is a second priority in my university	3.8741	1.9575	-.0214	.8855
50. The authority and responsibility in my job is well defined	4.4837	1.7675	.6423	.8526
Alpha = .8671 Standardized item alpha = .8725				

The results of reliability analysis towards academic environment were presented in Table 07. The Alpha value of the questions was .8671, reliable enough to measure organizational commitment towards the academic environment.

Table 08 Reliability Analysis of Freedom

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
51. I am free except for my lecture schedule	2.4286	1.5198	.0179	.6935
52. I can get permission whenever I need	4.2727	1.8100	.4634	-.0478
53. I am allowed to give lectures in other universities	4.1234	1.9716	.3816	.1099
Alpha = .4440 Standardized item alpha = .4118				

Table 08 shows the results of reliability analysis of the freedom. The alpha value of the test is .4440. However, the questions related to the freedom have a lower level of correlation. If these questions could be cut out, it would increase the level of alpha. However, these are important questions regarding the perceived organizational climate. Thus, these questions are maintained.

Table 09 Reliability Analysis of Job Security

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
54.I don't worry about losing my job	4.8442	1.8274	.2284	---
55.The possibility of not signing a new contract makes me nervous	3.0195	1.7818	.2284	---
Alpha = .5918		Standardized item alpha = .5920		

From Table 09, a set of questions on job security was tested in order to find out the consistency of the questions. The alpha value of the test was .5920. This value shows that these questions are very reliable to measure the organizational commitment towards the job security.

The Table 10 shows the results of the reliability tests of the questions related to the organizational commitment. The alpha value of the question was .7007, showing that these questions were reliable enough to develop an Organizational Commitment Index (OCI) for the university lecturers in Thailand.

Cornbach's Alpha coefficient of reliability of this study is ranging from .4440 to .9036. Therefore, all the variables in the study are reliable enough to be used.

Table 10 Reliability Analysis of Organizational Commitment

Variables	Mean	Std Dev	Corrected Item Total Correlation	Alpha if item deleted
56. I always make personal efforts to improve my skills, so that I can make a better contribution to my job.	6.0974	.9920	.5117	.6649
57. I am always enthusiastic to achieve my assigned tasks.	6.0325	.9765	.5936	.6562
58. I make personal sacrifices when required to help our University	5.9351	1.0731	.5578	.6566
59. I am proud to be working as a lecturer in my university	6.0519	1.1777	.6112	.6456
60. I am proud to tell anybody that I am a lecturer in this university	6.0260	1.2004	.6290	.6421
61. I intend to stay with this job for the next several years	5.5000	1.6446	.5841	.6353
62. I would stay with my job even if offered a similar job elsewhere with slightly higher pay	5.1883	1.7902	.5841	.6429
63. I proud about my job, because we contribute more to the Thai Education	5.8636	1.2487	.5019	.6588
64. I feel worried about the future of the university	5.5390	1.4056	.3415	.6810
65. I feel nothing in spite of knowing that the university has got some problems	3.3506	1.8394	-.2726	.7928
66. When someone talks bad about the job/university I would dislike it and disagree with him/her immediately.	4.6104	1.9650	-.0026	.7550
Alpha = .7007		Standardized item alpha = .7774		

Section Summary

This section explained the research methodology used for the study. First, the research design was explained. Next a description of the sample and the sampling results was presented. After that, the results of the reliability test were explained.

Section 4

Data Analysis and Results of the Study

This section presents the results of the hypotheses tests. It is divided into two parts. Part one presents the descriptive analysis of the data, with two sub-sections. The first sub-section is the description of the demographic characteristics of the respondents. The second sub-section presents the results of the correlation analysis. Part two presents the results of the hypotheses testing.

Background of the Respondents

The general characteristics of the respondents are presented in Table 11. The table shows distribution of respondents by age, sex academic rank, length of service, leadership, and research publications in refereed journal and non-refereed journal.

This data shows that 21 percent of the respondents are below 30 years old and 44 percent between 30 and 39 years old, 16 percent are between 40 and 49 years old and 12 percent between 50 and 59 old. Nearly 7 percent are more than 60 years old. This indicates that the majority of respondents are 30 and 49 years old.

It was observed that 41 percent respondents are male and 59 percent are female. It was indicated that attitudes of respondents might not be vary according to the sex.

The Table 11 also shows that, the majority of respondents were in a lecturer grade 83 percent. Only about 7 percent are Assistant professors and 7 percent are Associate Professors. Only one professor responded to the questionnaire.

The distribution of length of service of respondents' shows that majority of them are newcomers (53 percent) who spent less than five years in the university.

Second largest majority of respondents are in between five to ten years service in the university. Only 5 percent has more than twenty years of service in a university system.

Table 11 - Demographic Characteristics of the Respondents

Personal Background	No. of Responde nts	Percentage
Age		
below 30	33	21
30 - 39	67	44
40 - 49	25	16
50 - 59	19	12
over 60	10	7
Sex		
Male	63	41
Female	90	59
Academic Rank		
Assistant Lecturer	4	3
Lecturer	128	83
Assistant Professor	10	7
Associate Professor	10	7
Professor	1	0.6
Length of Service in present university		
Below Five years	81	53
Five to Ten years	51	33
Eleven to Fifteen years	13	8
Sixteen to Twenty years	2	1
More than Twenty years	7	5
Leadership or Management Responsibility		
Head, Director, Dean etc	77	50
Holding other managerial posts	35	23
Not currently in charge of academic unit or group	26	17
No. of Research Articles Published in Refereed Journal		
None	141	92
1 - 5	8	5
6 - 10	3	2
11 - 15	0	0
More than 15	2	1
No. of Research Articles Published in Non-Refereed Journal		
None	104	68
1 - 5	38	23
6 - 10	6	4
11 - 15	1	0.6
More than 15	3	2

About 50 percent of the respondents held management position as a head of the department or dean of the faculty and 23 percent held other management positions.

Regarding research publications, surprisingly 92 percent were not published single research article in a refereed journal. About 5 percent has published less than 5 articles. It was observed that about 68 percent were not published any article in a non-refereed journal. However, 23 percent has at least less than 5 article publications in non-refereed journal.

These demographic data indicate that the majority of these respondents are below 39 years old, lecturers, and have less than ten years of service in a university. Majority of them held a management position but very poor in research and publications.

Table 12 Perception of Organizational Climate and Organizational Commitment by Academicians

Aspects of Climate	Mean Score	Percentage Satisfied	Percentage Dissatisfied	Percentage Indifferent
Superior Behavior	5.73	85.1	4.5	10.4
Co-workers' Behavior	5.63	94.8	0.6	4.5
Job Itself	5.71	91.6	0.6	7.8
Physical Conditions	4.69	57.8	18.2	24.0
Teaching and Research	3.20	15.6	61.7	22.7
Administrative Duties	4.42	51.3	27.9	20.8
Academic Environment	4.37	46.1	16.8	37.0
Freedom	3.59	27.3	46.8	26.0
Job Security	4.10	15.3	18.1	56.5
Overall Perception about Organizational Climate	4.57	89.0	7.1	3.9
Organizational Commitment	5.47	96.9	1.3	1.8

Table 12 summarizes the mean scores of respondents' ratings on the satisfaction or dissatisfaction derived from aspects of perceived organizational climate and gives the percentages of respondents who were satisfied, dissatisfied or indifferent to various aspects of perceived organizational climate. The mean scores for each

of the ten perceived organizational climate aspects identified ranges from 5.73 supervisor behaviors to 3.2 teaching and research. It can be observed that there is a high correlation between the mean scores of respondents and the percentages of respondents who were satisfied or dissatisfied with different aspects of the perceived organizational climate.

It is observed that lecturers are generally satisfied with their organizational climate; the mean scores in 9 of the ten identified aspects of climate are greater than 3.5. More than 50 percent of respondents also indicated that they were satisfied with each of the following aspects of their organizational climate: Supervision/Superior Behavior, Co-workers' Behavior, Job Itself, Physical Conditions/Working, Teaching and Research, Job Security. In fact, the percentage of respondents satisfied with Co-workers' Behavior, Job Itself, and Job Security were as high as 90 percent.

However, there are aspects of the perceived organizational climate where the respondents indicated that they were not satisfied; facilities, academic environment, and freedom. For each of these the mean score was less than 4 or little higher than 4. For facilities only 15 percent were satisfied and 61.7 percent are dissatisfied. 22.7 percentages nearly 1 out of each 5 respondents were indicated indifference. It would appear that lecturers are the least satisfied with existing facilities which private universities are provided to them. In addition mean value of freedom is 4.10. More than 56 percent of the respondents indicated that they were indifference with freedom, while 18 percent expressed dissatisfaction with freedom which they gain from private universities.

While it would probably be true to say that university lecturers appear to be generally satisfied with their existing organizational climate as they perceived it, the information on Table 12 shows some aspects of their organizational climate with which they are dissatisfied. Therefore, in summary it was indicated that in overall, university lecturers were satisfied with their academic environment. Moreover, the information on Table 12 indicates that over 96 percent have positive perception of organizational commitment.

Table 13 Performance of Academics

Performance Category	Mean	Poor (4-6) %(N)	Moderate (1-3) %(N)	Good =4 %(N)
Leadership or Management Responsibility	1.63	16.8% (26)	22.6% (35)	49.7% (77)
No. of Research Articles Published in Refereed Journal	1.15	92% (141)	7% (11)	1% (2)
No. of Research Articles Published in Non-Refereed Journal	1.43	68% (104)	27% (45)	2.6% (3)

Table 13 shows the performance of academics in terms of administrative duties, publications in refereed journals and non-refereed journals. The performance of leadership and management responsibility is good while publications show very poor performance. It was seen that about 92 percent academics had not published any research article in a refereed journal while 68 percent had not published any article in local journal or non refereed journal.

Results of Correlation Analysis

Results of the correlation analysis of the independent variables are presented in Table 14. The correlation between academic environment and working facilities or environment is .688 at the .001 level of significance. Therefore items related to working facilities were eliminated from the model to measure regression analysis. All other correlation coefficients are very low, indicating lack of multi-co linearity. There is no multi-co linearity problem when using all independent variables in multiple regression analysis other than physical condition or working facilities.

Table 14 Correlation Analysis

Correlations									
	SUPERVIS	COWORKER	JOBITSEL	PHYSICAL	TEACHING	ADMINIST	ACAENVIO	FREEDOM	SECURITY
SUPERVIS Pearson Correla	1	.404*	.476*	.377*	-.245*	-.218*	.494*	.161*	-.179*
Sig. (2-tailed)		.000	.000	.000	.002	.007	.000	.046	.026
N	154	154	154	154	154	154	154	154	154
COWORKE Pearson Correla	.404*	1	.475*	.346*	-.048	-.178*	.370*	.134	.078
Sig. (2-tailed)	.000		.000	.000	.558	.027	.000	.097	.337
N	154	154	154	154	154	154	154	154	154
JOBITSEL Pearson Correla	.476*	.475*	1	.435*	-.185*	-.398*	.517*	.176*	.067
Sig. (2-tailed)	.000	.000		.000	.022	.000	.000	.029	.408
N	154	154	154	154	154	154	154	154	154
PHYSICAL Pearson Correla	.377*	.346*	.435*	1	-.229*	-.393*	.688*	.191*	-.037
Sig. (2-tailed)	.000	.000	.000		.004	.000	.000	.018	.647
N	154	154	154	154	154	154	154	154	154
TEACHING Pearson Correla	-.245*	-.048	-.185*	-.229*	1	.476*	-.281*	-.172*	.190*
Sig. (2-tailed)	.002	.558	.022	.004		.000	.000	.033	.018
N	154	154	154	154	154	154	154	154	154
ADMINIST Pearson Correla	-.218*	-.178*	-.398*	-.393*	.476*	1	-.454*	-.221*	.051
Sig. (2-tailed)	.007	.027	.000	.000	.000		.000	.006	.532
N	154	154	154	154	154	154	154	154	154
ACAENVIO Pearson Correla	.494*	.370*	.517*	.688*	-.281*	-.454*	1	.380*	.023
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.777
N	154	154	154	154	154	154	154	154	154
FREEDOM Pearson Correla	.161*	.134	.176*	.191*	-.172*	-.221*	.380*	1	.147
Sig. (2-tailed)	.046	.097	.029	.018	.033	.006	.000		.070
N	154	154	154	154	154	154	154	154	154
SECURITY Pearson Correla	-.179*	.078	.067	-.037	.190*	.051	.023	.147	1
Sig. (2-tailed)	.026	.337	.408	.647	.018	.532	.777	.070	
N	154	154	154	154	154	154	154	154	154

**.Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

Table 15 Analysis of Variance of Perceived Organizational Climate by Demographic Variables

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig. F
Main Effects	1.630	12	.136	.757	.694
Age	.517	4	.129	.720	.579
Sex	.013	1	.013	.073	.788
Rank	.433	3	.144	.805	.493
Service	.751	4	.188	1.046	.389
Explained	1.630	12	.136	.757	.694
Residual	24.781	138	.180		
Total	26.412	150	.176		

Table 16 Multiple Classification Analysis of Perceived Organizational Climate by Demographic Factors (Grande Mean = 4.5709)

Variable and category	No	Unadjusted Deviation	Adjusted for Independents Deviation	
			Eta	Beta
Age			.136	.156
below 30	32	-.0490		-.0704
30 - 39	66	-.0345		-.0239
40 - 49	25	.0771		-.1139
50 - 59	19	.0976		.0735
over 60	9	.0069		-.0460
Sex			.042	.024
Male	62	.0211		.0122
Female	89	-.0147		-.0085
Academic Rank			.081	.137
Assistant Lecturer	4	.0541		.0788
Lecturer	172	-.0016		.0115
Assistant Professor	10	-.0909		-.2110
Associate Professor	10	.0891		.0336
Professor	2			
Length of Service in present university			.170	.192
Below Five years	80	.0129		.0261
Five to Ten years	50	-.0409		-.0590
Eleven to Fifteen years	13	-.0862		-.1299
Sixteen to Twenty years	2	.2291		.2535
More than Twenty years	6	.2791		.2724

Table 15 shows the results of the analysis of variance of demographic factors and perceived organizational climate at the 0.05 level of significance. It shows that the main effect of the demographic factors is not significantly affects the perceived organizational climate at the 0.05 level of significance.

Table 16 shows the results of the multiple classification analysis of the university lecturers' perception about organizational climate by demographic factors. The results of the analysis show that university lecturers who are in a retirement age have favorable perception about university environment. Regarding sex, women lecturers have favorable perception about university climate while, male lecturers not. With respect of the length of service, the results of the multiple classification analysis shows that employees' who have service of less than five years and more than 15 years had a significantly higher perception about organizational climate than others. Regarding academic rank, the results of the

multiple classification analysis showed that other than assistant professors all other lecturers have favorable perception of organizational climate.

Results of Hypothesis Testing

Hypothesis 1: Favorable perception of university’s climate by individual academics is positively related to job performance of academics

Hypothesis one states that, favorable perception of university’s climate by individual academics is positively related to job performance of academics.

Table 17 Analysis of Variance of Perceived Organizational Climate by Job Performance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig. F
Main Effects	3.887	17	.229	1.309	.199
Leadership	.497	2	.249	1.424	.245
Refereed Journal	.204	3	.068	.389	.761
Non-refereed journal	1.887	4	.472	2.701	.034
Explained	3.887	17	.229	1.309	.199
Residual	20.437	117	.175		
Total	24.324	134	.182		

Table 17 shows the results of the analysis of variance of academic performance and the perceived organizational climate at the 0.05 level is not significance. It shows that the main effect of the job performance not significantly affects the perceived organizational climate at the 0.05 level of significance.

However, when the variables of job performance are considered individually, it shows that lecturers’ who has publications in non-refereed journals have positive perception about organizational climate of private universities in Thailand. Lecturers’ leadership and publications in refereed journal do not affect the perceived organizational climate.

Table 18 Multiple Classification Analysis of Perceived Organizational Climate by Job Performance (Grande Mean = 4.5733)

Variable and category	No	Unadjusted Deviation	Adjusted for Independents Deviation	
			Eta	Beta
Leadership			.132	.190
Head/Dean	75	.0467	.0715	
Other	26	-.0322	-.1034	
None	34	-.0926	-.0710	
Publication in Refereed Journal			.103	.112
None	124	.0113	.0128	
1-5	7	-.1733	-.1952	
6-10	2	-.1233	-.1011	
11-15	-	-	-	
more than 15	2	.0267	-.0066	
Publication in Non-Refereed Journal			.236	.311
None	93	.0052	.0060	
1-5	32	-.0733	-.0149	
6-10	6	.2600	.0553	
11-15	1	-.6733	-1.4095	
more than 15	3	.3267	.3331	

Table 18 shows the results of the multiple classification analysis of the university lecturers’ perception about organizational climate by the job performance. The results of the analysis shows that university lecturers who has administrative positions like head of the department or dean of the faculty has a significantly positive perception about organizational climate than lecturers who had other administrative positions or who were not in any administrative position. After adjusting for other independent variables, lecturers who are in a position of heads or deans have a significantly positive perception about organizational climate than the other lecturers.

With respect of the publications in refereed journal, the results of the multiple classification analysis shows that lecturers’ who do not have any publication and who had more than 15 publications had a significantly positive perception about organizational climate than who had at least one publication. However, after adjusting for the independent variables, lecturers’ who did not have any publication had a significantly positive perception about organizational climate than who had at least one publication.

Regarding job performance related to publications in non-refereed journals, the results of the multiple classification analysis showed that lectures who have publications between 6 to 10 and more than 15 and who do not have any publications have a significantly positive perception about organizational climate than lecturers who have moderate level of publications. Even after adjusting for other independent variables, lectures who have publications between 6 to 10 and more than 15 and who do not have any publications have a significantly positive perception about organizational climate than lecturers who have moderate level of publications.

In summary, research hypothesis one was tested to determine whether there is any significant difference between the job performance and the perceived organizational climate. The results of the analysis of variance show that the main effect of the job performance is not significantly affect the perception of the organizational climate among university lecturers in private universities in Thailand at the 0.05 level of significance. Therefore the hypothesis one is rejected. However, the results of analysis show that lecturers who have publications in non-refereed journals are significantly influenced to the positive perception of organizational climate.

Hypothesis 2: Favorable perception of university’s climate by individual academics is positively related to organizational commitment of academics

To test the hypothesis 2 regression analysis has been run in two different ways. Firstly, it has been determine whether there is any significant relationship between organizational commitment and overall satisfaction of organizational climate. Secondly, it has been test with dimensions of perceived organizational climate with organizational commitment.

Table 19 Regression Analysis of Organizational Climate and Organizational Commitment

Variable	B	T	Significance T
Overall Satisfaction of Organizational Climate	.479	6.736	.000
(Constant)	1.671	2.948	.004
R = .479 R²= .230	Adjusted R²= .225		
Std. Error = .63796	F = 45.373		Sig F = .000

The results of the regression analysis are presented in Table 19. From Table 19, the results of regression analysis show a significant correlation between organizational climate and organizational commitment at the 0.05 level of significance. The coefficient of determination, R^2 , is 0.230. The F value is 45.373, and its p value is smaller than the alpha level. This independent variable is explained 23 percent of the variation in the university lecturers' perception of organizational climate. The results show significant positive correlations between the lecturers' organizational commitment and perceived organizational climate. The total contribution of this independent factor towards the variability of the organizational commitment in this study is therefore, statistically significant. Thus, hypothesis two is supported.

Secondly, it has been analyzed sub dimensions of perceived organizational climate with lectures' organizational commitment. The result of the regression analysis is presented below.

Table 20 Regression Analysis of Satisfaction of Organizational Climate

Variable	B	T	Significance T
Superior Behavior	.021	.256	.798
Co-workers' Behavior	.228	2.890	.004
Job Itself	.326	4.104	.000
Teaching and Research	-.048	-.665	.507
Administrative Duties	.078	1.015	.312
Academic Environment	-.052	-.591	.556
Freedom	.008	2.126	.035
Job Security	.150	-.208	.835
(Constant)	2.226	4.969	.000
R = .527 R² = .278 Adjusted R² = .264			
Std. Error = .62177		F = 4.512	Sig F = .035

The result of the multiple regression analysis of satisfaction of organizational climate is presented in Table 20. The coefficient of determination, R^2 , is .278. The interpretation is that perception of organizational climate explains only 28 percent of the variance in university lecturers' organizational commitment.

The F value is 4.512 at the .05 level of significance. Other than the supervisor behavior, teaching and research, administrative duties, academic environment and job security all other significance t values of the variables are less than 0.05. Thus, the variables related to job itself, freedom and co-workers behavior variables are significantly correlated with university lecturers' organizational commitment at the 0.05 level of significance. This means that these variables positively correlate with the organizational commitment.

These results indicate that satisfaction with co-workers behavior positively affect the positive perception of the organizational climate among the university lecturers' in private universities in Thailand. Satisfaction with co-workers behavior is found to be positively related (Beta = .228) to the organizational commitment as anticipated by hypothesis two. The higher the satisfaction with behaviors of co-workers, the higher the organizational commitment is among university lecturers. When the university lecturers are satisfied with co-workers behavior, which is needed to enhance friendly atmosphere in the organization, they work happily. They expect friendly and supportive behavior from co-workers to work in a good academic environment.

Satisfaction with job itself positively affects (Beta = .326) the organizational commitment among university lecturers in the private universities in Thailand. When lectures have a freedom to use their full potential to their job, it is fit with their abilities and knowledge, can use their ability to enhance knowledge or helpful for their career development the perception of the organizational climate is increased positively, and they tend to remain on the job and do well. The findings reveal that when the level of satisfaction with job itself of university lecturers increases, the level of the organizational commitment also increases.

Moreover, the results from testing hypothesis two indicate that lecturers' satisfaction with freedom positively (Beta = .008) affects their organizational commitment. Most of the lecturers are concerned with how management treats them and allow them to work freely. If the attitudes of the management were positive, they would likely remain in their employment for a longer time.

Section Summary

This section presents the descriptive analysis of the data, and quantitative analysis of the collected data. The descriptive analysis of the data includes two sub-sections. The first subsection is the description of the demographic characteristics of the respondents. The second sub-section presents the results of the correlation analysis. The questionnaire analysis presents the results of the hypothesis testing.

Section 5

Discussion and Conclusion

The section presents the overall summary and describes the research findings related to the research hypotheses and devoted to the recommendations for further study and explains the limitations of this study.

Discussion

This study was designed to measure climate of private universities in Thailand and performance and organizational commitment of academics and to examine the relationship between perceived organizational climate and job performance and organizational commitment of academics.

The main objectives of this study were;

- To identify the university's climate of Thailand as perceived by academics.
- To evaluate job performance of academics on the basis of self-rating.
- To measure organizational commitment of academics on the basis of self-assessment.
- To study empirically, whether there is a relationship between perceived climate and job performance and organizational commitment

This study has fulfilled all these objectives as specified. The first objective of the study was to identify the university's climate of Thailand as perceived by academics. It was anticipated that there would be differences in lecturers' perceptions of their universities organizational climate. The findings of the present study supported this expectation. Lecturers in selected universities had difference level of perceptions in all the nine dimensions of organizational climate (Table 12). The mean score for the climate dimensions showed that mean score is vary from 3.2 to 5.73. It has been also identified that many climate dimensions were perceived favorably and some were perceived unfavorably.

In terms of the supervisor behavior dimension of the university climate, 85 percent lecturers had favorable perception. Another 10 percent of the lecturers were indifference of their perception while about 5 percent had a negative perception of supervisor behavior dimension. This implies that the lecturers perceived that there was a favorable rapport between lecturers and supervisors.

The finding indicates that the co-workers behavior dimension of the university climate is more favorable than all other dimensions. This implies that university atmosphere is more positive for lecturers for their professional development. This means that the atmosphere for collegial interaction was good. Lecturers perceived that they can obtain assistance, advice and encouragement from their colleagues. Generally, they felt that they were accepted by their colleagues.

It has been revealed that job itself dimensions of the university climate also more favorable, over 91 percent were satisfied with existing conditions. This implies that majority of lecturers perceived that they have enough authority to use their full potential in their job and do the job willingly.

The findings indicated that the physical condition dimension of the university climate have to be upgraded. Only 58 percent of the lecturers perceived high level of interest, while 18 percent were perceived unfavorably. This indicated that majority of the lecturers felt that better facilities and more resources should be made readily available.

The findings indicated that the teaching and research dimension of the university climate have to be upgraded. Only 15.6 percent have favorable perception while, majority 61.7 percent have negative perception about the dimension. This implies that lecturers' interest towards their work has to be enhanced and more avenues for lecturers' professional development needs to be created or made available.

In terms of administrative duties, only a 51 percent of lecturers had favorable perception. This indicated that lecturers do not need to participate in decision making. Indirectly, this has an important implication that they need more job autonomy and less intervention in administrative activities.

With respect to academic environment, the findings of this study showed that the 17 percent of lecturers have negative perception of academic environment.

37 percent lecturers were indifference of the academic environment dimension of the university climate.

In terms of freedom, only a 27 percent of lecturers had a favorable perception. Indirectly, this has an important implication that they need more job autonomy and less intervention from the various departments in the Ministry of Education. Bureaucracies should by all means be reduced. Decision making should be decentralized.

Lastly, this study revealed that few numbers of lecturers (15 percent) perceived job security dimension of the university climate favorably. 18 percent have negative perception towards job security and majority was indifference.

The Second objective of this study was to evaluate job performance of academics on the basis of self-rating. It has been considered three main dimensions to measure lecturers' performance; leadership or management responsibility, publications in refereed journals and publications in non-refereed journals (Table 13).

With respects to administrative duties, it was revealed that 50 percent of university lectures were in any kind of administrative position. This implies that majority of lecturers have working experience as an administrator or a decision maker.

In terms of publications, 92 percent do not have any publications in a refereed journal while 68 percent do not have any publications in non-refereed journal. This implies that serious efforts have to be made to improve the academic and research atmosphere in university environment to conduct researches.

The third objective of the study was to measure organizational commitment of academics on the basis of self-assessment. It has been developed 11 questions to developed Organizational Commitment Index for university lecturers in Thailand. Table 12 indicates that 97 percent lecturers in Thailand universities had a favorable perception of their working environment.

The final objective is to study empirically whether there is a relationship between perceived climate and job performance and organizational commitment. According to the literature review, two research hypotheses were formulated to

achieve this objective. These hypotheses were primarily tested by using quantitative such methods as analysis of variance, multiple classification analysis, and multiple regression analysis.

The hypotheses one is rejected while, hypothesis two is accepted. However, some variables have been eliminated from the models as a result of the lack of significance with the organizational climate.

Research hypothesis one states, favorable perception of university's climate by individual academics is positively related to job performance of academics. The results show that the job performance is not significantly influence by the organizational climate at the 0.05 level of significance. Therefore the hypothesis one is rejected.

The study indicates that lecturers' job performance pertaining to publications is substandard (Table 17) while academic rank or length of services either higher or not. 91 percent do not have any publications in refereed journal, while 67 percent do not have any publications in non-refereed journal. Meanwhile, 89 percent were satisfied with their organizational climate. These findings are consistent with results of the Multiple Classification Analysis. There is no significant relationship among items of job performance and perception of organizational climate. However, further analysis indicates that lecturers who are in an administrative positions and who has some research publications have positive attitude towards their universities.

Further more, lecturers who have less than five years service and no any academic rank as an assistant professor or associate professor, also have a favorable perception of the organization. It is seen that favorable perception of university climate by lectures is not an influencing factor on job performance of lecturers. It is also identify those lecturers who have less experience and non-academic rank has greater perception on the organizational climate. This result also can be supported by the information collected from respondents. That is there are some academics whose perception of university climate is favorable because they have less experience and believed that they can carry on research near future after gaining teaching experience. They believe that they have sufficient academic qualifications, personality characteristics and motivation to do research and publications at least after gaining working experience. From Table 18, it is indicated that higher the qualifications and experience the greater

the impact of perceived organizational climate on performance pertaining to research and publications.

The results of the study indicates that lecturers who are in middle level, assistant professor with 10-15 years experience have negative correlation between perceived organizational climate and job performance. That is there seems to be some senior academics who have gained experience in under-developed research cultures prevailing in some faculties and have relatively less experience particularly in carrying out research and publication work.

This finding is supported by previous finding also. Robert Mill (1988) concluded that the acceptance of favorable work climate may be the key to encouraging under-achieving employees who have skills to do their job (Maurice, 1989). Princhard and Karasick (1973) found that organizational climate to be more highly related to employees' job satisfaction than to their job performance. Greenberg (1971) highlighted that employee who perceived their climate as supportive had higher performance than those who perceived otherwise.

Research hypothesis two is, favorable perception of university's climate by individual academics is positively related to organizational commitment of academics. The results show organizational climate is significantly correlated with organizational commitment at the 0.05 level of significance. Therefore the hypothesis two is accepted.

The results of the study indicate that relationship between organizational climate and organizational commitments. Table 19 shows that there is strong relationship between organizational climate and lecturers' organizational commitment. It has further identified that which climate dimensions are most significant for organizational commitment. Table 20 indicates that correlation between each climate dimensions and overall satisfaction about organizational commitment. Of the 8 correlation coefficients, three were statistically significant at .05 significant levels. Accordingly, it is shown that co-workers' behavior, job itself and freedom were significantly related to organizational commitment. This result indicates that if the academics of universities maintain good interpersonal relationship with co-workers, freedom to work and able to use academic achievement and knowledge for development, they could be gained skills to do their job tend to increase their commitment.

This results were supported by University of Idaho "Work Life Study Reports" (1999); Campbell's (1970) climate dimensions; individual autonomy, warmth and support and Litwin and Stringer's (1968) climate dimension; role structure.

Conclusion

The main objective of this study was to examine the relationship between perceived organizational climate and academic's job performance and organizational commitment. The results of this study are not too different from findings of other researchers who studied the similar topics in different organizations. The findings of this study indicated that the positive perception of organizational climate of lecturers in private universities in Thailand is influenced by the job performance of some academics while it is not for some others. Lecturers who are in a academic position and higher academic rank as well as new lecturers have favorable perception on the university climate while lecturers who has more teaching experience, but less publications, lower level academic rank and non administrative positions.

The correlation between climate dimensions and organizational commitment scores indicate that an organizational climate characterized by co-workers behavior, job itself and freedom are significantly affected to favorable organizational commitment. It is also reveal that supervisors behavior, job security,, forced to do teaching and research, academic environment is not significantly affected to lecturers' organizational commitment.

Limitations and Implications for Future Research

This study mainly focuses on the perceived organizational climate in the private universities in Thailand. Even though the questionnaires were distributed among lectures in 54 private universities in Thailand, only 66.6 percent were responded. Therefore, the findings of this study are based on attitudes of these lecturers only. Therefore, the first future research need relates to the more university lecturers in private universities in Thailand.

This study focuses only on private universities. There are a number of public universities in Thailand. Thus, future studies should focus on the public universities and cover the entire university system in Thailand. The second

future research need is to focus on comparative studies among these public and private universities.

These study measures direct relationships between existing lecturers' job performance and organizational commitment and attitudes towards organizational climate. It has been tested only few climate and performance dimensions. However, employee performance and commitment is not limited to these dimensions. Therefore, the third future research need is related to identify more dimensions and measure.

This study mainly used quantitative analysis. To measure employees' attitudes in a proper manner, experimental or quasi-experimental research is needed. This will provide a better understanding of lecturers' perception. Therefore, the final future research need is for experimental or quasi-experimental research or in-depth-interviews on organizational climate.

Chapter Summary

This last section presents the discussion and conclusions of the study. The firstly, presents the results of the objectives and secondly, describes the research findings related to the research hypotheses. Finally describe the recommendations for further study and to explain the limitations of this study.

References

- Bowling Green State University (BGSU) (1998) **Faculty Survey Report**
<http://www.bgsu.edu/offices/ir/studies/Faculty/Faculty98/contents.htm>
- Burns T., Stalker G.M., (1961) **New Look of Psychological Climate and its Climate in Retail Service Environment**, Journal of Psychology 77
- Campbell, J.P., Dunnette, M.D., Lawler, E.E. III. & Weick, K.E. (1970).
Managerial behavior, performance, and effectiveness. New York: McGraw-Hill.
- Cooke, R.A. and D.M., Rousseau (1998) Behavioural **Norms and Expectations: A Quantitative Approach to the Assessment of Organizational Culture**, Group and Organizational Studies 13(3): 245-273
- Faculty Work-Life Study Report**, (1999) University of Michigan
<http://www.fwlsreport.mich.pdf>
- Fisher. S. (1994), **Stress in Academic Life: The mental Assembly Line**, Bokingham, Shre and Open University Press
- Friedlander, F. and Greenberg, S., (1971), **Effect of Job Attitudes, Training, and Organizational Climate on Performance and hard-Core Unemployed**, Journal of Applied Psychology, Vol 55:287-295
- Hellriegel, J.W., Slocum, Jr., (1997) **Organizational Behaviour**. South-Eastern Education Publishing.
- Institutional Research and Assessment Report**, (2005), University of Idaho, Vol. 3-5, No.3,
- James, L.R., James L.A., & Ashe, D.K. (1990). **The Meaning of Organizations: The Role of Cognition and Values**. In B. Schneider (ed), Organizational Climate and Culture, San Francisco: Jossey-Bass, 40-129
- Kinali G. (2000) **The Job Satisfaction of teachers Working in Public and private Schools**, Unpublished MBA Thesis abstract
- Kinman G. (1998), **A Survey In to the Causes and Consequences of Occupational Stress in UK Academic and related Staff**,
<http://www.aut.org.uk.pressurepoint.pdf>
- (2001) **Pressure Point: A Review of Research on Stressors and Strains in UK Academicians**, Educational psychology, 21(4), 473-493
- Quinn, R.E. & Rohrbaugh, J. (1983) **A Spatial Model of Effectiveness Criteria: Towards a Competing Values Approach to Organizational analysis**. Management Science, 29:363-377

- Lawler, E.E., Hall, D.T. and Oldham, G.R. (1974) ***Organizational Climate: Relationship to Organizational Structure, process and Performance***, Organizational Behavior and Human Performance, Vol 11.139-155
- Lawrence, P.R. & Lorsch, J.W. (1969). ***Developing organizations: Diagnosis and action***. Reading, MA: Addison Wesley Longman.
- Lawler, E. E., Mohrman, S. A., & G. E. Ledford, J. (1995). ***Creating high performance organizations: Practices and results of employee involvement and total quality management in Fortune 1000 companies***. San Francisco: Jossey-Bass.
- Likert, R., (1967). ***The Human Organization***, Mcgraw Hill,
- Litwin, G.H., and Stringer, R.A., (1968) ***Motivation and Organizational Climate***, Harvard University Press Boston.
- Mathieu, J. E., Hoffman, D. A., & Farr, J. L. (1993). ***Job perceptions -- job satisfaction relations: An empirical comparison of three competing theories***. Organizational Behavior and Human Decision Processes, 56(1), 370-387.
- Maurice, V.F, (1989) ***Are Organizational Vegetables Growing Where You Work?.***, In Dale, A.T.: Performance, The Art and Science of Business Management Facts on File Publication, New York.
- Morey, W.C. & Luthans, F. (1985). ***Refining the displacement of the culture and use of science and themes in organizational studies***, Academy of Management Review, 10, 219-229.
- Morley, S. (1989), ***Urban renewal; Real estate development; Industrial promotion; Great Britain***. E & F.N. Spon, London
- Mowday, R.T and Sutton. R.I (1992) ***Organizational Behavior: Linking Individuals and Groups to Organizational Contexts***, Annual Review of Psychology 44: 195-229
- Nanayakkara G. (1988), ***Culture and Management in Sri Lanka***, Post Graduate Institute of Management, Sri Lanka.
- Poter, L.W., Crampon, W.J., & Smith, F.J. (1972) ***Organizational Commitment and Managerial Turnover: A Longitudinal Study***, Technical Paper 12, University of California.
- Poter, L.W., & Steers, R.M., (1973) ***Organizational Work and Personal Factors in Employee Turnover and Absenteeism***. Psychological Bulletin, 80, 151-176

- Princhard R.D. and Karasick B.W. (1973) ***The Effect of Organizational Climate on Managerial Job performance***, 126-146
- Reichers, A.E., Schneider, B., (1990) ***Organizational Climate and Culture***, 1st edition. Schneider, Benjamin. San Francisco: Jossey-Bass. 5-9
- Robert, S. ***World Education News and Reviews*** (2005) Vol 18(2)
- Schall, M.S, (1983) ***A Communication Rules Approach to organizational Culture***, Administrative Science Quarterly 28: 557-581
- Schein, E.H. (1985) ***Organizational Culture and Leadership: a Dynamic View***, San Francisco: Jossey-Bass
- (1990) ***Organizational Culture***, American Psychologist (February): 109-119
- Schockley-Zalabak and Morley, D.D. (1989) ***Adhering to Organizational Culture: What Does It Mean? Why Does It Matter?*** Group and Organization studies 14(4):483-500
- Sergiovanni, T.J, and Starratt, R.J., (1998), ***Supervision: Human Perspectives*** New York: McGraw-Hill, 157
- Thompson, J.D. .1967. ***Organizations in Action***. New York: McGraw-Hill.
- UW-Green Bay, Institutional Research (2005)
- Varlik, T. (2000) ***The Job Satisfaction of Teachers Working in Public and Private Elementary Schools***, Unpublished MBA Thesis abstract
- Walton, R. (1985). ***From "control" to "commitment" in the workplace***. Harvard Business Review, 63, 77-84
- Woodward, J. 1958. ***Management and Technology***
- Womack, J., Jones, D. T., & Roos, D. (1990). ***The Machine that Changed the World***. New York: Rawson Associates.

Appendix 01

All the questions are about your opinions. So, please answer them yourself without consulting anyone. If any of the questions are unclear to you, please consult me. **PLEASE ANSWER ALL THE QUESTIONS BY PUTTING A (✓)TICK IN ONE BOX.**

		Code No.(Office use only)
1. Age :	1. <input type="checkbox"/> below 30 2. <input type="checkbox"/> 30 - 39 3. <input type="checkbox"/> 40 - 49	4. <input type="checkbox"/> 50 - 59 5. <input type="checkbox"/> over 60
2. Sex	1. <input type="checkbox"/> Male	2. <input type="checkbox"/> Female
3. Academic Rank :	1. <input type="checkbox"/> Assistant Lecturer 2. <input type="checkbox"/> Lecturer 3. <input type="checkbox"/> Assistant Professor 4. <input type="checkbox"/> Associate Professor 5. <input type="checkbox"/> Professor	
4. Length of Service in present university	1. <input type="checkbox"/> Below Five years 2. <input type="checkbox"/> Five to Ten years 3. <input type="checkbox"/> Eleven to Fifteen years 4. <input type="checkbox"/> Sixteen to Twenty years 6. <input type="checkbox"/> More than Twenty years	
5. Leadership or Management Responsibility :	1. <input type="checkbox"/> Head, Director, Dean etc 2. <input type="checkbox"/> Holding other managerial posts 3. <input type="checkbox"/> Not currently in charge of academic unit or group	
6. No. of Research Articles Published in Refereed Journal	1. <input type="checkbox"/> None 2. <input type="checkbox"/> 1 - 5 3. <input type="checkbox"/> 6 - 10 4. <input type="checkbox"/> 11 - 15 6. <input type="checkbox"/> More than 15	
7. No. of Research Articles Published in Non-Refereed Journal	1. <input type="checkbox"/> None 2. <input type="checkbox"/> 1 - 5 3. <input type="checkbox"/> 6 - 10 4. <input type="checkbox"/> 11 - 15 6. <input type="checkbox"/> More than 15	

Supervision/Superior Behavior (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)	7	6	5	4	3	2	1	Code No.(Office use only)
1. I believe that my superior has enough worth to do his job sufficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think that my superior is performing his duties exactly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that my superior is judicious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe that my superior is honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I believe that my superior is selfish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have no doubt that my superior is going to support me in every condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My superiors' behaviors and manners annoy me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Most of the activities contribute to the personal objectives of my superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-workers' Behavior (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)	7	6	5	4	3	2	1	Code No.(Office use only)
9. I can do collective work with my co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My co-workers help me when I have a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My co-workers esteem my thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have good relations with my co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. All my co-workers are experts in their areas of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Itself (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)	7	6	5	4	3	2	1	Code No.(Office use only)
14. I can use my full potential in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My job fits my abilities and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My job contributes to my personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am doing my job willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My job meets my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I can utilize my creativity in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Conditions/Working Facilities
(7=Strongly satisfied, 6=Satisfied, 5=Some what Satisfied, 4=Neutral, 3=Some what Dissatisfied, 2=Dissatisfied, 1= Strongly dissatisfied)

	7	6	5	4	3	2	1	Code No.(Office use only)
20. Canteen services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Medical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Photocopy and printer amenities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Your Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Sport centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching and Research **(7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)**

	7	6	5	4	3	2	1	Code No.(Office use only)
28. My lecture schedule is very busy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I have to give lectures, which are out of my expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I have no time for my academic studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The credit for my scientific studies is taken by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrative Duties **(7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)**

	7	6	5	4	3	2	1	Code No.(Office use only)
32. Non-academic activities are taking so much time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I am doing an administrative job that I don't want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Environment (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)

Code
No.(Office
use only

	7	6	5	4	3	2	1	
34. All academicians benefit from the sources of the University Equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. There is a merit promotion system in my University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. New ideas are given opportunity in my University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The problems of the academicians are solved immediately in my University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The job related suggestions of the academicians are taken into consideration in my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The activities are executed as scheduled in my University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I can easily transmit my problems to the upper management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I am informed about all subjects, which are relevant to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I am conferred with all of the activities that might affect me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. My University is prestigious for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I believe that my university is a respected one among others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The behaviors and manners of students dispirit my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My teaching performance is not appreciated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Attendance to academic seminars and symposiums is encouraged in my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. My university sponsors all my research expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Being an academician is a second priority in my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The authority and responsibility in my job is well defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Freedom (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)

Code
No.(Office
use only

51. I am free except for my lecture schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. I can get permission whenever I need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. I am allowed to give lectures in other universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Security (7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly disagreed)

	7	6	5	4	3	2	1	Code No.(Office use only)
54. I don't worry about losing my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. The possibility of not signing a new contract makes me nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizational Commitment

(7=Strongly agreed, 6=Agreed, 5=Some what agreed, 4=Neutral, 3=Some what Disagreed, 2=Disagreed, 1= Strongly Disagreed)

	7	6	5	4	3	2	1	Code No.(Office use only)
56. I always make personal efforts to improve my skills, so that I can make a better contribution to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I am always enthusiastic to achieve my assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I make personal sacrifices when required to help our University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I am proud to be working as a lecturer in my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I am proud to tell anybody that I am a lecturer in this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I intend to stay with this job for the next several years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I would stay with my job even if offered a similar job elsewhere with slightly higher pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I proud about my job, because we contribute more to the Thai Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I feel worried about the future of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I feel nothing in spite of knowing that the university has got some problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. When someone talks bad about the job/university I would dislike it and disagree with him/her immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU SO MUCH FOR YOUR TIME AND EFFORT

Appendix 02

ทุกคำถามเป็นคำถามเกี่ยวกับความคิดเห็นของท่าน กรุณาตอบคำถามโดยมิต้องปรึกษาผู้อื่น หากท่านมีข้อสงสัยหรือมีประเด็นใดในเอกสารที่ไม่ชัดเจน โปรดติดต่อ ดร.วสันตา ราชภักดิ์ กรุณาตอบคำถามทั้งหมดโดยใส่เครื่องหมาย (✓) ลงในช่องสี่เหลี่ยม

1. อายุ :	1. <input type="checkbox"/> ต่ำกว่า 30 ปี	4. <input type="checkbox"/> 50 - 59 ปี	<div>หมายเลขรหัส (เฉพาะเจ้าหน้าที่)</div> <input type="checkbox"/>
	2. <input type="checkbox"/> 30 - 39 ปี	5. <input type="checkbox"/> มากกว่า 60 ปี	
	3. <input type="checkbox"/> 40 - 49 ปี		
2. เพศ	1. <input type="checkbox"/> ชาย	2. <input type="checkbox"/> หญิง	<input type="checkbox"/>
3. ตำแหน่งวิชาการ :	1. <input type="checkbox"/> ผู้ช่วยสอน		<input type="checkbox"/>
	2. <input type="checkbox"/> ผู้สอน		
	3. <input type="checkbox"/> ผู้ช่วยศาสตราจารย์		
	4. <input type="checkbox"/> รองศาสตราจารย์		
	5. <input type="checkbox"/> ศาสตราจารย์		
4. ระยะเวลาที่ทำงานในสถาบันที่ท่านทำงานอยู่ในปัจจุบัน	1. <input type="checkbox"/> ต่ำกว่า 5 ปี		<input type="checkbox"/>
	2. <input type="checkbox"/> 5 - 10 ปี		
	3. <input type="checkbox"/> 11 - 15 ปี		
	4. <input type="checkbox"/> 16 - 20 ปี		
	6. <input type="checkbox"/> มากกว่า 20 ปี		
5. ตำแหน่งผู้นำหรือความรับผิดชอบด้านบริหาร:	1. <input type="checkbox"/> หัวหน้า, ผู้อำนวยการ, คณะบดี		<input type="checkbox"/>
	2. <input type="checkbox"/> ดำรงตำแหน่งด้านบริหารอื่นๆ		
	3. <input type="checkbox"/> ไม่ได้อยู่ในส่วนของแผนกหรือกลุ่มวิชาการ		
6. จำนวนบทความวิจัยที่ตีพิมพ์ในวารสารวิชาการต่างประเทศ	1. <input type="checkbox"/> ไม่มี		<input type="checkbox"/>
	2. <input type="checkbox"/> 1 - 5		
	3. <input type="checkbox"/> 6 - 10		
	4. <input type="checkbox"/> 11 - 15		
	6. <input type="checkbox"/> มากกว่า 15		
7. จำนวนบทความวิจัยที่ตีพิมพ์ในวารสารวิชาการในประเทศ	1. <input type="checkbox"/> ไม่มี		<input type="checkbox"/>
	2. <input type="checkbox"/> 1 - 5		
	3. <input type="checkbox"/> 6 - 10		
	4. <input type="checkbox"/> 11 - 15		
	6. <input type="checkbox"/> มากกว่า 15		

พฤติกรรมหัวหน้า/ผู้บังคับบัญชา

(7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

	7	6	5	4	3	2	1	หมายเหตุ (เฉพาะเจ้าหน้าที่)
1. ข้าพเจ้าเชื่อว่าหัวหน้าของข้าพเจ้าเป็นผู้ที่มีความเหมาะสมเพียงพอที่จะปฏิบัติงานได้อย่างมีประสิทธิภาพ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ข้าพเจ้าคิดว่าหัวหน้าของข้าพเจ้าปฏิบัติหน้าที่ได้อย่างถูกต้องเหมาะสม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ข้าพเจ้าเชื่อว่าหัวหน้าของข้าพเจ้าเป็นผู้สุ่ม รอบคอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ข้าพเจ้าเชื่อว่าหัวหน้าของข้าพเจ้ามีความซื่อสัตย์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ข้าพเจ้าเชื่อว่าหัวหน้าของข้าพเจ้าเห็นแก่ผลประโยชน์ส่วนตัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ข้าพเจ้ามั่นใจว่าหัวหน้าจะให้ความสนับสนุนข้าพเจ้าในทุกๆ ด้าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. การประพฤตินและมารยาทของหัวหน้าทำให้ข้าพเจ้ารู้สึกสบายใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. งานส่วนใหญ่เป็นงานที่สนับสนุนวัตถุประสงค์ส่วนตัวของหัวหน้าของข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

พฤติกรรมของผู้ร่วมงาน (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

	7	6	5	4	3	2	1	หมายเหตุ (เฉพาะเจ้าหน้าที่)
9. ข้าพเจ้าสามารถทำงานเป็นหมู่คณะร่วมกับเพื่อนร่วมงานได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. เพื่อนร่วมงานของข้าพเจ้าให้ความช่วยเหลือเมื่อข้าพเจ้ามีปัญหา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. เพื่อนร่วมงานของข้าพเจ้ายกย่องความคิดของข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ข้าพเจ้ามีสัมพันธภาพที่ดีต่อเพื่อนร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ผู้ร่วมงานของข้าพเจ้าเป็นผู้เชี่ยวชาญในแต่ละสาขาของคนที่ศึกษามา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ลักษณะงาน (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

	7	6	5	4	3	2	1	หมายเหตุ (เฉพาะเจ้าหน้าที่)
14. ข้าพเจ้าสามารถใช้ศักยภาพของข้าพเจ้าได้อย่างเต็มที่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. งานของข้าพเจ้าตรงกับความสามารถและความรู้ของข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. งานของข้าพเจ้าส่งผลต่อการพัฒนาส่วนบุคคล	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. ข้าพเจ้าปฏิบัติงานด้วยความเต็มใจ	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
18. งานของข้าพเจ้าเป็นสิ่งที่ได้คาดหวังไว้	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
19. ข้าพเจ้าสามารถนำความสร้างสรรค์มาใช้ในการงานของข้าพเจ้าได้	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
สภาพทางกายภาพ/สิ่งอำนวยความสะดวกในที่ทำงาน (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1= ไม่เห็นด้วยอย่างมาก)		
	7 6 5 4 3 2 1	หมายเลขรหัส (เฉพาะเจ้าหน้าที่)
20. โรงอาหาร	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
21. การพยาบาล	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
22. พาหนะขนส่ง	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
23. บริการอินเทอร์เน็ต	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
24. เครื่องถ่ายเอกสารและเครื่องพิมพ์	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
25. สำนักงาน	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
26. ศูนย์กีฬา	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
27. ห้องสมุด	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
การสอนและวิจัย (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1= ไม่เห็นด้วยอย่างมาก)		
	7 6 5 4 3 2 1	หมายเลขรหัส (เฉพาะเจ้าหน้าที่)
28. ชั่วโมงสอนของข้าพเจ้ามีจำนวนค่อนข้างมาก	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
29. ข้าพเจ้าต้องสอนวิชาที่ข้าพเจ้าไม่ถนัด	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
30. ข้าพเจ้าไม่มีเวลาสำหรับการศึกษาด้านวิชาการ	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
31. เกิดรบกวนสำหรับงานวิจัยของข้าพเจ้าถูกผู้อื่นแย่งไป	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
หน้าที่ด้านบริหาร (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1= ไม่เห็นด้วยอย่างมาก)		
	7 6 5 4 3 2 1	หมายเลขรหัส (เฉพาะเจ้าหน้าที่)
32. งานที่ไม่เกี่ยวกับวิชาการใช้เวลามาก	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
33. ข้าพเจ้าต้องรับผิดชอบงานบริหารที่ข้าพเจ้าไม่ชอบทำ	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

สิ่งแวดล้อมทางวิชาการ (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

	7	6	5	4	3	2	1	หมายเหตุ (เฉพาะเจ้าหน้าที่)
34. บุคลากรในสถาบันทั้งหมดได้รับประโยชน์จากบริการต่างๆ ในสถาบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. ในสถาบันของข้าพเจ้ามีระบบสนับสนุนคุณความดี	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. สถาบันของข้าพเจ้าสนับสนุนความคิดใหม่ๆ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. ในสถาบันของข้าพเจ้า ปัญหาอุปสรรคของบุคลากรจะได้รับการแก้ไขทันที	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. ในสถาบันของข้าพเจ้า ข้อเสนอแนะของบุคลากรได้รับการพิจารณา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. ในสถาบันของข้าพเจ้า งานทุกชิ้นได้ดำเนินการตามที่ได้กำหนดไว้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. ข้าพเจ้าสามารถส่งต่อปัญหาที่เกิดขึ้นไปสู่ผู้บังคับบัญชาได้อย่างง่ายดาย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. ข้าพเจ้าได้รับการแจ้งทุกเรื่องที่เกี่ยวข้องกับข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. ข้าพเจ้าได้รับการปรึกษาเกี่ยวกับงานทุกชิ้นที่อาจส่งผลกระทบต่อข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. สำหรับข้าพเจ้า สถาบันนี้เป็นสถาบันที่มีชื่อเสียง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. ข้าพเจ้าเชื่อว่าสถาบันของข้าพเจ้าเป็นที่ยอมรับสำหรับบุคคลทั่วไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. ความประพฤติและมารยาทของนักเรียนทำให้ข้าพเจ้าหมดกำลังใจในการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. การสอนของข้าพเจ้าไม่เป็นที่น่าพอใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. สถาบันของข้าพเจ้าสนับสนุนการเข้าร่วมงานประชุมและสัมมนาทางวิชาการ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. สถาบันของข้าพเจ้าสนับสนุนค่าใช้จ่ายในการทำวิจัยทั้งหมด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. การเป็นบุคลากรนั้นมีความสำคัญเป็นอันดับสองในสถาบันของข้าพเจ้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. อำนาจและขอบข่ายความรับผิดชอบของงานของข้าพเจ้าได้ถูกกำหนดไว้อย่างชัดเจน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

อิสระภาพ (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

หมายเลขข้อ
(เฉพาะเจ้าหน้าที่)

- | | | |
|--|---|--------------------------|
| 51. นอกเหนือจากเวลาสอนตามตาราง ข้าพเจ้าว่าง | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 52. ข้าพเจ้าสามารถขอใบอนุญาต / ใบอนุญาตได้เมื่อต้องการ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 53. ข้าพเจ้าสามารถไปบรรยายในสถาบันอื่นๆ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

ความมั่นคงในงานที่ (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

หมายเลขข้อ
(เฉพาะเจ้าหน้าที่)

- | | | |
|--|---|--------------------------|
| 54. ข้าพเจ้าไม่กังวลว่าจะสูญเสียงานที่ทำอยู่ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 55. ความเป็นไปได้ที่จะไม่ได้รับการต่อสัญญาทำให้ข้าพเจ้ารู้สึกวิตกกังวล | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

ทักษะต่อหน่วยงาน (7=เห็นด้วยอย่างมาก, 6=เห็นด้วย, 5=ค่อนข้างเห็นด้วย, 4=เฉยๆ, 3=ไม่ค่อยเห็นด้วย, 2=ไม่เห็นด้วย, 1=ไม่เห็นด้วยอย่างมาก)

หมายเลขข้อ
(เฉพาะเจ้าหน้าที่)

- | | | |
|--|---|--------------------------|
| 56. ข้าพเจ้าพยายามที่จะพัฒนาทักษะตลอดเวลา เพื่อที่จะได้ส่งเสริมงานที่ทำให้ดียิ่งขึ้น | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 57. ข้าพเจ้ามีความกระตือรือร้นที่จะทำงานที่ได้รับมอบหมาย | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 58. ข้าพเจ้าได้เสียสละเวลาส่วนตัวเพื่อช่วยงานของสถาบัน | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 59. ข้าพเจ้ามีความภูมิใจที่ทำงานเป็นอาจารย์ / ผู้สอนในสถาบันนี้ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 60. ข้าพเจ้ามีความภูมิใจที่จะบอกผู้อื่นว่าข้าพเจ้าเป็นอาจารย์ / ผู้สอนในมหาวิทยาลัยนี้ I | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 61. ข้าพเจ้าตั้งใจที่จะทำงานนี้ต่อไปอีกหลายปี | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 62. ข้าพเจ้าจะยังคงทำงานที่นี่ต่อไปถึงแม้ว่าจะมีงานใหม่ที่มีลักษณะงานคล้ายๆกันและได้รับค่าตอบแทนสูงกว่าเล็กน้อยมาเสนอให้ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 63. ข้าพเจ้ามีความภูมิใจในงานที่ทำ เนื่องจากได้สนับสนุนการศึกษาไทยมากขึ้น | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 64. ข้าพเจ้ารู้สึกกังวลเกี่ยวกับอนาคตของสถาบัน | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 65. ข้าพเจ้าไม่รู้สึกละอายใจ ถึงแม้ว่าจะทราบว่าสถาบันกำลังเผชิญกับปัญหาบางอย่าง | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 66. เมื่อมีผู้พูดถึงงาน/สถาบันในทางไม่ดี ข้าพเจ้าจะรู้สึกไม่พอใจและไม่เห็นด้วยทันที | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

ขอบพระคุณทุกท่านที่

BIOGRAPHY

- NAME** : **WASANTHA RAJAPAKSHE, P.hD**
(Nee Dias Abeysiriwardene Senevirathna)
- ACADEMIC BACKGROUND** : **Ph.D. in Development Administration, 2003**, The National Institute of Development Administration, Thailand.
- Master of Business Administration. 1996.** University of Colombo. Sri Lanka
- B.Sc. Public Administration (Special). 1986.** University of Sri Jayewardenepura-Sri Lanka with Second Class Upper Division
- Associate (Final) 1988.** Institute of Chartered Accountants of Sri Lanka.
- POSITION & OFFICE** : **Assistant Vice Rector for Academic Affairs**
St Theresa Inti College, Thailand
- EXPERIENCE** : **Audit Officer** - P.E.Mathew & Co. Chartered Accountants of Sri Lanka - From 1986 October to 1989 February
- Lecturer (Probationary)** in Public Administration in the Department of Public Administration of the University of Sri Jayewardenepura in Sri Lanka - From 1989 March - 1996 May
- Chief Examiner in Economics and Business Studies** GCE(A/L) - The Examination Department of Sri Lanka - From 1994 - July 2003
- Senior Lecturer** in Public Administration in the Department of Public Administration of the University of Sri Jayewardenepura in Sri Lanka - From 1996 June - July 2003
- Research Advisor** in M.Sc (Management) program in the Faculty of Management Studies and Commerce of the University of Sri Jayewardenepura in Sri Lanka - From 2000 March - July 2003
- Coordinator** of the B.Sc. Management (Public) External Degree Program in the Department of Public Administration of the University of Sri Jayewardenepura in Sri Lanka From 2001 June- 2001 October
- Head of the Department .** Department of Public Administration in University of Sri Jayewardenepura in Sri Lanka - From October 2001 - July 2003
- CONTACTS** : wasanthaa@yahoo.com