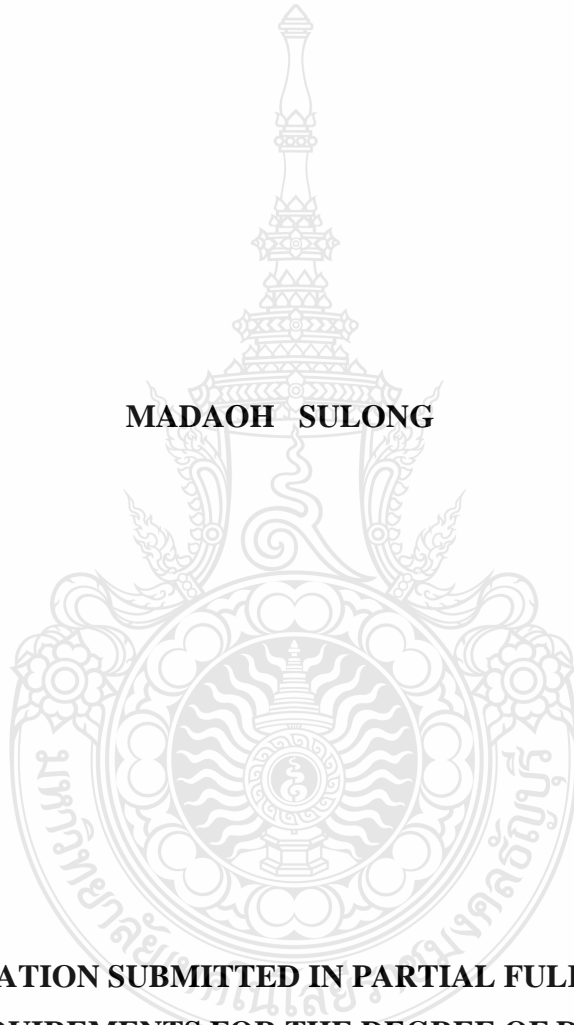


**THE RELATIONSHIP BETWEEN HUMAN RESOURCE PRACTICES
SATISFACTION FACTOR AND ORGANIZATION COMMITMENT
OF AUTONOMOUS UNIVERSITY**

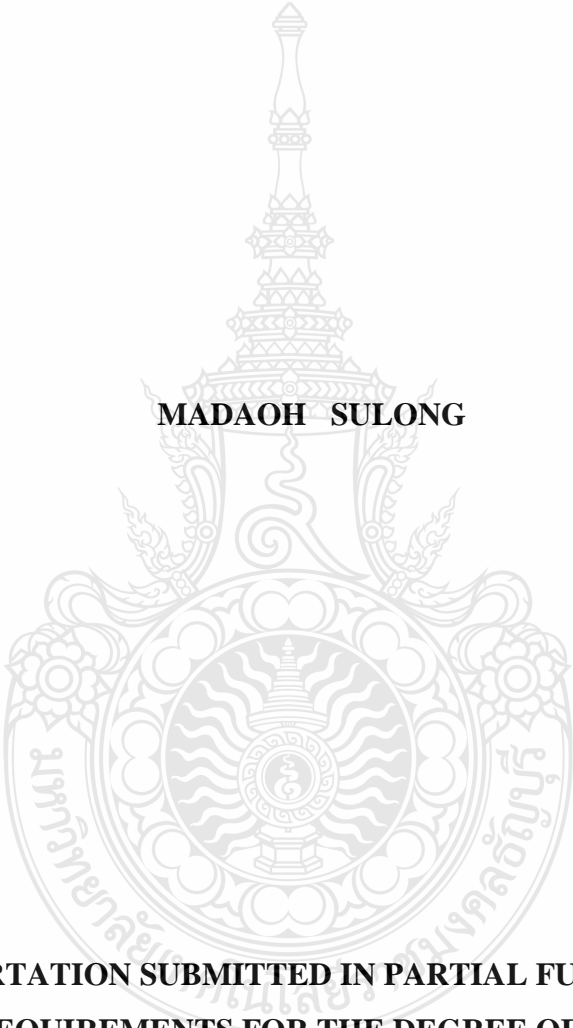
MADAOH SULONG



**A DISDERTATION SUBMITTED IN PARTIAL FULFILLMENT
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PHILOSOPHY PROGRAM IN BUSSINESS ADMINISTRATION
FACULTY OF BUSINESS ADMINISTRATION
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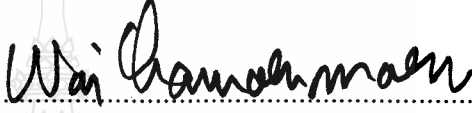
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Dissertation Title The Relationship between Human Resources Practices,
Satisfaction Factor and Organization Commitment of
Autonomous University
Name- Surname Mr. Madaoh Sulong
Program Business Administration
Dissertation Advisor Assistant Professor Khemaree Rugchoochip, Ph.D.
Academic Year 2013

DISSERTATION COMMITTEE


.....Chairman
(Associate Professor Wai Chamornmarn, Ph.D.)

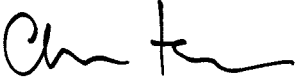

.....Committee
(Mr. Sungworn Ngudgratoke, Ph.D.)


.....Committee
(Associate Professor Chanongkorn Kuntonbutr, D.B.A.)


.....Committee
(Mr. Krisada Chienwattanasook, D.B.A.)


.....Committee
(Assistant Professor Khemaree Rugchoochip, Ph.D.)

Approved by the Faculty of Business Administration Rajamangala University of
Technology Thanyaburi in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy


.....Dean of Faculty of Business Administration
(Associate Professor Chanongkorn Kuntonbutr, D.B.A.)

July 18, 2014

Dissertation Title	The Relationship between Human Resources Practices, Satisfaction Factor and Organization Commitment in Autonomous Universities
Name- Surname	Mr. Madaoh Sulong
Program	Business Administration
Dissertation Advisor	Assistant Professor Khemaree Rugchoochip, Ph.D.
Academic Year	2013

ABSTRACT

The purpose of this study was to investigate the relationship among the human resources practices, satisfaction factor and organization commitment in autonomous university. The human resources practices comprised of the following four dimensions: organization reward, training and development, procedural justices, and workplace participation.

The sample consisted of three hundred and ten employees in fourteen autonomous universities in Thailand. Both quantitative and qualitative research methods were used as questionnaires with 7- level rating scales and the in-depth interviews were employed as the research instrument. The quantitative analysis used Structural Equation Model (SEM). The Convergent Validity with Confirm Factor Analysis that had factor loading greater than 0.6 was used. The Structural Equation Model showed good consistence with the empirical data by the indications of Chi-square = 345.973, df =300, Chi-square/df = 1.153, CFI = .992, GFI= .927, NFI = .946, and RMSEA = .022.

The findings indicated that workplace participation and training and development had direct effects on satisfaction factor while procedural justices had direct effects on organization commitment. Workplace participation had direct and indirect effects on organization commitment, and satisfaction factor had directed effect on organization commitment. The empirical results were supported by qualitative findings as follows. 1) The employees' skills and capabilities were developed and improved by means of training and development activities that would lead to enhance job satisfaction. 2) The employees' opportunities to work with other departments or faculties and working with different people allowed them with chance to exchange knowledge, sharing ideas and experiences, making new friends, and gaining wider perspective. These would lead to job satisfaction and organization commitment. 3) The awareness of the procedural justices' policy improvement and fairness would initiate employees' satisfaction and lead to organization commitment. 4) Satisfaction was a crucial factor that would lead to employees' commitment because when they satisfied with the better human resources practices management policy, their organization commitment were enhanced.

Keywords: human resources practices, satisfaction factor, organization commitment, Autonomous University

Acknowledgements

A dissertation is not a project that can be successfully completed alone; it requires the support and assistance of many people. These people deserve recognition. I would like to extend my sincere gratitude to the persons that provided valuable advice and guidance to me in completing this dissertation.

First, My appreciation and heartfelt thanks go to Associate Professor Dr.Chanongkorn Kuntonbutr, who really supported and gave me valuable inspiration to proceed with this dissertation during hard times till its completion. Second, I wish to express my appreciation to Associate Professor Dr. Wai Chamornmarn who gave me suggestions to improve my questionnaire and research design. I also to thank Dr.Sungworn Ngudgratoke who supported me about data analysis. Third, I would like to extend my sincere gratitude to Assistant Professor Dr.Khemaree Rugchoochip and Dr.Krisada Chienwattanasook who encouraged and supported my work particularly during critical times so I could performed with the dissertation successfully. My dissertation will not success without my brother family, my family who encourage me and their supported to accomplishment. Finally, I wish to express my sincere thanks to Faculty of Business Administration of RMUTT and my lecturers in Doctor of Philosophy Program in Business Administration program who provided me with a high standard of education. Thank to you all.

Madaoh Sulong

Table of Contents

	Page
Abstract	(3)
Declaration	(4)
Acknowledgements	(5)
Table of Contents	(6)
List of Tables	(8)
List of Figures	(9)
List of Abbreviations	(10)
CHAPTER 1 INTRODUCTION	11
1.1 Background and Statement of Study	11
1.2 Purpose of Study	15
1.3 Research Question and Hypothesis	16
1.4 Conceptual Framework	21
1.5 Definition of Terms	23
1.6 Delimitation and Limitation	26
1.7 Scope of the Study	26
CHAPTER 2 REVIEW OF THE LITERATURE	28
2.1 Introduction	28
2.2 University as a Complex formal Organization	28
2.3 Literature Reviews of Human Resources Management Practices ...	31
2.4 Literature Reviews on Job Satisfaction Factor	38
2.5 Literature Reviews of Organization Commitment	45
2.6 The relationship between the Practices of Human Resources Management and the Organization Commitment	54
2.7 Literature Review on Human Resources Practices Dimensions	58
2.8 The Relationship between the Factor of Jobs Satisfaction and Organization Commitment	75

Table of Contents (Continued)

	Page
CHAPTER 3 RESEARCH METHODOLOGY	77
3.1 Introduction	77
3.2 The Relationship between HR Practice, Job Satisfaction, and Organization Commitment	78
3.3 Research Design	80
3.4 Data Gathering	85
3.5 Data Processing and Analysis	88
3.6 Structural Equation Model (SEM)	92
3.7 Qualitative Methodology	94
3.8 Result Methodology	96
CHAPTER 4 RESEARCH RESULT	97
4.1 Introduction	97
4.2 Research Result	97
4.3 Structural Equation Model Test	118
4.4 Testing of Research Hypotheses	132
4.5 Qualitative Analysis Method	143
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	148
5.1 Conclusion	148
5.2 Discussion of Finding	150
5.3 Discussion of Findings from the Qualitative Analysis	158
5.4 Limitations of Study	163
5.5 Contributions of the Study and Future Research	164
List of Bibliography	171
Appendices	192
Appendix A	193
Appendix B	195
Appendix C	201
Appendix D	208
Biography	212

List of Tables

		Page
Table	3.1 The Measure of Research Variable	83
Table	3.2 The Reliability Analysis of the Questionnaire from Pre-test Construct's Cronbach's alpha	90
Table	3.3 Measures of the Structural Model Fit	93
Table	4.1 Demography summary	99
Table	4.2 The Descriptive Statistic of Human resources practices	104
Table	4.3 The Descriptive Statistic of Satisfaction Factor	109
Table	4.4 The Descriptive Statistic of Organization Commitment	112
Table	4.5 Constructs and Reliability Analysis	116
Table	4.6 Multicollinearity Statistics Testing	118
Table	4.7 Model fit statistics of CFA of HRM Practices	119
Table	4.8 Reliability and Validity Assessment of Human Resources Practices	121
Table	4.9 Models Fit Statistics of CFA of Satisfaction Factor	122
Table	4.10 Reliability and Validity assessment of Satisfaction Factor	124
Table	4.11 Reliability and Validity Assessment of Organization Commitment	125
Table	4.12 Model Fit Statistics of CFA of Organization Commitment	126
Table	4.13 Construct Correlation Matrix (Standardized)	127
Table	4.14 Measure of the Structural Model Fit	128
Table	4.15 Construct Measurement Model	130
Table	4.16 Measuring of Model-Fit	132
Table	4.17 Measuring of Model-Fit-Model after Modification Indices	135
Table	4.18 The Standardized Direct Effect, Indirect Effect, and Total Effect .	135
Table	4.19 Standardized Regression Weights	136
Table	4.20 Construct Correlation Matrix (Standardized)	136

List of Figure

	Page
Figure 1.1 Theoretical Model	22
Figure 2.1 A Multi dimension Model of Commitment	55
Figure 3.1 The Theoretical Framework of the Study	77
Figure 3.2 Human Resource Practice Factor	79
Figure 3.3 Satisfaction Factor Organization Commitment	79
Figure 3.4 Organization Commitment	80
Figure 3.5 Statistic research Model for Satisfaction and Organization Commitment and Represent of Direction	94
Figure 4.1 Measurement Model of First-order CFA of HRM Practices	120
Figure 4.2 Measurement Model of First-order CFA of Satisfaction Factor Validity Analysis of Satisfaction Factor	123
Figure 4.3 Measurement Model of First-order CFA of Organization Commitment	125
Figure 4.4 Measurement Theoretical Framework	130
Figure 4.5 Model Relationship of HRM Practices,Satisfaction Factor, Organization Commitment	134
Figure 4.6 Model of Research Finding	143

List of Abbreviations

Abbreviations	Meaning
HRM practices	Human Resources Management practices
Org.commitment	Organization Commitment
Parti	Participation
Sat _sup	Satisfaction to Supervisor
Sat _woke	Satisfaction to Work
Sat _cor	Satisfaction to Coordination
Sat_com	Satisfaction to Compensation
Sat_growth	Satisfaction to Growth
CMIN	Chi-Square
Df	Degree of freedom
P	P- value
RMSEA	Root Mean Square Error of Approximation
CFI	Comparative fit Index
GFI	Goodness of fit Index
NFI	Normed fit Index
S.E.	Standard Error
C.R.	Critical Ratio
VIF	Variance Inflation Faction
CFA	Confirmatory Factor Analysis

CHAPTER 1

INTRODUCTION

1.1 Background and Significance of Study

Nowadays, a fast changing environment has affected on the large firms and organizations competence in corporate strategy development, especially the strategy of human resources practice to achieve the organization's goals and objectives through the use of human resources. Although it is nearly to 70 years that the field of human resources management has been with us. It is essential to understand on the perception of employees on HR practice, job satisfaction, and the organization commitment. There are many factors contributed to this changing perspective about the field and the practice of personnel/human resources management (PHRM) in the organizations and achieving the organizational goals cannot be done without the role of human resources since the employee play important roles toward the organization success.

The study of human resource practice is a interesting to both public and private organizations to see the need of understanding on the associate variables to the organization commitment (Becker & Gerhart,1996). There have been little empirical studies in this area and those which have been done have provided conflicting results that. Considered to be beneficial to aware of the factors. How to improve various problems in the organization management and may influence on the behavior, attitude, absenteeism, turnover in management human resources, and job satisfaction. It could be more efficiently applied in the organization development to comply with changing economic, social, and competition.

The reform, the importance of some HRM practice required for the successfully human resources management in order for the organization to maximize its competitiveness. First, they are becoming more responsible for HRM practice since most believed that people issues are critical to the business success. Second, most managers believe that their HRM departments are not well respected because of a perceived on lack of competence, business sense, and contact with operations. Third, many managers believe that for HRM practices to be effective, they need to be related to the strategic direction of the business.

Human resources management refers to the policies, practices, and systems that influence on employees' behavior, attitudes, and performance. Many organizations refer to HRM as involving to "people practice" including with analyzing and designing work, determining human resource needs for HR planning, attracting potential employment (recruitment), choosing employee (selection), teaching employees how to perform their jobs and preparing them for the future (training and development), rewarding employee with compensation, evaluating their performance, management, and creating a positive work environment, and employee relation. The effective HRM practices have been shown with relation to the organization by contributing to employee and customer satisfaction, innovation, productivity, and development of f adorable reputation in the firm community management based on the resource-based view of the firm. It is the valuable, rare, inimitable, and non-substitutable resources that will lead to the competitive advantages. However, employee attitude, behavior, and work outcome are influenced by human resource practice. Based on a social exchange theory and a perceived organization theory, especially on an explanatory model proposed by Peccei,

Innocent (2004) regarding social exchange theory and theory of satisfaction, Locke's (1967) seminal analysis of job satisfaction suggests that satisfaction is a general psychological phenomenon, describing the emotional state resulting from an evaluation of one's experiences in connection with an object, action, or condition.

In 1995, University worldwide had faced with new challenge from the impacts on the organization growth and employee performance. At the same time, human resource practice and job satisfaction are restructured to respond to their vision and mission. A success of university in this global required for the supports on learning, creativity, and motivation. The imperative to the university success is high quality education. Especially, both the private and public Universities have the management style common goals toward the human resource development through to economic, social, political, technology, and country development. In addition to the modern organization, it remarkably concentrates on competition, point to quality, and enabling technology through quit respond, also the role of human resource talent is more important than ever (Kristoff 1996; Lawler, 2000).

The great reform of the Thai government in the year in 2001 was the adjusting on its management processes, offices restructuring, as well as, public administration laws and ministries' procedures improvement. The bureaucratic reform sets a dimensional evaluation for four dimensions of practical work performance based on 50% of strategic dimension, 10 % of quality of service, 15% of efficiency space discharging, and 25% of organization development dimension (data from the office center 2001).

The public universities the organizations that requires for the management reform. The administration system ensure for both the effectiveness and efficient in terms of greater flexibility and to provide technical management by commitment to an academic excellence, budgetary allocation, and more resources applying and the responsive government policy. These are called for the university administration under the supervision of, good governance and the public management. These are to modify the process with the focuses on the quality, roles, and tasks improvement as well as, the adjusting to an appropriate size, moreover, enhancing for the high work standard and capacity to response with the management system. LaBonte (2001) suggested an effective human resources system that requires a focus on the need existing in performance to develop the local government, also the human resources were support by practitioner on the value of systematically issues of human performance addressing an a support found on transformations with the effect on management policies and practices particularly to those related with the human resources utilization (Biswas & Varma, 2007; Rao, 2003).

In addition, the human resource management in Thai university system has changed from the official staff management of the university. It requires for changes in human resources management related to the human resources dimension in order to improve for the functions of recruiting, selection, training and development, working appraisal, compensation, welfare, and other benefits. Rowley and Bae (2002) suggested that HRM will motivate aspiration behavior of employees, while Ulrich, Brockbank, Hohson, Sandholz, and Younger (2008) argued that human resource function should add value and make a meaningful contribution to stakeholder either inside or outside an

organization to help improve the organizational performances. The effective HRM practice in the areas of staff, selection, training, and performance management have been critical factors in facilitating the organization achievement (Purcell 1999; Storey, 2001).

Public university reformation results on autonomous university to effectively implement on administration. Any materials cannot be operated alone, the lack of the emphasis on. Human resource management and job satisfaction where individual is most important resource coordinate benefits since in the organization, human resource and job satisfaction present with differences on the expectations of success, that human resource needs in their working life. Each human resource and job satisfaction should be taken for implementation in the organization. The important thing is to establish the association between these three factors to succeed in university administration and the autonomous university, which is appealing to both the administrative and academic organization commitment (Steers,1991).

The reason for this study is to present the commitment of employees to an organization, which is the autonomous university. In particular, the present study examines on the relationship between HRM practices, job satisfaction, and organization commitment.

1.2 Purpose of Study

The purpose of this study is to examine the relationship between the key components of human resource practices and satisfaction factors affect to the organization commitment. This study aims to extend concept of human resources

practices dimension consisting with the organization reward, training and development, procedural justices, and workplace participation, and the relationship between satisfaction factor and organization commitment of employee in their autonomous university. The study objectives are as follows.

1. How do the dimensions of human resource practices (reward, training and development, procedural justices and work place participation) related to job satisfaction of employees in autonomous universities?

2. How do the dimensions of human resources practices (reward, training and development, procedural justices and work place participation) related to organization commitment?

3. How does the satisfaction factor related to organization commitment?

The study results would support on the management of autonomous university in term of executives, for example, the policy makers will participate by employees to reform the policy in order to instigate and maintain the organization commitment on the part of employee.

1.3 Research Questions and Hypotheses

1.3.1 Research Questions

The following research questions recommend the study on what are the influences of human resource practice toward the forming of human resources process of management development and to promote the organization commitment and job satisfaction in autonomous University.

1. How are the dimensions of human resource practices (reward, training and development, procedural justices and work place participation) relate to job satisfaction of employee in autonomous University?

2. How are the human resources practices (reward, training and development, procedural justices and work place participation) related to organization commitment?

3. How is the satisfaction factor related to the organization commitment?

1.3.2 Hypotheses

According to previous research, the relationship between job satisfaction and human resources management practices by Alina and Simmons (2008) indicated that several HRM practice raise workers' overall job satisfaction and their satisfaction with pay. However, these effects are only significant for the non-union members.

Satisfaction with pay structure as perceived to be unequal is associated with pay.

Although HRM practices can raise workers' job satisfaction, if workplace pay inequality widens as a consequence, then non-union members may experience on fewer job satisfaction. Jeffrey, William, Jake, and Jennifer (2002) studied on the professional human resources staff in small business and revealed that the supervisor involvement in HR activities is predicted by employer size. The analysis of variance reveals significantly of greater supervisor involvement in the areas of planning, wage increasing, and safety administration. A recent survey on job satisfaction conducted by Zinta and Brian (2009) for those high in trait entitlement, perceived favorability of recruitment, and selection practices were positively associated with job satisfaction. For those with low trait entitlement, favorability regarding this practice was not significantly related to job satisfaction. For those with high trait entitlement, perceived

favorability of safe working practices was negatively associated with job satisfaction. For those with low trait entitlement, favorability regarding this practice was positively related with the great concern in many countries. Since its impact upon the efficiency and effectiveness of any health-care delivery system, nurse recruitment and retention are persistent problems associated with job satisfaction. It is argued that the absence of a robust causal model incorporating organizational, professional, and personal variables is undermining the development of interventions to improve nurse retention. Based on the previous studies, the hypotheses are as follows:

H1: There is a positive relationship between organization reward and satisfaction factors.

H2: There is a positive relationship between training and development and satisfaction factors.

H3: There is a positive relationship between procedural justices and satisfaction factors.

H4: There is a positive relationship between work place participation and satisfaction factors.

According to the previous research on the relationship between HRM practices and organization commitment by Ostroff (1992) who reported on the correlations between teacher attitudes (commitment, satisfaction, adjustment, and stress) and student outcomes including grades and attendance behavior from 298 different schools. While several of the teacher perceptions might not always be considered as the aspects of climate, commitment often regards as a component of measures for climate, and all four variables were aggregated across teachers within a school with empirical justification to

indicate that these variables shared perceptions among the schools' employees. Similarly, Ellen (2000) reported on the relationships among human resource practices, trust-in-management, and organizational commitment. Individual level analyses with 1689 samples of employee from 180 credit unions indicated that trust in management partially mediates the relationship between perceived organizational support and organizational commitment. As note by Pfeffer and Veiga (1999) when implemented as a package, these seven HR practices will provide organization with a competitive advantage. It proposes for the reason that provides from these practices to the organization with this competitive edge that they build affective organization commitment among people. Several researchers have examined the relationships between HRM practices and organizational commitment. For example, the analysis at an individual-level by Paul and Anantharaman (2004) who studied on software professionals showed that HRM practices had a significant positive relationship with organizational commitment. HRM systems have also found to be related with the commitment in the frontline employees samples from car rental, retail, and hospitality organizations in South America (Browning, 2006). Payne and Huffman (2005) found in a longitudinal study that organizational commitment mediated the relationship between mentoring, HRM practice in the organization studied, and employee turnover over time. In a unit-level study, Wright and Moynihan (2001) found a positive relationship between HRM practices and organizational commitment in a study with 50 business units from a large food service corporation. Based on these finding the hypotheses are as follows:

H5: There is a positive relationship between organization reward and organization commitment.

H6: There is a positive relationship between training and development and organization commitment.

H7: There is a positive relationship between procedural justices and organization commitment.

H8: There is a positive relationship between workplace participation and organization commitment.

H9: There is a mediating effect of satisfaction factor that links between the relationship of workplace participation and organization commitment.

The empirical research has indicated that there is a low correlation between jobs satisfaction, commitment, and the intention to leave an organization, which suggests for nonexistence of direct relationship. There are satisfied and committed employees who decide to leave, as well as dissatisfied and ambivalent employees who steadily remain with their jobs (Nunn, 2000). Steers and Mowday (1981) posited that a relationship between level of job satisfaction and turnover intention may be influenced by the efforts of employee to stay with his or her job, and try to change the elements of a job that are dissatisfied. This suggested that an employee might have strong commitment to an organization although he or she felt dissatisfied with certain aspects of his or her specific job. Kovach (1977) maintained job satisfaction is recognized as a component of the organizational commitment, while other researchers have clearly stated that job satisfaction is a predictor of organizational commitment (Porter, Steers, Mowday, & Boulian, 1974; Price, 1977; Spector, 1997). Whether jobs satisfaction is component of, or a predictor of organizational commitment, the result study of Fang-Hua , and Che-Chieh, (2007) revealed that job satisfaction has significantly and positively related to

the organization commitment in the study of influences in nursing staff job satisfaction and organization commitment in hospital in Taiwan. Bishop and Scot (2000) reported that they successfully modified Porter et al.'s OCQ to obtain data from 485 members of sewing teams, which found that resources- related conflict and satisfaction to supervision had a stronger relationship with the organization commitment. This is similar to the reported from Schultz (1982) that the organization commitment is related to motivation and job satisfaction. Moreover, McMillan (2000) reported that the higher employee commitment contributes to the greater employee motivation and satisfaction which confirms on the relationship between organization commitment and satisfaction factor. Based on the previous study, the hypotheses can be as follows:

H10: There is a positive effect between satisfaction factors and organization commitment.

H11: There is a positive effect between organization commitment and satisfaction factors.

1.4 Conceptual Framework

The theoretical framework for the current research study focuses on three existing paradigms of human resource theory to predict the ways to structure the human resource practices relationship with satisfaction factors that can enhance the organization commitment in achieving their interpretation and objective, which is necessary in the organizational performance and success management. The human resource practice and job satisfaction are the core of the studies in organizational field, particularly HRM practice in order to gain better understanding on their structures,

functions, and feature for the purpose of employee satisfaction and organization commitment improvement. The theoretical framework that was used in the current and previous research study suggested that human resources theory and job satisfaction are an important factor to study while offer the potential results. The commitment theory examines on behavior both at the individual and group levels, where the analysis of individual behavior within the organizational environment is notable, as it could be a critical factor to predict on how an organization can accomplish.

The Conceptual Relationship among HRM practices, Satisfaction factor, and Organization Commitment.

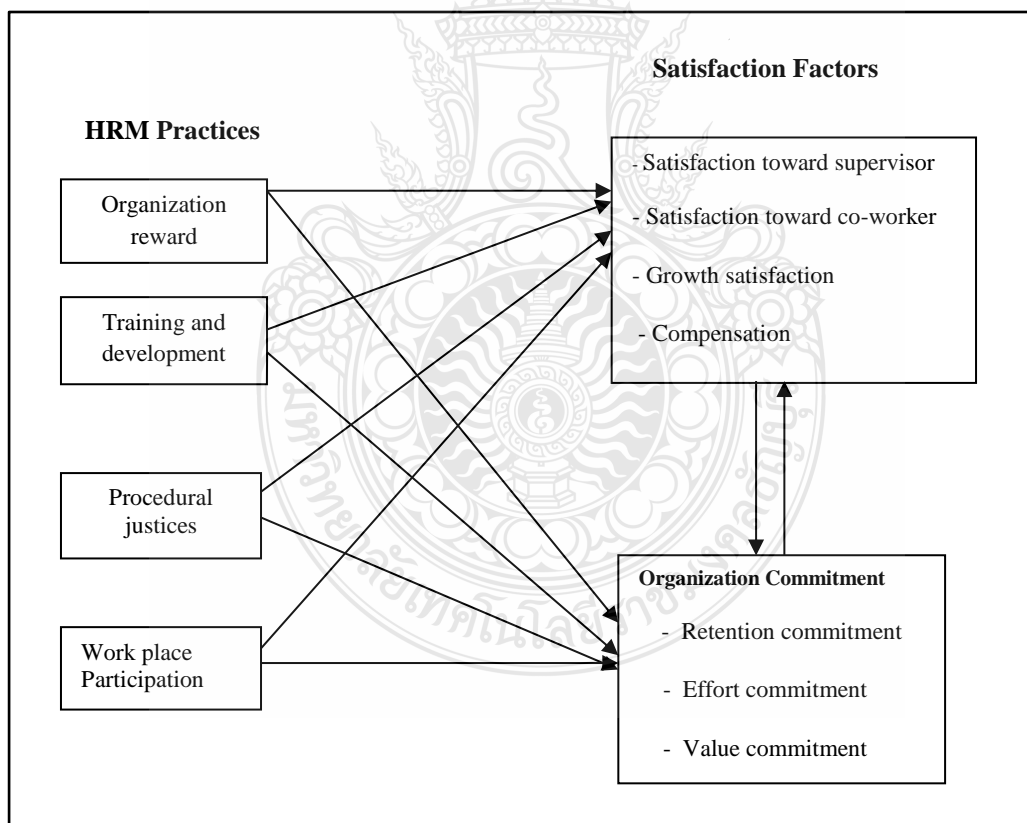


Figure 1.1 Theoretical model

1.5 Definitions of Term

The following terms are used in this research investigation.

1.5.1 Human Resource Practices

Human resource practices is defined as a strategic and coherent approach to manage the most valued assets of an organization - an individual people who working there and collectively contribute to the goal and objectives achievement. HRM refers to all those activities associated with the firm management of the employment relationship. The term “employee relations” is applied as an equivalent terms as the term “labor management.”

Human resources management practices (1) demonstrating the capacity to improve the organizational performance and (2) being generalizable.

1.5.2 Organization Reward

The salary and wages as paid to the employees for their work efforts. In addition, the organization reward can also be in nonfinancial forms as the compensation for staff attracting and retention. The financial and nonfinancial compensation as offered to the employees can generate an employee-friendly environment, and in time determining the competitive compensation.

1.5.3 Training and Development

Training is an activity to enhance knowledge, skill and work attitude for the employees by preparing individuals for their work responsibilities and different types of training in order to maintain the successful performance and competency improvement.

1.5.4 Procedural Justice / Equality

Procedural justices refer to the idea of fairness in the processes to resolve the

disputes and allocation of resources to ensure for transparency, precision, accuracy, and establishment order in the organization. One aspect of procedural justice is related to the discussions of the administration justice and legal proceedings. Beliefs on the fairness of specific procedures, or their outcomes, are related to the overall beliefs on organizational justices. Procedural justice is the fairness perceived from the systems such as, procedures used for the results and the allocation of resources.

1.5.5 Workplace Participation

Workplace participation is the overall management approach for employees based on the beliefs that the organizations should have the opportunity for a two-way employee communication structured; from top to bottom manner that allows the employee to actively participate in the business operation, including decision making and problem solving.

1.5.6 Job Satisfaction Factor

Job satisfaction is expressed as the emotional reactions resulting from the evaluation or assessment of work experience including growth satisfaction and specific satisfaction, security satisfaction, compensation, satisfaction towards co-workers, and satisfaction towards supervisor.

1.5.7 Organization Commitment

Organizational commitment is defined as a result from cultural beliefs, values, and organizational goals in order to accept the use of these skills and knowledge for the organizational success with the desires to become an organization partner, the willingness of membership in organization to put the energy and loyalty to the organization.

1.5.8 University Teaching Staff Employees

University teaching staff employee refers to a person who is employed by contract with the official duties performance to teach and research on employment in the higher educational institutions, and receiving the payment of wages or compensation from the government budgetary.

1.5.9 Employee of University

Employee of University "means a university employees, government employees, and employees who are employed by the university budgetary. To be said also, University employee means a person who being hired under the contract to work in a University and receiving wages or compensation payments from national budget and /or incomes of the University.

1.5.10 Autonomous University

University of the state as an entity under the supervision of Minister of University Affairs; all the decision is ended at the university level. Most of decision is isolated to make by the management and senior academic, where the management is focused on the group of persons from each system including, a separate mission with financial flexibility.

University of the state government can legislate a new model; the University has the authority through the principles of self- administration of the autonomous University from faculty and staff.

1.6 Delimitation and Limitation

1.6.1 Limitation of the Study

In this study, there are still some limitations as follows:

1. The sample is employees in Autonomous University, which is the new administrative system of the university with difference faculty and culture. Thus, it is quite difficult to clearly measure on the human resources practices dimension that effects on satisfaction and organizational commitment.

2. This study has mainly focused on HRM practices including reward, training and development, procedural justices, and workplace participation. All these aspects of HRM practices are essential for changes of satisfaction and organizational commitment. Then, not only for the above mentioned HRM practices that influence on the employees management system in the Autonomous university, but also there are other HRM practices required taking into consideration when it comes to the effects on satisfaction and organizational commitment.

3. This study mainly deals with the study on the university employees who work as jobs officer and instructors only.

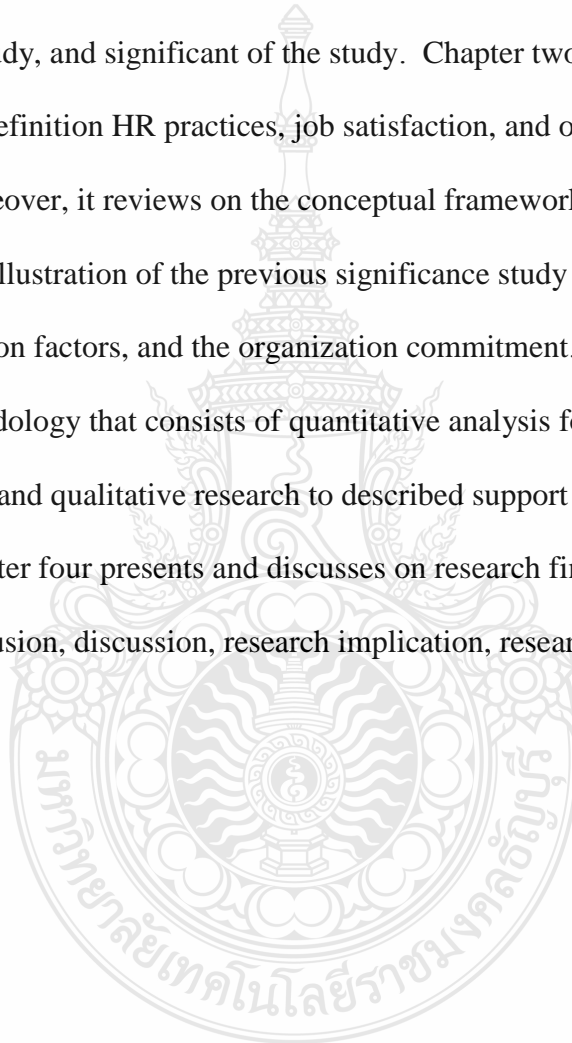
1.7 Scope of the Study

This is a study on the relationship of HRM practices (organization reward, training and development, procedural justices and work place participation) with satisfaction factor and organization commitment. The sample of this study is the employees who work as an officer and instructor in Autonomous University in

Thailand. They are asked to response to the questionnaire and interview. In statistical analysis, this study uses the questionnaire survey that collect via mail and e-mail.

1.7.1 Organization of the Study

This study consists of five chapters. The first chapter includes the statement of the problems, purpose of the study, research questions, hypotheses, research framework, limitation of the study, and significant of the study. Chapter two includes reviews on the overview and definition HR practices, job satisfaction, and organization commitment. Moreover, it reviews on the conceptual framework of other study, theories, and final illustration of the previous significance study related to HRM practices, satisfaction factors, and the organization commitment. Chapter three covers the research methodology that consists of quantitative analysis for the data analysis and hypothesis testing, and qualitative research to described support and validate the results respectively. Chapter four presents and discusses on research finding. Chapter five composes of conclusion, discussion, research implication, research limitations, and future research.



CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter reviews on the literature that implicated into three major areas: the definition and the overviews of HRM practices, the organization commitment, and job satisfaction. Introducing in second section is the research conceptual framework, where the third section presents the former studies in relevant to the study topic.

2.2 University as a Complex formal Organization

It was suggested by Nadler and Tushman (1989) that a complex system likes the organization that the outputs are produced in the surrounding context with the available set of resources that required the organization to modify themselves from time to time. This change may involve one or more organizational system elements where the response to both internal and external forces and pressures from the organizational changes can be either planned or unplanned. Jick (1993); Baldrige (1971) defined the university as a formally complex organization by they provide the two frequently applied organizational paradigms to the university, the 'bureaucratic' and the 'collegial' model. It was suggested that the first one does not take into account as the "universities uniqueness as an organization" while the second were "ambiguous." Thus, the 'political model' was proposed as the third one.

To discuss on the bureaucracy characteristic of the university, Stroup (1966) who revitalized the characteristics of university according to Webber (1922), that the criterion was concluded as the officials appointment rather than elect, fixed salaries, and directly paid by the organization rather than 'free-fee' determination, the exclusive career without other work involvement, ranking recognition, organizational life style centered, respect, tenure system, and a separation between the property of individual and the organization.

Moreover, the elements in bureaucratic also exist and valid to be observable at the current university settings, for instance, the formal communication channel, hierarchy, recording procedure, and so forth.

The university as collegiums presents with the key idea that university is unique from other bureaucracies and needs for full members participation as an academic community, or 'scholars community' in order for their affairs management. Millet (1962) argued with another organizational concept that similarly valuable as the analysis tool and interpersonal behavior; it is the community presupposes idea for the organization to differentiate the function where specialization and coordination must go together if not to achieve with the super ordination and subordination structure of individuals or groups, or via the dynamic consensus. As described by Baldrige (1971), the argument on collegial was on the growing of life personalization concern for instance, the student alienation from the university intuitions mass production. In addition, as described by Goodman (1962) there are more personal interactions between the students and faculty on the collegial, where this generate human education, attention and more innovative education.

University as a political model was described by Baldrige (1971) that referred to the university as a 'dynamic' and 'politicized' institution where the balancing acts from many groups' demanding should play by the administrator at or against the resources of the university. It was argued by Buss (1975) on the system theory that a university, as a living system where the energy and information flows have been integrated to point out for the existing competition among the university subsystem on their operating funds. It is the administrator role to lessen such of conflict through the offering of equal priority to teaching and research.

The Impact of Reform on Organizations

The public organization reformation policy can be an effect in the starting process of large scale changing both in the internal and external environment term. In particular, the impacts on employee from the organization culture and human resources policies as argued by Nelson et al. (1995) on the organization change. Organization change is the process involved with the work tasks, goal, structure, and technological modifications in the firm. To generate the changes in the process of organization's goal, control, strategy, structure, culture, and incentive, the public organization reformation will bring about the improvements. Additionally, reforming also lead to new institutionalization and competition. Organization reforming is to shift the domestic environment and transform the organization with the anticipation to accompany with the change of ownership status, specifically, with the concerns on the organizational goals, structure, management composition, strategy, and human resources management (Johnson, et al., 2001). As suggested in Lioukas and kouremeous (1989) described the public organization management tries to gain of the strategic autonomy and the decision

making from the operation in some degree. They summarized that from the reason above that the universities require for the management style improvement to have the better bureaucracy system through the reduction of temperature factor. The procedural complexity and creativity can lead to the delay in the university development, though the university reforms on the organization structure. In particular, personnel participation and contribute toward the university management style university can lead to the future of social and national development.

2.3 Literature Reviews of Human Resources Management Practices

The human resources managers' role is to form the dramatically shift in the development of human relationship, organizational science, law, and technology, which these have forced on human resources management for over then hundred years (Vosburgh, 2007). Human resources management task in the 20th century evolved from the labor focuses to the focuses on employee needs on the organization (Li, 2003; Vosburgh, 2007). In the former years, human resources work elements with the union's relations of workers, compensation for workers, safety, and the administration that directly associate with the employees. Later on, the emphasis of human resources management is on the equal chance of employment, diversity, information system, performance management, talent management, and organization design (Connor & Ulrich, 1996; Li 2003; Vosburgh, 2007). The following historical account describes the effects from these and the other forces on the roles.

Since 1900s, the organization growth required for the adjusting in the process of human resources employment management. This contributes toward the formal

employment department, considered as the human resources management predecessor (Norsavage, 2008; Ritzer & Trice, 1969). There was the evidence of the new management style after the WWI that contained with the union contracts involvement. It has increased as the main role for the union contracts and labor relations management, which evolved to encompass the responsibilities of union avoidance strategy that mean to form the positive relationships with labors (Vosburgh, 2007; Walton, 1985).

In 1919, John Commons published the Industrial Goodwill, as well as the theories set forth in his book to form the starting of personal work by stated that “the organization valuable resource is the employees”(Kaufman, 2001). At this point, the employee was regarded as the valuable assets to be protected. To improve the effectiveness of work force, it was suggested to implement the health and safety programs, work tasks design, and study on the workgroup impact. This was suggested in Baruch (1998) whereby an approach considers the employees as an investment that essentially requires for trust and mutual commitment.

The Human resources managers during 1930-1950 have seen the need of professional organization to develop the strategies to get along with the changing roles and form up the professional relationship with the code of ethics (Norsavage, 2008; Ritzer &Trice, 1969). Thus, several of professional human resources organizations have emerged from this development. The professional organizations onset leads to the code of ethics establishment in which the managers of human resources can determine their professional behavior. The details of skill and the body of knowledge were established and supported by the academic theory and professional principles. Eventually, the professional members were known with the authority, compensation,

and prestige rewards. Total of the professionalization developments were the crucial factors to gain the respect and recognition from the fellow management members (Legged 1978; Ritzer & Trice, 1969). Conner and Ulrich (1996) mentioned on the morphed of Human resources work to higher sophisticated with specialized functions for instance, employment, recruiting, training and development, labor relation, compensation, and benefits.

During the decade of 1960- 1970, these were widely marked both on more governmental regulations and responsibilities to make the employee loyalty and employee commitment improvement. Shifting in laws as reported in Connor and Ulrich (1996) were a main force for the equal employment opportunity, health and pension reforming, and occupation safety. Organization initiated the programs of development to solicit for workers' greater commitment (Walton, 1985).

In 1970s, there was the prevalent of the argument on value and roles that confronted with the legally changes and the requirements for the stronger employee commitment, each human resources manager with the specific role of their own was anticipated to adjust with changes.

The managers during the period of 1980-1990 encountered with the new role focused in cost lessening and the raising of competitive pressure, business values, quality, productivity, and cost with the emphasis on customers that are the driver of further shift of role (Conner & Ulrich,1996; Laabs, 2000;Treen,2000). The role of human resources manager was to form the procedures and policies to accommodate for these massive changes in the organization (Payne, 2005). In the end of 1990s, this was argued by Baruch (1998) that those human resources managers that still be running with

the disagreement along the guidelines, but relied upon the tactical and strategic approaches of the management for the employees recruiting and retention.

Recently, the three human resources managers' roles as described by Rowden (1999) to embrace are firstly, the avocation role that focuses on the strategy implementation. Second by the role of stakeholder to connect with all strategies as generally required for human resources, and lastly the role of facilitator to support for staff team preparation in associate to the human resources process implementation. This was specifically explicated by Barney (1991) that resources of the firm contribute for competitive advantage sustainment and point out about the rare, valuable, inimitable, and non-substitutable among resources that could lead toward the competitive advantage. As suggested by Wright (1998) with the focus on the fit between HRM practices in general and the absence for the oblivious support that the HRM practices products or outcomes such as skill, behavior, and etc should be considered. As described by Gerhart and Milkovich (1990) on the represent on the key universalistic contribution where this perspective at first mainly considered on the certain practice-oriented to reinforce the ability of employees, for instance the variable compensation as a certain recruiting and selection methods (Terpstra & Rozell, 1993), performance appraisal (Terpstra & Rozell, 1991), or comprehensive training (Fussell et al., 1995). Therefore, we consider on the system of human resources management as a "black box" where recently the interest is shifted to the much more related view of workforce participation and commitment, consensus in problem solving, work incentives, teamwork, redesign, or the new compensation mechanisms establishment (Youndt et al., 1996).

The written of Drucker (1954) stated that it has become almost a truism in an American management that the human resources refers to total of economic resources; “one with the least efficiently used, and with the greatest chances for economic performance improvement that lies on the people effectiveness improvement”.

It was suggested by the empirical studies that the practices of human resources, including the comprehensive recruitment and selection, pertaining, performance management systems, compensation, and extensive employee involvement can leverage the talented workforce acquisition and retention as well as motivating them. This has been reported in Cunha and Cooper (1998) that the private-sector experienced senior management recruiting in some case that the managerial jobs tend to shift in an identifiable ways, so called in employee’s communication term related the new rules and ongoing improvement as the integral parts. This impact leads to the alteration in the management practices especially, with in the practices of human resources management. This HRM practice normally be regarded as the highly performance work system, the high commitment or high involvement, which is considered to be beneficial to pay attention on the factors in order to improve diverse problems in the organization management where the factors can influence on the staff attitude, behavior, absenteeism, and turnover and job satisfaction.

To apply this in the development, it was argued by LaBonte (2001) that the effective human resources system shall eye at the need to develop the existing performance by the local government. The human resources seem to support on the systematically valued by practitioners to address on the issues of human performance. The factors that lead to differences of HRM in difference organization group was

defined as DeCenzo (1999) proposed it as the four basic functions consisting approach, including training and development, staffing, motivation, and maintenance. This also proposed by Heneman and Tansky (2000) that HRM on the function of staffing, training, and compensation.

HRM, as argued by Rowley and Bae (2002) can motivate the employee aspiration behavior while this was argued by Ulrich, Brock bank, Sandholm and Younger (2008) that value should be added into the human resource function and to generate the meaningful contribution for the internal and external stakeholder to facilitate the organizational performance improvement. In this area, the effective HRM practice in selection of staff, performance management, and training have become the key factors to tighten the relationship between the organization commitment, job satisfaction, and HRM practice to support for the organization achievement. HRM practice consists of work design and analysis, the human resource need determination (HR planning), potential employees attraction (recruiting), selecting the employees (selection), training them to prepare and perform their current and future jobs (training and development), staff rewarding (compensation) performance appraisal (performance management), and forming the constructive work environment (employee relations) which all can affect to the company performance as a result of employee and customer satisfaction, development, innovation, and productivity (Raymon, John, Barry & Patrick, 2010).

Not more than to become more modern, really for the term “human resources management,” also it supposedly to impose the name that extensively labeled as the “personal Management.” In contrast, this term is similarly applied to denote the specific

people management. This is a unique philosophy towards the organizational people-oriented activities processing (Derek, Laura, & Taylor, 2002). HRM involves with the productively application of people to reach over the strategic objectives of the organization and to satisfy the need of individual employee (Stone, 2005). Many of practices on HRM and “bundles” of “high performance work practices” have been addressed as “strategic” in the sense that, if these were correctly implemented, they could contribute toward productive organizational outcomes. The optimal human resource resources as mentioned in Bowen and Ostroff (2004) and Nadler et al.(1992) are considered to effectively serve to the markets and consumers requirements and achieve the high organizational performance system. In the research by Farias and Varma (1998) the two main principles in the design of practices for optimal human resource management are considered to be the involvement and empowerment of employee. As explained by Roberts et al. (1999) that the management especially for HRM shall include with the programs of recruitment and selection, training and development, and performance management since the good human resources management is very important in successful oriented organization.

From the review of literature, there was no consequence from the practices to include into the human resources system. Dyer and Reeves (1995) in this sense summarized from the top four HRM cited papers that twenty-eight different practices were found. However, the certain functional areas that we can observe are steadily focused in the literature where there are just with other labels in many cases. Tichy et al.(1982); Devanna et al.(1981), Miles and show(1984), Walton(1985), Schuler and Jackson(1987a,1987b), Delery and Shaw (2001), Wright et al.(2001) especially

conducted by dividing the HR system model into the functional areas as follows: job design, recruitment and selection, staffing, training and development, socialization, motivation, performance appraisal, compensation, and dismissal/retirement management. We mainly use the universalistic approach to measure the financial performance in complemented with other variables inclusion and the focused on the final purpose that the views of contextual and contingency come to play the relevant role. Here the purposed model is based on (Guest, 2000).

There are three levels of human resources management system (1) individual level in which pointed out by most of literature on its encouragement over the attitudes and behaviors that reinforce the organizational performance in the key HRM practice objectives, however, this was argued in Guest, 2000; Jackson and Schuler (1995) that it requires to consider whether they can affect on other individual issues like satisfaction, learning, or commitment. (2) Organization level: HR decisions can also influence the cohesion, adaptability, problem-solving, capabilities, and innovation aspects. (3) The social level that means the impact on the external context of human resources management system that frames the activities in the firm (Wright & McMahan, 1995, Jackson & Schuler, 1995, and Ferris et al.1998).

2.4 Literature Review on Job Satisfaction Factor

Locke (1976) described on the most famous model on job satisfaction, which is a main premise to this theory. We can determine satisfaction from the discrepancy between what require by one from job and what one gain from job. Furthermore, it was mentioned by the theory on how one values on a given work facet (e.g. the degree of

autonomy in a position) and moderates the satisfied/dissatisfied ways that one becomes if their anticipations are completed and not completed. When a particular facet of job has been valued by the one and his satisfaction is greater effects either in positive (when expectations are met) and negative (when expectations are not met) way in comparison with one that does not value on that facet. To measure the job satisfaction, there are several approaches to apply where Judge (1993) defined job satisfaction as the way people prefer to their job, with the responsive attitude on the perceptions of how well a value reward is provided by job. The theory of the basic needs hierarchy as described by Heylighen's (1992) has derived from the urgent of perturbations that the basic needs of autonomous result from the perturbations urgency where the autonomous system shall compensate to retain its identity. Salancik and Pfeffer (1977) defined the common problem in satisfaction of need based on the motivation theories where scientifically, they assert that the origins, concepts, meaning, development, and measurement of needs make it possible for the remote empirical refutation and therefore restricted in its usage. The satisfaction of need based on the motivation theories as founds in the specific national culture, like the U.S. where it presents with need of re-visitation particularly when organizations being run in the fast environmental change (Hofstede,1993). Smith, Kendall and Hulin (1969) applied Job Descriptive Index (JDI) to capture the attitudes of subordinate job satisfaction; their satisfaction with work, pay, supervision, promotion opportunities, co-workers, and general satisfaction with job.

Job satisfaction is the common attitude of person toward their job or work (Chen, 2000). It is a degree to which an individual senses about the various facets of job-tasks in negative or positive way, relationship with the co-works and the work

setting conditions that might affect by various of factors, for example, the policy, work supervision conditions, responsibility, peers relationship achievement, and advancement.

Deshpande (1996) argued in his research that employees job satisfaction enhancement is shown with the enhancing of organization commitment. It is the intention of employees to put forth their effort for the firm to excel in their performance. Porter et al. (1974) indicated the influences of job satisfaction on the organization identity where the positive correlation is revealed in the organization identity. Clive and Richard (1966) have focused on the public and private sectors which indicated the strongly related of job satisfaction on the organization commitment.

It was indicated in Mackenzie, Paine and Bacharach (2000) that the frequent studies on job satisfaction view it as an antecedent from the behavior of organizational citizenship that can be defined as 'discretionary individual behavior that is not explicit or directly recognized in the formal reward system, and collectively promotes the effective organization functioning'. It was argued in Deshpande (1996) that the employees behavior might be essentially by the independent variables and effect on the organization functioning. In regard of incomes, there is the distributive justice connection with the promotion and reward, which show to be associated with satisfaction.

Additionally, Ibrahim and Boerhaneoddin, (2010); Artz, (2008); Green and Heywood, (2008); Heywood and Wei, (2006) investigated on the relationship between the individual performance as paid and job satisfaction, which they found that all sources of performance contribution related to job satisfaction is in similar direction.

For example, as argued by Pagan and Malo (2009) on the value of hourly pay associated to satisfaction in job. Shikdar and Das (2003), however, made the comparison of different labor situations and found no influence from the financial incentive or it is negatively related to job satisfaction.

As argued by Herzberg et al. (1959) attitude toward job is a powerful force that functionally associates with the industrial work force stability, productivity, and adjustment. Initially, the research was formed up to study on the attitudes, factors, and effects (F-A-E) applied with the three questions to ask each of respondents to specify the attitude toward his or her job and the reason of that attitude.

Although the experiment by Herzberg was relied on the three questions, but other questions could be asked by the interviewer in order to gain more information in regard of the attitudes of employees toward a particular work experience. The key goal was to seek for the need of people toward their job (Herzberg et al., 1959). The answer can be separated into two groups; first is with the concern on personal growth, and the second is the concerns on fair payment, supervision, working conditions, and administrative practices. It was noted by the authors that person need to treat with awareness on his unique personality and dignity. Essentially, it is to note that the research findings indicated about the frequent citation of individuals with high education levels of education in comparison to those with the lower education levels. The working motivation as concluded by the authors in his literature review on the correlation studies, it was probably is more on the job attitudes and productivity relationship.

It was asserted by Herzberg that all phases of life are affected by the business enterprises (Herzberg,1966). This was argued that organizations tend to the hold control over people through the recognized on their desire to search for the reason of existence. The reiterating influence of the business enterprise over other firms at that time did not pose by Herzberg as the question on whether the businesses' control over society is constructive or destructive. But his question was that will the institution dominance take leadership in many of affected area advancement. Ultimately, he concerned on the dominant institution impacts on mankind.

Herzberg (1966) explained on the organization primary functions that it should implement for the people need no matter on religious, political or industrial for them to enjoy with their meaningful existence. Herzberg considered on the entire and defined the dual needs of man. First, it is the human needs to avoid from the environmental pain, and second is the human being need to be impelled in determination, to discover, to actualize, to reach, to progress, and to add with his existence. As there are the dual purposes of human beings, the motivation-hygiene theory was developed by Herzberg where he argued on the work motivation. He conducted the interviews with 200 individuals from the accountants and engineering field. The respondents were asked to recall on the good time they had about jobs and give the reasons. Next, he asked the respondents to “explain the event sequences that lead to the negative feelings”. The determiners for job dissatisfaction were the administration, policy, supervision, interpersonal relations, working conditions, and salary. The factors were explained by Herzberg as leading to satisfaction or dissatisfaction on jobs in separate way that also different from each other. The hygiene factors have relation with job dissatisfaction as

individual tries to steer away from an unpleasant situation while motivators lead to job satisfaction as a result of the self-actualization that person needs to grow up. The two are different from that motivators are task oriented and offer the sense of growth while the hygiene factor is not a task oriented one and never offer the self-actualization feeling. The hygiene is affected with short lived; this was argued by Herzberg that more and more the hygiene acts like a hero in-it takes to generate less effects. The leading factors for job satisfaction as implied by Herzberg seem differ from those that would lead to dissatisfaction of job. He also clarified that job dissatisfaction is not opposite to job satisfaction, but rather no job satisfaction while his findings gained the entire acceptance. Some criticism for over generalizing that results from the limited of respondents only from the field of accountants and engineer to strengthen this contention. Subsequently, there are additional nine repetitions of researches that done to encompassing with 17 occupations. Furthermore, two cross-cultural studies were done in replication with the study by Schwartz of Rutgers University and his colleagues where the original had limited the respondents of the study by encompassed 111 male supervisors who enrolled in the management training programs at Rutgers University during 1960 and 1962. The participants came from the employees from mid-Atlantic and new England states in 21 companies. The range of ages was around 27 to 62 and half of them were in the lower “hierarchy” of management. Thus, the motivator factors as can be seen in the Schwartz studies appear to emphatically verify the satisfaction result on the forming of confidence, ultimately improved quality, and loyalty as the output from employees (Tietjen & Myers, 1998).

In general, this was assumed that higher level of performance tend to show among the satisfied employees. Evidently, this can be summarized from 31 studies that there was the low positive relationship between the satisfaction of job and the strength relationship performance among the large populations (Srivastava,1986). Porter and Steers (1974) analyzed on 15 studies by they argued that there is a strong relationship between the employee dissatisfaction and behavior of withdrawal where it contended by the authors based on 11 studies that among the psychological need, performance, and satisfaction, the positive correlation is existed. Based on 20 studies, the authors argued on the positive correlation between the job satisfaction, and satisfaction of psychological need. Fourteen out of 26 studies as cited in Herzberg, Mausner, Peterson, and Capwell (1987) indicate that the positive attitudes workers on job reveal with higher productivity compare to those negative attitudes.

Although findings are convincing us, the public organizations strive to encourage the workers' satisfaction in order to keep the human capital with the firm and to improve the productivity, plus increasing more value for shareholder. Society for Human Resource Management survey on (How Satisfied are Employees, 2005) found 8 from 10 employees are satisfied with their jobs and believe that the key factors of the overall job satisfaction results from the balance of work life, benefits, and compensation, but those that were ranked higher than the work itself are the working culture and the firm conditions. This was argued by Sweeney et al.(2002) to consider on job satisfaction as a positive element in specific job situation. Theory of satisfaction facet refers to many job satisfaction facets including (a) situational, (b) social, (c) biological, and (d) educational facets whereas the situational factors are the work rule,

workplace location, and employee compensation. Including of the biological and social factors are age, race, and gender. Finally, the educational factors that element with the degree of status and job satisfaction in associate with the national certification.

Moorman (1993) had brief in support of the“ relative importance of cognitive job satisfaction (based on the rational work conditions, outcomes, and opportunity evaluation) over the affective job satisfaction (based on total positive job emotional appraisal) via OCB prediction”.

The essential correlation as summed by Spector (1997) between the job satisfaction and OCB seem to be highly influenced by the dimension of cognitive, affective, and attitudinal from job satisfaction in associate with the OCBs’ attitudinal antecedents.

2.5 Literature Review of Organization Commitment

The increasing of organization complexity from the combination of advance technological changes as can be seen in the recent years has contributed to the especially crucial of the commitment notion. Based on the belief to form the successful workplace that the firm shall focus at its energies and compliance, this is supposed as the constructive organizational commitment. Commitment in the literature can be seen with various definitions. In general, it is defined by the organization as the relative strength that involve by employee in the place he/she are hired.

Lists of definition are given from Meyer and Herscovitch (2000) that they analyzed on their difference and similarity. The similarities are applied as the basis to shape on what they refer as the ‘core essence’ of commitment.

For instance, the organization commitment as defined by Steers (1977) was the relative identification of individual strength on their involvement in an organization.

This term is defined in Monday (1979) as the effective response that moves beyond the passive loyalty for the firm, whereas three associate factors were defined in Porter (1974) as : 1) a strong belief in the value and goal of an organization; 2) A willingness to put forth the considerable effort for the firm; and 3) a strong need to keep their membership with the organization.

Commitment as explained in Allutto (1973) are the unwillingness to leave the firm for the increments of status, payment, or professional freedom or for the better colleagueship. This was noted by Blackwell Encyclopedia of Management (1995) that the concerns of the organizational commitment are on the attachment and loyalty level of the employees in the organization.

OC is described in Bishop (2000) as the phenomenal with multidimensional but to more essence, they relied on Porter et al.,(1974) organizational commitment questionnaire (OCQ) for the employees' commitment measurement.

Commitment as addressed in Benton (1995) is to allow person to perform with the will of his or her own.

Curry et al.(1986) termed organizational commitment in the extent to which the employee addresses with the organization involvement.

Commitment was defined by Chatman (1986) as an internalization, identification, and compliance where internalization means the comparison between the value of organization and individual. Identification means the desire or pride as part of

the organization. Compliance means to get involved in the organization for the particular extrinsic rewards in return.

The organization commitment as reported in DeCotis (1987) is the two dimensional constructs where the first dimension focuses on the goal of the organization and the internalization value. The second dimension focuses on the role involvement regarding the values and goals, therefore the organizational commitment can be termed as “the extent that accepted by individual and goals and values that the organization has internalized and considered the role of the organization in terms of contribution for those goals and values.

The organization commitment is defined by Dyers (1988) as the level of attachment by employees and as oneself identification on the organizational goals.

Greenberg and Baron (2000) considered the organization commitment as the addressing of oneself in the organization with the need to get involved without the aim to leave the organization.

Scott and Tobe (1994) termed organization commitment as the tie between organization and their employees. Further, they explained on such a tie in terms of the investment of personal energy and service for the workplace.

The term as defined by Mendes (1996) is a set of predictable, reliable, and dedicated behaviors that can separate the failure from success; nonetheless, it comes from the obligation, ambition, and guarantee.

Organization commitment as termed by Scott (2000) is the congruence between the individual and organization goals whereby it identifies individual with the extensive effort on behalf of the common organization goal. Scott (2000) recognized

the full moral commitment as steadfast. No matter what will be occurred, the staff would remain with loyalty though it could follow by the “punishment” on them.

However, this was argued in Wicken (1995) that it is the belief in the goals and values of the firm that inspires staff with the strong motivation to reach toward the organization targets.

The commitment according to Yulk (1994) was captured as a result where the target person internally accepts the request or decision of the agent and put the great effort to effectively perform according to that request or decision.

Three diverse views are proposed by Kiesler (1971) on the theoretical relationship between the dissonance and commitment. Firstly, unless individual has committed to form and unequivocal prediction according to the dissonance theory. Secondly, there might be none of dissonances, unless the subject is committed and lastly, the more the subject is committed, the more becoming dissonance.

In brief, the organization commitment is termed in this research as the staff responsibility to effort toward the organization values and goals that normally result on the higher participation, job performance, job satisfaction, and the intensive desires to regard as the organization membership.

Research Finding on Organization Commitment

It was stated in Hall et al.(1970) about the positive relationship between the identification of the organization and the individual commitment toward the goals of the organization. Moreover, it has no need for the organization identification to associate with the higher order of needs of one, but it directly relates to one’s need satisfaction.

It was argued by While Scott (1971) on the relationship between the moral learning and moral commitment; this was theorized that to generate the moral learning, the moral commitment requires to be reinforced. Such of reinforcement comes from the norm, institutional or otherwise. Normally, the external commitment is formed through the years as childhood and together with some sanctions to keep with the moral commitment. Mann (1977) reported in addition on the commitment relation with the principle of one's decision making process. This was claimed that the "there is the feeling of committed by the decision maker to adhere with course of action during the time that he exposed to the cautions or the actual setbacks to motivate for his change. The more the decision maker committed on the policy under challenge, the higher stress generating degrees whenever he is needed to get change. Likewise, Mobley (1982) reported on the employee turnover as the organizational membership cessation by an individual who obtained the financial compensation from an organization. Individual variables like the expectation, commitment, and satisfaction have been described with the association with turnover in dual ways. Firstly, the external factors like the occupation of spouse, family considerations, and choices of free time that might affect on the turnover behavior, the second is the perception of individual and the evaluation on the external job factors, external economy, and organizational factors with the direct impact cause of turnover.

The meta- analysis has performed by Cohen (1996) to assess on the association between the employee turnover, tenure, and organization commitment. By his suggestion is that the measuring of commitment from the strongly effects of magnitude relationship between the organization commitment and the employee's departure.

Again, Mathieu and Zajac (1990) has successfully validated on OCQ by described on the meta-analysis examining with the correlate antecedents and the organization commitment outcome. The study result recommends for the years of organizational residence, satisfaction, and turnover that partly associated with the organization commitment.

The two extreme views of the organization commitment as considered by Hunt and Morgan (1994) are the constituency-specific and global. Global commitment refers to the entire organization commitment. Whereas the specific commitment consistency is defined as the part or subunit commitment of the organization, in brief, Hunt and Morgan result supports for the theory that constituency- specific commitments lead to the organization commitment globally. In particular, for the commitment of supervisor and the top management, the investigation was done by Rober (1998) on the organization commitment and suggested that the lack of this point can crucially be the negative effect on the performance evaluation on the poor training, lack of time to participate on the subordinate evaluation, and bias of the process. Moreover, it was recommended by Roberts that the perfect picture of the staff performance should be formed and it required multiple sources of information since each source can offer the unique details on various employee' performance aspects.

The argument is made further by Mary Parker Follet (1868-1933) that all levels of managers must retain their good working relationships with the subordinates and let them engage in the decision-making process if the decision will affect to them. In conclusion, the organization commitment seems to value on the appraisal, job satisfaction, loyalty, and turnover in the full quality management. The lack of

organization commitment can show negatively impact on the organization performance, therefore it is essentially for the top management to form the HR practices in the organization.

Human resource relation as mentioned in Follet (1937) refers to the organization principle as an ongoing process of coordination. It is the two ways relationship between the situation and the factor that have direct contact to all the concerned responsibility at the early stages. Barnard (1938) described in similar way that every firm shall integrate these three elements either formally and informally. To be said also, the executives shall make confident that the employees are willing cooperate on the common purpose via communication with them. Also, he added that such of goals communication should clearly state to be understood well and believe by the employees, it must also consistent with their personal goal like-minded. It is more important to make it mentally as it can make them comply. Follett and Barnard took the individual goals connecting idea to depart the organization, which is the central for commitment understanding.

The survey by Lewis (1976) with 509 faculty members for the relationship assessment between the institutional and professional prestige for their institutions loyalty, and the respondents were queried whether they would take another academic position at Harvard, or the University of California at Berkeley with the similar, a lower, or higher amount of salary, undecided, or to turn down the effort by assumed that the ones who select to turn down the effort will have high loyalty and commitment for the recent university they work with. Consequently, most of their university loyalty was those in combination between the strong institutional prestige and low professional prestige, whereas the least loyalty results from those with the high professional prestige and low institutional prestige.

Brager (1969) made the research on Mobilization for Youth (MFY) a normative firm or one that helps individual identification with the organization with the strong participants commitment. In similar note, it was claimed by Etzioni that such the organizations serve for the culture-oriented goals including the universities, colleges, and religious groups. The respondents have to depend on the denotative effort since to reach the goals, it required for their highly positive commitment. The conclusion by Brager is on the 'the degree for MFY's value commitment that diversely distributed by the organizational functions and the level of hierarchy. Likewise, commitment of the agency values can effect on the organizational function.

Thornton (1970) researched on the impacts of the organizational involvements on the professional commitment and the organizational commitment with 383 instructors from eight public junior colleges in Florida, the result has supported on the authority over subordinates performance. While the supervision types also affect on the compatible professional, and organization commitments.

The research by Brockner, Tyler and Cooper (1992) on the impact of the institutional decision on staff related to their remain committed, and to seek whether they feel fair about the decision. The institutional decision stressed on the former commitment in comparison with the residual after the lay off. The finding found to be consistent with the (Realistic Job Previews) theory and research as one with the strong hopes on the way they would be treated. This was one among the strong former commitment that far more likely to negatively respond on the light of unfair treatment.

The three questions of Porter et al. (1974) was adapted by Wallace (1995) that she conducted the survey with 2,251 lawyers in comparison study among the four professional and nonprofessional structural dimensions in the organization commitment

(1) authority and autonomy, (2) career opportunities, (3) specialization, and (4) collegiality. The greater participation found on this finding that decision making leads to better organization commitment, but this is not an essence determinant for the commitment for the organization and legitimacy crucial for the use of criteria in offering the rewards, however, not significant in term of fair reward distributing criteria. Thus, there is the positive effect on the organizational commitment from remuneration, P-O fit, recognition, and an opportunity to work on the challenging assignments. The intention to stay with the firm was essentially related to remuneration, P-O fit, recognition, career development, and training. Surprisingly, the career development and training seem not significantly associate with the organizational commitment as well as, the challenging assignment also present with no significantly related to the remaining intention (Barney & Wright, 1998). It has been indicated in the former study of Miller (1996) on the positive correlation between the commitment level of individual and their organization commitment, and the intention to remain with the firm (Mathieu & Zajac, 1990; Steers, 1977).

It also presented in the former study that the commitment of a person toward the firm can be essentially influenced by the activities in their organization (Hom & Griffeth, 1995; Lee & Mowday, 1992). To be more specific, the management practices of the firm can affect the level of employee commitment for the firm. The two variables are clear where the difference is worthy for clarification since the difference is well indicated on the declaration of support from the attitude. Commitment is not the same with the job satisfaction concept in many of ways. First, the composed commitment is more on the global in which reflecting the affective response in common for the whole organization job satisfaction. Second, reflecting one's response either on their job or

three particular aspects on their job. Hence, the stress of commitment is on the employed organization attachment, which include of its values and objectives, whereas the stress of satisfaction is on particular environment of task where the staff duties are performed. Moreover, commitment on the organizational should be more than job satisfaction but the stability through time. Although, the work place day-to-day situations might affect the level of job satisfaction of employees, such the event of transitory must not lead to the serious reevaluate of employees on their attachment to the entire organization. Constructs and employee retention (Meyer & Allen, 1997).

The research by Mathies and Zajac (2000) on the Cross-level found none of antecedent recursive model of the organization commitment and satisfaction. The result reveals ROTC cadets army and navy organization influences on satisfaction in job duties and the study of Thipthinna (2002) on the ‘effects of organization on the motivation and satisfaction on governmental office’, presents the result that affective commitment and normative commitment are positively associated to the commercial registration department job satisfaction and the social security office and the ongoing commitment is unrelated with job satisfaction.

2.6 The Relationship between the practices of Human Resources Management and the Organization Commitment

There is an increasing consideration by the HRM strategists on the positive role of work attitudes and behavior as the major drivers for the dominance competitive advantage and job performance. In this view, the HRM strategic role is to design and implement on a high commitment work system in order to deliberately form up the

constructive employees work attitudes. The model of Meyer and Allen explained on the factors from management practices (i.e. compensation, selection, training, etc) and the factors from work experience such as the scope of task, relationships, support, participation, and justices; in which recognized as the organizational commitment antecedents.

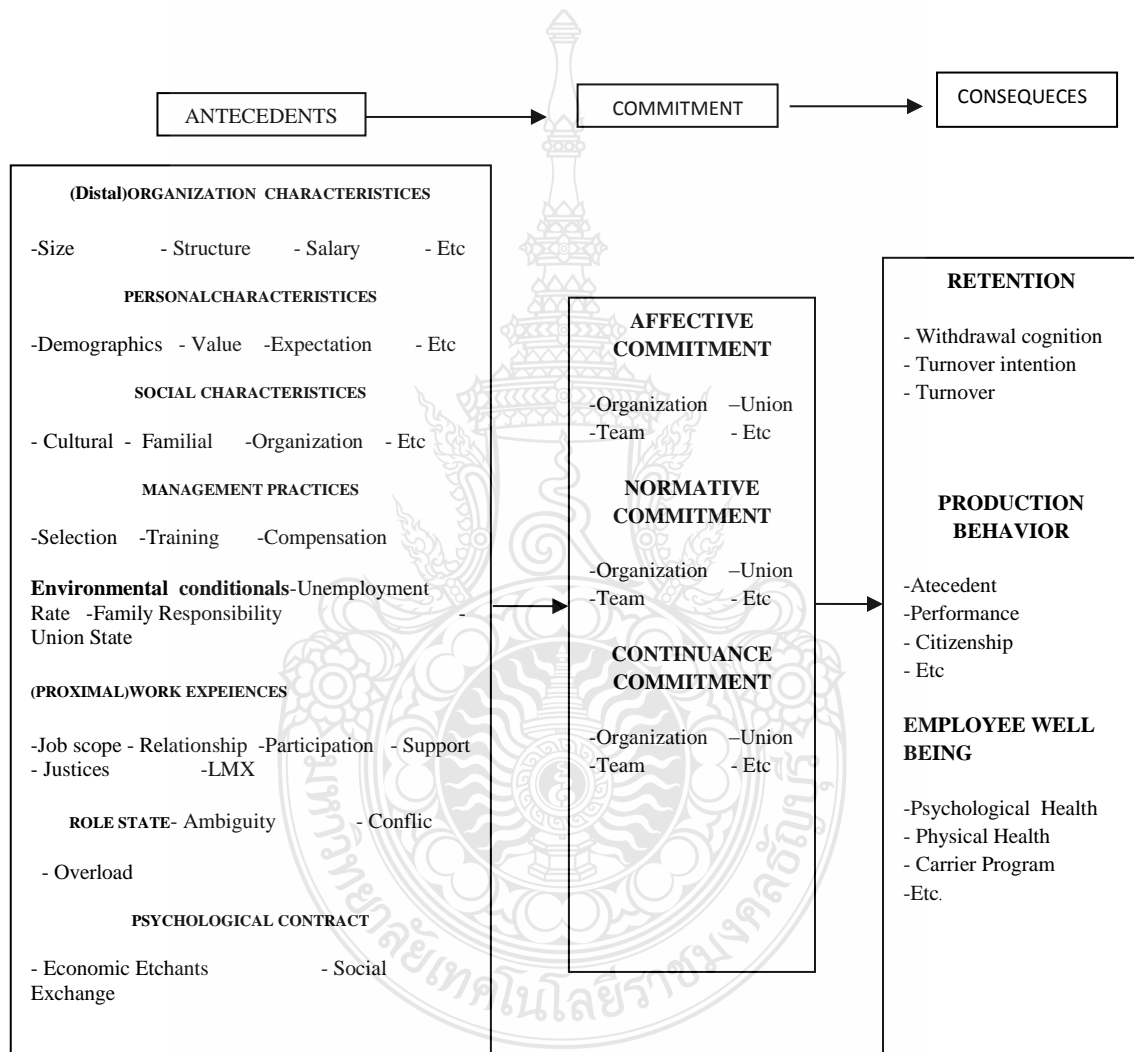


Figure 2.1 A Multidimensional Model of Commitment

Sources: Meyer and Allen,1997.

The focus of Meyer and Allen model is on the distal variable, which is more direct than the proximal variable and it seems to be with more implicit impact on the behavior. The distal variables are for instance the individual characteristic, organization characteristic, management practices, socialization experiences, and the conditions of environment.

The study by Delaney and Huselid (1996) on the effects of selection, compensation, decision making, training, grievance procedures, the internal promotional practices, and these practices interaction on two organizational performance perceptual measures; the market performance perceptions that associate with all practices in HR. Chang (2006) measured on this study by investigating on the new compensation system whether it influences on the organization commitment of the Korean employees' and their work effort, as well as the way that HR practices moderate on these effects. Applying the Hierarchical Linear Model, it was found that pay-for-individual performance and HR practices commitment did not show the influence on the centralized decision making of organizational commitment, but the organizational performance perceptions.

A cross-level paradigm as studied by Ellen (2000) together with the social exchange theory (i.e., perceived organizational support) to explore between trust-in-management, human resource practices, and organizational commitment relationship. The analyses on individual-level with 1689 samples of employees from 180 credit unions reveal that partially trust-in-management can mediate the relationship between the perceived on supports from organization and the organizational commitment. Cross-level analyses that applied with the hierarchical linear modeling implied the effect from

human resource practices on the relationship between the perceived organizational support, trust-in-management, and organizational commitment.

The high turnover rate has been the substantial problem for Chinese employee's management in joint ventures within the People's Republic of China. The operation of the firms in PRC encountered with a dilemma on whether it is worth-while to invest for better packages of compensation and the programs on training and development, if the employees decided to depart off the firms anyway. This research by Chi-Sum, Yui-tim, Chun Hui, Kenneth, and Law,(1998) made the argument for the reason of in traditional the Chinese culture values for loyalty and the long term benefits will be obtained by guanxi and pao organizations.

The finding from the study by Chaiyannat (2008) showed that human resources practice and management that boost the PTT staff commitment must be directed at the level of an institution-wide. Likewise, Junaidah(2010) intended to research on the human resources management on the Islamic perspective as well as, the way it affects on the organizational commitment among the 121 Muslim employee chosen from the Islamic organization in Malaysia who work in different positions among eight Islamic organizations that participated to be the study respondents. It revealed from the findings that the chosen firms usually practice on the Islamic approach throughout all the functions of human resource management (HRM). The correlation and regression analysis results were shown the strongly significant correlation of the HRM Islamic approach for the organizational commitment, which about 45 percent of the organizations used the HRM Islamic approach. Previously, the significant research on the essence of HRM system stressed that we must instill a set of values. This was

mentioned in Rowley and Abdul Rahman (2007) about the locally Malaysian-owned organizations top management with low commitment on the importance of HR practices employees to form up the loyalty and sense of commitment for the organization (i.e. affective commitment), i.e. to get an emotionally involvement through the addressing with its goals and values, and to develop the need to stay with the firm (i.e. continuance commitment) and willingness that shapes the strategy HRM for the highly commitment work system.

The study by Purcell (1999), Storey (2001) and Kirk, David, Carla, and Neal (2000) on the relationship of human resource practices, customer satisfaction, and organization climate that examined on small 315 businesses within similar industry. It reveals some of strong relationship between human resource practices, customer satisfaction and organization climate while the perception of HRM practices by Ulrich (1997): Ogilvie (1986) have reflected it as the essential tools for the organizational commitment enhancement.

2.7 Literature Reviews on Human Resources Practices Dimension

2.7.1 Organization Reward

The crucial understanding on human resources practices as it can enhance for the particular organization competitive advantage forming through the acquiring of essential skills and motivation eliciting. Normally, the reality reveals though the highly skillful staff shows with less productive when they have no motivation to perform their task. With the properly use of compensation tools, it is possibly for the firm to tightly connect the performance with an incentive system.

Here the employee is the key factor among the payment and job attitude relationship (for instance the organizational commitment and the intention to stay with the firm) which are the compensation equity perception. Thus, a core belief in the compensation applying is that financial can potentially influence on the behavior (Parker & Wright, 2000).

Nash (1985) described that the reward of performance is required by employees since proportionately reward performance can promote them to be a better person. It was suggested by reward theory that jobs satisfaction is a function that received by the rewards person (Cherrington, 1994). This has been stressed by the author on the amount of rewards and timing that can affect in a level of satisfaction. By the following is mentioned by other theorists; The amount of time lapses between the reward and effort, and the regularity of time intervals that can also present with essential impacts on the behavioral rewards. These have reinforced by time with the link on performance. While there is a vague in connection that can be found during the rewards in poorly timed, employees can simply initiate their wonder about the hard work payoff (Cohen & Fink, 2001).

In general, the rewarded behavior itself however, has become to connect with the good feelings where these feelings can be a secondary reward of the behavior and boost for the chances of occurrence. Furthermore, it has been noted that the stronger level of needs require for varied rewards to influence on productivity, and such of lower need level require the less varied rewards (Cohen & Fink, 2001.).

Based on satisfaction, the theory is determined by the disparities between the real results that received by a person and some other level of outcome (Lawler, 1990).

This discrepancy theory concentrates on what is and what ought to be (Cherrington, 1994), accordingly when it is expected by staff to gain the particular amount of bonus, but the actual amount turns to be higher, they will then have the high level of job satisfaction experience. While the opposite turns true as well if the actual amount is less than their expectation. Therefore, the managers should need to determine on the expectation of their employees and try to meet with that need.

Boxall (1998) research holds this as the most crucial progress in the relationship study between human resource performances. More and more, the intention has been paid on the optimal practices in human resource management.

This was reported in Wimalasiri (1995) that HRM practices can reinforce, and promote for the commitment via the selection, placement, rewards, development, and retention. Among the several of HRM practices, Paine and Bacharach (2000) found the greater influence on organization commitment from the rewards where Mackenzie, Paine & Bacharach, (2000) indicated this from job satisfaction.

The interference study as formed by Szilagyi (1980) through the use of non-supervisory employees from the Department of the Controller in the large Southwestern U.S. merchandising organization. The study aimed to study on the nature of the relationships between leading reward and punishment behaviors whether it can predict the subordinate performance, work satisfaction, and absenteeism. Total of sample from 128 non-supervisory personnel were responded for two questionnaire; the Leader Reward Behavior Questionnaire with 22 items (LRBQ). Earlier, Reitz (1971) and Johnson (1973) presented to measure on the degree that their subordinate perceives on

the obtaining of rewards as were contingent on, or reflected, their job satisfaction from the performance or accomplishments.

Smith, Kendall, and Hulin (1969) captured the job satisfaction among the subordinates, with the mean age of respondents at 27.4 years, from high school educated, and the 2.5 years residing in the organization. The researchers applied the corrected cross-lag correlation and found the significant correlations between the contingent reward used by the leader and work satisfaction by employees ($r = .49$, $p \leq .001$), and non-contingent punishment ($r = -.47$, $p \leq .001$). These all indicated that the leader contingent reward behavior has the positive impact on the employee performance in regard of this study group of employees. They also noticed the significant correlations between the contingent reward applying and work performance ($r = .48$, $p \leq .001$) where it reported on this study in support for the positive rewards notion that the subordinates have perceived that quite effectively influenced on the employee satisfaction and performance in general. This study outcomes turn to be consistent with the conditions in tenets of operant and the previous results from health settings study (Sims & Szilagyi, 1975), manufacturing firms (Keller & Szilagyi, 1976), and financial institutions (Reitz, 1971). Sims and Szilagyi (1975) conducted the research with 1,600 health care workers in the areas of professional, technical, administrative, clerical, and service work. The aim of this study was to examine the nature of leader reward and punishment behaviors relationship that can use to foresee the satisfaction and performance of subordinate. Total of 1,161 health care samples of employees were divided to survey in the four different groups: administrative, professional, technical, and service categories. All of the samples were administered in

the two questionnaire instruments; a 22-items Leader Reward Behavior Questionnaire (LRBQ). Scott, Reitz, and Johnson (1971) captured on the leader reward behavior and the JDI by using the regression analysis and found out the key correlations between the contingent reward used by the employer and the satisfaction of employees. The study also reported for the additional factors of job satisfaction by employees, which only reported once in the former research. Findings about the work satisfaction by employees, the supervision satisfaction, satisfaction with peers, pay, and promotional opportunities showed the influences from leader behavior on contingent and no contingent reward.

Overall, the results from this research has revealed with the existing of positive relationship between the positive leader reward behavior and the satisfaction and performance of subordinates. The relationship between the leader reward behavior and employee satisfaction showed with differences throughout the four occupational skill groups which consistent with the research by Cherrington, Reitz, and Scott (1971) that the rewarded employees found to report with vital job satisfaction the greater than found with the un-rewarded employees. When rewards were positively contingent on performance that is when it based directly on the performance of employees. The performance of employees was vitally greater than those of employees that the rewards were non-contingent for their performance.

Jao-Nan Cheng at al. (2011) conducted study with childcare center and kindergarten teachers in Taiwan with the findings on the most effectively important factor from the external reward (that it is the material reward) on the satisfaction of teachers. While the organizational treatment perception (that it is the distributional

justice) is the second effective factor in which the perception of justice as treated to teachers is the second option that the principal of the kindergartens use to boost the job satisfaction among their teachers. The third effective factor is the intrinsic demand, plus the value fitness and the exchange of feelings.

Juliet, Berberian, and Laura (2008) researched on the competitive organizations by adopting several motivational models and reward systems that influence on the job satisfaction by employees. The Blue nonmonetary reward program (BNRP) is a non financial reward program with exclusively designed for the Blue Region of XYZ, Inc. This study indicated that 42% of their respondents presented with positive reaction to the nonfinancial rewards, while 33% of them had a positive reaction toward both the nonfinancial and financial rewards, and 25% had a positive reaction toward financial rewards. Majority of the employees had the positive reactions toward the nonfinancial and financial form of reward. Thus, it appears that the nonfinancial rewards can have an impact if the employees are not grossly underpaid. For the research in the future, it is recommended for them to obtain the information from the non-financial institutions, research on the middle managers, and enlarge the size of sample to include the other regions. The competitive organizational programs shall align to meet with the employees need, moreover it should be ensured for the equitable pay, get the managers' buy-in, and understand on the staff.

The study by Komal Khalid & Samina Nawab (2011) has formed with 224 teachers in Pakistani university to investigate on their understanding in regard of employee compensation impact toward job satisfaction and their organizational commitment. The answer from the research question shows the positively significant

relationship of satisfaction and commitment on the aspect of employee compensation and job satisfaction.

Nadeem, Majed & Adnan (2011) researched on the rewards and recognition programs role to motivate and satisfy employees, which here the outcomes derived from the collected information analysis via the launching of questionnaire to the participants. The results indicate the positive relationship found between rewards & recognition programs with the motivation and satisfaction over employees. If there is an alteration on the rewards or recognition that offered to employees, there would be a shift in work in correspond with satisfaction and motivation.

1. Employees should be provided with the sufficient opportunities for career advancement as the progression in career can help uphold their motivation level.
2. Supervisors shall be with team and vision oriented, as they always adopt the key role to enhance all the levels of performance.
3. The conditions of work should be hygienic and safe; especially the concentration must be on the clear addressing on the connection of work and all the hierarchical level communication.

2.7.2 Training and Development

As described by Gutteridge (1986) on the career development that the represented outcomes as formed through the individual career-planning activities integration with the career management processes of the institution. We can describe those outcomes in terms of individual such as the better self-understanding and addressing of desired career goals, as well as in terms of the organizational results such as reducing the turnover rate among the valued employees and better career

opportunities communication with the employees. The career planning sub processes consist of organization choice, job choices, job assignment, and self-development.

While the sub processes for career management are the performance appraisal, training, career development, and succession planning (Gutteridge, 1986).

Additionally, some effective career development activities' indicators as defined by Gutteridge (1986) are (a) the individual and organization goals achievement (b) career paths implementing, (b) performances improvement, (c) perceived on the career systems benefits, and (d) career attitudes expression. The certification for career development paths can apply as the vehicles to drive organizational support on the certified course of learning consists of the activities involved with on-the-job training and time provided for the employees to study with the certification material, and the tuition programs reimbursement (McDonald & Hite, 2005). Normally, the employees view training opportunities as one kind of compensation (Blanchard & Thacker, 2007).

After putting the right person into the fit position, the firms shall equip them with the correct attitude, with skill and knowledge that the position required serving for the organizational goals. Training and development for personnel is always regarded as the main HRM practices elements. The orientation, on-the-job training, socialization, rotation system, the enrich movement are the approaches of employees training that aim to induce the personnel behaviors and skill as the target desired of the firm. Two central issues that supposed to deal by the HRM function are the skills and competence fostering to induce for the part of employee's motivation.

Vroom (1964) in reference with the expectancy theory mentioned on the relationship between the efforts and performance that is influenced via the two key

factors: the required skills and role-play. This was indicated in Whitley (1992) that the institutional elements present with strong effect toward on the practice of employment and the organizational patterns. The research from Chan's (1996) in China revealed that students under the examination-oriented educational systems usually encouraged putting more effort to reach over the learning outcomes rather than just understanding on the process of learning. Theoretically, it was pointed out by various researches about the key quality elements for the effective training. Training can be defined as the summary presenting where the objectives, methods, and material of training are seen as the most crucial factors to affect the training quality (Pike, 2003; Mitchell, 1998). Diverse methods of training must be applied during the course of training align with the job nature. Training methods can be found in three types; structured, semi-structured, and unstructured. Training is connected with the self-esteem improvement, turnover reduction, better consistent with product and service, highly satisfaction, business cost saving, new technology employment, more ability to serve for the target market requirements, attitude improving, better teamwork, better job satisfaction, and higher organizational commitment (Samuel & Chipunza, 2009).

Accordingly, the greater commitment may express from the employees and it tends to reside with the firm if they sense about the recognitions on their efforts, capabilities, and performance contributions (Davies, 2001; Mercer Report, 2003). Hence, it is expected that the career development and planning should be measured through four-item scale as developed by the Broad foot and Ashkanasy (1994). The focus of this scale is on whether the firm put the sufficient effort to allow for their

employees with opportunities to develop the skills and properly assess for their training. Here, for example, “People are adequately orientated and trained to join in the firm”.

DeCieri et al. (2008) presented the result of their study with the major differences between organizations that have HR department and those without it in terms of personnel performance appraisal, training and development, employee relations and communication plus, in terms of job satisfaction among the employees. Additionally, this was found not only that training activities has developed the skills and improved the employees’ abilities, but it also enhance their job satisfaction and the organizational commitment (Harel & Tzafirir, 1999; Kalleberg & Monday, 1994; McEvoy,1997).

Additionally, it was found by many of these researchers about the significance and the positive relationship between the career commitment and the skill development of employees, as well the negative relation of the career and the intend toward job withdrawals but not as so significantly related to the quality of work (Aryee & Tan, 1992).

In reference with the research conducted by Chiang, Back, and Canter (2005) about the training quality, job satisfaction and residing intention relationship within the field of hotel industry. This has been concluded with the positively correlation of training quality and the job satisfaction of employees. The satisfaction on jobs by employee, therefore, leads to the remaining intention with the firms in the hotel industry. Likewise, the analysis was conducted by Siebern-Thomas (2005) with 13 nations in the European Community Household Panel (ECHP) during 1994-2001 and

found that job satisfaction of employees revealed with the higher tendencies toward some workplace training provided.

The study by Qura-tul-aain Khair (2013) intends to examine and explore on those training attributes in which being accounted as the training quality. With the data gathering from 217 respondents via the convenience sampling from employees in Pakistan business organizations. It found that there contains with seven quality aspects in the training to be considered during the planning form personnel training, then while implementing its. These aspects of quality are the objectives, content, techniques of training, and the time management, personal characteristics of the trainer, training amenities, and feedback of training. It was suggested from the study that different of training quality dimension can be differently affected on the job satisfaction of employees.

2.7.3 Procedural Justices

The organizational justice can be divided in two types; normally we call them as the procedural and distributive justice. The first one, procedural justice describes on the procedural fairness that we applied for the outcomes determination, and the second, distributive justice that used to describe on the fairness outcomes that received by an employee (Greenberg, 1990). The value on organizational justice has evidently been supported with the common suggestion that the organization fairly treating as perceived by the employees tend to direct them to have the positive attitudes toward their employer that they will process their tasks in more productive way, and will have the better relationship with their supervisors and colleagues cited by Greenberg (1990b)

from Alexander & Ruderman (1987), Folger & Konovsky, (1989); Fryxell & Gordon (1989), and Gordon & Fryxell, (1989).

Procedural justice is termed as the fair process that applied to produce the outcomes. Procedural theory stated that it is the willingness to sacrifice themselves of employees under particular case though rather over the decision outcomes term (Greenberg & Folger, 1983). Fair process is crucial since it can signal for the dignity respect on individual employee to confirm their organizational status, and to serve as the promise that they would always receive the fair share of favorable outcomes (Greenberg, 1987; Thibaut & Walker, 1975). To the research of Greenberg (1987) presented that the fair process must be consistently applied with the standards to all person all the time with accuracy and non- biased of self-interest.

It was suggested in Organ (1990) that if the procedural unfairness is perceived by the employees, it tends for them to process only what they are required to do, and this also shake thee their organizational relationship in a social exchange of one (i.e., the obligations diffusion based on the reciprocal trust, likely as the behavior of organizational citizenship) toward the economic exchange of one (i.e., contractual obligations and precise exchanging terms.)

Moorman et al.(1993) and Pillain et al.(1999) research on the procedural justices have revealed about the organization commitment and job satisfaction as the key organizational relationship component. Moorman et al.(1993) and Pillain et al.(1999) presented in their previous study on the possible consequences from the procedural justices, job satisfaction and organization commitment that all the result might stem from the positive impressions that afforded through the fair procedures and the

perceiving of fairness can affect these variables outcome just via the trust developed among the employees.

Hssanreza and Keyvan (2011) examined on the role of trust, procedural justices, job satisfaction and organization commitment toward teachers and it resulted on indirect effects from the procedural justices toward their job satisfaction, but it shows with direct effect toward organization commitment. The links are presented from the appraisal systems research with (1) the perception of distributive justice with the satisfaction from the final performance ratings and (2) the perceptions of procedural justice and satisfaction that applied in the performance appraisal system (Jawahar, 2007).

It was found in Cropanzano, Bowen, and Gilliland (2007) that organization justices in performance appraisals as perceived by the employees can raise the job performance, trust, extra- role behavior, and commitment. In particular, the organizational justice related to employees in a way they were fairly treated by the firm and that the perceptions of fairness affect on their variables related to work (Folger & Geenberg, 1985).

Achmad Sani (2013) found in his research about the impact from procedural justice, organizational commitment, job satisfaction toward the performance of employees and the potential of the mediating role adopted as the behaviors of organization citizenship in the process. The model was tested with the participation of 70 employees as separated into two groups from the 15 large branches of Syariah bank. It was concluded in the study that either the procedural justice or an organizational commitment can positively influenced on the behavior of organizational citizenship. The organizational commitments have the constructive influence on the job

performance, where job satisfaction has no positive impact on the behavior of organizational citizenship and the job performance. In particular, the positive influences of the organizational citizenship behavior on the job performance of the staff related to the organizational justice in a way that they were fairly treated by the organization, and their perceptions on the fairness can affect the work-related variables (Folger & Geenberg, 1985).

The study of Folger and Konovsky (1989) found of the perceiving on the distributive justice was related to the satisfaction on the individual's outcomes (i.e., satisfaction with pay and their job). Distributive justice as found by Dailey and Kirks (1992) has positively related to the job satisfaction, where Organ (1988) has argued on the criteria such as seniority, status, productivity, needs, and effort that used for determination of salary that shall consider with distributive justice.

The organizational-level evaluations found to be affected by the procedural justice in the study by of Malang Sweeney and McFarlin's (1993) (i.e., organizational commitment). This notion was also supported by Tang and Sarsfield-Baldwin (1996) that the employee's perceptions on the procedural justice seem associated with the organizational commitment. Moreover, the fairly treated employees seem to become loyal to their organizations. This has been supported in Martin and Bennet (1996) that the procedural justice is positively associated with the organizational commitment.

2.7.4 Workplace Participation

Some views participation as the addressing strength on the approach of human resources and as it possible weakness (Pepper, 1995). Participation shall consist of the ideas initiate from the employee and it shall allow for all of them to get involved

in the communication network. If the manager and workers focus on participation as the team, the theorists doubt whether the initiative will lead to the positive effects (Pepper,1995).

The four principles were designed by Follett (1940/1925) in organizing include (a) coordination that participates by the concerned parties, (b) coordination must take place at the initial stages of the organizing process, (c) coordination is reciprocal where individual adjusts to each other, and (d) coordination is ongoing that its need has never ended. It was argued by Follett that the measuring of problem cannot be alleviated via the coordination; however they can run through the integration process that focus on relationships.

Participation according to Strauss (2006) is the process that permits for employees to operate on some control and condition over their work. It supports the staff participation in the decision making process which presented the direct impact on work settings. Substantial management participation by employee is important for the cross-functional integration and professional working.

Tor and Torger (1999) mentioned in their work that many reasons can be found as the direct participation of employees must be arranged within the strategic planning such as the business strategy information that can raise the understanding of employees on the work ability and willingness toward the business goals. Employees' joining in the strategies development and implementation can form the ownership toward the organizational goals and to the practical means that they were asked to join for the development. It also generates the sense of pride and belonging that will increase the organization commitment.

Cohen and Kirchmeyer (1995) support that usually the firm requests for employees participation assumed the vital role in employee's affective commitment enhancement. The author began to study on the relationship of change participation and job satisfaction to obtain better understanding. In reference with the participative theorists, the whole goal of any firm is to reach on the integrating satisfactory between the desires and requirements from its stakeholders, all the organization members with related functions related to it (Lorsch and Trooboff, 1989). Sashkin and Burke (1987) stated about the satisfaction of need for closure and achievement that resulted from the participation and the interpersonal contact from job-relevant.

Lori (1999) questioned on whether the higher employee participation would affect satisfaction in job, communication satisfaction, and the organizational commitment. The 98 employees of the university's service operations center have participated in the study while the outcomes showed that the employees are supported by the organization for their participation, in which result on their satisfaction in job, communication and the organizational commitment.

Brenda, Anthony, and Verena (2005) presented the study result that job satisfaction and commitment is promoted by the participation. Miller and Monge (1986) conducted meta-analyses of 47 studies and found a consistently positive correlation between participation and satisfaction.

Lansbury, and Wailes (2001) the American Organizations indicates that though the direct participation can be affected on the less contribution on the organizational commitment enhancement, but still presented with the positively significant in the workplaces.

Mash-Ariun, Bat-Erdene (2006) researched on the participation of faculty members on decision-making that it is associated to their job satisfaction perceiving. The higher education system of Mongolian that centralized on the structure of decision-making has moved toward the decentralization, democratization, and delegation for the of university level's decision-making as the means for the structural reforming. The conclusions are as follows (1) the faculty members of Mongolian public universities were under the decision deprivation condition (2) the faculty members were "somewhat" satisfied with their jobs (3) the faculty members' actual deciding for participation levels were positively associated with their job satisfaction perception (4) the faculty members' desired levels to participate in the decision participation were not linked with the job satisfaction perception (5) the perception of faculty members' on the decision participating were vitally related to the demographic variables on the rank and kind of university (6) With the exception of all public university teaching experiences, the perception of faculty members on job satisfaction were unrelated to the demographic variables.

The study of Komal, Samina, and Aisha (2011) on the practice of employee participation would describe the variance in the banking sector employees' organizational commitment in Pakistan and United States. The results implied that the type of employee participation in both countries are obtaining the day by day popularity, but dissimilar with U.S.A. that the direct participation presents a more vital and positive relationship for the organization commitment in Pakistan.

2.8 The Relationship between the Factors of Jobs Satisfaction and Organization Commitment

Meyer and Allen (1991) argued on the three-component model in which they found that the three commitment forms are associated and yet distinguishable from one another and from the job involvement, job satisfaction, and the occupational commitment. Where these three mentioned terms were assessed by Mathieu (1990) with the bus driver and engineers. The obtained data showed with averagely corrected correlation between the organization commitment and job satisfaction.

Lynn and Harry (1989) in the same way studied on the bank tellers and hospital professional's samples from difference associations and found that the organizational commitment seems to strongly relate to job satisfaction more than with the tellers turnover intentions, but the professionals, it was different. Deshpande (1996) indicated in his research that as the enhanced found on employees toward job satisfaction, it also enhanced their organizational commitment and these workers are attempting to put forth more efforts for the firm in order to perform the best.

Porter et al. (1974) indicated in his research that job satisfaction can affect over the organizational identity and presents with positive correlation to the organization commitment. Clive and Richard (1996) research conducted with the public and private sectors posit that the job satisfaction is strongly correlated with the organization commitment.

Aryee and Tan (1992) explained on the antecedent's model and the outcomes of career commitment by applied the sample of teachers and nurses worked in Singapore. It is concluded in the research that the career satisfaction and commitment were

positively associated in which when the personnel is allowed to reach their goals, they tend to satisfy more on their careers. Additional to the study of Williams and Hazer (1986) that supported for the direct relationship of job satisfaction and the organizational commitment in which job satisfaction is a precursor of organizational commitment.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is divided into four sections in order to display the survey methodology. The first part describes on the model and theoretical framework. The second part describes on research design. Next part explains on the percentages and frequency that form up each variable in the study and the last part reveals the data process and analysis by structure equation modeling (SEM).

Model/ Theoretical Framework

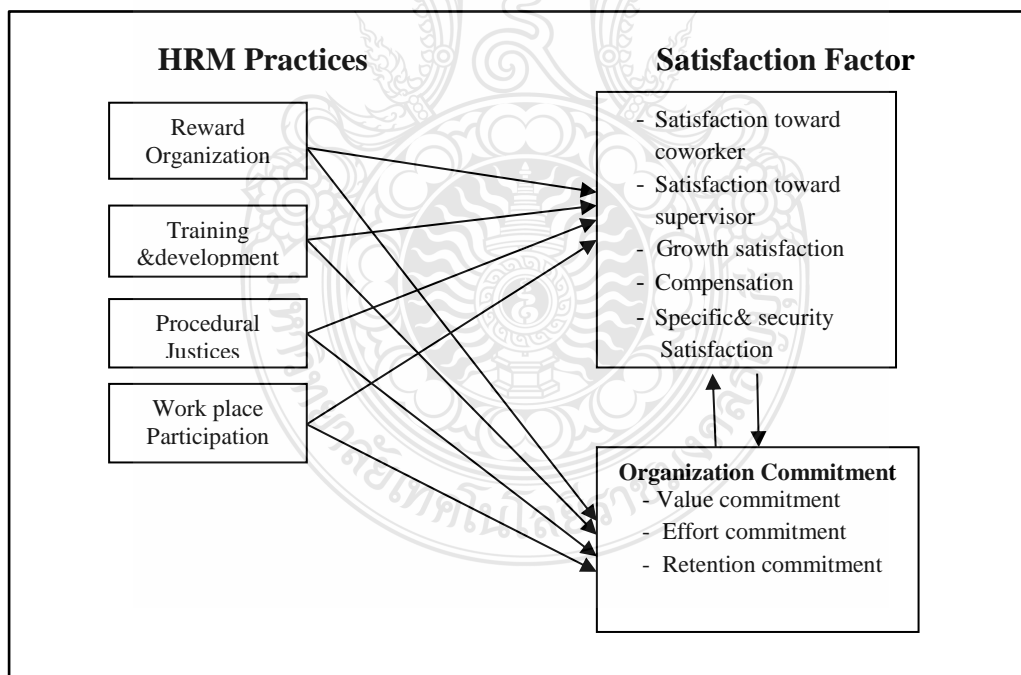


Figure 3.1 The theoretical framework of the study

3.2 The Relationship between HR Practice, Job Satisfaction, and Organization

Commitment

Employee's attitudes and behaviors such as job satisfaction, organization commitment, trust in management, and well-being have been discussed in various studies (Appelbaum et al., 2000; Guest, 2002; Godard, 2001). In order to describe more explicitly on such of behavior, social exchange theory refers to the social psychological and sociological perspective can explain the social change and stability as a process of negotiated on the exchange between parties. Social exchange theory posits that all human relationship is formed by the use of a subjectively cost- benefit analysis and the compensation of alternatives. According to the social exchange theory, committed behavior can be approached form an individual differences approach and from a situational approach. Commitment behavior is a course of action that contributes to attain the core organization goals (Lawler, Thye, & Yoon, 2006). Human resources practice that adopts with the previous focus on the personal features identification and assessment to predict the subsequent committed behavior (Landy & Conte, 2007). This study on HRM practice measurement consists of four dimensions (Organization reward, Training and development, Procedural justice, and Work place participation). The HRM practice dimensions are illustrated in Figure 3.2

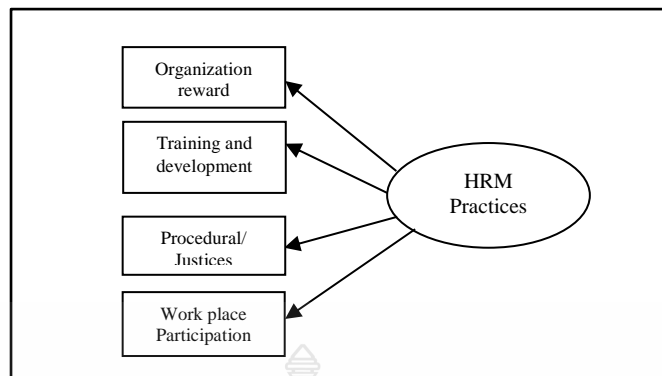


Figure 3.2 Human Resource Practice Factor

This study defines on five satisfaction factors in Job Diagnostic Survey (JDS) as follows (Hackman and Oldham, 1980);

- 1). Growth satisfaction,
- 2). Specific satisfaction includes security satisfaction,
- 3). Compensation,
- 4). Satisfaction toward co-worker and
- 5). satisfaction towards supervisor

Job satisfaction factors are illustrated in Figure 3.3

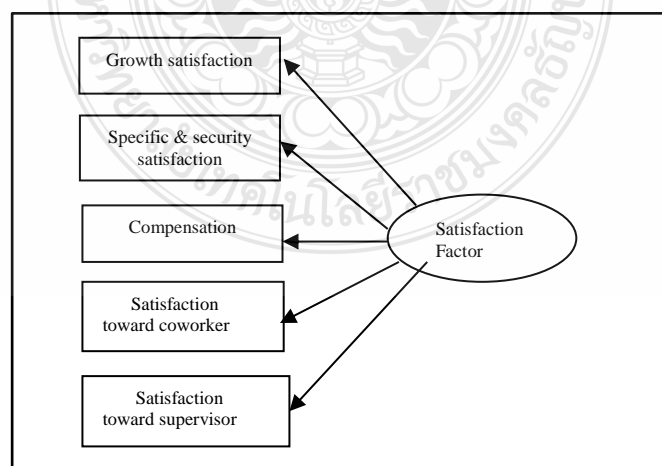


Figure 3.3 Satisfaction Factor

This study measures on the organization commitment that consists of three dimensions of Value commitment, effort commitment, and retention commitment (Porter, 1974). The organization commitment dimensions are illustrated in Figure 3.4

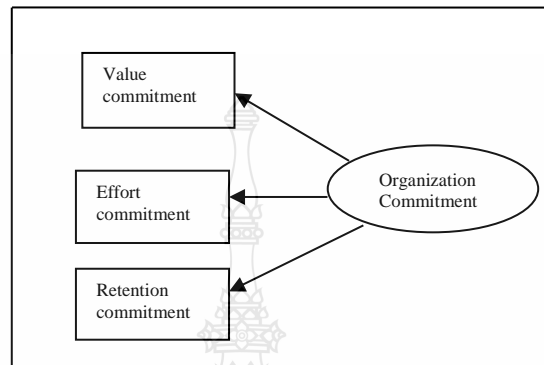


Figure 3.4 Organization Commitment Factor

3.3 Research Design

This research is an explanatory that applies the quantitative and qualitative method, as well as cross-sectional study together. The quantitative data can offer the generalized and broad explanation; quantitative study uses questionnaires as a survey, and qualitative used dept- interviews as an instrument for data collection.

Population and Sample

Population

With the constraints of time, this study cannot include all populations that work in the Autonomous Universities, in which there are fourteen of them in Thailand as show below.

1. Mahachulalongkornrajavidyalaya University
2. Mahamakut Buddhist University

3. Thaksin University
4. Chulalongkon University
5. Mae FahLuang University(Outside the University system from the start)
6. King Mongkut's Institute of Technology Ladkrabang
7. King Mongkut's University of Technology Thonburi
8. King Mongkut's University of Technology North Bangkok
9. Suranaree University of Technology(Outside the University system from the start)
10. Mahidol University
11. Chiang Mai University
12. Walailak University (Outside the University system from the start)
13. Burapha University
14. University of Phayao (Outside the University system from the start)

Sample

This study used the quantitative method where the population is the employees of fourteen autonomous universities and the amount of sample is based on the employee numbers so called 'University employee' from the operation field and instructor field of Autonomous University.

Sample Selection

For the quantitative method, the appropriate employee sample is based on the amount of selected employees from the stratified random sampling method since the variable from the population size together with the standard error is equal to .05, then the appropriate sample size is only required for 310 samples. Hoelster's (1983)

benchmark that the critical number (CN) should be exceed 200 (Garver & Mentzer,1999; Hoelter, 1983).

Operation Definition

The study provides the clarification in term of definitions that applied as follows.

Independent Variable: There are sets of dependent variable that believed to be the predictors for job satisfaction consisting in the HRM practice dimension.

- Organization reward is the degree to which employees satisfied on their current reward; the level of reorganization in wages, pay, and promotion (Henaman and Schwab, 1985).

- Training and Development represents by Blau (1988) as the opportunity of the staff to improve their operation skills and talent by course attending.

- Procedural justice/ Equality are the way used to determine the distribution of resources among employees such as information sharing, decision in work, and level of agreement (Greenberg, 1999).

- Workplace participation as stated by Gelattly et al, (2007) is the participation in work, decision making, and empowerment on such of information sharing, shared decision making, and level of agreement.

Dependent and Independent Variable Satisfaction Factors

There is also the dimension of satisfaction factor that it consists of the satisfaction toward supervisor, co-worker, compensation, growth, and security.

Dependence Variable: Organization Commitment

A strong belief on the organization's goals and values, a willingness to exert the considerable effort on behalf of the organization with the strong desire to remain as an organization member (Porter,1974). Organization Commitment consists of;

- Value Commitment: a strong belief in the organization's goals accepting
- Effort Commitment: a willing to exert the considerable effort on behalf of the organization.
- Retention Commitment: a definite desire to remain as the organization membership.

Table 3.1 The measure of research variable

Variable Number	Definition	Indicator	Questionnaire
HRM practices			
Organization Reward	The degree to which employee satisfied with their current Reward i.e. Wage level	Henama (1985) and Schwab (1985)	1-8
Training and Development	Employee's opportunity in their skill and talent improvement	Blu,G (1988)	9-13 30
Procedural justice	The way to determine the distribution of resources among employees	Greenberg (1990)	13-19 25 -28
Work place participation	It is a process of system management in such a way that skills, information, and knowledge should be applied in the task completion by the available resources the most possible effective and efficient manner in participation	Gelattly et al.,(2007)	20-24 29, 31-33

Table 3.1 The measure of research variable (Cont.)

Variable Number	Definition	Indicator	Questionnaire
Organization commitment			
Value commitment	a strong belief and the acceptance of the organization's goals and values	Poter et al., (1974) Chatman (1986)	1-8,
Effort commitment	a willingness of or to exert the considerable effort on behalf of the organization	Poter et al., (1974) Chatman (1986)	9- 14,2,4
Retention Commitment	a strong desire of Maintain membership in the organization	Poter et al., (1974) Chatman (1986)	15,16,17
Satisfaction factor			
Satisfaction Factor experiences	Positive emotional state resulting from the appraisal of one's job	Locke(1976)	
Growth Satisfaction point rating scale	Positive attitude toward potential Job	Job Diagnostic Survey JDS) Hackman &Olman(1980) A-7	3,5,9,12
Security Satisfaction	Positive attitude toward present and future job security	Job Diagnostic Survey JDS) Hackman &Olman(1980) A-7	1,10
Compensation	Positive attitude towards pay job and benefit	Job Diagnostic Survey JDS) Hackman &Olman(1980) A-7	2,8
Satisfaction Toward co-Workers	Positive attitude toward co-workers	Job Diagnostic Survey JDS) Hackman &Olman(1980) A-7	6,11,15
Satisfaction Toward super visor	Positive attitude toward supervisor	Job Diagnostic Survey(JDS) Hackman &Olman(1980) A-7	4,7,14

3.4 Data Gathering

The data collection is to ask the questions with the personnel department of Autonomous University via telephone. The questionnaires were distributed to the employees who were samples and after sending the questionnaire together with the letter directed to them via mail and e-mail with the instruction of the questionnaire purpose.

3.4.1 Data Collection

The secondary data is collected through the survey with each department and faculty in the autonomous university to gather the data from the news, media, and the reliable data related to the study.

The primary data collection is done through the distribution of questionnaire with the regular employees and instructors. The purpose of the questionnaire was also explained as followed by the distribution of questionnaire via e-mail or mail.

Questionnaires were distributed during March and April 2012 and collected within eight weeks followed by the in - depth interview by open-end questions. The researcher conducted the interview face to face with the instructors and officers.

3.4.2 Instrumentation

The study instrument was formed through the previous studies and the existing instruments of high reliability and validity scales. At first, the instrument is required to translate into Thai version, and then the Thai version was reviewed by a monolingual reviewer who could communicate only in Thai language for wordings adjustment.

Later, it was translated backward for the chair of committee, committee, and adviser.

The sampling frame consists of the members of the Autonomous University in Thailand

where the survey was mailed to the sample of employees randomly. The questionnaire was designed with four sections as follows:

Section1. Demographic factors- respondents were requested to indicate the information about their gender, age, level of education, status, job position, and work experience.

Section2. HRM practice: Organizational reward was measured by selected items from the satisfaction scale developed by Heneman and Schwab (1985). A sample item is “I am satisfied with total of the package” and “the employee has the opportunity of career advancement”. Respondents were asked to indicate their feelings on a 7- point Likert type scale (7 = strong Agree, 1 = Strongly Disagree). The cronbach’s alpha for this scale was .90. To examine on the training & development quality, Scandura’s (1987) scale was used for measurement. A sample item is “ I have been trained for career development occasionally,” the Cronbach’s alpha for this scale was .81.

Procedural justice/ equality was measured with seven items from the scale reported in Niehoff and Moorman (1993) that it was measured by the subjects’ responses based on 7- point Likert-type scale (7 = strong agree, 1= strong disagree). A sample item is “ the organization has fairness in procedures and regulations where the Cronbach’s alpha for this scale was .92. Workplace participation was measured by the subject’s responses based on 7- point (7 = strongly agree, 1 = strongly disagree). A sample item is “the employee has the opportunity to work with multi - skill abilities” and the Cronbach’s alpha for this scale was .76.

Section3. Satisfaction factor: According to Oldham and Hackman (1980), satisfaction factor consist of growth satisfaction and specific satisfaction toward

security, compensation, co- worker, and supervisor. Survey data as collected from the instructor showed that total of variables except the demographic data were measured by the subjects' responses based on 7- point Likert- type scale (7 = strongly agree, 1 = strongly disagree) and the Cronbach's alpha for this scale was .86.

Section4. Organization Commitment: Here the author measured it by using the nine items of the Organization Commitment Questionnaire (OCQ) developed and validates by Mowday, Steer & Porter (1979). The OCQ has been extensively applied on the organization commitment including Angle and Perry (1981), Meyer and Alen (1990), Glisson and Durick (1988), with reliability coefficient of .91, Becker (1992). A seven - point Likert scale (7 = completely agree: 1 = completely disagree) was employed for the data analysis purpose: in turn, a value of 7 indicate a high level of organization commitment.

3.4.3 Measurement

Scale. This study used 7 Likert's scale to obtain the attitude from the questionnaire survey. The 7 Likert's scale was used as a proxy of interval scale to present the level that the firm rates for the importance of the human resources practices, satisfaction factor, and organization commitment.

The level importance as given on the human resources practices dimension.

- | | |
|------------------------|-------------------------|
| 1 = Extremely Disagree | 2 = Moderately Disagree |
| 3 = Disagree | 4 = Not sure |
| 5 = Agree | 6 = Moderately Agree |
| 7 = Extremely Agree | |

The level of importance given on the satisfaction factors.

1 = Extremely Dissatisfied 2 = Moderately Dissatisfied

3 = Dissatisfied 4 = Not sure

5 = Satisfied 6 = Moderately Satisfied

7 = Extremely Satisfied

The level of importance given to the organization commitment.

1 = Extremely Disagree 2 = Moderately Disagree

3 = Disagree 4 = Not sure

5 = Agree 6 = Moderately Agree

7 = Extremely Agree

3.5 Data Processing and Analysis

The research methodology applied by this study is the mixed method. The quantitative method analysis is used with the Structural Equation Model (SEM) to provide the observed relationship and the latent variables in the model and used Amos to analyze data with the confirmatory factor analysis (CFA) path analysis, multiple regression, and qualitative method for an in - depth qualitative data analysis.

Validity and Reliability

Validity

Validity refers to the extent to which any instruments measure on what it intends to measure (Carmines & Zeller, 1979).

3.5.1 Test of Validity

The purpose of pretest was to examine the content validity in terms of the face validity of the questionnaire items. In order to ensure the appropriateness of the questionnaire, the pretest was conducted with 40 employee samples at the Autonomous University. The results of the pretest were helpful in making refinements of the final questionnaire version. In these adjustments, the researcher revised and restatement, while the deletion of the statement was able to improve for the more reliable composite.

3.5.2 Content Validity Testing

The content validity for measurement in this study was developed and proven by many researchers such as human resources practices on the work of Appelbaum et al., (2000), Guest (2002), Godard, (2001); satisfaction factor based on the work of Hackman and Oldham (1980); organization commitment based on the work of Porter (1974).

As the questionnaire was established by using the content validity method. In addition, three academicians were requested to examine and make comments on the questionnaire item to validate the content during the development stage of questionnaire. After revising the content of each item according to the comments and suggestions, the questionnaire was ready to be distributed in order to find its reliability. The result from the assessment was brought to adjust and improve for the more accurate of questions.

3.5.3 Context Validity

Also, it has to do with the Pre-test samples and 40 samples were tested multicollinearly, and then finally test on the first order of factor analysis and discriminant validity analysis.

The result of structure and validity analysis for pre - test conducting to test on the questionnaires reliability was sent to forty samples and the collected data was used as part of the data analysis in the study.

Table 3.2 The Reliability Analysis of the Questionnaire from Pre-test Construct's Cronbach's alpha

Content	Cronbach's Coefficient Estimate
Human resource practices	.976
Satisfaction factor	.849
Organization Commitment	.928

Note: the Pre-testing was Conducted and Excluded from the Study

This reliability from the pre-test constructed on the Human resource practice, satisfaction factor and organizational commitment showed with .976 from Cronbach's alpha out of four items. Satisfaction factor has Cronbach's alpha of .849 with 5 items, and Organization reliability of Cronbach's alpha with the value that greater than .70. Thus, the questionnaires are reliability. Commitment has Cronbach's alpha of .928 with three items. However, all the constructs provided high.

3.5.4 Convergent Validity Testing

Furthermore, the convergent validity is to measure on the multiple indicators. According to Hair et al, (2010) convergent validity is the kind of validity from the multiple indicators converges, or associated to one another. In other words, convergent validity is the extent to which the scale correlates positively with other measures of the some construct. The results showed as convergent validity were tested by evaluating the magnitude of factor loading of variable observed on the proposed constructs or latent variable. For this study the construct validity is tested by CFA.

3.5.5 Confirmatory Factor Analysis (CFA)

CFA was used to confirm the structure of factor on both reliability and validity analysis. In this study, CFA was used to test the structure of factor of human resources practices, satisfaction factor, and organization commitment. The construct validity is tested by CFA method including p-value, factor loading, average variance extracted (AVE), and discriminant validity, After CFA analysis, First, p-value associated with each loading could be significant. Second, factor loading is above 0.7. Third, AVE is above 0.5. Finally, discriminant validity is supported, if the AVE for each construct is greater than 1, it shared variance (squared correlation) with any other construct, $(DV \text{ (discriminant validity)} = AVE / (\text{Corr.})^2 > 1$ discriminant validity is supported. The value of construct validity is presented in chapter four.

3.5.6 Reliability

Reliability is an assessment of the consistency or precision of the measurement in the degree that free from error. The questionnaire was administered to forty employees who are the instructor and officer. The test on measure reliability was

analyzed. The acceptable level of reliability in coefficient that Cronbach's alpha coefficient is more than .70. According to Hair et al.(2010), it has been suggested that for the reliability of Cronbach's alpha, the value should exceed of .70, though a .60 level can be used in exploratory research.

3.6 Structure Equation Model (SEM)

There are several methods for the required sample amount estimation. The primary statistical analysis technique as employed in the study was a structured equation model (SEM). Specially, these techniques were used for the evaluation of evaluate.

1. The relationship between HRM practice and organization commitment.
2. The relationship between HRM practices and job satisfaction.
3. The relationship between satisfaction factor and organization commitment.

Byrne (2010) defined SEM as a statistic methodology that confirms on the approach of hypothesis testing in the structural theory. In this study, the researcher analyzed the data by using descriptive statistics and structural equation modeling. Data was analyzed through the analysis procedures. The path analysis model contains with direct relationship and effects that examined through by the structure equation modeling via AMOS.

Structural equation modeling is a multivariate technique combining dimensions of factor analysis and multiple regressions of interrelated dependence relationships among the measures or observed variables, latent constructs, and relationships among

many of latent constructs. Structural equation modeling has five main characteristics that are different from to the multivariate techniques.

1. It provides simultaneous estimation of multiple and interrelated dependence relationships.

2. It possesses the ability to represent for the unobserved (latent) concepts in these relationships and to correct the error of measurement in the estimation process.

3. It can define a model to explain the entire set of relationships.

4. Analyze the model for the regression weight calculating

5. Model Fit Indices

There are several fit indices for model assessment. According to MacCallum and Austin (2002), the main fit indices are used in the model assessment, including the ratio of Chi-square and degree of freedom (X^2/df), Comparative Fit Index (CFI), Normed Fit Index (NFI), Non-Normed Fit Index (NNFI), and Root Mean Square Error of Approximation (RMSEA). Therefore, the researcher of this study reported on six fit indices as follows.

Table 3.3 Measures of the Structural Model Fit

Item	Criteria
Root Mean Square Error of Approximation (RMSEA)	<.05
Chi-square (χ^2)	P-value >.05
Chi-square/Degree of Freedom (cmin/df)	< 3
Goodness of Fit Index (GFI)	>.90
Comparative Fit Index (CFI)	>.90
Norm Fit index (NFI)	>.90

According to the framework and hypothesis in Chapter one, this study uses Structural Equation Model Analysis. The first model used to test on the hypothesis of statistic research those Human resources practices present the effects on satisfaction factor and organization commitment as shown in Figure3.5

The model to analyze the detail and direction of satisfaction factor and organization commitment in Autonomous University.

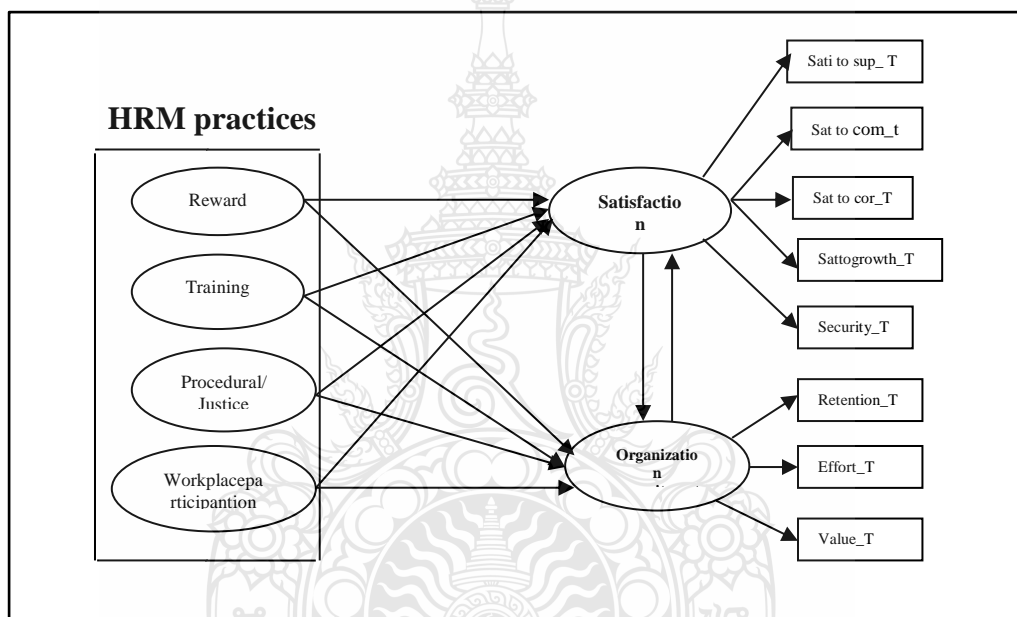


Figure 3.5 Statistic Research Model for Satisfaction, Organization Commitment and Represent of Direction

3.7 Qualitative Methodology

The qualitative research formed an in depth-interview with the instructor employee and officer employees of autonomous university in Thailand to described and support the result of quantities research.

3.7.1 Population Sample

Qualitative research sampling group has selected one person from the management level of the faculty, one person from the management level of supporting team, one person from the instructing team, and one person from the supporting team. The interview was carried out until the working on hypothesis is accepted.

3.7.2 Research Instrumentation

In-depth interview is prepared by the researcher then, sent out the letter of invitation and schedule for an in-depth interview. In depth interview is a face-to-face interview with the employees of autonomous university. The interview adopts an open end question to interview with the interviewee in order to allow them to openly discuss in details about their opinions as realistic as possible without any constraints.

The qualitative interview questions are as follows;

1. How the payroll system in the university that you are working with is and how important it is to your feeling toward job satisfaction and organizational commitment?
2. In your opinion, in terms of the training and development system in the university you are working with, how important it is to your feeling toward job satisfaction and organizational commitment?
3. What is your opinion about the rules and regulation in the personnel management in the university you work with, What do you think about the situation when those rules and regulations are brought up to use in the real work, and How do those rules and regulations affect your feeling toward job satisfaction and organizational commitment ?

4. What do you think about work participant and its important role to your feeling toward job satisfaction and organizational commitment?

5. What are the important aspects that the university should work on in terms of their HRM practices besides reward, training and development, procedural justices, and work place participation, in order to increase the employees' satisfaction towards the job and their organizational commitment?

3.8 Result Methodology

The qualitative methodology is an inductive description. The first step is to interview with the first employee. The result from the in depth interview is gathered to analyze and propose as hypotheses. The second, the same interview and questions will be carried out with the remaining employees. Then, based on the overall response, the result is descriptively concluded with the hypotheses based on the quantitative method. Based on the overall results of the qualitative method, if the conclusion matches with the hypotheses from quantitative method, then, it is known to be supported. Nevertheless, if the analysis of the interview is different from the hypotheses, then, the interview needs to be carried out until getting the results that match with all the hypotheses. The finally, Qualitative research reported content analysis and conclusion from the question.

CHAPTER 4

RESEARCH RESULT

4.1 Introduction

This chapter analyzes on the prepared data. The methodology consists of confirmatory factor analysis (CFA) and structural equation model (SEM) as the path analysis in the theoretical framework. The details include the results from the analysis on reliability, convergent, validity, and hypotheses testing. The testing constructs are appropriate for further analysis.

4.2 Research Result

Quantitative Result

Pre-testing

In term of content validity and reliability, the questionnaire was tested prior to the data collection from the research sample.

Content Validity

In order to assess the instrument validity for the exact pretension to match the original definition, the author asked the external experts to test the for the validity while the Pre-test was also performed with 40 of samples, and lastly made the first order to conform factor analysis (CFA) by three expertise scholars. The questionnaire was translated into Thai language for the exact pretension to match with the original definition, the study objective, and the accurate meaning. The result of structure and validity analysis from each scale is presented as follows. The questionnaire is

established by using the method of content validity. In addition, three academicians were requested to examine and make comments on the questionnaire items for content validity during the questionnaire development stage. After revising, each item's content according to the comments and suggestions, the questionnaire was ready to be distributed in order to find its reliability. The result from the assessment was applied to adjust and improve a question to be more accurate.

The Population and Sample Rate

The sample size in this study is the current employees of the Autonomous University. Accordingly, 700 questionnaires were distributed and the returned questionnaire comprised of 20 (6.45%) from Mahachulalongkornrajavidyalaya University, 17 (5.48%) from Buddhist University, 24 (7.74%) from Thaksin University, 21 (6.77%) from Chulalongkon University, 24 (7.74%) from Mae FahLuang University (Outside the University system from the start), 23 (7.42%) from King Mongkut's Institute of Technology Ladkrabang, 19 (6.13%) from King Mongkut's University of Technology Thonburi, 26 (8.39%) from King Mongkut's University of Technology North Bangkok, 21 (6.77%) from Suranaree University of Technology (Outside the University system from the start), 23 (7.42%) from Mahidol University, 20 (6.45%) from Chiang Mai University, 25 (8.06%) from Walailak University (Outside the University system from the start), 23 (7.42%) from Burapha University and 24 (7.72%) from Phayao (Outside the University system from the start).

Demographic Data

Profile of Respondents

In this part, the questionnaires were distributed to collect the Demographic information from the respondents; consisting of gender, age, educational level, status, faculty of work, years of working with the University, current and previous position. The obtained information was discussed in details below.

Table 4.1 Demography Summary

Characteristics	Frequency	Percentage
Gender		
Male	114	36.8
Female	196	63.2
Age		
Less 30	103	33.2
30-40	133	42.9
41-50	54	17.4
more than 50	20	6.5
Education		
Bachelor	150	48.4
Master	124	40.0
PhD.	36	11.6
Status		
Single	193	62.3
Married	115	37.1
Divorce	2	.6

Table 4.1 Demography Summary (Cont.)

Characteristics	Frequency	Percentage
Faculty of Work		
Management	46	14.8
Science	13	4.2
Logistic & International technology	41	13.2
Economic	34	11.0
Education	10	3.2
Humanities	11	3.5
Engineering	11	3.5
Architecture	12	3.9
Veterinary	10	3.2
Jurisprudence	33	10.6
Social science	25	8.1
Library art	13	4.2
Office of the president	23	7.4
Offices of the technology press	28	9
Years of work with the University		
1 -3 years	167	53.9
4 - 7 years	78	25.2
8 - 11 years	29	9.4
12 - 15 years	14	4.5
More than 15 years	22	7.1
Study		
Advance Study	146	47.1
Non study	164	52.9

Table 4.1 Demography Summary (Cont.)

Characteristics	Frequency	Percentage
Current Position		
Officer employee	265	85.5
Assistant head department	4	1.3
Head department	15	4.8
Assistant dean	5	1.6
Others	20	6.5
Previous position		
Officer	266	85.8
Assistant head Department	5	1.6
Head Department	13	4.2
Dean Assistant	7	2.3
Others	19	6.1

In table 4.1, the results of respondents' demographic data consist of ten parts as follows.

Gender

According to the demographic data, the respondents were male, 114 (36.8) and female, 196 (63.2), which refers to that majority of the university employees are female.

Age

According to the demographic data, the respondents with less than 30 years old of age are 103 (33.2), during 30- 40 years old, 133 (42.9), 41- 50 years old, 54 (17.4), and more than 50 years old, 20 (6.5). This shows that majority of the university employees aged around 30-40 years old.

Education

From the data, respondents are those who graduated with Bachelor degree, 157 (50.6), Master degree, 124 (40.0), and PhD degree, 29 (9.4) which this shows that majority of the university employees were the Bachelor degree graduated.

Status

According to the data, respondents were single, 193 (62.3), married, 115 (37), and devoiced, 2 (.6) which represented that majority of the university employees were single.

Position

According to the data, respondents were the officer employees, 168 (54.2), and instructor employee, 142 (45.8), which this represented that majority of the university employees were the officer employee.

Faculty of Work

According to the data, respondents were the management 46 (14.8), science, 13 (4.2), logistic & international technology, 41 (13.2), economic, 34 (11.0), education, 10 (3.2), humanities, 11 (3.5), engineering, 11 (3.5), architecture, 12 (3.9), veterinary, 10 (3.2), jurisprudence, 33 (10.6), social science, 25 (8.1), social science, 25 (8.1), library art, 13 (4.2), office of the president, 23 (7.4), and offices of the technology press, 28 (9.0), these represent that the majority of university employee were management.

Years of work with the University

According to the data, respondents work for the university between 1-3 years, 167 (53.9), between 4-7 years, 78 (25.2), between 8-11 years, 29 (9.4), between 12-15

years, 14 (4.5), and more than 15 years, 22 (7.1). These represent that majority of the employees work with the university between 1-3 years.

Study

According to the data, respondents were study, 146 (47.1), and non- study, 164 (52.9) which showed that majority of the university employees were non study.

Current Position

According to the data, respondents were the officer employees for 265 (85.5), Assistant head Department, 5 (1.6), head department, 13 (4.2), dean assistant, 5 (1.6), dean, 1 (.3), and other position, 20 (6.5). These represented that majority of the university employees were the officer employees.

Previous Position

According to the data, respondents were the officer employee for 266 (85.8), Assistant head Department, 4 (1.3), head department, 15 (4.8), dean assistant, 7 (2.3), and other position, 19 (6.1), these represented that majority of the university employees were the officer employees.

Descriptive Statistic

Human Resources Practices

Given the importance on human resources practices is an independent variable in the study that was divided into four variables as the organization reward, training and development, procedural justice, and work place participation as can be seen in table 4.2

Table 4.2 The Descriptive Statistic of Human Resources Practices

Variable	Min	Max	Mean	S.D
Organization Reward				
I am satisfied with the salary level I earn	1	7	4.39	1.586
I am satisfied with the overall income	1	7	4.40	1.518
The overall benefits I have received is suitable with my job responsibility	1	7	4.46	1.447
My jobs related achievements are recognized and appreciated	1	7	5.04	1.182
Employees are eligible to career development	1	7	4.76	1.440
Employees are eligible to good salary and other related benefits	1	7	4.82	1.443
Benefits I received depend on the working result of the team	1	7	4.49	1.372
Benefit packages are designed based on skills and capability, not job characteristics	1	7	4.53	1.372
Training and Development				
I was trained with multiple skills, which allow me to work on more than one tasks	1	7	4.88	1.304
I was trained with special skills of work(special skills)	1	7	4.69	1.292
I was professionally trained with general skills	1	7	4.64	1.254

Table 4.2 The descriptive statistic of human resources practices (Cont.)

Variable	Min	Max	Mean	S.D
Procedural Justices				
Every employees are trained equally	1	7	4.44	1.437
Equality is known as the university policy	1	7	4.67	1.401
The university has equality policy written down	1	7	4.43	1.353
Promotion depends on work experiences	1	7	4.65	1.481
I fairly received the benefits comparing to my colleagues1	1	7	4.67	1.380
The university has a fair working process	1	7	4.45	1.296
The university has rules and regulations to control its process of justice	1	7	4.64	1.302
Workplace Participation				
I understand every policy and opinion of the management	1	7	4.73	1.208
Management accepts my viewpoints and opinions	1	7	4.36	1.264
Participations to work happens everywhere in the university	1	7	4.56	1.247
The university always allows appealing towards important decision making related to the task I work on	1	7	4.37	1.359
The university treats instructors and officers with pride and respect	1	7	4.72	1.323
I never report to the management when there are the important changes to the university	1	7	3.91	1.415
The university has an annual rotation and promotion	1	7	4.32	1.404

Table 4.2 The Descriptive Statistic of Human Resources Practices (Cont.)

Variable	Min	Max	Mean	S.D
There are communications between the university, instructors, and officers	1	7	4.79	1.251
I am allowed to make decisions on work related issues	1	7	4.81	1.220
I have an opportunity to use various types of skills at work	1	7	5.08	1.158
My job affects work and feelings of my colleagues	1	7	4.58	1.374
Normally, the chief and my colleagues give me suggestions and opinions	1	7	4.93	1.195
My regular working results are well accepted	1	7	5.03	1.056
The university tries to open for suggestions related to benefit packages from employees	1	7	4.71	1.215
The university opens to your opinions about the suitability of benefits so that you can work effectively	1	7	4.62	1.211

According to Table 4.2 the table results of statistical analysis of giving importance to human resources practices are.

Giving Importance on Organization Reward. I am satisfied with the salary was not sure ($x= 4.39$) with and S.D. of 1.586, I am satisfied with the overall income was not sure ($x= 4.40$) with and S.D. of 1.518, The overall benefit I received is suitable with my job responsibility was agreed ($x= 4.46$) with and S.D. of 1.447, My job related achievements are recognized and appreciated was agreed (5.04) with and S.D. of 1.182, Employees are eligible to career development was agreed ($x= 4.76$) with and

S.D. of 1.440, Employees are eligible to good salary and other related benefits was agreed (x= 4.82) with and S.D. of 1.443, Benefits I received depends on the working result of the team was agreed (x= 4.49) with and S. D. of 1.372, Benefit packages are designed based on skills and capability, not job characteristics was agreed (x= 4.53) with and S.D. of 1.372.

Giving Importance of Training and Development. I was trained with multiple skills, which allow me to work on more than one task was agreed (x= 4.88) with and S.D. of 1.304, I was trained with special skills of work (special skills) were agreed (x= 4.69) with and S.D. of 1.392, I was professionally trained with general skills were agreed (x= 4.64) with and S.D. of 1.292.

Giving Importance of Procedural Justices. Every employees are trained equally was agreed(x= 4.44) with and S.D. of 1.437, Equality is known as the university policy was agreed(x= 4.67) with and S.D. of 1.401, The university has equality policy written down was not sure (x= 4.43) with and S.D. of 1.353, Promotion depends on work experiences were agreed (x= 4.65) with and S.D. of 1.481, I fairly receive benefits comparing to my colleagues I were agreed (x= 4.67) with and S.D. of 1.380, The university has a fair working process was agreed(x= 4.45) with and S.D. of 1.296, The university has rules and regulations to control its process of justice was agreed(x= 4.64) with and S.D. of 1.302.

Giving Importance of Workplace Participation. I understand every policy and opinion of management was agreed (x= 4.73) with and S. D. of 1.209, Management accepts my viewpoints and opinions was not sure (x= 4.36) with and S. D. of 1.264, Participations to work happens everywhere in the university was agreed

($x= 4.56$) with and S. D. of 1.247, The university always allows appealing towards important decision making related to the task I work on was not sure ($x= 4.36$) with and S. D. of 1.359, The university treats instructors and officers with pride and respect was agreed ($x= 4.56$) with and S. D. of 1.323, I never report to management when there is important change to the university was not sure ($x= 3.91$) with and S. D. of 1.415, The university has an annual rotation and promotion was not sure ($x= 4.32$) with and S. D. of 1.404, There are communications between the university and instructors and officers was agreed ($x= 4.79$) with and S. D. of 1.251, I am allowed to make decisions on work related issues was agreed ($x= 4.81$) with and S. D. of 1.220, I have an opportunity to use various types of skills work were agreed ($x= 5.08$) with and S. D. of 1.158, My job affects work and feelings of my colleagues were agreed ($x= 4.58$) with and S. D. of 1.374, Normally, the chief and my colleagues give me suggestions and opinions was agreed ($x= 4.93$) with and S. D. of 1.195, My regular working results are well accepted was agreed ($x= 5.03$) with and S. D. of 1.056, The university tries to open to suggestions related to benefit packages from employees was agreed ($x= 4.71$) with and S. D. of 1.215, The university opens to your opinions about the suitability of benefits so that you can work effectively were agreed ($x= 4.62$) with and S. D. of 1.211.

Satisfaction Factor

Given importance to satisfaction factor is an independent variable of the study that divided into five variables, which are the satisfaction with supervisor, satisfaction with coordination, satisfaction with compensation, satisfaction to growth, satisfaction on work security as present in table 4.3

Table 4.3 The descriptive statistics of satisfaction factor

Variable	Min	Max	Mean	S.D
Satisfaction with Supervisor				
You are treated by department/faculty chief with respect and fairness	1	7	4.95	1.177
You receive suggestion and support from department/faculty chief	1	7	4.90	1.176
You do not have any complaint to department/faculty chief	1	7	4.67	1.175
Satisfaction with Coordination				
You have opportunities to your colleagues and others in the university	1	7	5.21	1.187
You have opportunities to help others at work	2	7	5.33	1.034
You do not have any complaint to your colleagues	1	7	4.83	1.119
Satisfaction with Compensation				
Salary level and benefits	1	7	4.47	1.367
You are satisfied with the salary currently receiving, which is suitable with the work you have done for the university	1	7	4.44	1.356
Satisfaction to Growth				
Receive a chance to develop and have a good career development	1	7	4.66	1.271
Feelings towards achievements of work	1	7	4.95	1.137
Level of judgments you can use at work	2	7	5.06	1.035
Level of work challenge	1	7	5.03	1.103

Table 4.3 The descriptive statistics of satisfaction factor (Cont.)

Variable	Min	Max	Mean	S.D
Satisfaction to Work Security				
There is a security in the job you have	1	7	5.15	1.209
You are secured with your job in this university	1	7	5.06	1.224
If you can choose again, you would still choose to work at this university	1	7	4.98	1.227
You do not have any complaints about your students	1	7	4.62	1.237
Overall, you are satisfied with this university	2	7	5.19	1.110

According, to Table 4.3 shows the results of statistical analysis importance given to the Satisfaction factor as follows.

Giving Importance of Satisfaction with Supervisor. You are treated by department/faculty chief with respect and fairness was satisfied ($x= 4.95$) with and S. D. of 1.177, You receive suggestion and support from department/faculty chief was satisfied ($x= 4.90$) with and S. D. of 1.176, You do not have any complaint to department/faculty chief was satisfied ($x= 4.67$) with and S. D. of 1.175.

Giving Importance of Satisfaction with Coordination. You have opportunities to your colleagues and others in the university was satisfied ($x= 5.21$) with and S. D. of 1.187, You have opportunities to help others at work was moderately satisfied ($x= 5.33$) with and S. D. of 1.034, You do not have any complaint to your colleagues was satisfied ($x= 4.83$) with and S. D. of 1.119.

Giving Importance of Satisfaction with Compensation. Salary level and benefits was satisfied ($x= 4.47$) with and S. D. of 1.367, You are satisfied with the

current salary, which is suitable with the work you have done for the university was satisfied ($x= 4.44$) with and S. D. of 1.356.

Giving Importance of Satisfaction to Growth. Receiving a chance to develop and have a good career development was satisfied ($x= 4.66$) with and S. D. of 1.271, Feelings toward achievements of work was satisfied ($x= 4.95$) with and S. D. of 1.137, Level of judgments you can use at work was satisfied ($x= 5.06$) with and S. D. of 1.035, Level of work challenge work was satisfied ($x= 5.03$) with and S. D. of 1.103.

Giving Importance of Satisfaction to Work Security. There is security in the job you have was satisfied ($x= 5.15$) with and S. D. of 1.209, You are secured with your job in this university was satisfied ($x = 5.06$) with and S. D. of 1.224, If you can choose again, you would still choose to work at this university was satisfied ($x = 4.98$) with and S. D. of 1.227, You do not have any complaints about your students was satisfied ($x= 4.62$) with and S. D. of 1.237, Overall, you are satisfied with this university was satisfied ($x = 5.19$) with and S. D. of was satisfied ($x = 4.62$) with and S.D. of 1.237.

Organization Commitment

Given importance to an organization commitment is a dependent variable of the study that divided into three variables which are the value commitment, effort commitment, and retention commitment as presented in table 4.4

Table 4.4 The descriptive statistic of organization commitment

Variable	Min	Max	Mean	S.D
Value Commitment				
You are willing to work more than usual for the success of the university	2	7	5.15	1.028
You often praise that this university is a good organization with your friends	2	7	5.18	.962
You are willing to accept the job if it is reasonable in order to work in this university	2	7	5.18	1.007
You are proud to tell others that you are working in this university	1	7	5.33	1.053
This organization inspires you to work at your best capability	1	7	5.22	1.057
You are extremely happy to have chosen to work here rather than other places	1	7	5.23	1.110
You are worried with the changes happening in this organization	1	7	5.31	1.086
For you, this place is one of the best places to work with	1	7	5.08	1.236
Effort Commitment				
If the value of this organization changes, you are not willing to work here anymore	1	7	4.38	1.640
The reason that you are still working here is because of the value that the university is still holding	1	7	5.10	1.107
I do not feel that I am an employee here but I feel as though I am the owner of the university	1	7	4.91	1.284

Table 4.4 The descriptive statistic of organization commitment (Cont.)

Variable	Min	Max	Mean	S.D
If there is no benefit or reward, I do not see the reason to put so much effort for this organization	1	7	3.93	1.673
The efforts you put into your work depends on the reward you receive	1	7	4.16	1.524
Your thoughts are not different from any other words you said to others about this university	1	7	4.88	1.231
Retention Commitment				
You are willing to accept organizational culture and tradition of this university	1	7	4.99	1.066
You often think about resigning from this university	1	7	3.41	1.732
In summary, what is the commitment level you have towards this university	1	5	3.60	.650

According to Table 4.4, it showed the results of statistical analysis of giving importance to Satisfaction factor as follows.

Giving Importance of Value Commitment. You are willing to work more than usual for the success of the university was agreed ($x = 5.15$) with and S. D. of 1.028, You often praise that this university is a good organization with your friends was agreed ($x = 5.18$) with and S. D. of .962, You are willing to accept the job if it is reasonable in order to work in this university was agreed ($x = 5.18$) with and S. D. of 1.007, You are proud to tell others that you are working in this university was moderately agree ($x = 5.33$) with and S. D. of 1.053, this organization inspires you to

work at your best capability was agreed ($x = 5.22$) with and S. D. of 1.057, You are extremely happy to have chosen to work here rather than other places was agreed ($x = 5.23$) with and S. D. of 1.110, You are worried with the changes happening in this organization was moderately agreed ($x = 5.31$) with and S. D. of 1.086, For you, this place is one of the best places to work with was agreed ($x = 5.08$) with and S. D. of 1.236.

Giving Importance of Effort Commitment. If the value of this organization changes, you are not willing to work here anymore was not sure ($x = 4.38$) with and S.D. of 1.640, The reason that you are still working here is because of the value that the university is still holding was agreed ($x = 5.10$) with and S. D. of 1.107, I do not feel that I am an employee here but I feel as though I am the owner of the university was agreed ($x = 4.91$) with and S. D. of 1.284, If there is no benefit or reward, I do not see the reason to put much effort for this organization was not sure ($x = 3.93$) with and S. D. of 1.673, The efforts you put into your work depends on the reward you receive was not sure ($x = 4.16$) with and S. D. of 1.524, Your thoughts are not different from any other words you said to others about this university was agreed ($x = 4.88$) with and S. D. of 1.231.

Giving Importance of Retention Commitment. You are willing to accept organizational culture and tradition of this university was agreed ($x = 4.99$) with and S. D. of 1.066, You often think about resigning from this university was disagreed ($x = 3.41$) with and S. D. of 1.732, In summary, what is the commitment level you have towards this university was disagreed ($x = 3.60$) with and S. D. of .650.

According to the descriptive statistics of human resources. The results of statistical analysis of mean, S, D, and correlation matrix of human resources practice, satisfaction factor and organization commitment as shown also presented in appendix D

Reliability Analysis

In conducting the reliability test on the questionnaires that comprised of two sections; reliability analysis section that all items with a correlation item and total correlation item, toward total correlations were dropped to less than .04, while second section was to test the reliability through Cronbach's alpha assessment with the result above .70 which is accepted.

Human Resources Practices

The first step in the human resources practices consists of 33 items, which the alpha was .937. From the result of first step in reliability analysis that 12 items including item Reward 1,2,3,4 and practices 3,4,6,7,10,11,12,13 were dropped to less than .04. The final instrument remains with 21 items with the alpha value of .957. Thus, it can be concluded that the Human resources practices of this study is reliable to measure.

Satisfaction Factor

In the first step, Satisfaction factor have 17 items, which the alpha was .929. From the result of the first step of the reliability analyses were doing not dropped. Thus, it can be concluded that the satisfaction factor of this study is reliable for the measurement of satisfaction factor.

Organization Commitment

The first step the organization commitment has 17 items, which the alpha was .853. The result from the first step of the reliability analysis that 4 items including item effort 1,4,5 and Retention 2, less than was dropped less than .04 . The final instrument remains with 21 items in which the alpha was .872. Thus, it can be concluded that the organization commitment in this study is reliable for the organization commitment measurement.

Reliability Test

One of the Structure Equation Model Analysis as stated by Hair et al.(2010) that the reliability is one of the indicators for convergent validity. High reliability shows the existence of the internal consistency while the measurement can represent the same latent construct. The Cronbach's Alpha estimates at 0.7 or higher is a criteria for reliability acceptance as show in the table below.

Table 4.5 Constructs and Reliability Analysis

Factor	Cronbach's Alpha
Human Resources Practices	
Organization Reward	.856
Training &Development	.835
Procedural Justices	.917
Work Place Participation	.887
Satisfaction factor	
Growth Satisfaction	.872
Security Satisfaction	.870

Table 4.5 Constructs and Reliability Analysis (Cont.)

Factor	Cronbach's Alpha
Compensation	.926
Satisfaction Toward co-worker	.828
Satisfaction Toward supervisor	.891
Organization commitment	
Commitment (3 variable)	.857

Table 4.5 presents the reliability testing constructs result which indicated the detail as follows: organization reward has a Cronbach's alpha of .856, Training and Development has a Cronbach's alpha of .835, Procedural Justices has a Cronbach's alpha of .917, Work Place Participation has a Cronbach's alpha of .887, Growth Satisfaction has a Cronbach's alpha of .872, Security Satisfaction has a Cronbach's alpha of .870, Compensation has a Cronbach's alpha of .926, Satisfaction Toward co-worker has a Cronbach's alpha of .828, Satisfaction Toward supervisor has a Cronbach's alpha of .891, Commitment (3 variable) has a Cronbach's alpha of .857, The Cronbach's alpha of these constructs indicated that all constructs were highly reliability because all constructs were higher than 7.

Multicollinearity Test

The Structural Equation Model is based on regression analysis. This research must be the multicollinearity testing. According to Lauridsen and Mur (2006) indicated that the multicollinearity is an intriguing and common property of data. The effect of multicollinearity results in the reduction of efficiency of the coefficient estimates. According to Katsikea et al.(2005); O'brien, (2007); Hair et al.(2010) the

normal measurement used in testing of multicollinearity is at Variance Inflation Factor (VIF) <10 or tolerance value >.10 to accept that there is no Multicollinearity problem, as the data on table 4.7 had no a tolerance value that lower than .10 or a VIF that higher than 10. The results showed that the data in this study has no mulitcollinearity.

Table 4.6 Multicollinearity statistical testing

Variable	Collinearity Statistic	
	Tolerance	VIF
Reward_T	.662	1.510
Training_T	.573	1.744
Justic_T	.340	2.938
Parti_T	.362	2.759
Value_T	.626	1.598
effort_T	.630	1.586
Retention_T	.742	1.347

4.3 Structural Equation Model Test

Human Resource Practices

The structure of Human Resources Practices

The dimension of human resources practices consists of organization reward that can be seen from the items reward1- reward8 loading on factor which was labeled as ‘Reward’ dimension. Second factor comprised of items training 1- training 3, which was labeled as ‘training’ dimension. The latter factor comprised of items justices1-

justices7, which was labeled as ‘justices’ dimension. The last factor comprised of items parti1- parti15, which was labeled as ‘parti’ dimension.

In the first order CFA, the result of CMIN = 678.447, P = 0.000, Df = 183
 CMIN/DF = 3.707, GFI = .808, CFI = .888, NFI = .854, RMSEA = .094.

Although, the chi-square statistic of 1st order CFA results significantly result at a 0.05 threshold but the other measures have been developed to assess the model fit such as CFI, GFI, NFI and RMSEA. If the observed variables have factor loading above .6, it represents for the best of latent variable. If factor loading at .30 as a minimal value for significance (Hair, 2010). For this study measured on convergent validity to confirm on factor analysis (CFA) all observed variable were above .6. It can be concluded that structure of human resources practices is appropriate to describe the interrelationship among items and latent variable.

Table 4.7 Model Fit Statistics of CFA of HRM Practices

Mode	CMIN	P	Df	CMIN/ DF	GFI	CFI	NFI	RMSEA
1 st - order								
HRM practices	678.447	.000	183	3.707	.808	.888	.854	.094

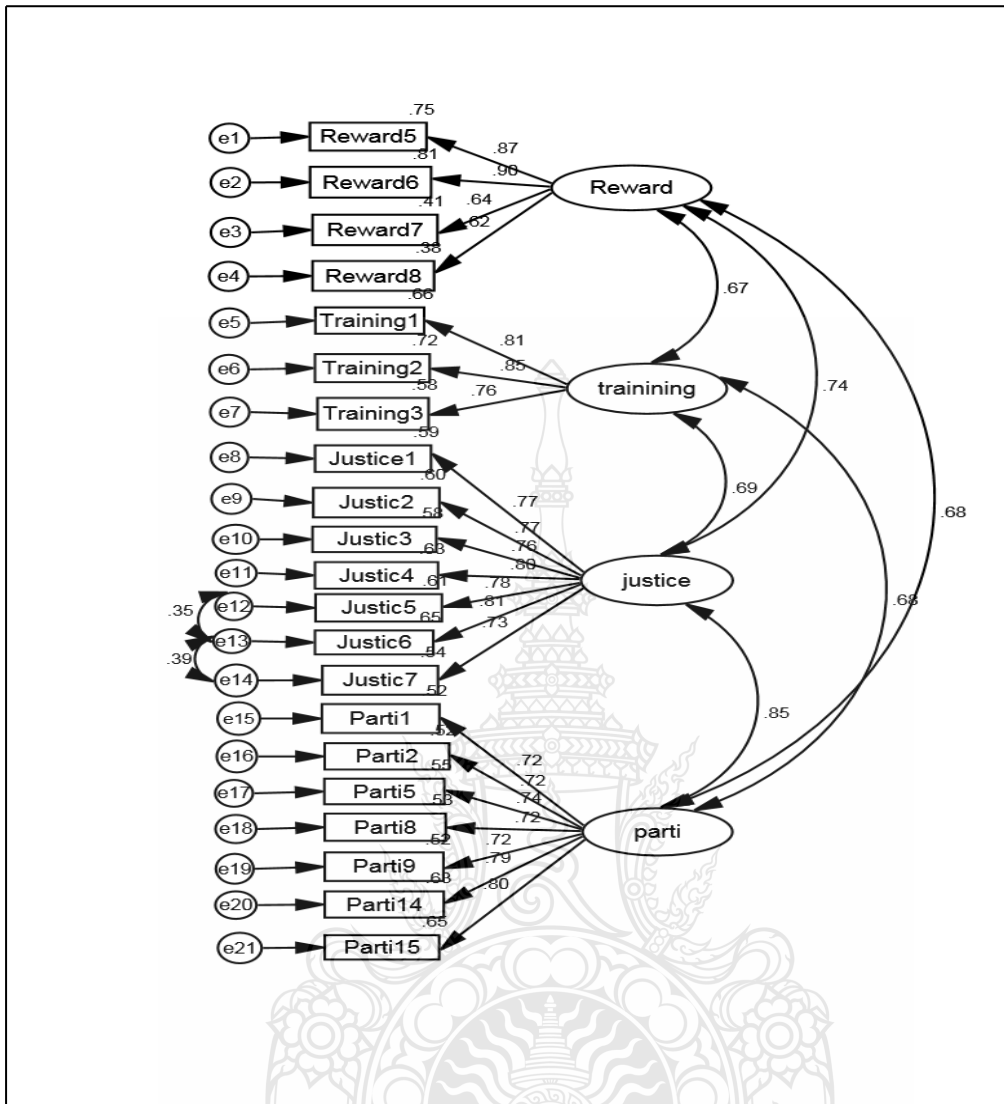


Figure 4.1 Measurement Models of First-order CFA of HRM practices

Validity Analysis of Human Resources Practices

Content Validity

The results of human resources practices of all 21 items were greater than 0.6, Thus, it can be concluded that there is only a valid objective measured by each item.

Construct Validity

First result, all p- value associated with each loading were significant. Second result, most of factor loading value was above 0.6. Third, all the average variance extracted (AVE) results from four dimensions were above .50. Final result, all discriminant validity was above 1.0. According to this result were above the minimum criterion therefore it can be accepted that the structure of human resources practices instrument is best represented by four unique dimensions, as present on the table 4.8

Table 4.8 Reliability and Validity Assessment of Human Resources Practices

Factor	Composite Reliability	Average Variance Extracted	(Correlation) ²	Discriminant Validity
Reward	0.904	0.713	0.547	1.303
Training	0.909	0.770	0.476	1.635
Justices	0.949	0.727	0.722	1.060
Participation	0.939	0.688	0.462	1.448

Satisfaction Factor

The structure of Satisfaction Factor

The dimension of satisfaction factor was secured as can be seen that items security1- security 5 load on factor, which was labeled as “security” dimension. The four factors comprised of items satis - growth1 to satis to growth4 load on factor, which was labeled “sat_ growth” dimension. The two factor comprised of items satis to com1- satis to com 2 load on factor, which was labeled as “ sat_ com” dimension. The three factors comprised of items satis to cor1- satis to cor3, which was labeled as “ sat_ work.”

The final factor comprised of items satis to sup1- satis to sup 3, which was labeled as ‘sat sup’ dimension.

In the first order of CFA, the result of CMIN is = 387.487, P = 0.000, Df = 109 CMIN/DF = 3.555, GFI = .864, CFI = .921, NFI = .894, RMSEA = .091

Hair (2010) stated that reliability is also an indicator of convergent validity .6 and .7 may be acceptable as it provided that other indicators of the model’s construct validity are validity are good. If factor loading in the range of .3 - .4 are considered to meet the minimal level for interpretation of structure. The sample size needed for the significance in a factor loading at 35, which will be 250. Although, statistic of 1st order CFA results significantly result at a 0.05 threshold but the other measures have been developed to assess the model fit such as CFI, GFI,NFI and RMSEA. Though, These a study measured convergent validity with confirm factor analysis (CFA). The security 3 has factor loading .44 and satistocore .56 are considered to meet the minimal level for interpretation of structure. The other observed variable have factor loading above .6 that represent best of latent variable. Thu, it can be councluded that structure of human resources practices is apporpiated to described the interrelationship among items and latent variables.

Table 4.9 Models Fit Statistics of CFA of Satisfaction Factor

Mode	CMIN	P	Df	CMIN/DF	GFI	CFI	NFI	RMSEA
1 st - order Satisfaction factor	387.487	.000	109	3.555	.864	.921	.894	.091

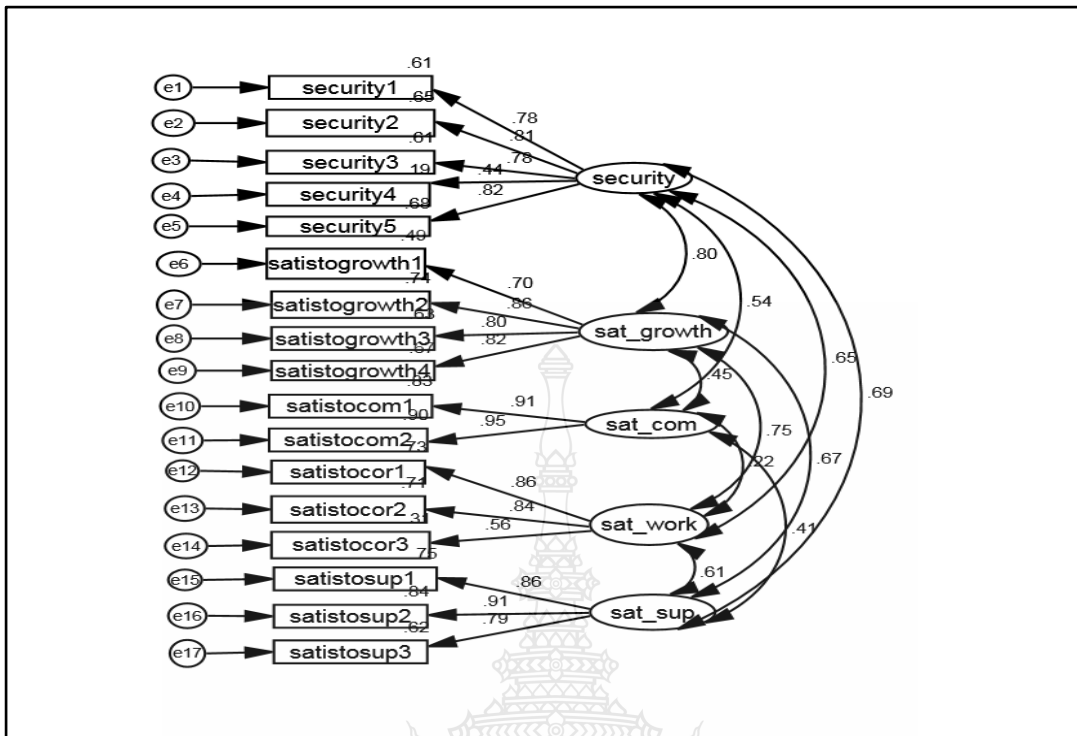


Figure 4.2 Measurement Model of First-order CFA of Satisfaction Factor Validity
Analysis of Satisfaction Factor

The results of satisfaction factor from all 17 items were greater than 0.4, Thus, it can be concluded that there is only a valid objective as measured by each item.

Construct Validity

First result, all p- value associated with each loading were significant. Second result, most of factor loading values were above 0.6. Third, all the average variance extracted (AVE) results from five dimensions were above .5. Final result, all discriminant validity was above 1.0. According to these results were above the minimum criterion therefore it can be accepted that the structure of satisfaction factor instrument is best represented by five unique dimensions, as present on the table 4.10

Table 4.10 Reliability and Validity Assessment of Satisfaction factor

Factor	Composite Reliability	Average Variance Extracted	(Correlation)²	Discriminant Validity
Security	0.906	0.667	.640	1.042
Sat _growth	0.925	0.756	.750	1.344
Sat_ com	0.961	0.959	.291	3.289
Sat_work	0.873	0.688	.423	1.628
Sat_sup	0.937	0.557	.480	1.735

Organization Commitment

The structure of Organization Commitment

The dimensions of organization commitment through retention can be seen from items retention1- retention3 load on factor, which were labeled as ‘Retention’ dimension. Second, factor comprised of items value1- value8, which were labeled as ‘Value’ dimension. The third, factor comprised of items effort1- effort6, which were labeled as ‘effort’ dimension.

In the first order CFA, the result of CMIN =187.097, P = 0.000, Df = 62, CMIN/DF = 3.018, GFI=.908, CFI=.947, NFI = .923, RMSEA=.081.

Although, the chi-square statistic of both 1st order CFA results significantly. Hair (2010) stated that reliability is also an indicator of convergent validity .6 and .7 may be acceptable as it provided that other indicators of the model’s construct validity are validity are good. If factor loading in the range of .3 - .4 are considered to meet the minimal level for interpretation of structure. Though, the study measured on

Convergent validity with the Confirm Factor Analysis. The retention3 have factor loading .45 and effort6 have factor loading .59 are considered to meet the minimal level for interpretation of structure. The other observed variables with factor loading above .6 Thu, it can be councluded that structure of organization commitment is apporpriate to described the interrelationship among items and latent variables.

Table 4.11 Reliability and Validity Assessment of Organization Commitment

Mode	CMIN	P	Df	CMIN/DF	GFI	CFI	NFI	RMSEA
1 st - order Organization Commitment	187.097	.000	62	3.018	.908	.947	.923	.081

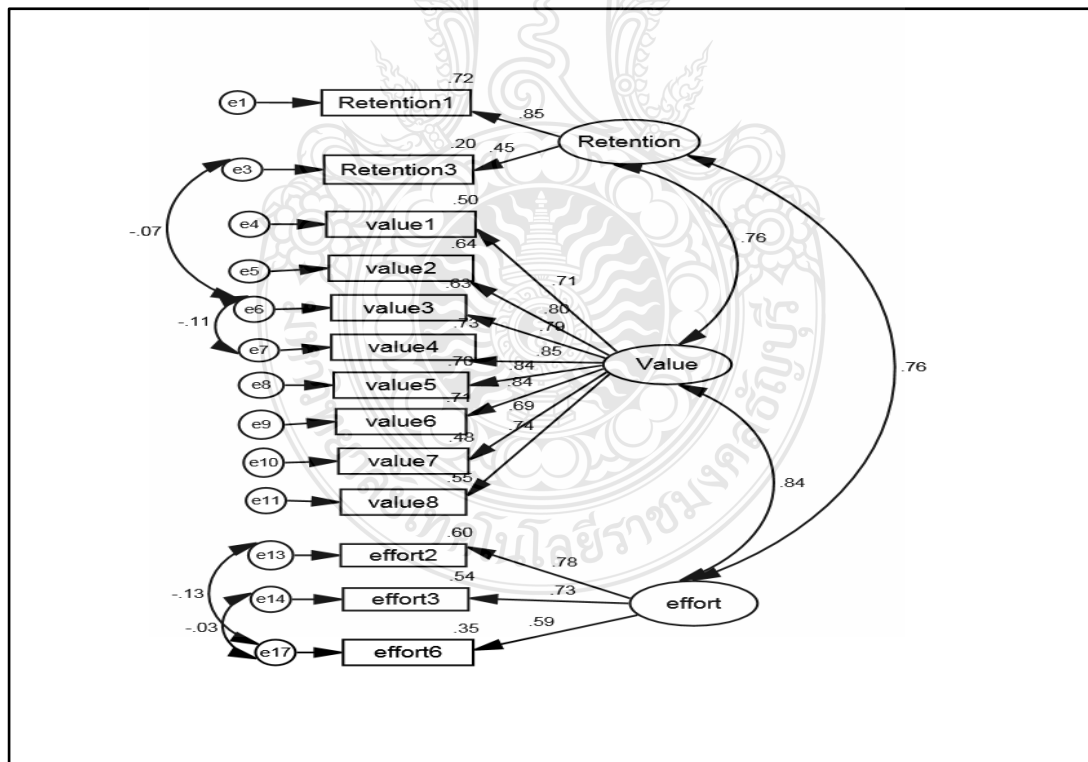


Figure 4.3 Measurement Model of First-order CFA of Organization Commitment

Validity Analysis of Satisfaction Factor

The results of organization commitment from all 17 items were greater than 0.4, Thus, it can be concluded that there is an only valid objective measured by each item.

Construct Validity

First result, all p- value associated with each loading was significant. Second result, most of factor loading values were above 0.6. Third, all the average variance extracted (AVE) results from three dimensions were above .5. Final result, all discriminant validity was above 1.0. According to these results were above the minimum criterion therefore it can be accepted that the structure of organization commitment instrument is best represented by three unique dimensions, as present on the table 4.12.

Table 4.12 Model Fit Statistics of CFA of Organization Commitment

Factor	Composite Reliability	Average Variance Extracted	(Correlation) ²	Discriminant Validity
Retention	0.763	0.628	.608	1.032
Value	0.963	0.757	.705	1.073
Effort	0.831	0.626	.577	1.084

Table 4.13 Construct Correlation Matrix (Standardized)

	Reward	Training	Justice	Parti	Security	Sat to growth	Sat to com	Sat to work	Sat to sup	Retention	Value	Effort
Reward	1.000											
Training	.674**	1.000										
Justice	.736**	.689**	1.000									
Parti	.679**	.679**	.851**	1.000								
Security					1.000							
Sat to growth					.795**	1.000						
Sat to com					.537**	.447**	1.000					
Sat to work					.652**	.747**	.217	1.000				
Sat to sup					.688**	.671**	.413	.615**	1.000			
Retention										1.000		
Value										.761**	1.000	
Effort										.760**	.843**	1.000

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

Structural Model of the Proposed Theoretical Framework

After three instruments were assessed on the reliability and validity, the proposal of theoretical framework was assessed on the good-fitness model by structure equation model (SEM). The proposed theoretical framework of this study constructed model for model relationship assessment: (1) Human Resources Practices (reward, training, procedural justices, and participation) and satisfaction, (2) Human Resources Practices (reward, training, procedural justices and participation) and Organization Commitment, (3) Satisfaction factor and Organization Commitment within the context of employees in Autonomous University.

According to the suggestion from Hair et al (2010) that to form the acceptable fit at least three to four fit indices must be used to exhibit the model fit; at least one

absolute index and one incremental index. Though, in reporting the χ^2 value, χ^2/df , the CFI, GFI, NFI, RMR, and RMSEA will usually provide sufficient unique information to evaluate the model. In this study, at least four fit indices were used to measure the model including χ^2/df ,ratio (cmin/df), CFI (comparative fit indices, NFI (Norm fit indices), GFI (good fit indices) and RMSEA (Root Mean Square Error of Approximation). In this study, the researcher has proposed the criteria to measure on model fit, as discussed in Chapter three and show in the table below.

Table 4.14 Measure of the Structural Model Fit

Items Criteria for good fit	Value
χ^2 value,	> .05
NFI,	>.90
χ^2/df (cmin/df)	< 3
CFI, GFI	>.90
RMSEA (Root Mean Square Error of Approximation)	< .05

Proposed Model and Test of Fit

The objective for model creating to confirm on the theories and developed to test the relationship among exogenous variables, which are human resources practices, satisfaction factor, and organization commitment.

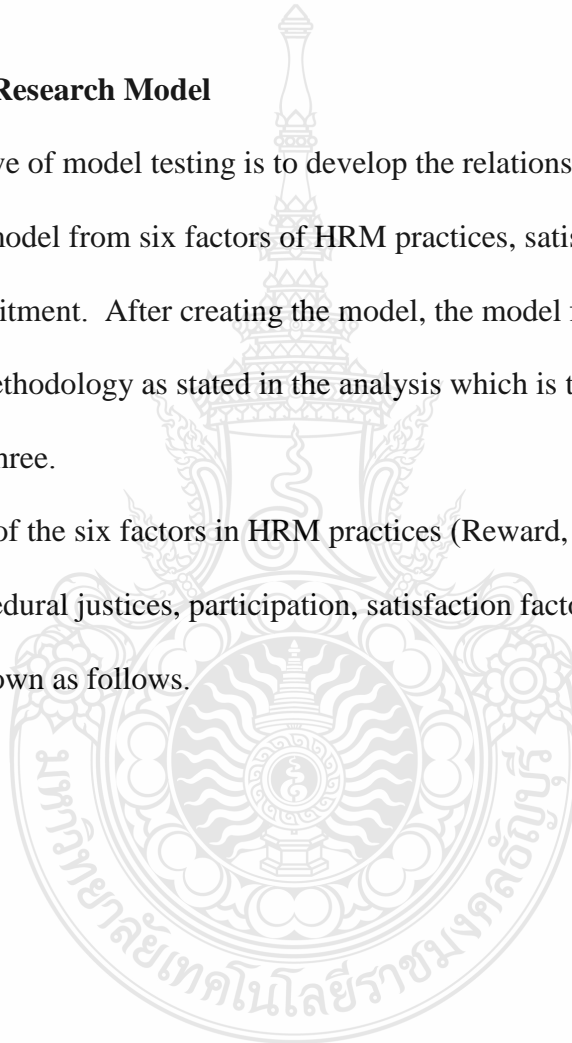
From model creating on three factors of human resources practices (reward, training and development, procedural justices and workplace participation), satisfaction factor, and organization commitment). The model tests the relationship between

organizations reward, training and development, procedural justices, and work place participation with the satisfaction factor and organization commitment within the context of Autonomous University's employees. This model aims to test all the aspects of the hypothesis from the affected results of all constructs toward employee satisfaction and commitment shown as follows.

Construct Research Model

The objective of model testing is to develop the relationship between human resource practices model from six factors of HRM practices, satisfaction factor, and organization commitment. After creating the model, the model fit testing was tested according to the methodology as stated in the analysis which is the Structure Equation Model in Chapter three.

The model of the six factors in HRM practices (Reward, Training and development, procedural justices, participation, satisfaction factor and organization commitment) is shown as follows.



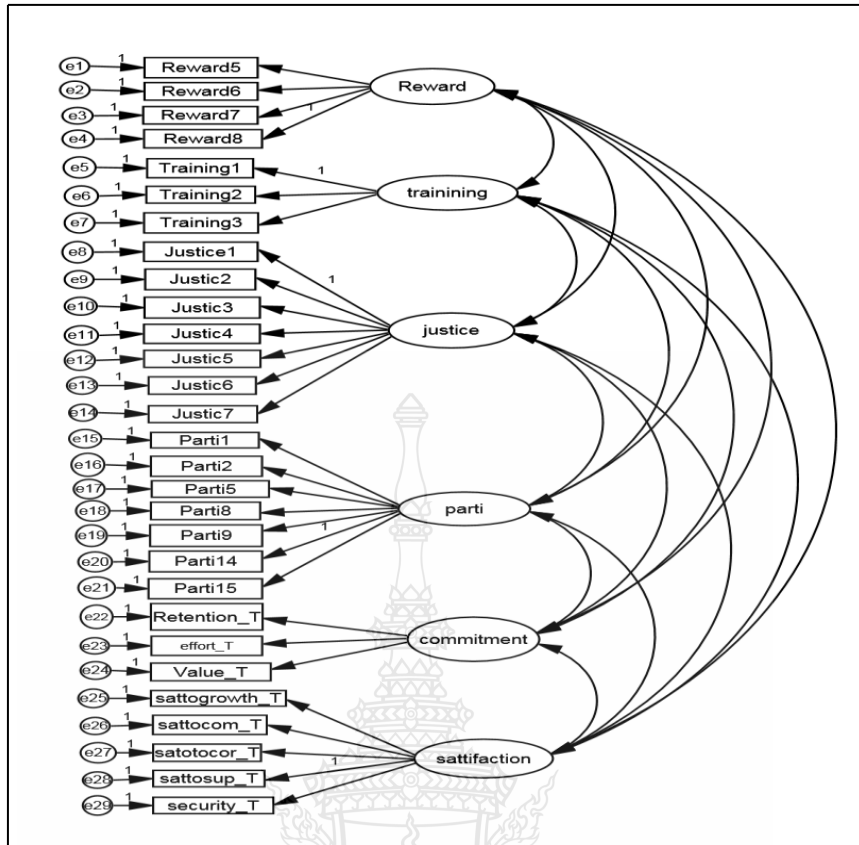


Figure 4.4 Measurement theoretical frameworks

Table 4.15 Construct Measurement Model

Factor	Standardized Loading
Human resources practices Reward	
Reward5	.866
Reward6	.900
Reward7	.636
Reward8	.617
Training/development	
Training 1	.817
Training 2	.850
Training 3	.751

Table 4.15 Construct Measurement Model (Cont.)

Factor	Standardized Loading
Procedural/justices	
Justices1	.740
Justices2	.735
Justices3	.731
Justices4	.792
Justices5	.817
Justices6	.862
Justices7	.777
Work place participation	
Parti1	.726
Parti2	.734
Parti5	.741
Parti8	.729
Parti9	.738
Parti14	.777
Parti15	.790
Satisfaction factor	
Sattosup_T	.840
Sattocor_T	.499
Sattcom_T	.736
Sattgrowth_T	.739
Security	.870
Organization Commitment	
Retention_T	.334
Effort_T	.508
Value_T	.851

Goodness- of- Fit Statistics

Table 4.16 Measuring of Model-Fit

Model fit criteria	Value	Acceptable level value
Chi-square	349.237	-
Degree of freedom	280	-
P-value	.004	>.05
Chi-square/df	1.228	<3
CFI	.989	>.9
GFI	.924	>.9
NFI	.935	>.9
RMSEA	.027	<.0.05

After analysis the model, the results of the model fit are Chi-square =349.237, df = 280, p-value = .004, Chi-square/df =1.223, CFI= .989, GFI= .924, NFI = .935, RMR= .065, and RMSEA= .027

4.4 Testing of Research Hypotheses

According to the three research questions which are

1. How are the dimensions of human resource practices (reward, training and development, procedural justices and work place participation) relate to job satisfaction of employee in autonomous University?
2. How are the human resources practices (reward, training and development, procedural justices and work place participation) related to organization commitment?
3. How is the satisfaction factor related to the organization commitment?

The hypotheses were formed in order to answer the research question, as shown below:

H1: There is a positive relationship between organization reward and satisfaction factors.

H2: There is a positive relationship between training & development and Satisfaction factor.

H3: There is a positive relationship between procedural justice/Equality and satisfaction factor.

H4: There is a positive relationship between work place participation and satisfaction factors.

H5: There is a positive relationship between organization reward and organization commitment.

H6: There is a positive relationship between training & development and organization commitment.

H7: There is a positive relationship between procedural/justices and organization commitment.

H8: There is a positive relationship between work place participation and organization commitment.

H9: There is a mediate effect from the satisfaction factor to relationship between workplace participation and organization commitment.

H10: There is a positive relationship between satisfaction factor and organization commitment.

H11: There is a positive relationship between organization commitment and satisfaction factor.

The structural model of human resources practices is an antecedent to the relationship between satisfaction factor and organization commitment.

Model of Relationship between Human Resources Practices, Satisfaction Factor, and Organization Commitment .

The model supported the relationship between human resources practices (reward, training, justices and participation), Satisfaction factor, and organization commitment.

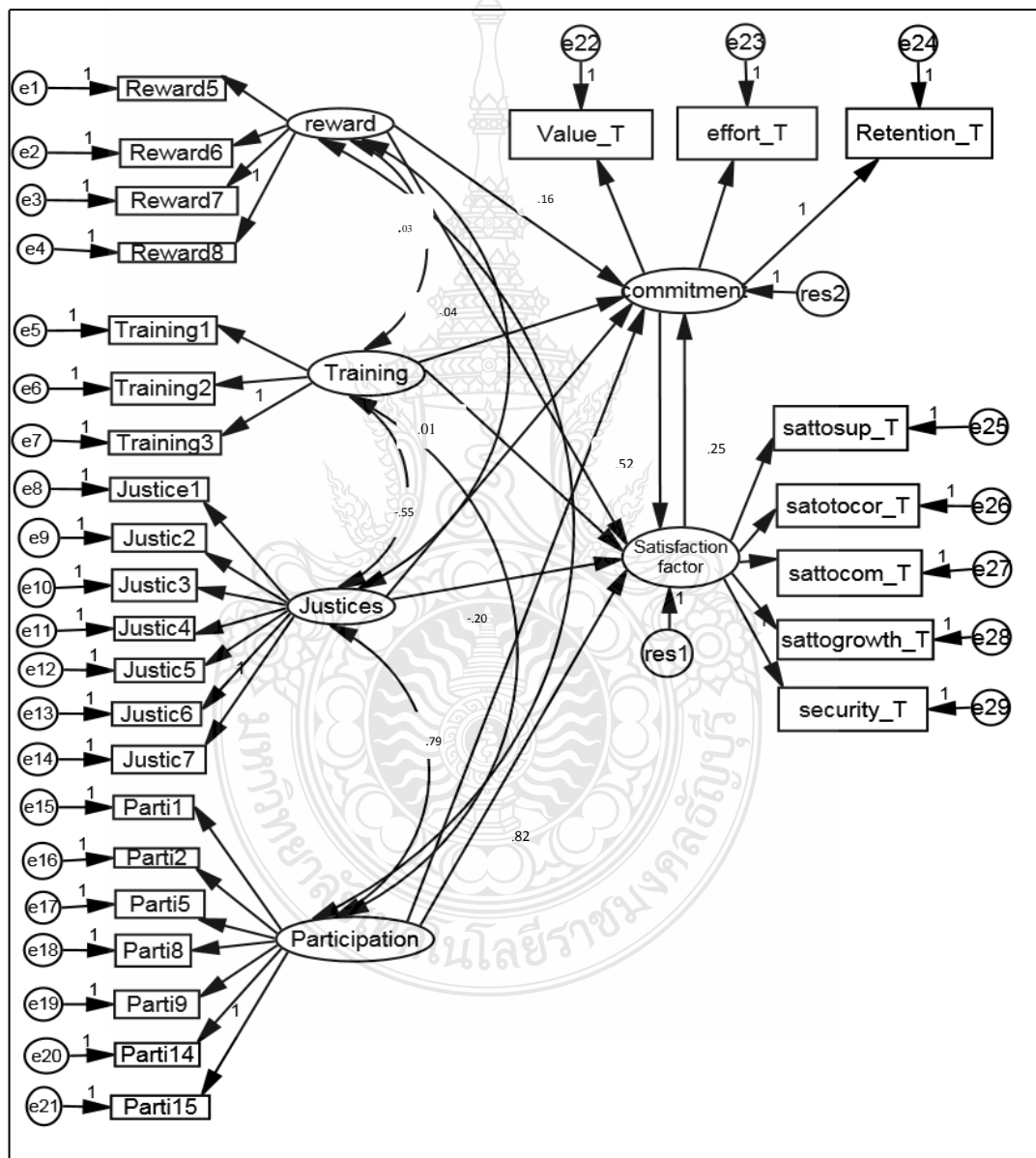


Figure 4.5 Model relationship of HRM practices, Satisfaction factor, Organization commitment

After creating the model, the model fit testing was tested follow by the methodology that stated as the analysis of Structure Equation Model in chapter three. The results of model fit testing are Chi-square =345.973, df =300, Chi-square/df =, 1.153, CFI= .992, GFI= .927, NFI= .946,and RMSEA= .022

Goodness- of- Fit Statistics (Model)

Table 4.17 Measuring of Model-Fit-Model after Modification Indices

Model fit criteria	Value	Acceptable level value
Chi-square	345.973	-
Degree of freedom	300	-
Chi-square/df	1.153	< 3
CFI	.992	>.9
GFI	.927	>.9
NFI	.946	>.9
RMSEA	.022	< 0.05

Table 4.18 The standardized direct effect, indirect effect, and total effect

			Standardized Direct Effect	Standardized Indirect Effect	Standardized Total Effect
Reward	--->	Satisfaction factor	.032	.000	.084
Training	--->	Satisfaction factor	.015	.000	-.044
Justices	--->	Satisfaction factor	-.203	.000	-.393
Participation	--->	Satisfaction factor	.823*	.353	1.176
Reward	--->	Commitment	.164	.000	.208
Training	--->	Commitment	-.046	.000	-.044
Justices	--->	Commitment	-.550*	.000	-.754
Participation	--->	Commitment	.793***	.611*	1.404
Satisfaction factor	--->	Commitment	.520*	.078*	.289
Commitment	--->	Satisfaction factor	.251*	.078*	.598

Significace level: * = .05 **, = .01,*** = .001

Table 4.19 Standardized Regression Weights

Factor			Estimate
Satisfaction_factor	<---	Training	.015
Satisfaction_factor	<---	Justices	-.203
Satisfaction_factor	<---	Participation	.823
Satisfaction_factor	<---	Reward	.032
Commitment	<---	Reward	.164
Commitment	<---	Training	-.046
Commitment	<---	Justices	-.550
Commitment	<---	Participation	.793
Commitment	<---	Satisfaction_factor	.520
Satisfaction_factor	<---	Commitment	.251

Table 4.20 Construct Correlation Matrix (Standardized)

	Reward	Participation	Justices	Training	commitment	Satisfaction factor
Reward	1.000					
Participation	.691	1.000				
Justices	.752	.911	1.000			
Training	.655	.708	.660	1.000		
Commitment	.583	.829***	.652*	.588	1.000	
Satisfaction factor	.605	.879*	.745	.632*	.916*	1.000

Significance level: * = .05 **, = .01, *** = .001

After the model analyzed, it is found that organization reward has positive direct effect on satisfaction factor ($\beta = .03$), it can be expressed by equation.

$$\text{Satisfaction_factor} = .015 \text{ reward}; R^2 = .85$$

It is found that training /development positive direct effect on satisfaction factor ($\beta = .02$), it can be expressed by equation.

$$\text{Satisfaction_factor} = .032 \text{ training}; R^2 = .85$$

It is found that the procedural justices has negative direct effect to satisfaction factor ($\beta = -.20$), it can be expressed by equation.

$$\text{Satisfaction_factor} = -.203 \text{ training}; R^2 = .85$$

It is found that work place participation has a positive direct effect toward satisfaction factor ($\beta = .62$), it can be expressed by equation.

$$\text{Satisfaction_factor} = .823 \text{ participation}; R^2 = .85$$

and it is found that the organization commitment has a positive effect to satisfaction factor ($\beta = .251$), it can be expressed by equation.

$$\text{Satisfaction_factor} = .251 \text{ commitment}; R^2 = .85$$

While it found that the organization reward has a positive direct effect on organization commitment ($\beta = .16$), it can be expressed by equation.

$$\text{Commitment} = .164 \text{ reward}; R^2 = .86$$

It is found that training /development has a negative direct effect on satisfaction factor ($\beta = -.05$), it can be expressed by equation.

$$\text{Commitment} = -.046 \text{ training}; R^2 = .86$$

It is found that procedural justices has negative direct effect to satisfaction factor ($\beta = -.59$), it can be expressed by equation.

$$\text{Commitment} = -.550 \text{ Justices}; R^2 = .86$$

It is found that the work place participation has positive direct effect to satisfaction factor ($\beta = .70$), it can be expressed by equation.

$$\text{Commitment} = .611 \text{ participation} + .353 \text{ satisfaction factor}; R^2 = .86$$

It is found that the satisfaction factor has a positive direct effect on organization commitment ($\beta = .52$), it can be expressed by equation.

$$\text{Commitment} = .520 \text{ satisfaction factor}; R^2 = .86$$

The model supported for the relationship between human resources practices (reward, training, procedural justices, and participation), satisfaction factor, and organization commitment. The following structural model was tested to support the hypothesis.

Conclusions of Hypotheses

H1: There is a positive relationship between organization reward and satisfaction factor.

The value of t-test indicated that standardized estimated was .015, critical ratio (C.R.) was, -1.019, and p-value was .667, which reported that human resources

practice dimension of reward organization did not have significant relationship with satisfaction factor. Though, it can be concluded that H1 was not supported.

H2: There is a positive relationship between training and development and satisfaction factor.

The value of t-test indicated that standardized estimated was .015, critical ratio (C.R.) was .228, and p-value was .820, which report that human resources practice dimension of training and development did not have significant relationship with satisfaction factor. Though, it can be concluded that H2 was not supported.

H3: There is a positive relationship between procedural justice/equality and satisfaction factor.

The value of t-test indicated that standardized estimated was -.203, critical ratio (C.R.) was .228, and p-value was .000, which report that human resources practice dimension of procedural justices did not have significant relationship with satisfaction factor. Though, it can be concluded that H3 was not supported.

H4: There is a positive relationship between work place participation and satisfaction factor.

The value of t-test indicated that standardized estimated was .823, critical ratio (C.R.) was 3.418, and p-value was .308, which report that human resources practice dimension of work place participation have significant relationship with satisfaction factor. Though, it can be concluded that H4 was supported.

H5: There is a positive relationship between organization reward and organization commitment.

The value of t-test indicated that standardized estimated was .164, critical ratio (C,R.) was 1.549 and p- value was .121, which report that human resources practice dimension of reward organization did not have significant relationship with organization commitment. Though, it can be concluded that H5 was not supported.

H6: There is a positive relationship between training development and organization commitment.

The value of t-test indicated that standardized estimated was -.046, critical ratio (C,R.) was -.483, and p- value was .629, which report that human resources practices dimension of training and development did not have significant relationship with organization commitment. Though, it can be concluded that H6 was not supported.

H7: There is a significant direct and positive relationship between Procedural justices and organization commitment.

The value of t-test indicated that standardized estimated was -.055, critical ratio (C, R.) as -2.102 and p- value was .036, which report that human resources practice dimension of procedural justices have significant negative relationship with organization commitment. Though, it can be concluded that H7 was supported.

H8: There is a positive relationship between work place participation and organization commitment.

The value of t-test indicated that standardized estimated was .793, critical ratio (C,R.) was 2.368 and p- value was .018, which report that human resources practice dimension of work place participation have significant relationship with organization commitment. Though, it can be concluded that H8 was supported.

H9: There is a mediate effect of satisfaction factor to relationship between workplaces participation and organization commitment.

The results of hypothesis found that the standardized direct effect between work places participation and organization commitment was .793. Standardized indirect effect was .611 and standardized total effect was 1.404. Though, it can be concluded that there is a mediate effect of satisfaction factor on relationship between work place participation organization commitments. As the result of the model fit, statistics can be concluded that H9 was supported.

H10: There is a positive effect between satisfaction factor and organization commitment.

The value of t-test indicated that the estimate standardized was .520, critical ratio (C.R.) was 2.081, and p - value was .037, which report that human resources practice dimension of satisfaction factor have significant relationship with organization commitment. Though, it can be concluded that H9 was supported.

H11: There is a positive effect between organization commitment and satisfaction factor.

The value of t-test indicated that standardized estimated was .251, critical ratio (C.R.) was 2.190 and p-value was .029, which report that human resources practice dimension of organization commitment have significant relationship with satisfaction factor. Though, it can be concluded that H10 was supported.

Summary

In conclusion, this chapter described the data characteristics and characteristics of the respondents. A reliability of the constructs in the study and Cronbach's alpha were provided to confirm the reliability of each construct.

Before conducting the model assessment, the convergent validity was tested in order to prove that the constructs the criteria of validity. In addition, the structural equation model was proposed. The models met the criteria of fit indices, The result of model fit testing are Chi-square = 345.973, df =300, Chi-square/df =, 1.153, CFI= .992, GFI= .927, NFI= .946, and RMSEA= .022. Then, the results from the model testing were used to support the research hypothesis, though, it can be concluded that the theoretical model is better explained the relationships among human resources practices, satisfaction factor, and organization commitment that are clearly supported by the finding of this empirical study.

According to structural model of human resources practices, the study finding of the effects of human resources practices and satisfaction factor on organization commitment in the autonomous university shown as following: organization reward is a positive related to satisfaction factor. Training and develop is a positive related to satisfaction factor. Work place participation is a positive related to satisfaction factor. Organization commitment a positive related to satisfaction factor. Organization reward is a positive related to organization commitment. Workplace participation is a positive related to organization commitment and satisfaction factor is a positive related to organization commitment see Figure 4.6

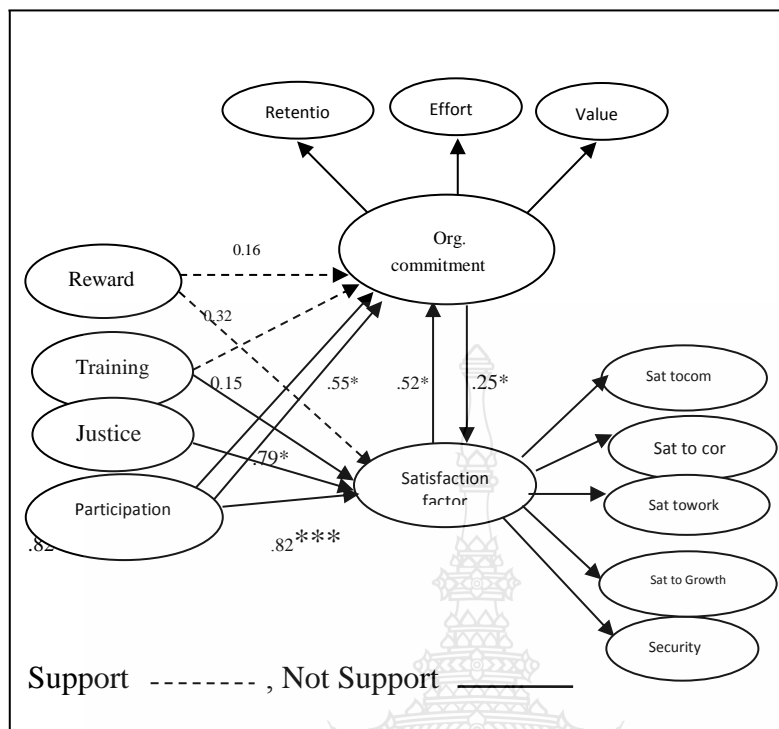


Figure 4.6 Model of Research Finding

In conclusion, in the relation of the study, workplace participation is significant positively related to satisfaction factor. Organization commitment is significant positively related to satisfaction factor. Workplace participation is significant positively related to organization commitment. In addition the procedural justices is significant negative related to organization commitment and satisfaction factor is significant positively related to organization commitment.

4.5 Qualitative Analysis Method

In order to support the quantitative research results, this study used in- depth interviews were conducted afterward. The interviewees were selected from three

employees in the autonomous university were head department, instructor and officer employee. There were five questions as following:

The employee in-dept interview results

How payroll system of the university you are working at is and how important it is to your satisfaction and organizational commitment feeling towards the job?

1. The employee does not satisfy because the monthly salary provides by the university is at the level of 1.3 while the actual incentive should be at 1.5 or 1.7, which is equivalent to other universities.
2. The employee does not satisfy with the compensation system since it depends on the employment contract that set in period of time, it then lacks of security and social reliability as well as from other organizations.
3. Other compensation systems still not cover on the additional welfare such as, health care cost, family welfare, and educational welfare, but it is forced by the social security system as the basic.

In your opinion, in terms of training and development system of the university you are working at, how important it is to your satisfaction and organizational commitment feeling towards the job?

1. The interview participant has commented that the training and development as conducted by the University also provide the irrelevance training to which required to develop by the employees.

2. Most of the training was for the executives and the training and development also considered as the positive force for the quantity and duration. In addition, training and development is also hampered by the lack of training and development independence. Moreover, funding and regulations are complicated and not conducive for the employees' training and development.

3. The concept for training development and implementation as the routine. At any of time, training and development can make training and development become absence of importance. In order to contribute toward the goal of job improvement or to fix and eliminate the problem at the workplace.

What is your opinion about the rules and regulation to manage university employees of your university and What do you think about the situation when those rules and regulations are brought up to use in the real work and How do those rules and regulations affect your satisfaction and organizational commitment feeling towards the job?

1. The department evaluates on incentive plan in percentage figure. Each department have different basis for their evaluation since the working approaches are varied from one department to the others. Especially when it comes to wages and incentives, it is not yet fair for the employees with different salary base to start off with. Some starts at 1.3, but others may start at 1.5 or 1.7.

2. The complicated working procedures can cause employees to feel boxed under all the rules thus, reduces their theoretically and practically creativity. Additionally, strict rules and regulations also present with negatively effects to their feeling towards the organization since rules and regulations do not allow much freedom

their feeling towards the organization since rules and regulations do not allow much freedom to their work and idea.

3. I think it is essential that the organization clearly explains on the detail of the evaluation, as it is able to respond to the inquiry of employees on timely manner in order to show the procedural justice within the organization. Especially, in terms of procedural justice in such function as recruitment and selection of staff with the use of fair rules, things might have been better. However, up until now, the old system still remains.

How Do you think that the work place participation is important and you think that is the one that will give you satisfaction in a job and organizational commitment.?

1. The employees should have the opportunity to contribute their comment and feedback on the management planning, budgeting, implementation, monitoring, and evaluation.

2. Everyone can be a partnership of success and failure that take place in the work by any person in the firm.

3. The university shall promote for the activities that encourage the staff participation and more collaboration between the work units either formal or informal

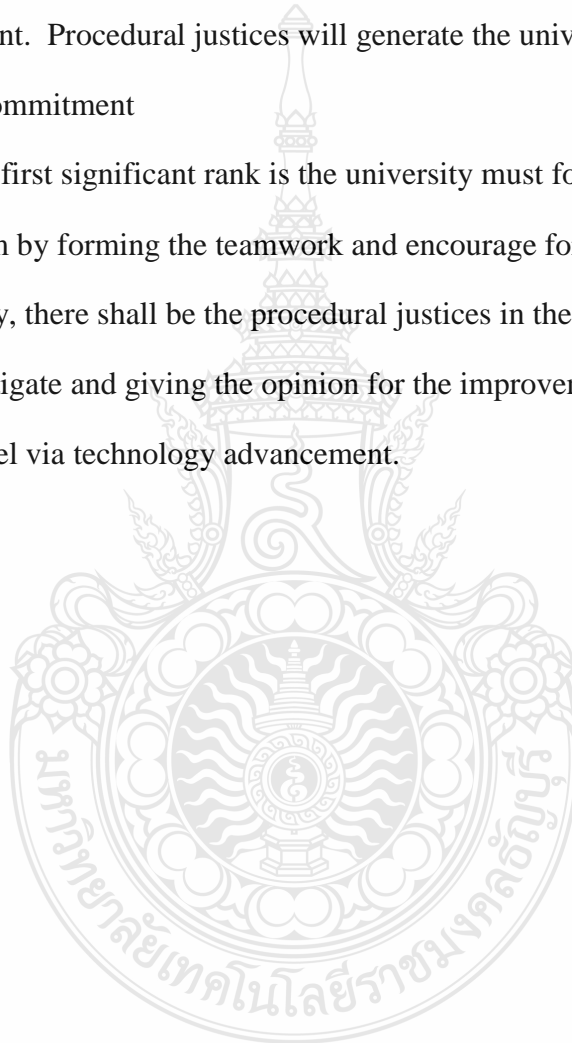
What are the important aspects that the university should work on in terms of their HRM practices besides reward, training and development, procedural justices and work place participation in order to increase employees' satisfaction towards the job and their organizational commitment?

1. It was concluded that university staff shall focus on the workplace participation factors as it can allow for the employees' opportunity to become a

university stakeholder and give them satisfaction to work on the existing function and the organizational commitment.

2. Forming the participation is important for the Autonomous University management system in all aspects, as it contribute toward the factors of human resources management as well other aspects such as, evaluation, compensation, and training development. Procedural justices will generate the university staff satisfaction and organization commitment

3. The very first significant rank is the university must form the work participation system by forming the teamwork and encourage for the teamwork activities. Secondly, there shall be the procedural justices in the management processes that staff can investigate and giving the opinion for the improvement by forming the convenience channel via technology advancement.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This chapter aimed to draw conclusion of five main parts, which included the summary of methodology and research finding, discussion, research contribution, practical implication, and suggestions for future research. The research started with the study of the relationship between human resources practices and satisfaction factors. Particularly, it concentrated on management practices which influenced with human resources practices in organization. The aim of this study showed how to answer the questions concerning the relationship among human resources practices, organization commitment, and satisfaction factors. The following three research questions were included:

1. How do the dimensions of human resource practices (reward, training and development, procedural justices and work place participation) related to job satisfaction of employees in autonomous universities?
2. How do the dimensions of human resources practices (reward, training and development, procedural justices and work place participation) related to organization commitment?
3. How does the satisfaction factor related to organization commitment?

According to the quantitative research methodology, the questionnaires were used as the tool for survey, which aided the researcher to gather the information from employees in autonomous universities. The research population included employees,

officers and instructors of the autonomous universities in Thailand. Seven hundreds of questionnaires were distributed and three hundred and ten (44.29%) were returned and used as the samples. Additionally, the qualitative research method based on in-depth interview was employed with the questions that led to the importance of human resources practices, organization commitment and satisfaction factor in details.

The three main hypotheses were proposed in this study. The first hypothesis was suggested that there was a positive relationship between human resources practices and satisfaction factor, which were divided into four sub-hypotheses as follows: H1: There is a positive relationship between organization reward and satisfaction factor; H2: There is a positive relationship between training and development and satisfaction factor; H3: There is a positive relationship between procedural justice and satisfaction factor; and H4: There is a positive relationship between work place participation and satisfaction factor. The second hypothesis was constructed that there was a positive relationship between human resources practices and organization commitment, which were divided into four sub-hypotheses as follows: H5: There is a positive relationship between reward and organization commitment; H6: There is a positive relationship between training and development and organization commitment; H7: There is a positive relationship between procedural justice and organization commitment; and H8: There is a positive relationship between work place participation and organization commitment. The last hypothesis was suggested that there was a positive relationship between satisfaction factor and organization commitment, which were divided into three sub-hypotheses as follows: H9: There is a mediated effect of job satisfaction factor to the relationship between workplaces participation and organization commitment; H10: There is a positive effect

between human satisfaction factor and organization commitment; and H11: There is a positive effect between organization commitment and satisfaction factor.

According to the summary of hypotheses, it was indicated that training and development, procedural justices, and workplace participation were positively related to the job satisfaction factor. A procedural justice had negative relationship with the organization commitment. Job satisfaction factor and workplaces participation had positive relationship with the organization commitment.

5.2 Discussion of Findings

5.2.1 Discussion of Research Question1

The first group of hypotheses (Hypotheses 1- 4): How do the dimensions of human resources practices related to job satisfaction factors?

Human resources practices on the aspects of organization were such as reward, training and development, procedural justices and workplace participation in relation to satisfaction factor. The hypotheses: H1, H2, H3, and H4 aimed to examine the effect of the four dimensions of human resources practice on satisfaction factor.

The first hypothesis designed to test the relationship between organization reward and satisfaction factor. The result showed that organization rewards did not have direct effect on job satisfaction factor.

The second hypothesis aimed to identify the relationship between training and development and satisfaction factor. It found that training and development had such a great impact on satisfaction. According to DeCieri, et al. (2008), it was revealed from the result that there were the significant differences between organizations with human

resources department and the organizations without human resources department in terms of employees' training and development, performance appraisal, employee relations and communication, as well as employees' job satisfaction. Training activities did not only develop and improve the employees' skills and abilities, but also enhanced their satisfaction on job and the organization commitment (Haril and Tzafrir, 1999; Kalleberg and Monday, 1994). Chiang Back and Canter (2005) investigated the relationship among training quality, job satisfaction and intention to stay in hotel industry in which they concluded that training quality was positively correlated with employee job satisfaction. Furthermore, training also linked to the improvement of self-esteem, reduced turnover, better product and service consistency, higher satisfaction, reduced business costs, the use of new technology, greater ability to meet with the target market needs, attitude, more teamwork, greater job satisfaction, and greater organizational commitment (Samuel & Chipunza, 2009).

The third hypothesis focused on testing the relationship between procedural justices and satisfaction factor. It found that procedural justices were positively related to satisfaction. The previous research by Moorman et. al. (1993) and Pillain et al. (1999) indicated that the possible consequences of procedural justices on job satisfaction could all stem from positive impressions afforded by fair procedures. Further, fairness perceptions could effect on these outcome variables through the forming of employees' trust. Hssanreza and Keyvan (2011) studied the role of procedural justice, trust, job satisfaction and organization commitment of teachers and found that there was an indirect effect between procedural justice and job satisfaction. Jawaharlal (2007) was on the link of the appraisal to (1) distributive justice perceptions

with satisfaction with the final performance ratings and (2) procedural justice perceptions with satisfaction with the system used in performance appraisal. Also, Cropanzano, Bowen and Gilliland's (2007) demonstrated that the organizational perception enhanced among the employees by the performance appraisal justice which increased trust, commitment, job performance and extra-role behavior. Nonetheless, the hypothesis results found that there was no relationship between procedural justice and satisfaction factor. This was due to most of the autonomous universities had the government system as their management foundation. Thus, the arrangement of rules and regulations were based on the traditional system, which was similar to that of the government.

The fourth hypothesis aimed to testify the relationship between workplace participation and satisfaction factors. The result showed that the workplace participation had a positive relationship with the satisfaction factors, which conformed to the results of previous study. Lori (1999) studied whether increased employee participation affected job satisfaction, communication satisfaction, and organizational commitment. This research was participated by eighty nine workers that employed by a university' service operations center. It pointed out those employees who were encouraged to join in the working group tended to be satisfied with their work, communication and organizational commitment.

The findings also indicated that human resources practices in the dimension of training and development had been to the improvement of self- esteem, reduced turnover, develop and improve the employees' skill and ability. This would reflect to job satisfaction factor, while in the dimension of procedural justices; the employees had

shown their organization perception through the performance appraisals where justice could increase trust and job satisfaction. Nevertheless, in the dimension of workplace participation, it needed to enhance participation among the working groups with direct participations in personal decision- making and job design procedures that would result on the satisfactory in job which is a job satisfaction factor.

5.2.2 Discussion of Research Question 2

The second group of hypotheses (Hypotheses 5- 8): How do the relationship between human resources practices and organization commitment?

Organizational reward, training and development, procedural justices and workplace participation were the observed human resources practices. For the hypothesis (H5) and (H6), the results were not noteworthy but significant for (H7) and (H8).

The fifth hypothesis designed to identify the relationship between organizational reward and organizational commitment. This study result had not presented the significant relationship between organizational reward and organizational commitment. For illustration, Chang (2006) examined on whether the new compensation system influenced on Korean employees' organizational commitment and work effort and the way these effects were moderated by HR practices. By using Hierarchical Linear Modeling, pay-for-individual performance and commitment to HR practices was found with no effect on the organizational commitment with centralized decision making.

The sixth hypothesis aimed to testify the relationship between training and development, and organization commitment. This study result had not presented the

significant relationship between training and development and organization commitment,

The seventh hypothesis was to explore the relationship between procedural justices and organization commitment where the result revealed with negative relationship; this was congruent with the previous findings. Eric, Nancy and Marie (2007) indicated that correctional staffs were the heart and soul of any correctional facility. Procedural justice had an effect on job satisfaction and organizational commitment. It was found that procedural justice had negative effects on the organizational commitment. According of Eric et al. (2010), the two dimensions of organizational justice: distributive and procedural justice, were found to be salient antecedents of many correctional staff attitudes, such as job stress, job satisfaction, and organizational commitment. Both distributive and procedural justice had a statistically significant inverse association with job stress and organization commitment. The role of procedural justices, trust, job satisfaction, and organization commitment of teachers could reflect the indirect effect of procedural justices on organization commitment (Hssanreza and Keyvan, 2011).

The eighth hypothesis focused on testing the relationship between workplace participation and organizational commitment. The finding indicated the positive association that was confirmed with the previous study of Komal and Tahir (2007)) also indicated that workplace participation not only an important determinant of job satisfaction components. Increasing workplace participation will have a positive effect on commitment. A review of Riordan and Griffeth (1995) also indicated that workplace participation associated with increases in organizational commitment,

According to the result of the above-mentioned hypotheses, procedural justices had the effects on the employee's evaluation at the organizational level related to their job fairness and the employee with organization loyalties were fairly treated. The findings indicated the moderate use of high human resources management practices performance to increase workers' belongingness, empowerment, task involvement, job satisfaction, esteem and commitment. These allowed them to share opinions, ideas and thoughts in which leading to a better work on the faster path. The ability to achieve a better work at a faster rate built up confidence and pride in their work. This created trust and harmony within the group of employees and resulted in organizational commitment.

5.2.3 Discussion of Research Question 3:

The third group of hypotheses (Hypotheses 9- 11): How does the relationship between job satisfaction factor and organization commitment?

The ninth hypothesis designed to identify whether there was a mediate effect of satisfaction on the relationship between workplace participation and organizational commitment. The results indicated a mediate effect of satisfaction factor on the relationship between workplace participation and organizational commitment. It demonstrated on the previous study by Brenda, Anthony and Verena (2005) that participation could promote job satisfaction and commitment.

The tenth hypothesis aimed to test the effect of satisfaction factor and organizational commitment. The result of this study indicated that there was a significant relationship between satisfaction factor and organizational commitment. The result of previous studies showed that satisfaction factor had significant effect on

organizational commitment. Richard (1996) studied on the public and private sectors and indicated that job satisfaction had a strong correlation with organizational commitment. Thipthinna (2002) studied the effects of government office organization's motivation and satisfaction and revealed that effective commitment and normative commitment were positively related to job satisfaction for commercial registration department and the social security.

The eleventh hypothesis conducted the effect of organizational commitment to satisfaction factor. The study pointed out that organizational commitment had significant effect on satisfaction factor, which conformed to the previous study of Ipek Tuzun (2009) that the effect of commitment on job satisfaction as stronger than the effect of identification on job satisfaction. Moreover, Mathies (1990) reported that organizational commitment of army and navy ROTC cadets influenced satisfaction with their job duties.

According to the result of the above-mentioned hypotheses. The finding revealed that satisfaction was an important factor in the human resources practices process. This was due to the fact that satisfaction and dissatisfaction factor could physically and mentally change employees' attitude and behavior in the organization. Essentially, the major focus was to determine whether an organization would be successful since it could affect the organizational commitment one way or another. DeCotiis (1987) reported that the organizational commitment consisted of two-dimensional constructs. The first dimension centered on organizational goals and value internalization, whereas the second aspect depended on the role that was involved in terms of these goals and values.

It was found that the arrangement of different policies towards human resources management should involve with more principle in each step of process participation. The apparent and transparent explanation should be provided in order to create the mutual understanding in communication for all employee levels that might lead to employees' satisfaction and organizational commitment. Follet (1868-1933) argued that managers at all levels should maintain good working relationships with their subordinates through engaging with them in the decision-making process whenever they would be affected by decisions.

In conclusion, relationship between human resources practices in training and development, procedural justices had an influence to satisfaction factor, whereas procedural justices had an influence to organization commitment. Workplace participation had a direct influence on satisfaction factor and indirect influence on organizational commitment; satisfaction factor had an effect to organization commitment while the organization reward had no influence on satisfaction factor. The study also revealed that organization reward, training and development had no influence to organization commitment.

In general, the modified model represented in which human resources practices dimension had two means to promote for the university employees' commitment. The first was promotion through the influence of human resources practices dimension and the second was the effect on commitment through mediating role of satisfaction factor.

5.3 Discussion of Findings from the Qualitative Analysis

This qualitative research was conducted through in-depth interviews with the aim to study the views of employee officers and instructors. The qualitative data were collected after the analysis of quantitative data to explain the result of the quantitative findings. The qualitative research result was discussed in this section as follows.

How the payroll system in the university that you are working with is and how important it is to your feeling toward job satisfaction and organizational commitment?

According to the qualitative analysis on the data collected from universities' employees, conclusion could be drawn that employees did not pay much attention on their salary since they thought that there was not much difference at the same level of employee salary. Furthermore, the university organizational reward management was clearly organized with the numerical and hierachy systems. There was nothing special, it only the minority was specially treated. The findings did not support the idea where the organizational reward had influence on employees in case that it could change the behavior and characteristics of employees by HRM practices policy from the dimension of the organizational rewards.

Based on an in-depth interview, employees claimed that either the monetary or non-monetary benefits managed by the university was unclear and there was the complex rules of income rate as well as the complication in the compensation payment improvement. Moreover, there were the differences among different departments without the obvious standard to benchmark as those in the public universities. Overall

employees revealed that the policy concerning organizational reward of the university was still too small in comparison to other organizations. Lately, the compensation disbursement process had passed so many complicate processes and the compensation cost inspection. Besides, the fixing compensation system that was limited by the university's budget; the factor of organization reward therefore did not show the attitude and behavior of autonomous universities' employees organization commitment. If there was any essential factor that far more important than the staff behavior and attitude toward the organization commitment; for instance, the location and work atmosphere that immediately allowed staff to choose and decide to change their work behavior.

In your opinion, in terms of the training and development system in the university you are working with, how important it is to your feeling toward job satisfaction and organizational commitment?

It was indicated from the result of in-depth interview with employees that restricted with a freedom training and development; as to decide what they generally required from training since the training was the mandatory of employees. Since the training methods that most of the universities in Thailand used had mostly been the same which generated the issue where it was unable to lead employees or staffs to an ultimate goal that could lead to change the attitude or behavior towards to a job application as trained. Rae (2000) stated that different training methods should be used in accordance with the job nature. There were three types of training methods, which were structured, semi- structured and unstructured. Therefore, the autonomous universities should have arranged their training based on the quality of training and the

job objectives, as well as training methods in order to reach employees satisfaction within the universities.

Based on an in-depth interview, employees shared their opinions that universities applied similar training and development techniques each year with a certain training topic that forced trainees to be trained under the same circumstances. Moreover, scheduling and timing were still improper, thus it affected job under responsibility. It was complicated and frustrated to ask for supporting fund in order to set up for another type or topic of training. These could demotivate and discourage employees' enthusiasm when they came to the training and development. Therefore, employees could not indicate whether training and development policy influenced on their organizational commitment.

What is your opinion about the procedural justices in the human resources management brought up to use in the real work, and affect your feeling toward job satisfaction and organizational commitment in university?

According to the qualitative interview result, employees shared their opinions that the overall procedural justices within their organizations were still unclear, especially in terms of transparency, honesty and clarity towards rules and regulations. As a result, the unclear transformation created ineffectiveness on job satisfaction.

For the summary on the aspect of the organization commitment, according to an in-depth interview with employees, they shared their opinions in regardless of the perfect procedural justices, employee' feelings in reality and attitudes towards the organization commitment in negative way. Most of the respondents agreed that the

procedural justice in an organization was not fair, though there would be some changes in the amended, but the attitude of employees as formerly collected showed no perception on the organization procedural justices that result on their non-acceptance on the unfair practices. However, they remained with and organization commitment however, might not feel related to the job commitment. This reflected that procedural justices' policy arrangement of the organization was only verbally accepted by the employee, and could not change their actual emotion. Hence, the organization should build up an attitude, emotion, or behavior to lead their employees towards similar direction as written in procedural justices. This would create the sense of belonging among the employees in the organization, thus the university staff required for the procedural justices improvement for the organizational fairness that would lead toward the organization commitment among the employees.

What do you think about workplaces participant and its important role to your feeling toward job satisfaction and organizational commitment?

According to the interview, employees were very satisfied with the collective working approach that allowed them to gain friendship during working together. They shared goals and interaction which were more than social at work and gained the sense of new working environment, particularly when they had chance to work with other departments or faculties. Working with different people allowed them with chance to exchange knowledge, sharing ideas and experiences, making new friends, and gaining wider perspective. As mentioned, these advantages lead to better teamwork collaboration in the future. Furthermore, they also led to solutions to overcome many of

problems in a better and refined way and reduced disagreements among different departments or faculties; and resulted in resources sharing. These could ultimately lead to a better organizational image.

From an in-depth interview with the employees, workplace participation was reflected by leading toward such good advantages and commitment of employees within the same faculty, department and university levels. Therefore, the university must establish a process to receive the university staff feedback as part of the performance. This was critical for the four following types of participation concept: 1) Getting involved in thinking about causes and problem that required for employees involvement; 2) Participation in the policy or program, project or activity to reduce and fix the problem; 3) Participation in decision-making processes or improves the resource efficiency and work to achieve their goals; 4) Getting involved in the monitoring and evaluation work.

What are the important aspects that the university should work on in terms of their HRM practices besides reward, training and development, procedural justices, and work place participation, in order to increase the employees' satisfaction towards the job and their organizational commitment?

According to the interview with the employees, most of the university's employees found to work on the job that they required for good peers. The workplace was convenient with their everyday lifestyle and these had great impact on their attitudes towards their profession. They also hoped for their position development at work so; their job could gain well acceptance and be respected in the society. DeCotiis (1987) reported the two-dimensional constructs in the organizational commitment. First

dimension, it centered on organizational goals and value internalization. Second dimension, it centered on a role involvement in terms of these goals and values.

Based on the study, it found that the arrangement of different policies towards to human resources management should involve with more principle in each step of process participation. The clear explanation should be provided in order to form the mutual understanding in communication, so that it could be transparent and clear for all employee levels. This leded employees' satisfaction and organizational commitment. Follet (1868-1933) further argued that managers at all levels should maintain good working relationships with their subordinates through engaging with them in the decision-making process whenever they would be affected by decisions.

5.4 Limitations of Study

It was considered that there were some limitations encountered in this study. Firstly, this study focused on the perception among the two groups of autonomous universities' employees: the officer employees and instructor employees. Thus, this may not be generalized to other population because of the complexity and ambiguity of the variables involved. There was also a risk from the hidden tautologies in the tested hypotheses that might lead to meaningless correlations. Secondly, this study measured the human resource knowledge and methods based on the concept of job satisfaction factor and organization commitment. Human resources practices, satisfaction factor and organization commitment should be considered on additional factors as organizational culture, organizational environment organ and organizational citizen behavior of inquiry. Thirdly, the data collection was done through a single survey that

might create the limited utility data. The data may merely reflect a moment in time and may be affected by recent events or incidents. In addition to the use of questionnaires for data gathering, we could not find out the fact in clear details, especially, the fact from the real attitude and behavior of procedural justices. Therefore, future research should employ other research instruments such as focus groups in order to obtain more specific data. Finally, the research was conducted in Thailand where in terms of culture and organizational management as well as the university systems were different from those in other countries. It was recommended that further study should employ in other industries with the control variables in order to confirm and generalize the research findings.

5.5 Contributions of the Study and Future Research

Both theoretical and practical contributions were provided from this study.

5.5.1 Theoretical Contribution

In terms of theoretical contribution, this study was based on human resources management theory (Meyer & Allen, 1997). The model included human resources management theory, and concepts: human resources practices, job satisfaction factor, and organization commitment. It provided an integrated framework for assessing the contributing to organization commitment (Porter, 1974). Job satisfaction factor was found to be an influential factor that had direct and indirect influence on organization commitment.

This study presented the complete human resources management model of Meyer & Allen, (1997) with the concept on the human resources practices dimensions

that affected on the attitude and behavior of employee and further led toward the job satisfaction and organization commitment. According to the mentioned theory, in the previous researches, most of researchers studied on job satisfaction factor and organization commitment by employing the factor of job characteristics were observed variable. In this study the author had set some human resources practices were observed variables, which were the organization reward, training and development, procedural justice and workplace participation as the strategy for human resources management (SHRM). According to this study, besides the findings about the effect of human resources practices on job satisfaction factor, the relationship between human resources practices and organization commitment also studied by the researcher as well. This was the difference compared to the previous studies. From the conceptual theory, human resources management theory were the key factors to tighten the relationship between the organization commitment, job satisfaction, and HRM practice to support for the organization achievement(Ulrich, Sandholm and Younger 2008).

The study of the effects of human resources practices and job satisfaction factor on organization commitment was conducted in fourteen autonomous universities in Thailand. The findings supported the literature review on training and development affected job satisfaction factor. These aspects of training and development quality were consisted that the objectives, content, techniques of training, and the time management, personal characteristics of the trainer, training amenities, and feedback of training. It was suggested from the study that different of training quality dimension can be differently affected on the job satisfaction of employees. (Qura-tul-aain Khair 2013).

Moreover, the findings supported the literature review that procedural had an effect on job satisfaction factor and organization commitment. This conveyed that organization justices in performance appraisals as perceived by the employees can raise the job satisfaction, trust, extra- role behavior, and commitment (Achmad Sani 2013). In addition, workplace participation had an effect on job satisfaction factor and organization commitment that the results presented the contributions supports the staff participation in the decision making process which presented the direct impact on work settings. The substantial management participation by employees were important for the cross-functional integration and professional working (Strauss 2006). Similarly, job satisfaction factor showed the relationship with organization commitment that the results presented the contributions either with direct and indirect effects on organization commitment. This conveyed the improved of human resource practices that required for job satisfaction factor as the mediator variable.

Thus, the result of this study stated that it was the important strategies to apply in the human resources practices since it led to the outcome of understanding and to explore on the effects of mediating variable on the employees in terms of satisfaction factor and organization commitment.

5.5.2 Practical Contributions

The results of the study were consistent with the suggestion from human resources management model (Meryer & Allen, 1997) that training and development the universities should pay attention to the role of training and development in organization as it could boost the employees' ability. Training and development must be brought in as a promise to the job security. what they found necessary to their jobs

so that they could work at the best capability and adopt what they learned to their actual work. Hence, training and development program to help promote the better change, reduction of turnover rate and accidents at work, and product quality.

Procedural justices The autonomous universities should have the procedural justice system in their workplace. For example, the assessment of Merit System and the fairly process on the university staff demand. The system should be formed based on four following aspects; 1) Competence 2) Equality Opportunity 3) Security of Tenure 4) Political Neutrality that cancel Patronage system for employees to understand the process and procedures. Lerner (1982) stated that methods to justice consisted of 4 factors, which were equality, support, work result and needs of individual. According to the guidelines to develop justice within the organization, Chuchai (2000) stated that it composed of three steps, which were 1) system development 2) appraisal processes, and 3) performance feedback. Thus, conclusion was made that in the justice build up process, the organization must be based on the fairness and equality whether it was about the needs or the performance, it must also be supported by the management side to ensure systematic development with transparent process and evaluation.

Workplace participation There were countless methods that organizations could use to increase the work forces participation and empowerment. Quality circles, off-line problem-solving teams, and other formal participation in decision making programs may all lead to increase levels of empowerment in the work force. It was unlikely, however, that using all of these techniques to increase empowerment beyond using only one or two techniques. In this study, workplace participation exhibited a strong impact on job satisfaction and organization commitment. It showed that

university's employees required to work as a system participant to achieve organizational objectives. Universities must participate in the system in order to create the activities or the participative work methods for universities' employees to join. This could be the opportunity to explain how their brains work, and how the universities create a common framework for thinking and planning.

Reward organization The autonomous university should have reward and benefit systems, both intrinsic and extrinsic. Intrinsic rewards were such as more participation in decision-making process, greater job freedom and discretion, more responsibility, more interesting work, more opportunities for personal growth and more diversity of activities. Extrinsic rewards were either financial or nonfinancial. Piecework, commission, incentive plan, performance bonuses and merit pay plan were examples of financial rewards, whereas non-financial rewards were those of office furnishing, preferred lunch hours, assigned parking spaces, work assignment, business cards, and impressive titles.

Satisfaction factor The satisfaction factor was one of the most important factors related to high job performance. The autonomous university should raise individual employees and organization level satisfaction, such as, satisfaction to supervisor, co-worker and compensation, the satisfaction of individual employees, as well as the working intention and workplace participation, while security was the organization satisfaction from the human resources practices management and commitment in organization.

Organization Commitment Employing the committed employees was essential to keep them with the organization for the long period of time (Jalonen et al., 2006).

According to Mowday (1979), commitment has been repeatedly identified as an important variable to understand working behavior and attitude of employee in an organization. The autonomous university must possess the main human resources practices policy and satisfaction in organization management in order to change to behavior and attitude of individual employee and workplace to stop the staff turnover, reduce organizational conflict. It was shown from the study result with significant relation among human resources practices, organization commitment and satisfaction factor. Importantly, the finding indicated that there were significant relationships between human resources practices factors and satisfaction and organizational commitment factors among the autonomous university employees. This also showed that HRM practices were the key factors for employees in autonomous universities.

5.5.3 Future Research

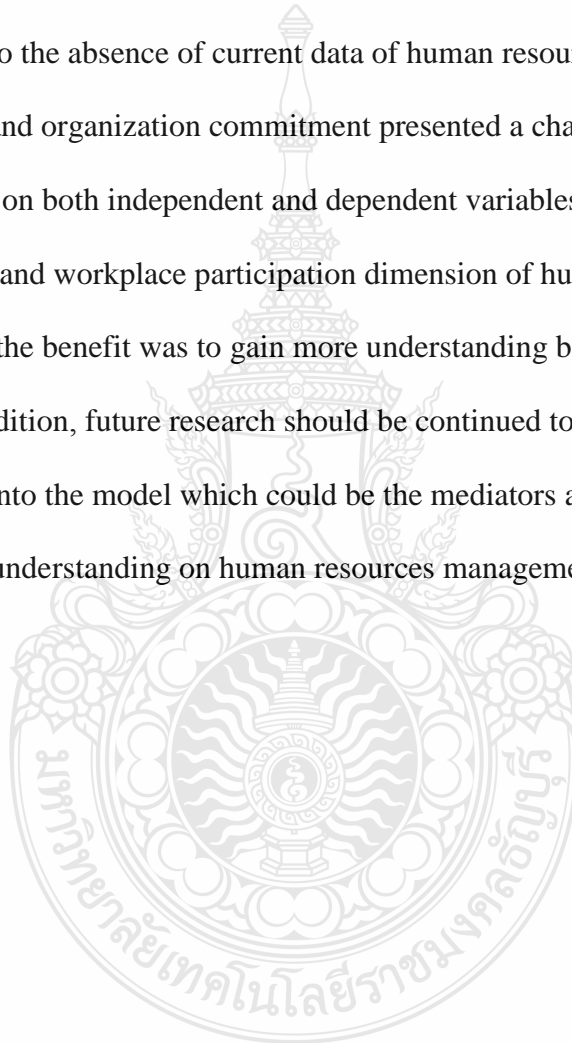
This research achieved its objectives in understanding the importance of the relationship among human resources practices, commitment and satisfaction factor. However, there are still other aspects for further study in the area of employee work outcomes.

There are still many observed variables related to human resources practices other than satisfaction and organizational commitment such as communication factor, organizational culture, organizational citizen behavior, and health and safety satisfaction factors. These could be employed as the constructs in further study.

The study on human resources practices with staffs working in autonomous universities could adapt to public universities under the transformation into the autonomous universities, or private universities. It could be used to study the

controlled educational institutions and local government offices to explore the influence of human resources practices on job satisfaction and organizational commitment. Moreover, there were a lot of suggestions that could be used to study on basic educational institutions and university staff, governmental offices or universities and business and manufacturing sectors in other countries.

According to the absence of current data of human resources practices, satisfaction factor and organization commitment presented a challenge for future research to explore on both independent and dependent variables. Especially, procedural justices and workplace participation dimension of human resources practices variables of which the benefit was to gain more understanding both on the concepts and applications. In addition, future research should be continued to find and examine the possible variables into the model which could be the mediators and/or moderators that lead toward better understanding on human resources management strategy.



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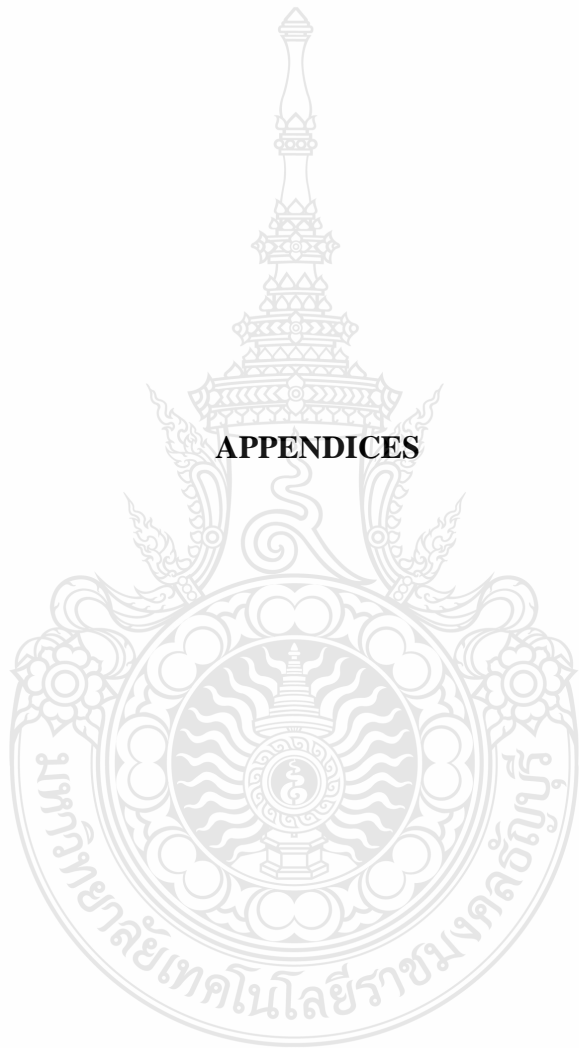
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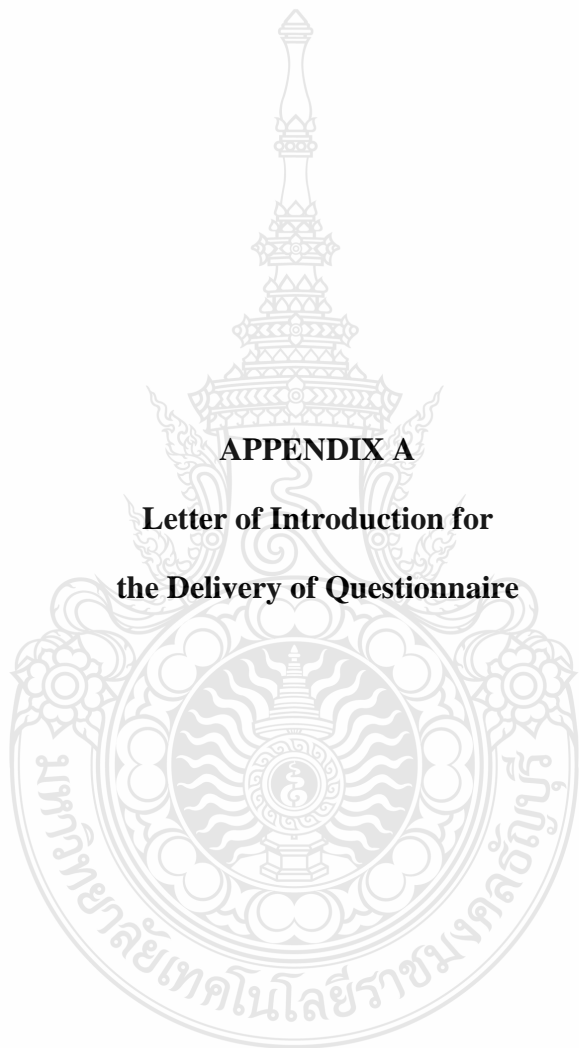
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APPENDICES



APPENDIX A

**Letter of Introduction for
the Delivery of Questionnaire**

501
ส.น.ว.ช.เขตในเขตสงคม
รับที่ 18/2556
วันที่ 2 มี.ค. 2556
เวลา 15.59



ที่ ศธ 0578.06/ 9024

คณะบริหารธุรกิจ
มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี
ตำบลคลองหก อำเภอธัญบุรี
จังหวัดปทุมธานี 12110

5 พฤศจิกายน 2555

เรื่อง ขอบขออนุเคราะห์แจกแบบสอบถาม

เรียน

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน 1 ชุด

ด้วย คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ได้เปิดการเรียนการสอนระดับปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาบริหารธุรกิจ ในกรณี นายมะดาโอะ สุหลง อาจารย์ประจำสาขาวิชาการจัดการ คณะบริหารธุรกิจ ได้เข้าศึกษาในหลักสูตรดังกล่าว และได้จัดทำหัวข้อดุษฎีนิพนธ์ เรื่อง "การศึกษาความสัมพันธ์ระหว่างการปฏิบัติการทางด้านทรัพยากรมนุษย์, ความพึงพอใจในงานและความผูกพันต่อองค์กรของมหาวิทยาลัยในกำกับของรัฐ" (The Relationship Between Human Resources Practices, Job Satisfaction and Organization Commitment in Autonomous University) โดยหัวข้อดุษฎีนิพนธ์ได้กำหนดกลุ่มเป้าหมายเฉพาะพนักงานมหาวิทยาลัยสายผู้สอนและสายสนับสนุนที่ปฏิบัติงานในมหาวิทยาลัย

คณะฯ จึงขอความอนุเคราะห์ในการแจกแบบสอบถามเพื่อประกอบการศึกษาวิจัยในส่วนของ การวิเคราะห์เชิงปริมาณ เพื่อการจัดทำดุษฎีนิพนธ์ให้มีความสมบูรณ์ยิ่งขึ้น ความร่วมมือของท่านจะเป็นประโยชน์ต่อวงการวิชาการและการศึกษาระดับสูงของประเทศไทย ทั้งนี้ ผู้ศึกษาและหน่วยงานขอรับรองว่าแบบสอบถามดังกล่าวถือเป็นความลับมิได้มีการเปิดเผยเป็นรายบุคคล และการวิเคราะห์จัดทำในภาพรวมเท่านั้น

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ด้วย จะขอบพระคุณยิ่ง

เรียน หัวหน้าสาขาวิชา NT

ขอแสดงความนับถือ

เป็นสิ่งที่ควรทำด้วยความ

ขอความ

(รองศาสตราจารย์เนตรพัฒนา ยาวีราช)

(อาจารย์ ดร. พิชัยศักดิ์ สิริโอริน)

ผู้ช่วยคณบดี รักษาการแทน

คณบดีสำนักวิชาเทคโนโลยีสังคม

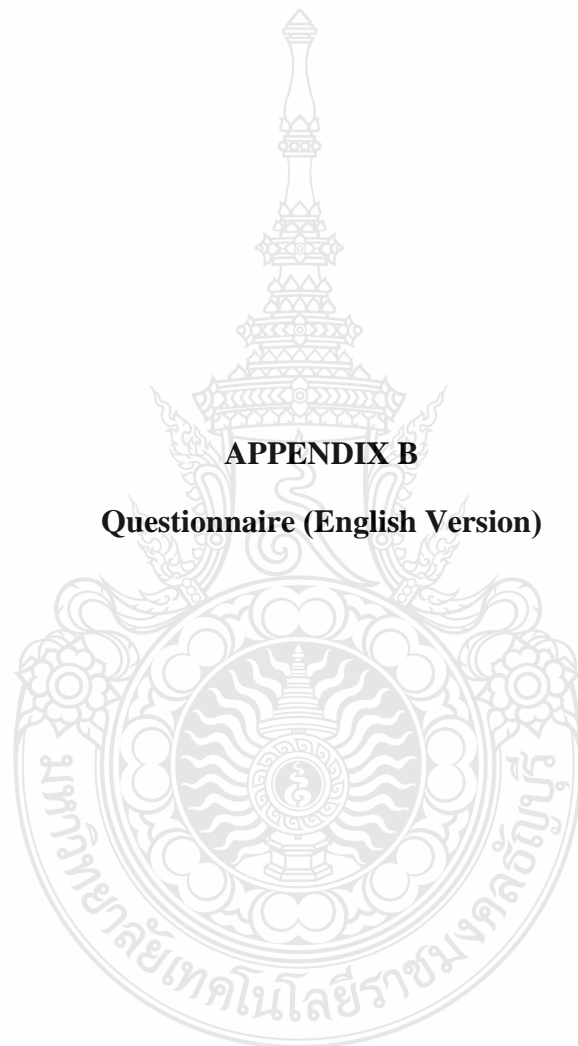
คณบดีคณะบริหารธุรกิจ

๒ ๒ มี.ค. 2556

โครงการปริญญาเอก โทร.0 2549 4819, โทรสาร.0 2549 4819

http://www.bus.rmutt.ac.th

หากมีข้อสงสัยโปรดติดต่อนักวิจัย นายมะดาโอะ สุหลง โทรศัพท์เคลื่อนที่ 081 934 5506



APPENDIX B

Questionnaire (English Version)

Topic

The study of the relationship between human resources practice, job satisfaction factors and organizational commitment

Case Study: Autonomous University

Section 1: Questionnaire to study about the viewpoint of autonomous university employees there will be no individual or faculty disclosure

1. Gender 1. () Male 2. () Female
2. Age 1. () < 30 2. () 30-40 3. () 41-50 4. () > 50
3. Highest Educational Background
1. () Bachelor's Degree 2. () Master's Degree 3. () Doctor's Degree
4. Marital Status 1. () Single 2. () Married 3. () Divorced
5. Job Position 1. () Instructing Employee 2. () Supporting Level of Employee
6. Workplace (Faculty/Department)
7. Working Duration (in years) as an instructing employee in this university
8. Working Duration (in years) as an supporting employee in this university.....
9. Are you in the middle of pursuing higher level of education? 1. () Yes 2. () No
10. Current management position held
1. () No 2. () Deputy chief of Department/Faculty/Major
3. () Chief of Department/Faculty/Major 4. () Deputy Dean
5. () Dean 6. () Others
11. Former Management Position held
1. () Never 2. () Deputy chief of Department/Faculty/Major
3. () Chief of Department/Faculty/Major 4. () Deputy Dean
5. () Dean 6. () Others

Section 2: The following questions are related to the attitude towards human resources practices in the workplace

Please choose one number below that best represents your answer to the question.

- | | | |
|-----------------------|------------------------|---------------------|
| 1: Extremely Disagree | 2: Moderately Disagree | 3: Disagree |
| 4: Not sure | 5: Agree | 6: Moderately Agree |
| 7: Extremely Agree | | |

Please mark o around the number you choose

Organizational Reward

- 12. I satisfy with the salary level I earn 1 2 3 4 5 6 7
- 13. I satisfy with the overall income 1 2 3 4 5 6 7
- 14. The overall benefit I receive is suitable with my job responsibility 1 2 3 4 5 6 7
- 15. My job related achievements are recognized and appreciated 1 2 3 4 5 6 7
- 16. Employees are eligible to career development 1 2 3 4 5 6 7
- 17. Employees are eligible to good salary and other related benefits 1 2 3 4 5 6 7
- 18. Benefits I receive depends on the working result of the team 1 2 3 4 5 6 7
- 19. Benefit packages are designed based on skills and capability, not job characteristics 1 2 3 4 5 6 7

Training and Development

- 20. I was trained with multiple skills, which allow me to work on more than one task 1 2 3 4 5 6 7
- 21. I was trained with special skills of work(special skills) 1 2 3 4 5 6 7
- 22. I was professionally trained with general skills 1 2 3 4 5 6 7

Process of Justice and Equality

- 23. Every employees are trained equally 1 2 3 4 5 6 7
- 24. Equality is known as the university policy 1 2 3 4 5 6 7
- 25. The university has equality policy written down 1 2 3 4 5 6 7
- 26. Promotion depends on work experience 1 2 3 4 5 6 7
- 27. I fairly receive benefits comparing to my colleagues 1 2 3 4 5 6 7
- 28. The university has a fair working process 1 2 3 4 5 6 7
- 29. The university has rules and regulations to control its process of justice 1 2 3 4 5 6 7

Participation in the organization

- 30. I understand every policy and opinion of management 1 2 3 4 5 6 7
- 31. Management accepts my viewpoints and opionions 1 2 3 4 5 6 7
- 32. Participations to work happens everywhere in the university 1 2 3 4 5 6 7
- 33. The university always allows appealing towards important decision making related to the task I work on 1 2 3 4 5 6 7
- 34. The university treats instructors and officers with pride and respect 1 2 3 4 5 6 7

35. I never report to management when there is important changes to the university	1	2	3	4	5	6	7
36. The university has an annual rotation and promotion	1	2	3	4	5	6	7
37. There are communications between the university and instructors and officers	1	2	3	4	5	6	7
38. I am allowed to make decisions on work related issues	1	2	3	4	5	6	7
39. I have an opportunity to use various types of skills at work	1	2	3	4	5	6	7
40. My job affects work and feelings of my colleagues	1	2	3	4	5	6	7
41. Normally, the chief and my colleagues give me suggestions and opinions	1	2	3	4	5	6	7
42. My regular working results are well accepted	1	2	3	4	5	6	7
43. The university tries to open to suggestions related to benefit packages from employees	1	2	3	4	5	6	7
44. The university opens to your opinions about the suitability of benefits so that you can work effectively	1	2	3	4	5	6	7

Section 3: Your true and honest answers are very meaningful to the research in order to improve and develop the university system, please do not give out your name. The given information will be kept confidential and will only be reported as an overall result of this research. There will not be any effect to you in any aspect.

Please choose one number below that best represents your satisfaction level of the question.

- 1: Extremely Dissatisfied 2: Moderately Dissatisfied 3: Dissatisfied
4: Not sure 5: Satisfied 6: Moderately Satisfied
7: Extremely Satisfied

Satisfaction factor towards department/faculty chief

45. You are treated by department/faculty chief with respect and fairness	1	2	3	4	5	6	7
46. You receive suggestion and support from department/faculty chief	1	2	3	4	5	6	7
47. You do not have any complaint to department/faculty chief	1	2	3	4	5	6	7

Satisfaction factor towards colleagues

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 48. You have opportunities to your colleagues and others in the university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. You have opportunities to help others at work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. You do not have any complaint to your colleagues | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Satisfaction factor towards salary and benefits

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 51. Salary level and benefits | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. You are satisfied with the salary currently receiving, which is suitable with the work you have done for the university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Satisfaction factor towards career development

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 53. You receive a chance to develop and have a good career development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. Feelings towards achievements of work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. Level of judgements you can use at work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. Level of work challenge | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Satisfaction factor towards job security

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 57. There is security in the job you have | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. You are secured with your job in this university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. If you can pick again, you would still be picking to work at this university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. You do not have any complaints about your students | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. Overall, you are satisfied with this university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Section 4: The following questions involve with your commitment towards the organization you are currently working at

Please choose one number below that best represents your answer to the question.

- | | | |
|-----------------------|------------------------|---------------------|
| 1: Extremely Disagree | 2: Moderately Disagree | 3: Disagree |
| 4: Not sure | 5: Agree | 6: Moderately Agree |
| 7: Extremely Agree | | |

Commitment factor to create value and achievement for the organization

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 62. You are willing to work more than usual for the success of the university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. You often praise that this university is a good organization with your friends | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. You are willing to accept the job if it is reasonable in order to work in this university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. You are proud to tell others that you are working in this university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- 66. This organization inspires you to work at your best capability 1 2 3 4 5 6 7
- 67. You are extremely happy to have chosen to work 1 2 3 4 5 6 7
- 68. You are worried with the changes happening in this organization 1 2 3 4 5 6 7
- 69. For you, this place is one of the best places to work with 1 2 3 4 5 6 7

Commitment factor to create efforts for the organization

- 70. If the value of this organization changes, you are not willing to work here anymore 1 2 3 4 5 6 7
- 71. The reason that you are still working here is because of the value that the university is still holding 1 2 3 4 5 6 7
- 72. I do not feel that I am an employee here but I feel as though I am the owner of the university 1 2 3 4 5 6 7
- 73. If there is no benefit or reward, I do not see the reason to put so much effort for this organization 1 2 3 4 5 6 7
- 74. The efforts you put into your work depends on the reward you receive 1 2 3 4 5 6 7
- 75. Your thoughts are not different from any other words you said to others about this university 1 2 3 4 5 6 7

Commitment factor to restrain the employees

- 76. You are willing to accept organizational culture and tradition of this university 1 2 3 4 5 6 7
- 77. You often think about resigning from this university 1 2 3 4 5 6 7

78. In summary, what is the commitment level you have towards this university

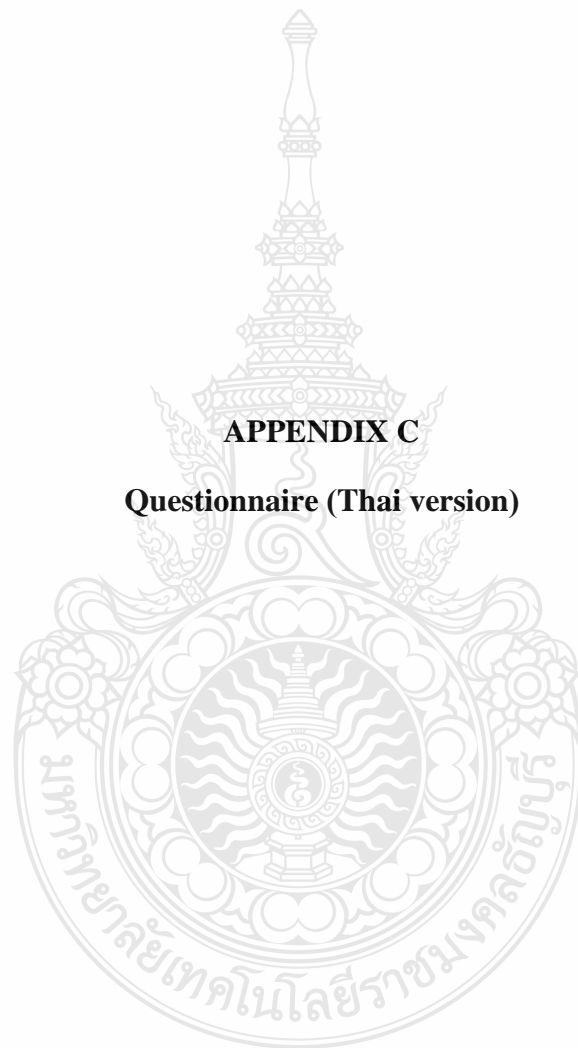
- 1.() Not at all 2.() A little bit 3.() Moderrate
- 4.() High 5.() Not sure

Please kindly give more comments about teaching, working or other things that affects the teaching and working in your university.

.....

.....

.....



APPENDIX C

Questionnaire (Thai version)

กรุณาทำเครื่องหมาย O ในระดับค่าคะแนนที่ท่านเลือกการให้รางวัลขององค์กร

12.	ข้าพเจ้าพึงพอใจในระดับเงินเดือนที่ได้รับ	1	2	3	4	5	6	7
13.	ข้าพเจ้าพึงพอใจกับรายได้ในภาพรวมทั้งหมด	1	2	3	4	5	6	7
14.	ผลประโยชน์ทั้งหมดที่ข้าพเจ้าได้รับเหมาะสมกับความรับผิดชอบ ของงาน	1	2	3	4	5	6	7
15.	ผลงานการปฏิบัติงานที่ดีของข้าพเจ้าจะได้รับการยอมรับ	1	2	3	4	5	6	7
16.	พนักงานทุกคนมีโอกาสก้าวหน้าในสายอาชีพ	1	2	3	4	5	6	7
17.	พนักงานทุกคนมีโอกาสที่จะได้รับเงินเดือนและผลประโยชน์ตอบแทนอื่นๆ ที่ดี	1	2	3	4	5	6	7
18.	ผลประโยชน์ที่ข้าพเจ้าได้รับขึ้นอยู่กับผลการปฏิบัติงานของกลุ่ม	1	2	3	4	5	6	7
19.	รูปแบบของผลประโยชน์ขึ้นอยู่กับทักษะและความรู้, ไม่ใช่ลักษณะ งานที่ทำอยู่	1	2	3	4	5	6	7
การฝึกอบรมและการพัฒนา								
20.	ข้าพเจ้าได้รับการฝึกอบรมทักษะหลายงาน(multiple skills) ซึ่ง สามารถทำงาน ได้มากกว่าหนึ่งงาน	1	2	3	4	5	6	7
21.	ข้าพเจ้าได้รับการฝึกอบรมทักษะเฉพาะด้าน (special skills) สำหรับ การทำงาน	1	2	3	4	5	6	7
22.	ข้าพเจ้าได้รับการฝึกอบรมทักษะทั่วไป (general skill) อย่างจริงจัง	1	2	3	4	5	6	7
กระบวนการความยุติธรรม/ความเสมอภาค								
23.	พนักงานทุกคนได้รับการฝึกอบรมอย่างเท่าเทียมกัน	1	2	3	4	5	6	7
24.	ความเสมอภาคถือเป็นนโยบายของมหาวิทยาลัย	1	2	3	4	5	6	7
25.	มหาวิทยาลัยมีการเขียนนโยบายความเสมอภาคกันเป็นลายลักษณ์ อักษร	1	2	3	4	5	6	7
26.	การเลื่อนตำแหน่งขึ้นอยู่กับประสิทธิภาพการทำงาน	1	2	3	4	5	6	7
27.	ข้าพเจ้าได้รับผลประโยชน์ที่เป็นธรรมเมื่อเทียบกับเพื่อนร่วมงาน	1	2	3	4	5	6	7
28.	มหาวิทยาลัยมีกระบวนการดำเนินงานที่เป็นธรรม	1	2	3	4	5	6	7
29.	มหาวิทยาลัยมีระเบียบข้อบังคับใช้ควบคุมกระบวนการยุติธรรม	1	2	3	4	5	6	7

การมีส่วนร่วมในองค์การ

30.	ข้าพเจ้าเข้าใจนโยบายและความคิดเห็นต่างๆของฝ่ายบริหาร	1	2	3	4	5	6	7
31.	ฝ่ายบริหารมีการยอมรับมุมมองและข้อคิดเห็นของข้าพเจ้า	1	2	3	4	5	6	7
32.	การมีส่วนร่วมในการทำงานปรากฏขึ้นทั่วทั้งมหาวิทยาลัย	1	2	3	4	5	6	7
33.	มหาวิทยาลัยยอมให้มีการอุทธรณ์การตัดสินใจทุกเรื่องที่เกี่ยวข้องกับงานสำคัญของข้าพเจ้าทำอยู่ของข้าพเจ้าทำอยู่	1	2	3	4	5	6	7
34.	มหาวิทยาลัยปฏิบัติต่ออาจารย์และเจ้าหน้าที่โดยให้เกียรติและเคารพในศักดิ์ศรี	1	2	3	4	5	6	7
35.	ข้าพเจ้าไม่ได้แจ้งให้ฝ่ายบริหารทราบเมื่อเกิดการเปลี่ยนแปลงที่สำคัญของมหาวิทยาลัย	1	2	3	4	5	6	7
36.	มหาวิทยาลัยมีการหมุนเวียนและเลื่อนตำแหน่งเป็นประจำทุกปี	1	2	3	4	5	6	7
37.	มหาวิทยาลัยมีการสื่อสารกับอาจารย์และเจ้าหน้าที่	1	2	3	4	5	6	7
38.	ข้าพเจ้าได้รับมอบหมายในการตัดสินใจในเรื่องงาน	1	2	3	4	5	6	7
39.	ข้าพเจ้ามีโอกาสใช้ทักษะที่หลากหลายในการทำงาน	1	2	3	4	5	6	7
40.	งานของข้าพเจ้าส่งผลกระทบต่องานและความรู้สึกของเพื่อนร่วมงาน	1	2	3	4	5	6	7
41.	โดยปกติหัวหน้าแผนกและเพื่อนร่วมงานให้ข้อเสนอแนะและข้อคิดเห็นต่อข้าพเจ้า	1	2	3	4	5	6	7
42.	ผลการทำงานประจำของข้าพเจ้าได้รับการยอมรับ	1	2	3	4	5	6	7
43.	มหาวิทยาลัยพยายามรับฟังความคิดเห็นของพนักงานเรื่องรูปแบบของผลประโยชน์	1	2	3	4	5	6	7
44.	มหาวิทยาลัยรับฟังความคิดเห็นของท่านเกี่ยวกับความเหมาะสมด้านผลประโยชน์เพื่อให้ท่านทำงานอย่างมีประสิทธิภาพ	1	2	3	4	5	6	7

ตอนที่ 3 คำตอบที่เป็นจริงของท่านมีความหมายมากต่องานวิจัยเพื่อการพัฒนามหาวิทยาลัยไทย กรุณาอย่าระบุนชื่อของท่าน ข้อมูลที่ท่านให้จะถูกเก็บเป็นความลับจะเผยแพร่เป็นผลรวมในงานวิจัยเท่านั้นและไม่ส่งผลกระทบต่อท่านตัวบุคคลแต่ประการใด

กรุณาเลือกถึงความพอใจเพียงในแต่ละแง่มุมของการทำงานของท่าน

1. ไม่พอใจอย่างยิ่ง
5. พอใจ

2. ไม่พอใจปานกลาง
6. พอใจปานกลาง

3. ไม่พอใจ
7. พอใจอย่างมากที่สุด

4. ไม่พอใจ

ปัจจัยความพึงพอใจต่อหัวหน้าแผนก/หัวหน้าสาขา

45. ท่านได้รับการปฏิบัติจากหัวหน้าแผนก/สาขาอย่างสมเกียรติและเป็น ธรรมเนียม	1	2	3	4	5	6	7
46. ท่านได้รับการสนับสนุนและคำแนะนำจากหัวหน้าแผนก/หัวหน้า สาขา	1	2	3	4	5	6	7
47. ท่านไม่มีข้อติดต่อกับคุณภาพการบังคับบัญชาของหัวหน้าแผนก/สาขา	1	2	3	4	5	6	7

ปัจจัยความพึงพอใจต่อผู้ร่วมงาน

48. ท่านมีโอกาสได้รู้จักกับเพื่อนร่วมงานและคนอื่นๆในมหาวิทยาลัย	1	2	3	4	5	6	7
49. ท่านมีโอกาสได้ช่วยเหลือคนอื่นในการทำงาน	1	2	3	4	5	6	7
50. ท่านไม่มีข้อติดต่อกับเพื่อนร่วมงานของท่าน	1	2	3	4	5	6	7

ปัจจัยความพึงพอใจด้านค่าตอบแทน

51. ระดับเงินเดือนและสวัสดิการที่ท่านได้รับ	1	2	3	4	5	6	7
52. ท่านมีความพอใจต่อเงินเดือนที่ได้รับซึ่งคุ้มกับผลงานที่ได้ทำให้กับ มหาวิทยาลัย	1	2	3	4	5	6	7

ปัจจัยพึงพอใจต่อความก้าวหน้า

53. ท่านได้รับการพัฒนาและมีความก้าวหน้าในหน้าที่การงาน	1	2	3	4	5	6	7
54. ความรู้สึกถึงความสำเร็จมีคุณค่าจากการทำงาน	1	2	3	4	5	6	7
55. ระดับของวิจรรณญาณที่ท่านสามารถใช้ได้ในการทำงาน	1	2	3	4	5	6	7
56. ระดับความท้าทายในงานของท่าน	1	2	3	4	5	6	7

ปัจจัยพึงพอใจต่อความมั่นคงในงาน

57. งานที่ท่านทำอยู่มีความมั่นคง	1	2	3	4	5	6	7
58. ในอนาคตท่านมีความมั่นคงที่มหาวิทยาลัยแห่งนี้	1	2	3	4	5	6	7
59. ถ้าให้เลือกอีกทีหันท่านก็จะยินดีอย่างยิ่งที่จะเลือกมาสอนหรือมา ทำงานที่นี่	1	2	3	4	5	6	7
60. ท่านไม่มีข้อติดเกี่ยวกับนักศึกษาของท่าน	1	2	3	4	5	6	7
61. โดยสรุปท่านคิดว่าท่านพอใจต่อมหาวิทยาลัยแห่งนี้	1	2	3	4	5	6	7

ตอนที่ 4 คำถามต่อไปที่เกี่ยวข้องกับความรูสึกของคุณในความมุ่งมั่นต่อองค์กรที่คุณเป็นพนักงาน

กรุณาเลือกกรณาดูระดับค่าคะแนนที่คิดว่าเหมาะสมหรือไม่เหมาะสมตามระดับค่าคะแนนที่ให้มาต่อไปนี้

- | | | |
|-------------------------|-----------------|------------------------|
| 1. ไม่เห็นด้วยอย่างยิ่ง | 2. ไม่เห็นด้วย | 3. ค่อนข้างไม่เห็นด้วย |
| 4. ไม่แน่ใจ | 5. ค่อนข้างเห็น | 6. ด้วยเห็นด้วย |
| 7. เห็นด้วยอย่างยิ่ง | | |

ปัจจัยความมุ่งมั่นสร้างคุณค่าและความสำเร็จต่อองค์กร (Value Commitment)

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 62. ท่านเต็มใจทุ่มเทการทำงานมากกว่าปกติเพื่อความสำเร็จของมหาวิทยาลัย | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. ท่านมักเชิญชวนวิทยาลัยแห่งนี้ต่อเพื่อนของท่านว่าสถาบันนี้เป็นองค์กรที่ดี | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. ท่านพร้อมขอรับการมอบหมายงานตามที่สมเหตุสมผลเพื่อให้ได้ทำงานอยู่ในมหาวิทยาลัยแห่งนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. ท่านภูมิใจที่จะบอกกับคนอื่นๆว่าท่านเป็นอาจารย์/พนักงานของมหาวิทยาลัยแห่งนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. สถาบันแห่งนี้สร้างแรงบันดาลใจให้ท่านนำส่วนที่ดีที่สุดของท่านมาปฏิบัติงาน | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67. ท่านดีใจอย่างมากที่ได้เลือกมหาวิทยาลัยแห่งนี้ทำงานแทนที่อื่น | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68. ท่านรู้สึกห่วงใยในการเปลี่ยนแปลงของสถาบันแห่งนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69. สำหรับท่านที่นี้คือที่ที่ดีที่สุดในงานอดิเรกทั้งหมดที่จะทำงาน | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ปัจจัยความมุ่งมั่นสร้างความพยายามต่อองค์กร (Effort Commitment)

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 70. ถ้าคำนิยามของสถาบันเปลี่ยนไปท่านก็คงไม่สนใจอยู่กับมหาวิทยาลัยนี้อีกต่อไป | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. เหตุผลที่ท่านรักมหาวิทยาลัยแห่งนี้เป็นเพราะความมีคุณค่าที่มหาวิทยาลัยยื่นหย้ดอยู่ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. ความรูสึกของข้าพเจ้าไม่ได้เป็นเพียงพนักงาน แต่มีความรูสึกเป็นเจ้าของมหาวิทยาลัยแห่งนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. ถ้าไม่ได้คำตอบแทนอย่างใดอย่างหนึ่งท่านไม่เห็นเหตุผลใดที่จะทุ่มเทเพื่อมหาวิทยาลัยแห่งนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74. การทุ่มเทการทำงานของท่านเกิดจากคำตอบแทนที่ได้รับ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75. สิ่งที่ท่านคิดไม่ได้ต่างกับสิ่งที่ท่านพูดกับคนอื่นในเรื่องเกี่ยวกับมหาวิทยาลัยนี้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ปัจจัยความมุ่งมั่นต่อการยึดเหนี่ยวพนักงานในองค์กร

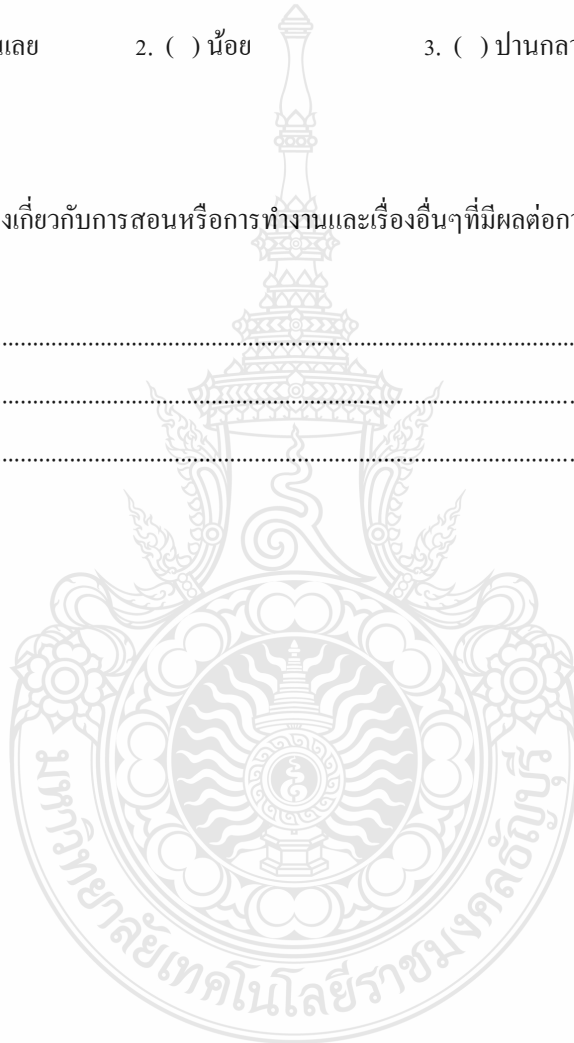
76. ท่านเต็มใจยอมรับธรรมเนียมประเพณีและสิ่งปฏิบัติในมหาวิทยาลัย
แห่งนี้
- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
77. ท่านคิดที่จะลาออกจากองค์กรนี้บ่อย ๆ
- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|

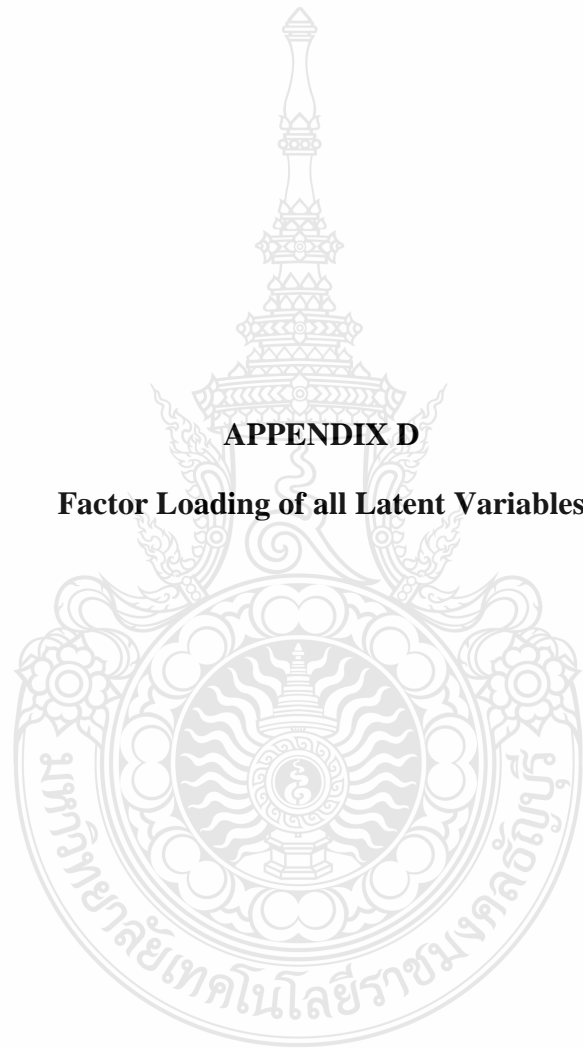
78. โดยสรุปแล้วท่านผูกพันกับมหาวิทยาลัยแห่งนี้มากน้อยเพียงใด

1. () ไม่ผูกพันเลย 2. () น้อย 3. () ปานกลาง 4. () มาก
5. () ไม่แน่ใจ

กรุณากล่าวเพิ่มเติมในเรื่องเกี่ยวกับการสอนหรือการทำงานและเรื่องอื่น ๆ ที่มีผลต่อการสอนหรือการทำงานใน
มหาวิทยาลัยของท่าน

.....
.....
.....





APPENDIX D

Factor Loading of all Latent Variables

Table D1 : Construct Measurement Model of human resources practices

Measurement Model of human resources management: First –Order Constructs

Factor	Factor loading
Reward	
Reward5	.87
Reward 6	.96
Reward 7	.64
Reward 8	.62
Training	
Training1	.81
Training2	.85
Training3	.76
Justices	
Justice1	.77
Justices2	.77
Justice3	.76
Justice4	.86
Justice5	.78
Justices6	.81
Justice7	.73
Participation	
Parti1	.72
Parti2	.72
Parti5	.74
Parti8	.72
Parti9	.72
Parti14	.79
Parti15	.80

Table D2: Construct Measurement Model of satisfaction factors

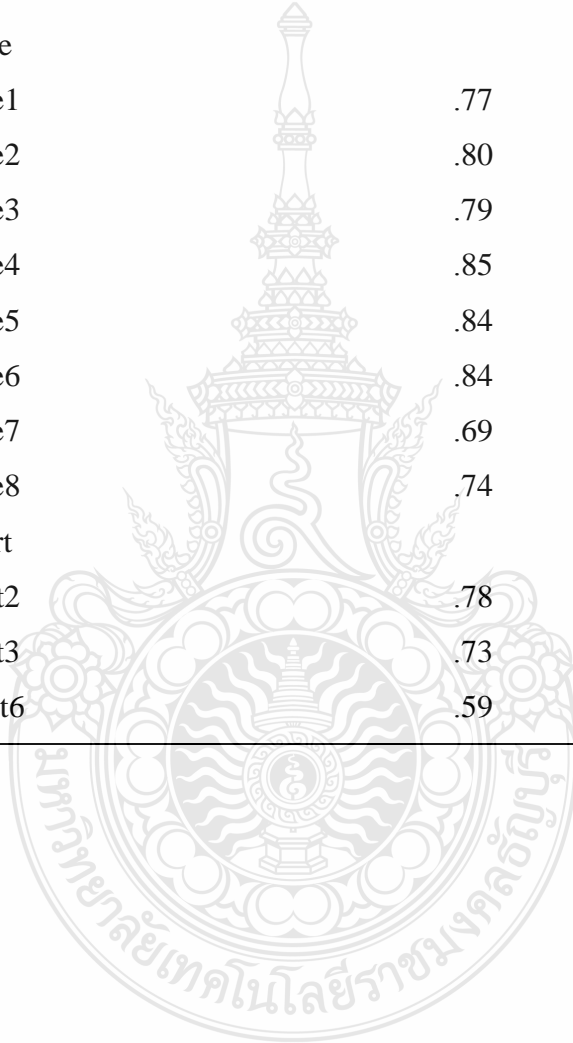
Measurement Model of satisfaction factors : First –Order Constructs

Factor	Factor loading
Security	
Security1	.78
Security2	.81
Security3	.78
Security4	.44
Security5	.82
Satis to growth	
Satis to growth1	.70
Satis to growth2	.86
Satis to growth3	.80
Satis to growth4	.82
Satis to com	
Satis to com1	.91
Satis to com2	.95
Satis to cor	
Satis to cor1	.86
Satis to cor2	.84
Satis to cor3	.56
Satis to sup	
Satis to sup1	.86
Satis to sup2	.91
Satis to sup3	.79

Table D3: Construct Measurement Model of Organization Commitment

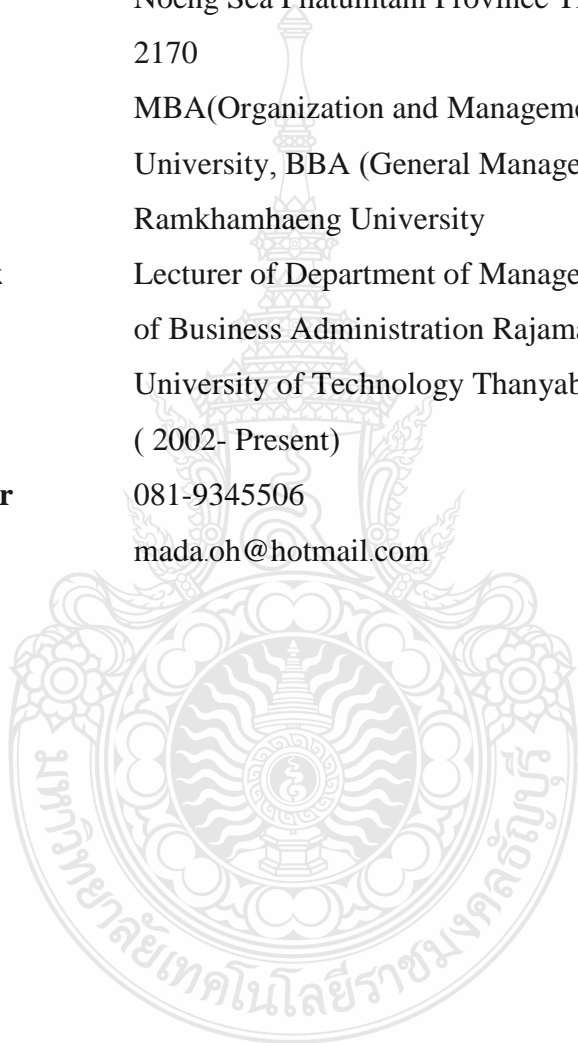
Measurement Model of Organization Commitment: First –Order Constructs

Factor	Factor loading
Retention	
Retention1	.85
Retention3	.45
Value	
Value1	.77
Value2	.80
Value3	.79
Value4	.85
Value5	.84
Value6	.84
Value7	.69
Value8	.74
Effort	
Effort2	.78
Effort3	.73
Effort6	.59



Biography

Name - Surname Mr.Madaoh Sulong
Date of Birth December 25,1970
Address 61/16 Moo 7 Tambon Bung Bond, Amphoe
Noeng Sea Phatumtani Province Thailand
2170
Education MBA(Organization and Management) Sepatum
University, BBA (General Management)
Ramkhamhaeng University
Experiences Work Lecturer of Department of Management Faculty
of Business Administration Rajamangala
University of Technology Thanyaburi
(2002- Present)
Telephone Number 081-9345506
Email Address mada.oh@hotmail.com



Declaration

This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and beliefs, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my dissertation, when deposited in the university library, being available for loan and photocopying.

Madaoh Sulong

