

A STUDY OF JOB SATISFACTION OF RURAL AND
URBAN ELEMENTARY SCHOOL TEACHERS
IN THAILAND

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CHAPTER I

INTRODUCTION

An organization can be both effective and ineffective depending on the criteria of effectiveness used in evaluation (Hoy and Miskel, 1982). "The literature abounds with criteria ranging from productivity and efficiency considerations to behavioral factors" (Cunningham, 1979, p. 463). Among those criteria on behavioral factors, jobsatisfaction is an important one (Morse, 1953).

Lawler and Porter (1967, p. 22) in their review of literature found that satisfaction is related to performance: "the evidence indicates that a low but consistent relationship exists between satisfaction and performance, but it is not all clear why the relation exists". In their research, they set satisfaction as an independent variable and performance as a dependent variable. It was found that there was a significant correlation between performance and satisfaction; they stated:

"...good performance may lead to rewards, which in turn lead to satisfaction, this formulation then would say that satisfaction rather than causing performance, as was previously assumed, is caused by it" (Lawler and Porter, 1967, p. 23).

Another factor affecting job satisfaction is the measure of the quality of life or life satisfaction in an organization (Lawler, 1973). According to Sutermeister (1976), for individuals who work on a job, life satisfaction is sought through both on-job and off-job activities. Individuals derive satisfaction from working and from things they do away from work. Individuals cannot attain life satisfaction if their work

does not give them satisfaction.

In education, job satisfaction is important because it is an indicator of school effectiveness (Hoy and Miskel, 1982). Also it has been found that teacher job satisfaction is significantly correlated with students' perception of teaching effectiveness (Stuntebeck, 1974).

Statement of the Problem

Absenteeism and the moving of teachers from one school to another school whether in the same or different provinces are indications of dissatisfaction. This type of situation is one of the major problems in educational administration of elementary school in Nakhon Sawan Province, Uthaithani Province, Chainat Province, and Pichit Province.

The problem with which this study was concerned was the lack of information relating to the satisfaction of elementary teachers in Thailand.

Purpose of the Study

The purpose of this study was to examine the job satisfaction of two groups of elementary school teachers: those in rural and urban areas in Nakhon Sawan Province, Uthaithani Province, Chainat Province, and Pichit Province in Thailand.

Questions to Answer

This study sought to answer the following questions:

1. Which factors are related to job satisfaction of elementary teachers who teach in schools in rural and urban areas?
2. Is there a difference in the level of job satisfaction of

elementary school teachers who teach in schools in rural and urban areas?

3. Are there differences between the levels of job satisfaction of elementary school teachers by sex, age, number of years in teaching, and size of school?

4. Are there differences between the levels of job satisfaction of elementary school teachers by background and school location?

Limitations of the Study

This study was limited to:

1. Public elementary school teachers who came from Nakhon Sawan Province, Uthaithani Province, Chainat Province, and Pichit Province who were enrolled at Nakhon Sawan Teachers' College in the summer semester (March - May) of the 1983 academic year.

2. Only 10 factors: growth, working conditions, work itself, promotion, salary, co-worker, responsibility, supervision, recognition, and policy and administration were selected as sources of satisfaction.

3. The sample included public elementary school teachers who graduated from teachers' colleges, went to teach in elementary school for at least one year, and then returned for additional schooling in order to increase their level of education.

Assumption

The first assumption of this study was that the elementary school teachers in Nakhon Sawan Province, Uthaithani Province, Chainat Province, and Pichit Province involved in this study had similar socio-economic backgrounds.

The second assumption was that the teachers selected in the stratified random sample were representative of other teachers.

Definition of Terms

Definition of selected terms used in this study are as follows:

Elementary Education: Education is provided all boys and girls (age 7-12 years) with moral, physical, intellectual and practical education in accordance with their individual capacities, so that they should be moral citizens with discipline and responsibility, with good mental and physical health, and with democratic outlook (Minister of Education, 1976, p. 61).

Elementary School Teacher: A person who instructs in elementary school.

Job Dissatisfaction: The state or feeling of being displeased with one's job and its condition or environment. The feelings are typically expressed in terms of withdrawal, absenteeism, and moving.

Job Satisfaction: The state or feeling of being pleased with one's job and its condition or environment.

Municipal: According to Thailand Municipal Act 1953 as cited by Ryan (1962), there are three classes of municipalities: nakorn (city), muang (town), and tambol (commune). A nakorn municipality must be set up in the areas at least 50,000 inhabitants with an average density of 3,000 persons per square kilometer. A muang municipality must be set up in the areas at least 10,000 inhabitants with a density of 3,000 persons per square kilometer. A tambol municipality must be set up in the thickly populated groups of villages, there are no requirements for the density of the population. Every class of municipality is required to produce sufficient revenue to perform the services which are detailed in the law.

Quality of life: "An understandable, reasonable, and legitimate goal for every human being" (Sutermeister, 1976, p. 30).

Rural: The areas which are not in the municipal zone.

Urban: The areas which are in the municipal zone.

Organization of the Study

Chapter I introduces the study, presenting the problem, purpose, questions to answer, limitations, assumption, and definition of terms. Chapter II includes a review of related literature concerning theoretical framework, factors of job satisfaction, demographic variable and job satisfaction. Chapter III reports the procedures utilized in this study, including the population and sample; instrumentation, collecting of data, and the data analysis. The findings of the study are presented in Chapter IV. Chapter V includes a summary of the study, conclusions, and recommendations for practice and further research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of related literature is divided into three sections. The first section deals with the conceptual framework which includes four theoretical approaches to Job Satisfaction: Needs Hierarchy Theory, Discrepancy Theory, Equity Theory, and Two-factor Theory. The second section contains a review of research findings composed of three sections: factor of job satisfaction, job variables related to job satisfaction, and demographic variables related to job satisfaction. The third section reviews information directly related to Thailand: elementary school teacher training and rural and urban settings.

Job Satisfaction

The term "satisfaction" has been defined by many behavioral scientists in different psychological aspects. Rosen and Rosen (1955) view "job satisfaction" as a consequence of the discrepancy between percepts and value standard. Locke (1969, p. 316) defined "job satisfaction" as a "a pleasurable or positive emotional state resulting from the appraisal on one's job as achieving or facilitating the achievement of one's job values." Lofquist and Davis (1969, p. 53) defined it as "...correspondence between the reinforcer system of work environment and the individual needs...". Lawler (1973) sees two distinct satisfactions: (1) a job

facet satisfaction or a satisfaction with a particular facet of one's job, and (2) an overall satisfaction or a satisfaction with all facets of job. Finally, according to Rambo (1982):

Job Satisfaction is evident to the extent that a worker perceives a job being the source of a positive feeling. These perceptions may include past, present, and anticipated experiences; workers' individual time frames determine the span of events that are included in their perceptions of the job (p. 210).

Needs Hierarchy Theory

According to Maslow (1943), who developed this theory, needs divide into those of lower order and those of higher order. The needs are (1) Physiological Needs, such as hunger and thirst; (2) Safety Needs, such as security, absence of threat; (3) Belonging and Love Needs, such as need for close affection relationships; (4) Esteem Needs, such as need for achievement and self-respect; and, (5) Self-Actualization Needs, such as need for the utilization and growth of one's potential skill abilities. The first three are lower-order needs while the fourth and the fifth are higher-order needs. Maslow argues that only after the lower-order needs are satisfied, the individual will consider higher order needs.

Many studies support this theory. Morse and Weiss (1955) found that 80 percent of employed men say they would continue working even if it were not financially necessary. He also found that the reasons for the continued working of those men were more directly related to job level, than, to lower level gratification. A study by Porter (1963) indicated that higher-level managers were more concerned with autonomy and self-actualization than managers lower in the organization structure. Mitchell (1970) conducted a study of 675 Air Force Officers and found

that higher ranking officers experienced greater need fulfillment and relative satisfaction in their work. A study of leadership style and motivation by Beer (1966) found that highly structured leadership style was associated with safety need satisfaction.

Discrepancy Theory

In reviewing the existing literature of the topic, Lawler (1977) found that satisfaction in discrepancy theory has three theoretical approaches. The first approach, by Porter (cited in Lawler, 1977) presented a theoretical approach which compares the difference between how much of a given outcome there should be in the job and how much of a given outcome there actually is. The second theoretical approach was presented by Katzell. According to Katzell (cited in Lawler, 1977, p. 92), "satisfaction = $1 - (|X-V|/V)$, where X equals an amount of the outcome and V equals the desired amount of the outcome". The third approach was proposed by Locke. To Locke (cited in Lawler, 1977, p. 93) "job satisfaction and dissatisfaction are a function of perceived relationship between what one wants from one's job and what one perceives it is offering". Lawler pointed out that the approach of Locke differs from Katzell's: Locke emphasizes perceived discrepancy while Katzell emphasizes actual discrepancy. According to Lawler (1977, p. 94), there is some disadvantage of the discrepancy theory since "it is not clear how to evaluate dissatisfaction (or whatever this feeling might be called) due to over-reward with dissatisfaction due to under-reward".

Equity Theory

The Equity Theory was proposed by Adams (1963, 1965). This theory

considers the nature of inputs and outcomes, comparison of processes and conditions leading to equity or inequity, and the possible effects of equity and the possible effects of inequity. Inputs are defined as anything which an individual feels that he personally contributes in a given work setting, and may include things such as abilities, skill, and experience. Outcomes are all factors which an individual perceives as having some personal value.

Individuals form a ratio of their outcome and input. Equity exists when the individual perceives that the ratio of his outcomes to his input is equal to others. The individual feels inequity when he perceives that his ratio is not equal to others. He is satisfied if perceived equity exists, and is dissatisfied if perceived inequity exists.

Many researchers support the basic concept of equity theory. A study of Lawler and O'Gara (1967) indicated that when underpaid, individuals behaved so as to increase outcome, but to reduce input. The finding was confirmed by the studies of Pritchard, Dunnette, and Jorgenson (1972) and Garland (1973).

Research on reward allocation by Cook (1975) added that equity theory appeared to depend on two conditions: (1) there must be a clear perception of the composition of the input dimension that is to be the basis for reward allocation and (2) there must be a clear perception of one's position on the input dimension related to expected reward. Further, Larwood, Kavanagh, and Lavine (1978) found that people who gambled frequently were less consistently committed to equity in allocations than those who gambled very little.

Two-Factor Theory

The two-factor theory originated from the study of Herzberg, Mausner and Synderman (1959). They interviewed 203 accountants and engineers and asked them to describe the specific instances when they felt exceptionally good or exceptionally bad. From the result of the interviews, Herzberg and his associates concluded that job satisfaction consisted of two separate independent dimensions. The first dimension was related to the job satisfaction, called motivators. These factors are associated with the nature of work itself and the reward that flows directly from the performance of that work. The motivation factors are work itself, achievement, recognition, responsibility, and advancement. The second dimension was related to dissatisfaction, called hygiene. These factors are associated with job context. Hygiene factors are company policy and administration, supervision, salary, interpersonal relations with co-workers, and working conditions. There were two assumptions in this theory according to Lawler (1977):

First, two-factor theory says that satisfaction and dissatisfaction do not exist on a continuum running from satisfaction through neutral to dissatisfaction. Two independent continua exist, one running from satisfaction to neutral and another running from dissatisfaction to neutral. Second, the theory stresses that different job facets influence feeling of satisfaction and dissatisfaction (p. 94).

Later, other researchers supported the two-factor theory. For example, Sergiovanni (1967) replicated the Herzberg study and concluded that satisfiers and dissatisfiers tended to be mutually exclusive. He also found that the factors which accounted for high attitudes of teachers were related to work itself and the factors which accounted for low attitudes of teachers were related to working conditions.

Seemiller (1977) studied job satisfaction of faculty members and

staff members of Eastern Utah. He found that satisfaction of faculty and staff members was high in the areas of the work itself, probability of growth, recognition, responsibility, and achievement, and low in the areas of opportunity to attend professional workshops, conferences, in-service training, policy and administration, and salary.

However, there are some researchers that do not support the two-factor theory. For example, Vroom (cited in House and Wigdor, 1967) viewed two-factor theory as method bound, he argued that the sources of satisfaction and dissatisfaction from critical incident technique might stem from defensive processes of the individual respondent as he stated

people tend to take the credit when things go well, and enhance their own feeling of self-worth, but protect their self-concept when things go poorly by blaming their failure on the environment (p. 372).

House and Wigdor (1967) argued that the two-factor theory was based on a faulty research foundation. Their criticism involved the utilization of Herzberg's categorization procedure to measure job dimensions; the satisfiers and hygiene factors; and, the inadequate operational definitions utilized by Herzberg and associates to identify satisfiers and dissatisfiers.

Research Findings

Factors of Job Satisfaction

Holdaway (1978), after reviewing literature, grouped the research work into three domains: subjective view, intrinsic view, and interaction view. Maslow's hierarchy of needs falls in the subjective view, since it is based on the idea that individuals' needs are in the sequence from lower-order to higher order. The two-factor theory falls in the

intrinsic view which identifies intrinsic satisfaction factors (achievement, recognition, work itself, responsibility, advancement, and possible of growth) and the extrinsic dissatisfaction factors (company policy and administration, technical supervision, working condition, salary, interpersonal relationships with superordinate, subordinate and peer, status, job security, and personal life). The interaction view is based on the idea that job satisfaction is a consequence of a complex interplay between the worker and his job situation. Vroom's Expectancy Theory is the best example of this view. According to Vroom (1964), factors of satisfaction are: (1) company policy and management, (2) promotional opportunities, (3) job content, (4) supervision, (5) financial rewards, (6) working conditions, and (7) co-workers. The factors of job satisfaction indicated in the later studies conducted by Smith, Kandal and Hulin (1969) and Davis, Lofquist and Davis (1968) are the same as those found by either Herzberg or Vroom.

In the study of satisfaction of teachers in Alberta, Canada, Holdaway (1978) found that factors with a high percentage of satisfaction were: (1) relationship with students, (2) freedom to select teaching methods, (3) relationship with other teachers, (4) freedom to select subject matter, (5) assignment to teach particular grade levels, (6) social relationships in work, (7) job security, (8) freedom to select teaching materials within constrain of available funds, (9) provisions for sick leave, (10) assignment to teach particular subjects, (11) relationship within school administrators, (12) general behavior of students in the classes, (13) use of level of education in partly determining salaries, and (14) use of length of teaching experience in partly determining salaries. The factors with at least 50 percent dissatisfaction were:

(1) the attitude of society toward education, (2) the attitude of parents towards education, (3) the board-teacher consultation on working conditions during the school year, (4) status of the teacher in society, (5) preparation time available during the school day, (6) involvement in decision-making in the school system, (7) methods used to evaluate teachers (8) provision for sabbatical leave, and (9) collective bargaining procedures.

Job Variable Related to Job Satisfaction

Both the context and the content of the job are capable of causing both satisfaction and dissatisfaction. However, according to Gruenberg (1979), context factors are less important than content factors.

Herzberg et al. (1957), examining the results of 16 studies, found that supervision was ranked sixth in importance after the factors of security, opportunity for advancement, company policy and management wage, and intrinsic aspects of jobs. In one study of job satisfaction of accountants and engineers, Herzberg et al. (1959) found that supervision was the most important.

The negligible role which interpersonal relationships play in our data tallies poorly with the assumption basic to most human-relations training programs that the way in which a supervisor get along with this people is the single most important determinant of morale (p. 115).

The importance of supervision will vary from situation to situation and from time to time (Gruneberg, 1979). Possible changes include, for example, method of supervision and supervisory behavior. In another study, Seeman (1957) found a positive relationship between consideration of superintendents and the job satisfaction of elementary school teachers.

Pelz (1951) reported the findings of his investigation which suggest that

the effect of consideration on satisfaction depends on the amount of influence exercised by the supervisor on his own superior. In studying the supervisory behavior in a large package delivery organization, Indik, Georgopolous and Seashore (1961) indicated that high work-group performance was positively related to open channels of communication between workers and foremen.

Findings of Morse (1953) indicated that there was a positive relationship between individuals' promotional opportunities and their satisfaction. She also found a negative relationship between workers' rating of importance of promotion to them and their satisfaction with their promotional opportunities.

Gruneberg, Startup and Tapsfield (1974), conducting a study of satisfaction of university teachers, found that the promotional procedure was the job factor with which they were least satisfied. This finding was supported by the study of Nicholson and Miljus (1972).

The Needs Hierarchy of Maslow (1943) indicates that the need for social interaction with others is one of the lower basic needs of human beings. One study by Van Zelst (1952) showed that as social satisfaction of individuals increased their job satisfaction increased.

Murnane and Phillips (1977) found a U-shaped relationship between school size and satisfaction with colleagues for elementary teachers. Teachers in the schools with approximately 650 students were least satisfied with their colleagues; teachers in schools with either fewer or more students were more satisfied.

The amount of pay is an important job factor in considering job satisfaction. Herzberg et al. (1959) list pay as a potential dissatisfier. A recent study by Jurgensen (1978) shows that there is little relation-

ship between pay and job satisfaction. Jurgensen conducted a study of 57,000 applicants of the Minneapolis Gas Company. Applicants were asked to rank the top 10 job factors in order of importance. Pay came sixth. Lawler (1971), in reviewing literature, found that pay was the job factor with which most employees expressed dissatisfaction, although pay was rated third in rank by average importance. In studies of Morris (1975) and Attuwayvi (1975), elementary school teachers were not satisfied with pay. Another study by Murnane and Phillips (1977) found that teachers working in elementary schools with a high percentage of indigents and low achieving students were particularly dissatisfied with their compensation. Furthermore, the results of the Maddux (1980) survey of 424 Texas public school teachers indicated that the teachers were dissatisfied with pay. It was found that 22 percent of the teachers held a second job.

Recently, Sudsawasd (1980) conducted a study to identify factors measuring job satisfaction of 300 faculty members of Srinakharinwirot University and Thammasart University in Thailand. It was found that salary was one of the major sources of job satisfaction. Also, he found that professors who were 41 years old and over and professors who were employed 11 years and over were least satisfied with salary.

Job involvement is one of the important factors which affect individuals' satisfaction: "The greater the job involvement, the greater will be either job satisfaction or job dissatisfaction" (Gruneberg, 1979, p. 47).

Schwychart and Smith (1972) in conducting a study of middle managers found a relationship between job involvement and job satisfaction. Hall, Schneider and Nygren (1970) found a statistically significant correlation between job involvement and satisfaction of needs for self-fulfillment

and autonomy.

One of the aspects of job involvement which has a positive effect on job satisfaction (Sadler, 1970) is participation in decision making. Belasco and Alutto (1972) found that decisional participation is a major factor which influences teacher's satisfaction. Findings obtained in the research of Morse and Reimer (1956) concluded that the increase in decision making for groups results in the increase of productivity and satisfaction.

Startup and Gruneberg (1973) found that there was a desire for participation in university policy-making at all levels of faculty. Similar results were found in studies of secondary schools teachers' job satisfaction by Chase (1951), Thierback (1981), and Sweeney (1981).

Further, Feldman (1977), studying job satisfaction and involvement in decision making of elementary teachers in schools that have implemented individually guided education, found that (1) there is a relationship between teachers' perceptions of the extent of their involvement in decision making and job satisfaction and (2) teachers' perceptions of their satisfaction with decision-making and teachers' job satisfaction were correlated.

Water and Roach (1971) examined the relationship between job satisfaction and absenteeism of women employees in an insurance company. They found that job satisfaction lead to a decreased rate of absenteeism. Reviewing the literature, Porter and Steer (1973) concluded that both turnover rate and absenteeism increased as job satisfaction decreased.

Bridges (1979) conducted a study of 509 elementary school teachers who worked in 36 schools in 20 California school districts and found that job satisfaction was not a major factor in absenteeism. Later findings

of Bridges' (1980) study indicated that there was a slight relationship between job satisfaction and absenteeism.

Porter and Lawler (1964) examining the effects of organizational structure on the managerial job satisfaction found that the organization with flat, non-hierarchical, non-bureaucratic structure provide greater satisfaction in relatively small organizations, but there was no relationship for large organizations. Later, Carpenter (1971) confirmed this result. He found that teachers preferred flat organizational structures and were more satisfied with their jobs than teachers in different organizational structures.

Organization climate is the other factor which affects job satisfaction. A study of Fevurly (1977) found that teachers in schools with more participative climates and less structure were significantly more satisfied with their jobs than teachers in schools with less participative climates and more structure. Parker (1971), in examining relationships between organizational climate and job satisfaction of elementary school teaches, found that openness of organizational climate and satisfaction of elementary school teachers with their work were significantly correlated.

Organization size seems to be related with job satisfaction, but one study by Porter (1963) found that there was no relationship between satisfaction and the size of the organization among the business executives. However, more recent research in education by Abramowitz (1976) found that teachers were more satisfied with mini-school size, while Brawn (1972) found that principals of small schools received less satisfaction from their positions.

Knopp and O'Reilly (1976) conducted a study of 75 elementary school

teachers in Ontario, using the Job Descriptive Index and the Concept of Organizational Effectiveness as questionnaires in measuring job satisfaction. Findings indicated that perceived school effectiveness and satisfaction of teachers with co-workers, supervision, and work itself were correlated. A recent study by Knoop (1981) found that there was a relationship between teachers' perception of school goal achievement and satisfaction with co-workers, supervision, and job itself.

Maimon and Ronen (1978) conducted a study of 683 college graduates employed in public and private sector business in Israel. They found that satisfaction with intrinsic rewards and overall satisfaction were the good predictors of both the tendency to stay with an organization and the tendency to leave an organization.

Demographic Variable

Researchers have found that demographic variables such as age, sex, education level, experience, and social background affect job satisfaction of individuals.

Age

The research of Quinn and Shepard (1974) and Carell and Elbert (1974) found that older workers were more satisfied with their jobs than younger workers. Saissi, Crocetti and Spiro (1975) conducted a study of 558 aging factory workers and their spouses in New Jersey. His findings indicated that the percentage of workers who were satisfied with their job was high. He also found that there was a positive correlation between satisfaction and age.

In the field of education, Sweeney (1981), who conducted a study of

1295 teachers from 23 of 33 Iowa high schools with 1000 or more students, found that teachers' satisfaction appeared to increase with age. Barber (1980) found that older teachers were more satisfied with teaching than younger teachers. Furthermore, findings in the research of Belasso and Alutto (1972) indicated that the most satisfied teachers tended to be older females who taught in elementary school.

Sex

The conclusions of investigations on the relationship between sex and job satisfaction are still inconsistent. For example, Cole (1940) found that women tended to be less satisfied than men. Later, Stockford and Kunze (1950) found the contrary result. Smith and Hulin (1964) found that female workers were significantly less satisfied than male workers. Again, Golumbiewski (1977) reported that data could not lead to the conclusion that satisfaction of male and female differs significantly. This result was confirmed by the study of Weaver (1977).

In education, Chase (1951) reported that women teachers were more satisfied with teaching than men. This finding was confirmed by the study of Barber (1980). Trusty and Sergiovanni's (1966) survey of school teachers and administrators found that there was a significant relationship between job satisfaction and sex. Miskel, Glasnapp and Hartley (1972) found that elementary and secondary female teachers with high scores on job satisfaction were job-oriented.

Education

The relationship between the level of education and job satisfaction was found in the research of Vollmer and Kinney (1955). Their results

indicated that more college employees reported dissatisfaction with their jobs than high-school educated employees. Another study which had a similar result was the study of Klein and Maher (1966) who used first-level managers in an electronics manufacturing firm as their population. They found that non-college educated managers were more satisfied with pay than college educated managers. Quin et al. (1975) found results different than previous researchers. The findings of their study indicated that individuals with college degrees were more satisfied with their jobs than other workers. Additional findings of Barber (1980) indicated that possessing an academic degree was not found to be statistically significant with regard to the level of satisfaction.

Teaching Experience

In the investigation the relationship between job satisfaction and teaching experience, Chase (1951) found that satisfaction of teachers tended to increase with increased years of teaching experience. According to Barber (1980), teaching experience is related to general job satisfaction.

Rural and Urban

The relationship between job satisfaction and social background was found in the study of Hulin and Blood (1967). The findings indicated that workers with rural backgrounds were more satisfied with their jobs than workers with urban backgrounds. A different result was found by Shepard (1970). He reported that worker background and satisfaction were not related. This contradiction occurred because the researchers looked at the social background from different points of view. As Schuler (1973)

stated:

The Hulin and Blood study used plant location to determine workers' backgrounds inferring that an urban plant had urban workers and rural plant had rural workers. Shepard used area of socialization (area where workers lived from age ten to twenty) instead of plant location in his test of the hypothesis that worker background has effect on job satisfaction (p. 851).

Furthermore, Cole (1977) conducted a study of 800 full-time public school teachers in Colorado and used the Job Descriptive Index as a questionnaire. He found that (1) teachers in rural were more satisfied with their jobs than teachers in urban or sub-urban areas on the sub-scale "work" and (2) teachers in urban areas were more satisfied with their jobs than teachers in the sub-urban or rural areas on the sub-scale "pay".

Information Related to Thailand

Rural and Urban Setting of Thailand

Rural. The rural parts of Thailand comprise of four major regional groupings: The Central Thai, The Northern Thai, The Northeastern Thai, and The Southern Thai. Groups living in these areas have minor differences in language, diet, dress, and customs. Blanchard (1958) described the rural Thai society as he stated

Rural society is characterized by the absence of hierarchical class structure and by the relative lack of elaboration, complexity, and institutionalization in the social forms (p. 399).

In the rural there are few social groups to which the individual can belong. According to Blanchard these social groups are basic social groups which include the family household, the community and reciprocal workgroups, friendship cliques and liasons, and other groups such as the local chapter of Buddhist order, the temple lay committee, and the local

Buddhist.

The basic unit of Thai rural society is the family household, composed of a man, his wife and their children, and sometimes grandparents living together in the same house or several houses in a compound. In the study by Kaufman (1960), he distinguished three kinds of family groups.

The first group is the household which includes "all members of a family who live together in one or several houses in one compound" (Kaufman, 1960, p. 21). To Kaufman, the family is run by mother, the mother was described as the "putative head" of the family.

The second group, the spatially extended family refers to

those members of a family who share a common household during their youth and who have now moved away because of marriage or employment and are living in widely separated households, perhaps in different community (Kaufman, 1960, p. 23).

The relationship of the members of the family consists of helping one another in the case such as an economic need or sometimes a labor need.

The third group, the remotely extended family, consists of family members who demonstrate relationships by linking among family members who were living in a separate community. For example, when someone moves from one community to another, it is necessary to contact someone within the large extended family.

By this time, the household may become an extended family. Typically, after getting married, a man will live with his wife's family. It may be in the same house with her parents or in another house in the compound. This residency may be temporary in the early period of marriage or be permanent if the woman has to take care of her aged parents. Generally, in extending the family, "only one daughter or, if there is no daughter, only one son remains in the family household and inherits the

house and equipment" (Blanchard, 1957, p. 421).

The pattern of family changing was traced by Tambiah (1970) as follows:

1. ...the parental household and households of married children, usually daughters;
2. when the parents die the link between sisters or more rarely between brothers and sisters will be the link between households;
3. in the next generation, classificatory siblingship (phii-naung) (especially matrilateral first cousinship) and more remote ties will link the constituent households (p. 14).

In the family, parents have high authority, but the behavior of members of the family stem more from a feeling of what is proper than the exercise of parents' authority. As Mizuno (1971) describes

Authority within the family is restricted to a minimum and the family members seem to enjoy relative equality. The father is regarded as head of his family and the children are taught to respect their spouses at [sic] their parents. But the rule of conduct merely show what is proper and what is not; they are in no sense prescripts. The children decide on their own whether they will help with the farming or not... (p. 93).

Another study about social relationship was conducted by Potter (1977) on the Northern Thai family. He reported that social relationships are ordered on three important principles as follows:

first, formal authority belongs to men rather than women; second juniors must defer to seniors, and seniors take responsibility for the welfare of juniors; and the third, family relationships are lineal (p. 99).

Urban. Most of the population in the urban areas have nonagricultural occupations, that is manufacturing, commerce, professional, government officials, and other nonagricultural occupations.

Generally, throughout the entire country, except four provinces in the Southern Peninsular Region, the urban community consists of two major groups of people, Thai and Chinese. Both Thai and Chinese appear in all

levels of social status except among the aristocracy and senior military which have to be Thai.

The social structure of the urban community contrasts with that of the rural community. An urban community is a stratified and hierachical society. Thai urban social structure consists of (in descending order of social status): elite (high-rank government officials, high-rank military officers, professional and businessman); the upper middle class (intermediate level civil servants, teachers, secretary, newspaper men, and the white collar workers); the lower middle class (craftman and skilled laborer); and the lower class (unskilled laborer, domestics servants, pedlars and so forth). The above structure does not include Bangkok which is the capital of Thailand. At Bangkok, the top of social structure is the aristocracy, consisting of members of the royal family and old aristocratic nobility (Blanchard, 1958, Wit, 1968).

Access to the higher levels of status in urban society is by family connections, wealth, education and political influence (Darling and Darling, 1970). According to Wit (1968), mobility of urban Thai and Chinese are different. He stated that

Access to the highest levels of urban society is obtained by Thai primarily through bureaucratic position (military and civil) or through political power. For the Chinese, however, access is gained mainly through economic position and it related influence on the occupied of top official posts (p. 75).

The urban Thai family structure has the same pattern as that of the rural. However, it was found that younger members tend to strike out on their own (Blanchard, 1958).

Elementary School Teacher Training

There are three types of institutions concerned with training

elementary school teachers in Thailand: the Teachers Training Colleges, the Universities, and the Colleges of Physical Education.

The Teachers Colleges

Most of the teachers in elementary schools were trained by Teachers Colleges. At present, there are 36 colleges situated at large provincial centers around the country. Before 1975, Teachers Colleges offered two levels of training program: the "Certificate of Education" which takes two years beyond grade 10 and the "Higher Certificate of Education" which takes two more years beyond grade 12 or two years after the first certificate of education.

Under the Teachers Training Act 1975, the training program in Certificate of education level was phased out, and the Bachelor in Education program was added (Teachers Training Department, 1975). This program takes two years after Higher Certificate of Education or four more years after the Certificate of Education or four years after grade 12.

Besides those programs, the Emergency Certification Program was offered by the Teachers Colleges at a time of critical shortage of qualified teachers. This program took one year after grade 12 or grade 13 (vocational education). Emergency Certificate holders were eligible to teach in elementary school. This program was instituted in early 1970 and was discontinued in 1974 (Johnson, 1978).

Universities

There is a small number of elementary teachers trained by the Faculties of Education of these universities: Chiang Mai, Chulalongkorn, Khon Kaen, Prince of Songkla, and Srinakharinwirot (Johnson, 1978). The program

takes four additional years after grade 12. In addition, Chulalongkorn and Srinakharinwirot Universities have two-year programs beyond the Higher Certificate of Education and grant the Bachelor of education.

The Colleges of Physical Education

The responsibility of these colleges are to prepare the physical education teachers to teach physical education in elementary and secondary schools. The colleges grant the Higher Certificate of Education. The program takes two years after grade 12. According to Paungbutr (1984), 16 colleges are operated around the country.

Summary

Satisfaction has been described as related theoretically to the strength of needs or aspiration level (Maslow, 1943), the comparison of inputs and outcomes (Adams, 1963, 1965), the comparison of perceived outcomes and actual outcomes (Porter as cited in Lawler, 1977), and motivators (Herzberg, Mausner and Snyderman, 1959). The review of literature indicated that (1) both job content and job context are the sources of satisfaction and dissatisfaction, but the job content perceived by the employees appeared to be a likely important determiner of job satisfaction; (2) the demographic variables were related to job satisfaction. The additional review of literature about Thailand indicated that (1) rural Thai social structure has less hierarchical class system, whereas urban has highly stratified class system, (2) Thai family categorized into three family groups: household, spatially extended family and remotely extended family. Also, the review indicated that elementary teachers were trained by Teachers' Colleges, Universities, and the College of Physical Education.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

Introduction

This chapter describes the methodology used to accomplish this study. It is presented in the following four sections (1) population and sample, (2) instrumentation, (3) data collection, and (4) data analysis.

Population and Sample

The population in this study consisted of 1180 rural and urban elementary school teachers from 812 schools, who enrolled at Nakhon Sawan Teachers' College in summer semester (March-May) 1983. Forty-five percent of population came from Nakhon Sawan Province, 19 percent from Uthaitani Province, 19 percent from Pichit Province, and 17 percent from Chainat Province.

A sample of 295 teachers was selected through a stratified random sample of 25 percent of the elementary school teachers in each province. In this study, elementary school teachers from every province were divided into two strata: teachers who taught in schools in rural areas and teachers who taught in schools in urban areas.

All names of the teachers were copied from the Registrar's Office of Nakhon Sawan Teachers' College. For each stratum in each province a 25 percent sample of the teachers' name was selected.

Development of the Instrument

A questionnaire was constructed by the researcher for use in the study. There were two parts: Part I contained a request for personal data; while Part II asked the teachers to rate their degree of satisfaction with 40 factors related to their work and working conditions. The response categories of the items in Part II were in the form of a Likert scale. This type of scale was used because it yields scales of high reliability (Hall, 1934).

The items on the Part II were developed according to the following procedures:

1. Review of previous research studies;
2. Discussion with Thai doctoral students at Oklahoma State University who used to work closely with elementary school teachers; and,
3. Pilot-testing with 50 rural and urban elementary school teachers who enrolled at Kanjanaburi Teachers' College in Thailand in the second semester (November-March) 1982. In pilot testing, the questionnaire was translated into Thai language by the researcher, and was checked by other Thai doctoral students before it was used.

Based on the comments, the questionnaire was revised. See Appendix A for a final copy of the instrument and Appendix B for a copy of the Thai version.

Data Collection

On March 20, 1983 the questionnaire was taken to Thailand by the researcher. The questionnaires in the Thai version were distributed to 295 randomly selected elementary school teachers in 48 classrooms at

Nakhon Sawan Teachers' College April 3-4, 1983. The location of the College is shown on the map in Appendix C.

On April 3, 1983, 160 copies of the questionnaire were distributed in 25 classrooms. In each class, the purpose of the investigation and the directions for responding were explained to selected teachers. The questionnaires were collected by the researcher 30 minutes after they were distributed. One hundred and sixty copies of the questionnaires were returned.

The remaining copies of the questionnaire were distributed on April 4, 1983 in 23 classrooms using the same procedure. One hundred thirty-five copies were returned.

Analysis of Data

The data were punched onto computer cards. The Statistical Analysis System (SAS) program was used to determine the statistical values for four appropriate statistical procedures. For research question one, percentages were calculated.

For research questions two and four, t-tests were employed. According to Roscoe (1975), the t-test is the most powerful test for two independent samples which are drawn from the same or different populations.

For research question three, one-way analysis of variance and Duncan's Multiple Range Test were utilized. One-way analysis of variance was found to be efficient in this study because it is a powerful test which can test the significant differences between means of independent samples simultaneously (Mayer, 1976). Duncan's Multiple Range Test was an appropriate follow-up test. According to Duncan (1955), it is a multiple comparison procedure for carrying out all pairwise comparisons

among means; it is powerful and likely to detect real differences when the number of means is greater than two.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This study was designed to investigate the job satisfaction of rural and urban elementary school teachers. The analysis of data and presentation of results are reported for each of the research questions.

Demographic Data

Demographic characteristics of the respondents are presented in Table I. Of the 295 elementary school teachers surveyed 281, or 95.25 percent, responded. Of these returns, 174 (61.92 percent) taught in schools in rural areas; 107 (38.08 percent) taught in schools in urban areas; 113 (40.21 percent) were male; and 168 (59.79 percent) were female. Fifty-four (19.22 percent) were from Uthaithani Province; 125 (44.48 percent) were Nakhon Sawan Province; 53 (18.86 percent) were from Pichit Province; and 49 (17.44 percent) were from Chainat Province. Of the respondents 134 (47.69 percent) had rural background and 147 (52.31 percent) had urban background. The age group of 21 to 30 had 134 respondents (47.69 percent); 31 to 40, 99 (35.23 percent); 41 to 50, 45 (16.01 percent); and 51 to 60, three (1.07 percent). A large number of respondents (49.82 percent) reported that they taught in schools with under 250 students (small school), 32.03 percent with 251 to 500 students (medium school), and 18.15 percent over 500 students (large school).

TABLE I
DEMOGRAPHIC DATA DESCRIBING
THE RESPONDENTS

Variable	Frequency	Percent	Cumulative percent
<u>Province</u>			
Uthai thni	54	19.22	19.22
Nakhon Sawan	125	44.48	63.70
Pichit	53	18.86	82.56
Chainat	49	17.44	100.00
<u>School Location</u>			
Rural	174	61.92	61.92
Urban	107	38.08	100.00
<u>Sex</u>			
Male	113	40.21	40.21
Female	168	59.79	100.00
<u>Age</u>			
21-30	134	47.69	47.69
31-40	99	35.23	82.92
41-50	45	16.01	98.93
51-60	3	1.07	100.00
<u>Background</u>			
Rural	134	47.69	47.69
Urban	147	52.31	100.00
<u>Years in Teacher Career</u>			
1 - 5	55	19.57	19.57
6 - 10	111	39.50	59.07
11 - 15	51	18.15	77.22
16 - 20	40	14.24	91.46
21 and over	24	8.54	100.00
<u>School Size</u>			
Small	140	49.82	49.82
Medium	90	32.03	81.85
Large	51	18.15	100.00

Respondents with one to five years in their teaching career represented 19.57 percent; six to 10 years, 39.50 percent, 11 to 15 years, 18.15 percent; 16 to 20 years, 14.24 percent; and over 29 years, 8.54 percent.

Responses To The Research Question

Question Number One: Which factors are related to job satisfaction of elementary school teachers who teach in schools in rural and urban areas? A frequency tabulation was conducted on each item of the questionnaire.

The Satisfaction Factors

The results of the frequency tabulation of factors related to job satisfaction are presented in Table II. Percentages indicate the number of satisfied responses on each factor. The 15 dominant factors which appeared in the high satisfaction range fell in the areas of responsibility, growth, work itself, recognition, co-worker, and policy and administration. Of 15 factors "opportunity for further formal study" received the first rank ($\bar{X} = 5.10$) with a 92.88 percent response rate for satisfaction. This result indicated that most of teachers were satisfied with their opportunity for formal study. "The authority teachers have to get job done" received the last rank ($\bar{X} = 4.08$) with 92.88 percent responding. This result indicated that teachers perceived that among satisfiers the authority to get the job done was the least satisfactory item.

The Dissatisfaction Factors

The results of the frequency tabulation of factors related to job dissatisfaction are presented in Table III. Percentages indicate the number of dissatisfied responses on each factor. Ten dominant factors

TABLE II
RESPONSES TO QUESTION CONCERNING FACTORS
RELATING TO JOB SATISFACTION

Variable	Factors	N	% Responding with Satis- faction	\bar{X}	Rank
Responsibility	251. The authority teachers have to get job done.	261	92.88	4.08	15
	22. The responsibility in the other area teachers have.	228	81.14	4.38	7
	273. Responsibility compared with other teacher.	218	77.58	4.27	10
Growth	21. Opportunities further formal study.	261	92.88	5.10	1
	12. Opportunities in participation inservice education.	247	88.21	4.84	2
	33. Opportunities to increase responsibility.	223	79.36	4.39	6
Work Itself	101. The interesting features of the job.	241	87.54	4.50	4
	92. Type of work.	234	83.28	4.50	4
	123. The difficult of the job.	231	82.21	4.31	8
	114. The challenges of the job.	251	76.51	4.17	13
Recognition	351. Recognition compare to other teachers.	234	83.28	4.29	9
	72. Recognition of accomplishment by other teachers in the school.	230	82.15	4.19	12
	343. Recognition of accomplishment by supervisor.	221	78.65	4.17	13
Co-Worker	21) Relationship with other teacher in the school.	249	88.93	4.73	3
Policy and Administration	37 Involvement in decision making in the school.	211	78.65	4.26	11

N = 281

TABLE III
 RESPONSES TO QUESTION CONCERNING FACTORS
 RELATING TO JOB DISSATISFACTION

Variable	Factors	N	% Responding with Dissat- isfaction	\bar{X}	Rank
Salary	14 1. The method used in raising salary.	189	64.77	2.97	1
	19 2. Salary compared to that of people with same level of education in other professional.	159	56.58	3.23	7
	20 3. Fringe benefits in the province.	147	52.31	3.40	9
Working Condition	b 1. The availability of appropriate instructional material.	181	64.41	3.09	3
	5 2. The physical facilities and arrangement of space and equipment of the school.	149	52.86	3.43	10
Promotion	15 1. Fairness in selection for promotion.	180	64.06	2.99	2
	16 2. Promotion policy of Department of Elementary Education in the province.	171	60.85	3.14	5
	19 3. Method used in promotion.	163	58.01	3.17	6
Supervision	36 1. Teaching supervision given by educational supervisor.	173	61.57	3.13	4
	31 2. Ability of educational supervisor.	147	52.31	3.32	8

N = 281

which appeared in the high percent of dissatisfaction fell in the area of salary, working condition, promotion, and supervision. Among the dissatisfiers "The method used in raising salary" received the first rank in response with $\bar{X} = 2.97$. This result indicated that teachers perceived that the current methods which were used by schools were the most dissatisfying. "Fairness in selection for promotion" received the second rank. This result indicated that fairness in selection for promotion was the second most dissatisfying item. The factor which teachers perceived as least dissatisfying was "The physical facilities and arrangement of space and equipment of the school".

Question Number Two: Is there a difference in the level of job satisfaction of elementary school teachers who teach in schools in rural and urban areas?

To investigate this question, statistical comparisons of the job satisfaction of rural and urban elementary teachers were performed on each variable of the Job Satisfaction Questionnaire using t-tests. The results are shown in Table IV.

Table IV is a summary of comparisons of sample means of job satisfaction scores for each variable of the Job Satisfaction Questionnaire. Only one statistical comparison, "working condition", was significant at .05 level of confidence with $t = -3.34$. A significant difference on this variable indicated that there was a difference in the job satisfaction of teachers who taught in the rural areas and those who taught in the urban areas in the aspect of working conditions. There were no significant differences on other variables.

TABLE IV
RESULTS OF t-TESTS ON JOB SATISFACTION
VARIABLES BY RURAL AND URBAN
TEACHING LOCATION

Variable	Teaching Location	N	\bar{X}	S.D.	t
Growth	Rural	174	4.62	.93	-0.5
	Urban	107	4.62	.82	
Working Condition	Rural	174	3.58	.83	-3.34*
	Urban	107	3.92	.82	
Work Itself	Rural	174	3.49	.78	.39
	Urban	107	4.34	.76	
Promotion	Rural	174	3.27	1.19	.09
	Urban	107	3.26	1.18	
Salary	Rural	174	3.33	1.00	-0.89
	Urban	107	3.44	0.98	
Co-Worker	Rural	174	3.94	.73	-1.61
	Urban	107	4.11	.92	
Responsibility	Rural	174	4.36	.80	-0.53
	Urban	107	4.41	.81	
Supervision	Rural	174	3.46	.93	.69
	Urban	107	3.38	1.05	
Recognition	Rural	174	4.13	.76	-0.46
	Urban	107	4.17	.79	
Policy and Administration	Rural	174	3.95	.94	.15
	Urban	107	3.93	1.09	
Over All	Rural	174	3.90	.55	-0.82
	Urban	107	3.96	.59	

*Significant beyond .05 level

Question Number Three: Are there differences between the level of job satisfaction of elementary school teachers by sex, age, number of years in teaching and the size of school? In investigation this question was broken into four subquestions.

3.1 Is there a difference between the level of job satisfaction of male and female elementary school teachers? In response to this question, statistical comparisons of job satisfaction of male and female elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire using t-tests. The results are shown in Table V.

Table V is a summary of comparisons of sample means of job satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were three statistical significance comparisons: working condition ($t = 2.07$, $p < .05$), work itself ($t = -2.60$, $p < .05$), and policy and administration ($t = -2.45$, $p < .05$). The significant difference on these variable indicated that:

On the working condition variables, females ($\bar{X} = 3.79$) were significantly more satisfied with their jobs than males ($\bar{X} = 3.59$).

On the work itself variable, males ($\bar{X} = 4.51$) were significantly more satisfied with their jobs than females ($\bar{X} = 4.28$).

On the policy and administration variable, males ($\bar{X} = 4.11$) were significantly more satisfied with their jobs than females ($\bar{X} = 3.83$).

3.2 Is there a difference between the level of job satisfaction of elementary school teachers with different age levels? In response to this question, statistical comparisons of the job satisfaction of teachers in different age groups were performed on each variable of the Job Satisfaction Questionnaire using one-way analysis of variance. The

TABLE V
RESULTS OF t-TESTS ON JOB SATISFACTION
VARIABLES BY SEX

Variable	Sex	N	\bar{X}	S.D.	t
Growth	Female	168	4.64	0.85	0.38
	Male	113	4.59	0.94	
Working Condition	Female	168	3.79	0.91	2.07*
	Male	113	3.59	0.71	
Work Itself	Female	168	4.28	0.82	-2.60*
	Male	113	4.51	0.67	
Promotion	Female	168	3.25	1.14	-0.36
	Male	113	3.30	1.23	
Salary	Female	168	3.46	0.95	1.88
	Male	113	3.23	1.04	
Co-Worker	Female	168	3.95	0.87	-1.42
	Male	113	3.09	0.72	
Responsibility	Female	168	4.31	0.82	-1.66
	Male	113	4.48	0.76	
Supervision	Female	168	3.46	0.97	0.41
	Male	113	3.41	0.99	
Recognition	Female	168	4.11	0.82	-1.00
	Male	113	4.21	0.70	
Policy and Administration	Female	168	3.83	1.09	-2.45*
	Male	113	4.11	0.84	
Over All	Female	168	3.91	0.59	-0.64
	Male	113	3.95	0.53	

* Significant beyond .05 level

results are shown in Table VI.

Table VI is a summary of the results of analyses of variance for each variable of the Job Satisfaction Questionnaire. The results of the analyses of variance indicated that no significant differences existed by age. No difference on these variables indicated that for elementary school teachers age was not a significant factor influencing their perceptions of job satisfaction.

3.3 Is there a difference of level of job satisfaction of elementary school teachers with different years in teaching?

In response to this question, statistical comparisons of the job satisfaction of elementary school teachers with different years of teaching were performed on the variables of the Job Satisfaction Questionnaire using one-way analysis of variance. The results are shown in Table VII.

Table VII is a summary of the results of analysis of variance for each variable of the Job Satisfaction Questionnaire. The results of the analyses of variance indicated that only one statistical comparison, "work itself", was significant at .05 level of confidence with $F = 3.37$. A significant difference on this variable indicated that there was a significant difference of job satisfaction of elementary school teachers with different years in teaching. Duncan's Multiple Range Test, a follow-up test to identify where differences lay between groups, was performed on the significant values. The results are shown in Table VIII.

The data in Table VIII indicated that teachers who had been teaching 6-10 years ($\bar{X} = 4.21$) were significantly less satisfied with their jobs than teachers who had been teaching 16-20 years ($\bar{X} = 4.63$), and over 21 years ($\bar{X} = 4.61$).

3.4 Is there a difference between the level of job satisfaction of

TABLE VI
RESULTS OF ONE-WAY ANOVAS ON JOB
SATISFACTION VARIABLES BY AGE

Variable	Source	DF	SS	MS	F
Growth	Between	3	5.87	1.96	2.52
	Within	277	215.13	0.77	
	Total	280	221.00		
Working Condition	Between	3	1.76	0.59	.83
	Within	277	196.78	0.71	
	Total	280	198.54		
Work Itself	Between	3	3.67	1.22	2.08
	Within	277	162.66	0.59	
	Total	280	166.33		
Promotion	Between	3	6.51	2.17	1.57
	Within	277	382.95	1.38	
	Total	280	389.46		
Salary	Between	3	3.05	1.02	1.03
	Within	277	273.59	.09	
	Total	280	276.64		
Co-Worker	Between	3	2.08	0.69	1.04
	Within	277	183.71	0.66	
	Total	280	185.79		
Responsibility	Between	3	.49	0.16	0.25
	Within	277	179.77	0.65	
	Total	280	180.26		
Supervision	Between	3	.12	0.04	0.04
	Within	277	267.51	0.97	
	Total	280	267.62		
Recognition	Between	3	1.59	0.53	0.89
	Within	277	165.63	0.60	
	Total	280	167.22		
Policy and Administration	Between	3	3.62	1.21	1.20
	Within	277	277.81	1.00	
	Total	280	281.43		
Over All	Between	3	1.33	0.44	1.40
	Within	277	87.63	0.32	
	Total	280	88.96		

TABLE VII
RESULTS OF ONE-WAY ANOVAS ON JOB SATISFACTION
VARIABLES BY NUMBER OF YEARS IN TEACHING

Variable	Source	DF	SS	MS	F
Growth	Between	4	2.37	0.59	0.75
	Within	276	218.63	0.79	
	Total	280	221.00		
Working Condition	Between	4	2.55	0.64	0.90
	Within	276	195.99	0.71	
	Total	280	198.54		
Work Itself	Between	4	7.75	1.94	3.37*
	Within	276	158.58	0.57	
	Total	280	166.33		
Promotion	Between	4	11.25	2.81	2.05
	Within	276	378.22	1.37	
	Total	280	389.46		
Salary	Between	4	4.71	1.18	1.20
	Within	276	271.93	0.99	
	Total	280	276.64		
Co-Worker	Between	4	6.19	1.55	2.38
	Within	276	179.59	0.65	
	Total	280	185.78		
Responsibility	Between	4	4.77	1.19	1.88
	Within	276	175.49	0.63	
	Total	280	180.26		
Supervision	Between	4	4.41	1.10	1.16
	Within	276	263.21	0.95	
	Total	280	267.62		
Recognition	Between	4	4.48	1.12	1.90
	Within	276	162.74	0.59	
	Total	280	167.22		
Policy and Administration	Between	4	3.85	0.96	0.96
	Within	276	277.58	1.01	
	Total	280	281.43		
Over All	Between	4	2.83	0.71	2.26
	Within	276	86.14	0.31	
	Total	280	88.97		

* Significant beyond .05 level

TABLE VIII
 RESULTS OF DUNCAN'S MULTIPLE RANGE TEST ON WORK
 ITSELF VARIABLE OF JOB SATISFACTION BY
 NUMBER OF YEARS IN TEACHING

Group	6-10 Years $\bar{X}_1=4.21$	1-5 Years $\bar{X}_2=4.33$	11-15 Years $\bar{X}_3=4.47$	Over 21 Years $\bar{X}_4=4.61$	16-20 Years $\bar{X}_5=4.63$
6-10 Years $\bar{X}_1=4.21$	-	.12	.26	.40*	.42*
1-5 Years $\bar{X}_2=4.33$		-	.14	.28	.30
11-15 Years $\bar{X}_3=4.47$			-	.14	.16
Over 21 Years $\bar{X}_4=4.61$				-	.02
16-20 Years $\bar{X}_5=4.63$					-

* Significant beyond .05 level

elementary school teachers who teach in schools with different sizes? In response to this question, statistical comparisons of job satisfaction of the teachers who taught in schools of different sizes were performed on each variable of the Job Satisfaction Questionnaire using one-way analysis of variance. The results are shown in Table IX.

Table IX is a summary of the results of analysis of variance for each variable of the Job Satisfaction Questionnaire. The results of the analyses of variance indicated that there were two statistically significant comparisons: working conditions ($F = 5.96, p < .05$) and co-worker ($F = 3.27, p < .05$). The significance means that job satisfaction of teachers who taught in schools of different sizes differed significantly on perceptions of working conditions and co-worker.

Duncan's Multiple Range Test, a follow-up test to identify where differences lay between groups, was performed on the significant values. The results are shown in Table X and Table XI. The data of Table X reveal that on the working condition variable, teachers who taught in the large school were significantly more satisfied with their jobs than those who taught in the small school. The data of Table XI reveal that on the co-worker variable, teachers who taught in the large schools were significantly more satisfied with their jobs than those who taught in the medium schools.

Question Number Four: Are there differences between the level of the job satisfaction of elementary school teachers by background and school location?

In investigation, the question was broken into four sub-questions.

4.1 Is there a difference between the level of the job satisfaction of elementary school teachers by background and rural school location?

TABLE IX
RESULTS OF ONE-WAY ANOVAS ON JOB SATISFACTION
VARIABLES BY SCHOOL SIZE

Variable	Source	DF	SS	MS	F
Growth	Between	2	1.34	0.67	0.85
	Within	278	219.66	0.79	
	Total	280	221.00		
Working Condition	Between	2	8.16	4.08	5.96*
	Within	278	190.38	0.68	
	Total	280	198.54		
Work Itself	Between	2	0.91	0.46	0.77
	Within	278	165.42	0.60	
	Total	280	166.33		
Promotion	Between	2	2.54	1.27	0.91
	Within	278	386.92	1.39	
	Total	280	389.46		
Salary	Between	2	0.38	0.19	0.19
	Within	278	276.25	.99	
	Total	280	276.63		
Co-Worker	Between	2	4.27	2.13	3.27*
	Within	278	181.52	0.65	
	Total	280	185.79		
Responsibility	Between	2	2.02	1.01	1.58
	Within	278	178.24	0.64	
	Total	280	180.26		
Supervision	Between	2	0.52	0.26	0.27
	Within	278	267.11	0.96	
	Total	280	267.63		
Recognition	Between	2	1.49	0.75	1.25
	Within	278	165.73	0.59	
	Total	280	167.22		
Policy and Administration	Between	2	2.02	1.01	1.00
	Within	278	279.41	1.01	
	Total	280	281.43		
Over All	Between	2	0.51	0.26	0.81
	Within	278	88.45	0.32	
	Total	280	88.96		

*Significant beyond .05 level

TABLE X
RESULTS OF DUNCAN'S MULTIPLE RANGE TEST ON THE
WORKING CONDITION VARIABLE OF JOB
SATISFACTION BY SCHOOL SIZE

School Size	Small $\bar{X}_1 = 3.55$	Medium $\bar{X}_2 = 3.80$	Large $\bar{X}_3 = 3.99$
$\bar{X}_1 = 3.55$ Small	-	.25	.44*
$\bar{X}_2 = 3.80$ Medium		-	.19
$\bar{X}_3 = 3.99$ Large			-

*Significant beyond .05 level

TABLE XI
 RESULTS OF DUNCAN'S MULTIPLE RANGE TEST ON
 CO-WORKER VARIABLE OF JOB SATISFACTION
 BY SCHOOL SIZE

School Size	Medium $\bar{X}_1 = 3.85$	Small $\bar{X}_2 = 4.03$	Large $\bar{X}_3 = 4.21$
Medium $\bar{X}_1 = 3.85$	-	.18	.36*
Small $\bar{X}_2 = 4.03$		-	.18
Large $\bar{X}_3 = 4.21$			-

*Significant beyond .05 level

In response to this question, statistical comparisons of the job satisfaction of elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire using t-tests. The results are shown in Table XII.

Table XII is a summary of comparisons of sample means of the job satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were no significant differences between the job satisfaction of elementary school teachers with urban background who taught in schools with rural locations and teachers with rural backgrounds who taught in schools with rural locations. No differences on these variables indicated that both backgrounds and rural school locations were not significant factors influencing teachers' perception of job satisfaction.

4.2 Is there a difference between the level of job satisfaction of elementary school teachers by background and urban school locations? In response to this questions, statistical comparisons of job satisfaction of elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire by using t-tests. The results are shown in Table XIII.

Table XIII is a summary of comparisons of the sample means of the job satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were only two statistically significant comparisons: responsibility ($t = -2.48, p < .05$) and recognition ($t = -3.32, p < .05$). The significant difference on these variables indicated that while teachers taught in schools in urban areas (1) teachers with urban backgrounds ($\bar{X} = 4.52$) were significantly more satisfied with their jobs than teachers with rural backgrounds ($\bar{X} = 4.08$) on the responsibility

TABLE XII
RESULTS OF t-TESTS ON JOB SATISFACTION VARIABLES
BY TEACHERS' BACKGROUND AND SCHOOL IN
RURAL LOCATION

Variable	Background	N	\bar{X}	S.D.	t
Growth	Rural	107	4.53	.98	-1.74
	Urban	67	4.78	.81	
Working Condition	Rural	107	3.60	.88	0.42
	Urban	67	3.55	.76	
Work Itself	Rural	107	4.36	.81	-0.60
	Urban	67	4.43	.73	
Promotion	Rural	107	3.27	1.24	-0.02
	Urban	67	3.27	1.11	
Salary	Rural	107	3.35	1.03	0.37
	Urban	67	3.29	.95	
Co-Worker	Rural	107	4.01	.71	1.61
	Urban	67	3.82	.76	
Responsibility	Rural	107	4.32	.82	-0.82
	Urban	67	4.42	.75	
Supervision	Rural	107	3.46	.89	-0.21
	Urban	67	3.49	1.00	
Recognition	Rural	107	4.09	.78	-0.85
	Urban	67	4.19	.72	
Policy and Administration	Rural	107	3.94	.95	-0.13
	Urban	67	3.96	.92	
Over All	Rural	107	3.89	.58	-0.33
	Urban	67	3.92	.48	

TABLE XIII
RESULTS OF t-TESTS ON JOB SATISFACTION VARIABLES
BY TEACHERS' BACKGROUND AND SCHOOL IN
URBAN LOCATION

Variable	Background	N	\bar{X}	S.D.	t
Growth	Rural	27	4.58	.77	-0.32
	Urban	87	4.64	.85	
Working Condition	Rural	27	3.83	.89	-0.65
	Urban	87	3.95	.79	
Work Itself	Rural	27	4.19	.82	-1.24
	Urban	87	4.40	.74	
Promotion	Rural	27	3.21	1.11	-0.26
	Urban	87	3.28	1.20	
Salary	Rural	27	3.23	.95	-1.27
	Urban	87	3.51	.99	
Co-Worker	Rural	27	4.06	.95	-0.30
	Urban	87	4.12	.92	
Responsibility	Rural	27	4.08	.90	-2.48*
	Urban	87	4.52	.75	
Supervision	Rural	27	3.24	1.11	-0.84
	Urban	87	3.43	1.03	
Recognition	Rural	27	3.75	.73	-3.32*
	Urban	87	4.31	.76	
Policy and Administration	Rural	27	3.69	1.12	-1.36
	Urban	87	4.02	1.08	
Over All	Rural	27	3.79	.56	-1.78
	Urban	87	4.02	.59	

* Significant beyond .05 level

variable; and (2) teachers with urban backgrounds ($\bar{X} = 4.31$) were more satisfied with their jobs than teachers with rural background ($\bar{X} = 3.75$) on the recognition variable.

4.3 Is there a difference between the level of job satisfaction of elementary school teachers by rural background and school location?

In response to this question, statistical comparisons of the job satisfaction of elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire by using t-tests. The results are shown in Table XIV.

Table XIV is a summary of comparisons of sample means of the job satisfaction scores for each variable of the Job Satisfaction Questionnaire. Only one statistical comparison, "recognition", was significant at .05 level of confidence with $t = 1.99$. A significant difference on this variable indicated that there was a significant difference in job satisfaction of elementary school teachers with rural backgrounds who taught in schools in rural areas and teachers with same backgrounds who taught in schools in urban areas.

4.4 Is there a difference between the level of job satisfaction of elementary school teachers by urban background and school location?

In response to this question, statistical comparisons of the job satisfaction of elementary school teachers by background and location were performed on each variable of the Job Satisfaction Questionnaire by using t-tests. The results are shown in Table XV.

Table XV is a summary of comparisons of the sample means of the job satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were only two statistical significant comparisons: working condition ($t = -3.14$, $p < .05$) and co-worker ($t = -2.11$, $p < .05$). The

TABLE XIV
RESULTS OF t-TESTS ON JOB SATISFACTION VARIABLES
BY TEACHERS FROM RURAL BACKGROUNDS
AND SCHOOL LOCATION

Variable	Location	N	\bar{X}	S.D.	t
Growth	Rural	107	4.52	.99	-0.28
	Urban	27	4.58	.77	
Working Condition	Rural	107	3.60	.88	-1.21
	Urban	27	3.83	.89	
Work Itself	Rural	107	4.35	.81	0.94
	Urban	27	4.19	.82	
Promotion	Rural	107	3.28	1.24	0.24
	Urban	27	3.21	1.12	
Salary	Rural	107	3.35	1.03	0.55
	Urban	27	3.23	0.95	
Co-Worker	Rural	107	4.01	.71	-0.27
	Urban	27	4.06	.94	
Responsibility	Rural	107	4.32	.83	1.31
	Urban	27	4.08	.90	
Supervision	Rural	107	3.45	.88	1.08
	Urban	27	3.24	1.11	
Recognition	Rural	107	4.09	.78	1.99*
	Urban	27	3.75	.73	
Policy and Administration	Rural	107	3.94	.95	1.21
	Urban	27	3.68	1.12	
Over All	Rural	107	3.89	.58	.84
	Urban	27	3.78	.56	

* Significant beyond .05 level

TABLE XV
RESULTS OF t-TESTS ON JOB SATISFACTION BY TEACHERS
FROM URBAN BACKGROUNDS AND SCHOOL LOCATION

Variable	Location	N	\bar{X}	S.D.	t
Growth	Rural	67	4.78	.81	.97
	Urban	80	4.64	.84	
Working Condition	Rural	67	3.55	.75	-3.14*
	Urban	80	3.95	.78	
Work Itself	Rural	67	4.43	.72	.24
	Urban	80	4.40	.74	
Promotion	Rural	67	3.27	1.11	-.01
	Urban	80	3.28	1.20	
Salary	Rural	67	3.29	.95	-1.33
	Urban	80	3.50	.99	
Co-Worker	Rural	67	3.82	.76	-2.11*
	Urban	80	4.12	.92	
Responsibility	Rural	67	4.42	.75	-.80
	Urban	80	4.52	.75	
Supervision	Rural	67	3.49	1.00	.31
	Urban	80	3.44	1.03	
Recognition	Rural	67	4.19	.73	-1.01
	Urban	80	4.31	.76	
Policy and Administration	Rural	67	3.96	.92	-0.31
	Urban	80	4.02	1.08	
Over All	Rural	67	3.92	.48	-1.09
	Urban	80	4.02	.59	

* Significant beyond .05 level

significant differences on these variables indicated that (1) on the working condition variable, teachers with urban backgrounds who taught in schools in urban areas ($\bar{X} = 3.95$) were significantly more satisfied with their jobs than teachers with the same background who taught in schools in rural areas ($\bar{X} = 3.55$); and (2) on the co-worker variable, teachers with urban backgrounds who taught in schools in urban areas ($\bar{X} = 4.12$) were significantly more satisfied with their jobs than teachers with the same background who taught in schools in rural areas ($\bar{X} = 3.82$).

4.5 Is there a difference between the level of job satisfaction of elementary school teachers by rural background and rural school location and urban background and urban school location?

In response to this question, statistical comparisons of the job satisfaction of elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire by using t-tests. The results are shown in Table XVI.

Table XVI is a summary of comparisons of sample means of the satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were only two statistically significant comparisons: working condition ($t = -2.79$, $p < .05$), and recognition ($t = -1.96$, $p < .05$). The significant differences on these variables indicated that (1) on working condition variable, teachers with urban backgrounds who taught in schools in urban areas ($\bar{X} = 3.95$) were significantly more satisfied with their jobs than teacher with rural backgrounds who taught in schools in rural areas ($\bar{X} = 3.60$); and (2) on the recognition variable, teachers with urban backgrounds who taught in schools in urban areas ($\bar{X} = 4.31$) were significantly more satisfied with their jobs than teachers with rural backgrounds who taught in schools in rural areas ($\bar{X} = 4.09$).

TABLE XVI
 RESULTS OF t-TESTS ON JOB SATISFACTION VARIABLES BY
 TEACHER FROM RURAL BACKGROUNDS WHO TAUGHT IN
 RURAL AREAS AND TEACHERS FROM URBAN
 BACKGROUNDS WHO TAUGHT IN URBAN
 AREAS

Variable	Type	N	\bar{X}	S.D.	t
Growth	Rural	107	4.52	.98	-0.85
	Urban	80	4.64	.84	
Working Condition	Rural	107	3.60	.88	-2.79*
	Urban	80	3.95	.79	
Work Itself	Rural	107	4.36	.81	-0.38
	Urban	80	4.40	.74	
Promotion	Rural	107	3.28	1.24	-0.24
	Urban	80	3.28	1.20	
Salary	Rural	107	3.35	1.03	-1.04
	Urban	80	3.51	.99	
Co-Worker	Rural	107	4.01	.71	-0.92
	Urban	80	4.12	.92	
Responsibility	Rural	107	4.32	.83	-1.71
	Urban	80	4.52	.75	
Supervision	Rural	107	3.46	.88	0.15
	Urban	80	3.44	1.03	
Recognition	Rural	107	4.09	.78	-1.96*
	Urban	80	4.31	.76	
Policy and Administration	Rural	107	3.94	0.96	-0.48
	Urban	80	4.01	1.08	
Over All	Rural	107	3.89	.58	-1.45
	Urban	80	4.02	.59	

* Significant beyond .05 level

4.6 Is there a difference between the level of job satisfaction of elementary school teachers by rural background and urban school location, and urban background and rural school location?

In response to this question, statistical comparisons of job satisfaction of elementary school teachers were performed on each variable of the Job Satisfaction Questionnaire by using t-tests. The results are shown in Table XVII.

Table XVII is a summary of comparisons of sample means of the job satisfaction scores for each variable of the Job Satisfaction Questionnaire. There were no significant differences between the job satisfaction of elementary school teachers with rural backgrounds who taught in schools in urban areas and teachers with urban backgrounds who taught in schools in rural areas.

Summary of Findings

The following findings resulted from the study concerning job satisfaction:

1. Factors which related to job satisfaction included the variables of responsibility, growth, work itself, recognition, co-workers, and policy and administration. Factors which related to job dissatisfaction included the variables of salary, working condition, promotion, and supervision.

2. Regardless of the teachers' backgrounds significant differences did not exist among overall job satisfaction between elementary school teachers who taught in schools in rural areas and those who taught in urban areas. However, it was found that, on the working condition variable, elementary school teachers who taught in urban areas were

TABLE XVII

RESULTS OF t-TESTS ON JOB SATISFACTION BY TEACHER FROM
RURAL BACKGROUNDS WHO TAUGHT IN URBAN AREAS AND
TEACHERS FROM URBAN BACKGROUNDS WHO
TAUGHT IN RURAL AREAS

Variable	Type	N	\bar{X}	S.D.	t
Growth	Rural	27	4.48	.76	-1.06
	Urban	67	4.77	.81	
Working Condition	Rural	27	3.83	.89	1.56
	Urban	67	3.54	.75	
Work Itself	Rural	27	4.19	.82	-1.39
	Urban	67	4.43	.73	
Promotion	Rural	27	3.21	1.11	-0.26
	Urban	67	3.27	1.10	
Salary	Rural	27	3.23	.94	-0.29
	Urban	67	3.29	.95	
Co-Worker	Rural	27	4.06	.95	1.27
	Urban	67	3.82	.76	
Responsibility	Rural	27	4.08	.90	-1.86
	Urban	67	4.42	.75	
Supervision	Rural	27	3.24	1.11	-1.05
	Urban	67	3.48	1.00	
Recognition	Rural	27	3.75	.74	-2.62
	Urban	67	4.19	.73	
Policy and Administration	Rural	27	3.69	1.12	-1.23
	Urban	67	3.96	.92	
Over All	Rural	27	3.79	.56	-1.15
	Urban	67	3.92	.48	

cantly more satisfied with their jobs than teachers who taught in urban areas. However it was found that, on the working condition variable, elementary school teachers who taught in urban areas were significantly more satisfied with their jobs than teachers who taught in rural areas.

3. Significant differences did not exist among the overall job satisfaction of rural and urban elementary school teachers when broken down according to sex, age, number of years in teaching, and size of school. However, it was found that:

a. Females were significantly more satisfied with their jobs than males on the working condition variable.

b. Males were significantly more satisfied with their jobs than females on the work-itself and policy and administration variables.

c. Significant differences did not exist among the job satisfaction of elementary school teachers with different age levels.

d. Elementary school teachers who had been teaching 16-20 and over 21 years were significantly more satisfied with their jobs than teachers who had been teaching 6-10 years on the work-itself variable.

e. Elementary school teachers who taught in large schools were significantly more satisfied with their jobs than teachers who taught in small schools on the working condition variable.

f. Elementary school teachers who taught in large schools were significantly more satisfied with their jobs than teachers who taught in medium schools on the co-worker variable.

4. Significant differences did not exist among overall job satisfaction of elementary school teachers with different backgrounds and school locations. However, it was found that:

a. Elementary school teachers with urban backgrounds who taught in

urban areas were significantly more satisfied with their jobs than teachers with rural backgrounds who taught in urban areas on the responsibility and recognition variables.

b. Elementary school teachers with rural backgrounds who taught in rural areas were significantly more satisfied with their jobs than teachers with the same backgrounds who taught in urban areas on the recognition variable.

c. Elementary school teachers with urban backgrounds who taught in schools in urban areas were significantly more satisfied with their jobs than teachers with the same backgrounds who taught in schools in rural areas on the working condition and co-worker variables.

d. Elementary school teachers with urban backgrounds who taught in urban areas were significantly more satisfied with their jobs than teachers with rural backgrounds who taught in the rural areas on the working condition and recognition variables.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the job satisfaction of two groups of elementary school teachers: those in rural and urban areas in Nakhon Sawan, Uthaitхани Province, Chainat Province, and Pichit Province. Specifically, the study was designed to answer the following questions: (1) Which factors are related to job satisfaction of elementary school teachers who teach in schools in rural and urban areas? (2) Is there a difference in level of job satisfaction of elementary school teachers who teach in schools in rural and urban areas? (3) Are there differences between the level of job satisfaction of elementary school teachers by sex, age, number of years in teaching, and the size of school? (4) Are there differences between the level of job satisfaction of elementary school teachers by background and school location?

The population for the study was composed of 1180 elementary school teachers from Uthaitхани Province, Nakhon Sawan Province, Pichit Province, and Chainat Province who enrolled in summer semester 1983 at Nakhon Sawan Teachers' College. A sample of 295 teachers was selected through a stratified random sample of 25 percent of the elementary school teachers in each province.

The questionnaire was developed to gather the information needed to complete the study by researcher. There were two parts: Part I

requested personal information, Part II contained 40 job factors related to teaching and its environment. The questionnaires were distributed to randomly selected individuals by the researcher.

Research questions were subjected to a .05 level of significance. The data were analyzed utilizing percentage, t-tests, and one-way analysis of variance.

Conclusions

The analysis of data and subsequent findings were the basis for the following conclusions:

1. Factors which were related to satisfaction were not only the factors which were associated with work itself (responsibility, growth, work itself, and recognition), but also the factors which were associated with the condition or environment of work (policy and administration and co-worker). Factors which were related to dissatisfaction were factors which were associated only with the condition or environment of work (salary, working, condition, promotion, and supervision).
2. The overall job satisfaction of rural and urban elementary school teachers was not different.
3. Elementary school teachers who had backgrounds matching their school location tended to be more satisfied with their job than teachers whose backgrounds differed from their school location.
4. There were no differences in overall satisfaction of elementary school teachers related to sex, age, number of years in teaching, and school size.

Recommendations

Based on the findings and conclusions of this study, the following recommendations for practice are made:

First, satisfaction of elementary teacher appears to be related to responsibility, growth, work itself, recognition, co-worker, and policy and administration. The findings suggest that in order to enhance satisfaction support, increasing responsibility and professional growth, and participation should be provided by the school administrators.

Second, the apparent percentage of dissatisfaction with salary, working condition, promotion, and supervision factors suggest that in order to eliminate dissatisfaction, administrators need to rationalize the policies about those factors in a justifiable manner. Teachers should be made fully aware of what are the criteria for raising salary, who determines the promotion, how working conditions can be improved, and how teaching supervision is given and by whom.

Finally, in recruiting the new teacher for each school, teachers' background should be considered as one of the important factors by the administrator of Department of Elementary Education.

Recommendations for Further Study

On the basis of the findings and conclusions of this study, the following recommendations are made for further investigation:

1. This study utilized elementary school teachers who were studying in the college as a population. Further study should be conducted by using elementary school teachers who were not studying in college as a population.

2. This study should be replicated with a larger sample to

ascertain whether the findings remain constant.

3. A similar study needs to be conducted in other parts of the country in order to determine if the findings of the present study are applicable to other parts of the country.

4. Since job satisfaction is related to performance, additional studies should be conducted regarding the relationship between teacher's job satisfaction and student's educational achievement.

5. Further study should be conducted by using elementary teachers who teach in the private schools as a comparison population to see if differences exist.

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APPENDICES

APPENDIX A

JOB SATISFACTION QUESTIONNAIRE

(ENGLISH VERSION)

JOB SATISFACTION QUESTIONNAIRE

Respond to each item by checking the appropriate alternative or by entering the request information.

PART I

1. Name of your school _____ located in Province _____.
2. School located in _____ Municipal zone.
_____ Rural,
3. Your sex _____ Male _____ Female
4. Your age _____ Years.
5. Between your birth and sixteen years of age, did you
live in _____ Municipal zone
_____ Rural,
6. Number of years in teaching career _____ Years.
7. Number of Students in your school _____ Years.

PART II

For each of the following items, circle the respond which best represents your level of satisfaction or dissatisfaction.

	Highly dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Highly satisfied
1. Opportunities in participation in-service education.	1	2	3	4	5	6
2. Opportunities for further formal study.	1	2	3	4	5	6
3. Opportunities to increase responsibility.	1	2	3	4	5	6
4. Opportunities to attend professional conferences, workshops, etc.	1	2	3	4	5	6
5. The physical facilities and arrangement of space and equipment of your school.	1	2	3	4	5	6
6. The availability of appropriate instructional material.	1	2	3	4	5	6
7. Number of students in your class.	1	2	3	4	5	6
8. Preparation time available to you during the official school day.	1	2	3	4	5	6
9. Type of work.	1	2	3	4	5	6
10. The interesting features of the job.	1	2	3	4	5	6
11. The challenges of the job.	1	2	3	4	5	6
12. The difficulty of the the job.	1	2	3	4	5	6
13. Opportunities for promotion.	1	2	3	4	5	6

	Highly dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Highly satisfied
14. Method used in promotion.	1	2	3	4	5	6
15. Fairness in selection for promotion.	1	2	3	4	5	6
16. Promotion policy of Department of Elementary Education in your Province.	1	2	3	4	5	6
17. The amount of your salary.	1	2	3	4	5	6
18. The method used in raising salary.	1	2	3	4	5	6
19. Your salary compared to that of people with same level of education in other professions.	1	2	3	4	5	6
20. Fringe benefits in your Province.	1	2	3	4	5	6
21. Your relationship with other teachers in your school.	1	2	3	4	5	6
22. Responsibility of other teachers in your school.	1	2	3	4	5	6
23. Competency of other teachers in your school.	1	2	3	4	5	6
24. Enthusiasm of other teachers in your school.	1	2	3	4	5	6
25. The authority you have to get the job done.	1	2	3	4	5	6
26. The responsibility you have.	1	2	3	4	5	6
27. Your responsibility compared with other teachers.	1	2	3	4	5	6
28. The responsibility in other areas you have.	1	2	3	4	5	6

	Highly dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Highly satisfied
29. The understanding between you and educational supervisor.	1	2	3	4	5	6
30. Teaching supervision given by educational supervisor.	1	2	3	4	5	6
31. Ability of educational supervisor.	1	2	3	4	5	6
32. On-the-job supervision given by supervisor in your school.	1	2	3	4	5	6
33. Recognition of your accomplishment by other teachers in your school.	1	2	3	4	5	6
34. Recognition of your accomplishment by supervisor.	1	2	3	4	5	6
35. Your recognition compares to other teachers.	1	2	3	4	5	6
36. Recognition of your accomplishment by other teachers in your province.	1	2	3	4	5	6
37. Your involvement in decision-making in your school.	1	2	3	4	5	6
38. The professional competence and leadership of your administrator.	1	2	3	4	5	6
39. The extent to which policies meet the need of teachers in the school.	1	2	3	4	5	6
40. Your trust you have in your administrator.	1	2	3	4	5	6

APPENDIX B

JOB SATISFACTION QUESTIONNAIRE

(THAI VERSION)

แบบสอบถามความพอใจต่องาน

ตอนที่ 1

คำชี้แจง ตอบคำถามแต่ละข้อต่อไปนี้ โดยเติมข้อความลงในช่องว่าง หรือกาเครื่องหมาย ✓
ลงใน หน้าข้อความ

ชื่อโรงเรียนที่ท่านสอน ----- ตั้งอยู่ในจังหวัด -----
โรงเรียนตั้งอยู่ใน เมือง
 ชนบท
เพศ ชาย หญิง
อายุ ----- ปี
ตั้งแต่เกิดจนกระทั่งอายุ 16 ปี ท่านอาศัยอยู่ใน
 เมือง
 ชนบท
ท่านสอนหนังสือมาแล้ว ----- ปี
จำนวนนักเรียนในโรงเรียนที่ท่านสอน ----- คน

คำชี้แจง อ่านข้อความต่อไปนี้ แล้วเขียนวงกลมรอบตัวเลข ที่เหมาะสมที่สุดที่แทนระดับความรู้ พอใจ หรือ ไม่พอใจ ของท่าน ต่องาน หรือสิ่งที่เกี่ยวข้องกับงานที่ท่านทำ

ความหมายของสเกล

- 1 = ไม่พอใจมาก
- 2 = ไม่พอใจ
- 3 = ค่อนข้างไม่พอใจ
- 4 = ค่อนข้างพอใจ
- 5 = พพอใจ
- 6 = พพอใจมาก

1. โอกาสในการเข้าร่วมรับการอบรมเพิ่มพูนความรู้
2. โอกาสในการศึกษาต่อในสถาบันการศึกษาเพื่อเพิ่มวุฒิ
3. โอกาสที่จะได้เพิ่มความรับผิดชอบในงานระดับสูงขึ้น
4. โอกาสที่จะเข้าร่วมประชุมทางวิชาการ, การประชุม
5. เชิงปฏิบัติการ (workshop)
5. อาคารสถานที่และเครื่องอำนวยความสะดวกในการปฏิบัติงาน
6. จำนวน และความเหมาะสมของอุปกรณ์การสอน
7. จำนวนนักเรียนในชั้น
8. เวลาในการเตรียมตัวสอนขณะที่อยู่ที่โรงเรียน
9. ชนิดของงานที่รับผิดชอบ
10. ความน่าสนใจของงาน
11. ความท้าทายของงาน
12. ความยากของงาน
13. โอกาสที่จะได้รับเลื่อนตำแหน่ง
14. วิธีที่ใช้ในการเลื่อนตำแหน่ง
15. ความยุติธรรมในการเลือกสำหรับการเลื่อนตำแหน่ง
16. นโยบายการเลื่อนตำแหน่งของหน่วยงานที่ท่านสังกัด

	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

growth

school condition

work shop

Promotion

- ④ Salary & Service
17. เงินเดือนที่ท่านได้รับ
18. หลักเกณฑ์ในการพิจารณาการเลื่อนชั้นเงินเดือน
19. เงินเดือนของท่านเมื่อเทียบกับคนอาชีพที่มีการศึกษาระดับเดียวกัน
20. สวัสดิการและสิทธิพิเศษอื่น ๆ
21. ความสัมพันธ์ของท่านกับครูคนอื่น ๆ ในโรงเรียน
22. ความรับผิดชอบของครูคนอื่น ๆ ในโรงเรียน
23. ความสามารถของครูคนอื่น ๆ ในโรงเรียน
24. ความกระตือรือร้นของครูคนอื่น ๆ ในโรงเรียน
25. อารมณ์ในการตัดสินใจในการทำงาน
26. ความรับผิดชอบในงานประจำของท่าน
27. ความรับผิดชอบของท่านเมื่อเปรียบเทียบกับของครูคนอื่น ๆ
28. ความรับผิดชอบอื่น ๆ ที่ท่านมีนอกจากงานสอน
29. ระดับความเข้าใจซึ่งกันและกันระหว่างท่านและศึกษานิเทศก์
30. การนิเทศการสอนของศึกษานิเทศก์
31. ความสามารถในการนิเทศการศึกษาของศึกษานิเทศก์
32. การแนะนำในการปฏิบัติงานของผู้บังคับบัญชา
33. การยอมรับในความสำเร็จของท่านโดยครูคนอื่น ๆ ในโรงเรียน
34. การยอมรับในความสำเร็จของท่านโดยผู้บังคับบัญชา
- ④ Recognition

	ไม่พอใจมาก	ไม่พอใจ	ค่อนข้างไม่พอใจ	ค่อนข้างพอใจ	พอใจ	พอใจมาก
17.	1	2	3	4	5	6
18.	1	2	3	4	5	6
19.	1	2	3	4	5	6
20.	1	2	3	4	5	6
21.	1	2	3	4	5	6
22.	1	2	3	4	5	6
23.	1	2	3	4	5	6
24.	1	2	3	4	5	6
25.	1	2	3	4	5	6
26.	1	2	3	4	5	6
27.	1	2	3	4	5	6
28.	1	2	3	4	5	6
29.	1	2	3	4	5	6
30.	1	2	3	4	5	6
31.	1	2	3	4	5	6
32.	1	2	3	4	5	6
33.	1	2	3	4	5	6
34.	1	2	3	4	5	6

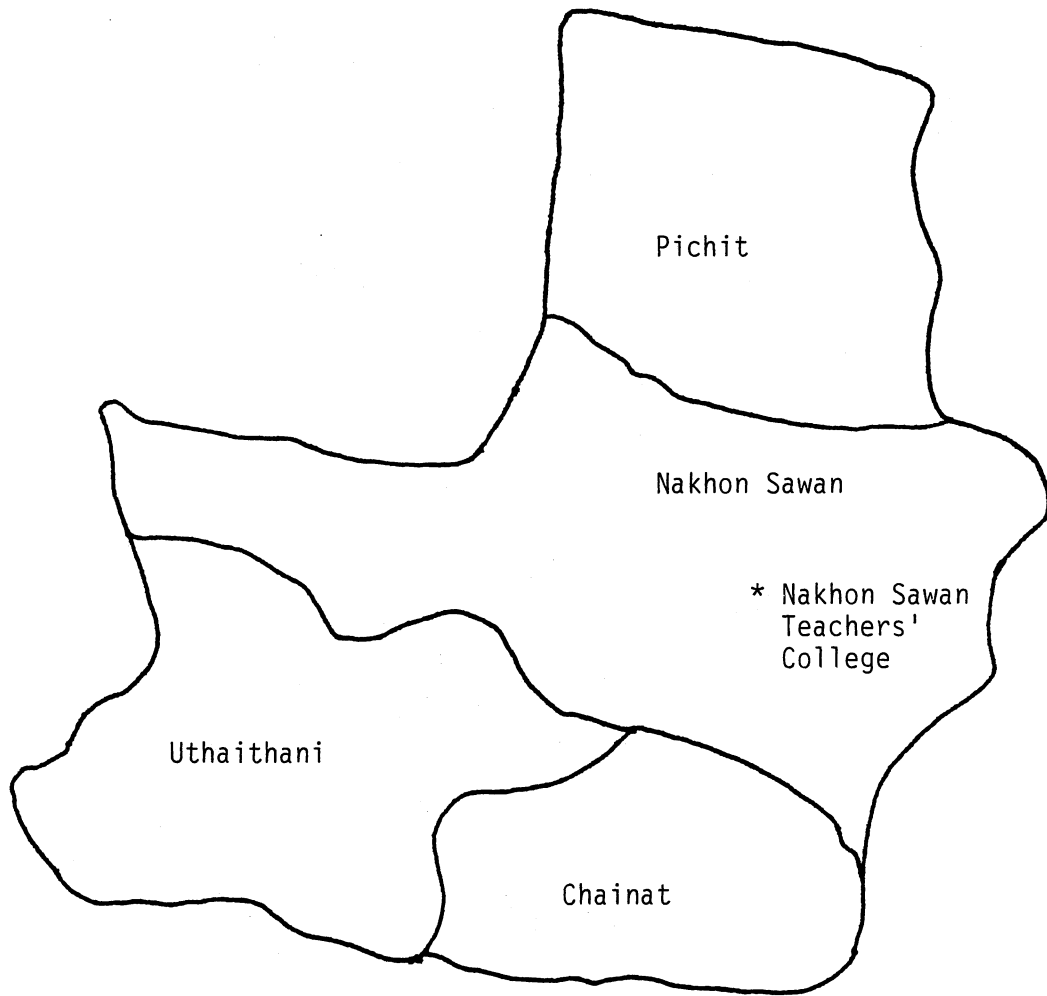
35. ความเป็นที่ยอมรับของท่านเมื่อเปรียบเทียบกับครูคนอื่น ๆ
36. การยอมรับในความสำเร็จของท่านโดยครูคนอื่น ๆ ในระดับ
จังหวัด
-
37. การมีส่วนร่วมในการตัดสินใจของโรงเรียน
38. ความสามารถและความเป็นผู้นำของผู้บริหาร
39. ขอบข่ายที่นโยบายของโรงเรียนจะตอบสนองความต้องการ
ของครู
40. ความศรัทธาของท่านต่อผู้บริหาร

	ไม่พอใจมาก	ไม่พอใจ	ค่อนข้างไม่พอใจ	ค่อนข้างพอใจ	พอใจ	พอใจมาก
35.	1	2	3	4	5	6
36.	1	2	3	4	5	6
37.	1	2	3	4	5	6
38.	1	2	3	4	5	6
39.	1	2	3	4	5	6
40.	1	2	3	4	5	6

pkay

APPENDIX C

MAP OF PROVINCES SHOWING THE LOCATION
OF NAKHON SAWAN TEACHERS' COLLEGE



* Nakhon Sawan Teachers' College

2
VITA

Anant Kirtdum

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF JOB SATISFACTION OF RURAL AND URBAN ELEMENTARY
SCHOOL TEACHERS IN THAILAND

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Personal Data: Born in Nakhon Srithammarat, Thailand April 28,
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majors in Mathematics, on July 5, 1971, received the Master of
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