

**KEY PSYCHOLOGICAL DETERMINANTS OF STAFF'S JOB  
PERFORMANCE IN DEPARTMENT OF TOURISM  
(THAILAND)**

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**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
Doctor of Philosophy (Development Administration)  
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## ABSTRACT

<b>Title of Dissertation</b>	Key Psychological Determinants of Staff's Job Performance in Department of Tourism (Thailand)
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Department of Tourism under authority of Ministry of Tourism and Sports has its mission in development of tourism services and tourism sites standards as well as promotion of standardized tourist businesses and tour guides in order to make Thailand's tourism well-known and sustainable, which produce contributions to economic, social, and cultural development of the country. Performance of the staff working in Department of Tourism affect the services provided to tourism and related sectors in Thailand.

This study has its objectives as 1) to identify the key psychological determinants of overall job performance of staffs in Department of Tourism in Thailand, and 2) to explain the relationship levels of the identified psychological determinants of overall job performance of staffs in Department of Tourism.

The data were collected via self-administered questionnaires completed by employees in Department of Tourism in Thailand. The population of this study consisted of 232 employees. The usable data were received from 143 respondents, representing 61.64 percent of the target in June 2012.

The instrument was composed of 3 sections comprising personal data, factors affecting job performance, and job performance dimensions. The psychological variables that were studied for their influences on job performance are employee empowerment, job motivation, and job satisfaction. Job performance components in this study are task performance, contextual performance, and adaptive performance. The five-point Likert Scale was used to determine the degree of agreement of each item.

Stepwise Regression Analysis was conducted to investigate the significant determinants of job performance. The findings from this research provide evidence as follows:

1) Employee empowerment positively affects overall job performance and all three performance dimensions.

2) Job motivation positively affects overall job performance and all three performance dimensions.

3) Job satisfaction has no significant effect on overall job performance and all three performance dimensions.

This dissertation recommends that employee empowerment and job motivation should be highly taken into consideration of the Department of Tourism management and executives and Thai Public organizations' policy makers in formulation of applicable strategies to empower and motivate their staffs more, which will lead to the employees' better performance at work and consequently better services to the public and the country.

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Potjane Muangsillapasart

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# CHAPTER 1

## INTRODUCTION

### 1.1 Statement and Significance of the Problem

The government system, especially the governmental policies and strategies, is very important in administering Thailand, enforcing the laws, and facilitating the lives of its citizens, which aim to create happiness for the people and protect Thailand's interests. In an effort to cope with the changing, competitive world and to develop its government system, Thailand has announced the vision of the Thai government system development (2008-2012), as Thailand's government system emphasizes people's benefits and protecting the country's interests; has high performance; is able to learn, adapt, and respond to changes; and holds fast to morality and good governance (Office of Public Sector Development Commission: OPDC, 2011).

According to the latest Thai Public Sector Development Strategies (2008-2012), the development plan is divided into 4 strategies, as follows.

1) Strategy 1: Government services will be improved to satisfy the people's expectations and demands, which have become more complex and diverse and are changing rapidly.

2) Strategy 2: Working styles in the public sector will be adjusted to make operations more integrated. Networking will be emphasized, so that agencies will be able to cooperate more closely, and there will be greater public participation.

3) Strategy 3: All government agencies will strive to become high-performing organizations: their personnel will be ready to learn, innovate, and adjust appropriately to various circumstances.

4) Strategy 4: Greater transparency, and good governance and accountability, are to be achieved. Personnel in the public sector will be urged to be more aware of their responsibilities, both for their work and for the public and society as a whole (Government Public Relations Department: PRD, 2011).



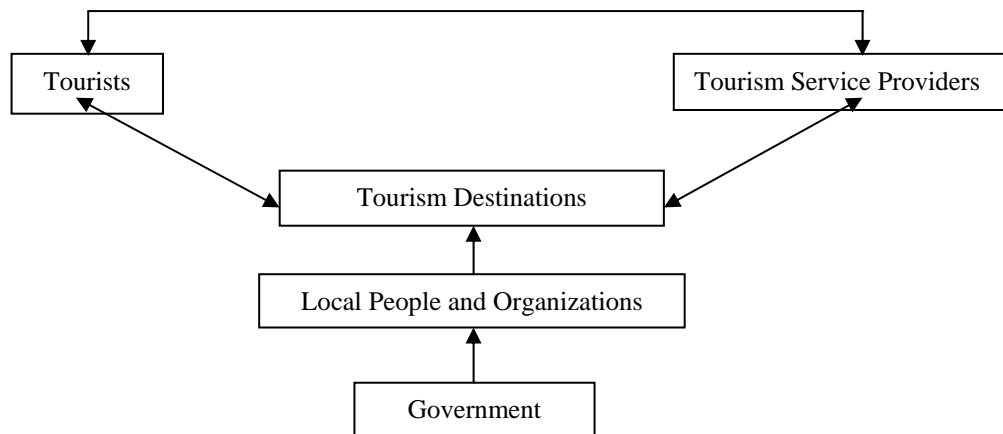
**Figure 1.1** Thai Public Sector Development Plan B.E. 2551-B.E. 2555

**Source:** OPDC, 2012.

Among various industries, the tourism industry is a very large-scale business of trade and services that has been uninterruptedly developed. It involves production sectors at almost all levels, including local, provincial, regional, and national levels, so that it is regarded as one of the most dynamic devices in Thailand's economic development. Nevertheless, the tourism industry can widely affect, both positively and negatively, the economic system, society, culture, and environment. Notwithstanding, the components of the tourism industry vary—they are related and linked to one another. Therefore, good management and supports must be strongly considered in order to make the tourism industry the most beneficial and enduring for the country in terms of economics, society, culture, and environment.

As a very important activity for the country's development, tourism can be used as a mechanism to strengthen its competitive capacity. The components and stakeholders of the tourism system are the government, local people and organizations, tourism resources, tourism service providers, and tourists (Suwan, 2002).

Thailand's tourism industry generates high income for the country and the rate of tourism growth has been continually increasing. This is a sign of the good cooperation between the tourism industry and development organizations and private organizations, and the governmental organizations that legitimate policies, coordinate, and oversee the implementations.



**Figure 1.2** Components and Stakeholders in Tourism System

**Source:** Suwan, 2002: 309.

Unfortunately, the world economic crisis has influenced the spending capacity of people and has changed their consumption patterns. Tourist behavior has also changed so that Thailand unavoidably has faced the problem of shrinking tourism demand. In addition to the economic trouble, an increase in chaotic situations caused by political problems, such as the Phuket Airport blockade in August 2008, stunted tourism, which was only 16% of normal levels in September, 2008.

Although the situation turned better in October, 2008, the blockade of Suvarnabhumi Airport from November 25<sup>th</sup> to December 3<sup>rd</sup> worsened the situation again. The travel warnings of 24 countries created a bad image for Thailand's tourism and related sectors. Moreover, the political chaos from April 8<sup>th</sup> to the 14<sup>th</sup> of 2009 emphasized the problem of safety and security aspects, which resulted in a breathtaking decrease of tourists to the country (Tourism Authority of Thailand: TAT, 2009). Consequently, the circumstances seriously worsened the Thai economy.

Thai tourism has also decreased due to the economic recession and the H1N1 Influenza of 2009, which spread to a lot of countries worldwide, aggravated the situation, and caused a shrinkage of the tourism industry as well as other businesses. Recovery seemed to take a long time, which not only created a lower growth rate of the country's gross domestic product (GDP), but also of employment in the tourism sector and related industries.

The National News Bureau of Thailand (2011) reported on August 2<sup>nd</sup> in 2010 the situations that affected Thailand's tourism industry from 1999 to 2009 as follows:

- 1) Economic crisis in America and Europe
- 2) Blockades of Suvarnabhumi Airport and Don Muang Airport in 2008
- 3) Political chaos in April 2009
- 4) Natural disaster and Tsunami in 2004
- 5) Epidemics such as SARS and the H1N1 Influenza 2009

Although the tourism situation in Thailand became better at the beginning of 2010, the continuity of political chaos from March to May of that year reduced the number of tourists by 12.93%. Although tourist confidence increased in June, big floods in October decimated the economy to the tune of 600 million Baht, according to the Ministry of Tourism and Sports. The Department of Tourism was assigned afterwards to investigate the damage in order to rehabilitate the tourist destinations.

After the troublesome situations, the Thai government, under the administration of Prime Minister Abhisit Vechacheeva, considered and expected that the tourism industry would help rehabilitate the country's economy and thus announced tourism as a national agenda. Therefore, the Ministry of Tourism and Sports proposed a strategic plan for 2009-2012, comprised of two parts: 1) urgent measures to rehabilitate tourism and 2) a strategic plan for recovery and tourism stimulation in 2009 to 2012.

Later, a seminar entitled "Tourism in Thailand in the Next Decade" was organized in order to inform and help prepare those working in the tourism industry to thrive in an ever-expanding industry. The seminar was jointly organized by the Federation of Thai Tourism Association, the Office of Vocational Education Commission, and the Ministry of Education. The Cabinet approved, in principle, the National Tourism Development Plan 2012-2016, which is composed of five main strategic components. They are:

- 1) Infrastructure development and restoration of tourist-related services and facilities;
- 2) Restoration of tourist sites and attractions to ensure sustainability;
- 3) Product development and services that support the tourism industry;

- 4) Confidence-building measures to strengthen tourism; and
- 5) Strengthening the partnership between the public, citizens, and local authorities in the management of tourist-related resources (Thailand Board of Investment: BOI, 2011).

To accomplish all measures, good coordination and cooperation of several groups are essential for managing and operating all processes prosperously. The Ministry of Tourism and Sports is in charge of both the tourism and sports sector of the country. Accordingly, the ministry has announced its mission to promote, support, and develop tourism, sports, education, recreation-related industries, and other related activities.

### **1.1.1 Department of Tourism (Thailand)**

The Department of Tourism under the authority of the Ministry of Tourism and Sports is assigned the mission of the development of standards in tourism services, tourism sites, as well as promotion of standardized tourist businesses and guides for the purposes of economic, social, cultural development, and sustainable tourism (Department of Tourism, 2012).

The main authorities of the Department of Tourism are to:

- 1) Study, analyze, research, and gather statistic data on tourism and its policies, including tourism management and development, in order to conform to the National Tourism Development Plan and Policy;
- 2) Organize development plans for tourism services, including tourism promotions and coordination patterns;
- 3) Organize, support, and promote development plans for the Bureau of Tourism Business and Guide Registration;
- 4) Organize, support, and promote development plans for tourist attractions;
- 5) Execute tourism and guides laws;
- 6) Track and evaluate the contribution of tourism development;
- 7) Support and promote the film industry both regarding its production and management, including other related businesses; and
- 8) Be responsible for any other assignments according to laws, ministerial regulations, and Minister Committee designations.



The Department of Tourism has presented its visions, obligations, and strategic significances as follows (Department of Tourism, 2012):

#### Visions

- 1) Thailand is a sustainable, well-known, and valued tourism site of the world's heritage.
- 2) The Thai film industry has the potential to be internationally competitive compared to other leading countries. This is a significant strategy for attracting foreign income.

#### Obligations

- 1) To create, support, conserve, restore, or develop the sustainable tourism sites.
- 2) To promote and reinforce every sector, and the participation in and efficiency of tourism.
- 3) To develop the tourism potential in order to be a significant tool for the Thai people to increase their income.
- 4) To develop and upgrade the standards of the tourism industry.
- 5) To assure, facilitate, and secure tourists.
- 6) To develop international tourism cooperation.
- 7) To support and promote foreign film making in Thailand.
- 8) To support and promote the Thai film industry.

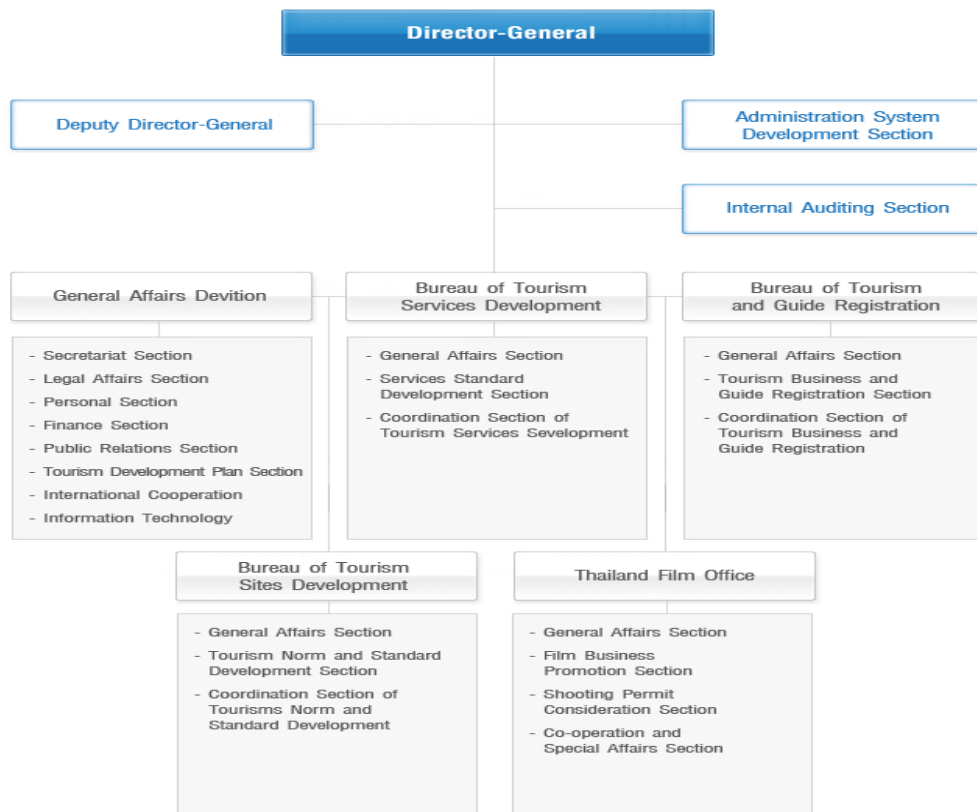
#### Strategic Significances

- 1) Ending the community poor with tourism
- 2) Tourism restructuring for sustainable balance and competitiveness
- 3) International tourism cooperation and economy
- 4) Film Industry Development

Additionally, the Service Standard Development Section of the Department of Tourism has announced the current standards of tourism services as follows:

- 1) To create, support, conserve, restore, or develop all the tourism at sustainable and international standards
- 2) To upgrade tourism standards and their factors
- 3) To develop the potential film industry and promote films made in Thailand

- 4) To stimulate international tourism cooperation
- 5) To assure tourists during crises and to provide information about facilities and security management



**Figure 1.3** Organization Structure of Department of Tourism

**Source:** Department of Tourism, 2012.

The Department of Tourism is divided into several units, in which the 4 main sectors are:

1) General Affairs Division: The central office has the following responsibilities:

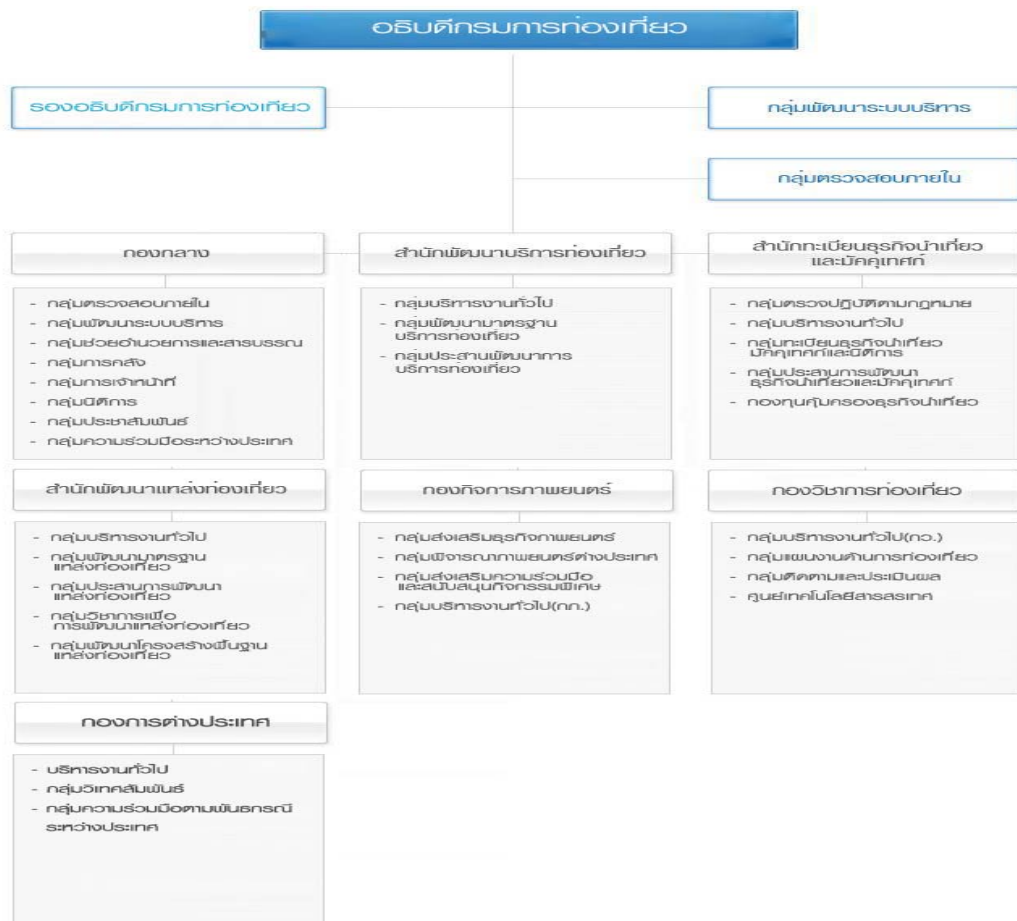
- (1) General management and documentary work;
- (2) Coordination and facilitating work of the Department of Tourism;
- (3) Policies and plan making, including tracking and evaluating all of the projects for tourism development in accordance with the model plans and policies of the Ministry of Tourism and Sports;

(4) Management of accounts, finances, budgets, parcel work, buildings, and vehicles within the Department of Tourism;

(5) System and personnel management within the Department of Tourism;

(6) Legal documents and contract management, including other related work, both civil and criminal laws under the formal authority of the Department of Tourism; and

(7) Public relations (activities and contributions) of the Department of Tourism.



**Figure 1.4** Organization Structure of Department of Tourism (Thai Version)

**Source:** Department of Tourism, 2012.

2) Bureau of Tourism Services Development. The Bureau of Tourism Services Development has the following responsibilities:

(1) The study, analyze, and research any problems and requirements for the standards of tourism development in the aspect of tourism services

(2) Coordination with other participated sectors aiming to solve the problems that occur within the scope of tourism services for the security and convenience of tourists

3) Bureau of Tourism Business and Guide Registration. The Bureau of Tourism Business and Guide Registration's core responsibilities are:

(1) Issue, extend, suspend, and withdraw tour guide licenses for tourism businesses and guides, including other related licenses under the authority of the Department of Tourism

(2) Follow, maintain, record, and modernize all tourism businesses and guide profiles

(3) Coordinate, promote, and support other associated tourism businesses and guide sectors according to the law

(4) Secretarial management of authorized committees and subcommittees within the Bureau of Tourism Business and Guide Registration

4) Bureau of Tourism Sites Development. The Bureau of Tourism Sites Development has the responsibilities of:

(1) The study, analysis, and research of any problems and requirements for the standards of tourism development of tourism sites

(2) The study, analysis, research, development of knowledge, and conservation of tourism sites

(3) Coordination with other participating sectors aiming to develop and conserve tourism sites for lasting and sustainable standards as required

(4) Support and promotion of the film industry, both in the production and management sectors, which also include other related businesses aiming to promulgate the national culture and traditions

(5) Support and promote Thai films (Department of Tourism, 2012)

#### Job Performance

In order to accomplish tourism strategies, the performance of the staff in the Department of Tourism should be taken into consideration for the reason that their

behaviors and work success affect the services provided to tourism and related sectors in Thailand.

Individual performance has been defined as the staff's behavior or what they do (Aguinis, 2009; Campbell, McCloy, Oppler and Sager, 1993; Williams, 1998; Wright and Noe, 1996), which is relevant to the organization's goals (Campbell et al., 1993; Wright and Noe, 1996). Performance is also declared as "what the organization hires one to do, and do well" (Campbell et al., 1993: 40). To study the performance of the staff, it is important to understand that there are different types of performances or behaviors (Aguinis, 2009). Nevertheless, as it can be swayed by various factors, the performance of an individual is not stable but changes over time (Sonnentag and Frese, 2002).

Several scholars have stated that performance is a multi-dimensional construct (for example, Aguinis, 2009; Piercy, Cravens, Lane and Vorhies, 2006, Sonnentag & Frese, 2002; Whiting, Podsakoff and Pierce, 2008, Vandaele and Gemmel, 2006), and different types of behaviors should be considered (Aguinis, 2009) and valued (Rotundo and Sackett, 2002).

A specific dimension of an individual's job performance is the activities that contribute to the technical core and that have been recognized as a requirement in the job description. This performance component is widely named task performance (Aguinis, 2009; Griffin, Neal and Parker, 2007; Johnson, 2003; Rotundo and Sackett, 2002; Whiting et al., 2008; Yang, Ko, Jang and Cho, 2012). Therefore, this performance dimension cannot be ignored in any jobs.

Although task performance has been a focus of measuring job performance, softer aspects of behaviors, that are not task-oriented (Bolino, Turnley and Bloodgood, 2002), have also gained attention as a crucial component of overall performance appraisals (Mohammad, Habib and Alias, 2011; Podsakoff, Whiting, Podsakoff and Blume, 2009). These behaviors positively contribute to the organization's goals and have been widely named contextual performance (Aguinis, 2009; Bolino et al., 2002; Daft and Marcic, 2011; Dunlop and Lee; 2004; West, 2005).

In addition to the two performance components stated above, employees are required to demonstrate their adaptability (Barkema, Baum and Mannix, 2002; Heslin, 2005; Metz, 2004), ability to change (Daft and Marcic, 2011), and creativity (Alge et

al., 2006; Heifetz and Laurie, 2003; O'Reilly and Tushman, 2004) to help their organization cope with challenging changing work (Daft and Marcic, 2011; Dobni, 2006; Hall and Chandler, 2005), even if these actions are not required in the employment contract (Korsgaard, Meglino, Lester and Jeong, 2010). This type of behavior is nowadays important and discretionary for the organization's survival (Alge et al., 2006), and it can be characterized as adaptive performance, which also serves the organization's goal (Sparrow, Chadrakumara and Perera, 2010).

Therefore, for the reason that Department of Tourism is the core organization, where its staff members have the responsibility and obligation to plan, organize, develop, support, and promote Thailand's tourism activities and related sectors, including tourist attractions, tour guides, and tourist businesses, it is worth investigating the determinants of the three dimensions (task performance, contextual performance, and adaptive performance) of staff members' performance in the Department of Tourism for a better understanding of the effects of these factors, as they can be used to develop administration systems, administration procedures, and management in the organization, which can lead to the effectiveness, development, and sustainability of Thailand's tourism and related sectors.

## **1.2 Research Objectives**

1.2.1 To identify the key psychological determinants of the overall job performance of the staff in the Department of Tourism

1.2.2 To explain the relationship levels of the identified psychological determinants of the overall job performance of the staff in the Department of Tourism

## **1.3 Research Questions**

This study aims to investigate the following questions:

1.3.1 Which of the identified variables can serve as the key determinants of perceived overall job performance of the staff in the Department of Tourism?

1.3.2 To what extent are the identified psychological determinants associated with the perceived overall job performance of the staff in the Department of Tourism?

## **1.4 Scope of the Study**

### **1.4.1 Specific Area**

Staff members' job performance regarding the task, contextual, and adaptive dimensions of the Department of Tourism is the area of this study.

The effects of employee empowerment, employee job motivation, and employee job satisfaction on staff members' job performance are studied.

### **1.4.2 Specific Population**

Staff members working in the Department of Tourism are the target population of this study.

The researcher employed quantitative and qualitative methods in this research in order to investigate the perceptions of the staff. Nonetheless, the quantitative method was mainly used.

## **1.5 Expected Contributions of This Study**

This study will provide contributions to theory, management, and organization as described below:

### **1.5.1 Contributions to Theory**

1) The findings of this study will contribute to organizational behavior and management theory by identifying their psychological dimensions, including empowerment, job motivation, and job satisfaction. These factors have an influence on employees' job performance in their task, contextual, and adaptive behaviors.

2) The findings of this study will help advance an understanding of, and provide valuable assessment information about, the impacts that empowerment, job motivation, and job satisfaction have on employees' job performance regarding the task, contextual, and adaptive dimensions.

### **1.5.2 Contributions to Management**

1) The findings of this study will help serve as a guideline for management to consider administration and work procedures in order to enhance their staff members' performance in all three dimensions.

2) The findings of this study will help identify and suggest the direction for a performance development criteria plan to strengthen staff members' performance at work, which will contribute to particular department's goals, effectiveness, internal cooperation, as well as cooperation between working units and their openness to learn and ability to adjust.

### **1.5.3 Contributions to Organizations in the Thai Public Sector**

1) The behaviors and attitudes of staff members in all working units are essential to the overall success of the organization. Because this research is on the Department of Tourism, which is a Thai public organization, the findings of this study will serve as a direction for organization policy makers in the Thai public sector in understanding employees' perceptions of empowerment, job motivation, and job satisfaction matters in order to improve the anticipated behaviors of their employees, which will lead to the progress and effectiveness of their organizations.

2) The findings of this study will help suggest recommendations for public organization policy makers in considering the existing policies, adjusting and developing policies, and providing appropriate and plausible benefits in order to maintain their valuable staff.

## **1.6 Definitions of Key Terms**

The following definitions of key terms are employed in this study in order to help in understanding the contents.

Adaptive performance refers to the personal quality of flexibility, creativity, and capability in adapting oneself in dealing with uncertainty, ambiguous and novel situations, unpredicted situations, new things, and stress.

Contextual performance refers to behaviors that are not task-related but contribute to the organization in a positive way. Actions such as complying with organizational values, policies, and regulations; volunteering for additional assignments; assisting co-workers with job-related matters; and presenting loyalty to the organization will be discussed.



Employee empowerment means granting power to an individual so that he or she has the authority and choices to make decisions on matters concerning his or her work and work quality. This power given makes the employee feel valued and believe in his or her competency to accomplish work.

Job motivation refers to something that can energize and activate an individual towards an end or an achievement on matters concerning his or her job.

Job performance refers to employees' behaviors, actions, and activities that relate to their job position and organization.

Job satisfaction refers to an individual's attitude towards his or her job, the extent to which he or she likes the job, and job-related matters.

Performance refers to an individual's behaviors, actions, and activities that can be observed, measured, and scaled.

Staff/Staff members mentioned in this study refer to the employees, including unit supervisors, that work in the Department of Tourism.

Task performance refers to the behaviors that a particular employee is required to perform in regard to the described duties and responsibilities for the job position in order to successfully produce an organization's products or services.

## **1.7 The Organization of This Study**

This dissertation is structured according to 5 chapters:

Chapter 1: The first chapter outlines the introduction of this dissertation, including a statement of the significance of the problem, research objectives, research questions, scope of the study, limitations of the study, and expected benefits, as well as definitions of the key terms employed.

Chapter 2: This chapter reviews the literature on management, organizational behavior, and individual performance theories, the theoretical frameworks, as well as the relations of the concepts of task performance, contextual performance, adaptive performance, employee empowerment, job motivation, and job satisfaction. Past empirical studies on related issues are also included. Finally, the conceptual model, research hypotheses, and structural equations are proposed.

Chapter 3: Chapter 3 discusses the research methodologies. The target population, operationalizations of the identified variables and measurements, the validity and

reliability of the instrument, data collection, and procedures of data analyses are described.

Chapter 4: This chapter presents the results of the descriptive statistics of the demographic characteristics of the respondents, as well as the findings and analyses against the proposed conceptual framework of this study. Discussion is also made in order to support the findings.

Chapter 5: The final chapter focuses on summarizing the study and making suggestions for management improvement as well as recommendations for future research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

The purpose of this chapter is to provide the theoretical underpinning of this dissertation by reviewing the pertinent literature related to the topic of this research. This chapter is divided into 6 sections. The first section presents the perspectives of job performance including its definitions, its dimensions, and theories related to it. The second stage presents employee empowerment, job motivation, and job satisfaction as the key psychological factors influencing performance of employees. This stage also presents the definition and measurement of each factor as well as their related theories. The third stage presents the empirical studies related to the identified variables. The fourth part presents the conceptual framework of this study. The fifth stage discusses the research hypotheses present that the assertions of the proposal to be formulated for empirical testing. Lastly, the structural equations are shown.

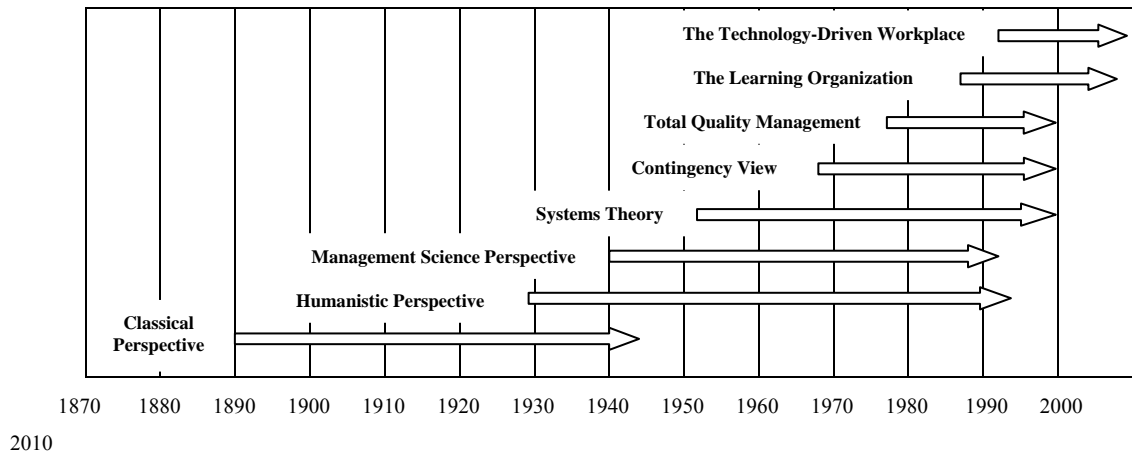
#### **2.1 Job Performance**

##### **2.1.1 Management, Organizational Behavior, and Individual Performance**

###### **2.1.1.1 Management Perspectives and Individual Performance**

Early management study began with what is now called the classical perspective that emerged during the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Taylor (1856-1915) proposed the idea of scientific management, in which workers could be retooled like machines, their physical and mental gears recalibrated for better productivity (Crossen, 2006; B1). Taylor's work on improving employee performance through time and motion studies during the industrial era of the early 1900's proved to increase employee efficiency and productivity. This approach suggests that that a standard method must be developed for performing each job and that workers must be trained in the method, workers are selected with suitable abilities for each job, work must be planned and interruptions must be done away with, and increased output

should be rewarded by wage incentives (Daft and Marcic, 2011). Nevertheless, employees felt that they were machines for the reason that their ideas had to be left outside the workplace.



**Figure 2.1** Management Perspectives Over Time

**Source:** Daft and Marcic, 2011: 24.

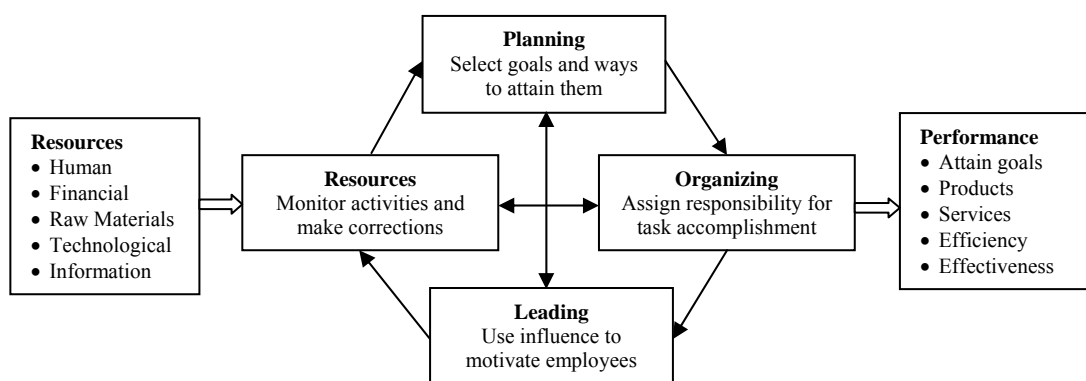
Another subfield within the classical perspective is called the bureaucratic organizations approach introduced by Weber (1864-1920). This approach was proposed based on the belief that an organization would be more efficient and adaptable to change based on rational authority, as formal structure and positions have stronger influences on continuity than a particular individual does. Although a standard way of dealing with workers is provided by rules and bureaucratic procedures, the term bureaucracy currently has a negative connotation for organizations (Daft and Marcic, 2011).

In addition, the administrative principles approach is another major subfield within the classical perspective. Fayol (1841-1925), Follett (1868-1933), and Chester I. Barnard (1886-1961) were the contributors to this approach, whose focus was on the total organization rather than the individual worker's productivity, depicting the basic management functions or elements of planning, organizing, commanding, coordinating, and controlling. Moreover, the concepts of ethics and power were issued meaning "...facilitating rather than controlling employees and

allowing them to act depending on the authority of the situation...” (Daft and Marcic, 2011: 28).

Somewhat by accident, later, an increase in management attention appeared to increase worker performance in which human relations were the best factor to explain increased output, emphasizing the importance of understanding human behaviors, needs, attitudes, social interactions, and group processes in the workplace (Bounds, Dobbins and Fowler, 1995; Owen, 1825). According to Owen (1825), a predecessor to the human relations school of management, human resources must be improved so that employees can be kept in a good state of repair.

Later, Mayo (1880-1949), a faculty member of the Harvard University School of Business Administration, studied workers in the Western Electric Company in Chicago in 1927. The results of Mayo’s Hawthorne Studies demonstrated that human relations skills must be developed in order to increase productivity. The study affirmed Owen’s position and concluded that employees’ psychological aspects and their relationships with their supervisors and colleagues affected their productivity (Jones, 2008). This notion has also been supported by Daft and Marcic (2011), who stated that when employees are treated positively by their managers, their performance will improve due to the perception that their input is valued.



**Figure 2.2** The Process of Management

**Source:** Daft and Marcic, 2011: 9.

For the reason that performances or behaviors of individual employees are valued by organizations and managers (Rotundo and Sackett, 2002), in which they contribute to the organizational goals (Aguinis, 2009; Campbell, et al., 1993; Rotundo and Sackett, 2002) and to the provision of a product or service (Rotundo and Sackett, 2002), an environment and conditions engaging people (workers) in accomplishing goals must be created by management (Daft and Marcic, 2011).

However, the workers' self-leadership capabilities should be developed. Empowering people (employees) is an outstanding challenge and an opportunity for OB studies (Robbins and Judge, 2007), and employee empowerment movement drew extensive attention in 1990s and 2000s (Alge, Ballinger, Tangirala and Oakley, 2006; Daft and Marcic, 2011; Gebert, et al., 2006; Hardy and Leiba-O'Sullivan, 1998; Herrenkohl, Judson, and Heffner, 1999; Honold, 1997; Kontoghiorghes, 2003; Robbins and Judge, 2007; Schermerhorn, Hunt and Osborn, 2003). Studies on job design have indicated that when more control over the work process is given to workers, their performance increases (Sonnetag and Frese, 2002). Self-directed work is one component of high performance organizations (Schermerhorn et al., 2003) where employees are empowered to make decisions about key facets of their individual work.

Also, it has been revealed that management that encourages employee participation would result in positive psychological effects, such as improving team morale and supervisor-subordinate relationships, enhancing the sense of mastery and organizational commitment, increasing effectiveness and efficiency, better decisions, employee morale, improving job satisfaction, greater trust, better communication, faster adaptation to change, and increasing performance (Wang and Wang, 1989). Similarly, Sattler and Sohoni (1999) stated that in order to meet the performance required today, employees' capabilities must be utilized completely, and one possibility is to increase employee involvement, responsibility, and participation.

Furthermore, Human Relations concept also launched the era of employee motivation. Sonnetag and Frese (2002) stated that individual differences in performance can be explained by individual differences in abilities, personality, and/or motivation. To date motivation theory and research in the context of workplace have been expansive. Open dialogue and better communication with management, together with an increase in attention to personal interests and employees' needs, were

considered to motivate and improve performance (Lee and Wilkins, 2011). As the will to achieve (Bedeian, 1993), motivation is also defined as the drive that people have to perform well (Pinder, 1998; Ryan and Deci, 2000; Wright, 2007). Nevertheless, it is not something managers “do” to their employees (Wright and Noe, 1996), but a management force or process that arouses, energizes, directs, and sustains behavior and performance based on the knowledge of what makes people work well (Daft and Marcic, 2011; Luthans, 1998).

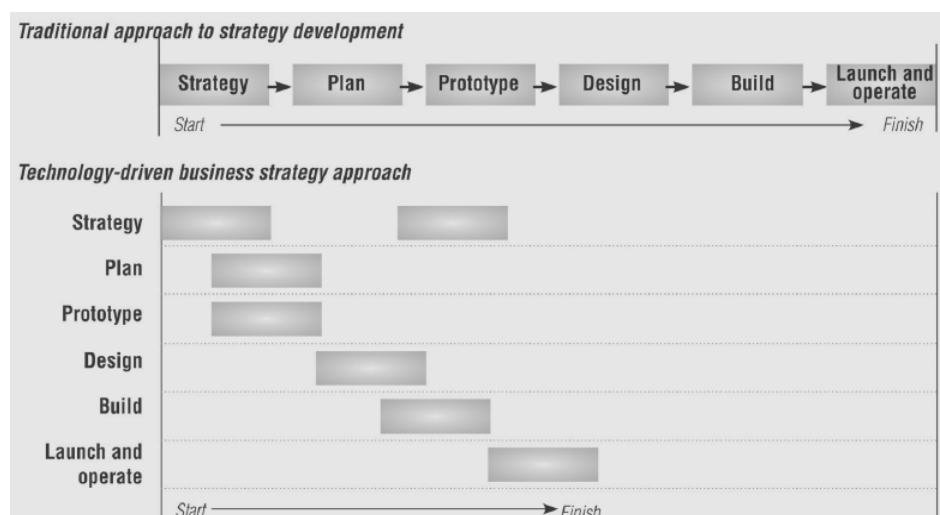
In addition to motivation, the causal links between job performance and job satisfaction have been widely assumed for many years in the academic and research setting. It has been asserted that job satisfaction has a positive correlation with performance (Brooke, Russell and Price; 1988; Daft and Marcic, 2011; George and Jones, 2002; Harter, Schmidt and Hayes, 2002; Ostroff, 1992; Ryan, Schmid, and Johnson, 1996). When people feel that their job matches their interests and needs, they experience the attitude called job satisfaction, which may also relate to high performance (Brooke et al., 1988; Daft and Marcic, 2011; Robbins and Judge, 2007).

In the era of rapid changes, management and organizations have been affected by rapid environment shifts that nature of work must be adjusted (Barkema, et al., 2002, Daft and Marcic, 2011; Harvey and Buckley, 2002). Therefore, behaviors serving an organization’s goals are required (Sparrow, et al., 2010). To cope with the changing environment, Senge (1990) has announced an important approach, named the learning organization (LO), which has demonstrated its importance and acquired the attention of management and organizations during the past two decades. Senge (1990: 3) presented the vision of LO by describing it as “...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.” The basic rationale for such organizations is that only those that are adaptive, flexible, and productive can excel in situations of rapid change.

The five disciplines that differentiate innovative learning organizations from traditional ones are system thinking, personal mastery, mental models, building shared vision, and team learning. The discipline that integrates all other disciplines in the framework is system thinking, referring to the fifth discipline. According to Senge (1990), adaptive learning and generative learning are necessary for organizations to

survive. This approach can also be viewed from the change management perspective in the context that an organization that manages these five disciplines is more adaptable to change.

Nowadays, we cannot deny the dynamic power and importance of technology, as it has been the primary means of administration and implementation firms' strategies (Berman and Hagan, 2006) and the development of individuals, organizations, and businesses around the world. Moreover, technology is used as a considerable facilitator of knowledge sharing in an organization (Almahamid, McAdams and Kalaldehy, 2010). Some common principles and practices have been studied and summarized from the world's successful innovative firms, such as: regularly considering technology as a core input revisit strategy and technology context; uniquely managing emerging business opportunities; planning for disruptions; managing for today's and tomorrow's context; and focusing technologies on the clients' priorities (Berman and Hagan, 2006). It is necessary that management consider knowledge and skills from collaborative technology-based learning to be developed in order to influence individuals' performance and consequently to support workplace transformation (Van Dam, 2011).



**Figure 2.3** Technology-Driven Business Strategy Replaces the Sequential Nature of Traditional Strategy Development with a Parallel Approach

**Source:** IMB Business Consulting Services Analysis as quoted in Berman and Hagan, 2006.



### 1) Organizational Behavior and Individual Performance

Robbins and Judge (2007: 9) explained organizational behavior (OB) as "...a field of study which investigates the impact that individuals, groups, and structure have on behavior within organizations... It studies three determinants of behavior in organizations: individuals, groups, and structure...in order to make organizations work more effectively." Additionally, Daft and Marcic (2011: 348) explained OB as "...an interdisciplinary field dedicated to the study of human attitudes, behavior, and performance in organizations...OB draws concepts from many disciplines, including psychology, sociology, cultural anthropology, industrial engineering, economics, ethics, and vocational counseling as well as the discipline of management."

Organizational and behavioral scientists have studied how to improve employees' productivity for many years. Many theorists have recognized the important role that job performance plays in organizational behavior, and have defined job performance as behaviors and actions rather than the results of these behaviors and actions (Borman and Brush, 1993; Borman and Motowidlo, 1993; Campbell, 1990; Murphy, 1989; Rotundo and Sackett, 2002) under the individual's control which contribute to the organization's goals (Rotundo and Sackett, 2002). Interestingly, Campbell et al, (1993: 40) stated that "performance is what the organization hires one to do, and do well." Therefore, performance is defined according to evaluative processes, not by the action itself (Motowidlo and Schmit, 1999), and only the actions that can be measured can describe performance (Campbell, et al., 1993).

Individual job performance is very important for both individuals working in the organization and for the organization as a whole. Some people may understand that the outcome or production of work is performance; however, scholars describe performance as what employees do with respect to their activities and behaviors (Aguinis, 2009; Borman and Motowidlo, 1993; Campbell et al., 1993; Ilgen and Schneider, 1991; Murphy, 1989; Rotundo and Sackett, 2002; Welbourne, Johnson, and Erez, 1998; Williams, 1998; Wright and Noe, 1996), which is relevant to the organization's goals (Campbell, et al., 1993; Daft and Marcic, 2011; Rotundo and Sackett, 2002; Wright and Noe, 1996) and that can be observed, measured, and scaled (Campbell, et al., 1993; Wright and Noe, 1996) in terms of individual's proficiency or

level of contribution (Campbell et al., 1993), in which the resources are used efficiently and effectively (Daft and Marcic, 2011).

Nevertheless, there are characteristics underlying the pattern of a person's behavior in response to ideas, people, or objects, and the set of these characteristics is called personality, which are often mentioned as traits (Daft and Marcic, 2011). These relatively consistent characteristics have been discussed according to five dimensions, often called the "Big Five" personality factors, which describe individuals' personality, comprising extroversion, agreeability, conscientiousness, emotional stability, and openness to experience (Tupes and Cristal, 1961; Barrick and Mount, 1993; Daft and Marcic, 2011; Digman, 1990; Norman, 1963; Wiggins and Pincus, 1992).

Extroversion means having a personality that is outgoing, sociable, and comfortable with interpersonal relationships (Daft and Marcic, 2011). Further, an executive search firm, Korn/Ferry International, reported that "...since the early 2000s, the most successful executives today are team-oriented leaders who gather information and work collaboratively with many different people" (Palmeri, 2006). The trait of agreeableness, which is a person's ability to get along with others by being friendly, and being good-natured, cooperative, understanding, likable, and trusting, is important today (Barrick and Mount, 1993; Daft and Marcic, 2011; Digman, 1990; Sanders, 2005; Wiggins and Pincus, 1992).

In addition to the two traits mentioned above, two others are conscientiousness and openness to experience (Daft and Marcic, 2011). Conscientiousness means the degree to which a person is focused on a few goals and is achievement-oriented; emotional stability is where a person is enthusiastic, self-confident, and calm. Openness to experience refers to the degree to which a person is creative and willing to consider new ideas. For these qualities, an individual may have a low degree, moderate degree, or high degree of each; however, the desirable degree of each factor falls into the moderate to high category (Daft and Marcic, 2011).

Although there are several disciplines that OB draws from, a fundamental concept is psychology (Daft and Marcic, 2011). The contributions of the psychology area have mainly concerned analysis at the individual level or micro level, and some of its major contributions are motivation, individual decision making,

leadership effectiveness, job satisfaction, attitude measurement, and performance appraisal (Robbins and Judge, 2007). Sonnentag and Frese (2002) supported this statement by stating that the performance of the individual is a core concept within work and organizational psychology.

Since the job performance concept is multi-dimensional (Aguinis, 2009; Sonnentag and Frese, 2002; Whiting et al., 2008), for decades researchers have been encouraged by industrial and organizational psychologists and scientists to study and identify the key issues that constitute the domain of job performance (Campbell, 1990; Campbell et al., 1993; Campbell, McHenry and Wise, 1990; Jenkins, 1946; Johnson, 2003; Murphy, 1989; Piercy, Cravens, Lane and Vorhies, 2006; Rotundo and Sackett, 2002; Welbourne et al., 1998; Whiting et al., 2008). As one of the most valuable resources of the organization (Daft and Marcic, 2011), an issue that researchers and practitioners are interested in identifying and developing regarding employees' job performance is that managers and organizations value the actions and behaviors of employees (Rotundo and Sackett, 2002). This means that employees should be rewarded by their managers and organizations according to their performance evaluation (Rotundo and Sackett, 2002).

A lot of research in OB has been concerned with attitudes that affect the behaviors of individuals, as they determine how people perceive the environment and behave and interact with other people at work (Daft and Marcic, 2011). It has been revealed that attitudes have positive relationships with health, effectiveness, and the productivity of employees (Krueger and Killham, 2005). Nevertheless, as an evaluation inspiring an individual to act in a certain way (Daft and Marcic, 2011), an attitude can be either positive or negative. For example, job characteristics may cause negative attitudes that may afterwards become a contributor to approaching problems in the workplace (Newstrom and Davis, 2002).

Attitudes have been considered by behavioral scientists to have three components: cognitions, affect, and behavior (Breckler, 1984; Olson and Zanna, 1993). Daft and Marcic (2011: 349) have provided examples of three components of a positive attitude as "My job is interesting and challenging" (cognitive element), "I love this job" (affective element), and "I'm going to get to work early with a smile on my face" (behavioral element). The overall attitude change if one component is

changed; for example, a manager needs to consider carefully when he or she insists on providing employee empowerment that will afterwards affect the behavioral component (Daft and Marcic, 2011).

## 2) Job Performance of Individuals

It is widely agreed that job performance is a multi-dimensional construction (Aguinis, 2009; Borman and Motowidlo, 1993; Campbell, et al., 1993; Piercy et al., 2006; Sonnentag and Frese, 2002; Vandaele and Gemmel, 2006; Welbourne, et al., 1998; Whiting, et al., 2008). Furthermore, the performance of an individual changes over time as a result of learning and increases with the increasing time that an individual spends at a specific job (Sonnentag and Frese, 2002). Therefore, to understand this changing multi-dimensional performance, different types of behaviors need to be considered as they can either advance or obstruct organizational goals (Aguinis, 2009).

The conceptualized definition of job performance is broad; therefore, it is important to determine the entire domain of job performance, and many theorists have tried to model the entire of the job performance domain (Borman and Motowidlo, 1993; Campbell, 1990; Campbell et al., 1993; Katz and Kahn, 1978; Murphy, 1989; Rotundo and Sackett, 2002; Welbourne, et al., 1998, Whiting et al., 2008).

Some scholars have focused on the specific component of job performance, describing the activities and behaviors that contribute to the technical core and formally that are recognized as part of the job, which is called task performance (Aguinis, 2009; Borman and Brush, 1993; Borman and Motowidlo, 1993; Campbell, 1990; Campbell et al., 1993; Christensen and Whiting, 2009a; Griffin et al., 2007; Johnson, 2003; Rotundo and Sackett, 2002; Werner, 2000; Whiting et al., 2008; Yang et al., 2012).

Apart from the behaviors that contribute to the technical core of the job, numerous researchers have focused on the behaviors and actions that are not necessarily task-oriented but also positively contribute to the organization (Bolino et al., 2002; Brief and Motowidlo, 1986; Daft and Marcic, 2011; Dunlop and Lee; 2004; George and Brief, 1992; Hesketh and Neal, 1999; Hunt, 1996; Ilgen and Pulakos, 1999; Koys, 2001; London and Mone, 1999; Murphy and Jackson, 1999; Organ,

1988; Podsakoff, MacKenzie, Paine, and Bachrach; 2000; Pulakos, Arad, Donovan, and Plamondon, 2000; Van Dyne, Cummings and Parks, 1995; West, 2005). There have been attempts to present this behavior type, for example, contextual behavior (Borman and Motowidlo, 1993), extra-role behavior (Piercy et al., 2006), helping and loyalty behaviors (Whiting et al., 2008), and voluntarily behavior (Hamidizadeh, Baramond and Ratifi, 2012).

On the other hand, the behaviors of employees which harm the well-being of the organization and co-workers have also been speculated on (Dalal, Lam, Weiss and Hulin, 2009; Hunt, 1996; Murphy, 1989; Robinson and Bennett, 1995; Robinson and Greenberg, 1998; Rotundo and Sackett, 2002). The conceptualized term of this behavior is couterproductive. The definitions of citizenship and counterproductive definitions are semantic opposites and they are phenomena that exhibit contextual performance (Dalal et al., 2009).

Nowadays, rapid environmental shifts have had a big impact on organizational management so that employees must adjust to the ever-changing nature of work and the workplace (Barkema et al., 2002; Daft and Marcic, 2011; Harvey and Buckley, 2002). Therefore, to cope with the changing environment, every organization needs to change swiftly (Daft and Marcic, 2011; Pulakos et al., 2000). A successful change requires organizations to learn new values and attitudes in order to create and implement new ideas (Heifetz and Laurie, 2003; O'Reilly and Tushman, 2004) and to encourage the behaviors that serve the goals of the organization (Sparrow et al., 2010).

Thus, appropriate structures and processes for creativity and systematic implementation of innovations must be encouraged (O'Reilly and Tushman, 2004), and this will lead to being capable to resist change (Dobni, 2006). Therefore, organizations rely on their employees to perform behaviors that are not requested in the formal employment (Korsgaard et al., 2010) and the organization's members are required to be highly adaptable to perform their jobs, handle ambiguity, and deal with uncertainty and stress that may come with changes (Hall and Chandler, 2005; Pearlman and Barney, 2000; Pulakos et al., 2000).

**Table 2.1** Frameworks of Various Efforts Addressing the Job Performance Domain

Reference	Component
Katz and Kahn (1978)	1) Role performance in system 2) Innovative or spontaneous behaviors
Murphy (1989)	1) Task performance 2) Joining and staying with the organization 3) Interpersonal relations
Borman and Motowidlo (1993)	1) Task performance 2) Contextual performance
Campbell, McCloy, Oppler, and Sager (1993)	1) Job-specific task proficiency 2) Non-job-specific task proficiency 3) Written and oral communication proficiency 4) Demonstrating effort 5) Maintaining personal discipline 6) Facilitating peer and team performance 7) Supervision and leadership 8) Management and administration
Welbourne, Johnson, and Erez (1998)	1) Useful personal behavior 2) Job role behavior 3) Career role behavior 4) Innovator role behavior 5) Team 6) Organization
Morrison and Phelps (1999)	1) Taking charge
Crant (2000)	1) General proactive behavior 2) Context-specific proactive behavior
Podsakoff, MacKenzie, Paine, and Bachrach (2000)	1) Helping behavior 2) Sportsmanship 3) Organizational loyalty 4) Organizational compliance 5) Individual initiative 6) Civic virtue 7) Self-development
Borman, Penner, Allen, and Motowidlo (2001)	1) Citizenship performance (1) Conscientious initiative (2) Personal support (3) Organizational support

**Table 2.1** (Continued)

<b>Reference</b>	<b>Component</b>
Frese and Fay (2001)	1) Personal initiative
Rotundo and Sackett (2002)	1) Task performance 2) Citizenship performance 3) Counterproductive performance
Johnson (2003)	1) Task performance (1) Job-specific task proficiency (2) Non-job-specific task proficiency (3) Written and oral communication proficiency (4) Management and administration (5) Supervision (6) Conscientious initiative 2) Citizenship performance (1) Conscientious initiative (2) Personal support (3) Organizational support 3) Adaptive performance (1) Dealing with uncertain work situations
Parker, Williams, and Turner (2006)	1) Proactive work behavior (1) Proactive problem solving (2) Proactive idea implementation
Piercy, Cravens, Lane, and Vorhies (2006)	1) Role-prescribed behavior 2) Extra-role behavior
Griffin, Neal, and Parker (2007)	1) Proficiency 2) Adaptivity 3) Proactivity
Whiting, Podsakoff, and Pierce (2008)	1) Task behavior 2) Helping behavior 3) Loyalty behavior

Indeed, various scholars have proposed that another dimension be included in the job performance domain to express the important role that employees must help play in this challenging changing world (Daft and Marcic, 2011; Dobni, 2006; Hall and Chandler, 2005; Pearlman and Barney, 2000; Pulakos et al., 2000), though may not be required in the employment contract (Korsgaard et al.,

2010). They labeled this performance dimension, for example, innovative behavior (Katz and Kahn, 1978), innovator role (Welbourne et al., 1998), role flexibility (Murphy and Jackson, 1999), adaptive performance (Pulakos et al., 2000; Stokes, Schneider and Lyons, 2008), adaptability performance (Heslin, 2005; Metz, 2004), and creative performance (Alge et al., 2006).

This performance dimension has been described as creativity and innovation in the job and the organization (Welbourne et al., 1998) for the reason that it helps facilitate the achievement of organizational goals, cooperating, and protecting the organization (Katz and Kahn, 1978), and it is discretionary and important for the organization's survival (Alge et al., 2006).

As important in the service settings (Bettencourt, Brown, and MacKenzie, 2005; Netemeyer, Maxham and Pullig, 2005), examining work behaviors has been of interest and has been studied in developing countries (Aycan, Al-Hamadi, Davis, and Budhwar, 2007; Budhwar and Debrah, 2001; Chadrakumara and Sparrow, 2004; Fariba, 2006; Sparrow et al., 2010; Sparrow and Wu, 1998). As such, the Department of Tourism (Thailand) represents a useful location for the researcher in order to investigate the factors that can influence agents' work behaviors.

### **2.1.2 Job Performance Dimensions**

Performance is a multi-dimensional concept (Aguinis, 2009; Borman and Motowidlo, 1993; Campbell et al., 1993; Sonnentag and Frese, 2002; Whiting et al., 2008). Employees' performance has been declared to be a synonym for behavior (Campbell et al., 1993). The theory of performance of Campbell and colleagues comprised the specification of the taxonomy of eight major performance components, including:

- 1) Job-specific task proficiency
- 2) Non-job-specific-task proficiency
- 3) Written and oral communication
- 4) Demonstrating effort
- 5) Maintaining personal discipline
- 6) Maintaining peer and team performance
- 7) Supervision/leadership
- 8) Management/administration



Clearly an important dimension of job performance is the task behavior or in-role performance (Aguinis, 2009; Christensen and Whiting, 2009a; Rotundo and Sackett, 2002). Traditionally, an individual carried out the tasks that were specified in his or her job description, and his or her job performance was evaluated in terms of the proficiency (Griffin et al., 2007) that expertise has been demonstrated in the area of responsibility in which achieved outcomes could be evaluated by effectiveness in carrying out the specified job behaviors (Campbell, 1990; Daft and Marcic, 2011).

Scholars have studied this job performance dimension and have named it Task Performance (Aguinis, 2009; Borman and Motowidlo, 1993; Goodman and Suyantek, 1999; Griffin et al., 2007; Johnson, 2003; Le Pine, Colquitt and Erez, 2000; Murphy, 1989; Rotundo and Sackett, 2002; Whiting et al., 2008; Yang et al., 2012). Not surprisingly, when employees' overall performance is evaluated, task performance is considered to be important (Podsakoff et al., 2000; Rotundo and Sackett, 2002).

Although during early attempts, task performance focused on measuring job performance, understanding of performance at work has broadened in the past two decades and there has been increasing research attention to the softer aspects of performance (Hanson and Borman, 2006). In addition to the task-oriented performance dimension, an expanded set of behaviors is encompassed by the introduction of new constructs (Griffin et al., 2007), which include behaviors and activities that do not contribute to the organization's technical core (Borman and Motowidlo, 1993). Additionally, there has been no enforceable requirement of the job description (Organ, 1988); nevertheless, these behaviors are considered a crucial component of overall performance appraisals (Mohammad et al., 2011; Podsakoff et al., 2009). Some scholars (Aguinis, 2009; Bolino et al., 2002; Borman and Motowidlo, 1993; Borman et al., 2001; Daft and Marcic, 2011; West, 2005) have explained the second type of performance as behaviors or actions demonstrated to be helpful to co-workers, doing extra work when necessary and appropriate, and looking for improvements at work which stand out as contextual performance.

Additionally, the changing environment that characterizes today's organizations produces requirements for adaptive workers (Barkema et al., 2002; Daft and Marcic, 2011; Harvey and Buckley, 2002; Ilgen and Pulakos, 1999; O'Reilly and Tushman, 2004; Pulakos et al., 2000) because work tasks are being altered by technology, automation, and innovation (Daft and Marcic, 2011; Hesketh and Neal, 1999; Thach

and Woodman, 1994). Further, continual learning, new skills (Kinicki and Latack, 1990; London and Mone, 1999), and new ideas (Heifetz and Laurie, 2003; O'Reilly and Tushman, 2004) are required for individuals so that different jobs can serve the organization's goals (Sparrow et al., 2010). Therefore, adaptive performance should be included in the performance domain as another important dimension.

#### 2.1.2.1 Task Performance

##### 1) Definition and Measurement

Task performance refers to the specified job behaviors required in an individual's job description (Aguinis, 2009; Griffin et al., 2007; Whiting et al., 2008; Yang et al., 2012). Also, task performance has been defined as "the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services" (Borman and Motowidlo, 1997: 99), and its definition is close to the traditional job performance concept (Borman and Motowidlo, 1993).

Further, Aguinis (2009) explained task performance as the activities that help with the transformation process by replenishing the supply of raw materials, distributing finished products or services, or providing important planning, coordination, supervising, or staff functions that enable the organization to function effectively and efficiently. In addition, task performance can also refer to a group of behaviors involved in task completion (Rotundo and Sackett, 2002). This type of performance explains behaviors that contribute directly to the organization through input-output transformation (Le Pine et al., 2000), and the task-oriented requirements may be affected by stress appraisals which are estimated as threats and challenge appraisals (Schneider, 2004; Tomaka, Blascovich, Kelsey and Leitten, 1993). Task performance is clearly an important dimension of job performance (Christensen and Whiting, 2009a).

The term task performance has been used widely (Aguinis, 2009; Befort and Hatrup, 2003; Borman and Motowidlo, 1993; Christensen and Whiting, 2009; Edwards, Bell, Arthur and Decuir, 2008; Goodman and Suyantek, 1999; Johnson, 2003; Le Pine et al., 2000; Motowidlo and Van Scotter, 1994; Murphy, 1989; Rotundo and Sackett, 2002; Shaikh, Bhutto and Maitlo, 2012;

Sparrow et al., 2010; Tubre, Arthur and Bennett, 2006; Whiting et al., 2008; Yang et al., 2012). However, several scholars used different terms with compatible aspects.

The conceptualization of performance, called role performance in system by Katz and Kahn (1978), has been defined as meeting or exceeding the quantitative and qualitative standards of performance. Also, the terms job-specific task proficiency and non-job-specific task proficiency have been used to describe actions that complete core technical tasks and tasks not specific to a given job respectively (Campbell et al., 1993). Similarly, the terms individual task proficiency, team member proficiency, and organization member proficiency have been discussed by Griffin and colleagues (2007). Moreover, Borman and Brush (1993) presented the term technical activities to explain planning, demonstrating technical proficiency, and administration. Also, the name in-role performance has been used (Borman and Motowidlo, 1997; Chughtai, 2008; Vandaele and Gemmel, 2006). Nevertheless, the term task performance is used in this study.

Improving employees' performance is not something managers "do" to their staff (Wright and Noe, 1996), rather it is a process of management, that has knowledge of what makes people work well, to arouse, energize, direct, and sustain the staffs' behaviors and performances (Daft and Marcic, 2011). Notably, one factor that can possibly affect individual behavior is power (Daft and Marcic, 2011). Nevertheless, being powerful at work is not what the management expects of followers. It has been suggested that power should be granted to employees in terms of greater control over the work process (Sonnetag and Frese, 2002) and in making decisions and carrying them out (Tekleab, Sims, Yun, Tesluk and Cox, 2008) while still meeting the standards stated by the management (Jones, 2008).

The terms in which power is delegated and shared with employees is called employee empowerment (Choi, 2006; Jones, 2008; Spreitzer, 1996), and this has been suggested as a factor that can increase the job performance of employees (Blanchard, Carlos and Randolph, 2001; Cohen, Chang and Ledford Jr., 1997; Choi, 2006; Sonnetag and Frese, 2002; Yun, Cox and Sims, 2006; Yun, Faraj and Sims, 2005).

In fact, it has been believed that people select a job with expected benefits in mind (Lee and Wilkins, 2011). These expected benefits are

considered motivations that energize or activate an individual toward an end (Ryan and Deci, 2000), or drive employees to perform well (Pinder, 1998; Wright, 2007). The particular actions caused by motivations reflect the high performance of employees (Daft and Marcic, 2011; Sattler and Sohoni, 1999). In addition, most motivated organization members are the ones attracted by their job and their organization (Khan and Nemati, 2011). Nevertheless, individuals have different reasons or motivations for performing (Daft and Marcic, 2011), and differences in personality, motivation, and abilities can help explain differences in individual performance (Sonnentag and Frese, 2002).

According to Kinicki and Brian (2006), motivation is a psychological process that arouses and directs goal-directed behavior. There are a lot of motivational factors that can lead to higher performance (Barrick, Stewart and Piotrowski, 2002; Campbell, 1990; Herzberg, Mausner and Snyderman, 1959; Houston, 2000; Kim, 2002; Lee and Wilkins, 2011; Sattler and Sohoni, 1999). Career advancement or opportunity for promotion (Edwards et al., 2008; Herzberg, Mausner, Peterson and Capwell, 1957; Lee and Wilkins, 2011), job security (Herzberg et al., 1959; Lee and Wilkins, 2011; Houston, 2000; Jurkiewicz, Massey and Brown, 1998; Wright, 2001), and pay (Herzberg et al., 1959; Lee and Wilkins, 2011) have been revealed as job motivators.

Indeed, the job itself can also promote better performance of employees if it is challenging and interesting to them (Frank and Lewis, 2004; Hymowitz, 2001) and consequently can result in the employee's high-quality learning (Ryan and Deci, 2000). Remarkably, one primary endeavor of motivation researchers that are interested in studying public organizations has been to understand how public service motivations attract individuals in public institutions (Alonso and Lewis, 2001; Brewer, Selden and Facer, 2000; Christensen and Whiting, 2009b; Kim, 2005; Pandey, Wright and Moynihan, 2008; Wright and Pandey, 2008).

In addition, job satisfaction has also been found to be related to task performance (Edwards et al., 2008; Shaikh et al., 2012). It is a collection of the feelings that people have about their present job that can affect a wide range of employee job performances (George and Jones, 2002). Nonetheless, job satisfaction is not a single but a multi-dimensional concept (Kinicki, McKee-Ryan, Schriesheim,

and Carson, 2002). Different job satisfaction facets and their impacts on the performance of individuals at work have been studied (Edwards et al., 2008, Shaikh et al., 2012), and one specific result shows that satisfaction with job pay does not contribute to the task performance of employees (Edwards et al., 2008).

Although task performance has been described as the behaviors that contribute to the technical core and that are formally recognized as part of the job requirement (Aguinis, 2009; Johnson, 2003; Rotundo and Sackett, 2002; Whiting et al., 2008; Yang et al., 2012), particularly illustrated actions have been stated in order to present the task performance. For example, Griffin et al. (2007) presented the items of individual task proficiency as follows:

- 1) Carrying out the core parts of one's job well;
- 2) Completing one's core tasks well using the standard procedures; and
- 3) Ensuring that one's tasks are completed properly.

Further, the task performance scales developed by Befort and Hatrup (2003) are:

- 1) Producing high quality work;
- 2) Proficiently completing all duties central to the job;
- 3) Completing job duties in a timely manner;
- 4) Ensuring that all items necessary to perform the job are present;
- 5) Making few mistakes; and
- 6) Prioritizing work schedules according to deadlines.

Additionally, Yang and colleagues (2012) used the following measures to explain task performance:

- 1) Improvements in the pace of work;
- 2) Timely task completion;
- 3) The accumulation of task know-how; and
- 4) Reductions in the amount of time required for decision making.

Nevertheless, this traditional view of job performance of individuals has been challenged (Howard, 1995; Ilgen and Pulakos, 1999). Although

early attempts to measure job performance focused on task performance, the understanding of job performance has broadened in the past two decades and there has been increasing research attention on the softer aspects of performance (Bush and Jiao, 2011; Hanson and Borman, 2006), which also positively contribute to the organization (Bolino et al., 2002; Dunlop and Lee, 2004; Tepper and Taylor, 2003; West, 2005).

#### 2.1.2.2 Contextual Performance

##### 1) Definition and Measurement

The nature of work and organizations is changing and this has challenged the traditional perspectives of individual work performance. The interdependency of work systems is considered a major change (Howard, 1995). An expanded set of responsibilities is encompassed by the introduction of new constructs (Griffin et al., 2007), which include actions or behaviors that do not contribute to the organization's technical core (Borman and Motowidlo, 1993; Korsgaard et al., 2010) but positively contribute to the organization (Sparrow et al., 2010; Tepper and Taylor, 2003) and are important for the organization's survival (Alge et al., 2006). Corresponding to demonstrating individual expertise in responsibility, having the ability to work well with other people is often rewarded one way or another (Daft and Marcic, 2011). This performance dimension describes actions or behaviors such as helping colleagues, looking for improvements at work, and volunteering to do extra work (Aguinis, 2009; Bolino et al., 2002; Borman and Motowidlo, 1993; Borman et al., 2001; Daft and Marcic, 2011; West, 2005).

Typically, this behavior type does not fall inside the employee's formal job description (Korsgaard et al., 2010; Werner, 2000); therefore, it should be distinguished from task performance study (Aguinis, 2009; Borman, White and Dorsey, 1995; Bush and Jiao, 2011; Lowery and Krilowicz, 1994; MacKenzie, Podsakoff and Fetter, 1991; Podsakoff et al., 2000; Podsakoff et al., 2009; Rotundo and Sackett, 2002; Van Scotter and Motowidlo, 1996; Whiting et al., 2008). This behavior type extends the concept of performance required in a job description (Borman and Motowidlo, 1997; Bush and Jiao, 2011; Organ, 1988; Mohammad et al., 2011; Werner, 2000). Employees should perceive this behavior type as part of their job (Bush and Jiao, 2011), although they might not consider it a job requirement (Turnipseed and Wilson, 2009).

Indeed, this performance dimension cannot be ignored because the omission of this performance perspective may lead to overlooking staff members' contributions to the organization (Bernardin, Hagan, Kane and Villanova, 1998; Johnson, Holladay and Quinones, 2009). In the early 1980s, research into work-related behaviors but not related to the formal organizational reward system began (Bateman and Organ, 1983; Chiu and Tsai, 2006; Organ, 1988; Organ, Podsakoff and MacKenzie, 2006; Smith, Organ and Near, 1983). Also, Bush and Jiao (2011) argued that this performance dimension should be included in performance evaluations, although it is considered more difficult to enforce than task performance. Remarkably, research has presented this type of employee behavior as an important component of performance evaluations (Hall, Zinko, Perryman and Ferry, 2009) and performance appraisals (Podsakoff et al., 2009).

Scholars have labeled and described these behaviors to be performed by employees. Brief and Motowidlo (1986) labeled the term prosocial organization behavior and defined it as the actions that are not task-related but that contribute to the organization in a positive way. Prosocial organization behavior, according to Brief and Motowidlo (1986), is performed by an organization's members, directed towards the individual, group, or organization with whom they interact during work, and with the intention of benefiting those toward whom the behavior is directed. The specific behaviors are:

- 1) Assisting coworkers with job-related matters;
- 2) Showing leniency;
- 3) Providing services or products to customers in organizationally-consistent ways;
- 4) Helping customers with personal matters related to organizational services or products;
- 5) Complying with organizational values, policies, and regulations;
- 6) Suggesting procedural, administrative, or organizational improvements;
- 7) Objecting to improper directives, procedures, or policies;

- 8) Putting forth extra effort on the job;
- 9) Volunteering for additional assignments;
- 10) Staying with the organization despite temporary hardships;
- 11) Representing the organization favorably; and
- 12) Assisting coworkers with personal matters;

Interestingly, Bettencourt and Brown (2003) have identified the two types of behavior that are considered as more extra-role (Bettencourt et al., 2005), which are: 1) external representation behavior representing the extent to which an individual is a vocal advocate of the organization's assets and image, and 2) internal influence behavior indicating the individual initiative taken into communication with the organization and colleagues for better service delivery. These two behaviors fall into the specific category of boundary-spanning behavior (Bettencourt and Brown, 2003), which has been stated as belonging to prosocial organizational behavior (Vandaele and Gemmel, 2006).

Another conceptualized label of this behavior is organizational citizenship behavior (Bettencourt, Gwinner and Meuter, 2001; Budiyanto and Oetomo, 2011; Bush and Jiao, 2011; Chughtai, 2008; Hall et al., 2009; Koys, 2001; Lovell et al., 1999; Mohammad et al., 2011; Organ, 1988; Podsakoff et al., 1990; Sparrow et al., 2010), which is abbreviated as OCB. Organ (1988) explicated the organizational citizenship behavior dimensions as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. According to Organ (1988), organizational citizenship behavior, or OCB, is discretionary, and reward systems do not recognize this behavior (Chiu and Tsai, 2006; Organ, 1988; Organ et al., 2006).

Organ (1997) further identified the dimensions to be helping, courtesy, and conscientiousness. Organ et al. (2006: 31) have explained OCB as "contributions that sustain an ethos of cooperation and interpersonal supportiveness of the group." They also argued that these behaviors are caused by various motives, including self-serving reasons, and self-less, altruistic bases might also be included.

In the early stage of this performance type, the two dimensions were presented as: 1) general compliance or doing what a good employee should, and 2) altruism or helping specific people (Mohammad et al., 2011). Further, Organ



(1988) suggested five distinct dimensions of classification as: altruism or helping specific people; civic virtue or keeping up with important matters within the organization; conscientiousness or compliance with norms; courtesy or consulting others before taking action; and sportsmanship or not complaining about trivial matters.

Williams and Anderson (1991) had a different view of OCB. They divided the dimensions into: 1) behaviors that are directed at specific individuals such as courtesy and altruism (Lee and Allen, 2002; Williams and Anderson, 1991), which were then labeled helping behavior by Podsakoff et al. (2000); and 2) behaviors that are concerned with benefiting the organization, such as conscientiousness, sportsmanship, and civic virtue, which were then labeled by Podsakoff et al. (2000) as organizational compliance. As such, Mohammad et al. (2011) have stated that organizational citizenship behavior is a crucial determinant of overall performance.

Bettencourt et al. (2001) posited three indicators of service-oriented OCB. Some items of each are:

- 1) Loyalty
  - (1) Telling outsiders that this is a good place to work
  - (2) Saying good things about the organization to others
  - (3) Generating favorable goodwill for the organization
- 2) Service delivery
  - (1) Following customer-service guidelines with extreme care
  - (2) Following up on a client's requests and problems in a timely manner
  - (3) Performing duties with unusually few mistakes
- 3) Participation
  - (1) Encouraging co-workers to contribute ideas and suggestions for service improvement
  - (2) Making constructive suggestions for service improvement
  - (3) Presenting to others creative solutions to client problems

Compatible with OCB indicators, a term used to describe the activities that do not contribute to the organization's technical core is contextual performance (Befort and Hatrup, 2003; Borman and Motowidlo, 1993; Edwards et al., 2008; Hamidizadeh et al., 2012; Motowidlo and Van Scotter, 1994; Shaikh et al., 2012). According to Borman and Motowidlo (1993), contextual performance refers to the activities that support the organizational, social, and psychological environment in which organizational goals are pursued during the operation of core technologies. Nonetheless, OCB indicators are posited as being compatible with and close to the concept of contextual performance (Bush and Jiao, 2011; Chiu and Tsai, 2006; Coleman and Borman, 2000; Van Scotter and Motowidlo, 1994).

Other scholars have also proposed related concepts. They, for example, have used the terms citizenship performance (Smith et al., 1983), organizational spontaneity (George and Brief, 1992), generic work behavior (Hunt, 1996), extra-role behaviors (Bell and Menguc, 2002; Piercy et al., 2006; Van Dyne et al., 1995), helpful behavior (Hall et al., 2009), and voluntarily behavior (Hamidizadeh et al., 2012). However, the term contextual performance is used in this study.

According to Organ (1988), this performance dimension includes behaviors such as:

- 1) Volunteering to carry out task activities that are not formally part of the job, such as suggesting organizational improvements and making constructive suggestions;
- 2) Following organizational rules and procedures, such as following orders and regulations, showing respect for authority, and complying with organizational values and policies; and
- 3) Endorsing, supporting, and defending organizational objectives, such as organizational loyalty and representing the organization favorably to outsiders.

George and Brief (1992) conceptualized organizational spontaneity, which includes the following actions: 1) Helping coworkers; 2) Protecting the organization; 3) Making constructive suggestions; 4) Developing oneself; and 5) Spreading goodwill.

Van Scotter and Motowidlo (1994) proposed a model to measure this performance dimension that consisted of two different behaviors:

1) Behaviors facilitating interpersonal relationships by showing collaboration and helpful behaviors to colleagues

2) Behaviors relating to job dedication by showing effort, discipline, perseverance, and innovation

Regarding the concept of organizational citizenship behavior, Pond, Nacoste, Mohr and Rodriguez (1997: 1533) developed a scale to determine this performance type that included the following:

1) Assisting your supervisor with his or her work  
2) Making innovative suggestions to improve your department

3) Volunteering for things that are not required  
4) Orienting new people even though it is not required  
5) Helping others that have been absent  
6) Attending functions that are not required but that help improve the organization's image

7) Helping other people that have a heavy work load  
8) Taking undeserved breaks  
9) Coasting toward the end of the day  
10) Spending a great deal of time on personal phone conversations

11) Arriving at work on time  
12) Giving advanced notice if unable to come to work  
13) Doing work beyond the norm  
14) Taking extra breaks  
15) Spending time in idle conversation  
16) Taking unnecessary time off from work

Van Dyne and colleagues (1995) presented extra role behavior, which can be categorized as:

1) Affiliative-Promotive, such as helping and cooperative behaviors;

2) Challenging-Promotive, such as constructive expressions of challenge;

3) Challenging-Prohibitive, such as criticism of a situation to stop inappropriate behavior; and

4) Affiliative-Prohibitive, such as unequal power or authority.

In addition, Befort and Hatstrup (2003) categorized *contextual* performance scales into communication, compliance, and extra effort. The items are as follows:

1) Communication

(1) Displaying good written communication skills

(2) Displaying good oral communication skills

2) Compliance

(1) Endorsing organizational policies and procedures

(2) Displaying respect for authority

(3) Adhering to organizational values even when

inconvenient

(4) Completing job duties according to procedures

(5) Representing the organization favorably to

outsiders

3) Extra effort

(1) Volunteering to complete extra tasks

(2) Taking on extra projects that are not formally

part of the job

(3) Displaying extra effort in the completion of tasks

(4) Completing job duties with extra enthusiasm

Specifically, Scott, Bishop and Chen (2003: 12) discussed the willingness to cooperate in terms of five items, which included the following statements:

1) I am willing share information with other employees about work.

2) I am willing to enhance communication among other employees working on the same project.

3) I am willing to cooperate with other employees to get the work done.

4) Cooperative problem solving is more effective than individual problem solving.

5) Cooperation is the key to the organization's success.

Also, they proposed perceived task interdependence in terms of three items:

1) I work closely with others in doing my work.

2) I frequently must coordinate my efforts with others.

3) My work requires me to consult with others fairly frequently.

Contrary to contextual performance, the counterproductive behaviors are opposite the positive non-task-related behaviors, which harm the organization's legitimate interests and well-being (Dalal et al., 2009; Hunt, 1996; Robinson and Bennett, 1995; Spector et al., 2006). Therefore, such behaviors should also be studied in the contextual dimension (Dalal et al., 2009; Rotundo and Sackett, 2002). Some of the counterproductive work behaviors are:

1) Gossiping about people at work

2) Not doing work to the best of one's ability

3) Saying or doing something that is unpleasant

4) Not fully complying with a supervisor's instructions

5) Speaking poorly about the organization to others

(Dalal et al.)

Several researchers (Bateman and Organ, 1983; Bolger and Somech, 2004; Chu, Lee, Hsu and Chen, 2005; Chughtai, 2008; Diefendorff, Brown, Kamin and Lord., 2002; Organ, 1983; 1990; 1997; Organ and Lingl, 1995; Organ and Moorman, 1993; Penner, Midili and Kegelmeyer, 1997; Rotenberry and Moberg, 2007; Sparrow et al., 2010; Tang and Ibrahim, 1998) have studied these behaviors in organizations and found that they can be influenced by various factors, such as employee's personality, organizational commitment, career development, tenure, leadership, job involvement, motivation, and employee satisfaction.

In addition, the research of Porter, Bigley and Steer (2003) has demonstrated that an attractive working environment can increase the contextual performance of individuals. Moreover, empirical evidence has indicated that an

organization's members perform extra-role behavior after they have been provided valuable outcomes, such as trust (Aryee, Budhwar and Chen, 2002), fairness (Masterson, Lewis, Goldman and Taylor, 2000), and generalized social exchanges (Hopkins, 2002; Lee and Allen, 2002; Shore, Tetrick, Lyunch and Barksdale, 2006).

Social exchange is the concept of searching for intangible costs and intangible benefits Blau (1964 as quoted in Hung and Chuang, 2009). This cost-benefit framework, the so-called social exchange theory, has been employed in a variety of studies (e.g. Chang, Chiu, Keng and Chou, 2008; Hobkins, 2002; Hung and Chuang, 2009; Kankanhalli, Tan and Wei, 2005). It has been concluded that helping behaviors or discretionary actions which are not related to the formal work system promote the welfare of colleagues and the organization (Podsakoff et al., 2000), and facilitate the social exchange balance at work (Lee and Allen, 2002; Lovell et al., 1999; Mohammad et al., 2011). Hopkins (2002) demonstrated several individual aspects of employees' exchange by proposing that an organization and its members, as well as supervisors and their subordinates, exchange gestures of goodwill when exchange or reciprocity takes place.

Additionally, Gagne and Deci (2005) posited that an individual's prosocial behavior can be influenced by the congruence of values at work, attitudes towards pressure, and attitudes towards obligations. In support of this, Sparrow et al. (2010) stated that work values, including intrinsic values and extrinsic values, together with work ethics, are associated with an individual's contextual performance. Also, Budiyanto and Oetomo (2011) claimed that motivation has had a significant positive relationship with organizational citizenship behavior.

Notably, the relationships with co-workers and with supervisors have been considered as intrinsic motivations that affect an individual's performance of a job (Brass, 1981; Daley, 1986; Edward et al., 2008; Emmert and Taher, 1992). Moreover, pay equity, which is considered as an extrinsic reward given by the organization (Edwards et al., 2000; Herzberg et al., 1957; Lee and Wilkins, 2011), has been also suggested as being related to citizenship performance (Organ and Konovsky, 1989). Chiu and Chen (2005) claimed that when employees are intrinsically motivated, they are likely to demonstrate contextual performance more than in the circumstances in which they are extrinsically motivated.

Ajzen (2005) has suggested that matching the constructs by level of specificity will create a relationship between an individual's attitude (satisfaction) and behavior to the highest degree. Edwards et al. (2008) proposed that relationships vary between different satisfaction facets and different performance dimensions. Also, Edwards et al. (2008) claimed that if employees have low levels of satisfaction at work, they may not support others, perform extra duties, or have other contextual actions.

Although some researchers (Chen, Hui and Segó, 1998; Randall, Cropanzano, Bormann and Birjulin, 1999; Schappe, 1998) found no significant relationship between this type of behavior and job satisfaction, other researchers (Ahmad, 2006; Harrison, Newman and Roth, 2006; Lee and Allen, 2002; Othman, 2002; William and Anderson, 1991) have found the effects of job satisfaction on such behaviors. More specifically, the study of Mohammad et al. (2011) explored the idea that helping behaviors toward the organization are affected by an employee's job satisfaction. However, the results of their study indicated that satisfaction on the job does not contribute to the behaviors that immediately benefit specific persons within the organization, so-called voluntarily helping behaviors (Podsakoff et al., 2000).

Edwards et al. (2008) conceptualized that satisfaction facets on supervisor and colleagues do not influence the contextual performance of individuals. Nevertheless, considered as motivational factors, Shaikh et al. (2002) proposed that work, co-workers, supervision, pay, and promotion have a significant impact on job satisfaction.

A variety of assumptions have been associated with the differentiation between these two performance dimensions. For a clearer understanding, the main differences between task and contextual performance are summarized by the researcher as follows:

**Table 2.2** Main Differences between Task Performance and Contextual Performance

<b>Task Performance Activities</b>	<b>Contextual Performance Activities</b>
Vary across jobs	Relatively similar across jobs
Likely to be role-prescribed	Likely to be more discretionary and extra
Related to abilities and skills	role
	Related to personality and motivation

**Sources:** Aguinis (2009), Borman and Motowidlo (1997); Motowidlo and Schmit (1999).

### 2.1.2.3 Adaptive Performance

#### 1) Definition and Measurement

Changes in technology and shifting social values and globalization are rapidly-occurring environmental shifts which cause organizations to be more flexible and innovative oriented (Daft and Marcic, 2011). Employees are required to learn new ways in working and to be highly adaptable to perform their jobs since changing technologies continue to alter the nature of work (Daft and Marcic, 2011; Hesketh and Neal, 1999; Chen, Thomas and Wallace, 2005). Work system uncertainty is considered a major change (Howard, 1995). Uncertainty in an organizational context occurs when there is lack of predictability in work systems and, increasingly, the need for adaptive workers has become essential (Pulakos et al., 2000). Further, when an organizational context is more uncertain, there is a greater requirement for role flexibility (Griffin et al., 2007). According to Pearlman and Barney (2000), adaptability is a personal quality in handling ambiguity, dealing with uncertainty and stress, and working outside traditional temporal and geographic boundaries.

A mix of overlapping circles and roles performed by team members and associates has been found in organizations (Pearlman and Barney, 2000), where individuals must be adaptable and competent learners in the current turbulent environment and workplace (Hall and Chandler, 2005). O'Connell, et al, 2008: 248) questioned "when faced with turmoil and change, why is it that some



workers seem to thrive, whereas others suffer psychological or physical distress?” Heslin (2005) stated that in order to deal with change, personal adaptability is important. O’Connell et al, (2008) and colleagues briefly defined adaptability as the capacity to respond to irrepressible challenges.

Nevertheless, adaptability and flexibility are not easy concepts to understand and have not been well defined in the psychological literature and are difficult effectively to measure and train (Pulakos et al., 2000; Stokes et al., 2008). Adaptability is multi-dimensional (Chen et al., 2005; Pulakos et al., 2000). At its core, it has been defined as a personal quality or capacity to change (O’Connell et al., 2008; Hall and Chandler, 2005), to handle ambiguity, and to deal with uncertainty and stress (Pearlman and Barney, 2000). Moreover, Hall and Chandler (2005) have explained that the capacity to change not only includes competence, but also motivation to change.

Also, Griffin et al. (2007) described adaptability as the extent to which an individual adapts to changes in his or her work roles or work system. Further, Campbell (1999) explained that adaptivity describes new conditions or job requirements. Researchers and practitioners in organizations have become increasingly interested in understanding and enhancing adaptability (e.g. Alge et al., 2006; O’Connell et al., 2008; Pulakos et al., 2000; Yuan and Woodman, 2010).

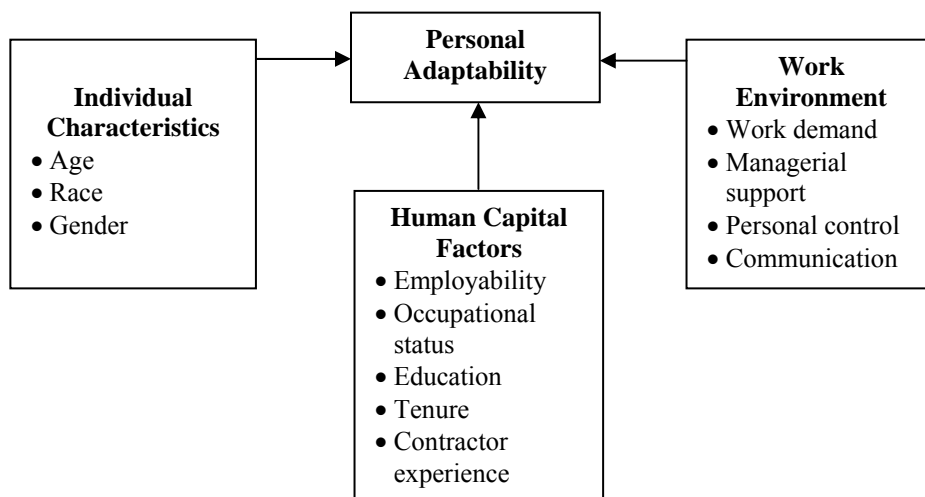
Several researchers have claimed that an individual’s adaptability is a part of personality (e.g. Allworth and Hesketh, 1999; Griffin and Hesketh, 2003; Le Pine et al., 2000; Metz, 2004; Pulakos et al., 2002), in which personality factors appear to be predictors of adaptive performance (Allworth and Hesketh, 1999; Griffin and Hesketh, 2003; Le Pine et al., 2000; Pulakos et al., 2002; Stokes et al., 2008). According to Metz (2004), adaptability is relatively inflexible. On the other hand, Heslin (2005) advised that adaptability is flexible and can be increased.

Personal adaptability may be shaped by several workplace factors (Karasek and Theorell, 1990; O’Connell et al., 2008; Van Yperen and Hagedoorn, 2003). Moreover, it has been noted by Morrison and Hall (2001) that, drawing from Hansson, DeKoekkoek, Neece, and Patterson (1997), older employees that feel that their skills have become obsolete will see difficulty in adapting or changing themselves to circumstances. Wall, Jackson, Mullarky and Parker (1996)

summarized that allowing workers to face demands at work with the ways that they find most acceptable will grow the workers' sense of adaptability.

Additionally, situational factors have influences on adaptability of individuals (Griffin and Hesketh, 2003; Stokes et al., 2008), and in addition to personality and situational factors, cognitive abilities or traits have been found to be related to adaptive performance (Allworth and Hesketh, 1999; LePine et al., 2000; Pulakos et al., 2002). Furthermore, O'Connell and colleagues (2008) explored the idea that work environment aspects have the possibility of increasing or decreasing an individual's adaptability. In this regard, O'Connell et al. (2008) proposed that personal adaptability may be enhanced by adequate communication at work.

Another significant predictor of adaptive performance is self-efficacy (Allworth and Hesketh, 1999; Chen et al., 2005; Griffin and Hesketh, 2003; Kozlowski et al., 2001; Pulakos et al., 2002), which refers to one's belief in the ability successfully to accomplish certain tasks (Chen et al., 2005; Kraiger, Ford and Salas, 1993). Moreover, there has been support from the study of Stokes et al. (2008: 13), who indicated that "the more adaptable individuals' dispositional tendencies, the less likely they will appraise the task as a threat, thereby increasing adaptive performance."



**Figure 2.4** A Conceptual Model of Antecedents of Personal Adaptability

**Source:** O'Connell, McNeely and Hall, 2008: 248.

**Table 2.3** Some of Compatible Concepts of Adaptive Job Performance

Reference	Conceptualized Term
Katz and Kahn (1978)	Innovative or spontaneous behaviors
Welbourne, Johnson, and Erez (1998)	Innovator role
Hesketh and Neal (1999)	Adaptability performance
London and Mone (1999)	Proficiency of new learning self-management
Murphy and Jackson (1999)	Role flexibility
Pulakos, Arad, Donovan, and Plamondon (2000)	Adaptive performance
Metz (2004)	Adaptability
Heslin (2005)	Adaptability
Alge, Ballinger, Tangirala, and Oakley (2006)	Creative performance
Stokes, Schneider, and Lyons (2008)	Adaptive performance

Various authors have discussed adaptive behaviors in different phenomena. Hesketh and Neal (1999), for example, discussed adaptability performance. Pulakos et al. (2000) explored the concept of adaptive performance, while Murphy and Jackson (1999) referred to role flexibility. Also, Welbourne et al. (1998) defined innovator role in terms of the creativity and innovation in an individual's job and the organization as a whole. Alge and associates (2006) studied creative performance in terms of the discretionary behavior that is important for organizational survival. Furthermore, London and Mone (1999) discussed the individuals' proficiency in learning new experience and self-management. Nevertheless, the term adaptive performance is used in this research.

According to Griffin et al. (2007), individual task adaptability items include:

- 1) Adapting well to changes in core tasks
- 2) Coping with changes in the way one has to do one's core tasks
- 3) Learning new skills to help one adapt to changes in one's own tasks

Le Pine et al. (2000) stated three distinct individual differences that capture the necessary preconditions for adaptability as:

1) General cognitive ability

This refers to individual differences in the ability to learn or the information processing capacity. Individuals with a higher level of general cognitive ability are able to represent more information in the cognitive space where the data guiding behaviors are processed. This means that the individuals are able to learn more quickly and develop job knowledge and skills more efficiently (Schmidt, Hunter and Outerbridge, 1986). Moreover, this ability should be related to decision-making performance (Le Pine et al., 2000).

2) Conscientiousness

This component is related to an individual's will to achieve, self-motivation, orderliness, reliability, cautiousness, and efficaciousness (Le Pine et al., 2000). Here the influence of decision-making effectiveness and job performance has been found (Barrick and Mount, 1991; Le Pine et al., 2000).

3) Openness to Experience

According to Barrick and Mount (1991), open persons are original, imaginative, creative, broad-minded, and curious. Moreover, they are more willing to engage in self-monitoring and assessment, which is essential for learning tasks in changing contexts (Blickle, 1996; Busato, Prins, Elshout and Hamaker, 1999) and trying new things (Le Pine et al., 2000).

Interestingly, Pulakos et al. (2000) conceptualized and developed the aspects of adaptive performance as follows:

- 1) Solving problems creatively
- 2) Dealing with uncertain/unpredictable work situations
- 3) Learning about work tasks, technologies, and procedures
- 4) Demonstrating interpersonal adaptability
- 5) Demonstrating cultural adaptability
- 6) Demonstrating physically-oriented adaptability for example to uncomfortable climates, difficult environment, and noise
- 7) Handling emergencies or crisis situations
- 8) Handling work stress

**Table 2.4** Dimensions of Adaptive Performance

Dimension	Definition
Handling emergencies or crisis situations	Reacting with appropriate and proper urgency in life threatening, dangerous, or emergency situations; quickly analyzing options for dealing with danger or crises and their implications; making split-second decisions based on clear and focused thinking; maintaining emotional control and objectivity while keeping focused on the situation at hand; stepping up to take action and handle danger or emergencies as necessary and appropriate.
Handling work stress	Remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule; not overreacting to unexpected news or situations; managing frustration well by directing effort to constructive solutions rather than blaming others; demonstrating resilience and the highest levels of professionalism in stressful circumstances; acting as a calming and settling influence to whom others look for guidance.
Solving problems creatively	Employing unique types of analyses and generating new, innovative ideas in complex areas; turning problems upside-down and inside-out to find fresh, new approaches; integrating seemingly unrelated information and developing creative solutions; entertaining wide-ranging possibilities others may miss, thinking outside the given parameters to see if there is a more effective approach; developing innovative methods of obtaining or using resources when insufficient resources are available to do the job.
Dealing with uncertain and unpredictable work situations	Taking effective action when necessary without having to know the total picture or have all the facts at hand; readily and easily changing gears in response to unpredictable or unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations; imposing structure for self and others that provide as much focus as possible in dynamic situations; not needing things to be black and white; refusing to be paralyzed by uncertainty or ambiguity.
Learning work task, technologies, and procedures	Demonstrating enthusiasm for learning new approaches and technologies for conducting work; doing what is necessary to keep knowledge and skills current; quickly and proficiently learning new

**Table 2.4** (Continued)

Dimension	Definition
Demonstrating interpersonal adaptability	<p>methods or how to perform previously unlearned tasks; adjusting to new work processes and procedures; anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes; taking action to improve work performance deficiencies.</p> <p>Being flexible and open-minded when dealing with others; listening to and considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so; being open and accepting of negative or developmental feedback regarding work; working well and developing effective relationships with highly diverse personalities; demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.</p>
Demonstrating cultural adaptability	<p>Taking action to learn about and understand the climate, orientation, needs, and values of other groups, organizations, or cultures; integrating well into and being comfortable with different values, customs, and cultures; willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs; understanding the implications of one's actions and adjusting approach to maintain positive relationships with other groups, organizations, or cultures.</p>
Demonstrating physically oriented adaptability	<p>Adjusting to challenging environment states such as extreme heat, humidity, cold, or dirtiness; frequently pushing self physically to complete strenuous or demanding tasks; adjusting weight and muscular strength or becoming proficient in performing physical tasks as necessary for the job.</p>

**Source:** Pulakos et al., 2000: 617.

Yuan and Woodman (2010) presented a scale to measure individual innovative behavior at work which includes the following items:

- 1) The employee searches out new technologies, processes, techniques, and/or product ideas.
- 2) The employee generates creative ideas.
- 3) The employee promotes and champions ideas to others.
- 4) The employee investigates and secures the funds needed to implement new ideas.
- 5) The employee develops adequate plans and schedules for the implementation of new ideas.
- 6) The employee is innovative.

**Table 2.5** Positive Work Role Behaviors

<b>Individual Work Role Behaviors</b>	<b>Adaptivity</b>
Individual Task Behaviors	Individual Task Adaptivity
Team Member Behaviors	Team Member Adaptivity
Organization Member Behavior	Organization Member Adaptivity

**Source:** Griffin, Neal and Parker, 2007.

Therefore, in addition to the two types of performance mentioned above, a dimension of job performance, called adaptive performance, should be considered as distinct from those two behavior types (Campbell, 1990; Hesketh and Neal, 1999).

### **2.1.3 Theories Related to Job Performance**

#### **2.1.3.1 Job Characteristics Model**

Hackman and Oldham (1975) created the Job Characteristics Model and explained it as a motivational model for job performance. In essence, the Job

Characteristics Model assumes that a combination of situational factors (i.e., job characteristics) and individual difference factors (i.e., growth need strength) is crucial for individual performance.

#### 2.1.3.2 Goal-Setting Model

Edwin Locke and Gary Latham (1990) created a sophisticated model in their theory of goal setting and task performance-the so-called goal setting model. The basic idea is that a goal itself is not a motivator; rather, it allows people to compare their current performance with that required to achieve the goal.

The Locke-Latham model primarily focuses on the employee's satisfaction with his or her performance. Employees with too high goals may experience less satisfaction than others that lower their goals. That does not mean better performance at all. According to Locke and Latham (1990), the five principles of goal setting are:

##### 1) Clarity

Clear goals are unambiguous and measurable. Specific and measurable standards must be set.

##### 2) Challenge

Difficult goals are much more challenging than easy goals. This is a natural motivation to work for them.

##### 3) Commitment

If the goals are to be effective, they must be agreed upon. The participation management concept rests on this idea, in which employees feel they are part of goal setting and decision making.

##### 4) Feedback

To receive feedback means that the chance to clarify expectations, adjust goal difficulties, and get recognition are provided.

##### 5) Task complexity

The individual should be allowed sufficient time to learn about what is expected and to complete complicated work or to meet goals.

#### 2.1.3.3 Eight-Factor Model of Performance

Professor Campbell (1990) proposed a general model of individual differences in performance. The performance components are differentiated in this



model, and the determinants of the job performance components and predictors of these determinants are described. According to Campbell's model, the performance components are explained as a function of three determinants: 1) declarative knowledge, 2) procedural knowledge and skills, and 3) motivation.

Declarative knowledge comprises knowledge about principles, facts, goals, and the self. This knowledge is assumed to be a function of an individual's abilities, interests, personality, training, experience, education, and aptitude-treatment interactions. For procedural knowledge and skills, they include cognitive and psychomotor skills, physical skill, self-management skill, and interpersonal skills. Furthermore, the predictors of procedural knowledge are the declarative knowledge and practice.

Motivation is defined as choice behavior that includes the decision to perform, level of effort, and persistence over time in the expenditure of that level of effort. However, no specific assumption concerning the predictors of motivation was made by Campbell, who assumed that there are interactions between declarative knowledge, procedural knowledge and skill, and motivation. In this model, situational variables are largely neglected as predictors of performance (Campbell, 1990).

#### 2.1.3.4 Five-Factor Model

Originated by Tupes and Cristal (1961), the Five-Factor Model comprises five personality dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Developed into the widely-used concept by Costa and McCrae (1985), the five dimensions are as follows.

1) Extraversion: This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

2) Agreeableness: This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.

3) Conscientiousness: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.

4) Neuroticism: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

5) Openness: This trait features characteristics such as imagination and insight.

Personality characteristics or traits have been demonstrated to be useful in predicting performance at work (Mount, Barrick, and Stewart, 1998).

#### 2.1.3.5 Job Performance Model of Mitchell

A model of job performance was proposed by Mitchell (1997) in which individual differences and situational perspectives are combined. Both individual inputs (i.e., individual difference variables) and job context (i.e., situational variables) were assumed to have a direct effect on motivated behavior by the providing necessary skills in the case of individual inputs, and by enabling vs. limiting behavior in the case of the job context. Motivated behavior was found to affect performance.

According to Mitchell (1997), motivated behavior is affected by motivational processes, which are arousal, attention, intensity, persistence, etc. In turn, motivated behavior affects the performance of individuals.

## 2.2 Key Psychological Factors Influencing Job Performance

Although there have been advances in designating the major determinants and processes associated with the job performance of an individual, clarifying, and extending the concept of job performance are still interesting and essential.

Job performance has been affected by several factors, including psychological ones. The psychological factors selected for this research are employee empowerment, job motivation, and job satisfaction.

### 2.2.1 Employee Empowerment

#### 2.2.1.1 Definition and Measurement

Employee empowerment movement drew extensive attention in the 1990s and 2000s (e.g. Alge et al., 2006; Choi, 2006; Gebert et al., 2006; Hall, 2008; Hardy and Leiba-O'Sullivan, 1998; Harvey and Brown, 2001; Herrenkohl et al., 1999; Honold, 1997; Kontoghiorghes, 2003; Plunkett and Fournier, 1991; Quinn and Spreitzer, 1999; Schermerhorn Jr. et al., 2003; Sonnentag and Frese, 2002; Spaulding,

1995; Spreitzer, 1995, 1996, 2008; Spreitzer, Kizilos and Nason, 1997; Vogt and Murrell, 1990). Nearly 30,000 articles about empowerment have appeared in a wide variety of print media from the general press to academic publication (Harvey and Brown, 2001: 241).

The word “power” is characterized in Webster’s New World Dictionary (1979: 1117) as “the inherent ability or the admitted right to rule, govern, determine, etc.” According to this definition, power can be divided into two types, which can exist simultaneously. The first type is the power that comes from “the inherent ability to rule, govern, determine, etc.” It suggests people’s competence (Spaulding, 1995). Second, the right-related conception of power is that power that comes from “the admitted right to rule, govern, determine, etc.” (Spaulding, 1995).

Power has been defined as the possible ability to influence other people’s behaviors (Daft and Marcic, 2011; Mintzberg, 1983; Pfeffer, 1981). Influence basically means “the effect of a person’s actions has on the attitudes, values, beliefs, or behavior of others” (Daft and Marcic, 2011, p. 399), which should be thought differently from power. In addition, the distinction must be clear between being empowered and being powerful (Jones, 2008; Spaulding, 1995). According to Jones (2008), empowerment means granting power to employees rather than giving them full power, and the employees are empowered after they have been properly trained to meet written standards by the management of the organization. Menon (1995: 30) defined employee empowerment as “a cognitive state of perceived control, perceived competence, and goal internalization.”

It has been suggested that to facilitate empowerment is to help employees feel powerful and capable in performing work activities actively with skill (Gist, 1987; Spreitzer, 1996; Tichy and DeVanna, 1986). Quinn and Spreitzer (1999) have stated that empowerment must be defined in terms of fundamental beliefs and personal orientations. In addition, employee empowerment is also defined as the degree to which one’s influence on the content of the goals of the organization and the way in which the goals are attained is increased (Gebert et al., 2006). Alge and associates (2006) conceptualized the feeling that the individual has some control over his or her surroundings and experience, meaning that what that person does is psychologically empowering. This concept is similar to what has been proposed by

Spreitzer (1995, as quoted in Wang and Lee, 2009: 273), that psychological empowerment is “a set of motivational cognition shaped by a work environment and reflecting an individual’s active orientation to his or her work role.”

Moreover, studies on job design have indicated that when more control over the work process is given to workers, their performance increases (Sonnentag and Frese, 2002). In addition, Blanchard et al. (2001) believed that workers will be motivated to fulfill their task enthusiastically through the empowerment given to them. As guided by organizational mission and values, lower-level employees are empowered to make decisions based on widely-shared information in an ethical, socially-conscious manner (Daft and Marcic, 2011; Spaulding, 1995). Nevertheless, empowerment is complex and it is a difficult concept to define (Choi, 2006; Honold, 1997; Quinn and Spreitzer, 1999).

Employee empowerment is a basic cornerstone of organization change and development (Daft and Marcic, 2011; Harvey and Brown, 2001). It refers to delegating or sharing power with followers and implementing various managerial interventions and creating an environment that enables followers to feel a sense of choice in initiating and regulating actions, and in influencing strategies, administration, or operating outcomes at work (Cohen et al., 1997; Choi, 2006; Yun et al., 2006; Yun et al., 2005). As such, employees are provided opportunities to make decisions and to carry them out (Tekleab et al., 2008). Also, it means that the organization is managed in a context in which workers are valued by having a voice (Daft and Marcic, 2011; Gorden, 1995).

Moreover, empowerment may also be defined as a process that leads to enhancing the perception of self-efficacy (Bandura, 1982, 1986; Choi, 2006; Conger and Kanungo, 1988; Hayes, 1994), which emphasizes the development of less powerful people by improving their confidence at work (Spreitzer, 1996). This empowerment also has an association with increased organizational citizenship behavior (Royle, Hall, Hochwarter, Perrewe and Ferris, 2005). In addition, empowerment has been shown to have a relationship with innovation (Spreitzer, 1996) because empowered employees have the freedom to generate new ideas and they are confident that those ideas will be valued (Alge et al., 2006).

Another perspective of employee empowerment is termed interactive empowerment, as proposed by Murrell (1977, as quoted in Daveson, 2001), according to which working with others builds, develops, and increases power of individuals. Rothstein (1995: 21) extended the definition of empowerment as “an act of building, developing, and increasing power through cooperating, sharing, and working together.” Scott et al. (2003) pointed out that individuals feel good when they have control over their work, a voice in what affects them, and the opportunity to suggest something about their work. Moreover, they enjoy interacting with others at work.

Indeed, employees often think of empowerment as self-empowerment (Landes, 1994), which refers to an individual having the ability to influence his or her own behavior (Vogt and Murrell, 1990). However, thinking as such ignores the fact that “teamwork and cooperation depend on each element in the system working in concert with every other element” (Landes, 1994: 116). And although commitment to the organization and organizational goals is needed when employees are empowered, the process by which managers cultivate employees’ commitment to organizational objectives and create environment or cultures consistent with organizational strategy is not empowering (Yukl, 2002).

Researchers (e.g. Arnold, Arad, Rhoades and Drasgow, 2000; Cohen et al., 1997; Houghton and Yoho, 2005; Pearce and Sims, 2002; Pearce et al., 2003; Tekleab et al., 2008; Yukl, 2002) have presented the notion of the difference between empowering and transforming, stating that transformational leadership, in general, is centered on the leader’s vision while empowering leadership is aimed at developing the followers’ self-leadership abilities (Tekleab et al., 2008).

It has been documented that the idea of employee empowerment is derived from employee job involvement and participative management (Spreitzer et al., 1997), and in order to make participative management effective, employees must be willing to be involved (Scott et al., 2003). Plunkett and Fournier (1991) discussed empowerment as a means to achieve participative management, by which responsibility is vested in teams or individuals. It has been revealed that participative management would result in positive psychological effects, such as improving togetherness and the supervisor-subordinate relationship, enhancing the sense of mastery and organizational commitment, increasing effectiveness and efficiency,

better decisions, employee morale, improving job satisfaction, greater trust, better communication, faster adaptation to change, and increasing performance (Wang and Wang, 1989).

Scott et al. (2003: 11) posited five items related to the level of participation in the decision making of employees with the following questions:

- 1) In general how much say or influence do you have in how you perform your job?
- 2) To what extent are you able to decide how to do your job?
- 3) In general how much say or influence do you have in what goes on in your work group?
- 4) In general how much say or influence do you have in the decisions which affect your job?
- 5) My supervisors are receptive and listen to my ideas and suggestions.

Although it has been argued that employee empowerment has expanded upon the concept of participation allowance (Mallak and Kurstedt, 1996), the study of Scott and colleagues (2003) also supported the idea that participation in decision-making is positively related to job satisfaction. Job satisfaction is one basic expected outcome of empowerment (Kim, 2002), or it can be posited that empowerment has a positive relationship with job satisfaction (Bowen and Lawler, 1992; Conger and Kanungo, 1988; Gist and Mitchell, 1992; Hamidizadeh et al., 2012; Honold, 1997; Mirkamali, 2009; Savery and Luks, 2001; Ugboro and Obeng, 2000; Vacharakiat, 2008).

A large and diverse literature has been assembled on participative management, including employee involvement. It is argued that in order to meet the performance standards required today, employees' capabilities must be utilized completely, and one possibility is to increase employee involvement, responsibility, and participation (Sattler and Sohoni, 1999). Further, high levels of employee involvement are positively related to organizational citizenship and job performance (Bass, 1965; Diefendorff et al., 2002). Pritchard, Jones, Roth, Stuebing, and Ekeberg (1988) reported from their controlled experiment that when the goal-setting involvement of the employee was added, they found that it was capable of boosting

performance 25% over the original baseline. Employee involvement is a component of High Performance Organizations (HPO's) as a continuum polarized by uninvolved employees and highly-involved employees (Schermerhorn et al., 2003).

According to Daft and Marcic (2011), empowered workers learn quickly and are comfortable with change and ambiguity. To deal with change and ambiguity, adaptability, which is the capacity to respond to changes and challenges, is important (Griffin et al., 2007; Hall and Chandler, 2005; Heslin, 2005; O'Connell et al., 2008; Pearlman and Barney, 2000). Also, O'Connell and colleagues (2008) has explained that personal adaptability stems from individual characteristics, the work environment, and human capital factors such as occupational status and employability.

Furthermore, Spreitzer (1996) specified that psychological empowerment is related to innovation. Similarly, Alge et al. (2006) suggested that empowered employees have the freedom to generate new ideas which they think should be valued. In addition, allowing individuals to face the demands at work in the ways in which they find most acceptable means that they have increasing control in their job and will also grow in their personal sense of adaptability (Wall et al., 1996), which is a predictor of adaptive performance (Allworth and Hesketh, 1999; Griffin and Hesketh, 2003; Le Pine et al., 2000; Pulakos et al., 2002; Stokes et al., 2008). Further, increasing power of employees can improve their own effectiveness with heightened motivation, as they can use their creativity to help achieve the tasks at work (Conger and Kanungo, 1988).

There are characteristics that employees that are empowered have and the characteristics that most empowered people have in common are a sense of self-determination, a sense of meaning, a sense of competence, and a sense of impact (Quinn and Spreitzer, 1999). According to Quinn and Spreitzer (1999), self-determination means that the employees are not micro-managed, meaning means that the employees feel that their work is important, competence means that the employees know that they can perform their work well, and impact means that the employees believe that other people listen to their ideas.

The leaders or managers that empower their subordinates are posited to have developed the self-influencing capacities of their followers, which include self-control, self-regulation (Pearce and Sims, 2002; Tekleab et al., 2008), self-management,

and self-leadership (Tekleab et al., 2008). Therefore, the opportunity to take control and to make decisions should be provided to individuals to be self-determining (Spaulding, 1995; Spreitzer, 1995). Furthermore, empowered workers feel less constrained in the job and can enhance their' identity with the organization (Alge et al., 2006).

Self-control, as one component included in having empowerment (Alge et al., 2006; Menon, 1995; Sonnentag and Frese, 2002; Tekleab et al., 2008), may be measured with the following items (O'Connell et al., 2008: 254):

- 1) My job allows me to make a lot of decisions on my own.
- 2) I have very little freedom to decide how I do my work.

(reverse)

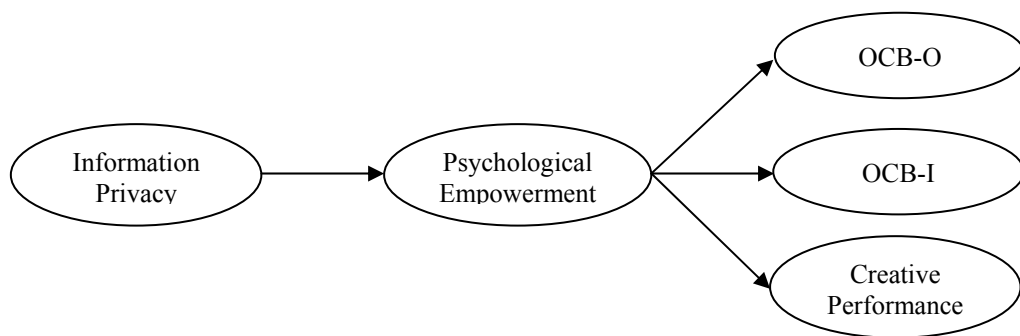
- 3) I have a lot of say about what happens in my job.

Specific elements have been suggested for empowering people, such as information, knowledge, power, and rewards (Daft and Marcic, 2011). If employees are completely empowered, they can have access to all information regarding the finance and operations of the organization. Necessary knowledge is given and skills are trained so that the employees can contribute to the organizational goals. Authority is given to employees so that they can make substantive decisions that influence their work and performance. The concept of autonomy or control is also quoted as the center of several conceptualizations of information privacy (Alge, 2001; Alge et al., 2006; Eddy, Stone and Stone-Romero, 1999; Stewart and Segars, 2002; Westin, 2003; Zweig and Webster, 2002).

Additionally, Vogt and Murrell (1990) have identified empowerment dimensions as education, leading, mentoring or supporting, providing, structuring, and one dimension that incorporates all of the above. Furthermore, the Employee Empowerment Questionnaire (EEQ) was developed by Hayes (1994) as an attitude survey about employee empowerment. This questionnaire included 14 original items. Spreitzer (1995) also studied the employee empowerment concept and created a model to measure empowerment at work that included 4 dimensions of empowerment: meaning, competence, self-determination, and impact. Employees are often rewarded or compensated based on the organization's performance (Bowen and Lawler, 1992; Coye and Belohav, 1995; Daft and Marcic, 2011).



Information privacy comprises different facets of information control (Alge et al., 2006; Stones, Gueutal, Gardner and McClure, 1983). These facets are distinguished in terms of the control an individual believes he or she has over the gathering of personal information and how much control he or she has over the handling of information (Alge et al., 2006; Stewart and Segars, 2002; Westin, 2003). Regarding this matter, the measurements of information gathering and handling controls are presented below (Alge et al., 2006: 224).



**Figure 2.5** Theoretical Framework and Hypothesized Model of Alge and Associates' Study

**Source:** Alge, Ballinger, Tangirala and Oakley, 2006: 222.

1) Information-gathering control

(1) I am able to keep my organization from collecting personal information about me that I would like to keep secret.

(2) I determine the types of information that my organization can store about me.

(3) I am completely satisfied that I am able to keep my organization from collecting personal information about me that I want to keep from them.

(4) I am satisfied with my ability to control the types of personal information that my organization collects on me.

2) Information-handling control

(1) My organization always seeks my approval concerning how it uses my personal information.

(2) My organization respects my right to control who can see my personal information.

(3) My organization allows me to decide how my personal information can be released to others.

(4) I control how my personal information is used by my organization.

Pearce and Sims (2002) supported the idea that opportunities for self-regulation and for being active subjects should also be provided. The self-regulation processes are claimed to involve how individuals act and react in pursuing a goal (Kanfer, 1990; Mitchell and Daniels, 2003). In addition, Leach, Wall, Rogelberg, and Jackson (2005) have stated that opportunities for employees to enhance their ability level can be created by obtaining decision autonomy. Moreover, Honold (1997) claimed that job autonomy addresses one component of employee empowerment, which is the work environment in which employees can make choices relate to their job, and in which individuals that are empowered have the freedom to generate ideas and believe that their novel ideas will be valued (Alge et al., 2006). Further, self-directing work is one component of the high performance organization in which employees are empowered to make decisions about key facets of their individual work (Schermerhorn et al., 2003).

In addition, studies have demonstrated that self-efficacy, which has been defined as an individual's belief in his or her ability to perform certain tasks successfully (Chen et al., 2005; Kraiger et al., 1993) is related to individual performance (Chen and Bliese, 2002; Chen et al., 2005; Stajkovic and Luthans, 1998). More specifically, self-efficacy has been revealed as being able to positively predict individual goal-striving actions (Chen et al., 2005) and individual adaptive performance (Allworth and Hesketh, 1999; Chen et al., 2005; Griffin and Hesketh, 2003; Kozlowski et al., 2001; Pulakos et al., 2002). Goal-striving activities refer to actions that allocate and sustain an effort in achieving the goal (Chen et al., 2005; Kanfer, 1990; Mitchell and Daniels, 2003), such as "I paid close attention to what I needed to do at each stage of the mission," "I communicated my actions to my partner when it was necessary." and "I focused on coordinating well with my partner" (Chen et al., 2005).

Bowen and Lawler (1992) proposed a research model to measure empowerment, concerning which they believed that there were four dimensions comprising empowerment: information, trust, training, and rewarding. According to Pascarella (1993), information refers to notifying people of issues and events as well as justifying decisions according to the facts in a timely manner. Trust means to positively expect that people will not act opportunistically in their decisions, activities, or words (Robbins, 2005). As a learning-based experience, training is supposed to make changes in individuals to enable them to improve their abilities, skills, attitudes, interaction with others at work, and task performance (Robbins, 1988b). Rewarding has been described as compensation to employees for fulfillment of their tasks (Saadat, 2005).

Supporting this model, studies have been shown that when each of these items increases, employee's job satisfaction increases (Asadikaram, 2003; Beach, 1985; Seyedjavadin, 2004). However, Hamidizadeh et al. (2012) argued that training has no significant relationship with an employee's job satisfaction. Apart from the above, the items used to measure the degree of empowerment given by the supervisors in work of Tekleab et al. (2008) are as follows, in which the employee:

- 1) Is urged to search for solutions to his or her problems on the job without supervision.
- 2) Is advised to solve problems when the problems pop up without always getting the manager/supervisor's stamp of approval.
- 3) Is urged to assume responsibilities on one's own.
- 4) Is encouraged to find solutions on one's own for a problem at work without seeking direct input.
- 5) Is urged to work as a team with other supervisors/managers that also report to the same immediate supervisor/manager.
- 6) Is encouraged to work together with other supervisors/managers that also report to the same immediate supervisor/manager.
- 7) Is advised to coordinate his or her efforts with other supervisor/managers that also report to the same immediate supervisor/manager.

#### 2.2.1.2 Theories Related to Empowerment

- 1) Two-Dimensional Employee Empowerment Model

Thomas and Velthouse (1990) built on the initial psychological conceptualization by depicting empowerment as intrinsic task motivation consisting of four dimensions: a sense of meaning, competence, self-determination, and impact. These dimensions are not predictors or outcomes of empowerment, but rather comprise its very essence.

Meaning, or purpose, involves a fit between the needs of one's work role and one's values, beliefs, and behaviors. Competence, or self-efficacy, is a belief that one possesses the skills and abilities necessary to perform a job or task well. Self-determination is the individual's sense or belief that one has autonomy or control over how one does his or her own work. Impact is the perception that one has influenced strategic, administrative, or operating outcomes at work to make a difference. Impact refers to individuals' sense of control over organizational outcomes.

## 2) Social-Structural Model of Empowerment

Bowen and Lawler (1995) found that employee empowerment is a function of an organization's practices that distributes 1) power, 2) information, 3) knowledge, and 4) rewards throughout the organization. The more power, information, knowledge, and rewards given to employees, the more empowered they are. Empowerment will fail if an organization only shares information but not power, training, or rewards. Moreover, the four elements are interdependent and must be changed together to achieve positive results.

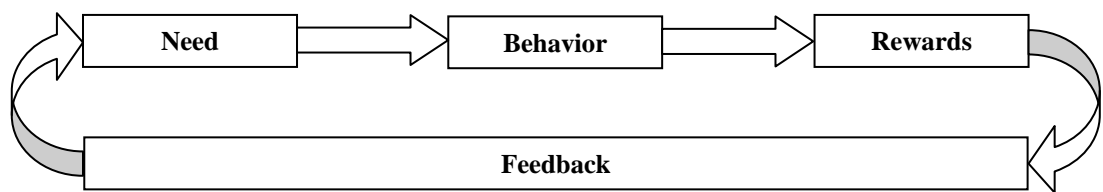
## 3) Three-Dimensional Employee Empowerment Model

Seibert, Silver and Randolph (2004) defined the empowerment construct using three primary elements, which are empowerment climate, employer-driven empowerment approach, and psychological empowerment. The conclusions include: 1) The work-unit empowerment climate is positively related to work-unit performance. So, enhancing the empowerment climate will increase work-unit performance. 2) The empowerment climate must be considered an important aspect of an organization's effort to foster employees' experiences of psychological empowerment; however, it is not the only consideration. 3) Psychological empowerment mediates the effects of the empowerment climate on job satisfaction and is a link in the indirect relationship between the empowerment climate and job performance.

### 2.2.2 Job Motivation

Motivation is a factor among many that contributes to a worker's job performance and has been a topic in organizational studies (Daft and Marcic, 2011; Lee and Wilkins, 2011). The employees' motivation is achieved through the environment created to motivate them; however, managers can only provide the environment in which employees' self-motivation can take place (Jones, 2008).

Lee and Wilkins (2011) proposed the idea that people select the work or job that will provide them with the benefits they expect. People will do what they want to do or otherwise motivated to do; moreover, motivation is not something managers do to their employees but managers can and should influence the motivation of their employees (Daft and Marcic, 2011; Wright and Noe, 1996). Motivation may be defined as the will to achieve (Bedeian, 1993) or the drive that people have to perform well (Pinder, 1998; Wright, 2007). When someone is energized or activated toward an end, that person is considered motivated (Ryan and Deci, 2000). Furthermore, Khan and Nemati (2011) argued that the employees that turn out to be most motivated are the ones that are attracted by their organization and job. Moreover, Uygur and Kilic (2009) pointed out that the least motivated employees should be the ones that have low job involvement and low organizational commitment.



**Figure 2.6** A Simple Model of Motivation

**Source:** Daft and Marcic, 2011: 413.

Other perspectives of motivation are that it is an internal drive to satisfy an unsatisfied need (Higgins, 1994) and it is a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian and Lindner, 1995). Daft and Marcic (2011: 413) presented a simple model of human motivations, as shown in Figure 3.6, illustrating the cycle that an individual has needs, such as monetary gain

or achievement, which cause a tension that then translates into a motivation to take action to fulfill the particular need. And if the need is satisfied, the person will feel rewarded.

According to Mitchell (1997: 60), motivation is "...those psychological processes involved with the arousal, direction, intensity, and persistence of voluntary actions that are goal directed." Vroom (1964) stated that motivation is determined by the job outcomes and that there are two levels of outcomes that influence an individual's job performance in a work situation (Nadler, Cammann, Jenkins and Lawler, 1975; Pool, 1997). Typically, according to Daft and Marcic (2011), motivation differs for each person, meaning that each person has different reasons for performing at work.

Motivation has also been declared as a management process that arouses, energizes, directs, and sustains behavior and performance based on the knowledge of what makes people work well (Luthans, 1998). It influences the behaviors of getting a job, keeping a job, and performing that job well (Pinder, 1998). Motivations vary in level and in orientation which concerns the goals that give rise to the action (Ryan and Deci, 2000), and particular actions or behaviors reflect high performance in the workplace (Daft and Marcic, 2011).

There are a lot of motivational factors that can lead to more satisfaction and higher performance such as: rewards (Sattler and Sohoni, 1999); recognition (Herzberg et al., 1959; Lee and Wilkins, 2011); declarative knowledge and procedural knowledge (Campbell, 1990), advancement, responsibility, personal growth, and personal development (Lee and Wilkins, 2011); pay and job security (Herzberg et al., 1959; Houston, 2000; Lee and Wilkins, 2011). The results of Pearson's study (1992) demonstrated that motivation has a significant effect on job satisfaction and work practices. Supporting Pearson's study, Budiyanto and Oetomo (2011) explored in their study the idea that job motivation is significantly and positively associated with organizational citizenship behavior. Further, they found that job motivation also affects job satisfaction; however, the influence is not significant, according to them.

Nohria, Groysberg and Lee (2008) proposed four drives that motivate employees. The first drive, called the drive to acquire, applies not only to basic physical things such as food, clothing, medicines, housing, or money, but also to

experiences such as entertainment, travelling, and higher social status. An organization's reward system is suggested as the easiest way to satisfy this drive. Second, the drive to bond describes the feeling of love, caring, belonging and connection to organizations, associations, and nations. It was suggested that the culture that promotes friendship and collaboration fulfills this drive. The third listed drive is the drive to comprehend and it is suggested that jobs designed to be meaningful, interesting, and challenging can best fit this drive. Last, the performance-management and resource allocation process can be used to meet the drive to defend. Nohria et al. stated that processes must be trustworthy, clear, and fair (Nohria et al., 2008).

Further, motivational variables focusing on social interactions have been identified (Barrick et al., 2002; Hackman and Lawler, 1971; Hackman and Oldham, 1975; Hogan, 1996; Hogan and Shelton, 1998; Kim, 2002; Ting, 1996; Wiggins and Trapnell, 1996). The researchers discussed communion striving in terms of actions directed toward obtaining acceptance in personal relationships and getting along with others at work, and the status striving representing actions directed toward obtaining power and dominance within a status hierarchy at work. In addition to these two types of motivation, Barrick et al. (2002) included the accomplishment striving is labeled reflecting intention of an individual to accomplish tasks as a high task orientation.

**Table 2.6** How to Fulfill the Drives That Motivate Employees

<b>Drive</b>	<b>Primary Lever</b>	<b>Actions</b>
<b>Acquire</b>	Reward System	1) Sharply differentiate good performers from average and poor performers 2) Tie rewards clearly to performance 3) Pay as well as your competitors
<b>Bond</b>	Culture	1) Foster mutual reliance and friendship among coworkers 2) Value collaboration and teamwork 3) Encourage sharing of best practices

**Table 2.6** (Continued)

<b>Drive</b>	<b>Primary Lever</b>	<b>Actions</b>
<b>Comprehend</b>	Job Design	1) Design jobs that have distinct and important roles in the organization 2) Design jobs that are meaningful and foster a sense of contribution to the organization
<b>Defend</b>	Performance-Management and Resource-Allocation Processes	1) Increase the transparency of all processes 2) Emphasize their fairness 3) Build trust by being just and transparent in granting rewards, assignments, and other forms of recognition

**Source:** Nohria, Groysberg and Lee, 2008.

Barrick et al. (2002: 51) presented the measures of three striving components, each of which comprises fifteen items. For examples, the items are:

1) Communion striving:

(1) I frequently think about ways to better cooperate with co-workers and supervisors.

(2) I focus my attention on getting along with others at work.

(3) I set personal goals to help me build better relationships and work cooperatively with co-workers and supervisors.

(4) I spend a lot of time contemplating whether my co-workers like me.

(5) I often consider how I can be a better team player.

(6) I try hard to get along with my co-workers and supervisors.

(7) I put a lot of effort into being a team player.

(8) I never give up trying to be liked by my co-workers and supervisors.

(9) I expend a lot of effort developing a reputation as someone who is easy to get along with.



(10) Since starting this job, I have always tried to get along with everyone.

(11) I get excited about the prospect of having co-workers who are good friends.

(12) I enjoy thinking about cooperating with my co-workers and supervisors.

(13) I care a lot about having co-workers and supervisors who are like me.

(14) I am challenged by a desire to be a team player.

(15) I get worked up thinking about ways to make sure others like me.

2) Status striving

(1) I frequently think about ways to advance and obtain better pay or working conditions.

(2) I spend a lot of time contemplating ways to get ahead of my co-workers.

(3) I often compare my work accomplishments against co-workers' accomplishments.

(4) Every day, I try to be a successful employee in the office.

(5) I put a lot of effort into moving up and obtaining a better job.

(6) I never give up trying to perform at a level higher than others.

(7) I expend a lot of effort to develop a reputation as a high achiever.

(8) I always try to be the highest performer.

(9) I feel a thrill when I think about getting a higher status position at work.

(10) I care a lot about being the best at my job.

(11) I am challenged by a desire to perform my job better than my co-workers.

3) Accomplishing striving

(1) I frequently think about getting my work done.

(2) I focus my attention on completing work assignments.

(3) I set personal goals to get a lot of work accomplished.

- (4) I spend a lot of time thinking about finishing my work tasks.
- (5) I often consider how I can get more work done.
- (6) I try hard to get things done in my job.
- (7) I put a lot of effort into completing my work tasks.
- (8) I never give up trying to finish my work.
- (9) I spend a lot of effort completing work assignments.
- (10) I always try to get a lot of work finished.
- (11) I get excited about the prospect of getting a lot of work done.
- (12) I feel enthused when I think about finishing my work tasks.
- (13) It is very important to me that I complete a lot of work.
- (14) I am challenged by a desire to get a lot accomplished.
- (15) I get worked up thinking about finishing work.

Al-Rfou and Trawneh (2009) presented three dimensions of job motivation in their study: predetermined performance standards, pay and rewards, and an open and fair reward system. Moreover, Lee and Wilkins (2011: 50) presented seven job motivation items as:

- 1) Opportunity for advancement within the organization's hierarchy
- 2) Salary
- 3) The organization's pension or retirement plan
- 4) Desire for increased responsibility
- 5) "Family-friendly" policies
- 6) Ability to serve the public and the public interest
- 7) Volunteering

One theory that has been used to measure job motivation is the expectancy theory proposed by Vroom (1964). This theory explains the two levels of job outcomes that an individual perceives. The first-level outcome is the degree to which job performance is successful, which results from job-related behaviors. The second-level outcomes are the rewards or events associated with first-level outcomes (successful job performance). Field and House (1990) insisted that the expectancy theory is very good for examining job motivation with adequate information in measuring motivational factors in the workplace (Sawyer, 1990).

Batson (1987) proposed that to perform in a particular way, an organization's members can be motivated through intrinsic, extrinsic, or prosocial motivators, which

make employees put effort into benefiting others with self-regulations and a focus on future outcomes (Grant, 2008). However, motivations have been generally categorized into two general types as intrinsic and extrinsic (Daft and Marcic, 2011; Deci and Ryan, 1985; Ryan and Deci, 2000), and these are distinguished based on “the different reasons or goals that give rise to an action” (Ryan and Deci, 2000: 55).

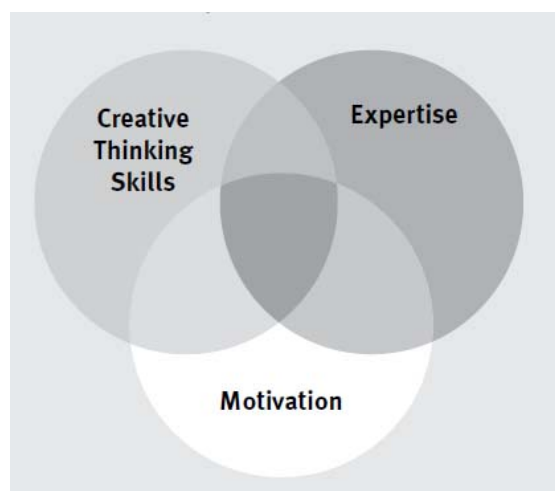
Individuals are motivated by their intrinsic needs and by positive job-related factors (Coomber and Barriball, 2007; Daft and Marcic, 2011; Lee and Wilkins, 2011) or enjoyment and interest in the work (Herzberg, 1966; McGregor, 1960), and intrinsic needs vary (Daft and Marcic, 2011; Deci and Ryan, 1985). As such, Ryan and Deci (2000) stated that individuals work for the benefits from their job rather than its outcomes. Later, Hymowitz (2001) argued that the work itself can satisfy employees rather than money or benefits at work. Ryan and Deci (2000) concluded that the motivations that influence people to do something are intrinsic motivations. And, specifically, empirical studies have supported the relationship between intrinsic motivations and creativity (Alge et al., 2006; Shin and Zhou, 2003; Tierney, Farmer, and Graen, 1999).

The self-determination theory proposed by Deci and Ryan (1985) distinguishes different types of motivations and suggests that prosocial behavior can be affected by value congruence or a feeling of obligation and pressure (Gagne and Deci, 2005). Intrinsic values and extrinsic values have also been quoted as two categories of work values (Sparrow et al., 2010). A number of researchers have suggested the need to study the impact of work values on citizenship behaviors or the contextual performance of employees (Furnham, Petrides, Tsaousis, Pappas and Garrod, 2005; Moon, Kamdar, Mayer and Takeuchi, 2008; Podsakoff et al., 2000; Sparrow et al., 2010). The study of Sparrow and associates (p. 17) explored the notion that dimensions of “work value and work ethics have strong motivational, psychological, and enduring characteristics” and demonstrated that work values are associated with a strong exchange ideology, which has been described as an individual about his or her work and organization (Eisenberger, Armeli, Rexwinkle, Lynch and Rhoades, 2001).

There is evidence that most individuals use different types of values: interest value, where people will more quickly and easily choose to do what interests them most; skill value, where people are willing to do what they feel will challenge or be

able to show one of their skills; and utility value, where shifts in an individual's focus from means to ends are apparent (Eccles and Wigfield, 1995). Also, according to Coomber and Barriball (2007), work environment and organizational factors can involve job satisfaction facets.

Stevens (2006) has stated that motivation is a component of creativity by referring to the three creativity components enumerated by Amabile (1998): skills for creative thinking, expertise, and motivation, as shown in figure 2.7.



**Figure 2.7** The Three Components of Creativity

**Source:** Amabile (1998 quoted in Stevens, 2006).

Referring to intrinsic motivations, several researchers have suggested this type of motivation as task significance, task clarity, skill utilization, social interaction (Hackman and Lawler, 1971; Hackman and Oldham, 1975; Kim, 2002; Ting, 1996), one's relationship with co-workers, and the relationship with supervisors (Brass, 1981; Coomber and Barriball, 2007; Daley, 1986; Emmert and Taher, 1992), as well as responsibility, personal growth, and development (Lee and Wilkins, 2011). Other researchers have cited challenging job, interesting job, and serving the public as intrinsic motivations for public-sector employees (Frank and Lewis, 2004; Jurkiewicz et al., 1998; Karl and Sutton, 1998).

As proposed by Ryan and Deci (2000), intrinsic motivation results in high-quality learning. Moreover, there has been some support for the idea that intrinsic

motivation helps increase innovation and creativity (Amabile, 1997; Ryan and Deci, 2000; Spreitzer, 1995). Also, basic need satisfaction is provided by intrinsically-motivated activities (Ryan and Deci, 2000), as learning theory of Hull (1943) has insisted that physiological needs motivate all behaviors of an individual.

In fact, individuals perceive or experience that some particular factors diminish their intrinsic motivation, as Deci, Koestner and Ryan (1998) confirmed that expected tangible rewards from a job erode workers' intrinsic motivation. In addition, intangible factors such as threats (Deci and Cascio, 1972), deadlines (Amabile, DeJong and Lepper, 1976), directives (Koestner, Ryan, Bernieri and Holt, 1984), and competition pressure (Reeve and Deci, 1996) also decrease intrinsic motivation, as these factors are considered the behavior controllers at work (Ryan and Deci, 2000). On the other hand, the factors which afford self-autonomy such as choice and self-direction opportunity increase intrinsic motivation (Ryan and Deci, 2000; Zuckerman, Porac, Lathin, Smith and Deci, 1978).

Performance feedback has also been found to be a factor that enhances intrinsic motivation (Deci, 1971; Deci and Cascio, 1972; Harackiewicz, 1979). Studies show that if the performance feedback is positive, it increases intrinsic motivation (Deci, 1971; Harackiewicz, 1979) and if the performance feedback is negative, it decreases intrinsic motivation (Deci and Cascio, 1972).

On the other hand, the factors which come from external sources are called extrinsic motivations (Herzberg et al., 1957), which refer to people doing something because it will lead to an outcome (Ryan and Deci, 2000). Daft and Marcic (2011) explained extrinsic motivations at work as the rewards given by another person, typically a supervisor. Nevertheless, there are various types of extrinsic motivation (Ryan and Deci, 2000). It has been revealed that job motivations and work values are different among public sector employees (Steijn, 2002).

Pay is considered an extrinsic motivational factor (Herzberg et al., 1957; Lee and Wilkins, 2011) and it has been posited that pay has a strong impact on the job satisfaction of employees (Coomber and Barriball, 2007; Shaikh et al., 2012). Nonetheless, public employees are thought to be less motivated by monetary incentives but rather by pension and retirement benefits (Lee and Wilkins, 2011).

There are some factors that have been affirmed in the public sector literature as predictors of public sector employees' job satisfaction. The factors are: empowerment

(Chang, Chiu and Chen, 2010; Gupta and Sharma, 2009; Kim, 2002, 2009; Turkyilmaz, Akman, Ozkan and Pastuszak, 2011; Willems, Janvier and Henrerickx, 2004), salary, recognition (Gordon, Osgood and Piiliips, 2010; Gupta and Sharma, 2009; Kim, 2009; Tsigilis, Zachopoulou, and Grammatikopoulos, 2006; Turkyilmaz et al., 2011; Willems et al., 2004), working condition (Gordon et al., 2010; Gupta and Sharma, 2009; Steijn, 2002; Tsigilis et al., 2006; Turkyilmaz et al., 2011; Willems et al., 2004), training and personal development (Turkyilmaz et al., 2011), and the job itself (Steijn, 2002; Tsigilis et al., 2006; Willems et al., 2004). Also, because of inflexibility in the pay structure (Kettl and Fesler, 2005), promotion and opportunity for advancement are factors proven to influence the satisfaction of public employees (Gordon et al., 2010; Gupta and Sharma, 2009; Kim, 2009; Lee and Wilkins, 2011; Shaikh et al., 2012; Tsigilis et al., 2006; Willems et al., 2004).

In addition, job security and other benefits from a job have been revealed as motivators in public organizations (Herzberg et al., 1957; Houston, 2000; Jurkiewicz et al., 1998; Lee and Wilkins, 2011; Turkyilmaz et al., 2011; Wright, 2001). However, deCharms (1968) believed that although extrinsic motivation type is powerful, it is a deteriorated form of motivation. Also, Ryan and Deci (2000) indicated that some extrinsic motivational factors truly represent deteriorated forms, but some of them represent active conditions.

Both intrinsic and extrinsic motivations can attract a person to a job position (Bright, 2008). The literature suggests that the motivation of public service is related to employee satisfaction, employee retention, organizational performance, and support for government policies (Alonso and Lewis, 2001; Houston, 2009; Wright, 2001). Research has shown that an individual's performance and behavior can be different because of the intrinsic or extrinsic reasons why that person is behaving (Ryan and Deci, 2000).

Houston (2006) proposed the idea that individuals that work in the public sector present their commitment to public interest, self-sacrifice, and a desire to serve others. Supportingly, Turkyilmaz et al. (2011) stated that public sector employees possess the feeling of self-sacrifice and generosity. Nonetheless, the rules and procedures in government agencies make professionals and managers view working in the public sector as constraining (Anechiarico and Jacobs, 1996; Benveniste, 1988; Lee and Wilkins, 2011).

Specifically, the job motivation facet, called public service motivation (PSM), has been found to be a significant factor that impacts the helping behavior of individuals in public institutes (Christensen and Whiting, 2009a; Whiting et al., 2008). Defined by Perry and Wise (1990: 368), PSM is “an individual’s predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations.” Studies on the public service motivation theory concept show that individuals working in public organization have higher levels of PSM than those in private organizations (Steijn, 2008; Wright, 2001).

One most recent definition is by Vandenberg (2007: 547), who posited PSM as “the beliefs, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate”. PSM is considered a key concern of modern social and behavioral science research that involves work tasks, the work itself, institutional and environmental forces, and individual needs and motivations (Perry, Hondeghem, and Wise, 2010). Perry et al. (2010) explained that PSM is different from intrinsic motivation. According to Grant (2008), intrinsic motivation emphasizes pleasure and enjoyment that drives effort. As such, PSM is not contingent on pleasure or enjoyable feelings (Perry et al., 2010). Perry (1996) developed a scale to measure PSM, including four subscales:

- 1) Attraction to public policy making
- 2) Commitment to civic duty and the public interest
- 3) Compassion
- 4) Self-sacrifice

Research on organizational behavior (OB) and economics to date affirms a positive relationship between PSM and job performance (Francois, 2000; LeGrand, 2003; Vandenberg, 2009). Vandenberg (2009) also demonstrated the indirect effects on the motivation-performance relationships, which are mediated by job satisfaction and normative and affective commitment. More specifically, positive relationships have been found between PSM and organizational citizenship behavior (OCB) (Kim, 2005; Pandey et al., 2008). However, Perry et al. (2010) suggested that more research on the relationships between PSM and different types or dimension of performance will help clarify understanding of it.

### 2.2.2.1 Theories Related to Motivation

#### 1) Hierarchy of Needs

As the best-known theory describing the humanistic approach, Maslow (1943) suggested that humans try to satisfy 5 needs in sequence. A human progresses step by step to the next level till the fifth needs are fulfilled.

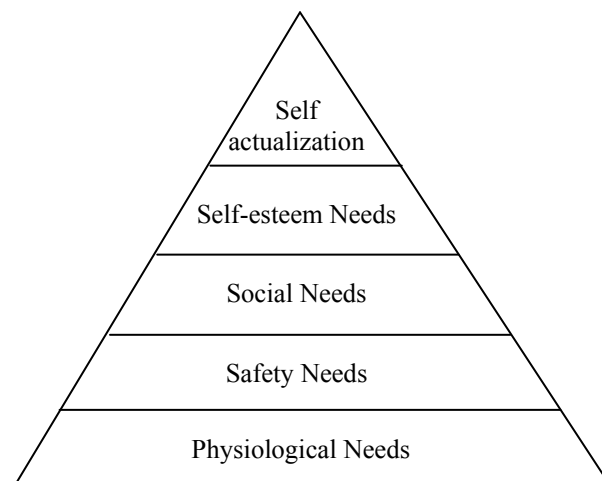
(1) Physiological Needs (level 1): most basic of all human needs; the need for biological maintenance such as food, water and physical well-being

(2) Safety Needs (level 2): need for security, protection and stability in the events of day-to-day life

(3) Social Needs (level 3): need for love, affection, sense of belongingness in one's relationships with other people

(4) Esteem Needs (level 4): need of esteem in eyes of others; need for respect, prestige, recognition, and self-esteem personal sense of competence, mastery

(5) Self-Actualization Needs (level 5): the highest need level; the need for self-fulfillment; to grow and use one's abilities to the fullest and most creative extent



**Figure 2.8** Maslow's Hierarchy of Needs

**Source:** Maslow, 1943.



## 2) Theory X and Theory Y

McGregor (1960) proposed two distinct views of human beings: one basically negative, labeled Theory X, and the other basically positive, labeled Theory Y.

Theory X is the assumption that the average person has an inherent dislike of work and is lazy; most people must be controlled, directed, and threatened with punishment and their motivations are only at the physiological and security levels. The central principle of Theory X is direction and control through a centralized system of organization and the exercise of authority.

Theory Y is the assumption that for most people work is as natural as rest or play; given the right conditions, the worker can learn to accept and seek responsibility; they have the capacity for creativity in solving organizational problems. Furthermore; and motivation occurs at all levels. The central principle of Theory Y is the integration of individual and organizational goals.

McGregor (1960) suggested that either set of needs can be used to motivate employees; however, using Theory Y would lead to better results than Theory X.

## 3) Acquired Needs Theory

McClelland and his associates (1985) developed a theory of needs that focuses on three needs, defined as follows:

(1) Need for achievement: the drive to excel, to achieve in relation to a set of standards, to strive to succeed

(2) Need for affiliation: the desire for friendly and close interpersonal relationships

(3) Need for power: the need to make others behave in a way that they would not have behaved otherwise

## 4) Goal-Setting Theory

Locke and Latham (1990) proposed the idea that intentions to work toward a goal are a major source of work motivation. The evidence strongly supports the value of goals, as they tell a worker what needs to be done and how much effort will need to be expended. Specific goals increase performance and the more difficult the goals, the higher the performance. Moreover, timely feedback leads to higher performance than none. The goal-setting theory has these following key

components: 1) Goal specificity refers to the degree to which goals are clear and concrete; 2) Goal difficulty makes differences in motivation. When goals are more difficult, they are more motivating; 3) Goal acceptance means that employees have to believe in the goals and be committed to them; and 4) Feedback is also important, which means that employees get to know how well they are progressing toward goal accomplishment (Daft and Marcic, 2011).

#### 5) Expectancy Theory

Vroom (1964) argued that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. In summary, this theory focuses on three relationships.

(1) Effort- performance relationship. The probability perceived by the individual that exerting a given amount of effort will lead to performance.

(2) Performance-reward relationship. The degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.

(3) Outcomes-personal goals relationship. The degree to which organizational rewards satisfy an individual's personal goals and needs and the attractiveness of those potential rewards for the individual.

#### 6) Self-Determination Theory (SDT)

Deci and Ryan (1985) distinguished between different types of motivations. They presented two general types of motivation, named intrinsic motivation and extrinsic motivation. According to Deci and Ryan (1985), intrinsic motivation means that a person does something because it is enjoyable or interesting, while extrinsic motivation refers to doing something because it leads to a separable outcome.

The relevancy of intrinsic and extrinsic motives, social values and obligations, and personality traits or psychological motives in the determination of citizenship behaviors and performance is suggested in this theory.

#### 7) Individual Differences Theory

Motowidlo, Borman, and Schmit (1997) proposed that behaviors that positively reflect contribution value will also enhance the psychological climate

and promote organizational and social networks. Motowidlo and colleagues explained that work habits, skills, and knowledge can facilitate or interfere with behaviors. Based on contextual habits, contextual skills, and contextual knowledge, the personality factors affect citizenship performance. Also, employee performance can be affected by task habits, task skills, and task knowledge.

### **2.2.3 Job Satisfaction**

#### **2.2.3.1 Definitions and Measurement**

As a multi-dimension concept (Kinicki et al., 2002), job satisfaction has been declared as a collection of feelings and beliefs that people have about their current jobs. In short, job satisfaction is an emotional state in which one likes his or her job (Lawler and Hall, 1970). Another perspective of job satisfaction is the feeling based on the worker's estimation of the extent to which the work environment fulfills an individual's needs (Davis and Lofquist, 1984). Moreover, Rizwan, Khan and Saboor (2011) claimed that the liking or disliking of an individual toward his or her job as an attitude.

In most research, an individual's job satisfaction is operationalized as a single score and a set of facet scores to represent of how he or she feels about his or her job (Schleicher, Watt and Greguras, 2004; Spector, 1997). Job satisfaction is also quoted as an employee's general attitude toward the job (Leslie and Lloyd, 2000; Pool, 1997; Reilly, Chatman and Caldwell, 1991; Robbins and Judge, 2007). Nonetheless, Schleicher et al. (2004) argued that the job satisfaction attitude can be distinguished to be affective and cognitive. According to Schleicher et al. (2004) affective component of attitude is the general level of positive or negative feeling concerning the object, while the cognitive component refers to beliefs or ideas concerning the object. Moreover, Becker (2004) indicated that job satisfaction contributes to the employee's physical and mental well-being.

It was found by Emmert and Taher (1992) that social environment and job-related feedback are important determinants of job satisfaction for both public professionals and blue-collar employees. Their research showed that employees that have positive perceptions of their job environment and have a good relationship with their co-workers and supervisors present higher levels of job satisfaction than

employees that have negative perceptions and a bad relationship with their co-workers and supervisors. Furthermore, a study of Khan and Nemati's (2011) suggested that more interactions with colleagues can lead to higher job satisfaction. Nevertheless, a study of Peng, John and Lowler (2010), affirming the study of Bole, Howard and Donofrio (2001), pointed out that work that interferes with family (WIF) has a negative relationship with job satisfaction.

Bruce and Blackburn (1992 quoted in Soonhee, 2002) stated that the variables that affect job satisfaction in government agencies must be clearly identified. Scholars must identify the variables, such as management role, quality of work like (Kim, 2002), empowerment (Kim, 2002; Spreitzer, 2007), job involvement (Chughtai, 2008), participative management approaches (Cohen, Ledford and Spreitzer, 1996; Fried, 1991; Harris, 1992; Kim, 2002; Locke and Schweiger, 1979; Loher, Noe, Moeller and Fitzgerald, 1985; Spector, 1997; Versteeg, 1990), job participation (Griffeth, 1985 quoted in Scott et al., 2003), job enrichment (Wall, Corbett, Martin, Clegg and Jackson, 1990; Wall, Wood, and Leach, (2004 quoted in Birdi and Clegg, 2008), and motivation (Pool, 1997), determined by job outcomes (Vroom, 1964), as they can influence the satisfaction of individuals at work.

Scholars have also suggested essential dimensions for measuring employees' job satisfaction, which are the job itself, supervision, co-worker, pay, and promotion opportunities (Smith, Kendall and Hulin, 1969; Weiss, Dawis, England and Lofquist, 1967). Nevertheless, Buriyanto and Oetomo (2011) concluded that work environment and leadership have positive but not significant effects on the job satisfaction of employees. In addition, although the study of Buriyanto and Oetomo (2011) showed that job motivation has positive but not significant effects on job position, the results of research by Pearson (1992) indicate that motivation has a significant effect on job satisfaction.

Judge, Thoresen, Bono and Patton (2001: 393) stated that "...the time has come for researchers to reconsider the satisfaction-performance relationship." Notably, a review of 300 studies suggested that the correlation of job satisfaction and job performance is pretty strong and having more satisfied employees in the organization helps make the organization more effective (Robbins, 1998; Robbins and Judge, 2007). Several researchers have explored the strong relationship between job

satisfaction and job performance (Edwards et al., 2008; Judge et al., 2001; Petty, McGee and Cavender, 1984; Rizwan et al., 2011).

More specifically, the study of Budiyanto and Oetomo (2011) showed that job satisfaction produces a positive and significant effect on the quality of services provided for the public. Nevertheless, job satisfaction has the potential to affect a wide range of job performances (George and Jones, 2002), and job performance should be regarded as broader than just task performance (Judge et al., 2001).

A study of Edwards et al. (2008) aimed to examine the relationships between job satisfaction and task performance and the contextual performance of employees simultaneously. Nevertheless, they posited from the results that satisfaction with the pay facet, which is an extrinsic job reward (Herzberg et al., 1957; Lee and Wilkins, 2011), does not link to the task dimension of the employee's performance. Further, a study of Rizwan and colleagues (2011) suggested that if the job is designed to match the employee's attitude, the employee will be more productive and supportive in accomplishing organizational goals. Thus, employee job satisfaction should serve as an important goal of an organization (Aronson, Laurenceau, Sieveking, and Bellet, 2005).

Several studies have indicated that more satisfied employees are more likely to be supportive of other employees-that they have the willingness to help others as can be operationalized by contextual performance, so-called organizational citizenship behavior or prosocial behavior (Bateman and Organ, 1983; Becker and Billings, 1993; Berkowitz, 1972; Bolger and Somech, 2004; Chu et al., 2005; Chughtai, 2008; Diefendorff et al., 2002; Edwards et al., 2008; Farh, Podsakoff, and Organ, 1990; Mohammad et al., 2011; McNeely and Meglino, 1994; Motowidlo, 1984; Organ and Ryan, 1995; Rotenberry and Moberg, 2007; Scholl, Cooper, and McKenna, 1987; Scott et al., 2003). However, Mohammad et al. stated that still little is known about how job satisfaction affects organizational citizenship behavior.

Although the connection between job satisfaction and creativity may not have been well refined, it is still open to being explained. O'Connell et al. (2008) indicated that work environment aspects can possibly increase or decrease an individual's adaptability. Notably, when individuals are satisfied with their job and

job environments, they are likely to perceive that work environments are supportive for their creativity, and it has been proven that a positive connection between job satisfaction and creative work environment exists (Stevens, 2006). In addition, according to what has been stated by Yuan and Woodman (2010)-that presenting that one is innovative and creative is an adaptive action, and by Stokes et al. (2008)-that having less of a bad attitude toward the job can possibly increase the adaptive activities of employee, the existence of an association between job satisfaction and adaptive performance can be assumed in a positive way.

Brayfield and Rothe (1951, as quoted in Schleicher et al., 2004) designed an index of job satisfaction as the Overall Job Satisfaction Scale (OJS) to assess how people feel about their jobs. They proposed the job satisfaction measures instrument, which is called Overall Job Satisfaction Scale (OJS), consisting of 18 items. Brayfield and Rothe's instrument is considered an affectively-based measurement (Moorman, 1993; Schleicher et al., 2004). Moorman (1993: 763) noted that the "OJS includes questions on the degree to which the respondent is bored, interested, happy, enthusiastic, disappointed, and enjoying work. These questions do not center on specific appraisals about job conditions, but focus on the emotional reactions to the work."

Apart from the OJS, Weiss et al. (1967) created a questionnaire to measure job satisfaction called the Minnesota Satisfaction Questionnaire (MSQ), which consists of 20 items. Given the nature of the scales, the MSQ instrument has been demonstrated to be cognitive based (Moorman, 1993). Moorman (1993) noted that "The MSQ... consists of a list of job conditions which the respondent is asked to appraise... No mention is made to the types of feelings associated with the work or the degree the work evokes positive or negative emotions" (Moorman, 1993: 762).

Kim (2002: 241) used two items in investigating the satisfaction of the employee with his or her job by asking individuals to select the answer that most fit their feelings:

1) Overall, compared to other places I could work, this organization is excellent/good/fair/poor/no opinion.

2) Compared to other places I could work, I feel that my career opportunities at this organization are: excellent/good/fair/poor/no opinion.

Moreover, two more items were asked to determine the level of agreement of individuals:

- 1) My job provides me with a sense of accomplishment.
- 2) I receive the recognition that I deserve for my work.

Scott et al. (2003) presented the measurement of job satisfaction using eight items adapted from the Minnesota Satisfaction Questionnaire. The items asked how satisfied each individual was with:

- 1) The current job in general
- 2) The working conditions
- 3) The opportunity to use his or her skills and abilities
- 4) The importance placed on his or her job
- 5) The sense of accomplishment he or she gets from the job
- 6) The amount of variety he or she experiences on the job
- 7) The kind of work he or she does
- 8) The challenge he or she receives from the job

Notwithstanding, Schleicher et al. (2004) suggested that it is most appropriate to combine the measures of overall satisfaction toward one's job to achieve construct correspondence with the overall job performance of employee. In support of this, several studies used the Global Single-Question Model to study how much an individual is satisfied with his or her job in all aspects (Ganzach, 1998; Gerhart, 1987; Hamidzadeh et al., 2012; Pond et al., 1997; Scarpello and Campbell, 1983; Staw and Ross, 1985).

Almahamid et al. (2010) were concerned with investigating employees' job satisfaction and used 13 items in their study. Some of them are:

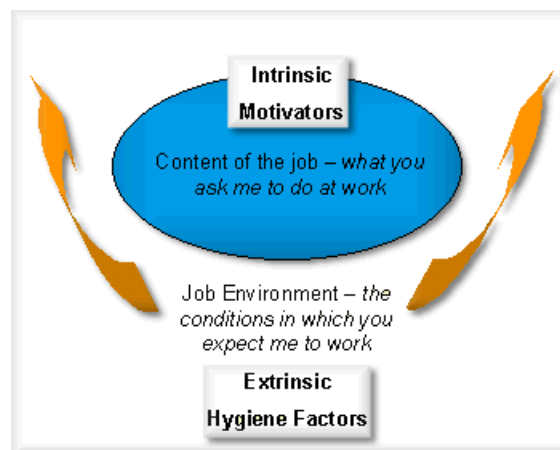
- 1) I am satisfied with my relationship with colleagues.
- 2) I am satisfied with my learning opportunities.
- 3) I am satisfied with my job reputation.
- 4) I am satisfied with my working environment.
- 5) I am satisfied with my job security.
- 6) I am content in my job.

### 2.2.3.2 Theories Related to Job Satisfaction

#### 1) Two-Factor Theory

This theory focuses on the effects of certain types of facets on job satisfaction. Herzberg, Mausner and Snyderman (1959) developed the Two-Factor Theory, the so-called Motivation-Hygiene Theory, and found that job characteristics related to what an individual does. The theory distinguishes between motivation and hygiene factors. Herzberg et al. (1959) explained that motivation factors are needed in order to motivate employees regarding job satisfaction and higher performance, such as an employee performing a work-related action because he/she wants to. These motivations are achievement, recognition, the nature of work, responsibility, and advancement. According to Herzberg et al. (1959) every worker has 2 sets of needs or requirements, which are motivator needs and hygiene needs.

Essentially, hygiene factors are needed to ensure that an employee is not dissatisfied. These factors are company policy, supervision, relationship with boss, work conditions, salary, and relationships with peers. Nevertheless, the two types of factors cannot simply be treated as opposite to each other (Herzberg et al., 1959).



**Figure 2.9** Herzberg's Two-Factor Theory

**Source:** Herzberg et al., 1959.



### (1) Satisfaction

Satisfaction is primarily the result of motivator factors, which are achievement, recognition, work itself, responsibility, promotion, and growth.

### (2) Dissatisfaction

Dissatisfaction is primarily the result of hygiene factors, which are pay and benefits, company policy and administration, relationships with co-workers, physical environment, supervision, status, job security, and salary. These factors, if absent or inadequate, cause dissatisfaction. Nonetheless, the presence of these factors has little effect on long-term satisfaction.

Herzberg et al. (1959) research proved that people will strive to achieve hygiene needs because they are unhappy without them, but once satisfied, the effect soon wears off and satisfaction is temporary.

### 2) Job Satisfaction Theory of Vroom

Vroom's theory of job satisfaction looked at the interaction between personal and workplace variables, and also included the element of workers' expectations. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Dissatisfaction comes from discrepancies that occur between expected compensation and actual outcomes. If employees receive less than they expect or feel that they have been treated unfairly, then dissatisfaction may occur.

On the other hand, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. Incidentally, compensation does not have to be monetary; however, pay is typically the most visible and most easily-modified element of outcome.

### 3) Equity Theory

The Equity Theory was suggested by Adams (1963). It is based on the premise that job satisfaction is a direct result of individuals' perceptions of how fairly they are treated in comparison to others, and that people perceive their job as a series of inputs and outcomes. According to the theory, inputs are factors such as experience, ability, and effort, while outcomes are things like salary, recognition, and opportunity. Adams proposed that people seek social equity in the rewards they expect for performance and that people feel satisfied at work when the input or

contribution to a job and the resulting outcome are commensurate to that of their coworkers.

According to Adams, input examples are:

- (1) An employee's work responsibilities
- (2) An employee's work duties
- (3) An employee's loyalty
- (4) An employee's flexibility such as undertaking tasks at

short notice

- (5) An employee's effort
- (6) The support that the employee has provided to the

organization, colleagues, and line managers

- (7) The work commitment demonstrated by the employee

Further, output examples are:

- (1) Salary
- (2) Bonus
- (3) Work promotions
- (4) Prizes
- (5) Recognition of the employee's contribution
- (6) Work appraisals
- (7) Pension
- (8) Annual leave

## **2.3 Previous Empirical Studies**

Previous empirical research studies in support of the framework of this study include employee empowerment, job motivation, job satisfaction, and studies on employees' job performance, including its three dimensions. These studies were used as sources for the formulation of the model for analysis in this research.

### **2.3.1 Empowerment and Job Satisfaction**

Menon (1995) surveyed 311 employees of a company to determine the effects of empowerment on the employees and found that greater job autonomy and the

meaningfulness of the job had a positive relationship with perceived control and empowerment. Moreover, this finding presents the idea that greater empowerment leads to higher satisfaction of the individual with his or her job.

Additionally, Scott and associates (2003) studied a U.S.-invested enterprise in China and analyzed whether job satisfaction mediated the relationship between a participative work environment and the willingness to cooperate with co-workers and the intention to quit the job. The findings suggested that a participative work environment could have an effect on the job satisfaction of employees. In turn, the willingness to cooperate with co-workers can be influenced by job satisfaction.

Moreover, the relationship between participative management and job satisfaction as related to Rajamangala University of Technology in Thailand was studied by Khemaree Rugchoochip (2006). The sample of the study consisted of 434 professors at Rajamangala University of Technology in Thailand, and there were 362 usable returned responses. Among several independent variables, she found that the decision-making process and leadership style had no significant impact on job satisfaction, while empowerment and motivation affected the job satisfaction of Rajamangala University professors.

Itsara Boonyarit, Sittchai Chomphupart and Natthawut Arin (2010) examined the structural relationship between perceived transformational leadership, structural empowerment, and psychological empowerment, and job satisfaction and organizational commitment among 154 teachers in public schools in Thailand. The results showed a direct positive relationship between psychological empowerment and job satisfaction and organizational commitment. Further, psychological empowerment was found to mediate the relationship between transformational leadership and job satisfaction and organizational commitment. The researchers also concluded that factors such as clear tasks, goals, and roles may help facilitate the perception of the respondents of being empowered.

### **2.3.2 Empowerment and Job Performance**

Spreitzer (1996) studied 393 middle managers of 500 corporations and found that empowered workers have low ambiguity about their job roles. However, in Spreitzer's survey, the access to resources was not significantly related to the perception of being empowered.

Chen, Thomas and Wallace (2005) examined whether cognitive, affective-motivational, and behavioral training outcomes related to regular and adaptive performance at both individual and team levels. They collected longitudinal data from 156 individuals and the results showed that self-efficacy and collective efficacy influenced of the respondents adaptive performance of the individual and team, mediated by regulatory processes. This study is consistent with a study conducted by Chen et al. (2002), which found a correlation between self-efficacy and individual performance.

Alge, Ballinger, Tangirala and Oakley (2006) were also interested in studying the relationship of important psychological factors and the performance of individuals. They studied information privacy in organizations and its influence on empowering the creative and extra-role performances of people at work. The findings demonstrated a relationship between empowerment and creative performance and organizational citizenship performance.

Hamidzadeh, Baramond and Ratifi (2012) studied the conditions and relationships of empowerment and contextual performance and their connections with job utility. The data were collected by using a questionnaire consisting of three parts: job satisfaction; employee empowerment, including four dimensions of information sharing, trust, training, and rewarding; and a part concerning job performance containing interpersonal relationship facilitation and job dedication. The results showed that employee empowerment had a statistically significant relationship with the employee's job satisfaction. Moreover, the contextual performance of employees was also demonstrated as a factor that can affect employee's satisfaction at work.

### **2.3.3 Job Motivation and Job Satisfaction**

Perry and Porter (1982) studied the factors affecting the context of motivation in public organizations and the results indicated that the job satisfaction of managers in the public sector was lower than the job satisfaction of managers in the private sector. Further, Lanchman (1985) conducted a comparative research to study the differences between public and private sectors and found that work satisfaction was higher in private sector.

Turkyilmaz et al. (2011) identified, based on theoretical considerations, the factors that predict the level of job satisfaction of public-sector employees. The

findings showed that training and personal development were found to be the most important. In addition, working condition, reward and recognition, employee empowerment, and teamwork were also found to be important criteria related to employee satisfaction.

#### **2.3.4 Job Motivation and Job Performance**

Rungroj Suwannopkahun (2001) studied the perception of the sales force concerning the relationship between leadership behavior and motivation in job performance at Intra-Asia Leading Shipping. The dependent variable of this study was job performance, with the sub-variables as environmental factors, person factors, and goal achievement. The findings showed that both leadership behavior and motivation had a correlation with job performance. However, in comparison, motivation had a greater correlation with job performance over leadership behavior.

The relationship between motivation and job satisfaction has also been confirmed in Khemaree Rugchoochip's (2006) study in the Thai context. Her study focused on the relationship between participative management and the job satisfaction of lecturers teaching at Rajamangala University of Technology, which is a government organization in Thailand. However, the relationship between job satisfaction and the components of the organizational climate, which included motivation, was also investigated. The results from the 362 respondents, which represented 83.41 percent of the 434 samples of the study, demonstrated the positive effect of motivation on job satisfaction among Rajamangala University professors in Thailand.

Saowuluh Wijaranaphiti, Peera Krugkrunjit and Bhusita Intaraprasong (2009) examined the relationships among job characteristics, motivation, and role stress and performance effectiveness of 326 dental nurses in primary care units in 19 provinces in the northeastern part of Thailand. The analyses showed that there was no association between job characteristics and performance effectiveness; however, a relationship between motivation and performance effectiveness existed in their study. The researchers used technical competence, autonomy, service, variety, managerial competence, identity, security, and creativity as items of performance effectiveness. The findings presented the fact that the overall performance effectiveness of the public dental nurses was influenced by the "self-actualization" factor and "belongingness, affiliation, and the acceptance" factor.

Kanyanee Koonmee (2010) investigated the development of organizational justice in incentive allocation by comparing the roles of distributive and procedural justice in national personnel's attitudinal outcomes, which were incentive satisfaction and job performance in the Office of Public Sector Development Commission of Thailand. She studied and compared the results in two periods: with 2,600 samples in 2006 and 1,969 samples in 2008. The results showed that most employees in the Thai public sector believed that performance agreements and performance appraisals related to incentive allocations affected their performance and job quality. The motivation in terms of incentive pay was found to be a concern of public-organization personnel regarding the degree of incentive.

### **2.3.5 Job Satisfaction and Job Performance**

A study by Scott, Bishop, and Chen (2003) analyzed a model in which job satisfaction mediated the relationship between a participative work environment and the willingness to cooperate with colleagues at work and the intention to quit the job. They studied a U.S.-invested enterprise in China and the results confirmed the hypothesized model by showing that job satisfaction was positively related to an increase in the individual's willingness to cooperate with co-workers and lower intention to quit the current job.

Subovornsilpha (2004) studied the relationship between employees' overall job performance and some internal factors of the Landmark Hotel in Bangkok, Thailand. The findings presented the idea that job satisfaction and organizational commitment had a significant positive relationship with the job performance of employees. In addition, Schleicher et al. (2004) reexamined the meta-analytic relationship between job satisfaction and job performance. They claimed that past research had failed to examine the affective-cognitive consistency of job attitudes and the implications that this had for the strength of attitude and its relationship with behavior, such as in job performance. The findings suggested that affective-cognitive consistency was a significant moderator of the relationship between job satisfaction and job performance.

Stevens (2006) explored the relationship between job satisfaction and work environments. The results explained that job satisfaction can create perceptions that work environments encourage satisfied individuals' creativity and innovation.

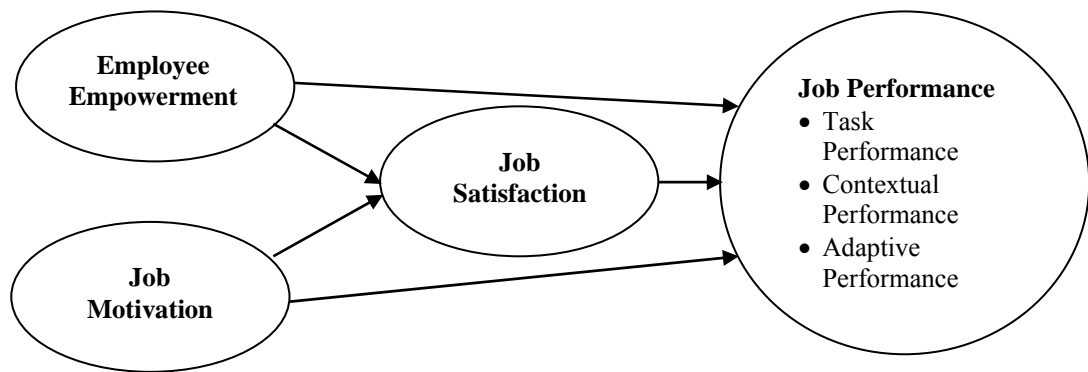
Edwards, Bell, Arthur and Decuir (2008) examined the relationship between job satisfaction and task and contextual performances. They considered the overall job satisfaction in all facets and task performance and contextual performance and found that the relationships between job satisfaction and both performance dimensions exhibited no difference. However, when they considered different facets of job satisfaction, the results demonstrated that the relationship between satisfaction with work and the work-related behaviors was stronger than the satisfaction-contextual performance relationship. On the other hand, the results indicated that the relationship between satisfaction with supervision facet and extra-role behaviors was found to be stronger compared to in-role (task) behaviors.

Mohammad, Habib and Alias (2011) designed their research to measure two dimensions of organizational citizenship behavior, which were the behaviors directed towards specific individuals at work (OCBI) and the behaviors directed towards the organization (OCBO). They examined how these behaviors were related to the intrinsic and extrinsic job satisfaction facets. In this study, the researchers used items developed by Hackman and Oldman (1975). One of the fourteen intrinsic satisfaction items, for example, was “How satisfied are you with the amount of personal growth and development in your job?” In contrast, the extrinsic satisfaction facet included nine items. The respondents of the study were asked to indicate their satisfaction level in terms of job security, compensation, and relationships with co-workers and supervisors. The findings revealed that both facets of job satisfaction could predict an employee’s citizenship behavior in the OCBO dimension, but not that of the OCBI. This research supports the results of Lee and Allen’s study (2002).

Shaikh, Bhutto and Maitlo (2002) investigated the relationship of overall satisfaction on the job with task performance and contextual performance, as well as the factors of the job descriptive index (JDI). Throughout their study, they found that different factors of JDI, work, colleagues, supervision, pay, and promotion had a strong influence on the overall job satisfaction level of bank employees.

## 2.4 Conceptual Framework

The related theoretical concepts from the literature review have been applied to develop the conceptual framework of this study. Thus, a conceptual framework for this study was created.



**Figure 2.10** Conceptual Framework of This Study

### 2.4.1 Independent Variables

For this study, the independent variables are 1) employee empowerment, 2) job motivation, and 3) job satisfaction.

### 2.4.2 Dependent Variable

The dependent variable of this study is job performance of staff members working in the Department of Tourism. The dimensions of job performance in this study are task performance, contextual performance, and adaptive performance.

## 2.5 Research Hypotheses

The hypotheses of this research are:

H1: Employee empowerment and job motivation are more likely to have positive effects on job satisfaction.

H2: Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on overall job performance.



H3: Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on task performance.

H4: Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on contextual performance.

H5: Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on adaptive performance.

## 2.6 Structural Equations

The structural equations were developed from the proposed conceptual framework as follows:

$$\text{SATIS} = \beta_1 \text{EMPOW} + \beta_2 \text{MOTIVE}$$

(Eq.1)

$$\text{PERFORM} = \beta_3 \text{EMPOW} + \beta_4 \text{MOTIVE} + \beta_5 \text{SATIS}$$

(Eq.2)

$$\text{TASK} = \beta_6 \text{EMPOW} + \beta_7 \text{MOTIVE} + \beta_8 \text{SATIS}$$

(Eq.3)

$$\text{CONTEXT} = \beta_9 \text{EMPOW} + \beta_{10} \text{MOTIVE} + \beta_{11} \text{SATIS}$$

(Eq.4)

$$\text{ADAPT} = \beta_{12} \text{EMPOW} + \beta_{13} \text{MOTIVE} + \beta_{14} \text{SATIS}$$

(Eq.5)

Where 1) SATIS: Job satisfaction 2) EMPOW: Employee empowerment 3) MOTIVE: Job motivation 4) PERFORM: Overall job performance 5) TASK: Task performance 6) CONTEXT: Contextual performance 7) ADAPT: Adaptive performance

## **CHAPTER 3**

### **RESEARCH METHODOLOGIES**

In this chapter, the researcher focuses on the methodologies employed in this study. This chapter comprises: 1) the population; 2) the operationalizations of the dependent and independent variables; 3) the tests for the validity and reliability of the questionnaire; 4) the collection of the data for this research; and 5) the analyses of the data.

#### **3.1 The Population**

The population in a study is the total collection of elements about which we wish to make some inferences, and the target population is the specific, complete group relevant to the research project (Cooper and Schindler, 2002). For this study, the researcher targeted the staff members working in the Department of Tourism in Thailand. The unit of analysis is the individual level.

According to the information provided by the Department of Tourism in May, (2012), there were 235 staff members working in General Affair Division, Bureau of Tourism Services Development, Bureau of Tourism and Guide Registration, Bureau of Tourism Sites Development, and smaller units such as the Thailand Film Office and the Internal Audit Division. Among the staff members, one was positioned as director of the Department of Tourism and two were deputy directors. Therefore, this study expected to collect data from 232 staff members.

The 232 questionnaires were distributed to all staff members working in the Department of Tourism in June, 2012. Permission for distributing and collecting the questionnaires was kindly granted by the director of the Department of Tourism.

The respondents returned 144 questionnaires, representing 62.07 percent of the population. However, one questionnaire had only one answer filled in so it could not be analyzed and was excluded. Thus, 143 returned questionnaires were used in the analyses.

### 3.2 Operationalizations of Dependent and Independent Variables

The aforementioned dependent and independent variables in the conceptual framework of the study, which were derived from the literature, were operationalized at this stage. The measurement scales are shown below.

#### 3.2.1 Operationalization of Dependent Variable

In this study, the dependent variable was job performance. The dimensions contributing to the job performance adapted in this study were task performance, contextual performance, and adaptive performance. A five-point Likert Scale was used to determine the degree of agreement of each item as: 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neutral, 4 = Somewhat Agree, and 5 = Strongly Agree. The level of measurement was the ordinal scale.

**Table 3.1** Operationalization of Job Performance (Part 2 of the Questionnaire)

Variable	Measurement Dimensions	Conceptual Definition	No. of Items	Question No.
	<b>Task Performance</b>	An individual staff member's behaviors, actions, reactions, and activities that are related to job role and task prescription in producing the organization's product and/or service	5	1 – 5
<b>Job Performance</b>	<b>Contextual Performance</b>	An individual staff member's behaviors, actions, reactions, and activities that are not role-prescribed but contribute to the organization's goals, psychological environment, and social environment	5	6 – 10
	<b>Adaptive Performance</b>	An individual staff member's actions, reactions, activities, and creativity in handling and dealing with ambiguity, uncertainty, stress, and change at work	5	11 – 15

### 3.2.2 Operationalization of Independent Variables

In this study, the independent variables were employee empowerment, job motivation, and job satisfaction. A five-point Likert Scale was used to determine the degree of agreement of each item: 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neutral, 4 = Somewhat Agree, and 5 = Strongly Agree. The level of measurement of these variables was the ordinal scale.

**Table 3.2** Operationalizations of Employee Empowerment, Job Motivation, and Job Satisfaction (Part 3 of the Questionnaire)

Variable	Conceptual Definition	No. of Items	Question No.
<b>Employee Empowerment</b>	The extent to which an individual staff member perceives the power and right granted to make choices in initiating and regulating actions, and in influencing his or her operating work outcomes	5	1 – 5
<b>Job Motivation</b>	The degree to which an individual staff member is aroused, energized, directed, or activated to strengthen his or her behaviors in order to achieve the organization's goals	5	6 – 10
<b>Job Satisfaction</b>	The degree of an individual staff member's attitude toward the job in estimating whether the job and job environments fulfill his or her needs	5	11 – 15

In addition to the dependent and independent variables, the respondents' demographic factors were used in part one of the questionnaire, as shown in table 3.3. The descriptive statistics were used to reveal the information of these factors, although the factors influencing their job performance were mainly focused on.

**Table 3.3** Operationalizations of the Department of Tourism Staff Members' Demographic Factors (Part 1 of the Questionnaire)

<b>Variable</b>	<b>Operational Compositions</b>	<b>Level of Measurement</b>	<b>Question No.</b>
<b>Working Unit</b>	1) General Affairs Division 2) Bureau of Tourism Services Development 3) Bureau of Tourism Business and Guide Registration 4) Bureau of Tourism Sites Development 5) Other	Nominal Scale	1
<b>Position</b>	1) Supervisory 2) Employee	Nominal Scale	2
<b>Tenure</b>	1) Less than or equals 2 years 2) 3 - 5 years 3) More than 5 years	Ordinal Scale	3
<b>Gender</b>	1) Male 2) Female	Nominal Scale	4
<b>Age</b>	1) Less than 30 years old 2) 30 – 39 years old 3) 40 – 49 years old 4) 50 years old and above	Ordinal Scale	5
<b>Education Attainment</b>	1) Lower than Bachelor 2) Bachelor 3) Higher than Bachelor	Ordinal Scale	6

### 3.3 Instrument Validity and Reliability Tests

#### 3.3.1 Questionnaire Design

The questionnaire was designed by the researcher based on the theories and empirical studies of several scholars found in the literature. It was reviewed and approved by the dissertation advisory committee.

#### 3.3.2 Pre-testing of Questionnaire

The researcher attempted to remove respondents' misunderstandings about the questions by testing the validity and reliability of the questionnaire before distributing

it to the targeted respondents. Kalaya Vanichbanch (2003) stated that in order to conduct a pre-test, the number of respondents should be at least 25. In order to achieve a higher percentage of representation, however, the researcher distributed 40 questionnaires to 40 staff members working in the Tourism Authority of Thailand (TAT) for pre-testing, and 30 questionnaires were returned.

After analyzing the pre-testing responses, the researcher revised the questionnaire for higher validity and reliability of the instrument. The items of each variable involved in this research are shown in table 3.4 – table 3.9.

**Table 3.4** Task Performance Items

<b>Construct</b>	<b>Items</b>
Task Performance	<ol style="list-style-type: none"> <li>1) I prioritize my working schedule according to the deadlines.</li> <li>2) I complete my core tasks by following the standard procedures.</li> <li>3) I complete my assigned tasks in a timely manner.</li> <li>4) I make few mistakes when I work.</li> <li>5) I ensure that all items and materials necessary to complete my job are present.</li> </ol>

The scale was based on what was suggested by Befort and Hattrup (2003) for the first, third, fourth, and fifth items. The second item was suggested by Griffin et al. (2007). The third item was also supported by Yang et al. (2012).

**Table 3.5** Contextual Performance Items

<b>Construct</b>	<b>Items</b>
Contextual Performance	<ol style="list-style-type: none"> <li>1) I follow the policies, rules, and regulations of the organization.</li> <li>2) I display respect to authority.</li> <li>3) I volunteer for additional assignments.</li> <li>4) I assist my co-workers with job-related matters.</li> <li>5) I tell bad things about the organization to outsiders. (reversed item)</li> </ol>

The first and the third items were proven by Befort and Hatrup (2003), Brief and Motowidlo (1986), and Organ (1988). Befort and Hatrup (2003) confirmed the second item. The fourth item was suggested by Brief and Motowidlo (1986), George and Brief (1992), Pond et al. (1997), and Van Scotter and Motowidlo (1994). The last item used as a contextual performance item of this study was reversed from an item proposed by Bettencourt et al. (2001) and Organ (1988), which was similar to a counterproductive behavior suggested by Dalal et al. (2009).

**Table 3.6** Adaptive Performance Items

<b>Construct</b>	<b>Items</b>
Adaptive Performance	<ol style="list-style-type: none"> <li>1) I can well handle crisis situations and difficulties at work.</li> <li>2) I can find ways to solve problems at work creatively.</li> <li>3) I am open to experience new things at work such as new technologies, new tasks, and new work procedures.</li> <li>4) I can deal well with uncertain and unpredictable situations that happen at work.</li> <li>5) I can well adapt to new things or changes.</li> </ol>

The first and the second items were suggested by Almahamid et al. (2010) and Pulakos et al. (2000). The third item was from Almahamid et al. (2010), Le Pine et al. (2000), Pulakos et al. (2000), and Yuan and Woodman (2010). The fourth item was used by Almahamid et al. (2010) and Pulakos et al. (2000). Further, the last item shown in the scale was offered by Griffin et al. (2007).

**Table 3.7** Employee Empowerment Items

<b>Construct</b>	<b>Items</b>
Employee Empowerment	<ol style="list-style-type: none"> <li>1) My supervisor encourages me to give ideas or suggestions regarding my job.</li> <li>2) My supervisor encourages me to solve problems by my own without an approval from him/her.</li> <li>3) My supervisor informs me useful information about my job.</li> <li>4) I believe in my ability to perform my job successfully.</li> <li>5) I am rewarded for my job well done.</li> </ol>

The first item was suggested by Alge et al. (2006), Schermerhorn et al. (2003), and Scott et al. (2003). The second item was used by Tekleab et al. (2008). The third item was offered by Bowen and Lawler (1992) and Daft and Marcic (2011). The fourth item was used by Chen et al. (2005), Quinn and Spreitzer (1999), and Spreitzer (1996). Finally, the fifth item was proposed by Bowen and Lawler (1992) and Saadat (2005).

**Table 3.8** Job Motivation Items

<b>Construct</b>	<b>Items</b>
Job Motivation	1) I enjoy serving the public and public interests. 2) I see an opportunity for career advancement in this organization. 3) I see the pension and retirement benefits in this organization. 4) I have job security. 5) My job is challenging for me to present my skills and abilities.

The first item was applied from Frank and Lewis (2004), Houston (2006), and Lee and Wilkins (2011). The second, third, and fourth items were suggested by Lee and Wilkins (2011). The last item was applied from that which was used by Barrick et al. (2002) and Eccles and Wigfield (1995).

**Table 3.9** Job Satisfaction Items

<b>Construct</b>	<b>Items</b>
Job Satisfaction	1) I am satisfied with the opportunities to present my skills and abilities. 2) I am satisfied with work accomplishment. 3) I am satisfied with my current job. 4) I am satisfied with the work environment and conditions. 5) I am satisfied with recognition I get at work.

The first item was proposed by Scott et al. (2003). The second item was confirmed by Kim (2002) and Scott et al. (2003). The third item was used by several



scholars such as Almahamid et al. (2010), Rizwan et al. (2011), Robbins and Judge (2007), and Schleicher et al. (2004). The fourth item was recommended by Almahamid et al. (2010) and Scott and associates (2003). Moreover, the fifth item was suggested by Kim (2002).

### 3.3.3 Validity

The content validity of the questionnaire items was proven by several scholars (e.g. Alge et al., 2006; Almahamid et al., 2010; Befort and Hattrup, 2003; Griffin et al., 2007; Organ, 1988; Pulakos et al., 2000; Yang et al., 2012; Yuan and Woodman, 2010), and reviewed and approved by the dissertation advisory committee.

The scales of this study were reviewed and approved by a professional translator as the scales in the literature were all in English. After the researcher translated them into Thai to be used in this study, the researcher received assistance from the professional translator for a back translation process to ensure the meaning of each item in the questionnaire. The researcher also tested the construct validity using factor analysis.

#### 3.3.3.1 Task Performance

Task performance comprises 5 items in this research. The factor analysis results presented in table 3.10 indicate that only one component could be extracted.

**Table 3.10** Factor Analysis of Task Performance

Variable	Content	Factor Loading I
Factor I:	TASK PERFORMANCE	
TASK1	I prioritize my working schedule according to the deadlines.	.810
TASK2	I complete my core tasks by following the standard procedures.	.749
TASK5	I ensure that all items and materials necessary to complete my job are present.	.731
TASK3	I complete my assigned tasks in a timely manner.	.713
TASK4	I make few mistakes when I work.	.617

The results from the factor analysis in table 3.10 indicate the scale items measuring task performance, with factor loading scores of 0.617-0.810.

### 3.3.3.2 Contextual Performance

Contextual performance includes 5 scale items. The factor analysis results in table 3.11 present 2 loaded factors, which were labeled contextual performance and counterproductive performance.

**Table 3.11** Factor Analysis of Contextual Performance

Variable	Content	Factor Loading	
		I	II
Factor I:	CONTEXTUAL PERFORMANCE		
CONTEXT4	I assist my co-workers with job-related matters.	.821	
CONTEXT1	I follow the policies, rules and regulations of the organization.	.817	
CONTEXT2	I display respect to authority.	.791	
CONTEXT3	I volunteer for additional assignments.	.754	
Factor II:	COUNTERPRODUCTIVE PERFORMANCE		
CONTEXT5	I tell bad things about the organization to outsiders.		.934

The factor analysis results for the scale items measuring contextual performance in table 3.11 yielded 2 loaded components. Four items were extracted as one component had moderate to high factor loading scores (0.754-0.821). These items represent “contextual performance.” Only one component was extracted separately from the others, having a very high factor loading score (0.934). This item was labeled “counterproductive performance,” which is opposite the contextual performance proposed by Dalal et al. (2009) and Rotundo and Sackett (2002).

### 3.3.3.3 Adaptive Performance

The scale measuring adaptive performance consisted of 5 items. The results of adaptive performance factor analysis reported only one component.

**Table 3.12** Factor Analysis of Adaptive Performance

<b>Variable</b>	<b>Content</b>	<b>Factor Loading I</b>
Factor I:	ADAPTIVE PERFORMANCE	
ADAPT1	I can well handle crisis situations and difficulties at	.842
ADAPT2	work.	.832
ADAPT4	I can find ways to solve problems at work creatively.	.807
ADAPT5	I can deal well with uncertain and unpredictable	.788
ADAPT3	situations that happen at work.	.759
	I can well adapt to new things or changes.	
	I am open to experience new things at work such as	
	new technologies, new tasks, and new work	
	procedures.	

The factor analysis produced factor loading scores for adaptive performance between 0.759-0.842.

#### 3.3.3.4 Employee Empowerment

The factor analysis results produced only one component for employee empowerment, as shown in table 3.13.

**Table 3.13** Factor Analysis of Employee Empowerment

<b>Variable</b>	<b>Content</b>	<b>Factor Loading I</b>
Factor I:	EMPLOYEE EMPOWERMENT	
EMPOW1	My supervisor encourages me to give ideas or	.824
EMPOW3	suggestions regarding my job.	.783
EMPOW2	My supervisor informs me useful information about	.760
EMPOW5	my job.	
EMPOW5	My supervisor encourages me to solve problems by	.648
EMPOW4	my own without an approval from him or her.	.626
	I am rewarded for my job well done.	
	I believe in my ability to perform my job	
	successfully.	

Factor loading scores of 0.626 to 0.824 were shown.

### 3.3.3.5 Job Motivation

The factor analysis results produced only one component for job motivation, as shown in table 3.14. One item showed a relatively low score (0.477); however, it was loaded to the same factor as the others in this scale.

**Table 3.14** Factor Analysis of Job Motivation

Variable	Content	Factor Loading I
Factor I:	JOB MOTIVATION	
MOTIVE3	I see pension and retirement benefits in this organization.	.808
MOTIVE2	I see an opportunity for career advancement in this organization.	.782
MOTIVE4	I have job security.	.775
MOTIVE5	My job is challenging for me to present my skills and abilities.	.715
MOTIVE1	I enjoy serving the public and public interests.	.477

### 3.3.3.6 Job Satisfaction

For the job satisfaction scale items, the factor analysis results produced only one component, as shown in table 3.15.

**Table 3.15** Factor Analysis of Job Satisfaction

Variable	Content	Factor Loading I
Factor I:	JOB SATISFACTION	
SATIS5	I am satisfied with recognition I get at work.	.862
SATIS3	I am satisfied with my current job.	.854
SATIS1	I am satisfied with the opportunities to present my skills and abilities.	.843
SATIS2	I am satisfied with work accomplishment.	.799
SATIS4	I am satisfied with the work environment and conditions.	.797

The results produced by factor analysis reported one component and also confirmation of relatively high construct validity of the scale (0.797-0.862).

In addition, the researcher also conducted Kaiser-Meyer-Olkin and Barlett's Sphericity tests and the results are shown in table 3.16 below. The least value of the KMO was 0.712 as and it was not lower than 0.5, as suggested by Kaiser (1974, quoted in Dziuban and Shirkey 1974: 359), which confirmed the adequacy of the sample. Also, the results of Barlett's test guaranteed that the variables were uncorrelated in the population.

**Table 3.16** Kaiser-Meyer-Olkin Measure of Sampling Adequa and Barlett's Test of Sphericity

Scale	KMO	Barlett's Test (Sig.)
Task Performance	.742	.000
Contextual Performance	.712	.000
Adaptive Performance	.832	.000
Job Satisfaction	.835	.000
Employee Empowerment	.798	.000
Job Motivation	.768	.000

Furthermore, table 3.17 presents the strength of agreement level used in this research (Dyer and Osborne, 1999).

**Table 3.17** Strength of Agreement Level

Range	Level of Agreement
1.00 – 1.49	Strongly Disagree
1.50 – 2.49	Disagree
2.50 – 3.49	Neutral
3.50 – 4.49	Agree
4.50 – 5.00	Strongly Agree

### 3.3.4 Reliability

The Statistical Package for the Social Sciences (SPSS) Program version 20 was used. Cronbach's Alpha, a model of internal consistency, based on the average inter-item correlation, was used to test the reliability of the items. Both validity and reliability were of high concern in this research.

**Table 3.18** Reliability Coefficients of the Scale Items

Scale	Number of Items	Reliability Coefficients (Cronbach's Alpha)
Task Performance	5	0.770
Contextual Performance	5	0.559
Adaptive Performance	5	0.864
Employee Empowerment	5	0.774
Job Motivation	5	0.768
Job Satisfaction	5	0.883

Table 3.18 presents the results of the reliability test for all scales used in this research. As suggested by Sekaran (1992), a reliability value of at least 0.6 is considered reliable. The results confirmed that task performance, adaptive performance, employee empowerment, job motivation, and job satisfaction had reliability coefficients with alpha values ranging from 0.768 to 0.864, except for the reliability of contextual performance, which was 0.559.

For that matter, the statistics suggested that if the contextual performance item "I tell bad things about the organization to outsiders" were deleted from the scale, the reliability (alpha value) would increase to 0.802, while deleting any other item in the scale would make the reliability lower than the present result.

### **3.4 Data Collection**

The methods of data collection were as follows:

#### **3.4.1 Secondary Data**

This research was based on document analysis, which evaluates historical and contemporary confidential public records and reports, and government reports and opinions. Furthermore, relevant information was gathered and analysed from many sources, including books, journals, newspapers, unpublished works, official reports, magazines, and electronic references.

#### **3.4.2 Primary Data**

Primary data were gathered by the researcher using a self-administered questionnaire at the survey site. A five-point Likert Scale was used to determine the degree of agreement of each item as follows: 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neutral, 4 = Somewhat Agree, and 5 = Strongly Agree. In addition, open-ended questions were also used in the questionnaire to conduct the qualitative analysis.

### **3.5 The Analyses of Primary Data**

#### **3.5.1 Quantitative Analysis**

SPSS (Statistical Package for the Social Science) Program version 20 was used to decode the raw materials (questionnaires) in this process.

##### **1) Descriptive Statistics**

Descriptive statistics were used to present frequency, percentages, minimum, maximum, means, and the standard deviations of variables.

##### **2) Pearson Correlations and Collinearity Diagnostics**

Pearson Correlations, Variance Inflation Factors (VIF), and Tolerance values were utilized to determine the relationships among variables in order to avoid a multi-collinearity problem.

### 3) Path Analysis

Path analysis investigates the direct and indirect effects of independent variables on the dependent variable. In this research, path analysis was performed to test the hypotheses concerning the direct and indirect effects of a set of independent variables, which were employee empowerment, job motivation, and job satisfaction, on the dependent variable, which was job performance. Furthermore, the three dimensions of job performance were specifically studied regarding the direct and indirect effects of the independent variables on each of them. The effects, the so-called path coefficients, were reflected. Table 3.19 shows the interpretations of the path coefficients for this research in regard to Kanlaya Manchasingh (2011).

**Table 3.19** Strength of Path Coefficients Interpretation

<b>Coefficients</b>	<b>Strength of Relationship</b>
0.00	No relationship
0.01 – 0.09	Trivial
0.10 – 0.29	Weak
0.30 – 0.49	Moderate
0.50 – 1.00	Strong

### 4) Stepwise Regression Analysis

This analysis investigated the significant determinants of staff members' job performance and also its dimensions, which were task, contextual, and adaptive behaviors.

### 3.5.2 Qualitative Analysis

For the qualitative session, the researcher asked open-ended questions in the questionnaires that were distributed to staff members working in the Department of Tourism to find out their opinions about: 1) the characteristics of good job performers; 2) the characteristics of good organizations; 3) the factors that could positively affect their job performance; and 4) the factors that could negatively affect their job performance.



## **CHAPTER 4**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter focuses on describing the research findings, comprising: 1) the descriptive characteristics of the demographic data, and the independent and dependent variables of this study, in which frequency, percentages, minimum, maximum, means, and standard deviations are described; 2) data analyses, the answers to the research questions, and the hypotheses of this study by presenting the effects of employee empowerment, job motivation, and job satisfaction on the job performance; 3) the opinions of the respondents to the open-ended questions; and 4) the summary of this chapter.

#### **4.1 Descriptive Characteristics of the Demographic**

##### **4.1.1 Descriptions of Demographic Data**

This section focuses on the personal demographic data of staff members working in the Department of Tourism. The 232 questionnaires were distributed to all expected respondents and 144 questionnaires were returned. One respondent answered only one question and therefore that questionnaire was excluded, which made  $N = 143$  for this study. It represents 61.64 percent of the population from all sections in the Department of Tourism.

As shown in table 4.1 below, the majority of respondents (31.5%) work in the Bureau of Tourism Business and Guide Registration, followed by the Bureau of Tourism Sites Development (20.3%), other units (18.9%), the General Affairs Division (16.8%), and the Bureau of Tourism Services Development (12.6%).

The majority of the staff are employees (93.7%) and 9 respondents (6.3%) are at the supervisory level.

Regarding tenure, 37.8 percent of the respondents had been working in the Department of Tourism for less than or equal to 2 years, followed by 3 to 5 years

(37.1%), which was close to the first group mentioned, and 23.1 percent had been working there for more than 5 years. Nevertheless, 3 respondents did not provided information in this regard, counting as 0.1 percent.

**Table 4.1** Demographic Data of the Department of Tourism Staff (N = 143)

No.	Factor	Operational Compositions	Number (Person)	Percent (%)
1.	<b>Working Unit</b>	General Affairs Division	24	16.8
		Bureau of Tourism Services Development	18	12.6
		Bureau of Tourism Business and Guide Registration	45	31.5
		Bureau of Tourism Sites Development	29	20.3
		The Others	27	18.9
		<b>Total</b>	<b>143</b>	<b>100.0</b>
		2.	<b>Position</b>	Supervisory
Employee	134			93.7
<b>Total</b>	<b>143</b>			<b>100.0</b>
3.	<b>Tenure</b>	≤ 2 years	54	37.8
		3 – 5 years	53	37.1
		> 5 years	33	23.1
		No answer	3	0.1
		<b>Total</b>	<b>143</b>	<b>100.0</b>
4.	<b>Gender</b>	Male	42	29.4
		Female	99	69.2
		No answer	2	1.4
		<b>Total</b>	<b>143</b>	<b>100.0</b>
5.	<b>Age</b>	< 30 years	61	42.7
		30 – 39 years	51	35.7
		40 – 49 years	13	9.1
		≥ 50 years	9	6.3
		No answer	9	6.3
		<b>Total</b>	<b>143</b>	<b>100.0</b>
6.	<b>Education Attainment</b>	Lower than Bachelor Degree	5	3.5
		Bachelor	94	65.7
		Higher than Bachelor Degree	43	30.1
		No answer	1	0.7
		<b>Total</b>	<b>143</b>	<b>100.0</b>

The 69.2 percent of the respondents were female and 29.4 percent were male. However, 2 respondents (1.4%) did not provide information about their gender.

Concerning age, the majority of the staff were under 30 years old (42.7%). The rest were in the range of 30 to 39 (35.7%), 40 to 49 (9.1%), and 50 years of age and above (6.3%). Six point three percent did not provide age information.

The last personal factor was education, where the majority had earned a bachelor's degree (65.7%). Almost one-third (30.1%) graduated with higher than a bachelor's degree, and only 3.5 percent completed lower than a bachelor's degree. One respondent (0.7%) did not answer this question.

#### 4.1.2 Descriptions of Independent Variables

The researcher conducted a descriptive procedure with the independent variables, which were employee empowerment, job motivation, and job satisfaction. The percentages of the responses for each variable item are presented in table 4.2, table 4.3, and table 4.4.

**Table 4.2** Descriptive Statistics on the Employee Empowerment Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
EMPOW1	My supervisor encourages me to give ideas or suggestions regarding my job.	0.7	8.4	28.7	38.5	23.8	-
EMPOW2	My supervisor encourages me to solve problems by my own without an approval from him/her.	2.1	10.5	36.4	41.3	9.8	-
EMPOW3	My supervisor informs me useful information about my job.	0.7	8.4	25.2	41.3	24.5	-

**Table 4.2** (Continued)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
EMPOW4	I believe in my ability to perform my job successfully.	-	2.8	17.5	52.4	27.3	-
			2.8		79.7		
EMPOW5	I am rewarded for my job well done.	11.9	10.5	37.8	28.0	10.5	1.4
		22.4			38.5		

The respondents agreed mostly on EMPOW4 (79.7%), followed by EMPOW3 (65.8%), EMPOW1 (62.3%), EMPOW2 (51.1%), and EMPOW5 (38.5%).

According to the results, the highest percent of disagreement was on EMPOW5 (22.4%), where the respondents did not agree that they were rewarded for a job well done. Further, only 2.8 percent disagreed regarding their ability to successfully perform their job (EMPOW4).

**Table 4.3** Descriptive Statistics on the Job Motivation Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
MOTIVE 1	I enjoy serving the public and public interests.	0.7	1.4	16.8	45.5	35.0	0.7
			2.1		80.5		
MOTIVE 2	I see an opportunity for career advancement in this organization.	6.3	10.5	38.5	28.7	16.1	-
			16.8		44.8		
MOTIVE 3	I see the pension and retirement benefits in this organization.	14.0	8.4	31.5	32.2	13.3	0.7
		22.4			45.5		

**Table 4.3** (Continued)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
MOTIVE 4	I have job security.	13.3	8.4	30.8	31.5	15.4	0.7
		21.7			46.9		
MOTIVE 5	My job is challenging for me to present my skills and abilities.	4.2	4.9	35.7	39.9	15.4	-
		9.1			55.3		

Among the 5 items of the job motivation variable in this study, the respondents agreed mostly that they enjoyed serving the public and public interest (MOTIVE1), where the percentage of agreement (80.5%) was much higher than with the other items on the same scale. The agreement on this item clearly corresponded to this government organization type.

More than 20 percent of the respondents perceived that they did not agree that they saw pension and retirement benefits (MOTIVE3), and they also did not think that they had job security (MOTIVE4). Moreover, fewer than 10% of the respondents disagreed with MOTIVE5 (9.1%) and MOTIVE1 (2.1%).

Table 4.4 below exhibits the respondents' agreement and disagreement regarding their satisfaction with their job and job-related conditions.

**Table 4.4** Descriptive Statistics on the Job Satisfaction Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
SATIS1	I am satisfied with the opportunities to present my skills and abilities.	2.1	4.9	32.9	44.1	16.1	-
		7.0			60.2		

**Table 4.4** (Continued)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
SATIS2	I am satisfied with work accomplishment.	0.7	3.5	18.9	51.0	25.9	-
		4.2			76.9		
SATIS3	I am satisfied with my current job.	3.5	5.6	35.0	39.2	16.8	-
		9.1			56.0		
SATIS4	I am satisfied with the work environment and conditions.	9.1	7.7	28.7	38.5	16.1	-
		16.8			54.6		
SATIS5	I am satisfied with recognition I get at work.	2.1	5.6	34.3	41.3	16.1	0.7
		7.7			57.4		

Regarding job satisfaction, the item for which the respondents agreed mostly was SATIS2 (76.9%), where they were satisfied with their work achievement, and only 4.2 percent disagreed. The percentages of agreement of the other 4 items did not very much differ from one another: SATIS1 (60.2%), SATIS5 (57.4%), SATIS3 (56.0%), and SATIS4 (54.6%).

The only item where the respondents disagreed more than 10 percent was SATIS4 (16.8%) because that they did not think that the work environment and conditions were satisfactory.

#### **4.1.3 Description of Dependent Variable**

A descriptive procedure was also conducted with the dependent variable measurements, which were the three dimensions of job performance (task performance, contextual performance, and adaptive performance) applied in this study. Table 4.5, table 4.6, and table 4.7 present the percentages of agreement and disagreement for each aforesaid measurement item.

**Table 4.5** Descriptive Statistics on the Task Performance Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
TASK1	I prioritize my working schedule according to the deadlines.	0.7	2.8	8.4	37.1	50.3	0.7
		3.5			87.4		
TASK2	I complete my core tasks by following the standard procedures.	-	4.9	21.7	49.7	23.1	0.7
		4.9			72.8		
TASK3	I complete my assigned tasks in a timely manner.	-	2.8	14.7	44.8	37.1	0.7
		2.8			81.9		
TASK4	I make few mistakes when I work.	4.2	13.3	37.8	36.4	7.7	0.7
		17.5			44.1		
TASK5	I ensure that all items and materials necessary to complete my job are present.	0.7	5.6	20.3	46.2	25.9	1.4
		6.3			72.1		

The 87.4 percent of the respondents agreed mostly that their working schedule was prioritized according to deadlines (TASK1). With regard to their perceptions, TASK2 (72.8%) and TASK5 (72.1%) were not very different. For TASK4, 44.1 percent of the respondents agreed that they made few mistakes when they worked.

The highest disagreement was on TASK4 (17.5%). Further, fewer than 10 percent disagreed on TASK5 (6.3%), TASK2 (4.9%), TASK1 (3.5%), and TASK3 (2.8%).

Table 4.6 displays the descriptive statistics on the contextual performance items.

**Table 4.6** Descriptive Statistics on the Contextual Performance Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
CONTEXT 1	I follow the policies, rules and regulations of the organization.	-	5.6	14.7	46.2	32.9	0.7
			5.6			79.1	
CONTEXT 2	I display respect to authority.	-	1.4	13.3	42.0	42.7	0.7
			1.4			84.7	
CONTEXT 3	I volunteer for additional assignments.	2.1	4.2	36.4	40.6	16.8	-
			6.3			57.4	
CONTEXT 4	I assist my co-workers with job-related matters.	-	1.4	11.9	57.3	29.4	-
			1.4			86.7	
CONTEXT 5	I tell bad things about the organization to outsiders.	27.3	23.8	27.3	14.7	5.6	1.4
			51.1			20.3	

Among the contextual performance items, CONTEXT5 showed the lowest percent (20.3%) of the respondents' agreement, while CONTEXT4 (86.7%), CONTEXT2 (84.7%), CONTEXT1 (79.1%) presented the high percentages, and the results of CONTEXT3 showed that 57.4 percent of the respondents agreed that they volunteered for additional work assignments.

A little more than 50 percent of the respondents disagreed that they said bad things about their organization to outsiders (CONTEXT5), while the other items presented very low percentages, especially CONTEXT2 and CONTEXT4, where only 1.4 percent of the respondents had a disagreement on these two items.



**Table 4.7** Descriptive Statistics on the Adaptive Performance Items (N = 143)

Item	Label	Percent (%)					
		Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree	No Answer
ADAPT1	I can well handle crisis situations and difficulties at work.	-	2.8	32.9	49.7	14.7	-
			2.8			64.4	
ADAPT2	I can find ways to solve problems at work creatively.	-	6.3	30.1	47.6	16.1	-
			6.3			63.7	
ADAPT3	I am open to experience new things at work such as new technologies, new tasks and new work procedures.	-	3.5	16.1	51.7	28.7	-
			3.5			80.4	
ADAPT4	I can deal well with uncertain and unpredictable situations that happen at work.	-	4.9	32.2	48.3	14.7	-
			4.9			63.0	
ADAPT5	I can well adapt to new things or changes.	-	2.1	23.8	56.6	17.5	-
			2.1			74.1	

For this job performance measurement, more than 60 percent of the respondents agreed on all items, especially ADAPT3, which showed that the respondents perceived themselves as open to experiencing new things at work (80.4%).

Low percentages were displayed for their disagreement on all items. The highest percent of disagreement was on ADAPT2 (6.3%), where the respondents did not agree that they could find ways to solve problems occurring at work creatively.

## 4.2 Data Analyses and Results of the Study

### 4.2.1 Correlation Matrix and Means and Standard Deviations of Independent and Dependent Variables

#### 4.2.1.1 Independent Variables

In order to avoid the multi-collinearity problem, the researcher conducted Pearson Coefficients to determine the relationships among employee empowerment (EMPOW), job motivation (MOTIVE), and job satisfaction (SATIS). Table 4.8 presents the correlation coefficients, minimum, maximum, means, and standard deviations of the variables.

**Table 4.8** Correlation Coefficients between Independent Variables (N = 143)

Variable	EMPOW	MOTIVE	SATIS
EMPOW	1	.495**	.574**
MOTIVE		1	.565**
SATIS			1
Minimum	1	1	1
Maximum	25	25	25
Mean	14.31	13.54	14.75
SD	6.338	6.517	7.114

**Note:** \*\* Correlation is significant at the .01 level (2-tailed).

By means of Pearson correlation analysis, the highest correlation of 0.574 was between employee empowerment (EMPOW) and job satisfaction (SATIS). It was still lower than the recommended acceptable level of the correlation value suggested by Williams (2011), which was 0.80. Therefore, it was concluded that this research had no multi-collinearity problem regarding the independent variables.

In addition to the Pearson Correlation, the researcher conducted Tolerance and Variance Inflation Factor (VIF) tests, which also measured the degree of multi-collinearity of the variables in the regression model (O'Brien, 2007). Table 4.9 presents the results of the tests.

**Table 4.9** Collinearity Statistics on the Independent Variables (N = 143)

Variable	Collinearity	
	Tolerance	VIF
EMPOW	.770	1.299
MOTIVE	.770	1.299
SATIS	.560	1.785

According to the results in table 4.9, the smallest tolerance was 0.560, which was not less than 0.10 as proposed by Williams (2011), which means the variables did not have a multi-collinearity problem. Also, the result was confirmed with the VIF values, where none of the values was higher than 10 (Williams, 2011).

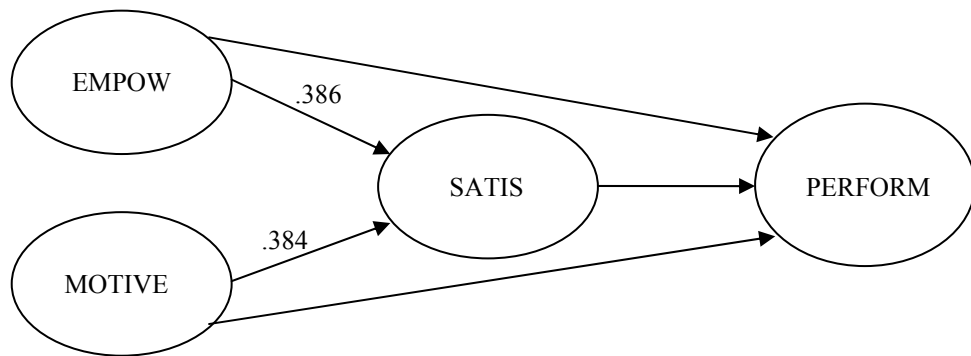
The minimum, maximum, means, and standard deviations of the dependent variable measurement dimensions are presented below.

**Table 4.10** Minimum, Maximum, Means, and Standard Deviations of Dependent Variable Dimensions (N = 143)

Variable	TASK	CONTEXT	ADAPT
Minimum	2	2	2
Maximum	25	25	25
Mean	17.12	15.97	16.39
SD	5.313	5.102	6.341

#### 4.2.2 Causal Relations between Independent Variables and Job Performance and Its Three Dimensions

The application of path analysis was used to test the hypotheses of this research. The path diagram illustrated in figure 4.1 presents the results that answered hypothesis 1.



**Figure 4.1** Path Model for the Key Psychological Determinants of Job Satisfaction of Department of Tourism Staff (N = 143)

**Note:** Coefficients were Significant at the .05 Level.

#### 4.2.2.1 Hypothesis 1: Employee Empowerment and Job Motivation are More Likely to Have Positive Effects on Job Satisfaction.

Figure 4.1 illustrates the fact that employee empowerment was significantly and positively related to job satisfaction (Beta = .386). When employees realize that they are given more rights to make decisions on matters concerning their work quality and believe in their abilities more, they tend to be happier with their job and job-related environments.

Figure 4.1 also confirms that there was a significant positive relationship between job motivation and job satisfaction (Beta = .384). The findings revealed that the higher level at which the employees are energized by their organization and job, the greater is their satisfaction at work. Thus, hypothesis 1 was supported.

Table 4.11 presents the summary of relationship analyses of employee empowerment and job motivation on job satisfaction.

**Table 4.11** Causal Relations between Employee Empowerment and Job Motivation and Job Satisfaction

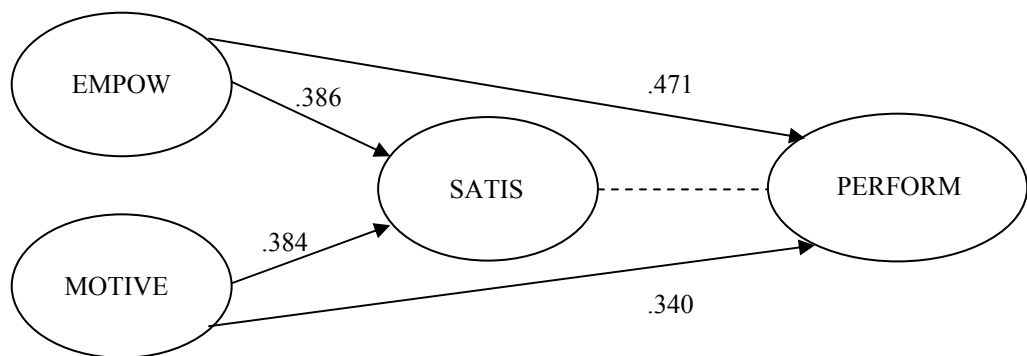
Independent Variable	Direct Effect
Employee Empowerment	.386
Job Motivation	.384

**Table 4.12** Summary of Analyses of Employee Empowerment and Job Motivation on Job Satisfaction

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	B	S.E. <sub>est</sub>	$\beta$	t	Sig
EMPOW	.571	.326	.321	.437	.086	.386	5.105*	.000
MOTIVE	.663	.440	.431	.420	.083	.384	5.078*	.000

**Note:**  $a = 2.777$ ,  $S.E._{est}(SATIS) = 5.379$ , \* Significant at .05 level.

The path diagram in figure 4.2 presents the results in answer to hypothesis 2.



**Figure 4.2** Path Model for the Key Psychological Determinants of Job Performance of Department of Tourism Staff (N = 143)

**Note:** Coefficients were significant at the .05 level.

#### 4.2.2.2 Hypothesis 2: Employee Empowerment, Job Motivation, and Job Satisfaction are More Likely to Have Positive Effects on Overall Job Performance.

This hypothesis was rejected according to the results shown in figure 4.2, which reveal that employee empowerment and job motivation have positive relationships with the job performance of staff, but there was no significant association between job satisfaction and the staff members' job performance.

This means that the employees perform better when they are more authorized to use their competency to work and that they do not have to always wait for their supervisors' orders or decisions. Also, when the staff members are more motivated, they perform better at work. Nonetheless, satisfaction with the job and the environments involved in the job did not lead to better performance of the staff.

The relation analyses of the independent variables and job performance are shown in table 4.13. A summary of analyses of these variables is presented in table 4.14.

**Table 4.13** Causal Relations between Independent Variables and Job Performance

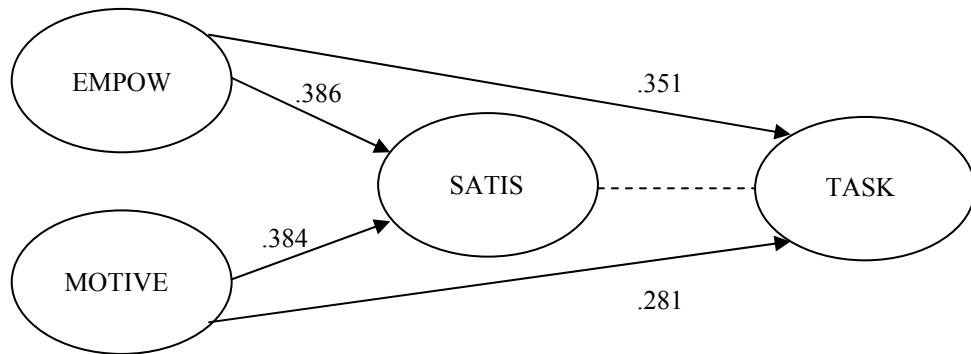
Independent Variable	Sources of Causation		
	Direct	Indirect	Total
Employee Empowerment	.471	-	.471
Job Motivation	.340	-	.340
Job Satisfaction	-	-	-

**Table 4.14** Summary of Analyses of Independent Variables on Job Performance

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	B	S.E. <sub>est</sub>	β	t	Sig
EMPOW	.634	.402	.398	1.093	.167	.471	6.532*	.000
MOTIVE	.701	.492	.484	.762	.161	.340	4.720*	.000

**Note:** a = 22.584, S.E.<sub>est(PERFORM)}</sub> = 10.508, \* Significant at .05 level.

Figure 4.3 displays a path diagram, which provides an answer to hypothesis 3.



**Figure 4.3** Path Model for the Key Psychological Determinants of Task Performance of Department of Tourism Staff (N = 143)

**Note:** Coefficients were significant at the .05 level.

#### 4.2.2.3 Hypothesis 3: Empowerment, Job Motivation, and Job Satisfaction are More Likely to Have Positive Effects on Task Performance.

As depicted in the path diagram in figure 4.3, the results disclosed that employee empowerment (Beta = .351) and job motivation (Beta = .281) positively influence the task performance of employees. On the other hand, job satisfaction has no association with task behaviors.

It can be explained that when employees perceive that they are given more authority to decide what is appropriate for their work procedures and work quality, they perform their tasks better. In addition, when employees are aroused by things provided with their job that they perceive as beneficial or enjoyable, they perform their tasks better. However, their enjoyment on the job was not related to their behaviors and actions in producing the organization's products or services. Thus, hypothesis 3 was not supported.

Table 4.15 summarizes the causal relations between the independent variables and task performance. Further, table 4.16 displays a summary of the analyses.

**Table 4.15** Causal Relations between Independent Variables and Task Performance

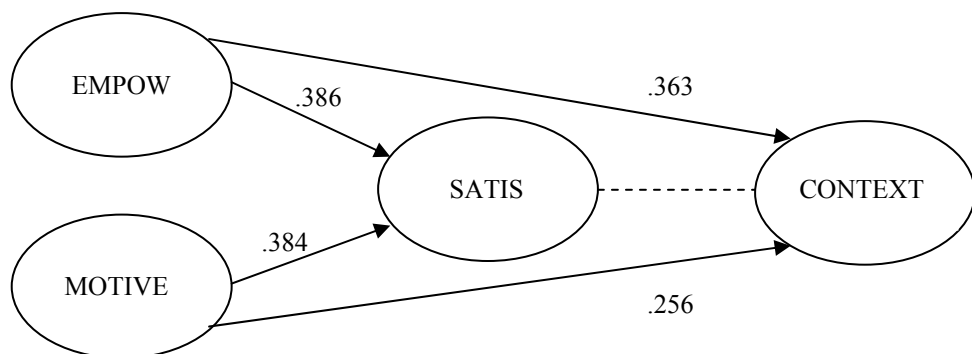
Independent Variable	Sources of Causation		
	Direct	Indirect	Total
Employee Empowerment	.351	-	.351
Job Motivation	.281	-	.281
Job Satisfaction	-	-	-

**Table 4.16** Summary of Analyses of Employee Empowerment and Job Motivation on Task Performance

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	b	S.E. <sub>est</sub>	$\beta$	t	Sig
EMPOW	.480	.230	.224	.294	.071	.351	4.146*	.000
MOTIVE	.541	.293	.281	.226	.068	.281	3.321*	.001

**Note:** a = 9.850, S.E.<sub>est(TASK)}</sub> = 4.390, \* Significant at .05 level.

The path model in figure 4.4 discloses the results in answer to hypothesis 4 of this study.

**Figure 4.4** Path Model for the Key Psychological Determinants of Contextual Performance of Department of Tourism Staff (N = 143)

**Note:** Coefficients were significant at the .05 level.



#### 4.2.2.4 Hypothesis 4: Employee Empowerment, Job Motivation, and Job Satisfaction are More Likely to Have Positive Effects on Contextual Performance.

Figure 4.4 exhibits the results that employee empowerment significantly and positively relates to contextual performance as anticipated (Beta = .363). The higher the acquired empowerment, the higher degree the employees take good actions in contributing to their organization.

Job motivation is also found to significantly and positively relate to contextual performance (Beta = .256) as stated in hypothesis 4. When staffs sense more benefits from their job that they think the benefits can fulfill their needs, they tend to behave in the way that well contributes to the organization's operation and cooperation.

Nevertheless, job satisfaction has no significant relationship with contextual performance of employees. The contextual behaviors depend on employees' willingness and are voluntary as these supportive activities are not specified in the job description, and do not outstandingly contribute to each individual's concrete work success. The result shows that the satisfaction on job does not make employees volunteer themselves to conform more to the organization's well-being. For this reason, hypothesis 4 is not supported.

Table 4.17 summarizes the causal relations that the independent variables have on contextual performance. Further, table 4.18 presents the summary of analyses of independent variables on contextual performance.

**Table 4.17** Causal Relations between Independent Variables and Contextual Performance

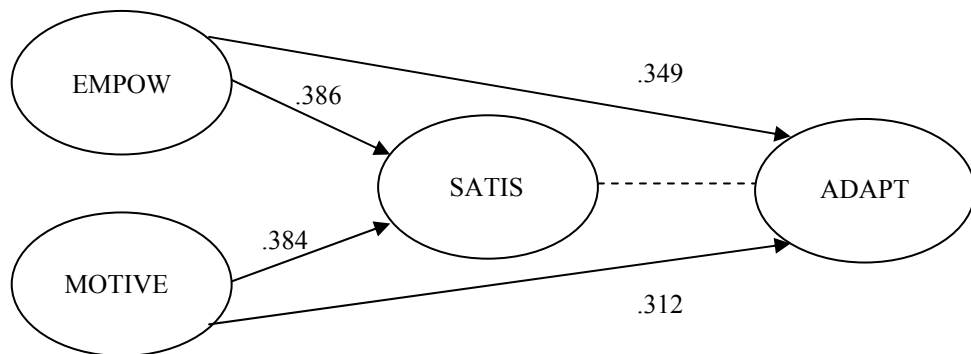
Independent Variable	Sources of Causation		
	Direct	Indirect	Total
Employee Empowerment	.363	-	.363
Job Motivation	.256	-	.256
Job Satisfaction	-	-	-

**Table 4.18** Summary of Analyses of Employee Empowerment, and Job Motivation on Contextual Performance

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	b	S.E. <sub>est</sub>	$\beta$	t	Sig
EMPOW	.490	.240	.234	.296	.071	.363	4.175*	.000
MOTIVE	.538	.289	.278	.201	.068	.256	2.951*	.004

**Note:** a = 9.040, S.E.<sub>est(CONTEXT)</sub> = 4.308, \* Significant at .05 level.

Figure 4.5 below shows the path diagram, which provides an answer to hypothesis 5.



**Figure 4.5** Path Model for the Key Psychological Determinants of Adaptive Performance of Department of Tourism Staff (N = 143)

**Note:** Coefficients were significant at the .05 level.

#### 4.2.2.5 Hypothesis 5: Employee Empowerment, Job Motivation, and Job Satisfaction are More Likely to have Positive Effects on Adaptive Performance.

Figure 4.5 illustrates that employee empowerment significantly and positively influenced staff members' adaptive behaviors (Beta = .349). The higher the opportunity to use their own judgment and capabilities when doing their jobs, the more flexibility and adaptability they demonstrated in coping with changes and new things happening at work.

In addition, the perceptions on job motivation were found to be related to the adaptive behaviors of employees in a positive way (Beta = .312). The positive relation between the two variables can be explained as follows: when a job and its benefits are affirmed, the employees feel more confident in accepting and handling the unpredicted situations that take place at work.

Job satisfaction had no significant effect on the adaptive performance of staff members, which was contrary to what was expected in hypothesis 5. Therefore, hypothesis 5 was rejected. Not being afraid to improvise in regard to unpredicted circumstances and showing that an individual can adjust his or her approach to dealing with situation are personal characteristics and part of the individual's emotional intelligence. A satisfactory job does not influence the employees in terms of the presentation of their adaptability and flexibility.

Further, table 4.19 summarizes the causal relations that the independent variables have on adaptive performance. Then, table 4.20 presents a summary of the analyses of these independent variables on adaptive performance.

**Table 4.19** Causal Relations between Independent Variables and Adaptive Performance

Independent Variable	Sources of Causation		
	Direct	Indirect	Total
Employee Empowerment	.349	-	.349
Job Motivation	.312	-	.312
Job Satisfaction	-	-	-

**Table 4.20** Summary of Analyses of Employee Empowerment and Job Motivation on Adaptive Performance

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	b	S.E. <sub>est</sub>	$\beta$	t	Sig
EMPOW	.494	.244	.238	.331	.081	.349	4.102*	.000
MOTIVE	.566	.320	.309	.287	.078	.312	3.664*	.000

**Note:** a = 7.990, S.E.<sub>est(ADAPT)</sub> = 4.986, \* Significant at .05 level.

For greater clarity, equation forms for the models of SATIS, PERFORM, TASK, CONTEXT, and ADAPT are presented as follows:

$$1) \text{ SATIS} = .386 \text{ EMPOWER} + .384 \text{ MOTIVE}$$

(Eq.1)

$$(5.105) \quad (5.078)$$

$$R = .663, R^2 = .440, \text{SEE} = 5.379, F = 49.842, \text{Sig of } F = .000$$

$$2) \text{ PERFORM} = .471 \text{ EMPOWER} + .340 \text{ MOTIVE}$$

(Eq.2)

$$(6.532) \quad (4.720)$$

$$R = .701, R^2 = .492, \text{SEE} = 10.508, F = 61.402, \text{Sig of } F = .000$$

$$3) \text{ TASK} = .351 \text{ EMPOWER} + .281 \text{ MOTIVE}$$

(Eq.3)

$$(4.146) \quad (3.321)$$

$$R = .541, R^2 = .293, \text{SEE} = 4.390, F = 25.865, \text{Sig of } F = .000$$

$$4) \text{ CONTEXT} = .363 \text{ EMPOWER} + .256 \text{ MOTIVE}$$

(Eq.4)

$$(4.175) \quad (2.951)$$

$$5) R = .538, R^2 = .289, \text{SEE} = 4.308, F = 25.423, \text{Sig of } F = .000$$

$$6) \text{ ADAPT} = .349 \text{ EMPOWER} + .312 \text{ MOTIVE}$$

(Eq.5)

$$(4.102) \quad (3.664)$$

$$R = .566, R^2 = .320, \text{SEE} = 4.986, F = 28.262, \text{Sig of } F = .000$$

The variables that were excluded in the stepwise regressions results were excluded from the equations above.

### 4.3 Additional Responses to Open-ended Questions

The researcher also received responses from the target participants in which they explored their opinions, ideas, and suggestions on the following issues:

#### 4.3.1 Characteristics of Good Job Performers

The researcher grouped the answers in different types according to the nature of each view in terms of task, contextual, and adaptive behaviors. Notably, most of

their opinions were compatible with what was proposed in the model of this dissertation in the context of job performance dimensions.

#### 4.3.1.1 Task Performance

- 1) Be responsible for the assigned work
- 2) Timely and neatly complete the assigned work
- 3) Minimize or make as few mistakes as possible
- 4) Understand one's roles and duties

#### 4.3.1.2 Contextual Performance

- 1) Follow the organization's rules and regulations
- 2) Understand the organization's mission and goals
- 3) Be honest
- 4) Be cooperative and helpful to supervisor and co-workers
- 5) Be diligent and work hard
- 6) Be open to opinions/comments/complaints
- 7) Be an optimist
- 8) Be generous or broad-minded in sharing, teaching, and giving knowledge to others

#### 4.3.1.3 Adaptive Performance

- 1) Be adaptive and flexible to changes and new things
- 2) Be eager to learn new things or knowledge
- 3) Be creative in how to work and how to solve problems occurring at work

### **4.3.2 Characteristics of Good Organizations**

For this question, the researcher categorized the respondents' ideas into factors. Interestingly, many of the answers were relevant to the psychological factors proposed in this study.

#### 4.3.2.1 Empowerment

- 1) Clear policies and plans
- 2) Clear authority
- 3) Systematic, standardized work procedures
- 4) Good management and leadership
- 5) Management's openness to employees' opinions

#### 4.3.2.2 Job Motivation

- 1) Good benefits such as health insurance/check-ups
- 2) Good incentives such as rewards
- 3) Job stability
- 4) Development plans and projects for employees, such as knowledge and skill training
- 5) Good facilities
- 6) Psychological benefits

#### 4.3.2.3 Job Satisfaction

- 1) Positive attitudes of management
- 2) Cooperation
- 3) Fairness of promotion process

#### 4.3.2.4 Administration

- 1) Good governance
- 2) Good recruitment process
- 3) No patronage system
- 4) Sufficient and competent employees
- 5) Care for work results

#### 4.3.2.5 Employees' Performance

- 1) Not being a sycophant
- 2) Give priority to organization's benefits rather than one's self

### **4.3.3 Factors that Can Positively Affect Job Performance**

The respondents listed the following factors that could reinforce or influence them in performing better at work. Remarkably, the researcher classified them according to the factors that were proposed in the conceptual framework of this dissertation.

#### 4.3.3.1 Empowerment

- 1) Clear responsibilities and duties
- 2) Standardized work goals and procedures
- 3) Leadership of supervisors
- 4) Good and adequate work equipment and materials
- 5) Assignments that match one's competencies

#### 4.3.3.2 Job Motivation

- 1) Opportunities for career growth
- 2) Opportunities for development, such as knowledge trainings, skill trainings, scholarships for further study, academic field trips, etc.
- 3) Incentives
- 4) Benefits

#### 4.3.3.3 Job Satisfaction

- 1) Good manners of co-workers
- 2) Co-workers' cooperation and teamwork
- 3) Praise from supervisor and co-workers
- 4) Good work conditions/environment
- 5) Good relationship with supervisor

### **4.3.4 Factors That Can Negatively Affect Job Performance**

The factors the respondents considered to deteriorate their job performance were:

#### 4.3.4.1 Work Environments/Conditions

- 1) Bad work environment such as noise and pollution
- 2) Lack of necessary work equipment and materials
- 3) Rumor and gossip at work

#### 4.3.4.2 Supervisor/Management

- 1) Supervisor's bad temper and complaints
- 2) Unclear authority
- 3) Unsystematic job allocation and work assignment
- 4) Not being valued by the supervisor for a job well done
- 5) Supervisor's bias and unfairness
- 6) Ineffective internal administration and management
- 7) Lack of vision for development
- 8) Unsuitable work assignments

#### 4.3.4.3 Co-workers

- 1) Uncooperative co-workers
- 2) Inactive co-workers

#### 4.3.4.4 Organization

- 1) Unstable work systems and procedures or ones that change too often
- 2) Old-fashioned/obsolete/inflexible disciplines, rules and regulations of the organization
- 3) Not good enough benefits provided
- 4) Not enough transparency in organization's administration

#### 4.3.4.5 Other

- 1) Personal health problems
- 2) Traffic jams and transportation problems

## 4.4 Chapter Summary

The number of anticipated respondents was 232, and 144 questionnaires were returned; 143 were usable for the analyses. There were 24 respondents (16.8%) from the General Affairs Division, 18 respondents (12.6 %) from the Bureau of Tourism Services Development, 45 respondents (31.5 %) from the Bureau of Tourism Business and Guide Registration, 29 respondents (20.3 %) from the Bureau of Tourism Sites Development, 27 respondents from other units in the Department of Tourism.

It was proven that there was no multi-collinearity problem among the employee empowerment, job motivation, and job satisfaction variables for this study.

The processing path analysis provided the results, where employee empowerment and job motivation had significant positive effects on the job satisfaction of the staff in the Department of Tourism. The results indicated that when staff members are given more rights regarding their decision making in relation to work-related issues, they feel happier about their work. Additionally, when the employees perceive that the job and job-related advantages can fulfill their needs, their job is more joyful. Moreover, employee empowerment and job motivation demonstrated an influence on the overall job performance of staff. On the other hand, job satisfaction did not influence the staff's job performance.

For more scrupulous analyses, the relationships of the identified variables and the three performance types were studied. According to the results, employee



empowerment and job motivation served as key psychological determinants for all three behavioral types included in job performance, which were task, contextual, and adaptive. Empowerment presented more influence compared to job motivation on all performance dimensions. Moreover, the effects of empowerment and job motivation on task performance were not mediated by job satisfaction.

Among all three factors proposed in the conceptual model, job satisfaction had no relationship with any of the mentioned behavioral types. It was found that if a job was perceived as pleasant, it did not lead to better task actions, more supportive actions taken, or the demonstration of flexibility. The findings did not conform to those of several studies.

In addition to the quantitative session analyses, the respondents also provided recommendations on the factors that they perceived to be influential on their job performance. The opinions were found to relatively match those factors proposed in the conceptual model of this dissertation.

## **CHAPTER 5**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS, CONTRIBUTIONS, AND RECOMMENDATIONS**

This chapter comprises 1) a summary of the findings in answer to the specified research questions; 2) the conclusion of this study; 3) the contributions of the findings; 4) recommendations offered to organizations and management; 5) limitations of this study; and (6) suggestions for further research.

#### **5.1 Summary of the Findings**

This research examines the influences of employee empowerment, job motivation, and job satisfaction on the staff's job performance. The personal demographic factors of the respondents were their working unit, working position, tenure, gender, age, and education attainment. In this research, the staff members working in the Department of Tourism of Thailand were selected as the target participants. The researcher employed a self-administered survey by distributing 232 questionnaires to 232 respondents in the Department of Tourism, and received 143 valid returned responses.

The objectives of this research were: 1) to identify the effects of the key psychological factors, which were employee empowerment, job motivation, and job satisfaction on overall job performance; and 2) to explore the relationship levels these identified variables have with overall job performance.

##### **5.1.1 Summary of the Findings Based on the Research Questions**

This section focuses on summarizing the findings based on the research questions:

5.1.1.1 Research Question 1: Which of the Identified Variables can Serve as the Key Psychological Determinants of the Perceived Overall Job Performance of the Staff in the Department of Tourism?

According to the findings, employee empowerment and job motivation were proven to serve as the key psychological determinants of the overall job performance of the staff. Specifically, these two factors influenced the staff's task performance. Similarly, employee empowerment and job motivation played prominent roles in predicting the contextual performance dimension. Likewise, employee empowerment and job motivation also exerted an influence on employees' adaptive behaviors.

5.1.1.2 Research Question 2: To What Extent are the Identified Psychological Determinants Associated with the Perceived Overall Job Performance of the Staff in the Department of Tourism?

In regard to the findings, employee empowerment played a dominant role in predicting the job performance of Department of Tourism employees (Beta = .471). When empowerment increases, the overall job performance increases. Job motivation was also a positive predictor of the overall job performance of the staff (Beta = .340).

In relationships with specific performance dimensions, empowerment and job motivation were proven to be factors that had positive influences on all three performance components; however, the relationship levels were lower than those for overall job performance. Nevertheless, employee empowerment exhibited a stronger force than job motivation on overall job performance and all three specific performance dimensions.

Job satisfaction, on the other hand, had no association with the overall job performance of the staff. Further, when each of the job performance dimensions employed in this study was separately considered, task performance, contextual performance, and adaptive performance were seen to not be affected by job satisfaction.

### 5.1.2 Summary of the Findings Based on Hypothesis Testing

Table 5.1 presents the results of the hypothesis testing of this study. The summary indicates that both employee empowerment and job motivation could serve as key psychological factors that influence the job satisfaction of employees. Importantly, employee empowerment and job motivation had positive relationships with job performance.

In studying the influences of the three identified variables on the three dimensions of job performance (task performance, contextual performance, and adaptive performance), only employee empowerment and job motivation were shown to have the power to affect all three job performance types.

**Table 5.1** Summary of the Results of the Hypothesis Testing

No.	Hypothesis	Result
H1	Employee empowerment and job motivation are more likely to have positive effects on job satisfaction.	Fail to reject
H2	Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on overall job performance.	Rejected
H3	Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on task performance.	Rejected
H4	Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on contextual performance.	Rejected
H5	Employee empowerment, job motivation, and job satisfaction are more likely to have positive effects on adaptive performance.	Rejected

In regard to more specific analyses, employee empowerment and job motivation affected task performance in a positive way. When these two factors

increase, the task behaviors of employees tend to be performed to a greater extent and better.

Furthermore, the two factors, empowerment and job motivation, were confirmed for their positive direct effects on contextual and adaptive behaviors. Nevertheless, job satisfaction did not present an impacts on overall job performance, or on any specific behavioral types included in job performance.

## **5.2 Conclusions**

The researcher attempted to examine the relationships that the proposed psychological factors had with employees' job performance in three components, task, contextual, and adaptive behaviors. The path analysis method fulfilled the research objectives. A summary of the causal relationships among the proposed variables in the model is exhibited in table 5.2.

According to the findings, hypothesis 1 was supported because employee empowerment and job motivation positively affected the job satisfaction of the staff. On the other hand, hypothesis 2 as rejected because employee empowerment and job motivation influenced the staff's job performance, but job satisfaction did not display an association with job performance.

Hypothesis 3 was not supported for the reason that job satisfaction did not present an influence on task behavioral type, while employee empowerment and job motivation disclosed influences on this performance type. Also, hypothesis 4 was rejected, although employee empowerment and job motivation exhibited positive significant relationships with contextual performance. Unexpectedly, no relationship between job satisfaction and contextual performance was found. Moreover, job satisfaction did not demonstrate the power to predict the adaptive performance of the staff, while empowerment and job motivation played prominent roles. Therefore, hypothesis 5 was not supported.

**Table 5.2** Summary of the Causal Effects of Employee Empowerment, Job Motivation, and Job Satisfaction on Job Performance and Its Dimensions

Variable	Direct Effect			
	PERFORM	TASK	CONTEXT	ADAPT
<b>EMPOW</b>	.471	.351	.363	.349
<b>MOTIVE</b>	.340	.281	.256	.312
<b>SATIS</b>	-	-	-	-

To exhibit the degree of power of each psychological determinant of job performance and each performance type, the data in table 5.2 displayed that employee empowerment was a critical factor in encouraging overall job performance and all of its dimensions when considered separately. If personnel are granted more authority and choices to make decisions on issues concerning their job positions, they will believe in their competence, perform their tasks better, and tend to cooperate and help other staffs more, as well as present more that they can accept unexpected changes, and are able to handle stress and adjust themselves to learning new things that are useful for their job and for the organization.

Further, the effects of job motivation were found on overall job performance and also on all three specified performance types. When individuals are more invigorated by job interests and the advantages attached to the job, they think that it is worth dedicating themselves to working on their core tasks better. Moreover, they are willing to help make the operation and work atmosphere smoother, generating new ideas to be implemented and demonstrating their cognitive ability to develop and improve themselves for advancement.

Job satisfaction did not show an impact on job performance or any performance types proposed in the model of this study. This indicated that happiness with the job and the relevant environments of employees did not lead to better performance. These results manifest that satisfaction with one's job did not make the employees put more effort into his or her work, adhere to organization's values, or

even volunteer putting in extra efforts at work. In addition, an individual that is conscientious about achieving, is self-motivated, and believes in his or her capability is ready to prepare to respond to challenges and new things for self-development and progress, regardless whether the current job and job-related issues gratify him or her or not.

The possible reasons are:

1) The Department of Tourism is a public organization where the nature of the work is routine. The staff members may be satisfied with their job in terms of security in the long term and the tangible benefits that they expect to gain. However, their job requirements and the expected level of achievement for each assignment were acknowledged. They may feel that they only need to reach the standard of performance stated in the job description, which is routine, and complete each task assigned on schedule.

2) The key performance indicators (KPIs) for organizations in the Thai public sector are normally at the working unit level rather than the individual level. The employees may feel that their work success is eventually presented as an achievement of the working unit. Their outstanding or better performance may not influence or cause any changes in the overall unit performance outcome, which in turn will not affect their performance evaluation.

3) Incentives for job accomplishment are limited and normally not according to outstanding performance. The Thai public sector regularly provides a yearly pension at a fixed rate to government officials and employees, and the performance evaluation is normally carried out by the supervisor. If work completion complies with the objectives and goals, the yearly pension is a common reward.

The agreement levels of the respondents with each variable were also interesting to consider. For employee empowerment, the highest percentage of agreement (79.7%) among all 5 items was with I believe in my ability to perform my job successfully, which conformed to the high agreement of the job satisfaction item I am satisfied with work accomplishment (76.9 %). These findings imply that the employees in the Department of Tourism have self-confidence in performing their assigned job and believe that their jobs are well done. However, only 38.5 percent of the employees perceived they were rewarded when they successfully completed their job.

Nonetheless, the high percentage of agreement on I enjoy serving the public and public interest (80.5%) may be used to relieve the feeling of not being rewarded. The agreement on this item presents the idea that the employees correspond to the obligations of their Department of Tourism, which is a Thai public organization, to serve the public and work for the public interest in terms of tourism-related activities.

Regarding the task-oriented behaviors, the item I make few mistakes when I work was agreed on by only by 44.1 percent of the respondents. However, consideration with other items demonstrates that although the employees accepted that they make mistakes at work, they eventually complete their assignments in a timely manner (81.9%) and perform well in other activities that contribute to the technical core (72.1 – 87.4%).

The 57.4 percent of the staff agreed that they volunteer for additional assignments. This moderate level of performance agreement may be supported by the qualitative session where the staff feels that their current responsibilities and job allocation are somewhat unclear and unsystematic. For this reason, they may not want to be burdened with more work.

Interestingly, only 51.1 percent of the respondents confirmed that they did not say negative things about their organization to outsiders. For this matter, as it affects the organization's image and reputation, meetings are encouraged for employees to share their ideas and opinions toward issues in the organization, and the management should consider and develop measures to improve the staff's attitudes, loyalty, and commitment.

### **5.3 Contributions**

The findings of this study make contributions in terms of theories and management.

#### **5.3.1 Academic Contributions**

The model of this study was constructed with management factors in the psychology area of organizational behavior (OB), which include employee empowerment, job motivation, and job satisfaction. Empirical evidence developed from the findings



reported both similarities and differences with the theories and previous studies of several researchers.

For decades, scholars have attempted to determine the factors that can improve the performance of individuals, which is considered one of the most valuable resources of a particular organization, in which the performance of the employees prominently contributes to the overall success and effectiveness of the organization. Performance has been described as individuals' activities and behaviors or what individuals do (Aguinis, 2009; Borman and Motowidlo, 1993; Campbell et al., 1993; Rotundo and Sackett, 2002). Therefore, employees' behaviors are considered relevant to the organization's goals (Campbell et al., 1993; Daft and Marcic, 2011; Rotundo and Sackett, 2002) and can be observed, measured, and scaled (Campbell et al., 1993; Rotundo and Sackett, 2002).

Concordant with the administrative principles approach of management theory, granting power to employees to provide opportunities to make decisions and carry them out on matters concerning their quality of work makes employees feel that the management and organization value them. Employee empowerment has been proven to be a dominant factor in producing direct causal effects on overall job performance and on its three dimensions. These results are in line with the discoveries of several scholars, where empowerment is claimed to be a major factor in improving an employee's task performance (e.g. Chen et al., 2005; Leach et al., 2005; Schermerhorn et al., 2003), has power in affecting the contextual performance of the staff (e.g. Royle et al., 2005; Scott et al., 2003), and encourages employees to show flexibility and creativity in their contributions to their work and to themselves in a positive way (e.g. Alge et al., 2006; Daft and Marcic, 2011; Griffin and Hesketh, 2003).

As with the theoretical concept stated in the literature, job motivation was confirmed to be an antecedent of job performance and its task behaviors (e.g. Daft and Marcic, 2011; Lee and Wilkins, 2011; Wright, 2007), contextual behaviors (e.g. Barrick et al., 2002; Budiyanto and Oetomo, 2011), and adaptive behaviors (e.g. Alge et al., 2006; Shin and Zhou, 2003).

Nevertheless, the findings provide empirical evidence to argue for the association between job satisfaction and job performance. Interestingly, the results of

the findings were different from what was proposed in the model built from the literature for the reason that task behaviors were not affected by job satisfaction in this study. Unlike prior studies, contextual behaviors were discovered not to be affected by job satisfaction. This is contrary to the statements of several scholars (e.g. Chughtai, 2008; Mohammad et al., 2011; Rotenberry and Moberg, 2007). In addition, adaptive actions and activities received no influence from job satisfaction in this dissertation.

In addition to the contributions from the findings, the scales utilized in this dissertation can serve as measures for future studies for the reason that the measurements used in this study were adjusted from what has been employed in different scholars' tests. The scales in this study were tested for their construct validity and reliability. The factor analyses particularly affirmed that task performance (5 items), adaptive performance (5 items), employee empowerment (5 items), job motivation (5 items), and job satisfaction (5 items) yielded one component. However, one of the 5 items of the contextual performance scale should be separated from the others. That item was "I tell bad things about the organization to outsiders." The researcher initially identified this item as a reversed one on the scale.

The lowest alpha value of the reliability tests as for contextual performance at 0.599. The statistics also suggested that removing the item "I tell bad things about the organization to outsiders" from the scale increased the alpha value of contextual performance to 0.802. Nonetheless, satisfactory results for the reliability tests were shown for the other measures, in which no alpha value was less than 0.768.

In the context of the translation into the Thai version, the researcher received helpful assistance from a professional translator in translating the measures from English into Thai. As the result, the literal equivalence of the meanings between the English version and the Thai version was guaranteed. Therefore, the Thai version scales can also be considered usable for further studies.

### **5.3.2 Contributions to Management**

The substantial influences of employee empowerment found in the relationships with all three performance dimensions can serve as indications for management to

consider existing policies, administration system, and work procedures for improvement of their staff members' performances. In particular, empowerment demonstrates the power to affect employees mostly in their contextual actions, which is a vital concern of organizations in the dynamic changing environments in which organizations require a higher degree of good contribution and cooperation from employees. When employees are more entrusted with authority and freedom given to use their own judgment in decisions that concern their work, they demonstrate the willingness to devote themselves to comply with policies and circumstances, which consequently contribute to the organization's well-being.

Additionally, effects of empowerment were not found to be very different for the other two performance dimensions. Thus, this factor calls for attention in which empowered employees perform their tasks and assignments better, and also increasingly demonstrate their flexibility and adaptability in regard to changes and development.

The importance of job motivation can also help to enhance the staff's performance. Considering its power on each performance type, the finding of this dissertation revealed the strongest impact of job motivation on adaptive activities. When employees are energized and attracted by challenges and benefits from the job, they tend to exhibit the capability to control their emotions in dealing with stress and are likely to prove that they can create ideas that help contribute to self-improvement as well as organizational development.

Even though no influence of job satisfaction factor was found on overall job performance and the task, contextual, or adaptive behaviors of employees in this study, it has been confirmed as a factor that can predict other variables, such as employee absentism, employee turnover (Spector, 2008, as quoted in Lumley, Coetzee, Tladinyane and Ferreira, 2011), and organization commitment (Lumley et al., 2011). Supported by the qualitative session, the employees' opinions explained that their satisfaction at work can be increased by several factors, including the positive attitudes of the management towards them, fairness of promotional opportunities, and praise from supervisors. Therefore, the management should take the existing management style, work procedures, and working condition into consideration for the possibility to adjust or improve the relationship with subordinates in order to enhance their satisfaction and work environment, which can consequently lead to other improvements.

### **5.3.3 Contributions to Thai Public Organizations**

Consequentially and expansively according to the contributions to management, an organization's policy makers should take employee empowerment and job motivation factors into consideration in improving the existing organizational policies in order to enhance administration effectiveness, achievement of goals, and the organization's progress and growth. Furthermore, the current tangible and intangible benefits provided should also be taken into consideration in order to retain its valuable human resources.

## **5.4 Recommendations Offered to Organizations and Management**

Under the authority of the organization, government agents carry out their assignments and duties for the public interest. The performances of government employees plays a vital role in the accomplishment and effectiveness of stated policies, agendas, plans, and developed programs, which generate consequences for the country's administration and citizens.

The management factors that demonstrate powerful influences on employees' performances in the Department of Tourism are empowerment and job motivation; therefore, they are recommended to be taken into consideration by department executives. The researcher encourages the formulation of applicable strategies to empower the staff more. As stated by Alge et al. (2006), empowered workers feel less constrained in the job and can enhance their identity with their organization. Relevant to the employees' opinions on empowerment, employees would strongly appreciate it if they acquired trust from their supervisor to take actions on matters concerning their job, especially trust in their ability to complete assignments successfully. Nevertheless, appropriate empowerment should be given to staff that have been properly trained to meet the written standards and expectations according to their job position.

Thus, the researcher supports the execution of orientations for newly-recruited staff members and also proper training for all staff members so that they can be well coached in understanding and recognizing the organization's mission, policies, visions, and goals, as well as their particular work unit's objectives and regular work procedures. In addition, training in knowledge updates and skill practices should also

be included in employees' progress and development. Once the employees are believed to be ready to work professionally, empowerment is appropriate. Additionally, orientations and trainings officially create the feelings and perceptions on the part of individuals that the organization and management care about them in terms of their development. This can help inspire employees to contribute to the organization's goals and smooth operations.

Effective communication is also recommended. Because the staff requires clear authority, clear responsibilities, clear plans, and clear assignments, clear communication is mandatory. The effectiveness or failure of communication can appear in the results of work and performances. The researcher would like to suggest renewed or updated systematic standard operating procedures (SOPs) to be written for each job position in every working unit. These SOPs are to be written by unit supervisors that understand what the anticipated results should be, together with selected senior staff that are highly experienced in the particular job position. Supplied with clear and systematic authority and work procedures, staff can promptly exercise their ability to provide better services, and also have more willingness to cooperate with co-workers for better work results.

Moreover, only 38.5 percent of the respondents agreed that they were rewarded for a job well done, and this was supported from the qualitative session—that they feel they are not recognized well enough in this regard. This indicates that they perceived insensitivity on the part of their supervisors in terms of their job success. Compared to their believing in their ability to perform the job successfully, which about 79.7 percent of the respondents believed, the finding presents a big difference and, for this matter, the employees may perceive the situation as frustrating, which can consequently influence their perception of their supervisors. Therefore, it is recommended that supervisors encourage employees by demonstrating acknowledgement of their job accomplishments. A celebration of the team's or several employees' job achievements may be organized in order to compliment and encourage the staff to continue their good performance.

Job motivation is another factor that can serve as a key psychological element in leading to better staff performance. The government agents have not only the intention to serve the public, but also the requirements to fulfill the needs. The

tangible and intangible benefits sought by government officers and employees are quite different from those offered in private firms. The tangible benefits in the job in government organizations, such as pension and retirement benefits, are not flexible and are not negotiable. However, data acquired from the employees' opinions revealed that good incentives and opportunities for development are hopefully expected. To conjoin with the previous recommendations, knowledge and skill trainings can also help fulfill employees' needs for their development.

Due to the regulations and budget allowance in government enterprises, incentives, not in terms of extra pay or a financial bonus, can be offered. In this regard, an honor or an award can be bestowed on the government agents that successfully complete their assignments according to the stated criteria of each project or scheme. The researcher has the belief that employees would be energized to zealously perform better if non-monetary incentives are offered. For that matter, incentives also proffer challenges to employees for them to strive for accomplishment. A sense of work accomplishment satisfies the performer, which in turn can stimulate him or her to make a determined effort, be open to learn, and develop more to reach another achievement.

## **5.5 Limitations of This Study**

This study confronted some limitations; therefore, the findings should be viewed with certain limitations in mind, including the identified variables and data accessibility.

### **5.5.1 The Identified Variables**

The researcher selected certain psychological factors (employee empowerment, job motivation, and job satisfaction) as the independent variables.

Further, the researcher determined the perceptions of the Department of Tourism staff only on the task, contextual, and adaptive behaviors that they perceived as performed; therefore, this study did not deal with other types of performance not specified in the model or other factors that might have affected their perceptions (e.g. situational factors).

### **5.5.2 Data Accessibility**

The researcher anticipated interviewing the supervisors and staff in the Department of Tourism regarding their opinions of their task performance, contextual performance, and adaptive performance, as well as the factors that they considered to have an influence on their behaviors. Nonetheless, the appointments were difficult to make as some staff members, including the supervisors, had to regularly work for their projects located outside the Department of Tourism. Therefore, the data derived from the open-ended questions on the staff's opinions served as the qualitative analysis of this study.

In addition, the researcher initially expected to collect data from all employees in the Department of Tourism. The questionnaires were submitted to the office of the director for approval being distributed to all 232 members in the Department of Tourism. The request was approved and the questionnaires were distributed with the assistance of the officers. The 143 returned questionnaires that could be used for analyses represented 61.64 percent of the target. Moreover, there were some missing data where the participants did not provide answers for in the returned questionnaires.

## **5.6 Suggestions for Future Research**

Although the results of the analyses from the data obtained produced favorably foreseen contributions, certain limitations exist in this research. First, the researcher investigated the perceptions of the staff only in the Department of Tourism of Thailand. Therefore, more organizations should consider the scales utilized in this study to investigate the power and importance of empowerment and job motivation in relation to their employees' perceptions and performances.

Secondly, comparison of the identified determinants might be done among different working units in the Department of Tourism to explore the causal effects and employees' perceptions more profoundly. Particularly, the contextual performance item "I tell bad things about the organization to outsiders" should be removed from the scale, as it lowered the reliability of the overall contextual performance scale and was found to be loaded as a different component from the other items. Nevertheless, this item may be included in the counterproductive performance and should be tested for its reliability, validity, and utility in that scale.

Although job satisfaction did not demonstrate an influence on job performance in this dissertation, which as contrary to the results and conclusions disclosed in several studies, the scale utilized in this study proved to be usable for its validity and reliability. More research should be conducted in order to investigate whether an association between job satisfaction and job performance exists.

Furthermore, there are factors apart from those proposed in this dissertation that can plausibly play critical roles in leading to better performances of employees. For example, leadership, job involvement, job commitment, and knowledge-sharing practices are variables that should be brought into research to examine their predicting potential regarding employees' performance. Additionally, although the three behavioral types-task performance, contextual performance and adaptive performance-were interesting and could capture most of the intention of the researcher of this study, different performance dimensions exist in the job performance domain and would be interesting to be taken into account in further studies in order to broaden the understanding of the employee's job performance context.



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## **APPENDICES**



**APPENDIX A**  
**Questionnaire**  
**(English Version)**

Dear Participant,

This questionnaire is a part of a dissertation of “**Key Psychological Determinants of Staffs’ Job Performance in Department of Tourism (Thailand)**” in fulfilling the Doctor of Philosophy Program in Development Administration (International) at National Institute of Development Administration (NIDA).

This questionnaire comprises 4 pages. You are requested to rate your agreement for each statement of this questionnaire and your cooperation will be very much appreciated.

Please also be informed that your personal data are for a research purpose only and will be kept confidential.

Best regards,

Potjane Muangsillapasart

**Part I: Personal Data**

Please select the item that fits you best.

**1. Working Unit:**

- General Affairs Division
  - Bureau of Tourism Services Development
  - Bureau of Tourism Business and Guide Registration
  - Bureau of Tourism Sites Development
  - Other: *Please specify*
- 

2. **Position Level:**                     Supervisory                     Employee

**3. Tenure:**

- ≤ 2 years                     3 - 5 years                     > 5 years

4. **Gender:**                     Male                     Female

**5. Age:**

- < 30 years                     30 – 39 years
- 40 – 49 years                     ≥ 50 years

**6. Education Attainment:**

- Lower than Bachelor                     Bachelor                     Higher than Bachelor

## **Part II: Performance at Work**

Please rate your agreement on the following statements.

(1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neutral, 4 = Somewhat Agree, 5 = Strongly Agree)

<b>Task Performance</b>					
• I prioritize my working schedule according to the deadlines.	1	2	3	4	5
• I complete my core tasks by following the standard procedures.	1	2	3	4	5
• I complete my assigned tasks in a timely manner.	1	2	3	4	5
• I make few mistakes when I work.	1	2	3	4	5
• I ensure that all items and materials necessary to complete my job are present.	1	2	3	4	5
<b>Contextual Performance</b>					
• I follow the policies, rules, and regulations of the organization.	1	2	3	4	5
• I display respect to authority.	1	2	3	4	5
• I volunteer for additional assignments.	1	2	3	4	5
• I assist my co-workers with job-related matters.	1	2	3	4	5
• I tell bad things about the organization to outsiders.	1	2	3	4	5
<b>Adaptive Performance</b>					
• I can well handle crisis situations and difficulties at work.	1	2	3	4	5
• I can find ways to solve problems at work creatively.	1	2	3	4	5
• I am open to experience new things at work such as new technologies, new tasks and new work procedures.	1	2	3	4	5
• I can deal well with uncertain and unpredictable situations that happen at work.	1	2	3	4	5
• I can well adapt to new things or changes.	1	2	3	4	5

## **Part III: Psychological Factors Affecting Job Performance**

Please rate your agreement on the following statements.

(1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neutral, 4 = Somewhat Agree, 5 = Strongly Agree)

<b>Empowerment</b>					
• My supervisor encourages me to give ideas or suggestions regarding my job.	1	2	3	4	5
• My supervisor encourages me to solve problems by my own without an approval from him/her.	1	2	3	4	5

• My supervisor informs me useful information about my job.	1	2	3	4	5
• I believe in my ability to perform my job successfully.	1	2	3	4	5
• I am rewarded for my job well done.	1	2	3	4	5
<b>Job Motivation</b>					
• I enjoy serving the public and public interests.	1	2	3	4	5
• I see an opportunity for career advancement in this organization.	1	2	3	4	5
• I see the pension and retirement benefits in this organization.	1	2	3	4	5
• I have job security.	1	2	3	4	5
• My job is challenging for me to present my skills and abilities.	1	2	3	4	5
<b>Job Satisfaction</b>					
• I am satisfied with the opportunities to present my skills and abilities.	1	2	3	4	5
• I am satisfied with work accomplishment.	1	2	3	4	5
• I am satisfied with my current job.	1	2	3	4	5
• I am satisfied with the work environment and conditions.	1	2	3	4	5
• I am satisfied with recognition I get at work.	1	2	3	4	5

**Part IV: Comments and Recommendations**

Please kindly give your comments and recommendations about:

1. What are the characteristics of good job performers?

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2. What are the characteristics of good job organizations?

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3. What are the factors that can positively affect your performance at work?

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4. What are the factors that can negatively affect your performance at work?

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**Thank you very much for your cooperation and kindness!**

**APPENDIX B**  
**Questionnaire**  
**(Thai Version)**

เรียน ผู้ตอบแบบสอบถาม

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับปริญญาเอก ในหัวข้อ “**Key Psychological Determinants of Staffs’ Job Performance in Department of Tourism (Thailand)**” ในหลักสูตรนานาชาติ Doctor of Philosophy Program in Development Administration (International) ของสถาบันบัณฑิตพัฒนบริหารศาสตร์ (NIDA) โดยมีจำนวนทั้งสิ้น 4 หน้า

ผู้วิจัยใคร่ขอความร่วมมือจากท่านในการเลือกระดับความเห็นด้วยของท่านในแต่ละข้อตามความเป็นจริงอย่างครบถ้วน โดยงานวิจัยนี้มุ่งเน้นศึกษาปัจจัยที่มีผลต่อพฤติกรรมในมิติต่างๆของผู้ปฏิบัติงาน และขอเรียนแจ้งให้ทราบว่า ข้อมูลและความคิดเห็นของท่านจะไม่ถูกนำไปเปิดเผยเป็นรายบุคคล โดยจะถูกใช้เพื่อประโยชน์ทางการศึกษาเท่านั้น

ขอแสดงความนับถือ

(พจนีย์ เมืองศิลปศาสตร์)

นักศึกษาปริญญาเอก (Ph.D. Candidate)



**ส่วนที่ 1: ข้อมูลส่วนตัว****1. แผนงานที่สังกัด:**

- กองกลาง
- สำนักพัฒนาบริการท่องเที่ยว
- สำนักทะเบียนธุรกิจนำเที่ยวและมัคคุเทศก์
- สำนักพัฒนาแหล่งท่องเที่ยว
- อื่นๆ โปรดระบุ:

**2. ระดับตำแหน่ง:**       หัวหน้างาน       พนักงาน/เจ้าหน้าที่**3. ระยะเวลาที่ทำงานในองค์กร:**

- ≤ 2 ปี       3 - 5 ปี       > 5 ปี

**4. เพศ:**       ชาย        หญิง**5. อายุ:**       < 30 ปี       30 – 39 ปี

- 40 – 49 ปี       ≥ 50 ปี

**6. การศึกษา:**

- ต่ำกว่าปริญญาตรี       ปริญญาตรี       สูงกว่าปริญญาตรี

**ส่วนที่ 2: พฤติกรรมการปฏิบัติตัวในที่ทำงาน**

กรุณาเลือกระดับความเห็นด้วยของท่านในแต่ละข้อ

(1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ค่อนข้างไม่เห็นด้วย, 3 = เฉยๆ, 4 = ค่อนข้างเห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

พฤติกรรมการปฏิบัติงานในเนื้องาน (Task Performance)					
● ฉันเรียงลำดับความสำคัญของงานที่ต้องทำ ตามกำหนดเวลาที่งานต้องเสร็จ	1	2	3	4	5
● ฉันทำงานตามกระบวนการมาตรฐานที่กำหนดไว้	1	2	3	4	5
● ฉันทำงานที่ได้รับมอบหมายเสร็จภายในเวลาที่กำหนด	1	2	3	4	5
● ฉันแทบไม่ทำผิดพลาดในการปฏิบัติงานเลย	1	2	3	4	5
● ฉันเตรียมอุปกรณ์และเครื่องมือเครื่องใช้ที่จำเป็นสำหรับการทำงานไว้พร้อมเสมอ	1	2	3	4	5
พฤติกรรมการปฏิบัติงานเชิงบริบท (Contextual Performance)					
● ฉันปฏิบัติตัวตามนโยบาย กฎ และระเบียบปฏิบัติขององค์กร	1	2	3	4	5

● ฉันให้ความเคารพต่ออำนาจตามสายงาน	1	2	3	4	5
● ฉันอาสาทำงานเพิ่ม	1	2	3	4	5
● ฉันช่วยเหลือเพื่อนร่วมงานในเรื่องที่เกี่ยวกับงาน	1	2	3	4	5
● ฉันบอกเล่าสิ่งที่ไม่ดีเกี่ยวกับองค์กรของฉันให้บุคคลภายนอกรับรู้	1	2	3	4	5
<b>พฤติกรรมกรปฏิบัติงานแบบยืดหยุ่นปรับตัว (Adaptive Performance)</b>					
● ฉันสามารถรับมือกับสถานการณ์ที่วิกฤตและยากลำบาก ณ ที่ทำงานได้เป็นอย่างดี	1	2	3	4	5
● ฉันสามารถหาทางแก้ไขปัญหาที่เกิดขึ้น ณ ที่ทำงานได้อย่างสร้างสรรค์	1	2	3	4	5
● ฉันเปิดใจรับสิ่งใหม่ๆ เช่น เทคโนโลยีใหม่ หน้าที่ใหม่ และกระบวนการทำงานแบบใหม่	1	2	3	4	5
● ฉันสามารถรับมือกับสถานการณ์ที่ไม่แน่นอนและคาดเดาไม่ได้ ณ ที่ทำงานได้เป็นอย่างดี	1	2	3	4	5
● ฉันสามารถปรับตัวเข้ากับสิ่งใหม่ๆ หรือการเปลี่ยนแปลงได้เป็นอย่างดี	1	2	3	4	5

### ส่วนที่ 3: ปัจจัยที่มีผลต่อพฤติกรรมกรปฏิบัติตัวในที่ทำงาน

กรุณาเลือกระดับความเห็นด้วยของท่านในแต่ละข้อ

(1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ค่อนข้างไม่เห็นด้วย, 3 = เฉยๆ, 4 = ค่อนข้างเห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

<b>การให้อำนาจ (Empowerment)</b>					
● หัวหน้างานสนับสนุนให้ฉันออกความคิดและคำแนะนำ ในสิ่งเกี่ยวกับงานของฉัน	1	2	3	4	5
● หัวหน้างานสนับสนุนให้ฉันแก้ไขปัญหาด้วยตัวเอง โดยไม่ต้องรอให้หัวหน้าอนุญาตก่อน	1	2	3	4	5
● หัวหน้างานแจ้งข้อมูลที่เป็นประโยชน์ในงานของฉัน ให้ฉันได้รับรู้	1	2	3	4	5
● ฉันเชื่อในความสามารถของตัวเองว่าจะทำงานให้สำเร็จลุล่วงได้	1	2	3	4	5
● ฉันได้รับรางวัลตอบแทน ในงานที่ฉันทำได้ดี	1	2	3	4	5
<b>แรงจูงใจในงาน (Job Motivation)</b>					
● ฉันชอบการที่ได้รับใช้สังคมและทำให้เกิดผลประโยชน์สาธารณะ	1	2	3	4	5
● ฉันมองเห็นโอกาสความก้าวหน้าในอาชีพการงาน	1	2	3	4	5
● ฉันมองเห็นผลประโยชน์ในเรื่องบำเหน็จ/บำนาญ และการเกษียณ	1	2	3	4	5
● งานของฉันมีความมั่นคง	1	2	3	4	5
● งานของฉันท้าทายให้ฉันได้แสดงทักษะและความสามารถ	1	2	3	4	5

ความพึงพอใจในงาน (Job Satisfaction)					
● ฉันพึงพอใจในโอกาสที่ให้นั้น ได้แสดงทักษะและความสามารถ	1	2	3	4	5
● ฉันพึงพอใจในความสำเร็จของงานที่ทำ	1	2	3	4	5
● ฉันพึงพอใจในงานปัจจุบันของฉัน	1	2	3	4	5
● ฉันพึงพอใจในสภาพแวดล้อมและบรรยากาศในที่ทำงาน	1	2	3	4	5
● ฉันพึงพอใจในการเป็นที่ยอมรับและเป็นที่ยอมรับในที่ทำงาน	1	2	3	4	5

#### ส่วนที่ 4: ความคิดเห็นและข้อเสนอแนะ

กรุณาแสดงความคิดเห็นของท่านในเรื่องต่อไปนี้

##### 1. คุณลักษณะของผู้ปฏิบัติงานที่ดี ในทัศนคติของท่าน

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##### 2. คุณลักษณะขององค์กรที่ดี ในทัศนคติของท่าน

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3. ปัจจัยหรือสิ่งที่คุณคิดว่ามีผลทำให้พฤติกรรมการทำงานของคุณดีขึ้น

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4. ปัจจัยหรือสิ่งที่คุณคิดว่ามีผลทำให้พฤติกรรมการทำงานของคุณแย่ลง

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ขอขอบพระคุณเป็นอย่างสูงในความร่วมมือของท่านในครั้งนี้

**APPENDIX C**  
**Statistical Outputs**

## Factor Analysis

### Task Performance

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.742
	Approx. Chi-Square	193.050
Bartlett's Test of Sphericity	df	10
	Sig.	.000

#### Communalities

	Initial	Extraction
I prioritize my working schedule according to the deadlines.	1.000	.656
I complete my core tasks by following the standard procedures.	1.000	.561
I complete my assigned tasks in a timely manner.	1.000	.508
I make few mistakes when I work.	1.000	.381
I ensure that all items and materials necessary to complete my job are present.	1.000	.535

Extraction Method: Principal Component Analysis.

#### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.641	52.828	52.828	2.641	52.828	52.828
2	.930	18.608	71.436			
3	.607	12.141	83.577			
4	.473	9.467	93.043			
5	.348	6.957	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
I prioritize my working schedule according to the deadlines.	.810
I complete my core tasks by following the standard procedures.	.749
I ensure that all items and materials necessary to complete my job are present.	.731
I complete my assigned tasks in a timely manner.	.713
I make few mistakes when I work.	.617

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

### Contextual Performance

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.712
Approx. Chi-Square		207.799
Bartlett's Test of Sphericity	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
I follow the policies, rules and regulations of the organization.	1.000	.719
I display respect to authority.	1.000	.710
I volunteer for additional assignments.	1.000	.640
I assist my co-workers with job-related matters.	1.000	.677
I tell bad things about the organization to outsiders.	1.000	.874

(R)

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.563	51.252	51.252	2.563	51.252	51.252	2.537	50.737	50.737
2	1.058	21.165	72.417	1.058	21.165	72.417	1.084	21.681	72.417
3	.674	13.487	85.904						
4	.422	8.443	94.347						
5	.283	5.653	100.000						

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
I assist my co-workers with job-related matters.	.821	.064
I follow the policies, rules and regulations of the organization.	.817	-.228
I display respect to authority.	.791	-.290
I volunteer for additional assignments.	.754	.267
I tell bad things about the organization to outsiders.	-.036	.934
(R)		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

**Component Transformation Matrix**

Component	1	2
1	.991	-.131
2	.131	.991

Extraction Method: Principal

Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

## Adaptive Performance

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
	Approx. Chi-Square	324.728
Bartlett's Test of Sphericity	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
I can well handle crisis situations and difficulties at work.	1.000	.709
I can find ways to solve problems at work creatively.	1.000	.693
I am open to experience new things at work such as new technologies, new tasks and new work procedures.	1.000	.576
I can deal well with uncertain and unpredictable situations that happen at work.	1.000	.651
I can well adapt to new things or changes.	1.000	.620

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.249	64.977	64.977	3.249	64.977	64.977
2	.675	13.491	78.467			
3	.440	8.790	87.258			
4	.334	6.682	93.940			
5	.303	6.060	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
I can well handle crisis situations and difficulties at work.	.842
I can find ways to solve problems at work creatively.	.832
I can deal well with uncertain and unpredictable situations that happen at work.	.807
I can well adapt to new things or changes.	.788
I am open to experience new things at work such as new technologies, new tasks and new work procedures.	.759

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Employee Empowerment

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
	Approx. Chi-Square	182.856
Bartlett's Test of Sphericity	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
My supervisor encourages me to give ideas or suggestions regarding my job.	1.000	.679
My supervisor encourages me to solve problems by my own without an approval from him/her.	1.000	.578
My supervisor informs me useful information about my job.	1.000	.612
I believe in my ability to perform my job successfully.	1.000	.392
I am rewarded for my job well done.	1.000	.420

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.682	53.633	53.633	2.682	53.633	53.633
2	.776	15.512	69.145			
3	.622	12.436	81.580			
4	.547	10.943	92.524			
5	.374	7.476	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
My supervisor encourages me to give ideas or suggestions regarding my job.	.824
My supervisor informs me useful information about my job.	.783
My supervisor encourages me to solve problems by my own without an approval from him/her.	.760
I am rewarded for my job well done.	.648
I believe in my ability to perform my job successfully.	.626

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Job Motivation**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.768
	Approx. Chi-Square	182.214
Bartlett's Test of Sphericity	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
I enjoy serving the public and public interests.	1.000	.227
I see an opportunity for career advancement in this organization.	1.000	.611
I see the pension and retirement benefits in this organization.	1.000	.653
I have job security.	1.000	.600
My job is challenging for me to present my skills and abilities.	1.000	.511

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.602	52.050	52.050	2.602	52.050	52.050
2	.941	18.822	70.872			
3	.593	11.869	82.741			
4	.489	9.785	92.526			
5	.374	7.474	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
I see the pension and retirement benefits in this organization.	.808
I see an opportunity for career advancement in this organization.	.782
I have job security.	.775
My job is challenging for me to present my skills and abilities.	.715
I enjoy serving the public and public interests.	.477

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Job Satisfaction

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.835
Approx. Chi-Square		393.113
Bartlett's Test of Sphericity	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
I am satisfied with the opportunities to present my skills and abilities.	1.000	.711
I am satisfied with work accomplishment.	1.000	.638
I am satisfied with my current job.	1.000	.730
I am satisfied with the work environment and conditions.	1.000	.636
I am satisfied with recognition I get at work.	1.000	.743

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.457	69.147	69.147	3.457	69.147	69.147
2	.632	12.646	81.793			
3	.374	7.474	89.266			
4	.288	5.751	95.017			
5	.249	4.983	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
I am satisfied with recognition I get at work.	.862
I am satisfied with my current job.	.854
I am satisfied with the opportunities to present my skills and abilities.	.843
I am satisfied with work accomplishment.	.799
I am satisfied with the work environment and conditions.	.797

Extraction Method: Principal Component Analysis.

a. 1 components extracted.



**Reliability****Task Performance****Reliability Statistics**

Cronbach's Alpha	N of Items
.770	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I prioritize my working schedule according to the deadlines.	15.32	6.119	.628	.698
I complete my core tasks by following the standard procedures.	15.74	6.377	.561	.721
I complete my assigned tasks in a timely manner.	15.50	6.609	.515	.737
I make few mistakes when I work.	16.36	6.275	.446	.765
I ensure that all items and materials necessary to complete my job are present.	15.74	6.077	.573	.716

**Contextual Performance****Reliability Statistics**

Cronbach's Alpha	N of Items
.559	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I follow the policies, rules and regulations of the organization.	14.59	4.503	.502	.396
I display respect to authority.	14.39	4.902	.473	.429
I volunteer for additional assignments.	14.98	4.453	.504	.393
I assist my co-workers with job-related matters.	14.49	4.971	.557	.407
I tell bad things about the organization to outsiders. (R)	16.18	6.105	-.090	.802

**Adaptive Performance****Reliability Statistics**

Cronbach's Alpha	N of Items
.864	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can well handle crisis situations and difficulties at work.	15.41	6.061	.736	.823
I can find ways to solve problems at work creatively.	15.44	5.812	.718	.827
I am open to experience new things at work such as new technologies, new tasks and new work procedures.	15.12	6.260	.624	.851
I can deal well with uncertain and unpredictable situations that happen at work.	15.45	6.052	.685	.836
I can well adapt to new things or changes.	15.28	6.400	.666	.841

## Employee Empowerment

### Reliability Statistics

Cronbach's Alpha	N of Items
.774	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My supervisor encourages me to give ideas or suggestions regarding my job.	14.46	7.222	.660	.692
My supervisor encourages me to solve problems by my own without an approval from him/her.	14.74	7.724	.586	.719
My supervisor informs me useful information about my job.	14.42	7.417	.617	.708
I believe in my ability to perform my job successfully.	14.15	8.885	.437	.766
I am rewarded for my job well done.	15.06	7.225	.471	.770

## Job Motivation

### Reliability Statistics

Cronbach's Alpha	N of Items
.768	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I enjoy serving the public and public interests.	13.44	12.377	.311	.788
I see an opportunity for career advancement in this organization.	14.19	9.499	.612	.699
I see the pension and retirement benefits in this organization.	14.34	8.655	.644	.685
I have job security.	14.30	8.868	.599	.704
My job is challenging for me to present my skills and abilities.	14.00	10.486	.536	.727

**Job Satisfaction****Reliability Statistics**

Cronbach's Alpha	N of Items
.883	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am satisfied with the opportunities to present my skills and abilities.	14.65	10.157	.732	.856
I am satisfied with work accomplishment.	14.35	10.781	.676	.869
I am satisfied with my current job.	14.73	9.644	.766	.847
I am satisfied with the work environment and conditions.	14.88	9.071	.687	.873
I am satisfied with recognition I get at work.	14.68	9.892	.774	.846

**Descriptive Statistics****Personal Data****WORK**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid General Affairs Division	24	16.8	16.8	16.8
Bureau of Tourism Services Development	18	12.6	12.6	29.4
Bureau of Tourism Business and Guide Registration	45	31.5	31.5	60.8
Bureau of Tourism Sites Development	29	20.3	20.3	81.1
Other	27	18.9	18.9	100.0
Total	143	100.0	100.0	

**POSITION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Supervisor	9	6.3	6.3	6.3
Employee	134	93.7	93.7	100.0
Total	143	100.0	100.0	

**TENURE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than or equals 2 years	54	37.8	38.6	38.6
3 - 5 years	53	37.1	37.9	76.4
More than 5 years	33	23.1	23.6	100.0
Total	140	97.9	100.0	
Missing System	3	2.1		
Total	143	100.0		

**GEN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	42	29.4	29.8	29.8
	Female	99	69.2	70.2	100.0
	Total	141	98.6	100.0	
Missing	System	2	1.4		
Total		143	100.0		

**AGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30	61	42.7	45.5	45.5
	30 - 39	51	35.7	38.1	83.6
	40 - 49	13	9.1	9.7	93.3
	50 and above	9	6.3	6.7	100.0
	Total	134	93.7	100.0	
Missing	System	9	6.3		
Total		143	100.0		

**EDU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lower than bachelor	5	3.5	3.5	3.5
	Bachelor	94	65.7	66.2	69.7
	Higher than bachelor	43	30.1	30.3	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

## Employee Empowerment

### My supervisor encourages me to give ideas or suggestions regarding my job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.7	.7	.7
Somewhat Disagree	12	8.4	8.4	9.1
Neutral	41	28.7	28.7	37.8
Somewhat Agree	55	38.5	38.5	76.2
Strongly Agree	34	23.8	23.8	100.0
Total	143	100.0	100.0	

### My supervisor encourages me to solve problems by my own without an approval from him/her.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	2.1	2.1	2.1
Somewhat Disagree	15	10.5	10.5	12.6
Neutral	52	36.4	36.4	49.0
Somewhat Agree	59	41.3	41.3	90.2
Strongly Agree	14	9.8	9.8	100.0
Total	143	100.0	100.0	

### My supervisor informs me useful information about my job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.7	.7	.7
Somewhat Disagree	12	8.4	8.4	9.1
Neutral	36	25.2	25.2	34.3
Somewhat Agree	59	41.3	41.3	75.5
Strongly Agree	35	24.5	24.5	100.0
Total	143	100.0	100.0	

**I believe in my ability to perform my job successfully.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	2.8	2.8
	Neutral	25	17.5	20.3
	Somewhat Agree	75	52.4	72.7
	Strongly Agree	39	27.3	100.0
	Total	143	100.0	100.0

**I am rewarded for my job well done.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	11.9	12.1
	Somewhat Disagree	15	10.5	22.7
	Neutral	54	37.8	61.0
	Somewhat Agree	40	28.0	89.4
	Strongly Agree	15	10.5	100.0
	Total	141	98.6	100.0
Missing	System	2	1.4	
Total		143	100.0	

**Job Motivation****I enjoy serving the public and public interests.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7
	Somewhat Disagree	2	1.4	2.1
	Neutral	24	16.8	19.0
	Somewhat Agree	65	45.5	64.8
	Strongly Agree	50	35.0	100.0
	Total	142	99.3	100.0
Missing	System	1	.7	
Total		143	100.0	



**I see an opportunity for career advancement in this organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	6.3	6.3	6.3
Somewhat Disagree	15	10.5	10.5	16.8
Neutral	55	38.5	38.5	55.2
Somewhat Agree	41	28.7	28.7	83.9
Strongly Agree	23	16.1	16.1	100.0
Total	143	100.0	100.0	

**I see the pension and retirement benefits in this organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	14.0	14.1	14.1
Somewhat Disagree	12	8.4	8.5	22.5
Neutral	45	31.5	31.7	54.2
Somewhat Agree	46	32.2	32.4	86.6
Strongly Agree	19	13.3	13.4	100.0
Total	142	99.3	100.0	
Missing System	1	.7		
Total	143	100.0		

**I have job security.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	13.3	13.4	13.4
Somewhat Disagree	12	8.4	8.5	21.8
Neutral	44	30.8	31.0	52.8
Somewhat Agree	45	31.5	31.7	84.5
Strongly Agree	22	15.4	15.5	100.0
Total	142	99.3	100.0	
Missing System	1	.7		
Total	143	100.0		

**My job is challenging for me to present my skills and abilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	4.2	4.2	4.2
Somewhat Disagree	7	4.9	4.9	9.1
Neutral	51	35.7	35.7	44.8
Somewhat Agree	57	39.9	39.9	84.6
Strongly Agree	22	15.4	15.4	100.0
Total	143	100.0	100.0	

**Job Satisfaction****I am satisfied with the opportunities to present my skills and abilities.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	2.1	2.1	2.1
Somewhat Disagree	7	4.9	4.9	7.0
Neutral	47	32.9	32.9	39.9
Somewhat Agree	63	44.1	44.1	83.9
Strongly Agree	23	16.1	16.1	100.0
Total	143	100.0	100.0	

**I am satisfied with work accomplishment.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.7	.7	.7
Somewhat Disagree	5	3.5	3.5	4.2
Neutral	27	18.9	18.9	23.1
Somewhat Agree	73	51.0	51.0	74.1
Strongly Agree	37	25.9	25.9	100.0
Total	143	100.0	100.0	

**I am satisfied with my current job.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.5	3.5	3.5
Somewhat Disagree	8	5.6	5.6	9.1
Neutral	50	35.0	35.0	44.1
Somewhat Agree	56	39.2	39.2	83.2
Strongly Agree	24	16.8	16.8	100.0
Total	143	100.0	100.0	

**I am satisfied with the work environment and conditions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	9.1	9.1	9.1
Somewhat Disagree	11	7.7	7.7	16.8
Neutral	41	28.7	28.7	45.5
Somewhat Agree	55	38.5	38.5	83.9
Strongly Agree	23	16.1	16.1	100.0
Total	143	100.0	100.0	

**I am satisfied with recognition I get at work.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	2.1	2.1	2.1
Somewhat Disagree	8	5.6	5.6	7.7
Neutral	49	34.3	34.5	42.3
Somewhat Agree	59	41.3	41.5	83.8
Strongly Agree	23	16.1	16.2	100.0
Total	142	99.3	100.0	
Missing System	1	.7		
Total	143	100.0		

**Task Performance****I prioritize my working schedule according to the deadlines.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7	.7
	Somewhat Disagree	4	2.8	2.8	3.5
	Neutral	12	8.4	8.5	12.0
	Somewhat Agree	53	37.1	37.3	49.3
	Strongly Agree	72	50.3	50.7	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I complete my core tasks by following the standard procedures.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	7	4.9	4.9	4.9
	Neutral	31	21.7	21.8	26.8
	Somewhat Agree	71	49.7	50.0	76.8
	Strongly Agree	33	23.1	23.2	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I complete my assigned tasks in a timely manner.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	2.8	2.8	2.8
	Neutral	21	14.7	14.8	17.6
	Somewhat Agree	64	44.8	45.1	62.7
	Strongly Agree	53	37.1	37.3	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I make few mistakes when I work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.2	4.2	4.2
	Somewhat Disagree	19	13.3	13.4	17.6
	Neutral	54	37.8	38.0	55.6
	Somewhat Agree	52	36.4	36.6	92.3
	Strongly Agree	11	7.7	7.7	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I ensure that all items and materials necessary to complete my job are present.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7	.7
	Somewhat Disagree	8	5.6	5.7	6.4
	Neutral	29	20.3	20.6	27.0
	Somewhat Agree	66	46.2	46.8	73.8
	Strongly Agree	37	25.9	26.2	100.0
	Total	141	98.6	100.0	
Missing	System	2	1.4		
Total		143	100.0		

**Contextual Performance****I follow the policies, rules and regulations of the organization.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	8	5.6	5.6	5.6
	Neutral	21	14.7	14.8	20.4
	Somewhat Agree	66	46.2	46.5	66.9
	Strongly Agree	47	32.9	33.1	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I display respect to authority.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	1.4	1.4	1.4
	Neutral	19	13.3	13.4	14.8
	Somewhat Agree	60	42.0	42.3	57.0
	Strongly Agree	61	42.7	43.0	100.0
	Total	142	99.3	100.0	
Missing	System	1	.7		
Total		143	100.0		

**I volunteer for additional assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.1	2.1	2.1
	Somewhat Disagree	6	4.2	4.2	6.3
	Neutral	52	36.4	36.4	42.7
	Somewhat Agree	58	40.6	40.6	83.2
	Strongly Agree	24	16.8	16.8	100.0
	Total	143	100.0	100.0	

**I assist my co-workers with job-related matters.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	1.4	1.4	1.4
	Neutral	17	11.9	11.9	13.3
	Somewhat Agree	82	57.3	57.3	70.6
	Strongly Agree	42	29.4	29.4	100.0
	Total	143	100.0	100.0	

**I tell bad things about the organization to outsiders. (R)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	27.3	27.7	27.7
	Somewhat Agree	34	23.8	24.1	51.8
	Neutral	39	27.3	27.7	79.4
	Somewhat Disagree	21	14.7	14.9	94.3
	Strongly Disagree	8	5.6	5.7	100.0
	Total	141	98.6	100.0	
Missing	System	2	1.4		
Total		143	100.0		

**Adaptive Performance****I can well handle crisis situations and difficulties at work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	2.8	2.8	2.8
	Neutral	47	32.9	32.9	35.7
	Somewhat Agree	71	49.7	49.7	85.3
	Strongly Agree	21	14.7	14.7	100.0
	Total	143	100.0	100.0	

**I can find ways to solve problems at work creatively.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	9	6.3	6.3	6.3
	Neutral	43	30.1	30.1	36.4
	Somewhat Agree	68	47.6	47.6	83.9
	Strongly Agree	23	16.1	16.1	100.0
	Total	143	100.0	100.0	

**I am open to experience new things at work such as new technologies, new tasks and new work procedures.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat Disagree	5	3.5	3.5	3.5
Neutral	23	16.1	16.1	19.6
Valid Somewhat Agree	74	51.7	51.7	71.3
Strongly Agree	41	28.7	28.7	100.0
Total	143	100.0	100.0	

**I can deal well with uncertain and unpredictable situations that happen at work.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat Disagree	7	4.9	4.9	4.9
Neutral	46	32.2	32.2	37.1
Valid Somewhat Agree	69	48.3	48.3	85.3
Strongly Agree	21	14.7	14.7	100.0
Total	143	100.0	100.0	

**I can well adapt to new things or changes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat Disagree	3	2.1	2.1	2.1
Neutral	34	23.8	23.8	25.9
Valid Somewhat Agree	81	56.6	56.6	82.5
Strongly Agree	25	17.5	17.5	100.0
Total	143	100.0	100.0	

**Task Performance, Contextual Performance and Adaptive Performance**

	Minimum	Maximum	Mean	Std. Deviation
TASK	2	25	17.12	5.313
CONTEXT	2	25	15.97	5.102
ADAPT	2	25	16.39	6.341
Valid N (listwise)				



### Correlation Coefficients

#### Employee Empowerment, Job Motivation, and Job Satisfaction

	Minimum	Maximum	Mean	Std. Deviation
EMPOW	1	25	14.31	6.338
MOTIVE	1	25	13.54	6.517
SATIS	1	25	14.75	7.114
Valid N (listwise)				

#### Correlations

		EMPOW	MOTIVE	SATIS
EMPOW	Pearson Correlation	1	.495**	.574**
	Sig. (2-tailed)		.000	.000
	N	138	134	133
MOTIVE	Pearson Correlation	.495**	1	.565**
	Sig. (2-tailed)	.000		.000
	N	134	136	131
SATIS	Pearson Correlation	.574**	.565**	1
	Sig. (2-tailed)	.000	.000	
	N	133	131	134

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

### Regression

#### Job Satisfaction

##### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	EMPOW		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	MOTIVE		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: SATIS

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.571 <sup>a</sup>	.326	.321	5.876	.326	61.904	1	128	.000
2	.663 <sup>b</sup>	.440	.431	5.379	.114	25.791	1	127	.000

a. Predictors: (Constant), EMPOW

b. Predictors: (Constant), EMPOW, MOTIVE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2137.643	1	2137.643	61.904	.000 <sup>b</sup>
	Residual	4420.057	128	34.532		
	Total	6557.700	129			
2	Regression	2883.746	2	1441.873	49.842	.000 <sup>c</sup>
	Residual	3673.954	127	28.929		
	Total	6557.700	129			

a. Dependent Variable: SATIS

b. Predictors: (Constant), EMPOW

c. Predictors: (Constant), EMPOW, MOTIVE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.454	1.307		4.174	.000		
	EMPOW	.646	.082	.571	7.868	.000	1.000	1.000
2	(Constant)	2.777	1.307		2.125	.036		
	EMPOW	.437	.086	.386	5.105	.000	.770	1.299
	MOTIVE	.420	.083	.384	5.078	.000	.770	1.299

a. Dependent Variable: SATIS

## Job Performance

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	EMPOW		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	MOTIVE		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: PERFORM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.634 <sup>a</sup>	.402	.398	11.348	.402	86.201	1	128	.000
2	.701 <sup>b</sup>	.492	.484	10.508	.089	22.275	1	127	.000

a. Predictors: (Constant), EMPOW

b. Predictors: (Constant), EMPOW, MOTIVE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11099.792	1	11099.792	86.201	.000 <sup>b</sup>
	Residual	16482.085	128	128.766		
	Total	27581.877	129			
2	Regression	13559.244	2	6779.622	61.402	.000 <sup>c</sup>
	Residual	14022.633	127	110.414		
	Total	27581.877	129			

a. Dependent Variable: PERFORM

b. Predictors: (Constant), EMPOW

c. Predictors: (Constant), EMPOW, MOTIVE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27.444	2.523		10.877	.000		
	EMPOW	1.472	.159	.634	9.284	.000	1.000	1.000
2	(Constant)	22.584	2.553		8.845	.000		
	EMPOW	1.093	.167	.471	6.532	.000	.770	1.299
	MOTIVE	.762	.161	.340	4.720	.000	.770	1.299

a. Dependent Variable: PERFORM

**Task Performance****Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	EMPOW		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	MOTIVE		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: TASK

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.480 <sup>a</sup>	.230	.224	4.561	.230	37.702	1	126	.000
2	.541 <sup>b</sup>	.293	.281	4.390	.062	11.027	1	125	.001

a. Predictors: (Constant), EMPOW

b. Predictors: (Constant), EMPOW, MOTIVE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	784.320	1	784.320	37.702	.000 <sup>b</sup>
	Residual	2621.180	126	20.803		
	Total	3405.500	127			
2	Regression	996.802	2	498.401	25.865	.000 <sup>c</sup>
	Residual	2408.698	125	19.270		
	Total	3405.500	127			

a. Dependent Variable: TASK

b. Predictors: (Constant), EMPOW

c. Predictors: (Constant), EMPOW, MOTIVE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11.367	1.049		10.839	.000		
	EMPOW	.402	.065	.480	6.140	.000	1.000	1.000
2	(Constant)	9.850	1.108		8.890	.000		
	EMPOW	.294	.071	.351	4.146	.000	.790	1.267
	MOTIVE	.226	.068	.281	3.321	.001	.790	1.267

a. Dependent Variable: TASK

## Contextual Performance

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	EMPOW		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	MOTIVE		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: CONTEXT

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.490 <sup>a</sup>	.240	.234	4.437	.240	39.712	1	126	.000
2	.538 <sup>b</sup>	.289	.278	4.308	.050	8.706	1	125	.004

a. Predictors: (Constant), EMPOW

b. Predictors: (Constant), EMPOW, MOTIVE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	781.924	1	781.924	39.712	.000 <sup>b</sup>
	Residual	2480.951	126	19.690		
	Total	3262.875	127			
2	Regression	943.463	2	471.731	25.423	.000 <sup>c</sup>
	Residual	2319.412	125	18.555		
	Total	3262.875	127			

a. Dependent Variable: CONTEXT

b. Predictors: (Constant), EMPOW

c. Predictors: (Constant), EMPOW, MOTIVE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	10.258	1.015		10.107	.000		
	EMPOW	.399	.063	.490	6.302	.000	1.000	1.000
	(Constant)	9.040	1.068		8.464	.000		
2	EMPOW	.296	.071	.363	4.175	.000	.754	1.326
	MOTIVE	.201	.068	.256	2.951	.004	.754	1.326

a. Dependent Variable: CONTEXT

**Adaptive Performance**

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	EMPOW		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	MOTIVE		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: ADAPT

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.494 <sup>a</sup>	.244	.238	5.236	.244	39.085	1	121	.000
2	.566 <sup>b</sup>	.320	.309	4.986	.076	13.425	1	120	.000

a. Predictors: (Constant), EMPOW

b. Predictors: (Constant), EMPOW, MOTIVE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1071.427	1	1071.427	39.085	.000 <sup>b</sup>
	Residual	3316.914	121	27.413		
	Total	4388.341	122			
2	Regression	1405.174	2	702.587	28.262	.000 <sup>c</sup>
	Residual	2983.168	120	24.860		
	Total	4388.341	122			

a. Dependent Variable: ADAPT

b. Predictors: (Constant), EMPOW

c. Predictors: (Constant), EMPOW, MOTIVE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
		1	(Constant)	9.926				
	EMPOW	.469	.075	.494	6.252	.000	1.000	1.000
	(Constant)	7.990	1.272		6.280	.000		
2	EMPOW	.331	.081	.349	4.102	.000	.783	1.277
	MOTIVE	.287	.078	.312	3.664	.000	.783	1.277

a. Dependent Variable: ADAPT



## **BIOGRAPHY**

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