



CHAPTER II

LITERTATURE REVIEW

2.1 Definition of the leadership

Defining the leadership has faced some constraints because the definition of the leadership is very broad and related to the leader, the follower and surrounding environment. Additionally, several studies were conducted in various disciplines. Still, the leadership is non-finite and many aspects of the leadership have to be further explored. The followings highlight key issues about leaders and the leadership.

Definition of leaders

A number of academicians and executives have suggested definitions of leaders which are different from one another and they can be summarized as follows;

Sathorn (1976) proposes that the leader is the person with authority or with competencies to convince or persuade people to take actions as he/she wants or follow his/her instruction. Sometimes, the leader can be called as “chief of arts” referring to the power of a person to make others work and make a decision together in order to build “faith” among these people, to accomplish results as planned and to meet the need of both the organization and the service provider. So, the leader is a person with the superiority when they are in contact with others but their superiority is based on their sensibility and sincere acceptance from others, not on the power.

Executives are not necessarily always the leader but good executives must attempt to be the leader in order to manage work and achieve results as planned.

Raktham (1983) suggests that the leader is a person who is appointed or promoted to be the decision maker because he/she has competencies in administration and supervision and he/she can guide or lead subordinates or group of people to do either good or bad things.

Sasithorn (1980) explains that the leader is a person who works with others in the means of;

- Inspiring other people to work together with willingness, enthusiasm and result-oriented focus to accomplish outcomes as planned in the objective.
- Understanding and empathizing other people and sharing certain feelings, thoughts or passions in the task collaboration, making people in the team feel warm and respected, have faith in the leader and the leader has opportunities to be updated of progress and problems.

Based on a variety of definitions by several people, it can be concluded that the leader is a person who has influences over other people in the group and has competencies in convincing and persuading people. In addition, the leader must have empathy for his or her co-workers. He/she should be creative, seriously responsible for assigned roles, helpful, supportive, cooperative in working, diligent, patient, courageous in making decisions and capable of improving or correcting mistakes or defections, getting along well with others and supporting interactions among members in the group. The leader is not necessarily always a person in the executive position but he/she should possess certain characteristics of the leader because the leadership

will earn trust and faith from the group which can exert influences over the goal setting and the decision making of the collaboration to smoothly achieve objectives and goals of the group and members of the group are satisfied.

2. Leadership is the state which the leader performs his/her role using power, authorities and competencies to convince and persuade others or a group of people to take actions which can contribute to a success or failure of the group. Such performance of the leader is the leadership and several people propose definitions of the leadership as follows;

Suriharn (1990) defines the leadership as the art of the guidance and influence over people so that they are willing to listen and follow, have respect, faith and trust in the leader and are sincerely cooperative with the leader to successfully accomplish a mission as planned in the objective.

Navikan (1995) summarizes that academicians in business administration agree with the following definition; the leadership is the process of building the influence over activities of subordinates or a group of people to put some extra efforts in reaching the goal which is set in a situation.

Pothikul (1988) suggests the leadership is related to the attempt of a person (leader) to use his/her physical, intellectual or spiritual forces to convince or inspire others but such forces must gain a consent from followers.

Burn (1978) says that the leadership is a person who is capable of making his/her followers or other people take actions to achieve results as planned in the objective, providing suggestions and assistance to those people. In addition, the

leadership aims to encourage the expression of values and motivation; such as, desires, needs, wishes and expectations of the leader and followers.

Stogdill (1974) explains his definition of the leadership that it is a process which initiates the beginning, fosters and generates results as expected and with mutual interactions.

Based on this extensive research of the leadership, the researcher summarizes the definition of leadership that it refers to a person who can convince or persuade others to willingly follow his/her needs and achieve the objective of the organization. The leadership is very important because the work operation will fail to achieve any objective if the leader does not appropriately and efficiently apply his/her leadership and this obstructs the efficient use of available resources to reach the goal.

So, it can be seen that the leader can succeed if he/she receives cooperation from subordinates but the leader must be good at his or her work, friendly, and capable of creating opportunities and supportive environments at work. Recently, theoretical studies about the leadership have been conducted to seek the best model of the leadership but none of them have yet to come to a conclusion. Now, some research studies of the transformational leadership concept have been implemented and the researcher has used those studies as important inputs in this research and applies Bass' theory of the transformational leadership (1985) which will be subsequently elaborated in more detail.

2.2 Bass transformational leadership

Northcraft & Neale (1990) say that the development of the leadership theory is needed in order to differentiate between good and bad leaders because the leadership could make a difference in the organization and an effective leader will lead the organization to success. So, studies about leaders are very valuable because they can create competitions and each of the competitions relies on the quality of the leader at the highest level in the organization. Transformational leadership is the new leadership theory which the leaders will develop a practical set of beliefs or principles, and communicate them to gain acceptance from followers, so they feel connected, take actions and strive to reach success. This is the new concept for the organization development in the 1980s.

Transformational leadership is developed by Burns (1978) and Bass (1985) tries to separate the transformational leadership from the transactional leadership. The transactional leadership concerns an exchange of benefits between the leader and the follower. The leader will offer what the follower wants on a condition that the follower accomplishes what the leader wants. If the follower agrees with the leader's offer and can achieve results that the leader aims for, the follower will receive what he/she wants from the leader. Expected prizes or rewards are usually related to the basic needs and the leader will use some bargaining methods to negotiate with the follower. On the other hand, the transformational leadership is the process which the leader and follower simultaneously elevate each other's morality and they are inspired by one other. The transformational leader will try to lift up the need and awareness of the follower in idealism and morality to the higher level; such as, freedom,

independence, justice and equality. Burns (1978) believes that these are the ultimate values which cannot be bargained or exchanged between individuals. The transformational leader can make his/her followers to become an integral unit and convince them to change their individual goals, values, beliefs and needs without any exchange. The transformational leader will lead the followers and himself/herself to the transformation, ascending both to the higher level of the motivation and morality.

Bass (1985) says that the transformational leader will change and elevate the follower's needs from the low level which concerns the security and satisfaction to the higher to embrace success and allow them to do what they wish. The level of the transformation depends on the type of leadership. The transactional leadership enables the followers to accomplish their needs through their performance evaluation which relies on an agreement with their leader and the needs in this case are usually at the low level. But the transformational leadership can induce them to elevate the needs to the higher level.

Bass explains the characteristics of these two types of leadership as follows; the transactional leader will identify needs that must be fulfilled and if the follower can achieve results as planned in the objective, the follower will be rewarded in accordance to their agreement. The transactional leadership will be characterized as (1) knowing what the followers want from work and strive to provide them what they want as long as their performance yields satisfactory results and meets the standard; (2) exchanging prizes or rewards and make an agreement to reward them in exchange of their efforts and (3) responding to their needs or immediately giving benefits if they can perform their work to achieve results as the leader has wanted or successfully

finish assigned tasks. Bass (1985), Northcraft & Neale (1990) believe the transformational leader can induce their followers to believe, trust, respect and become loyal to them and the leader can also stimulate them to put extra efforts to work. The transformational leader can change the followers in the following areas; (1) elevating their awareness, consciousness and connection to recognize the success and values of their performances and approaches to complete their work with success; (2) helping the followers to shift from focusing on their own self to concentrate on working for the sake of the organization and (3) changing the needs level of the followers and expand their needs (Bass, 1985; Northcraft & Neale, 1990) by inspiring them, intellectually stimulating them, challenging them and helping them to focus on their ideologies to improve their performances and increase productivity. Bass & Avolio (1994) think that the transformational leader can change individualism and lead the organization to success.

Bass (1985) says the transactional leadership is similar to Vroom's expectancy theory (1964) in the aspect that an effort of a person in achieving results as he/she wishes depends on two factors; (1) confidence or expectation that results are achieved by his/her approach and (2) values of the results must be essential and the expected results is transformed to become the expectation of the operation. The leader must be clear in his/her role, making followers feel confident to meet their own objectives. The leader has to know what the followers want and they are aware of the fact that their needs will be fulfilled as an exchange of their efforts and performances. However, the transformational leader has some processes to transform the followers; such as, building charisma, creating inspiration, considering individualism and

stimulating intellectual. The transformational leader can elevate the need and awareness of the followers to the higher level and make them realize the importance and value of their outputs. The leader must convince the followers to be aware of the group or the organization's benefits. Awareness raising and need stimulation into the higher level will be conducted to shift their interest from their own self to objectives and missions of the organization. So, the transformational leader can influence the follower to have the higher level of needs. The leader will set the performance standard at the high level and inspire the followers to reach the standard (Bass, 1985; Bass & Avolio, 1990).

Bass identifies characteristics of transactional and transformational leadership as follows;

Transactional leadership has two aspects.

1. Contingent reward refers to an agreement between the leader and the follower that the follower will be rewarded if he/she can successfully accomplish results or finish assigned tasks. Contingent reward can be conducted through the salary increase, bonus, job promotion, praising and making public announcements of the staff outstanding performances. Bass (1985) and Blanchard and Johnson (1982 referred in Bass, 1985) believe that the transformational leader must inform the followers about goals and methods to achieve the goals. If the followers are deprived of certain expertise, the leader must inform the followers about their performances and what the leader feels towards their work and the leader has to provide greater moral support.

2. Management by exception means that the leader takes advantage of negative information and appropriately applies negative reinforcement approaches and the leader must keep his/her emotions under control. Management by exception is usually conducted when followers make a mistake and the negative reinforcement approaches can be ranged from the minimal to the maximum degree; such as, giving advice and moral support, admonition, warning, penalty, decrease the salary level, suspension from work or dismissal which is the most serious level (Bass, 1985). Blanchard and Johnson (1982, referred in Bass, 1985) propose that admonition, warning and praising should be given appropriately, depending on situations. The leader must inform his/her subordinates when they make a mistake and let them know his/her feeling. When criticizing the staff performance, the leader must also suggest how the staff can improve their performance. In addition, it is recommended that after the criticism, the leader should let it go and encourage the staff to concentrate and keep doing good work.

Podsakoff et. al (1982, as referred in Bass, 1985) indicate that the management by exception is less effective than the contingent reward which sets a condition for subordinates to follow and take actions, so they are satisfied and become more productive. The management by exception can cause some dissatisfaction for some subordinates and thus they do not perform their assigned work.

Transformational leadership consists of 4 facets as follows;

1. Charisma is the leader's inner power which can profoundly influence followers and make them trust, believe, loyal and ready to devote themselves and follow the leader (House, 1997 as referred in Yukl, 1994).

Max Weber (1947 as referred in Yukl, 1994) says that charisma is the influence which does not directly come from work authorities, cultures or traditions, Followers can perceive if the leader has certain characteristics which can convince them to believe or trust that he/she can lead them and overcome any obstacles (Bass, 1985).

Bass (1985) recommends that the charismatic leader, in the perception of subordinates, is a person who makes them feel enthusiastic in performing assigned tasks and loyal to the organization. The charismatic leader has to earn respect from all staff members, be able to prioritize what truly are the most important and has broad visions in the work. The subordinates must have faith in the leader, feel comfortable and proud to work with the leader and they must strongly believe that the leader is the symbol of achieving the success for them.

House (1977 as referred in Yukl, 1994) summarizes behaviors of the charismatic leader as follows; (1) expressing self-confidence and speaking about successful stories which will impress followers and make them willing to believe and trust in their decisions; (2) clearly presenting goals, based on his/her ideology, regarding bright future, making group work become more meaningful and inspire the followers to be more excited and enthusiastic; (3) setting his/her own behaviors as a role model for the followers to replicate and the more the followers idolize the leader, the more they are going to follow the leader's belief and values; (4) informing the followers of his/her high expectations of their work performances and showing his/her confidence in them and; (5) using behavioral techniques to build and elevate the followers' motivation to achieve the group's missions. Techniques for the motivation

include assigning challenging and complicating tasks which allow them to become more creative and interactive with others.

According to Bass (1985 as referred in Yukl, 1994), charisma is crucial for introducing changes. Bass believes that charisma is one of the very important elements for transformational leaders and it can be explained in Bandura's social learning theory (1977 as referred in Marriner, 1993). Bandura suggests that a person's behavior results from his/her learning in the social interaction process. People learn by making observations from other people's behaviors and think about how they are going to behave and then it will be a pattern of their behaviors. Likewise for the organizational social process, subordinates will observe the leader's behaviors and they tend to replicate those behaviors because of the leader's superiority; such as, higher job post, more years of experience and his/her influence. Additionally, if the subordinates learn that the leader is likely to become successful, they are more likely to follow the leader (Weiss, 1977 as referred in Marriner, 1993: 120). However, to change the followers, charisma alone may be insufficient. So, the transformational leader has to use his/her charisma and also other transformational elements; such as, intellectual stimulation, individualized consideration and inspiration, to ensure the followers put extra efforts in their work performances and successfully accomplish results as expected by the leader (Bass, 1985).

2. Individualized consideration means the transformational leader seek approaches in response to needs of each of the followers, with considerations on their differences and with support and capacity building for the followers (Bass, 1985 as referred in Yukl, 1994). Respecting the differences of the followers can be exercised;

such as, assigning tasks to staff, considering their knowledge, competencies and needs and respecting their individual identities, personal interests and family background (Curtin, 1995).

Bass (1985) says that the individualized consideration is an important characteristic of the relationship between the leader and the subordinate. It can affect the subordinate's satisfaction towards the leader and their own productive capacity. The individualized consideration concentrates on the participatory approach for management and seeks responses to the subordinate's needs for advancement and their participation in decision making and their career paths.

Below are the details of individualized consideration;

Bass (1985) and Bass & Avolio (1994) elaborate on behaviors of individualized consideration as follows;

- **Emphasis on the performance development**

The transformational leader has to assess the capacity of subordinates in performing their current work and in taking responsibilities for additional work in the future (Hays and Thomas, 1967 as referred in Bass, 1985). The leader will set certain standards for the subordinates to follow and assign them tasks to improve their competencies and respond to their motivation.

Morse & Wagner (1978) study the leader's behaviors concerning the performance development perceived by subordinates and results show that such behaviors include giving advice about work, closely observation, monitoring work progress and encouraging the subordinates to take extra training courses.

- **Work assignment**

Work assignment is a good opportunity for the leader to offer challenging tasks and allocate additional responsibilities for the subordinates (Bass, 1985) and this is an approach to develop and strengthen competencies and skills of the subordinates (Bass & Avolio, 1990).

Bass & Avolio (1990) explain that the work assignment is the power reinforcement of subordinates. It can make them feel more powerful and this can influence their job satisfaction and competencies of productivity. The subordinates who are authorized to exercise such power are likely to better perform their work and enthusiastically participate in changes and innovations and highly bonded with the organization.

3. Individualized consideration consists of the followings;

- **Encourage friendly and informal contacts**

The leader has to make one-to-one contacts with his/her subordinates at all levels or at least they should often phone them. Walk around management offers opportunities for the leader to meet the subordinates in person and allows two-way communication, so the subordinates learn about problems and can fix them before the problems occur. In addition, they can quickly access accurate information, helping them to make right decisions and better perform their work (Peter and Waterman, 1982 as referred in Barker, 1992).

- **Provide the subordinates access to requested information**

The leader can make subordinates feel they belong to the organization by informing them about progress and news in the organization and especially if the

leader encourages the subordinates to report it to their peers. Public or telephone announcements of the information are better than memos or documents because the subordinates can ask for clarifications and thus clearly understand issues. The leader can also benefit from this as he/she can observe their reactions and interests.

- **Be sensitive in differences of the subordinates**

The leader must seek the best motivation for each of the subordinates and how to develop their capacity to the maximum. When the leader pays attention to each of them individually, it makes them feel they earn some respect and acceptance and the leader will, in return, earn the respect from them (Meyer, 1980: 4-9 as referred in Bass, 1985).

Bass & Avolio (1990) believe that in accepting the differences of people, the leader has to be constantly reminded that each of the subordinates is different in terms of their work performances, needs for the interpersonal relationship and desires for success. So, not all of the subordinates should be stimulated or inspired by the same incentive and treating them with the consideration of their unique identities is very crucial.

- **Individual counseling**

The leader should have individual counseling skills which focus at listening and identifying problems which are brought up by subordinates for discussions. Those problems could be personal or professional related and also their career advancements. To help the subordinates, the leader should listen to them and show empathy by asking questions, so they can express what they have in mind which

could be helpful in finding the best options or recommending others that they can seek further assistance.

- **Mentoring**

Mentoring refers to the situation that a senior executive provide one-to-one recommendations for a newcomer (Bass, 1985) or the more experienced staff becomes a role model and guides, trains and advises those who are less experienced (Vance, 1977 as referred in Holloran, 1993). Mentoring is one of the very important roles of the executives as it requires their knowledge and experiences to build the capacity of their subordinates. The most crucial point of the mentoring is the process of guiding, learning and looking after the subordinates. So, being the mentor is the leader's responsibility in developing the subordinates to become leaders in the future.

4. Intellectual stimulation refers to a situation that an executive makes his/her followers alert, be aware of problems and solutions of the problems and formulate some ideas, imaginations, beliefs and values, rather than pushing them to take immediate actions. Intellectual stimulation can help the followers create mental pictures and understanding and enables them to use their own judgments to objectively look at the problems they are facing and figure out how to resolve them (Bass, 1985).

Types of intellectual stimulation are as follows;

- **Using rationalization**

The leader simply emphasizes on motivating the subordinates to accomplish successes and focus at official work flows. The leader needs a few pieces of

information for decision making and will heavily rely on immediate and effective problem solving.

- **Emphasis at surviving**

The leader is interested in strengthening the job security, beliefs and team building and will apply informal approaches. In addition, he/she believes that intellectuality comes from an interaction of people and environments, so he/she will make a decision based on a combination of massive data and various problem solving approaches.

- **Experience**

This type of leader resolve problems based on his/her experience and the problems will be solved systematically using a lot of information to obtain the best answer for the improvement of the security, safety and existence of the organization.

- **Excellence**

The leader concentrates on the prosperity, adjustment, learning, diversity and creativity and the decision making process is flexible. This kind of leader relies on few sources of data in making a decision but will continually compile additional relevant data and seek new approaches to solve problems if necessary. In addition, this type of leader likes to take risks and develop innovations.

The leader's ability of intellectual stimulation can be seen from rapid changes of followers in aspects of ideas, intellectual competencies and learning, personal judgments of current problems and solutions (Bass, 1990 as referred in Tunglukmankong, 1996). The leader's intellectual stimulation occurs when the leader tries to create challenging environments and encourages subordinates to be aware of

problems and seek innovations for the problem solving. In addition, the followers will also be stimulated to become more creative with close supervisions of the leader. For the intellectual stimulation, the leader must be intellectually competent at a fairly high level to be capable of analyzing and identifying problems, selecting solutions and stimulating the followers to clearly see the problems and decide how to resolve them.

2.3 Approaches of intellectual stimulation

The transformational leader can convince followers to be aware of problems and solutions by providing information, guiding options to resolve the problems, setting values and goals, and creating images, mottos and symbols which are easy for the followers to apprehend, feel intrigued and accept. Additionally, the leader can use questions about current situations and encourage them to exercise their critical thinking skills, discuss their ongoing work and provide reasons to support their actions (Bass, 1985).

Inspirational refers to a situation that the leader uses verbal languages and actions to console, give moral support and excite the subordinates, so they will be lively, enthusiastic and work and try harder, not for their own self, but for the majority in the society and for the organization and they feel bounded to the leader's objectives. Bass (1985) lists the leader's behaviors which can inspire his/her followers as follows.

Action-oriented behaviors include the followings;

- Stimulating the subordinates to conduct innovative projects or take up challenging tasks;

- Providing opportunities for the subordinates to volunteer to work on some tasks. This allows them to show their competencies and take up additional responsibilities and when they finish the tasks, they will feel proud and self-confident;
- Developing policies to encourage experiments and innovations to seek problem solutions of the organization;
- Creating supportive environments for transparent and trustworthy communications in the organization;
- Using short memos, rather than a report or long memos.

2.4 Boosting confidence

Confidence is a major force of the emotional strength. When subordinates face with stress, difficulties or risks in their work, the leader must make them feel confident; such as, in teamwork and in their own competencies. With self-confidence, they have moral support and will put extra efforts in their work performances to achieve goals of the organization.

Building confidence towards ideal goals is very important. It requires people to believe that their idealism is true and worth their sacrifices. Self-confidence and beliefs in the idealism can make people work harder to achieve goals of the organization and successes (Bass, 1985).

2.5 Pygmalion effect

If the leader has great expectations in his/her subordinates, they will outperform those whom the leader does not have any expectation because staff members with high expectations will try harder to ensure the leader. Pygmalion leadership style refers to a variety of the leader's behaviors as follows (Rosenthal, 1973 as referred in Eden, 1990);

- Non-verbal behaviors and gestures of the leader when he/she is in contact with the subordinates; such as, smiling and nodding to confirm their spoken words;
- Providing feedback on performances which provides an opportunity to encourage the subordinates to intellectually grow and build their self-confidence;
- Working after office hours with the subordinates and giving more explanations in performing their work;
- Assigning the subordinates some opportunities to take full responsibility in performing their work. This helps boost their self-confidence (Barker, 1992) and when they feel proud and have high expectations from themselves, they can better apply their skills and competencies for successes of the organization.

Bass (1985) conducts a pilot study on behaviors to initiate or promote inspiration and results indicate that the transactional leadership produces short-term satisfaction while the transformational leadership encourages the subordinates to work and try harder, become more creative and productive in the long run.

Bass (1985) pilot study reveals that transactional leadership can offer short-term job satisfaction for the subordinates but the transformational leadership can make them strive harder and become more creative and productive in the long run.

Bass analyzes the differences between the transactional and transformational leaderships as follows;

1. The transactional leader is more likely to accept traditional cultures of the organization which consist of core values; such as, philosophy, techniques, beliefs, idealism, and traditional values. This kind of leader focuses at efficient and non-risk taking work performances. On the other hand, the transformational leader tends to change the organization cultures, trying to develop innovations and create values and beliefs. The transformational leader also likes to clearly present their ideas to his/her followers, so they will be emotionally connected with the new values.

2. Motivation: the transactional leader clearly informs the followers what they will obtain if they follow his/her guidance and the leader negotiates about rewards while the transformational leader stimulates the followers to have greater needs and sets goals to achieve. The transformational leader usually uses symbols and creates images how good the organization will be if all of the staff unite and work together.

3. Presence of the leader: the transactional type of leader generally exists in organizations which have balanced and normal conditions while the transformational type appears during the fast-changing phase, in the economic crisis and resource constraints. The transformational leader will exercise his/her influences through two channels; namely, personal characteristics and using ideas that he/she believes in.

Dumham-Taylor & Klafehn (1995) suggest that the transformational leadership will be more efficient if combining with the transactional leadership. However, the leader with the greatest potential tends to possess the transformational leadership characteristics rather than the transactional one.

According to Burn (1978) and Bass (1985) who recommend enlarging the transformational leadership concept, both believe the leadership does not have any effect on low-impact changes. Using the transactional leadership approach, the leader can only just respond to immediate needs of followers and continue their work to the organization standard. But for high-impact changes, the leader must apply the transformational approach because the leader cannot stimulate followers to perform at the highest level or to be productive at the level higher than expectations (Wisalaporn, 1979; Bass, 1985). Bass says the transactional leader is the opposite of the transformational. Burn suggests many transformational leaders employ some behaviors of the transactional type and the type of leadership can be differentiated by frequency and intensity of behaviors with followers (Yukl, 1994). Kotter (1990) mentions that “the combination of these two types of leadership is important and in order to truly understand the leader, one has to know when and how the leader changes from one side (transactional) to the other (transformational)” (Organ & Thomas, 1991). As a result, the leader could have attributes and behaviors of both transactional and transformational leadership but the leader at the high post level; such as, at the top of the organization, should employ the transformational leadership (Bass, 1985). Although concepts of these two types of leadership are different, they both are interconnected in terms of methodologies. From the perspective of the transformational leaders, the transactional leadership possesses a special attribute which is the ability to expand conditions in achieving goals of the leader, followers and organization (Chaiwanichsiri, 1993). Bass (1985) insists that the transformational leadership, compared to the transactional type, can enhance work efficiency and

productivity to the next level and the transformational leader can make the followers confident and aware of successes and elevate their needs accordingly. In addition, the transformational leader will point out values of outcomes and can appropriately change the organization cultures to stimulate the followers to put some extra efforts and perform their work at the greater level than anticipated (Bass & Avolio, 1990: 16). In conclusion, both types of leadership; the transactional and transformational, are mutually supported to yield better performances beyond any expectations.

2.6 Concepts and theories about job satisfaction

Davis (1951 as referred in Navikan, 1978) believes that the job satisfaction can tremendously influence a person's performance. In other words, if the job satisfaction is at the high level, it can lead to efficient work performances and executives should consider all factors which contribute to the job satisfaction; such as, work achievements, respect, career advancements, salary, policies, administration and work environments, etc. These factors can make people satisfy with their work and stimulate good performances. This concept can be illustrated below.

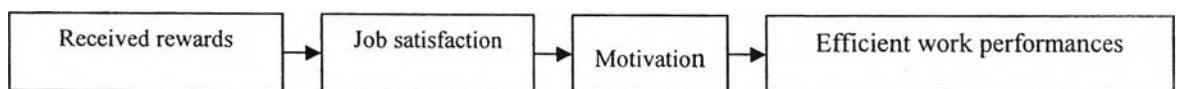


Figure 2: Job satisfaction leading to efficient work performances (Navikan, 1978)

Porter and Lowler (1967 as referred in Navikan, 1978) believe that outcomes of the work performance can be influential to the staff job satisfaction. Results from studies indicate that job satisfaction and outcomes of the work performance are

related by several factors and good performances appropriately bring about rewards which ultimately lead to the job satisfaction.

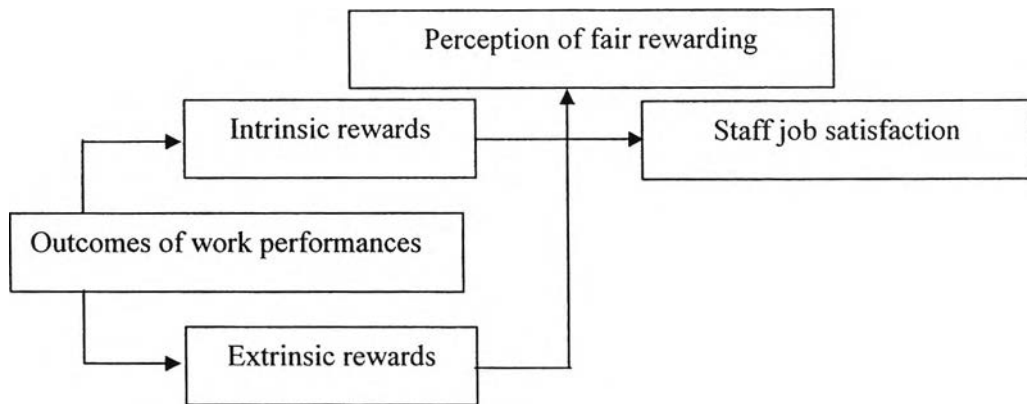


Figure 3: Illustration of the work performance leading to the feeling of satisfaction
(Navikan, 1978)

According to this diagram, it can be seen that work performances are paid off in the form of prizes or rewards; namely, 1) intrinsic rewards and 2) extrinsic rewards. In the perception of the staff, fair rewarding indicates the quantity of the rewards for the staff. Job satisfaction of the staff is determined by the difference between actual rewards and the perceived fair rewarding which indicates the quantity of the rewards the staff would obtain. If the actual rewards are greater than the perceived ones, the job satisfaction will increase. The job satisfaction and performances will be positively correlated if the task assigned can respond to their physically and mentally needs and the executives must take it into considerations and try to add factors which increase and strengthen the job satisfaction and efficiency of work performances.

2.6.1 Definition of job satisfaction

Lawrence & Seiler (1965) defines the job satisfaction as the personal feeling about work and it also includes satisfaction in work environments; such as, the joyous feeling to work with compatible co-workers, etc.

Good (1973) provides the definition of the satisfaction as the quality, the condition or level of pleasure which positively comes from people's interests and attitudes towards their work.

Morse (1953) says that job satisfaction is anything which is capable of decreasing tensions of workers. If they have too much stress, they are likely to be dissatisfied and the stress comes from basic human needs. When the needs are met, the tensions become fewer or are completely gone and people will have job satisfaction.

Vroom (1964) explains that job satisfaction, attitudes, and morality at work share the same definition which is the effectiveness of individual's performances and each person has a different role. Having good attitudes about work is the job satisfaction and on the contrary if people have bad attitudes, it means they are not satisfied with their work.

Based from the aforementioned definitions of the job satisfaction, the researcher concludes that the job satisfaction means the feeling of fondness and pleasure in working and it can motivate people and helps stimulate creativity in work to achieve successes and fulfill organization's goals.

2.6.2 Influential elements of job satisfaction

There are several factors which influence job satisfaction and many researchers study factors and elements which can affect the job satisfaction as follows;

Harrell (1972 as referred in Wong-anuroj, 1992) says that there are three factors or elements to identify problems relevant to the job satisfaction.

1. Personal factors are personal attributes relevant to work; such as, work experience, sex, number of family members in responsibility, age, duration of employment, education, salary, interest, etc.

2. Factors in the job are nature of work, skills required for work, professional status, size of the organization, distance between accommodation and office, geography, etc.

3. Factors controllable by management are job security, income, benefits, career advancements, authorities in one's job post, work environments, co-workers, responsibilities, communication with supervisors, faith in supervisors and job orientations, etc.

Johnston (1991) studies elements of job satisfaction and dissatisfaction with 385 registered nurses and results indicate that payment is the most important factor, followed by professional status, independence, interactions, work conditions and organization policies. Overall, their job satisfaction is at the low level and the professional status is rated the highest, followed by independence, interactions, organization's policies and payment respectively.

Boonraksa (1996) says that influential factors of the job satisfaction consist of work environments, administration and executives, independence and payment. In addition, personal factors; such as, age, education, duration of employment, marital status, job post, can also affect the job satisfaction.

2.6.3 Importance of job satisfaction

Stebbins (1966: 71 as referred in Hebb, 1953) observes that there are two main principles of personnel recruitment. First, choose the right person for the right job and second, people should be assured that they are truly appropriate and competent for this kind of work. Sayles & George (1996) explains that job satisfaction is related to mental needs and it is important for staff because;

1. In their self-actualization, they would like to be successful and will be fulfilled if they work to the best of their ability.
2. Those who are not satisfied with their work will suffer from psychological maturity. If their job is boring, unchallenged and does not allow them to work independently, they will become bored and this will directly affect themselves, their co-workers and ultimately cause problems to the society.
3. Those who have never experienced job satisfaction will feel frustrated because working serves the human basic needs.
4. Job dissatisfaction reduces morality at work and as a result, the staff's performance will become less efficient.

Preedeedilok (1986) suggests that staff members will perform more efficiently if they are satisfied with their work because job satisfaction can make them become more interested and eager to perform their job and increase productivity. If

they do not satisfy with the job, they will not be enthusiastic and become less productive.

Promyo (1986) explains that if staff members are satisfied with their work, they will be more attentive and enthusiastic at work and put greater efforts into it and as a result, they will become more productive.

Based on the aforementioned studies, the importance of job satisfaction can be concluded as follows (Prominn, 19956);

1. Job satisfaction builds up teamwork and cooperation among the staff to successfully accomplish the organization's objectives.
2. Job satisfaction enables subordinates to have good understanding with one another and towards the organization.
3. Job satisfaction enables staff to perform their work with honesty and loyalty to the organization.
4. Job satisfaction creates the unity among the staff and brings them together to resolve problems in the organization.
5. Job satisfaction facilitates the enforcement of rules and regulations to ensure staff perform their work properly and they are professionally disciplined.
6. Job satisfaction generates trust and faith in the organization.
7. Job satisfaction supports staff to be creative in performing their work.

2.6.4 Measurement of job satisfaction

Wong-anuroj (1992) reports that several psychologists develop standardized methodologies in measuring job satisfaction in accordance to definitions and objectives of the measurement. Types of the measurement are varied as follows;

Below are two types of the standardized measurement which apply a set of questions and statements;

1. Objective survey is the measurement approach using questions. Respondents are requested to select the best answer which reflects their opinion and feeling. Obtained data can be processed through the quantitative analysis.

2. Measurement of the job satisfaction is classified by the nature of work.

- Measurement of the overall job satisfaction is to measure the feeling of pleasure at work in general.

- Measurement of the specific job satisfaction is to explore the feeling of pleasure and satisfaction towards specific aspects; such as, payment, job security, relationship, friendship, supervision and progress, etc.

As presented, it can be seen that there are many approaches in measuring the job satisfaction and researchers can select any approach which is convenient and appropriate in a situation. However, it should be noted that the selected approach must be able to measure people's feeling about their work and in case of the large number of staff, random sampling must be conducted to obtain more data and cover all aspects.

2.6.5 Increase job satisfaction

To increase the job satisfaction of staff members in the organization, executives must thoroughly understand their staff and internal and external environments. The unity of the staff will not be possibly achieved without the followings;

1. Group characteristics in the organization: members of the group have good relationships with one another, they are pleased to be a part of the group and set goals together. In addition, the group leader has close relationships with other members in the group and members are united and have faith and trust in others. When the group becomes strong like this, needs for useful behaviors are likely to occur.

2. Pay: now people have greater levels of needs because they have higher education and better quality of life. Pay can fulfill not only the physical satisfaction but also the feeling of being secured and socially accepted because money can be used to purchase items and people with high payment are likely to be more accepted. As a result, the reasonably appropriate and fair amount of payments should be given to maintain the staff satisfaction.

3. Rewards: there are two types of rewards which are intrinsic and extrinsic. The intrinsic rewards are payment, job promotion, being assigned of interesting tasks and other reinforcements which are controlled by the organization and other welfares. The extrinsic rewards are tangible rewards which can be clearly seen to motivate staff for favorable behaviors. Three types of the extrinsic rewards are membership, determination and practice. The intrinsic reward is the development of job status, allowing individuals to obtain some experiences which are their desired goals and it is their personal rewards; such as, satisfaction from having good performances and applying knowledge and competencies to resolve problems. The intrinsic reward is more related to the work performance than the extrinsic reward. Even though the organization offers rewards to motivate staff, the occurrence of the satisfaction depends on the staff perception towards the rewarding system of the organization. It

can be seen that people often choose the job which offers high payment but the high payment does not have any effect on the work performance. Building the positive correlation between the satisfaction and performance needs to link the difference of the reward directly with the performance. Staff with good performances usually must receive a greater number of rewards (Poter et al., 1987).

In effective organizations, results show that each member has a sense of ownership which means the members can control anything which will happen in their work and they are responsible for the success and failure of their work. They are determined to work and are highly motivated and as a result, they work efficiently. The leader has to seek approaches to encourage the staff in the organization to look at their work as something challenging, interesting and rewarding.

The followings are issues in designing work to make the staff in the organization satisfy with their work which is the intrinsic motivation (Randall, 1989; Steers, 1991);

1. Creating the sense of ownership: this will develop the bonding among staff in the organization, the belief in accepting values and goals of the organization, determinations to put extra efforts and needs to maintain the membership of the organization. All of these will drive the staff to become more determined to perform their work to accomplish the success for the organization.

2. Responsibility for results: most organizations do not specify expected results and it makes the staff become unattached to the organization's objective and there is a lack of bonding. The leader has to pay attention to the results of followers' efforts and assigns the followers to work on some challenging tasks. The leader

should also make the staff feel responsible to their work and grant them authorities to make decisions on some issues. The staff will feel valued and will effectively perform their work.

3. Authority to think: Either working independently or in group, staff members would like to have some authorities to perform their work and also to participate in the decision making process about how to proceed the work. If the staff members do not have the authority, they will feel powerless and less proud and their motivation for the success will become weaker.

4. Accountability for results: the leader must be able to present or measure successful results. If the leader is not capable of doing it, the value of the motivation will become less powerful and it will not be possible for the leader and team members to know if their work is good or not. The leader must convince followers to perceive that their work performance is the success and needed in accordance to expected results. The leader who fails to do so is at risk of damaging the importance of job description and it may cause the followers to lose interest in their work.

5. In addition to creating the job satisfaction, one of the most important elements that must be considered is the maintenance of the staff's life quality in the work environment. Staff members should recognize that their quality of life at work in this organization is better than in other organizations; such as, adequate and fair amount of payments, safe work environment, work opportunities and capacity building for the job advancements and job security, rights and social status of the staff, etc. (Kossen.1991)

2.6.6 Studies of job satisfaction

A large number of studies about the job satisfaction are conducted because executives are interested in this issue and they have tried to seek the best approaches for the highest productivity of their staff. The followings are concepts which have been chronologically developed;

Taylor is the American's architect who creates systematically scientific methodologies to increase productivity to the maximum with the most economical method and by the best approach (Kasemsin, 1976). Taylor focuses at the efficiency in the production and he compares each staff member to a tool which can be improved to increase productivity but it depends on three important factors; namely, (1) selection of staff members who are most competent to perform the work; (2) training these staff members how to properly perform their work and (3) motivate and inspire them to continue working with a primarily emphasis on payments (Schermerhorn et al., 1982).

Later, Mayo conducts the Hawthorn Study which focuses on individuals as an element of the administration and this study is conducted with approximately 2,000 factory workers. Below are the results of this study;

1. Workers are not assets which can be treated like other physical factors but they are living substances and moral support is very important in working.
2. Quantity of work by staff members does not only rely on the physical ability but also depends on the social ability.
3. Sometimes in some cases, spiritual rewards can stimulate staff performances and bring about more pleasure in performing work rather than granting only financial rewards.

4. Tasks are allocated by nature of work itself but it does not guarantee that it would always yield the most beneficial result. There are other factors which have to be considered.

5. Staff members will not have any reaction towards the administration or rewards as an individual but they will respond as a part of the society.

Results of this experiment lead to the development of the administrative approach called “Human Relations Approach” which places an emphasis on human beings as a factor of work management (Kasemsin, 1976).

Greenberg (1979) says that studies on job satisfaction can be classified into two types; content theories and process theories.

1. Content theories of satisfaction explain job satisfaction and attempt to comprehend individuals about the cause of their behaviors. These theories provide recommendations for executives to consider subordinates’ needs by observations of their actions and the executives can foresee the actions by knowing their needs. Maslow’s Hierarchy of Human Needs and Herzberg’s Two Factor Theory are the two main content theories.

(1) Maslow’s Hierarchy of Human Needs lays some basic principles that workers are motivated or stimulated to perform their work to meet some intrinsic needs. This theory is based on three important basic principles as follows;

- All human beings have needs and the needs are endless.
- If a need is fulfilled, it will no longer motivate any action.
- When human needs are satisfactorily met, there will be other needs coming up with greater levels. The hierarchy of Maslow’s human

needs consists of 5 levels, from the bottom to the top, as follows; physiological, security, love/belonging, esteem and self-actualization.

(2) Herzberg's Two Factor Theory (1971): Herzberg explores the job satisfaction by interviewing 200 accountants and architects and he concludes that there are two types of factors which are related to job satisfaction and dissatisfaction; namely, motivational factor and maintenance factor.

- Motivational factors are the factors which are directly related to work and motivate people to love and satisfy with their work. These factors can create job satisfaction of the staff in the organization and the staff will work more efficiently. Five motivational factors are achievement, recognition, the work itself, responsibility and advancement.

- Maintenance factors are the factors which constantly motivate and induce staff members to perform their work. Without these factors or if the factors are not satisfactory, the staff will be dissatisfied with their work. The maintenance factors are salary, possibility of growth, interpersonal relation with the superior, professional status, company policy and administration, working conditions, personal life, job security and supervision. These factors do not stimulate an increase in productivity but they are preliminary agreements to keep the staff away from job dissatisfaction. So, it can be seen that the maintenance factors can affect the job dissatisfaction and the motivational factors have effects on the job satisfaction and must have only positive values.

2. Process theories

The process theories recommend procedures which can create job satisfaction, rather than focusing at the content of the staff's needs. The process theories can be divided into three theories; (1) Equity Theory, (2) Reference Theory and (3) Need and Value Fulfillment Theory (Adams, 1963 and Locke, 1976 as referred in Rangrisombatsiri, 1987).

Mullins (1985) suggests that motives are the force in an individual which occurs because the individual tries to meet his/her needs or expectation.

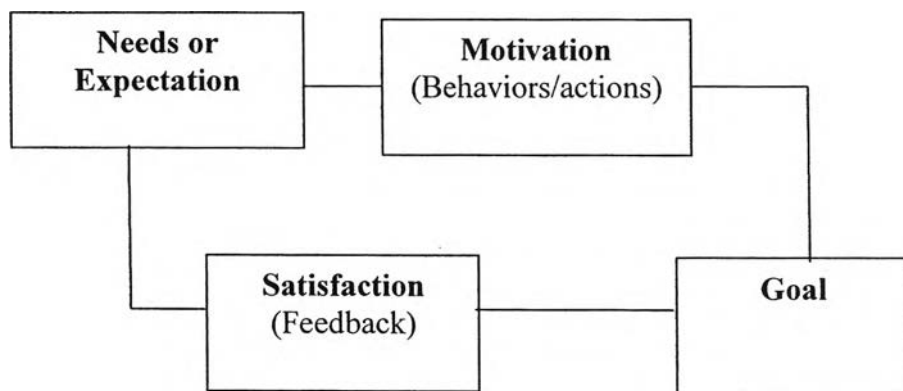


Figure 4: Cycle of human motivation

Sources: Mullins, L.J. (1985) Management and organizational behavior. London: Pitman.

Motivation management is considered as a core of work performance as it can stimulate staff members to become more enthusiastic and willing to use their knowledge and skills to perform their work in exchange of rewards. So, executives have to learn several approaches to motivate them to truly concentrate on their work. This means the executives must know what can stimulate and drive the staff to become more industrious because when human beings have certain needs, they always try hard and fight to achieve their desired goals (Dejthai, 1997).

2.6.7 Factors relevant to the job satisfaction

Kasemsin (1976) believes that people have different needs in their work but overall they have some common needs; such as, needs for food, clothes, accommodations, medicines and sexual desire, etc.

Concerning the work performance, people have some similar needs which can be concluded as follows; job security, job satisfaction, job advancement, praise, and have competent supervisors.

1. Demographic characteristics:

- Younger staff members are less satisfied with their work than the older and females and males are not significantly different in terms of job satisfaction.

- Among those who do not graduate with a Bachelor's degree from universities, results show no correlation between education and job satisfaction and staff graduating with the Bachelor's degree have job satisfaction at a higher level than those who do not.

2. Ability: the individual's ability is related to the job satisfaction and the ability is the indicator of the individual's performance.

3. Characteristic attributes: the relationship between the characteristics and job satisfaction can be influential by the degree of needs for intrinsic and extrinsic rewards.

Fleishman & Alan (1974) compile concepts of Smith who is interested in exploring influential factors towards the individual's job satisfaction. He then collaborates with Kendall and Hulin to develop Job Descriptive Index (JDI) which is comprised of the following five factors;

1. Work itself is the work in responsibility which matches with knowledge, competencies and aptitudes and it must be so interesting and challenging that the staff would like to work on it from beginning to the end.

2. Supervision is the ability to exercise the administrative power and characteristics of leadership which convinces subordinates to willingly perform the work.

3. Pay is the regular monthly salary and welfares; such as, per diems, accommodations, food and medical care.

4. Job promotion is the opportunity to be supported to advance their career; such as, increase of salary or job level and promotion to the higher position and providing training programs to obtain a higher education degree.

5. Co-worker is the relationship among people working together. They spend time together, respect, have empathy and help each other.

According to the aforementioned theory, the researcher believes that Job Descriptive Index (JDI) consists of 5 factors which are consistent and appropriate for the public health administration, so the researcher would like to conduct this study to investigate the job satisfaction of the head of the health center.

2.7 Local and international research studies

Local research studies

Suwannit (1991) explores factors which can influence the job satisfaction of public health officers at the district level in Mookdaharn province.

Results reveal that individual factors; such as, education, marital status, duration of employment, age and sex are not significantly correlated with the job satisfaction.

Silapasuwan & Silapasuwan (1984) investigate the job satisfaction of the public health officer in the rural area. They found that most of the public health officers are satisfied with their work at the moderate level. Age and duration of employment are correlated with their job satisfaction. Older staff members are more pleased with their work than the younger ones and those who spend longer time in the employment are more satisfied than those serving the organization in the shorter time duration.

Sakhet (1988) explores behaviors of community hospital's executives and results show that their behaviors are correlated to the nurses' job satisfaction.

Saengmook (1986) also investigates the correlation between selected factors and job satisfaction of registered nurses in community hospitals under the Ministry of Public Health. The samples of this study are 374 nurses and results indicate that in their perception, they are satisfied with their work. In addition, perceived environments, co-workers, perceived communication within the organization and job post are significantly related with job satisfaction at the level of 0.05 and at the rate of 46.23%.

Kwaengcheun (1992) studies job satisfaction of public health staff at health centers in Ayutthaya and he finds that sex, marital status and education are not significantly related to the job satisfaction but age and work experience are correlated with the job satisfaction.

Jindawattana (1996) study the cause of job dissatisfaction in working as a nurse. Results show that the main causes of the dissatisfaction are too high workload, less payment, few opportunities for job advancement and unfairly treating by the executives.

International research studies

Bass (1985) conducts a pilot study with 176 American army soldiers who are requested to evaluate the leadership of their supervisors. The followings are the results from this study;

1. In the perception of the soldiers, satisfaction and efficiency of the organization are statistically related to the transformational leadership at the higher level than the transactional one.

2. Extra efforts in work are statistically related to charisma, intellectual stimulation, contingency rewards and individualized consideration respectively and results also show no correlation with management by exception.

Bass et al. (1987) study the correlation between the evaluation of the leadership in the perception and expectation of subordinates and select three levels of executives; beginning, intermediate and high as the research samples. The methodology of this study requires executive at the beginning level evaluate those at the intermediate level who will evaluate the executives at the high level. The followings are the results;

1. The transformational and transactional leadership of the executives at the intermediate level is positively correlated with the transformational and transactional leadership of those at the high level.

2. The high-level executives' transformational leadership is found at the higher level of the intermediate-level executives'.

3. The expectation of the intermediate-level executives is at the higher level than their perception in the following aspects; 1) the transformational leadership of the high-level executives in aspects of charisma, individualized consideration and intellectual stimulation and 2) the transactional leadership in the aspect of contingent rewards. On the other hand, the expectation of the high-level executive's management by exception is at the lower level than the perception.

Dereinda (1984) conducts a research on the correlation between job satisfaction and work performance in Wisconsin state, USA. Results indicate that nature of work, co-workers, supervision, salary and job advancement are significantly related to the job satisfaction.

Dunham-Taylor & Klafehn (1995) classify the type of leadership by making a comparison of the means of the perceived leadership of executives and subordinates in organizations which can be divided into 4 groups. The correlation between the leadership of each group and work efficiency and efforts of the subordinates in performing their work will be analyzed. Results of the study are as follows;

Group 1: executives are aware of the transformational and transactional leadership at the higher level than subordinates and the results show that the subordinates are satisfied with their work efficiency and exert themselves for work at the ranking no. 3.

Group 2: executives are highly aware of the transformational leadership but their awareness of the transactional leadership is lower than the subordinate's. The results reveal that the subordinates are satisfied with their work efficiency and exert themselves at the lowest ranking.

Group 3: executives are aware of the transformational leadership at the lower level but aware of the transactional leadership at the higher level than their subordinates'. The results illustrate that the subordinates are satisfied with their work efficiency and exert themselves at the ranking no. 1.

Group 4: executives are aware of both the transformational and transactional leadership at the lower level than their subordinates' and the result found that the subordinates are satisfied with their work efficiency and exert themselves in performing their work at the ranking no. 2.

Duxbury et al. (1984) study the correlation between the leadership of the head of the patient's ward, the nurses' resignation and job satisfaction. The samples are 283 nurses in 14 infant wards across the USA. Results of this study show that individualized consideration of the head of the ward is positively correlated with the job satisfaction.

Felton (1995) studies the correlation between the transformational and transactional leadership of elementary and secondary school executives and job satisfaction of school teachers. This study is conducted in 55 elementary schools and 31 secondary schools in Mississippi and use 10% of the school teachers in this study. The total number of samples is 590 school teachers and the MLQ questionnaire is used as the research tool. Results show that the transformational leadership of the

executives is related to the job satisfaction and the executives of the elementary schools are at a higher level of the transformational leadership than those of the secondary schools.

Hater & Bass (1988) study the executive's transactional and transformational leadership which is evaluated by supervisors and perceived by subordinates. This study explores 28 executives who are evaluated excellent by 306 subordinates. Below are the results of the study;

1. In the perception of the subordinates, regarding the transformational leadership, the executives are evaluated as excellent which is superior to general executives, especially in aspects of charisma and individualized consideration.

2. Factors of the transformational leadership can predict performance outcomes and job satisfaction of subordinates better than those of the transactional leadership.

Jaman & Shafer (1974 as referred in Luevanich, 1996) investigate job satisfaction and dissatisfaction of teachers of undergraduate nurse programs in 30 nursing schools. The sample cases are 495 teachers and the questionnaire consists of questions about type of organization, policies, co-workers, orientation, work environments and advancement. Results from this study indicate that elements which create job satisfaction are work achievements, job security, good co-workers and assigning tasks in accordance to competencies and the causes of job dissatisfaction are policies and administration, advancement and acceptance.

Medley & Laroche (1995) study the correlation between the leadership of the chief of the patient's ward and the job satisfaction of nurses. The

samples are 122 nurses working in a community hospital in the central region, located at the Southeast of America. Research tools are Multifactor Leadership Questionnaire (MLQ) and Index of Work Satisfaction (IWS) and the followings are the results from the study;

1. In the analysis of elements constituting transactional and transformational leadership of the chief, it shows that charisma, individualized consideration, intellectual stimulation and contingent reward are in the transformational leadership and management by exception falls under the transactional leadership.

2. Job satisfaction of the nurses is at the moderate level. The means of the job satisfaction in aspects of the job status, relationships and independence are at the high level while the means of payment, job assignments and policies and management are at the low level.

3. The leadership of the chief of the patient's ward is positively correlated with the job satisfaction of the nurses and the job satisfaction is more related to transformational leadership rather than the transactional one.

Wandelt et al. (1981) study the cause of job dissatisfaction among nurses and found that they are not satisfied with the payment, excessive paper work and lack of support from their supervisors.