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Statement from the Managing Editor

As with our previous issues, it is encouraging to see our younger generation of researchers from our institution as well as others, sending in their contributions to the Journal.

In our first article, Madavana examines servant and transformational leadership of principals in schools run by Montfort Brothers in India. His findings showed a positive relationship between principals' transformational and servant leadership and teacher job satisfaction.

In similar vein, Ngotngamwong examined job satisfaction of 113 teachers in 3 private international schools in Bangkok. Her findings showed that increased teacher job satisfaction occurs when school leaders practice participative leadership. Both articles offer several academic and practical contributions to increase teacher job satisfaction thereby limiting the attrition of good teachers from schools.

In our third article, Vongmahadlek examined 637 Thai consumers who had purchased organic products over the past three months in Bangkok. The author found four determinants; environmental and appearance consciousness, perceived availability and affordability, were significant factors for organic product purchase in Thailand, mediated by purchase intention.

In our fourth article, Pianroj investigated attitudinal and behavioral loyalty of international tourists toward green hotels and the south of Thailand. Her study found that both customer satisfaction and green satisfaction were significant impacts on customer loyalty in both green hotels and the south of Thailand as a destination.

Muangsilapapart identified the key psychological determinants of job performance of staff in the Department of Tourism, Thailand. Her findings showed that employee empowerment and not job satisfaction, positively affected overall job performance of staff.

In our final article, Ratanavilaikul examined the main value dimensions affecting customer satisfaction in a large logistics company in Thailand. Her findings suggest four service quality dimensions, availability, reliability, completeness, professionalism, as well as one other factor, monetary price, to be significant predictors of customer satisfaction.

I express my gratitude to all contributors. As I have always maintained, any meaningful improvements in the Journal are dependent on submissions.

Happy New Year!

Patricia Arttachariya, Ph.D.
Managing Editor

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**SERVANT AND TRANSFORMATIONAL LEADERSHIP: A STUDY ON TEACHERS IN
MONTFORT SCHOOLS IN INDIA**

Joy Madavana

Martin de Tours School of Management and Economics, Assumption University

Abstract

Studies have generally shown positive correlations between supportive leadership and organizational citizenship behaviors. Servant and transformational leadership are espoused as valid theories of organizational leadership but lack crucial empirical support in the educational organizations. Therefore, the current study endeavored to advance empirical support for this emerging approach to leadership and how its influence can increase better OCB among teachers. This dissertation examined the relationships among servant and transformational leadership, organizational citizenship behavior (OCB), mediated by trust, job satisfaction, and organizational commitment. Research was conducted in schools that are managed by Montfort Brothers in India, using six survey instruments measuring servant leadership, transformational leadership; trust in leadership, work outcomes, i.e., job satisfaction, organizational commitment and organizational citizenship behaviors from the perspective of the teachers. A total of 432 teachers were sampled. Positive and strong correlations were found among transformational and servant leadership factors with trust and job satisfaction. Servant and transformational leadership have a low correlation with organizational commitment and OCB. Surprisingly, trust was shown not to mediate the relationship between servant and transformational leadership factors and organizational citizenship behavior factors.

Keywords: Organizational Citizenship Behavior, Servant Leadership Transformational Leadership, Organizational Commitment

บทคัดย่อ

งานวิจัยที่ผ่านมาในอดีตพบว่ารูปแบบผู้นำที่ให้ความสนับสนุนลูกน้องมีความสัมพันธ์กับพฤติกรรมการเป็นสมาชิกที่ดีในองค์กรของพนักงาน ภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลงต่างเป็นทฤษฎีที่สำคัญแต่ยังขาดข้อมูลเชิงประจักษ์ในบริบทของสถาบันการศึกษา ดังนั้น งานวิจัยชิ้นนี้จึงมีวัตถุประสงค์ในการรวบรวมข้อมูลเพื่อทดสอบรูปแบบภาวะผู้นำทั้งสอง ตลอดจนศึกษาถึงผลกระทบของภาวะผู้นำต่อพฤติกรรมของครูในแง่ของการเป็นสมาชิกที่ดีในองค์กร วิทยานิพนธ์ฉบับนี้มุ่งศึกษาความสัมพันธ์ระหว่างภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลง กับพฤติกรรมการเป็นสมาชิกที่ดีในองค์กร และผลกระทบจากตัวแปร ความเชื่อถือ ความพึงพอใจในงาน และความผูกพันกับองค์กร ผู้วิจัยเก็บข้อมูลจากกลุ่มตัวอย่างครูจำนวน 432 คน ที่ปฏิบัติหน้าที่ในโรงเรียนในเครือ มงฟอร์ตในประเทศอินเดีย โดยใช้เครื่องมือวัดผลตัวแปร ภาวะผู้นำแบบให้บริการ ภาวะผู้นำแบบสร้างความเปลี่ยนแปลง ความเชื่อถือในผู้นำ ผลการปฏิบัติงาน เช่น ความพึงพอใจในงาน ความผูกพันในองค์กร และ พฤติกรรมการเป็นสมาชิกที่ดีขององค์กร ผลการวิจัยพบว่า ภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลงมีความสำคัญในทางบวกในระดับสูงอย่างมีนัยสำคัญกับ ความเชื่อถือ และ ความพึงพอใจในงาน แต่มีความสัมพันธ์ในระดับต่ำกับ ความผูกพันองค์กร และ พฤติกรรมการเป็นสมาชิกที่ดีขององค์กร นอกจากนี้ ผลการวิจัยยังพบว่า ความเชื่อถือในผู้นำ ไม่มีผลต่อความสัมพันธ์ระหว่างภาวะผู้นำแบบให้บริการและแบบสร้างการเปลี่ยนแปลง ตลอดจน พฤติกรรมการเป็นสมาชิกที่ดีขององค์กร

คำสำคัญ: พฤติกรรมการเป็นสมาชิกที่ดีในองค์กร, ภาวะผู้นำแบบให้บริการ, ภาวะผู้นำแบบสร้างความเปลี่ยนแปลง, ความผูกพันองค์กร

INTRODUCTION

The concept of leadership, which is one of the key organizational behavior construct, has evolved enormously over the years and interestingly, it continues to evolve. The debilitating issues facing the world today is the leadership vacuum. In the 20th century, the leadership concept has been summarized by House and Aditya (1997) and they have explained how these concepts evolved over the years from the leadership focus on traits and from traits to behavior and from behavior to contingency theories and thereafter to neo charismatic models and it appears that there is still progress in the quest of finding a perfect model, which can comprehend all dimensions of leadership nuances. As the world is advancing in technology and business paradigms, ever changing due to geo-socio-economic-political environments, the propensity of leadership is also in a critical stage to adopt and adapt in these changing milieu. Firms are leaning towards flatter structures and arguably leadership is encompassing a collaborative model (Bennis, 2007), that can enhance team spirit, empowering, caring and valuing others. Moreover, trust, a crucial element in leaders, has declined enormously and as such, many have proposed an alternative leadership paradigm that enhances supportive leadership over leadership with self interest (George, Sims, McLean, & Mayer, 2007; Greenleaf, 1977).

The most essential thing the leader does is to create team spirit around him and near him, not in a school boy sense, but in realistic terms of mature adults. The function of leadership pervades all organizations. A school is essentially an organization and as such the principal of the school is essentially a leader. A few decades ago, principals were asked to become *instructional leaders* exercising firm control by setting goals, maintaining discipline and evaluating results. This notion has been changed and the principals of the schools are encouraged to be facilitative leaders by building teams, creating networks and *governing from the centre* (Day et al. 2010; Leithwood et al. 2006). A good leader therefore is one who is capable of persuading others to move enthusiastically towards the achievement of group goals. Scholars have identified servant and transformational leadership as these emerging models of leadership (Spears, 1996).

The context of the study: Montfort Brothers are an entity dedicated voluntarily to serve their fellowmen by learning, understanding and loving God as true wisdom; eventually transforming oneself in the ways of Wisdom and becoming an antidote to moral decay in the society. Montfort teachers are those who comply with the government of India’s educational requirement and are willing to collaborate with Montfort Brothers. Teachers are agents of change by inculcating ethical and value based education, which is aimed at personal and social transformation of students. There are 6928 teachers working in 121 schools that are managed by Montfort Brothers across India. Montfort Brothers are located in 7 provinces of India, bearing the name of its geographical location. Montfort teacher’s organizational citizenship behavior (OCB) is quintessential in achieving the vision and mission of Montfort school enterprises, i.e., global competition continues to raise the effort levels required of the teachers. Team based schools have become more popular and achieve desired goals effectively. Downsizing continues to challenge teachers’ adaptability and willingness to exhibit extra effort is more of a necessity. Customer service is more increasingly emphasized and as such, contextual performance is more and more important to raise the standard of the school. In order for the teacher to display the characteristics of OCB, the teacher should develop an affinity towards the teacher’s school, its leader and the whole school community. This affinity can be fostered by trust: when the school and its management are trustworthy, the teachers commit more and more of themselves in achieving the organizational objectives. Trust and organizational commitment are part of job satisfaction (Borman & Motowidlo, 1997).

Research Objectives

This study intends to investigate the relationships among leadership styles (Transformational and Servant leadership), organizational citizenship behavior mediated by trust, organizational commitment (OC) and job satisfaction (JS) perceived by teachers in Montfort schools run by Montfort Brothers in India.

LITERATURE REVIEW

Transformational Leadership

A transformational leader (Bass, 1985) spells out the vision for the organization and what is expected from each individual in a clear and pleasing way, elucidates the modalities to achieve that vision with confidence, optimism as well as depositing his/her trust in employee's confidence in achieving that vision. He/she leads the followers with morally and ethically sound examples and valiantly empowers the followers to achieve that vision that has been envisaged collectively (Yukl, 2002). The four behavioral characteristics of transformational leadership constructs are idealized influence (vision, trust, respect, risk sharing, integrity, and modeling), inspirational motivation (commitment to goals of the organization, effective communication, enthusiasm and rationality), intellectual stimulation (problem solving ability and personal attention) and individualized consideration (mentoring, coaching, listening, supporting and empowering).

Servant Leadership

Greenleaf (1977) was of the opinion that leadership is formed to cater to the needs of others and primarily the followers of the leader. As such, the concept of servant leadership give thrust to 'the other' than 'self' and from this thought pattern, the theory delineates the comprehension of the role of leader as a servant (Greenleaf, 1977). The five behavioral characteristics that conceptualize this construct are altruistic calling (self-less act), emotional healing (personalized consideration with sympathy), wisdom (intuitive knowledge), persuasive mapping (ability to conceptualize the given circumstances) and organizational stewardship (service attitude).

The notable difference between these two leaderships paradigms are: transformational leaders influence their employees through their charismatic attributes; while servant leaders notably persuade employees through service attitude.

Organizational Citizenship Behavior (OCB)

The major proponent of OCB is Organ (1988). He postulated OCB as discretionary individual be-

haviors, which are not explicitly acknowledged by the formal recompense and in sum promotes the effective functioning of the organization. The theory underpinning this concept is intrinsic motivation. The five behavioral characteristics that conceptualize this construct are altruism (other centeredness), conscientiousness (generalized compliance of the dictates of the conscience), courtesy (thwart tribulations among colleagues), civic virtue (active involvement of the issues of the organization) and sportsmanship (minor inconveniences and impositions accruing from the job without protest or claim for reprieve or remedy), (Organ & Ryan, 1995; Konovsky & Organ, 1996; Organ, 1988; Smith, Organ, & Near, 1983).

Transformational Leadership and OCB

Transformational leadership has gained a lot of interest because of its popularity and attractiveness as this style of leadership is found to be consistently related with greater performance (Barling, Weber & Kelloway, 1996; Bass, Avolio, Jung & Berson, 2003; Dvir, Eden, Avolio & Shamir, 2002; Yammarino & Bass, 1990), augmented morale-related results such as self efficacy (Kirkpartick & Locke, 1996), affective commitment (Barling et al, 1996), intrinsic motivation (Charbonneau, Barling & Kelloway, 2001) and trust in the leader (Podsakoff et al., 1990). Interestingly, it is observed that positive associations have also been constantly identified between individual, group and organizational performance. Characteristically, these results have been identified as showing that leader behaviors cause basic values, beliefs and attitudes of supporters to align with organizational goals (Podsakoff, MacKenzie, Moorman & Fetter, 1990).

Servant Leadership and OCB

Researchers in their studies established a positive connectivity between recent leadership theories (e.g. such as LMX and the neo-charismatic transformational and authentic leadership theories) and OCB (Boerner et al., 2007; Ilies et al., 2007; Podsakoff et al., 1990; Podsakoff et al., 1996, Podsakoff et al., 2000; Schlechter & Engelbrecht, 2006, Truckenbrodt, 2000; Wayne, Shore & Liden, 1997). Definitely, Barbuto and Wheeler's (2006) findings exhibit that servant leadership was an improved predic-

tor of leader-member exchange quality than that of transformational leadership. This arguably gives the propensity to assume that servant leadership, which focuses on his/her employee's interest, would be better correlated with OCB or at least as similar as transformational leadership, which focuses on organizational goals rather than employee's interest.

Mediating Variables

Trust: Trust is an optimistic anticipation that the leader would not perform any act that is advantageous to his/her personal benefit but rather administer the resources and other capabilities at his/her disposal to enhance the work and quality of life for others. He/she shall endeavor to administer with utmost fairness and as such, the employees will have confidence in the leaders' behavior as benevolent and it is not just one occurrence but rather long lasting process (Nyhan & Marlowe, 1997; Robbins & Judge, 2007). Consequently, trust is based on expectedness. The primary premise to trust a leader is that the leader exhibit characteristics that are trustworthy and thereby the employees intrinsically believe that the leader would act in a conventional manner that will not disappoint the employees and he/she will make a concerted effort and be consistent in displaying fairness in all his/her conduct. When associations between leader and employee conform to the understandings of reciprocity and this act of reciprocity is alleged as being fair and just, employees are confident that they will not be maneuvered and exploited unjustly (Blau, 1964). The underpinning theory of this construct is social exchange theory.

Servant Leadership and Trust: Trust is a significant constituent of effective leadership (Bass, 2002; Covey, 2006; Drucker, 2003; Greenleaf, 1977). Leaders engender and uphold trust through their behaviors. Trust in the leader is measured chiefly by his/her behavioral uniformity, behavioral uprightness, sharing and entrustment of power, transparent communication (e.g., accuracy, explanations, and openness), and manifestation of concern for the other (Whitener, Brodt, Korsgaard & Werner, 1998). Trust is an underlying theme in Greenleaf's (1977) servant leadership literature. He argued that servant leadership enhances organizational performance, along with other

things, through building trusting associations; "No matter what the competence or the intentions, if trust is lacking nothing happens" (p. 83). Greenleaf postulated that servant leaders are trusted because of their ability to empathize with and completely understand their followers (p. 35), are dependable (p. 56) and set themselves as exemplary models to be emulated (p. 342). Indeed, servant leadership has been projected to be positively related to leaders' values of empathy, integrity, and competence (Washington, Sutton & Feild, 2006).

Transformational Leadership and Trust:

Transformational leadership has been exposed to inspire a better sense of trust in the leader (Avolio, Zhu, Koh & Bhatia, 2004; Dvir, Kass & Shamir, 2004; Jung & Avolio, 2000). Moreover, trust has been measured to be a key mediator of the relations between transformational leadership behaviors and OCB (MacKenzie et al., 2001; Organ, Podsakoff & MacKenzie, 2005; Pillai et al., 1999; Podsakoff et al., 1990). When employees recognize that they are being treated fairly (one of the primary basis to build trust), they have a propensity to employ willingly in citizenship behavior (Farh, Podsakoff & Organ, 1990; Organ, 1988).

Trust and OCB: One probable antecedent to Greenleaf's trust construct is organizational citizenship behavior. Farling et al. (1999) recommended that the environment, wherein trust is fostered would facilitate a cooperative organizational ambiance and consequently increase enhanced levels of service both from leader-to-employee and employee-to-leader. Trust was found to have been interrelated with OCB. Meta-analysis by Dirks and Ferrin (2002) were found to have correlations of 0.11 to 0.22 with trust and five individual factors of OCB constructs of Organ (1998). Asgari, Silong, Ahmad and Samah (2008) reported a relationship of 0.80 between trust and OCB.

Trust as a Mediator: Avolio (1999) was of the opinion that the influence of transformational leadership on employee outcomes such as commitment and performance are an indirect measure rather than a direct effect. Moreover, Yukl (1989) and Covey (1990) reported from their studies that transformational

leader's ability to infuse trust in their employees subsequently generates the keen spirit that compels them to outperform their tasks.

Job Satisfaction: Vroom (1967) defined job satisfaction as a worker's attitude with reference to job roles and employee motivation. Job satisfaction has since been explained as an employee's emotional reaction to his/her job based upon an assessment of expected versus actual outcomes (Cranny, Smith, & Stone, 1992). The model is compound and includes worker perceptions of extrinsic and intrinsic employment factors (Howard & Frink, 1996). The underpinning theory of this construct is self esteem and motivation.

Servant Leadership and Job Satisfaction: In formulating the Organization Leadership Assessment (OLA), Laub (1999) projected that: "managers and workers would have higher job satisfaction in a servant organization and as a result would be freed up to perform at their highest levels of ability, leading to greater success for the organization" (p. 85).

Transformational Leadership and Job Satisfaction: Bass (1990) emphasizes that leadership behavior can influence employee's job satisfaction. Various researchers (Krug, 2003; McElroy, Morrow, & Rude, 2001) established the idea that leadership behaviors have a tremendous impact on employees' job satisfaction, which in turn, influences other organizational outcomes.

Job Satisfaction and OCB: Job satisfaction is the antecedents of OCB, turnover, and job performance (Spector, 1997; Crampton & Wagner, 1994; Caldwell & O'Reilly, 1990). Studies have established that employees, who feel more at ease and comfortable with their job tend to exhibit a tendency to engage themselves with OCB (Illies, Scott, & Judge, 2006; Tepper, Duffy, Hoobler, & Ensley, 2004).

Job Satisfaction as a Mediator: Kristof (1996) in the research study investigated the antecedents of job satisfaction and found two distinctive groups and they are: (1) work environment and work related factors and developing further on it was how employees have been treated, respected, valued, the character-

istics of work, the working colleagues' collegiality and the relationship with co-workers and remuneration, are deemed as the first group components; (2) individual characteristics, previous work experience are deemed as the second group components of job satisfaction's antecedents. In this study, it is pertinent to use leadership behaviors, and particularly the transformational leadership and servant leadership behaviors as the antecedents of job satisfaction, because, leadership relation is considered as first group components of job satisfaction's antecedents, as they relate to relationship with people in the work place.

Organizational commitment of teachers: Organizational commitment of teachers is closely related to teachers' work performance and their ability to innovate and integrate new ideas into their own practices, and it has an influence on the achievements of the students and attitude toward the school (Tsui & Cheng, 1999). Firestone and Pennell (1993) explained teacher commitment in terms of the school's goals and values. Teachers who are committed to the school's goals are expected to work more helpfully, collegially, and collaboratively with other teachers in the school, and look for ways to promote the teaching profession and the school (Ebmeier & Nicklaus, 1999).

Organizational Commitment: Maslow explained in his need hierarchy that if an employee wanted to attain higher levels of the needs and motives, first order needs would have to be achieved (Yukl, 2002). In order to achieve the first order needs, the employee needs to have belongingness to an organization. Burns and Maslow's seminal research supported the agenda that commitment is connected with worker attitude, which portray his/her identity and active participation with the organization (Porter, Steers, Mowday, & Boulian, 1974). The underpinning theory that conceptualizes this construct is social exchange theory. Meyer and Allen (1997) projected three broad themes of commitment, to address the turnover issues and also studied the obligation workers may have for staying with the organization. They are continuance commitment, normative commitment and affective commitment. Affective commitment denotes the employee's desire to work for the organization, normative commitment denotes the employee's obligation towards the organization and continuance

commitment denotes the employee's situation, where he/she does not have other alternatives and as such, continue to work for the organization. In this study affective and continuance commitment are only considered.

Servant Leadership and Organizational Commitment: Bateman and Strasser (1984) were perhaps one of the first to account for the positive affiliation between leadership style and commitment. Mathieu and Zajac's (1990) various studies on commitment showed that leadership style that involves others in decision making and other participative associations with organization was an important antecedent for commitment.

Transformational Leadership and Organizational Commitment: Transformational leaders are adept with employees in a way that these leaders empower employees directed to achieving organizational objectives and these organizational objectives are achieved by transformational leaders building employees with commitment towards their organization (Yukl, 2006).

Organizational Commitment and OCB: Meyer and Allen (1997) found that employees with strong affective commitment appear to have been engaging in better OCB. Organizational commitment is an antecedent of OCB (Bateman & Organ, 1998; Carson & Carson, 1998; Schappe, 1998; Organ & Lingl, 1995; McFarlin & Sweeney, 1992; Moorman, 1991; Organ & Konovsky, 1989; Folger & Knovsky, 1989; Lind & Tyler, 1988; Munene, O'Reilly & Chatman, 1986).

Organizational Commitment as a Mediator: Research scholars (Farkas & Tetrick, 1989; Mathieu, 1991; Schappe, 1998) have given reason to support the premise that organizational commitment is a mediator between servant and transformational leadership and OCB.

RESEARCH FRAMEWORK

The preceding literature reviews facilitated to conceptualize the following framework and the subsequent research hypotheses to be tested in this study. (Figure 1.1)

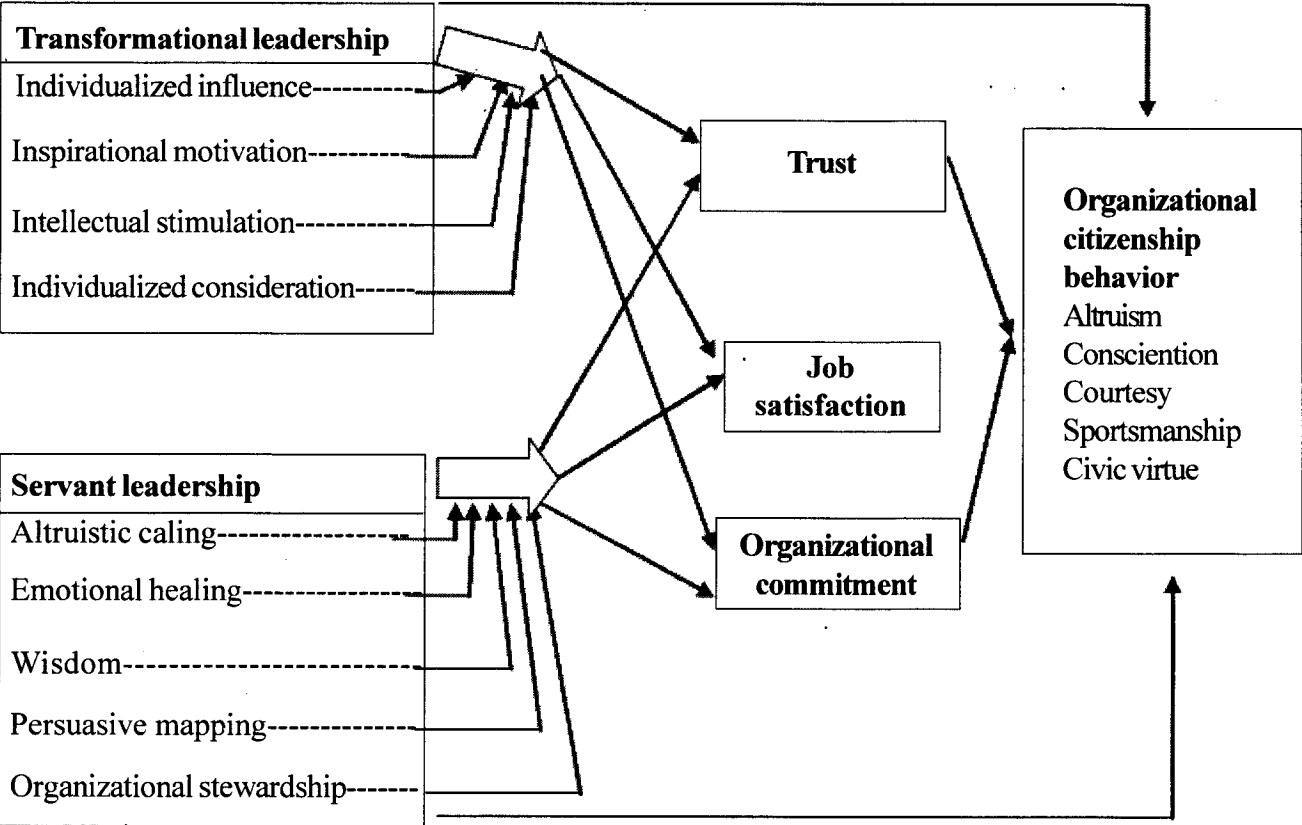


Figure 1.1: Conceptual Framework

Based on the conceptual framework, the following 17 research hypotheses needed to be tested in this study and the research hypotheses are:

H1: Transformational leadership has a positive relationship with OCB

H2: Servant leadership has a positive relationship with OCB

H3: Servant leadership has a positive relationship with trust.

H4: Trust has a positive relationship with OCB

H5: Trust mediates the relationship between servant leadership and OCB.

H6: Transformational leadership has a positive relationship with trust

H7: Trust mediates the relationship between transformational leadership and OCB

H8: Servant leadership has a positive relationship with job satisfaction

H9: Transformational leadership has a positive relationship with job satisfaction

H10: Job satisfaction has a positive relationship with OCB

H11: Job satisfaction mediates the relationship between servant leadership and OCB

H12: Job satisfaction mediates the relationship between transformational leadership and OCB

H13: Servant leadership has a positive relationship with organizational commitment (OC)

H14: Transformational leadership has a positive relationship with OC.

H15: Organizational Commitment has a positive relationship with OCB

H16: OC mediates the relationship between transformational leadership and OCB.

H17: Organizational commitment mediates the relationship between servant leadership and OCB

RESEARCH METHODOLOGY

Quantitative and correlational research methodology is employed to measure the relationship between respondents' perceptions of transformational and servant leadership of Montfort school principals and respondents' organizational citizenship behavior, mediated by trust, job satisfaction and organizational commitment. In order to understand these phenomena, a

survey research methodology is utilized to collect the relevant data that is pertinent to this study.

The total population of the study is 6928 teachers and using Yaro Yamanic's (1967) formula and Anderson (2006) table sample size was determined to be 378. Nonetheless, the researcher decided to distribute 400 survey questionnaires to the respondents.

Sampling Procedure: It consisted of three steps. Firstly, with an assistance of computer, it generated randomly 24 schools from 121 schools and these schools' total teachers consisted of 1933. Secondly, the researcher sought the help of Human Resource personnel (HRP) to distribute the questionnaire to the teachers. Thirdly, HRP randomly picked a number between 1 to 5 from the pay roll of the teachers' register. From that randomly picked number, every subsequent fourth teacher was identified and given the questionnaire. The duly filled questionnaire was 472 but the useful survey was 432.

Research Instruments/Questionnaire: The survey research questionnaire is divided into two parts. Part I seeks to collect the demographic profile of the respondents. Part II consists of six independent instruments to collect the desired data to analyze and they are: (1) Barbutto and Wheeler's (2006) Servant Leadership Questionnaire (SLQ), (2) Avolio and Bass' (2004) Multifactor Leadership Questionnaire (MLQ-Form 5X) to measure Transformational Leadership; (3) Podsakoff et al. (1990) Organizational Citizenship Behavior Scale; (4) Nyhan and Marlowe (1997) Organizational Trust Inventory; (5) Meyer et al. (1993) Organization Commitment scale; and (6) Laub (1998) Job satisfaction scale.

Statistical Treatment of Data: Internal consistency reliability of the subscale scores was tested with Cronbach's alpha test. Descriptive statistics were used to analyze the data with Statistical Package for Social Sciences (SPSS) version 17 and Structural equation Modeling (SEM), AMOS 18. SEM is deemed an effective method in treating the data in order to explain the research questions that were raised in this study. A pilot study conducted with 30 respondents to measure to test the reliability coefficient to assess the consistency of the questionnaire instrument (Hair

Table 1.1: Summary of Demographic Characteristics of Respondents of this study

Demographics	Variable	Frequency	Percentage
Gender	Male	116	26.9
	Female	316	73.1
	Total	432	100
Educational Qualification	Bachelor Degree	157	36.3
	Master Degree	274	63.4
	Doctoral Degree	1	.2
	Total	432	100
Experiences of teaching	1 to 5 yrs	116	26.9
	6 to 10 yrs	121	28.0
	11 to 15 yrs	73	16.9
	16 to 20 yrs	47	10.9
	> 20 yrs	75	17.4
	Total	432	100

Table 1.2: Summary of Fit statistics of the proposed model

CIMIN	PVALUE	DF	GFI	PARAMETERS	NFI	IFI	CFI
128.114	< 0.001	4	0.941	51	0.960	0.962	0.961

et al. 2006). The results were favorable and the Cronbach’s alpha ranged from 0.721 to 0.931.

PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

Female respondents consisted of 73.1% of the total respondents. 63.4% of the respondents had obtained a Master degree. 28% of the respondents were having 6 to 10 years of teaching experience (Table 1.2)

In AMOS, the chi square value is represented by CMIN. The researcher wished to have chi square non significant (no significant discrepancy between covariance matrix of data and model), but the result showed that $\chi^2 = 128.11$, (df = 4, N = 432), $P < 0.001$. Large sample size and non normally distributed data can inflate the chi square. Nonetheless, the base line indices GFI, NFI, IFI, CFI are all above (0.90) the rule of thumb mark. These base line indices reflect the overall amount of the covariation among the observed variables that are accounted for by the hypotheses model.

The Confirmatory Factor Analysis (CFA) returned “now positive definite”, which indicates that the co-

variance matrix formed by latent construct returned coefficient are out of range. Thus the measurement variables are employed in the SEM path analysis. Exploratory Factor Analysis (EFA) found altruistic calling and emotional healing of servant leadership clustered together and was named AE. Organizational stewardship (OS) and wisdom (WIS) were grouped as explained by theory. Inspirational motivation (INM) and idealized influence (IDF) were grouped as expected. Altruism and courtesy of OCB were clustered together and was named as AL. Sportsmanship (SP) of OCB was grouped as expected. (Figure 1.2)

Standardized regression weights and its corresponding significance are identified in the path model. The critical ratios for the paths are all above 1.96. Covariances of independent variables are all positive and significant as hypothesized. 36.4% variance in OC is accounted for by the joint influences of AE and INM. 72.1% variance in JS is accounted for by the joint influences of AE, WIS, INM and IDF. 70.4% variance in trust (TR) is accounted for by the joint influences of AE, WIS, INM and IDF. 22.2% variance in SP is accounted for by the joint influence of AE, OS, and JS. 59.9% variance in AL is accounted for by the joint influences of WIS, INM, IDF, JS and OC. (Table 1.3)

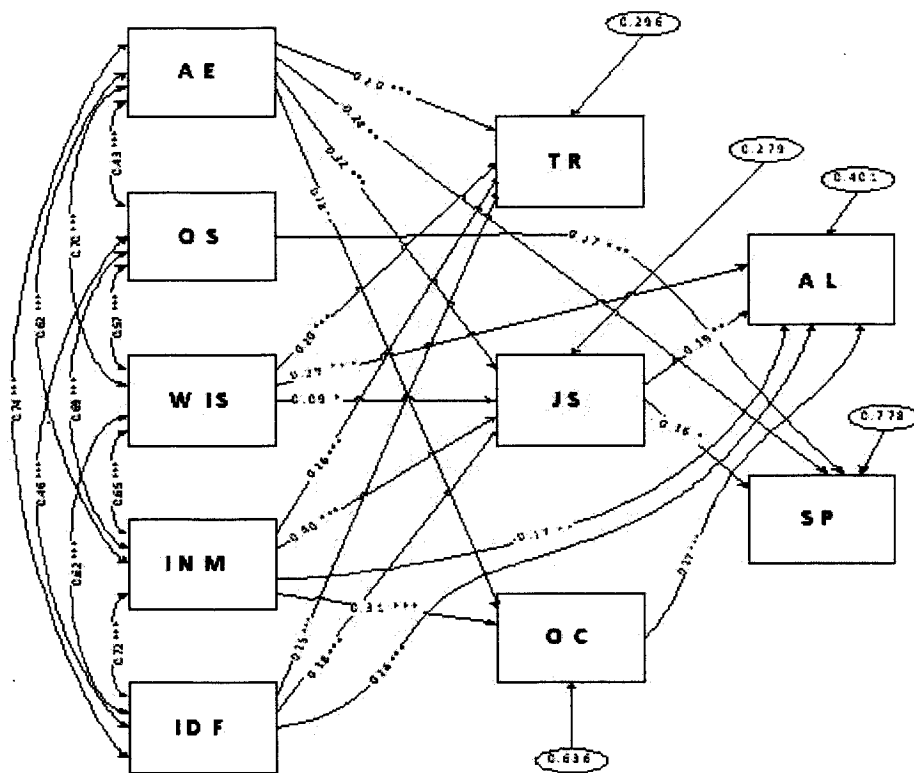


Figure 1.2: Path model of OCB mediated by trust (TR), job satisfaction (JS) and OC

Table 1. 3: Summary of the results of the hypotheses testing

Path relationship	β	C.R.	Hypothesis testing
AE - TR	0.20	4.44	Supported ***
AE - JS	0.32	7.49	Supported ***
AE - OC	0.18	2.85	Supported **
WIS - TR	0.20	4.84	Supported ***
WIS - JS	0.09	2.18	Supported *
INM - TR	0.26	5.61	Supported ***
INM - JS	0.40	8.82	Supported ***
INM - OC	0.31	4.45	Supported ***
IDF - TR	0.25	5.65	Supported ***
IDF - JS	0.18	4.18	Supported ***
AE - SP	-0.24	-3.15	Supported **
OS - SP	0.27	4.5	Supported ***
INM - AL	-0.17	-2.72	Supported **
IDF - AL	0.24	4.27	Supported ***
JS - AL	0.19	3.19	Supported ***
JS - SP	-0.16	-1.99	Supported *
OC - AL	0.27	7.05	Supported ***
WIS - AL	0.29	5.90	Supported ***
AE - JS - AL Mediation			Supported ***
AE - JS - SP Mediation			Supported *
WIS - JS - AL Mediation			Supported ***
WIS - JS - SP Mediation			Supported *
INM - JS - AL Mediation			Supported ***
INM - JS - SP Mediation			Supported *
IDF - JS - AL Mediation			Supported ***
IDF - JS - SP Mediation			Supported *
AE - OC - AL Mediation			Supported ***
INM - OC - AL Mediation			Supported ***

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Generally in India, females engage more in educational profession than males. This study reiterates this assumption. In order to obtain a greater advantage in promotion and the performance appraisal, it is deemed to have higher educational qualifications. This assumption also is strengthened by this study. It is observed that teachers look for greener pastures once they have sufficient qualification and teaching experiences.

The purpose of this study was to strengthen empirical support for benefits of servant and transformational leadership by investigating relationship among servant and transformational leadership with trust and work outcomes of job satisfaction and organizational commitment. Another purpose of this study was to strengthen empirical support for direct benefits of servant and transformational leadership on organizational citizenship behavior (OCB) of teachers and indirect influence on OCB, mediated by trust, job satisfaction and organizational commitment.

Servant and transformational leadership have both direct and indirect relationship with OCB and it is significant. Servant and transformational leadership has a significant and direct relationship with TR, JS and OC. JS and OC mediates the relationship between leadership (servant & transformational) with OCB.

Study's Contributions

Academic: This study will extend insight into servant & transformational leaderships' influence in the educational sector. The results and findings will add to the body of knowledge of relationship between leadership (servant & transformational) and OCB mediated by JS and OC. Study has an exploratory nature and the results and findings can contribute to the body of knowledge in an Indian context. Policies, strategies can enhance Montfort schools' name can be devised by enhancing teacher's work place attitudes and behaviors (JS, OC). Montfort Brother's initial formation that can be directed to inculcate servant and transformational leadership which can nurture teacher's work place behaviors.

Practitioners: Better marketing strategy for

Montfort schools for they have recruited teachers with better OCB characteristics. The findings can benefit schools with similar and religious contexts and cultures in India. OCB of teachers can enhance the school's name and image.

Implications

Servant & transformational leadership enhance efficiency by fostering teacher's workplace attitudes and behaviors (JS, OC). Teachers who are self actualized commit more to shared goals, as such principals are motivated to enhance teachers' job satisfaction by meeting teacher's need through empowerment and establishment of trust. A principal who demonstrates the characteristics of a servant and transformational leadership enhances his teacher's OC by the care and concern in the teacher's goals and ideas, involving them in decision making and nurturing personal and professional growth.

Limitations

Self reported data are susceptible to systematic error variance related to methodology than the construct in itself. Self reported survey questionnaire may not reflect the true feelings of the respondents as may have elicited through in depth interviews. Moreover, survey instruments which are established, reliable and valid in the West need not necessarily reflect similar responses from the respondents, who hail from culturally diversified environment of India. If the teacher is new to the organization or they have limited or new relationship with the leader- answering questions may have been challenging. It is time bound. As time passes by, respondents' attitude and behaviors may change. The study was organized in one private sector educational enterprise, as such, the findings cannot be generalized to other settings.

Suggestions for Future Research

Females tend to perceive leadership differently than males. Future studies can identify the difference in perception of leadership between genders. Trust is a time bound construct; as such a longitudinal study could be conducted to capture its nuances. Larger and diversified sample could be surveyed to general-

ize the study findings. Transformational leadership better suited for organization that is vibrant and undergoes changes, whereas, servant leadership suited for organizations that are not undergoing changes. Hence, situational characteristics of the organization could be incorporated in the study to measure which leadership suits educational enterprises better.

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EFFECTS OF PARTICIPATIVE LEADERSHIP ON TEACHER JOB SATISFACTION

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Abstract

The rate of teacher turnover has been increasing throughout the globe with teacher dissatisfaction as its main cause. The one factor that has underpinned teacher dissatisfaction is the lack of their participation in school wide decisions. The purpose of this study was to examine if a relationship existed between participative decision-making processes and teacher job satisfaction through the use of a quantitative cross-sectional survey research design. A total of 113 teachers from three private international schools in Bangkok, Thailand, participated in the study that was administered either electronically or onsite. Both descriptive and inferential statistics were employed through the aid of statistical software, and hypotheses were established to answer two research questions. The results of the study showed a significant extent in the practice of participative leadership, as perceived by school teachers, and an extremely high level of importance was placed on the relationship between the practice of participative leadership and teacher job satisfaction in private schools in Bangkok, Thailand.

Key Words: Participative leadership, School leadership, Teacher Attrition, Teacher Job Satisfaction, Teacher Surveys, Teacher Turnover

บทคัดย่อ

อัตราการเปลี่ยนงานของครูผู้สอนได้เปลี่ยนแปลงเพิ่มขึ้นอย่างมากทั่วโลกโดยมีสาเหตุหลักมาจากความไม่พอใจในงานที่ทำ หนึ่งในตัวแปรที่โดดเด่นซึ่งก่อให้เกิดความไม่พอใจในงานของครูคือการขาดความมีส่วนร่วมในการตัดสินใจในเรื่องที่กระทบต่อโรงเรียนโดยรวม วัตถุประสงค์ของรายงานฉบับนี้คือเพื่อทำการศึกษาว่ามีความสัมพันธ์ระหว่างการมีส่วนร่วมในกระบวนการตัดสินใจกับความพึงพอใจในงานของครูผู้สอนหรือไม่ โดยการศึกษาครั้งนี้จะใช้วิธีการทำวิจัยโดยใช้แบบสอบถามเชิงปริมาณ (quantitative cross-sectional survey research) ในการศึกษาครั้งนี้มีครูจำนวน 113 ท่านจากโรงเรียนนานาชาติเอกชนสามแห่งในกรุงเทพฯ ประเทศไทย ได้เข้าร่วมทั้งโดยผ่านสื่ออิเล็กทรอนิกส์ หรือ ณ สถานศึกษาโดยตรง มีการนำหลักสถิติทั้งในมิติเชิงพรรณนาและมิติเชิงหัยังผล (descriptive and inferential) มาใช้วัดผล และมีการตั้งสมมติฐานเพื่อใช้ตอบคำถามด้านงานวิจัยสองคำถาม ผลการศึกษายืนยันว่าครูให้ความสำคัญกับการบริหารงานแบบมีส่วนร่วมในการตัดสินใจ โดยพบว่ามีความสัมพันธ์เชิงบวกระหว่าง ความพึงพอใจในการทำงานของครูกับวิธีการบริหารงานแบบมีส่วนร่วมในกระบวนการตัดสินใจ ในโรงเรียนภาคเอกชนในจังหวัดกรุงเทพฯ ประเทศไทย

คำสำคัญ: ภาวะผู้นำแบบมีส่วนร่วม, ภาวะผู้นำในโรงเรียน, อัตราการลาออกของครู, ความพึงพอใจในงานของครู, การสำรวจครู, การลาออกของครู

INTRODUCTION

This study was designed to examine the effects of participative leadership on teacher satisfaction in private international schools in Bangkok, Thailand. The problems of teacher turnover and teacher retention

have worsened in recent years, with teacher turnover rates rising as high as between 16% and 20% (Hanushek, Kain, & Rivkin, 2004; Kopkowski, 2008; Luekens, Lyter, & Fox, 2004). This situation has created not only an urgent national crisis issue that needs to be addressed, but also a challenge for schools to retain teachers (Coley, 2009; Darling-Hammond,

2003; Kopkowski, 2008; Mihans, 2008; Rhodes, Nevill, & Allan, 2004; Vail, 2005). Teachers who participated in past research studies communicated the negative elements of their teaching jobs that had resulted in job dissatisfaction. Of all the factors that had been mentioned, the two crucial factors that have stood out in many research findings as the major causes of job dissatisfaction included low levels of teacher participation in school decision-making processes and low participative school leadership (Carr, 2009a, 2009b; Futernick, 2007a, 2007b; Greifner, 2006; Ingersoll, 2003; Nieto, 2009; Turnbull, 2004).

LITERATURE REVIEW

Teachers are significant to the education of students and are considered the backbone of schools (Kocabas, 2009; “Understanding and Reducing Teacher Turnover”, 2008). Many of these teachers are however, leaving their schools and the teaching profession with continual high turnover rates as a result of teacher attrition and teacher job dissatisfaction (Boyd, Crossman, Hamilton, Loeb, & Wyckoff, 2009; Exstrom, 2009; Ingersoll, 2001; Liu & Ramsey, 2008; Xu & Shen, 2007). The present teacher turnover rate is at approximately 20% annually (Dillon, 2009) and this turnover in the field of education is higher compared to any other profession (Liu & Ramsey, 2008; Thornton, Perreault, & Jennings, 2008).

Bogler (2001) mentioned that a teacher’s job satisfaction is affected by the principal’s leadership styles and decision-making strategies. Evidence in the literature show that the lack of the school administration’s collaboration and supportiveness, as well as low levels of teacher participation in decision-making activities, have played crucial roles in teacher job dissatisfaction and turnover (Birky, Shelton, & Headley, 2006; Boyd et al., 2009; Ingersoll, 2003; Mihans, 2008; Thornton et al., 2008; Turnbull, 2004).

Participative Leadership

School leaders who practice participative leadership in their schools can help to increase teacher job satisfaction and teacher retention because participative leadership has been shown to increase

teacher morale, productivity, commitment, trust, team spirit, and teacher efficacy (Drake & Roe, 2003; Lambert, 2003; Lovely, 2005; Waters, Marzano, & McNulty, 2003; Zimmerman, 2006a, 2006b). The practice of participative leadership offers a variety of advantages, such as better decisions, improved working lives of teachers, and higher teacher motivation and satisfaction (Bogler, 2001; Drake & Roe, 2003; Leech & Fulton, 2008; Somech, 2005; VanSciver, 2007). Therefore, these factors have led to its widely known reputation as being the more advantageous leadership style compared to directive leadership (Somech, 2005). Moreover, participative leadership has been deemed the educational religion of the 21st century (Somech, 2005).

Drake and Roe (2003) stated that participative leadership has increased teachers’ productivity, resulted in improved teacher morale and job satisfaction, promoted trust, increased teamwork, and improved communication. Decisions that involve teachers have the tendency to offer higher quality, be more accepted by teachers, offer greater satisfaction, and increase the development of teachers’ decision-making skills (Drake & Roe, 2003; Yukl, 2006). Participatory leadership provides teachers with the opportunity to collaborate and participate in decision making in a climate of openness, thus creating a supportive culture of change (Graham, Wilson, Gerrick, Frass, & Heimann, 2002; Nieto, 2009). Evidence in the literature has indicated that encouraging teacher participation in decision making not only creates a positive school climate, but also results in increased teacher efficacy, which, in turn, increases student academic achievement, motivation, and self-efficacy (Lovely, 2005; Nir, 2002; Ranson, Farrell, Peim, & Smith, 2005; Sooksomchitra, 2004; Waters et al., 2003; Zimmerman, 2006a, 2006b). It was also noted that teachers who were involved in decision-making processes tended to work in high-performing schools (Carter, 2004).

When teachers are involved in the decision-making process, it creates a sense of ownership and commitment to decisions made, and this factor is partially responsible for the attainment of organizational goals (Bogler, 2001; Drake & Roe, 2003; Graham et al., 2002; Hulpia, Devos, & Van Keer, 2009; Leech & Fulton, 2008; Somech, 2005; VanSciver, 2007). Studies have also shown that the presence of partici-

patory leadership promotes higher teacher commitment toward the organization, and this factor is positively related to increased organizational effectiveness (Dee, Henkin, & Singleton, 2006; Diosdado, 2008; DiPaola, 2005; Drake & Roe, 2003; Hulpia et al., 2009; Turnbull, 2004; Yukl, 2006).

Research has also shown that the amount of preferred teacher participation was higher than the actual participation (Turnbull, 2004). The literature indicates that teachers, particularly new ones, are open to participative decision making and want to be consulted in planning school-related issues, such as curriculum and staff development, and be involved in professional collaboration (Boyd et al., 2009; Coley, 2009; Turnbull, 2004).

Given the literature regarding participative leadership and teacher satisfaction, one theory stood out to serve as the theoretical framework for the study. The causal model of participative leadership offered by Yukl (2006) guided the process of integrating the study of participative leadership within the school system and the teachers' levels of satisfaction with their jobs. The four potential benefits that have been identified in the model include "higher decision quality, higher decision acceptance by participants, more satisfaction with the decision process, and more development of decision skills" (Yukl, 2006, p. 86).

Teacher Job Satisfaction

Zembylas and Papanastasiou (2005) defined teacher job satisfaction as "the level of teacher satisfaction by matters related to these conditions: student achievement, decision-making ability, and self-growth" (p. 433). The factors that affect job satisfaction as identified by Crossman and Harris (2006) can be broadly categorized as "environmental (i.e., the job itself or the working environment), psychological (i.e., personality or behavior attitude), or demographic (i.e., age or gender)" (p. 30). Job satisfaction is crucial to any organization's well-being because people who are satisfied with their jobs will continue to work in the organization, but those who are dissatisfied will either quit their jobs or create problems in the workplace in terms of bad behavior or shirking responsibilities (De Nobile & McCormick, 2005; Xu & Shen, 2007).

Shann (1998) stated, "Teacher job satisfaction is a predictor of teacher retention, a determinant of

teacher commitment, and, in turn, a contributor to school effectiveness" (p. 67). Woods and Weasmer (2004) noted, "Teacher job satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes" (p. 118). It is, therefore, important to keep teachers satisfied because they are the backbone of the school (Kocabas, 2009). School leaders increase teacher job satisfaction when they are able to identify the factors that lead to job satisfaction and use the acquired knowledge to enhance teacher job satisfaction in their schools (Taylor, Martin, Hutchinson, & Jinks, 2007). Moreover, Yukl (2006) mentioned that an important factor in effective leadership is follower satisfaction, thus emphasizing the importance of keeping teachers satisfied to achieve effective school leadership.

Ensuring teacher job satisfaction is extremely important because it has a direct impact on future generations, as research has shown the positive effects that happy teachers have on improved education (Adams, 2010). It is crucial for teachers to be satisfied in their teaching jobs because the attitude not only directly affects, but has a positive increase on, teachers' commitment to the school, their mental and physical health, overall well-being, and, most importantly, their performance (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Judge, Thoresen, Bono, & Patton, 2001). Research studies have also revealed that teachers who are satisfied in their jobs demonstrate lower levels of burnout, anxiety, and stress, and exhibit higher levels of motivated behavior (Brouwers & Tomic, 2000; Caprara, Barbaranelli, Steca, & Malone, 2006; Caprara et al., 2003).

Teacher Job Dissatisfaction and Teacher Turnover

Schools have been compared to revolving doors for teachers because the average national teacher turnover rate is currently at 17%, with an estimated one third of all new teachers who leave the profession after 3 years, and 50% leave within 5 years (Allen, 2005; Brooks-Young, 2007; Hanushek et al., 2004; Ingersoll, 2003; Kopkowski, 2008; Liu & Ramsey, 2008).

Job dissatisfaction has been closely associated with absenteeism, turnover, lower job commitment, and occupational stress (De Nobile & McCormick,

2005; Muchinsky, 2000; Spector, 2000; Xu & Shen, 2007). This dissatisfaction among teachers is evident in other countries as well as in the United States (Crossman & Harris, 2006). Dissatisfied teachers who leave the school impose a significant impact on schools because education is damaged as a result of the exodus of teachers (Odland & Ruzicka, 2009; Thornton et al., 2008; Wang, 2008). There is an enormous price tag attached to high turnover rates in terms of money, talent, time, productivity, morale, and the wasted opportunity for children (Dillon, 2009; Vail, 2005).

Some commonalities in the literature point to leadership-related issues and unsupportive administration as the major causes of teacher job dissatisfaction and teacher attrition. In fact, national surveys have indicated that the primary culprit behind new-teacher attrition is the lack of support from principals, administration, and other teachers (Birky et al., 2006; Boyd et al., 2009; Brooks-Young, 2007; Greifner, 2006; Ingersoll, 2003; Jacobson, 2007; Kopkowski, 2008; Mihans, 2008; Patterson, Roehrig, & Luff, 2003; Thornton, Peltier, & Medina, 2007; Thornton et al., 2008; Woods & Weasmer, 2004). Teachers are influenced into leaving schools when they do not have a say in school decisions that directly affect their teaching and student achievement. Teachers would like to participate in decision-making activities that affect them both in the classroom and outside the classroom, such as student disciplinary policies, professional development, and curriculum (Boyer & Gillespie, 2000; Dillon, 2009; Gersten, Keating, Yovanoff, & Harniss, 2001; Greifner, 2006; Ingersoll, 2003; Turnbull, 2004; Vail, 2005; Whitaker, 2000).

Research has also shown that compensation plays a key role in teacher recruitment and teacher retention (Loeb, Darling-Hammond, & Luczak, 2005). Pay has been cited as one of the main reasons behind teacher dissatisfaction that leads to departure from the teaching profession (Allen, 2005; Greifner, 2006; Ingersoll, 2001, 2003; Kopkowski, 2008; Menonm Papanastasiou, & Zembylas, 2008; Mihans, 2008; Patterson et al., 2003; Xu & Shen, 2007).

PURPOSE

This study attempted to measure how school teachers perceived the importance of participative

leadership and the extent to which it had been practiced by school leaders. The researcher also sought to find out if a relationship existed between the practice of participative leadership and teacher job satisfaction. This was made possible by answering the following two research questions:

- 1. To what degree is the practice of participative leadership perceived by school teachers in private schools in Bangkok, Thailand?*
- 2. To what extent does participative leadership contribute to teacher job satisfaction in private schools in Bangkok, Thailand?*

Participants

The total number of respondents who were engaged in this research study included 113 school teachers from three participating private ISAT-member K-12 international schools in Bangkok, Thailand. Invitations to participate in the study were made to 18 K-12 international schools in Bangkok, Thailand, and only three expressed their interest in participating. The sample population of 113 school teachers was derived from school teachers working in these three schools who were willing to participate, regardless of gender, age, ethnicity, race, working experience, subject area, and the level at which they were responsible.

METHODOLOGY

Instruments

A quantitative research design was chosen for this research study using closed-ended questions, through a modified survey instrument, entitled School Leadership Evaluation and Teacher Job Satisfaction Questionnaire (see Appendix A). This survey was compiled from two different published sources with modifications made to suit the study: (a) the job satisfaction and retention survey form (Perrachione, Petersen, & Rosser, 2008) and (b) the public school teachers questionnaire called Schools and Staffing Survey (U.S. Department of Education, 1993).

The survey consisted of three sections with 19 closed-ended questions containing both categorical and ordinal (i.e., continuous) responses. Section A of the survey addressed Research Question 1 (To what degree is the practice of participative leadership perceived by school teachers in private schools in Bangkok, Thailand?). Section B addressed Research Question 2 (To what extent does participative leadership contribute to teacher job satisfaction in private schools in Bangkok, Thailand?). The responses in the first two sections were rated on a 6-point Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree). Section C of the survey outlined the teachers' demographic information and contained categorical responses.

Focus-group interview. To increase the reliability and validity of the questionnaires, a focus-group interview in survey research was conducted at an international kindergarten. The function of a focus group is to "answer the questions on the instrument, and record their comments on the instrument" (Creswell, 2008, p. 396).

Pilot testing. After the instrument was revised, based on recommendations for improvement from the focus-group session, pilot testing was administered both on site and online.

Procedure

In this procedure, quantitative, numbered data were collected through the use of questionnaires.

Participating schools were provided with two options as to how they wished to participate. The first option was through a researcher-facilitated, paper self-administered questionnaire session conducted during a school faculty meeting at their convenience or through electronic questionnaires. Two of the three schools had opted for the onsite paper self-administered survey while one of the three schools chose to do an electronic online questionnaire with Survey Monkey as the software program used.

Analysis

The researcher was responsible for data management; therefore, the validity involved in data compilation was high. The completed questionnaires, both paper and electronic, were reviewed and separated

into two piles of data (e.g., completely filled questionnaires and questionnaires with missing data). In order to ensure the lowest percentage of missing data, the use of focus groups and pilot testing helped to spot and eradicate confusing question formats, bad instructions, bad response choices, and any other problematic issues that arose. The researcher also solved the problem of missing data by including a response choice that allowed participants to indicate that they did not know or that the item did not apply as a technique to obtain full questionnaire response.

The results from 113 questionnaires were used in presenting the findings of this study and in data analysis. These questionnaires contained no missing data, as only fully completed questionnaires were used in the research study. Questionnaires containing missing data were eliminated from the study for reliability and validity purposes. Survey Monkey, which was used to administer the electronic surveys, contained a special software feature that could export the information into a statistical software format; therefore, no manual data entry was required for electronic surveys.

The Statistical Package for the Social Sciences (SPSS) was the statistical software used to analyze the data, and both descriptive and inferential statistics were used in data analysis. The analysis of variance (ANOVA) was used to address Research Question 1 with the use of the results from the 10 items in Section A of the questionnaire. The chi-square test was used to address the second research question and involved the data from Section B of the questionnaire.

In answering Research Question 1 (To what degree is the practice of participative leadership perceived by school teachers in private schools in Bangkok, Thailand?) and Research Question 2 (To what extent does participative leadership contribute to teacher job satisfaction in private schools in Bangkok, Thailand?), the variables were derived from the questionnaire. The first set of independent variables included single-item scores of the demographic information of the participating teacher containing categorical responses. Independent variables found in Section C of the questionnaire included the following: gender, ethnic background, age, number of years at the present school, the highest degree earned, and the teaching school level. The dependent variables were the summed scores with continuous responses

of Section B of the questionnaire. The assigned numerical values for the items in Sections A and B corresponded to the perceptions of the teachers' responses to each item that ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

RESULTS OF THE FINDINGS

Teachers' Profiles

The raw data was gathered from three schools that involved 113 teachers in the evaluation of five school leaders. According to the teacher profile findings, the number of females (59.3%) exceeded the males (40.7%). This finding is typical of schools in which more female teachers are employed than male teachers because the teaching profession has been cited as a female-friendly profession. The age range of teachers that formed the largest representation was between 30 and 39 years old (44.2%), followed by those aged 29 or lower (23%), 40 to 49 years old (21.2%), and, to a small degree, teachers between 50 and 59 years old (11.5%). It was interesting to note that most of the participating teachers had been teaching for less than 10 years. Up to 39.8% of the teachers had been teaching from 0 to 4 years, and 37.2% had been teaching for 5 to 9 years. In fact, the findings indicated that the percentage of the number of teachers decreased as the number of years of teaching increased. The highest level of education of the participating teachers was truly astounding, as more than half (53.1%) held master's degrees and 37.2% held bachelor's degrees. Most of them taught in elementary school (33.6%), followed by middle school (24.8%), high school (22.1%), and a combination of schools (18.6%).

Data Analysis of Research Question 1

The descriptive and inferential statistics were used with the aid of statistical software to answer the first research question (To what degree is the practice of participative leadership perceived by school teachers in private schools in Bangkok, Thailand?). Section A of the questionnaire included 10 closed-ended items that were used to examine the amount of participative leadership practiced by the school leader, as perceived

by the teachers.

The discussion focuses first on the data obtained from descriptive statistics (e.g., the mean and frequency or mode) as found in Table 1. In the analysis of the means of each questionnaire item, Item 1 (The school leader's behavior toward me is supportive and encouraging) resulted in the highest mean of 3.8053 (76.1%). The next highest scoring item was Item 6 (The school leader lets us know what is expected), with an overall mean of 3.7434.

Item 7 (I can freely express my opinions and ideas to school leaders) received the third highest score. This item was directly related to how approachable school leaders were to school teachers and represented a significant factor that contributes to the practice of participative leadership. The overall mean for this item was 3.7257

The item that scored the fourth highest was Item 5 (I am evaluated fairly in this school), with an overall mean of 3.6637. For Item 4 (I am recognized for a job well done by the school leader), the overall mean was 3.5664 (71.3%). A trusting and collaborative school climate is essential to any successful school and leadership, and Item 9 addressed this concern (I feel that my school leader promotes a trusting and collaborative school climate). The overall mean for this item was 3.5133 (70.3%).

A leader's participative leadership style can be indicated by the amount of power and authority that he or she gives to the teachers, which was addressed in Item 10 (My school leader gives me the power and authority to make decisions). The overall mean for this item was ranked as seventh of the 10 items in Section A, at 3.5044 (70.1%).

Although school leaders have appeared to move from autocratic leadership styles to more democratic or participative styles, the mean responses to Item 8 (I feel that my school leader is democratic) represented eighth in the ranking of all 10 items on the questionnaire ($M = 3.4867$).

The mean responses to Item 3 (The school leader knows what kind of school he or she wants and has communicated it to me) ranked the second lowest of the 10 items ($M = 3.4071$).

The importance of teacher participation in school decisions cannot be stressed enough, and the literature has provided the many positive benefits of this practice. However, it was surprising to learn that Item

Table 1: Means for Section A: Teacher’s Perception of School Leadership Style

	Mean	Percent
1. The school leader’s behavior towards me is supportive and encouraging.	3.8053	76.1%
2. I participate in making most of the important educational decisions in this school.	2.9027	58.1%
3. The school leader knows what kind of school he/she wants and has communicated it to me.	3.4071	68.1%
4. I am recognized for a job well done by the school leader.	3.5664	71.3%
5. I am evaluated fairly in this school.	3.6637	73.3%
6. The school leader lets teachers know what is expected.	3.7434	74.9%
7. I can freely voice my opinions and ideas to the school leader.	3.7257	74.5%
8. I feel that my school leader is democratic.	3.4867	69.7%
9. I feel that my school leader promotes a trusting and collaborative school climate.	3.5133	70.3%
10. My school leader gives me the power and authority to make decisions.	3.5044	70.1%
Total	35.3187	70.6%
Averaged Mean	3.5319	70.6%

2 (I participate in making most of the important decisions in this school) had the lowest mean of all 10 items in Section A. The lowest overall mean was 2.9027; A summary of the means of all 10 items of Section A indicates that the overall mean was 3.5319. (Table 1)

The ANOVA served as the inferential statistical tool to answer the first research question with the aid of two statistical hypotheses. The null hypothesis stated that there is no significant degree in the practice of participative leadership as perceived by school teachers in private schools in Bangkok, Thailand. The alternative hypothesis stated that there is a significant degree in the practice of participative leadership as perceived by school teachers in private schools in Bangkok, Thailand. The findings from the ANOVA show the output results for all items in Section A. At $\alpha = 0.05$, the ANOVA findings indicated that $p < .05$ (Table 2); therefore, the null hypothesis is rejected.

Upon further analysis of all 10 items, there was a clear indication in each of the items that (a) the means differed significantly, (b) the between-group variances were much larger than the within-group variances, and (c) the F test value was significantly greater than 1 in every item. The final result of the p value of each item was also less than 0.05 (i.e., the original chosen value of ∞). Therefore, the null hypothesis is rejected and the alternative hypothesis accepted, meaning that there is a significant degree in the practice of participative leadership as perceived by school teachers in private schools in Bangkok, Thailand (Bluman, 2010).

In summary, the findings from the ANOVA indicated that there is a significant degree in the practice of participative leadership as perceived by school teachers in private schools in Bangkok, Thailand. The

degree of this practice was discussed with the assistance of the two descriptive statistical tools of mean and frequency or mode.

Data Analysis of Research Question 2

The second research question (To what extent does participative leadership contribute to teacher job satisfaction in private schools in Bangkok, Thailand?) was answered through both descriptive and inferential statistics. The three closed-ended items from Section B of the questionnaire were used to answer this question. The three items focused on the importance that teachers placed on the relationship between participative leadership and the satisfaction they received in their teaching jobs. The analysis of the data for the second research question commences with the findings obtained from the two descriptive statistical tools (e.g., mean and frequency or mode) and is followed by the chi-square test, which was the inferential statistical tool used in answering the research question.

For Item 11 (There is a significant link between my school leader’s leadership style and my job satisfaction), the overall mean was 3.7876 (75.8%). A closer examination of the findings from the frequency for this item indicated that 67.2% of the teachers agreed, 23.9% were neutral, and 7.9% disagreed. These findings indicate that most of the teachers saw a significant link between their school leaders’ leadership style and their job satisfaction.

For Item 12 (I feel that it is important for my school leader to practice participative leadership), the overall mean was amazingly the highest of all three items, at 4.2743 (85.5%). Regarding the frequency of agreement, 91.1% of all teachers agreed that it was impor-

Table 2: Analysis of Variance

Question 1: The school leader's behavior toward me is supportive and encouraging.					
Factor	Sum of squares	df	Mean square	F	p
Between groups	23.874	2	11.892	11.092	0.000
Within groups	117.933	110	1.072		
Total	141.717	112			
Question 2: I participate in making most of the important decisions in this school.					
Factor	Sum of squares	df	Mean	F	p
Between groups	11.294	2	5.647	3.684	0.028
Within groups	168.635	110	1.533		
Total	179.929	112			
Question 3: The school leader knows what kind of school he/she wants and has communicated it to me.					
Factor	Sum of squares	df	Mean	F	p
Between groups	27.710	2	13.855	13.910	0.000
Within groups	109.564	110	0.996		
Total	137.274	112			
Question 4: I am recognized for a job well done by the school leader.					
Factor	Sum of squares	df	Mean	F	p
Between groups	30.044	2	15.022	12.939	0.000
Within groups	127.708	110	1.161		
Total	157.752	112			
Question 5: I am evaluated fairly in this school.					
Factor	Sum of squares	df	Mean	F	p
Between groups	15.572	2	7.786	7.133	0.001
Within groups	121.469	110	1.014		
Total	137.221	112			
Question 6: The school leader lets us know what is expected.					
Factor	Sum of squares	df	Mean	F	p
Between groups	28.374	2	14.187	16.396	0.000
Within groups	95.183	110	0.865		
Total	123.558	112			
Question 7: I can freely voice my opinions and ideas to the school leader.					
Factor	Sum of squares	df	Mean	F	p
Between groups	11.868	2	5.934	4.577	0.012
Within groups	142.627	110	1.297		
Total	154.496	112			
Question 8: I feel that my school leader is democratic.					
Factor	Sum of squares	df	Mean	F	p
Between groups	21.998	2	10.999	8.628	0.000
Within groups	140.232	110	1.275		
Total	162.230	112			
Question 9: I feel that my school leader promotes a trusting and collaborative school environment.					
Factor	Sum of squares	df	Mean	F	p
Between groups	26.196	2	13.098	10.289	0.000
Within groups	140.034	110	1.273		
Total	166.230	112			
Question 10: My school leader gives me the power and authority to make decisions.					
Factor	Sum of squares	df	Mean	F	p
Between groups	10.557	2	5.279	4.409	0.014
Within groups	131.690	110	1.197		
Total	142.248	112			
Total of all questions		0.006 (0.00)			

tant for their school leaders to practice participative leadership. This finding demonstrates that most of the teachers believed that it was important for their school leaders to practice participative leadership,

The last item to be discussed, Item 13 (I feel that if the school leader practices participative leadership, it will increase the satisfaction I receive from my job), was a direct question for Research Question 2 with a twist to it; it was assumed that participative leadership would contribute to the existing satisfaction that teachers received in their jobs. The overall mean for this item was relatively high and scored as the second highest item in Section B at 4.2301 (84.6%).

These findings suggest that increased teacher job satisfaction occurs when school leaders practice participative leadership. The frequencies indicated that 84.9% of all teachers were in agreement that their job satisfaction would increase if their school leaders would practice participative leadership. The overall mean of Items 11, 12, and 13 was 4.0973 (81.9%), which is a relatively high percentage (Table 3). It can be concluded from the findings that there is a great significance in the practice of participative to teacher job satisfaction.

The chi-square test resulted in $p = 0.000$ for each of the three items (Table 4) and all the items combined, which is lower than the established level of significance at 0.05. A null hypothesis is said to be re-

jected when $p < 0.05$. Because the results indicated that $p = 0.000$, the null hypothesis (There is no significant contribution of participative leadership to teacher job satisfaction in private schools in Bangkok, Thailand) is rejected and the alternative hypothesis (There is a significant contribution of participative leadership to teacher job satisfaction in private schools in Bangkok, Thailand) is accepted (Cooper & Schindler, 2011). It can be concluded that participative leadership contributes to teacher job satisfaction in private schools in Bangkok, Thailand.

In summary, the findings from the chi-square test indicated that there is a significant contribution of participative leadership to teacher job satisfaction in private schools in Bangkok, Thailand. The extent of this contribution was highly significant at 81.9% (i.e., percentage of the mean for all schools), and the level of significance of participative leadership to teacher job satisfaction was similar across all three schools, thus indicating the relevancy of the findings.

CONCLUSION

In conclusion, the findings from the ANOVA indicated that the practice of participative leadership, as perceived by school teachers in private schools in Bangkok, Thailand, was discovered to be at a signifi-

Table 3: Descriptive Findings for Section B

	N	Mean	Std. Deviation	Minimum	Maximum
Question 11: There is a significant link between my school leader's leadership style and my job satisfaction	113	3.7876	1.07281	0	5
Question 12: I feel that it is important for my school leader to practice participative leadership	113	4.2743	0.80454	0	5
Question 13: I feel that if the school leader practices participative leadership, it will increase the satisfaction I receive from my job	113	4.2301	0.74413	2	5
Averaged Mean		4.0973			

Table 4: Chi-Square Test

	Question 11: There is a significant link between my school leader's leadership style and my job satisfaction	Question 12: I feel that it is important for my school leader to practice participative leadership	Question 13: I feel that if the school leader practices participative leadership, it will increase the satisfaction I receive from my job
Chi-Square	88.080a	180.044a	58.858b
df	5	5	3
Asymp. Sig. (p)	0.000	0.000	0.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.8.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.8

cant degree. The chi-square test reported the existence of a significant contribution of participative leadership to teacher job satisfaction in private schools in Bangkok, Thailand. This finding was further supported by an overwhelmingly positive response by teachers about the importance they placed on the practice of participative leadership to their satisfaction in their jobs. In merging the data analysis from both Research Questions 1 and 2, it was obvious that the degree of participative leadership practiced did not match the need, as indicated by school teachers.

Linkage to Relevant Research and Implications of Findings

The overall findings of the study indicated that, although school leaders practiced participative leadership in private schools in Bangkok, Thailand, the level of practice was at much lower levels than the higher preferred levels. The lower amounts of participative leadership practiced by these school leaders was in line with literature that mentioned that the actual levels of participative leadership practiced by school leaders were at much lower levels than desired by teachers (Turnbull, 2004).

Despite the lower than desired levels of participative leadership practiced, this finding was an indication that attempts had been made to move from the traditional autocratic style to a more participative leadership style (Birky et al., 2006; Kowalski, 2003). This finding is especially necessary because leadership plays a significant role in the success or failure of any organization, including schools (Zahra, 2003), as excellent schools have been reputed to be led by excellent leaders (Leithwood & Riehl, 2003). Therefore, it is crucial that leaders practice good and effective school leadership because the success of schools is highly dependent on it (Leech & Fulton, 2008; Lim & Daft, 2004; Lussier & Achua, 2007).

International schools worldwide have reported that high rates of teacher turnover as a result of teacher job dissatisfaction represent an expensive and time-consuming staffing problem each year (Odland & Ruzicka, 2009). With globalization, international school networking, and international school fairs, teachers have greater access to new schools if they are dissatisfied at their current place of work. Moreover, this situation has worsened with the increasing

number of international schools all over the world, thus opening more doors for dissatisfied teachers to move from one school to another. Therefore, school leaders should make greater efforts in the right direction by increasing teacher job satisfaction through the increased usage of participative leadership in their schools. The findings from this research study and past research studies have indicated the high level of significance of participative leadership attached toward teacher job satisfaction.

In conclusion, the findings obtained from this research study conducted in the developing country of Thailand can serve as a contribution to the minimal amount of existing literature available on international schools operating in developing countries. The finding on the importance of participative leadership to teacher job satisfaction will be a useful addition to similar research findings on this topic.

Limitations of the Study

A few limitations to this research study might have had negative impacts on the reported findings. As the study was limited to only three private international schools with varying school sizes and teacher participation levels, the outcome resulted in the uneven weighing in the computation of the overall results. A total of 18 private international schools in Bangkok, Thailand, had been approached but only three had decided to participate.

Another limitation involved the time at which the questionnaire was administered. Because it was administered toward the end of the school year due to the approval process of the study, the level of participation was not as high as desired because some teachers were either too busy to participate or simply disinterested. Another limitation was the low response rate from electronic survey administration, but this outcome was in line with what Bourque and Fielder (2003) had stated regarding the low response rate as the only drawback of electronic surveys.

Another possible limitation that may have led to inaccurate findings would be the inaccurate answers that the respondents provided when expressing their opinions and evaluations (Gall, Borg, & Gall, 2007). Some questionnaires with missing data had items left unanswered in Section C, probably because teachers feared that they would be identified. Moreover, the

uncertainty of the confidentiality of the survey might have also caused some respondents to be untruthful about their responses.

Recommendations for Further Research

The current research study was one worth examining. It was interesting to note the differences in the responses from the different schools that participated in the study, even though only three schools were involved in the study. The researcher would like to recommend that future research be conducted to include more schools, schools of the same size, and a bigger sample size.

With reference to timing, it is highly recommended that future research studies be conducted at least 2 to 3 months prior to the end of the school year so that teachers would be more willing to participate, as they would not be too occupied with end-of-the-year activities. Because the response rate was relatively low in the administration of electronic surveys, further researchers are encouraged to conduct self-administered surveys instead of electronic ones to ensure higher response rates.

Items for future studies could involve including questions that pertain to factors contributing to teacher job satisfaction and finding out the ranking of participative leadership as an important factor to teacher job satisfaction when compared to other factors. It would also be interesting to include a questionnaire for school leaders to find out if they practice leadership and if their responses would match their teachers' evaluation of their leadership styles. Another factor that could be incorporated for further study is if participative leadership has an effect on teacher retention.

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APPENDIX A

Questionnaire

Questionnaire

INSTRUCTIONS:

1. To increase the validity and reliability of this questionnaire, please answer ALL QUESTIONS.
2. Please note that the terms school administration, school leader, and principal will be used interchangeably.
3. Please CIRCLE only one answer for each question that is located as a number on the RIGHT hand side of your selected answer.

Example:

<i>Question:</i> I am working in a K-12 International School in Bangkok, Thailand.	
True	①
False	2
Don't know/doesn't apply	3

Section A: Teacher's Perception of School Leadership Style

1. The school administration's behavior toward me is supportive and encouraging.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
2. I participate in making most of the important educational decisions in this school.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
3. The principal knows what kind of school he/she wants and has communicated it to me.
Strongly Agree5
Agree4

- | | |
|-----------------------------------|---|
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |
| Don't know or doesn't apply | 0 |
4. I am recognized for a job well done by the school leader.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
 5. I am evaluated fairly in this school.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
 6. The principal lets teachers know what is expected.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
 7. I can freely voice my opinions and ideas to the school leader.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
 8. I feel that my school leader is democratic.
Strongly Agree5
Agree4
Neutral3
Disagree2
Strongly Disagree1
Don't know or doesn't apply0
 9. I feel that my school leader promotes a trusting and collaborative school climate.
Strongly Agree5

Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1
Don't know or doesn't apply	0
10. My school leader gives me the power and authority to make decisions.	
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1
Don't know or doesn't apply	0

Section B: The Importance of Participative Leadership to Teacher Job Satisfaction

Definition of Term: Participative leadership is practiced by leaders who consult with their employees about decisions by asking for their inputs, encouraging them to participate in decision making, and by establishing a collaborative relationship with them (Lim & Daft, 2004)

11. There is a significant link between my school leader's leadership style and my job satisfaction.	
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1
Don't know or doesn't apply	0
12. I feel that it is important for my school leader(s) to practice participative leadership.	
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1
Don't know or doesn't apply	0
13. I feel that if the school leader practices participative leadership, it will increase the satisfaction I receive from my job.	
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Don't know or doesn't apply	0
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Section C: Teacher's Profile

14. What is your gender?	
Male	1
Female	2
15. What is your ethnic background?	
Thai	1
African American (Black)	2
Caucasian (White)	3
Asian or Pacific Islander	4
Hispanic	5
Other	6
16. What is your age?	
29 or lower	1
30-39	2
40-49	3
50-59	4
60 or higher	5
17. How many years have you been working at your present school?	
0-4	1
5-9	2
10-14	3
15-19	4
20 or more	5
18. What is the highest degree you earned?	
Bachelor's degree	1
Educational Specialist or professional diploma	2
Master's degree	3
Doctoral degree	4
Other	5
19. Which school level are you teaching in?	
Elementary (K-Grade 5 or Reception to Year 6)	1
Middle School (Grades 6-8 or Years 7-9)	2
High School (Grades 9-12 or Years 10-13)	3
A combination of school levels	4
Don't know or doesn't apply	5

Your supportive participation is greatly appreciated. Thank you!

AN EMPIRICAL STUDY ON ORGANIC PRODUCT PURCHASING BEHAVIOR: A CASE STUDY OF THAILAND

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Abstract

The striking awareness of organic product purchase behavior has noticeably increased throughout the world. However, little is known about consumers' purchase behavior of organic products in developing countries such as Thailand. Few studies had been empirically investigated the relative importance of purchase behavior. The main purpose of the research is to examine the phenomena and to provide the empirical evidence of organic products purchase behavior in a developing country, namely Thailand. Fishbein and Ajzen's Theory of Planned Behavior (TPB) is employed as the theoretical background. A self-administered questionnaire was developed and distributed to Thai consumers who purchased organic products in the last three months in Bangkok metropolitan areas. Six hundred thirty seven completed questionnaires were analyzed by using factor analysis in SPSS and Structure Equation Modeling (SEM). The empirical results confirmed that attitudes and perceived behavioral control components had impacts on organic products purchase behavior mediated by purchase intention. Specifically, four of the determinants: environment consciousness, appearance consciousness, perceived affordability, and perceived availability were significant factors of organic product purchase behavior in Thailand mediated by purchase intention.

Keywords: Purchase Behavior, Up-buying, Cross-buying, Word-of-Mouth, Resistance to Competition, Organic Products

บทคัดย่อ

พฤติกรรมการณ์ซื้อสินค้าออร์แกนิกได้เพิ่มขึ้นอย่างเห็นได้ชัดทั่วโลก แต่น้อยมากที่ได้ทราบเกี่ยวกับพฤติกรรมการณ์ซื้อสินค้าออร์แกนิกของผู้บริโภคในประเทศกำลังพัฒนา เช่น ประเทศไทย โดยกล่าวว่าที่ผ่านมา มีผลการศึกษาเชิงประจักษ์อยู่น้อยที่เกี่ยวกับพฤติกรรมการณ์ซื้อ วัตถุประสงค์หลักของการวิจัยนี้คือการตรวจสอบปรากฏการณ์และเพื่อให้ได้หลักฐานเชิงประจักษ์ของพฤติกรรมการณ์ซื้อสินค้าออร์แกนิกในประเทศที่กำลังพัฒนา เช่น ประเทศไทย โดยได้นำทฤษฎีของพฤติกรรมการณ์ตามแผนถูกนำมาใช้เป็นพื้นฐานการศึกษานี้ ได้มีการพัฒนาแบบสอบถามเป็นแบบสอบถามด้วยตนเองและแจกจ่ายให้กับผู้บริโภคชาวไทยที่ซื้อสินค้าออร์แกนิกในช่วงสามเดือนที่ผ่านมา ในเขตกรุงเทพมหานคร แบบสอบถามทั้งสิ้น 637 ฉบับ ได้ถูกวิเคราะห์ข้อมูลโดยการวิเคราะห์ปัจจัยใน SPSS และแบบจำลองสมการ โครงสร้าง ผลการศึกษานี้แสดงให้เห็นว่าการศึกษานี้เป็นการขยายทฤษฎีของพฤติกรรมการณ์ตามแผนในพฤติกรรมการณ์ซื้อสินค้าออร์แกนิกในประเทศกำลังพัฒนา และค้นพบเชิงประจักษ์ในด้านความสัมพันธ์ของตัวแปรต้นและพฤติกรรมการณ์ซื้อจากผลกระทบของความตั้งใจที่จะซื้อ ราคาและรสชาติก็เป็นปัจจัยที่มีผลต่อของความตั้งใจซื้อที่สอดคล้องกับการศึกษาอื่นในหลาย ๆ บริบท จากผลการศึกษาชี้ให้เห็นว่าในประเทศไทยทัศนคติและการรับรู้ความสามารถในการควบคุมพฤติกรรมการณ์มีผลกระทบต่อพฤติกรรมการณ์ซื้อสินค้าออร์แกนิกผ่านทางผลกระทบของความตั้งใจที่จะซื้อ โดยเฉพาะจากสี่ปัจจัยของ ด้านทัศนคติเกี่ยวกับสิ่งแวดล้อม ทัศนคติเกี่ยวกับรูปลักษณ์ภายนอก การรับรู้สินค้าสามารถจับจ่ายได้ และ การรับรู้สินค้าหาซื้อได้เป็นปัจจัยสำคัญของพฤติกรรมการณ์ซื้อสินค้าออร์แกนิกในประเทศไทยผ่านผลกระทบของความตั้งใจที่จะซื้อ สำหรับนักปฏิบัติสินค้าออร์แกนิกกลยุทธ์การตลาดด้านผลิตภัณฑ์นั้นสินค้าควรพัฒนามาบนพื้นฐานของผลประโยชน์ที่แตกต่างจากสินค้าอื่น การกำหนดราคาตามมูลค่าเป็นกลยุทธ์ด้านราคา การจัดรายการพิเศษหรือจัดราคาพิเศษเป็นกลยุทธ์ด้านการประชาสัมพันธ์

ไฮเปอร์มาร์เก็ตและห้างสรรพสินค้าเป็นกลยุทธ์ด้านการกระจายสินค้า

คำสำคัญ: พฤติกรรมผู้บริโภค, การเพิ่มมูลค่าการซื้อ, การซื้อสินค้าเพิ่ม, คำร่ำลือ, การต่อต้านคู่แข่ง, สินค้าอินทรีย์

INTRODUCTION

Today, the striking awareness of organic food purchase behavior has noticeably increased throughout the world (Magistris & Gracia, 2008; Roitner-Schobesberger, Darnhofer, Somsook, & Vogl, 2008). According to past studies, purchase behavior is a complex phenomenon; thus, the determinants vary from context to context and from time to time (Rimal, Moon, & Balasubramanian, 2005; Saba & Messina, 2003; Tuu & Olsen, 2009). Although there is a wealth of research on organic product purchase behavior, little is known about consumers' purchase behavior of organic products in a developing country such as Thailand (Arttachariya, 2009; Chen, 2009; Roitner-Schobesberger et al., 2008). For Thai people, there are no common agreements among organic scholars or organic consumers due to inconsistent terminologies, definitions, and operationalizations of organic products (Arttachariya, 2009; Roitner-Schobesberger et al., 2008).

Moreover, a theoretical background on organic product purchase behavior is needed. Earlier discussions have described the Theory of Planned Behavior (TPB) in predicting consumer behavior as a reliable predictive model of purchase intention (Aertsens et al., 2009; Kalafatis et al., 1999; Shepherd et al., 2005; 1988) in various domains. The new variables such as (i) health consciousness, environmental consciousness, and appearance consciousness are formed in the attitude components; (ii) personal norms, family norms, and social norms are formed in the subjective norms components; (iii) perceived affordability, perceived availability, and perceived risks are in the perceived behavioral control component; and (iv) up-buying, cross-buying, word-of-mouth, and resistance to competition are the purchase behavior components in the extended TPB Model are discussed in the literature section.

The research questions for this research are: 'What are the determinants of organic product purchasing behavior in Thailand? What are the relative importances of purchase intention, attitude components, subjective norms, and perceived behavioral control

in determining organic product purchase behavior? The first purpose of this research is to extend the understanding of purchasing behavior regarding organic products in a developing country, namely Thailand. It also provides empirical evidence of the purchasing behavior regarding organic products in Thailand. The third purpose of this research paper is to broaden the understanding of the organic product purchasing behavior by proposing the Theory of Planned Behavior (TPB). Another major purpose is to explore the application of marketing strategies in Thailand's organic product industry. This paper is organized as follows. The first section reviews the literature on organic product purchase behavior and the second section discusses the research methodology, the hypothesis testing and their findings. The last section includes the discussion and implications.

LITERATURE REVIEW AND RESEARCH HYPOTHESES

Attitude

Many authors (Bonne et al., 2007; Schiffman & Kanuk, 2007) define attitude in similar ways as "the psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor". In this study, there are three components of attitude that form the attitude construct: health consciousness, environmentally consciousness, and appearance consciousness.

The relationship between purchase intention and attitude was confirmed thoroughly in the literature (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Arttachariya, 2009; Fishbein & Ajzen, 1975; 2010; Magistris & Gracia, 2008; Michaelidou & Hassan, 2008). According to the TPB, the TPB model explains that behaviors are predicted by intentions, which in turn are also predicted by attitudes, perceived social pressure, and how much control a person feels he or she has over behaviors (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Fishbein & Ajzen, 1975; 2010).

Michaelidou and Hassan (2008) defined health conscious as the readiness to undertake health action. The relationship between health consciousness and purchase intention of organic products was supported by previous studies. O'Donovan and McCarthy (2002) found Irish purchasers of organic meat were more concerned about health than non-purchasers. Tarkiainen and Sundqvist (2005) revealed the path from health consciousness to attitudes toward buying organic food.

Lee (2008) explained environmental consciousness as the degree of involvement in environmental issues. The relationship between environment consciousness and purchase intention was supported by past researches. Chan and Lau (2000) found Chinese people expressed positive ecological affect and green purchase intention. Grunert and Juhl (1995) argued that environmental concerns were related to self-report buying frequencies of organic foods in Denmark.

Bruner and Hensel (1996) defined appearance consciousness as cited in Bearden and Rose (1990) by "the degree to which a person expresses an awareness of self as a social object with an effect on others". In this study, being appearance consciousness is the awareness of the person as a social object with an effect on others from purchasing organic products. The relationship between appearance consciousness and behavioral intention toward organic products was studied by previous researchers. Kim and Chung (2011) suggested that appearance consciousness positively influenced attitude toward buying organic personal care products. Miller et al. (1993) clarified that appearance consciousness was a way of social behavior for the time and situation, for example when buying new products, trendy products, or fashionable items. However, appearance consciousness was not as strong as health consciousness. Therefore, the first hypothesis was formulated as follows:

H1(a-c): Attitude toward Health consciousness (a), Environmental consciousness (b), and Appearance consciousness (c) positively affects purchase intention.

Subjective Norms

According to Fishbein-Ajzen's theory of reasoned

action, subjective norms were defined as an individual's perception of people's thinking about what behavior should be performed based on the opinion of the referents and motivation to comply (Aertsens, et al., 2009; Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Bonne, et al., 2007; Fishbein & Ajzen, 1975; 2010; Magnusson, et al., 2001). In this study, there are three components that form the subjective norms construct: personal norms, family norms, and social norms.

The relationship between purchase intention and subjective norms as family norms, personal norms, social norms was confirmed in the literature (Aertsens et al., 2009; Johri & Sahasakmontri, 1998; Kalafatis et al., 1999; Wiriapinit, 2007). The TPB model explains how normative influence impacts purchase behavior. Thus, intentions are a function of attitude behavior and subjective norms (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Fishbein & Ajzen, 1975; 2010).

Aertsens et al. (2009, p. 1148) defined personal norms as "an individual's conviction that acting in a certain way is right or wrong and when people do not yet have clearly formulated personal norms toward specific action, when called on to act, they can crystallize norms based on their general values (Schwarz, 1977)". The relationship between personal norms and purchase intention was supported by past researches. Bonfield (1974) found that influences of social influence, personal norm, attitude, and intention were strongly supported by the study of one brand and one product class. Aertsens et al. (2009) found that an individual's conviction or personal norms had an influence on consumption of organic foods.

Bonfield (1974, p. 382) defined subjective norms as "what other people whose opinions [are] important to her expect her to do with respect to purchase and use of each brand of the product". In this study, family norm refers to the family's influence with respect to purchase and use of each brand of the product. The relationship between family norms and purchase intention of organic products was supported by previous studies. Wiriapinit (2007) found that lessons taught by parents were strongly dominant in Thailand. Thus, family norm and purchase intention was supported.

Bonne et al. (2007, p. 369) defined subjective norms "as the social pressure on individuals to per-

form or not to perform certain behavior i.e. the motivation to comply with significant others' views". Thus other people can be implied as a social influence with respect to purchase and use of each brand of the product. The relationship between social norms and purchase intention of organic products was proved by previous researchers. Vermeir and Verbeke (2006) found that experiencing social pressure from peers (social norm) explained purchase intention from a survey of a sample of 456 young consumers drawn from the Belgium population. Bonne et al. (2007) found that positive personal attitude toward the consumption of halal meat; influence of peers predicted the intention to eat halal meat in France. Therefore, the second hypothesis was formulated as follows.

H2(a-c): Personal norms (a), Family norms (b), and Social norms (c) positively affects purchase intention.

Perceived Behavioral Control

Perceived Behavioral Control (PBC) was determined by the beliefs about the presence of determinants that facilitated or impeded performance of behavior (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Fishbein & Ajzen, 1975; 2010; Magnusson, et al., 2001; Vermeir & Verbeke, 2006). Kim and Chung (2011, p. 42) explained perceived behavioral control as "the degree of control that an individual perceives over performing the behavior". There are three components that form the perceived behavioral construct: perceived affordability, perceived availability, and perceived risk.

The relationship between PBC and purchase intention was moderately strong in the past researches (Bonne, et al., 2007; Kalafatis, et al., 1999; Kihlberg & Risvik, 2006; Kim & Chung, 2011; Tarkiainen & Sundqvist, 2005). The TPB model explains how normative influence impacted purchase behavior. Thus, intentions were a function of attitude behavior and subjective norms (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Fishbein & Ajzen, 1975; 2010).

Aertsen et al. (2009, p. 1150) defined perceived control or affordability as the ability to buy the product in terms of financial income. Perceived affordability appeared to be a determinant of purchase intention or behavior. Aertsens et al. (2009) found indirect re-

lationship from ability to buy and purchase intention mediated by perceived behavioral control from personal determinants of organic food consumption. Li et al. (2002) supported that perceived affordances were perceptual cues a consumer possessed and used in assessing a product prior to purchase.

Magnusson et al. (2001) defined perceived availability as products that are readily available. The role of perceived availability of PBC explained purchase behavior (Fotopoulos & Krystallis, 2002a; 2002b; Krystallis & Chryssohoidis, 2005). Vermeir and Verbeke (2006) concluded that low perceived availability of sustainable products explained why intention to buy remained low. Fotopoulos and Krystallis (2002a; 2002b) found hinders of organic products are availability and high price in a Greek sample.

Bruner and Hensel (1996), as cited in Murray and Schlacter (1990), defined perceived risk as the overall perceived risks i.e., financial loss, performance loss, physical loss, psychological, social loss, loss of convenience in the purchase of goods and services. The relationship between perceived risk and behavioral intention of organic foods was supported. Rimal et al. (2005)'s findings summarized that perceived risks of agro-biotechnology played a dominant role in organic food purchase decisions. Saba and Messina (2003) found a significant relationship among perceived benefits and risks associated with pesticides towards organic fruits and vegetables in Italian consumers. Therefore, the third hypothesis was formulated as follows:

H3(a-c): Perceived affordability (a), Perceived availability (b), and Perceived risk (c) positively affects purchase intention.

Purchase Intention

The study of the relationship between purchase behavior and purchase intention is a popular topic among researchers (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Bonfield, 1974; Fishbein & Ajzen, 1975; 2010). Behavioral prediction is the key concept for marketing researchers who commonly use purchase intention to predict actual behavior. Moreover, Ajzen and associates suggest accuracy of behavioral prediction by not only assessing intentions but also estimating or exercising control over the behavior in ques-

tion (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973).

Purchase Behaviors

A common objective of applied social science and consumer behavior is the understanding of purchase behavior of the consumer and its rationale (Bemmar, 1995; Schiffman & Kanuk, 2007). According to organic product purchase behavior, the possible influence on organic purchase behavior in Thailand (i.e., up-buying, cross-buying, word-of-mouth, and resistance to competition) has been investigated.

The relationship between purchase intention of organic foods and purchase decision was confirmed in numerous studies (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Batte et al., 2006; Bemmar, 1995). TPB suggests that the more favorable the attitude and subjective norms, and the greater the perceived control, the stronger should be the person's intention to perform the behavior in question (Ajzen, 1991; Ajzen & Fishbein, 1972, 1973; Fishbein & Ajzen, 1975; 2010).

Up-buying is related to sales technique. The relationship between up-buying and purchase intention was supported. Fassnacht and Kose (2007) supported cross-buying of customer's intention to purchase other products or services from the current products or service providers in addition to the one he/she already used.

According to Fassnacht and Kose (2007), cross-buying is defined as the customer's intention to purchase other products or services from the current products or service providers in addition to the one he/she already uses. The relationship between cross-buying and purchase intention was supported. Nbogo (2004) found cross-buying is customer's intention to buy the total number of different product categories that existing customers purchased in addition to the ones that they currently had.

WOM means an informal passing of information or noncommercial information by verbal means from one person to others rather than by media or advertising, especially recommendations (Graham & Havlena, 2007). The relationship between word-of-mouth and purchase intention was supported. Allsop et al. (2007) argued that intention influenced the behaviors of buyer (WOM) to others. Li and Green (2010) supported the purchase intention based on the

recommendation of products and services to others (word-of-mouth).

In this study, resistance to competition between conventional products and organic products refers to the resistance to switching to competitors' products, conventional products, or others. The relationship between resistance to competition and purchase intention was supported. Chadha and Kapoor (2009) stated that intention to buy influenced the resistance to switching to competitor's product, conventional products, or others (resistance to competition). Li and Green (2010) supported consumer purchase intention on resistance to competition by purchasing more frequently (price insensitivity) or trying new products and services.

Therefore, the fourth hypothesis was formulated as follows:

H4(a-d): Up-buying (a), Cross-buying (b), Word-of-mouth (c), and Resistance to Competition (d) positively affects purchase behavior.

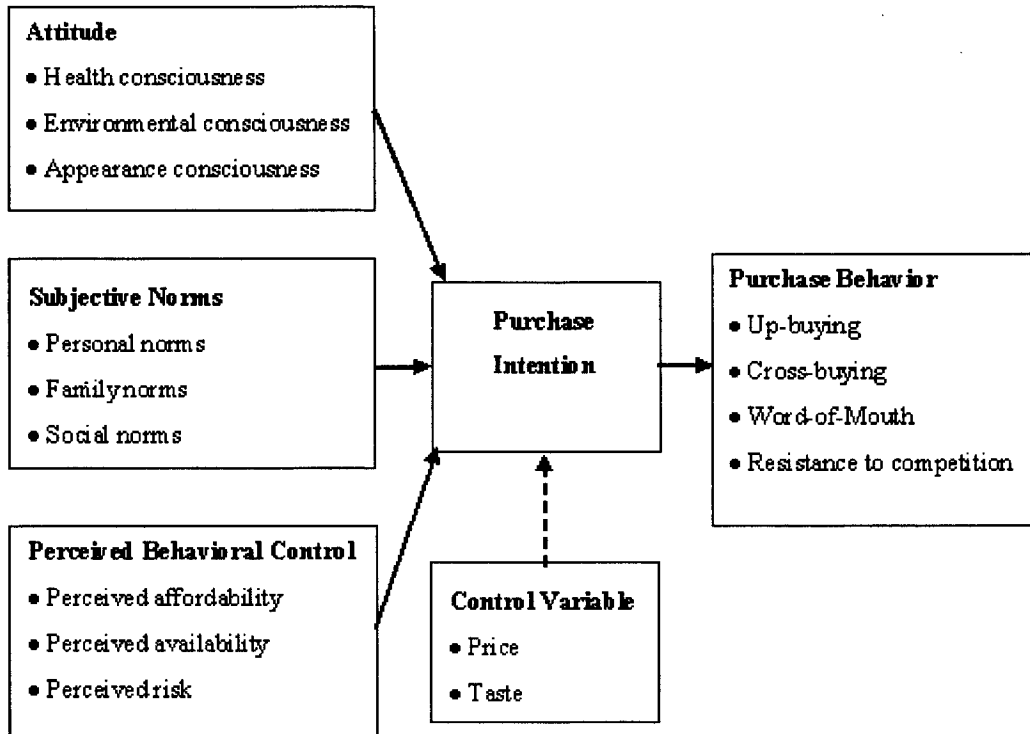
RESEARCH METHODOLOGY

In this initial phase, indepth interviews were conducted with respondents who were purchasing organic products. This data was used in developing the questionnaire for the quantitative design used in the second phase. A total of 637 respondents participated in the study. These respondent were Thai consumers who had purchased organic products in the past three months.

DATA ANALYSIS AND FINDINGS

The measurement variables were formed into seven constructs (attitude, subjective norms, purchase behavioral control, purchase intention, purchase behavior, taste, and price). The data analysis results identified that the measurement items of all constructs were reliable and that the entire test was internally consistent. The reliability of Cronbach's alpha of the key construct exceeded the threshold value of 0.7 (Hair et al., 2006; Nunnally, 1978) and ranged from 0.764 to 0.948. The assessment of the CFA of all constructs reported a marginal fit with the data, and all fit indices

CONCEPTUAL FRAMEWORK



were close to 0.9. The construct reliability was satisfactory. As a result, the SEM showed an acceptable confidence within the path analysis. The results of the structural model for the four main hypotheses showed an acceptable fit of the hypothesized model, as all fit indices were close to the cut-off point of 0.9. Among the 4 hypotheses (13 sub-hypotheses), 9 sub-hypotheses were statistically significant and positive and four were not statistically significant.

According to the findings, it was found that four determinants i.e., environmental consciousness, appearance consciousness, perceived affordability, and perceived availability, were significant factors in the organic product purchase behavior in Thailand, mediated by purchase intention. Accordingly, purchase intention was found to be very important in determining organic product purchase behavior. In addition, two components of attitude, environmental consciousness and appearance consciousness were shown to have an indirect influence on organic product purchase behavior via purchase intention. Moreover, environmental consciousness was found to have a greater impact than appearance consciousness. For the subjective norms components, three of the components were found not to influence organic product purchase

behavior. For perceived behavioral control, two of the components, perceived affordability and perceived availability, indirectly influenced organic product purchase behavior via purchase intention. In addition, perceived affordability was found to have a greater impact than perceived availability. However, perceived risk was found to be a negatively significant determinant of organic product purchase behavior. Thai consumers used attitudes and perceived behavioral control to form their organic product purchase behavior via purchase intention. The results showed that perceived behavioral control of perceived availability and perceived affordability were the main underlying factors driving Thai consumers' purchase of these organic products. According to the data set, subjective norms did not have an effect on purchase intention.

IMPLICATIONS AND RECOMMENDATION

This study provides solid evidence and supports the previous literature that extends the TPB model in organic product purchase behavior in a developing

country. Also, this research reveals the significant factors affecting purchase behavior by exploring the major determinants of organic product purchase intention. Thus, this paper strengthens the findings of purchase intention and purchase behavior and the control variables of price and taste by empirically investigating relationship between antecedents and purchase intention and purchase behavior simultaneously for organic products.

Most of the organic consumers perceived organic products as without chemicals/pesticides and healthy products in the marketplace. As a result, they purchased organic fresh vegetables/fruit and will do so in the future. Organic practitioners should be concerned about the core benefits that organic products offer and their comparative advantages compared with conventional products. The product strategy employed should be comparative advantage strategy. For example, product campaigns should inform organic consumers that organic agriculture preserves the environment because the agricultural system or organic production method has less of a negative impact on the environment compared with conventional products. Therefore, organic consumers could increase the awareness of organic product attributes such as being free of chemical products than products produced by conventional methods. In terms of price strategy, most of the respondents acknowledged that organic products were reasonably priced. They typically spent 100 to 500 baht per time, more than once a week. Thus, a value-based pricing strategy should be employed by the organic sellers in the marketplace. Regarding distribution, organic products should be made easily available via various channels. Most of the organic consumers identified that the places where they often purchased organic product were hypermarkets and department stores. Finally, regarding promotion strategy, organic sellers should launch price deal programs or special events to stimulate organic product purchasing behavior.

LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDY

Several limitations must be addressed. First, the study focuses on organic consumers that purchase organic products in Thailand; thus the results cannot

be generalized to non-buyers, other consumer groups, or those organic consumers in other countries. Future research should include the different groups of samples such as non-buyers. Second, the study was based on actual organic products purchase behavior, thus the relationship between the organic products purchase intention and purchase behavior may have some variations. Longitudinal studies can provide deeper insights into organic product purchase behavior study. For moderator variables, demographic variables are suggested for future research as major group differences might be found. Furthermore, additional variables such as perceived value (Gracia & Magistris, 2008), organic knowledge (Chan & Lau, 2000), culture (Bonne et al. 2007), customer loyalty (Li & Green, 2010) are also recommended for future study.

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PERCEIVED CUSTOMER LOYALTY TOWARD GREEN HOTELS: A STUDY OF INTERNATIONAL TOURISTS IN THE SOUTH OF THAILAND

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Abstract

The purpose of this study is to investigate the simultaneous relationships between destination image, green image, and perceived service quality on both attitudinal loyalty and behavioral loyalty through customer satisfaction and green satisfaction toward green hotels and the South of Thailand. The results illustrated that destination image has significant and positive relationships with customer satisfaction, which influences both attitudinal loyalty and behavioral loyalty toward the south of Thailand. Moreover, green image and perceived service quality have significant and positive relationships with both attitudinal loyalty and behavioral loyalty toward green hotels through green satisfaction. Furthermore, both customer satisfaction and green satisfaction have significant impacts on customer loyalty in both green hotels and the South of Thailand.

Keywords: Destination Image, Green Image, Green Satisfaction, Customer Loyalty, Green Hotel, International Tourist

บทคัดย่อ

การวิจัยนี้ได้ทำการศึกษาความสัมพันธ์ระหว่างภาพลักษณ์ของแหล่งท่องเที่ยว ภาพลักษณ์เพื่อสิ่งแวดล้อม และการรับรู้คุณภาพการบริการกับความจงรักภักดีของลูกค้าทั้งในส่วนของทัศนคติและพฤติกรรม โดยผ่านตัวแปรกลางคือความพึงพอใจของลูกค้าและความพึงพอใจต่อสิ่งแวดล้อมที่มีต่อโรงแรมที่อนุรักษ์สิ่งแวดล้อมในภาคใต้ของประเทศไทย ผลของการวิจัยพบว่าภาพลักษณ์ของแหล่งท่องเที่ยวมีความสัมพันธ์กับความความพึงพอใจของลูกค้าและมีผลต่อทัศนคติและพฤติกรรมความจงรักภักดีของลูกค้าต่อภาคใต้ นอกจากนี้ภาพลักษณ์เพื่อสิ่งแวดล้อม และการรับรู้คุณภาพการบริการมีความสัมพันธ์ต่อความพึงพอใจต่อสิ่งแวดล้อมและมีผลต่อทัศนคติและพฤติกรรมความจงรักภักดีของลูกค้าต่อโรงแรมที่อนุรักษ์สิ่งแวดล้อม ทั้งนี้ความพึงพอใจของลูกค้าและความพึงพอใจต่อสิ่งแวดล้อมมีความสัมพันธ์เชิงเปรียบเทียบกับทัศนคติและพฤติกรรมความจงรักภักดีของลูกค้าทั้งในส่วนของโรงแรมที่อนุรักษ์สิ่งแวดล้อมและภาคใต้ของประเทศไทย

คำสำคัญ: ภาพลักษณ์สถานที่ท่องเที่ยว, ภาพลักษณ์การรักษาสภาพแวดล้อม, ความพึงพอใจกับการรักษาสภาพแวดล้อม, ความจงรักภักดีของลูกค้า, โรงแรมที่อนุรักษ์สิ่งแวดล้อม, นักท่องเที่ยวต่างชาติ

INTRODUCTION

Today, the level of environmental awareness has increased, and hotel businesses are expected to conduct business in ways that are deemed environmentally or ecologically responsible. Several factors have led to shift in expectations, which include customers' demand for hotel facilities to become more environmentally friendly. Furthermore, there has been an increase in environmental regulations at all juris-

dictional levels, which make hotel companies concerned about business ethics and socially responsible business practices.

The Tourism Authority of Thailand (TAT) is a government organization that directly promotes Thai Tourism worldwide. TAT sets marketing policies and marketing plans every five years with different focuses on each region in Thailand and other countries in the world. To increase environmental concerns about tourism in Thailand, TAT is moving forward to "Green

Tourism". Nowadays, TAT continues to identify and propose interesting options for eco-friendly travel, such as, the Green Hotels to enrich the experiences of visitors who need environmental friendly hotels, and also, to encourage providers in Thailand's travel sector to concentrate on environmental awareness. Green hotels refer to hotels which have received Green Leaf Certification. The Green Leaf Certification Program is a eco label for those who practice environmental efficiency in complementing their hotel activities. In 2012, there were 281 certified Green Leaf hotels in Thailand (greenleafthai.org, 2012). Green hotels have to be reassessed every two years. Most green hotels continue to be reassessed by Green Leaf Certification Program according to international standards, and they attract international tourists who are looking for environmentally friendly hotels (.Green hotels in Thailand", 2012).

However, the international standards offered by the Green Leaf Certification Program to green hotels are insufficient to satisfy and retain their customers. Green hotel image and service quality are important factors in increasing customer satisfaction which may in turn result in loyal customers. Kandampully & Suhartanto (2000) recommended that a strong green image for hotels not only satisfied customers, but also encouraged the attainment of loyal customers. Perceived service quality is one of the crucial factors to evaluate hotel performances which impacts customer satisfaction (Mohsin & Lockyer, 2010; Nadiri & Hussain, 2005; Vijayadurai, 2008) and leads to customer loyalty (Akbar et al., 2010; Oh, 1999).

The image of a destination also attracts and encourages people to visit (Lew, 1987). Previous studies have indicated that the destination characteristics such as natural attractions, tourism infrastructure, atmosphere, safety, and reputation influenced tourists to visit (Byon & Zhang, 2010; Garc a et al., 2004; Lin et al., 2007). These destination characteristics represent the destination image for places. Furthermore, researchers have pointed out that if tourists are satisfied with the destination image, they are likely to visit, create positive word-of-mouth, and revisit the same destination (Chi & Qu, 2008; Chung & Shin, 2004). Even though there has been a lot of hotel research in previous literature, there are limited studies on green hotels (e.g. Lee et al., 2010). Previous studies suggested that green image has a potential influence on

customer loyalty towards green hotels (Lee et al., 2010). Moreover, Chen (2010) suggested that green image impacts customer satisfaction. Furthermore, Robinot and Giannelloni (2010) pointed out that green image influences customer loyalty through customer satisfaction. Thus, this study seeks to contribute to the knowledge by investigating the relationships between green image, perceived service quality, and customer loyalty through green satisfaction towards green hotels.

This study concentrates on green hotels in the south of Thailand, thus, the image of the destination is considered to determine customer loyalty towards the south of Thailand. Previous studies recommended that destination image influences customer satisfaction (e.g. Ibrahim & Gill, 2005; Pizam et al., 1978) which in turn affects, customer loyalty (Chi & Qu, 2008; Chung & Shin, 2004).

However, previous studies (e.g. Chi & Qu, 2008; Chung & Shin, 2004; Heung et al., 1996; Lee et al., 2010) were undertaken on either destination image or green image to examine customer satisfaction and customer loyalty.

Therefore, this study is conducted on both destination image and green image to determine customer loyalty towards green hotels in the south of Thailand. In addition, this study also seeks to find whether those people who are happy with destination are likely to revisit the same hotel and those who are satisfied with green hotel tend to visit the same destination.

Regarding customer loyalty, most previous literature in tourism research has investigated the relationships between destination image, green image, perceived service quality, and customer satisfaction on attitudinal loyalty (e.g. Akbar et al., 2010; Chung & Shin, 2004; Heung et al., 1996), but there are limited studies focusing on behavioral loyalty (Bowen & Chen, 2001; Chi & Qu, 2008). Hence, this study uses both attitudinal loyalty and behavioral loyalty to provide a better understanding in measuring customer loyalty towards green hotels in the south of Thailand.

Research Objectives

The research objectives of this research are:

Objective 1: To investigate the impact of destination image on customer satisfaction which in turn influences customer loyalty.

Objective 2: To examine the impact of green

image and perceived service quality on customer loyalty toward green hotels through green satisfaction.

Objective 3: To determine the relative importance of customer satisfaction and green satisfaction in influencing both attitudinal loyalty and behavioral loyalty toward green hotels and the south of Thailand.

REVIEW OF LITERATURE

Destination Image

In tourism, it has been found that developing the right image for a destination leads to true expectations and in turn, satisfies visitors. The destination plays a pivotal role in influencing the choice process, the evaluation of the said destination and the future intentions of a tourist (Bigné et al., 2001). The development of each destination depends on identifying how tourists perceive the destination's tourism products and how these products are designed to satisfy the needs of the target market. Destination image is differently classified in both the functional and symbolic attributes of each destination product which leads to a clearer evaluation of their image. Beerli & Martin (2004) recommended that destinations with a strong, consistency, distinct and recognizable image, would create a positive image for the destination and would have a higher likelihood of being chosen.

Green Image

Green image refers to a specific brand of green hotels which have environmentally friendly attributes. A green hotel image is defined as "a set of perceptions of a brand in a consumer's mind that is linked to environmental commitments and environmental concerns" (Chen, 2010, p.312). Cognitive and affective image components would influence decision making behaviors including evaluation (satisfaction) and future behavioral intentions (Bigné et al., 2001; Chon, 1990; Joppe et al., 2001; Lee et al., 2010). Chon (1990) pointed out that a strong brand image is essential for a service to ensure strong positioning in order to entice potential tourists. Therefore, attempts to provide appropriate classification of cognitive and

affective image in a hotel are important for the management to improve overall customer satisfaction and encourage customer loyalty (Claver et al., 2006; Holverson & Revaz, 2006).

Perceived Service Quality

Service quality is one of the crucial factors for the success of any service organization because customers participate in the delivery and consumption of services, and they interact closely with various aspects of organizations. Mei et al. (1999), who developed the HOLSERV scale, suggested five dimensions of service quality: reliability; responsiveness; assurance; empathy and tangibles. They found that responsiveness, assurance, and empathy represent the quality of employees in the hotel business. The HOLSERV scale places emphasis on the role of the employee because they have direct interaction with customers. Furthermore, Yoo & Park (2007) found that employees are an integral part of the service process and a critical element in enhancing perceived service quality.

Customer Satisfaction

Researchers have developed and validated several models of customer satisfaction in variety of industries and countries. They have assessed customer satisfaction based on: expectancy/disconfirmation (Oliver, 1980); equity (Oliver & Swan, 1989); importance-performance (Martilla & James, 1977); and perceived overall performance (Tse & Wilton, 1988). However, expectancy/ disconfirmation (Oliver, 1980) is generally accepted as the construct that best explains customer satisfaction. In the hotel industry, Dominici and Guzzo (2010) recommended that service quality impacts customer satisfaction. Also, Robinot and Giannelloni (2010) suggested that green attributes have positive significance for customer satisfaction. Moreover, customer satisfaction was a mediating influence between service quality and customer loyalty (Akbar et al., 2010). Regarding destination image, previous literature recommended that destination image influences customer satisfaction (Ibrahim & Gill, 2005) which led to visitors' intent to revisit the destination (Nowacki, 2009).

Customer Loyalty

Researchers in various contexts, including the hotel industry, have identified the attitudinal approach which conceptualizes loyalty as an attitude toward the brand (Morais et al., 2004), an attachment (Backman & Crompton, 1991; Pritchard et al., 1999), a commitment (Baloglu, 2002; Pritchard et al., 1999), and an intention (Johnson et al., 2006; Kandampully & Hu, 2007; Zeithaml et al., 1996). Researchers posited that behavioral loyalty could be measured in terms of repeat purchases of a brand over time (Bowen & Shoemaker, 1998). However, the measurement of behavioral loyalty in a tourism context is particularly difficult, unlike repeat purchases of consumer products, as most tourists are not likely to visit the same place frequently or regularly (Opperman, 1999). Furthermore, Anuwichanont and Mechinda (2009) stated that loyalty is hard to measure because the repetitive purchase might be due to convenience, habit or lack of alternatives. Previous studies have concentrated more on attitudinal loyalty than behavioral loyalty, especially in the hotel industry. However, the use of both attitude and behavior in a loyalty definition substantially increases the predictive power of loyalty (Pritchard & Howard, 1997). The two-dimensional composite measurement approach has been applied and supported as a valuable tool to understand customer loyalty in several fields, such as retailing, recreation, upscale hotels and airlines (Day, 1969; Jacoby & Kyner, 1973; Pritchard & Howard, 1997; Pritchard et al., 1992).

The investigation of the factors influencing customer loyalty toward green hotels involves a two-stage process. Stage one uses an exploratory research using a qualitative study of in-depth interviews. Stage two uses a quantitative study of survey with standardized questions to gather data from the target respondents.

Exploratory Research

The purpose of conducting exploratory study was to complement the literature and confirm key variables of literature in this study. To understand marketers' perspectives as well as consumers' perspectives, exploratory study results were obtained from in-depth interview of three groups: TAT officers, green

hotel managers, and green hotel customers. The content analysis approach is appropriate for this study in identifying important aspects and analyzing interview results in order to reveal people's information-related behaviors and thoughts (Malhotra, 2007). The findings are consistent with the theoretical background of this study. Some quotations here support the exploratory research findings as follows:

- "It is beautiful and private atmosphere. The facilities such as accommodations and transportation are good" (Green hotel customer).
- "This (green) hotel has a good idea about green concepts; it is a good marketing advantage to give a green profile when compared to the others" (Green hotel customer).
- "The green hotels have more advantages over other non green hotels. Customers make decisions on environmental management. And this type of hotel usually has better services actually" (TAT officers).
- "I am very happy and there is a very family-type atmosphere" (Green hotel customer).
- "This is a second time in the south; I like the nature and atmosphere" (Green hotel customer).

Conceptual Framework

The conceptual framework in Figure 1 is developed based on the literature review, and the results of the exploratory research. (Figure 1)

The research hypotheses are classified into two groups. The first group entails the relationships between destination image, green-image, perceived ser-

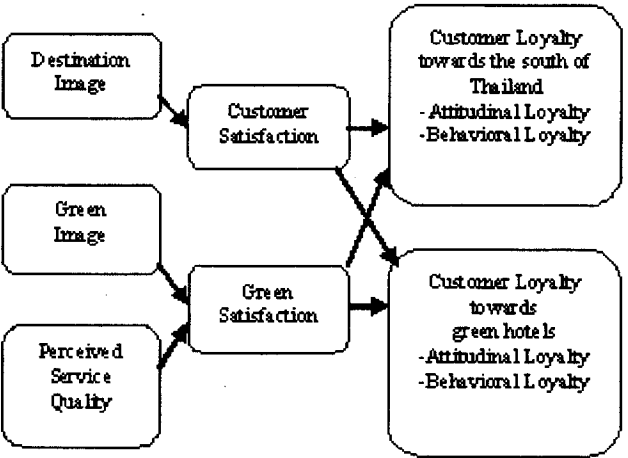


Figure 1: Conceptual Framework

vice quality, green satisfaction, and customer satisfaction. The second group posits the mediating relationship between customer satisfaction and green satisfaction, and customer loyalty.

H1: Destination image is positively related to customer satisfaction

H2: Green image is positively related to green satisfaction with green hotels

H3: Perceived service quality in terms of reliability, responsiveness, assurance, empathy, and tangibles is positively related to green satisfaction with green hotels

H6: Customer satisfaction mediates the relationship between destination image and customer loyalty

H7: Green satisfaction mediates the relationship between green image and customer loyalty in green hotels

H8: Green satisfaction mediates the relationship between perceived service quality and customer loyalty in green hotels

METHODOLOGY

This study focused on six hotels and resorts that were successfully assessed and which received The Green Leaf Certification in the south of Thailand in 2010; Phuket (two hotels and resorts), Krabi (one resort), and Samui Island, Suratthani (three hotels and resorts) (*Green Hotels & Resorts Thailand*, 2010). The respondents were international tourists staying at six green hotels during the data collection period (June 20 to July 25, 2012). A total of 600 questionnaires were equally distributed in the six green hotels. The questionnaires were placed in guest rooms and restaurants depending on each green hotel manager's decision and suggestion. Exploratory factor analysis is used to purify the items representing constructs followed by confirmatory factor analysis to test how well the measurement variables represent the constructs before analyzing the structural equation model.

FINDINGS

A total of 431 questionnaires were returned (the response rate was 71.83%). A total of 22 uncom-

pleted questionnaires were removed from the 431 questionnaires. Data cleaning is used to ensure that the data have been entered correctly and are free from any error. All of the data entries were double checked, and then frequency tests were conducted using SPSS software to confirm that all values were within appropriate ranges. After data cleaning, 409 questionnaires were usable. Hence, the usable response rate was 68.20%.

Exploratory Factor Analysis (EFA)

Exploratory factor analysis was performed to purify the scale to ensure its reliability before using the scale to test the hypotheses. Furthermore, EFA explored the data and provided the results about the number of factors that are needed to best represent the data (Hair et al., 2006). There are two main constructs representing multi-items: destination image and perceived service quality.

The factor loading of destination image reported only four constructs; natural characteristics (five items), tourism infrastructures and facilities (five items), attractions (five items), atmosphere and social ambience (four items). Using the criterion with eigen value of 1 or greater, these four constructs were retained, accounting for 67.12% of the total variance. Cronbach's Alpha coefficients of natural characteristics, tourism infrastructures and facilities, attractions, and atmosphere and social ambience varied from 0.85 to 0.89 which exceed the recommended level of 0.70 (Churchill, 1979; Nunnally, 1978).

There are four constructs representing perceived service quality. They are reliability (five items), assurance (five items), empathy (five items), and tangibles (six items). Each initial eigen value of four constructs was greater than one which exceeded the acceptable level, accounting for 75% of the total variance. Cronbach's Alpha coefficients ranged from 0.92 to 0.93 which exceed the recommended level of 0.7 (Churchill, 1979; Nunnally, 1978).

The result of the exploratory factor analysis were validated to conduct the confirmatory factor analysis.

Confirmatory Factor Analysis (CFA)

The results revealed that the chi-square goodness-of-fit test $\chi^2/df = 2.54$, $p < 0.001$ showed that the

model fits the data well. The baseline comparisons fit indices model showed a marginal acceptable fit for the hypothesized model that was close to 0.90 (NFI = 0.85; RFI = 0.83; IFI = 0.90; TLI = 0.89; CFI = 0.90; RMSEA = 0.061). The measurement model of green hotels in the south of Thailand revealed the NFI, RFI, IFI, TLI, and CFI values were close to 0.90, indicating an acceptable fit which supports its construct validity, convergence validity and discriminant validity. The results of CFA demonstrated that structural equation model (SEM) could be further tested.

Structural Equation Modeling (SEM)

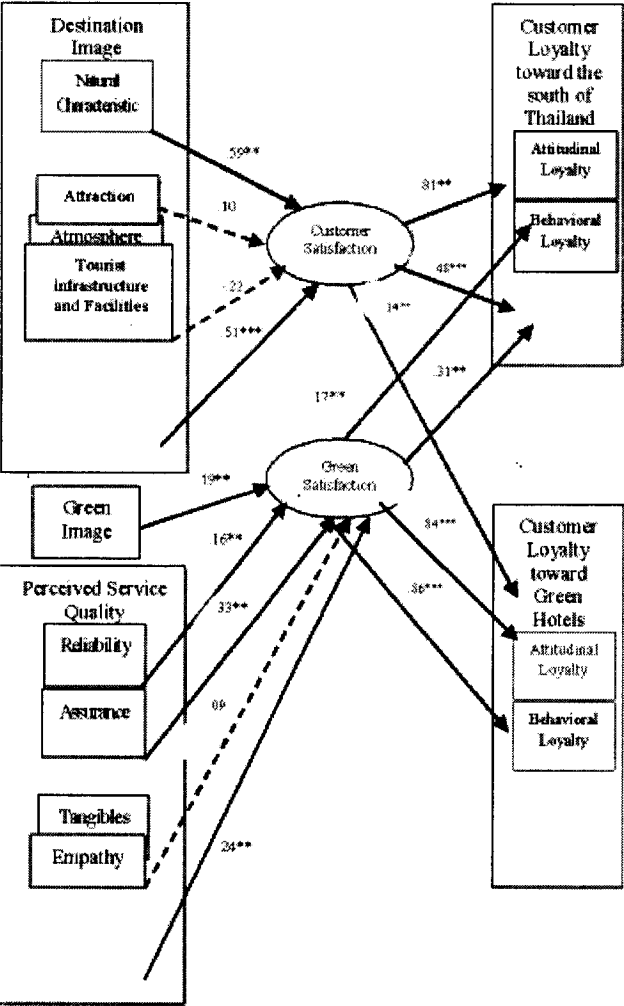


Figure 2: Structural Equation Model of Perceived Customer Loyalty toward Green Hotels

Notes: $\chi^2/df = 2.73$, $p < 0.001$; NFI = 0.83; RFI = 0.82; IFI = 0.89; TLI = 0.88; CFI = 0.89; RMSEA = 0.065

The results in Figure 2 reveals that the chi-square goodness-of-fit test $\chi^2/df = 2.73$, $p < 0.001$. The baseline comparisons fit indices model shows a marginal acceptable fit for the hypothesized model (NFI = 0.83; RFI = 0.82; IFI = 0.89; TLI = 0.88; CFI = 0.89; RMSEA = 0.065). In addition, the square multiple correlation (r^2) indicates that 81% of the changes in customer satisfaction is explained by destination image, and 90% of the variance in green satisfaction is accounted for by green image and perceived service quality. For the variation in customer loyalty toward the south of Thailand, 85% of the variance in attitudinal loyalty and 50% of the variance in behavioral loyalty jointly influences customer satisfaction and green satisfaction. For the variation in customer loyalty toward green hotel, 86% of the variance in attitudinal loyalty, and 82% of the variance in behavioral loyalty jointly influences customer satisfaction and green satisfaction. Therefore, the structural relationships among the constructs reflect the hypotheses statements in this study and the results of hypothesis testing are shown in Table 1.

Table 1: Hypotheses Test Results

The Hypothesized Relationships	Hypotheses Test Results
H1: Destination image is positively related to customer satisfaction.	Partially Supported
H2: Green image is positively related to green satisfaction with green hotels.	Supported
H3: Perceived service quality in terms of reliability, responsiveness, assurance, empathy, and tangibles is positively related to green satisfaction with green hotels.	Partially Supported
H4: Customer satisfaction is positively related to customer loyalty among green hotels.	Supported
H5: Green satisfaction is positively related to customer loyalty in green hotels.	Supported
H6: Customer satisfaction mediates the relationship between destination image and customer loyalty.	Supported
H7: Green satisfaction mediates the relationship between green image and customer loyalty in green hotels.	Supported
H8: Green satisfaction mediates relationship between perceived service quality and customer loyalty in green hotels.	Supported

DISCUSSION

The results of this study achieved the research objectives and answered the research questions. The findings are discussed in the next section.

The results of the demographic characteristics of respondents and their experiences staying at green hotels and the south of Thailand show that most are male, 25 to 35 years old, had completed a bachelor degree, and had a professional occupation. These findings indicate that most of the respondents staying at the green hotels were relatively young, highly educated, and professional. In addition, the results show that the majority of international tourists visiting Thailand came from European and East Asian countries. These results are quite consistent with the information about the percentage nationality share of international tourist arrivals in Thailand provided by the Department of Tourism. Moreover, the results also illustrate that the promotional policy of the Tourism Authority of Thailand (TAT) in focusing on European tourists and East Asian tourists seem to be effective due to the high percentage of respondents who revisited green hotels and the South of Thailand. Hence, these findings imply that most respondents are loyal customers. In addition, the average mean score of customer loyalty showed that most respondents have both attitudinal loyalty and behavioral loyalty. However, respondents are likely to have attitudinal loyalty rather than behavioral loyalty toward the South of Thailand while they are likely to have both attitudinal loyalty and behavioral loyalty toward green hotels.

Four constructs, natural characteristics, tourism infrastructure and facilities, attractions, atmosphere and social ambience represent destination image in this study. However, only two constructs, natural characteristics and atmosphere and social ambience have a significant relationship with customer satisfaction about the destination. Consistent with a previous study conducted by Pizam et al. (1978) in the US, natural characteristics have a significant and positive relationship with customer satisfaction. Moreover, a significant and positive relationship between atmosphere and social ambience and customer satisfaction is also consistent with the study conducted by Ibrahim and Gill (2005) in Barbados. In addition, the results show that natural characteristics such as natural scenery, a clean environment, pleasant weather, and unique flora and fauna

are more important in influencing customer satisfaction compared to atmosphere and social ambience such as political stability, easy access, and safety. It is indicated that destinations which offered natural scenery, a clean environment, pleasant weather, and unique flora and fauna have highly attracted and satisfied customers which is supported by the study of LeBlanc and Nguyen (1996) and Hu and Wall (2005). Moreover, the findings are also consistent with the exploratory study results that green hotel customers were mostly satisfied with the natural characteristics and atmosphere in the south of Thailand.

The results indicate that tourism infrastructure and facilities and attractions are not significantly related to customer satisfaction. The findings are consistent with the study conducted by García et al. (2004) in Valencia, Spain. In their study, tourism infrastructure and facilities were not found to have a relationship with customer satisfaction. However, the findings are inconsistent with the study conducted by Hankinson (2004; 2005) in business tourism organizations, UK. Based on the findings, green hotel customers are found to prefer natural scenery, a clean environment, pleasant weather, unique flora and fauna, political stability, easy access, and safety rather than good facilities and cuisine, good level of price, and value for money while visiting the south of Thailand. Moreover, since the majority of international tourists in this study are from developed countries, the cost of living in Thailand might appear to be relatively low for them and they might not consider attractions such as the level of price and value for money.

Furthermore, customer satisfaction has a mediating effect between destination image and customer loyalty. It is indicated that if green hotel customers are satisfied with the south of Thailand, they are likely to have attitudinal loyalty and behavioral loyalty toward the south of Thailand. The findings are consistent with previous studies which found that customer satisfaction has a mediating effect between destination image and attitudinal loyalty (Chung & Shin, 2004); and between destination image and behavioral loyalty (Chi & Qu, 2008).

In addition, the results also determined that if green hotel customers are satisfied with the south of Thailand, they are likely to have attitudinal loyalty toward green hotels in revisiting intention, willingness to provide positive word-of-mouth and recommendations

to others, and the willingness to stay at similar green hotels if unavailable. However, customer satisfaction with green hotels does not necessarily lead to behavioral loyalty. This finding is also supported by the study by Bigné et al. (2001) who suggested that high level of satisfaction with the destination image has an important role in influencing future intentions and creating positive word-of-mouth about tourism products, such as accommodation.

The findings also indicated that green image is significantly and positively related to green satisfaction. The results are consistent with previous literature (Faullant et al., 2008; Kandampully & Suhartanto, 2000). The findings also supported the study of Chen (2010) who pointed out that the higher the level of green image, the greater the level of green satisfaction. Furthermore, the results also confirmed that there is a significant and positive relationship between green image and customer loyalty through green satisfaction toward green hotels. It is illustrated that the higher the level of green satisfaction, the greater the customer loyalty towards green hotels. If green hotel customers are satisfied with green hotels, their attitudinal loyalty tends to increase the intention to revisit, the willingness to provide positive word-of-mouth, to make recommendations to others, the willingness to stay at similar green hotels if their first choice is unavailable, and behavioral loyalty such as recommendation and positive word-of-mouth. The findings were supported by Robinot and Giannelloni (2010) who studied attributes of green hotels and concluded that green hotels should maintain a high level of green attributes which could satisfy and retain green hotel customers. These findings are consistent with the exploratory study results. In conclusion, green image is an important factor to satisfy and attain loyal customers toward green hotels and the South of Thailand. Maintaining green image for customers not only enhances the competitiveness of hotels but also encourages customers to revisit the South of Thailand.

Regarding perceived service quality, the results show that reliability, assurance, and tangibles were significantly and positively related to green satisfaction. Empathy was not related to green satisfaction and is inconsistent with the study of Mei et al. (1999). However, the results are consistent with previous studies that green hotel customers are concerned and satisfied with reliability, such as handling service prob-

lems, performing the service correctly at the first time, providing precise service information, and providing prompt services by the staff (Mohsin & Lockyer, 2010; Vijayadurai, 2008), assurances in terms of safety and security (Vijayadurai, 2008), and tangibles, such as quality of facilities and equipment (Mohsin & Lockyer, 2010; Nadiri & Hussain, 2005) provided by green hotels.

Among the components of perceived service quality, assurance has a greater influence in determining green satisfaction, followed by tangibles and reliability. The results indicate that green hotel customers are highly concerned with safety and security during their stay at green hotels. These findings are congruent with the study by Nadiri and Hussain (2005) about European tourists in Northern Cyprus hotels which provide operating hours convenient to customers and where customers feel safe in transactions with hotels. However, this study did not support the findings of Hu et al. (2009) on hotel guests in Mauritius, which maintained that empathy, such as staff giving individual attention to customers and staff understanding customers' specific needs, has the greatest impact on customers satisfaction.

Furthermore, the results also demonstrated that there is a significant and positive relationship between perceived service quality and customer loyalty through green satisfaction toward green hotels. It is indicated that the greater the level of green satisfaction, the higher the level of the customer loyalty towards green hotels. The findings are consistent with the study of Hu et al. (2009) which was conducted with hotel guests in Mauritius and Akbar et al. (2010) who conducted the study with hotel guests in Penang, Malaysia.

In addition, the findings indicate that perceived service quality has a significant and positive relationship with both attitudinal and behavioral loyalty toward the South of Thailand through green satisfaction. The results showed that when green hotel customers are satisfied with the perceived service quality of hotels, they would have both attitudinal loyalty and behavioral loyalty toward the South of Thailand.

RECOMMENDATIONS

The findings provide valuable contributions and recommendations to both academics and practitio-

ners in the hotel and tourism industry. For academics, the combination of destination image and green image can extend knowledge to previous models, and the composite of attitudinal loyalty and behavioral loyalty can provide a better understanding of measuring customer loyalty than previous studies. In addition, the results provide a better understanding than previous literature in determining the relative importance of customer satisfaction and green satisfaction on customer loyalty. For practitioners, the Tourism Authority of Thailand (TAT) and green hotels need to work together to enhance destination image, green image, and perceived service quality. Moreover, the cooperation of TAT and green hotel managers can enhance environmental awareness training programs to green hotel staff every year. This training can provide a better understanding of environmental awareness in Thai tourism and worldwide. At the same time, TAT could provide updated information which reflects TAT policy to green hotels staff. Furthermore, the cooperation of all parties including international tourists is necessary to maintain the environment and environmental policies can be extended to all regions in Thailand. It will not only enhance hotel revenue but also other related tourism businesses because when international tourists are happy with the green image and perceived service quality, they are likely to revisit the same hotels and destinations. In addition, the governmental policy of safety regulation is also strongly needed to convince international tourists to revisit green hotels and the south of Thailand.

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

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Abstract

This research was aimed at identifying the key psychological determinants of overall job performance and explaining the relationship levels of the identified psychological determinants of staff's job performance in the Department of Tourism of Thailand. The data were collected via self-administered questionnaires. Job performance components in this study are task performance, contextual performance, and adaptive performance. Stepwise Regression Analysis was conducted to investigate the significant determinants of staff's job performance. The findings provide evidence that employee empowerment and job motivation positively affect overall job performance and all three performance dimensions. On the other hand, job satisfaction has no significant effect on overall job performance and any performance dimensions in this research.

Keywords: Job performance, employee empowerment, job motivation, job satisfaction, task performance, contextual performance, adaptive performance.

บทคัดย่อ

งานวิจัยฉบับนี้มีจุดประสงค์เพื่อระบุปัจจัยหลักทางจิตใจที่มีผลต่อพฤติกรรมการปฏิบัติงานและอธิบายถึงระดับความสัมพันธ์ของปัจจัยดังกล่าวกับพฤติกรรมการปฏิบัติงานของพนักงานและเจ้าหน้าที่ในกรมการท่องเที่ยวของประเทศไทย โดยข้อมูลที่น่ามาวิเคราะห์นั้นได้มาจากการตอบแบบสอบถามของพนักงานและเจ้าหน้าที่ที่ปฏิบัติงานในฝ่ายต่าง ๆ ในกรมการท่องเที่ยว ซึ่งพฤติกรรมการปฏิบัติงานในงานวิจัยฉบับนี้ประกอบไปด้วย พฤติกรรมการปฏิบัติงานในเนื้องาน (Task Performance) พฤติกรรมการปฏิบัติงานเชิงบริบท (Contextual Performance) และพฤติกรรมการปฏิบัติงานแบบยืดหยุ่นปรับตัว (Adaptive Performance) โดยวิธีการศึกษาวิจัยในครั้งนี้ได้ใช้การรวบรวมข้อมูลในเชิงปริมาณเป็นหลัก ทั้งนี้วิธี Stepwise Regression Analysis ได้ถูกใช้ในการวิเคราะห์เพื่อระบุปัจจัยที่มีผลต่อพฤติกรรมการปฏิบัติงาน ผลการวิจัยได้แสดงข้อสรุปว่าการให้อำนาจแก่พนักงาน (Employee Empowerment) และแรงจูงใจในงาน (Job Motivation) มีผลกระทบในทางบวกต่อพฤติกรรมการปฏิบัติงานโดยรวม และรวมถึงพฤติกรรมการปฏิบัติงานในแต่ละประเภทอีกด้วย ในทางตรงกันข้าม ผลการวิจัยแสดงให้เห็นว่า ความพึงพอใจในงานไม่มีผลต่อพฤติกรรมการปฏิบัติงานของพนักงาน

คำสำคัญ: ผลการปฏิบัติงาน, การมอบอำนาจให้พนักงาน, การสร้างแรงจูงใจในการทำงาน, ความพึงพอใจในงาน, พฤติกรรมการปฏิบัติในเนื้องาน, พฤติกรรมการปฏิบัติงานเชิงบริบท, พฤติกรรมการปฏิบัติงานแบบยืดหยุ่นปรับตัว

INTRODUCTION

Department of Tourism

Tourism is regarded as one of the most dynamic devices in Thailand's economic development which involves production sectors at almost all levels, including local, provincial, regional, and national levels. The components of the tourism industry vary and they are related and linked to one another. The components and stakeholders of the tourism system are the government, local people and organizations, tourism resources, tourism service providers, and tourists (Suwan, 2002). 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.

Thailand's tourism industry generates high income for the country. 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 firms, and the governmental organizations that legitimate policies, coordinate, and oversee the implementations.

The Department of Tourism under the authority of the Ministry of Tourism and Sports is assigned the mission of development of standards in tourism services and tourism sites. Moreover, the Department also takes charge of promotion of standardized tourist businesses and guides for the purposes of eco-

nomie, social, and cultural development, as well as sustainable tourism (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 what the staff do (Aguinis, 2009), in which the action is relevant to the organization's goals (Campbell, McCloy, Oppler and Sager, 1993; Wright and Noe, 1996). Also, performance has been declared as what the organization hires one to do, and do well. (Campbell et al., 1993: 40).

For years, 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). It has been claimed that the different types of behaviors should not only be considered (Aguinis, 2009), but also should they be valued (Rotundo and Sackett, 2002). 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).

A particular individual's performance, that

has been recognized as a requirement in the job description, is widely named task performance which includes the activities contributing to the technical core and cannot be ignored in any jobs (Aguinis, 2009; Griffin, Neal and Parker, 2007; Johnson, 2003; Rotundo and Sackett, 2002; Whiting et al., 2008; Yang, Ko, Jang and Cho, 2012).

Notwithstanding, apart from task 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). (Table 1)

In addition to the two job performance components stated above, employees may also be required to demonstrate their adaptability (Barkema, Baum and Mannix, 2002; Heslin, 2005; Metz, 2004), ability to change (Daft and Marcic, 2011), and creativity (Alge, Ballinger, Tangirala and Oakley, 2006; Heifetz and Laurie, 2003; O'Reilly and Tushman, 2004) to help their organization cope with challenges and changing work (Daft and Marcic, 2011; Dobni, 2006; Hall and Chandler, 2005). Although these actions may not be 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). This behavior can be characterized as adaptive performance and it also serves the organization's goals (Sparrow, Chadrakumara and Perera, 2010). (Table 2)

Table 1: Main Differences between Task Performance and Contextual Performance

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

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

Table 2: Some of Compatible Concepts of Adaptive Job Performance

Reference	Conceptualized Term
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

SCOPE OF THE STUDY

Staff members’ job performance regarding the task, contextual, and adaptive dimensions of the Department of Tourism is the focus of this study. The effects of employee empowerment, employee job motivation, and employee job satisfaction on staff members’ job performance were studied.

This study aims to investigate the variables that can serve as the key determinants of perceived overall job performance of the staff in the Department of Tourism, and the level of association between the identified psychological determinants and the perceived overall job performance of the staff in the Department of Tourism of Thailand.

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.

STRUCTUAL EQUATIONS

The structural equations of this research are as follows:

SATIS = β_1 EMPOW + β_2 MOTIVE (Eq.1)
PERFORM = β_3 EMPOW + β_4 MOTIVE + β_5 SATIS (Eq.2)
TASK = β_6 EMPOW + β_7 MOTIVE + β_8 SATIS (Eq.3)
CONTEXT = β_9 EMPOW + β_{10} MOTIVE + β_{11} SATIS (Eq.4)
ADAPT = β_{12} EMPOW + β_{13} MOTIVE + β_{14} 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, and 7) ADAPT: Adaptive performance.

RESEARCH METHODOLOGY

Data Collection

Primary data were gathered by the researcher using self-administered questionnaires at the Department of Tourism. The instrument was tested for its reliability and validity, and was distributed to the staff working in all units in the Department of Tourism. Each independent variable and dependent variable includes 5 scale items. It was proven that there was no multi-collinearity problem among the employee empowerment, job motivation, and job satisfaction variables for this study.

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. The level of measurement of these variables was the ordinal scale.

Data Analysis

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. In this research, path analysis was performed to test the hypotheses concerning the direct and indirect effects of the set of independent variables, which were employee empowerment, job motivation, and job satisfaction, on the dependent variable, which was job performance. Furthermore, the three specific dimensions (task performance, contextual performance, and adaptive performance) of overall job performance were specifically studied regarding the direct and indirect effects of the independent variables on each of them.

Table 3 shows the interpretations of the path coefficients for this research as per Manchasingh (2011).

Table 3: Strength of Path Coefficients Interpretation

Coefficients	Strength of Relationship
0.00	No relationship
0.01 - 0.09	Trivial
0.10 - 0.29	Weak
0.30 - 0.49	Moderate
0.50 - 1.00	Strong

Furthermore, Stepwise Regression Analysis investigated the significant determinants of staff members' job performance and also its three dimensions

RESULTS

Population Characteristics

The demographic data of the staff in the Department of Tourism were collected in June 2012. The returned 143 responses were valid for the analyses. The respondents were from all units of the Department of Tourism and there were more female than male. Most respondents were under 40 years old and had obtained a bachelor degree (Table 4).

Causal Relations between Independent Variables and Job Performance

Figure 1 illustrates the fact that employee empowerment was significantly and positively related to job satisfaction (Beta = .386). The figure also confirms that there was a significant positive relationship between job motivation and job satisfaction (Beta = .384). Moreover, the results shown in the figure reveal that employee empowerment (Beta = .471) and job motivation (Beta = .340) 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.

In addition, the research findings present that employee empowerment and job motivation positively affect the task performance,

Table 4: Demographic Data of the Department of Tourism Staff (N = 143)

No.	Factor	Operational Compositions	Number (Person)	Percent (%)
1.	Working Unit	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
		Others	27	18.9
		Total	143	100.0
2.	Position	Supervisory	9	6.3
		Employee	134	93.7
		Total	143	100.0
3.	Tenure	≤ 2 years	54	37.8
		3 - 5 years	53	37.1
		> 5 years	33	23.1
		No answer	3	0.1
		Total	143	100.0
4.	Gender	Male	42	29.4
		Female	99	69.2
		No answer	2	1.4
		Total	143	100.0
5.	Age	< 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
		Total	143	100.0
6.	Education Attainment	Lower than Bachelor Degree	5	3.5
		Bachelor	94	65.7
		Higher than Bachelor Degree	43	30.1
		No answer	1	0.7
		Total	143	100.0

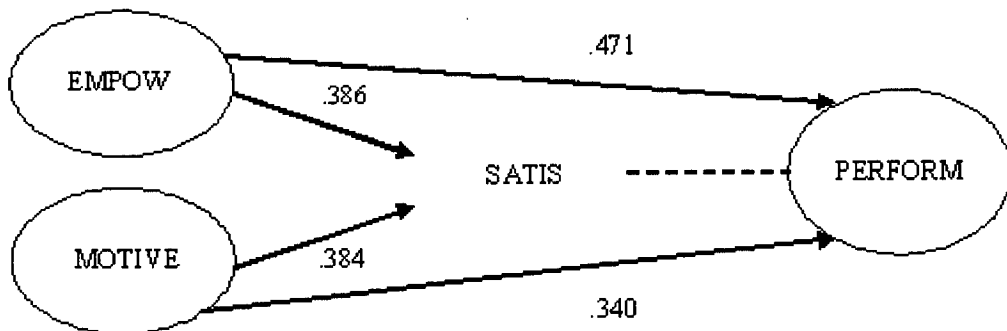
**Figure 1: Path Model for the Key Psychological Determinants of Job Performance of Department of Tourism Staff (N = 143)****Note:** Coefficients were significant at the .05 level.

Table 5: 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.	Failed 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

contextual performance, and adaptive performance when these performance components are considered separately. On the other hand, job satisfaction had no relationship with any of the aforesaid behavioral types. Table 5 summarizes the results of the hypothesis testing.

DISCUSSION

To exhibit the degree of power of each psychological determinant of job performance and each performance type, the results 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 the 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 operations and work atmosphere smoother, generating new ideas to be implemented, and demonstrating their cognitive ability to develop and improve themselves for advancement.

In contrast, 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 and its related factors 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 who 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 of 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. The staff's 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 im-

ply 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" item (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.

The moderate level of contextual 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, a little more than half of the respondents (51.1%) confirmed that they did not negatively tell outsiders about their organization. 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.

LIMITATIONS OF THIS STUDY

Only certain psychological factors comprising employee empowerment, job motivation, and job satisfaction were selected as the

independent variables for this study. Moreover, this study did not deal with other performance dimensions apart from task, contextual, and adaptive behaviors that might have affected the Department of Tourism staff's perceptions.

The researcher expected to interview the Department of Tourism staff regarding their opinions of their performance in all three dimensions as well as their opinions about factors that influence their behaviors. Nevertheless, some staff members, including the supervisors, had to carry out their projects outside their offices which made the interviews very difficult to arrange; therefore, the data derived from the open-ended questions on staff's opinions served as the qualitative analysis of this study.

FUTURE RESEARCH

Firstly, only the perceptions of the Department of Tourism of Thailand staff were investigated in this study; therefore, more working units and organizations should consider the utilized scales used in this study to investigate employees' perceptions and performance.

Secondly, the effects of the identified determinants might be compared among working units in the Department of Tourism to discover the employees' perceptions more thoroughly.

Thirdly, the job satisfaction scale utilized in this study proved to be usable for its validity and reliability although this factor did not exhibit its influence on job performance in this study which was contrary to the results and conclusions disclosed in several previous studies. Therefore, more research is encour-

aged in order to explore whether a relationship between job satisfaction and job performance exists.

Additionally, other factors such as leadership, job involvement, job commitment, and knowledge-sharing practices are plausible to play critical roles in predicting employees' performances. Furthermore, to broaden employee's job performance context understanding, different performance dimensions existing in the job performance domain could be taken into consideration for further studies.

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CUSTOMER PERCEIVED VALUE, SATISFACTION, AND BEHAVIORAL INTENTIONS IN THE LOGISTICS INDUSTRY: A CASE STUDY OF ABC EXPRESS WORLDWIDE (THAILAND) CO., LTD.

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Abstract

Today, customer satisfaction is a key driver of many favorable intentions and behaviors linked to increased profits, lower operating expenditures, and business success, making it the focal point of business operations. To achieve high level of customer satisfaction, perceived value has been introduced as a mean of creating a competitive edge over the competitors by incorporating customers' needs and wants into strategic practices. The objectives of this research were to identify the key value dimensions consisting of service quality, price and time & effort that act as the significant antecedents of customer satisfaction, and also to trace the resulting consequences of satisfaction in the forms of intentions to repurchase and to engage in positive referrals towards the firm as reflections for customer retention and new business acquisition.

The research samples were 403 medium-sized customers of ABC Co., Ltd. from total population of 2,818 customers. A self-administered questionnaire was used as a mean for data collection. The data was gathered via phone interviews and emails during January 15, 2012 to February 29, 2012. SPSS was applied to analyze the relationships among the hypothesized variables.

The findings suggested four dimensions of service quality (availability, reliability, completeness, and professionalism) and monetary price to be significant predictors of customer satisfaction. In addition, the significant influences of customer satisfaction on repurchase intention and word-of-mouth have been confirmed. The research results have provided implications for service providers to understand and deliver the right value to the customers, and then become successful as existing customers could be retained and new business opportunities could be attracted.

Keywords: Customer Perceived Value, Behavioral Intentions, Service Quality, Customer Satisfaction

บทคัดย่อ

การทำธุรกิจในปัจจุบัน ความพึงพอใจของลูกค้าถือได้ว่าเป็นกุญแจสำคัญที่จะนำไปสู่เจตนาและพฤติกรรมที่เป็นประโยชน์มากมาย ส่งผลต่อผลกำไรที่สูงขึ้น ค่าใช้จ่ายในการประกอบการที่ต่ำลง และท้ายที่สุดคือความสำเร็จของธุรกิจ ดังนั้นความพึงพอใจของลูกค้าจึงกลายเป็นหัวใจของการดำเนินธุรกิจ ซึ่งการที่จะได้รับความพึงพอใจขั้นสูงจากลูกค้านั้นคุณค่าของสินค้าหรือบริการได้ถูกระบุว่าเป็นปัจจัยที่จำเป็นในการสร้างความได้เปรียบทางการแข่งขันเหนือคู่แข่งอื่น หลักการของคุณค่าคือการคำนึงถึงความปรารถนาและต้องการของลูกค้าในทุกๆ กลยุทธ์เชิงธุรกิจ การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีผลต่อความพึงพอใจของลูกค้าในธุรกิจ โลจิสติกส์ อันประกอบไปด้วยคุณภาพการให้บริการ ราคาเวลาและความยากลำบากในการใช้บริการ รวมไปถึงศึกษาผลของความพึงพอใจของลูกค้าที่มีต่อความตั้งใจที่จะใช้บริการต่อไปในอนาคต และบอกเล่าประสบการณ์ดีๆ ที่ได้รับจากการใช้บริการให้กับผู้อื่น กลุ่มตัวอย่างในการศึกษา คือ ผู้ประกอบการขนาดกลางที่ใช้บริการของบริษัทเอบีซี จำนวน 403 ราย จากจำนวนผู้ใช้บริการขนาดกลางทั้งสิ้น 2,818 ราย เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม ซึ่งทำการเก็บข้อมูลผ่านทางโทรศัพท์และอีเมล มีระยะเวลาในการรวบรวมข้อมูลระหว่างวันที่ 15 มกราคม 2555 ถึง 29 กุมภาพันธ์ 2555 และทำการวิเคราะห์ข้อมูลความสัมพันธ์ระหว่างตัวแปรโดยโปรแกรม SPSS

ผลการศึกษาพบว่าองค์ประกอบของการให้บริการที่มีผลต่อความพึงพอใจของลูกค้าประกอบไปด้วยความพร้อมของช่องทางการติดต่อของลูกค้า ความน่าเชื่อถือของการให้บริการ ความสมบูรณ์ของการให้บริการ ความเป็นมืออาชีพของพนักงาน และ ราคา นอกจากนี้ลูกค้าที่มีความพึงพอใจต่อการให้บริการของผู้ประกอบการ ได้แสดงเจตนาเชิงพฤติกรรมทางบวกต่อองค์กร ทั้งในแง่ของการใช้บริการต่อไปในอนาคต และการบอกเล่าประสบการณ์ที่ดีจากการใช้บริการแก่ผู้อื่น ความรู้ที่ได้รับจากการวิจัยครั้งนี้ จะช่วยให้ผู้ประกอบการมีความเข้าใจถึงความต้องการของลูกค้า และมุ่งเน้นการให้บริการที่ตรงกับความคาดหวังของลูกค้า อันจะนำไปสู่ผลสำเร็จทางธุรกิจ จากการรักษาสถานลูกค้าในปัจจุบัน และการสร้างโอกาสในการขยายฐานลูกค้าต่อไปในอนาคต

คำสำคัญ: คุณค่าที่ลูกค้ารับรู้, เจตน์จำนงในพฤติกรรม, คุณภาพการให้บริการ, ความพึงพอใจของลูกค้า

INTRODUCTION

Globalization has integrated the world and economies together. Nowadays, interactions across countries' borders have become more common. An increased trend in worldwide transactions could be traced by the average world trade growth rate of 5% during 1991-2011 (World Trade Organization, 2012). In certain ways, these transactions involve the movements of documents and parcels worldwide that require support from logistics services, especially for air transportation that offers the best transit time and high reliability despite highest cost (Coyle et al., 2003).

As competition become increasingly intense, the key is to achieve high levels of customer satisfaction indicated as the direct antecedent of many business favorable outcomes (e.g. Oliver, 1980; Anderson and Sullivan, 1993; Ravald and Gronroos, 1996). Delivering superior value has been introduced as a critical driver in achieving a unique competitive advantage (Woodruff, 1997) by incorporating customers' needs and wants into strategic practices, rather than blindly delivering superior services that are not "valued" by the customers. As a result, companies have devoted their time and efforts towards creating high value perceptions. To form satisfaction, both positive (service quality) and negative (price and time&effort) dimensions of value should be included to trace the overall impacts. To evaluate the roles of customer satisfaction on business performance, customers' intentions to repurchase the service with the company and to provide positive word-of-mouth towards the services, have been applied to reflect the opportunities for firms to retain the existing customers, as well as to attract new business opportunities that will further support

its long-term growth.

As a result, this study aims at identifying the effects of both positive and negative value dimensions (availability, responsiveness, reliability, completeness, professionalism, price, time & effort) on customer satisfaction, and also examining the influences of satisfaction on behavioral intentions (repurchase/word-of-mouth).

LITERATURE REVIEW

The literature reviewed the related variables as the antecedents and consequences of customer satisfaction, which include value dimensions and customers' behavioral intentions.

Perceived Value

The concept of customer perceived value has become the focus of business strategies due to its recognized role as the source of competitive advantage, and business success (Ravald and Gronroos, 1996; Patterson and Spreng, 1997; Woodruff, 1997). According to Zeithaml (1988), perceived value has been identified as "the consumer's overall assessment of the utility of service based on perceptions of what is received and what is given", implying that value contains both positive (benefits) and negative (sacrifices) dimensions in overall service evaluation. According to market efficiency, value could be maximized by increasing perceived benefits, reducing perceived sacrifices, or the combination of both (Wikstrom and Normann, 1994).

Perceived benefits, identified as "what consumers think the service can provide to them" (Keller,

1993), have a positive impact on value and could be obtained from service acquisition and/or through business relationship (Lapierre, 2000). Many studies have equated perceived benefits to service quality (e.g. Dodds et al, 1991; Cronin et al., 2000; Olaru et al, 2008) due to its identified role as the strongest and most important determinant (Bolton and Drew, 1991). According to Zeithaml (1988), service quality has been defined as “the consumers’ overall assessment of the overall excellence or superiority of the service”. It involves both outcome (technical service) and process (functional service) in which the service is delivered. It is a form of attitude and results from the variance between customers’ expectations and service experience (Bolton et al., 1991).

In this study, SERVPERF scales found to be suitable for logistics industry have been adopted (Li et al., 2006), namely Availability (the degree to which customers can access the service and contact customer service), Responsiveness (the willingness or readiness of staffs to provide service and the degree to which the staffs react promptly), Reliability (consistency of performance and dependability), Completeness (the degree to which the total job is finished), and Professionalism (the degree to which the provider uses suitable professional behaviors). SERVPERF was applied as it has been identified by Cronin and Taylor (1992) to be the best measure of service quality, and summarized by Parasuraman et al. (1994) to be appropriate when the primary purpose is to explain the variance in any dependent construct.

Perceived sacrifices refer to “the total costs, both monetary and non-monetary, that customers have to sacrifice in acquiring the goods and/or services” (Ravald and Gronroos, 1996). Price is a straightforward determinant of monetary sacrifice (Dodds et al., 1991), and is sometime used as the sole dimension of perceived sacrifices (Teas and Agarwal, 2000; Olaru et al., 2008). As price comparison in a competitive market could be conducted easily; companies could then differentiate themselves via the non-monetary variables (Jarvenpaa and Todd, 1997). Time and effort were found to be the common variables under non-monetary sacrifices (e.g. Lapierre, 2000; Petrick, 2002).

Customer Satisfaction

Nowadays, customer satisfaction has become a primary goal for the business as it was found to be the source of many favorable business outcomes (Reichheld and Sasser, 1990; Ravald and Gronroos, 1996).

Customer satisfaction has been defined as “the individual’s feeling of pleasure or disappointment resulting from the comparison between perceived performance and expectations” (Oliver, 1981; Kotler, 2000). According to Jiang and Rosenbloom (2005), customer satisfaction could occur at the specific period of time at service encounter (transaction-specific satisfaction), or could be accumulative over time through service experience (cumulative satisfaction). Hence, companies need to create, maintain and enhance customer satisfaction throughout business relationship. In addition, the competitive environment requires that the customers must be highly satisfied as the gap between satisfied and completely satisfied customers can actually swallow a business (Jones and Sasser, 1995).

Behavioral Intentions

Behavioral intentions have been identified as the customer’s stated likelihood to engage in a particular behavior (Oliver, 1997). It could be assumed that the behaviors towards a particular object can be approximated by an intention to perform that behavior (Fishbein and Ajzen, 1975). Although many factors could limit its impact on actual behaviors (Rust et al., 1995); positive intentions towards the business are highly preferred.

Repurchase intention is defined as “the individual’s judgment about buying again a designated service from the same company, taking into account his or her current situation” (Lacey and Morgan, 2007), could be a reflection of customer retention that sets up a base of customers who buy more frequently, in greater volume, and are more prone to try wider ranges of offerings (Reichheld and Sasser, 1990).

Word-of-mouth communication (WOM), defined as “oral, person-to-person or group communication between a receiver and a communicator, whom the receiver perceives as non-commercial, regarding the service” (Arndt, 1967), has been indicated as the most

important source of consumer information (Derbaix and Vanhamme, 2003), and more credible than marketer-sourced promotions (Day 1971; Herr et al., 1991). It could attract new business opportunities, especially in service industry where intangibility characteristic makes pre-purchase experience impossible, and customers could mainly base their purchase decisions on recommendations from all available sources (Berry, 1980; Mangold, 1987; Murray, 1991).

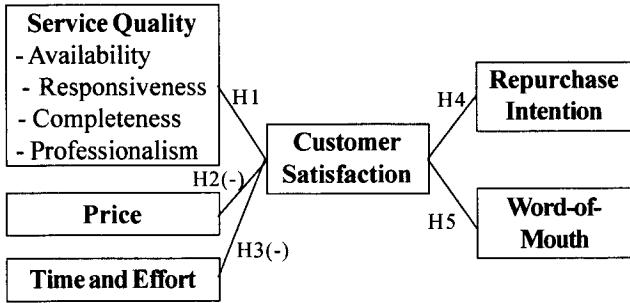


Figure 1: Conceptual Model

RESEARCH FRAMEWORK

According to Woodruff (1997), perceived value represents customers' cognition about relational exchanges with the suppliers, while customer satisfaction reflects customers' overall feelings derived from the evaluation of perceived value. On this basis, a casual relationship has been defined (Anderson and Mittal, 2000) where value is first created then translated into satisfaction (Eggert and Ulaga, 2002).

It is a common phenomenon that services and price actually determine the level of satisfaction among any other measures (Turel et al., 2006). Thus, including both elements should give a clear view of how customer satisfaction could be reached. Service quality has been solely applied under benefit dimensions of value, whereas price and time&effort have been adopted under perceived sacrifice components. This has led to the development of the first three hypotheses;

H1 There are significant positive relationships between customer satisfaction and dimensions of service quality: (a) availability, (b) responsiveness, (c) reliability, (d) completeness, and (e) professionalism.

H2 There is a significant negative relationship between customer satisfaction and price.

H3 There is a significant negative relationship between customer satisfaction and time&effort.

Satisfied customers are likely to continue their relationship as there are costs associated in dealing with new ones. As suggested by Jones and Sasser (1995), totally satisfied customers can be six times more likely to repurchase than merely satisfied ones. Also, companies could gain positive word-of-mouth as satisfied customers normally possess higher intentions to recommend (Zeithaml et al., 1996). This could also prevent negative word-of-mouth from unsatisfied customers who are very likely to share their dissatisfaction (Lambert and Burdudrudlu, 2000). The significant impacts of customer satisfaction on repurchase and word-of-mouth intentions have been supported in many studies (e.g. Reichheld and Sasser, 1990; Anderson and Sullivan, 1993; Boulding et al., 1993; Reichheld, 1996; Patterson and Spreng, 1997). As a result, the last two hypotheses could be simulated;

H4 There is a significant positive relationship between customer satisfaction and repurchase intention.

H5 There is a significant positive relationship between customer satisfaction and word-of-mouth.

METHODOLOGY

A self-administered questionnaire consisting of 35 question items was used as the means of data collection. The questions adopted from previous studies have been divided into 4 sections, namely perceived benefits (Li et al., 2006), perceived sacrifices (Lee and Cunningham, 2001; Lin et al., 2005; Kleijnen et al., 2007; Broekhuizen and Huizingh, 2009), customer satisfaction (McDougall and Levesque, 2000; Hume and Mort, 2008), and behavioral intentions (Lin et al., 2005). All items were measured on five-point Likert scales ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree".

The target population was medium-sized customers of ABC Express (Thailand) Co., Ltd., considered as a productive segment as they take up certain amount of total revenue portion, while being served through only standard service offerings. The lists of the population were readily available, so the systematic sampling method was applied. The lists of target population were sorted in alphabetic order to avoid the population bias (Barreiro and Albandoz, 2001). The first element was selected on a random basis within the sample interval, and the subsequent elements were

Table I: The Summary of Hypothesis Testing

Hypothesis	Value	Std. Beta	t Value	p Value	Result
H1a	Availability and Customer Satisfaction	.213	5.695	.000	Supported
H1b	Responsiveness and Customer Satisfaction	-.007	.159	.874	Not Supported
H1c	Reliability and Customer Satisfaction	.136	3.812	.000	Supported
H1d	Completeness and Customer Satisfaction	-.234	-3.489	.001	Partially Supported
H1e	Professionalism and Customer Satisfaction	.661	12.529	.000	Supported
H2	Price and Customer Satisfaction	-.330	-10.089	.000	Supported
H3	Time&Effort and Customer Satisfaction	-.008	-.230	.818	Not Supported
H4	Customer Satisfaction and Repurchase Intention	.845	31.669	.000	Supported
H5	Customer Satisfaction and WOM	.474	10.790	.000	Supported

chosen using a fixed interval. The customers were first contacted via telephone to inform them about the research and those who agreed to participate in the study could choose to complete the questionnaires on the call or via an email subjected to a three-day response period.

SPSS was proposed as the means of data processing for both descriptive and inferential analysis. Simple and multiple regression models were applied to test the hypothesized relationships among the variables to finalize on the research results.

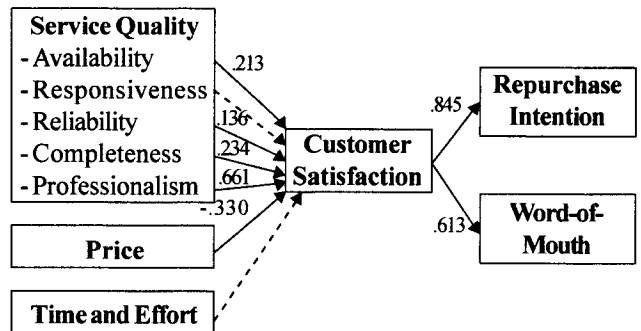
FINDINGS

From a total of 403 completed questionnaires, the result found that majority of the respondents had been using ABC's service for more than 3 years (76%).

The first three hypotheses traced whether the dimensions of value were related to customer satisfaction. Based on the results, Hypothesis H1 has been partially supported as not all service quality dimensions were significantly positively related to customer satisfaction i.e. Hypothesis H1a was supported with significant beta value of 0.213 ($p = 0.000$) from availability, Hypothesis H1b was not supported as the influence from responsiveness was found insignificant, Hypothesis H1c was supported with the significant beta value of 0.136 ($p = 0.000$) from reliability, Hypothesis H1d has been partially support as completeness showed significant influence with unexpected negative beta value of -0.234 ($p = 0.001$), and H1e were supported for availability with significant beta value of 0.661 ($p = 0.000$). For perceived sacrifices, Hypothesis H2 has been supported as the data showed significant negative beta value from price of -0.330 ($p = 0.000$). However, Hypothesis H3 was

not supported since the influence from time&effort was found insignificant. The coefficient of determinant for customer satisfaction was 0.703. (Table 1)

The last two hypotheses aimed at providing linkages between customer satisfaction and customers' intentions to repurchase and spread positive word-of-mouth about the company. Customer satisfaction was found to have a significant positive influence on repurchase intention ($b = 0.845$, $p = 0.000$). As a result, Hypothesis H4 was supported. The coefficient of determinant of repurchase intention was 0.714. Further, the regression coefficient of customer satisfaction on word-of-mouth intention was 0.474 ($p = 0.000$), suggesting significant positive casual relation among the variables. Hence, hypothesis H5 has also been supported. The coefficient of determinant on word-of-mouth intention was 0.374. Finally, the empirically supported model is presented in Figure II.

**Figure II: Empirically Supported Model**

SUMMARY AND DISCUSSION

To achieve a high level of customer satisfaction, the important roles of value have been stressed. Among all benefit dimensions, availability, reliability, and professionalism have shown their significant positive impacts on customer satisfaction. Surprisingly, negative

influence was found from completeness, which is in contrast to many studies (e.g. Wang and Shieh, 2006; Ramdhani et al., 2011). As a result, this subject deserves further investigation. Under perceived sacrifices, both price and time&effort have shown the opposite directions to service quality. However, only price was statistically significant. This has given support to Lapierre (2000) who stated that price acts as the strongest predictor under the sacrifice component.

Responsiveness and time&effort were found to be invalid predictors of satisfaction. One possible reason maybe because they were considered as threshold service attributes where extra performance is not valued (Kano et al., 1984), so they were not considered as part of service evaluation.

Overall, we notice that the benefits gained have been placed at higher significant level over the sacrifice components, notified by the highest beta value from professionalism. This has aligned with many researchers (e.g. Cronin et al., 2000; Yen et al., 2007; Olaru et al., 2008).

Further, previous literature has indicated customer satisfaction as the focal point for business due to its identified influences on many favorable business outcomes. This research has found customers' intentions to repurchase and to spread positive word-of-mouth towards the company to be positively impacted by customer satisfaction. Among the two intentions, greater impact was found on repurchase, which has been consistent with many researches (e.g. Olaru et al., 2008; Tohidinia and Haghighi, 2011). As a result, if the company can successfully satisfy its customers, it would be able to retain the existing customers and secure continuous revenue inflows, and also to attract new business opportunities through positive referrals to further support its growth.

MANAGERIAL IMPLICATION

The research findings have provided managerial implications for business players. Firstly and most importantly, firms should intensely increase customer awareness in every possible aspect as they hold the future of the companies. The key is to ensure that the service offerings are "valued" by the customers. Moreover, not all service dimensions are equally valued. The results have highlighted that service providers

should focus and prioritize on ensuring professional service provided, lowering monetary cost in acquiring the service, offering available customers' contact channels, and providing consistent operating performance at all times.

Next, it is vital for firms to be proactive and flexible to survive in the diverse customers and market conditions. Since not all customers equally contribute to company's success, companies should adapt to those key customers. Moreover, due to contrasting impacts between positive and negative dimensions of value, companies may play around the figures, yet overall customer satisfaction could still be reached.

Lastly, firms could benefit from customer retention and new business attractions if they are able to meet customer satisfaction. The point to note is that positive intentions are being preferred, but following up on actual behaviors are also a fruitful practice to clean up any possible barriers along the way, so that the business becomes successful.

LIMITATIONS AND FUTURE RESEARCH

Within service context, value perceptions are not expected to hold in all conditions. The current study has been limited to certain areas i.e. premium logistics market, middle-sized customer segment, and B2B business context. The differences in the nature of markets do open channels for further investigation in other scopes. For example, small or large-sized customer segment, B2C business context, or the service sector.

Further, as the ability of customer satisfaction to explain word-of-mouth intention was found considerably low ($R^2 = .374$), further study may be required in an attempt to identify the key antecedent of customers' intentions to engage in word-of-mouth communication regarding the services to effectively exploit new market opportunities.

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