

CHAPTER 5

SUMMARY, RECOMMENDATIONS, AND DISCUSSIONS

The functions of education are many and varied and one of the most important functions is to give the students a career that satisfies them.

Education in every sense is one of the fundamental factors of development. In modern society, education prepares individuals for achieving a career. Education enriches people's understanding of themselves and the world as it improves their lives and leads to the broad social benefit of individuals and society.

The Thai government's goal for education is to develop education in a manner which is conducive to the economic development of the nation, and to be adjustable with globalization to attain education excellence within the coming years.

Thai students have little interest in vocational and technical colleges, but they would rather study at big universities in which a wider range of academic fields are taught. This is one reason why there are low skilled workers in most firms now a day. Furthermore, Thai firms have also made complaints regarding high turnover rates with the resulting job vacancies. Both employers and employees have pointed out that the major problems in their firms are caused by the shortcomings, mismatches, and skill shortages of the workforce.

It has also been suggested that apart from reforming the education system, there is also a need to help students to select a career that will help them fulfill themselves as well as meeting the needs of the economy; a system that might answer this problem is to have a serious career advisory service that helps the graduates identify and choose suitable career options.

Colleges and universities in Thailand have allocated fiscal, physical, and human resources and created an entrepreneurship system within institutions to advance economic development. They aim to; create a quality work force, support current industry, improve learning and teaching, disseminate research and promote technology, enhance the advancement of the infrastructure and promote livable communities.

The main purpose of this dissertation was to identify the factors that affected the decision process of Thai students regarding their choice of career, including the significance of others who might be influential, perception and awareness of the industries, and personal background in accordance with career theories.

The three main research questions were: What, if any, is the 'fit' between career orientation, personality, values, and job satisfaction?; Have the respondents received career advice? And how effective has this been?; What is the relationship between various demographic variables, career interest, personality, values, and job satisfaction?

Theories Involved

Bourdieu's education social theory of practice looked at careers in terms of the contribution to human, social, economic, and cultural dimensions. It pointed out that career and career development should be seen as critical elements of education. It also conceptualized individuals as producers of social practices in social space while following the logic of practices. The process involves of economic, cultural, social, and symbolic. In economic capital, it looks generally all-purpose convertible money from one generation to the next. Social capital looks at the relationship of mutual recognition and acquaintance. Cultural capital looks at the disposition of habitus such as competence; and they are objectivised by cultural products and institutionalized by academic titles or degrees. Symbolic capital looks at the ways people are becoming socially recognized and legitimate. Furthermore, the theory also looks at career in terms in human capital, human capital has been distinguished as the skills, knowledge, and capacity of individuals and it is the key element in economic progress and living standards.

Functionalist theory focuses on the way universal education serves the need of society and it regards education as conveying knowledge and skills to the next generation. It also sees education as beneficial contribution to an ordered society.

Conflict theory view education as maintaining social inequality and preserving the power of people who dominate society. Moreover, it considers

the education system as perpetuating the status quo by dulling the lower classes into obedience as workers.

Structural theories include Marxism and Functionalism. Both theories approach education as socializing students into the prevailing norms and values of society. In Functionalism, education institutions exist for making positive contributions to the maintenance of society. Education meets the needs of the system by making sure all children have a basic commitment to society's beliefs and values, preparing them to fit within specific location within the social hierarchy. Marxism has agreed with functionalist that education contribute working of industrial society and economic organization but disapprove of education in its present form, viewing that the system is designed to fail students in schools.

Holland's theory of vocational choice assert that vocational interest is described as an expression of personality and that vocational typology can be used to sort people and work environments into six main types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Holland views that individuals as seeking an environment which allowed them to express their attitudes and values and that behavior can be understood through the analysis of individual interaction with their environment. He invented the concept of 'fit' or congruence. He thought that people were most likely to find vocation satisfaction and achievement in a work environment that suited their personality.

Past Studies

Mincer (1974) looked at students in occupational training centers and found that although students in a congruent environment had higher achievement than those in an incongruent environment, 'fit' appeared more in males than in females.

Dawis and Lofquist (1984) looked at individuals' personalities and work environments and how these two interact and leads to work adjustment. Work adjustment theory states that the mutual responsiveness of individual and work environment to each other's requirement is a continuing process namely work adjustment. The indicator of work adjustment is satisfaction, of people and the environment, and satisfactoriness, which is work performance. They also view people's work personality as made of skills and needs, and that the work adjustment can be predicted from the correspondence between personality and work environment. The potential application of their theory is recruiting, selecting, counseling, job design, development of training packages, and improvement of employee morale.

Gottfredson (1981) also studied the way occupational aspirations develop. He asserted that vocational development is depended on Self-concept during the early years of life. Gottfredson also thought that occupation should be presented on a cognitive map according to gender and their perceived prestige. Moreover, he believed that they were fewer types of jobs for females than for males. Furthermore, he noted that gender or social status has very little influence in changing career aspiration and that male appeared to have

more gender-stereotyped boundaries than females. Later Hesketh, Elmslie, and Kaldor (1990) came up with solution by saying that interest was more important than sex type and prestige.

Finally, Dawis and Lofquist (1984), Gati (1990), Holland (1985) all concluded that there is a definite link between job satisfaction and performance.

Other Past Studies Regarding Gender and Satisfaction

Fricko and Beehr (1992)

Relationship between 'fit' or congruence and satisfaction were more positive among females in female-concentrated jobs than among males in male-concentrated jobs.

Peiser and Meir (1978)

Found stronger relations in 'fit' or congruence and satisfaction in females than in males.

Smart et al. (1986)

Stated that 'fit' is uniquely related to the overall job satisfaction of females and the extrinsic job satisfaction of only males.

Swaney and Prediger (1985)

Used the measurement of intrinsic job satisfaction and found that the satisfaction level was the same for both sexes.

Other Past Studies Regarding Cross-cultural Differences and Satisfaction

Aranya et al. (1981)

Tested three groups of accountants: Californian, English-speaking Canadian, and French-speaking Canadian. The result was different among the groups and was in disagreement with the Cross-cultural generalization of Holland's theory.

This dissertation focused on Holland's theory of vocational choice; it aimed to test and ascertain the degree to which the respondent reported their interests as matching their work task 'fit' or congruence and to see if it is applicable to Thai professional respondents. Holland has theorized that people with particular interest types will seek a work environment matching that interest type and that they will be more comfortable and satisfied in these congruent environments. Past research has been done with groups of accountants, teachers, engineers, managers, bankers, and students.

Methodology

A pilot study was used to consider the viability of using interest inventories and job satisfaction.

Holland's Self-Directed Search (SDS) was used with 18 questions in a work satisfaction questionnaire adapted from Brayfield and Roth (1951). However, SDS was found to be time consuming.



Instruments Used in Questionnaires

Holland's Self Directed Search (SDS): Included the six career types; Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. It was used in the pilot study but later adapted by changing the wordings to make the meanings easier to understand for each category.

Career Interest Card Sort: this set of questions allowed the subjects to rank their vocational interests, rank the order according to the degree of the interest they feel towards each. It also expanded the six career type into seven; by separating the Realistic type into Outdoor and Practical so that respondents could understand easier what they each is actually about.

Job satisfaction questionnaire by Brayfield and Rothe (1951): Consists of 18 statements of work satisfaction with ranking of one to five.

A questionnaire incorporating interest measure and job satisfaction measures by O'Brien et al. (1978)

Variables in the Study

The dependent variables in this research are Career Interest, Personality and Job Satisfaction.

The independent variables comprise demographic information such as age, gender, education, types of organization, length of service, and current job position.

Conclusion

The field of vocational choice is largely based on the assumption that if people work in jobs which match their interests, they will be satisfied. This concept has been tested by many researchers, using a wide range of occupations and industries. Studies by Elton and Smart (1988), Fricko and Beehr (1992), Gottfredson and Holland (1990), Hener and Meir (1981), Holland (1985), Meir and Yaari (1988), and Wiggins et al. (1983) all showed positive correlations between worker job congruence and measured job satisfaction. However, other researchers such as Heesacker et al. (1988) found interest congruence to be less important in the prediction of occupational satisfaction.

The question of “congruence” is an enduring one. Some researchers (such as Holland, 1973, 1985) have devoted decades to its study, and many others have sought to further investigate how widely the theories can be utilised. A sizeable body of research has grown, and meta-analyses were performed by Assouline and Meir (1987) and Tranberg et al. (1993). While Assouline and Meir’s review did find a correlation of .21 between interest congruence and satisfaction, Tranberg et al. (1993), were more reserved. They were concerned that many of the existing studies were not empirically sound, and they found that the studies with the strongest methodologies showed non-significant correlations. Indeed, the studies reviewed used a variety of interest, congruence and satisfaction measures, of differing quality. Despite a proliferation of available “congruence indices”, many of the congruence

studies discussed in this chapter (e.g., Elton & Smart, 1988; Heesacker et al., 1988; Hener & Meir, 1981; Rounds, 1990; and Swaney & Prediger, 1985) used only 1st letter agreement on the Holland code, to assess congruence or lack thereof. This methodology has been criticised by Camp and Chartrand (1992) and Gati (1990) as inadequate and inappropriate for the effective measurement of person-environment congruence. In addition, some of the reviewed research used students rather than employed subjects, and measured academic rather than occupational satisfaction. It is doubtful whether this type of study has any utility in constructing theories of vocational choice. A new meta-analysis carried out for the current study also found a small relationship between interest congruence and job satisfaction.

It may be that interest congruence is of only minor importance in the prediction of vocational satisfaction, particularly in certain groups of workers. Some researchers have looked at other sources of satisfaction and found that issues such as age (Pond & Geyer, 1991), skill-utilisation (Emery & Phillips, 1976) and worker expectations (Connell et al., 1982) may all influence how workers feel about their jobs. In particular, there may be differences between the attributions of satisfaction in white-and blue-collar workers (Heesacker et al., 1988; Kuder, 1977).

The field of vocational counselling has grown based on a central assumption, that job satisfaction is related to the degree of congruence (or “fit”) between individuals and their work environments. For several decades, people have completed interest tests (such as the Self-Directed Search; and the Strong Vocational Interest Blank) and have been advised, because of their

results on these tests, to enter particular occupations or fields of study. While it is probable that numerous issues (such as ability and working conditions) apart from congruence affect whether a person will enjoy a job, much research has focused specifically upon congruence. In addition, many published congruence studies have used high-school or college students (as opposed to people in employment), and the majority have looked at “white collar” workers rather than those in lesser-skilled positions. Several researchers have conducted meta-analyses of congruence studies (see earlier in this chapter), with varying results some (e.g., Assouline & Meir, 1987) found more evidence of a relationship between congruence and satisfaction than others (e.g., Tranberg et al., 1993). The latter suggested that the validity of the relationships found by individual researchers was moderated by the diverse range of measurement tools used. Given that vocational counseling is largely premised on the relation between congruence and satisfaction, doubts over its existence (or its importance) are a cause for concern.

Here, another meta-analysis was performed, including new studies which have appeared since earlier meta-analyses, and segregating studies measuring academic satisfaction, which were felt to be likely to lack relevance in the exploration of vocational satisfaction.

To Sum Up

The respondents have received none or very limited advice on careers to pursue.

There is a very high level of job dissatisfaction indicating that the individuals are not in a job they are happy with.

There is a mismatch between the values held by the individuals and their jobs.

There is also a mismatch between the personality of the individuals and the jobs they are in.

Females Seem to be Less Satisfied with their Jobs

Both males and females believe that males are more likely to become general managers.

Table 61

Table of Acceptance or Rejection

Hypothesis	Accept	Reject
<i>Ho1</i> : There is no significant relationship between the gender of the respondents and influence over career choice.	✓	
<i>Ho2</i> : There is no significant relationship between the gender of the respondents and perception of whether males or females can become a general manager.		✓
<i>Ho3</i> : There is no significant relationship between the age of the respondents and career knowledge.	✓	
<i>Ho4</i> : There is no significant relationship between the age of the respondents and career interest.	✓	
<i>Ho5</i> : There is no significant relationship between career interest and career selection factors.	✓	

Table 61 (continued)

Hypothesis	Accept	Reject
<i>Ho6</i> : There is no significant relationship between the gender of respondents and career selection factors.	✓	
<i>Ho7</i> : There is no significant relationship between gender of the respondents and career interest types.	✓	
<i>Ho8</i> : There is no significant relationship between career interest type and choice of industry to work in.	✓	
<i>Ho9</i> : There is no significant relationship between personality type and career interests.	✓	
<i>Ho10</i> : There is no significant relationship between influence over career choice and job satisfaction.	✓	
<i>Ho11</i> : There is no significant relationship between career advice received and personality type.	✓	
<i>Ho12</i> : There is no significant relationship between career advices received and job satisfaction.		✓
<i>Ho17</i> : There is no significant relationship between present job and career selection factors.	✓	
<i>Ho18</i> : There is no significant relationship between present job and career interest types.	✓	
<i>Ho19</i> : There is no significant relationship between gender and job satisfaction.		✓
<i>Ho20</i> : There is no significant relationship between choice of industry in which to work and job satisfaction.		✓

Conclusion of Hypothesis

Hypothesis 1: There was found to be no significant relationship between the gender of the respondents and influence over career choice. The influence of career choices are divided into three groups consisting of: College, Family, and Work. There has found to be no relationship between any of them.

Hypothesis 2: It was concluded that there is a significant relationship between gender and perception of whether males or females would become general manager. It is a major concern that a glass ceiling exists as both males and females believe that females are less likely to be general managers.

Hypothesis 3: There was found to be no significant relationship between the age of respondents and career knowledge. All age group seemed to lack career knowledge indicating that the individuals may not be aware of opportunities in other fields and might end up in a wrong career. However, the statistical analysis indicated that they might pick it up when they get older.

Hypothesis 4: There was no significant relationship between age of respondent and career interest types. Career interest types were differentiated into six main types: Realistic, Artistic, Conventional, Investigative, Social, and Enterprising. The six types, was found to have a significant relationship: Social. This means that respondents at all age groups prefer to work in the Social type of career, having to deal with people, meetings, or to deal with helping others and be aware of their welfare.

Hypothesis 5: There was found to be no significant relationship between gender of respondents and career selection factors. Selection factors were separated into two groups; expressive and instrumental. The author had to distinguish between the two selection factors and conclude that there was a pure significant relationship between gender and 'expressive' selection factor, but a partly significant relationship with 'instrumental' selection factors. Those who took up a career by using instrumental factors tended to have no interest in Enterprising, Artistic, and Investigative careers.

Hypothesis 6: There was no significant relationship between gender of respondents and career selection factors. Females were slightly less in both 'expressive' and 'instrumental' in their orientation towards work.

Hypothesis 7: There was no significant relationship between gender of respondents and career interest types. A significant relationship was found with certain interest types such as Enterprising, Artistic, and Realistic career types; and in all these three types, it was males that showed more interests than females.

Hypothesis 8: There was no significant relationship between career interest type and choice of industry to work in. Choices of industries are differentiated as service jobs, jobs in industry, jobs in finance, and jobs in public service industries. There was found to be significant relationships in industry and finance jobs with Enterprising interest types; industry and public service jobs with Artistic interest types; all types of industry choices with Social interest types; finance and public service jobs with Conventional

interest type; all types of industry choices with Realistic interest types; and lastly industry jobs and public services with Investigative career interest type.

Hypothesis 9: There was no significant relationship between personality type and career interest. Personality types were distinguished into two main groups: Extrovert (those who are sociable, confident, enthusiastic, etc.) and Introvert (more independent, easily shy, etc.). There was one significant relationship between the groups which was with the Realistic interest type. The mean values of all types of careers with the two personality types were fairly similar.

Hypothesis 10: There was found to be no significant relationship between influence over career choice and job satisfaction. In accordance with the first hypothesis; family, college, and work experiences have no relationship and does not have an effect on how an individual chooses a job and their job satisfaction.

Hypothesis 11: There was found to be no significant relationship between career advice received and personality type. This proves that receiving or not receiving career advices does not have any significant relationship to the individual's personality types.

Hypothesis 12: There was a significant relationship between career advices received and job satisfaction. This hypothesis has proved that those who have received career advices in schools or elsewhere are more satisfied with their current work positions.

Hypothesis 13: There was no significant relationship between career selection factors and personality type. Both groups had similar mean value,

however, those with Extrovert personalities preferred to choose career with Expressive factors; and those with Introvert personalities preferred to choose a career with Instrumental factors. In another word, people with extroverted personalities tend to be engrossed their career, more than introverted personality who would tend to compete in work and reach certain goal according to self interests.

Hypothesis 14: There was found to be a significant relationship between career selection factors and job satisfaction. However, there was found to be slightly higher job satisfaction in the Instrumental group than in the Expressive group.

Hypothesis 15: There was a significant relationship between present job and the influence of significant others. There was found to be a significant relationship between the respondents' present job and the influences from their family, from what they had done in college, and from their past experiences. Family and College influences were highest for those who work in Clinical and Law career fields. And work experience most influenced those who worked as Architect and Engineers.

Hypothesis 16: There was a significant relationship between present job and job satisfaction. A high rise in people working in the areas of Communication, Architect, Clinical, Entrepreneur, and Education was revealed; this shows that they are very satisfied with what they are actually doing.

Hypothesis 17: There was found to be no significant relationship between present job and career selection factors. Both expressive and

instrumental factors do not determine what the respondents have chosen to do. One possible reason is that job competition in Thailand is very high and also that there is a high turnover in most organizations so that people would take any job that is offered to them, the job that provided their living expense but which is not what they actually want to achieve or do. However, the research has shown that expressive group is more into architectural, clinical, and entrepreneurial careers; and instrumental group is more into clinical and public services jobs.

Hypothesis 18: There was found to be no significant relationship between present jobs and career interest types. The only two significant relationships out of all the six interest types were the Artistic career (where most working are in the communication, entrepreneurial, and public services fields) and Investigative career (where most are working in the law, science, and clinical fields).

Hypothesis 19: There was a significant relationship between gender and job satisfaction. While male showed more satisfaction, the differences between male and females as regards satisfaction was very minor.

Hypothesis 20: There was no significant relationship between choice of industry to work in and job satisfaction. There has shown only one out of four choice industries. The only significant relationship is with the public services jobs. It can be concluded that people who work in the mentioned fields are more satisfied than in any other fields.

To make overall conclusions on the research questions and Hypothesis, congruence will again be checked by bringing all the career orientation and

job satisfaction factors together for testing with Chi-Square Lambda. The result revealed there was no congruence (.370) (as shown in Table 62)

Table 62

Lambda Chi-Square: Congruence of Career Orientation and Job Satisfaction

			Directional Measures			
			Value	Asymp. Std. Error ^a	Approx T ^b	Approx. Sig.
Nominal	Lambda	Symmetric				
by	High and	Group H/L JobSat	.029	.032	.897	.370
Nominal	Low J.S.	Dependent				
		Enterprising, Social,	.000	.000	.	.
		Artistic, Conventional,				
		Investigative, Realistic	.052	.057	.897	.370
	Goodman	Group H/L JobSat				
	and	dependent				
	Kruskal	Enterprising, Social,				
	tau	Artistic, Conventional,	.012	.005		.281d
	High and	Investigative, Realistic				
	Low J.S.		.012	.008		.008d

Significance of the Study

The Thai government spends considerable amounts on education and yet as we have seen in Chapter I, the returns are limited. The employers complain about the lack of skills and very high rates of turnover.

This study has shown that the respondents have received little advice about careers and have ended up in jobs which are deeply dissatisfying.

This is very damaging for the economy and a waste of human capital. As we have seen a career is social capital for both the individuals and the nation.

It is important that the government invests more in the areas of labor shortages and introduces career advice into schools and colleges.

Female careers need special attention and the attitude, and most likely the reality, that women are less likely to become general managers needs to be challenged.

Limitations

To the best of this researcher's knowledge, this could be the first study of this kind in Thailand as the search did not produce such studies.

The first limitation is, therefore, whether the instruments used, career interest as occupational orientation, values, personality, and job satisfaction are valid across all cultures.

The notion of career is probably new in Thailand.

The research deliberately used MBA/Ph. D. students and maybe the results could be different with different samples.

Future Research

This research used a professional educated sample. Future research could look at other occupational groups. Given with the problems with

women's careers, future research could look at a variety of female careers and their levels of job satisfaction and what is specifically causing this dissatisfaction with their jobs.

Another field of research could evaluate different occupational interests or vocational guidance inventories to identify the ones most suited to Thailand.

Other Issues for Further Research:

1. What career aspirations are promoted in schools for male and female students?
2. What barriers exist within education and the world of work for females?
3. How is education affecting the career aspirations of women?
4. Who is promoted and what are the perceived explanations behind promotion?

APPENDIX A
Questionnaire (English)

Education Career Planning and Career Satisfaction Survey

I would like to thank you for agreeing to participate in this study. The questionnaire is divided into several parts. Please answer all questions to the best of your ability. Your answers are very important to me. Your responses will be kept in strict confidence. Completion of the survey means you voluntarily consented to participate in this study. The survey is divided into seven sections. Each is focused on a particular aspect of career choices.

Section A

Influential
Others

Listed below are several people and sources that may or may not have been influential in your choice of career. For each source listed, use the scale below and circle the number that corresponds to the level of influence each has had on your career choice.

Use the following scale:

5 - Very Influential (VI) 4 - Somewhat Influential (SI)

3 - Neutral (NE) 2 - Not Influential (NI) 1 - Not Applicable (NA)

		VI	SI	NE	NI	NA
1.	Mother	5	4	3	2	1
2.	Father	5	4	3	2	1
3.	Siblings	5	4	3	2	1
4.	Friends/Family in the Industry	5	4	3	2	1
5.	High School Counsellor	5	4	3	2	1
6.	College Recruiter	5	4	3	2	1
7.	Industry Representatives	5	4	3	2	1
8.	Personal Work Experience	5	4	3	2	1

Section B

Career Selection Factors

Listed below is a list of some characteristics that are often considered when selecting a career/major. Indicate how important these characteristics are to your career choice by circling the number from the scale adjacent to the characteristic.

Use the following scale:

5 - Very Important (VI) 4 - Somewhat Important (SI) 3 - Neutral (NE) 2 -
Somewhat Unimportant (SU) 1 - Very Unimportant (VU)

		VI	SI	NE	NI	NA
9.	Opportunity for professional recognition (Express)	5	4	3	2	1
10.	High salary (Instrumental)	5	4	3	2	1
11.	Promotion/advancement opportunities (Instrument)	5	4	3	2	1
12.	Variety of work assignments (Expressive)	5	4	3	2	1
13.	Job security (Instrumental)	5	4	3	2	1
14.	Use of leadership skills (Expressive)	5	4	3	2	1
15.	Thai success rate (Instrumental)	5	4	3	2	1

Section C

Employment Choice

This section of the questionnaire explores your perception of gender and ethnicity in regards to job title and or position. Please select the individual or individuals that you feel are will likely be employed in the jobs listed below.

16. Of the individuals listed below who do you feel is most likely and least likely to be a General Manager? (PLEASE SELECT ONLY ONE PER COLUMN)

Group	Most Likely	Least Likely
Thais Female		
Thais Male		

Use the following scale:

5 - Strongly Agree (SA) 4 - Agree (AG) 3 - Undecided

(UN)2 - Disagree (DI) 1 - Strongly Disagree (SD)

		SA	AG	UN	DI	SD
17.	I know very little about positions or careers generally					
18.	Industry representatives and recruiters do an adequate job of recruiting Thais into management positions.					

Section D

Industry Interest & Experience

This section of the questionnaire is designed to determine your interest in hospitality and your industry experience. This section will offer insight into your perception of types of career in general and individual sectors.

Below are listed seven “interest types”, with definitions. Would you please put them in order, from the type of work you’d most like to do (give a free choice) to the type of work you’d least like to do? Do this by marking the boxes from “5” most like to “1” least like.

Use the following Scale

5 - Like it very much (LM) 4 - Like (L) 3 - Undecided
(UN) 2 - Don’t Like (DL) 1 - Don’t like it at all (DA)

	LM	L	UN	DL	DA
<i>Business</i> (meaning you like meeting people, talking, discussing, and leading others such as in law, politics, buying and selling)	5	4	3	2	1
<i>Creative</i> (meaning that you like to express yourself, it includes artistic, musical, or literary occupations)	5	4	3	2	1
<i>People Contact</i> (meaning that you like to work mainly with people or that you are concerned with their social welfare.. the work of teachers, nurses, waiters, cashiers, police officers, and welfare workers involves a great deal of personal contact)	5	4	3	2	1

	LM	L	UN	DL	DA
<i>Office</i> (meaning that you like to work indoors, and at clerical tasks which involve organizing and being accurate, jobs such as secretary, office worker, receptionist, bank clerk or computer operator are in this category)	5	4	3	2	1
<i>Outdoor</i> (meaning that you like to work and move about outside . . . it may also involve caring for animals and growing things)	5	4	3	2	1
<i>Practical</i> (meaning that you like to work mainly with tools and equipment, making and fixing things as well as operating machines)	5	4	3	2	1
<i>Scientific</i> (meaning that you like to discover ideas, observe, investigate and experiment ,it includes doctors, pharmacists, zoologists, chemist, dentists, and physicists)	5	4	3	2	1

19. In which of the following areas do you desire and least desire to work? (Please circle the most appropriate number on the scale)

Use the following Scale

5 - Very much Desire (VD) 4 - Desire (D) 3 - Undecided (UN)

2 - Not Desire (ND) 1 - Not Desire at all (NA)

	VD	D	UN	ND	NA
Manufacturing (Industry)	5	4	3	2	1
Retailing (Industry)	5	4	3	2	1
Engineering (Industry)	5	4	3	2	1
Banking (Finance)	5	4	3	2	1
Finance (Finance)	5	4	3	2	1
Tourism (Service)	5	4	3	2	1
Insurance (Public Service)	5	4	3	2	1
Government (Public Service)	5	4	3	2	1
Local Government (Public Service)	5	4	3	2	1
Education (Public Service)	5	4	3	2	1

20. What is your academic course (MBA, M.Ed, M.A. English, Ph.D., etc.)

yes

no

21. Is this your original major? (please place an X in the appropriate box)

yes

no

22. Do you have work (industry) experience? (please place an X in the appropriate box)

yes

no

23. Please tell me about your current job. What is your job title?
(Profession: (Law, Accountancy, Med., etc)

24. For how long have you been doing this job?

1-2 years

4.1-6 years

2.1 - 4 years

6 years +

Section E

This section of the questionnaire is design to determine your behavioral characteristics and your interests in the work environment. Please place an X in the appropriate box.

25. Do you enjoy working:

With others? (Extravert)

Alone? (Introvert)

26. At work, do you:

Enjoy being at the centre of action? (Extravert)

Avoid being at the centre of action? (Introvert)

27. Are you more likely to:

Act before you think (Extravert)

Think before you act (Introvert)

28. When working on a project would you rather:
- Think out loud and brainstorm with a group (Extravert)
 - Think things through in your head and then share your ideas with others (Introvert)
29. When something excites you, do you:
- Share it with everyone? (Extravert)
 - Share it with your closest confidants? (Introvert)
30. When you are asked a question, do you:
- Respond quickly and improvise? (Extravert)
 - Hesitate, think things through and then answer? (Introvert)
31. At work, do you:
- Know everyone and everything that goes on? (Extravert)
 - Know a few select work colleagues and are always that last to know the latest office news? (Introvert)
32. Would you rather:
- Play now: work later? (Extravert)
 - Work now: play later? (Introvert)
33. Do you prefer to:
- Go with the flow? (Extravert)
 - Set rigid goals? (Introvert)
34. Do you prefer to:
- Be surprised and adapt to the situation? (Extravert)
 - Know what you are getting into before doing something? (Introvert)

35. Are you generally:
- Late-always running a few minutes behind? (Extravert)
 - Punctual-always on time? (Introvert)
36. Do you like things to be:
- Flexible and spontaneous? (Extravert)
 - Planned and orderly? (Introvert)
37. Are you:
- More practical than imaginative? (Introvert)
 - More imaginative than practical? (Extravert)
38. Are you a:
- Realist? (Introvert)
 - Dreamer? (Extravert)
39. Do you tend to be:
- Critical of others? (Extravert)
 - Appreciative of others efforts? (Introvert)
40. When making decisions, do you:
- Analyze everything and weigh up the evidence? (Introvert)
 - Base them on what you feel is right? (Extravert)
41. Are people more likely to describe you as:
- Insensitive? (Introvert)
 - Overly emotional? (Extravert)
42. Do you believe that decision-making should be based on:
- Logic and justice? (Introvert)
 - Empathy? (Extravert)

43. Do you focus on:

Reality? (Introvert)

Possibilities? (Extravert)

44. Do you prefer to:

Use what you know? (Introvert)

Learn new things? (Extravert)

45. Have you received any career advice?

No

Yes-in school

Yes-elsewhere

Section F

JOB SATISFACTION

Some jobs are more interesting and satisfying than others. This section contains eighteen statements about work. Please circle the appropriate number on the scale next to each statement which best describes how you feel about your present job.

Use the following scale:

5 - Strongly Agree (SA) 4 - Agree (AG) 3 - Undecided (UN)

2 - Disagree (DI) 1 - Strongly Disagree (SD)

	SA	AG	UN	DI	SD
46. My job is like a hobby to me	5	4	3	2	1
47. My job is usually interesting enough to stop me getting bored	5	4	3	2	1
48. It seems that my friends are more interested in their jobs	5	4	3	2	1
49. I consider my job rather unpleasant	5	4	3	2	1
50. I enjoy my work more than my leisure time	5	4	3	2	1
51. I am often bored with my job	5	4	3	2	1
52. I feel fairly well satisfied with my present job	5	4	3	2	1
53. Most of the time I have to force myself to go to work	5	4	3	2	1
54. I am satisfied with my job for the time being	5	4	3	2	1
55. I feel that my job is no more interesting than others I could get	5	4	3	2	1
56. I definitely dislike my work	5	4	3	2	1
57. I feel that I am happier in my work than most other people	5	4	3	2	1
58. Most days I am enthusiastic about my work	5	4	3	2	1
59. Each day of work seems like it will never end	5	4	3	2	1

	SA	AG	UN	DI	SD
60. I like my job better than the average worker does	5	4	3	2	1
61. My job is pretty uninteresting	5	4	3	2	1
62. I find real enjoyment in my work	5	4	3	2	1
63. I am disappointed that I ever took this job	5	4	3	2	1

Section G

Demograph

ics

The following demographic information will help us categorize your answers.

Please circle or mark the appropriate answer or provide information in the blank provided.

64. Your Age Group?

18-20

21-30

31-40

41-50

51 +

65. What is your gender?

Female

Male

66. Are you the first person in your family to attend college?

Yes

No

67. What is the highest level of education for your
mother/father/guardian?

Relationship	Highest Level of Education
Mother	
Father	
Guardian	

APPENDIX B
Questionnaire (Thai)

แบบสำรวจความพึงพอใจในการทำงาน
และอิทธิพลต่าง ๆ ที่มีผลต่อการเลือกงาน

คำชี้แจง แบบสอบถามนี้จัดทำขึ้นเพื่อสอบถามความพึงพอใจในการทำงานและอิทธิพลต่าง ๆ ที่มีผลต่อการเลือกงาน

โปรดทำเครื่องหมาย ✓ ลงในช่อง ที่ตรงกับความเป็นจริงของท่านมากที่สุด

ส่วนที่ 1 อิทธิพลในการเลือก
ทำงาน

ปัจจัยที่มีอิทธิพลต่อการเลือกอาชีพของท่าน (โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)

ระดับความพึงพอใจ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด

อิทธิพลในการเลือกทำงาน	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
มารดา					
บิดา					
พี่/น้อง					
มีเพื่อน/ครอบครัวในอุตสาหกรรม					
ที่ปรึกษาในสถาบันการศึกษา					
ผู้สรรหาตามมหาวิทยาลัย					
ตัวแทนอุตสาหกรรม					
ประสบการณ์การทำงานส่วนบุคคล					

ส่วนที่ 2 ปัจจัยในการเลือกอาชีพ

ปัจจัยในการเลือกอาชีพ (โปรดทำเครื่องหมาย \checkmark ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)

ระดับความพึงพอใจ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด

ปัจจัยในการเลือกอาชีพ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อย
มีโอกาสในการได้รับการยอมรับอย่างมีอาชีพ					
มีเงินเดือนสูง					
มีโอกาสได้เลื่อนตำแหน่ง/มีความก้าวหน้า					
มีความหลากหลายในงานที่ได้รับมอบหมาย					
มีความมั่นคง					
มีการใช้ทักษะความเป็นผู้นำ					
มีโอกาสประสบความสำเร็จในอาชีพสูง					

ส่วนที่ 3 การเลือกการจ้างงาน (โปรดเลือกเพียงคำตอบเดียว)

ตำแหน่งงาน	เพศ	
	หญิง	ชาย
เพศใดที่คุณรู้สึกว่ามีแนวโน้มที่จะได้เป็นผู้จัดการทั่วไป (general manager) มากที่สุด		

ความคิดเห็น (โปรดทำเครื่องหมาย \checkmark ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)
ระดับความคิดเห็น 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด

	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ท่านมีความรู้ร้ยน้อยมากในตำแหน่ง งานต่าง ๆ					
ท่านคิดว่าในกระบวนการสรรหาตำแหน่ง ผู้บริหารมีการคัดสรรที่เข้มงวด					

ส่วนที่ 4 ลักษณะงานที่ท่านสนใจ

ลักษณะงานที่ท่านสนใจ (โปรดทำเครื่องหมาย \checkmark ในช่องที่ตรงกับระดับความพึงพอใจ
ของท่าน)

ระดับความสนใจ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด

ลักษณะงานที่ท่านสนใจ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ธุรกิจ (มีการประชุม พูดคุย คุย และเป็นผู้นำ คนอื่น ๆ เช่น ในทางกฎหมาย การเมือง การซื้อขาย)					
ความคิดสร้างสรรค์ (คุณชอบที่จะแสดง ตัวตนของตัวเอง ชอบศิลปะอาจจะประกอบ อาชีพเกี่ยวข้องกับดนตรีหรือเขียน วรรณกรรม)					
การติดต่อ/ประสานงาน (คุณชอบที่จะทำงาน กับคนหมู่มาก หรือมีความกังวลกับสวัสดิการ สังคมของพวกเขา การทำงานของครู พยาบาล แคชเชียร์ เจ้าหน้าที่ตำรวจ และ งานสวัสดิการ ที่เกี่ยวข้องกับการจัดการที่ดี ของการติดต่อ)					

ลักษณะงานที่ท่านสนใจ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
งานสำนักงาน (คุณชอบที่จะทำงานในบ้าน ในสำนักงาน งานธุรการที่เกี่ยวข้องกับการจัด ระเบียบและความถูกต้อง การเป็นเลขานุการ พนักงานต้อนรับ)					
งานกลางแจ้ง (คุณชอบที่จะทำงานนอก สำนักงาน ชอบพบปะ ติดต่อผู้คน จัดงาน นอกสถานที่)					
งานปฏิบัติการ (คุณชอบที่จะทำงานที่มี เครื่องมือและอุปกรณ์ การทำและแก้ไขสิ่งที่ เป็นเครื่องปฏิบัติการ)					
งานวิทยาศาสตร์ (หมายถึงว่าคุณชอบที่จะใช้ ความคิด สังเกต ตรวจสอบ และทดสอบ อาจจะมีอาชีพเป็นเภสัชกร นักเคมี และ นักฟิสิกส์)					

ระดับความน่าสนใจในงานแต่ละประเภท

ระดับความพึงพอใจ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด

โปรดทำเครื่องหมาย \checkmark (ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)

ประเภทของงาน	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
การผลิต					
การค้าขาย					
วิศวกรรม					
การธนาคาร					
การเงิน					
การท่องเที่ยว					
ประกันภัย					
รัฐบาล					
รัฐบาลท้องถิ่น					
การศึกษา					

1. ปริญญาโท สาขาที่ท่านทำการศึกษาอยู่ หรือ เรียนจบมาแล้ว
คือ

2. เป็นสาขาที่ท่านศึกษามาในระดับปริญญาตรีหรือไม่

ใช่

ไม่ใช่

3. ท่านมีประสบการณ์ในการทำงานหรือไม่

มี

ไม่มี

4. ตำแหน่งงานในปัจจุบันของท่านคือ

5. ระยะเวลาในการทำงาน

1-2 ปี

4.1-6 ปี

2.1-4 ปี

มากกว่า 6 ปี

ส่วนที่ 5 ลักษณะและความสนใจของท่านในสภาพแวดล้อมการทำงาน
(โปรดทำเครื่องหมาย \checkmark ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)

1. ท่านมีความสุขที่ได้ทำงาน

ร่วมกับคนอื่น ๆ

คนเดียว

2. ที่ทำงาน ท่านมักจะ

มีความสุขกับการเป็นศูนย์กลางของการกระทำ

หลีกเลี่ยงการที่จะศูนย์กลางของการกระทำ

3. ลักษณะการทำงานของท่าน

ทำก่อนค่อยคิด

คิดก่อนค่อยทำ

4. เวลาได้รับมอบหมายโครงการมาทำร่วมกับผู้อื่น ท่านมักจะ

คิดออกมามากๆ และระดมความคิดกับกลุ่มผู้ร่วมงาน

ไตร่ตรองความคิดด้วยตนเองแล้วจึงแบ่งปันความคิดของคุณกับคนอื่น ๆ

5. เมื่อมีสิ่งน่าตื่นเต้นเกิดขึ้น ท่านมักจะ
 - แบ่งปันสิ่งที่เกิดขึ้นให้ทุกคนได้รับรู้/รับฟัง
 - แบ่งปันเฉพาะกับเพื่อนที่ใกล้ชิดกับท่าน
6. เมื่อท่านถูกถามคำถาม ท่านมักจะ
 - ตอบสนองต่อคำถามได้อย่างรวดเร็วโดยทันที
 - คิดไตร่ตรองให้แน่ใจแล้วจึงตอบ
7. ที่ทำงาน ท่านมักจะ
 - รู้จักทุกคนและทุกสิ่งทุกอย่างที่เกิดขึ้น
 - รู้จักเพื่อนร่วมงานเพียงไม่กี่คนและมักจะเป็นคนสุดท้ายที่ได้รับข่าวต่างๆ
8. ท่านมักจะ
 - หาอะไรสนุกๆทำก่อนแล้วจึงทำงานภายหลัง
 - ทำงานที่ได้รับมอบหมายให้เสร็จสิ้นเสียก่อนจึงค่อยไปหาอะไรสนุกๆทำ
9. ท่านชอบที่จะ
 - ทำงานไปเรื่อยๆ
 - กำหนดเป้าหมายและทำให้สำเร็จตามเป้าที่ตั้งไว้
10. ท่านชอบที่จะ
 - พบความประหลาดใจและปรับตัวให้เข้ากับสถานการณ์ที่เกิดขึ้น
 - ทราบเสมอว่าจะทำอะไรและวางแผนเพื่อเตรียมแก้ไขสิ่งที่จะเกิด
11. ท่านมักจะ
 - สายเสมอ
 - ตรงต่อเวลา
12. ท่านชอบที่จะให้สิ่งต่างๆ
 - มีความยืดหยุ่นและปล่อยให้เหตุการณ์ต่างๆเกิดขึ้นด้วยตัวเอง
 - มีการวางแผนและเป็นระเบียบเรียบร้อย

13. ท่าน

- ชอบที่จะปฏิบัติงานจริงมากกว่าใช้จินตนาการ
- ชอบใช้จินตนาการมากกว่าปฏิบัติการจริง

14. ท่านมักจะ

- ยึดกับความจริง
- ชอบเพื่อฝัน จินตนาการ

15. ท่านชอบที่จะ

- วิचारณผู้อื่น
- ชื่นชมความพยายามของผู้อื่น

16. เมื่อต้องตัดสินใจท่านมักจะ

- ตัดสินใจโดยดูจากหลักฐานประกอบเป็นหลัก
- ตัดสินใจโดยใช้ความรู้สึกเป็นหลัก

17. คนรอบข้างมักจะมองว่าท่านเป็นคน

- ไร้ความรู้สึก
- อ่อนไหวง่าย

18. ท่านตัดสินใจโดยใช้อะไรเป็นพื้นฐาน

- ความยุติธรรม
- ความเห็นใจ

19. เวลาทำงานท่านมักจะมุ่งเน้นไปที่

- ความเป็นจริง
- ความเป็นไปได้

20. ท่านชอบที่จะ

- ใช้สิ่งที่ท่านรู้
- เรียนรู้สิ่งใหม่ๆ

21. ท่านเคยได้รับการแนะนำเกี่ยวกับอาชีพต่างๆ

- ไม่เคย
- เคย ที่สถานศึกษา
- เคย ที่อื่นๆ

ส่วนที่ 6 ความพึงพอใจในที่ทำงาน

ระดับความพึงพอใจ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด
โปรดทำเครื่องหมาย \surd (ในช่องที่ตรงกับระดับความพึงพอใจของท่าน)

ความพึงพอใจในที่ทำงาน	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
งานของท่านให้ความรู้สึกเหมือนเป็นงานอดิเรก					
งานของท่านมักจะเป็นที่นำสนใจพอที่จะไม่ทำให้เบื่อ					
ดูเหมือนว่าเพื่อนของท่านมีความสนใจในงานของพวกเขา มากกว่าของท่าน					
ท่านคิดว่างานของท่านไม่ค่อยเป็นที่น่าพึงประสงค์					
ท่านชอบทำงานมากกว่าการได้พักผ่อน					
ท่านมักจะเบื่องานของท่าน					
ท่านรู้สึกว่าการแข่งขันจะพอกับงานในปัจจุบันของท่าน					
ทุกวันนี้ท่านต้องบังคับตัวเองให้ไปทำงาน					
ท่านพอกับงานของท่านในปัจจุบัน					
ความน่าสนใจในงานของท่านไม่ต่างจากงานของคนอื่นเลย					
ท่านไม่ชอบงานของท่านเลย					
ท่านมีความสุขในการทำงานมากกว่าคนอื่น ๆ มาก					
ท่านมีความกระตือรือร้นเกี่ยวกับการทำงานของท่าน					
บางครั้งการทำงานของท่านดูเหมือนจะไม่มีที่สิ้นสุด					
ท่านชอบงานของท่านมากกว่าที่คนอื่น ๆ ชอบ					
งานของท่านไม่ค่อยน่าสนใจเท่าไร					
ท่านพบความสุขที่แท้จริงในการทำงานของท่าน					
ท่านผิดหวังที่ท่านเลือกทำงานที่นี่					

ส่วนที่ 7 ข้อมูลพื้นฐาน

1. อายุ

 18-20 ปี 21-30 ปี 31-40 ปี 41-50 ปี มากกว่า 51 ปี

2. เพศ

 หญิง ชาย

3. ท่านเป็นคนแรกในครอบครัวของท่านที่ได้เข้าศึกษาในระดับมหาวิทยาลัย

 ใช่ ไม่ใช่

4. การศึกษาระดับสูงสุดของ มารดา/บิดา/ผู้ปกครองของท่านคืออะไร

	การศึกษาระดับสูงสุด
มารดา	
บิดา	
ผู้ปกครอง	