

**FACTORS OF FACULTY MANAGEMENT AFFECTING FACULTY
ENGAGEMENT IN THAI PRIVATE UNIVERSITIES**

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**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
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School of Human Resource Development
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ABSTRACT

Title of Dissertation	Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities
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The purpose of this study was to examine the relationship among talent management, organizational citizenship behavior, work passion, and faculty engagement in order to develop faculty engagement model in Thai's private universities. The benefit of this study can be used as a guideline to diagnose private universities for development and establish human resource development interventions as well as aimed to contribute knowledge of employee engagement in higher education as well as advance the field of human resource development knowledge.

Mixed methods was conducted. 17 participants were interviewed from 5 private universities and intensive literature review had been done. Then the questionnaire was developed based literature review, previous research, and interview. Then quantitative method was conducted by 444 samples from Rangsit University, University of Thai Chamber of Commerce, Dhurakij Pundit University, Bangkok University, and Sripratum University. Data were collected with an agreement of private universities and individual respondents. Structural equation modelling were utilized as data analysis. The findings of this study revealed the positive relationship among talent management, organizational citizenship behavior, work passion, and faculty engagement, by organizational citizenship behavior and work passion played as mediators mediated talent management and faculty engagement. Faculty engagement model fitted with the empirical data after adjusted the parameters by using the correlate error method, and found that the goodness of fit

statistics is $\chi^2 = 209.88$, $df = 214$, $p = 0.57$, CFI = 1.00, GFI = 0.97, AGFI = 0.94, RMSEA=0.00 and RMR = 0.00. Moreover, the result of Reliability Regression (R^2) of organizational citizenship behavior is 0.51, work passion is 0.74 and faculty engagement is 0.80.

According to the research results, recommendations for private universities are also presented. Furthermore, the different context and condition need to be further researched, as well as expanding, comparing and examining to the other types of university such as public universities, local universities, vocational universities, moreover, comparison research methods might be conducted. At the regional and international level, this study might expand to cross cultural context/university to examine the faculty members in international context apart from Thailand, for instant, comparing faculty engagement factors in individualism countries versus collectivism countries, faculty engagement in ASEAN universities.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

From the Office of the Educational Council's report, Thailand Ministry of Education (2013) of the Thai educational situation on the world competitiveness in year 2013 issued. Thailand has spent average from last ten years approximately 29.5 percent in annual government statement of expenditure on education, that is the highest ranking on education investment comparing with other counties in ASEAN+6 however the Thai educational system and student quality has not reach a level above average yet. One of the world educational quality indicator is a ratio of government educational expenditure to GDP (gross domestic product), Thailand has invested on education in 5.8 percent of GDP in year 2011, while New Zealand (7.3) and Vietnam (6.8) is the most, then Australia (5.6), Malaysia (5.1), Korea (5.0), Japan (3.8), Lao and Brunei (3.3), India and Singapore (3.2), Indonesia (2.8), Philippine (2.7) and Cambodia (2.6) respectively (Thailand Ministry of Education, 2013). Moreover, Ministry of Education has launched the executive report framework of the second 15-year long range plan on higher education of Thailand from 2008 to 2022 by the Commission on Higher Education mentioned that, in order to develop quality of student, it needs to convince the talent to be an instructor and to develop a human resource development and create a retention plan for university instructors because "instructor as a multiplier" to students' quality by motivating instructor to do a research and self-development (Commission on Higher Education, 2008).

In order to develop student quality, motivated and engaged instructors relatively devote themselves and spend more time with their jobs. They can contribute better performance both direct and indirect to their work. The more engagement, the more value added to the student.

According to Macey, Schneider, Barbera, and Young (2009, p. 127) said that

Engaged employees feel that their jobs provides avenues by which they can express their values, and similarly that their jobs are an important part of who they are. In many occupations this alignment of values can be accomplished through the work itself, such as doctors helping improve their patients' quality of life, social workers looking out for the well-being of families, and teachers educating children.

Engaged instructors dedicate themselves to student, give an advice, transfer knowledge, teach them well and be a good role model to their student. Enhancing and promoting employee engagement could help to solve the students' quality. In the long term, it contributes a valuable benefit to country, moreover, a competitive advantage to compete with other countries will be increased. Betts (2009, p. 32) said that "faculty engagement needs to go beyond clocking the number of hours faculty spend teaching, conducting research, and engaging in scholarly activities". He also confirmed that the reason that faculty member leave the university because the lacks of growth opportunities, career advancement and lack of succession planning, poor faculty development, poor department leadership and poor relationship with leader, and low support from university as well as low salary.

1.2 Problem Statement

A rapid technological changing and complexity work system has been emerging at the past decade until at the present. Employee engagement as an instrument in order to retain and engage talent, it linked to how employee perceived their organization (Wilson, 2012). Moreover talent management is seen as a strategy to improve employee recruitment and retention (Hughes & Rog, 2008). Many employee engagement researchers pointed out to the private companies includes hospitality (Hughes & Rog, 2008), electronic manufacturing (Chambel, Castanheira & Sobral, 2014), telecom sector (Patrick & Bhat, 2014), and etc. No research is studied the faculty engagement in Thai private university. However, faculty engagement

published research in educational setting is still limited and need to be further studied (Bakker & Demerouti, 2007; Betts, 2009).

Private university is seen as an autonomous university. There are unsolved problems founded in the academic journal about Thai faculty members in private university. The main problem were career advancement (Deckham, 2014), motivation to conduct the academic position i.e. assistant professor, associate professor and professor (Chaisuwan, 2007), lecturer's quality (Pukae, 2011), and image creation through the faculty members in order to build a competitive advantage (Boonyarat, 2015). Moreover, the rapid competition in Thailand educational industry by increasing in autonomous university – transform from public university to autonomous university. The reasons why Thai private universities need to adjust its strategy, policy and management in order to be a university of choice. Faculty member viewed as an invaluable asset of university, Thai private university should aware of attracting, developing and retaining their employee. This highlight needs an additional study for exploring and studying the relationship and its influences among faculty engagement, organizational citizenship behavior, work passion and talent management. At this point faculty engagement could be a critical factor to retain university invaluable assets.

1.3 Purpose of the Study

The purpose of this study is to develop the faculty engagement model and its influences of organizational citizenship behavior, work passion and talent management on faculty engagement in Thai private university.

1.4 Research Questions

This study is designed to develop a faculty engagement model in Thai private universities. Two main research questions are:

- 1) What is the relationship between organizational citizenship behavior, work passion, talent management and faculty engagement of faculty members in Thai private universities?

- 2) What is a model of faculty engagement in Thai private universities?

1.5 Research Objectives

- 1) To identify the relationship of organizational citizenship behavior, talent management, work passion, and faculty engagement of Thai private universities.
- 2) To develop the structural equation model of faculty engagement of Thai private universities.

1.6 Significant of the Study

1) For HR field, faculty engagement is examined and studied in the new aspect point of view of employee engagement. Moreover, current research in faculty engagement focused on Western context, this study will be studied in the new context apart from Western. It enhances the concept of employee engagement in order to explore the new era of engagement.

2) This study is advantaged to HR academics in order to advance the knowledge of employee engagement in term of examine the relationship and its influences on faculty engagement which integrate with the concept of organizational citizenship behavior, work passion and talent management.

3) For the HR practitioner, this study will be a grounded fundamental guideline to HR practitioner before launching a company policy or implementing HR interventions because organization cannot be implemented successfully if their employees lack of motivation to change and disengaged.

4) Private universities could implement this study to attract, retain talents, and could apply this study in term of motivating their employee to perform well. Private universities could use this study as an analysis tool to diagnose the university and to know which factors that absent and which factors need to be developed or reconsidered. Moreover according to criteria 5.2 in workforce engagement, in section 5, workforce focuses at the criteria for performance excellence under the Baldrige Performance Excellence program. Private universities could use this study as a guideline to claim 45 points at this section.

1.7 Definition of Terms

1) Faculty engagement means the integrated set of positive working, psychological and behavioral states of faculty member's mind with a fully maximize faculties' potential and performance to dedicate, give extra effort, and faith as a part of university with energy, passionate and contribute positive consequences of happiness to university to achieve the best outcome, measuring by work engagement, self-engagement, behavioral engagement, and engagement to student. The definition derived from the integration of three concept from job-demand resource as a work engagement, psychological capital as self-engagement, behavioral engagement based on Hewitt three general behavior which are say, stay, and strived, and engagement to student as followings:

Work engagement refers to a positive psychological state of faculty members' mind that relates to work which characterized by vigor, dedication, and absorption in order to work the best (Kahn, 1990; Schaufeli & Bakker, 2004; Barman & Ray, 2011)

Self-engagement refers to a faculties' personal positive psychological state of self-thought, self-efficacy, optimism, hope, and resilience in order to provide the instruction to students (Luthans, Youssef & Avolio, 2007; Sweetman & Luthans, 2010)

Behavioral engagement refers to ability of positive action and performance expresses toward working and institution by words, action, participation and involvement in faculty and institution's activities. (Mohapatra & Sharma, 2010; Hewitt, 2011)

Engagement to student refers to faculties' emotional attachment to student, and student accomplishment and relationship with student by sense of teacher-actualization.

2) Organizational citizenship behavior refers to people in the organization do their job beyond or outside their usual task or beyond work requirements. Besides, they might not get any return or straight compensation package from formal performance evaluation and assessment within organization measured by altruism, courtesy, sportsmanship, civic virtue and conscientiousness where:

Altruism refers to “discretionary behavior on the part of employees who have the effect of helping a specific other with an organizationally relevant problem” (Organ, Podsakoff, & Mckenzie, 2006, p. 252).

Courtesy refers to selfless and ability to think and concern of other people before oneself, prevent the mistake that might happen in an organization, respect, concern and careful other people including put other’s mind to one’s mind.

Sportsmanship refers to ability to behave patient to disappointment work environment, stress, and pressures including not take thing personally to cope with problems or work performance. Avoiding gossip and work peacefully.

Civic virtue refers to “behavior on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concern about the life of the company” (Podsakoff, Mackenzie, Moorman & Fetter, 1990, p. 115).

Conscientiousness is a degree to obey, accept and behave according to the rule and regulation of the organization seriously including actively working on the policy and organization philosophy with ethical.

3) Work passion refers to individual evaluation about what they feel and think in positive emotion and feeling to do the job with attentiveness, creative, and persistence measured by followings:

Autonomy means the degree that individual can perform and make decisions to his/her job at a certain amount of freedom and authority. (Hackham & Oldham, 1975; Zigarmi, Houson, David, & Diehl, 2013).

Meaningful work means a valuable job that people understand and believe how important of this job and proud of what they are doing, include the positive feeling that individual receives in order to carry out the constructive consequences. (Hackham and Oldham, 1975; Kahn, 1990; May, Gilson and Harter, 2004; Zigarmi et al., 2013).

Feedback means the past work performance and behavior have been regularly communicated to the employee for improvement in both formal and informal settings. (Shute, 2008; Aguinis, 2001; Zigarmi et al., 2013).

Workload balance means a degree that employee can handle and manage their job effectively with commitment and positive feeling, it includes that work flow such as work input and output. (Kirchmeyer, 2000; Greenhaus, Collins & Shaw, 2003; Zigarmi et al., 2013).

Task variety means the extent to the individuals are required to responsible for variety of jobs that suits for one's knowledge, skill, ability, and attitude with challenging. (Morgeson and Humphrey, 2006; Zigarmi et al., 2013).

Collaboration means "the extent to which the organization encourages the sharing of ideas, teamwork, and collaboration on projects and tasks" (Zigarmi et al., 2013, p. 2).

Performance expectation means "the extent to which individuals feel that their work is compared to an agreed upon standard and understand what is expected from them" (Zigarmi et al., 2013, p. 22).

Growth means the opportunity to gain a support from the organization to advance, improve their career both present and future. (Jans, 1989; Weng, MvElroy, Morrow & Liu, 2010; Zigarmi et al., 2013).

Procedural justice refers to the degree of individual perceive their organization about the process of how organization or leader makes decisions about human resource performance, and management in term of compensation sharing, opportunities sharing in organization with equity and fair (Roch & Shanock, 2006; Yilmaz & Tasdan, 2009; Zigarmi et al., 2013).

Distributive justice means extent of people in the organization perceive that they have treated fairly in distribution of organizational resources such as salary, bonus, rewards, organizational opportunities, responsibility and promotion comparing with other colleagues. (Paterson, Green & Cary, 2002; Yilmaz & Tasman, 2009).

Connectedness with colleagues refers to "the extent to which colleagues make an effort to build rapport and professional relationship" (Zigarmi et al., 2013, p. 2).

Connectedness with leader means "the extent to which leader make an effort to build rapport and professional relationship" (Zigarmi et al., 2013, p. 2).

4) Talent Management

Talent management refers to the integration and combination activities of the organization in order to appeals, recruit, develop, retain, manage performance, communicate, and motivate a high performance employee to gain the company's competitiveness and sustainable. Talent management was measured by talent recruitment and selection, performance management, talent development, talent communication, succession planning, and organizational culture (Morton, 2004;

Lewis, Heckham, 2006; Sweem, 2009; Pimapunsri, 2013; Devine & Syrett, 2014; Cooke, Saini, & Wang, 2014)

Talent recruitment and selection is a process of attract and choose the most suitable talent for critical particular position with suitable job specifications that align with individual knowledge, skill, ability and attitude. (Armstrong & Taylor, 2014; Mondy, 2008).

Performance management means the integrated process alignment organizational objective to individual by managing individual performance through performance planning, performance development, performance appraisal, feedback and opportunity in order to enhancing organizational effectiveness and sustainability. (Lockett, 1992; Armstrong, 2015).

Talent communication means the extent to which the organization provide sufficient related organization information, facts and encourage open communication to individuals (Vandenberg, Richardson, & Eastman, 1999).

Talent development means the process of long term improving individuals' performance both present and future in order to enhance related knowledge, skills, and abilities of individual for the advantage of organization. (Vandenberg, Richardson, & Eastman, 1999; Garavan, Carbery, & Rock, 2012).

Succession planning means “an compassing term related to the systematic process of determining critical roles within company, identifying and assessing possible successors, and providing them with the appropriate skills and experience for present and future roles” (Stadler, 2011, p. 264).

Organizational culture means shared value and beliefs among people as a guideline and lead people's behavior include determine what is accepted and unaccepted behavior of individuals in organization. (Schein, 1999; Tyrell, 2000; Kuslivan & Karamustafa, 2003).

1.8 Conceptual Framework

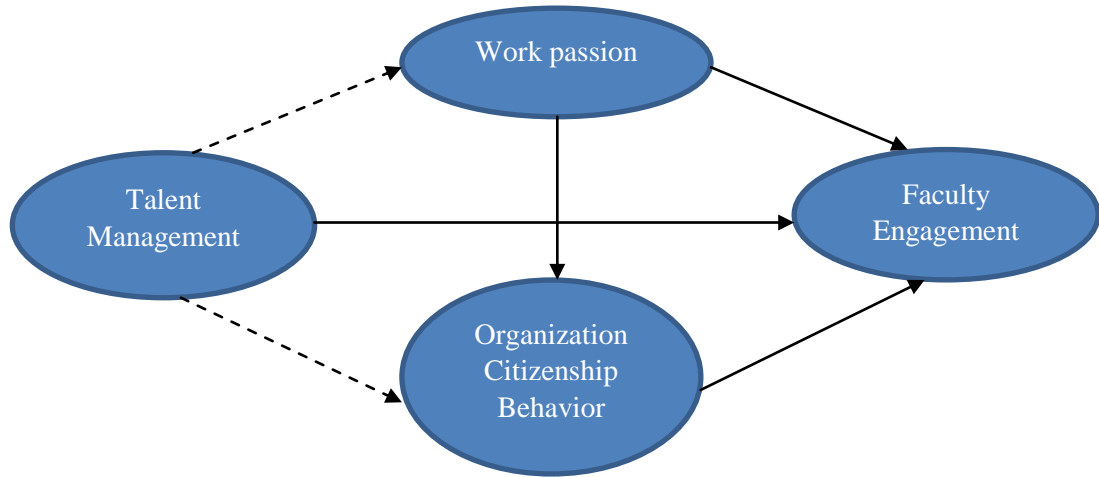


Figure 1.1 Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

This chapter provides the theoretical framework, concept, definition and a review of existing theory and empirical studies related to faculty management, employee engagement, faculty engagement by covering following topics:

- 2.1 Private university in Thailand and quality assurance
- 2.2 Employee engagement
- 2.3 Faculty satisfaction and engagement
- 2.4 Talent management
- 2.5 Work passion
- 2.6 Organizational citizenship behavior
- 2.7 Relevance research
- 2.8 Model development

2.1 Private University in Thailand and Quality Assurance

2.1.1 Private Higher Institution in Thailand

Private university is an education institution that assist Thai public universities to educate people because of the limitation of public universities that has not adequate seat to accept the all a number of students in Thailand. Since 1969, the government had established Private Institution's Act. At the beginning, five private colleges had been established which are Kerk College (now Kerk University), Bangkok College (now Bangkok University), Thaisuriya College (now Sripratum University, name changed at 1971), Patana College (now disappeared) and Commerce College (now University of Thai Chamber of Commerce). Three private universities which are first enhance to be university, Bangkok University, University of Thai Chamber of Commerce, and Dhurakij Pundit University. 25 years later, Private Institution Act had been officially announced in 1994 (Rerkklang, 1995). According to Private Institution

Act, Four primary responsibilities similar to public university that private university have to follow as missions (educational providing, research and development, national culture supporting and community servicing). Moreover, all private universities gained the status of juristic person that require a license to operate. At the present, the new Private University Act year 2003 has been emerged and implemented over 41 private universities around Thailand.

Private university seen as an autonomous university, the most of the budget came from a university's administration which divided into two parts, first university's budgeting, it came from supportive from owner, donation and incentive from the operation, and second came from a university's revenue including tuition fee, service fee, fine, charge (Ploysri & Pridarnantasuk, 2014). From the reason, private university has met a budgeting limitation in order to operate the university, so private university has to seek for the budget to university. Private university has to adapt its strategy, management style or system to cope with the problem effectively. Kasikorn research center (2008) predicted that in year 2015, Thailand joined AEC (ASEAN Economics Community). Each universities need to enhance upon the international standard. Private university might face a severe competition, and a possibility to be bankrupted in the future unless it needs to adapt and increase competitive advantage. Moreover, from the report of the office of educational council in Thailand (2010) said that the higher education in the future will be more severe competition than the past because of the decreasing a number of birth rate and student attended in university. Similarity to Ploysri and Pridarnantasuk (2014) said that private university need to adapt themselves to cope with such problem. Moreover, the rapid competition in Thailand educational industry by increasing in autonomous university – transform from public university to autonomous university, have been rapidly increasing from the policy of the government in order to enhance the educational quality in Thailand. The reasons why strategy, policy and management in Thai private universities need to be adjusted and aligned with such policy in order to be a university of choice and attracting the new students.

There are many unsolved problems and issues in Private universities are confronting, Wongkomthong (2008) said that because of the sub-campus expansion establishment and increasing number of students are accepted to public universities,

the impact of free trade to higher education management, strict government rules and regulation to control private universities that leads to inflexibility of self-management and development of private university, tax deduction, source of budgeting to support private university, foreigner faculty employment, and finally lack of supportive from private sector to private university management. However, Techagaichana (2013) supports that problems of private university is that private university cannot adapt and cope with rapid change especially for the quality assurance and standard, lack of research and development including the long-term planning as well as the quality of graduate students. The most importantly is the lack of quality of faculty member in private university and crisis in image and reputation of faculty member profession. Moreover, private university also face the problem of talent lectures deficiency, lack of motivation to conduct the academic position, inefficiency human resource system, career advancement as well as talent management in private university (Chaisuwan, 2007; Suthammanon, 2012; Deckham, 2014; Thephayakul & Rinthisong, 2014). From the above reason, private university need to be deeply study in order to solve such problems efficiently.

2.1.2 Quality Assurance in Thai's Higher Education

According to Thailand National Qualifications framework of higher education and Thailand framework of the second 15-year long range plan on higher education (2008) which concentrated in creating desirable society and coping with rapid change of the country is now implementing from year 2008 up to year 2022.

Internal quality assurance for higher education launched by the bureau of standards and evaluation (2007) indicates that all both public and private universities need to implement nine components as compulsory requirement where component one is Philosophy, commitments, objectives and implementation plans (2 indicators), component two is teaching and learning (13 indicators), component three is student development activities (2 indicators), component four is research (5 indicators), component five is academics services to the community (5 indicators), component six is preservation of arts and culture (3 indicators), component seven is an administration and management (9 indicators), component eight is finance and budgeting (2 indicators), and component nine is systems and mechanism for quality assurance (3 indicators).

The higher score in quality assurance for higher education (maximum is 5) (revision in 2010 and 2014) could guaranteed that higher education institutes in Thailand have a higher quality. All higher educational institution needs to follow the regulations purposed by Thailand Ministry of Education. A quality assurance system rely on a quality faculty members, so talent management and employee engagement could improve this situation because when employee is engaged, dedicate to the work, and contribute a good thing to the university will be enhanced. Furthermore, under the Baldrige Performance Excellent program 2013-2014, section 5.2 mention about the workforce engagement and how the organization engage the workforce to achieve organizational and personal success? (45 points). It explains that how the organizational develop, engage employee in order to achieve high performance and innovation. Three main sections are first, workforce performance that consists of engagement, organizational culture and performance management. Second, are assessment of engagement and correlation with business result, third workforce and leader development which are learning and development, effectiveness of learning and development and career progression (Baldrige Performance Excellence Program, 2013). It could guarantee the education quality of the university at international level.

From the problems and Quality Assurance in Thai's private university, one of the way to solve such problems is to develop and motivate faculty to work, let them realize their own duties and responsibilities to perform the tasks with enthusiastic, passionate and engaged. Engagement is combination of sciences and arts, as fundamental human resource intervention in order to drive organization success. The next section is related theories, concepts and research in employee engagement.

2.2 Employee Engagement

2.2.1 Definition of Employee Engagement

The word of engagement is originated by Kahn in 1990 mentioned about work engagement by psychological state as a fundamental based. It was stated that engagement is "psychological experiences of work and work contexts shape the processes of people presenting and absenting themselves during task performance" (Kahn, 1990, p. 694). Moreover personal engagement had been studied and

categorized. Three psychological conditions that are psychological meaningfulness, safety and availability have been emerged.

Recently, three main influential of employee engagement theories are in a trend (Saks & Gruman, 2014). First employee engagement theory was influenced by the work of Kahn called work engagement (Truss, Soane, Edwards, Wisdom, Croll & Burnett, 2006; Britt, Dickinson, Greene-Shortridge & McKibben, 2007; Macey & Schneider, 2008; Shuck & Wollard, 2010) by saying that employee engagement is an psychological state of employees' mind and mental including individual emotion, cognition, and physical state, to make employee put extra effort and energy in order to achieve exceptional organizational performance, employee will devote themselves when they are fully engaged and committed to the organization. The second theory of employee engagement was influenced by job burnout (Maslach & Leiter, 1997; Cartwright & Holmes, 2006; Schaufeli & Bakker, 2004). According to Maslach and Leiter (1997, p. 201) stated job burnout is "psychological syndrome that involves a prolonged response to chronic interpersonal stressors and leads to poor job performance, withdrawal behaviors and poor mental health and is the negative antithesis of job engagement". On the other word, because of job burnout, employee are not engaged. The third theory of employee engagement is influenced by Job Demands-Resources (JD-R model). This engagement theory pretty much similar to job burnout, however according to Demerouti, Bakker, Nachreiner, and Schaufeli (2001) as cited in Saks and Gruman (2014, p. 161) said that

The model was used to demonstrate that burnout can develop through two processes. First, burnout is the result of high job demands, which leads to exhaustion. Second, a lack of job resources leads to withdrawal behavior or disengagement from work.

Therefore, JD-R model involved job demand and job resource, which job demands are required psychological, social, and physical such as work-life balance, job stable and security, clear role and responsibility, and concrete timeline. Job resources is help employee to achieved their goal by encouraging continuous learning and development, career advancement and growth, compensation, teamwork, supportive management and the like.

However, even though there are three school of thoughts in employee engagement, the similarity of each concepts based on psychological perception and aim of employee engagement, each school of thoughts had had a same value and goal to promote employee engagement in order to enhance organization effectiveness. So in this study tends to apply and extent the concept of employee engagement from Kahn of work engagement by encouraging faculties who have a positive psychological contract and dedicate themselves to with positive think, feel and act in enthusiastic and assertive to achieve personal and university goals.

According to Schaufeli and Bakker (2004, p. 295) said that “engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”. Vigor refers to a high level of effort and energy that employee invest to work, dedication is a sense of job significant, challenge and employee passionate to work, finally absorption involved highly focused, encouraged and engrossed in individual’s work. However, Saks (2006) argued that employee engagement refers to a degree of people in the organization is attentive behavior, and job concentrated in employee’s performance. However, engagement was separated into two level, job engagement level (a degree of people involved and active for doing their job well) and organizational engagement level (psychologically attachment and being a good citizenship in an organization).

In addition, Gebauer, Lowman, and Gordon (2008, p. 9) defined employee engagement as “a deep and broad connection that employee have with a company that results in a willingness to go above and beyond what’s expected of them to help company succeed”. They highly mentioned that engaged employees have three connected linking level in employee engagement which are rational level, emotional level, and motivational level. For rational level refers to clear and understand tasks and employee responsibilities to perform the job effectively, then move to second level is an emotional level, at once employee has a rational level of engagement, employee will be assertively attached to the organization with wand passionate. The last level is motivational level, employee know well how to perform the best as they can and put extra effort to the job. Another point of view by Shuck and Wollard (2010, p. 103) stated that employee engagement as “an individual employee’s cognitive, emotional, and behavioral state directed toward desired organizational

outcome”. The cognitive engagement refers to people think, perceive, and recognize the organization; emotional engagement involved how people has feeling toward the organization in the positive way, and finally behavioral engagement means how people behave and achieve the goal of organization.

Later, according to Christian, Garza and Slaughter (2011) identified that employee engagement consisted of three mutual features about psychological, mental and emotional connection to job and work, personal resource and self-investment, and employee engagement is about “state” rather than “trait”. However, Saks and Gruman (2014, p. 157) argued “employee engagement means that individuals are psychologically present when occupying and performing and organizational role. When people are psychologically present they are attentive, connected, integrated, and focused in their role performances”. They insisted that employee engagement in not only mental engaged but behavioral engaged as well. So employee engagement came from heart, transfer to head and behave interchangeably.

For the famous consultant companies’ perspective toward employee engagement, first Aon Hewitt viewed that employee engagement is focus on an “individual behavior” more than cognitive and emotional aspect. Aon Hewitt (2011) had presented three employee engagement behaviors called say, stay and strive. Say refers to employees speak positively about organization, stay means employee perceives that they are part of the organization and strived refers to an extra effort of employee in order to work the best. However, Tower Watson (2012) argued that employee engagement are separated into three part which are rational think (mind), emotional feel (heart), and motivational act (hands). Mercer (2007 quoted in Schaufeli and Bakker, 2010, p. 12) concluded a different point of view toward employee engagement that “employee engagement can be called ‘commitment or motivation’ engagement refers to a psychological state where employees feel a vested interest in the company’s success and perform to a high standard that may exceed the stated requirements of the job”.

Moreover, Mercer (2011) said that there are four levels of employee engagement starts by employee need to have a job satisfaction as the level one first, after employee satisfied with the job, employee feel motivated at work as a level two, at level three, employee committed to work and organization, and finally level four employee advocate and put an extra effort to do the best work.

2.2.2 Employee Engagement and Uniqueness Constructs

The meaning of employee engagement still being debated among scholars and practitioners (Bakker, Albrecht, & Leiter, 2011). However, there are closely overlapped and interrelated concept of employee engagement such as job satisfaction, involvement, organizational commitment, extra-role behavior, personal initiative, positive affectivity, flow and self-consciousness, and workaholism (Schaufeli & Bakker, 2010; Shuck, Ghosh, Zigaemi, & Nimon, 2012; Saks & Gruman, 2014). According to Saks and Gruman (2014) argued that employee engagement is different from other constructs because employee engagement is a broader area of people in term of cognitive, physical, and emotional, and involving in employees invest a whole life performing the job with willingness.

According to Muchinsky (2003, p. 307) defined job satisfaction that “degree of pleasure an employee derives from his or her job”. Moreover, job satisfaction is an essential source of job fulfillment and factors affecting job satisfaction resulting from both of job and non-job related such as happiness, compensation satisfaction or working climate (Maslach, Schaufeli, & Leiter, 2001; Latham & Ernst, 2006). However, Rukkhum (2010) said that job satisfaction means the type of positive feeling and attitude toward the job, however it might related or not related to performance but related to employee engagement. Macey and Schneider (2008, p. 8) insisted that job satisfaction is a source of energy and passion, and job satisfaction is “a facet of engagement”. So job satisfaction and employee engagement cannot be similar, yet job satisfaction is a fundamental ground and is a one dimension of employee engagement.

Other related of employee engagement is job involvement, it refers to psychological of employee mind to see how important to their work that affect employees’ self-esteem (Muchinsky, 2003). Brown (1996) said that there are correlation among job involvement, job satisfaction, job attitude, work satisfaction, and organizational commitment and those not correlated to work behavior. This findings was confirmed by Brown (1996) by discovered that the different between employee engagement and job involvement are the work and job focus, job involvement seems to focus on the job or work more than employee engagement, and work behavior is not related to job involvement. Later on, Christian, Garza and

Slaughter (2011) identified that job satisfaction is about individual job attitude toward working and job situation, job involvement refers to which employee perform a central job with job identity, and organizational commitment involves employee emotional attachment. In addition, employee engagement is a broader area than job involvement, engaged employee invest their energy, and perform extra role with positive emotional attachment, on the other hand, job involvement is only people invest to their job with a cognitive satisfaction (May, Gilson, & Harter, 2004; Macey & Schneider, 2008; Saks & Gruman, 2014).

The related concept that overlapping with employee engagement is organizational commitment. According to Muchinsky (2003) said that organizational commitment refers to sense of adherence to the organization. The guru of organizational commitment, Meyer and Allen (1991, p. 67) said that organizational commitment consists of normative commitment, affective commitment, and continuance commitment by stating that

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Continuance commitment refers to an awareness of the costs associated with leaving the organization, and normative commitment reflects a feeling of obligation to continue employment.

However, Harris (2006, p. 11) argued that organizational commitment is “the emotional and intellectual involvement and commitment by employees to their organizations”. The different between job satisfaction and organizational commitment are the job focus, which job satisfaction focuses on the individual working but commitment focuses on the whole organization (Harrison, Newman, & Roth, 2006). In term of commitment, Cohen (2003) stated that employee might committed to the job or committed to the profession but might not committed to the organization. In term of employee engagement and organizational commitment, some scholars concluded that organizational commitment is a part or aspect of employee engagement but not employee engagement (Macey & Schneider, 2008). Mangundjaya (2012) argued that there are the positive relationship between employee engagement

and organizational commitment. However, many scholars use organizational commitment and employee engagement interchangeably (Mangundijaya, 2012; Agyemang & Ofei, 2013; Akaraborworn, Rurkkhum, & Yodrakang, 2014; Albdour & Altarawneh, 2014). However, Hallberg and Schaufeli (2006) found that there are interrelated among organizational commitment, job involvement, and employee engagement. As well as Christian, Garza and Slaughter (2011) discovered that organizational commitment, employee engagement, and job involvement are highly correlated in support of discriminant validity. Furthermore, the concept of employee engagement and organizational commitment have been studied in various sectors such as financial companies, private own bank and government owned financial company (Mangundijaya, 2012), banking sector in developing countries (Albdour & Altarawneh, 2014), private and public sector (Agyemang & Ofei, 2013) and all found is a positive relationship.

Other related to employee engagement according to Schaufeli and Bakker (2010) which are an extra-role behavior (engaged employee tends to work beyond what a job usually required and bring a creativity to increase job productivity, this concept is closely related to organizational citizenship behavior), personal initiative (self-starting behavior and vigor), positive affectivity (attentive, proud, inspired, alert, enthusiastic, determine, and energized and strong), flow (focus, concentration, clear mind, body unison, and self-consciousness), and workaholism. However, there are the areas overlapping but organizational citizenship behavior, workaholic, and organizational commitment, and job satisfaction are distinct.

Antecedent and consequence of employee engagement

A study of antecedent and consequence of employee engagement, a uniqueness of employee engagement, job satisfaction, job involvement, and organizational commitment derived from intrinsic motivation, it has commonplace antecedents and consequences of employee engagement (Rich, LePine, & Crawford, 2010).

The antecedent of employee engagement according to Demerouti, Bakker, de Jonge, Janssen, and Schaufeli (2001) are job factors (autonomy, job demands) and organizational factors which are feedback, job control or authorized, work-life balance and role conflict. Gibbons (2006) said that the key determinants of employee

engagement are job significant, trust, integrity, career growth opportunity, company's pride, teamwork and collaboration, employee development, and relationship with supervisor. According to Sak (2006) discovered that job characteristics, perceived organizational support, perceived supervisor support, rewards and recognition, procedural justice, and distributive justice predicts employee engagement, and employee engagement contributed to job satisfaction, organizational commitment, intention to quit, and especially organizational citizenship behavior. However, Macey, Schneider, Barbera and Young (2009) argued that the driver of employee engagement is working environments that divided into two features, first is psychological behavioral, for instances, concentrated, focus, passionate, enthusiastic and second is a physical behavioral. Employee engagement value chain purposed by Macey, Schneide, Barbera, and Yong (2009) starts from organization have to create the high performance work environment, because it contributes to engagement feeling, so engagement feeling creates engagement behaviors. The different point of Whitting and Galpin (2010) said that employee engagement came from two level which are micro and macro level. For micro level consists of full-range of leadership, job enrichment, and goal setting. For macro level came from organizational strategy, HR value chain or HR practices (recruitment and selection, orientation and socialization, performance management including performance planning and evaluation, training and development, career development, compensation and rewards, and employee separation). However, a main moderator between micro and macro level that influence employee engagement is trust. Wollard and Shuck (2011) argued that antecedent of employee engagement should have two levels which are individual level and organizational level. Individual antecedent includes citizenship behavior, job involvement, job variety, autonomy, meaningful work, perceived organization support, trust, work-life balance, and etc. Organizational antecedents includes corporate culture, good governance and organizational ethics, clear performance management, job fit and characteristics, task challenge, self-efficacy, workplace safety, good working climate and environment, compensation, supportive organizational culture, talent management. The same direction with Kumar and Sia (2012) found that antecedent of employee engagement is work environment, it contains eight factors that are peer cohesion, supervisor support, autonomy, task orientation, work pressure, clarity, control, and physical comfort.

Recently, Sak and Gruman (2014) studied antecedents of employee engagement based on job demand and job resource and found that job demand resource plays as antecedents of psychological state, and psychological state based from Kahn (1990) contributes to engagement. An integrative theory of employee engagement by Sak and Gruman (2014) purposed the model starting from transformational leadership, LMX and empowering leader contribute to job resources and job demands which are, at first, task level and organizational of work, second are organizational level and social relations, third are interpersonal and social relations, and fourth, are task level, interpersonal level and social relations. All factors of job demand - resource contribute to psychological conditions. As a result, four type of employee engagement (task engagement, work engagement, organizational engagement, and group/team engagement) are occurred. As a consequence, career opportunity, supervisor and coworker support, participative management in decision making, performance feedback, role clarity, career advancement, supportive climate, and leadership are antecedents of employee engagement based on psychological condition are emerged (Bakker & Demerouti, 2007; Macey & Schneider, 2008; Sak & Gruman, 2014). Furthermore, Sak and Gruman (2014) had established the employee engagement theory propositions that JD-R, leadership, individual different (altruism, conscientiousness) are antecedents of employee engagement as well. On the other word, Rana, Ardichvili and Tkachenko (2014) purposed the theoretical model of employee engagement antecedents and outcome and found that employee engagement antecedents consists of job design and characteristics (meaningful and challenging work), supervisor and co-worker relationships (supervisor and co-worker social relationship), workplace environment (physical resource, supportive workplace climate, perception of safety, and collective engaged workplace), and human resource development practices which are organization development, training and development, and career development. By job demand (workload and peer pressure) and individual characteristics (proactive personality, optimism, high self-esteem and self-efficacy) play as a moderator to employee engagement (cognitive state, emotional state, and physical state). Akaraborworn et al. (2014) said that the antecedents of employee engagement are relationships with supervisors, relationship with colleagues, job security, compensation and benefits, work environment, work-life balance, clear

accountability and empowerment, organizational communication, challenging work, development opportunities, career growth, feel respected from the others and corporate image. The outcomes of employee engagement are divided into three categories which are job performance, reduced turnover intentions and organizational citizenship behavior (Rana, Ardichvili, & Tkachenko, 2014).

2.3 Faculty Satisfaction and Engagement

Although employee engagement concept has been widely studying across the world in many sectors includes hospitality (Hughes & Rog, 2008), electronic manufacturing (Chambel, Castanheira, & Sobral, 2014), Thai publicly traded companies in SET and Private companies (Rurkkhum, 2010), telecom sector (Patrick & Bhat, 2014). However, faculty engagement published research in educational setting are still limited and need to be further studied (Bakker & Demerouti, 2007; Betts, 2009). According to Betts (2009, p. 32) said that “faculty engagement needs to go beyond clocking the number of hours faculty spend teaching, conducting research, and engaging in scholarly activities”. The reason caused faculty dissatisfaction and finally faculty member leave the university because of lack of opportunity for growth, career advancement and lack of succession planning, poor faculty development, poor department leadership and poor relationship with leader, and low support from university as well as low salary are confirmed, moreover, faculty engagement contribute to innovation, satisfaction, student retention as well as faculty retention (Betts, 2009).

Faculty members in a higher education have had a great responsibility in teaching, researching, and servicing (Tandon, 2008). A National Qualifications framework for higher education in Thailand, all faculty member both public and private universities need to complete four mission for teaching, researching, academic servicing and supporting national cultures and traditions. The concept of employee engagement has widely accepted from many scholars (Maslach & Leiter, 1997; Schaufeli & Bakker, 2004; Macey & Schneider, 2008; Shuck & Wollard, 2010). Yet, a number of research published in faculty engagement is still limited. While, researchers and scholars had used the term of employee engagement to examine

faculty engagement (Betts, 2009; Glass, Doberneck, & Schweitzer, 2011; Barman & Ray, 2011; Hagner, 2001; Morris, 2008; Selmer, Jonasson, & Luring, 2013).

According to Betts (2009, p. 32) said that “the research on faculty engagement within higher education, like the corporate sector, should examine factors linking faculty engagement to innovation, satisfaction, faculty retention, and student retention”. The study on faculty engagement began when Ewell (1997) studied on organizing for learning with a new imperative and concluded that if we want to improve student quality of learning effectively, scholars have to study in institutional engagement and faculty engagement because it links to instruction quality, so it passes to students’ quality when instructor is engaged.

Faculty engagement refers to the faculty member who has a positive state of mind and psychological contract to dedicate themselves to the job and institution with emphatic and enthusiastic mind and behavior in order to fully maximize faculties’ potential and performance. This definition was influenced by Kahn (1990: 700) whom initiate “personal engagement” which stated that “the simultaneous employment and expression of a person’s ‘preferred self’ in task behaviors that promote connections to work and to others; personal presence (physical, cognitive, and emotional); and active full role performance”. Especially Barman and Ray (2011, p. 1) stated that “an engaged faculty will show a high degree of commitment and involvement in the profession. For him/her teaching is more of commitment than compliance”.

Selmer et al. (2013, p. 95) said that “engaged academics staff have been found to experience positive emotions including happiness, joy and enthusiasm, experience better health, create their own job and personal resources, and transfer their engagement to others”. Faculty engagement tend to have a positive feeling, behavior and emotional in order to work effectively. Not only work with energy but also they have a good health, and be able to handover their feeling to colleagues. However, Selmer et al. (2013) tends to support Shuck and Wollard (2010) by divided types of employee engagement into three areas that are behavioral, cognitive and emotional engagement. For behavioral engagement, faculty member seems to behave and participate in university activities and compliance the institution’s rule and regulation. Faculty cognitive engagement means a personal investment to perform the tasks completely. If faculty member feel that they perform and achieved the jobs/goals

successfully, the level of cognitive engagement will be increased. Emotional engagement is a psychological feeling to be a part of university citizenship and sense of belonging. Faculty emotional engagement is expressed via a passionate to work, enthusiastic, a sense of belonging, so faculties express the high level of satisfaction and emotional engagement positively to their work (Marks, 2000; Blumenfeld et al (2005).

Hagner (2001, p. 3) defined faculty member as an “entrepreneurial group”. As entrepreneur, resources, incentives and benefit, and reward are required and bring about faculty engagement. Furthermore, Factor influences faculty engagement was discovered and proposed by Barman and Ray (2011) are institutional attachment, primary involvement -- a physical engagement means that faculties tend to engage and involve when they are satisfied with basic needs, and secondary involvement -- an emotional state such as credibility, guidance, recognition, career orientation, including socialization such as relationship with co-work and networking.

Kuh (2001) also support the Ewell’s statement by saying that quality of instructor and teaching or instruction quality did influence student’s learning, moreover the faculty involvement and the relationship among faculty members also affect a student learning and student quality as well. Glass, Doberneck and Schweitzer (2011) argued that factors affecting faculty engagement consists of three major factors which are institutional support and communication, it includes organizational norms, institutional culture, institutional culture, leadership, engagement structure, and institutional mission. Second, professional engagement which includes socialization factors (academic improvement, relationship with peer, teamwork, and supervisor or dean, and type of employment i.e. contracting lecturer, tenure lecture), faculty management factors such as performance appraisal and improvement, faculty and university support, workload balance. Third, personal types that are demographic and sociocultural influences such as sexual orientation (male, female and others), ethnicity and race such as African-American, Asian, including age, personal value and belief, motivation and self-identity, previous experience as well as epistemology and paradigm. Moreover, the concept of faculty engagement is needed to be further study in the new context across cultures because it enhances student engagement (Fredericks, Blumenfeld & Paris, 2004; Furlong & Christenson, 2008). Rhoades

(2012, p. 2), a professor at center of the study of higher education, University of Arizona said that “faculty are central to quality and completion”. So in order to develop quality student, faculty members’ engagement are the significant key to enhance student quality and efficiency. In this study, faculty engagement means the integrated set of positive working, psychological and behavioral states of faculty member’s mind with a fully maximize faculties’ potential and performance to dedicate, give extra effort, and faith as a part of university with energy, passionate and contribute positive consequences of happiness to university to achieve the best outcome.

2.3.1 Faculty Engagement Measurement

Well-known engagement measurement by 12Q of Gallup consulting company, and the Utrecht Work Engagement Scale (UWES) are widely used in order to measure employee engagement around the world.

The Gallup Q¹² by Gallup developed twelve questions measuring employee engagement in 1998. However it has been critiquing from many scholars that Gallup Q¹² tried to measure job satisfaction and antecedent of employee engagement instead of employee engagement itself (Harter, Schmidt, & Hayes, 2002) as followings:

Table 2.1 Gallup Q¹² and its Implications

No.	Questions	Implication
Q1	Do you know what is expected of you at work?	Role clarity
Q2	Do you have the materials and equipment you need to do your work right?	Material resource
Q3	At work, do you have the opportunity to do what you do best every day?	Opportunity for skill development
Q4	In the last seven days, have you received recognition or praise for doing good work?	Social support and positive feedback
Q5	Does your supervisor, or someone at work, seem to care about you as a person?	Supervisor support

Table 2.1 (Continued)

No.	Questions	Implication
Q6	Is there someone at work who encourages your development?	Coaching
Q7	At work, do your opinions seem to count?	Voice
Q8	Does the mission/purpose of your company make you feel your job is important?	Meaningfulness
Q9	Are you associates (fellow employees) committed to doing quality work?	Fellow employees
Q10	Do you have a best friend at work?	Social support
Q11	In the last six months, has someone at work talked to you about your progress?	Feedback
Q12	In the last year, have you had opportunities at work to learn and grow?	Learning opportunities

Source: Adapted from Harter et al., 2002, p. 268-279.

Another well-known engagement measurement is The Utrecht Work Engagement Scale developed by Schaufeli et al. (2002b) based by three dimensions of vigor, dedication and absorption. Originally 24 items to 17 and finally 9 items had represented work engagement. The scale has been used around the world i.e. Australia, Belgium, Canada, China, Finland, Germany, The Netherland, Norway, Spain including Thailand (Schaufeli, Martinez, Pinto, Salanova & Bakker, 2002; Schaufeli & Bakker, 2003; Storm & Rothmann, 2003; Yi-Wen & Yi-Qun, 2005; Rukkhum, 2010; Xanthopoulou, Bakker, Kantas, & Demerouti, 2012) with a coefficient alpha is between .80 to .90 However it was adopt to measure work engagement in many sectors and industries (Schaufeli, Bakker, & Salanova, 2006). Nevertheless, the Utrecht measure only work engagement not employee engagement.

Another measurement by Rothbard (2001) based on Kahn (1990) that two engagement types which are attention (four items) and absorption (five items) are developed in order to measure employee engagement. May, Gilson, and Harter (2004)

also developed employee engagement questionnaire based on cognitive, emotional, and physical engagement with thirteen items. Sak (2006) initiated employee engagement questionnaire by divided employee engagement into two level of engagement which are job engagement (five items), and organizational engagement (six items). Similarity to May et al. (2004), Chartered Institute of Personnel and development (2006) developed thirteen items of employee engagement scale consisted of three dimensions which are cognitive engagement, emotional engagement, and physical engagement. However those measurement are not widely used and accepted among practitioners and scholars. In 2010, Shuck (2010) had been developed a workplace engagement scale to measure employee engagement by modified employee engagement scale of May et al. (2004), and a scale consisted of sixteen items.

In Thailand, Akaraborworn et al. (2014) developed Emo-meter in order to use as a diagnosis tool to measure employee engagement called “Emo-meter” by consisting of well-being, belonging, and doing the best. Unfortunately, it hasn’t been tested in faculty members yet. However, since there are no consensus of faculty engagement measurement, yet employee engagement measurement might not suitable to measure faculty engagement because employee engagement are mostly used in private sector context and was not developed for higher educational context, moreover the studies had been found in faculty engagement research adopt the employee engagement measurement to measure faculty engagement (Chughtai & Buckley, 2009; Yahaya, Chek, Samsudin, & Jizat, 2009; Tek-Yew, 2009; Wong & Heng, 2009).

However, this study applied the concept of psychological capital, JD-R model, Kahn’s theory, and Hewitt behavioral engagement as a fundamental guideline to use as a faculty engagement measurement. Faculty engagement measurement in this study was derived from Four types of engagement first is work engagement, it is influenced and supported by JD-R model and Kahn’ theory, according to Bakker, Demerouti, Boer and Schaufeli (2003, p. 4) said that

Job demands refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort... job resources refer to those physical, psychological, social, or organizational aspects of the job that are either/or: 1) functional in achieving work goals; 2) reduce job demands and the associated physiological and psychological costs; 3) stimulate personal growth and development.

JD-R concept based on individual's cognitive and emotional of job requirement which is working situation. Job demand deals with physical, mental, social effort of working such as work overload, role vagueness and conflict, insecurity job. On the other hand, job resource is a feature helping employees in the organization accomplish their working goals such as compensation, career advancement, learning and development, supervisor support, teamwork, role clarity, participation, skill variety, antinomy, job meaningfulness, feedback and task identity. According to Kahn's theory of work engagement, it related to the psychological state of mental, cognitive and emotional, so work engagement is one of the factors make employee engaged.

The second type of faculty engagement is self-engagement, it was supported by the concept of psychological capital. Luthans, Youssef and Avolio (2007, p. 3) said that psychological capital, a positive psychology means that

an individual's positive psychological state of development characterized by: 1) having confidence (self-efficacy) to take on and put in necessary effort to succeed at challenging task; 2) making a positive contribution (optimism) about succeeding now and in the future; 3) preserving toward goals, and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success.

The empirical study shew that psychological capital affect not only job engagement but also overall career and life satisfaction (Halbesleben & Wheeler,

2008; Karatepe & Karadas, 2015). So employees who have psychological capital (self-efficacy, hope, optimism, and resilience) tend to have higher job, career, and life satisfaction. The third type of faculty engagement is behavioral engagement. This type of engagement originated and influenced by Hawitt (say, stay and strived), and A-factors (job satisfaction, organizational commitment, job involvement). It means that engaged people tend to say a good thing to the organization, they stay and contribute good contribution to the organization and put extra effort to work with energy and enthusiastic. Furthermore, they have a high level of job satisfaction, committed to organization, involve and participate in organizational activities. Finally, engagement to student, refers to student accomplishment and relationship with student by sense of teacher-actualization, the reasons why faculties are engaged.

Based on four main concepts measure faculty engagement which are work engagement (JD-R model, and Kahn), self-engagement (Psychological capital), behavioral engagement (say, stay and strived, and A-factors), and engagement to student. Faculty engagement means the integrated set of positive working, psychological and behavioral states of faculty member's mind to dedicate, give extra effort, and faith as a part of university with energy, passion and contribute positive consequences with happiness to university to achieve the best outcome.

2.3.2 Theories Related to Faculty Engagement

Since there are consensus among human resource development scholars in employee/faculty engagement theory in term of meaning and measurement (Saks & Gruman, 2014). Motivation theories seem to closely relate to concept of employee/faculty engagement in term of content and process to encourage people to work (Halm, 2015). According to Latham and Pinder (2005) said that motivation is about the process that make people pleasure and satisfy to work with energy. However, work motivation had been widely recognized in an organizational context and relate to personal and organization succession (Kanfer, Chen, & Pritchard, 2008). The well-known classical motivation theories are Maslow's Hierarchy theory, two-factor theory, Goal setting theory, expectancy theory, psychological contract theory, and self-determination theory. The following section, each theory is presented in brief.

2.3.2.1 Maslow's Hierarchy of Needs Theory

According to Maslow (1970), every human has a hierarchical physiology needs, safety, sense of belongings and socialization, self-esteem and self-actualization. The physiological needs are food, residences, cloths, drug, when people are satisfied with physical needs, they needs upper level of needs is a safety, people needs safety in life in both tangible safety like safety food, safety house until an intangible safety like secure job etc. The upper level is belonging, refers to love and socialization, people need friends and want to be accepted from friends and family. Next, self-esteem refers to a recognition from other people, friends, family as well as supervisor and organization to be remembered, to be somebody. The last state is self-actualization refers to a self-fulfillment, people do things neither because of money nor for safety but because of happiness. Sense of achieving, self-esteem and self-actualization could bring about employee engagement.

2.3.2.2 Two - Factor Theory

Two - factor theory or motivational-hygiene theory, purposed by Herzberg in 1987. He separated two factors of motivation in to two level which are first, hygiene factors refer to something that contribute to employee satisfaction with their working environment and working conditions such as biological needs, salary, bonus, organizational structure, relationship in the organization. Then motivational factors or motivator factors, it creates employee work happiness such as recognition, involvement, achievement, challenging work and growth. It's obvious that engaged people seems to satisfy with both hygiene factors and motivational factors.

2.3.2.3 Goal Setting Theory

Locke and Latham purposed goal setting theory in the late 1960. A theory said that goal contribute people's effort and intention, employee's persistence. It impact to people to establish strategies to achieve their goals (Locke, 1968). According to DeSimone and Werner (2012, p. 51) stated that

Goals influence an individual's intentions, which are defined as the 'cognitive' representations of goals to which the person is committed, this commitment will continue to direct employee behavior until the goal is achieved or until a decision is made to change or reject the goal.

From the goal setting theory, supervisor shall be able to manage employees' goal because goal leads to employee performance, if the management motivates employee to follow a goal, management needs to be careful that the goal is aligned with employee's value and belief. However goals need to be challenged, specific, measurable, attainable, reliability, and with the time frame to make people engaged in organization (Miles, 2012).

2.3.2.4 Expectancy Theory

Expectancy theory originally purposed by Vroom (1964, p. 17) said that means "a monetary believe concerning the likelihood that a particular act will be followed by a particular outcome". Three terms, expectancy, instrumentality and valence are interconnected. Expectancy (thinking) contributes to instrumentality (believes), and leads to valence as value (DeSimone & Werner, 2012). Moreover, Vroom (1964) purposed the individual performance function where performance as a function of ability multiple with motivation ($\text{performance} = f(\text{ability} \times \text{motivation})$). If motivation or/and ability increases, performance will be increased. However If ability or motivation is zero, the performance turns to be zero. So organization needs to boost both motivation factor and ability factor.

2.3.2.5 Psychological Contract Theory

From the reason of why employee joined the company because employees expected to receive something exchange for their working effort in return, so when the exchange agreement are unwritten and informal, it has been called psychology contract. Employees mentally originate the relationships of psychological contract in three categories, first, receiving information via communication, observing other in the organization and third is compensation, benefit system, performance review, and compensation adjustment (Rousseau, 1995 as cited in Miles, 2012).

Devine and Syrett (2014, p. 159) said psychological contract drives recognition, achievement, and dignity by saying that

I think people assume that star performers just have innate talent, but a lot of the rationale for why they are good derives from quite deep-seated psychological reasons that crate a higher level of commitment, emotional and in some cases physical, to the job. They will work longer hours, they will be

more focused, they will be more intense and they will engage better because they have that core drive and need. I think this is often overlooked.

Psychological contract theory explains both employee engagement and talent management in term of motivating talent to engage. However, such theory closely related to social exchange theory which discussed in the next section.

2.3.2.6 Self-Determination Theory

Self-determination theory is a combination study of personality and motivation theory mentioned that employee has a self-motivated or self-determined, if they are satisfied with the basic needs or physical needs (extrinsic motivation), they have a tendency to have a higher level of employee's performance, well-being, health or vigor comparing to those who doesn't satisfied (Deci & Hyan, 1895; Deci & Ryan, 2000). The theory was inspired by six theories, causality orientations theory, cognitive evaluation theory, organismic integration theory, relationships motivation theory, goal contents theory, and basic psychological needs theory. The main focus of this theory is the intrinsic motivation consists of three dimensions that are autonomy, relatedness, and competence (Deci & Ryan, 2000).

Moreover, in the present research found that not only motivation theory but also JR model can be a theory of employee engagement as well (Saks & Gruman, 2014).

2.3.2.7 JD-R Model

JD-R model or job demand resource model originated by Bakker and Demerouti (2007). It is influenced by job burnout. There are two process of JD-R model, first, employee will be exhausted as the result of high job demanding, second, deficiency of job resource contribute to withdrawal behavior (Saks & Gruman, 2014). JD-R model explains that there are two working situations which are job demand and job resource. Job demand consists of physical, mental, social effort to work in the organization such as work overload, role vagueness and conflict, insecurity job. Job resource is a feature that help people in the organization accomplish a working goal. Moreover, that is a resource from the organization provide to employees such as compensation, career advancement, learning and development, supervisor support, teamwork, role clarity, participation, skill variety, antinomy, job meaningfulness,

feedback and task identity including physical, psychological, and social setting in the organization (Bakker & Demerouti, 2007). JD-R model could help employee understand one's self to work and it can be a benefit to employee in order to handle job demand effectively and act like an outcome barrier of job demands on job tension and exhaustion (Bakker & Demerouti, 2007; Saks & Gruman, 2014).

2.4 Talent Management

At the complexity current situation, talent management is in a spotlight of consulting companies (Accenture, 2013; Forbes, 2014; SHRM, 2008; Tower Watson, 2014). Since, the war of talent was launched in 1998 by Mckinsey Company, a global management consulting firm by published famous proclaiming that “ better talent is worth fighting for” (Chambers, Foulon, Handfield-John, Hankin, and Michales, 1998, p. 45). As a result, large companies did pay attention to company's talent. An annual survey by ManpowerGroup (a multinational human resource consulting firm) between year 2009 and 2013 found that more than a third (35%) of nearly 40,000 employers worldwide are facing difficulty in filling job vacancies, it leads to firm competitiveness (ManpowerGroup, 2013). Employees are the key human resources and crucial final success of the organization. Talent management as a strategic tool used to transform critical human resource of the organization into a sustainable competitive advantage and as a strategic significance of the organization (Barney, 1991). Most recently research shew that many companies are not ready to cope and confront with the talent crisis yet and many of them not even know and have a talent management program (Stadler, 2011).

2.4.1 Defining Talent

Talent had been defined in two main definitions, fist talent is an individual who exhibits a high potential and high performance in current and future to achieve a particular organizational objectives (Sistonen, 2005). Another talent's definition defined talent as anyone has their own talent, it means that all employee could be counted as a talent (Sistonen, 2005; Glenn, 2012). On the other hand, talent was defined as leader who has a leadership skill that fulfill an organization aspiration, and

talent as a combination of people who not only have leadership skill but also communication skill, emotional stability, maturity, and be able to influence, inspire, attractive, and carry out the great result to the organization (Michaels, Handfield-Jones, & Axelrod, 2001).

Morton (2004, p. 6) said that talent is “individuals who have the capability to make a significant different to the current and future performance of the company”. While, many companies widely accept nine box grids of potential and performance to separate and measure talent from ordinary to high performer in order to define and manage talents in figure 1. In addition, talent could defined as a human capital because talent is employee who have a skill and potential to contribute to a company’s core competency which difficult to replace, and tend to be a future leader (Lepak & Snell, 1999; Farndale, Scullion, & Sparrow, 2010; Gelens, Dries, Hofmans, & Pepermans, 2013).

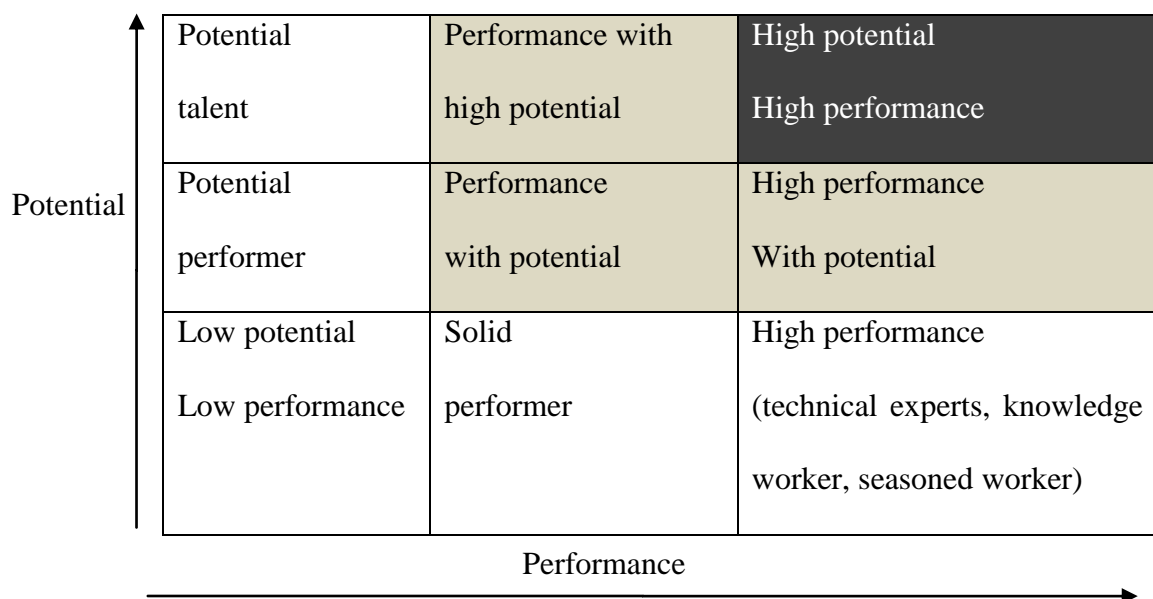


Figure 2.1 Nine-Box Grid of Performance and Potential

Source: Devine & Syrett, 2014.

Colling and Mellahi (2009) said that talent is whom working on the key position that have a potential and bring about an extraordinary impact and influence

the competitive advantage to the organization. Moreover, Colling, and Mellahi (2009) also support Sistonen (2005) by saying that talent is an employee who show their high level of potential and performance contribute to sustainable organization effectiveness. McKinsey (2012) as cited in Devine, and Syrett (2014, p. 1) said that talent is beyond leadership and managerial skill. Talent is “the sun of a people’s abilities...his or her intrinsic gifts skills, knowledges, experience, intelligence, judgment, attitude, character and drive. It also includes his or her ability to learn”. However, Dries (2013) identified and differentiate talent according to the theoretical perspectives by saying that, in HRM literature refers talent as capital (Pascal, 2004), in industry and organization psychology defined talent as individual different (Hough & Oswald, 2000), in educational psychology defined talent as giftedness (Simonton, 1999), in vocational psychology defined talent as identity (Ibarra, 1999), in positive psychology defined talent as strength (Wood et al, 2011), and in social psychology defined talent as the perception of talent (Dominick and Gabriel, 2009; Dries, 2013).

In this study, talent refers to individual who has a high-performed and potential to do the job both present and future job and can help the organization achieve the goal. Talent means a person who signify as a high and outstanding performers and essential for the organization, categorized by several of knowledge, skill, ability and characteristics that has an impact to organizational monetary and financial, human resource and organizational outcome such as employee engagement and improving quality (Collings & Mellahi, 2009; Festing & Schafer, 2014; Tansley, 2011; Ulrich & Smallwood, 2012).

2.4.2 Talent Management Definition

Talent management according to Lewis and Heckman (2006) said that talent management is a responsible of HR department to attract, recruit, select, develop, provide career and manage career succession employee in the organization. However, Hatum (2010, p. 13) defined talent management is “a strategic activity aligned with the firm’s business strategy that aims to attract, develop, and retained employees at each level of organization”. Talent management refers to the ability and capacity of organization to appeal, develop, manage and plans performance, manage transition and retain high performance employee. According to Armstrong (2007, p. 29), stated

that talent management as “an integrated set of activities to ensure that the organization attracts, retains, motivates and develops the talented people it needs now and the future”. Talent management is a method to attract, select, develop, retain key employee in critical set of skill in order to drive the business to gain competitive advantage (Glenn, 2012; Lewis & Heckman, 2006; Sistonen, 2005). Talent management is used as a strategy in order to transform a critical human resource of the organization into a sustainable competitive advantage and as a strategic significance of the organization (Barney, 1991). According to Glenn (2012) said that talent management refers to a process of managing, attracting, retaining, managing performance, developing, planning, transitioning high performer in the organization. However, Cappelli (2008) pointed out that talent management is a need for human capital then set a plan by using tradition HRM practices such as recruitment, selection, succession planning, retention, development, performance management, and redeployment. Furthermore, Gelens, Dries, Hofmans and Pepermans (2013) defined talent management as employee who has a potential to contribute competitive to company. Silzer and Dowell (2010, p. 18) supported with interesting point that “talent management is an integrated set of process, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs”.

So from the talent definition, talent management definition, talents strategy model and business best practices, the key to be successes in talent management as a strategy, it must be align among the business, engagement, leadership development, talent pool, talent retention , culture, technology, strategic performance management, and workforce planning. Moreover, Economist Intelligent Unit by The economist (2007) said the organization needs to pursue and discover the right people by right recruiting and do the talent mapping, workforce planning and developing and performance planning including fairness evaluating. An organization must look at the retention plan, and organizational strategy first, the most important thing is a focus on measurement, then open culture, and link with technology.

Talent management plays an important role for improving employee recruitment, retention and engagement in the organization (Hughes & Rog, 2008). Talent management for the twenty-first century principles (Cappelli, 2008) included

managing risks, adapting to the ambiguity in talent demand, improving the return on investment in training and development as well as harmonizing employee-employer interests. As a result talent management seems to provide conditions that skills of talents would be recognized and used in suitable area.

ORACLE Human Capital Management had launched Oracle Talent Management Cloud: A Strategy approach to talent management (2013) said that the best practice model consisted of recruiting, social sourcing, performance managing, goal managing, talent reviewing, learning, workforce reputation managing.

2.4.3 Talent Management Construction and Measurement

The construction and measurement of talent management according to Morton (2004) said that talent management can be measured by performance management, talent development, organizational culture, recruitment and selection, internal communication, talent retention, workforce planning, feedback, and succession planning. However Lewis and Hecham (2006) argued that talent management is focus on developing a high potential employee, so talent need to be viewed as talent development, talent recruitment, and succession planning instead. In support of Morton (2004), Sweem (2009) discovered that talent management consisted of performance management, employee development, open climate and organizational culture including reward and recognition with appropriate organizational communication. Similarity to Mogan and Jardin (2010) said that talent management can be measured by talent development, recruitment and selection, talent retention, moreover talent management is a part of organization development as well. The broader area that viewed talent management from the top by Pruis (2011) point out that talent management need to come from the clear policy. However, talent management needs to align organizational goals to talent communication, talent recruitment, talent retention, performance management, talent development, succession planning, as well as an organization needs to provide a suitable learning opportunity, career advancement and compensation in order to engage talented to work the best. Moreover, a related concept with employee engagement by Cooke, Saini and Wang (2014) said that compensation, team base, job rotation, working condition, and employee involvement, and commitment could describe talent

management in organization as well. In addition, talent management can be measured by performance management and talent development (Shaemi, Allameh, & Bajgerami, 2011; Noori & Bezanai, 2013; Alijanabi et al, 2013; Pimapunsri, 2013; Devine & Syrett, 2014; Cooke et al., 2014; Phoemphian, Sakulkoo, & Tubsree, 2015), organizational culture (Noori & Bezanai, 2013), open climate and culture (Shaemi et al., 2011; Noori & Bezanai, 2013; Alijanabi et al, 2013), reward and recognition (Shaemi et al., 2011; Noori & Bezanai, 2013; Alijanabi et al 2013; Cooke et al., 2014), communication (Shaemi et al., 2011; Noori & Bezanai, 2013; Alijanabi et al, 2013; Devine & Syrett, 2014), and succession planning (Noori & Bezanai, 2013; Pimapunsri, 2013; Devine & Syrett, 2014; Phoemphian et al., 2015).

In this study, talent management refers to the integration and combination activities of the organization in order to appeals, recruit, develop, retain, manage performance, communicate, and motivate a high performance employee to gain the company's competitiveness and sustainable. By the definition of talent management, the construct of this paper consists of talent recruitment and selection, performance management, talent communication, talent development, succession planning, and organizational culture where talent recruitment and selection is a process of attract and choose the most suitable talent for critical particular position with suitable job specifications that align with individual knowledge, skill, ability and attitude. (Armstrong & Taylor, 2014; Mondy, 2008). Performance management means the integrated process alignment organizational objective to individual by managing individual performance through performance planning, performance development, performance appraisal, feedback and opportunity in order to enhancing organizational effectiveness and sustainability. (Lockett, 1992; Armstrong, 2015). Talent communication means the extent to which the organization provide sufficient related organization information, facts and encourage open communication to individuals. (Vandenberg, Richardson, & Eastman, 1999). Talent development means the process of long term improving individuals' performance both present and future in order to enhance related knowledge, skills, and abilities of individual for the advantage of organization. (Vandenberg et al., 1999; Garavan, Carbery, & Rock, 2012). Succession planning means "an encompassing term related to the systematic process of determining critical roles within company, identifying and assessing possible successors, and providing

them with the appropriate skills and experience for present and future roles” (Stadler, 2011, p. 264). Organizational culture means shared value and beliefs among people as a guideline and lead people’s behavior include determine what is accepted and unaccepted behavior of individuals in organization. (Schein, 1999; Tyrell, 2000; Kusluvan & Karamustafa, 2003).

In order to retain employee and make talent engaged, it is a difficult task, so organization should implement talent management to cope with this kinds of problem. The current research in talent management points out to the career progression, organization commitment and employee engagement but less of it examined or developed the model and apply this concept used in Thai faculties’ private universities.

2.4.4 Theories Related to Talent Management

2.4.4.1 Human Capital Theory

Pascal (2004, p. 275) said that “talent as capital”. So talent needs to be seen in human capital, social capital, political capital, and cultural capital (Farndale, Scullion, and Sparrow, 2010). The first term of human capital was firstly introduced by Theodore W. Schultz in the article called investment in human capital and published in American Economic Review, from the article, most of scholars conclude that human capital consisted of skill, experience and knowledge. Gary Backer (1964) said that human capital is a physical means of production organization invests in human capital via education, training, and health. In support, of Pascal (2004) and Becker (1964), Thomas Davenport (1999) stated that the component of human capital consisted of abilities (knowledge, skill and personal talent), behavior and effort, when those three components plus time, it is a form of relationship equation. To be extent, knowledge included IQ, intellectual, specific and general knowledge to work, skill is an expertly and skillfully working including working methods, physical body, movement for doing a job. Talent is a characteristic of people that natural innate and acquired by development to be expertise (Dries, 2013). Behavior is a people expression by observable behavior, norm, ethics and personal belief. Effort as the people tries to use their innate or personal resources including their talent, experience, knowledge and ability to work successfully. Finally is time. So, according to human

capital theory, human capital theory seems to play as a main theory of talent management because individual or employee tends to invest their effort to accumulate human capital by general training, education, migration, and health however the organization invest in human capital by investing in their employees via providing specific training used in particular organization instead of general training used in every organization. (Schultz, 1961).

2.4.4.2 Resource-Based Theory

It refers to a resource and could be anything that enhances strength and core competency of the organization (Wernerfelt, 1984). The idea of resource based theory is the organization utilized and completed with competitors by using and controlling organization's capabilities, resources, knowledge in organization (Wernerfelt, 1984; Barney, 1991; Miles, 2012). Miles (2012, p. 218) said that "an organization has a competitive advantage when it uses a profitable, value-creating strategy that is not being used by competing organization".

Resource-based theory is widely used in talent management because talent is a significant to the organization that top management need to look up and utilize organization's talented in order to achieve sustainable and competitiveness by "controlling resources that are valuable, rare, imperfect imitable, and non-substitutable" (Miles, 2012, p. 222). Talent is counted as a rare and valuable resource that organization needs to pay more attention.

2.4.4.3 Social Exchange Theory

Social exchange theory first proposed by Emerson (1976). The central idea of social exchange theory is all the stakeholder mutually maintain and preserve an interrelationship with others with expected return on rewarding in any types (Blau, 1964; Gouldner, 1960; Homans, 1961). This theory is viewed as an exchange between employer and employee when employees work for jobs, so they want something such as compensation in return. The principle of this theory divided into four points first, this exchange sometime in economics or social consequences or both of them, second, people tend to compare and weight a cost and benefit of what they will be gained and what they will do in exchange, third, the level of employees' commitment and trust depends on the outcome they might be received and fourth, rewarding exchange relationship is about exchanging value, norm and expectation also (Blau, 1964;

Emerson, 1976; Mlies, 2012). Commitment and trust could make employees and high potentials in the organization engaged or disengaged. For organization that need to increase a level of commitment and engagement, organization need to make employees satisfied with both economic returns such as compensation, bonus, vacation and etc., and social returns such as respect, recognition, leadership in organization which are in the employee engagement concept. Moreover, social exchange theory could explain the effect of talent management on psychological contract and employee engagement as mutually relationship as well (Festing & Schafer, 2014).

2.4.5 Employee Engagement and Talent Management

Talent management in nowadays is used as a human resource and organizational development strategy in order to optimize organizational human capital (Sweem, 2009). Engagement is viewed as a tool driving business succession and organizational transformation (Halm, 2015). So both of talent management and employee engagement help business to cope with the complexity world. The study of Bhatnagar (2007) confirmed that talent management influenced employee engagement. Similar to Sweem (2009), Dhanalakshmi and Gurunathan (2014) found that employee engagement and talent management has a positive relationship. There are numbers of research revealed that talent management had had a positive relationship to employee engagement (Bhatnagar, 2008; Hughes & Rog, 2008; Reid, 2008; Sweem, 2009; Glenn, 2012; Wilson, 2012; Pimapunsri, 2013; Campbell & Smith, 2014; NHS, 2014). Moreover, there are a relationship between talent management with the related concepts of employee engagement which are organizational commitment (Vural, Vardarlier, & Aykir, 2012; Cooke et al., 2014), talent management and employee retention (Deery, 2008; MacCleod & Clarke, 2009; Schuler, Jackson, & Tarique, 2011), and talent management and employee involvement (Cooke et al., 2014). Not only employee engagement that related to talent management, but also talent management plays a critical role of human resource development as a whole as well (Nilsson & Ellström, 2012).

2.5 Work Passion

The word of work passion had been raised when the study of The Ken Blanchard Company in 2009. Vallerand, Blanchard, Maheau, Koestner, Retelle, Leonard, and Gagne (2003) had first proposed the definition of passion in the workplace by stated that “passion as a strong inclination towards an activity (e.g., work in our case) that is important, liked an involved investing considerable time in its pursuit” (Burke & Fiksenbaum, 2009, p. 258). Later on, Vallerand, Mageau, Elliot, Dumais, Demers, and Rousseau (2008, p. 375) divided concluded into two types of passion which are harmonious passion and obsessive passion where harmonious passion is resulted from “autonomous internationalization of the activity into the person’s identity”. So it takes place when employee perceived that activity is important to them with emotional attachment, as a result it leads to engagement behavior. Moreover they said that harmonious passion is “authentic integrating self” that leads to employee to do the activity that they think they are good at and passionate about. Obsessive passion is resulted from “controlled internationalization of activity into the person’s identity” such are self-worth or social acceptance. Employee can be able to control the situation they want. Later on, the study of “employee passion” had been extended from The Ken Blanchard companies by Zigarmi, Nimon, Houson, Witt, & Diehl (2009, p. 2). They announced that “employee passion is a new rules of engagement” and came up with the definition of employee passion is

employee passion is the positive state of mind resulting from perceptions of worthwhile work, autonomy, collaboration, fairness, recognition, connectedness to colleagues, and connectedness to leader, all of which lead to standards of behavior that include discretionary effect, long-term commitment to the organization, peak performance, low turnover, and increased tenure with the organization” (Zigarmi et al., 2009, p. 2).

Characteristics of employee passion consisted of eight factors driving employee passion which are autonomy, meaningful work, recognition, career growth,

collaboration, fairness and connectedness to leader and connectedness to colleague. Each factors are interrelated by meaningful work is the most important and career growth is the least important, unfortunately, there was no statistical confirmed and proved yet just an average survey (Zigarmi et al., 2009, p. 3). After that, they change the term of “employee passion to employee work passion” and further explain that employee work passion goes beyond employee engagement and it’s different from employee engagement by stated that

Engagement is typically associated with either job commitment (burnout, well-being, etc.) or organizational commitment (intent to stay, endorsement, etc.) but typically not associated with both. We feel Employee Work Passion is better explained by social cognition, appraisal theory, and research – and encompasses both job commitment and organizational commitment; therefore it is a different and more expansive concept than engagement.

From the employee passion to employee work passion, according to Zigarmi et al. (2009, p. 5) proposed the definition of employee work passion by stated that “Employee Work Passion is an individual’s persistent, emotionally positive, meaning-based state of well-being steaming from continuous, reoccurring cognitive and affective appraisals of various job and organizational situations, which results in consistent, constructive work intentions and behaviors”. Then year 2011 in perspectives paper volume three in employee work passion: connecting the dots, Zigarmi et al. (2011) revised the employee work passion and came up with three major factors of employee work passion (organizational factors – distributive justice, procedural justice, growth, and performance expectation; job factors – meaningful work, autonomy, workload balance, and task variety; moderating factors – connectedness to leader, connectedness to colleagues, collaboration, and feedback) and intention(discretionary effort, intent to perform, organizational citizenship behaviors, employee endorsement, and intent to remain). The latest employee work passion by the Ken Blanchard companies by Zigarmi et al. (2013) had revised factors affecting employee work passion in twelve factors in three main categories which are organizational factors (distributive justices, procedural justices, growth, and

performance expectation), job factors (meaningful work, autonomy, workload balance, and task variety) and relationship factors (connectedness to colleague, connectedness to leader, collaboration, and feedback).

For the definition and factors measured employee work passion, the definition of each twelve factors are first, autonomy means the degree that individual can perform and make decisions to his/her job at a certain amount of freedom and authority. (Hackham and Oldham, 1975; Zigarmi et al., 2013). Meaningful work means a valuable job that people understand and believe how important of this job and proud of what they are doing, include the positive feeling that individual receives in order to carry out the constructive consequences. (Hackham & Oldham, 1975; Kahn, 1990; May et al., 2004; Zigarmi et al., 2013). Feedback means the past work performance and behavior have been regularly communicated to the employee for improvement in both formal and informal settings. (Shute, 2008; Aguinis, 20013; Zigarmi et al., 2013). Workload balance means a degree that employee can handle and manage their job effectively with commitment and positive feeling, it includes that work flow such as work input and output. (Kirchmeyer, 2000; Greenhaus, Collins and Shaw, 2003; Zigarmi et al., 2013). Task variety means the extent to the individuals are required to responsible for variety of jobs that suits for one's knowledge, skill, ability, and attitude with challenging. (Morgeson and Humphrey, 2006; Zigarmi et al., 2013). Collaboration means "the extent to which the organization encourages the sharing of ideas, teamwork, and collaboration on projects and tasks" (Zigarmi et al., 2013, p. 2). Performance expectation means "the extent to which individuals feel that their work is compared to an agreed upon standard and understand what is expected from them" (Zigarmi et al., 2013, p. 2). Growth means the opportunity to gain a support from the organization to advance, improve their career both present and future. (Jans, 1989; Weng, MvElroy, Morrow & Liu, 2010; Zigarmi et al., 2013). Procedural justice refers to the degree of individual perceive their organization about the process of how organization or leader makes decisions about human resource performance, and management in term of compensation sharing, opportunities sharing in organization with equity and fair (Roch & Shanock, 2006; Yilmaz & Tasdan, 2009; Zigarmi et al., 2013). Distributive justice means extent of people in the organization perceive that they have treated fairly in distribution of organizational resources such as salary,

bonus, rewards, organizational opportunities, responsibility and promotion comparing with other colleagues (Paterson, Green, & Cary, 2002; Yilmaz & Tasman, 2009). Connectedness with colleagues refers to “the extent to which colleagues make an effort to build rapport and professional relationship” (Zigarmi et al., 2013, p. 2). Connectedness with leader means “the extent to which leader make an effort to build rapport and professional relationship” (Zigarmi et al., 2013, p. 2).

The research on work passion, according to Luo et al., (2014) found the work passion factors are similar to Zigarmi et al. (2013) by discovered factors the influences work passion that work passion consisted of two main factors are socio-demographic factors and work related factors which is socio-demographic factors such as gender, year of employment, age, type of employment and work related factors are interpersonal relationships and team atmosphere, learning and training and training opportunities, compensation package, opportunity to work autonomously, work stress, personal development, work load, and working conditions. Moreover, the other factors that influences work passion is work related satisfaction which measured by ten variables are an opportunities to develop capacity for work, balance between remuneration and workload, decision making ability of superior, job promotion opportunities, the stability level of job, working conditions, superior’s attitude toward subordinate, sense of achievement from work, and self-decision in completing the job including methods and measures for implementing organizational policies. However, Vallerand, Mageau, Elliot, Dumais, Demers, and Rousseau (2008) said that both of harmonious passion and obsessive passion led to employee engagement in any activities in the organization. Furthermore, passion is a presence proactive and reactive of engagement as well (Carpentier & Mageau, 2014).

2.6 Organization Citizenship Behavior

Organizational citizenship behavior was first studied and published by Organ in year 1997. According to Organ, Podsakoff and MacKenzie (2006, p. 3) stated that OCB is an “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization”. So, organizational citizenship behavior

refers to people in the organization do the job apart from a normal and common tasks or job description requirements. Besides, employee might not get any return or straight compensation in return from performance assessment and evaluation within organization. Organizational citizenship behavior can be measured originally by five factors which are altruism, courtesy, sportsmanship, civic virtue and conscientiousness where altruism refers to the helping behavior and dedicate themselves to help and solve problem that might concern with employee and colleagues and organization including customers with willingness. However according to Organ, Podsakoff and Mckenzie (2006, p. 252) altruism means “discretionary behavior on the part of employees that have the effect of helping a specific other with an organizationally relevant problem”. Courtesy refers to selfless and ability to think and concern of other people before oneself, prevent the mistake that might happen in an organization, respect, concern and careful other people including put other’s mind to one’s mind. According to Organ, Podsakoff, and Mckenzie (2006, p. 252) said that courtesy means “discretionary behavior on the part of an individual aimed at preventing work-related problems with others from occurring”. Sportsmanship refers to ability to behave patient to disappointment work environment, stress, and pressures including not take thing personally to cope with problems or work performance. Avoiding gossip and work peacefully. However According to Organ, Podsakoff and Mckenzie (2006, p. 252) said that sportsmanship means “willingness of the employee to tolerate less than ideal circumstances without complaining”. Civic virtue refers to “behavior on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concern about the life of the company” (Podsakoff, Mackenzie, Moorman, & Fetter, 1990, p. 115). This means an active behavior to take full responsibilities and participates on given assignment such as participate in meeting, keep organization secret, express the useful opinion, and involve in organization’s activities. Finally, conscientiousness means “Discretionary behavior on the part of the employee that go well beyond the minimum role requirements of the organization in the areas of attendance, obeying rules and regulations, taking breaks, and so forth” (Organ et al., 2006, p. 252). To extent the meaning, conscientiousness is a degree to obey, accept and behave according to the rule and regulation of the organization seriously including actively working on the policy and organization philosophy with ethical.

The concept of OCB had been studied in various researches. The antecedent of OCB is morale which measured by satisfaction, fairness, affective commitment and leader consideration, those factors contribute to individual OCB (Organ, 1997). There are a number of research in OCB shew the relationship between OCB and related areas of work passion, and employee engagement, namely transformational leadership and OCB (Podsakoff et al., 1990), task characteristics and OCB (Cardona, Lawrence, and Bentler, 2004). Moreover OCB had an effect to organizational performance and succession as consequences (Organ et al., 2006), organizational effectiveness (Karambayya, 1990). Furthermore, Organ et al. (2006) said that OCB has a potential effects to performance appraisal system, recruitment and selection, training and development, profit-sharing plan, and individual merit-based pay system including pay for performance (Deckop, Mangel & Cirka, 1999). The antecedent of OCB including, organizational justice and fairness, compensation, team orientation, organizational culture, performance management, satisfaction, organizational commitment, perceived organizational support, employee engagement, self-concept and transformational leadership (Erturk, 2007; Yimaz & Tasdan, 2009; Mayfield & Taber, 2010; Erkutlu, 2011; Morin et al, 2011; Zheng, Zhang, & Li, 2012; Cheung, 2013; Gupta & Singh, 2013; Elamin & Tlaiss, 2015; Fu, Li & Duan, 2014, Jha, 2014; Cameli & Colakoglu, 2015) as well as talent management (MacKenzie, Podsakoff and Ahearne, 1998; Lepak & Shaw, 2008; Collings & Mellahi, 2009; Amabile, Fisher, & Pillemer, 2014; NHS, 2014).

2.6.1 Organizational Citizenship Behavior and Employee Engagement

A study of (Astakhova, 2014) found that there is a positive relationship between organizational citizenship behavior and work passion in the U-curve relationship by using conservation of resources theory to explain the phenomena under investigation. He said that “I found that harmonious work passion and OCB are positively related up to point, after which higher levels of harmonious work passion are associated with declining OCB” (abstract, p. 1).

There are a number of research confirmed that there are a relationship between employee engagement and organizational citizenship behavior (Rurkkhum, 2010), employee commitment and OCB (Shore, Barksdale and Shore, 1995; Allen and Rush,

1998). While, the relationship between OCB and other related concept to engagement were discovered for instant, Carmeli and Colakoglu (2005) confirmed that there is a positive relationship between affective commitment and organizational citizenship behavior especially altruism by emotional intelligent as a moderator. However, Fu, Li and Duan (2014) argued that organizational commitment is a mediator between social responsibility reputation and OCB. Yet, Jain (2015) pointed that personal dimension of volunteerism is a positive predictor of OCB, unfortunately an organizational commitment multiple with organizational culture had not effect on OCB. Moreover Jain (2005) concluded that only affective commitment and continuance commitment had a positive relationship to OCB. According to Ajgaonkar, Baul and Phadke (2012) also found the relationship between organizational citizenship behavior and employee engagement via a form the model of motivation. Since there are lack of research found in relationship between OCB and work passion in Thai context, so it needs to be further explored in this study. Part of this study will be used to update and confirm the concept of employee engagement and OCB especially in higher educational intuitions.

2.6.2 Organizational Citizenship Behavior between Work Passion and Faculty Engagement

Fortunately, the relationship between talent management and organizational citizenship behavior, faculty engagement including work passion were found from the literature review for instances, there is a mutual relationship between talent management and faculty engagement (Bhatnagar, 2008; Glenn, 2012; Pimapunsri, 2013; Campbell & Smith, 2014; NHS, 2014). Moreover a relationship between talent management and relevant researches as follows talent management and employee commitment (Vural, Vardarlier, & Aykir, 2012; Cooke et al., 2014), employee retention (Deery, 2008; MacCleod & Clarke, 2009; Schuler, Jackson, & Tarique, 2011), employee involvement (Cooke et al., 2014), organizational commitment (Collings & Mellahi, 2009; Campbell & Smith, 2014; Festing & Schafer, 2014), organizational citizenship behavior (Organ, 1988; Lepak & Shaw, 2008; MacKenzie, Podsakoff & Ahearne, 1998; Collings & Mellahi, 2009), performance management (Schuler et al., 2011; Vural, Vardarlier, & Aykir, 2012; Cooke et al., 2014), staffing

and attracting (MacCleod & Clarke, 2009; Oehley & Theron, 2010; Schuler), leadership (MacCleod & Clarke, 2009), work life balance (Deery, 2008; MacCleod & Clarke, 2009; Oehley & Theron, 2010), human resource development (Organ, 1988; Oehley & Theron, 2010; Schuler, Jackson, & Tarique, 2011), compensation (Schuler, Jackson, & Tarique, 2011), perceive organizational justice (Gelens et al, 2013), and meaningful work (Oehley & Theron, 2010).

2.7 Relevance Research and Studies

The research and studies on employee engagement in higher education, academics staff engagement including faculty engagement, commitment, job satisfaction and involvement had been reviewed. According to Awang and Ahmad (2014) the proposed the job satisfaction and work commitment model among lectures in UiTM Kelantan at Malaysia universities. 320 lecturers as samples were identified and structural equation modelling (SEM) was analyzed by Amos program. The result indicated that promotional opportunity, remuneration, working environment, workload balance, relationship with colleagues, and management style have influenced faculty job satisfaction and job satisfaction influences faculty commitment in Malaysia lecturers universities.

Wong (2009) discovered that personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, work itself, and working condition significantly influence job satisfaction of full time faculty members in higher education institute in Malaysia. However, Duane, Patton, and Braken (2013) found factors that predict full time community college faculty engagement in online instructions by 2,133 faculties from 50 states in USA as samples with logistic regression. The result found that 3 from 10 factors affect faculty engagement which are institute support for teaching, fair treatment, and compensation and workload balance.

Moore and Ward (2010) conducted the qualitative research in institutionalizing faculty engagement through research, teaching, and service at research universities at 20 participants from 15 research universities both public and private universities. 3 mains findings had been discovered as the engagement factors which are, faculties

want to pursue personal passion, balancing personal and professional lives, and working at the margins.

O'Meara, Sandmann, Saltmarsh, and Giles (2011) discovered factors that influence faculty engagement from the empirical research and documentary research. Four main factors had been concluded by demographics, identity, and life experiences as a factor one, epistemology and personal goals as factors two, institutional context namely policy, management style, types, and organizational factor as factors three, and factors four was a disciplinary and department context including faculty productivity, satisfaction, motivation, and relationship management. Moreover, to enhance faculty engagement, motivation management (personal and professional goals), career development (growth, succession plan, and faculty development), organization behavior (structure, policy, and leadership), and organizational culture (values, belief, and academics support) need to be adjusted and deeply concerned.

Schaufeli and Bakker (2004) had examined burnout and engagement by 1,698 sample were determined and Structural equation modelling (SEM) was conducted in multi-sample study. The research shew that job demand which measured by work overload, emotional demands predicts burnout (exhaustion, cynicism, and professional efficacy), job resource measured by feedback, social support, and supervisory coaching predicts engagement (vigor, dedication, and absorption), and burnout caused health problem and turnover intention as a result outcome, while the mediator between job resources and turnover intention is engagement. A model shew an acceptable fit with $p < 0.001$.

Rothman and Jordaan (2006) investigated job demands, job resource and work engagement of 417 academics staffs in South African higher education institutions. Data was analyzed by SEM. The result confirmed that growth opportunity, organizational support, advancement as job resources predicts work engagement, on the other words, overload as a job demand predicts positively on dedication. However, there is a negative relationship between job insecurity and dedication.

Lew (2009) examined the relationship between perceived organizational support, felt obligation, affective organizational commitment and turnover intention of academics working with private higher educational institutions with 134 faculty members in Malaysia. Path analysis and SEM was used as data analysis. The result shew that there were a moderately good model fitted for the measurement model.

The study of Ajgaokar et al. (2012) that studied a relationship between organizational citizenship behavior and job characteristics model of motivation in empirical study. The result showed that skill variety, feedback, task identity, challenging job, task significant, autonomy as job characteristics have a positive relationship to organizational citizenship behavior in Indian corporate sector.

Mohammad, Habib, and Alias (2011) conducted the job satisfaction and organizational citizenship behavior. An empirical study at higher education institutions with 179 academics staff at Universiti Kebangsaan Malaysia by multiple regression as data analysis were conducted. OCB was separated into OCBI and OCBO, and job satisfaction was also separated to intrinsic and extrinsic job satisfaction. The result had shown that both of intrinsic and extrinsic job satisfaction of academics staffs significantly predicts both OCBI and OCBO at level 0.001.

Bhatnagar (2007) investigated a relationship between talent management and employee engagement and intention in India. Mixed methods were used in this study with 72 qualitative research and confirmed by quantitative methods in factor analysis and correlation with 272 employee in IT sector. The results showed 3 major factors affecting employee engagement which are, factor one consists of internal communication, customer centricity, work culture, factor two are recognition, growth opportunities, career development, compensation and promotion, factor three are role, clarity, infrastructure support, adequate training and vision alignment that have relationship to talent management. In term of intention, exciting work/challenge, career growth/learning, relationships/working with great people, fair pay/justice, and supportive management/ great boss were found as a talent retention.

2.7.1 Employee engagement in Thailand

Rerkklang (1995) discover factors affecting the organizational commitment and job performance of the private university faculties. Ten private universities in Thailand with 472 faculties were used as the sample. Structural equation model was developed by six factors which are organizational factors (types of owner, age, and size of the university), job characteristics factors (skill variety, job unique, job significant, autonomy, and performance feedback), communication and relationship satisfaction factors (university overview, job detail provided, unity, relationship with

supervisor, communication climate, cross task communication, quality of communication, and relationship with peers), role perception factors (role clarity and role conflict), managerial behavior factors (management, justices, and decision making) and personal factors (gender, age, married status, education level, salary, years of working, position and obligation) as independent variable, and organizational commitment and organizational performance as dependent variables. Moreover, the result showed that private lecturers have a high organizational commitment and job performance. There is a direct effect from communication and relationship satisfaction, role conflict, and lecturer's age to organizational commitment at significant level. Role clarity, organizational commitment, and job characteristics had a direct effect to job performance. Moreover, most of independent variables have an indirect effect to organizational commitment and the job performance of private university.

Rurkkhum (2010) explored the relationship between employee engagement and organizational citizenship behavior in Thai organization. 522 employees in Thai organization as data collection and data was analyzed by hierarchical multiple regression. The finding revealed that there is a positive relationship between employee engagement to all components of OCB.

Akaraborworn et al. (2014) developed Emo-meter in order to use as diagnosis tool to determine employee engagement in Thailand hospital accreditation. 359 sample as a pilot test in order to run exploratory factor analysis, then 7,474 sample to run confirmatory factor analysis. As a result, based on employee engagement, being, belonging, and doing the best as a determination of employee engagement. Furthermore, according to the findings Emo-meter consists of hygiene factor (relationship with supervisor, relationship with colleagues, job security, compensation and benefits, work environment, and work-life balance) and motivator factor (clear accountability and empowerment, organizational communication, challenging work, development opportunities, career growth, feel respected from the others, and corporate image) by scored in high (3.68 – 5.00), medium (2.34 – 3.67), and low (1.00 – 2.33).

In conclusion, the relevance research had shown the gap between the factors that affect employee engagement in many ways for instance, some factors of job

demands-resources, job characteristics are used to determine employee work passion such as autonomy, feedback, workload balance. However, lacks of research found and pointed directed to faculty engagement in private higher institutions. On the other hands, even there are a number of research in faculty engagement but most are not cover factors that integrated work passion, talent management and OCB. The model was developed base on the mixture and matching an existing data.

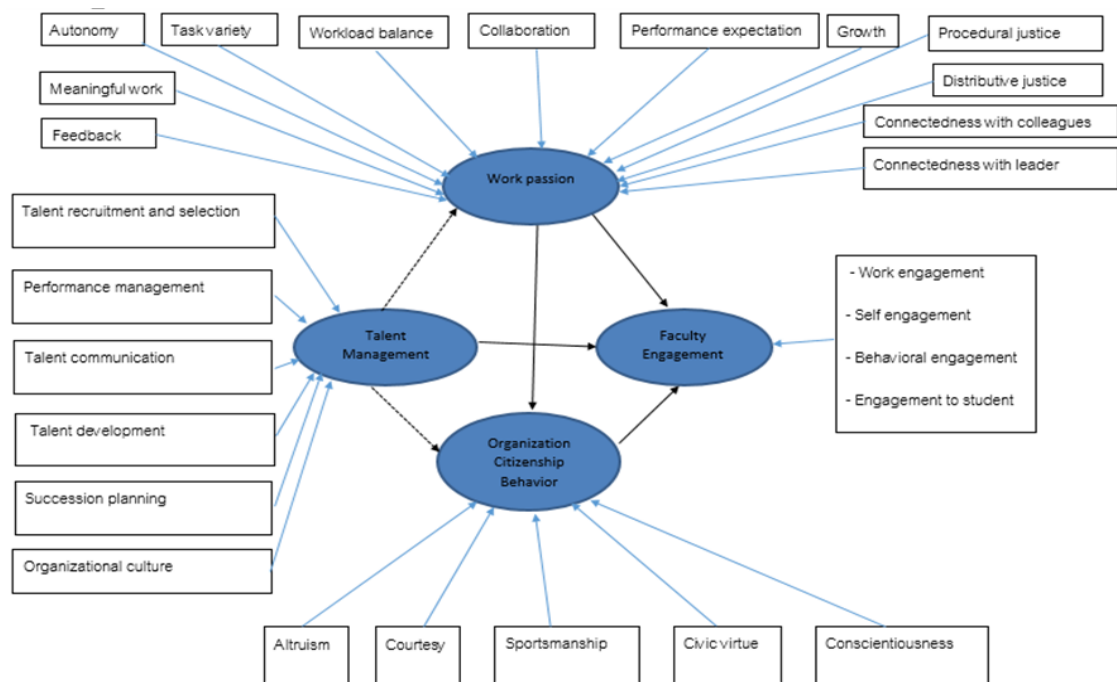


Figure 2.2 Faculty Engagement Model with Variables

2.8 Model Development

Based on the theory, research and empirical studies including quantitative, qualitative research studies and relevant academics articles are reviewed such as Jain (2015) and Rurkkhum (2010) proved that there are a relationship between OCB and employee engagement. Astakhova (2014) and Paré and Tremblay (2007) studied the relationship between work passion and organizational citizenship behavior. The relationship between work passion and organizational citizenship behavior is in the curvilinear was found. According to Hadi, Mohammadbagher and Mansour (2014)

discovered the relationship between talent management and organizational citizenship behavior at the significant level. For the relationship between talent management and work passion, Amabile and Kramer (2012) said that there are a relationship between talent management, work passion and creativity maze. Furthermore, it is explained by the theory of motivation by goal setting theory, expectancy theory and self-determination theory that talented people come to the process of talent management program of the organization and certainly need an intrinsic motivation to encourage talented to work such as recognition, challenging job, and goal in order to perform and engage to their job. The model was developed based on such literature review than analyzed and synthesis, so model came up as figure 2.3 in following:

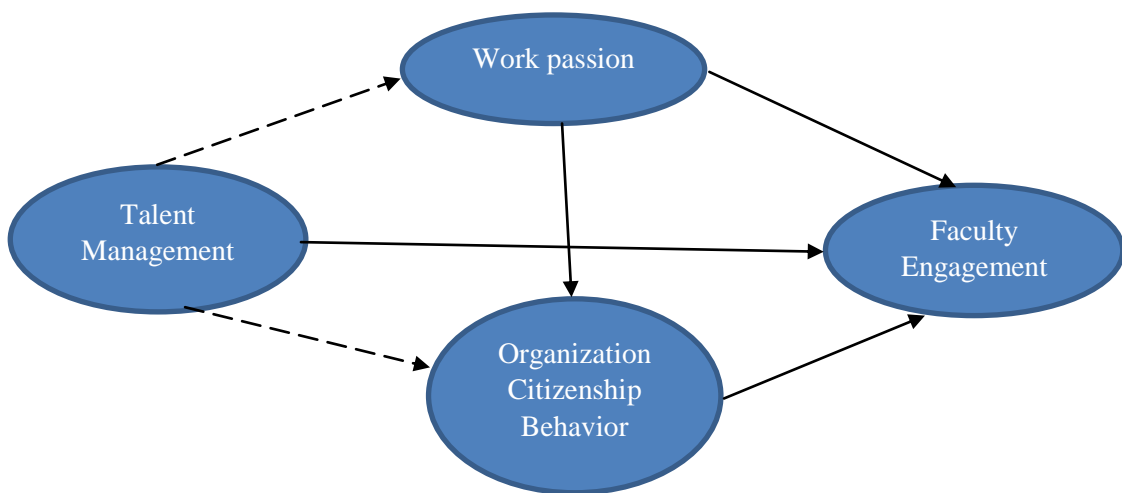


Figure 2.3 Faculty Engagement Model

CHAPTER 3

RESEARCH METHODS

The purpose of this study is to study the factors of faculty management effects faculty engagement in Thai private universities in order develop faculty engagement model. Two main research questions are: 1) what is the faculty management factors that effects faculty engagement in Thai private universities? 2) what is a model of faculty engagement in Thai private universities? Mixed research methods are used in this study by using qualitative semi-structured interview approach, in order to find the potential factors of faculty management effecting faculty engagement and using quantitative method, structural equation model, to test the faculty engagement model.

3.1 Qualitative Method

Since most of the published research in employee engagement are well developed in the western countries and have been done in the business setting not in the university context. Thus, to understand and discover factors of faculty management effects faculty engagement in the private universities, an individual semi-structured interview is conducted according to Berdnard (2011) said that semi-structured interview provides information that researcher can get the facts and information from participants.

3.1.1 Informants' Profiles

From the total of 41 Thai private universities, Rangsit University, Dhurakij Pundit University, The University of Thai Chamber of Commerce (UTCC), Sripatum University, and Bangkok Universities were selected by size, number of students and years of operation, permission to collect the data and the similar backgrounds in operations as well as the consensus of the committee which five universities can be representative samples to collect the data were used as a criteria to select such private universities.

Table 3.1 Private Higher Education Institutions of Thailand and Profiles

University	Foundation Date	Operation (year)	Total Students (2015)	Total Faculty Members
Bangkok university	May 28, 2513	45 (2 nd rank)	27833 (2 nd rank)	1731 (2 nd rank)
Dhurakij Pundit university	May 30, 2511	45 (1 st rank)	13898 (6 th rank)	466 (6 th rank)
Rangsit university	January 25, 2528	30 (8 th rank)	28339 (1 st rank)	1771 (1 st rank)
Sripatum university	June 17, 2513	45 (4 th rank)	18619 (4 th rank)	1036 (4 th rank)
UTCC	May 28, 2513	45 (3 rd rank)	18875 (3 rd rank)	970 (5 th rank)
Siam university	Sep 28, 2516	42 (6 th rank)	10551 (7 th rank)	735 (7 th rank)
ABAC	June 15, 2515	43 (5 th rank)	16884 (5 th rank)	1220 (3 rd rank)
Kasembundit university	February 24, 2530	28 (9 th rank)	10685 (8 th rank)	723 (8 th rank)
Southeast Asia university	August 6, 2516	42 (7 th rank)	8897 (9 th rank)	430 (9 th rank)

Source: Higher Educational Commission and the Association of Private Higher Education Institutions of Thailand, 2015.

To discover the potential factors of faculty management affecting faculty engagement in Thai private universities, the informants are selected to be interviewed from the selected universities above. There were 17 informants participating in the interview. In order to gain more trustworthiness, purposive sample participants are used and identified in various positions as a key informants. These informants are vice president, dean, HR responsible persons and at least two faculty members invited from each selected university. All of the 17 informants have permission for interview.

Table 3.2 The informants' Profiles

Participant	University	Academic position	Degree	Managerial Position	Field
A1	UTCC	Assistant Professor	Ph.D	Dean	Science
A2	UTCC	Assistant Professor	Master	Deputy Dean	Science
A3	Rangsit U.	Lecturer	Master	Dean	Social Science
A4	Rangsit U.	Lecturer	Master	Program head	Social Science
A5	Bangkok U.	Associate Professor	Ph.D	Dean	Social Science

Table 3.2 (Continued)

Participant	University	Academic position	Degree	Managerial Position	Field
A6	Dhurakij Pundit U.	Associate Professor	Ph.D	Vice President	Science
A7	Sripratum U.	Assistant Professor	Ph.D	Assistant President	Science
L1	Dhurakij Pundit U.	Lecturer	Master	-	Social Science
L2	UTCC	Lecturer	Master	-	Social Science
L3	UTCC	Lecturer	Master	-	Social Science
L4	Bangkok U.	Lecturer	Master	-	Science
L5	Rangsit U.	Assistant Professor	Master	-	Science
L6	Rangsit U.	Lecturer	Master	-	Social Science
L7	Bangkok U.	Lecturer	Master	-	Social Science
L8	Bangkok U.	Lecturer	Master	-	Social Science
L9	Dhurakij Pundit U.	Lecturer	Master	-	Science Social Science
L10	Sripratum U.	Lecturer	Master	-	Social Science

In order to gain trustworthiness, 17 purposive participants from the consensus of the committees were selected, so 4 participants from each universities which 2 participants held managerial positions (A1 – A 7) and 2 were lecturers (L1 – L10) were interviewed.

3.1.2 Data Collection

The main interview questions was “What are the faculty management factors affecting faculty engagement in your university?” So in order to gain the accuracy result, the main research question was divided into sub four questions which were:

- 1) Why do you want to be a faculty member in this private university?
- 2) Tell me the reason why you want to work in this private university?
- 3) What made you engaged and had a passion to work in this private university?

4) What are the management factors affect you and your work the most?

The researcher used a semi-structured interview approach. Approximately 30 minute to an hour with open ends questions that the researcher conducted for each interview.

3.1.3 Data Analysis

Content analysis of the each interviewee were performed to gain understanding and then condensed by using phenomenology methodology approach (Hycner, 1985). Coding each interviewees separately line-by-line have used. After comparing all codes from each interview, the factors were emerged.

3.2 Quantitative Method

3.2.1 Summarize Potential Factors

From the interview, it was found that factors of faculty management affecting the engagement consists of job factors, organizational factors and relationship factors which are called work passion, moreover the qualitative research found that recruitment and selection, performance management, communication, development, succession planning and organizational culture also effects the faculty engagement, in addition, from literature review such factors use to describe as a factors of talent management as well (Noori & Bezanai, 2013; Pimapunsri, 2013; Devine & Syrett, 2014; Phoemphian et al., 2015).

However, the literature reviews found the work passion (independent variable), and talent management (independent variable) have a relationship with organizational citizenship behavior (mediator) as well as faculty engagement (dependent variable). Jain (2015) and Rurkkhum (2010) proved that there are a relationship between OCB and employee engagement. Astakhova (2014) and Paré and Tremblay (2007) studied the relationship between work passion and organizational citizenship behavior. The relationship between work passion and organizational citizenship behavior is in the curvilinear was found. According to Hadi, Mohammadbagher and Mansour (2014) discovered the relationship between

talent management and organizational citizenship behavior. Also there are a relationship between talent management, work passion and creativity maze (Amabile & Kramer, 2012). The model was developed based on literature review and the interview's result.

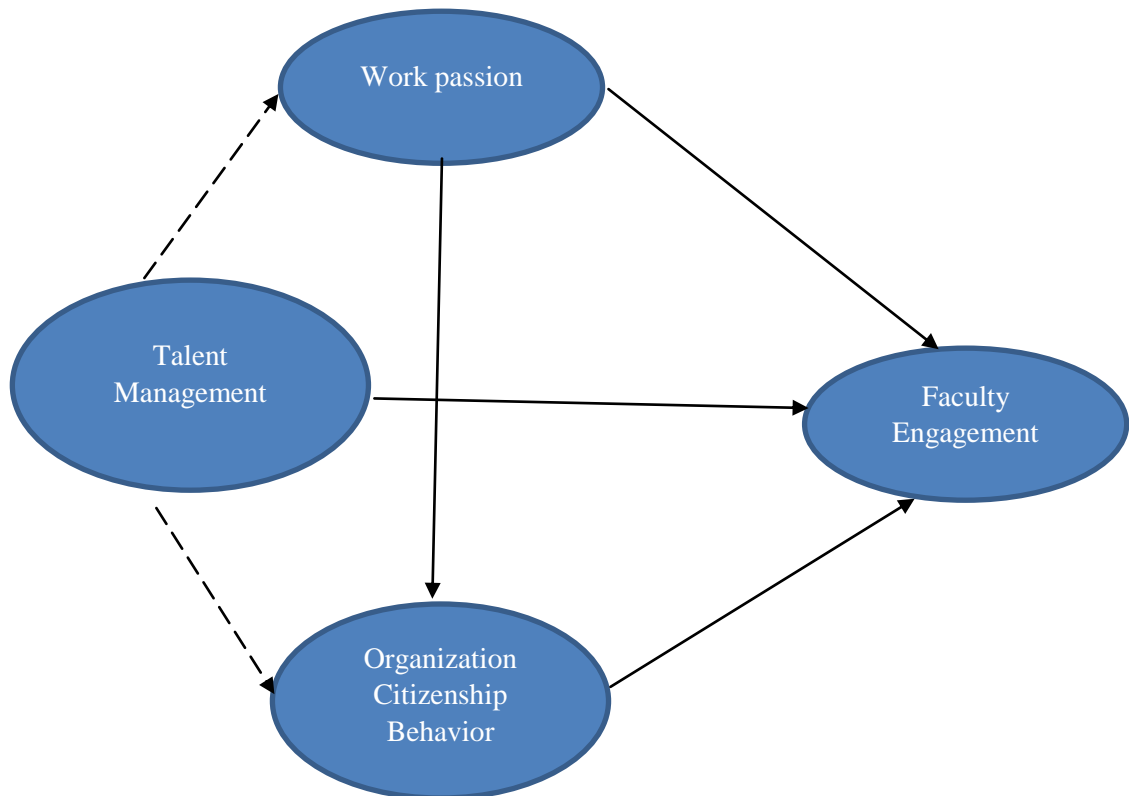


Figure 3.1 Proposed Faculty Engagement Model

To test the proposed model, the research flow was developed as shown in figure 3.2. The interviews and literature review were conducted for developing the model, after that questionnaire was settled based on the factors found in interview, theories, literature review and related concepts. The pilot test was implemented, then data collection and structural equation model was tested.

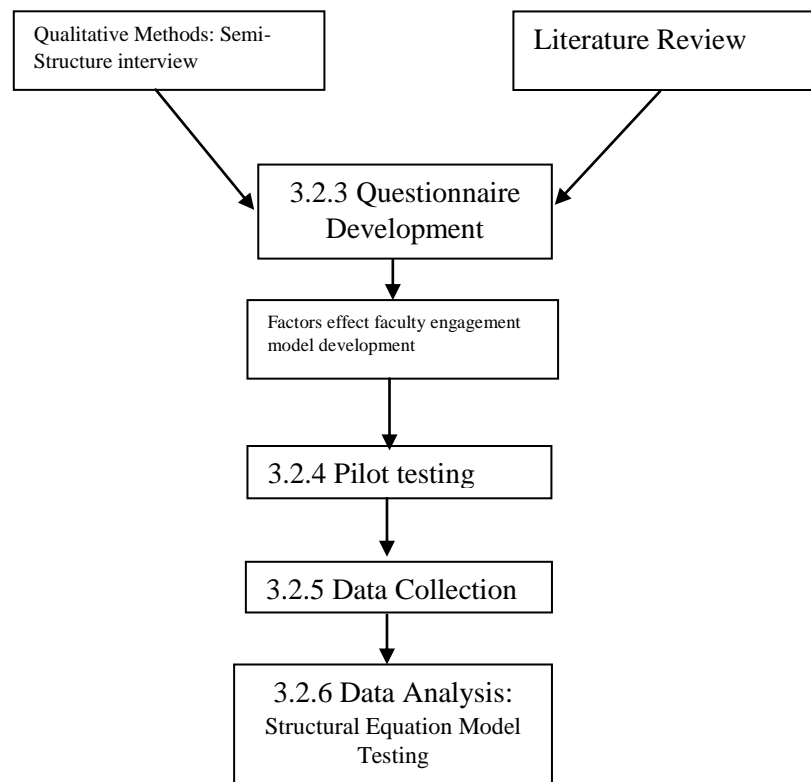


Figure 3.2 Research Flow

3.2.2 Population and Sampling

From the selected five universities, the population consists of 3,318 faculties (September, 2015). According to Yamane (1973)'s sampling calculation of the population in this study of 3,318, the samples should be 357. Comparing the sample size to Krejcie and Morgan (1970), the sample size of 3,318 should be 346. However, to test structural equation model, it is required a large number of sampling size. To estimate the parameter of structural equation modelling by using maximum likelihood method by analyzing the observable variable, at least 20 samples per 1 observable parameters are needed (Anderson & Gerbing, 1988; Kelloway, 1998). In this study at least 27 observable parameters (4 of faculty engagement, 12 of work passion, 5 of OCB and 6 of Talent management), so the sample size at least 540 are needed in table 3.3.

Table 3.3 Population and Sampling

University	Total Faculty Member	Estimated Sampling
Bangkok university	619	101
Dhurakijpundit university	515	84
Rangsit university	1,146	186
Sripatum university	528	86
UTCC	510	83
Total	3,318	540

3.2.3 Questionnaire Development

There are four parts in the questionnaire 1) demographic items, 2) faculty management questions, 3) faculty engagement questions, and (4) the open-end questions. The demographic questions of this study consisted of gender (male, female and others), age, marital status (single, married, divorce, and others), educational level (bachelor, master, doctoral, and post-doctoral degree), academic position (lecturer, assistant professor, associate professor, professor), administration position in the university (president/vice president, dean/deputy dean, department head/program head, and non-administration position). However, the respondents were asked to fill whether the received salary is sufficient for living (enough, not enough, and N/A). Including the workload of teaching and working experience at the current university, as well as the field of teaching (health-science, science-technology, and humanity and social sciences). Then, part two was faculty management questions which consisted of organizational citizenship behavior, work passion, talent management, then part three was faculty engagement, and finally, at the end of the questionnaire in part four, the open-end question asked the respondents to write their opinions, suggestions, and comments about other factors that might lead to faculty engagement. The questionnaires' development based on interview, theories and literature review as followings:

Table 3.4 References of Factors and Questions Development in this Questionnaire

Factors	Questions	References	Backup Theories/concepts
Faculty engagement			
The measurement scale is used five-point Likert-type scale in total of 13 questions where 5 means always, 4 means often, 3 means sometimes, 2 means almost never, 1 means never			
Work engagement	1. I'm inspired at work in this university. 2. At my job, I feel strong and enthusiastic. 3. I am determined to give my best effort at work each day.	- Bakker & Demerouti, 2007; Kahn, 1990 - From interview	- Kahn Model of Work engagement - JD-R model
Self-engagement	1. I'm very confident to take on and put in the necessary effort to succeed at challenging tasks. 2. I would like to make a positive attribution about succeeding now and in the future. 3. I'm persevering toward goals, and when necessary, I redirect paths to goals in order to succeed.	- Luthans, Youssef & Avolio, 2007 - From interview	- Psychological capital theory
Behavioral engagement	1. I would be very happy to spend the rest of my career with this university. 2. I proudly enjoy discussing about my university with people outside it. 3. I feel engaged because of my loyalty.	- Hawitt, 2011	- Hewitt 3 general behavior (say, stay, strive)
Engagement to Student	1. I can manage and solve a student problems and requests well. 2. Student has an enthusiastic to study 3. I feel very happy when I am teaching. 4. I'm so proud and appreciated when I see the student graduated.	- Marks, 2000; Betts, 2009. - From interview	- Psychological contact theory - Maslow theory
Talent Management			
The measurement scale is used five-point Likert-type scale in total of 19 questions where 5 means Strongly agree, 4 means Agree, 3 means Neutral, 2 means Disagree, 1 means Strongly disagree			
Recruitment and Selection	1. My organization has a sufficient numbers and appropriate candidate to fill in the job. 2. Organization have selected the most suitable candidate that match with job description. 3. Individual that has been selected can carry out the jobs successfully	- Armstrong & Taylor, 2014; Mondy, 2008	- Human Capital Theory - Resource-based theory - Social exchange theory

Table 3.4 (Continued)

Factors	Questions	References	Backup Theories/concepts
Performance management	1. I have concrete criteria, critical success factors and KPIs to perform the job. 2. My organization has a regular performance reviews throughout the year 3. Performance management system in my organization is fair and effective. 4. Performance appraisal system is suitable for me.	- Dransfield, 2000; Folan & Browne, 2005 - From interview	
Talent communication	1. Communicating with employees regularly helps me to understand things better. 2. I can easily obtain accuracy and useful information and facts about what's going on in our organization. 3. My organization encourages an open communication with each other.	- Ku, Tseng, & Akarasriworn 2013 - Ku, Tseng, & Akarasriworn 2013 - Vandenberg et al., 1999	
Talent development	1. There are sufficient opportunities to build up my skill with adequate training and development programs. 2. I receive on-going training that helps me to perform the job better. 3. My organization promotes the continuous learning and development of all employees.	- Garavan, Carbery & Rock, 2011; Vandenberg et al., 1999 - From interview	
Succession planning	1. My organization has a system that determines successors. 2. My organization has a long-term succession planning. 3. When the crisis, the organization has an emergency replacement plan about filling critical position.	- Stadler, 2011 - From interview	
Organizational culture	1. My team member shared culture information to know each other better. 2. The organization value match with my belief. 3. Organization culture supports my work very well.	- Ku, Tseng, & Akarasriworn 2013; Schein, 1991	

Table 3.4 (Continued)

Factors	Questions	References	Backup Theories/concepts
Organization citizenship behavior			
The measurement scale is used five-point Likert-type scale in total of 15 questions where 5 means always, 4 means often, 3 means sometimes, 2 means almost never, 1 means never			
Altruism	1. I help orient new people even though it is not required.	- Organ, Podsakoff & Mckenzie, 2006	Organization citizenship behavior
	2. I am willing to help others who have work related problems.		
	3. I am always ready to lend a helping hand to those around me.	- From interview	
Conscientiousness	1. I think that attendance at work is above the norm.	- Organ, Podsakoff & Mckenzie, 2006	
	2. I am one of the conscientious employees		
	3. I believe in giving an honest day's work for an honest day's pay.	- From interview	
Sportsmanship	1. I always focus on what's right, rather than the negative side.	- Organ, Podsakoff & Mckenzie, 2006	
	2. I always find a good thing with what the organization is doing.		
	3. I am an enthusiastic people.		
Courtesy	1. I take steps to try to prevent problems with others workers.	- Organ, Podsakoff & Mckenzie, 2006	
	2. I beware of my action affects other people's jobs.		
	3. I try to avoid creating problems for coworkers.		
Civic virtue	1. I attend functions that are not required, and help the university image.	- Organ, Podsakoff & Mckenzie, 2006	
	2. I keep abreast of changes in the organization.		
	3. I read and keep up with organization announcements, memos, and so on.	- From interview	

Table 3.4 (Continued)

Factors	Questions	References	Backup Theories/concepts
Work passion			
The measurement scale is used five-point Likert-type scale in total of 38 questions where 5 means always, 4 means often, 3 means sometimes, 2 means almost never, 1 means never			
Autonomy	1. I have a freedom in carry out my work activities. 2. I resolve problems arising in my work myself effectively 3. I have an authority to initiate and design my projects and works.	- Ahuja, 2007 - From interview	The Ken Blanchard Company
Meaningful work	1. My job is meant to do in my life. 2. I feel that the work I do on my job is valuable. 3. My job activities are significant to me.	- May et al., 2004 - From interview	
Feedback	1. My boss communicates clearly about my performance. 2. I am given adequate feedback about my performance. 3. I always receive feedback for improvement. 4. When I do a good job, I receive the praise and recognition I deserve.	- Shute, 2008 - From interview	
Workload balance	1. I can deal with the number of requests, problems, or complaints in my job effectively. 2. I have a time to take care of my family and partner well. 3. I have enough time to relax and do what I'm interested in my personal life.	- Moore & Ward, 2010 - From interview	
Task variety	1. I enjoy doing variety jobs with assertive. 2. I feel challenge handling with variety tasks that I was assigned. 3. I love to learn new things related to my career.	- Bakker & Demerouti, 2007	
Collaboration	1. My team members share personal information to know each other better. 2. There is a lot of "team spirit" among members. 3. People in my organization get along with each other.	- Chalos & Poon, 2000	

Table 3.4 (Continued)

Factors	Questions	References	Backup Theories/concepts
Performance expectation	1. I clearly know what organization want me to do. 2. I know how to perform my job better in the future. 3. I know what my boss expects from me.	- Aguinis, 2013; Shute, 2008 - From interview	The Ken Blanchard Company
Growth	1. My present job moves me closer to my career goals. 2. My job encourages me to continuously gain new job-related knowledge and skills. 3. The probability of being promoted in my present organization is high.	- Weng, McElroy, Morrow, & Liu, 2010; Weng & Hu, 2009 - From interview	
Procedural justice	1. To make decisions, my supervisor collects accurate and complete information. 2. Nobody is treated as being preferential in this organization. 3. My supervisor has those procedures upheld ethical and moral standards.	- Al-Zu'bi, 2010 - Niehoff & Moorman, 1993 - Colquitt, 2001	
Distributive justice	1. Overall compensation and rewards I received are quite fair. 2. I feel that my job responsibilities are quite fair. 3. Comparing with others, the proportion resources includes result of allocation of organizational resources is fair.	- Hoy & Tarter, 2004; Niehoff & Moorman, 1993 - From interview	
Connectedness with colleagues	1. I can count on my colleagues when I encounter difficulties in my work. 2. In my work, I feel appreciated by my colleagues. 3. There is a good atmosphere between you and your colleagues	- Demaray et al., 2005; Van Veldhoven & Meijman, 1994 - From interview	
Connectedness with leader	1. I can rely on my supervisor when I encounter difficulties in my work. 2. In my work, I feel appreciated by my supervisor. 3. I get along well with my superior. 4. My supervisor listens to what I'm saying.	- Van Veldhoven & Meijman, 1994 - From interview	

Questionnaire was original developed in English, and then it was translated into Thai with back translation by Thai, English languages professional who graduated master's degree from Chulalongkorn University, one is teaching in English major in public university and another is graduated in English literature and currently working in multinational company. The drafted questionnaire was sent to seven key informants, four academic professors from public and private universities, and two human resource professionals to review in order to verify the appropriateness of the survey before pilot testing. The revised questionnaire version was sent out for the pilot test.

3.2.4 Pilot Test

Pilot test was conducted in two private universities (Phisanulok University and Kasembundit University) for testing reliability. There were 29 participants in this pilot test and the result shown reliability alpha coefficient .975. According to Nunnally (1978), Cronbach Alpha is higher than .70 means acceptable, and the table shows the reliability alpha coefficient from research samples below:

Table 3.5 Cronbach's Alpha Values

Name of Scale	Numbers of Items	Corrected Item-Total Correlation	Cronbach's Alpha
Faculty Engagement Scale	13	0.865	0.974
- Work Engagement	3	0.878	0.973
- Behavioral Engagement	3	0.660	0.974
- Self-Engagement	3	0.653	0.974
- Engagement to Student	4	0.247	0.976
OCB	15	0.830	0.974
- Altruism	3	0.627	0.974
- Conscientiousness	3	0.691	0.974
- Sportsmanship	3	0.762	0.974
- Courtesy	3	0.588	0.975
- Civic Virtue	3	0.848	0.973
Work Passion	38	0.940	0.973
- Autonomy	3	0.648	0.974

Table 3.5 (Continued)

Name of Scale	Numbers of Items	Corrected Item-Total Correlation	Cronbach's Alpha
- Meaningful work	3	0.733	0.974
- Feedback	4	0.733	0.974
- Workload balance	3	0.584	0.975
- Task variety	3	0.631	0.974
- Collaboration	3	0.888	0.973
- Performance expectation	3	0.809	0.974
- Growth	3	0.746	0.974
- Procedural justice	3	0.730	0.974
- Distributive justice	3	0.806	0.974
- Connectedness with colleagues	3	0.795	0.974
- Connectedness with leader	4	0.731	0.974
Talent Management	19	0.947	0.973
- Talent recruitment and selection	3	0.752	0.974
- Performance management	4	0.740	0.974
- Talent development	3	0.855	0.973
- Talent communication	3	0.731	0.974
- Succession planning	3	0.806	0.974
- Organizational culture	3	0.837	0.973

3.2.5 Data Collection

At first, the researcher contacted the office of the president of each five private universities to explain the overall of this research and significant of this study in order to encourage their participants. After they agreed to participate, each university need to provide the number of faculty members. Paper-and-pencil, and online questionnaires was used for data collection. The questionnaire was explained the purpose of the study, procedure, voluntary-based, benefit of survey, significant of the study and confidentiality. The researcher planned to collect the questionnaires within one month, so the follow-up process had done after three weeks and then one month (January 2016).

Rangsit University, Dhurakij Pundit University, and Sripratum University selected paper-and-pencil questionnaires, and Bangkok University and The University

of Thai Chamber of Commerce selected online questionnaires. A permission documentary and introduction paper describing the objective and benefit of this study were sent to each universities. Approximately a week, after each universities received the document and questionnaires, the researcher went to Rangsit University and Dhurakij Pundit University, and Sripratum University to distribute the questionnaires to each faculties and schools and make an appointment date to collect the questionnaires, however Sripratum University human resource's officer collected questionnaires and send it to the researcher by mail. Online questionnaire were sent to faculty members in Bangkok University and The University of Thai Chamber of Commerce. Approximately a month, the researcher went to Rangsit University, Dhurakij Pundit University, and Sripratum University to collect the questionnaires. However, almost two months, the number of responds from Email already reached the sufficiency rate.

In this research, the sample size was 540 from five universities by using simple random sampling according to proportion of each universities. However the total number of questionnaires returned was 430 with a respond rate at 76.63 percent.

3.2.6 Data Analysis

The data was analyzed after the data screening, then proceed further in the statistics analysis. This study was tested by using SPSS version 21 and Lisrel version 8.72 to find descriptive statistics, correlations approach to structural equation modeling (SEM) with the significant level at $P < 0.05$. Two step approaches (Anderson & Gerbing, 1988), first, confirmative factor analysis (CFA) was performed on all of the constructs in order to examine the homogeneity and consistency of items comprising each construct and construct validity, and the development and testing of the structural models. The mediation analysis of the model was tested because this model has a mediator to examine whether OCB and work passion mediates talent management and faculty engagement.

In addition, the average scores are set into five intervals with equal range. Each interval has a meaning follows.

5	range 4.21 – 5.00	means	Always, Strongly Agree, High
4	range 3.41 – 4.20	means	Often, Agree, Somewhat High
3	range 2.61 – 3.40	means	Sometimes, Neural, Medium
2	range 1.81 – 2.60	means	Almost Never, Disagree, Somewhat Low
1	range 1.00 – 1.80	means	Never, Strongly Disagree, Low

In this study faculty engagement was divided into three level which are high, medium, and low, so in this study the Arithmetic Mean that divided faculty engagement into three level as following

Range	3.68 – 5.00	means	High
Range	2.34 – 3.67	means	Medium
Range	1.00 – 2.33	means	Low

CHAPTER 4

RESEARCH FINDINGS

The purpose of this research is to develop the faculty engagement model and its influences of talent management, work passion, organization citizenship behavior. The research findings were separated into two sections which are a qualitative findings and quantitative findings. This section divided into four parts as follows:

4.1 Qualitative Research Findings

4.2 Quantitative Research Results

4.1 Qualitative Research Findings

In this study, there were four mains factors affecting faculty engagement in Thai private universities have been emerged which are self-ideology (performance management, talent management, succession management), job factors (autonomy, work-life balance, meaningful work and recognition, continuous learning and development opportunity, challenging job, growth, and compensation and benefit), organizational factors (communication, teamwork and collaboration, leadership and relationship with leader), and management factors (self-expert, altruism, self-actualization, conscientiousness, and personal value and attitude).

4.1.1 Factors 1 Self-Ideology

Self-ideology of faculty engagement factor has been inspired by the intrinsic motivation. The reason why people want to be a university lecture because it could help students by educating, nurturing students to be good citizens in the future. Self-ideology was categorized by five sub-factors which are self-actualization, personal value and attitude, self-expert, altruism, and conscientiousness as followings.

Self-Actualization: self-actualization seems to be guaranteed teacher's sense of achievement in life because all participants agreed that student can fulfill teacher's self-actualization. According to participant A1 said that

I determined to be a teacher, and I think that I can help a lot of people. I don't think that teaching is a job or work, I think that the sense of teacher came from inside, it came from your heart. When I'm teaching, I feel very happy even sometimes I'm deadly tired but when I look at students, my energy is back. When I see it in their eyes, I know they need me and I do think that all teachers are a life escort.

However, the participant L5 seems to support this statement by saying that When I was teaching, it felt like playing a concert, when the class is over, sometimes they want me to continue a lesson regardless of time, because they want to know more about what I have said, and I was like, oh my god, ok, I love it, teaching can fulfill my life.

Personal value and attitude: faculty members have a value, believe, faith and good attitude toward this career, they admired teaching career and has a sense of teacher's spirit and worship teaching profession. For example statement of participant L2 said that

I think this career is very important to our country, since instructor like us can put anything no matter good or bad into students' mind. It is quite significant, students are like white paper, instructors need to teach them well and I believe that we can do it.

Self-expert: most of the participants said that they have a certain amount of knowledge, skill, experience and ability that they gained from education and private company in order to transfer and hands on know-how of knowledge, experience and practices to students. They know their strength and how to utilize it, so they can feel confident to do and teach what they good at.

Teaching is not an easy task, it needs a special type of people to really understand the context of the subject, business and related areas, techniques, and need to design what to teach and how to teach in order to transfer knowledge to students, from my experience in previous companies, I think I have got a certain knowledge and enough experience to teach them, practice them, and train them (participant A7)

Before I came here, I worked in the private company and I realized that with my current knowledge and ability. I believe I can do more than just working in private company in a routine job. I can use my full potential to work such as research and teach in both undergraduate and graduate level (participant L2)

Altruism: it means that faculty members have a willingness behavior dedicating to students assertively both in working hours and non-working hours without requesting and don't want anything in return. For example as participant A5 said that

If we want to develop quality students who are slow-learners, we have to dedicate ourselves and put more effort to teach them, develop them, however students from top universities are already smart, teacher is just a facilitator, they can understand lesson easily, but for my students, and some of them came from upcountry. So I have to teach them and make them grow.

However, another point of view from participant A1 has a big evident to support this statement by saying that

Sometimes, I have to go the police station to bailed up my student, and sometimes student came to me and need my help to solve her/his problems such as drug addiction, pregnancy, HIV and so on. It means they trust me, they don't want to tell their parents, actually this problems I can ignore it because it not a part of my job but I'm willing to do. I cannot leave them and be a selfish.

Conscientiousness: the behavior of faculty member indicates that they have responsibility to do the job according to the mission of the university which are teaching, researching, community service, supporting culture and road show efficiently. Example statement of participant A4 said that

Not only teaching but also conducting a research, and service as well as road show to many places in order to attract the students to study in this university, that is part of my job responsibility. I really enjoyed it because I think this university has provided me an opportunity to work, I have to do the best I can, even I really tried but when I look at the results of what I have done, I'm happy. I don't really care about politics inside university, all I care is my students and my job, just focus on the job.

4.1.2 Factors 2 Job Factors

Apart from self-ideology, job factors also influence the faculty engagement in Thai private universities because job factors plays as vital part of working life. Job factors consist of autonomy and flexibility, work-life balance, meaningful work and recognition, continuous learning and development opportunity, challenging job, growth, and compensation.

Autonomy and flexibility: all participants agreed that is autonomy and flexibility made them engaged at work because lecturer can work by themselves, and not really to stay in the office all the time. Moreover they can manage their time to accomplish the task without intense monitoring. They valued a result-oriented. For example a code of participant L8 as below

Working in this university, the top management provide me the opportunity to create work methods myself, I have liberty to choose what I want to do, to learn and design what should be done, so I have time and freedom to work, think and act effectively.

Above statement indicated that lecturer tends to value freedom to think and create their own way of working. On the other word, participant L4 also supports above statement by said that

I don't need to go to office every day, I can negotiate with management that this semester I will do researches, please cut some of my workload in teachings, and management accepted and agreed with it. When I have class I come to teach, but when I have no class, I don't need to come to university. I think I like it because I am working with myself, sometimes I like to relax in coffee shop and enjoy doing my research. I can control what I have to do, just give me the deadline and KPIs. (participant L4)

Work-life balance: related to autonomy and flexibility, faculty members seem to value work-life balance because they can manage their working and leisure time if they want to. Lecturers tend to balance between work and leisure such as time to take care of family, go shopping and travelling.

During my career in private company, I have to stay in the office until late evening for almost three years because I have to work very hard to achieve what company expected, during that time I always had conflicts with my family and my health was bad. I decided to resign and applied to be a lecturer here, and my wife also agreed. Since then I have more time to take care my family, we traveled together sometimes. I can carry my task to home and working together teaches my children's homework. (participant A3)

Meaningful work and recognition: a positive return on investment in cognitive and emotional feeling. Working as lecturer seems to focus mainly on students' outcome and achievement. They realized how important of this career, they get accepted and honored from students and they feel valued and recognized.

I am inspired when I saw student come to me, thanks me, and praise me when they success in life and came back to visit me, especially in graduation ceremony, my heartbeat fast when I saw my student and their family, they smile, they celebrate their successful. I knew that I cannot work anything else accept teaching, I became giver and I'm complete happy. (participant L3)

Continuous Learning and development opportunity: a chance to develop knowledge, skill and ability, lecturers need to do a research and writing articles to get published in order to share ideas, discuss things in the class as well as in the academic conferences, it is the way to improve and gain more knowledge, skill and ability and networks.

Being a lecturer, we never stop learning. I think to teach is to learn, and also to learn is to teach. We learn together from the class. We discuss things and analyze the issues. I can learn from my student as well” (participant L6)

Another point of continuous learning and development opportunity are research works, participating academic conferences. It improves faculty members’ capability. University is also support self-development and self-improvement like participant A1 mentioned that

My university provided me a great opportunity to go to training programs that I like. I have gained sufficient both formal and informal training and development related to the research, teaching and sometimes my personal interested. For example, I like yoga, it isn’t related to the class I teach but I want to and I like yoga, so my university has provided me a condition that after I have trained, I have to train my colleagues yoga, I was like, OK, more than OK, so level of happiness automatically increased

When I do the research, I can learn so much from research I’m doing because I have to deeply review, synergize, write, discuss and finally publish articles. I gain a lots knowledge from working on research and participated in academic conferences (participant A5)

Challenging job: a degree of diverse and difficult tasks to achieve both from students and other tasks, and also challenging job can create sense of proudness, energy and vigor.

This job as a faculty member is so challenging because I have to know our student well, and solve be able to problem everyday, some students are not very smart. At first, you need to understand that private university need to accept student from everywhere with a diverse background, so some students are so smart and some might not. We have to teach those students from zero to reach a standard or higher. Teaching and developing intelligent students is easy, but teaching and developing not really smart student are even harder, but we can do it, I'm so proud with myself and proud of my student" (participant L9)

From another challenging work point of view apart from student issue, there are points in challenging work which are research challenging, being visiting professor, and administrative position like participant A1 said below

I love to do research due to my personality, I want to learn and discover something new, and for me I like Sciences. It is very challenging when you discover something new. Research provides me an opportunity to learn new things, moreover as I'm a dean, I have to solve problems in my faculty everyday. As you may know, working with highly educated people in university who has a high ego is very difficult in order to manage and control. Otherwise, it might not go well and I think that is very challenging, I have to responsible for 90 lecturers and 15 staffs in my faculty. It's very diverse, different people with different demands, different behaviors

Growth: the perception of faculty members to view a faculty career advancement in entire life. Faculty member perceives that they are provided a concrete career path such as an academic position (lecturer position, assistant professor, associate professor, professor position). It doesn't need to compete with others in order to be promoted.

I don't need to compete with anyone to get promoted. In my opinion, it's all about how you push yourself to work outstandingly because if I work hard, I

will be promoted an academic position. If you don't work, you will not get it. I think it fair enough to work as a lecturer here" (participant A5)

However, participants L5 also support that growth affect faculty engagement by below statement.

One of the reason why I want to work as faculty member because I can manage my life, everything you do depends on yourself, for example if I need money, recognition, or etc. I need to do it by myself, on one can force me to do. If you want to have career advancement, you have to do an assistant professor, you have to earn Ph.D that is all. It was concreted and clear enough, however, in the private company, you need to rely on many things in order to get promoted

Compensation and benefit: the return of effort from working both financial and non-financial. Faculty member seems to think that compensation and benefit is important. They tend to think that being a good lecturer could have a channel to gain more money by funding from research project, or be invited as a guest lecturer.

Everyone needs money, including me, but if we teach well, we do the research, we can earn money from research or from special teaching class outside university and do some kinds of projects or give a consult to private companies like me, however it leads to my performance as well. I work hard, I get promoted, I got salary increase every year. I'm OK, if you talent enough, money will find you (participants L1)

Even if compensation and benefit seem to be factors affecting faculty engagement, however there are some argument and not all faculty members agreed, so lecturers work well because they love to be a lecturer, so issue matches with self-ideology as example of participant L8 said that

I totally agreed that compensation and benefits are very necessary, but for me, compensation does not have much influence me to work here because I knew since the first day of working that being a university lecturer has a low salary than private company with these amount of qualifications, but I choose to work because I want to help people, help our country.

4.1.3 Factors 3 Organizational Factors

Factors of organization affects faculty engagement consists of four factors which are organizational justice and transparency, teamwork and collaboration, leadership and relationship with supervisor, and communication.

Organizational justices and transparency: the perceive sense of fairness of university by divided into two organizational justices which are procedural justices mean the process of how organization shares the organizational resource equally fair, and distributive justice means the distribution of compensation, responsibility, and promoting fairly comparing with others. Faculty members do care about justice as the top priority in organizational factors if they perceive that they are treated unfairly, engagement will be broken.

I think for me, justice is the thing that are a fundamental indicator indicate whether the dean or management have ethics or not. For me, it involves how top management and faculty dean manage their lecturers equally, not only fairness but also the management system, if supervisor cannot handle it well. I can say that I will not happy at work. I will resign sooner or later” (participant L8)

However, transparency is the reliability, validity, and openness of faculty administration that management provides an opportunity to all stakeholders to access to the information in order to check and monitor. Faculty members concern about the transparency of data, information, and budget.

I think that organization needs to make everything clear, clear in policy and clear in term of management process. When you rate people in performance

appraisal, you need to clear enough, and make sure that there is no patronizing and no bias in performance appraisal (participant A2)

Teamwork and collaboration: the relationship with co-worker and peers within department, and faculties. Faculty members tend to agree that friends and relationship with peers are also affects lecturers engagement because they have to interact and work together, however teamwork includes friends with the same goals and sharing value both work and personal life.

Team environment is very necessary to me, if I have my sincere friends, honest, and helpful. It enhances my engagement working here, I love to work with friends that I can share a same thoughts, paradigm, and ideology. I will be happier. On the other hand, if I'm in the group of gossip, lazy and be surrounded by negative thinking people, I will be not happy at all (participant L6)

Leadership and relationship with leader: the leadership style of how supervisor manages their faculty members, and the relationship with leader means the interaction between supervisor and individual in the positive way. Faculty members tend to like the supervisor who support their work”

My direct boss always support me to work, sometimes we have some arguments and misunderstood, however we talk and my boss is open-minded enough to talk, we are not fake to each other. He supports, encourages and gives useful advices not only on working issues but also my personal life as well, I'm fortunate to have a good boss” (participant L8)

Communication: information, facts, and announcement have been communicated and transferred to faculty members includes the open communication of ideas, and information exchanged among peers, supervisor, and university.

I would be frustrated if I don't know anything about my faculty or university. I would feel that I'm an outsider, and not being a part of faculty or university. It really affects me because we are at the same university, so if top management want to do anything, they need to inform people and open for the discussion, so I will feel that I'm a part of this organization, everybody wants to be recognized. If you want me to do something, just tell me and communicate to me clearly and frankly. It would be grateful (participant A6)

Another point perspective view of communication is that, about relationship management related to communication. For example of participants L10 stated that

Communication is important because sometimes people might misunderstanding and misinterpretation and talk to other people with the wrong way or people might change the content of the message. If I were a dean, I would have to call them and discuss personally.

4.1.4 Factors 4 Management Factors

Management factors include management styles and systems, organizational culture, policy, working conditions and the way university operation. Management factor consist of three connected factors which are performance and result oriented management, talent management and succession management.

Performance management: the integrated process of aligning university objective to individual through performance planning, developing performance, performance appraisal, providing a clear performance feedback, and sharing the university resources with equity. Faculty members want to have a clearly and concretely performance management system in term of a result-oriented in order to behave according to what university want in present and future, especially for performance appraisal is the most important cycle of performance management process.

Fortunately, my faculty has a clear KPIs and criteria to follow. If not, I would be like, what should I do to get promoted, and I will have a question, how you

divided and rated people to distribute the rewards. In my faculty, at first, the dean will talk about the previous performance and set what I should do next year. I like this system because I'm the one who contribute many things to this university, I do the research, I teach, and I do a lot of things comparing with other people. I will disagree if there is no such performance system to follow. It leads to how faculty rates their people and how much they care for people. However right now I'm happy with this system and it encourages me to work best. (participant L4)

In term of result oriented performance management, there are many faculty members agree that university need to provide lecturer's opportunity to work by themselves and measure the performance by using a result-oriented policy, it makes people engaged. According to participant A3 said that

As a dean, I focus on results, you can work anywhere else, I will support you everything, for example you want to teach less and do research more, I'm ok, if you want to take a long leave to do research only, or leave for doing academic position, at the end of the year, you need to have research published or held academic position as you promised at the beginning of the year

Talent management: the integrated process of attracting, developing, retaining and motivating high potential and performance faculty members. Some faculty members reflexed that talent management is a continuous process similar to performance management, however they tend to perceive that if faculty or university should have talent management process separates from performance management, the level of engagement will be higher.

We divided people by using performance appraisal system and then we're going to know who is a high performer and who is not, then we will set the performance expectation next year together. If you want to be "A" grade lecturer, you have to do this and that according to the KPIs and what are planned at first, and you will be privileged and received what you want. I think

this program quite effective and people who are interested to participate this program is increased (participant A1)

Succession management: a long-term plan for career advancement. It divided in to two streams which are an academic position succession, and administrative position succession.

For my faculty, I as a dean know who talent normally from performance appraisal result is. I will talk to them that they have to prepare themselves to be a next managerial position, otherwise you have to improve your academic position or both. (participant A5)

However, there are some lecturers argued that succession management in university need to be only in academic position not administrative work, so doing a certain level of academic position first, then administrative position will follow.

In my view, I have no interested in administrative position at all, because I am satisfied with doing research and teaching only. I don't want to get involved in any politics in an organization by being held administrative position. I have my academic life as career advancement already. Once you held assistant professor or associate professor, you will be automatically invited to be administrative work, a dean or even vice president. (participant A2)

Summary

Faculty engagement factors (self-ideology factor, job factors, organization factor, and management factor) have been discovered in this study. The findings could seperated into two streams. First, the differnt points of view between participants who have a administrative position (vice president, asistant to president, dean, and program head), and who are lectuers towards engagement factors. The result revealed that a group of adminstrators obviously concerns more about the management factors (performance management, talent management, succession management) than group of lecurers, beacuse engagement factor is viewed the from the top-down perspective

by saying that if the management system are well prepared and implemented, the engagement will be occurred. In contrast, the lecturers mostly view job factors (autonomy and flexibility, work-life balance, meaningful work and recognition, continuous learning and development opportunity, challenging job, growth, and compensation and benefits) are the most important. In term of organizational factors (organizational justices and transparency, teamwork and collaboration, leadership and relationship with leader, and communication), there are mixed concerning of engagement factors between two group where administrator pay attention to communication the most, on the other hand, lecturers pay attention to teamwork and collaboration, and leadership and relationship with leader the most. However, both group agree that organizational justices and transparency is make them engaged. In addition, both of administrator and lecturers have a bit different point of view in term of self-ideology factors (self-actualization, personal value and attitude, self-expert, altruism, and conscientiousness). By saying that self-expert, altruism, and conscientiousness of self-ideology factors make administrators engaged, on the other hands, self-actualization, personal value and attitude make lecturer engaged.

From the difference perspectives, a mismatch faculty engagement factors caused by different roles between two group might be emerged. The authorized people or a policy maker might realize this issue carefully before implementing any human resource interventions.

Table 4.1 Summarized Factors Founded from the Interview

Administrators	Lecturers
Management Factors	Job Factors
Performance Management	Autonomy and Flexibility
Talent Management	Work-life Balance
Succession Management	Meaningful work and recognition
	Continuous Learning and Development
	Opportunity
	Challenging Job
	Growth
	Compensation and Benefits
	Student Engagement
	Organizational Factors
Communication	Teamwork and Collaboration
	Leadership and Relationship with Leader
	Self-ideology Factors
Self-expert	Self-actualization
Altruism	Personal Value and Attitude
Conscientiousness	

In sum, table 4.2 present the related factors affecting faculty engagement from interview and literature review in comparison in order to develop faculty engagement model.

Table 4.2 Comparison Factors and Model Factors

Model factors	Interview Findings	Literature Review
Talent management		
- Talent Recruitment and Selection		- Recruitment and selection
- Performance Management	- Performance management	- Performance management/expectation
		- Coaching
- Talent Communication	- Communication	- Communication
- Talent Development	- Continuous learning and development	- Training and development/learning

Table 4.2 (Continued)

Model factors	Interview Findings	Literature Review
- Succession Planning	- Succession planning	- Career advancement/growth
- Organizational Culture		- Organizational culture
Organizational citizenship behavior		
- Altruism	- Altruism	
- Conscientiousness	- Conscientiousness	- Conscientiousness
- Sportsmanship		- Sportsmanship
- Courtesy		- Courtesy
- Civic Virtue		- Civic virtue
Work passion		
- Autonomy	- Autonomy and flexibility	- Autonomy
- Meaningful work	- Meaningful work	- Meaningful job/recognition/value
- Feedback		- Feedback
- Workload Balance	- Work-life balance	- Workload balance/work life balance
- Task Variety		- Skill variety/task variety
- Collaborations	- Teamwork and collaboration	
- Performance Expectation		- Task significant
- Growth	- Growth	
- Procedural Justice		- Procedural justice
- Distributive Justice		- Distributive justice
- Connectedness with colleagues		- Relationship with peer/teamwork
- Connectedness with leader	- Leadership and relationship with leader	- Leadership/supervisor support
	- Recognition	
	- Opportunity	
	- Challenging job	- Challenging work
		- Work environment
	- Compensation and benefits	
		- Organization support
		- Task identity
		- Trust
Faculty engagement		
- Self-Engagement	- Self-expert/Self- actualization	- Self-Engagement
	- Personal value and attitude	
- Behavioral Engagement		- Behavioral Engagement
- Work Engagement		- Work Engagement
- Engagement to Student	- Student engagement	- Engagement to Student

The model factors were derived from the interview and literature review, all of the factors were rearranged and grouped in order to develop the faculty engagement

model where faculty management consisted of talent management, organizational citizenship behavior, and work passion as independent variables, and faculty engagement as dependent variables.

4.2 Quantitative Research Findings

The purpose of this quantitative research aims to discover the factors of faculty management affecting faculty engagement in Thai's private universities. According to research questions;

1) What is the relationship between organizational citizenship behavior, work passion, talent management and faculty engagement of faculty member in Thai private university?

2) What is a model of faculty engagement in Thai private university?

Three factors of faculty management (organization citizenship behavior, talent management, and work passion) as independent variables, and faculty engagement as dependent variable had been tested in quantitative analysis by using structural equation modeling, and in this section presents the quantitative analysis which demographic data, descriptive statistics, confirmatory factor analysis, Pearson's correlation matrix, and structural equation modeling are presented.

Demographic data

Demographic data consisted of gender, age, status, educational background, academic position, administrative position, salary, workload, experience, and field of teaching.

Table 4.3 Demographic Data

Demographic Data		No.	Percentage
University	UTCC	70	16.28
	DPU	38	8.84
	Rangsit	150	34.88
	Bangkok	115	26.74
	SPU	57	13.26
	Total	430	100.00

Table 4.3 (Continued)

Demographic Data		No.	Percentage
Gender			
	Male	197	45.81
	Female	228	53.02
	Etc	5	1.16
	Total	430	100.00
Age			
	Less than 30 years	66	15.35
	31-40 years	152	35.35
	41-50 years	129	30.00
	51-60 years	72	16.74
	Above 60 years	11	2.56
	Total	430	100.00
Status			
	Single	251	58.40
	Married	171	39.77
	Divorce	8	1.86
	Total	430	100.00
Education			
	Bachelor	15	3.49
	Master	295	68.60
	Doctoral	113	26.28
	Post-Doc	7	1.63
	Total	430	100.00
Academics			
	Position		
	Lecturer	323	75.12
	Assistant Prof	84	19.53
	Associate Prof	22	5.12
	Professor	1	0.23
	Total	430	100.00
Administration			
	President/Vice	6	1.40
	Dean/Deputy Dean	29	6.74
	Program Head	63	14.65
	none	332	77.21
	Total	430	100.00
Salary			
	Enough	182	42.33
	Not Enough	144	33.49
	N/A	104	24.19
	Total	430	100.00
Load			
	Less than 5 hrs./ week	42	9.77

Table 4.3 (Continued)

	Demographic Data	No.	Percentage
	6-10 hrs./ week	150	34.88
	11-15 hrs./ week	128	29.77
	16-20 hrs./ week	88	20.47
	More than 20 hrs./ week	22	5.12
	Total	430	100.00
Experiences			
	Less than 5 years	149	34.65
	6-10 years	109	25.35
	11-15 years	77	17.91
	16-20 years	51	11.86
	More than 20 years	44	10.23
	Total	430	100.00
Field			
	Health-Sciences	65	15.12
	Sciences-Technology	100	23.26
	Humanity-Social Sciences	265	61.63
	Total	430	100.00

From the table 4.3 found that most of the respondents from Rangsit university, 34.88 %. Female is 52.02 percent while male is 45.81 percent. The age of the respondents is between 31 -40 years old (35.35%) is the majority. By 58.40 percent is single, held master degree is the most (68.60%). Obtained an academics position as lecturer is 75.12 percent and no administration position 77.21 percent. Most of the respondents have an enough salary (42.33%). Workload per week range between 6-10 hours per week is the majority. The experiences in recent university is less than 5 years (34.65%). Moreover, 61.63 percent are from the field of humanity and social sciences.

Table 4.4 Demographic Data in Each Universities

Data		UTCC (70)	DPU (38)	Rangsit U (150)	Bangkok U (115)	SPU (57)
Age	Less than 30 yrs	14 (20%)	8 (21%)	8 (5.3%)	13 (11.3%)	8 (14%)
	31 – 40 yrs	14 (20%)	13 (34.3%)	75 (50%)	49 (42.6%)	20 (35%)
	41 – 50 yrs	23 (32.8%)	11 (28.9%)	43 (28.7%)	31 (26.9%)	18 (31.6%)
	51 – 60 yrs	17 (24.3%)	6 (15.8%)	20 (13.3%)	16 (14.9%)	11 (19.4%)
	More than 60 yrs	2 (2.9%)	0 (0%)	4 (2.7%)	5 (4.3%)	0 (0%)
Education	Bachelor Degree	0 (0%)	0 (0%)	4 (2.7%)	11 (9.6%)	0 (0%)
	Master Degree	60 (85.7%)	33 (86.8%)	94 (62.7%)	61 (53%)	47 (82.5%)
	Doctor Degree	10 (14.3%)	4 (10.5%)	48 (32%)	43 (37.4%)	8 (14%)
	Post – Doc Degree	0 (0%)	1 (2.7%)	4 (2.6%)	0 (0%)	2 (3.5%)
	Lecturer	51 (72.9%)	31 (81.6%)	108 (72%)	86 (74.8%)	47 (82.5%)
Academics Position	Assistant Professor	16 (22.9%)	6 (15.8%)	28 (18.7%)	25 (21.7%)	9 (15.8%)
	Associate Professor	3 (4.2%)	1 (2.6%)	13 (8.7%)	4 (3.5%)	1 (1.7%)
	Professor	0 (0%)	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)
	President/Vice	0 (0%)	0 (0%)	4 (2.7%)	2 (1.7%)	0 (0%)
	Dean/Deputy	2 (2.9%)	3 (7.9%)	13 (8.7%)	11 (9.6%)	0 (0%)
Administration Position	Major Chairman	9 (12.9%)	4 (10.5%)	20 (13.3%)	24 (20.9%)	6 (10.5%)
	None	59 (84.2%)	31 (81.6%)	113 (75.3%)	78 (67.8%)	51 (89.5%)
	Enough	15 (21.4%)	14 (36.8%)	61 (40.7%)	67 (58.3%)	25 (43.9%)
	Not Enough	31 (44.3%)	15 (39.6%)	55 (36.7%)	29 (25.2%)	14 (24.6%)
	N/A	24 (34.3%)	9 (23.6%)	34 (22.6%)	19 (16.5%)	18 (31.5%)
Salary	Less than 5 hrs/week	9 (12.6%)	5 (13.2%)	16 (10.7%)	4 (3.4%)	8 (14%)
	6 – 10 hrs/week	19 (27.1%)	11 (29%)	42 (28%)	52 (45.2%)	26 (45.6%)
	11 – 15 hrs/week	22 (31.4%)	9 (23.6%)	52 (34.7%)	30 (26.2%)	15 (26.3%)
	16 – 20 hrs/week	17 (24.3%)	10 (26.4%)	34 (22.6%)	21 (18.3)	6 (10.5%)
	More than 20 hrs/week	3 (4.6%)	3 (7.8%)	6 (4%)	8 (6.9%)	2 (3.6%)
Workload/week						

Table 4.4 (Continued)

Data		UTCC (70)	DPU (38)	Rangsit U (150)	Bangkok U (115)	SPU (57)
Working Experience	Less than 5 yrs	27 (38.6%)	14 (36.8%)	50 (33.3%)	41 (35.7%)	17 (29.8%)
	6 – 10 yrs	15 (21.4%)	9 (23.7%)	29 (19.3%)	39 (34%)	17 (29.8%)
	11 – 15 yrs	14 (20%)	7 (18.4%)	27 (18%)	17 (14.8%)	12 (21%)
	16 – 20 yrs	6 (8.6%)	5 (13.2%)	27 (18%)	8 (6.9%)	5 (8.8%)
	More than 20 yrs	8 (11.4%)	3 (7.9%)	17 (11.4%)	10 (8.6%)	6 (10.6%)
Field	Health – Sci	0 (0%)	0 (0%)	30 (20%)	35 (30.4%)	0 (0%)
	Sci – Technology	17 (24.3%)	13 (34.2%)	32 (21.3%)	17 (14.8%)	21 (36.8%)
	Humanity – Social	53 (75.7%)	25 (65.8%)	88 (58.7%)	63 (54.8%)	36 (63.2%)

Descriptive Statistics

The result of descriptive statistics in the study of the management factors affecting faculty engagement in Thai's private universities is explained by arithmetic mean, standard deviation, skewness and kurtosis as table 4.5 following.

Table 4.5 Descriptive Statistics

Latent Variable	Observe Variables	No. of question	\bar{X}	<i>S.D.</i>	SK	KU
Organization	Altruism	3	4.26	0.67	-0.58	0.50
Citizenship	Conscientiousness	3	4.18	0.68	-0.61	0.48
Behavior	Sportsmanship	3	4.20	0.67	-0.62	0.75
	Courtesy	3	4.30	0.65	-0.58	0.24
	Civic Virtue	3	4.00	0.76	-0.40	0.34
Work Passion	Autonomy	3	4.00	0.72	-0.48	0.40
	Meaningful work	3	4.09	0.74	-0.24	-0.20
	Feedback	4	3.81	0.92	-0.96	2.07
	Workload Balance	3	3.84	0.86	-0.65	1.03
	Task Variety	3	4.10	0.73	-0.34	-0.15
	Collaborations	3	3.83	0.87	-0.81	1.47

Table 4.5 (Continued)

Latent Variable	Observe Variables	No. of question	\bar{X}	<i>S.D.</i>	SK	KU
Talent Management	Performance Expectation	3	3.91	0.80	-0.65	1.27
	Growth	3	3.89	0.85	-1.01	3.16
	Procedural Justice	3	3.55	1.07	-0.76	1.02
	Distributive Justice	3	3.60	1.09	-0.64	0.81
	Connectedness with colleagues	3	4.04	0.79	-0.73	1.00
	Connectedness with leader	4	3.89	0.87	-0.94	2.52
	Talent Recruitment and Selection	3	3.65	0.98	-0.73	1.16
	Performance Management	4	3.71	0.99	-0.73	0.98
	Talent Communication	3	3.79	1.00	-0.79	1.49
	Talent Development	3	3.91	0.86	-0.72	1.47
Faculty Engagement	Succession Planning	3	3.64	0.98	-0.67	1.12
	Organizational Culture	3	3.73	1.12	-0.56	0.55
	Work Engagement	3	4.16	0.78	-1.09	2.46
	Self Engagement	3	4.21	0.70	-0.88	2.00
	Behavioral Engagement	3	4.26	0.92	-1.46	3.59
	Engagement to Student	4	4.24	0.65	-0.80	1.42

From table 4.5 the descriptive statistics revealed that Courtesy of organizational citizenship behavior has the highest means ($\bar{X} = 4.30$, $S.D. = 0.65$), then altruism ($\bar{X} = 4.26$, $S.D. = 0.67$), sportsmanship ($\bar{X} = 4.20$, $S.D. = 0.67$), conscientiousness ($\bar{X} = 4.18$, $S.D. = 0.68$), civic virtue ($\bar{X} = 4.00$, $S.D. = 0.76$) respectively. The top three highest means of work passion variable are task variety ($\bar{X} = 4.10$, $S.D. = 0.73$), then meaningful work ($\bar{X} = 4.09$, $S.D. = 0.74$), and connectedness with colleagues ($\bar{X} = 4.04$, $S.D. = 0.79$) while the top least are procedural justice ($\bar{X} = 3.55$, $S.D. = 1.07$), distributive justice ($\bar{X} = 3.60$, $S.D. = 1.09$), and feedback ($\bar{X} = 3.81$, $S.D. = 0.92$). For the talent management, the highest means are talent development ($\bar{X} = 3.91$, $S.D. = 0.86$), then talent communication ($\bar{X} = 3.79$,

$S.D.= 1.00$), organizational culture ($\bar{X} = 3.73$, $S.D.= 1.12$), performance management ($\bar{X} = 3.71$, $S.D.= 0.99$), talent recruitment and selection ($\bar{X} = 3.65$, $S.D.= 0.98$), and succession planning ($\bar{X} = 3.64$, $S.D.= 0.98$) respectively. However, for faculty engagement, the highest means of faculty engagement is engagement to student ($\bar{X} = 4.24$, $S.D.= 0.65$), then self engagement ($\bar{X} = 4.21$, $S.D.= 0.70$), work engagement ($\bar{X} = 4.16$, $S.D.= 0.78$), while behavioral engagement ($\bar{X} = 4.26$, $S.D.= 0.92$) is the least. The normal distribution of this study is confirmed, and revealed that the extremely skewness was not found (-1.46 to 0.24), however from the data collected, every factors has left skewness (minus sign in skewness). The value of kurtosis is range between (-0.20 to 3.59), it is a slightly lesser than normal distribution by kurtosis more than zero (platykurtic) excepts meaningful work and task variety of work passion is leptokurtic. In conclusion, the data collected in this study is satisfied because it's close to normal distribution (Howell, 2007)

Data Interpretation

The meaning of the Arithmetic Mean to determine the interval level of OCB, work passion, talent management and faulty engagement are presented below in table 4.6

Table 4.6 Data Interpretation

Latent Variable	Observe Variables	\bar{X}	$S.D.$	Meaning
Organization	Altruism	4.26	0.67	Always
Citizenship	Conscientiousness	4.18	0.68	Often
Behavior	Sportsmanship	4.20	0.67	Often
	Courtesy	4.30	0.65	Always
	Civic Virtue	4.00	0.76	Often
Work Passion	Autonomy	4.00	0.72	Often
	Meaningful work	4.09	0.74	Often
	Feedback	3.81	0.92	Often
	Workload Balance	3.84	0.86	Often
	Task Variety	4.10	0.73	Often
	Collaborations	3.83	0.87	Often

Table 4.6 (Continued)

Latent Variable	Observe Variables	\bar{X}	<i>S.D.</i>	Meaning
Talent	Performance Expectation	3.91	0.80	Often
	Growth	3.89	0.85	Often
	Procedural Justice	3.55	1.07	Often
	Distributive Justice	3.60	1.09	Often
	Connectedness with colleagues	4.04	0.79	Often
	Connectedness with leader	3.89	0.87	Often
	Talent Recruitment and Selection	3.65	0.98	Agree
Management	Performance Management	3.71	0.99	Agree
	Talent Communication	3.79	1.00	Agree
	Talent Development	3.91	0.86	Agree
	Succession Planning	3.64	0.98	Agree
	Organizational Culture	3.73	1.12	Agree
Faculty	Work Engagement	4.16	0.78	High
Engagement	Self Engagement	4.21	0.70	High
	Behavioral Engagement	4.26	0.92	High
	Engagement to Student	4.24	0.65	High

From the table 4.6 revealed that organizational citizenship behavior factors of altruism, courtesy are always, conscientiousness, sportsmanship, and civic virtue is often. Moreover all factors of work passion and talent management are often, while faculty engagement factors, work engagement, self-engagement, behavioral engagement as well as engagement to student are all high level of engagement.

Table 4.7 Conclusion of Variables

Variables	\bar{X}	<i>S.D.</i>	Meaning
OCB	4.19	0.16	Often, Somewhat High
Work Passion	3.88	0.24	Often, Somewhat High
Talent Management	3.73	0.14	Often, Somewhat High
Faculty Engagement	4.22	0.06	High

Table 4.7 revealed that the sample in this study have a high level of organizational citizenship behavior ($\bar{X} = 4.19$, *S.D.*= 0.16), somewhat high in both work passion ($\bar{X} = 3.88$, *S.D.*= 0.24) and talent management ($\bar{X} = 3.73$, *S.D.*= 0.14). However faculty members are engaged working in current university ($\bar{X} = 4.22$, *S.D.*= 0.06).

Pearson's Coefficient Correlation

Pearson's coefficient correlation was analyzed in this study in order to find the matrix among observable variable, it leads to the further of influential relationship analysis as show in table 4.8

Table 4.8 Pearson's Coefficient Correlation, Arithmetic Mean, Standard Deviation and Bivariate Correlation

Factors	Mean	Std	Ocb Altr	Ocb Con	Ocb Sport	Ocb Cou	Ocb Civic	Wp Auto	Wp Mean	Wp Feed	Wp WorkL	Wp Var	Wp Col	Wp PE	Wp Gro	Wp Pro	Wp Dis	Wp Colle	Wp Sup
OcbAltr	4.26	0.67	1																
OcbCon	4.18	0.68	.477**	1															
OcbSport	4.20	0.67	.471**	.575**	1														
OcbCou	4.30	0.65	.502**	.421**	.460**	1													
OcbCivic	4.00	0.76	.444**	.532**	.546**	.415**	1												
WpAuto	4.00	0.72	.364**	.369**	.374**	.291**	.371**	1											
WpMean	4.09	0.74	.306**	.484**	.472**	.324**	.420**	.426**	1										
WpFeed	3.81	0.92	.370**	.319**	.309**	.235**	.366**	.466**	.346**	1									
WpWorkL	3.84	0.86	.315**	.391**	.388**	.213**	.362**	.535**	.398**	.490**	1								
WpVar	4.10	0.73	.452**	.406**	.422**	.330**	.396**	.432**	.437**	.369**	.434**	1							
WpCol	3.83	0.87	.360**	.303**	.360**	.284**	.322**	.533**	.337**	.607**	.562**	.354**	1						
WpPE	3.91	0.80	.355**	.441**	.420**	.268**	.426**	.537**	.474**	.552**	.525**	.425**	.547**	1					
WpGro	3.89	0.85	.359**	.399**	.403**	.235**	.389**	.499**	.463**	.560**	.531**	.433**	.499**	.591**	1				
WpPro	3.55	1.07	.255**	.303**	.281**	.189**	.327**	.425**	.303**	.634**	.454**	.275**	.548**	.514**	.499**	1			
WpDis	3.60	1.09	.276**	.349**	.362**	.156**	.371**	.470**	.317**	.565**	.515**	.349**	.515**	.518**	.536**	.613**	1		
WpColle	4.04	0.79	.267**	.227**	.236**	.183**	.225**	.503**	.296**	.528**	.443**	.291**	.491**	.514**	.467**	.532**	.505**	1	
WpSup	3.89	0.87	.325**	.309**	.292**	.257**	.280**	.486**	.333**	.614**	.468**	.350**	.577**	.550**	.511**	.581**	.614**	.535**	1
TmRS	3.65	0.98	.263**	.334**	.358**	.236**	.373**	.420**	.317**	.510**	.442**	.327**	.461**	.440**	.455**	.539**	.527**	.410**	.491**
TmPM	3.71	0.99	.234**	.354**	.345**	.229**	.400**	.412**	.328**	.534**	.418**	.338**	.462**	.507**	.481**	.537**	.558**	.412**	.471**
TmComm	3.79	1.00	.271**	.375**	.413**	.233**	.373**	.523**	.338**	.474**	.438**	.313**	.525**	.572**	.469**	.488**	.550**	.478**	.459**
TmDev	3.91	0.86	.369**	.341**	.412**	.331**	.399**	.398**	.352**	.444**	.346**	.348**	.419**	.471**	.418**	.408**	.452**	.363**	.454**
TmSuc	3.64	0.98	.323**	.355**	.381**	.240**	.385**	.429**	.293**	.498**	.470**	.339**	.469**	.491**	.434**	.486**	.549**	.410**	.446**
TmOrg	3.73	1.12	.303**	.342**	.386**	.231**	.360**	.465**	.347**	.494**	.422**	.304**	.491**	.489**	.430**	.486**	.525**	.459**	.450**
FEW	4.16	0.78	.364**	.459**	.479**	.268**	.463**	.379**	.412**	.453**	.443**	.443**	.437**	.488**	.509**	.418**	.494**	.334**	.434**
FES	4.21	0.70	.383**	.393**	.498**	.343**	.461**	.426**	.453**	.340**	.410**	.483**	.326**	.443**	.471**	.323**	.405**	.304**	.371**
FEBH	4.26	0.92	.313**	.431**	.479**	.173**	.452**	.434**	.410**	.470**	.402**	.341**	.470**	.485**	.451**	.432**	.471**	.359**	.391**
FEstu	4.24	0.65	.213**	.345**	.359**	.252**	.337**	.336**	.333**	.306**	.378**	.317**	.395**	.343**	.344**	.328**	.328**	.265**	.273**

Table 4.8 (Continued)

Factors	TmRS	TmPM	TmComm	TmDev	TmSuc	TmOrg	FEW	FES	FEBH	FEstu
TmRS	1									
TmPM	.649**	1								
TmComm	.507**	.586**	1							
TmDev	.489**	.531**	.528**	1						
TmSuc	.627**	.616**	.560**	.551**	1					
TmOrg	.501**	.565**	.565**	.522**	.548**	1				
FEW	.466**	.468**	.481**	.518**	.499**	.459**	1			
FES	.380**	.406**	.399**	.465**	.405**	.385**	.677**	1		
FEBH	.470**	.466**	.518**	.499**	.519**	.484**	.624**	.525**	1	
FEstu	.337**	.308**	.342**	.305**	.351**	.309**	.385**	.379**	.412**	1
Bartlett's test of sphericity = 6439.186, df = 351, p = 0.000, KMO = 0.964										

Note: **p<0.01

From the table 4.8 revealed that the Pearson's coefficient correlation among 37 with 351 pairs observable variables by coefficient correlation among observable variables range from 0.291 to 0.677, it means that all pairs of observable variables have a positive relationship with significant level of 0.01. By work engagement (FEW) has a relationship with self engagement (FES) the most in 0.677, then performance management (TmPM) has a relationship with talent recruitment and selection (TmRS) in 0.649, then talent recruitment and selection (TmRS) has a relationship with succession planning (TmSuc) in 0.627 respectively. While the relationship between task variety (WpVar) and connectedness to colleague (WpColle) has the least coefficient correlation in 0.291.

The result of Bartlett's Test of Sphericity for testing whether the matrix is identity matrix. The result shew Bartlett's Test of Sphericity is 6439.186 $df = 351$, $p < .01$, it means that the correlation matrix is not an identity matrix or there are a relationship among factors at significant level of 0.01. It matched with the result of KMO analysis, KMO equals to 0.964 that means there are an internal relationship among observable variables. In conclusion, this data collected is a very good (Hair, 2006) in order to proceed and analyze a measurement model, factor analysis, and structural equation model.

4.2.1 Confirmatory Factor Analysis

Construct Validity of Organizational Citizenship Behavior

The organizational citizenship behavior variable consisted of 5 factors which are altruism (OcbAltr), conscientiousness (OcbCon), Sportsmanship (OcbSport), Courtesy (OcbCou), and civic virtue (OcbCivic). The result of correlation revealed that all observable variables have a relationship among variables in total of 10 pairs, it could determines organizational citizenship behavior because a coefficient correlation range 0.415 to 0.575 at significant level 0.01. Whereas conscientiousness (OcbCon) has the strongest relationship with sportsmanship (OcbSport) at 0.575, then civic virtue (OcbCivic) and sportsmanship (OcbSport) at 0.546 and civic virtue (OcbCivic) and courtesy (OcbCou) at 0.532 respectively. While civic virtue (OcbCivic) and courtesy (OcbCou) has least relationship at 0.415.

The result of Bartlett's Test of Sphericity is 699.013 ($p < .01$) means that the correlation matrix among variables and different from identity matrix at significant level. As well as the value of KMO is 0.840, it means observable variables have a relationship at sufficient level to proceed factor analysis as table 4.9

Table 4.9 Pearson's Coefficient Correlation, Arithmetic Mean, Standard Deviation and Bivariate Correlation of Organizational Citizenship Behavior

Variables	\bar{X}	S.D.	OcbAltr	OcbCon	OcbSport	OcbCou	OcbCivic
OcbAltr	4.26	0.67	1				
OcbCon	4.18	0.68	0.477**	1			
OcbSport	4.20	0.67	0.471**	0.575**	1		
OcbCou	4.30	0.65	0.502**	0.421**	0.460**	1	
OcbCivic	4.00	0.76	0.444**	0.532**	0.546**	0.415**	1
Bartlett's test of sphericity = 699.013, df = 10, p = 0.000, KMO = 0.840							

Note: ** $p < 0.01$

4.2.2 Confirmatory Factor Analysis of Organizational Citizenship Behavior

The result of confirmatory factor analysis of organizational citizenship behavior variables as shown in table 4.10 and figure 4.1 found that the measurement model fits with the empirical data by $\chi^2 = 1.05$, $df = 4$, $p = 0.90$, GFI = 1.00, AGFI = 1.00, RMSEA=0.00 and RMR = 0.00, it means the measurement model in this study fits with the empirical study.

Table 4.10 The Confirmatory Factor Analysis of Organizational Citizenship Behavior

Variables	Factor loadings			<i>t</i>	R^2	Factor Score Regression
	<i>b</i>	<i>SE</i>	β			
OcbAltr	0.42	0.03	0.62	13.00**	0.39	0.23
OcbCon	0.51	0.03	0.75	16.44**	0.56	0.44
OcbSport	0.52	0.03	0.77	17.04**	0.59	0.49
OcbCou	0.38	0.03	0.58	11.90**	0.34	0.19
OcbCivic	0.54	0.03	0.71	15.43**	0.51	0.33
$\chi^2 = 1.05$, $df = 4$, $p = 0.90$, GFI = 1.00, AGFI = 1.00, RMSEA=0.00, RMR = 0.00						

Note: ** $p < 0.01$

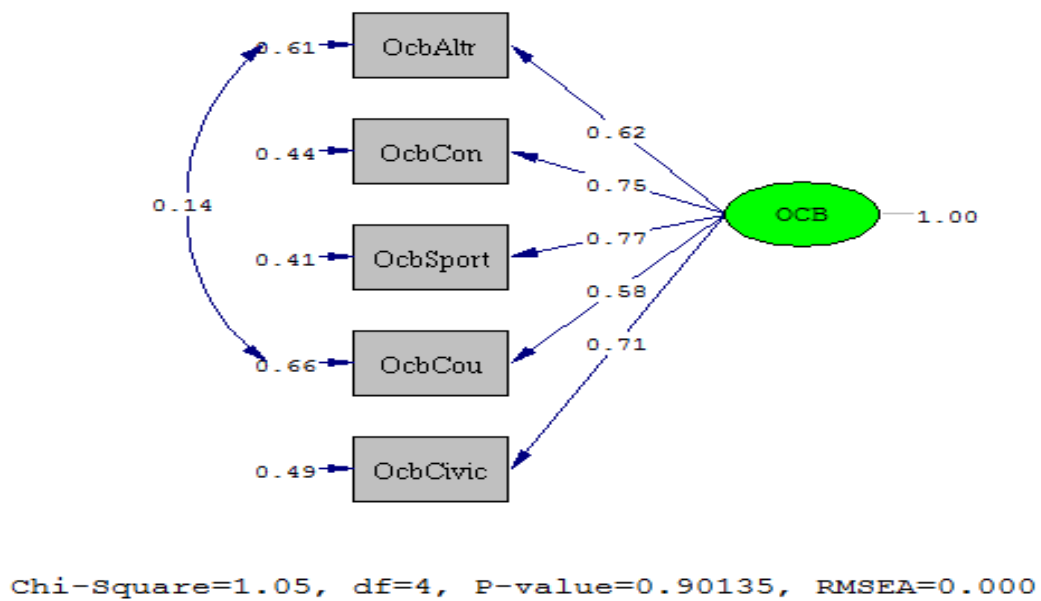


Figure 4.1 Construct Validity of Organizational Citizenship Behavior

According to the table 4.10 and figure 4.1 the confirmatory factor analysis of organizational citizenship behavior, 5 factors consisted of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue explain OCB. Moreover, all standardize loading as beta weight is positive with range from 0.58 to 0.77 and significant at 0.01 by sportsmanship ($\beta = 0.77$), conscientiousness ($\beta = 0.75$), civic virtue ($\beta = 0.71$), altruism ($\beta = 0.62$), courtesy ($\beta = 0.58$) respectively. The proportion of explained variance of organizational citizenship behavior by arrange in order from the greatest to least are sportsmanship ($R^2 = 0.59$), conscientiousness ($R^2 = 0.56$), civic virtue ($R^2 = 0.51$), altruism ($R^2 = 0.39$), courtesy ($R^2 = 0.34$) respectively.

Construct Validity of Work Passion

The work passion variable consists of 12 factors which are autonomy (WpAuto), meaningful work (WpMean), feedback (WpFeed), workload balance (WpWorkL), task variety (WpVar), collaborations (WpCol), performance expectation (WpPE), growth (WpGro), procedural justice (WpPro), distributive justice (WpDis), connectedness with colleagues (WpColle), and connectedness with leader (WpSup). The 10 bivariate correlations revealed that observable variables have a mutual

relationship at significant level of 0.01 by the coefficient correlation range 0.291 to 0.614. The strongest correlation is distributive justice (WpDis) and connectedness with leader (WpSup) at 0.614, then procedural justice (WpPro) and distributive justice (WpDis) at 0.613, then feedback (WpFeed) and collaborations (WpCol) at 0.607 respectively. While the least correlation are task variety (WpVar) and connectedness with colleagues (WpColle) at 0.291.

Moreover, the Bartlett's Test of Sphericity is 2569.220 ($p < .01$) means the correlation matrix is not an identity matrix significantly. KMO is 0.949 means that observable variables are good correlated to proceed confirmatory factor analysis as shown in table 4.11

Table 4.11 Pearson's Coefficient Correlation, Arithmetic Mean, Standard Deviation and Bivariate Correlation of Work Passion

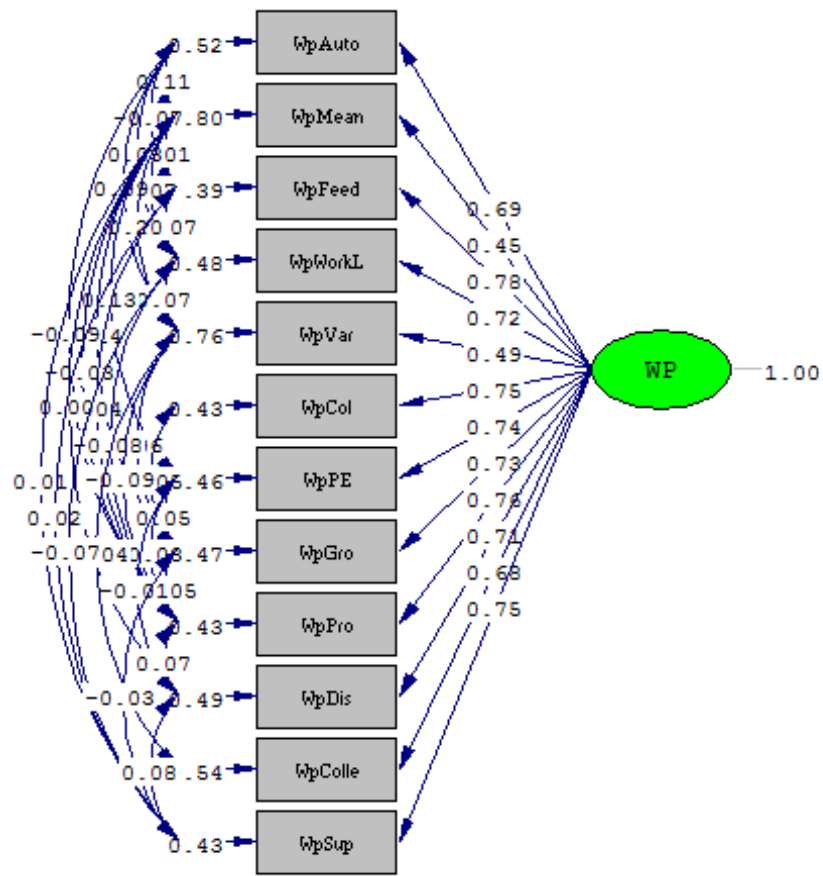
Variables	\bar{X}	S.D.	WpAuto	WpMean	WpFeed	WpWorkL	WpVar	WpCol	WpPE	WpGro	WpPro	WpDis	WpColle	WpSup
WpAuto	4.00	0.72	1											
WpMean	4.09	0.74	0.426**	1										
WpFeed	3.81	0.92	0.466**	0.346**	1									
WpWorkL	3.84	0.86	0.535**	0.398**	0.490**	1								
WpVar	4.10	0.73	0.432**	0.437**	0.369**	0.434**	1							
WpCol	3.83	0.87	0.533**	0.337**	0.607**	0.562**	0.354**	1						
WpPE	3.91	0.80	0.537**	0.474**	0.552**	0.525**	0.425**	0.547**	1					
WpGro	3.89	0.85	0.499**	0.463**	0.560**	0.531**	0.433**	0.499**	0.591**	1				
WpPro	3.55	1.07	0.425**	0.303**	0.634**	0.454**	0.275**	0.548**	0.514**	0.499**	1			
WpDis	3.60	1.09	0.470**	0.317**	0.565**	0.515**	0.349**	0.515**	0.518**	0.536**	0.613**	1		
WpColle	4.04	0.79	0.503**	0.296**	0.528**	0.443**	0.291**	0.491**	0.514**	0.467**	0.532**	0.505**	1	
WpSup	3.89	0.87	0.486**	0.333**	0.614**	0.468**	0.350**	0.577**	0.550**	0.511**	0.581**	0.614**	0.535**	1
Bartlett's test of sphericity = 2569.220, df = 66, p = 0.000, KMO = 0.949														

Note: ** p < 0.01

Table 4.12 The Confirmatory Factor Analysis of Work Passion

Variables	Factor Loadings			<i>t</i>	<i>R</i> ²	Factor Score Regression
	<i>b</i>	<i>SE</i>	<i>β</i>			
WpAuto	0.05	0.03	0.69	15.62**	0.48	0.19
WpMean	0.33	0.04	0.45	8.34**	0.20	-0.06
WpFeed	0.72	0.04	0.78	18.34**	0.61	0.17
WpWorkL	0.62	0.04	0.72	16.18**	0.52	0.19
WpVar	0.36	0.04	0.49	10.20**	0.24	0.05
WpCol	0.66	0.04	0.75	17.89**	0.57	0.15
WpPE	0.59	0.03	0.74	17.08**	0.54	0.14
WpGro	0.62	0.04	0.73	16.55**	0.53	0.16
WpPro	0.81	0.05	0.76	16.85**	0.57	0.17
WpDis	0.77	0.05	0.71	16.40**	0.51	0.05
WpColle	0.54	0.03	0.68	15.59**	0.46	0.11
WpSup	0.66	0.04	0.75	17.47**	0.57	0.15

$\chi^2 = 26.63$, $df = 24$, $p = 0.32$, GFI = 0.99, AGFI = 0.97, RMSEA=0.02, RMR = 0.01



Chi-Square=26.63, df=24, P-value=0.32193, RMSEA=0.016

Figure 4.2 Construct Validity of Work Passion

According to the table 4.12 and figure 4.2 shows the confirmatory factor analysis of work passion and revealed that all standardize loading as beta weight is positive with range from 0.45 to 0.78 and significant at 0.01 by arranging in order from the greatest to least are feedback ($\beta = 0.78$), procedural justice ($\beta = 0.76$), collaborations ($\beta = 0.75$), connectedness to leader ($\beta = 0.75$), performance expectation ($\beta = 0.74$), growth ($\beta = 0.73$), workload balance ($\beta = 0.72$), distributive justice ($\beta = 0.71$), autonomy ($\beta = 0.69$), connectedness to colleagues ($\beta = 0.68$), task variety ($\beta = 0.49$), and meaningful work ($\beta = 0.45$) respectively. Moreover, the proportion of explained variance of work passion by arrange in order from the greatest to least are feedback ($R^2 = 0.61$), procedural justice ($R^2 = 0.57$), collaborations ($R^2 = 0.57$), connectedness to leader ($R^2 = 0.57$), performance

expectation ($R^2 = 0.54$), growth ($R^2 = 0.53$), workload balance ($R^2 = 0.52$), distributive justice ($R^2 = 0.51$), autonomy ($R^2 = 0.48$), connectedness to colleagues ($R^2 = 0.46$), task variety ($R^2 = 0.24$), and meaningful work ($R^2 = 0.20$) respectively.

Construct Validity of Talent Management

The talent management variable consists of 6 factors which are talent recruitment and selection (TmRS), performance management (TmPM), talent communication (TmComm), talent development (TmDev), succession planning (TmSuc), and organizational culture (TmOrg). The 15 bivariate correlations revealed that observable variables have a mutual relationship at significant level of 0.01 by the coefficient correlation range 0.489 to 0.649. The strongest correlation is performance management (TmPM) and talent recruitment and selection (TmRS) at 0.627, then talent recruitment and selection (TmRS) and succession planning (TmSuc) at 0.616 respectively whereas the least correlated is talent recruitment and selection (TmRS) and talent development (TmDev) at 0.489.

Moreover, the Bartlett's Test of Sphericity is 1208.253 ($p < .01$) means the correlation matrix is not an identity matrix significantly. KMO is 0.899 means that observable variables are good correlated to proceed confirmatory factor analysis as shown in table 4.13

Table 4.13 Pearson's Coefficient Correlation, Arithmetic Mean, Standard Deviation and Bivariate Correlation of Talent Management

Variables	\bar{X}	S.D.	TmRS	TmPM	TmComm	TmDev	TmSuc	TmOrg
TmRS	3.65	0.98	1					
TmPM	3.71	0.99	0.649**	1				
TmComm	3.79	1.00	0.507**	0.586**	1			
TmDev	3.91	0.86	0.489**	0.531**	0.528**	1		
TmSuc	3.64	0.98	0.627**	0.616**	0.560**	0.551**	1	
TmOrg	3.73	1.12	0.501**	0.565**	0.565**	0.522**	0.548**	1
Bartlett's test of sphericity = 1208.253, df = 15, p = 0.000, KMO = 0.899								

Note: ** p < 0.01

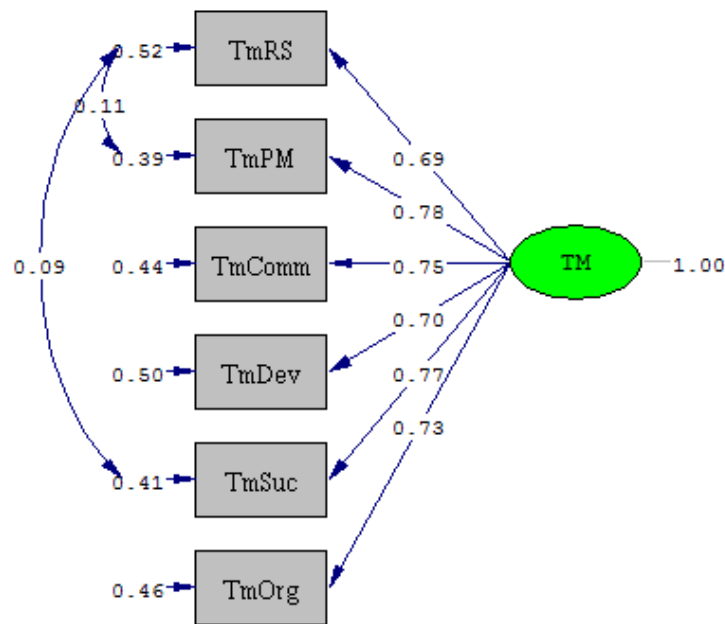
4.2.4 Confirmatory Factor Analysis of Talent Management

The result of confirmatory factor analysis of talent management variables as shown in table 4.14 and figure 4.3 found that the measurement model fits with the empirical data by $\chi^2 = 3.67$, $df = 7$, $p = 0.82$, GFI = 1.00, AGFI = 0.99, RMSEA=0.00 and RMR = 0.01 that means the measurement model in this study fits with the empirical study.

Table 4.14 The Confirmatory Factor Analysis of Talent Management

Variables	Factor Loading			<i>t</i>	R^2	Factor Score Regression
	<i>b</i>	<i>SE</i>	β			
TmRS	0.67	0.05	0.69	14.90**	0.48	0.09
TmPM	0.77	0.04	0.78	18.15**	0.61	0.24
TmComm	0.75	0.04	0.75	17.16**	0.56	0.22
TmDev	0.61	0.04	0.70	15.79**	0.50	0.21
TmSuc	0.75	0.04	0.77	17.74**	0.59	0.23
TmOrg	0.82	0.05	0.73	16.65**	0.54	0.18
$\chi^2 = 3.67$, $df = 7$, $p = 0.82$, GFI = 1.00, AGFI = 0.99, RMSEA=0.00, RMR = 0.01						

Note: ** $p < 0.01$



Chi-Square=3.67, df=7, P-value=0.81732, RMSEA=0.000

Figure 4.3 Construct Validity of Talent Management

According to the table 4.14 and figure 4.3 shows the confirmatory factor analysis of work passion and revealed that all standardize loading as beta weight is positive with range from 0.69 to 0.78 and significant at 0.01 by arranging in order from the greatest to least are performance management ($\beta = 0.78$), succession planning ($\beta = 0.77$), talent communication ($\beta = 0.75$), organizational culture ($\beta = 0.73$), talent development ($\beta = 0.70$), and talent recruitment and selection ($\beta = 0.69$) respectively. Moreover, the proportion of explained variance of talent management by arrange in order from the greatest to least are performance management ($R^2 = 0.61$), succession planning ($R^2 = 0.59$), talent communication ($R^2 = 0.56$), organizational culture ($R^2 = 0.54$), talent development ($R^2 = 0.50$), and talent recruitment and selection ($R^2 = 0.48$) respectively.

Construct Validity of Faculty Engagement

The talent management variable consists of 4 factors which are work engagement (FEW), self engagement (FES), behavioral engagement (FEBH), and

engagement to student (FEstu). The 6 bivariate correlations revealed that observable variables have a mutual relationship at significant level of 0.01 by the coefficient correlation range 0.379 to 0.677. The strongest correlation is work engagement (FEW) and self engagement (FES) at 0.677, then work engagement (FEW) and behavioral engagement (FEBH) at 0.624 whereas the least correlated is self engagement and engagement to student at 0.385.

Moreover, the Bartlett's Test of Sphericity is 587.162 ($p < .01$) means the correlation matrix is not an identity matrix significantly. KMO is 0.757 means that observable variables are good correlated to proceed confirmatory factor analysis as shown in table 4.15

Table 4.15 Pearson's Coefficient Correlation, Arithmetic Mean, Standard Deviation and Bivariate Correlation of Faculty Engagement

Variables	\bar{X}	S.D.	FEW	FES	FEBH	FEstu
FEW	4.16	0.78	1			
FES	4.21	0.70	0.677**	1		
FEBH	4.26	0.92	0.624**	0.525**	1	
FEstu	4.24	0.65	0.385**	0.379**	0.412**	1
Bartlett's test of sphericity = 587.162, df = 6, p = 0.000, KMO = 0.757						

Note: ** p < 0.01

4.2.5 Confirmatory Factor Analysis of Faculty Engagement

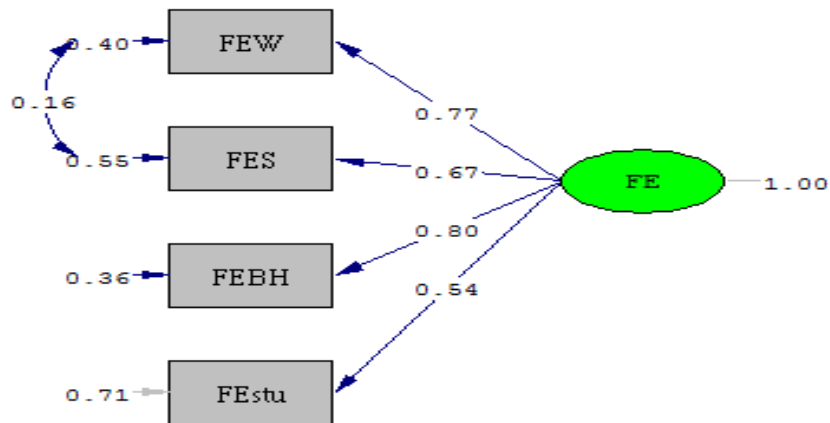
The result of confirmatory factor analysis of talent management variables as shown in table 4.15 and figure 4.4 found that the measurement model fits with the empirical data by $\chi^2 = 3.61$, $df = 2$, $p = 0.16$, GFI = 1.00, AGFI = 0.98, RMSEA=0.04 and RMR = 0.01 that means the measurement model in this study fits with the empirical study.

Table 4.16 The Confirmatory Factor Analysis of Faculty Engagement

Variables	Factor Loading			<i>t</i>	R^2	Factor Score Regression
	<i>b</i>	<i>SE</i>	β			
FEW	0.61	0.04	0.77	14.61**	0.60	0.42
FES	0.47	0.04	0.67	12.32**	0.45	0.22
FEBH	0.74	0.05	0.80	15.17**	0.64	0.48
FEstu	0.34	0.03	0.54	10.89**	0.29	0.24

$\chi^2 = 3.61$, $df = 2$, $p = 0.16$, GFI = 1.00, AGFI = 0.98, RMSEA=0.04, RMR = 0.01

Note: ** $p < 0.01$



Chi-Square=3.61, df=2, P-value=0.16485, RMSEA=0.043

Figure 4.4 Construct Validity of Faculty Engagement

According to the table 4.16 and figure 4.4 shows the confirmatory factor analysis of faculty engagement and revealed that all standardize loading as beta weight is positive with range from 0.54 to 0.80 and significant at 0.01 by arranging in order from the greatest to least are behavioral engagement ($\beta = 0.80$), work engagement ($\beta = 0.77$), self engagement ($\beta = 0.67$), and engagement to student ($\beta = 0.54$) respectively. Moreover, the proportion of explained variance of faculty

engagement by arrange in order from the greatest to least are behavioral engagement ($R^2 = 0.64$), work engagement ($R^2 = 0.60$), self engagement ($R^2 = 0.45$), and engagement to student ($R^2 = 0.39$) respectively.

4.2.6 Structural Equation Modeling of Faculty Engagement

The result of structural equation modelling among talent management, organizational citizenship behavior, work passion, and faculty engagement by the Maximum Likelihood revealed the empirical data does not fit according to the fit indices $\chi^2 = 905.24$, $df = 318$, $p = 0.00$, CFI = 0.98, GFI = 0.86, AGFI = 0.84, RMSEA=0.07 and RMR = 0.03 as shown in figure 4.5 and table 4.17

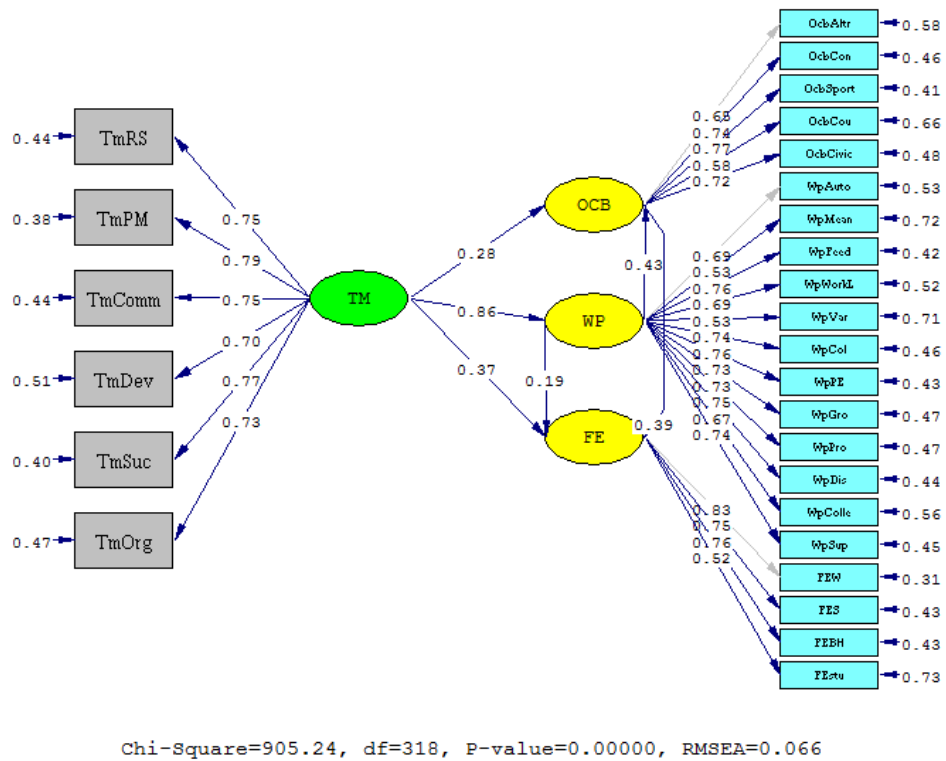


Figure 4.5 Goodness of Fit Statistics of the Model before Adjusted

Table 4.17 Goodness of Fit Statistics of the Model before and after Adjusted

Fit Indices	Fit Indices Index	Before Adjusted	After Adjusted
χ^2	-	905.24	209.88
df	-	318	214
χ^2 / df	< 2.00	2.85	0.98
CFI (Comparative Fit Index)	≥ 0.90	0.98	1.00
GFI (Goodness of Fit Index)	≥ 0.90	0.86	0.97
AGFI (Adjusted Goodness of Fit Index)	≥ 0.90	0.84	0.94
RMSEA (Root Mean Square Error of Approximation)	< 0.05	0.07	0.00
RMR (Root Mean Square Residual)	< 0.05	0.03	0.02

From the table 4.17, after adjust the model it leads to decrease in χ^2 and χ^2 / df is lesser than 0.02, Root Mean Square Error of Approximation (RMSEA) is also lesser than 0.05, and Goodness of Fit Index (GFI) closer to 1.00. From the decreased in χ^2 from 905.24 to 209.88, degree of freedom decreased from 318 to 214 that makes the proportion of χ^2 / df equals to 0.98 and it leads to the Root Mean Square Error of Approximation (RMSEA) decreased from 0.07 to 0.000 while Goodness of Fit Index (GFI) is 0.97 and Adjusted Goodness of Fit Index (AGFI) is 0.94, Comparative Fit Index (CFI) is 1.00 and Root Mean Square Residual (RMR) lesser than 0.05 (0.02).

According to empirical data, the model fit with the empirical data at a “Good” level. From the statistics shown, before adjust the model, the model is not fit the empirical data. However, after adjusted the model following the Model Modification Indices (MI) and then adjusted the parameters by using the correlate error method, and found that the goodness of fit statistics is $\chi^2 = 209.88$, $df = 214$ $p = 0.57$, CFI = 1.00, GFI = 0.97, AGFI = 0.94, RMSEA=0.00 and RMR = 0.00. As a result the

faculty engagement structural equation model fits with an empirical study in the lasted adjustment as shown in table 4.18 and figure 4.7

Table 4.18 The Latest Adjustment of Confirmatory Factor Analysis of Measurement Model, Construct Reliability (ρ_c), Average Variance (ρ_v), and Square Multiple Correlation (R^2)

Latent Variables	Observable Variables	Factor Loading	Square Multiple Correlation (R^2)	Construct Reliability (ρ_c)	Average Variance (ρ_v)
OCB	OcbAltr	0.62	0.38	0.809	0.563
	OcbCon	0.73	0.53		
	OcbSport	0.76	0.58		
	OcbCou	0.55	0.30		
	OcbCivic	0.72	0.52		
WP	WpAuto	0.69	0.48	0.919	0.590
	WpMean	0.58	0.33		
	WpFeed	0.74	0.55		
	WpWorkL	0.68	0.46		
	WpVar	0.56	0.31		
	WpCol	0.74	0.54		
	WpPE	0.77	0.59		
	WpGro	0.72	0.52		
	WpPro	0.72	0.52		
	WpDis	0.77	0.59		
	WpColle	0.66	0.43		
	WpSup	0.73	0.53		
	TmRS	0.75	0.56	0.885	0.563
	TmPM	0.77	0.59		
	TmComm	0.76	0.58		
TM	TmDev	0.72	0.51		
	TmSuc	0.76	0.58		
	TmOrg	0.74	0.54		
FE	FEW	0.78	0.60	0.792	0.595
	FES	0.68	0.46		
	FEBH	0.78	0.60		
	FEstu	0.55	0.30		

According to table 4.18 revealed that factor loading of faculty management factors affecting faculty engagement in Thai private universities range between 0.55 – 0.78, factor loading of organizational citizenship behavior range between 0.55 – 0.76, factor loading of work passion range between 0.56 – 0.77, factor loading of talent management range between 0.72 – 0.77, and factor loading of faculty engagement range between 0.55 – 0.78 which higher than 0.05 is acceptable.

In term of Square Multiple Correlation of each variables found that the regression coefficient range 0.30 to 0.60. Moreover, work engagement and self engagement have the most validity measurement by both of work engagement and self engagement have R^2 equal to 0.60. While the least validity measurement observable variables is courtesy in organizational citizenship behavior at 0.30.

Moreover, Average Variance Extracted (AVE) of each variables range 0.563 to 0.595 which more than 0.5 is acceptable. Construct Reliability (CR) of each variables range 0.792 to 0.919 which more than 0.7 that means the data is acceptable. According to the 3 index of indices, as a result the factors of organizational citizenship behavior, work passion, talent management, and faculty engagement have a suitable reliability (Hair et al., 2006).

The result of Path Coefficient of latent variables in Direct Effects (DE), Indirect Effect (IE), and Total Effect (TE) as shown in figure 4.18 and table 4.7 below:

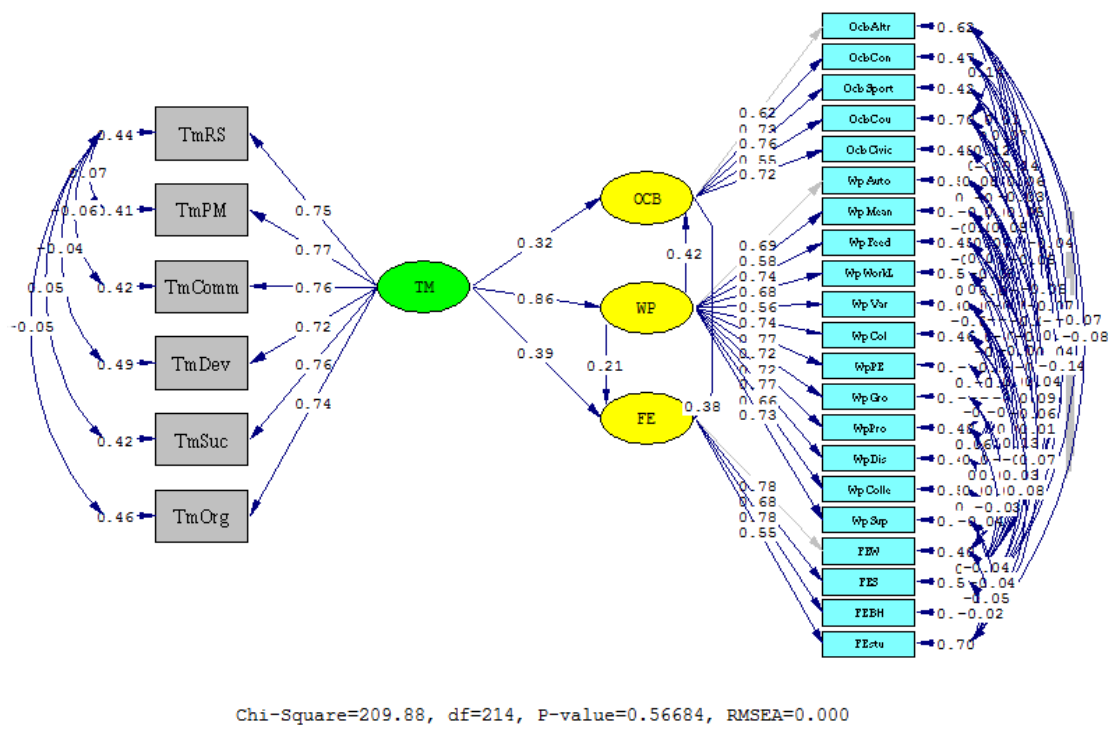


Figure 4.6 Result of Structural Equation Modelling (After Adjusted)

Table 4.19 Result of Alternative Path Coefficient

Endogenous Variables	Exogenous Variables												
	R^2	TM			OCB			WP			FE		
		TE	IE	DE	TE	IE	DE	TE	IE	DE	TE	IE	DE
OCB	0.51	0.68**	0.36**	0.32**	-	-	-	0.42**	-	0.42**	-	-	-
		(0.07)	(0.10)	(0.11)	-	-	-	(0.11)	-	(0.11)	-	-	-
		10.41	3.82	3.00**	-	-	-	3.77	-	3.77	-	-	-
WP	0.74	0.86**	-	0.86**	-	-	-	-	-	-	-	-	-
		(0.06)	-	(0.06)	-	-	-	-	-	-	-	-	-
		13.94	-	13.94	-	-	-	-	-	-	-	-	-
FE	0.80	0.83**	**0.44	**0.39	0.38**	-	0.38**	**0.37	0.16**	0.21**	-	-	-
		(0.06)	(0.08)	(0.09)	(0.07)	-	(0.07)	(0.10)	(0.05)	(0.09)	-	-	-
		14.90	5.32	4.23	5.60	-	5.60	3.84	3.20	2.27	-	-	-

Note: ** $p < .01$

According to the result of direct effect, indirect effect, and total effect from the figure 4.19 and table 4.7, the conclusion as followings

1) Direct Effect (DE)

Organizational citizenship behavior (OCB) was directly affected from talent management (TM), work passion (WP) with statistical significantly. By Organizational citizenship behavior was positively affected from work passion the most (DE = .042), then talent management (DE = 0.32) respectively.

Work passion (WP) was directly affected from talent management (TM) with statistical significantly. By Work passion was positively affected from work passion the most (DE = .086).

Faculty engagement (FE) was directly affected from talent management (TM), organizational citizenship behavior (OCB), and work passion (WP) with statistical significantly. By faculty engagement was positively affected from talent management the most (DE = .039), then organizational citizenship behavior (DE = 0.38), and work passion (DE = 0.21) respectively.

2) Indirect Effect (IE)

The indirect effect that influenced to organizational citizenship behavior (OCB), according to the statistical data revealed that organizational citizenship behavior (OCB) was positively indirect affected from talent management the most (IE = 0.36) though work passion as a mediator with statistical significantly.

The indirect effect that influenced to faculty engagement (FE), according to the statistical data revealed that faculty engagement was positively indirect affected from talent management (IE = 0.44) though organizational citizenship behavior as mediator the most, and faculty engagement was positively indirect affected from talent management (IE = 0.16) though work passion as a mediator with statistical significantly.

3) Total Effect (TE)

Talent management (TM) has a positive total effect to organizational citizenship behavior (OCB) with statistical significantly (TE = 0.68), then work passion (TE = 0.42) statistical significantly respectively.

Talent management (TM) has a positive total effect to work passion (TE = 0.86) statistical significantly. Moreover, talent management (TM) has a positive

total effect to faculty engagement at statistical significantly ($TE = 0.83$), then organizational citizenship behavior has a positive total effect to faculty engagement at statistical significantly ($TE = 0.38$), and work passion has a positive total effect to faculty engagement at statistical significantly ($TE = 0.37$).

The result of Reliability Regression (R^2) of structural equation model of latent variables, found that Reliability Regression (R^2) of organizational citizenship behavior is 0.51 that means that the variable in the model can explain variance of organizational citizenship behavior in 51 percent. Furthermore, Reliability Regression (R^2) of work passion is 0.74 means the variable in the model can explain variance of work passion in 74 percent. Moreover, Reliability Regression (R^2) of faculty engagement is 0.80 that means the variable in the model can explain variance of faculty engagement in 80 percent.

CHAPTER 5

DISCUSSION

This chapter summarized the result of a quantitative study as well as discussion in the important findings from the research interviewing. Discussion, limitation, recommendations for HR practices, recommendation for future research are presented.

5.1 Conclusion

The purpose of this study is to develop the faculty engagement model in Thai private universities. From the interview four main factors affecting faculty engagement in Thai private universities have been emerged from 17 participants which are self-ideology (performance management, talent management, succession management), job factors (autonomy, work-life balance, meaningful work and recognition, continuous learning and development opportunity, challenging job, growth, and compensation and benefit), organizational factors (communication, teamwork and collaboration, leadership and relationship with leader), and management factors (self-expert, altruism, self-actualization, conscientiousness, and personal value and attitude). In addition to literature review, the similar factors had been found and matched with interviewing which are talent management, recruitment and selection, performance management/expectation, succession planning, communication, training and development/learning, coaching, organizational culture, conscientiousness, courtesy or civic virtue, work environment, autonomy, workload balance or work life balance, meaningful job/recognition/value, organization or leadership or supervisor support, challenging work, task identity/ task significant, career advancement/growth, feedback, skill variety/task variety, procedural/ distributive justice/trust, relationship with peer/teamwork. So the faculty management and faculty engagement model was derived from the interview and literature by under

the faculty management factors, organizational citizenship behavior, work passion and talent management have positive influences from faculty management to faculty engagement, by work passion and organization citizenship behavior are the mediators. Then test the model by structural equation modelling.

Final samples were male with 45.81% of respondents female 53.02% and others 1.16%. Most of the respondent's age range 31 – 40 years (35.35%), and hold the master degree 68.60%. Academics position as lecturer was 75.12% and most of them have no administrative position 77.21%. Most of the respondents have enough salary (42.33%), moreover, load of class range 6 – 10 hours/week (34.88%). Most of them had less than 5 years of working (34.88%) and teaching the humanity and social sciences (61.63%).

The result from structural equation modelling has revealed the relationship among variables where organizational citizenship behavior has a positive direct relationship with work passion, talent management as well as faculty engagement. Furthermore, there are an indirect affect from talent management to faculty engagement through organizational citizenship behavior. Besides, from the analyzed statistics also found the indirect affect from talent management to faculty engagement through work passion as well. In addition, according to the goodness of fit statistics of model revealed that the engagement model in this study fits with the model fit with the empirical data.

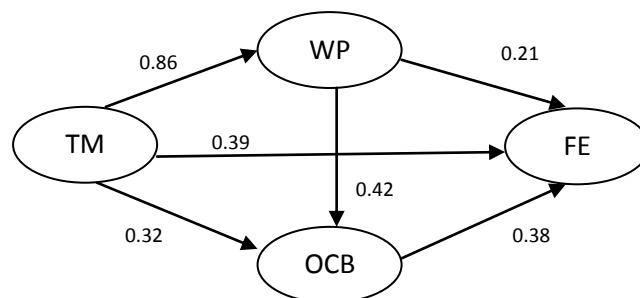


Figure 5.1 Tested Faculty Engagement Model

5.2 Discussion

The aims of this research was to discover factors affecting faculty engagement in private universities in Thailand, as confirmed model. Similar to Pimapunsri (2013) and Campbell and Smith (2014) found the relationship between faculty management and faculty engagement.

1) Talent management affect both directly and indirectly to the faculty engagement especially recruitment and selection represents the effective of university's HR system and workforce analysis were implemented. Similar to the results of Morton (2004) and Lewis and Heckham (2006) mentioned that effective talent recruitment and selection system are factors determined talent management. However, in this study found that the most influenced on talent management was performance management. In Thailand Pimapunsri (2013) also find the positive relationship between performance management and talent management. Moreover, communication, talent development and development opportunity lead to a long-term career succession management.

2) Organization citizenship behavior and faculty engagement, with five components of organization citizenship behavior which are altruism, sportsmanship, conscientiousness, courtesy, and civic virtue had been found in positive relationship. Similar to the finding of Rurkkhum (2011) stated that there are positive relationship between OCB and employee engagement in Thailand as well as Noori & Bezanaj (2013) also confirmed such relationship. Comparing the relationship between OCB and engagement correlation by the study of Rurkkhum (2011) and this study, it had been found that all components of OCB had a positive relationship to engagement however, there was a little different that civic virtue of Rurkkhum (2011) was correlated the most while in this study, sportsmanship correlated the most. The private university can enhance and promote organizational citizenship behavior among faculty members by linking each components of OCB to faculty engagement for the benefit of private university. In turn, if the level of OCB is low, it might affect engagement in term of the quality of teaching, research, passion to work, and final affect to the student.

3) Work passion, one of the mixed variables that affect faculty engagement in Thai private universities. A positive relationship between work passion and faculty

engagement were found in this study. Moreover, the result in this study is confirmed by the Ken Blanchard company stated that 12 factors of work passion which are growth, workload balance, task variety, performance expectations, collaboration, meaningful work, distributive justice, procedural justice, autonomy, and feedback had a high correlation to discretionary effort, intention to perform, employee endorsement, intention to remain, organizational commitment as well as organizational citizenship behaviors by connectedness to leader, connectedness to colleagues plays as moderators (Zigarmi et al., 2011). In addition, not only a positive relationship between work passion and engagement were found but also in this study, a positive relationship between work passion and OCB were found as well, similar to Astakhova (2014) and Paré and Tremblay (2007). However, from the motivational theories, those concepts involved the emotional feeling as well as perception towards working so that if faculties has a positive mind towards their work, an extra effort, passion and high level of engagement will also be increased in the same direction. Besides, a positive relationship between OCB and work passion had been found, similar to a study of Astakhova, 2014 stated that there is a positive relationship between organizational citizenship behavior and work passion. Faculty member who passionate to work, it directly effect to higher level of OCB.

In summary, a positive relationship between faculty engagement, organizational citizenship behavior, work passion, and talent management had been found. However, organizational citizenship behavior mediates talent management to faculty engagement and talent management to work passion more than mediates work passion to faculty engagement. The result revealed that lecturers' perception toward talent management, OCB, work passion as well as faculty engagement was high, the more effective talent management program is implemented, the more OCB and work passion are increased.

In this study has discovered the relationship between talent management and work passion and OCB since lacked of evident confirmed such relationship. So talent management contributes to faculty members work passion and faculties organizational citizenship behavior. According to the interviewing and statistical analysis, talent management is one of the factors influenced faculty engagement, especially the impact is higher if work passion and OCB are mediators.

4) Faculty Engagement

Faculty engagement refers to an integrated set of positive working, psychological and behavioral states of faculty member's mind to dedicate, give extra effort, and faith as a part of university with energy, passion and contribute positive consequences with happiness to university to achieve the best outcome. It integrated from a concept of job-demand resource as a work engagement, psychological capital as self-engagement, and behavioral engagement, and engagement to student. From the statistical analysis, all faculty engagement components which are work engagement, self engagement, behavioral engagement, and engagement to student could explain the faculty engagement by behavioral engagement, and work engagement explained faculty engagement the most.

This study discovered that not only work engagement, and faculty management factors contribute to faculty engagement, but also self engagement factors as well as student factors creates faculty engagement, meaning that if the faculty member has an ideology and belief to give and dedicate, no matter how difficult the works, or facing many challenging and changes, engaged faculties stick to the job and focus only in delivering the best performance and convey the valuable knowledge to the student (sense of teacher-actualization and self-fulfillment). According interviewing, the result of quantitative analysis had the same direction with qualitative findings.

In conclusion, the study found the positive relationship between talent management and faculty engagement, the implication is that if the private university implement talent management program, which leads to the faculty engagement. Yet, OCB and work passion are also confirmed the relationship. It implies when faculty member has a work passion to work, so that their citizenship will also be high, because faculties feel passionate to work and put an extra effort to work and tend to be involved in university activities, willing to help, and tolerate the unpleasant things that might happened, moreover engaged academics staffs also care for others and seem to aware and beware the benefit university and student the most.

A huge change in the demographic curve in the past ten years, and Thailand became aging society and decreasing in birthrate, which leads to smaller number of student attending private universities in general. Many universities need to adjust the policy and strategies according to the changes as well as maintaining the quality

standard of private universities. To be survived in the challenging context as well as maintaining the standard of quality assurance, rule and regulation from the Thai Ministry of Education including faculty members career advancement, and development, lack of motivation to do the research, and conducting the academic position i.e. assistant professor, associate professor and professor, as well as a reputation of each private universities (Chaisuwan, 2007; Deckham, 2014; Boonyarat, 2015). So talented faculty members need to be attracted and selected as well as an effective faculty management are required in order to enhance the university productivity and performance. For those reasons and the research result revealed that faculty members are engaged because of work engagement, self-engagement and students respectively.

The model showed the level of effect faculty engagement, according to the statistics results revealed that faculty management influenced faculty engagement, by comparing the factors, talent management impacts faculty engagement the most, then organizational citizenship behavior impacts faculty engagement, followed by work passion respectively. According to the previous research and studies across the world in engagement, most of the research and studies were focused only on work passion affecting engagement, or organizational citizenship behavior affecting engagement in various sectors with various countries. However, in this research discovered a positive relationship among those factors and the results revealed the influences from talent management to work passion, OCB and faculty engagement. It implies that talent management contributes to faculty members work passion and faculties organizational citizenship behavior.

In term of each constructs' detail of talent management, discovered that performance management and succession planning had the most impact to talent management. Due to the highly correlation between performance management and recruitment and selection, and recruitment and selection and succession planning, that implies the faculty members in private universities plays the great attention to how the university evaluation system, and career advancement as well as the recruitment and selection process, in addition job feedback or performance review, procedural justice, and relationship with supervisor are the significant factors impact work passion, moreover, the higher the correlation between distributive justice and relationship with

supervisor, and procedural justice and distributive justice means that faculty members need more concrete performance management with compensation management, a clearly how university paid, distributing the resources and treat faculties fairly however, faculties still want to remain the good relationship with supervisor in order for growth. However from the samplings profile, the majority of faculty members at the age between 31-40 years old with master degree holder, most of faculties belonged to Y generation, so they need a clear performance expectation, clear goals and direction with justice and transparency from the university, moreover, faculty members tend to have more self-confident and focus on result-based performance. In order to make private faculty members engaged, private universities are required to implement an effective performance management system and transparent in management.

Furthermore, tailoring research interview findings with quantitative result are discovered that each factors in the model cannot be functioned separately, because factors have their own commonplace and interrelate to other factors. For instance, autonomy and flexibility, and work-life balance, faculty member who valued work-life balance are more likely to value work autonomy because of job responsibilities, faculty member don't need to work in university all day. For continuous learning, succession management and development opportunity have a high impact on the faculty engagement due to most of the samplings are lecturers who have no academic position in order to get promoted to a higher academic position, lecturers need to gain particular training and sufficient development to request for the academic position. So it's related to how universities align the policy of succession planning with individual growth and development together, and how to design and manage compensation and benefits packages. In term of meaningful work and recognition came along with the challenging job by its nature because challenging jobs provide meaningful and recognition of job. In term of organizational factors which are organizational justices and transparency, performance management, communication as well as leadership and relationship with leader seem to react and reflex each factor, because to be transparent and trustworthy, top management needs to manage faculty with equity and fairness, clear performance appraisal and communication.

This also association with the result of OCB in term of sportsmanship and conscientiousness have the most impact to OCB, it implies that faculty members tend

to behave patient to disappointment work environment, stress and work under pressure as well as they tend to obey, accept and behave according to the rules and regulations with ethical. Highly correlated between civic virtue and sportsmanship might implies that faculty member only manage the stress well but also they want to participate and get involve in university's activities.

In terms of faculty engagement, work engagement and behavioral engagement seem to have the most impact to faculty engagement. However there is slight different found from literature review and interview, from the literature review and interview found that engagement to students seems to have the most impact to faculty engagement, but from the statistical analysis discovered that behavioral engagement plays the most impact not engagement to student. Moreover the high correlation between self engagement and work engagement, and behavioral engagement because of their value toward their work, they have a positive psychological mindset in term of vigor and dedication to work, so faculty members tend to stay and strive in the university.

The beneficial point discovered in this study is private universities are required to adapt and utilize the performance management system as well as talent management program in a holistic point of view, utilize and tailor a piece of each co-element in order to enhance the faculty management system to be more effective. An effective faculty management system contribute to faculty engagement as shown in research result. Yet, engaged faculty members conveyed a quality of teaching, positive mindset, as a result their teaching include faculty members' mindset is also transferred to youth. In this research showed how substantial of faculty management system that private universities as well as The Thai higher commission of education need to take careful consideration and implementation. However, each constructs in the model were initiated based on the theories and concepts from previous research and studies, then develop the model. This study discovered the newfangled facts in term of the pioneer to develop the faculty engagement model in Thai's private universities as well as to prove the model by discovered new factors that plays an important factors to faculty engagement.

5.3 Limitations

- 1) The study focused on private universities which were located in Bangkok only.
- 2) Most of the samplings are the lecturers who has no academic position.
- 3) The constraint on generalizability from the samplings characteristics that might impact the interpretation of the findings.

5.4 Recommendations for Future Research

- 1) Expanding, comparing and examining to the other types of university such as public universities, local universities, vocational universities, moreover, comparison research methods might be conducted.
- 2) At the regional and international level, this study might expand to cross cultural context/university to examine the faculty members in international context apart from Thailand, for instant, comparing faculty engagement factors in individualism countries versus collectivism countries, faculty engagement in ASEAN universities.
- 3) Further examining in specific area such as medical school, science and technology schools, and humanities, social sciences separately, and make a comparison to determine what faculty engagement factors are the similarities or differences.
- 4) Further examining the most influential factors for instant performance management, justices, relationship with supervisor, growth influenced faculty engagement.

5.5 Recommendations for Practices

- 1) For the university administrator, due to the high impact from performance management, job feedback, and succession planning, and justices, private universities are recommended to pay more attention to the performance management process for example, setting a concrete criteria, critical success factors and KPIs to perform the

job, a regular performance review throughout the year with fair and effective. Moreover, university should design the performance appraisal to enhance the different strengths of each faculty member to perform the best of their ability in the area of teaching, research, and service in order to increase their job engagement. Creating the concrete career succession development for example, develop a system that determines successors and establishing a long-term succession planning. The university should assess the competency of each faculty if they are good at academic or administrative work.

Moreover recruitment and selection plays a high impact as well so, in order to recruit new faculty members and attract the qualified faculty members to work, private universities need to pay more attention to the recruitment and selection process. However, to be realistic to implement, private university need to set the working committees in order to drive such system to be more reachable, then have an announcement paper to notice and communicate to all faculties to get ready and prepare for the adjustment with an easily to obtain, accuracy and useful information and facts, and encoring an open communication with each other.

In term of a good governance executive needs to increase a level of OBC as well as work passion for increasing the benefits of the university. Moreover the highest impact factors of work passion is procedural justice and performance expectation. So top management are also required to initiate or adjust the performance management system (including performance feedback) in order to enhance the effective organizational justice and university's transparency in any processes of operation and especially performance evaluation, yet promote the transparency organizational culture, provoke collaboration and relationship among peers and supervisor, invite the faculties to participate in management activities as well as building trust in management.

2) Psychological mindset adjustment, embrace the faculty member mindset in order to creating the engagement culture in all levels of university as well as recognizing that everyone is important and getting faculty members buy into the university policy, mission, could help the university to grow and be prosperous. Connect and create the talent and OCBs' mindset that everyone has the talent in their own expertise. Moreover, ensuring that all faculty members are totally understanding

what the university is trying to implement as well as top management needs to show how the university care and respects to all faculty members.

3) For the human resource development field to gain the advantage of this research by advancing the concept of employee engagement in new aspect apart from manufactural sectors and companies. Yet, new factors emerged which are recruitment and selection, performance management, talent development, succession planning, talent communication as well as organizational culture as construct of talent management. And found that talent management influenced engagement, so this research can be adapted to the private sectors and expand to other sectors. This can be beneficial to discover new factors affecting engagement.

4) The policy maker should start by first utilizing this research questionnaire to measure the faculty management and engagement, then extract the vital factors as well as the level of engagement. The policy makers can procedure a derived information to make a policy and human resource management and development intervention follow the emerged factors.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities Questionnaire

Direction

1. This research aims to study the Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities. Your information is valuable for further study in human resource development field and applied in private and public universities

2. For the effective information, please fill the questionnaire according to your real perception who teach, research, and work for private university.

3. Your answer is not affect your work and confidential

4. This questionnaire consisted of 3 parts followings:

Part 1: 6 Questions in demographics information

Part 2: 81 Items in faculty engagement by divided into 4 parts as

follows:

Part 1 Organizational Citizenship Behavior

Part 2 Work Passion

Part 3 Talent Management

Part 4 Factor Engagement

Part 3: Suggestion

5. The results will be analyzed and send to your university

6. Thank you very much for the greatly supportive

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Part 1 Demographics Information

1. Gender ☐ Male ☐ Female ☐ ETC
2. Age.....Year(s)
3. Marital Status ☐ Single ☐ Married ☐ Divorced ☐ ETC
4. Education
☐ Bachelors ☐ Master ☐ Doctoral ☐ Post-Doctoral
5. Academics Position
☐ Lecturer ☐ Assistant Professor
☐ Associate Professor ☐ Professor
6. Administrative Position
☐ President/Vice President ☐ Dean/Deputy
☐ Major Chairman ☐ None
7. My salary is enough ☐ yes ☐ No ☐ Not Sure
8. Workload per week.....
9. Working experience in this university year(s)
10. Field ☐ Health-Sciences ☐ Sciences and Technology
☐ Humanities and Social Sciences

Part 2 Faculty Engagement

The questions about management factors which are organization citizenship behavior, work passion and talent management.

Direction: Please select the most suitable for your perception by 5 means always, 4 means often, 3 means sometimes, 2 means almost never, 1 means never.

Part 1 Organizational Citizenship Behavior

No.	Organizational Citizenship Behavior	Ranges				
		5	4	3	2	1
1.	I help orient new people even though it is not required.					
2.	I think that attendance at work is above the norm.					
3.	I always focus on what's right, rather than the negative side.					
4.	I take steps to try to prevent problems with others workers.					
5.	I attend functions that are not required, and help the university image.					
6.	I am willing to help others who have work related problems.					
7.	I am one of the conscientious employees					
8.	I always find a good thing with what the organization is doing.					
9.	I beware of my action affects other people's jobs.					
10.	I keep abreast of changes in the organization.					
11.	I am always ready to lend a helping hand to those around me.					
12.	I believe in giving an honest day's work for an honest day's pay.					
13.	I am an enthusiastic people.					
14.	I try to avoid creating problems for coworkers.					
15.	I read and keep up with organization announcements, memos, and so on.					

Part 2 Work Passion

No.	Work Passion	Ranges				
		5	4	3	2	1
16.	I have a freedom in carry out my work activities.					
17.	My job is meant to do in my life.					
18.	My boss communicates clearly about my performance.					
19.	I can deal with the number of requests, problems, or complaints in my job effectively.					
20.	I enjoy doing variety jobs with assertive.					
21.	My team members share personal information to know each other better.					
22.	I clearly know what organization want me to do.					
23.	My present job moves me closer to my career goals.					
24.	To make decisions, my supervisor collects accurate and complete information.					
25.	Overall compensation and rewards I received are quite fair.					
26.	I can count on my colleagues when I encounter difficulties in my work.					
27.	I can rely on my supervisor when I encounter difficulties in my work.					
28.	I resolve problems arising in my work myself effectively					
29.	I feel that the work I do on my job is valuable.					
30.	I am given adequate feedback about my performance.					

No.	Work Passion	Ranges				
		5	4	3	2	1
31.	I have a time to take care of my family and partner well.					
32.	I feel challenge handling with variety tasks that I was assigned.					
33.	There is a lot of “team spirit” among members.					
34.	I know how to perform my job better in the future.					
35.	My job encourages me to continuously gain new job-related knowledge and skills.					
36.	Nobody is treated as being preferential in this organization.					
37.	I feel that my job responsibilities are quite fair.					
38.	In my work, I feel appreciated by my colleagues.					
39.	In my work, I feel appreciated by my supervisor.					
40.	I have an authority to initiate and design my projects and works.					
41.	My job activities are significant to me.					
42.	I always receive feedback for improvement.					
43.	I have enough time to relax and do what I’m interested in my personal life.					
44.	I love to learn new things related to my career.					
45.	People in my organization get along with each other.					
46.	I know what my boss expects from me.					

No.	Work Passion	Ranges				
		5	4	3	2	1
47.	The probability of being promoted in my present organization is high.					
48.	My supervisor has those procedures upheld ethical and moral standards.					
49.	Comparing with others, the proportion resources includes result of allocation of organizational resources is fair.					
50.	There is a good atmosphere between you and your colleagues					
51.	I get along well with my superior.					
52.	When I do a good job, I receive the praise and recognition I deserve.					
53.	My supervisor listens to what I'm saying.					

Part 3 Talent Management

No.	Talent Management	Ranges				
		5	4	3	2	1
54.	My organization has a sufficient numbers and appropriate candidate to fill in the job.					
55.	I have concrete criteria, critical success factors and KPIs to perform the job.					
56.	Communicating with employees regularly helps me to understand things better.					
57.	There are sufficient opportunities to build up my skill with adequate training and development programs.					
58.	My organization has a system that determines successors.					

No.	Talent Management	Ranges				
		5	4	3	2	1
59.	My team member shared culture information to know each other better.					
60.	Organization have selected the most suitable candidate that match with job description.					
61.	My organization has a regular performance reviews throughout the year					
62.	I can easily obtain accuracy and useful information and facts about what's going on in our organization.					
63.	I receive on-going training that helps me to perform the job better.					
64.	My organization has a long-term succession planning.					
65.	The organization value match with my belief.					
66.	Individual that has been selected can carry out the jobs successfully					
67.	Performance management system in my organization is fair and effective.					
68.	My organization encourages an open communication with each other.					
69.	My organization promotes the continuous learning and development of all employees.					
70.	When the crisis, the organization has an emergency replacement plan about filling critical position.					
71.	Organization culture supports my work very well.					

No.	Talent Management	Ranges				
		5	4	3	2	1
72.	Performance appraisal system is suitable for me.					

Part 4 Faculty Engagement

No.	Faculty Engagement	Ranges				
		5	4	3	2	1
73.	I'm inspired at work in this university.					
74.	I'm very confident to take on and put in the necessary effort to succeed at challenging tasks.					
75.	I would be very happy to spend the rest of my career with this university.					
76.	At my job, I feel strong and enthusiastic.					
77.	I would like to make a positive attribution about succeeding now and in the future.					
78.	I proudly enjoy discussing about my university with people outside it.					
79.	I am determined to give my best effort at work each day.					
80.	I'm persevering toward goals, and when necessary, I redirect paths to goals in order to succeed.					
81.	I feel engaged because of my loyalty.					
82.	I can manage and solve a student problems and requests well.					
83.	Student has an enthusiastic to study					
84.	I feel very happy when I am teaching.					
85.	I'm so proud and appreciated when I see the student graduated.					

Part 3 The Open end Question about the Faculty Management

What can be a possible factors of faculty management in order to increase the effectiveness and faculty engagement both in faculty level and university level?

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Suggestions

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Thank you very much for your kindly help.

APPENDIX B

PERMISSION LETTERS FOR DELIVERING QUESTIONNAIRE



ที่ ศธ ๐๕๑๖.๑๒/๑๖๖

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๖๕๐

๒๕ กุมภาพันธ์ ๒๕๕๙

เรื่อง ขอความอนุเคราะห์กับข้อมูลการวิจัยเพื่อประกอบการทำคณาจารย์นิพนธ์

เรียน อธิการบดีมหาวิทยาลัยหอการค้าไทย

สิ่งที่ส่งมาด้วย แบบสอบถามในการวิจัยจำนวน ๑ ฉบับ

ตามที่ นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๑๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาการพัฒนาศาสตร์ทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำคณาจารย์นิพนธ์เรื่อง "The Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จีรประภา อัครบวร เป็นอาจารย์ที่ปรึกษา ทั้งนี้คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นกลุ่มตัวอย่างที่ดีในการเก็บข้อมูลการทำคณาจารย์นิพนธ์เรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการเก็บข้อมูลการวิจัยจำนวน ๒๑๐ ชุด โดยแยกเป็นคณะ คณะละ ๓๐ ชุด จำนวน ๗ คณะ เพื่อนำข้อมูลที่ได้ไปประกอบการทำคณาจารย์นิพนธ์ ซึ่งจะเป็นประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๑-๗๕๐๖๒๗๒๐

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ขอแสดงความนับถือ

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คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๗๒๗ ๑๔๐๐๐

โทรสาร ๐ ๒๗๒๕ ๓๗๓๖๖

ที่ ศร ๐๕๑๖.๑๒/๑๖๖



คณะพัฒนาทรัพยากรมนุษย์
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เรียน อธิการบดีมหาวิทยาลัยสุรนารี

ถึงที่ส่งมกด้วย แบบสอบถามในการวิจัยจำนวน ๓ ฉบับ

ตามที่ นายณัฏฐ์ วุฒะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๓๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตรปรัชญาคหุขุณินพนธ์ สาขาการพัฒนาศักยภาพมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำคหุขุณินพนธ์เรื่อง "The Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จีระประภา อัครบวร เป็นอาจารย์ที่ปรึกษา ทั้งนี้คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นกลุ่มตัวอย่างที่ดีในการเก็บข้อมูลการทำคหุขุณินพนธ์เรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการเก็บข้อมูลการวิจัยจำนวน ๒๓๐ ชุด โดยแยกเป็นคณะ คณะละ ๓๐ ชุด จำนวน ๗ คณะ เพื่อนำข้อมูลที่ได้ไปประกอบการทำคหุขุณินพนธ์ ซึ่งจะเป็นประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณัฏฐ์ วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๙-๙๙๐๒๓๒๐

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สำนักงานเลขาธิการ

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โทรสาร ๐ ๒๕๒๕ ๓๗๗๖

ที่ ศร ๐๕๒๖.๑๒/๓๖๖



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เรียน อธิการบดีมหาวิทยาลัยกรุงเทพ

สิ่งที่ส่งมาด้วย แบบสอบถามในการวิจัยจำนวน ๑ ฉบับ

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ขอแสดงความนับถือ

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คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๙๒๙ ๓๔๔๐

โทรสาร ๐ ๒๙๒๕ ๓๔๙๖



ที่ ศธ ๐๕๑๖.๑๒/๓๖๖

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
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กรุงเทพฯ ๑๐๖๔๐

๒๔ กุมภาพันธ์ ๒๕๕๙

เรื่อง ขอความอนุเคราะห์กับข้อมูลการวิจัยเพื่อประกอบการทำคุณวุฒิบัตร

เรียน อธิการบดีมหาวิทยาลัยอัสสัมชัญ

สิ่งที่ส่งมาด้วย แบบสอบถามในการวิจัยจำนวน ๑ ฉบับ

ตามที่ นายณภัทร วุฒิชะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๓๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำคุณวุฒิบัตรเรื่อง "The Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จิรประภา อัครบวร เป็นอาจารย์ที่ปรึกษา ทั้งนี้คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นกลุ่มตัวอย่างที่ดีในการเก็บข้อมูลการทำคุณวุฒิบัตรเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการเก็บข้อมูลการวิจัยจำนวน ๒๓๐ ชุด โดยแยกเป็นคณะ คณะละ ๓๐ ชุด จำนวน ๘ คณะ เพื่อนำข้อมูลที่ได้ไปประกอบการทำคุณวุฒิบัตร ซึ่งจะประกอบประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร วุฒิชะพันธ์ หมายเลขโทรศัพท์ ๐๘๙-๙๙๐๒๖๒๐๐

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สำนักงานเลขานุการ

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โทรสาร ๐ ๒๙๒๕ ๓๗๙๖๖

ที่ ศร ๐๕๑๖.๑๖/๓๖๖



คณะพัฒนาทรัพยากรมนุษย์
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๒๘ กุมภาพันธ์ ๒๕๕๙

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เรียน อธิการบดีมหาวิทยาลัยศรีปทุม

สิ่งที่ส่งมาด้วย แบบสอบถามในการวิจัยจำนวน ๑ ฉบับ

ตามที่ นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๑๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ดำเนินทำคุณูปการเรื่อง "The Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จีระประภา อัครบวร เป็นอาจารย์ที่ปรึกษา ทั้งนี้คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นกลุ่มตัวอย่างที่ดีในการเก็บข้อมูลการทำคุณูปการเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการเก็บข้อมูลการวิจัยจำนวน ๒๓๐ ชุด โดยแยกเป็นคณะ คณะละ ๓๐ ชุด จำนวน ๘ คณะ เพื่อนำข้อมูลที่ได้ไปประกอบการทำคุณูปการ ซึ่งจะเป็ประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๙-๙๙๐๒๙๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอขอบคุณล่วงหน้า ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิฑิต อุดสาหิณ)
คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๙๒๙ ๑๔๔๐

โทรสาร ๐ ๒๙๒๕ ๑๙๙๖



ที่ ศธ ๐๕๒๖.๑๒/๒๗๖๗

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๕ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อประกอบการทำดัชนีพนธ์

เรียน คุณจาวรรณ ยอดระรัง

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ฉบับ

ด้วย นายณภัทร วุฒิชะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๓๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนา
ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีพนธ์เรื่อง "Factors of Faculty
Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จิรประภา
อัศวร เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
มีความเชี่ยวชาญในหัวข้อดัชนีพนธ์เรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
แบบสอบถามให้นักศึกษา เพื่อนำข้อมูลที่ได้ไปประกอบการทำดัชนีพนธ์ ซึ่งจะเป็นประโยชน์เชิง
วิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร
วุฒิชะพันธ์ หมายเลขโทรศัพท์ ๐๘๓-๗๔๐๒๓๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็น
อย่างดี จึงขอขอบคุณล่วงหน้า ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)

คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๗๒๒๗ ๓๔๙๐

โทรสาร ๐ ๒๗๒๕ ๓๔๗๖

ที่ ศธ ๐๕๒๖.๓๒/๒๕๖๔



คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๓๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๕ พฤศจิกายน ๒๕๖๔

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อประกอบการทำดัชนี

เรียน คุณรัตนศักดิ์ เจริญทรัพย์

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ฉบับ

ด้วย นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๓๐๖๓๓๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนา
ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีเรื่อง "Factors of Faculty
Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จีระภา
อัครบรร เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
มีความเชี่ยวชาญในหัวข้อดัชนีเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
แบบสอบถามให้แก่นักศึกษา เพื่อนำข้อมูลที่ได้ไปประกอบการทำดัชนี ซึ่งจะประโยชน์เชิง
วิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร
วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๑-๘๕๐๒๓๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็น
อย่างดี จึงขอขอบคุณล่วงหน้า ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)

คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๒๒๒ ๓๔๕๐

โทรสาร ๐ ๒๒๒๒ ๓๔๕๖



ที่ ศธ ๐๕๒๖.๑๒/๒๕๖๖

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๕ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจแบบสอบถามเพื่อประกอบการทำดัชนี

เรียน ผศ.ดร. วิภาดา คุปตานนท์

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ฉบับ

ด้วย นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๓๐๖๓๑๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนา
ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีเรื่อง "Factors of Faculty
Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จิรประภา
อัครบวร เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
มีความเชี่ยวชาญในหัวข้อดัชนีเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
แบบสอบถามให้แก่นักศึกษา เพื่อนำข้อมูลที่ได้ไปประกอบการทำดัชนี ซึ่งจะประโยชน์เชิง
วิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร
วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๑-๙๔๐๒๓๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็น
อย่างดี จึงขอขอบคุณล่วงหน้า ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)
คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๖๒๖ ๓๔๔๐

โทรสาร ๐ ๒๖๒๖ ๓๔๓๖

ที่ ศธ ๐๕๒๖.๑๒/๒๗๖๗



คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๔ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจสอบแบบสอบถามเพื่อประกอบการทำดัชนีพันธธ

เรียน ผศ.ดร.สุทธีณี ฤกษ์ขำ

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๑ ฉบับ

ด้วย นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๑๐๖๓๑๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนา
ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีพันธธเรื่อง "Factors of Faculty
Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จีรประภา
อัศวบรร เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
มีความเชี่ยวชาญในหัวข้อดัชนีพันธธเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
แบบสอบถามให้แก่นักศึกษา เพื่อนำข้อมูลที่ได้ไปประกอบการทำดัชนีพันธธ ซึ่งจะเป็ประโยชน์เชิง
วิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร
วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๑-๗๔๐๒๓๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านเป็น
อย่างดี จึงขอขอบคุณล่วงหน้า ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)

คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๗๒๗ ๓๔๙๐

โทรสาร ๐ ๒๗๒๕ ๓๔๗๖



ที่ ศธ ๐๕๒๖.๑๒/๒๓๗๗

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๓๓๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๔ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจสอบแบบสอบถามเพื่อประกอบการทำดัชนี

เรียน รศ.ดร.ศิริพร แยมนิล

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ๓ ฉบับ

ด้วย นายณภัทร วุฒะพันธ์ รหัสประจำตัว ๕๖๓๐๖๓๓๐๐๕ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนา
ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีเรื่อง "Factors of Faculty
Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จิรประภา
อัศวบรร เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
มีความเชี่ยวชาญในหัวข้อดัชนีเรื่องดังกล่าว จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
แบบสอบถามให้นักศึกษา เพื่อนำข้อมูลที่ได้ไปประกอบการทำดัชนี ซึ่งจะประโยชน์เชิง
วิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นายณภัทร
วุฒะพันธ์ หมายเลขโทรศัพท์ ๐๘๔๙-๗๔๐๒๓๒๐

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็น
อย่างดี จึงขอขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)

คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๓๕๐๖๓๓๐๐๐

โทรสาร ๐ ๒๓๕๐๖๓๓๐๐๖



ที่ ศธ ๐๕๖๖.๑๒/๒๓๔๗

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๔ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจสอบแบบสอบถามเพื่อประกอบการทำดัชนี

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Management Affecting Faculty Engagement in Thai Private Universities" โดย รศ.ดร. จิรประภา
อัศวิน เป็นอาจารย์ที่ปรึกษา คณะพัฒนาทรัพยากรมนุษย์พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ และ
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สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๖๒๖ ๓๓๔๐

โทรสาร ๐ ๒๖๒๖ ๓๓๔๐



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สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๓๓๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒๔ พฤศจิกายน ๒๕๕๘

เรื่อง ขอเชิญผู้ทรงคุณวุฒิตรวจสอบแบบสอบถามเพื่อประกอบการทำดัชนีพันธ

เรียน รศ.ดร. สุทธินันท์ พรหมสุวรรณ

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ทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดัชนีพันธเรื่อง "Factors of Faculty
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สำนักงานเลขานุการ

โทรศัพท์ ๐ ๒๖๒๒๗ ๓๔๕๐

โทรสาร ๐ ๒๖๒๒๕ ๓๔๗๖

APPINDIX C

TALENT MANAGEMENT CONSTRUCTION

Talent Management Construction

Talent management	Sweem, 2009	Morton, 2004	Morgan & Jardin, 2010	Lewis, Heckham, 2006	Pimapsunsi, 2013	Devine & syrett, 2014	Cooke, Saini & Wang, 2014
Talent performance management	1	1			1	1	1
talent and employee development	1	1	1	1	1	1	1
organizational culture		1					
open climate/culture	1						
reward and recognition	1	1					1
Talent communication	1	1				1	1
Talent recruitment		1	1	1	1		1
Talent retention		1	1		1		
leadership/high potential development		1	1	1		1	
workforce planning		1					
feedback and measurement		1					
OD			1				
talent review			1				
succession planning				1	1	1	
learning opportunity						1	
career advancement						1	
compensation							1
team base							1
job rotation							1
working condition							1
employee involvement							1

BIBLIOGRAPHY

NAME

Naphat Wuttaphan

ACADEMIC BACKGROUND

Bachelor's Degree with a major in Human Resource Management (International Programme) with the Second Class Honor from Naresuan University International College, Pisanulok, Thailand in 2007

Master's Degree in Labour Economics and Human Resource Management (International Programme) Chulalongkorn University, Bangkok, Thailand in 2009

EXPERIENCES

2007 National Agriculture Fair Coordinator in National Agriculture Day Fair Cooperation with Faculty of Agriculture, Naresuan University and Ministry of Agriculture

2010 Assistant to Admin Director, Human Resource Function, PIC. Co., Ltd. Operated by Schunk Group

2011 – Present Lecturer at PibulsongkramRajabhat University, Pisanulok. Faculty of Management Science, Major in Human Resource Management

2016 – Present Director of International Institute of PibulsongkramRajabhat University, Pisanulok.