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ORGANIZATIONAL LEARNING AND EMPLOYEE RETENTION: A FOCUSED STUDY
EXAMINING THE ROLE OF RELATIONSHIPS BETWEEN SUPERVISORS AND
SUBORDINATES

by

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in
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Abstract

Focusing on the relationship between supervisors and subordinates, the purpose of this research was to study the causal relationship among seven exogenous variables (*Supervisor empathy with subordinates, Supervisor trust of subordinates, Planning and delivery of instruction, Accommodating subordinate uniqueness, Supervisor insensitivity toward subordinates, Subordinate-centered learning process, and Supervisor-centered learning process*) and two endogenous variables (*Employee's job satisfaction, and Employee's intention to remain in the company*). The study was based on the belief that the seven factors, which were beliefs, feelings, and behaviors of supervisors in helping adults learn, based on andragogical principles of learning, are not only methods to help subordinates learn, but techniques to increase employee's job satisfaction and intention to remain in the company as well. Five hundred and thirteen survey responses of Thai employees were used in the study to describe demographic characteristics and statistical test.

Data were analyzed using descriptive statistics, factor analysis, Cronbach alpha's coefficient, and path analysis. The findings from the statistical analysis revealed that three out of seven characteristics of supervisors (*Supervisor empathy with subordinates, Supervisor trust of subordinates, Supervisor insensitivity toward subordinates*) have either direct or indirect effect on an employee's intention to remain in the company. *Supervisor insensitivity toward subordinates* was found to be a direct predictor of *Employee's intention to remain in the company*. In addition *Supervisor empathy with subordinates* and *Supervisor trust of subordinates* were found to be indirect predictors of *Employee's intention to remain in the company* through *Employee's job satisfaction*.

Recommendations for future research include repeating the study when the economy improves to examine for consistencies and conducting the research in different industries and different physical areas to generalize the findings.

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Chapter 1

Introduction

Due to the rapid changes in technology as well as in the global economy, physical boundaries no longer pose a problem for establishing an international business. Many corporations now compete in the global market in addition to local and national markets. Promoting learning in organizations emerges as an important component of a business if the business is to be competitive in the current economy (Chiva & Alegre, 2009; Jerez-Gómez, Céspedes-Lerente, & Valle-Cabrera, 2005). Consequently, a number of organizations are focusing on building and increasing organizational learning capability (OLC) (Chiva & Alegre, 2009). Chiva and Alegre (2009) suggest “organizational learning capability has been considered an essential issue of an organization’s effectiveness and potential to innovate and grow” (p. 323).

In this period of investment and promotion of organizational learning, organizations realize that high employee turnover rate slows the rate of development. In many cases, employees leave the organization after completing training or professional development; that is, after a significant investment of resources by the business. Current research indicates that increasing numbers of employees will change careers or employers several times compared to the tradition of working to retirement for one employer (Glaid, 2002). The 2008 research study by Hudson, New Zealand’s largest and most successful recruitment and human resource consulting firm, indicates that 55 percent of New Zealand’s employees are planning to change a job or are ready to change a job (“Are your workers looking for new jobs?” 2008, p. 10). Moreover, the research by Personnel Today’s sister publication, IRS Employment Review, reveals that one in ten employees in the United Kingdom quit their job in 2008 (Williams, 2009). In addition, in China the research by the Society for Human Resource Management (SHRM) and

Development Dimensions International (DDI) found that in 2006-2007, 25 percent of Chinese employees have had three or more jobs in their career and 20 percent are planning to change jobs in 2009 (Ketter, 2008).

Organizations around the world face this problem. When they lose employees to competitors or other businesses, it follows that new people must be hired to fill vacant positions. While recruitment and training of new hires does result in increased cost to companies, stalling of organizational development due to the time it takes to get new employees fully trained is recognized as equally detrimental to goal attainment. New employees are in the process of learning many things about the organization; therefore, productivity and services can be expected to decline when critical positions are vacant or filled by a new hire. It will take a period of time before the new employees can work as productively as the previous ones. Furthermore, explicit and tacit knowledge that employees have gathered through their working experience will go with them to new places.

Why do employees leave? How can organizations attract employees to stay with them? Money is not the primary factor when employees are considering leaving or staying with an organization. They are more focused on job satisfaction, trust, and respect received from their supervisor and the company. According to Brown (2001), the top reason that employees leave a job is their supervisor. Additionally, a major factor that keeps employees with a company is the opportunity to learn new things and develop skills. The survey of 10,000 employees from Fortune 1000 organizations reveals that 40 percent of employees do not receive recognition at their workplace and this is a key reason for leaving a job (Gibson, 2008). A study by Boswell, Boudreau, and Tichy (2005) shows that work attitude and job satisfaction are important factors for job retention.

In addition to assuring job satisfaction for retention, organizations must consider increasing knowledge and improving skills of personnel to keep up with business competitors and rapid changes in the business world. When employees learn new knowledge and skills, they will be more innovative and creative. Therefore, organizations that value employees' learning can expect to be more competitive in the marketplace. Chiva and Alegre (2009) contend that job satisfaction is "mainly influenced by working and organizational environments" (p. 324). Some significant conditions, such as participative management (Kim, 2002) and continuous improvement (Victor, Boynton, & Stephens-Jahng, 2000) form the basis of learning organizations (Ulrich, Jick, & Von Glinow, 1993).

Chiva and Alegre (2009) note that many researchers hypothesize that a positive relationship exists between the learning organization and firms' financial performance but few researchers have conducted empirical studies of the positive link with employee attitude, such as job satisfaction. More research is needed, especially supervisor-subordinate relationships that are consistent with the principles of andragogy, the art and science of helping adults learn (Knowles, 1980). Consequently, this research investigated the characteristics of supervisors to determine the significance of these characteristics to an organization. The characteristics of interest, dependent on the principles of andragogy, concentrate on the relationship between supervisor and subordinates that will promote organizational learning and job retention.

This researcher believes that the application of andragogy in the leadership role and workplace setting may increase organizational learning and job satisfaction and, consequently, retention. The researcher defines organizations as learning institutions, supervisors/managers/directors/employers as adult educators, and employees/subordinates as adult learners. In andragogy, the motivation to learn and do things to meet work and life objectives is an intrinsic

adult learner characteristic. In order to achieve the organizational mission, every employee has his/her own way to reach target goals. The best way to accomplish work for a supervisor is not always the best way for a subordinate. This is because human beings are unique and each person has different learning and working styles and preferences.

Application of the principles of andragogy can help organizational productivity in two ways. First, using andragogical principles serves to develop trust and respect between employees and supervisors. The more trust and respect are introduced, the greater the possibility that employees will be willing to learn and share their ideas, thoughts, and knowledge to create productive work. Employees will speak out when they know their direct supervisor listens, respects, and cares about their opinions. Second, the more that trust and respect are valued in the organization, the higher the levels of job satisfaction and, consequently, intention to continue working with the company.

Purpose of the Study

Many researchers have explored factors that influence employees to leave their organizations; however, few researchers have studied factors that influence employees to stay with their companies. This research study is for the latter purpose. Until 2009, “no research has provided empirical evidence of its [the learning organization’s] positive links with employee attitudes such as job satisfaction” (Chiva & Alegre, 2009, p. 324). Moreover, this research study was initiated based on the belief that the andragogical approach is not only the art and science of helping adults learn but a method that can increase retention rates in organizations. Using andragogical principles, supervisors/adult educators can perform an important role in supporting, facilitating, and helping subordinates/learners to achieve subordinates’ and organization’s goals. This research examines the characteristics of supervisors to determine the significance of these

characteristics to an organization. The characteristics are based on principles of andragogy and measured by the Modified Instructional Perspective Inventory. Specifically, this research examines whether these characteristics are predictors of employee's job satisfaction and employee's intention to continue working with their current company.

The andragogical practices measured by the Modified Instructional Perspectives Inventory (MIPI) and labeled as MIPI factors are:

- supervisor/teacher *empathy* with subordinates/learners
- supervisor/teacher *trust of* subordinates/learners
- *planning and delivery* of instruction
- *accommodating* subordinate/learner uniqueness
- supervisor/teacher *insensitivity* toward subordinates/learners
- *subordinate/learner-centered* learning process (*experience based* learning techniques)
- *supervisor/teacher-centered* learning process

Research Questions

According to the literature reviewed and the purpose of the study, the conceptual framework of the research study is constructed as illustrated in Figure 1.

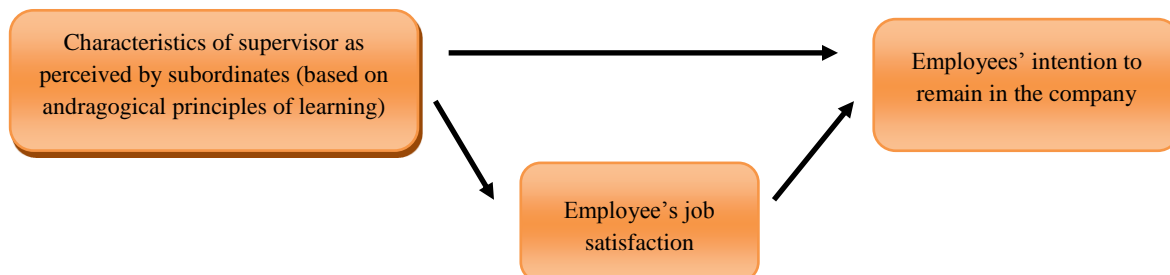


Figure 1: Conceptual Framework

This study will investigate the following research questions:

1. What is the relationship between supervisor characteristics (factors) as identified by the Modified Instructional Perspectives Inventory (MIPI) and employee's intention to remain in the company?
2. What is the relationship between supervisor characteristics (factors) as identified by the Modified Instructional Perspectives Inventory (MIPI) and employee's job satisfaction?
3. What is the relationship between employee's job satisfaction and employee's intention to remain in the company?

Delimitations/Scope of the Study

The scope of this study is limited to the investigation of beliefs, feelings, and behaviors focusing on supervisors' characteristics/factors toward their subordinates as measured by the MIPI. The research does not examine other factors such as organization's policies, working locations, or workloads that might influence job satisfaction and employee's consideration to remain or terminate with the company. The sample population included part-time and full-time employees working in Thailand across three service industries (hospitals, banks, and hotels). Hospitals, banks and hotels are three industries that were reported to have excessive numbers of position vacancies or employee turnover in the United States (Creery, 1986; Lacey, 2003; Matthew, 2005; Myers, 2005). Strategies to keep these employees need to be developed (Lacey, 2003). This researcher has found no empirical research in Thailand that studies the relationship between organizational learning based on the andragogical concepts and job satisfaction nor employees' continuance intention. Regarding the nature of hospital, banking, and hotel businesses and the global competition, this researcher believes knowledge and understanding

needed in the United States or other countries are also required for development of the same types of industries in Thailand in order to be competitive in the global market.

Definition of Terms

The following narrative names and defines selected terms used in this study.

Adult	The idea of “Adult” is not directly connected to age (Tight, 1996, p. 14). Adults are individuals who become capable of providing for themselves and exercise a much greater role in the making of their own choices.
Adult educator	Adult educators are individuals who function as facilitators, helping adults with learning, focusing on what is happening to the adult learner, and joining as co-learners (Knowles, 1980).
Adult learner	Adult learners are responsible persons who seek to build their self-esteem through pragmatic learning activities in which their competency is enhanced (Stanton, 2005; Wlodkowski, 1993).
Andragogy	Andragogy is the art and science of helping adults learn (Knowles, 1980).
Behaviors	Behaviors are “activities designed to occur during the teaching-learning process to support the learners in reaching their goals” (Dawson, 1997, p. 5).
Beliefs	Beliefs are what one accepts as truths (Apps, 1996; Stanton, 2005). Beliefs are learned values and behaviors

held by supervisors towards subordinates that affect the educational process.

Feelings

Feelings are the emotional perspective(s) of the supervisor and subordinates toward each other.

Instructional Perspectives

Instructional perspectives are the guiding beliefs, feelings, and behaviors theorized and practiced by adult educators (Stanton, 2005, p. 21).

Instructional Perspectives Inventory

Instructional Perspectives Inventory (IPI) is developed to identify beliefs, feelings and behaviors adult educators need to possess (Henschke, 1989). In 2005, the IPI was modified from a four-point Likert scale to a five-point Likert scale and is referred to as Modified Instructional Perspectives Inventory (MIPI).

Job satisfaction

Job satisfaction is the sense of fulfillment and self-esteem felt by individuals. It is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values. In addition, job satisfaction is "a function of the perceived relationship between what one wants from one's job and what one perceives it as offering" (Locke, 1969, p. 316).

Learning Organization

A learning organization is an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking

are nurtured, where collective aspiration is set free and where people are continually learning how to learn together (Senge, 1990).

Organizational Development

Organizational Development (OD) is a systematic and planned approach to improving organization effectiveness.

Organizational Learning

Organizational Learning is a process that unfolds over time and is connected with knowledge acquirement and enhanced performance (Garvin, 1994, p. 20).

Organizational Learning Capability

Organizational Learning Capability is defined as the organizational and managerial characteristics that facilitate the organizational learning process or allow an organization to learn and thus develop into a learning organization (Chiva & Alegre, 2009).

Respect

Respect is esteem for a person and person's ideas, opinions, ability and values.

Intention to remain in the company

The extent to which an employee considers remaining with the current organization.

Subordinate-centered

Subordinate-centered is the attention focused on learning: what the subordinate is learning, how the subordinate is learning, the conditions under which the subordinate is learning, and whether or not the subordinate applies the knowledge to the job.

Supervisor-centered	Supervisor-centered is the attention focused on the supervisor; what the supervisor says and does. The supervisor gives instruction to subordinates to do their jobs.
Trust	Trust is when a person has confidence that what another person says is true.
Turnover	Turnover is a situation where employees leave their jobs regardless of reason.

Significance of the Study

Andragogy, the art and science of helping adults learn, has been widely used in the field of education, however rarely applied in other arenas. This research studies an application of andragogy in the field of business as a way to promote organizational learning and increase the rate of employee retention. In addition, the Modified Instructional Perspectives Inventory (MIPI), the tool used in this study to investigate beliefs, feelings, and behaviors of adult educators, or (in this research) supervisors, is currently used in some countries such as the United States and Brazil. However, the MIPI has not been used in Thailand. Applying the MIPI in Thailand will expand the MIPI's usage into a new physical area. Therefore, this study makes a contribution to the area of adult education as it expands the application of andragogy to a new field of academics and human resource development.

This study applies quantitative analysis techniques to investigate the relationship between characteristics of supervisors, based on the andragogical principles of learning, and job satisfaction, as well as the employees' continuous intention to work with the company. The findings of this study generalize the application of andragogy in the corporate world for the

purpose of initiating organizational learning, enhancing employee's job satisfaction and increasing the rate of employee retention.

In chapter one, organizational learning and employee retention are introduced as a way organizations need to focus to survive in the global economy. Chapter two provides a review of the research literature of organizational learning, adult education, job satisfaction and job retention. Chapter three introduces the methodology of this study. Chapter four provides results of the data analysis. Finally, in Chapter five, discussion of the findings, limitations, implications, and recommendations for future research are provided.

Chapter 2

Literature Review

Chapter 2 is divided into three major sections: Organizational learning, Adult education, and Job satisfaction and Job retention. The review of organizational learning focuses on defining organizational learning and supervisors/managers as the learning leaders. The review of Adult education emphasizes andragogical principles and an Instructional Perspectives Inventory. The final topic of this chapter will review literature on Job satisfaction and Job retention.

Organizational learning

In the globalization era, organizational learning plays an important role for organizations to survive and be competitive. Yang, Wang, and Nie (2007) point out that “Management paradigms today are experiencing a shift. While cutting costs was an acceptable strategy in stable times, it is no longer suitable in today’s dynamic competition” (p. 548). Twomey (2002) states “Competitiveness does not originate in the marketplace” (p. 10). It starts when the organization determines its assets and then adopts those values to influence its environment. Human assets have an important role in how they interact with each other, create, and apply knowledge (Twomey, 2002). Yang, Wang, and Nie (2007) further argue that “No industry, no firm can hope to be at the top forever – unless it keeps innovating” (p. 560).

Significantly, organizational learning is a process for companies to become innovative and be competitive in the globalization process. Knowledge is an important resource in order that organizations sustain their competitive advantage (Drucker, 1992; Inkpen & Crossan, 1995; McLean, 2006). Conducting business is a game that requires skill as much as luck; however, people that invest in more education will have more opportunities to succeed (Johnson, 2006). Trepper (2000) argues that the two greatest assets of the most successful firms are the people

who work for them and the knowledge they possess. Rastogi (2000) asserts that in the current business environment the only certainty is uncertainty. Knowledge is the only source of retaining a competitive advantage. Without learning and knowledge, when the market shifts suddenly, organizations could be paralyzed. Andreadis (2009) states “Leaders must perceive and manage their organization as a dynamic, open system where learning is the core competence underlying innovation, growth, and sustainability” (p. 5).

As a result of the emergence of the knowledge economy, global competition, and technology innovations, people and organizations are expected to be able to adapt to any pace of change (Andreadis, 2009). Therefore, organizations in the 21st century have to be knowledge-based to be competitive (McLean, 2009). In addition, continued learning is a major factor for organizations to remain adaptive and flexible in a turbulent environment (Burke et al., 2006). DiBella (2001) asserts that companies that focus on learning will benefit from innovation, enjoy greater customer loyalty, recruit and retain the best people, and experience higher return on investments to their shareholders.

Describing Organizational Learning

There are, in fact, many different and varied interpretations of organizational learning as Bontis, Crossan, and Hulland (2002) and Shrivastava (1983) state numerous definitions of organizational learning exist. Sun (2003) defines a general definition of organizational learning as “the learning process of an organization and by the organization in a collective (organizational) way” (p. 156).

Kim (1993) states “an organization learns through its individual members and, therefore, is affected either directly or indirectly by individual learning” (p. 41). Consequently, as an organization develops, a structure that shows the learning of its members unfolds (Kim, 1993). In

addition, a sure sign of a healthy organization is one that looks at signs of change from both internal and external sources and then adapts their organization accordingly. In the faltering economy, McDonald's Restaurants was the first chain to come up with a *dollar menu* in an effort to keep their customers coming to them. McDonald's designed a massive advertising campaign and their gamble paid off. The *dollar menu* has proven to be a winner. Organizational learning is when a company looks at its environment, and re-designs itself based on the changes mandated by the environmental changes.

Sun (2003) asserts that organizational learning refers to the learning process. Stata (1989) states that "organizational learning is a principle process by which management innovation occurs" (p. 64) and it might only become an organizational competitive advantage if organizations are under the knowledge-intensive industries (Stata, 1989). Fiol and Lyles (1985) state that "organizational learning refers to the process of improving actions through better knowledge and understanding" (p. 803). Thus, there is no absolute definition of the term organizational learning. Even though explanation of organizational learning from each research is more or less different, Garvin (1994) states that, and it is used in this study, most scholars view organizational learning as a process that unfolds over time and is connected with knowledge acquirement and enhanced performance.

An important aspect of organizational learning in business is that managers understand ways that they can influence the learning process in organizations (Zagoršek et al., 2009). One of the challenges for supervisors and managers is motivating subordinates' learning in the organization. Stata (1989) posits that two behaviors that influence learning processes are openness and objectivity.

Stata (1989) describes openness and objectivity as the following:

By openness, we mean a willingness to put all the cards on the table, eliminate hidden agendas, make our motives, feelings, and biases known, and invite other opinions and points of view – thereby engendering trust in relations between people. By objectivity, we mean searching for the best answers based on reasoned positions and objective criteria, as opposed to political influence and parochial interests. We also mean making judgments based on facts, not opinions or rumors.
(p. 70)

Garvin (1994) asserts that, to support organizational learning, management has to nurture an environment that is conducive to learning; cultivate the art of open and attentive listening, encourage dialogue and team discussion, learn by doing, and favors risk taking. Sun (2003) supports that learning environment is when it “inspires, facilitates and empowers the learning of its members so as to enhance its capacity for change, adaptability, improvement and competition” (p. 160). Englehardt and Simmons (2002) state that an environment of learning needs to be supported by organizations’ management. Examples of factors under an environment of learning are encouraging self-directed employees, group discussion, learning from others, and learning by doing (Englehardt & Simmons, 2002). According to the research by Enos, Kehrhahn, and Bell (2003), 70 percent of activities in an organization are associated with informal learning and 30 percent to formal training. Informal learning occurs through, for example, self-directed learning, networking, coaching, mentoring, performance planning, and trial-and-error (Watkins & Marsick, 1992). Sheckley and Keeton (1999) suggest that when facilitating managerial proficiency within the work environment, managers must be in an atmosphere where informal learning is allowed and techniques and activities that enhance informal learning, such as

reflective and challenging opportunities, are provided. Argyris, a researcher who has made considerable contributions to the field of organizational learning, focused his early research on management of workers. Argyris and Schön (1978) stated that if organizations are to grow and expand they must have the ability to embrace and engage with those working in their employ, on many levels. Companies who recognize and envision themselves as living growing entities recognize that growth and expanse cannot be accomplished by refusing to change and modify as the environment dictates.

In a review of the literature relating to organizational learning, Chiva and Alegre (2009) proposed five dimensions of Organizational Learning Capability (OLC). The definition of the Organizational Learning Capabilities is the organizational and managerial characteristics that assist the organizational learning process or allow an organization to learn and therefore enhance a learning organization. It is assumed that learning can be promoted when certain conditions are in place (Jerez-Gómez, Céspedes-Lerente, & Valle-Cabrera, 2005). The five facilitating factors proposed by Chiva and Alegre (2009) to promote learning in organizations are experimentation, risk taking, dialogue, interaction with the external environment, and participative decision making. They are defined as:

Experimentation. Experimentation can be defined as “the degree to which new ideas and suggestions are attended to and dealt with sympathetically...that experimentation involves trying out new ideas, being curious about how things work, or carrying out changes in work process” (p. 326).

Risk taking. Risk taking is defined as “the tolerance of ambiguity, uncertainty and errors” (p. 326). Risk taking is an important trait for organizations to develop. Effective organizations accept and learn from failure and mistakes.

Interaction with the external environment. Interaction with the external environment is defined as “the scope of relationships with the external environment” (p. 326). Because organizations have to keep up with an uncertainty in business, interaction with the external environment plays a major role in organizational learning and development.

Dialogue. Dialogue is defined as “a sustained collective inquiry into the processes, assumptions and certainties that make up everyday experience” (p. 328). Dialogue is a process to create an understanding of communication; therefore, it is a crucial factor for organizational learning.

Participative decision making. Participative decision making is defined as “the level of influence employees have in the decision making process” (p. 328). Supporting participative decision making, organizations benefit by increasing employee involvement, job satisfaction, organizational commitment, and ownership of decision outcomes.

In this study, the researcher believes the seven factors under the Instructional Perspectives Inventory (IPI) influence the five dimensions of organizational learning capability (OLC) and promote organizational learning.

Supervisors/Managers as the Learning Leaders

Trepper (2000) posits that “most successful companies will tell you that their two greatest assets are the people who work for them and the knowledge they possess” (p. 55). Collinson (2008) states that whatever has worked in the past is not guaranteed to be successful in the present. Organizations in the 21st century have to pay attention to organizational learning for the opportunities of innovation, flexibility, and continuous improvement. He suggests that leaders in

the 21st century quickly understand that for the organization to achieve in this era, they have to find new structures for operating, capture and leverage what members know, engage in collective inquiry, and create environments that encourage both systemic thinking and innovation.

Amy (2008) focuses her study on how leaders foster individual subordinate learning. The results indicate that leaders should change their behavior from commanding to facilitating. Leaders create informal and approachable communication with an open and trustful environment. Amy (2008) further describes that leaders can encourage learning by “asking questions, clarifying expectations, delegating learning projects, teaching based on their personal experience and example, upholding standards that foster accountability” (p. 227). In addition, leaders build emotional connection with followers.

Slater and Narver (1995) suggest that three elements that influence organizational learning are facilitative leadership, organic and open structure, and a decentralized approach to planning. Facilitative leaders concentrate on developing and supporting their subordinates. The leaders must take the role of facilitators, mentors and coaches for helping subordinates to take responsibility for their learning rather than assuming the role of expert or teacher. They should encourage decision making with less intervention from supervisors and top management. An example of a facilitative leader is Jack Welch, the Chief Executive Officer of General Electric. He empowered his staff to manage their own businesses. Jack Welch changed GE’s environment by making learning a linchpin for growth (Slater, 2004) with his principle “We’ve got to take out the boss element” (Stewart, 2003, p. 474).

Kanter (1989) suggests that “managers must learn new ways to manage, confronting changes in their own bases of power and recognizing the need for new ways to motivate people” (p. 88) to sustain their competitive advantage. Managers can influence subordinates to “believe

in the importance of their work is [sic] essential” (p. 91). Leaders let subordinates take responsibility by giving them release time to work on projects, and emphasize outcomes instead of procedures. Employees’ recognition should be supported. Supervisors should encourage learning from experience and advocate continuous learning. The new working security “is not employment security (a guaranteed job no matter what) but *employability* security – increased value in the internal and external labor markets” (p. 92).

Porter-O’Grady (1993) posits that 21st century managers in service-based organizations should expect involvement of team members and move away from being a center of the locus of control. One part of Porter-O’Grady’s (1993) writing states as follows:

In Industrial Age organizations a leader was expected to have The Vision and a strategy for implementing it. The culture was administrative, the expectation was response from the organization and the style of implementing was directive. In today’s socio-technical organizations, the culture is collective (“team”), the expectation is involvement and investment, and the style of implementation is facilitative and integrative. Both staff and management now know that no one person has the only “best” strategy, vision or methodology for change. (p. 53)

Regarding Porter-O’Grady (1993), leaders need to process the “ability to facilitate, coordinate and integrate process without necessarily directing it” (p. 42). Leaders have a high level of trust in all members of the organization, and are open to exploration of different ways to do work and serve the firm creatively. Leaders establish working contexts that encourage and empower employees to take innovative risks for change.

Smith and Green (1993) propose a new approach for 21st century management that managers and supervisors should “manage employees as if they were volunteers” (p. 58). People

volunteer because they can participate in meaningful experiences, enjoy changes in routine, meet new people, realize their own self-interests, build new skills, prove their worth, be part of a team effort, and receive internal satisfaction from work. These volunteering people work productively. They are happy to work without consideration of compensation. Based on this volunteering concept, Smith and Green (1993) posit that characteristics that would prevent volunteering should be abandoned, as they wrote:

Managers can no longer rely on manipulation and control, because these tactics would be counterproductive with volunteers. Managers can no longer rely on veiled threats and innuendos, because these actions would drive away volunteers. Managers cannot reduce labor to a boring set of mundane tasks, because limited participation would lose the support of volunteers. (p. 44)

On the other hand, elements that nurture commitment, loyalty, and desire among volunteers should be practiced. Examples of elements include empowering others to manage themselves, getting rid of meaningless rules, trust in oneself and others, encouraging initiative, promoting learning and self-development, regarding others as partners not subordinates, and developing a shared vision of the future.

These managers and supervisors, the same as suggested by Amy, 2008; Collinson, 2008; Kanter, 1989; Porter-O Grady, 1993; Slater and Narver, 1995, should play a supporting role by assisting as facilitators, motivators, and resource persons, rather than power and rule commanders.

Summary

Organizational learning was discussed by many researchers as the way firms can be competitive in the current business marketplace (Drucker, 1992; Inkpen & Crossan, 1995;

McLean, 2006; Twomey, 2002; Yang, Wang, & Nie, 2007). Employees in organizations are important assets because they create, learn, and apply knowledge to improve the companies (Twomey, 2002). In addition, successful organizations are the organizations that realize the importance of their human resources and continually develop them. In order to develop learning in organization, supervisor and managers can play a role of learning leaders to facilitate and motivate employees (Amy 2008; Collinson, 2008; Kanter, 1989; Slater & Narver, 1995; Trepper, 2000).

Adult Education

According to Houle (1992), the term of *Adult education* was first used in the United States of America in 1924. Adult education, based on the literature, refers to the teaching of adults (McManus, 2007). Brookfield (1984) notes that “adult education emphasized the primacy of personal experience, had as its aim the interpersonal exchange of such experience, and relied for the analysis of this experience upon the technique of discussion” (p 187). Lindeman (1925) states that adult education was represented as “a new technique of learning...a process by which the adult learns to become aware of and to evaluate his experience” (p. 3). In 1926, Lindeman wrote in his famous book, *The Meaning of Adult Education*, that adult education is a lifelong activity, non-vocational, concerned with situations not subject in teaching, and focused on learner’s experience. Knowles (1980) asserts that the objective of adult education is to satisfy the needs of individuals, institutions, and society.

Andragogy

The concept of andragogy was first brought to the United States in 1926 by Eduard Lindeman; however, the term was not popular until many years later (Henschke & Cooper, 2006). Malcolm Knowles acquired the term *Andragogy* in 1966 from Dusan Savicevic

(Henschke, 2009b; Sopher, 2003). Malcolm Knowles united his own definition of andragogy to that of Lindeman and proceeded to introduce this concept around the world (Henschke & Cooper, 2006).

Andragogy is the art and science of helping adults learn (Knowles, 1980). In 1989, Knowles specifically defined *Andragogy* as “a model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory” (p. 112) rather than a theory of adult education (Merriam, 2001). Brookfield (1984) mentions that Knowles used the term *Andragogy* as “an empirical descriptor, summarizing what he considers to be deriving the chief features of adult learning and development, and, from this summation, a set of teaching (facilitating) procedures to be used with adults” (p. 190). Mezirow (1981) contends that andragogy is a self-corrective, reflexive approach to learning and developing the habit of critical perception. Regarding humanism and Hebraic language, Henschke (1998) asserts that andragogy is defined as a scientific discipline that examines everything relevant to learning and teaching and it “would bring adults to their full degree of humaneness” (p. 8). Clark (1999) states andragogy aims to design and manage a process for facilitating the acquisition of content by the learners. Brookfield (1984) asserts that the term *Andragogy* is the favorite shibboleth among adult educators because it includes many beliefs concerning the unique characteristic of adult learning. In addition, andragogy is “equivalent to our North American understanding of adult education as a professional field of practice” (Merriam, 2001, p. 7). Therefore, in some countries, such as the United States, Canada, Poland, and Germany, the terms *Adult education* and *Andragogy* are used interchangeably (Merriam, 2001).

Anderson and Lindeman (1927) point out that adult learning is different from the learning of children. They declared:

Schools are for children. Life itself is the adult's school. Pedagogy is the method by which children are taught. Demagogy is the path by which adults are intellectually betrayed. Andragogy is the true method of adult learning. In andragogy theory becomes fact; that is, words become responsible acts, accountable deeds, and the practical fact which arises out of necessity is illumined by theory. (p. 2-3)

At the beginning of emerging of the term *Andragogy* in the United States, in his book *The Modern Practice, of Adult Education: From Pedagogy to Andragogy*, Knowles (1980) defines andragogy as the art and science of helping adults learn by contrast to pedagogy, the art and science of helping children learn. And there are six assumptions, defined by Malcolm Knowles to describe characteristics of adult learners:

1. Adults need to know a reason that makes sense to them, for whatever they need to learn.
2. Adults have a deep need to be self-directing and take responsibility for themselves.
3. Adults enter a learning activity with a quality and volume of experience that is a resource for their own and others' learning.
4. Adults are ready to learn when they have a need to know or are able to do something and perform more effectively in some aspect of their life.
5. Adults' orientation to learning is around life situations that are task, issue or problem centered for which they seek solutions.
6. Adults are motivated much more internally than externally.

(Knowles, 1990)

There have been many debates relating to the six assumptions and their applicability to all adults (Merriam, 2001). Hanson (1996) supports that children, in some situations have experiences much richer than adults. And, in some adults, they absolutely depend on their teacher for learning structure. Therefore, some children are self-directed learners (Merriam, 2001). Merriam (2001) states that “Between 1970 and 1980 he [Knowles] moved from an andragogy versus pedagogy position to representing them on a continuum ranging from teacher-directed to student-directed learning. He [Knowles] acknowledged that both approaches are appropriate with children and adults, depending on the situation” (p. 6). Houle (1996) states that:

Education is fundamentally the same wherever and whenever it occurs. It deals with such basic concerns as the nature of the learner, the goals sought, the social and physical milieu in which instruction occurs, and the techniques of learning or teaching used. These and other components may be combined in infinite ways...Andragogy remains as the most learner-centered of all patterns of adult educational programming. (pp. 29-30)

Houle (1996) further describes that educators “should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn” (p. 30). Henschke (2009a) posits that the American version of andragogy focuses on process design rather than content design. The learning process that supports adult learners to be active in their learning are: “preparing for the adult learning experience, a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating their progress” (p. 15).

Henschke and Cooper (2006) assert that andragogy can be applied in organizations by those “who are willing to intentionally use andragogy as a means for finding out, learning, ascertaining new things for their growth” (p. 96). Henschke (2009a) further states that:

It has been suggested by Savicevic (1999) that andragogy is defined as a scientific discipline, which deals with problems relating to HRD [Human Resource Development] and Adult Education and learning in all of its manifestations and expressions, whether formal or informal, organized or self-guided, with its scope of research covering the greater part of a person’s life. It is linked with advancing culture and performing, professional roles and tasks, family responsibilities, social or community functions, and leisure time use. All of these areas are part of the working domain of the practice of HRD and Adult Education. It could be said that a clear connection is established from the research to practice of andragogy, with andragogy being the art and science of helping adults to learn and the study of HRD and Adult Education theory, processes, and technology relating to that end. (p. 4)

Regarding research by Grubb, Hemby, and Conerly-Stewart (1998), of the top 20 competencies that human resource development practitioners need to be skilled with, adult learning is among the top priorities.

A climate has to be set up to assist in learning both physically and psychologically. The physical setting is to help learners feel physically comfortable to learn. The ideal psychological setting is one where learners are mutually respectful, collaborative, mutually trustful, supportive, open and authentic, and pleasurable and humane (Henschke, 2008). Knowles (1990) asserts that “learning environment is characterized by physical comfort, mutual trust and respect, mutual

helpfulness, freedom of expression and acceptance of differences” (p. 85). Knowles (1990) further states that “the climate setting is probably the most crucial element in the whole process of Human Resources Development-HRD” (p. 124).

Instructional Perspectives Inventory

In 1989, John A. Henschke designed the Instructional Perspectives Inventory (IPI). The instrument was developed based on Henschke’s intention to answer a question “what beliefs, feelings, and behaviors do adult educators need to possess to practice in the emerging field of adult education.” (p. 83). Therefore, the purpose of the IPI is to identify beliefs, feelings and behaviors adult educators need to possess. (Henschke, 1989).

Regarding the literature study and Henschke’s own experience, the original instrument was established around five elements which Henschke (1989) identified as “characteristics necessary for adult educators to practice” (Stanton, 2005, p. 111). The five elements are beliefs and notions about adult learners, perceptions concerning qualities of effective teachers of adults, phases and sequences of the adult learning process, teaching tips and adult learning techniques, and implementing the prepared plan (Henschke, 1989, p. 83). Each element is comprised of both positive and negative questions. However, this balancing method did not create a useful instrument as Henschke described as follows:

However, this then became problematic in that the original five categories did not hold if the inventory were to emerge into a useful instrument. The best organization of the items at this stage of development was to divide the items between positive and negative characteristics. (p. 84)

After the first factor analysis, the results of dividing positive and negative traits demonstrated the original IPI was constructed around seven factors. Henschke (1989) made

changes to the IPI and conducted the second factor analysis. The results were consistent with the results of the first analysis. Therefore, the final development of the instrument was based on seven elements: teacher *empathy* with learners, teacher *trust of learners*, *planning and delivery of instruction*, *accommodating learner uniqueness*, teacher *insensitivity* toward learners, *learner-centered learning processes (experience based learning techniques)*, and *teacher-centered learning processes*. This Instructional Perspectives Instrument was a self-report tool with a self-scoring key (Stanton, 2005, p. 111) which was arranged on a four-point Likert scale: *never*, *rarely*, *sometimes*, and *often*. The IPI is composed of 45 items (Henschke, 1989). Presently there are nine doctoral students, two from Kansas State University and seven from University of Missouri – St. Louis, who have used the IPI as an instrument in their dissertation.

Thomas (1995) used the Instructional Perspectives Instrument to identify parent educators in Comprehensive Child Development Programs across the United States in relation to the length of service in the field. Dawson (1997) studied differences of respondents rating the seven factors of the IPI held and practiced by nurse educators in St. Louis Metropolitan region, Missouri. Seward (1997) applied the IPI to indicate the instructional perspectives of the Kansas parents as Teachers parent educators as they work with parents as adult learners. Drinkard (2003) examined instructional perspectives of nursing faculty engaged in teaching via distance education formats. Stanton (2005) studied construct validity of the Instructional Perspectives Inventory. The data was analyzed by using general linear model approach, Spearman's correlation, and Cronbach alpha's coefficient. Results of the analysis suggested the future use of the IPI. Stricker (2006) revised the IPI and used it as a tool to determine the attitudes of principals in grade PK-12 toward teachers in grade PK-12 as learners. Rowbotham (2007) investigated teaching perspectives of nurse educators and how those perspectives influence the

classroom in a traditional BSN program. In addition, the relationship between faculty teaching perspectives and students' perceptions of the learning climate was analyzed. McManus (2007) examined the beliefs, feelings, and behaviors of full-time mathematics faculty at community colleges in a Midwestern state. Reinsch (2007) examined 55 years of age and older adult learners to find relationship between lifelong learning, emotional intelligence, and life satisfaction.

The four-point Likert scale IPI was modified to a five-point Likert scale instrument by Stanton (2005). The scale of the modified IPI was arranged as follows: *almost never, not often, sometimes, usually, and almost always*. The reliability and validity of the IPI were studied by Henschke (1989) using the factor analysis technique. Later on, they were confirmed by Thomas (1995) using Cronbach's alpha technique and Stanton (2005) using Cronbach's alpha technique and construct validity test by comparing the IPI to Self-directed Learning Readiness Scale (SDLRS). Regarding the research by Stanton (2005), the Instructional Perspectives Instrument was recommended for the future use.

In this research, the modified IPI will be revised in order to apply in organizational context. The instrument will be used to examine the beliefs, feelings, and behaviors of supervisors as perceived by subordinates.

Summary

Adult Education is referred to as a teaching of adults (McManus, 2007) while andragogy provides assumptions about adult learners and methods to be used with them (Brookfield, 1984; Knowles, 1989; Merriam, 2001). In North America, the term *Adult education* is used as a professional field of practice. Consequently, in this continental area, *Adult education* and *Andragogy* are oftentimes used interchangeably (Merriam, 2001). The Instructional Perspectives Inventory (IPI) was first created in 1989 as an instrument to determine beliefs, feelings and

behaviors adult educators need to possess (Henschke, 1989). The IPI was modified to five-point Likert scale by Stanton (2005) and is referred as Modified Instructional Perspectives Inventory (MIPI).

Job Satisfaction and Job Retention

Chiva and Alegre (2009) state job satisfaction is “mainly influenced by working and organizational environment” (p. 324). Some significant conditions, such as participative management (Kim, 2002) and continuous improvement (Victor, Boynton, & Stephens-Jahng, 2000) form the basis of a learning organization (Ulrich, Jick, & Von Glinow, 1993). James and James (1989) posit that the organizational climate is comprised of four factors: roles of stress and harmony, job challenge and autonomy, leadership facilitation and support, and work-group cooperation, friendliness, and warmth. According to Chiva and Alegre (2009) and James and James (1989), leadership facilitation and support are primary influences of job satisfaction.

Schyns, Veldhoven, and Wood (2009) argue that a better relationship between leaders and subordinates leads to better job satisfaction. Therefore, a strong climate of supportive leadership should be created. They further indicate that managers should initiate their leadership in both individual level and group. As they explain “... when they [managers] interact with followers individually they should be conscious of how they relate to others, and the negative consequences of variations in their degree of supportive leadership between individuals” (Schyns, Veldhoven, & Wood, 2009, p. 659).

Chiva and Alegre (2009) contend that even though many researchers posit that a positive relationship between the learning organization and firm performance exists, few researchers have conducted empirical studies of a positive bond between organizational learning and employee attitude, such as job satisfaction.

Brown (2001) states that a main reason employees leave a company has little to do with the organization, but it is mostly about their direct supervisor. In addition, the employees leave when they feel that they are not needed and necessary to the company. To handle the attrition, the managers must understand their members and recognize what subordinates need. One thing that Brown (2001) posits to attract and retain employees is to provide developmental opportunities.

Lacity, Iyer, and Rudramuniyaiah (2008), in their study of turnover of Indian Information Systems (IS) professionals found that job satisfaction was negatively related to intention to leave the organization. The authors also found support for job satisfaction positively influencing intentions to stay with the firm. The antecedents, supervisor characteristics and job satisfaction, therefore, have found wide support in prior literature on employees' intention to stay with a firm.

McCullough (2009) states factors to help retain employees with an organization. He posits that the best way to retain employees is to keep engaging employees with the company, for instance:

1. In order to challenge employees, the management should allow employees to follow their interests and assist them in developing their skills.
2. The company should make a commitment to employees' career development, such as considering training program. Training support career development without a direct cost to the company. Also, employees are going to know that the organization cares about them and is committed to their growth.
3. Supervisors should provide quality supervision. They should be mindful of goals and aspirations of their subordinates and show interest.

4. The management should consider collaboration within the company. Working with other colleagues creates a bonding effect and a sense of corporate pride.
5. The management should make the work environment as pleasant and stress-free as possible. Employees tend to appreciate light-hearted working environments that encourage a bit of fun.

Summary

From the review of the literature, it is apparent that job satisfaction is mainly influenced by leadership facilitation and support (Chiva & Alegre, 2009; James & James, 1989). In any situation where leaders and subordinates share mutuality for work ethics and integrity, the relationship between the two can only blossom and grow. Camaraderie in the workplace goes a long way toward employee satisfaction and retention. Positivity between managers and workers equates to job satisfaction, a feeling of purpose for the employees, and ultimately enhanced work performance (McCullough, 2009; Schyns, Veldhoven, & Wood, 2009).

Chapter Summary

The discourse of this chapter includes three sections: organizational learning, adult education, and job satisfaction and job retention. Organizational learning is seen as a solution for the global economy (Drucker, 1992; Inkpen & Crossan, 1995; McLean, 2006; Twomey, 2002; Yang, Wang, Nie, 2007). Supervisors and managers should play a role of learning leaders to stimulate employee learning (Amy, 2008; Collinson, 2008; Kanter, 1989; Slater & Narver, 1995; Trepper, 2000). In addition, how supervisors and managers treat, facilitate, and support subordinates influence employee job satisfaction, consequently, intention to continue working with the company (Chiva & Alegre, 2009; James & James, 1989; McCullough, 2009).

Reviewing articles about characteristics of supervisors who adopt andragogical principles to support organizational learning, and characteristics of supervisors to promote job satisfaction and job retention, this researcher positively believes that some elements of andragogy are rudimentary concepts which encourage job retention.

This study, therefore, will use statistical tools to determine if applying andragogical concepts by supervisors and managers in an organizational environment will not only advance organizational learning but will help to keep employees satisfied and loyal to the company.

Chapter 3

Methodology

Using a quantitative design, this researcher examined employee perceptions of the use of andragogical practices regarding the organizational techniques and settings selected by supervisors/managers where they work. The methodology chapter is divided into four sections: (1) subjects involved in the research study, (2) instrument used in the study, (3) research procedure, and (4) research design.

Participants

Only one group population is featured in this study. Subjects involved in the study consist of employees working in Bangkok, the capital city of Thailand, during the research period September 2010 through November 2010 in three service industries – bank, hospital, and hotel. The subjects in this study included employees in temporary part-time service, permanent part-time service, temporary full time service, and permanent full time service. They included both non-managerial and managerial employees. The participants were asked to complete a questionnaire regarding perceptions on how their supervisors treat them, job satisfaction, continuance intention with the current organization, and demographic information. The subjects voluntarily participated in completing the questionnaires.

The 250 survey questionnaires were distributed to 14 banks (17 branches) located in Bangkok, Thailand. One hundred and seventy-four questionnaires were completed and returned to the researcher. The response rate was 69.6%. Similar to the banking industry, 250 surveys were distributed to 10 hospitals in Bangkok. One hundred and eighty-three hospital employees completed the surveys, which accounted for 73.2% response rate. In the hotel industry, 14 hotels in Bangkok participated in this study. One hundred and sixty-seven questionnaires out of 250

were completed and returned to the researcher. This represents a response rate of 66.8%.

Combining the number of the respondents in three industries, the total 750 questionnaires had been distributed to the participating organizations. There were 524 people who completed the surveys for a response rate of 69.9%. Table 1 depicts the response rate of the participants.

Table 1: Response Rate of the Participants

Industry	N	Percent (%)
Bank	174	69.6
Hospital	183	73.2
Hotel	167	66.8
Total	524	69.9

Industry selection

Research by Postler-Slattery and Foley (2003) concludes “hospital’s future and competitive edge hinged on CE [continuing education]” (p. 35). Lacey (2003) states that a solution to the nursing shortage is to keep nurses in their jobs. The two main reasons why registered nurses leave their employers are lack of support and management’s failure to listen or respond to their needs (Cline, Reilly, & Moore, 2003). These reasons demonstrate that studies of organizational learning, encouraging job satisfaction, and retention strategies are needed in the health care field.

In the banking industry, Creery (1986) reports labor turnover rates are often in the 25 to 35 percent range. In 2005, turnover rate in some banks was still as high as 30 percent (Matthew, 2005). Lawler and Siengthai (1997) studied Thai banking industry and they state that the rapid development and strong competition has led to the high turnover and poaching of personnel. In addition, to be competitive in the global economy, the large banks have begun a re-engineering

process. They exercise employee empowerment and have changed the management style from top-down management to participative management.

In the hotel industry, the turnover rate is even higher than the two above noted industries. The turnover rate of the hospitality staff is about 65 percent a year (Myers, 2005). Panmunin (1993) conducted a survey study to examine employees' job satisfaction in seven deluxe Thai hotels. The findings suggest that better working conditions and job pressures affect job satisfaction. In addition, creating "a working climate that is challenging, secure, trustworthy, caring, and promising" (p. 65) is a suggestion to hotel management for attracting qualified employees and addressing the employee turnover problem during an alarming shortage of labor.

For service industries, interaction with customers is important. Front-line people determine outcomes (Streeter, 2005); therefore, supervisors are responsible for providing the correct tools to facilitate the work, improve employees' learning, and encourage employees' job satisfaction. Consequently, this researcher believes effective management strategies must be promoted in all three industries for continual development and competition within the market.

Yalabik, Chen, Lawler, and Kim (2008) studied an implementation of High-Performance Work Systems (HPWSs) in selected Asian countries (Singapore, South Korea, Taiwan, and Thailand). HPWSs is defined as a system to improve work performance by using techniques such as reduced status differentials, workplace empowerment, sharing organizational information with employees, and performance-based pay (Appelbaum & Batt, 1994). HPWSs is commonly applied in the United States (Horwitz, Allan, Brosnan, & Walsh, 2000). Regarding cultural differences between the United States and Asian countries, Yalabik, Chen, Lawler, and Kim (2008) questioned the implementation of HPWSs and if they would work well with the Asian countries. The questionnaire to measure components of a firm's Human Resource Management

system, organizational strategy, turnover rate, and organizational structural characteristics to leading organizations was distributed in the four selected countries. The 492 responses were comprised of 189 cases from Singapore, 138 from South Korea, 52 from Taiwan, and 183 from Thailand. The results of the research were somewhat consistent with U.S.-based studies. The HPWSs were found to be effective in reducing voluntary turnover in Asian countries the same as in the United States of America.

Kamoche (2000) studied the theory and practice of Human Resource Management (HRM) in Thailand. He conducted interviews with managers across 11 main industrial majors (Accounting/consultancy, Chemical/pharmaceutical, Consumer products, Construction, Engineering, Food processing, Hotel/catering, Jewelry, Maritime, Trading, Textiles). Many managers argued that an effective way to motivate workers is the boss showing care, concern and a kind heart toward subordinates. Paternalism is “understood within the broader context of Thai social relations and hierarchy: subordinates look up to and expect guidance and a duty of care from their superiors who in turn must show consideration and strong leadership” (p. 465). Only when trust between the superiors and subordinates is created are the subordinates willing to work and support their boss regardless of compensation and complaining. In addition, the findings suggest that Thai managers should consider their attitudes toward subordinates regarding their assumptions about low innovativeness. In the past, loss of expertise has occurred because workers were searching for a more challenging job. During the economic downturn, the need for job security seems to have solved the job turnover. However, the organization should be attentive to a “more effective retention mechanisms in anticipation of anticipation of an economic recovery” (p. 466). Examples of such mechanisms are encouraging innovativeness,

commitment to training and career development, and providing meaningful feedback on a timely basis.

Although this researcher has not found any empirical research in Thailand that explores the relationship between organizational learning based on the andragogical principles of learning, and employee's job satisfaction and employees' continuance intention, research findings of work performance and retention mechanism by Yalabik, Chen, Lawler, and Kim (2008) and Kamoche (2000) were congruent with the andragogical practices as an effective method to facilitate adult learning. Furthermore, the study by Yalabik, Chen, Lawler, and Kim (2008), the research by Kamoche (2000), and the dearth of literature on Thai hospital, banking, and hotel industries suggest a wide scope for research on organizational learning, job satisfaction, and employees' continuance intention in the three mentioned service industries in Thailand.

Instrument

The questionnaire used in this study included the Modified Instructional Perspectives Inventory (MIPI), questions asking about job satisfaction and intention of employee continuance, as well as questions asking about demographic data.

Since in this research the MIPI was used in the business context, the MIPI was modified to business language and consistent with the study environment. This researcher believes that the relationship between supervisor and subordinates based on seven factors of the MIPI can influence the development of organizational learning capability (OLC). Chiva and Alegre (2009) propose that organizational learning capabilities be composed of five dimensions: Experimentation, Risk taking, Interaction with the external environment, Dialogue, and Participative decision making. All 45 items on the MIPI, after language revision, could be classified in groups of one or more dimensions of OLC, see Table 2. Therefore, this researcher

believes that the Modified Instructional Perspectives Instrument, which was created based on andragogical concepts, is the best tool to investigate supervisors' characteristics to promote OLCs.

Table 2: Categorizing MIPI to OLC Dimensions

No	Items under the Modified Instructional Perspectives Inventory	Experiment	Risk Taking	Interaction with the external environment	Dialogue	Participative Decision Making
1	Your supervisor uses a variety of learning/teaching/work techniques.	A	B	C	D	E
2	Your supervisor uses buzz group (learners placed in group to discussion information on a specific topic or project).	A	B	C	D	E
3	Your supervisor believes his/her primary goal is to provide you as much information about a project as possible.	A	B	C	D	E
4	Your supervisor feels fully prepared to present you information on a working project.	A	B	C	D	E
5	Your supervisor has difficulty understanding your point-of-view.	A	B	C	D	E
6	Your supervisor expects and accepts your frustration as you grapple with problems.	A	B	C	D	E
7	Your supervisor purposefully communicates to you that you are uniquely important.	A	B	C	D	E
8	Your supervisor expresses confidence that you will develop the skills you need.	A	B	C	D	E
9	Your supervisor searches for or creates new working instruction.	A	B	C	D	E
10	Your supervisor gives advice through simulation of real-life.	A	B	C	D	E
11	Your supervisor teaches you exactly what and how he/she has planned.	A	B	C	D	E
12	Your supervisor notices and acknowledges to you your positive changes.	A	B	C	D	E
13	Your supervisor has difficulty getting his/her point across	A	B	C	D	E

	to you.					
14	Your supervisor believes that learners vary in the way they acquire, process, and apply subject matter knowledge.	A	B	C	D	E
15	Your supervisor really listens to what you have to say.	A	B	C	D	E
16	Your supervisor trusts you to know what your own goals, dreams, and realities are like.	A	B	C	D	E
17	Your supervisor encourages you to solicit assistance from other co-workers.	A	B	C	D	E
18	Your supervisor appears to feel impatient with your progress.	A	B	C	D	E
19	Your supervisor balances his/her efforts between your content acquisition and your motivation.	A	B	C	D	E
20	Your supervisor tries to make his/her presentations clear enough to forestall all employee questions.	A	B	C	D	E
21	Your supervisor conducts group discussions.	A	B	C	D	E
22	Your supervisor establishes working and learning objectives for work projects.	A	B	C	D	E
23	Your supervisor uses a variety of working and learning media (internet, distance, interactive, videos, etc.).	A	B	C	D	E
24	Your supervisor uses listening teams (you and other colleagues grouped together to listen for a specific purpose) during some training.	A	B	C	D	E
25	Your supervisor expresses that his/her work skills are as refined as they can be.	A	B	C	D	E
26	Your supervisor expresses appreciation to you for actively participating in projects.	A	B	C	D	E
27	Your supervisor expresses frustration with your apathy in work.	A	B	C	D	E
28	Your supervisor prizes your ability to learn what is needed for a work project.	A	B	C	D	E
29	Your supervisor feels you need to be aware of and communicate your thoughts and feelings.	A	B	C	D	E
30	Your supervisor enables you to evaluate your own progress in work and learning.	A	B	C	D	E
31	Your supervisor hears what you indicate your work and learning need are.	A	B	C	D	E
32	Your supervisor has difficulty with the amount of time you need to grasp various concepts.	A	B	C	D	E
33	Your supervisor promotes positive self-esteem in you.	A	B	C	D	E

34	Your supervisor requires you to follow the precise work and learning experiences he/she provides you.	A	B	C	D	E
35	Your supervisor conducts role plays.	A	B	C	D	E
36	Your supervisor gets bored with the many questions you ask.	A	B	C	D	E
37	Your supervisor individualizes the pace of work and learning for you and your co-workers.	A	B	C	D	E
38	Your supervisor helps you explore your own abilities.	A	B	C	D	E
39	Your supervisor engages you in clarifying your own aspirations.	A	B	C	D	E
40	Your supervisor asks you how you would approach a work and learning task.	A	B	C	D	E
41	Your supervisor feels irritation at your inattentiveness in the work and learning setting.	A	B	C	D	E
42	Your supervisor integrates work and learning techniques with subject matter content.	A	B	C	D	E
43	Your supervisor develops supportive relationships with you.	A	B	C	D	E
44	Your supervisor expresses unconditional positive regard for you.	A	B	C	D	E
45	Your supervisor respects your dignity and integrity.	A	B	C	D	E

The Instructional Perspectives Inventory was designed by Henschke (1989). The purpose of the IPI is to measure beliefs, feelings and behaviors of adult educators in the practice of adult education (Henschke, 1989). The IPI is a self-report tool with a self-scoring key (Stanton, 2005, p. 111). Originally, the Instructional Perspectives Inventory was arranged on a four-point Likert scale: *never, rarely, sometimes, and often*, and consists of forty-five items. The survey was built around seven factors. The seven factors are:

- Teacher *empathy* with learners
- Teacher *trust of* learners
- *Planning and delivery* of instruction

- *Accommodating* learner uniqueness
- Teacher *insensitivity* toward learners
- *Learner-centered* learning process (*Experience based* learning techniques)
- *Teacher-centered* learning process

In 1995, Stanton modified the IPI to a five-point Likert scale: *almost never, not often, sometimes, usually, and almost always* (Stanton, 2005). Since the instrument was invented, it has been used in nine doctoral dissertations; for instance, Thomas (1995) and Seward (1997) used the instrument with parent educators, Dawson (1997) and Drinkard (2003) used the questionnaires to study nursing educators. Most of the research studies using IPI were conducted in the United States. In this study, the modified IPI with a five-point Likert scale IPI was used in Thailand. In addition, the 45 items in the instrument were revised to be appropriate to this study and the seven factors in the IPI were modified to:

- supervisor *empathy* with subordinates
- supervisor *trust of* subordinates
- *planning and delivery* of instruction
- *accommodating* subordinate uniqueness
- supervisor *insensitivity* toward subordinates
- *subordinate-centered* learning process (*experience based* learning techniques)
- *Supervisor-centered* learning process

Operationalization of Concepts

Ender (2001) describes operational definition as a definition that defines the exact manner in which a variable is measured. Stanton (2005) states that “operational definitions assign meaning to variables by specifying the actions or behaviors needed to carry out to

measure the variables” (p. 115). Seven factors in IPI used in a business context were operationalized as follows:

Supervisor <i>empathy</i> with subordinates	Empathetic supervisors pay attention to development of “a warm, close, working relationship” (Stanton, 2005, p. 116) with subordinates. Empathetic supervisors respond to their subordinates working needs.
Supervisor <i>trust of</i> subordinates	Trust and respect between supervisors and subordinates can be created in different ways, for example avoid threat, avoid negative influences, and allow subordinates to take responsibility for their own learning (Stanton, 2005). In addition, relaxed and low risk atmosphere is an important factor in establishing mutual trust and respect.
<i>Planning and delivery</i> of instruction	In the andragogical approach, supervisors should plan learning and working instruction in the way that subordinates are involved in the planning process. When subordinates take responsibility for their own learning, they have commitment for their success. Finally, Knowles (1980) suggests evaluation and feedback should be included in the planning.

<i>Accommodating</i> learning uniqueness	Supervisors should facilitate subordinates' learning and take into account the subordinates' difference, for instance, self-concept, motivation, accumulated life experience, and the application subordinates have in mind for the subject learned (Pratt, 1998; Stanton, 2005). Each subordinate has his/her preference in learning and he/she learns best in different methods. Supervisors should apply distinct learning and working techniques to their subordinates.
Supervisors <i>insensitivity</i> toward subordinates	When supervisors lack sensitivity and feeling to recognize subordinates' uniqueness and effort, the trust, mutual respect, and link between them are not bonded. Knowles (1980) contends that a factor that most influence the climate of learning is the behavior of teacher, or in this research is supervisor. In addition, one simple way to show care and respect to subordinates is listening to what they say.
<i>Subordinate-centered</i> learning process	With different accumulated learning experience, subordinates should take a major part in their own learning. The subordinates are active parts of the learning and work process. The role of supervisors is to facilitate with group dynamics and social

interaction (Houle, 1996) so that the subordinates can easily apply the subject learned to applications they have in mind.

Supervisor-centered learning process

Supervisor-centered learning is defined as learning that supervisors control the environment. It is also called subject-centered process (Knowles, 1980).

The knowledge flow is a one way transmission from supervisors to subordinates. Unlike subordinate-centered learning process, subordinates are passive parts in the supervisor-centered learning process (Stanton, 2005).

Table 3: Items constituting the seven factors of the Instructional Perspectives Instrument

Seven factors under IPI	IPI Items
1. Supervisor <i>empathy</i> with subordinates	4, 12, 19, 26, 33
2. Supervisor <i>trust of</i> subordinates	7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45
3. <i>Planning and delivery</i> of instruction	1, 9, 22, 23, 42
4. <i>Accommodating</i> learner uniqueness	6, 14, 15, 17, 37, 38, 40
5. Supervisor <i>insensitivity</i> toward subordinates	5, 13, 18, 27, 32, 36, 41
6. <i>Subordinate-centered</i> learning process (<i>Experience based</i> learning techniques)	2, 10, 21, 24, 35
7. <i>Supervisor-centered</i> learning process	3, 11, 20, 25, 34

(Henschke, 1989)

Reliability and Validity of the IPI

The Instructional Perspectives Inventory (IPI) was devised by Henschke in 1989. Henschke used a factor analysis method to find the pattern and the validity of this invented instrument. Items that resulted from factor analysis that were not related to the seven factors in the IPI were dropped. Henschke added more questions and submitted to members of the 1989 winter semester graduate adult education course; *Foundations of Adult Education* at the University of Missouri-Saint Louis to test the content validity of the instrument (Henschke, 1989). Stone (1978) explains “A measure has content validity to the extent that items making up the measure are a representative sample of the domain of items associated with the variable being measured” (p. 51). Members of the 1989 *Foundations of Adult Education* course were asked whether each question in the IPI clearly reflected the factor it is intended to measure. Items that received more than two ‘No’ responses from the group were removed from the survey (Henschke, 1989).

In addition, Stanton (2005) studied the internal consistency of the modified Instructional Perspectives Inventory and its construct validity by comparing the Modified Instructional Perspectives Inventory and Self-directed Learning Readiness Scale (SDLRS). Internal consistency is a method used to measure reliability (Stone, 1978) and a good test to measure reliability is the Cronbach’s alpha. The study by Stanton (2005) showed that the overall Cronbach’s alpha for the IPI is 0.8768 and is considered as ‘almost perfect’ in reliability. In addition, the study of the construct validity revealed “the two measurement tools [the IPI and SDLRS] are not the same concept. Thus the IPI should be used in further studies” (Stanton, 2005, p. 279).

Table 4: Reliability for the Seven Factors Comprising the MIPI by Stanton (2005)

Factor	Cronbach's alpha
Teacher <i>empathy</i> with learners	0.63
Teacher <i>trust of</i> learners	0.81
<i>Planning and delivery</i> of instruction	0.71
<i>Accommodating</i> learner uniqueness	0.71
Teacher <i>insensitivity</i> toward learners	0.78
<i>Learner-centered</i> learning process	0.72
<i>Teacher-centered</i> learning process	0.57

(Stanton, 2005)

In 2009, this researcher interviewed John A. Henschke, the creator of the Instructional Perspective Inventory (IPI) that was used in this study. Henschke confirmed that the Modified Instructional Perspective Inventory (MIPI) has not been used in Thailand. In addition, the MIPI has not been applied to a business environment anywhere in the world.

Following the IPI section, the second section consists of questions that focus on job satisfaction. The third section is composed of questions that focus on participants' intentions for continuance with the current company. This researcher created items that asked employees about job satisfaction and their intention to remain with the current company. The fourth section collected demographic data including gender, industry types, educational level, position level, income, and age. In all sections participants voluntarily answered each question. Also, the participants might choose to omit the answer to some questions. The questionnaire consisted of 70 questions, with an estimated completion time of 20 to 25 minutes.

The complete survey was translated to Thai language by this researcher. The Thai version of the survey was then used to investigate the perception of Thai employees regarding organizational learning focusing on supervisors' support, job satisfaction, and staff's continuance intention. This researcher believes that translating the survey into Thai language was appropriate

for two reasons. The survey in Thai version would be easier for participants to read and understand each question. A Thai version could also aid in the provision of accurate answers. In addition, with the Thai version of the instrument, this researcher expected to include all possible subjects, for example, Thai employees who were not proficient in English skills and Thai employees who might refuse to participate because an English survey would occupy too much of their time.

The purpose of this study was to test an assumption that the andragogical principles of learning, when applied by supervisors or managers to their subordinates to develop organizational learning, can increase employees' job satisfaction, consequently increase employees' intention to continue working with the company. The collected data was analyzed to find relationships among the seven factors under the MIPI, employees' job satisfaction, and employees' intention to remain in the company.

Procedures

The five-point Likert scale Modified Instructional Perspectives Inventory was modified to be appropriate to survey employees' perception of their supervisors in the business environment. New items were created and included in the latter section of the survey in order to measure demographic data, job satisfaction and employees' intention to remain at the company.

Phase 1: Validation of Instrument

This researcher translated the questionnaires from English to Thai language. After the Thai version of the questionnaire had been completely finished, the researcher contacted six persons able to fluently read and speak the Thai language to validate the instrument. Four volunteers were chosen to read only the Thai version questionnaire and critique its comprehensibility. The remaining two volunteers were fluent in both English and Thai language.

The fifth person read both the English and Thai versions to ensure compatibility and comprehension. A last person was asked to process reverse translation from Thai language to English language. Finally, the two English versions instruments were reviewed by Henschke, the creator of the original IPI instrument and he confirmed the compatibility of the two English versions of the questionnaire.

Phase 2: Actual study

After the survey had been validated, this researcher traveled to Thailand and contacted local companies to introduce the objective and information about the research study. Sampling of organizations for the study was randomly chosen at the earliest opportunity. In addition this researcher discussed level of interest in the study and whether or not companies were willing to administer the questionnaires to their employees who fit the criteria of the research subjects. Fourteen banks, 10 hospitals, and 14 hotels in Bangkok were interested in the research and agreed to distribute the surveys to their employees.

The survey documents were composed of three parts: 1) the letter from the Institutional Research board (IRB), 2) a consent form and, 3) survey questions. The letter from the IRB informed the participants that this research study was approved by the IRB at the University of Missouri-Saint Louis and was a part of a dissertation study at the University. The consent form informed all participants that participation was voluntary and their anonymity was guaranteed. This researcher was the only person who would have access to their data unless the participants gave permission to reveal their information. After the participants read and signed the consent form, the survey questions were administered.

The survey questionnaire was available in hard copy. There were multiple follow up contacts with company representatives with whom this researcher had prior contact. The follow

up contacts were in the form of telephone calls within a two to six week period following the survey distribution. The deadline to complete the questionnaire was approximately three weeks after the surveys had been distributed.

Phase 3: Data Collection

The period of data collection was between September 2010 and November 2010. This researcher included an envelope with a prepaid stamp in every set of survey documents. Participants who completed the survey put the survey response in the prepared envelope and sent it to the location written on the envelope. The paper survey response was kept in a safe place that only this researcher could access. The next step was data analysis and it was processed in the United States.

Design

Using the MIPI, this study investigated the relationship between employee beliefs, feelings, and behaviors of supervisors and a possible increase of employees' job satisfaction and intention for continuance at the company. This researcher used path analysis techniques to examine causal relationship between characteristics of supervisors, measured by the MIPI, on employee's job satisfaction and employee's intention to remain in the company. Path analysis is a technique for providing explanations of possible causal relationships among a set of variables. In addition, it has a substantial advantage over simpler models in that both direct and indirect causal effects can be estimated (Mertler & Vannatta, 2002). Path analysis reported what factors under the IPI are significant in predicting the employee's job satisfaction and employees' intention to retain with a job. In addition, the researcher investigated the mediating role of employee's job satisfaction on the relationship between the seven characteristics of supervisors,

based on andragogical principles of learning, and employee's intention to stay with the current company.

The analysis used *Employee's job satisfaction* and *Employee's intention to remain in the company* factors as endogenous variables (dependent variables). The seven factors (*Supervisor empathy with subordinates, Supervisor trust of subordinates, Planning and delivery of instruction, Accommodating subordinate uniqueness, Supervisor insensitivity toward subordinates, Subordinate-centered learning process, and Supervisor-centered learning process*) of the Modified Instructional Perspectives Inventory were used as exogenous variables (independent variables). Since there were nine variables, two endogenous and seven exogenous variables, with 49 correlation paths to be examined, the minimum sample size was 490 subjects for three industries accumulated together. This researcher received a total of 524 survey responses for the statistical analysis, which is composed of 174 from the banking industry, 183 from the hospital industry, and 167 from the hotel industry. The conceptual framework of the research was demonstrated in Figure 1.

Hypotheses

1. Seven supervisor characteristics (factors) as identified by the Modified Instructional Perspectives Inventory (MIPI) are significant predictors of employee's intention to remain in the company.
2. Seven supervisor characteristics (factors) as identified by the Modified Instructional Perspectives Inventory (MIPI) are significant predictors of employee's job satisfaction.
3. Employee's job satisfaction is a significant predictor of employee's intention to remain in the company.

Chapter 4

Results

The data analyzed in this study was obtained by survey questionnaires. Then, path analysis was selected to test the proposed model to investigate whether supervisors' characteristics (based on seven factors under the MIPI) significantly predicted employee's job satisfaction and employees' intention to remain in the organization.

In this chapter, description of the sample profile is described in the beginning of the section, followed by the results of the reliability and validity test. Last the findings of the path analysis are revealed. The Statistical Package for the Social Science (SPSS) and the Analysis of moment structures (Amos), an added SPSS module, softwares are used for the data analysis. Statistical significance for this study was set at 95% confidence interval, or alpha (α) = 0.05.

Description of the Sample Profile

The population in this study was Thai employees employed in Bangkok, Thailand during the period of September 2010 to November 2010 in the three industries of banking, hospitals, and hotels. Seven hundred and fifty questionnaires were distributed among the three industries. Two hundred and fifty surveys were provided for each of the three industries that included 14 banks, 10 hospitals, and 14 hotels. Five hundred and twenty-four participants returned the completed questionnaires, which provided a response rate of 69.9%.

There was a slight random missing data reported in the survey response where subjects omitted one of the question answers; however, 11 responses appeared to have constant missing data and were excluded from the study. The final sample of 513 subjects was used in the study to describe demographic characteristics and conduct statistical tests. Table 5 presents the number of surveys used in the data analysis. Under the dataset of the 513 subjects, there was about one

percent missing data. This missing data was decided to be left blank for two reasons. First, the missing values are trivial. Second, the items with missing values were not directly used to do the statistical analysis. Although there were a few missing values on individual items, composites of the items, called subscales, factors, or variables, were created to conduct the statistical analysis. The subscales were calculated by adding items together into one variable, and each variable would not contain missing values because it was a total score of the existing data.

Table 5: Numbers of Surveys Used in the Data Analysis

Industry	No. of Returned Survey	No. of Survey Eliminated	No. of Surveys Used for Data Analysis
Bank	174	2	172
Hospital	183	4	179
Hotel	167	5	162
Total	524	11	513

Total Participants

The subjects included 98 (19.3%) males and 409 (80.7%) females. There were 8 (1.6%) subjects under 21 years of age, 195 (38.4%) subjects between 21 to 30 years of age, 168 (33.1%) subjects between 31 to 40 years of age, 101 (19.9%) subjects between 41 to 50 years of age, and 36 (7.1%) subjects above 50 years of age. Among the 513 subjects, 94 (18.5%) indicated their highest level of education at less than a Bachelor's degree, 315 (62.0%) indicated Bachelor's degree, 95 (18.7%) indicated Master's degree, and 4 (0.8%) indicated doctoral degree.

Regarding the industry of employment for each participant during the study period: 172 (33.5%) participants were bank employees, 179 (34.9%) participants were hospital employees and 162 (31.6%) were hotel employees. There were 90 (17.6%) people from public sector organizations and 420 (82.4%) people from private sector organizations. Four hundred thirty-two (85.2%) participants were staff and 75 (14.8%) participants were managers. The majority of

participants (N = 423, 90.6%) were permanent full-time employees followed by 7 (1.5%) permanent part-time employees, 29 (6.2%) temporary full-time employees, and 8 (1.7%) temporary part-time employees. There were 58 (11.5%) people who had worked at their organizations for less than one year, 82 (16.2%) people had worked for the period between one year and less than three years, 83 (16.4%) people had worked for the period between three years and less than five years, 88 (17.4%) people had worked for the period between five years and less than 10 years, 79 (15.6%) people had worked for the period between 10 years and less than 15 years, 63 (12.5%) people had worked for the period between 15 years and less than 20 years, and the remaining 52 (10.3%) people had worked for 20 or more years. Two (4%) participants received a monthly salary of 5,000 baht (\$163.93) or less, 160 (32.1%) participants received a monthly salary between 5,001 and 15,000 baht (\$163.97 and \$491.80), 159 (31.9%) participants received a monthly salary between 15,001 and 25,000 baht (\$491.84 and \$819.67), 75 (15.1%) participants received a monthly salary between 25,001 and 35,000 baht (\$819.70 and \$1,147.54), 45 (9.0%) participants received a monthly salary between 35,001 and 45,000 baht (\$1,147.57 and \$1,475.41), 32 (6.4%) participants received a monthly salary between 45,001 and 55,000 baht (\$1,475.44 and \$1,803.28), and 25 (5.0%) participants received a monthly salary more than 55,000 baht (\$1,803.28). Demographic characteristics of total participants is shown in Table 6.

Table 6: Demographic Characteristics of Participants

Characteristics	Frequency	Percent (%)
<u>Gender</u>		
Males	98	19.3
Females	409	80.7
<u>Age</u>		
Under 21	8	1.6

21 - 30	195	38.4
31 - 40	168	33.1
41 - 50	101	19.9
Above 50	36	7.1

Education

Below Bachelor's degree	94	18.5
Bachelor's degree	315	62.0
Master's degree	95	18.7
Doctoral degree	4	0.8

Sector of Organization

Public sector	90	17.6
Private sector	420	82.4

Level of Position

Manager	75	14.8
Employee	423	85.2

Work Status

Permanent full-time employee	423	90.6
Permanent part-time employee	7	1.5
Temporary full-time employee	29	6.2
Temporary part-time employee	8	1.7

Years Working in the Current Company

Less than a year	58	11.5
1 year - less than 3 years	82	16.2
3 years - less than 5 years	83	16.4
5 years - less than 10 years	88	17.4
10 years - less than 15 years	79	15.6
15 years - less than 20 years	63	12.5
20 years or more	52	10.3

Monthly salary

5,000 Baht (\$163.93) or less	2	4.0
5,001 - 15,000 Baht (\$163.97 - \$491.80)	160	32.1
15,001 - 25,000 Baht (\$491.84 - \$819.67)	159	31.9
25,001 - 35,000 Baht (\$819.70 - \$1,147.54)	75	15.1
35,001 - 45,000 Baht (\$1,147.57 - \$1,475.41)	45	9.0

45,001 - 55,000 Baht (\$1,475.44 - \$1,803.28)	32	6.4
More than 55,000 Baht (\$1803.28)	25	5.0

Demographic Characteristics of Bank Employees

According to 172 participants, there were 121 (70.3%) female and 51 (29.7%) males. The ages of the bank employees included 68 (39.5%) people between 21 and 30 years of age, 43 (25.0%) between 31 and 40 years of age, 44 (25.6%) between 41 and 50 years of age, and 17 (9.9%) people above the age of 50 years of age. The level of education reported by participants indicated 4 (2.3%) people had less than a Bachelor's degree, 123 (71.5%) people had the Bachelor's degree and 45 (26.2%) had the Master's degree.

The majority of the bank employees were within the private sector (N = 160, 93.0%). Only 12 (7.0%) employees were within the public sector. There were 136 (79.1%) people with staff titles and 36 (20.9%) people with managerial titles. One hundred and thirty-five (97.1%) people were permanent full-time employees and 4 (2.9%) people were temporary full-time employees. Fifteen (8.9%) participants reported that they were working at their current bank of employment for less than a year. Thirty seven (21.9%) participants were working at their current bank of employment between a year and less than three years, 23 (13.6%) participants were working at their current bank of employment between three years and less than five years, 20 (11.8%) participants were working at their current bank of employment between five years and less than 10 years, 23 (13.6%) participants were working at their current bank of employment between 10 years and less than 15 years, 19 (11.2%) participants were working at their current bank of employment between 15 years and less than 20 years, and 32 (18.9%) participants were working at their current bank of employment for 20 or more years. Regarding monthly salaries

included 18 (11.0%) people in the range between 5,001 and 15,000 baht (\$163.97 and \$491.80), 52 (31.7%) people in the range between 15,001 and 25,000 baht (\$491.84 and \$819.67), 28 (17.1%) people in the range between 25,001 and 35,000 baht (\$819.70 and \$1,147.54), 27 (16.5%) in the range between 35,001 and 45,000 baht (\$1,147.57 and \$1,475.41), 20 (12.2%) people in the range between 45,001 and 55,000 baht (\$1,475.44 and \$1,803.28) and 19 (11.6%) people more than 55,000 baht (\$1803.28). Demographic characteristics of the participants working in the bank is shown in Table 7

Table 7: Demographic Characteristics of the Participants in the Banking Industry

Characteristics	Frequency	Percent (%)
<u>Gender</u>		
Males	51	29.7
Females	121	70.3
<u>Age</u>		
Under 21	-	-
21 - 30	68	39.5
31 - 40	43	25.0
41 - 50	44	25.6
Above 50	17	9.9
<u>Education</u>		
Below Bachelor's degree	4	2.3
Bachelor's degree	123	71.5
Master's degree	45	26.2
Doctoral degree	-	-
<u>Sector of Organization</u>		
Public sector	12	7.0
Private sector	160	93.0
<u>Level of Position</u>		
Manager	36	20.9
Employee	136	79.1

<u>Work Status</u>		
Permanent full-time employee	135	97.1
Permanent part-time employee	-	-
Temporary full-time employee	4	2.9
Temporary part-time employee	-	-
<u>Years Working in the Current Company</u>		
Less than a year	15	8.9
1 year - less than 3 years	37	21.9
3 years - less than 5 years	23	13.6
5 years - less than 10 years	20	11.8
10 years - less than 15 years	23	13.6
15 years - less than 20 years	19	11.2
20 years or more	32	18.9
<u>Monthly salary</u>		
5,000 Baht (\$ 163.93) or less	-	-
5,001 - 15,000 Baht (\$163.97 - \$491.80)	18	11.0
15,001 - 25,000 Baht (\$491.84 - \$819.67)	52	31.7
25,001 - 35,000 Baht (\$819.70 - \$1,147.54)	28	17.1
35,001 - 45,000 Baht (\$1,147.57 - \$1,475.41)	27	16.5
45,001 - 55,000 Baht (\$1,475.44 - \$1,803.28)	20	12.2
More than 55,000 Baht (\$1803.28)	19	11.6

Demographic Characteristics of Hospital Employees

There were 179 responses from the hospital employees included in the data analysis. The defined participants were comprised of 11 (6.2%) males and 166 (93.8%) females. There were 3 (1.7%) people under 21 years of age, 66 (37.1%) people in the range from 21 to 30 years of age, 61 (34.3%) people in the range from 31 to 40 years of age, 32 (18.0%) people in the range from 41 to 50 years of age, and 16 (9.0%) people above the age of 50 years of age. Based on participants' highest education, 37 (20.8%) people indicated an education level below the Bachelor's degree,

92 (51.7%) people had a Bachelor's degree, 45 (25.3%) people had a Master's degree, and 4 (2.2%) people had a doctoral degree.

There were 78 (43.8%) hospital employees from the public sector and 100 (56.2%) were from the private sector. The majority of the employees (N = 157, 89.2%) were staff personnel and 19 (10.8%) employees were managerial personnel. Like the bank employees, the mainstream employees (N = 150, 86.7%) were permanent full-time employees, followed by temporary full-time employees (N = 16, 9.2%), permanent part-time employees (N = 4, 2.3%), and temporary part-time employees (N = 3, 1.7%). Regarding years working at the current company, 13 (7.3%) participants responded that they had worked for less than a year, 27 (15.2%) participants responded that they had worked in the range from a year to less than three years, 36 (20.2%) participants responded that they had worked in the range from three years to less than five years, 34 (19.1%) participants responded that they had worked in the range from five years to less than 10 years, 26 (14.6%) participants responded that they had worked in the range from 10 years to less than 15 years, 24 (13.5%) participants responded that they had worked in the range from 15 years to less than 20 years, and 18 (10.1%) participants responded that they had worked for 20 or more years. None of the hospital employees reported that they received a monthly salary less than 5,000 baht (\$163.93). Fifty five (31.1%) people received a monthly salary between 5,001 and 15,000 baht (\$163.97 and \$491.80), 59 (33.3%) people received a monthly salary between 15,001 and 25,000 baht (\$491.84 and \$819.67), 38 (21.5%) people received a monthly salary between 25,001 and 35,000 baht (\$819.70 and \$1,147.54), 15 (8.5%) people received a monthly salary between 35,001 and 45,000 baht (\$1,147.57 and \$1,475.41), 7 (4.0%) people received a monthly salary between 45,001 and 55,000 baht (\$1,475.44 and \$1,803.28), and 3 (1.7%) people

received a monthly salary more than 55,000 baht (\$1803.28). Demographic characteristics of the participants working in the hospital is shown in Table 8.

Table 8: Demographic Characteristics of the Participants in the Hospital Industry

Characteristics	Frequency	Percent (%)
<u>Gender</u>		
Males	11	6.2
Females	166	93.8
<u>Age</u>		
Under 21	3	1.7
21 - 30	66	37.1
31 - 40	61	34.3
41 - 50	32	18.0
Above 50	16	9.0
<u>Education</u>		
Below Bachelor's degree	37	20.8
Bachelor's degree	92	51.7
Master's degree	45	25.3
Doctoral degree	4	2.2
<u>Sector of Organization</u>		
Public sector	78	43.8
Private sector	100	56.2
<u>Level of Position</u>		
Manager	19	10.8
Employee	157	89.2
<u>Work Status</u>		
Permanent full-time employee	150	86.7
Permanent part-time employee	4	2.3
Temporary full-time employee	16	9.2
Temporary part-time employee	3	1.7
<u>Years working in the current company</u>		
Less than a year	13	7.3

1 year - less than 3 years	27	15.2
3 years - less than 5 years	36	20.2
5 years - less than 10 years	34	19.1
10 years - less than 15 years	26	14.6
15 years - less than 20 years	24	13.5
20 years or more	18	10.1
<u>Monthly salary</u>		
5,000 Baht (\$ 163.93) or less	-	-
5,001 - 15,000 Baht (\$163.97 - \$491.80)	55	31.1
15,001 - 25,000 Baht (\$491.84 - \$819.67)	59	33.3
25,001 - 35,000 Baht (\$819.70 - \$1,147.54)	38	21.5
35,001 - 45,000 Baht (\$1,147.57 - \$1,475.41)	15	8.5
45,001 - 55,000 Baht (\$1,475.44 - \$1,803.28)	7	4.0
More than 55,000 Baht (\$1803.28)	3	1.7

Demographic Characteristics of Hotel Employees

Out of the total 513 survey responses, 162 responses were from hotel employees. Similar to bank and hospital employees, the majority of hotel employees' responses were from females (N = 122, 77.23%). Male responses were accounted for 22.8%, N = 36. There were 5 (3.2%) respondents who were below 21 years of age, 61 (38.6%) respondents were in the age range between 21 and 30 years of age, 64 (40.5%) respondents were in the age range between 31 and 40 years of age, 25 (15.8%) respondents were in the age range between 41 and 50 years of age, and 3 (1.9%) respondents were above 50 years of age. Most hotel employees' in this study received their Bachelor's degree (N = 100, 63.3%), following by employees who received their highest education below the Bachelor's degree (N = 53, 33.5%) and employees who received their Master's degree (N = 5, 3.2%).

Because there was no hotel owned by the Thai Government, all participants in the hotel industry were from private sector hotels (N = 162, 100%). Among this group, 139 (87.4%) participants were titled as a staff and 20 (12.6%) participants were titled as a manager. There were 5 (3.2%) temporary part-time employees, 9 (5.8%) temporary full-time employees, 3 (1.9%) permanent part-time employees, and 138 (89.0%) permanent full-time employees. In addition, 30 (19.0%) participants reported that they had worked at the current hotel for less than a year, 18 (11.4%) had worked at their current hotel from a year to less than three years, 24 (15.2%) had worked at their current hotel from three years to less than five years, 34 (21.5%) had worked at their current hotel from five years to less than 10 years, 30 (19.0%) had worked at their current hotel from 10 years to less than 15 years, 20 (12.7%) had worked at their current hotel from 15 years to less than 20 years, and 2 (1.3%) had worked at their current hotel for 20 or more years. Regarding the monthly salary, 2 (1.3%) participants earned 5,000 (\$163.93) or less baht, 87 (55.4%) earned in the range between 5,001 and 15,000 baht (\$163.97 and \$491.80), 48 (30.6%) earned in the range between 15,001 and 25,000 baht (\$491.84 and \$819.67), 9 (5.7%) earned in the range between 25,001 and 35,000 baht (\$819.70 and \$1,147.54), 3 (1.9%) earned in the range between 35,001 and 45,000 baht (\$1,147.57 and \$1,475.41), 5 (3.2%) earned in the range between 45,001 and 55,000 baht (\$1,475.44 and \$1,803.28), and 3 (1.9%) earned more than 55,000 baht (\$1803.28). Demographic characteristics of the participants working in the hotel industry is shown in Table 9.

Table 9: Demographic Characteristics of the Participants in the Hotel Industry

Characteristics	Frequency	Percent (%)
<u>Gender</u>		
Males	36	22.8

Females	122	77.2
<u>Age</u>		
Under 21	5	3.2
21 - 30	61	38.6
31 - 40	64	40.5
41 - 50	25	15.8
Above 50	3	1.9
<u>Education</u>		
Below Bachelor's degree	53	33.5
Bachelor's degree	100	63.3
Master's degree	5	3.2
Doctoral degree	-	-
<u>Sector of Organization</u>		
Public sector	-	-
Private sector	162	100.0
<u>Level of Position</u>		
Manager	139	87.4
Employee	20	12.6
<u>Work status</u>		
Permanent full-time employee	138	89.0
Permanent part-time employee	3	1.9
Temporary full-time employee	9	5.8
Temporary part-time employee	5	3.2
<u>Years working in the current company</u>		
Less than a year	30	19.0
1 year - less than 3 years	18	11.4
3 years - less than 5 years	24	15.2
5 years - less than 10 years	34	21.5
10 years - less than 15 years	30	19.0
15 years - less than 20 years	20	12.7
20 years or more	2	1.3
<u>Monthly salary</u>		
5,000 Baht (\$ 163.93) or less	2	1.3
5,001 - 15,000 Baht (\$163.97 - \$491.80)	87	55.4
15,001 - 25,000 Baht (\$491.84 - \$819.67)	48	30.6

25,001 - 35,000 Baht (\$819.70 - \$1,147.54)	9	5.7
35,001 - 45,000 Baht (\$1,147.57 - \$1,475.41)	3	1.9
45,001 - 55,000 Baht (\$1,475.44 - \$1,803.28)	5	3.2
More than 55,000 Baht (\$1803.28)	3	1.9

Summary

There were 513 responses used in this study. The sample contained predominately female participants. The majority of the participants was between 21 and 40 years of age and had earned their Bachelor's degree. Most respondents were in staff position, working as permanent full-time employees with a monthly salary in the range from 5,001 to 25,000 baht (\$163.97 - \$491.80). The number of years the participants worked at the current organization ranged between less than a year and more than 20 years.

Validity and Reliability

In this study, 59 survey items were used to measure nine variables, seven exogenous variables and two endogenous variables. The seven exogenous variables are *Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, *Planning and delivery of instruction*, *Accommodating subordinate uniqueness*, *Supervisor insensitivity toward subordinates*, *Subordinate-centered learning process*, and *Supervisor-centered learning process*. The two endogenous variables are *Employees' job satisfaction* and *Employees' intention to remain in the company*.

In order to assure reliability and validity of the instrument, the Cronbach's alpha and a factor analysis were conducted. Cronbach's alpha, the internal consistency coefficient, determines internal consistency of a survey instrument in order to gauge its reliability (Santos,

1999). Nunnally (1978) states that generally Cronbach's alpha equals to 0.7 or above is acceptable. Therefore, the criteria accepted for the Cronbach's alpha in this study was 0.7. The factor analysis was to confirm the validity of the instrument. Kline (1994) stated that the factor loading is high if results are more than 0.6, moderately high if they are above 0.3 and the loading less than 0.3 can be ignored. Next, the results of factor analysis and internal consistency analysis were reported.

Supervisor Empathy with Subordinates Subscale

There were five items to measure in this subscale. The factor analysis confirmed one factor with an eigenvalue 2.97, explaining 59.40% of the variance. The criterion of factor loading over 0.30 was met with a range of 0.71 to 0.81. The Cronbach's alpha coefficient of the subscale was 0.83. The subscale's mean was 3.41 (SD = 0.68) with the score ranging from 1.20 to 5.00 on a 5-point Likert scale from 1 to 5.

Table 10: Factor loading for *Supervisor Empathy with Subordinates*

Item	Factor Loading
Item 4	0.705
Item 12	0.762
Item 19	0.790
Item 26	0.811
Item 33	0.780

Regarding the banking industry, the mean for this variable was 3.38 (SD = 0.67) with the score range from 1.40 to 4.80. The variable's mean for the hospital industry was 3.44 (SD = 0.66) with the score range from 1.20 to 5.00. The variable's mean for the hotel industry was 3.42 (SD = 0.70), with the score ranging 1.40 to 5.00.

Supervisor Trust of Subordinates Subscale

The subscale included 11 items for measuring. The factor analysis confirmed one factor with an eigenvalue of 5.20, accounting for 47.30 % of the variance. All factor loadings were above 0.30, ranging from 0.46 to 0.79. In addition, the Cronbach's alpha was 0.86. The subscale's mean was 3.32 (SD = 0.64) with the range from 1.18 to 5.00.

Table 11: Factor loading for *Supervisor Trust of Subordinates*

Item	Factor Loading
Item 7	0.552
Item 8	0.688
Item 16	0.631
Item 28	0.683
Item 29	0.455
Item 30	0.675
Item 31	0.773
Item 39	0.699
Item 43	0.777
Item 44	0.788
Item 45	0.767

Categorizing by industry, 3.25 (SD = 0.64) was the mean of the bank group, with the score ranging from 1.45 to 4.64; 3.40 (SD = 0.62) was the mean of the hospital group, with the score ranging from 1.55 to 5.00; and 3.32 (SD = 0.66) was the mean of the hotel group, with the score ranging from 1.18 to 4.64.

Planning and Delivery of Instruction Subscale

There were five items to measure in this variable. The factor analysis resulted in one factor solution. An eigenvalue was 2.77 and accounted for 55.44% of the variance. All factor loadings were above 0.30 with the range of 0.71 to 0.77. The Cronbach's alpha was 0.79. The subscale's mean was 3.21 (SD = 0.72) with the score ranging between 1.00 and 5.00.

Table 12: Factor loading for *Planning and Delivery of Instruction*

Item	Factor Loading
Item 1	0.739
Item 9	0.757
Item 22	0.753
Item 23	0.707
Item 42	0.767

The mean of the banking industry was 3.10 (SD = 0.72) with a range from 1.00 to 4.50. In addition, the mean of the hospital industry was 3.28 (SD = 0.71) with a range from 1.20 to 5.00. The mean of the hotel industry was 3.25 (SD = 0.73), ranging from 1.20 to 5.00.

Accommodating Subordinate Uniqueness Subscale

Originally, this subscale included 7 items to measure. Regarding the factor analysis on the study samples, the result showed factors load on two components. Item 37 ‘Your supervisor individualizes the pace of work and learning for you and your co-workers,’ which did not load on the same component with the rest, was dropped. The factor analysis was re-tested with the remaining six items and one factor solution performed. Regarding the factor analysis of the six items, an eigenvalue was 2.94, accounting for 48.96% of the variance. All factor loadings were above 0.30, ranging from 0.68 to 0.71. The Cronbach’s alpha was 0.79. The mean of the subscale was 3.30 (SD = 0.64) with a range of 1.00 to 5.00.

Table 13: Factor loading for *Accommodating Subordinate Uniqueness*

Item	Factor Loading
Item 6	0.695
Item 14	0.684
Item 15	0.706
Item 17	0.702
Item 38	0.700

Item 40	0.711
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The banking industry mean was 3.24 (SD = 0.64), ranging from 1.33 to 4.80. The hospital industry mean was 3.35 (SD = 0.65), ranging from 1.00 to 5.00. And the hotel industry mean was 3.31 (SD = 0.64), ranging from 1.00 to 4.83.

Supervisor Insensitivity toward Subordinates Subscale

There were originally seven items to measure this subscale. The result from the factor analysis of the samples collected in this study demonstrated that the seven items loaded on two components. Item 5 ‘Your supervisor has difficulty understanding your point-of-view,’ which did not load on the same component with the rest, was eliminated. Then, the factor analysis was re-run with the remaining six items. One factor solution from these six items was confirmed, with an eigenvalue 2.62, accounting for 43.69% of the variance. All factor loadings were over 0.30, ranging from 0.52 to 0.76. The reliability testing by the Cronbach’s alpha was 0.74. The subscale’s mean was 2.64 (SD = 0.67), with a range of 1.00 to 4.67.

Table 14: Factor loading for *Supervisor Insensitivity toward Subordinates*

Item	Factor Loading
Item 13	0.584
Item 18	0.523
Item 27	0.621
Item 32	0.729
Item 36	0.760
Item 41	0.716

The mean of the banking industry was 2.59 (SD = 0.64), ranging from 1.00 to 4.33. The mean of the hospital industry was 2.65 (SD = 0.65), ranging from 1.00 to 4.33. And the mean of the hotel industry was 2.69 (SD = 0.70), ranging from 1.00 to 4.67.

Subordinate-centered Learning Process Subscale

There were five items to measure this variable. The factor analysis confirmed one component solution regarding the five items. An eigenvalue was 2.56, accounting for 51.14% of the variance. All factor loadings were above 0.30, ranging from 0.63 to 0.78. The Cronbach's alpha was 0.76. The mean of the subscale was 3.13 (SD = 0.73), with a range of 1.00 to 5.00.

Table 15: Factor loading for *Subordinate-centered Learning Process*

Items	Factor Loading
Item 2	0.719
Item 10	0.673
Item 21	0.775
Item 24	0.768
Item 35	0.630

Categorized by industry, the banking industry's mean was 3.01 (SD = 0.75), ranging of 1.00 to 4.80. The hospital industry's mean was 3.25 (SD = 0.70), ranging of 1.20 to 4.80. The hotel industry's mean was 3.12 (SD = 0.73), ranging of 1.20 to 5.00.

Supervisor-centered Learning Process Subscale

This subscale included five items. The factor analysis resulted in one factor solution with an eigenvalue of 2.34, accounting for 46.83% of the variance. All factor loadings were above 0.30, ranging from 0.45 to 0.77. The Cronbach's alpha was 0.71. The mean of the subscale was 3.44 (SD = 0.64), with a range of 1.20 to 5.00.

Table 16: Factor loading for *Supervisor-centered Learning Process*

Item	Factor Loading
Item 3	0.716
Item 11	0.706
Item 20	0.770

Item 25	0.732
Item 34	0.448

Regarding the industry, the mean of the banking industry was 3.37 (SD = 0.66), with a range of 1.20 to 5.00. The mean of the hospital industry was 3.47 (SD = 0.62), with a range of 1.40 to 5.00. The mean of the hotel industry was 3.47 (SD = 0.64), with a range of 1.20 to 4.80.

Employee's Job Satisfaction Subscale

There were initially seven items on this subscale. The factor analysis did not show an expected one component for the seven items. Therefore, item 50 'Your boss cares about you as a person,' which was not loaded on the same component with other items, was eliminated. The remaining six items were re-tested for validity. The result of the factor analysis, based on the six items, demonstrated that the items were loaded on one component. An eigenvalue was 3.00, accounting for 49.98% of the variance. The factor loadings ranged from 0.63 to 0.77. The reliability test showed an adequate reliability with the Cronbach's alpha of 0.79. The mean of the subscale was 3.52 (SD = 0.65), ranging from 1.17 to 5.00.

Table 17: Factor loading for *Employee's Job Satisfaction*

Item	Factor Loading
Item 46	0.741
Item 47	0.768
Item 48	0.668
Item 49	0.627
Item 51	0.718
Item 52	0.712

Categorized by industry, the banking industry mean was 3.41 (SD = 0.62), with a range of 1.83 to 4.83. The hospital industry mean was 3.55 (SD = 0.67), with a range of 1.17 to 5.00. Then, the hotel industry mean was 3.62 (SD = 0.66), with a range of 1.67 to 5.00.

Employee's Intention to Remain in the Company Subscale

Initially, there were seven items on this subscale. The factor analysis demonstrated an unexpected two components loading. Two items which were item 53 'You feel emotionally attached (for example, concern and caring) to your supervisor' and item 56 'You see yourself working at the current company in one year from now' were dropped because they loaded on a different component from the remaining five items. Then, the factor analysis, with the five items, was conducted and one factor solution was performed. An eigenvalue was 3.11, accounting for 62.25% of the variance. All factor loadings were above 0.3, ranging from 0.71 to 0.86. The Cronbach's alpha showed a good result of 0.85. The mean of the subscale was 3.41 (SD = 0.89), with a range of 1.00 to 5.00.

Table 18: Factor loading for *Employee's Intention to Remain in the Company*

Item	Factor Loading
Item 54	0.841
Item 55	0.861
Item 57	0.713
Item 58	0.705
Item 59	0.811

Categorized by industry, the mean of the banking industry was 3.34 (SD = 0.91), with a range of 1.00 to 5.00. The mean of the hospital industry was 3.40 (SD = 0.92), with a range of 1.00 to 5.00. And the mean of the hotel industry was 3.49 (SD = 0.84), with a range of 1.20 to 5.00.

Summary

Overall, the validity and reliability tests of each subscale provided excellent results. The validity test, using factor analysis, demonstrated all factor loadings exceeded the criteria of 0.30. In addition, items under each variable were loaded on one component. The reliability test, using Cronbach's alpha, verified good reliability for all subscales. All Cronbach's alpha scores for each individual subscale exceeded the criterion of 0.70. Table 19 and Table 20 show descriptive statistics of variables and the reliability of the subscales, respectively.

Table 19: Descriptive Statistics of Subscale

Subscale	N	Mean	SD
<u>Total Participants</u>			
Supervisor empathy with subordinates	513	3.41	0.68
Supervisor trust of subordinates	513	3.32	0.64
Planning and delivery of instruction	513	3.21	0.72
Accommodating subordinate uniqueness	513	3.3	0.64
Supervisor insensitivity toward subordinates	513	2.64	0.67
Subordinate-centered learning process	513	3.13	0.73
Supervisor-centered learning process	513	3.44	0.64
Employee's job satisfaction	513	3.52	0.65
Employee's intention to remain in the company	513	3.41	0.89
<u>Participants in Banking Industry</u>			
Supervisor empathy with subordinates	172	3.38	0.67
Supervisor trust of subordinates	172	3.25	0.64
Planning and delivery of instruction	172	3.1	0.72
Accommodating subordinate uniqueness	172	3.24	0.64
Supervisor insensitivity toward subordinates	172	2.59	0.64
Subordinate-centered learning process	172	3.01	0.75
Supervisor-centered learning process	172	3.37	0.66
Employee's job satisfaction	172	3.41	0.62
Employee's intention to remain in the company	172	3.34	0.91

<u>Participants in Hospital Industry</u>			
Supervisor empathy with subordinates	179	3.44	0.66
Supervisor trust of subordinates	179	3.4	0.62
Planning and delivery of instruction	179	3.28	0.71
Accommodating subordinate uniqueness	179	3.35	0.65
Supervisor insensitivity toward subordinates	179	2.65	0.65
Subordinate-centered learning process	179	3.25	0.7
Supervisor-centered learning process	179	3.47	0.62
Employee's job satisfaction	179	3.55	0.67
Employee's intention to remain in the company	179	3.4	0.92
<u>Participants in Hotel Industry</u>			
Supervisor empathy with subordinates	162	3.42	0.7
Supervisor trust of subordinates	162	3.32	0.66
Planning and delivery of instruction	162	3.25	0.73
Accommodating subordinate uniqueness	162	3.31	0.64
Supervisor insensitivity toward subordinates	162	2.69	0.7
Subordinate-centered learning process	162	3.12	0.73
Supervisor-centered learning process	162	3.47	0.64
Employee's job satisfaction	162	3.62	0.66
Employee's intention to remain in the company	162	3.49	0.84

Table 20: Reliability of the Nine Subscales

Subscale	Cronbach's alpha
Supervisor empathy with subordinates	0.83
Supervisor trust of subordinates	0.86
Planning and delivery of instruction	0.79
Accommodating subordinate uniqueness	0.79
Supervisor insensitivity toward subordinates	0.74
Subordinate-centered learning process	0.76
Supervisor-centered learning process	0.71
Employee's job satisfaction	0.79
Employee's intention to remain in the company	0.85

Correlation Estimations

The Pearson's Correlation Coefficient (r) among variables ranged from 0.00 to 0.85. The Coefficient of Determination (r^2) ranged from 0.00 to 0.72. *Employee's job satisfaction* had a significant positive relationship with the *Supervisor empathy with subordinates* ($r = 0.47$, $p = 0.00$), *Supervisor trust of subordinates* ($r = 0.48$, $p = 0.00$), *Planning and delivery of instruction* ($r = 0.43$, $p = 0.00$), *Accommodating subordinate uniqueness* ($r = 0.42$, $p = 0.00$), *Subordinate-centered learning process* ($r = 0.40$, $p = 0.00$), and *Supervisor-centered learning process* ($r = 0.38$, $p = 0.00$). However, *Employee's job satisfaction* was not significantly related to *Supervisor insensitivity toward subordinates* ($r = -0.05$, $p = 0.93$).

Employee's intention to remain in the company was significantly positively related to the *Supervisor empathy with subordinates* ($r = 0.25$, $p = 0.00$), *Supervisor trust of subordinates* ($r = 0.22$, $p = 0.00$), *Planning and delivery of instruction* ($r = 0.20$, $p = 0.00$), *Accommodating subordinate uniqueness* ($r = 0.19$, $p = 0.00$), *Subordinate-centered learning process* ($r = 0.14$, $p = 0.00$), and *Supervisor-centered learning process* ($r = 0.17$, $p = 0.00$). In addition, *Employee's intention to remain in the company* had a significant negative relationship with *Supervisor insensitivity toward subordinates* ($r = -0.19$, $p = 0.00$).

Summary

The result from the correlation analysis demonstrated that significant relationships between exogenous variables and endogenous variables were significant, with an exception of one link between *Employee's job satisfaction* and *Supervisor insensitivity toward subordinates*. In addition, while *Employee's intention to remain in the company* negatively related to *Supervisor insensitivity toward subordinates*, the remaining links were positively related.

Path Analysis

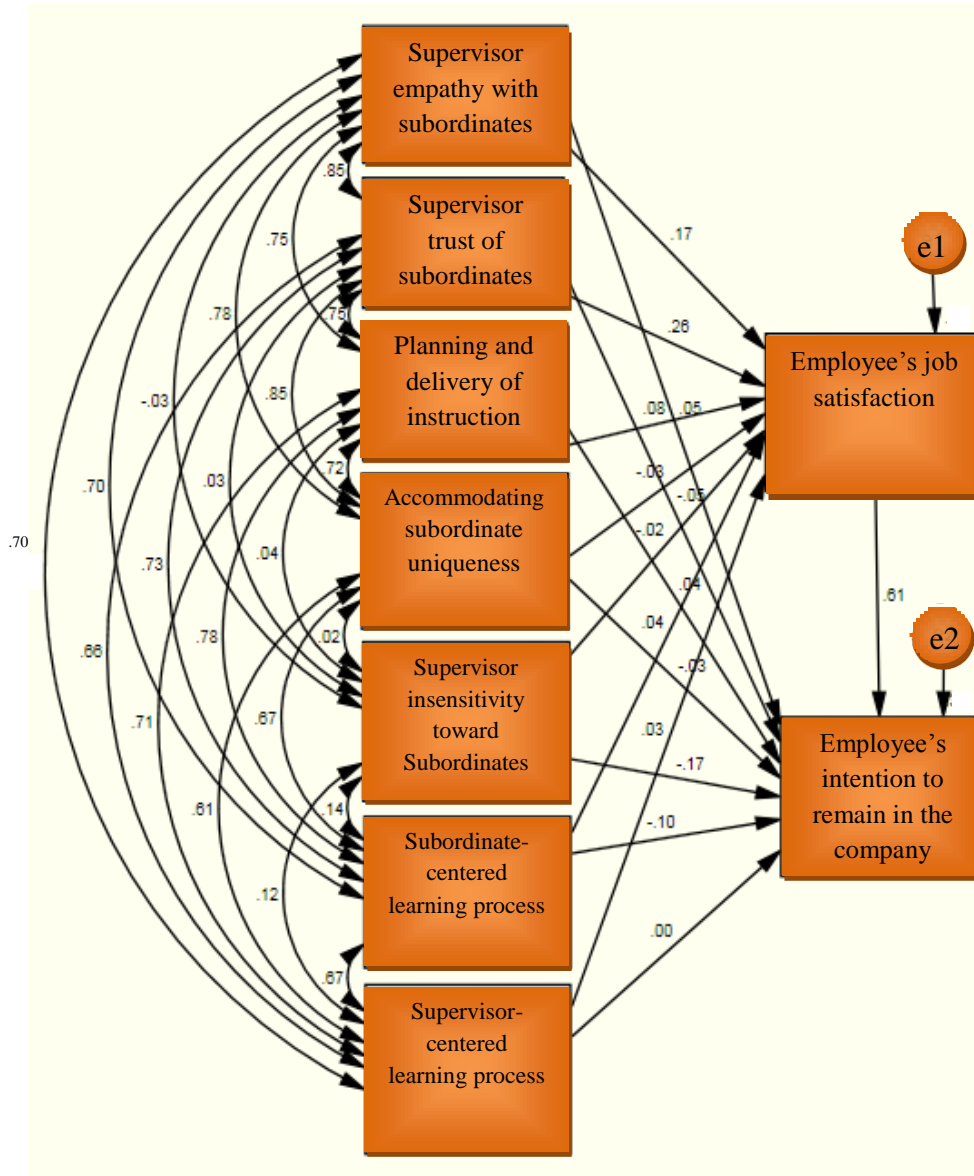
A path analysis was performed in this study to determine the causal effects of *Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, *Planning and delivery of instruction*, *Accommodating subordinate uniqueness*, *Supervisor insensitivity toward subordinates*, *Subordinate-centered learning process*, and *Supervisor-centered learning process* on *Employee's job satisfaction* and *Employee's intention to remain in the company*. There were two models analyzed. The first model was the model with all paths between exogenous variables and endogenous variables, or called just-identified model. The second model was the reduced model of Model 1 with non-significant paths removed.

Model 1: Just-Identified Model

Model 1 was created to examine the relationship between the seven exogenous variables (*Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, *Planning and delivery instruction*, *Accommodating subordinate uniqueness*, *Supervisor insensitivity toward subordinates*, *Subordinate-centered learning process*, and *Supervisor-centered learning process*) and the two endogenous variables (*Employee's job satisfaction* and *Employee's intention to remain in the company*).

The results of the path analysis showed that there are three significant paths between exogenous variables and endogenous variables and one significant path between the two endogenous variables. The four significant paths included a significant positive path between *Supervisor empathy with subordinates* and *Employee's job satisfaction* (standardized $\beta = 0.17$,

Figure 2: Model 1 (Just-Identified Model)



$p = 0.04$), a significant positive path between *Employee's trust of subordinates* and *Employee's job satisfaction* (standardized $\beta = 0.26$, $p = 0.004$), a significant positive path between *Employee's job satisfaction* and *Employee's intention to remain in the company* (standardized $\beta = 0.61$, $p < 0.001$), and a significant negative path between *Supervisor insensitivity toward*

subordinates and *Employee's intention to remain in the company* (standardized $\beta = -0.17$, $p < 0.001$). Standardized estimates of all paths in the Model 1 are shown in Table 21.

Table 21: Standardized Estimates for Model 1

	Regression Weights	Estimate	P value
Employee's job satisfaction	<-- Supervisor empathy with subordinates	0.17	0.042*
Employee's job satisfaction	<-- Supervisor trust of subordinates	0.26	0.004*
Employee's job satisfaction	<-- Planning and delivery of instruction	0.08	0.295
Employee's job satisfaction	<-- Accommodating subordinate uniqueness	-0.03	0.735
Employee's job satisfaction	<-- Supervisor insensitivity toward subordinates	-0.02	0.636
Employee's job satisfaction	<-- Subordinate-centered learning process	0.04	0.512
Employee's job satisfaction	<-- Supervisor-centered learning process	0.03	0.656
Employee's intention to remain in the company	<-- Supervisor empathy with subordinates	0.05	0.463
Employee's intention to remain in the company	<-- Supervisor trust of subordinates	-0.05	0.535
Employee's intention to remain in the company	<-- Planning and delivery of instruction	0.04	0.499
Employee's intention to remain in the company	<-- Accommodating subordinate uniqueness	-0.03	0.634
Employee's intention to remain in the company	<-- Supervisor insensitivity toward subordinates	-0.17	<0.001*
Employee's intention to remain in the company	<-- Subordinate-centered learning process	-0.10	0.107
Employee's intention to remain in the company	<-- Supervisor-centered learning process	0.00	0.986
Employee's intention to remain in the company	<-- Employee's job satisfaction	0.61	<0.001*

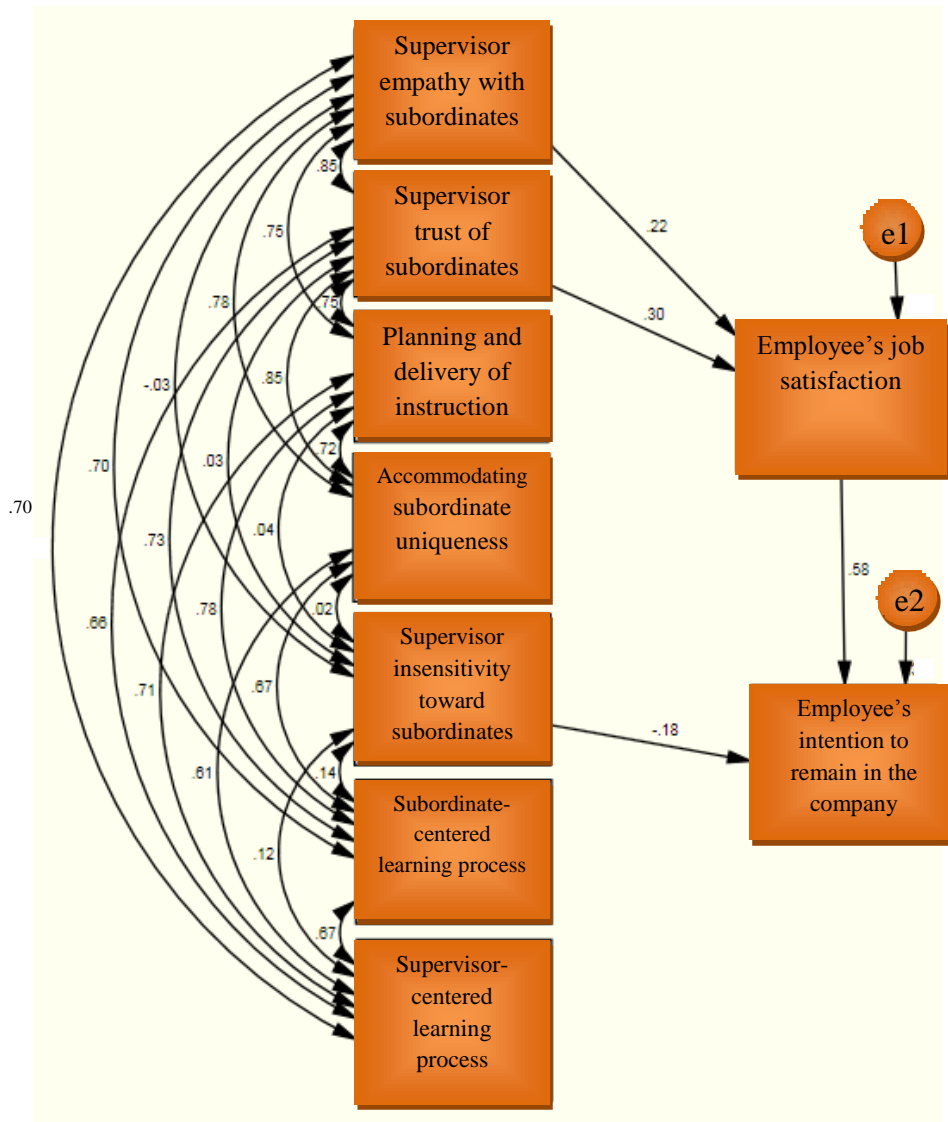
* Significant path

The Bentler-Bonett Normed Fit Index (NFI) and the Comparative Fit Index (CFI) were indexes used to determine the goodness of fit for the model. According to Kline (1998), a NFI and a CFI value of greater than 0.90 indicate a good-fitting model. The goodness-of-fit indices indicated the model 1 was a good fit model (NFI = 1.00, CFI = 1.00).

Model 2: Reduced Model

Even though Model 1 was defined to be a good fit model, there were many non-significant paths included in Model 1. Therefore, Model 2 was a reduced model of Model 1 with all non-significant paths removed.

Figure 3: Model 2 (Reduced Model)



Regarding Model 2, paths between exogenous variables and endogenous variables were all significant. *Employee's empathy with subordinates* was found to have significant positive effect on *Employee's job satisfaction* (standardized $\beta = 0.22$, $p = 0.003$). *Supervisor trust of subordinates* significantly predicted *Employee's job satisfaction* (standardized $\beta = 0.30$, $p < 0.001$). *Employee's job satisfaction* was found to have a strong positive effect on *Employee's intention to remain in the company* (standardized $\beta = 0.58$, $p < 0.001$). Last, *Supervisor*

insensitivity toward subordinates was found to have a significant negative effect on *Employee's intention to remain in the company* (standardized $\beta = -0.18$, $p < 0.001$). The examination of the Goodness-of-fit indices was a NFI value equaled to 1.00 and a CFI value equaled to 1.00.

Standardized estimates for the Model 2, the reduced model, are shown in Table 22

Table 22: Standardized Estimates for Model 2 (the reduced model)

	Regression Weights	Estimate	P value
Employee's job satisfaction	<-- Supervisor empathy with subordinates	0.22	0.003*
Employee's job satisfaction	<-- Supervisor trust of subordinates	0.30	<0.001*
Employee's intention to remain in the company	<-- Supervisor insensitivity toward subordinates	-0.18	<0.001*
Employee's intention to remain in the company	<-- Employee's job satisfaction	0.58	<0.001*

* Significant path

Summary

The findings of the two models revealed that both models were good fit models. However, Model 1 had some non-significant paths and Model 2 was the reduced model with the non-significant paths removed. The results of the path analysis demonstrated that three factors under the MIPI significantly, either directly or indirectly, predicted employee's intention to continue working with the company.

Chapter 5

Discussions, Limitations, Implications, and Recommendations

Four sections are included in this chapter. In the first section, the research findings are discussed. In the second section, the limitations are addressed. In the third section, the implications of the current study are discussed. Finally, the recommendations for future research are provided.

Discussion

The main purpose of this research was to examine the relationship among nine variables (*Supervisor empathy with subordinates, Supervisor trust of subordinates, Planning and delivery of instruction, Accommodating subordinate uniqueness, Supervisor insensitivity toward subordinates, Employee's job satisfaction, and Employee's intention to remain in the company*) in three service industries. Results and findings regarding the research questions are discussed in the following section.

In general, six out of the seven exogenous variables – *Supervisor empathy with subordinates, Supervisor trust of subordinates, Planning and delivery of instruction, Accommodating subordinate uniqueness, Subordinate-centered learning process, and Supervisor-centered learning process* - showed no direct relationship to *Employee's intention to remain in the company*. However, relationship between *Supervisor empathy with subordinates* and *Employee's intention to remain in the company* and relationship between *Supervisor trust of subordinates* and *Employee's intention to remain in the company* were found to be mediated by *Employee's job satisfaction*. Significant direct relationship was found between the variable *Employee's job satisfaction* and the variable *Employee's intention to remain in the company* and

between the variable *Supervisor insensitivity toward subordinates* and the variable *Employee's intention to remain in the company*.

Furthermore, the relationship between the seven exogenous variables and *Employee's job satisfaction* was investigated. There was no relationship between the five exogenous variables (*Planning and delivery of instruction, Accommodating subordinate uniqueness, Supervisor insensitivity toward subordinates, Subordinated-centered learning process, and Supervisor-centered learning process*) and *Employee's job satisfaction*. Only *Supervisor empathy with subordinates* and *Supervisor trust of subordinates* were found to be significant positive predictors to *Employee's job satisfaction*. These significant relationships clarify the importance of *Employee's job satisfaction* as a mediator on the relationship of *Employee's empathy with subordinates* and *Supervisor trust of subordinates* on *Employee's intention to remain in the company*.

The Instructional Perspective Inventory (IPI) was originally created to reflect beliefs, feelings, and behaviors of adult educators (in this study adult educators were supervisors). According to the discussion with the IPI's author, John A. Henschke, seven factors under the IPI can be categorized as follows: *Supervisor empathy with subordinates* and *Supervisor insensitivity toward subordinates* factors are considered as feeling of supervisors toward subordinates. *Supervisor trust of subordinates* and *Accommodating subordinate uniqueness* are considered as beliefs of supervisors toward subordinates. Then, *Planning and delivery of instruction, Subordinate-centered learning process, and Supervisor-centered learning process* are considered behaviors of supervisors toward subordinates.

The findings from this research strongly suggested that two factors concerning feelings of supervisors toward subordinates, *Supervisor empathy with subordinates* and *Supervisor insensitivity toward subordinates*, and a factor concerning beliefs of supervisor toward subordinates, *Supervisor trust of subordinates*, significantly predicted employee's job satisfaction, which in turn can affect employee's intention to remain in the company. However, three factors concerning behaviors of supervisors toward subordinates, *Planning and delivery of instruction*, *Subordinate-centered learning process*, and *Supervisor-centered learning process*, and a factor concerning beliefs of supervisor toward subordinates, *Accommodating subordinate uniqueness*, were not significant predictors of employee's job satisfaction and employee's intention to continue working in the company. This research revealed that feelings and beliefs of supervisors, as perceived by subordinates, had major impacts on employee's job satisfaction and employee's intention to remain in the company.

Regarding the seven exogenous variables, three variables (*Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, and *Supervisor insensitivity toward subordinates*) were found to have either direct or indirect effects on *Employee's intention to remain in the company*.

Path: Employee's job satisfaction ← Supervisor empathy with subordinates

It is assumed that *Supervisor empathy with subordinates* will be a significant predictor of *Employee's job satisfaction*. Empathetic supervisors pay attention to developing a warm, close, and working relationship with their subordinates. In addition they respond to the subordinates' needs. The statistical analysis indicated that *Supervisor empathy with subordinates* had a positive correlation with *Employee's job satisfaction* and *Supervisor empathy with subordinates* was a significant predictor of *Employee's job satisfaction*. Therefore, the assumption was supported.

This finding supported the study of Schyns, Veldhoven, and Wood (2009) which claims that a better relationship between supervisors and subordinates leads to better job satisfaction.

Path: Employee's intention to remain in the company ← Supervisor empathy with subordinates

It is assumed that *Supervisor empathy with subordinates* will be a significant predictor of *Employee's intention to remain in the company*. The result from the correlation test revealed that *Supervisor empathy with subordinates* positively correlated with *Employee's intention to remain in the company*; however, the result from path analysis demonstrated *Supervisor empathy with subordinates* is not a significant predictor of *Employee's job satisfaction*. Thus, this assumption was not supported.

Path: Employee's job satisfaction ← Supervisor trust of subordinates

It is assumed that *Supervisor trust of subordinates* will be a significant predictor of *Employee's job satisfaction*. Trust between supervisors and subordinates can be created in different ways; for instance, by avoiding threats and letting subordinates take responsibility for their own work and learning. Regarding the result of correlation analysis, *Supervisor trust of subordinates* positively correlated with *Employee's job satisfaction* and *Supervisor trust of subordinates* was a significant predictor of *Employee's job satisfaction*. Therefore, the assumption was supported.

Path: Employee's intention to remain in the company ← Supervisor trust of subordinates

It is assumed that *Supervisor trust of subordinates* will be a significant predictor of *Employee's intention to remain in the company*. The findings revealed that *Supervisor trust of subordinates* had a positive correlation with *Employee's intention to remain in the company*;

however, *Supervisor trust of subordinates* was not a significant predictor of *Employee's intention to remain in the company*. Hence, the assumption was not supported.

Path: Employee's job satisfaction ← Planning and delivery of instruction

It is assumed that *Planning and delivery of instruction* will be a significant predictor of *Employee's job satisfaction*. Under andragogical principles of learning, supervisors should plan learning and working instruction so that subordinates are involved in the planning process. The result of the statistical analysis demonstrated that *Planning and delivery of instruction* positively correlated with *Employee's job satisfaction*, but *Planning and delivery of instruction* was not a significant predictor of *Employee's job satisfaction*. Therefore, the assumption was not supported. This is inconsistent with Chiva and Alegre (2009)'s argument that job satisfaction is influenced by working and organizational environment and one major condition to improve job satisfaction is participative management.

Path: Employee's intention to remain in the company ← Planning and delivery of instruction

It is assumed that *Planning and delivery of instruction* will be a significant predictor of *Employee's intention to remain in the company*. The result of the correlation analysis and path analysis demonstrated that *Planning and delivery of instruction* positively correlated with *Employee's intention to remain in the company*; nevertheless, *Planning and delivery of instruction* was not a significant predictor of *Employee's intention to remain in the company*. Therefore, the assumption was not supported.

Path: Employee's job satisfaction ← Accommodating subordinate uniqueness

It is assumed that *Accommodating subordinate uniqueness* will be a significant predictor of *Employee's job satisfaction*. In the principles of andragogy, every employee has his/her own

way to reach target goals. This is because human beings are unique and each person has different learning and working styles and preferences. Therefore, supervisors should take into account the subordinates' differences and apply distinct learning and working techniques to their subordinates. Regarding the statistical analysis, *Accommodating subordinate uniqueness* had a positive correlation with *Employee's job satisfaction*; however, *Accommodating subordinate uniqueness* was not a significant predictor of *Employee's job satisfaction*. Therefore, the assumption was not supported.

Path: Employee's intention to remain in the company ← Accommodating subordinate uniqueness

It is assumed that *Accommodating subordinates uniqueness* will be a significant predictor of *Employee's intention to remain in the company*. The finding revealed that *Accommodating subordinates uniqueness* positively correlated with *Employee's intention to remain in the company*, but *Accommodating subordinates uniqueness* was not a significant predictor of *Employee's intention to remain in the company*. Hence, the assumption was not supported.

Path: Employee's job satisfaction ← Supervisor insensitivity toward subordinates

It is assumed that *Supervisor insensitivity toward subordinates* will be a significant predictor of *Employee's job satisfaction*. When supervisors lack sensitivity toward subordinates, they commonly do not recognize subordinates' effort on any work and learning. The correlation between *Supervisor insensitivity toward subordinates* and *Employee's job satisfaction* was not significant, and also *Supervisor insensitivity toward subordinates* was not a significant predictor of *Employee's job satisfaction*. Thus, the assumption was not supported.

Path: Employee's intention to remain in the company ← Supervisor insensitivity toward subordinates

It is assumed that *Supervisor insensitivity toward subordinates* will be a significant predictor of *Employee's intention to remain in the company*. The result shows that *Supervisor insensitivity toward subordinates* was found to be a significant predictor of *Employee's intention to remain in the company*. The correlation between these two variables was found to be a negative correlation which means a high level of *Supervisor insensitivity toward subordinates* is indicative of a low level of *Employee's intention to remain in the company*.

Path: Employee's job satisfaction ← Subordinated-centered learning process

It is assumed that *Subordinated-centered learning process* will be a significant predictor of *Employee's job satisfaction*. With different accumulated learning experience, subordinates should take a major part in their own learning. The role of supervisors is to facilitate with group dynamics and social interaction so that the subordinates can easily apply the subject learned to applications they have in mind. Regarding the correlation analysis and path analysis, *Subordinate-centered learning process* was found to have positive correlation with *Employee's job satisfaction*, but it was not a significant predictor of *Employee's job satisfaction*. Consequently, the assumption was not supported.

Path: Employee's intention to remain in the company ← Subordinated-centered learning process

It is assumed that *Subordinate-centered learning process* will be a significant predictor of *Employee's intention to remain in the company*. The result of correlation analysis and path analysis demonstrated that *Subordinated-centered learning process* positively correlated with *Employee's intention to remain in the company*. However, *Subordinate-centered learning*

process was not a significant predictor of *Employee's intention to remain in the company*.

Therefore, the assumption was not supported.

Path: Employee's job satisfaction ← Supervisor-centered learning process

It is assumed that *Supervisor-centered learning process* will be a significant predictor of *Employee's job satisfaction*. In supervisor-centered circumstances, supervisors control the environment and subordinates are passive parts in the environment. The findings from statistical analysis revealed that *Supervisor-centered learning process* positive correlated with *Employee's job satisfaction*; however, *Supervisor-centered learning process* was not a significant predictor of *Employee's job satisfaction*. Thus, the assumption was not supported.

Path: Employee's intention to remain in the company ← Supervisor-centered learning process

It is assumed that *Supervisor-centered learning process* will be a significant predictor of *Employee's intention to remain in the company*. *Supervisor-centered learning process* was found to have positive correlation with *Employee's intention to remain in the company*. Nevertheless, *Supervisor-centered learning process* was found not to be a significant predictor of *Employee's intention to remain in the company*. Consequently, the assumption was not supported.

Path: Employee's intention to remain in the company ← Employee's job satisfaction

It is assumed that *Employee's job satisfaction* will be a significant predictor of *Employee's intention to remain in the company*. The correlation between these two variables was found to be positive correlation which means a high level of *Employee's job satisfaction* is indicative of a high level of *Employee's intention to remain in the company*. In addition, the finding of the path analysis revealed that *Employee's job satisfaction* was a significant predictor of *Employee's intention to remain in the company*. Therefore, the assumption was supported.

This finding supported the previous study by Boswell, Boudreau, and Tichy (2005) and Wang (2010) that job satisfaction is important factor for job retention.

Models of the study

The study investigated a 15 causal paths model, The 15 paths were linked among seven exogenous variables and two endogenous variables. Some of the paths, such as empathy and job satisfaction (Schyns, Veldhoven, & Wood, 2009) and job satisfaction and job retention (Boswell, Boudreau, & Tichy, 2005; Wang, 2010), in the model are supported by previous empirical studies. However, some paths are not supported by the theory. For instance, there was no specific empirical research found about relationships between *Planning and delivery of instruction* and *Employee's intention to remain in the company*, relationships between *Accommodating subordinates uniqueness* and *Employee's intention to remain in the company*, or relationships between *Planning and delivery of instruction* and *Employee's job satisfaction*. Until 2009, there was no empirical evidence to reveal the relationship between factors to develop learning organization and employee attitudes such as job satisfaction (Chiva & Alegre, 2009). There was little empirical research previously on organizational learning, job satisfaction, and employees' intention to stay in the company. This research aimed to examine and acquire knowledge in a cross area of adult education and business. Specifically, the purpose of this study was to investigate whether the characteristics of supervisor, based on andragogical principles of learning, will increase employee's job satisfaction and employee's intention to remain in the company. Regarding the research model, while a part of the model is confirmatory model testing, another part of the model is exploratory model testing. The finding of the model, using path analysis, revealed that three of seven exogenous variables, which are *Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, and *Supervisor insensitivity toward subordinates*,

either directly or indirectly significantly predict the *Employee's intention to remain in the company*. After the non-significant paths were eliminated, the reduced model, including three exogenous variables (*Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, and *Supervisor insensitivity toward subordinates*) and two endogenous variables (*Employee's job satisfaction* and *Employee's intention to remain in the company*), was tested and confirmed to be a good fit model.

Mediating Effects

One of the foci in this study was to examine the effect of a mediating variable, *Employee's job satisfaction*. Regarding this research, *Employee's job satisfaction* was assumed to be a significant mediator among seven exogenous variables on *Employee's intention to remain in the company*. Rose, Kumar, and Pak (2009) indicate that job satisfaction plays a role as mediator between organizational learning and work performance. Carmeli and Freund (2004) report job satisfaction mediated the relationship between commitment and job performance. Chiu and Francisco (2003) report job satisfaction had a mediating role in the relationship between dispositional traits and turnover intention. This research studied job satisfaction in the mediating role of the relationship between the seven factors under the MIPI and employee's intention to remain in the company.

According to the results of the study, two exogenous variables, *Supervisor empathy with subordinates* and *Supervisor trust of subordinates* were found to have an effect on *Employee's intention to remain in the company* through *Employee's job satisfaction*. This meant *Employee's job satisfaction* mediated the relationship between *Supervisor empathy with subordinates* and *Employee's intention to remain in the company*. Also, *Employee's job satisfaction* mediated the

relationship between *Supervisor trust of subordinates* and *Employee's intention to remain in the company*.

Conclusion

Using the path analysis technique, the seven exogenous variables (*Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, *Planning and delivery of instruction*, *Accommodating subordinate uniqueness*, *Supervisor insensitivity toward subordinates*, *Subordinate-centered learning process*, and *Supervisor-centered learning process*) were tested as to whether they significantly predict the two endogenous variables (*Employee's job satisfaction* and *Employee's intention to remain in the company*). All direct and indirect, or mediating, relationships among variables, regarding the model, were investigated. The overall findings of this study suggested that six exogenous variables, with an exception of one variable, *Supervisor insensitivity toward subordinates*, did not have a direct effect on *Employee's intention to remain in the company*. *Supervisor insensitivity toward subordinates* had a significant negative direct effect on *Employee's intention to remain in the company* which meant a high level of *Supervisor insensitivity toward subordinates* correlates with a low level of *Employee's intention to remain in the company*. Regarding the hypothesis 1 'Seven supervisor characteristics as identified by the Modified Instructional Perspectives Inventory (MIPI) are significant predictors of employee's intention to remain in the company,' the hypothesis 1 was partially supported.

In addition, five exogenous variables, with an exception of two variables, *Supervisor empathy with subordinates* and *Supervisor trust of subordinates*, did not have a direct effect on *Employee's job satisfaction*. *Supervisor empathy with subordinates* and *Supervisor trust of subordinates* are found to have a significant positive direct effect on *Employee's job satisfaction*.

In other words, a high level of *Supervisor empathy with subordinates* associates with a high level of *Employee's job satisfaction*. In addition, a high level of *Supervisor trust of subordinates* associates with a high level of *Employee's job satisfaction*. According to the hypothesis 2 'Seven supervisor characteristics as identified by the Modified Instructional Perspectives Inventory (MIPI) are significant predictors of employee's job satisfaction,' the hypothesis 2 was partially supported.

Between the two endogenous variables, *Employee's job satisfaction* was found to have a significant positive direct effect on *Employee's intention to remain in the company*. A high level of *Employee's job satisfaction* associates with a high level of *Employee's intention to remain in the company*. Therefore the hypothesis 3 'Employee's job satisfaction is a significant predictor of employee's intention to remain in the company' was supported.

Regarding the mediating effect, *Employee's job satisfaction* was a mediator between *Supervisor empathy with subordinates* and *Employee's intention to remain in the company* and between *Supervisor trust of subordinates* and *Employee's intention to remain in the company*. Mediating by *Employee's job satisfaction*, a high level of *Supervisor empathy with subordinates* associates with a high level of *Employee's intention to remain in the company*. In addition a high level of *Supervisor trust of subordinates* associates with a high level of *Employee's intention to remain in the company*.

While some of these relationships, such as, the relationship between empathy and job satisfaction and the relationship between trust and job satisfaction had been researched in the past, some other relationships in the model either had not been researched sufficiently or had not been researched at all. The results of the statistical analysis indicated that these factors (*Supervisor empathy with subordinates, Supervisor trust of subordinate, and Supervisor*

insensitivity toward subordinates) from the MIPI, based on the andragogical principles of learning, showed significant outcomes. If these three factors were applied by organizations, they would affect the development of organizational learning, employee's job satisfaction, and employee's intention to remain in the company.

Additionally, the three mentioned exogenous variables that were revealed to be significant predictors of the studied endogenous variables (*Employee's job satisfaction and Employee's intention to remain in the company*) are concerning either feelings or beliefs of supervisors toward subordinates, as perceived by subordinates. Other exogenous variables concerning supervisors' behaviors toward subordinates, as perceived by subordinates, were found to have no effect on the endogenous variables. Therefore, the results of the study indicated that among factors regarding beliefs, feelings, and behaviors, factors regarding feelings and beliefs that subordinates perceived from their supervisors are important factors to predict employee's job satisfaction and intention to remain in the company. This implied that subordinates value emotional perspectives they perceived from their supervisor more than solid activities that their supervisors provided to them.

The finding of this research revealed that three out of seven characteristics of supervisors, based on the MIPI, have either direct or indirect effect on Employee's job satisfaction and intention to remain in the company. Therefore, regarding this study and subject samples, the andragogical approach, the art and science of helping adults learn, has an effect on Employee's job satisfaction and intention to remain in the company.

Limitations

There were some limitations to the present research study. First of all, data used in this research was collected by using self-reported questionnaire which were subjective judgments.

However, this limitation is generally acceptable because a survey is considered a practical way to collect data concerning individual attitudes and behaviors. Secondly, the samples in this study were predominately female (80.7% females and 19.3% males). Therefore, the generalizability of the research finding was limited, and should not be generalized across both genders. Third, the sample size for each industry of interest was not sufficient to run statistical analysis for each industry separately. Data for the three studied industries were combined and analyzed together. Therefore, the finding was limited and revealed only the characteristics of supervisors that had an effect on employees' job satisfaction and intention to remain in the company for all three industries - bank, hospital, and hotel. Factors that might be predictors of employees' job satisfaction and intention to continue working with the company in any of the three industries, but not for all three industries, might not be included in the findings.

Implications of the Research

Employee retention problems occur world-wide. The Internal Revenue Service (IRS) of the United Kingdom reveals that employee turnover was found to cost UK employers almost £ 5.5 million in 2008 (Williams, 2009, p. 31). According to Hayes (2008), in the Information Technology (IT) field, the cost of replacing one employee can run as high as 150 percent of a year's salary. Without serious investigation of factors that affect employees' retention, the employee turnover problem has persisted. A tremendous amount of money that could be used to improve and develop an organization, for example organization learning, is used for recruitment and training new hires.

In addition, considerable research has investigated factors that sway employees to leave companies; however, few studies have examined factors that influence employees to remain with companies. Apparently, major factors that influence employee departure are not the same as

primary factors that influence workers remaining with the company (“Motivation,” 2006, p. 57). An essential factor that influences whether employees consider staying or not staying with companies is job satisfaction. Some of its most relevant conditions, for instance continuous improvement, teamwork, and participatory decision making, form a rudimentary learning organization.

To respond to the above-mentioned problems, this research study investigated relationships between characteristics of supervisors, based on andragogical principles of learning, and employee’s job satisfaction and intention to remain in the company. The belief of the researcher was that andragogical practices, when applied in an organizational context, could promote organizational learning and influence job satisfaction as well as employees’ intention to remain with their current employers. Even though some factors of the MIPI did not predict the employee’s job satisfaction and intention to remain in the company, the findings of this study identified three MIPI’s factors (*Supervisor empathy with subordinates*, *Supervisor trust of subordinates*, and *Supervisor insensitivity toward subordinates*) either directly or indirectly influence the intention of employees’ continuance. In addition, these three significant factors are considered as beliefs and feelings that subordinates perceived from their supervisors.

The results of this research are beneficial to any business, especially for people in supervisory positions. They can apply knowledge from this study to treat their subordinates better in order to encourage both employees’ learning and retention. The findings suggest that when supervisors have a high level of empathy, a high level of trust, or a low level of insensitivity toward subordinates, they inspire their subordinates to take time to explore and learn new materials and they also increase employee’s job satisfaction and intention to continue working with the company. The results of this research are congruent with the study of Chiva

and Alegre (2009), Schyns, Veldhoven, and Wood (2009), McCullough (2009), and Sy (2010).

In addition, applying the knowledge from this research to organizations may impact organizational costs by decreasing the need for recruitment and training of new employees, increasing potential for productivity, and assisting in retaining talented, knowledgeable employees in the organization. In addition, encouraging employees' learning directly affects organizational development.

An organization deteriorates if workers are constantly leaving to be replaced by new workers needing training. Organizations cannot retain a competitive edge while continuously training and developing new employees. The reputation of an organization is influenced by employee satisfaction with the organization. Therefore, strategies to develop organizational learning, increase employee's job satisfaction, and retain employees are needed and should be applied concurrently.

The knowledge from this research can be of benefit to the Thai society. In order for countries like Thailand to compete with others in the global economy, it is important to know more about the perceptions of Thai employees and how to treat them. Supervisors have to be thoughtful and understand their subordinates so that they can best facilitate subordinates to achieve their work and life goals. Expatriate managers working in Thailand will not be successful if they do not know their Thai subordinates. According to this study, supervisors should pay attention to beliefs and feelings their subordinates perceive from them because these beliefs and feelings were verified to have an impact on employee's job satisfaction and intention to remain in in the organization. According to the results of the study, supervisors should have empathy, trust, and sensitivity toward their subordinates to promote organizational learning, employee's job satisfaction, and employee's intention to remain in the company. Subordinates'

skills and creativity need to be nurtured for business success. Examining 43 of Fortune 500's American top performing companies, Peters and Waterman (1982) note the '7Ss' as success elements for business achievement – strategy, structure, style, systems, staff (people), skills and shared values. Five of seven elements - style, systems, staff, skills and shared values - are related to people. In addition, Dahlgaard and Dahlgaard (1999) assert quality and productivity improvement always go through people. Therefore, “an environment dedicated to the progression of the individual that allows each and every person to grow and work to the best of their ability must be created” (Prieto, 2009, p. 517).

Future research

This research was conducted during a period of economic downturn. Under this type of situation, there might be other factors affecting employees' intention to continue working with the company. For example, although employees may not be happy working with the current organization, they may decide to keep their job and wait until the economy improved before they look for a new opportunity. The findings revealed in this study may be influenced by the current economy. When the economy improves, the same study should be repeated to examine for consistencies.

The findings from this study revealed the characteristics of supervisors that have an effect on employee's job satisfaction and intention to remain in the company for all three industries - bank, hospital, and hotel. The data collected in this study was not sufficient to analyze each industry separately. It would be useful for future research to collect enough data from each mentioned industry to study and analyze data from each industry separately.

Data in this study was collected from employees working in Bangkok during the research period. Therefore, the findings were limited to application in Bangkok, Thailand. Future research

should be conducted the same type of study in other areas in Thailand and extend to other countries in order to generalize the findings.

Summary

The primary purpose of this study was to examine characteristics of supervisors, seven factors under the Modified Instructional Perspective Inventory, and whether these factors have an effect on employee's job satisfaction and employee's intention to remain in the company. The study was based on the belief that the seven factors, which were beliefs, feelings, and behaviors of supervisors in helping adults learn, based on andragogical principles of learning, are not only methods to help adults learn, but techniques to increase employee's job satisfaction and intention to remain in the company as well. The subjects of this study were employees working in Bangkok, Thailand during September 2010 to November 2010. In addition, data was collected from employees from the banking, the hospital, and the hotel industries as many studies (Cline, Reilly, & Moore, 2003; Creery, 1986; Lawler & Siengthai, 1997; Myers, 2005) report that these three industries have either excessive numbers of position vacancies or employee turnover. There were 750 questionnaires distributed to subjects of interest. Five hundred and twenty-four surveys were returned to the researcher, and 513 returned questionnaires were used in the data analysis. The result of the path analysis revealed that three factors (*Supervisor empathy with Subordinates*, *Supervisor trust of subordinates*, and *Supervisor insensitivity toward subordinates*) out of the seven factors under the MIPI were either direct or indirect significantly predictors of *Employee's intention to remain in the company*. In addition, *Employee's job satisfaction* was found to be a significant predictor of Employee's intention to remain in the company and mediated the relationship of *Supervisor empathy with Subordinates* and *Supervisor trust of subordinates* on *Employee's intention to remain in the company*. Therefore, the three

mentioned factors under the MIPI are not only techniques of helping adults learn, but when applied in a business environment, they have a significant effect on employees' job satisfaction and intention to continue working with the company. However, the conclusions reached in this study are subject to a number of limitations and one must be careful not to generalize beyond reasonable limits. Future research should be conducted, such as repeating the same study when the economy improves and extending the research in different areas, to provide additional information to be able to generalize the result in the future.

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Appendixes

Appendix A: IRB Approval to Conduct this Study



OFFICE OF RESEARCH ADMINISTRATION

Interdepartmental Correspondence

Name: Veeranuch Vatcharasirisook

Title: Organizational Learning and Employee Retention: A focused study examining the role of relationships between supervisors and subordinates

The chairperson of the Human Subjects Committee for UM-St. Louis has reviewed the above mentioned protocol for research involving human subjects and determined that the project qualifies for exemption from full committee review under Title 45 Code of Federal Regulations Part 46.101b. The time period for this approval expires one year from the date listed below. You must notify the Human Subjects Committee in advance of any proposed major changes in your approved protocol, e.g., addition of research sites or research instruments.

You must file an annual report with the committee. This report must indicate the starting date of the project and the number of subjects to date from start of project, or since last annual report, whichever is more recent.

Any consent or assent forms must be signed in duplicate and a copy provided to the subject. The principal investigator must retain the other copy of the signed consent form for at least three years following the completion of the research activity and they must be available for inspection if there is an official review of the UM-St. Louis human subjects research proceedings by the U.S. Department of Health and Human Services Office for Protection from Research Risks.

This action is officially recorded in the minutes of the committee.

Protocol Number	Date	Signature - Chair
100806V	8/19/10	<i>C. J. Si</i>

Appendix B: The Modified Instructional Perspective Inventory (MIPI)

MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY

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Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as you work with adult learners. Circle the number that best describes you.

<u>How frequently do you:</u>		Almost Never	Not Often	Sometimes	Usually	Almost Always
		A	B	C	D	E
1.	Use a variety of teaching techniques?	A	B	C	D	E
2.	Use buzz groups (learners placed in groups to discuss information from lectures)?	A	B	C	D	E
3.	Believe that your primary goal is to provide learners as much information as possible?	A	B	C	D	E
4.	Feel fully prepared to teach?	A	B	C	D	E
5.	Have difficulty understanding learner point-of-views?	A	B	C	D	E
6.	Expect and accept learner frustration as they grapple with problems?	A	B	C	D	E
7.	Purposefully communicate to learners that each is uniquely important?	A	B	C	D	E
8.	Express confidence that learners will develop the skills they need?	A	B	C	D	E
9.	Search for or create new teaching?	A	B	C	D	E
10.	Teach through simulations of real-life?	A	B	C	D	E
11.	Teach exactly what and how you have planned?	A	B	C	D	E
12.	Notice and acknowledge to learners positive changes in them?	A	B	C	D	E
13.	Have difficulty getting your point across to learners?	A	B	C	D	E

<u>How frequently do you:</u>		Almost Never	Not Often	Sometimes	Usually	Almost Always
14.	Believe that learners vary in the way they acquire, process, and apply subject matter knowledge?	A	B	C	D	E
15.	Really listen to what learners have to say?	A	B	C	D	E
16.	Trust learners to know what their own goals, dreams, and realities are like?	A	B	C	D	E
17.	Encourage learners to solicit assistance from other learners?	A	B	C	D	E
18.	Feel impatient with learner's progress?	A	B	C	D	E
19.	Balance your efforts between learner content acquisition and motivation?	A	B	C	D	E
20.	Try to make your presentations clear enough to forestall all learner questions?	A	B	C	D	E
21.	Conduct group discussions?	A	B	C	D	E
22.	Establish instructional objectives?	A	B	C	D	E
23.	Use a variety of instructional media? (internet, distance, interactive video, videos, etc.)	A	B	C	D	E
24.	Use listening teams (learners grouped together to listen for a specific purpose) during lectures?	A	B	C	D	E
25.	Believe that your teaching skills are as refined as they can be?	A	B	C	D	E
26.	Express appreciation to learners who actively participate?	A	B	C	D	E
27.	Experience frustration with learner apathy?	A	B	C	D	E
28.	Prize the learner's ability to learn what is needed?	A	B	C	D	E
29.	Feel learners need to be aware of and communicate their thoughts and feelings?	A	B	C	D	E
30.	Enable learners to evaluate their own progress in learning?	A	B	C	D	E

<u>How frequently do you:</u>		Almost Never	Not Often	Sometimes	Usually	Almost Always
		A	B	C	D	E
31.	Hear what learners indicate their learning needs are?	A	B	C	D	E
32.	Have difficulty with the amount of time learners need to grasp various concepts?	A	B	C	D	E
33.	Promote positive self-esteem in learners?	A	B	C	D	E
34.	Require learners to follow the precise learning experiences you provide them?	A	B	C	D	E
35.	Conduct role plays?	A	B	C	D	E
36.	Get bored with the many questions learners ask?	A	B	C	D	E
37.	Individualize the pace of learning for each learner?	A	B	C	D	E
38.	Help learners explore their own abilities?	A	B	C	D	E
39.	Engage learners in clarifying their own aspirations?	A	B	C	D	E
40.	Ask the learners how they would approach a learning task?	A	B	C	D	E
41.	Feel irritation at learner inattentiveness in the learning setting?	A	B	C	D	E
42.	Integrate teaching techniques with subject matter content?	A	B	C	D	E
43.	Develop supportive relationships with your learners?	A	B	C	D	E
44.	Experience unconditional positive regard for your learners?	A	B	C	D	E
45.	Respect the dignity and integrity of the learners?	A	B	C	D	E

**INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS**

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 _____	7 _____	1 _____	6 _____	5 _____	2 _____	3 _____
12 _____	8 _____	9 _____	14 _____	13 _____	10 _____	11 _____
19 _____	16 _____	22 _____	15 _____	18 _____	21 _____	20 _____
26 _____	28 _____	23 _____	17 _____	27 _____	24 _____	25 _____
33 _____	29 _____	42 _____	37 _____	32 _____	35 _____	34 _____
	30 _____		38 _____	36 _____		
	31 _____		40 _____	41 _____		
	39 _____					
	43 _____					
	44 _____					
	45 _____					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process

A = 1, B = 2, C = 3, D = 4, and E = 5

Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D = 2, and E = 1.

<u>FACTORS</u>	<u>MEAN</u>	<u>TOTAL</u>	<u>POSSIBLE MINIMUM</u>	<u>POSSIBLE MAXIMUM</u>
1. Teacher empathy with learners.	_____	= _____	5	25
2. Teacher trust of learners.	_____	= _____	11	55
3. Planning and delivery of instruction.	_____	= _____	5	25
4. Accommodating learner uniqueness.	_____	= _____	7	35
5. Teacher insensitivity toward learners.	_____	= _____	7	35
6. Experience based learning techniques (Learner-centered learning process).	_____	= _____	5	25
7. Teacher-centered learning process.	_____	= _____	5	25

**Appendix C: The Modified Instructional Perspective Inventory (MIPI) that was revised to
match subject group in business context**

Listed below are statements reflecting beliefs, feelings, and behaviors beginning or seasoned supervisors of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to your supervisor as you perceive he/she works with you. Circle the letter that in your estimation best describes your supervisor.

No	Items	Almost Never	Not Often	Sometimes	Usually	Almost Always
1	Your supervisor uses a variety of learning/teaching/work techniques.	A	B	C	D	E
2	Your supervisor uses buzz groups (learners placed in groups to discuss information on a specific topic or project).	A	B	C	D	E
3	Your supervisor believes his/her primary goal is to provide you as much information about a project as possible.	A	B	C	D	E
4	Your supervisor feels fully prepared to present you information on a working project.	A	B	C	D	E
5	Your supervisor has difficulty understanding your point-of-view.	A	B	C	D	E
6	Your supervisor expects and accepts your frustration as you grapple with problems.	A	B	C	D	E
7	Your supervisor purposefully communicates to you that you are uniquely important.	A	B	C	D	E
8	Your supervisor expresses confidence that you will develop the skills you need.	A	B	C	D	E
9	Your supervisor searches for or creates new working instruction.	A	B	C	D	E
10	Your supervisor gives advice through simulation of real-life.	A	B	C	D	E
11	Your supervisor teaches you exactly what and how he/she has planned.	A	B	C	D	E
12	Your supervisor notices and acknowledges to you your positive changes.	A	B	C	D	E
13	Your supervisor has difficulty getting his/her point across to you.	A	B	C	D	E
14	Your supervisor believes that learners vary in the way they acquire, process, and apply subject matter knowledge.	A	B	C	D	E
15	Your supervisor really listens to what you have to say.	A	B	C	D	E
16	Your supervisor trusts you to know what your own goals, dreams, and realities are like.	A	B	C	D	E
17	Your supervisor encourages you to solicit assistance from other co-workers.	A	B	C	D	E

18	Your supervisor appears to feel impatient with your progress.	A	B	C	D	E
19	Your supervisor balances his/her effort between your content acquisition and your motivation.	A	B	C	D	E
20	Your supervisor tries to make his/her presentations clear enough to forestall all employee questions.	A	B	C	D	E
21	Your supervisor conducts group discussions.	A	B	C	D	E
22	Your supervisor establishes working and learning objectives for working projects.	A	B	C	D	E
23	Your supervisor uses a variety of working and learning media (internet, distance, interactive video, videos, etc).	A	B	C	D	E
24	Your supervisor uses listening teams (you and other colleagues grouped together to listen for a specific purpose) during some training.	A	B	C	D	E
25	Your supervisor expresses that his/her work skills are as refined as they can be.	A	B	C	D	E
26	Your supervisor expresses appreciation to you for actively participating in projects.	A	B	C	D	E
27	Your supervisor expresses frustration with your apathy in work.	A	B	C	D	E
28	Your supervisor prizes your ability to learn what is needed for work.	A	B	C	D	E
29	Your supervisor feels you need to be aware of and communicate your thoughts and feelings.	A	B	C	D	E
30	Your supervisor enables you to evaluate your own progress in work and learning.	A	B	C	D	E
31	Your supervisor hears what you indicate your work and learning needs are.	A	B	C	D	E
32	Your supervisor has difficulty with the amount of time you need to grasp various concepts.	A	B	C	D	E
33	Your supervisor promotes your positive self-esteem.	A	B	C	D	E
34	Your supervisor requires you to follow the precise work and learning experience he/she provides you.	A	B	C	D	E
35	Your supervisor conducts role plays.	A	B	C	D	E
36	Your supervisor gets bored with the many questions you ask.	A	B	C	D	E
37	Your supervisor individualizes the pace of work and learning for you and your co-workers.	A	B	C	D	E
38	Your supervisor helps you explore your own abilities.	A	B	C	D	E
39	Your supervisor engages you in clarifying your own aspirations.	A	B	C	D	E
40	Your supervisor asks you how you would approach a work and learning task.	A	B	C	D	E
41	Your supervisor feels irritation at your inattentiveness in the work and learning setting.	A	B	C	D	E

42	Your supervisor integrates work and learning techniques with subject matter content.	A	B	C	D	E
43	Your supervisor develops supportive relationships with you.	A	B	C	D	E
44	Your supervisor expresses unconditional positive regard for you.	A	B	C	D	E
45	Your supervisor respects your dignity and integrity.	A	B	C	D	E

**Appendix D: Thai language Translation of the Modified Instructional Perspective
Inventory (MIPI) that was revised to match the subject group in business context**

ประโยคที่ปรากฏข้างล่างนี้ เป็นประโยคที่สะท้อน ถึง ความเชื่อ ความรู้สึก และพฤติกรรมของหัวหน้างาน ที่หัวหน้างานอาจจะปฏิบัติหรือไม่ปฏิบัติในขณะนี้ เลือกและวงกลมหมายเลขสำหรับแต่ละประโยคข้างล่างที่คุณคิดว่าตรงกับการปฏิบัติตัวของหัวหน้าของคุณมากที่สุด

เลข ที่	รายละเอียด	น้อยมาก	น้อย	บางครั้ง	บ่อย	บ่อยมาก
1	หัวหน้าของคุณใช้เทคนิคการเรียน การสอน และการทำงานที่หลากหลาย	1	2	3	4	5
2	หัวหน้าของคุณใช้เทคนิคการปฏิบัติงานเป็นกลุ่มที่เรียกว่า "หน่วยย่อย" ("หน่วยย่อย" คือ เทคนิคการจัดกลุ่มขนาดเล็ก จุดประสงค์เพื่อการพูดคุย ปรึกษา ในหัวข้องานใดหัวข้อหนึ่ง)	1	2	3	4	5
3	หัวหน้าของคุณเชื่อว่าจุดมุ่งหมายหลักของท่านคือการให้ข้อมูลเกี่ยวกับแผนการทำงานให้มากที่สุดเท่าที่จะเป็นไปได้	1	2	3	4	5
4	หัวหน้าของคุณมีการเตรียมพร้อมอย่างมาก ในการให้ข้อมูลเกี่ยวกับแผนการทำงานแก่คุณ	1	2	3	4	5
5	หัวหน้าของคุณมีปัญหาในการทำความเข้าใจเกี่ยวกับความคิดที่คุณเสนอ	1	2	3	4	5
6	หัวหน้าของคุณมีการเตรียมพร้อมและยอมรับ ความไม่พึงพอใจของคุณ ในยามที่คุณประสบกับปัญหาในการทำงาน	1	2	3	4	5
7	หัวหน้าของคุณตั้งใจสื่อสารให้คุณรู้ว่า แต่ละคนในแผนกมีความสำคัญต่อองค์กรแตกต่างกันไป	1	2	3	4	5
8	หัวหน้าของคุณแสดงความมั่นใจว่าคุณจะสามารถพัฒนาทักษะที่ตัวเองต้องการได้อย่างแน่นอน	1	2	3	4	5
9	หัวหน้าของคุณพยายามทำการศึกษาค้นหา หรือคิดค้น วิธีการทำงานใหม่ๆ	1	2	3	4	5
10	หัวหน้าของคุณให้คำแนะนำโดยการยกตัวอย่างจากสถานการณ์ในชีวิตจริง	1	2	3	4	5
11	หัวหน้าของคุณสอนคุณในเรื่องต่างๆด้วยวิธีการอย่างที่ท่านได้เตรียมเอาไว้โดยไม่คิดเขียน	1	2	3	4	5
12	หัวหน้าของคุณสังเกตและยอมรับการเปลี่ยนแปลงในทางที่ดีของคุณ	1	2	3	4	5
13	หัวหน้าของคุณมีปัญหาในการอธิบายความคิดของท่านให้คุณได้รับรู้	1	2	3	4	5
14	หัวหน้าของคุณเชื่อว่าคนที่ศึกษาหาความรู้ทุกคนมีความแตกต่างกัน ในวิธีการหาความรู้ กระบวนการเรียนรู้ และการนำความรู้นั้นๆ ไปใช้งาน	1	2	3	4	5
15	หัวหน้าของคุณตั้งใจและรับฟังในสิ่งที่คุณพูด	1	2	3	4	5
16	หัวหน้าของคุณเชื่อว่าคุณมีจุดมุ่งหมาย ความใฝ่ฝันของตัวเอง และโลกความเป็นจริงว่าเป็นอย่างไร	1	2	3	4	5
17	หัวหน้าของคุณสนับสนุนให้คุณรับความช่วยเหลือจากเพื่อนร่วมงาน	1	2	3	4	5

18	หัวหน้าของคุณแสดงออกให้เห็นว่า ท่านใจร้อนในการรอคอยที่จะได้เห็นความก้าวหน้าของคุณ	1	2	3	4	5
19	หัวหน้าของคุณพยายามจัดความสมดุลในการใช้ความพยายามของท่าน เพื่อช่วยคุณเพิ่มเติมความรู้ และเพื่อสร้างแรงบันดาลใจให้กับคุณ	1	2	3	4	5
20	หัวหน้าของคุณพยายามนำเสนองานให้ชัดเจนที่สุด เพื่อป้องกัน ข้อสงสัย และคำถามที่จะเกิดขึ้นได้จากพนักงาน	1	2	3	4	5
21	หัวหน้าของคุณมีการจัดการรวมกลุ่มเพื่อปรึกษางาน	1	2	3	4	5
22	หัวหน้าของคุณกำหนดจุดประสงค์ของการทำงานและการเรียนรู้ สำหรับโครงการต่างๆ	1	2	3	4	5
23	หัวหน้าของคุณใช้สื่อต่างๆเพื่อช่วยในการทำงานและเรียนรู้ (เช่น อินเทอร์เน็ต การสื่อสารทางไกลด้วยวิดีโอ วีดีโอเทป และอื่นๆ)	1	2	3	4	5
24	หัวหน้าคุณใช้เทคนิคการเรียนรู้งานที่เรียกว่า "กลุ่มการฟัง" โดยให้แต่ละคนจับกลุ่มกัน โดยแต่ละกลุ่มจะฟังและปรึกษางานในหัวข้อที่ต่างกันไป ตามที่ได้รับมอบหมาย	1	2	3	4	5
25	หัวหน้าของคุณแสดงให้เห็นว่า ท่าน(หัวหน้า)มีความสามารถและความชำนาญในการทำงานมาก	1	2	3	4	5
26	หัวหน้าของคุณเห็นคุณค่า ของความกระตือรือร้นของคุณในการมีส่วนร่วมในการทำงาน	1	2	3	4	5
27	หัวหน้าของคุณแสดงความรู้สึกรอคอยที่เห็นคุณไม่ใส่ใจในการทำงาน	1	2	3	4	5
28	หัวหน้าของคุณให้รางวัลสำหรับความสามารถในการเรียนรู้ของคุณ ในสิ่งที่จำเป็นสำหรับการทำงาน	1	2	3	4	5
29	หัวหน้าของคุณคิดว่าคุณจำเป็นต้องมีความระมัดระวังทางความคิดและความรู้สึกของคุณ นอกจากนั้นคุณต้องถ่ายทอดความนึกคิดและความรู้สึกของคุณให้ผู้อื่นได้รับรู้	1	2	3	4	5
30	หัวหน้าของคุณให้สิทธิ์คุณที่จะประเมินความก้าวหน้าในการทำงาน และการเรียนรู้ ของตัวคุณเอง	1	2	3	4	5
31	หัวหน้าของคุณรับฟังในสิ่งที่คุณได้บอกกล่าวท่านว่าจะอะไรที่คุณคิดว่าเป็นสิ่งจำเป็นต่อการทำงาน และการเรียนรู้ สำหรับตัวคุณ	1	2	3	4	5
32	หัวหน้าของคุณไม่เข้าใจระยะเวลาที่คุณต้องใช้ในการเรียนรู้เรื่องราวต่างๆ	1	2	3	4	5
33	หัวหน้าของคุณสนับสนุนให้คุณมีความเคารพและภูมิใจในตัวเองในทางที่ดี	1	2	3	4	5
34	หัวหน้าของคุณต้องการให้คุณทำตามสิ่งที่ท่านสอนคุณอย่างเคร่งครัด	1	2	3	4	5
35	หัวหน้าของคุณใช้เทคนิคการเรียนรู้ ที่เรียกว่า "บทบาทสมมติ" ซึ่งเป็นการสมมติบทบาทใด บทบาทหนึ่งให้คุณ (เช่น สมมติ ว่าคุณ เป็น ประธานบริษัท หรือตำแหน่งอื่น) แล้วให้คุณคิดว่า คุณจะทำงานและแก้ปัญหาสิ่งที่เกิดขึ้นอย่างไร เมื่อคุณอยู่ในตำแหน่งงานที่สมมตินั้นๆ	1	2	3	4	5
36	หัวหน้าของคุณแสดงออกว่าท่านเมื่อคำถามต่างๆมากมายที่คุณถามท่าน	1	2	3	4	5
37	หัวหน้าของคุณให้ความรู้เกี่ยวกับการทำงานและเรื่องต่างๆ ด้วยวิธีการสอนที่แตกต่างกันไป สำหรับคุณและเพื่อนร่วมงานของคุณ	1	2	3	4	5
38	หัวหน้าของคุณช่วยคุณในการค้นหาความสามารถของตัวเอง	1	2	3	4	5

39	หัวหน้าของคุณกระตุ้นให้คุณค้นหาความชัดเจนในสิ่งที่คุณมุ่งมั่นและปรารถนา	1	2	3	4	5
40	หัวหน้าของคุณถามคุณว่า คุณจะใช้วิธีการอย่างไรในการทำงาน การศึกษา และทำความเข้าใจในสิ่งหนึ่งสิ่งใดที่คุณต้องการเรียนรู้	1	2	3	4	5
41	หัวหน้าของคุณรู้สึกรำคาญใจในความไม่เอาใจใส่ในการทำงานและการศึกษาหาความรู้ของตัวเอง	1	2	3	4	5
42	หัวหน้าของคุณผสมผสานเทคนิคการทำงานและการเรียนรู้ ร่วมกับเนื้อหาการทำงานและการเรียนรู้	1	2	3	4	5
43	หัวหน้าของคุณพัฒนาความสัมพันธ์ในเชิงสนับสนุน ระหว่างตัวท่านเองกับคุณ	1	2	3	4	5
44	หัวหน้าของคุณแสดงออกให้คุณเห็นถึงความปรารถนาที่ดี และความเอาใจใส่ ที่ท่านมีต่อคุณอย่างไม่มีเงื่อนไขใดๆ	1	2	3	4	5
45	หัวหน้าของคุณเคารพในเกียรติ และคุณธรรมที่มีอยู่ในตัวคุณ	1	2	3	4	5

**Appendix E: Reverse Translation (Thai → English) of the Modified Instructional
Perspective Inventory (MIPI) that was revised to match the subject group in business
context**

Part 1 The sentences below reflect your belief, feelings, and behavior you perceived from your boss. Circle the most appropriate number that best describe your thoughts.

No	Items	Almost Never	Not Often	Sometimes	Usually	Almost Always
1	Your boss utilizes a variety of learning, teaching, and working techniques	1	2	3	4	5
2	Your boss employs a technique called "Subgroup". ("Subgroup" is a formation of small group discussing for consultation of a particular topic.)	1	2	3	4	5
3	The main goal of your boss is to provide to you as much as possible the working information	1	2	3	4	5
4	Your boss is well prepared in providing you the information relating to your work.	1	2	3	4	5
5	Your boss has some difficulties in understanding the ideas you present.	1	2	3	4	5
6	Your boss is well prepared in dealing with your frustration.	1	2	3	4	5
7	Your boss emphasizes to you about the different importance of each person to the organization.	1	2	3	4	5
8	Your boss shows his/her confidence in your ability to develop the skills required for your work.	1	2	3	4	5
9	Your boss attempts to search for or create new working procedures.	1	2	3	4	5
10	Your boss gives a suggestion based on his experience.	1	2	3	4	5
11	Your boss follow his plan when advising you.	1	2	3	4	5
12	Your boss observes your positive change and recognizes it.	1	2	3	4	5
13	Your boss has some difficulties in explaining his/her ideas to you.	1	2	3	4	5
14	Your boss believes that learners may have different learning styles and how they apply knowledge.	1	2	3	4	5
15	Your boss concentrates and listens to what you say.	1	2	3	4	5
16	Your boss believe that you can realize your own goal, desire, and the real situation.	1	2	3	4	5
17	Your boss encourage you to accept assistance from coworkers.	1	2	3	4	5
18	Your boss shows that he/she appears discompose to see your progress.	1	2	3	4	5
19	Your boss attempt to balance on how he/she helps you gain the required knowledge, and how he/she inspires you to do so.	1	2	3	4	5

20	Your boss makes his/her best to clarify his/her presentation so as to prevent the possible questions.	1	2	3	4	5
21	Your boss organizes a group meeting for work consultation.	1	2	3	4	5
22	Your boss makes known the objectives of each project.	1	2	3	4	5
23	Your boss employs different media (internet, distance video communication, etc.) to aid in the learning and working.	1	2	3	4	5
24	Your boss employs the technique called "Listening Group", where everybody is required to make a group, and listen to, and give advices on different assigned topics.	1	2	3	4	5
25	Your boss has demonstrated ha/she has high ability and expertise in what he/she is doing.	1	2	3	4	5
26	Your boss values your enthusiasm in participating in any project	1	2	3	4	5
27	Your boss shows dissatisfaction when you do not give adequate concentration into your job.	1	2	3	4	5
28	Your boss rewards you for your ability required for work.	1	2	3	4	5
29	Your boss feels that you should be careful on what you think and how you express your thought.	1	2	3	4	5
30	Your boss give you the rights to evaluate your own learning and working progress.	1	2	3	4	5
31	Your boss listen to you when you express your concern regarding what is important for your learning and working.	1	2	3	4	5
32	Your boss do not understand the amount of time you spent to learn something.	1	2	3	4	5
33	Your boss encourages you to have a positive feeling toward yourself.	1	2	3	4	5
34	Your boss requires that you follow his suggestions strictly.	1	2	3	4	5
35	Your boss employs a technique called "Role Play". ("Role play" is when you are given a fictitious role, for example, you are assumed to be a director. You will think how you will solve problems as you're in that position.	1	2	3	4	5
36	Your boss shows boredom when you ask a lot of questions.	1	2	3	4	5
37	Your boss provides working knowledge to you and co-workers by using different techniques depending on each person's working style.	1	2	3	4	5
38	Your boss assists you in searching for your own ability.	1	2	3	4	5
39	Your boss motivates you to search for your goals.	1	2	3	4	5
40	Your boss asks you what methods you will use for a work and learning project.	1	2	3	4	5
41	Your boss feel annoyed when you do not concentrate on your job and learning.	1	2	3	4	5

42	Your boss blends together the working and learning techniques with the contents of the work.	1	2	3	4	5
43	Your boss develops the supportive relationship with you.	1	2	3	4	5
44	Your boss shows his/her goodwill toward you.	1	2	3	4	5
45	Your boss respects your honor and morality.	1	2	3	4	5

Appendix F: Consent Form (English Version)



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Informed Consent for Participation in Research Activities

Organizational Learning and Employee Retention: A focused study examining the role of relationships between supervisors and subordinates

Participant _____ HSC Approval Number 100806V

Principal Investigator Veeranuch Vatcharasirisook PI's Phone Number + 1-314-258-3909

1. You are invited to participate in a research study conducted by Veeranuch Vatcharasirisook and Dr. Lloyd Richardson. The purpose of this research is to investigate how supervisors might treat their workers in order to encourage workers' learning and keep workers continuing with the company.

2. a) Your participation will involve completing a brief demographic survey, a job satisfaction questionnaire, an intention to continue employment survey, and the Instructional Perspective Inventory.

Data will be collected from employees hired in Thailand in three service industries – health care, banking, and hotel. Approximately 300 subjects are expected to participate in this research.

b) The amount of time involved in your participation will be approximately 20 minutes.

3. There are no anticipated risks associated with this research. All data will remain anonymous; do not put your name on the survey. The researcher is the only person who will have access to the data unless the participants give permission to reveal their information. Your supervisors will not see your responses.

4. There are no direct benefits for you participating in this study. However, your participation will help us understand the relationship between workplace situations and worker intention to continue company employment.

5. Your participation is voluntary and not participating will not affect your relationship with the University of Missouri – St. Louis. You may choose to participate in this research by signing your autograph at the bottom of this consent form and completing the paper survey attached in this set.

You may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. In all cases, your supervisors will not see your answers.

6. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your identity will not be revealed. In addition, all data will be stored on a password-protected computer and/or in a locked office.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Veeranuch Vatcharasirisook at +1-314-258-3909 or the Faculty Advisor, Dr. Lloyd Richardson at +1-314-516-5095. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at +1-314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Signature of Investigator or Designee

Date

Investigator/Designee Printed Name

Appendix G: Consent Form (Thai Version)



แผนการเป็นผู้นำและการวางแผนการศึกษา

1 ถนน มหาวิทยาลัย

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เอกสารแสดงความยินยอมเข้าร่วมในโครงการวิจัย
การเรียนรู้ขององค์กรและความต้องการของพนักงานที่จะทำงานร่วมกับองค์กรต่อไป
(เน้น ความสัมพันธ์ระหว่างหัวหน้างานและลูกน้อง)

ชื่อผู้ร่วมโครงการวิจัย _____ หมายเลขอนุมัติจาก HSC 100806V
ผู้ทำวิจัย วีรนุช วัชรศิริสุข เบอร์ติดต่อผู้ทำวิจัย +1-314-258-3909

1. ท่านได้รับการติดต่อเพื่อเข้าร่วม โครงการวิจัยของ วีรนุช วัชรศิริสุข และ ดร. ลอยด์ ริชาร์ดสัน จุดประสงค์ของการวิจัยนี้เพื่อศึกษาลักษณะนิสัยของหัวหน้างานอย่างไรที่มีส่วนช่วยสนับสนุนการเรียนรู้ของพนักงาน และขณะเดียวกันก็มีผลในการชักจูงให้พนักงานอยากจะทำางานร่วมกับองค์กรต่อไป
2. ก) ผู้เข้าร่วมโครงการวิจัยจะทำการตอบแบบสอบถามหนึ่งชุด โดยคำถามส่วนต่างๆในแบบสอบถามเพื่อเก็บข้อมูลทั่วไปเกี่ยวกับผู้ร่วมโครงการวิจัย ความพึงพอใจในการทำงานของผู้ร่วมโครงการวิจัย ความต้องการของผู้ร่วมโครงการวิจัยที่จะทำงานร่วมกับองค์กรต่อไป และปัจจัยในการเรียนรู้ในองค์กร
ข้อมูลเพื่อการวิจัยในโครงการนี้ ทั้งหมดมาจากพนักงานคนไทยที่อยู่ในสามภาคธุรกิจ ซึ่งได้แก่ โรงพยาบาล ธนาคาร และโรงแรม ผู้ทำการวิจัยคาดหวังว่าจะมีผู้เข้าร่วมโครงการวิจัยนี้ประมาณ 300 คน
ข) เวลาที่ใช้ในการทำแบบสอบถาม ประมาณ 20 นาที
3. การร่วมโครงการวิจัยนี้จะไม่มีความเสี่ยงใดๆต่อผู้เข้าร่วมการวิจัย ข้อมูลที่ได้รับจากแบบสอบถามจะถูกเก็บเป็นความลับ ผู้ทำการวิจัยจะเป็นผู้เดียวที่จะดูและประมวลผลข้อมูลได้ นอกเสียจากว่าผู้ร่วมโครงการวิจัยอนุญาตให้เปิดเผยข้อมูลได้
4. ผู้ร่วมโครงการวิจัยจะไม่ได้รับผลประโยชน์โดยตรงใดๆจากการวิจัยชิ้นนี้ อย่างไรก็ตาม การเข้าร่วมโครงการวิจัยจะช่วยเพิ่มความรู้และความเข้าใจเกี่ยวกับความสัมพันธ์ของปัจจัยในการทำงานและความต้องการของพนักงานที่จะทำงานร่วมกับองค์กรปัจจุบันต่อไป

5. การร่วมโครงการวิจัยนี้มาจากความสมัครใจของผู้ร่วมงานวิจัย ผู้ที่ยินยอมเข้าร่วมโครงการจะต้องลงนามลายลักษณ์อักษรที่หน้าสุดท้าย (หน้า 2) ของเอกสารการยินยอมเข้าร่วมโครงการวิจัย และตอบแบบสอบถามที่แนบมาด้วยกัน
- ผู้ร่วมโครงการวิจัยสามารถที่จะบอกเลิกการเข้าร่วมการวิจัยเมื่อใดก็ได้ นอกจากนี้ผู้ร่วมโครงการวิจัยสามารถเลือกที่จะไม่ตอบคำถามในแบบสอบถามข้อใดก็ได้ที่ท่านไม่อยากจะตอบ
6. ในการตกลงเข้าร่วมโครงการวิจัยครั้งนี้ ผู้ร่วมโครงการวิจัยเข้าใจว่า ข้อมูลที่ได้จากการวิจัยครั้งนี้ อาจจะถูกเปิดเผยให้แก่นักวิจัยและนักวิชาการท่านอื่นๆ ในรูปแบบของรายงานและผลงานตีพิมพ์ทางด้านวิชาการ อย่างไรก็ตาม ข้อมูลส่วนตัวของผู้เข้าร่วมโครงการวิจัยจะถูกเก็บเป็นความลับ และข้อมูลที่ได้จากการวิจัยจะถูกเก็บไว้ในคอมพิวเตอร์ที่ต้องใส่รหัสผ่านเพื่อการใช้งาน และ/หรือ ผู้เก็บเอกสารที่สำคัญแฉีกออกเพื่อการเก็บรักษาข้อมูล
7. ถ้าผู้เข้าร่วมโครงการวิจัยมีคำถามเกี่ยวกับงานวิจัยชิ้นนี้ ท่านสามารถติดต่อ ผู้ทำวิจัย วีรณัฐ วัชรศิริสุข ที่เบอร์ติดต่อ +1-314-258-3909 หรือ อาจารย์ที่ปรึกษาของโครงการงานวิจัยชิ้นนี้ ดร. ลอยด์ ริชาร์ดสัน ที่เบอร์ติดต่อ +1-314-516-5095 ถ้าท่านมีคำถามเกี่ยวกับสิทธิของผู้เข้าร่วมโครงการวิจัย ท่านสามารถติดต่อหน่วยงานการวิจัยของมหาวิทยาลัยมิสซูรี เซนต์หลุยส์ ที่เบอร์ติดต่อ +1-314-516-5897

ข้าพเจ้าได้อ่านข้อความข้างต้นและมีความเข้าใจดีทุกประการแล้ว ข้าพเจ้าตกลงเข้าร่วมในงานวิจัยชิ้นนี้ด้วยความเต็มใจ จึงได้ลงนามในเอกสารใบยินยอมนี้

_____	_____	_____
ลงนามผู้เข้าร่วมโครงการวิจัย	วันที่	ลงนามผู้เข้าร่วมโครงการวิจัย ตัวบรรจง
_____	_____	_____
ลงนามผู้ทำวิจัย	วันที่	ลงนามผู้ทำวิจัย ตัวบรรจง

Appendix H: The Survey Questionnaire for this Study (English Version)

QUESTIONNAIRE

Section 1: Listed below are statements reflecting beliefs, feelings, and behaviors beginning or seasoned supervisors of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to your supervisor as you perceive he/she works with you. Circle the letter that in your estimation best describes your supervisor.

No	Items	Almost Never	Not Often	Sometimes	Usually	Almost Always
1	Your supervisor uses a variety of learning/teaching/work techniques.	A	B	C	D	E
2	Your supervisor uses buzz groups (learners placed in groups to discuss information on a specific topic or project).	A	B	C	D	E
3	Your supervisor believes his/her primary goal is to provide you as much information about a project as possible.	A	B	C	D	E
4	Your supervisor feels fully prepared to present you information on a working project.	A	B	C	D	E
5	Your supervisor has difficulty understanding your point-of-view.	A	B	C	D	E
6	Your supervisor expects and accepts your frustration as you grapple with problems.	A	B	C	D	E
7	Your supervisor purposefully communicates to you that you are uniquely important.	A	B	C	D	E
8	Your supervisor expresses confidence that you will develop the skills you need.	A	B	C	D	E
9	Your supervisor searches for or creates new working instruction.	A	B	C	D	E
10	Your supervisor gives advice through simulation of real-life.	A	B	C	D	E
11	Your supervisor teaches you exactly what and how he/she has planned.	A	B	C	D	E
12	Your supervisor notices and acknowledges to you your positive changes.	A	B	C	D	E
13	Your supervisor has difficulty getting his/her point across to you.	A	B	C	D	E
14	Your supervisor believes that learners vary in the way they acquire, process, and apply subject matter knowledge.	A	B	C	D	E
15	Your supervisor really listens to what you have to say.	A	B	C	D	E

16	Your supervisor trusts you to know what your own goals, dreams, and realities are like.	A	B	C	D	E
17	Your supervisor encourages you to solicit assistance from other co-workers.	A	B	C	D	E
18	Your supervisor appears to feel impatient with your progress.	A	B	C	D	E
19	Your supervisor balances his/her effort between your content acquisition and your motivation.	A	B	C	D	E
20	Your supervisor tries to make his/her presentations clear enough to forestall all employee questions.	A	B	C	D	E
21	Your supervisor conducts group discussions.	A	B	C	D	E
22	Your supervisor establishes working and learning objectives for working projects.	A	B	C	D	E
23	Your supervisor uses a variety of working and learning media (internet, distance, interactive video, videos, etc).	A	B	C	D	E
24	Your supervisor uses listening teams (you and other colleagues grouped together to listen for a specific purpose) during some training.	A	B	C	D	E
25	Your supervisor expresses that his/her work skills are as refined as they can be.	A	B	C	D	E
26	Your supervisor expresses appreciation to you for actively participating in projects.	A	B	C	D	E
27	Your supervisor expresses frustration with your apathy in work.	A	B	C	D	E
28	Your supervisor prizes your ability to learn what is needed for work.	A	B	C	D	E
29	Your supervisor feels you need to be aware of and communicate your thoughts and feelings.	A	B	C	D	E
30	Your supervisor enables you to evaluate your own progress in work and learning.	A	B	C	D	E
31	Your supervisor hears what you indicate your work and learning needs are.	A	B	C	D	E
32	Your supervisor has difficulty with the amount of time you need to grasp various concepts.	A	B	C	D	E
33	Your supervisor promotes your positive self-esteem.	A	B	C	D	E
34	Your supervisor requires you to follow the precise work and learning experience he/she provides you.	A	B	C	D	E
35	Your supervisor conducts role plays.	A	B	C	D	E
36	Your supervisor gets bored with the many questions you ask.	A	B	C	D	E
37	Your supervisor individualizes the pace of work and learning for you and your co-workers.	A	B	C	D	E

38	Your supervisor helps you explore your own abilities.	A	B	C	D	E
39	Your supervisor engages you in clarifying your own aspirations.	A	B	C	D	E
40	Your supervisor asks you how you would approach a work and learning task.	A	B	C	D	E
41	Your supervisor feels irritation at your inattentiveness in the work and learning setting.	A	B	C	D	E
42	Your supervisor integrates work and learning techniques with subject matter content.	A	B	C	D	E
43	Your supervisor develops supportive relationships with you.	A	B	C	D	E
44	Your supervisor expresses unconditional positive regard for you.	A	B	C	D	E
45	Your supervisor respects your dignity and integrity.	A	B	C	D	E

Section 2: Listed below are statements reflecting your job satisfaction with the current organization. Circle the letter that best describes your experience.

No	Items	Almost Never	Not Often	Sometimes	Usually	Always
46	You feel happy with your current work environment.	A	B	C	D	E
47	You are satisfied with the work quality you're currently able to provide.	A	B	C	D	E
48	You would encourage people to apply for jobs with your employer.	A	B	C	D	E
49	Your employer places a high value on the work you do.	A	B	C	D	E
50	Your boss cares about you as a person.	A	B	C	D	E
51	You are interested in your job.	A	B	C	D	E
52	You feel free to be who you are at work.	A	B	C	D	E

- Master's degree
 - Doctoral degree
 - Other _____
-

- 63 Your organization is in:
- Public sector
 - Private sector
-

- 64 Type and name of name _____
your organization are name _____
name _____
- Banking;
 - Hospital;
 - Hotel;
 - Other _____
-

- 65 Your job level is
- Employee
 - Manager
-

- 66 You are worker
worker
worker
worker
- a temporary part time
 - a temporary full time
 - a permanent part time
 - a permanent full time
-

- 67 What department are you in?

-

68 What is your title in the company? _____

69 How long have you been working with the current company? _____

- Less than 1 year
 - 1 year - less than 3 years
 - 3 years - less than 5 years
 - 5 years - less than 10 years
 - 10 years - less than 15 years
 - 15 - less than 20 years
 - 20 or more years
-

70 Monthly Income

- Below 5,000 Baht
- 5,000 - 15,000 Baht
- 15,001 - 25,000 Baht
- 25,001 - 35,000 Baht
- 35,001 - 45,000 Baht
- 45,001 - 55,000 Baht
- Above 55,000 Baht

Thank you for participating in the survey!

Appendix I: The Survey Questionnaire for this Study (Thai Version)

แบบสอบถาม

ส่วนที่ 1 ประโยคที่ปรากฏข้างล่างนี้ เป็นประโยคที่สะท้อน ถึง ความเชื่อ ความรู้สึก และพฤติกรรมของหัวหน้างาน ที่หัวหน้างานอาจจะปฏิบัติหรือไม่ปฏิบัติในขณะนี้ เลือกและวงกลมหมายเลขสำหรับแต่ละประโยคข้างล่าง ที่คุณคิดว่าตรงกับกรปฏิบัติตัวของหัวหน้าของคุณมากที่สุด

เลขที่	รายละเอียด	น้อยมาก	น้อย	บางตรง	บ่อย	บ่อยมาก
1	หัวหน้าของคุณใช้เทคนิคการเรียน การสอน และการทำงานที่หลากหลาย	1	2	3	4	5
2	หัวหน้าของคุณใช้เทคนิคการปฏิบัติงานเป็นกลุ่มที่เรียกว่า "หน่วยย่อย" ("หน่วยย่อย" คือเทคนิคการจัดกลุ่มขนาดเล็ก จุดประสงค์เพื่อการพูดคุย ปรึกษา ในหัวข้องานใดหัวข้อหนึ่ง)	1	2	3	4	5
3	หัวหน้าของคุณเชื่อว่าจุดมุ่งหมายหลักของท่านคือการให้ข้อมูลเกี่ยวกับแผนการทำงานให้มากที่สุดเท่าที่จะเป็นไปได้	1	2	3	4	5
4	หัวหน้าของคุณมีการเตรียมพร้อมอย่างมาก ในการให้ข้อมูลเกี่ยวกับแผนการทำงานแก่คุณ	1	2	3	4	5
5	หัวหน้าของคุณมีปัญหาในการทำความเข้าใจเกี่ยวกับความคิดที่คุณเสนอ	1	2	3	4	5
6	หัวหน้าของคุณมีการเตรียมพร้อมและยอมรับ ความไม่พึงพอใจของคุณ ในยามที่คุณประสบกับปัญหาในการทำงาน	1	2	3	4	5
7	หัวหน้าของคุณตั้งใจสื่อสารให้คุณรู้ว่า แต่ละคนในแผนกมีความสำคัญต่อองค์กรแตกต่างกันไป	1	2	3	4	5
8	หัวหน้าของคุณแสดงความมั่นใจว่าคุณจะสามารถพัฒนาทักษะที่ตัวเองต้องการได้อย่างแน่นอน	1	2	3	4	5
9	หัวหน้าของคุณพยายามทำการศึกษาค้นหา หรือคิดค้น วิธีการทำงานใหม่ๆ	1	2	3	4	5
10	หัวหน้าของคุณให้คำแนะนำโดยการยกตัวอย่างจากสถานการณ์ในชีวิตจริง	1	2	3	4	5
11	หัวหน้าของคุณสอนคุณในเรื่องต่างๆด้วยวิธีการอย่างที่ท่านได้เตรียมเอาไว้โดยไม่คิดเพิ่ม	1	2	3	4	5
12	หัวหน้าของคุณสังเกตและยอมรับการเปลี่ยนแปลงในทางที่ดีของคุณ	1	2	3	4	5
13	หัวหน้าของคุณมีปัญหาในการอธิบายความคิดของท่านให้คุณได้รับรู้	1	2	3	4	5
14	หัวหน้าของคุณเชื่อว่าคนที่ศึกษาหาความรู้ทุกคนมีความแตกต่างกัน ในวิธีการหาความรู้ กระบวนการเรียนรู้ และการนำความรู้ต่างๆไปใช้งาน	1	2	3	4	5
15	หัวหน้าของคุณตั้งใจและรับฟังในสิ่งที่คุณพูด	1	2	3	4	5
16	หัวหน้าของคุณเชื่อว่าคุณรู้จุดมุ่งหมาย ความใฝ่ฝันของตัวเอง และโลกความเป็นจริงว่าเป็นอย่างไร	1	2	3	4	5
17	หัวหน้าของคุณสนับสนุนให้คุณรับความช่วยเหลือจากเพื่อนร่วมงาน	1	2	3	4	5

18	หัวหน้าของคุณแสดงออกให้เห็นว่า ท่านใจร้อนในการรอคอยที่จะได้เห็นความก้าวหน้าของคุณ	1	2	3	4	5
19	หัวหน้าของคุณพยายามจัดความสมดุลในการใช้ความพยายามของท่าน เพื่อช่วยคุณเพิ่มเติมความรู้ และเพื่อสร้างแรงบันดาลใจให้กับคุณ	1	2	3	4	5
20	หัวหน้าของคุณพยายามนำเสนองานให้ชัดเจนที่สุด เพื่อป้องกัน ข้อสงสัย และคำถามที่จะเกิดขึ้นได้จากพนักงาน	1	2	3	4	5
21	หัวหน้าของคุณมีการจัดการรวมกลุ่มเพื่อปฏิบัติงาน	1	2	3	4	5
22	หัวหน้าของคุณกำหนดจุดประสงค์ของการทำงานและการเรียนรู้ สำหรับโครงการต่างๆ	1	2	3	4	5
23	หัวหน้าของคุณใช้สื่อต่างๆเพื่อช่วยในการทำงานและเรียนรู้ (เช่น อินเทอร์เน็ต การสื่อสารทางไกลด้วยวิดีโอ วีดีโอเทป และอื่นๆ)	1	2	3	4	5
24	หัวหน้าคุณใช้เทคนิคการเรียนรู้งานที่เรียกว่า "กลุ่มการฟัง" โดยให้แต่ละคนจับกลุ่มกัน โดยแต่ละกลุ่มจะฟังและปฏิบัติงานในหัวข้อที่ต่างกันไปตามที่ได้รับมอบหมาย	1	2	3	4	5
25	หัวหน้าของคุณแสดงให้เห็นว่า ท่าน(หัวหน้า)มีความสามารถและความชำนาญในการทำงานมาก	1	2	3	4	5
26	หัวหน้าของคุณเห็นคุณค่า ของความกระตือรือร้นของคุณในการมีส่วนร่วมในการทำงาน	1	2	3	4	5
27	หัวหน้าของคุณแสดงความรู้สึกรับผิดชอบที่เห็นคุณไม่ใส่ใจในการทำงาน	1	2	3	4	5
28	หัวหน้าของคุณให้รางวัลสำหรับความสามารถในการเรียนรู้ของคุณ ในสิ่งที่จำเป็นสำหรับการทำงาน	1	2	3	4	5
29	หัวหน้าของคุณคิดว่าคุณจำเป็นต้องมีความระมัดระวังทางความคิดและความรู้สึกของคุณ นอกจากนั้นคุณต้องถ่ายทอดความนึกคิดและความรู้สึกของคุณให้ผู้อื่นได้รับรู้	1	2	3	4	5
30	หัวหน้าของคุณให้สิทธิ์ที่จะประเมินความก้าวหน้าในการทำงาน และการเรียนรู้ ของตัวคุณเอง	1	2	3	4	5
31	หัวหน้าของคุณรับฟังในสิ่งที่คุณได้บอกกล่าวท่านว่าจะไรที่คุณคิดว่าเป็นสิ่งจำเป็นต่อการทำงาน และการเรียนรู้ สำหรับตัวคุณ	1	2	3	4	5
32	หัวหน้าของคุณไม่เข้าไจระยะเวลาที่คุณต้องใช้ในการเรียนรู้เรื่องราวต่างๆ	1	2	3	4	5
33	หัวหน้าของคุณสนับสนุนให้คุณมีความเคารพและภูมิใจในตัวเองในทางที่ดี	1	2	3	4	5
34	หัวหน้าของคุณต้องการให้คุณทำตามสิ่งที่ท่านสอนคุณอย่างเคร่งครัด	1	2	3	4	5
35	หัวหน้าของคุณใช้เทคนิคการเรียนรู้ ที่เรียกว่า "บทบาทสมมติ" ซึ่งเป็นการสมมติบทบาทโดยบทบาทหนึ่งให้คุณ (เช่น สมมติ ว่าคุณ เป็น ประธานบริษัท หรือตำแหน่งอื่น) แล้วให้คุณคิดว่า คุณจะทำงานและแก้ปัญหา สิ่งที่เกิดขึ้นอย่างไร เมื่อคุณอยู่ในตำแหน่งงานที่สมมตินั้นๆ	1	2	3	4	5
36	หัวหน้าของคุณแสดงออกว่าท่านเมื่อคำถามต่างๆมาขยที่ถามคุณ	1	2	3	4	5
37	หัวหน้าของคุณให้ความรู้เกี่ยวกับการทำงานและเรื่องต่างๆ ด้วยวิธีการสอนที่แตกต่างกันไป สำหรับคุณและเพื่อนร่วมงานของคุณ	1	2	3	4	5
38	หัวหน้าของคุณช่วยคุณในการค้นหาความสามารถของตัวเอง	1	2	3	4	5
39	หัวหน้าของคุณกระตุ้นให้คุณค้นหาความชัดเจนในสิ่งที่มุ่งมั่นและปรารถนา	1	2	3	4	5

40	หัวหน้าของคุณถามคุณว่า คุณจะใช้วิธีการอย่างไรในการทำงาน การศึกษา และทำความเข้าใจ ในสิ่งหนึ่งสิ่งใดที่คุณต้องการเรียนรู้	1	2	3	4	5
41	หัวหน้าของคุณรู้สึกรำคาญใจในความไม่เอาใจใส่ในการทำงานและการศึกษาหาความรู้ของตัวเอง	1	2	3	4	5
42	หัวหน้าของคุณผสมผสานเทคนิคการทำงานและการเรียนรู้ ร่วมกับเนื้อหาการทำงานและการเรียนรู้	1	2	3	4	5
43	หัวหน้าของคุณพัฒนาความสัมพันธ์ในเชิงสนับสนุน ระหว่างตัวท่านเองกับคุณ	1	2	3	4	5
44	หัวหน้าของคุณแสดงออกให้คุณเห็นถึงความปรารถนาที่ดี และความเอาใจใส่ ที่ท่านมีต่อคุณอย่างไม่มีเงื่อนไขใดๆ	1	2	3	4	5
45	หัวหน้าของคุณเคารพในเกียรติ และคุณธรรมที่มีอยู่ในตัวคุณ	1	2	3	4	5

ส่วนที่ 2 ประโยคที่ปรากฏข้างล่างนี้ เป็นประโยคที่สะท้อนถึง ความพอใจในการทำงานของคุณในองค์กรที่คุณทำงานอยู่ในปัจจุบันนี้ วงกลมหมายเลขที่ตรงกับคุณมากที่สุด

เลขที่	รายละเอียด	น้อยมาก	น้อย	บางครั้ง	บ่อย	บ่อยมาก
46	คุณมีความสุขกับสิ่งแวดล้อมของการทำงานในปัจจุบัน	1	2	3	4	5
47	คุณรู้สึกพอใจกับคุณภาพงานที่คุณสามารถทำอยู่ในปัจจุบัน	1	2	3	4	5
48	คุณจะชักชวนคนอื่น ๆ มาสมัครงานกับองค์กรที่คุณทำอยู่ในปัจจุบัน	1	2	3	4	5
49	หัวหน้าของคุณให้ความสำคัญกับงานที่คุณทำมาก	1	2	3	4	5
50	หัวหน้าของคุณเอาใจใส่และห่วงใยในตัวคุณ	1	2	3	4	5
51	คุณมีความสนใจในงานที่คุณทำอยู่ในปัจจุบัน	1	2	3	4	5
52	คุณรู้สึกเป็นตัวของตัวเองในขณะที่คุณทำงาน	1	2	3	4	5

ส่วนที่ 3 ประโยคที่ปรากฏอยู่ข้างล่างนี้ เป็นประโยคที่สะท้อนถึง ความตั้งใจของคุณ ที่จะทำงานกับองค์กรที่คุณอยู่ในปัจจุบัน ต่อไป วงกลมหมายเลขที่ตรงกับคุณมากที่สุด

เลขที่	รายละเอียด	น้อยมาก	น้อย	บางครั้ง	บ่อย	บ่อยมาก
53	คุณรู้สึกมีความผูกพันกับหัวหน้าของคุณ (เช่น ความกังวล ความเป็นห่วง ต่อหัวหน้าของคุณ)	1	2	3	4	5
54	คุณคิดจะลาออกจากองค์กร	1	2	3	4	5
55	คุณรู้สึกดี ถ้าคุณได้ลาออกจากองค์กร	1	2	3	4	5
56	คุณมองเห็นว่า คุณจะยังคงทำงานอยู่กับองค์กรปัจจุบันในอีก 1 ปีข้างหน้า	1	2	3	4	5
57	คุณเต็มใจที่จะไปทำงานที่ใหม่ ถ้ามีตำแหน่งงานว่างเปิดขึ้น	1	2	3	4	5

58	องค์กรที่คุณทำงานอยู่ ณ ปัจจุบันมีความหมายต่อคุณมาก	1	2	3	4	5
59	ถ้าเลือกได้ คุณต้องการที่จะทำงานกับองค์กรที่คุณอยู่ในปัจจุบัน	1	2	3	4	5

ส่วนที่ 4: คำถามเกี่ยวกับคุณ

60 เพศ ชาย หญิง

61 อายุ ต่ำกว่า 21 ปี
 21 - 30 ปี
 31 - 40 ปี
 41 - 50 ปี
 มากกว่า 50 ปี

62 ระดับการศึกษา ต่ำกว่าปริญญาตรี
 ปริญญาตรี
 ปริญญาโท
 ปริญญาเอก

63 คุณทำงานอยู่ในหน่วยงาน ภาครัฐ
 ภาคเอกชน

64 ภาคอุตสาหกรรม และชื่อ ธนาคาร; ชื่อ _____
 องค์กรที่คุณทำงานในปัจจุบัน โรงพยาบาล; ชื่อ _____

..... โรงแรม; ชื่อ _____

..... อื่นๆ โปรดระบุ _____

65 ระดับตำแหน่งของคุณคือ

..... พนักงาน

..... ผู้จัดการ/ผู้บริหาร

66 คุณเป็น

..... พนักงานชั่วคราวที่ปฏิบัติงานบางเวลา (พาร์ทไทม์)

..... พนักงานชั่วคราวที่ปฏิบัติงานเต็มเวลา (ฟูลไทม์)

..... พนักงานประจำที่ปฏิบัติงานบางเวลา (พาร์ทไทม์)

..... พนักงานประจำที่ปฏิบัติงานเต็มเวลา (ฟูลไทม์)

67 สังกัดฝ่าย/แผนก? _____

68 ตำแหน่ง/หน้าที่การงานของคุณคือ? _____

69 คุณทำงานอยู่กับองค์กรปัจจุบันเป็นเวลานานเท่าไร?

..... น้อยกว่า 1 ปี

..... 1 ปี - น้อยกว่า 3 ปี

..... 3 ปี - น้อยกว่า 5 ปี

..... 5 ปี - น้อยกว่า 10 ปี

..... 10 ปี - น้อยกว่า 15 ปี

..... 15 ปี - น้อยกว่า 20 ปี

..... 20 ปีขึ้นไป

70 รายได้/เงินเดือน ต่ำกว่า 5,000 บาท/เดือน
 5,000 - 15,000 บาท/เดือน
 15,001 - 25,000 บาท/เดือน
 25,001 - 35,000 บาท/เดือน
 35,001 - 45,000 บาท/เดือน
 45,001 - 55,000 บาท/เดือน
 มากกว่า 55,000 บาท/เดือน

ขอบคุณที่ช่วยตอบแบบสอบถามค่ะ